

Abstract

Background and Objectives: The career decision-making self-efficacy (CDSE) in medical, pharmacy and dental students is more important than other disciplines due to professional sensitivity, direct involvement in decision-making for the treatment process and significant clinical involvement. It is also expected that learning style has a significant impact on the academic success and the CDSE also affects the quality of clinical care. Therefore, in the present study, we will examine the relationship between the learning style and the career decision-making self-efficacy of professional doctoral Students.

Methods: This cross sectional study was conducted on 235 medical interns and 5th and 6th year dental students of Ardabil University of Medical Sciences. The research tools, including Kolb Learning Style Inventory and Betz and Luzzo career decision-making self-efficacy questionnaire. Statistical tests such as Kolmogorov-Smirnov, Spearman correlation coefficient, Chi-square test, One-way ANOVA used to analyze the data.

Results: The mean age of participants was 25.9 ± 1.30 , majority of them were dental students (134 person, 59.3%) and 92 were medical students (40.7%). The predominant learning styles in dental and medical students were assimilating (40.3%) and converging(47.8%), respectively. there was no significant relationship between students' learning styles and career decision-making self-efficacy and none of its subscales ($p > 0.05$). The results of Chi-square test showed a significant difference between the field of study and learning style ($P=0.024$).

Conclusion; this study showed that there was no significant relationship between learning style and career decision-making self-efficacy. As this was the first study to be conducted in this field, the results are not conclusively reliable and further studies are needed.

Keywords: career, decision-making, self-efficacy, medical education, dental education, Learning Style