Research Square

Preprints are preliminary reports that have not undergone peer review.
They should not be considered conclusive, used to inform clinical practice,
or referenced by the media as validated information.

An Investigation and Validation of Learning Motivation and Work Values Among Generation Z Physicians

Chih-Hung Chen
Kaohsiung Chang Gung Memorial Hospital
Fan-Jen Huang
National Kaohsiung Normal University
Wen-Cheng (Gild) Shen
National Tsing Hua University
Shih-Min Liu
National Kaohsiung Normal University
Wei-Chuan Chen
coupe055@ms28.hinet.net
Kaohsiung Veterans General Hospital

Research Article

Keywords: Generation Z Physicians, Work Values, Learning Motivation, Career Characteristics Scale

Posted Date: August 28th, 2026

DOI: https://doi.org/10.21203/rs.3.rs-10261341/v1

License: This work is licensed under a Creative Commons Attribution 4.0 International License.
Read Full License

Additional Declarations: No competing interests reported.

Abstract

Introduction

Generation Z physicians (GZPs) exhibit distinctive professional and learning styles that necessitate tailored approaches in medical education and workplace settings. This study aims to investigate their learning motivation and work values by developing and validating a career characteristics scale (CCS) to inform customized education and workplace strategies. It also provides a pilot study for healthcare institutions to promote personalized learning and training autonomy in teaching strategies and curriculum design.

Methods

This study utilized a two-stage questionnaire survey targeting PGY1 and PGY2 physicians at Taiwan's medical centers between October 2024 and February 2025. Initially, focus group interviews were conducted to establish a conceptual map of learning motivation and work values. Based on this framework, a pilot study (N = 49) was carried out using cluster sampling for initial instrument validation. Subsequently, a main survey was administered, yielding 312 valid responses for CCS re-validation and hypothesis testing. Regression analysis based on the main survey data revealed that learning motivation significantly predicts work values.

Results

The CCS demonstrated robust reliability and validity across both stages, as confirmed by item analysis, Cronbach’s alpha, and factor analysis. Regarding the regression model, immediate feedback, internal goals, and external goals emerged as significant predictors of overall work values. These findings indicate that specific dimensions of learning motivation can significantly shape the work values of PGY physicians.

Conclusions

This study underscores the importance of understanding the unique learning motivations and work values of GZPs shaped by digital culture. The findings demonstrate that learning motivation serves as a powerful predictor of work values among these resident physicians. To support their professional development, medical organizations should implement individualized learning goals, flexible training models, and increased autonomy. Aligning instructional strategies, curriculum design, and institutional structures with their distinctive learning styles can sustain engagement, effectively enhancing both their learning motivation and overall perception of work values.

Introduction

Born roughly between 1990 and 2010, this generation grew up surrounded by the internet, instant messaging, smartphones, and tablets. They are adept at quickly absorbing information and have developed unique values and capabilities. They are also referred to as the “pluralist generation” [1]. Tech-savvy and often raised by Generation X parents, they’ve known only a globally connected world. Through iPads, laptops, smartphones, smart TVs, and social networks like Facebook and Instagram, their interactions have been reshaped and cover everything from online shopping and banking to learning and socializing [2]. The article described this digitally immersed generation as independent, highly individualistic, and unaccustomed to seeking help from elders or experts [3]. Instead, they turn to the internet for answers. In Taiwan, unlike previous generations, many people grew up in smaller families, and about 60% had two or fewer children per household, which may have fostered more self-centered tendencies [4].

