



SMU
Sikkim Manipal University



SMU Medical Journal



ISSN : 2349 – 1604 (Volume – 3, No. 2, July 2016) Research article

Indexed in SIS (USA), ASI (Germany), I2OR & i-Scholar (India) and
SJIF (Morocco) databases. Impact Factor: 3.835 (SJIF)

Use and effect motivation factors by nursing students for productive learning: Case of Nursing Schools in Buea Health District, South West Region, Cameroon

Atanga, M.B.S.*, Nkesea, A.S. & Ntui, A.M.

Department of Nursing & Midwifery, Faculty of Health Sciences, University of Bamenda.

*Corresponding author: Dr Atanga Mary Bi Suh
Cell phone: +237 677 23 97 37

Manuscript received : 08.05.16
Manuscript accepted: 10.06.16

Abstract

The use and effects of motivational factors on nursing students' learning by the students themselves from three schools in the Buea Health District considered three approaches of motivation of students by educators. These three factors were: use of instructional material, teaching styles and motivational speaking. The choice of these three was informed by the fact that English is not a mother tongue language but the language of instruction in all the schools,

and the fact that other aspects of motivation like: likeness for the profession, classroom environment, interest in the subject matter, recreational activities, assessment and feedback had been studied and results being used by educators already to motivate nursing students in the area. The study focused on questions on the factors to assessed whether the students were motivated or could be motivated by the factors. It was a cross sectional survey of students randomly selected from thr three schools of nursing in the Buea health district that a good population of student. A total of 208 students were involved in the study and the questions were analysed using the Spearman's rank correlation coefficient, with the opinions of the students assessed using the Likert scale of strongly disagree, disagree, agree and strongly agree. The study established that: instructional materials and teaching styles have absolutely positive influence on learning; while motivational speaking has a weak positive influence on learning. The study concludes that when the components of motivational strategies are adequately used, nursing students' interest in learning is aroused, sustained and improved. Hence, nurse teachers/ educators should be trained on the adequate use of motivational strategies, in order to foster learning in nursing students.

Key words: Nursing, students, learning, motivation, factors, materials, teaching, speaking.

Introduction

Motivation has been defined as “the arousal, selection, direction, and continuation of all types of behaviour.” [1] They further define learning as a “more or less permanent change in behaviour as a result of experiences”. Pedagogically, motivation is the art of applying incentives and arousing interest for causing a pupil to perform in a desired way [2]. Intrinsic motivation refers to that driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure [3]; while extrinsic motivation comes from outside of the individual, good speaker, varied teaching styles and use good instructional materials amongst others.

Instructional materials, also known as teaching and learning materials (TLMs) are a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plan [4]. They include books, videos, models, flashcards, overhead projector transparencies amongst others. One of the reasons for success in teaching is the use of teaching and learning materials; this is because TLMs serve as motivation [5]. Since TLMs serve as a motivating factor in the teaching and learning process, it is important to look at their use and effects on nursing students' learning.

Teaching style is a combination of the teacher's behaviour and teaching strategy [5]. Others, [7], referred to teachers' behaviour as attitudinal qualities (empathetic, realness and caring) which facilitates learning. Furthermore, teaching method refers to: "a standard procedure for presenting subject matter and organizing teacher-student interaction during a lesson" [2]. The teaching methods used depend on school ethos, resources, and the familiarity of students and teachers with them.

Motivational speaking is offering a speech intended to motivate or inspire an audience and a motivational speaker is 'a speaker makes speeches intended to motivate /or inspire an audience'. Teachers are supposed to take the role of motivational speaker. In recent times, schools are hiring motivational speakers, especially before examinations. They intend to boost students' self-esteem and encourage them to take responsibility for their future. Such a message from a good motivational speaker often works well in encouraging participation and preventing disaffection [8]. It is necessary to find out the effects of motivational speaking among the above on nursing students' learning.

