

# Motivation and the Role of Medical Student During the Covid-19 Pandemic as an Agent of Change within the Family

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## Motivation and the Role of Medical Student During the Covid-19 Pandemic as an Agent of Change within the Family

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### ABSTRACT

**Background:** The rapid spread of the Corona Virus Disease still shocks the world. Covid-19 related vaccines are still under study. This makes medical students have no choice but to be active as health promoters i.e. agents of change to ensure their families and themselves remain healthy during the Covid-19 pandemic.

**Purpose:** The purpose of this study is to examine the relationship between motivation and the role of medical students as agents of change among families during the Covid-19 pandemic.

**Methods:** This was a cross-sectional survey carried out on a group of medical faculty from Al-Azhar Islamic University, Mataram, West Nusa Tenggara. A total of 84 students was selected using purposive sampling. The independent variable was motivation. The dependent variable was the role of an agent of change within the family. Data were collected by a questionnaire using Google form. Then the data were analyzed by Chi-Square.

**Results:** A total of 95.24% of medical students were highly motivated to prevent Covid-19 within the family. 98.81% actively educate about hygiene and healthy living habits, 97.62% prepare masks and hand sanitizers if a member of the family goes outside, and 92.8% supply their families with vitamins and medicines during the Covid-19 pandemic. There was a statistically significant relationship between motivation and the role of medical students as agents of change within the family during the Covid-19 pandemic ( $p < 0.001$ ),

**Conclusion:** High motivation is related to the active role of medical students as agents of family change during the Covid-19 pandemic.

**Keywords:** Covid-19, motivation, agent of change, family

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### BACKGROUND

During the Covid-19 pandemic, medical students are retracted from clinical experiences. The entire curriculum is transitioned to a virtually-delivered format. There is no activity allowed on the campus, study, and exams are offered online. Licensing of exams is delayed. Students who may continue to be in touch with patients during this pandemic are limited to their respiratory assessment due to a lack of appropriate personal protective equipment (PPE) (Chandrat, 2020).

After the cancelation of clinical placements, medical students were forced to adjust quickly to learning entirely from home. Despite the global pandemic, medical schools were quick to deliver on-line lectures and teaching opportunities. Besides, clinicians have been able to continue teaching using online platforms, such as zoom. (O'Doherty et al., 2018).

There was a deep sense of respect for these practitioners who both served through the COVID 19 Pandemic and yet found time to teach. Learning from our mentors is a beneficial and important way for medical students to learn and develop (Ralhan et al., 2012).

The effect on medical student education has been important, especially in the transition from student to doctor. This study found that the disruption of student assistantships had the greatest effect on students' trust and preparedness. For those willing to participate in hospitals and join the front-line staff, it is important to ensure their well-being by precautions such as sound inductions, assistance, and supervision (Choi et al., 2020).

Although this latest pandemic poses new problems, it will not be the last crisis facing our health care system. Failure to recognize the position of our medical students is now a disservice to current and future students. Appropriate alternatives to clinical experience differ from medical school to the department. It should be noted that medical schools and students should consider the implications of current power structures and differentials in the use of such methods discussed above (Khamees et al., 2020).

Medical students spend more time at home than anywhere else. At home, medical students are supposed to be able to use the expertise they have acquired from medical universities to become agents of change in the fight against the Covid-19 virus. This study aims to examine the relationship between motivation and the role of medical students as agents of change among families during the Covid-19 pandemic.

## **SUBJECT AND METHOD**

### **A. Study Design**

This was a cross-sectional survey study conducted in the Faculty of Medicine, Al-Azhar Islamic University, Mataram, West Nusa Tenggara, Indonesia. 84 medical students were included using purposive sampling.

### **B. Study Variables**

The independent variable was motivation. The dependent variable was the role of an agent of change within the family.

### **C. Data Analysis**

Data were analyzed using univariate evaluating data using a single variable and bivariate with the Chi-square test to comparing frequencies or proportions. It is a statistical test used to determine if observed data deviate from those expected under a particular hypothesis.

### **D. Research Ethics**

Research ethics includes the approval sheet, anonymity, confidentiality, and ethical eligibility. Ethical feasibility in this study comes from the Ethics Committee of the Faculty of Medicine, Al-Azhar Islamic University, Mataram, number: 20 /EC/FK-06/UNIZAR/VI/2020.

