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PHYSICAL WELLBEING, COMPETITIVENESS, MOTIVATION, AND ACADEMIC ACHIEVEMENT IN FIRST YEAR BIOMEDICAL OR HEALTH SCIENCE STUDENTS

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AIMS:
To explore the relationships among stress, quality of life (QOL), motivation, competitiveness and grade attainment in pre-medical and health science students.

METHODS:
Responses were elicited from 339 students preparing for medical and other health science programmes. Questionnaires elicited information regarding gender, age, grade achievement, perceived stress, motivation, QOL, and competitiveness. The main method of analysis was the use of structural equation modelling.

RESULTS:
The Structural Equations models showed marginal gender differences and that all QOL domains had an equivalent impact on learning and achievement. In general, illustrated models showed a positive relationship between QOL and enjoyment of competition. Next, QOL was negatively associated with perceived stress, and had negative associations with self-efficacy and intrinsic value and a positive association with test anxiety. Enjoyment of competition was positively associated with self-efficacy and intrinsic value. Grade achievement was positively associated with self-efficacy.

CONCLUSION:
The models suggest that students experiencing good QOL report less perceived stress and less test anxiety, more self-efficacy, and less intrinsic value which correlate with positive grade outcomes. These models give insights into how learning variables influence grade outcome providing information about learning environments, team behaviours, and professional training.