

Impact of Teaching Approach in Student Motivation: A Case of Undergraduate Level Business Students of Pokhara University, Nepal

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Abstract

This study examines the impact of teaching approach in student motivation: A case of undergraduate level business students of Pokhara University, Nepal. Student motivation is the dependent variable. The selected independent variables are teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures and experiential learning. The primary source of data is used to assess the opinion of respondents regarding teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures, experiential learning and student motivation. The study is based on primary data of 141 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of teaching approach in student motivation: A case of undergraduate level business students of Pokhara University, Nepal.

The study showed a positive impact of teacher self-efficacy on student motivation. It indicates that confident teachers are more effective in achieving desired outcomes that motivate students. Similarly, the study showed a positive impact of teacher motivation strategies on student motivation. It indicates that effective motivational strategies employed by teachers lead to better engagement. Likewise, the study showed a positive impact of e-learning on student motivation. It indicates that use of e-learning enhances accessibility and improves students' performance. Further, the study showed a positive impact of traditional lectures on student motivation. It indicates that traditional teaching methods remain effective in imparting knowledge that lead to increase in level of motivation of employees. In addition, the study showed a positive impact of experiential learning on student motivation. It indicates that hands-on, practical experiences significantly contribute to achieving learning objectives.

Keywords: teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures, experiential learning, student motivation

1. Introduction

The teaching approach plays a critical role in shaping student motivation, as it directly influences how engaged and interested students are in learning. An effective teaching method that is interactive, student-centered, and supportive can foster a positive learning environment, encouraging curiosity, participation, and a desire to succeed. Conversely, a rigid or disengaging approach may lead to a lack of motivation, causing students to become disinterested or discouraged in their studies. Therefore, the way material is presented and how students are guided can significantly impact their intrinsic motivation to learn. According to Ezzell *et al.* (2016), tailoring educational methods to student learning styles increases motivation and engagement, which helps students better prepare for future employment. This approach emphasizes the importance of not only delivering content but also considering how it is delivered to maximize learning outcomes and motivate students to succeed in both academic and professional settings. The implication for teachers is to continue cramming additional information into the minds of their students in hopes that the tide will turn on their performance measures (Futrell, 2010). Understanding what motivates students to perform is imperative for all secondary education teachers, administrators, and policymakers (Legault *et al.*, 2006).

Teaching for successful intelligence reaches more students' patterns of abilities;

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thus, students are more likely to be intrinsically motivated to succeed in their own work (Sternberg and Grigorenko, 2004). Williams and Williams (2011) emphasized that the enthusiasm, motivation level, and teaching quality of teachers significantly affect student motivation. Additionally, the school environment, including accessibility, security, and positivity, optimizes learning and motivation. The teaching method presents the general management strategies, principles, and pedagogies applied in the teaching-learning process. The teaching method presents the general management strategies, principles, and pedagogies applied in the teaching learning process (Muhammad, 2019). Learning motivation is one of the basic conditions that must be met in activating students' better learning outcomes; motivation is an important factor in activating the abilities and personality characteristics of students participating in learning (Pintrich, and Schunk, 2005). Motivation is a process that initiates, directs, and sustains a particular behavior (Stojakovic *et al.*, 2011).

Suhag *et al.* (2016) assessed the student academic motivation of secondary schools of Khairpur. The study stated that teaching approaches directly influence the initiation and continuity of student activities, leading to better cognitive engagement and academic performance. Similarly, Sugano and Nabua (2020) examined the meta-analysis on the effects of teaching methods on academic performance in chemistry. The study found that the use of these nine different teaching methods displayed a significant impact on academic performance. Likewise, Nugent (2009) analyzed the impact of teacher-student interaction on student motivation and achievement. The study found that positive teacher-student interactions enhance both student motivation and achievement, but a negative link between motivation and achievement suggests a need for targeted strategies to optimize their effects. Further, Akhtar *et al.* (2019) investigated the impact of teacher-student interaction on student motivation and achievement. The study indicated that positive teacher-student interactions significantly enhance student motivation, engagement, and achievement, while negative interactions can diminish these outcomes. In addition, Sugita McEown and Takeuchi (2014) analyzed the motivational strategies in EFL classrooms: How do teachers impact students' motivation? The study showed that effectiveness of motivational strategies in EFL classrooms varied based on students' proficiency and motivational levels, with some strategies showing positive, no, or negative correlations with motivation.