Generation Z has grown up in an era of advanced technology, engaging in learning and problem-solving through digital means. Although Generation Z is often characterized as *digital natives* who have grown up immersed in digital technologies, research indicates that they continue to show a preference for in-person performance appraisals [5, 6]. Nevertheless, this tendency does not imply that Generation Z is primarily driven by extrinsic motivators [7]. On the contrary, opportunities for learning, skill development, and contributing to a positive social impact are regarded as equally significant factors in shaping their motivation and engagement [8]. Understanding motivation theories is the first step to comprehending the internal drivers of Generation Z and effectively stimulating their motivation to learn, for this forms the theoretical foundation of the present study. Although each generation develops shared values that are shaped by its social and technological contexts. However, Generation Z is entering universities, healthcare training, and the workforce with values and expectations that are distinct from those of prior generations. As digital natives raised in environments marked by economic uncertainty, global crises, and rapid technological advancements, Generation Z exhibits high levels of intrinsic motivation, performance orientation, and a strong desire for meaningful and impactful work. In addition, existing research has consistently demonstrated that motivation plays a pivotal role in shaping individual behavior, learning outcomes, and overall achievement. In the educational context, motivation and engagement are closely associated with students’ classroom participation, academic aspirations, enjoyment of schooling, depth of learning, and academic performance [9]. Motivation is seen as a pre-requisite of and a necessary element for student engagement in learning [10]. Therefore, to help medical educators and administrators move beyond traditional constraints, this study aims to investigate the learning motivations and work values of Generation Z physicians (GZPs) by developing and validating a Career Characteristics Scale (CCS) of GZPs that focuses on autonomy, engagement, practical relevance, teamwork, and growth opportunities. Beyond scale development, this research provides a vital blueprint for healthcare institutions to promote personalized learning and training autonomy. Ultimately, these empirical insights will inform customized educational strategies, curriculum designs, and workplace environments that truly align with the realities of this generation.

Learning motivations

As generations evolve, so do their academic goals, interests, professional skills, and core values, which are shaped by changes in society and technology [4]. Motivation is closely tied to self-directed learning and a sense of professional purpose [11]. Learners' motivation directly influences their learning behaviors and outcomes. Understanding and supporting students' motivation can help educators enhance students' engagement and achievement. Motivation and confidence are also crucial for adapting to higher education, as they impact engagement, performance, well-being, and retention [12]. From the perspective of Self-Determination Theory (SDT), authentic motivation arises from within and is sustained by intrinsic factors that fulfill individuals' basic psychological needs for autonomy, competence, and relatedness [13]. When individuals are immersed in an environment that nurtures these inherent needs, such as a cohesive group setting that fosters relatedness, their self-concept can shift, prompting positive changes in their behavior. To teach Generation Z effectively, instructors must create diverse, engaging content that allows learners to choose their preferred paths, like personalized and self-directed learning, thereby enhancing their sense of autonomy. This generation learns through interactive platforms and searches online for answers instead of asking teachers or parents [3]. Lastly, critical thinking, information literacy, and problem-solving skills are more important than rote memorization [1]. Although adept at multitasking, GZPs have limited attention spans and are easily distracted [14, 15]. Learning for them must be high-quality, pragmatic, action-based, and experiential [4, 16]. They prefer problem-solving approaches like level-based games, with guidance offered at key moments [17]. Such pedagogical designs, paired with immediate feedback, clear goals, challenges, and reward systems, are essential to support their perceived competence [18]. Learning must be personalized [1, 14]. empowering GZPs with autonomy over their learning drives motivation, and they thrive in educational environments that are engaging and practical. Extensive research has demonstrated that motivation significantly influences individuals' behavior, learning outcomes, and achievement. Beyond their role as abstract principles, work values also shape how individuals align their personal beliefs with organizational norms, ultimately influencing motivation, decision-making, and ethical conduct in the workplace. Therefore, understanding work values is equally crucial for comprehending human motivation and performance.

Work values

Work values are abstract principles that guide both individual and collective judgments. When situated within an occupational context, they serve as guiding orientations toward work-related goals and behaviors. Scholars have generally categorized work values into intrinsic dimensions (e.g., autonomy, achievement), extrinsic dimensions (e.g., salary, working conditions), and social or additional dimensions (e.g., interpersonal relationships, social contribution)[19, 20]. According to the literature, the term work values encompasses individuals' feelings, attitudes, and beliefs concerning employment in general, as well as their perceptions of particular occupations and their attributes, including prestige, remuneration, job security, and the work environment [21]. Building upon this conceptualization, subsequent studies have proposed a more comprehensive definition, suggesting that work values reflect individuals'

preferences for specific types of work or work environments, their evaluations of the importance of particular conditions within work situations, and the guiding principles that influence job-related decision-making, actions, and observable behaviors [22]. GZPs prefers jobs with career development, learning opportunities, and professional growth [23, 24]. They value self-expression, being heard, and teamwork [25]. Fit with coworkers, leaders, and organizational values significantly affects job satisfaction and engagement [26, 27]. They strive for work-life balance, desire meaningful work, and actively plan for leisure and personal growth outside of work [28]. They want their work to align with personal beliefs and social contributions [25, 29]. This highlights the importance of Person–Environment Fit (PEF), the alignment between individuals and their work environment. When people feel aligned with their roles and workplace culture, they are more satisfied, motivated, and perform better [30, 31].Thus, in this study, PEF integrating into our curriculum design to teaching PGYs become the major aims of this study.

