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MOTIVATIONS OF TEACHERS AND STUDENTS FOR INSERTION IN ACADEMIC LEAGUES OF NURSING AND MEDICINE

MOTIVAÇÕES DE DOCENTES E DISCENTES PARA A INSERÇÃO EM LIGAS ACADÊMICAS DE ENFERMAGEM E MEDICINA

MOTIVACIONES DE PROFESORES Y ESTUDIANTES PARA LA INSERCIÓN EN LIGAS ACADÉMICAS DE ENFERMERÍA Y MEDICINA

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ABSTRACT: Academic leagues articulate the university tripod, collaborating with the training of students based on student protagonism. In this sense, there are extrinsic and intrinsic motivations for the participation of teachers and students. **Objective:** To identify the motivations of students and teachers for joining Academic Leagues in undergraduate nursing and medicine courses. **Methodology:** This exploratory-descriptive study was carried out with eight teachers and 16 students participating in eight academic leagues. Data were collected from semi-structured interviews and organized using the Content Analysis technique in the N-Vivo software. The data were analyzed based on relevant literature and self-determination theory. **Results:** The students' motivations are mainly related to the desire to enter professional practice early and the overvaluation of the accumulation of experience and study certificates. Teachers mentioned scientific production as the primary motivation, followed by cognitive and affective

involvement with the area of activity and the students themselves. **Conclusion:** Students are motivated by personal and academic achievement. Teachers are motivated by identification with the league's theme, teaching involved with field intervention, and scientific and technical production.

KEYWORDS: Higher education. Academic leagues. Motivation.

RESUMO: *As ligas Acadêmicas articulam o tripé universitário, colaborando com a formação dos estudantes a partir do protagonismo estudantil. Neste sentido, há motivações extrínsecas e intrínsecas para a participação de docentes e discentes.* ***Objetivo:*** *Identificar as motivações de discentes e docentes para a inserção em Ligas Acadêmicas nos cursos de graduação em enfermagem e medicina.* ***Metodologia:*** *Trata-se de um estudo exploratório-descritivo, realizado com oito docentes e 16 discentes participantes de oito ligas acadêmicas. Os dados foram coletados a partir de entrevistas semiestruturadas e organizados por meio da técnica de Análise de Conteúdo no software N-Vivo. Os resultados foram analisados a partir da literatura pertinente e da teoria da autodeterminação.* ***Resultados:*** *As motivações dos discentes estão relacionadas principalmente ao desejo de adentrar à prática profissional precocemente, bem como, à supervalorização da acumulação de certificados de experiência e estudo. Já os docentes referiram a produção científica como principal motivação, seguido pelo envolvimento cognitivo e afetivo com a área de atuação, bem como, com os próprios discentes.* ***Conclusão:*** *Os discentes são motivados pela realização pessoal e acadêmica. Os docentes são motivados pela identificação com a temática da liga, pelo ensinar implicado com a intervenção de campo e pela produção científica e técnica.*

PALAVRAS-CHAVE: *Educação Superior. Ligas Acadêmicas. Motivação.*

RESUMEN: *Las Ligas Académicas articulan el trípode universitario, colaborando con la formación de estudiantes a partir del protagonismo estudiantil. En este sentido, existen motivaciones extrínsecas e intrínsecas para la participación de profesores y estudiantes.* ***Objetivo:*** *Identificar las motivaciones de estudiantes y profesores para la inserción en Ligas Académicas en los cursos de graduación en enfermería y medicina.* ***Metodología:*** *Se trata de un estudio exploratorio-descriptivo, realizado con ocho profesores y 16 estudiantes participantes en ocho ligas académicas. Los datos fueron recolectados a partir de entrevistas semiestructuradas y organizados a través de la técnica de Análisis de Contenido en el software N-Vivo. Los resultados se analizaron a partir de la literatura pertinente y de la teoría de la autodeterminación.* ***Resultados:*** *Las motivaciones de los estudiantes se relacionan principalmente con el deseo de ingresar temprano a la práctica profesional, así como con la sobrevaloración de la acumulación de experiencia y certificados de estudio. Los profesores, por su parte, se refirieron a la producción científica como principal motivación, seguida de la implicación cognitiva y afectiva con el área de actividad, así como con los propios estudiantes.* ***Conclusión:*** *Los estudiantes están motivados por el logro personal y académico. Los docentes están motivados por la identificación con el tema de la liga, por la enseñanza involucrada con la intervención en el campo y por la producción científica y técnica.*

