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Teaching Style and Administration on Student Motivation: A Study from Kathmandu Valley

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Original Research
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Abstract

Student motivation is key to academic success. This study examines how teaching style and administrative support impact student motivation in Kathmandu Valley. By analyzing different educational institutions, the research captures diverse student perspectives. A quantitative, descriptive research design was used. A total of 203 students from +2, bachelors, and master's levels participated. Data were collected via structured surveys, and correlation analysis assessed the relationships between teaching style, administration, and student motivation. Findings show that 35.5% of students prefer a good departmental relationship, 31.0% value an engaging instructor, 13.3% favor clear course content, and 20.2% prioritize self-efficacy. The most influential motivational factor was career motivation (49.8%), followed by teacher-

created environment (23.2%), grade motivation (14.3%), and academic advice (12.8%). Correlation analysis showed a significant positive relationship between teaching style and motivation ($r = 0.429$, $p = 0.000$) and between administration and motivation ($r = 0.525$, $p = 0.000$). Hypothesis testing confirmed both teaching style and administration significantly impact student motivation. Teaching style and administrative support play a crucial role in student motivation. Effective instructional engagement and supportive administration enhance learning motivation. Future research could explore qualitative insights for a deeper understanding of motivational drivers.

Keywords: Administration, Kathmandu, Motivation, Teaching, Students

Introduction

Learning is an important factor for students. A positive and supportive learning environment can enhance students' motivation by providing opportunities for active engagement, collaboration, and meaningful feedback (Munna & Kalam, 2021). A negative or unsupportive learning environment can hinder student motivation by creating feeling of anxiety, stress and disengagement. Student may be motivated by their interest in a topic, their prior success in a specific subject a desire to please parents or teachers or simply by their own drive to success (Steinmayr, Weidinger, Schwinger, & Spinath, 2019). Motivation is essential factors that drive learning and academic achievement. It is the best tool for best performance (Weiler & Murad, 2022). However, there is still much to be learned about these factors interact and influence student motivation in learning. Motivated students are much more likely to achieve their potential and find success. Motivation is an essential ingredient in effecting teaching and learning (Vero, 2017). It is not only yields more positive behavior in students but it also contributes to a greater sense of well-being. Motivation is a critical factor in learning, and it can be defined as the driving force that initiates, directs, and sustains behavior towards achieving a particular goal. A student's motivation to learn is influenced by various factors, including internal and external factors. Internal factors include personal interests, values, and beliefs, while external factors include the learning environment, teacher-student relationship, and peers (Hinduja, Fakir Mohammad, & Siddiqui, 2024). One of the critical internal factors that affect students' motivation in learning is self-efficacy. Self-efficacy refers to an individual's belief in their ability to perform a specific task successfully. Students who have high self-efficacy are more motivated to learn because they believe that they can succeed in their academic pursuits (Shengyao et al., 2024).

On the other hand, students with low self-efficacy may feel overwhelmed by academic tasks and may lack the motivation to learn. Those factors can help educators create a supportive and engaging learning environment that enhances students' motivation to learn (Monteiro, Carvalho, & Santos, 2021). Several factors can affect students' motivation in learning, including teaching style. Teaching style plays a crucial role in students' motivation. A teacher's instructional approach can either inspire or discourage students' interest in learning (Miller,

Severance, & Krajcik, 2021). Research has shown that teachers who adopt a student-centered teaching style, which emphasizes active learning, collaboration, and critical thinking, tend to have more motivated students than those who rely on traditional teacher-centered approaches. Student-centered teaching has been found to promote intrinsic motivation, which is the desire to learn for its own sake rather than for external rewards such as grades or praise (Saeed & Zyngier, 2012). Thus, the present study aims to analyze the impact of students' motivation in learning. Understanding student motivation is a multifaceted endeavor that draws from various theoretical perspectives. Students are capable of completing tasks with the guidance and support of more knowledgeable others. Collaborative learning environment and meaningful social interaction can stimulate student motivation by providing opportunity with peers and teachers. As a result, student motivation provides valuable insights into the complex interplay of psychological, social, and environmental factors that influence learning experiences. These highlight the importance of fostering intrinsic motivation, promoting self-efficacy beliefs, creating collaborative and supportive learning environments, and shaping students.

Objectives

- To analyze the relationship between teaching style, administration and students' motivation.
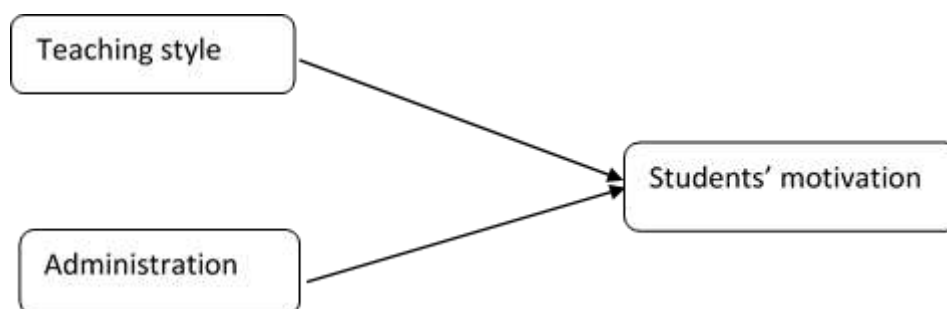
Conceptual framework

Figure 1 Conceptual framework

A theoretical framework is a versatile analytical tool that may be used in a variety of contexts. It is majorly based to organize ideas and create conceptual distinctions. It helps to focus on the variables in the study. This conceptual framework describes the effect of student's motivation. This study has taken student motivation as dependent variables whereas administration and teaching style as an independent variables. The study was aimed to determine the effect of selected variables namely teaching style and administration on student's motivation.

