

## PECULIARITIES OF PROFESSIONAL “SELF-IMAGE” DEVELOPMENT OF THE FUTURE MEDICAL WORKERS

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**Ушакова К.Ю., Співак Л.М., Гладкевич М.І. Особливості розвитку професійного “образу Я” майбутніх медичних працівників.** Статтю присвячено питанню розвитку професійного “образу Я” майбутніх медичних працівників протягом навчання у медичному коледжі, що є важливою умовою їх успішного становлення як фахівців. Емпіричне вивчення цього питання проводилося з метою виявлення особливостей розвитку професійного “образу Я” студентів 1-4-х курсів медичних коледжів протягом їх професійного навчання. Для досягнення поставленої мети застосовувалася модифікована методика вивчення професійної самооцінки майбутніх медичних працівників середньої ланки. Охарактеризовано особливості змісту й співвідношення реальних та ідеальних уявлень студентів 1-4-х курсів медичних коледжів про себе як медичного працівника. Співвідношення реальних та ідеальних уявлень майбутніх медичних працівників визначає рівень їх професійної самооцінки. Емпірично встановлено, що протягом професійного навчання змінюється зміст і співвідношення реальних та ідеальних уявлень студентів про себе як майбутніх медичних працівників. З’ясовано, що на кожному курсі найбільша кількість студентів оцінюють себе як професіонала середньо, дещо менша – низько, найменша – високо. Емпірично виявлена динаміка засвідчує важливість проведення розвивальної роботи з майбутніми медичними працівниками середньої ланки упродовж їх навчання з метою підвищення у них цих рівнів. Модифікована методика та одержані результати будуть корисними психологам для психодіагностики професійного “образу Я” студентів медичних коледжів і розробки програми з його розвитку.

**Ключові слова:** професійний “образ Я”, реальні та ідеальні уявлення, розвиток, майбутні медичні працівники, студенти, медичний коледж.

**Ushakova, K.Yu., Spivak, L.M., Hladkevych, M.I. Peculiarities of Professional “Self-image” Development of the Future Medical Workers.** This article is dedicated to the research of professional “Self-image” development of future mid-level medical workers during their training in medical college, which is an important condition for their successful formation as specialists. The empirical study of this issue was conducted in order to identify the peculiarities of professional “Self-image” development of 1-4 year medical college students during their professional training. To achieve this goal, a modified method of studying the professional “Self-image” of future mid-level medical staff was used. The peculiarities of the content and coincidence of real and ideal representations of medical college students (1st-4th years of studying) about themselves as a medical worker are described. The empirical established that during the professional training of the content and coincidence the students’ real and ideal representations of themselves as future medical workers change.

**Keywords:** professional “Self-image”, real and ideal representations, development, future medical workers, students, medical college.

**Introduction.** In the conditions of the reformation of Ukrainian education, the problem of increasing the efficiency of students’ training for higher education institutions as specialists with highly developed professional self-consciousness with positive content is being actualized. Nowadays there is an acute need

for the graduates who not only have necessary special skills, and those who have developed their professional perceptions, have a positive attitude to the professional community, but also those students who have an adequate awareness of their professional skills and seek to succeed in professional self-actualization. In regards with the provisions of the Laws of Ukraine “On Education” and “On Higher Education”, an important task of domestic psychological science and practice is the study of the peculiarities and conditions of the development of the professional “Self-concept” and its core components (“Self-image”, self-attitude, self-esteem and self-regulation) for university students during their studies. Becoming profound professional future medical workers “Self-image” is a prerequisite for their successful professional development in further.

**Analysis of recent research and publications.** The need to study of the development of the professional medical college students “Self-image” is due to the lack of such research in psychological science overall for the last ten years. In foreign psychology only gender specifics of self-evaluation of professional motives by first-year students of medical colleges were studied [9]. In domestic psychology only psychological foundations of personality’s development [7], emotional competence formation [3] and psychological readiness for professional activities [5] of future doctors were studied.