PALABRAS CLAVE: *Enseñanza superior. Ligas Académicas. Motivación.*

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INTRODUCTION

Academic Leagues have their origins in the field of medicine (Burjato Júnior, 1999), providing a setting for learning in the field and increasing users' access to specialized medical care. This access occurs through the presence of students and teachers in programs that integrate academic training with care practice, with study and research strategies allied to a preventive and therapeutic approach of social assistance (or, in many cases, social welfare) nature. The emergence of the Leagues precedes the creation of the Unified Health System (SUS), the National Curriculum Guidelines implemented in the 2000s, the Commissions for Teaching-Service Integration in Health, established in 2007, and the National Extension Policy, formalized in 2012.

However, the Academic Leagues gained new impetus amid the effort to increase the presence of teachers and students in the workplace, which came to be called "early contact with productive environments". This movement aimed to reduce teaching centered on the traditional frontal classroom, promoting the inclusion of university extension activities in all curricular subjects. With the growth and expansion of the presence of the Leagues in health courses, there was also a change in their initial conception, which sought to break with the socio-welfare vision (Cavalcante *et al.*, 2021), orienting itself towards the consolidation of the principles and guidelines of the SUS (Costa *et al.*, 2020).

As this is an extracurricular activity, there is no academic obligation for students or teachers to get involved in these projects. However, the Leagues offer an opportunity for students to complete their training hours, which they are free to choose, in order to complete the curriculum. The opening of the Leagues by teachers results from the motivation to lead longitudinal processes in the project-based learning model (Marques *et al.*, 2021), as well as bringing together students in social intervention actions. The implication of these actions is responsible for their intensity and direction, and is strongly influenced by the desire to train and intervene (Spector, 2003).

Schunk, Meece, and Pintrich (2014) state that successful teaching and learning processes require motivation because only through genuine interest can innovative or challenging activities be initiated and maintained (Deci; Ryan, 2004). Interest plays a leading role, either by

leading an experiment or by having the power to carry out a collective or institutional project. Motivation to take part in academic leagues may be related to identification with unique ways of teaching and learning, in which teaching and learning are incorporated into professional practice. This approach provides a way of keeping the teacher in the field of intervention and involving the student in carrying out interventions (Bzuneck; Boruchovitch, 2016; Deci; Ryan, 2008). In some cases, motivation can be determined by pull factors, such as funding, recognition, the need to complete a stage in an academic path or itinerary, the search for a way to circumvent undesirable burdens, or even a workload allocation strategy (Bzuneck; Boruchovitch, 2016; Deci; Ryan, 2008).

Given these aspects, the following question arises: what is the motivation of students and teachers in the health area to participate in Academic Leagues? Considering that, as an educational strategy, the Leagues have gained relevance in the processes of change in undergraduate courses, with a focus on greater identification with the Unified Health System (SUS), it is of great interest to understand this phenomenon in its various facets. This will allow it to be seen as a complementary process to health training and, through this, to generate scientific evidence that will contribute to improving the construction of different teaching and learning strategies. The theme of implication, adherence, and engagement addressed here differs from the concept of Academic Leagues in terms of the challenges related to the concept of active cognition. The aim of this study was to identify the motivations of students and teachers for participating in Academic Leagues in health courses.

METHODOLOGY

This is an exploratory-descriptive study (Gil, 2017), carried out with 8 teachers and 16 students participating in eight undergraduate Academic Leagues. Four of these Leagues were linked to the Nursing course and another four to the Medicine course, both at public universities in the interior of Ceará. To take part in the study, students had to be regularly enrolled in one of the courses mentioned, while teachers had to be part of the coordination team of one of the Academic Leagues included in the study. Both teachers and students had to have been members of the Leagues for at least one quarter during the data collection period, in order to guarantee minimum involvement, justified by the length of time they had been members.