Understanding Generation Z Learners in Post-Graduate Medical Education

In Taiwan, the post-graduate year (PGY) medical training program was introduced following the 2003 SARS outbreak. This two-year program involves clinical rotations across internal medicine, surgery, obstetrics and gynecology, pediatrics, and emergency medicine [32]. PGY physicians, most of whom belong to Generation Z, are typically first-time clinical practitioners. Despite their limited experience, they are responsible for substantial workloads and serve as essential frontline hospital staff. Consequently, medical education and healthcare organizations must adopt strategies to address the urgent needs of this distinct generation and develop measures to support and retain these young professionals. Understanding their expectations is the first step toward designing effective clinical education and avoiding curricula that fail to meet their learning needs.

In the context of medical education and career planning, the preferences and learning strategies of Generation Z are significantly shaped by their generational characteristics. Previous studies have found that high school students aspiring to study medicine tend to be highly intrinsically motivated, career-oriented, and guided by strong altruistic values [33]. Similarly, research on early-career Generation Z physicians in Japan has shown a preference for teamwork, immediate feedback, and digital communication tools over traditional hierarchies and delayed feedback structures [34]. These findings are consistent with broader evidence in the literature, including Scholars' review [35], which highlights Generation Z's appreciation for autonomy, empathy-driven leadership, and work–life balance in healthcare settings.

Meanwhile, studies from higher education contexts [36, 37] suggest that Generation Z students approach learning in highly personalized ways, influenced by individual personality traits and levels of self-efficacy. For instance, nursing students exhibit stronger intrinsic motivation and adopt deeper learning strategies compared with accounting students, whose engagement tends to be more surface-

level and extrinsically driven [36]. Moreover, Baruddin (2021) demonstrated that traits such as openness and extraversion, together with high career decision-making self-efficacy (CDMSE), predict stronger vocational commitment among university students [37]. Collectively, these findings indicate a clear shift in motivational profiles among Generation Z learners and underscore the need for educators to adapt curricula and teaching strategies accordingly.

Given that Generation Z physicians (GZPs) possess distinctive professional and learning styles that require tailored approaches in both medical education and workplace settings, understanding their learning motivations and work values is crucial for fostering effective engagement. However, to date, no study has specifically examined the learning motivations and work values of Generation Z physicians in Taiwan. Therefore, this study aims to develop and validate a scale to assess these dimensions and to provide empirical insights into the unique needs of this emerging generation.

Materials and Methods

This study employed a two-stage, cross-sectional observational design. Initially, focus group interviews involving teaching physicians and medical education experts were conducted to construct the conceptual framework. Based on this framework, a CCS of GZPs survey instrument was developed to assess the learning motivation and work values of GZPs. The study protocol was approved by the Institutional Review Board of the Chang Gung Medical Foundation. The quantitative survey targeted PGY1 and PGY2 physicians across medical centers in Taiwan between October 2024 and February 2025 using cluster sampling. A two-stage administration was executed: a pilot study (N = 49) was first conducted for initial scale validation, followed by the main survey which successfully collected 312 valid responses. Statistical analyses were performed using IBM SPSS Statistics 26, encompassing descriptive statistics, item analysis, factor analysis, reliability analysis, and multiple regression analysis. Ultimately, this research aims to investigate their learning motivation and work values by developing and validating a CCS to inform customized education and workplace strategies. By providing empirical evidence, the findings seek to inform optimized clinical teaching models, talent training frameworks, and tailored curriculum planning, thereby offering organizational references to attract, motivate, and sustain the productivity of the younger generation of physicians.

The pilot study included 49 questionnaires. The reliability and validity of the pre-test questionnaire were evaluated using decision value item analysis, item-to-total correlation, and Cronbach’s alpha after item deletion. Following the item analysis, the factor analysis of learning motivation dimension, the KMO value is 0.75 and 3 factors were extracted. The three dimensions are immediate feedback, intrinsic goals and extrinsic goals. The cumulative explained variation was 61.881%, the Cronbach's α is 0.91, and the scale has good construct validity. The factor analysis of work values dimension, the KMO value is 0.76 and 3 factors were extracted. The three dimensions are intrinsic value, added value and extrinsic value. The cumulative explained variation was 60.928%, the Cronbach's α is 0.94, and the scale has good construct validity.