According to the position of scientists (Zh.P. Virna and A.B. Mudryk [1], O.M. Kokun [2], N.F. Shevchenko [8], etc.), professional training is an important stage of professionalization in general and intensive development of students professional self-consciousness and professional “Self-image” in particular.

The empirical study of the peculiarities of professional “Self-image” formation of medical college 1-4-year-students during their professional training has been the **aim** of the research. To achieve this aim, the following **tasks** were solved: 1) an empirical study of the content of real representations of medical college students (1st-4th years of studying) about themselves as a medical worker; 2) an empirical study of the content of ideal representations of medical college students (1st-4th years of studying) about themselves as a medical worker; 3) determining the levels of coincidence of students’ real and ideal representations of themselves as future specialists in the medical sphere which determines the level of their professional self-esteem. According to our assumption, the content of future medical workers professional “Self-image” may change during their professional training. To achieve the goal and to test the assumption on the basis of medical colleges, an empirical study of the students’ professional “Self-image” has been organized by means of method modified by us.

**Research results.** The dynamics of the development of professional “Self-image” of medical college students has been studied by means of the method “Personality self-esteem research” [4] modified by us [6]. Levels of coincidence of students’ real and ideal representations of themselves as future specialists in the medical sphere which determines the level of their professional self-esteem were determined using the formula of the coefficient of rank correlation by Ch. Spirman. The high level reflects the greatest coincidence of the estimates of students’ real and ideal representations of themselves as future specialists in the medical sphere. The medium level reflects a partial coincidence of the estimates of respondents’ real and ideal representations as future medical workers. Significant differences between the respondents’ assessments of real perceptions of themselves as future specialists in the field of medicine and their ideal representations could cause this low level.

The empirical study, which was conducted during 2018-2019, was attended by 303 students of medical colleges of Kyiv and Chernivtsi city. These students studied under the specialty 223. “Nursing” (namely 74 students of the first year, 82 – the second year, 76 – the third year, 71 – the fourth year). Firstly, we characterized the content of the real (“I”) and the ideal (“Etalon”) representations of 1-4-year students.

In general, students of the first year used 56 different features from the proposed list. In particular, 39 ones used them for the description «I» and 32 – for «Etalon» in the professional perspective. Describing the peculiarities of their real perceptions of themselves, we emphasize that the largest number (48.7%) of respondents consider themselves being responsible. Significantly smaller number – polite (25.7%), sensitive (18.9%), honest (16.2%), sympathetic (13.5%), attentive (13.5%), friendly (12.2%), educated (12.2%), sincere (12.2%), diligent (9.5%), cautious (9.5%), conscientious (9.5%). According to the smallest number of students, they are tidy, hardworking, enthusiasts, devoted to the case – by 6.8%; tolerant, determined, erudite, cheerful, aspire to self-improvement, disciplined, punctual, cautious – by 4.1 %; purposeful, persistent,

enthusiastic, industrious, frank, energetic, courageous, compliant, emotionally restrained, harsh, stubborn, slow, striving for self-knowledge – by 2.7%.

The ideal representations of the 1-year-students about the medical professional reflect a number of qualities, a small number of which coincide with their actual representations about themselves, while the prevailing one is different. According to the majority of respondents (54.1%) a medical worker should be responsible. It is positive that almost the same number of respondents also believes to be responsible. According to the fewer students, the important features of an ideal physician are: professional competence (23%), dedication to the case (20.3%), politeness (18.9 %). We would like to emphasize that those respondents who noted politeness as an important quality in the standard of a medical worker rated this quality as the highest one, characterizing the actual «I». Instead, devotion to the medical profession, as its own the most important characteristic was noted by a few students.