The students were randomly selected, one of whom was a member of the board of directors or coordinator of the Academic Leagues and the other who was not involved in this activity. Voluntary participation in the study was invited individually by telephone. After acceptance, the interviews were scheduled in places that guaranteed the participants' privacy. The semi-structured interviews, which lasted an average of 15 to 30 minutes, were recorded and

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carried out by two trained researchers. They took place before or after the Leagues' weekly meetings. During the interviews, teachers and students were asked about their motivations for joining and remaining in the Academic Leagues.

In addition to the interviews, non-participant observations were made at the weekly meetings of the Academic Leagues, totaling three meetings observed per league. Attendance at the meetings was ensured since the research took place before the imposition of physical distancing due to the COVID-19 pandemic, which began in March 2020.

The data obtained was organized by means of Content Analysis (Bardin, 2011), using the N-Vivo software to build word clouds, a tool that makes it possible to see the representations and their predominance. As a theoretical framework for analyzing the results, we considered the contributions of the literature pertinent to health education and teaching, as well as the theory of self-determination (Deci, 2004). The ethical aspects set out in Resolution 466/2012 of the National Health Council were strictly respected. The study was approved by the Research Ethics Committee of the State University of Vale do Acaraú (Opinion No. 2.102.883), and the terms of free and informed consent were obtained.

RESULTS AND DISCUSSION

Based on the interviews conducted, the students explained the motivations that led them to join and remain in the Academic Leagues. Figure 1 shows that the students mentioned both intrinsic and extrinsic motivations. Intrinsic motivations refer to the satisfaction of personal interests, while extrinsic motivations are related to adherence by external imposition, such as the need to "fulfill the complementary hours required by the curriculum".

The main motivation identified for the students' participation in the Leagues was the search for "practice". The students showed great enthusiasm for joining practice spaces as early as possible, with the aim of applying the knowledge acquired in the classroom. According to self-determination theory, these students are intrinsically motivated, since they seek personal fulfillment and satisfaction in learning (Bzuneck; Boruchovitch, 2016; Deci; Ryan, 2008), as evidenced in the following reports:

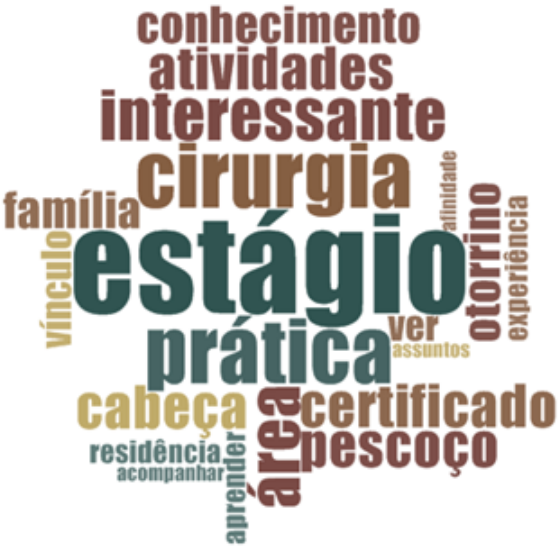
> What motivated me to continue was the internships (Participant Med III).
>
> We also see that there are some students who go for the procedure [skill in technical procedures of care/professional assistance], so I think that some students enter the extension focused on practice, on "I want to practice" (Prof. Nur. I, our translation).

It is essential to understand that theory and practice occur simultaneously in teaching and learning processes, in which reflection and action alternate, without there being a dicho-

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tomy between the two. Action needs a theory to support it, and, in turn, the theory is sustained in reality through action (Freire, 1987). Santos Jr. (2013) points out that learning practices carried out outside the classroom encourage students' interest and motivation for conceptual learning. In addition, understanding the motivations of members of Academic Leagues makes it possible to identify how personal issues and academic demands influence academic performance and psychosocial development, promoting greater student involvement (Porto; Gonçalves, 2017).

Figure 1 -Summary of students' motivations for participating in academic leagues



Source: Own author.