Ethical approval

Our study was approved by the hospital's ethics review in accordance with the Declaration of Helsinki (approval no. XXXXXXXX). An ethic approval was obtained from the ethical committee of the XXXXXX Medical Foundation Institutional Review Board. Informed consent was obtained from all participants involved in the study.

Results

The main survey total of 312 formal questionnaires were collected for this study. The questionnaires consisted of three sections: personal background variables, analysis of current learning motivation, and work values. The personal background variables included six items: gender, age, location of hospital, type of institution, birthplace, and current department of service. Descriptive statistics of the background variables showed that among the GZPs participating in the study, males were the majority, with 184 (59%), and females were 128 (41%). The location of the hospital was most common in the south, with 239 (76.6%) serving in private hospitals, with 272 (87.2%) serving in private hospitals. The birthplace of the new generation of physicians was also most common in the south, with 185 (59.3%) serving in independent specialties, with 258 (82.7%) serving in independent specialties. The average age was 26.5 (2.27) years (see Table 1).

The re-validation stage involved further item and reliability analyses of the formal questionnaire to evaluate its measurement properties. For the learning motivation dimension, item analysis confirmed that all 24 items met the required statistical thresholds. Reliability analysis yielded robust internal consistency, with Cronbach's α coefficients of 0.880 for immediate feedback, 0.884 for intrinsic goals, and 0.842 for extrinsic goals. For the work values dimension, all 21 items successfully satisfied the item analysis criteria. The corresponding Cronbach's α coefficients were 0.870 for intrinsic values, 0.861 for extrinsic values, and 0.725 for added value. Across both dimensions, all coefficients exceeded the 0.70 threshold, indicating excellent internal consistency reliability for the entire scale.

This study explored the correlation between learning motivation and work values of the GZPs. The study used Pearson correlation analysis and found that all dimensions showed significant moderate positive correlations with each other, indicating that learning motivation and work values were significantly positively correlated (Table 2).

This study explored the relationship between the learning motivation of GZPs and their work values, including intrinsic value, added value, and extrinsic value. Using immediate feedback, intrinsic goals, extrinsic goals, and overall learning motivation as independent variables, a stepwise regression analysis was conducted to explore the effect of these variables on the intrinsic value, added value, and extrinsic value of work. The results of the study showed that both extrinsic goals and immediate feedback in learning motivation reached a significant level, with F values of 171.11 and 71.63 ($p<.001$). The individual predictive power of the two independent variables on intrinsic value was 35.6% and 12.1%, respectively indicating that these two dimensions have predictive power on intrinsic value. Both intrinsic and extrinsic

goals of learning motivation reached a significant level, with F values of 202.26 and 11.04 (p<.001). The individual predictive power of the two independent variables on added value was 39.5% and 2.1%, respectively indicating that these two dimensions have predictive power on, indicating that these two dimensions have predictive power for added value. The immediate feedback, intrinsic goals, and extrinsic goals of learning motivation all reached a significant level, with F values of 126.92, 14.155, and 4.657 (p<.001), respectively. The individual predictive power of the three independent variables on external value was 29%, 3.1%, and 1%, respectively. Therefore, it shows that these three constructs have predictive power on external value. In addition, this study conducted a regression analysis of the relationship between learning motivation and overall work values among GZPs, using immediate feedback, intrinsic goals, extrinsic goals, and overall learning motivation as independent variables and overall work values as the dependent variable. The F values were 261.33, 40.149, and 7.959, respectively ($p < .001$). The individual predictive powers of the three independent variables on overall work values were 45.7%, 6.2%, and 1.2%, respectively, for a cumulative explained variance of 52.7% (Table 3).

These findings indicate a moderate correlation between learning motivation and work values. All three dimensions of learning motivation have a significant effect on physicians' work values.