Research Methods

This research adopts a quantitative research design, specifically using a descriptive research design to explore the subject matter. The study was conducted in the Kathmandu Valley, and the decision to include different educational institutions was made to ensure variation in perceptions, as not all students may be willing to share their opinions. By including a range of

educational institutions, the study gathered diverse views from a larger population. The sample size consisted of 203 students, aged 15-30 years, as well as those above 30, to capture a broad spectrum of experiences. Students from various academic levels, including +2, bachelors, and master's levels, were selected using an appropriate sampling technique to ensure a representative sample. The questionnaire method was employed for data collection, with the survey distributed through online forms. Completing one questionnaire took approximately 5-10 minutes. Only students who voluntarily agreed to participate in the survey were included in the study.

Results

Demographic profile

A total of 203 respondents are participated in this research survey and filled the questionnaire form. This section deals with the detailed analysis and interpretation of primary data collected through the questionnaire distributed to different Students. This section incorporates the respondent's profile as well as descriptive statistics of the study.

Table 1: Demographic Information of Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	114	56.2	56.2	56.2
	Male	89	43.8	43.8	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

The Table 1, clearly explains respondents' profits on the basis of Strata of gender category. As evident from table there are no equal participants in term of gender. There were 203 respondents, 89 were male remaining were female. The results showed that there was less number of male then female sample. Among all the respondents the majority 56.2 percent of respondents were female while the rest 43.8 percent of the respondent are male.

Table 2: Demographic Information of Age

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	136	67.0	67.0	67.0
	25-30	22	10.8	10.8	77.8
	Above 30	8	3.9	3.9	81.8
	Below 20	37	18.2	18.2	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

The Table 2 review usually precedes the methodology and results sections of the work shows respondents' profile on the basis of strata of age group category. Out of the total respondents, 37 respondents are below 20, 136 respondents are between 20 to 25 years, 22 respondents are 25 to 30 years and 8 respondents are above 30. Table shows that 18.2 percent belong to below 20 years, 67 percent belong to 20-25 years, 10.8 percent belong to 25-30 years and 3.9 percent belong to above 30 years. There were more respondents from 20-25 age group.

Table 3: Demographic Information of Educational Degree

Academic Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	+2	86	42.4	42.4	42.4
	Bachelor	102	50.2	50.2	92.6
	Master	15	7.4	7.4	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

The Table 3, shows respondents' profile on the basis of strata of education level category. Out of 203 respondents, 86 were from +2, 102 were from bachelor, and 15 from master level. As shown in the table 4.4, the highest percent of participant in term of education level were represented by bachelor level consisting of 50.2 percent, +2 consisting 42.4 percent and remaining 7.4 percent respondents were master level. There were more students from bachelor level then +2 and master level in the sample.

Opinion on administration working actively to students' motivation

Table 4: Opinion on administration working actively to students' motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	86	42.4	42.4	42.4
	Yes	117	57.6	57.6	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

Administration actively play an important role for student's motivation. The result regarding the administration actively to students' motivation is presented in table. The Table 4, shows that out of 203 students, 117 students prefer administration activity for motivation and 86 students don't prefer administration activity. Majority of student like administration activity by 57.6 percent and dislike with 42.4 percent to motivate them.

Opinion of student satisfied with teaching style

Table 5: Opinion of student satisfied with teaching style

		Frequency	Percent	Valid Percent	Cumulative Percent

	No	100	49.3	49.3	49.3
Valid	Yes	103	50.7	50.7	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

Teaching style differ from teacher to teacher. There are various factor that affect the teaching style of teachers. Out of 203 students, 103 students were satisfied with the teaching style and 100 students were dissatisfied with the teaching style. Majority of the student satisfied with 50.7 percent and rest 49.3 percent dissatisfied with teaching style as shown in table 5.

Opinion of student on teaching method and strategy effective

Table 6: Opinion of student on teaching method and strategy effective

		Frequency	Percent	Valid Percent	Cumulative Percent
	No	123	60.6	60.6	60.6
Valid	Yes	80	39.4	39.4	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

Student prefer better teaching method and best strategy to motivate the student. The result regarding the opinion of student about teaching method and strategy effective is presented in table. Table 6, shows that out of 203 students, 80 percent prefer teaching method and strategy and 123 student cannot prefer teaching method and strategy. Majority of students cannot prefer teaching style and strategy.