The emphasis on "practice" may highlight a concern related to the student's motivations, as they may start from a predominantly assistentialist and utilitarian perspective in relation to the population served, treating it as an "object" for improving technical-existential care and treatment skills, when, in reality, mutual learning should be promoted. The practice of social assistance extension tends to foster a verticalized movement, from the university to the communities, reinforcing a utilitarian vision. This approach could represent a setback in the processes of change in undergraduate education and the expansion of extension linked to academic training. The university must recognize these spaces as agents for the production of social democracy and scholarly knowledge, in interface with widespread interests and expertise.

Freire (1987) emphasized that only the learner who appropriates knowledge and applies it in real situations, with meaning for them, is capable of truly learning, in the quest to interpret their way of being in the world. It is in this context that we seek learning based on a dialogical relationship between society and the university, in an interweaving of knowledge, to problematize the context and recreate the action-reflection-action relationship, in order

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to teach how to read life and the world in search of intellectual freedom, which unfolds in the freedom to exist and produce the world (Freire, 1967). Araújo (2019) states that practice represents the moment when students confront their personal and professional recognition, articulating self-esteem and occupational training experiences, as well as expanding contact with the population, which becomes a reflection of their intervention.

It is hoped that, by inserting students into professional scenarios through academic leagues, they will experience situations that stimulate their readiness for both occupational practice and the exercise of citizenship, allowing them to integrate more deeply into their working relationships, and not just as executors of techniques (Yang *et al.*, 2019). However, other motivations, especially those related to accumulating points for the academic and professional curriculum, were predominant among the students.

Students see academic leagues as an advantageous space to acquire certificates that guarantee points in selection processes, develop "contacts" that can favor future opportunities, fulfill the workload of extracurricular activities required to obtain a degree, and improve their skills in the world of work. In this way, motivation for extrinsic "rewards" often outweighs the search for personal well-being, the satisfaction of political needs in the exercise of citizenship, or the emergence of collective processes in being in the world. This indicates that, for the most part, these students are extrinsically motivated, as evidenced by the following statements from teachers and students:

> There is an importance, which perhaps isn't emphasized very much, which is that it counts towards the residency exams (Prof. Med III, our translation).
>
> So I think every project is like that, there are always some that stand out and those that don't, right? They're just there to get their workload (Student Coord. Nur. IV, our translation).
>
> A lot of people join for the certificate, "Ah, I'm going to take part because I need the hours to get the 180 hours of extracurricular at the end". And you end up not dedicating yourself as much as you should. Sometimes, even part of the organizing committee, the committee doesn't encourage perhaps as much as it could or should (Participant Nur. I, our translation).

It was evident in the meetings held during the observation periods of this study that some academic leagues had specific "preparatory" moments for selection processes, in which issues within this scope were resolved. In a study conducted by Chaves *et al.* (2013), which analyzed the medical residency notices of 362 institutions, it was found that participation in academic leagues was a criterion scored in 37.6% of these notices. In other words, there is an incentive in the selections, especially for medical students, to take part in academic leagues. It should be noted that this overvaluation of the curriculum, focusing on degrees and internships, to the detriment of the knowledge acquired and the experiences gained, has be-

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come a recurring phenomenon in university circles.

The attribute of productivism in education hinders the relationship between students and teachers, as well as between the students themselves, since solidarity gives way to competitiveness and the search for predetermined scores (Alves *et al.*, 2017). By contributing to an inversion of university values, academic leagues can jeopardize social recognition, which should be the main axis of the training institution, by fostering individualism and competition in the university environment.

A practice of dialogic teaching and learning should, therefore, be encouraged, and all higher education training spaces should seek to promote awareness and the realization of the university's social commitment. To overcome traditional teaching, which alienates students, it is necessary to recognize that the main product valued by league participants is certificates and workloads, which "feed" their CVs with degrees and internships. The development of the leagues must go hand in hand with the development of the health system and its public policies. The sole motivation for the curriculum of degrees and internships weakens the teaching and learning processes, as students are often unaware of the implication of their practices in the political context of the articulation between university and society. Focusing only on certificates, scores, and workloads prevents recognition of the true potential of academic leagues to promote learning.

It is essential that students engage with commitment and dedication in the activities, recognizing themselves as important agents in their learning. They should also seek to understand the role of the leagues in qualifying their training and understanding the university's social responsibility in training active citizens who are ethically committed to the population. In this way, overcoming the utilitarian and social welfare concepts that some academic leagues can adopt would be possible. A truly promising career is not based solely on certifications and degrees that do not consider or fail to critically interpret the reality in which they are inserted, its determinants, and the role of academic projects in society.