Discussion

This study addresses a critical gap in medical education by successfully developing and validating a scale to assess the learning motivations and work values of GZPs. While generational shifts in upbringing and technology have reshaped professional expectations, PGY physicians in Taiwan often face high-stakes clinical responsibilities with limited experience. By utilizing this newly validated instrument, this study provides robust empirical evidence showing that immediate feedback, intrinsic goals, and extrinsic goals are key determinants of overall work values. Consequently, these insights offer a clear blueprint for tailoring training structures toward innovative, self-directed, and technology-enhanced learning environments.

Consistent with prior research, our findings describe GZPs as independent, autodidactic learners who possess a strong preference for autonomy in determining their educational trajectories [38]. Through the lens of SDT, empowering GZPs with autonomy over their learning directly satisfies their basic psychological needs, thereby internalizing their motivation. Consequently, the results support a multidimensional conceptualization of work values, where learning motivation significantly drives both intrinsic dimensions (e.g., achievement, autonomy) and extrinsic/social dimensions (e.g., salary, teamwork, and societal contribution). Crucially, this alignment between learning motivation and work values plays a pivotal role in shaping professional development. Higher learning motivation among GZPs strengthens their perception of work values, which in turn enhances long-term workplace engagement and professional growth, echoing previous literature indicating that robust work values positively predict career sustainability [39].

While GZPs bring distinct strengths, such as technological fluency and a drive for continuous personal development, they also present potential vulnerabilities, including a need for structured yet flexible environments to maintain attention spans [40]. To support these unique workplace needs, medical organizations and healthcare educators must proactively move beyond traditional instructional paradigms. Instead of fragmented interventions, a systemic adjustment is required: aligning teaching strategies, curriculum design, milestone assessment approaches, and institutional management systems with GZP value orientations. Implementing individualized learning goals, offering timely, actionable feedback, and fostering experiential, problem-solving clinical environments will optimize both motivation and performance. Ultimately, adapting healthcare systems to match the motivational frameworks of GZPs will foster a more learner-centered, adaptive educational ecosystem that ensures long-term professional retentions [34].

Conclusion

In conclusion, the findings of this study demonstrate that learning motivation serves as a powerful driver of work values among Generation Z resident physicians (PGYs). Specifically, all three dimensions of learning motivation exert a positive and statistically significant influence on their overall work values. These results indicate that learning motivation not only dictates engagement during training but fundamentally shapes how young physicians perceive their professional roles, conceptualize workplace behaviors, and internalize career orientations. In essence, how these physicians approach and engage in learning is intrinsically tied to the core values they prioritize and enact within their medical practice.

Furthermore, this study underscores the synergistic relationship between educational drive and professional identity. Fostering robust learning motivation within medical education and clinical training environments not only optimizes immediate learning outcomes but also facilitates the cultivate of more positive, professionally oriented work values. These insights carry critical policy and practical implications for designing medical school curricula and PGY training programs. Future educational practices must proactively integrate motivation-oriented instructional strategies to support young physicians' holistic professional development and workplace adaptation.

Moving forward, institutional policies and faculty development programs should explicitly align with the distinctive learning styles and motivational frameworks of GZPs. Seamlessly integrating these generational preferences into clinical training will not only enhance pedagogical effectiveness but also strengthen organizational cohesion and institutional sustainability. Ultimately, ensuring that the next generation of medical professionals feels structurally supported, valued, and intrinsically motivated will empower them to make meaningful, long-term contributions to the healthcare system.

Declarations

Ethical approval and consent to participate:

Our study was approved by the hospital's ethics review in accordance with the Declaration of Helsinki (approval no. 202201931B0C502). An ethic approval was obtained from the ethical committee of the Chang Gung Medical Foundation Institutional Review Board. Informed consent was obtained from all participants involved in the study.

Disclosure statement

The authors report no conflicts of interest.

Consent for publication

Not applicable.

Funding

Kaohsiung Chang Gung Memorial Hospital (CMRPG8N1151).

Conflicts of interest: None declared.

Data availability: All empirical data generated or analyzed during this study are included in this published article [and its supplementary information files].

Acknowledgements

The authors thank the PGY doctors who participated in the study the support by grant CMRPG8N1151.

Notes on contributors

Chih-Hung, Fan-Jen and Wei-Chuan wrote the main manuscript text, and Wen-Cheng (Gild) and Shih-Min prepared data for figures and tables. Chih-Hung and Fan-Jen completed Statistical analysis and the literature search, Wei-Chuan independently reviewed the titles and abstracts of all articles. All authors reviewed the manuscript.