## **RESULTS**

This study was conducted by involved medical students in the Faculty of Medicine, Al-Azhar Islamic University, Mataram, West Nusa Tenggara, Indonesia. A total of 21 Male (25.00%) and 63 females (75.00%) agreed to join as the respondent in this study. More than 50% of medical students reported have high motivation to prevent Covid-19 (95.24%). Their

role as an agent of change to prevent Covid-19 among their family was good. As much as 98.81% actively educate about hygiene and healthy living habits, 97.62% prepare masks and hand sanitizers if a member of the family goes outside, and 92.8% supply their families with vitamins and medicines during the Covid-19 pandemic

**Table 1.** Study Subject Characteristics

Characteristics	n	%
<b>Gender</b>		
Male	21	25.00
Female	63	75.00
<b>Motivation</b>		
Low	4	4.76
High	80	95.24
<b>Educating on healthy living habits</b>		
No	0	0
Yes	83	98.08
<b>Preparing masks and hand sanitizers</b>		
No	2	2.38
Yes	82	97.62
<b>Provide vitamins and medicine</b>		
No	6	7.14
Yes	78	92.86

**Table 2.** The Results of Bivariate Analysis

Variables	Category	Educating on healthy living habits				OR	p-value
		Yes		No			
		n	%	n	%		
Motivation	Low	1	25.00	3	75.00	20.24	<0.001
	High	0	0.00	83	100.00		

**Table 3.** The Results of Bivariate Analysis

Variables	Category	Preparing masks and hand sanitizers				OR	p-value
		Yes		No			
		n	%	n	%		
Motivation	Low	2	50.00	2	50.00	40.97	<0.001
	High	0	0.00	80	100.00		

**Table 4.** The Results of Bivariate Analysis

Variables	Category	Provide vitamins and medicine				OR	p-value
		Yes		No			
		n	%	n	%		
Motivation	Low	3	75.00	1	25.00	29.15	<0.001
	High	3	3.75	77	96.25		

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Table 2, 3, and 4 shows there was a significant relationship between the motivation toward educating their family on healthy living habits (OR=20.24; p<0.001), preparing masks and hand sanitizers (OR= 40.97; p<0.001), and provide vitamins and medicine among family (OR=29.15;p<0.001).

### DISCUSSION

The findings of this study indicate that medical students in the Faculty of Medicine, Al-Azhar Islamic University, Mataram, West Nusa Tenggara, Indonesia are well driven to avoid Covid-19. Medical students also play a part in the protective actions of the family. Medical students as a growth agent are synergized with the role of a change agent (Harding & Charlton, 2016).

Motivation is statistically associated with the medical student's role as an agent of change during the Covid-19 pandemic. Previous studies have tried to explain such a curious behavior by studying their (potentially hidden) motivational drivers. This quest is based on the assumption that all instrumental behavior is energized and driven by motivational force. Energization of behavior refers to its activation, and behavioral direction refers to whether an individual approaches or avoids objects, events, or internal representations (Hardcastle et al., 2015).

The latest attempts by medical schools to reform pedagogy have encouraged competency-based learning internationally. However, much of the developing world's medical curricula also concentrate on basic awareness and classroom-based instruction. The applicability of evidence-based information is limited. Insufficient focus on public health education deprives students of a comprehensive outlook on health systems (Jawed et al., 2018). In the current Covid-19 pandemic, the regulation of transmission is largely focused on human behavior. Medical students are considered role models for their patients, in this condition, their family.

The influence of Covid-19 has begun to affect the career development and life of other facets of the students. The uncertainty is palpable in the group, and many are puzzled about how to proceed in the wake of Covid-19. Medical students ask what steps they should take to support the communities and to minimize the overall potential for harm (Farbermarch, 2020). As outlined by the Centers for Disease Control and Prevention (CDC) and our legislative bodies, medical students can improve the guidelines. They may also contribute to the initiative, despite being told to stay home for now. Students of some medical schools have joined forces to provide faculties with child care and home care facilities (CDC, 2019).

Finally, the authors would like to report the limitations of the study in that the findings were not well discussed in the related literature. To the best of our knowledge, there have been no similar published studies in West Nusa Tenggara. Moreover, this study relied on self-reported practices. In this urgent time of dealing with a pandemic, there would reach a certain level of social desirability that can bias the reports about the practices

### CONCLUSION

High motivation is related to the active role of medical students in the Faculty of Medicine, Al-Azhar Islamic University, Mataram, West Nusa Tenggara, Indonesia as agents of family change during the Covid-19 pandemic.

## **ACKNOWLEDGMENTS**

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## **CONFLICTS OF INTEREST**

There is no conflict of interest in this study.

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