It is understood that this concept is often advocated by society itself, which demands the accumulation of "degrees" in order to enter professional careers. Students, in turn, join this competition early on, with the aim of entering the job market after graduation. The world of work is determined by growing competition, which can generate stress in recent graduates, who are anxious to start their professional activities as soon as possible in order to overcome the fear of the unknown (Santiago, 2016). There was also a lack of interest in leagues that do not offer certification for internships, as reported in the following speech.

> Because today we don't have internships anymore, right? We don't have internship certification, and that's kind of, how can I put it, the advantage of people making a league has dropped a lot because... We know that the great attraction of the leagues was the internships, so after the law on internships was enacted, we kind of got... we

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> didn't get certification, we couldn't receive certification, and all the leagues suffered enormously because... practice, right, the certificate of practice was something everyone wanted (Coord. Student Med. III, our translation).

This statement reinforces the idea that students are increasingly focused on obtaining certifications, often neglecting the main objective of participating in academic leagues: to qualify their training. In this context, some cases of demotivation have been observed, where students do not find stimulation in personal fulfillment or perceive significant external rewards. In a study carried out by Silva (2013), it was identified that the mobilization of groups around common interests is not always aligned with the real interests of the community. The author suggests that there is a need to intensify and diversify emancipatory methodologies in teaching practice, in order to minimize the risks of early specialization and the reproduction of conservative practices, centered on the mere absorption and reproduction of content, as evidenced in the statements that highlight the motivation centered on the qualification of the curriculum.

One of the professors reinforces this idea by stating that motivation exclusively aimed at qualifying the curriculum should not be the main reason for students' participation in academic leagues.

> Because now that I see some leagues, not some leagues, but some students, their motivation to join the league also has a lot to do with the question of... of... putting together a curriculum, you know, of... giving... yeah, giving to their curriculum, right, to the formation of their curriculum. It's... the experiences and other things, you know, but monitoring and so on, there's much more of this focus on... this focus on enriching the curriculum itself, right, and then I think that maybe it's not a good path for them to follow, to think of the league as an... an end, right, a means to achieve something, but to think of the benefit it can bring to them, more knowledge for the community (Prof. Med. II, our translation).

Students also mention as motivation their specific interest in the topics covered by the academic leagues, considering them an opportunity to deepen their knowledge of subjects that the curriculum does not cover satisfactorily, presents in a superficial way, or offers few opportunities within the course.

> In reality, it depends a lot on each person's affinity, what they like to do, and what they plan to do when they graduate. When he finishes medical school, what is he going to be? (Prof. Med. IV, our translation).

> A person joins a league because they feel a certain affinity for that area (Participant Med. III, our translation).

> It's more the interest in the issue of pediatric health, right, also, because it's a field that I don't think nursing is so present in, I don't know, it's more that, and also the extensions, the extension fields are very rich (Participant Nur. I, our translation).

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However, the motivation associated with academic leagues also raises concerns about early specialization. Silva (2013) points out that specialization compartmentalizes work and can result in the hierarchization of professions and professionals, as well as disregarding the complexity or comprehensiveness of care. In this context, the early specialization encouraged by the leagues during undergraduate studies requires reflection on the possible deviations from their original objectives. This is in line with the National Curriculum Guidelines, which recommend a generalist education in the area of health at undergraduate level (Silva, 2013; Carvalho; 2019).

It is also important to note the high turnover of participants in academic leagues. During the observation process, it was possible to see that many students expressed a desire to take part in other leagues, also using them as a way of "experimenting" with different professional possibilities. Passion for the subject covered by the leagues was frequently mentioned as a motivating factor, and the students who highlighted this motivation had a twinkle in their eyes and obvious enthusiasm.

> You can see the difference in some students; there are students who are passionate about the emergency room, who want to stay there all night, and if there's a Multiple Victim Incident, they rush to attend to it (laughs) (Prof. Nur. I, our translation).
>
> Because it's what we love, right? What we do with love, we do much better (Coord. Student Med. III, our translation).
>
> In general, it's what I told you: I've always been very passionate about the fascination with primary care (Participant Nur. II, our translation).