References

1. Rothman D. A Tsunami of learners called Generation Z. 2016.
2. McCrindle. Digital. 2015.
3. Cho M, Bonn MA, Han SJ. Generation Z's sustainable volunteering: Motivations, attitudes and job performance. Sustainability. 2018;10(5):1400.
4. Nadu T. Here is Generation Z: Work attitude and Characters of Newer generation. Dogo Rangsang Research Journal. 2020;6(10):44-50.
5. Lazányi K, Bilan Y. Generetion Z on the labour market: do they trust others within their workplace? Polish Journal of Management Studies. 2017;16(1):78-93.

6. Iorgulescu M-C. Generation Z and its perception of work. Cross-Cultural Management Journal. 2016;18(01):47-54.
7. Dwivedula R. Job characteristics as a determinant of intrinsic motivation: an empirical study of generation Z. Journal of Strategic Human Resource Management. 2020;9(2):29-40.
8. Kirchmayer Z, Fratričová J. What motivates generation Z at work? Insights into motivation drivers of business students in Slovakia. Proceedings of the Innovation management and education excellence through vision. 2020;6019:6030.
9. Collie RJ, Martin AJ. Motivation and engagement in learning. Oxford research encyclopedia of education2019.
10. Saeed S, Zyngier D. How motivation influences student engagement: A qualitative case study. Journal of Education and learning. 2012;1(2):252-67.
11. Merriam SB, Baumgartner LM. Learning in adulthood: A comprehensive guide: John Wiley & Sons; 2020.
12. Edgar S, Carr SE, Connaughton J, Celenza A. Student motivation to learn: is self-belief the key to transition and first year performance in an undergraduate health professions program? BMC medical education. 2019;19(1):111.
13. Vallerand RJ. Deci and Ryan's self-determination theory: A view from the hierarchical model of intrinsic and extrinsic motivation. Psychological inquiry. 2000;11(4):312-8.
14. Mosca JB, Curtis KP, Savoth PG. New Approaches to Learning for Generation Z. Journal of Business Diversity. 2019;19(3).
15. Veluchamy R, Bharadwaj M, Vignesh S, Sharma G. Personal and professional attitudes of generation Z students. International Journal of Circuit Theory and Applications. 2016;9(37):471-8.
16. Mendoza KR. Engaging generation Z: A case study on motivating the post-millennial traditional college student in the classroom: Johnson University; 2018.
17. Nandhakumar R, editor A Study on the Learning Pattern of Generation-Z (Gen-Z) & their Perception on Curriculum, Course Deliverance and Infrastructure. National Conference on Technology Enabled Teaching and Learning in Higher Education, School of Management Studies, VISTAS, Chennai, India; 2019.
18. Deci EL, Olafsen AH, Ryan RM. Self-determination theory in work organizations: The state of a science. Annual review of organizational psychology and organizational behavior. 2017;4:19-43.
19. Ginzberg E. Toward a theory of occupational choice: A restatement. Vocational guidance quarterly. 1972;20(3):2-9.
20. Robinson CH, Betz NE. A psychometric evaluation of super's work values inventory—revised. Journal of Career Assessment. 2008;16(4):456-73.
21. Ros M, Schwartz SH, Surkiss S. Basic individual values, work values, and the meaning of work. Applied psychology: an international review. 1999;48(1):49-71.