Opinion on integrate education and education in real life

Table 7: Opinion on integrate education and education in real life

		Frequency	Percent	Valid Percent	Cumulative Percent
	No	71	35.0	35.0	35.0
Valid	Yes	132	65.0	100.0	
	Total	203	100.0		

Source: Survey 2024

Table 7, shows the responses of the student on the opinion of education in real life whether we can compare our education in real life or not. According to the recent concept and condition education can integrate in real life. The table shows the out of 203 students, 132 can integrate education in real life and 71 student cannot integrate education in real life. Majority of student can integrate education in real life with 65 percent and rest 35 percent cannot integrate education in real life.

Intention regarding the students' motivation

Students prefer different factors for motivation. Some student prefer clear course content while some prefer good departmental relationship with them. The Table 8 presents the intention of students regarding the students' motivation.

Table 8: Intention regarding the students' motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Clear course content	27	13.3	13.3	13.3
	Good departmental relationship with student	72	35.5	35.5	48.8
	Instructors ability to engage students	63	31.0	31.0	79.8
	Self-efficacy	41	20.2	20.2	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

The above Table 8, shows that among all the respondents, 35.5 percent of student prefer the good departmental relation with them, 31.0 percent student prefer instructor ability to engage students. Likewise, 13.3 percent student prefer clear course content to motivate themselves and rest 20.2 percent of student prefer self-efficacy to engage and motivate themselves in every sector. With 72 respondent it is clear that student prefer good departmental relationship with them to motivate themselves in learning and activity regarding learning.

Opinion on most influencing factor for increasing the students' motivation

There are various crucial factors that affect students' motivation in learning, the factors might be career motivation, academic advice, environment created by teachers and grade motivation.

Table 9: Opinion on most influencing factor for increasing the students' motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic advise	26	12.8	12.8	12.8
	Career motivation	101	49.8	49.8	62.6
	Environment created by teachers	47	23.2	23.2	85.7
	Grade motivation	29	14.3	14.3	100.0
	Total	203	100.0	100.0	

Source: Survey 2024

As evident from the Table 9, the great majority of the respondent with 49.8 percent career motivation as their first choice. Environment create by teacher is ranked two by the respondents with 23.2 percent. Similarly, respondents ranked third important factors as grade motivation with 14.3 percent. Academic advice is ranked as the least important factor among the four

alternatives of factors affecting students' motivation usage of students with 12.8 percent respondent.

Correlation

Correlation is a statistical measures of how closely two or more variables change in relation to one another. Correlation is used to give the relationship between the variables whereas linear regression uses an equation to express this relationship. In this study, correlation is calculated for the Likert scale responses to determine the degree of link between dependent and in dependent variables.

Table 10: Relationship between teaching style and students' motivation

Correlations			
Variables		Teaching style	Students motivation
Teaching style	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.000
	N	203	203
Students motivation	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.000	
	N	203	203
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Survey 2024

The table depicts the correlation analysis of the variable under the study. The correlation analysis is conducted for the sample teaching style and students' motivation. Correlation analysis is done between the different variable to determine the factors of students' motivation. Table 10, shows a relationship between teaching style and student motivation. The result reveal a positive correlation of 0.429, meaning that as teaching style increases student motivation also increase. It shows a significant positive relationship between teaching style and student motivation with p-value of 0.000. So that it accept alternative hypothesis.

Table 11: Relationship between administration and students motivation

Correlations			
		Administration	Students motivation
Administration	Pearson Correlation	1	.525**
	Sig. (2-tailed)		.000
	N	203	203
Students motivation	Pearson Correlation	.525**	1
	Sig. (2-tailed)	.000	
	N	203	203
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Survey 2024

Table 11, shows a relationship between administration and students motivation. The result reveal a positive correlation of 0.525, meaning that as increases administration increases students motivation also increase. It shows a significant positive relationship between administration and students motivation, with p-value of 0.000. So that it accept alternative hypothesis.

Table12: Results of Hypothesis

S.N	Hypothesis	Alternative	Null
1.	There is significant relationship between teaching style and students' motivation.	Accepted	Rejected
2.	There is significant relationships between administration and students motivation.	Accepted	Rejected

Source: Survey 2024

Table 12, shows hypotheses related to effect on students motivation, focusing on two factors (teaching style and administration). Each hypothesis is tested to see if there is a significant relationship between these factors and students motivation. And here we accept alternative hypothesis after finding positive relationship (i.e. if one factor increases another factor also increase) and we reject Null hypothesis after finding that there no significant relationship between two variables. From above table we can prove that there is significant relationship between students motivation and other two factors such as (teaching style and administration) and it is found that it affects students motivation Similarly, it shows p-value of teaching style and administration are 0.000 and 0.000 respectively which are significant at 1 percent level so hypothesis 1 and hypothesis are accepted.

Conclusion

The data analysis shows the relationship between students' motivation and its determinants. We have come to a conclusion that student motivation and administration have positive as well significant relationship with student activity. As per the results of ranking question, career motivation is regarded as the first important factor that plays a crucial role in students' motivation. Environment created by teacher is ranked two as second important factor by the respondents of the study. Respondents ranked third important factor as Academic advice and grade motivation as the least important factor. It shows significant and positive impact of students' motivation and satisfaction on teaching style.

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