Participants in the academic leagues expressed that taking part in these activities works as a hobby, a way of escaping from the overload imposed by the university routine. All the students interviewed were enrolled in full-time undergraduate courses. With classes and various academic activities throughout the week, they spend most of their time inside the university, which can result in physical and emotional strain.

> It's like I told you, it's like something outside of college, like something else, a hobby, an extra distraction (Participant Med. IV, our translation).

The university population is vulnerable from the moment they enter university, throughout their academic career, and in the formation of their professional future. All the stages of graduation and the relationships established in this context can be configured as both creative and pathogenic processes for the student, directly affecting their mental health (Barros; Peixoto, 2022). Academic leagues also offer the opportunity to develop interpersonal relationship skills (Yang *et al.*, 2019), favoring interaction between students, teachers, health professionals, and users of the Unified Health System, which can be a beneficial factor in dealing with the tensions experienced at university. It is believed that participation in groups where students

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feel valued and can share their anxieties, joys, and challenges is a positive factor in their education.

In addition, the students highlighted knowledge as one of the main motivations for joining the academic leagues. This motivation is reinforced by the fact that the students themselves perceive the leagues as a response to the knowledge gaps present in the formal curricular matrix of their undergraduate courses.

> What motivated me to join was the knowledge of the league and also the admiration I had for them, and the desire to learn more about family health (Coord. Student Nur. III, our translation).

> So much for the knowledge, right, because I've already learned a lot in the league (Participant Med. IV, our translation).

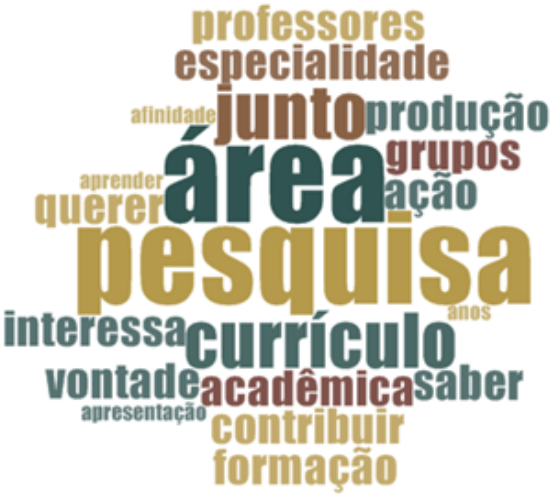
Academic leagues encourage the construction of knowledge, beyond theoretical knowledge, through the exchange of experiences in the activities carried out, in a meaningful way and without pressure. This process contributes to the development of cognitive and affective arsenals, both individually and collectively, promoting active participation in teaching and learning processes (Souza; Noguchi; Alvares, 2019). In this context, the leagues make it possible to perceive the development of student autonomy and emphasize the indispensability of their active participation. It can, therefore, be said that the academic leagues, due to their flexibility, the inclusion of students in the social environment, and the student protagonism required, encourage the training of critical and reflective professionals who are prepared to make decisions.

The teachers also pointed out motivations, some of which coincide with those of the students. In this sense, they incorporated intrinsic and extrinsic motivations, as illustrated in Figure 2. The teachers' main motivation is related to scientific production. The abstracts, articles, and other academic productions produced by the members of the leagues are under the guidance of the coordinating professors, who encourage them to participate and remain in the leagues in order to keep their academic production active, as exemplified in the following speech:

> What motivates me is the production. What the binders are producing is what keeps me in the league because I'm very interested in production, right? I'm very interested in my name appearing alongside theirs in a conference presentation. It's something like that, and I'm very interested in knowing what they're doing, if they're studying properly and if what's being produced is in accordance, ethical, and professional. Much of my scientific production today comes from the movements within the league (Prof. Med. I, our translation).

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Figure 2 - Summary of motivations that lead teachers to participate in academic leagues



Source: Own author.

Academic productivism is encouraged by funding agencies and, consequently, by the universities themselves, since prestige, the ability to win grants, projects approved by funding agencies and salary increases are generally awarded to the most productive professors, according to the postgraduate evaluation model or the targets set (Farias Júnior, 2020). In this way, the overvaluation of research in higher education institutions is evident, highlighting the importance that professors attach to this pillar of the university. However, there is concern about academic production that is not aligned with the social relevance that research should have.