22. Hattrup K, Mueller K, Joens I. The effects of nations and organisations on work value importance: A cross-cultural investigation. Applied Psychology. 2007;56(3):479-99.
23. Bulut S, Maraba D. Generation Z and its perception of work through habits, motivations, expectations preferences, and work ethics. Psychology and Psychotherapy Research Study. 2021.
24. Fratrièová J, Kirchmayer Z. Barriers to work motivation of generation Z. Journal of human resource management. 2018;21(2):28-39.
25. Graczyk-Kucharska M, Erickson GS. A person-organization fit model of Generation Z: Preliminary studies. Journal of Entrepreneurship, Management and Innovation. 2020;16(4):149-76.
26. Deschênes A-A. Satisfaction with work and person–environment fit: are there intergenerational differences? An examination through person–job, person–group and person–supervisor fit. International Journal of Organization Theory & Behavior. 2021;24(1):60-75.
27. Pandita D, Kumar A. Transforming people practices by re-structuring job engagement practices for generation z: An empirical study. International Journal of Organizational Analysis. 2022;30(1):115-29.
28. Schwieger D, Ladwig C. Reaching and retaining the next generation: Adapting to the expectations of Gen Z in the classroom. Information Systems Education Journal. 2018;16(3):45-54.
29. Brinke Dt. Employer attractiveness by Gen Z through organizational values in job applications and social media: University of Twente; 2021.
30. Holland JL. Making vocational choices: A theory of vocational personalities and work environments. Psychological Assessment Resources. 1997.
31. Kristof-Brown AL, Zimmerman RD, Johnson EC. Consequences OF INDIVIDUALS'FIT at work: A meta-analysis OF person–job, person–organization, person–group, and person–supervisor fit. Personnel psychology. 2005;58(2):281-342.
32. Chen C-H, Cheng Y-H, Shen Y-C, Kung C-T, Chien P-C, Hsieh C-H, editors. The effect of post-graduate year training on the self-efficacy and emotional traits of physicians facing the covid-19 pandemic. Healthcare; 2021: MDPI.
33. Holzer BM, Ramuz O, Minder CE, Zimmerli L. Motivation and personality factors of Generation Z high school students aspiring to study human medicine. BMC medical education. 2022;22(1):31.
34. Satoh K, Mitani Y, Ishikane M, Kamada S. A cross-sectional survey on generation Z physicians: Professional value, educational expectations, and work environment preferences. Cureus. 2025;17(5).
35. Kanste O, Ylisirniö M, Hammarén M, Kuha S. The perceptions of Generation Z professionals and students concerning health-care work: A scoping review. Nurse Education Today. 2025:106678.
36. Arquero JL, Fernández-Polvillo C, Hassall T, Joyce J. Vocation, motivation and approaches to learning: a comparative study. Education+ Training. 2015;57(1):13-30.
37. Baruddin WNMB, Rameli MRM, Alhassora NSA. Relationship between Personality Trait and Career Decision-Making Self-Efficacy on the Commitment to Career Choices among Undergraduate

Students of Universiti Teknologi Malaysia. REVISTA GEINTEC-GESTAO INOVACAO E TECNOLOGIAS. 2021;11(3):1094-115.
38. Iftode D. Generation Z and learning styles. SEA–Practical Application of Science. 2019;7(21):255-62.
39. Feng G, Shi K, Huang Q, Ma J. The impact of work values on the professional development of primary and secondary school teachers: A moderated mediation model. PloS one. 2024;19(11):e0310078.
40. Panturas KDS, Elena L. Leveraging the Work Values of Generation Z Teachers in the Performance of their Duties. SciMatic Inc, Adnan Menderes Technocity. 2025;46(1):71-88.

Tables

Table 1 Descriptive statistics of GZPs

Background variables	Items	Number	Percentage(%)
Current physical sex	males	184	41%
	females	128	59%
Location of hospital	central	42	13.5%
	south	239	76.6%
	eastern and other	31	9.9%
Type of institution	public	40	12.8%
	private	272	87.2%
Birthplace	north	38	12.2%
	central	65	20.8%
	south	185	59.3%
	eastern and other	24	7.7%
Current department of service	internal medicine	24	7.7%
	surgery	23	7.4%
	obstetrics and gynecology	6	1.9%
	pediatrics	1	0.3%
	General Practice / Other Independent Specialty	258	82.7%
Age	*M*	*SD*	
	26.49	2.272	

Table 2 Pearson correlation analysis of learning motivation and work values

Items	Intrinsic value	Added value	Extrinsic value	Work values
Immediate feedback	.590**	.399**	.412**	.542**
Intrinsic goals	.478**	.446**	.411**	.512**
Extrinsic goals	.596**	.628**	.539**	.676**
Learning motivation	.678**	.586**	.547**	.696**

**$p < .01$

Table 3 Multiple regression analysis of learning motivation and overall work values

Items	R	R^2	$\triangle R^2$	△F	β	Tolerance	VIF
Extrinsic goals	.676	.456	.457	261.33	.494	.677	1.477
Immediate feedback	.721	.517	.062	40.149	.236	.672	1.487
Intrinsic goals	.729	.527	.012	7.959	.137	.641	1.559