Kalyar *et al.* (2018) assessed does teacher motivation lead to student motivation? The mediating role of teaching behaviour. The study concluded that teacher motivation strongly influences teaching behaviour, and mastery-oriented practices significantly enhance student motivation. Similarly, Ivanova and Korostelev (2019) analyzed the impact of competitive approach on students' motivation in sport. The study showed that competitive approach has a positive impact on students' motivation. Likewise, Rafiola *et al.* (2020) examined the effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0. The study found that the learning motivation and blended learning positively impact students' achievement, while self-efficacy does not have a significant effect. Further, Tanveer *et al.* (2012) analysed the influence of teacher on students' learning motivation in management sciences studies. The study found that the teachers' positive behaviour and strategic teaching methods can significantly enhance students' learning motivation in business education. In addition, Murtiyasa and Karomah (2020) analysed the impact of learning strategy of problem solving and discovery towards learning outcomes reviewed from students learning motivation. The study revealed that both problem solving strategy and discovery learning strategy impact mathematics learning

outcomes. Moreover, Safitri *et al.* (2023) assessed the effect of the problem based learning model on the students' motivation and learning outcomes. The study found that problem-based learning model effectively improves both learning motivation and outcomes among grade V students at SDN 01 Banjar Sari. Likewise, Tuckman (2003) examined the effect of learning and motivation strategies training on college students' achievement. The study showed that instruction in cognitive and metacognitive strategies enhances self-regulated learning, essential for academic success in college.

In the context of Nepal, Kunwar *et al.* (2022) analyzed the impact of force paradigm shift in teaching and learning higher education in Nepal: A Study on behavior perspective. The study found that shift to online education in Nepal's HEIs led to mixed results, with impacts on access to quality education, social inequality, technology adoption, and emotional well-being, alongside challenges like high dropout rates and issues with laboratory work and assessments. Similarly, Acharya (2024) examined the education policies and practices for ensuring quality education in Nepal. The study showed that there is a positive impact of motivation, teaching-learning pedagogy, school environment, and training and development on the quality of education, but resources do not have a significant impact. Likewise, Joshi and Koirala (2024) assessed the motivation for joining the open and distance learning mode program: student's perspectives. The study revealed that demographics and other variables had limited impact on student motivation, indicating the need for ODL institutions to improve engagement strategies. Further, Shah and Bhattarai (2023) analyzed the factors contributing to teachers' self-efficacy. The study found that the four key factors including efficacy in student engagement and instructional preparation significantly contribute to the self-efficacy of Nepali public school teachers.

The above discussion shows that empirical evidences vary greatly across the studies on the impact of teaching approach in student motivation. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the impact of teaching approach in student motivation: A case of undergraduate level business students of Pokhara University, Nepal. Specifically, it examines the relationship of teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures and experiential learning on student motivation: A case of undergraduate level business students of Pokhara University, Nepal.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data which were collected from 141 respondents through questionnaire. The study employed convenience sampling method. The respondents' views were collected on teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures, experiential learning and student motivation. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that student motivation depends upon teaching

approach. The dependent variable selected for the study is student motivation. Similarly, the selected independent variables are teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures and experiential learning. Therefore, the model takes the following form:

Student motivation = f (teacher self-efficacy, teacher motivation strategies, e-Learning, traditional lectures, experiential learning)

More specifically,

$$SM = \beta_0 + \beta_1 TSE + \beta_2 TMS + \beta_3 EL + \beta_4 TL + \beta_5 EXPL + e$$

Where,

SM = Student motivation

TE = Teacher self-efficacy

TMS = Teacher motivation strategies

EL = E-learning

TL = Traditional lectures

EXPL = Experiential learning

Student motivation was measured using a 5-point Likert scale where the students were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Student Motivation of undergraduate students depends on teacher self-efficacy”, “teacher motivation strategies affects the student motivation of undergraduate students” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.914$).