It is worth noting that teachers are role models for students and greatly influence the training of future professionals. Thus, the more we stimulate scientific production for individualistic reasons, the more we will be producing (or reproducing) professionals who are not committed to social reality and its transformation, in search of equal rights and access. Thus, by using volunteer labor only to achieve “numbers”, there is a risk of moving away from the main concept of academic leagues. After all, a “great curriculum” is not synonymous with social commitment, and this can lead to students being seen as objects to be used for the teachers’ benefit, rather than being valued for their commitment to their education. As Freire (1987, 1996) states, when education is not liberating, the dream of the oppressed is to become the oppressor.

What’s more, this demand for intense productivity results in exhaustion for both parties involved. In a study carried out by Farias Jr. (2020) with university professors, based on a bibliographic analysis, it was shown that academic productivism has damaged the health of professors in Brazilian universities, with consequences related to Burnout Syndrome and Moral Harassment. Passion for the field, however, was also pointed out as a motivation by the teachers. Those who mentioned this motivation have been working for several years in

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their respective areas, both in assistance and teaching, and are used to collaborating with the training of various students. In this sense, the academic leagues represent an additional opportunity to formalize these links with students, as can be seen in the following statements:

> Because it's my area (Prof. Nur. IV, our translation).

> The motivation is my passion for the area. I was fresh out of university, so I wanted it. There's that thing about wanting to contribute more, right? You want to be involved in something. So, between building and starting something from scratch, you have the opportunity to strengthen what already exists at the university. So that's it, you got married, right? (Prof. Nur. II, our translation).

As mentioned above, the teachers reaffirm their desire to contribute to the education of their students, emphasizing that their motivation stems largely from teaching.

> Because as an emergency room doctor, I could see a deficit in the children, right? And I had a certain affinity for teaching. So, I saw all the deficits, and then I demanded a lot from them, and as soon as the opportunity arose, I said no, let me help them with their training and so on; I'm not going to just complain, complain. No, let me give them my contribution (Prof. Med. IV, our translation).

Teachers recognize interaction with peers and/or students as an opportunity to learn and improve teaching practice (Treviso; Costa, 2017). In this sense, it is understood that participation in academic leagues represents a way of getting closer to students and practicing teaching with the aim of improving it, given that there are no subjects in undergraduate health courses aimed at teaching practice. Teachers are also motivated by the students themselves, establishing an interdependent relationship in the teaching and learning process. Motivated students encourage teachers to be more engaged, and reciprocally, teachers also play a motivating role for students.

> What "motivates" is the student's motivation, because when the student is motivated, this ends up reverberating in the teacher, especially when it's associated with research, when they bring ideas, when they bring suggestions, when there are courses, which is geared towards teaching as well. The Sobral Family and Community Medicine League (LIMFACS) has a certain routine of running one course a year. This year it was because we celebrated ten years, so there was a special session of three classes, so that's what motivates me. Perhaps if there was, as I said at the beginning, a better commitment to carrying out tasks that give people something back, this could be something more, but I think that the research itself is enough to encourage people to stay (Prof. Med. III, our translation).

It can be said that there is a symbiotic or interdependent relationship between teachers and students. Freire (1996) corroborates this idea by stating that there is no teaching without teaching. The professors also reported that their motivation to get involved in the academic leagues was largely due to the students inviting them to mentor them. In fact, many teachers felt intimidated, as they were the only ones able to take on the responsibility of guiding the

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leagues to which they had been invited, due to the departure of their former supervisors. This can be corroborated by the following reports:

> As it was an invitation, there was no motivation on my part, really, because I didn't have the availability to take it on, so, in this specific case, it was really so that the students who were already involved would have some support from someone, from a teacher, from someone linked to the area of the league who could contribute. Until a new teacher was hired (Prof. Med. II, our translation).

> The teachers who were involved were substitute teachers, and then the contracts of several teachers ended, and they invited me. I was interested in taking part because of other experiences I've had since the beginning of my academic training as a student. I was part of a research group (Prof. Nur. III, our translation)..