A slightly smaller number of researchers stated the importance for the medical professional of such qualities as: caution, education – by 13.5%; sensitivity, attentiveness, honesty – by 9.5%. We would like to emphasize that not all of these features are specific to the respondents to the greatest extent, as it is supposed to be according to their etalon. In particular, by 4.1 % less caution and 1.4% – education.

The number of qualities, which are the most important ones for a professional doctor’s benchmark, was chosen by a small number of students in the first year of study (6.8%). Namely they are the following: being goal-oriented, vigor, thoroughness, attentiveness, conscientiousness, benevolence, compassion, desire for self-perfection, organization, erudition, emotional restraint, tact, hard work, stress, tidiness, observation, distribution and switching attention, tolerance, diligence, accuracy of movements, courage, safety, admiration and thoughtfulness. We would like to remind that the students included as their own ones the following characteristics: compassion, hard work, emotional restraint, purposefulness, desire for self-improvement, accuracy of movements, vigor.

It is revealed that for first course the largest number (59.5%) of students evaluate themselves as a professional at the medium level, somewhat less (27%) – at the low level, the smallest (13.5%) – at the high level.

In general, the second year students have used 58 different qualities out of 65 ones offered. In particular, 38 qualities were used for the characteristics of their own real «I» and 33 ones – for their ideal «I» in a professional perspective. Firstly, the real notions of 2-year-students about themselves are described. Interestingly, both 1-year students and 2-year ones recorded the highest number (39.5%) of those ones being surveyed who considered themselves responsible. It was found out that 2-year-students being compared with the 1-year-students considered themselves being polite (26.7%), honest (16.3%). In contrast, the more number of respondents – sympathetic (26.7%), more sensitive (20.9%), neater (8.1%) and diligent (12.8%); the smallest number – educated (10.5%) and conscientious (8.1%). It is positive that the 2nd year respondents were identified, as those who called their most important qualities as devotion to the case (12.8%), honesty (8.1%) and self-improvement (8.1%). After all, these qualities are important for a medical professional. At the same time, we are going to emphasize a small number of such respondents.

The smallest number of sophomores noted their most significant qualities: benevolence, purposefulness, vigor, enthusiasm, determination, observation, tolerance, perseverance – 5.8%; discipline, organization, attentiveness, openness, severity, stress – 4.7%; agility, hard work, punctuality, professional competence, cheerfulness, high moral, emotional restraint, tact, precision of movements, coldness – 2.3%.

In contrast to the students of the first year, the second year students believe that a medical professional reflects a number of features, most of which are the same as their actual perceptions of themselves. However, as being a student of the 1st year of studying, the largest and almost the same number (54.7%) of students consider the responsibility as an important feature of a health worker. However, if during the first year of studying almost the same number of respondents called themselves responsible, then being the second year students – this amount is reduced by 15.1%. During the second year of studying, there has been an increase in the number of those respondents, according to whose convictions; the devotion to the cause should distinguish the ideal physician. Their number is 34.9%. However, three times smaller amount of 2nd-year students called themselves dedicated to medicine.

It was discovered that 25.6% of the respondents emphasized the importance of education as a significant medical professional’s quality. This number was twice higher than for the first year students. Significantly fewer sophomores distinguished organization, courtesy, honesty, accuracy of movements

(8.1%) among the most important qualities. Instead, the smallest number of respondents noted the significance for a medical professional such qualities as: honesty, compassion, erudition, attentiveness, responsiveness, desire for self-improvement – 5.8%; humanity, caution, tolerance, diligence, purposefulness, emotional restraint, stress resistance – 4.7%; diligence, determination, courage, discipline, perseverance, cleanliness, goodwill, sincerity, high moral, cheerfulness, tact, tolerance – 2.3%.

It is revealed that for second course the largest number (53.7%) of students evaluate themselves as a professional at the medium level, somewhat less (31.7%) – at the low level, the smallest (14.6%) – at the high level.