Teacher self-efficacy was measured using a 5-point Likert scale where the students were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “My teacher changes their teaching to help us learn better”, “My teacher gets me excited to join class discussions” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.866$).

Teacher motivation strategies were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “My teacher makes lessons fun and engaging”, “My teacher sets clear goals for us to follow” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.919$).

E-learning was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “I work better with my classmates using e-learning tools”, “The online resources make learning easier for me.” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.903$).

Traditional lectures were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “My teacher explains things clearly in lectures”, “I find it easier to focus during lectures” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.897$).

Experiential learning was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Real-life examples make lessons easier to understand”, “Group activities help me work well with my classmates,” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.880$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Teacher self-efficacy

Rodríguez *et al.* (2009) examined teacher self-efficacy and its relationship with students’ affective and motivational variables in higher education. The study showed that teachers with intermediate self-efficacy perception have more learning-oriented students than teachers with high self-efficacy. Similarly, Mojavezi and Tamiz (2012) investigated the impact of teacher self-efficacy on students’ motivation and achievement. The study revealed that higher teacher self-efficacy positively influences students’ motivation and academic performance. Likewise, Hettinger and Schiefele (2024) explored longitudinal relationships between teacher self-efficacy and student motivation, focusing on perceived teaching practices. The study demonstrated that teacher self-efficacy in classroom management and emotional support positively impacts student enjoyment through classroom discipline and social relatedness. Further, Skaalvik and Skaalvik (2010) assessed the relationship between teacher self-efficacy, collective efficacy, and burnout. The study showed that school context significantly influences these factors, making them key predictors of teacher job satisfaction. Based on it, this study develops the following hypothesis:

H₁: There is a positive relationship between teacher self-efficacy and student motivation.

Teacher motivation strategies

Bernaus and Gardner (2008) examined the teacher motivation strategies, student perceptions, student motivation, and English achievement. The study showed that students’ perceptions of teaching strategies significantly influence their motivation and English achievement, while teacher-reported strategies show no direct effect. Similarly, Han and Yin (2016) explored the teacher motivation, its definition, research development, and implications for teachers. The study found that teacher motivation plays a critical role in teaching effectiveness and student motivation. Likewise, Howard (2023) investigated the effectiveness of teacher motivational strategies in EFL contexts. The study revealed that teacher motivational strategies can improve learner behavior and achievement, but cultural context may limit their effectiveness, requiring further research. Further, Bernaus *et al.* (2009) examined the teacher motivation, classroom strategy use, student motivation, and second language achievement. The study concluded that teacher motivation and the use of motivating strategies enhance student motivation and English achievement. Based on it, this study develops the following hypothesis:

H₂: There is a positive relationship between teacher motivation strategies and student motivation.

E-learning

Harandi (2015) examined the effects of e-learning on students’ motivation. The study showed that e-learning positively impacts students’ motivation in higher education.

Similarly, Nehme (2010) assessed the e-learning and student motivation. The study revealed that to enhance student motivation and engagement in e-learning, lecturers must design courses that actively foster motivation, rather than assuming e-learners are naturally self-motivated. Likewise, Ilyas and Liu (2020) explored the effect of an e-learning contextual approach on student learning motivation. The study found that Edmodo-based e-learning in a blended learning process increased student participation and motivation in Islamic Education, although its use by teachers remains limited. Further, Mateo and Hernández (2010) examined the student motivation and cross-curricular development through e-learning applied to cooperation. The study indicated that intrinsic motivation and self-regulated learning strategies positively impact e-learners' outcomes, while extrinsic motivation indirectly affects outcomes through self-regulated learning. In addition, Kotryakhov *et al.* (2019) investigated the development of university students' motivation through e-learning tools. The study demonstrated that e-learning tools significantly enhance students' motivation for mastering natural sciences and acquiring professional skills through blended learning approaches. Based on it, this study develops the following hypothesis:

H₃: There is a positive relationship between e-learning and student motivation

Traditional lectures

Miller (2013) examined the comparison between traditional and engaging lecture methods in a large, professional-level course. The study found that engaging lecture methods significantly improve academic performance, long-term retention, and student satisfaction compared to traditional didactic lectures in professional-level courses. Similarly, Vlachopoulos (2020) explored different modes of lecturing as teaching methods in higher education, focusing on student attendance, preference, and motivation. The study concluded that a balanced use of Socratic seminars and traditional lecture methods significantly improves student motivation. Likewise, Shalgimbekova and Suleimenova (2024) examined the efficiency of innovative teaching technologies in higher education and their impact on student motivation. The study revealed that integrating innovative teaching technologies significantly improves academic performance and student motivation compared to traditional teaching methods. Further, Thomas (2015) demonstrated that problem-based learning is more effective than traditional lectures in teaching applied physiology. Based on it, this study develops the following hypothesis:

H₄: There is a positive relationship between traditional lectures and student motivation.

Experiential learning

Kong (2021) examined the role of experiential learning on students' motivation and classroom engagement. The study showed that experiential learning effectively enhances student engagement and motivation in educational settings. Similarly, Fortunela *et al.* (2022) analyzed the application of an experiential learning model to increase students' motivation and learning outcomes. The study found that experiential learning effectively boosts students' motivation and learning outcomes in science education. Likewise, Weinberg *et al.* (2011) assessed the effect of an experiential learning program on middle school students' motivation toward mathematics and science was examined. The study revealed that experiential learning programs increased student interest in mathematics but showed varied effects on motivation, with gender differences observed. Further, Holtzman (2011) investigated the experiential learning in Washington, DC, focusing on student motivations and expectations. The study

concluded that students participate in voluntary experiential learning due to five key motivational factors, offering guidance for increasing student engagement in such programs. In addition, Ng *et al.* (2024) assessed the students' motivation in mother tongue language through experiential learning. The study showed that experiential fieldwork increased student motivation but produced similar academic and environmental perception outcomes compared to classroom instruction. Based on it, this study develops the following hypothesis:

H₅: There is a positive relationship between experiential learning and student motivation.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent and independent variables. The correlation coefficients are based on 141 observations. The dependent variable is SM (Student motivation). The independent variables are TSE (Teacher self-efficacy), TMS (Teacher motivation strategies), EL (E-learning), TL (Traditional lectures) and EXPL (Experiential learning).

Variable	Mean	S.D.	SM	TS	TMS	EL	TL	EXPL
SM	4.217	0.877	1.					
TSE	4.183	0.859	0.691**	1.				
TMS	4.199	0.894	0.716**	0.728**	1			
EL	4.234	0.834	0.700**	0.625**	0.681**	1		
TL	4.235	0.809	0.764**	0.683**	0.727**	0.705**	1	
EXPL	4.342	0.749	0.768**	0.659**	0.678**	0.716**	0.727**	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 1 shows the Kendall's Tau correlation coefficients of dependent and independent variables. The study shows that teacher self-efficacy is positively correlated to student motivation. It indicates that confident teachers are more effective in achieving desired outcomes that motivate students. Similarly, teacher motivation strategies are positively correlated to student motivation. It indicates that effective motivational strategies employed by teachers lead to better engagement. Likewise, e-learning is positively correlated to student motivation. It indicates that use of e-learning enhances accessibility and improves students' performance. Further, traditional lectures is positively correlated to student motivation. It indicates that traditional teaching methods remain effective in imparting knowledge that lead to increase in level of motivation of employees. In addition, experiential learning is positively correlated to student motivation. It indicates that hands-on, practical experiences significantly contribute to achieving learning objectives.

