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What influences clinical educators' motivation to teach? A Systematic Review and framework synthesis based on Self-determination Theory.

Cesar Orsini¹, Rintaro Imafuku², Barbara Jennings¹, Rashmi Kusurkar³

¹Norwich Medical School, University of East Anglia, Norwich, UK. ²Gifu University, Gifu, Japan.

³Amsterdam UMC, Amsterdam, Netherlands

CESAR ORSINI

I ACCEPT THE SUBMISSION TERMS AND CONDITIONS (SEE ABSTRACT SUBMISSION GUIDELINES)

yes

Short Communication/ePoster - Background

Clinical educators' optimal motivation is paramount to their performance and wellbeing as well as to learners. However, teaching in clinical settings is time-consuming, often uncompensated, and combines various obligations. Therefore, we aimed to identify factors influencing clinical educators' motivation to teach to support their retention and wellbeing.

Short Communication/ePoster- Summary of Work

A systematic search was conducted across five databases, relevant journals, and a snowball search of selected studies. Empirical studies were included if they reported factors influencing clinical educators' motivation to teach (i.e., drives/goals/rewards) and met specific quality criteria. Data were synthesised through a framework analysis based on Self-determination Theory's taxonomy of motivation, and influential factors were categorised as from 'above' (e.g. interactions with line managers/supervisors), 'within' (e.g., own motivation/beliefs), and 'below' (e.g. motivation/beliefs about learners' motivation/engagement) to understand the complexity of the environmental influences on educators' motivation.

Short Communication/ePoster - Summary of Results

Twenty-nine studies (of 7,700) met the inclusion and quality criteria. Articles came from different disciplines and settings (e.g., medicine/dentistry/nursing). Educators placed greater value on autonomous rather than controlled reasons to teach. Educators were autonomously motivated by enjoyment/desire to teach; interest in learners' development, mastery of subject matter; professional growth; sense of purpose towards the profession/community; and input on teaching format/content. Educators experienced controlled motivation due to social pressures/rewards (e.g., status, peer/department pressure, feedback/recognition) and material rewards (e.g., faculty affiliation, education credits, gratitude expressions, remuneration). Themes linked to amotivation were time pressure, lack of recognition/compensation, increased workload, unprepared learners, and lack of support from the educational programme. These results were further categorised as factors influencing from 'above', 'within', and 'below'.

Short Communication/ePoster - Discussion and Conclusion

Clinical educators favoured enjoyment, professional development, and altruistic reasons to teach over social/material rewards. These findings can be applied to the development of contextual strategies to maximise autonomous reasons and manage amotivational factors to enhance satisfaction, retention, and faculty development of clinical educators. Recommendations are provided on how to support educators' autonomous motivation.

educational environments. Strategies should be based on a context and needs analysis addressing supervisor/preceptors' autonomous motivation and recognition of their teaching role, considering influences from 'above', 'within', and 'below'.

Presentation

Short Communication Only

Track

Faculty development: Faculty development

Phase of Education

Generic