The third year students used 50 different qualities in total. Compared to the above mentioned courses, this number is smaller, which indicates that the students are growing in their reflection on the qualities of a medical professional. After all, not all the qualities offered to the respondents for selection are important for the health worker. However, the number of qualities which they used describing their real and ideal «I» from a professional point of view was greater – 39. Describing the real representations of respondents about themselves, first of all, we would like to note that most of them (44.7%), as well as students of the first and second year, consider themselves being responsible. We also should emphasize the growth of the number of respondents during the third year of studying for which this quality is the most important, due to a deeper understanding of the specifics of the chosen profession. It was found out that the greatest number of the third year students is sure of their own benevolence (18.4%), attentiveness and caution (14.5%), honesty and courtesy (11.8%), diligence, conscientiousness, dedication, sensitivity, punctuality, aspire to self-improvement (9.2%).

The smallest number of third year students consider the important qualities of their own «I»: frankness, diligence, vigor, determination, courage, openness, communicability, tolerance – 6.6%; perseverance, sincerity, stress resistance, observation, meticulousness, accuracy of movements – 5.3%; professional competence, education, thoughtfulness, tact, purposefulness, dexterity, discipline, emotional restraint, admiration, stubbornness – by 2.6%. It should be noted that during the 2nd and 3rd years, a small number of students consider themselves to be proficient.

The study of the ideal representations of students about a medical professional has shown that responsibility is considered to be one of the most important features during the 3rd year of studying. However, the number of respondents who believe in it is slightly increasing up to 63.2%. At the same time, the number of those respondents, who consider themselves responsible, is decreasing (by 18.4%). In contrast to the students of the first and second year of studying, third year students understand that it is impossible to be a true specialist at the stage of professional training. This confirms the differences between their ideal qualities and the real ones. Thus, in the standard of medical professional, the quality of “devotion to the cause” was recognized as the most significant by 23.7% of respondents, whereas in their “I” – 9.2%; education – 15.8% and 2.6%; professional competence – 11.8% and 2.6%; accuracy of movements – 9.2% and 5.3%, respectively. We consider it positive that the third year students who emphasized the importance of organization, safety and meticulousness for such a professional as physician – 9.2%. Moreover the coincidence of the qualities of “sensitivity” and “hard work” in the “I” and “Etalon” of third-year students is 9.2%. And the features of “vigor” – in 6.6% respondents.

Some more attention should be paid to the coincidence of a number of real and ideal representations of students about themselves in a professional perspective. Namely: diligence, intentness, determination – 6.6%; benevolence, courage, perseverance, caution, desire for self-perfection – 5.3%; purposefulness, sincerity, observation, compassion, tact, tolerance, honesty, thoughtfulness, erudition, openness, emotional restraint, stress resistance, coldness, admiration, meticulousness – 2.6%. However, we note that the number of these respondents is the smallest.

It is revealed that for third course the largest number (51.3%) of students evaluate themselves as a professional at the medium level, somewhat less (30.3%) – at the low level, the smallest (18.4%) – at the high level.

In general, 4th-year students, as compared to other respondents, used a significantly smaller number of different features – 43. A definite number of students confirm the increase in their reflection of the most significant qualities of the medical professional. At the same time, there was also a decrease in the number of the description of their own “I” (31) and “Etalon” (35). The latter is due to the fact that many of them have chosen the same most important professional qualities to describe their real and ideal representations.

Emphasizing the peculiarities of real ideas about oneself during the fourth year of studying, we would like to note the further increase in the number of students (50.7%) who regard their own responsibility as the most important quality, which confirms the better understanding of the specifics of future professional activities. At the same time, we emphasize that, despite the increase, this number is only half of the fourth year students. Many respondents were found to be polite (29.6%), benevolence (22.5%), humanity and sensitivity (12.7%) and seek self-improvement (14.1%) at the graduation course. Compared to the first and third year students, there was an increase in the number of students with these qualities, which are very important for the medical professional, which confirms a small positive dynamics of their actual perceptions about themselves.