One of the teachers mentioned that her motivation for getting involved in the league was not restricted to the invitation, but also to the desire to apply the knowledge she had acquired throughout her academic career, which was directly related to the topics covered by the league she participates in:

> I was part of research groups that focused on adolescents and young people, but more from the perspective of infectious diseases. We used to do health education activities in schools, so when they came to invite me, I remembered a lot about my academic career, which was already involved with adolescents and young people, but more from a research perspective, and since when we do research we sometimes have to give feedback, right, in schools, we would come back, do the actions when we were asked to, so this came to me, when they invited me, this memory came to me, and I had a bit of experience from my degree, from my academic career since I was a student (Prof. Nur. III, our translation).

From the above, it can be concluded that both teachers and students have intrinsic and extrinsic motivations to participate in academic leagues. Teachers show commitment to training new generations of professionals and call on students to take co-responsibility for their learning path. In turn, students seek to increase their autonomy by mastering work processes and procedures and taking a leading role in defining their training. For both, however, involvement in the leagues can, in some cases, be limited to an interest in managing hours in extension activities or complementary training, as well as interdependent interests with research and intellectual or technical production.

FINAL CONSIDERATIONS

Participation in academic leagues is of interest to both teachers and students who offer or demand them. Consolidated leagues are generally articulated with areas of specialization in professional health intervention and form a curricular tree that begins with an extension associated with undergraduate teaching. According to the respective curricular components,

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these leagues are aimed at undergraduates and are led by teachers. The journey extends to the residency programs by specialty, with the participation of residents in the preceptorship of students, and continues with intensive attendance at congresses and the presentation of scientific-professional papers at specialized or corporate-academic events. Many participants in the leagues continue their journey through master's and doctoral degrees, with collective scientific-professional production (including students, residents, preceptors, and teachers) in the field of specialties.

The intrinsic and extrinsic motivations of students and teachers are intertwined and maintained as the gains converge positively toward personal satisfaction, strengthening the curriculum, experience, and professional projection in the market. An often overlooked aspect of the leagues is that they offer recognition within the areas of specialization to which they refer, and are supported and sustained by those same areas. Internship vacancies in a specialty prioritize participation in the league's course, as well as points on the CV, which can influence participation in competitions for residencies, masters, doctorates, jobs, and teaching opportunities. Students are intrinsically motivated when they reconcile personal interest with career building, seeking not only cognitive mastery, but also recognition within the league's specialized community. The demand for these leagues tends to decrease considerably when the curriculum and the priorities of the job market in the specialties are not aligned with the training model offered.

Teachers are intrinsically motivated when they have a passion for and expertise in the subject in which the academic league operates, seeking to pass on this knowledge to students or provide a social assistance service to the community, making care or treatment accessible that is in limited supply in the public service. The extrinsic motivation of students is present in those who take part in projects with the aim of obtaining a higher score in future academic or professional selections. Teachers' extrinsic motivation, in turn, is related to the benefits of intellectual and technical production that an academic league provides. In addition, it is noticeable that the teachers act as role models for their students, with the curriculum being one of the main motivations for this reflection, which awakens intrinsic motivation in the students.

In the contemporary context, it is essential to emphasize the strengthening of learning based on intervention projects, as advocated by the National University Extension Policy, known as the "third mission of the university", which is added to teaching (as a fundamental task) and research (as a task that gives the institution its higher education character). Extension is the component that reflects the university's social commitment, being the door that ensures porosity between the university and society. Undergraduate education goes beyond obtaining passing grades and the continuous accumulation of certificates. Higher education should, in fact, aim to train citizens who are ethically committed to developing citizenship, both in their work and in welcoming users of health services, or even in exercising social control in health.

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One of the limitations of the study was access to the meetings of the academic leagues, which were very flexible, making it difficult to schedule the presence of the researchers. The availability of teachers to carry out the interviews was also a limiting factor, while the students saw the encounter with research as part of their work in the league. Finally, it is suggested that studies be carried out on the subject of academic leagues in other courses and areas besides health, in order to see how these initiatives can contribute to the qualification of learning, the presence of the university in society, the strengthening of university extension and its integration with the Unified Health System (SUS).

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