Regression analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it shows the regression results of teacher self-efficacy, teacher motivation strategies, e-learning, traditional

lectures and experiential learning on student motivation.

Table 2

Estimated regression results of teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures, experiential learning on student motivation

The results are based on 141 observations using linear regression model. The model is $SM = \beta_0 + \beta_1 TSE + \beta_2 TMS + \beta_3 EL + \beta_4 TL + \beta_5 EXPL + e$ where the dependent variable is SM (Student motivation). The independent variables are TSE (Teacher self-efficacy), TMS (Teacher motivation strategies), EL (E-learning), TL (Traditional lectures) and EXPL (Experiential learning).

Models	Intercepts	Regression coefficients of					Adj.	SEE	F- Value
		TS	TMS	L	TL	EXPL	R _{bar} ²		
1	0.829 (3.682)**	0.810 (15.357)**					0.627	0.536	235.85
2	0.994 (4.468)**		0.768 (14.768)**				0.609	0.5483	219.277
3	0.793 (3.224)**			0.809 (14.189)**			0.589	0.5626	201.342
4	0.310 (2.489)*				0.922 (19.117)**		0.722	0.4621	365.461
5	0.181 (1.219)					1.013 (20.350)**	0.747	0.441	414.12
6	0.634 (2.918)**	0.472 (5.026)**	0.383 (4.248)**				0.667	0.5059	141.407
7	0.168 (0.793)	0.314 (3.530)**	0.262 (3.530)**	0.386 (5.724)**			0.73	0.4562	126.892
8	0.070 (0.356)	0.206 (2.473)*	0.806 (21.046)**	0.242 (3.651)**	0.481 (5.522)**		0.777	0.4138	123.284
9	0.442 (2.362)*	0.085 (1.110)	0.118 (1.593)	0.096 (1.500)	0.301 (3.596)**	0.49 (5.949)**	0.822	0.3697	130.643

Notes:

- Figures in parenthesis are t-values.
- The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- Student motivation is dependent variable.

Table 2 show that the beta coefficients for teacher self-efficacy are positive with student motivation. It indicates that teacher self-efficacy has a positive impact on student motivation. This finding is consistent with the findings of Rodríguez *et al.* (2009). Similarly, the beta coefficients for teacher motivation strategies are positive with student motivation. It indicates that teacher motivation strategies have positive impact on student motivation. This finding is consistent with the findings of Bernaus and Gardner (2008). Likewise, the beta coefficients for e-learning are positive with student motivation. It indicates that e-learning has a positive impact on student motivation. This finding is consistent with the findings of Kotryakhov *et al.* (2019). Further, the beta coefficients for traditional lectures are positive with student motivation. It indicates that traditional lectures has a positive impact on student motivation. This finding is consistent with the findings of Vlachopoulos (2020). In addition, the beta coefficients for experiential learning are positive with student motivation. It indicates that experiential learning has a positive impact on student motivation. This finding is similar to the findings of Holtzman (2011).

4. Summary and conclusion

Teaching approaches significantly impact student motivation and performance, especially in undergraduate-level business studies at Pokhara University, Nepal. Effective teaching methods can inspire students to engage more actively in their studies and achieve better academic results. Tailored teaching strategies play a crucial role in motivating undergraduate business students to participate in class, improve their understanding of complex concepts, and perform better in assessments. Innovative and interactive teaching approaches can be used to encourage students to meet specific learning objectives, such as developing critical thinking, enhancing problem-solving skills, and increasing overall academic engagement.

This study attempts to examine the impact of teaching approach in student motivation: A case of undergraduate level business students of Pokhara University, Nepal. The study is based on primary data of 141 respondents.

The major conclusion of the study is that teacher self-efficacy, teacher motivation strategies, e-learning, traditional lectures and experiential learning have positive impact on student motivation. The study also concludes that experiential learning followed by traditional lectures is the most influential factors that influence student motivation in undergraduate-level business students of Pokhara University, Nepal.

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