It was found that a somewhat smaller number of fourth year students (9.9%) consider themselves cautious, attentive, tolerant, conscientious, determined, sympathetic, purposeful and energetic. However, these quantitative indicators are slightly higher than the corresponding ones in previous courses, which also show the slight positive dynamics of the formation of real representations of students of medical colleges about themselves at the stage of their professional education.

The smallest number of the fourth year students named their most important qualities: devotion to the case, diligence, perseverance, cleanliness, punctuality – 7%; social skills, tact, diligence, honesty – 4.2%; professional competence, stress resistance, sincerity, high moral, tolerance, observation, courage, desire for self-knowledge – 2.8%. We would like to emphasize the lack of qualifications in self-characterization that will hinder the successful completion of post-graduates professional activities in the near future.

According to the results of the study of the ideal representations of the fourth year students about the standard of the doctor, the most important quality is the professional competence (46.5%), and not the responsibility, as for students of the first to the third years of studying. We think that this is due to the understanding of the students of the graduation course of the wider significance of the professional competence of the medical worker, which also implies his responsibility. The last quality has taken the second position in the list of reference. A fairly large number of respondents have chosen it (39.4%).

Meanwhile, the number of students who consider themselves responsible is slightly larger (4.2%). Particular attention is paid to the fact that before graduations from medical college, the number of graduates who consider believe to be professionally competent is decreasing. We should remember that the number of such students is quite small during the third year of studying. We should remember that the number of the third year students is quite small as well. In our opinion, this can be interpreted as understanding the impossibility of acquiring professional competence only at the stage of study.

The next most significant quality in the standard (etalon) of medical professional for the fourth year students was «educated» (19.7%). If we compare it with the third year students (15.8%) and first year students (13.5%), its importance increased. However, we didn't note the quality «educated» among the respondents' important personal ones.

Both the third year students and the fourth year students understand that it is impossible to become a true professional in medicine only at the stage of professional training. This proves the differences in the quantitative indicators of their real and ideal representations about themselves in a professional aspect. It was determined that 12.7% of respondents recognized the quality of “devotion to the cause” as the most significant in the etalon of a medical professional, whereas in their “I” – 7%; benevolence – 12.7% and 22.5%; industriousness – 9.9% and 4.2%; politeness – 9.9% and 29.6%, caution» – 9.9% and 0% respectively.

The coincidence of the quality of “humanity” in the “I” and “Etalon” among the 12.7% of graduates is positive. In addition, the coincidence of a number of real and ideal representations of oneself in a professional perspective is depicted in the least number of the fourth year students. In particular they are: discipline, organization, emotional restraint, courage, desire for self-improvement – 7%; social skills, honesty, purposefulness, diligence, determination, responsiveness, tolerance, energy – by 4.2%; erudition, safety, conscientiousness, tidiness, punctuality, sincerity, stress resistance, tact, observation, diligence, caution, accuracy of movements – by 2.8%. We should note that it is a positive fact, that the 4th-year student doesn't have such qualities in the etalon of a medical professional, which may interfere with the successful performance of their professional activities in the future.

It is revealed that for third course the largest number (47.9%) of students evaluate themselves as a professional at the medium level, somewhat less (26.8%) – at the high level, the smallest (25.3%) – at the low level.

**Conclusions.** Consequently, it is empirically established that during the professional training the students’ real and ideal representations of themselves as future medical workers change, the relationship between which determines the level of their professional self-esteem. It is revealed that for each course the largest part of students evaluate themselves as a professional at the average level, somewhat less – at the low level, the smallest – at the high level. At the same time, it is empirically detected that the peculiarities of professional “Self-image” development of 1-4 year medical college students indicate the importance of carrying out our research work with the aim of content extension of real and ideal representations about themselves as a medical worker and increasing these professional self-esteem levels, which will be the subject of our further scientific.

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