Statement of Problem

Inadequate nursing care/practice is observed in most of our health institutions, and complaints from unsatisfied clients abound. This can be traced to the education of nurses, especially when

meaningful learning is not highlighted, which de-motivates learners. However, both intrinsic and extrinsic motivations are necessary for meaningful learning to occur [1, 9] which is often observed in the output of the learner and could be traced to the period of schooling or training most often linked to what might have motivated the learner. Students are not only trained for the period of time they spend schooling, but are to be prepared to be innovative, develop volition - goal pursuit . Adequate learning will fail to take place in the absence of sufficient motivation. Though Piaget [9] stated that motivation is intrinsic to human learning, Fontana [10] and Tella [11] has shown that success in school subject or academic generally depends on many motivating factors. Furthermore, it was noted that many teachers have not acquired instructional strategies to foster positive motivation in today's students, thus teachers face motivational challenges. These situations, though refers to other areas of education, also characterizes the state of nursing education in Cameroon.

DeLong & Winter [12] noted that extrinsic motivation is advantageous in that change in behaviour is rapid, involving little effort, and extensive knowledge of individual student is not required. Nursing, being a professional training programme has attracted the idea that students are supposed to know what is good for them; consequently, it is not difficult to observe the inadequate use of extrinsic motivation in the teaching and learning processes in nursing programmes. This discrepancy calls for the need to investigate the use and effects of these three motivational factors on students' learning in nursing programmes.

Purpose

The purpose of this study was to identify use and effect of three motivation factors used by teachers, and their effects on nursing students' learning in the Buea Health District.

Questions

- 1) Does the use of instructional materials as a motivational factor have an effect on nursing students' learning?

- 2) Does the use of teaching styles as a motivational factor have an effect on nursing students' learning?
- 3) Does the use of motivational speaking as a factor of motivation have an effect on nursing students' learning?

Objectives

- 1) To relate nursing students' perception of nurse teachers' use of instructional materials to nursing students' learning.
- 2) To relate nursing students' perception of nurse teachers' use of teaching styles to nursing students' learning.
- 3) To relate nursing students' perception of nurse teachers' use of motivational speaking to nursing students' learning.

Method and Materials

The research design was the relational prospective survey design. This was because motivation is a concept that cannot be measured, or directly observed. Thus, it can only be described as it is or would be in a sampled population. A structured questionnaire designed based on a four point Likert-scale (Nana, 2010) with the questions aiming at the objectives The population, sample and sampling technique considered all the three schools in the Buea Health District with a student population of over 200 and that they cover the various programmes of nursing training in Cameroon. The Purposive sampling technique was therefore in selecting the schools that were appropriate for the study while the simple random sampling techniques was used in each school and at each level to select the nursing students. The instrument for data collection was a self -made questionnaire developed from literature review. The questionnaire was very explanatory with statements written out for ticking only, since the population under study was literate. For validity, a pre-test was carried out in the Limbe Health District using one school of nursing after which a few questions were rephrased. The questionnaire items were

considered reliable when they were above 0.5 Alpha reliability coefficient assumed satisfactory and the instrument deemed reliable. Some sections like that dealing with motivation on a broad base failed the reliability test probably due to the diverse interpretation of the concept of motivation by students given this concept was not presented in a specific way in the questionnaire. This was more likely to be the cause because other sections like section on instructional materials, teaching styles and motivational speaking broken down into related indicators, were better understood, and so passed the reliability test. The data collection followed administrative and ethical clearance and a suitable time chosen for all the schools to ensure the interview was convenient since the students had to answer the questions and ask questions were necessary and so their consent was sought. To ensure anonymity and honest responses, students were asked not to write their names. The completion of questionnaires lasted about twenty (20) minutes. At the end, copies received were counted to ensure completeness in terms of numbers but not in terms of adequate completeness.

Results: The results have been presented according to items as found on the objectives:

Item 1-Instructional materials

Table 1: Opinion of Students on the Use and Effects of Instructional Materials as Motivational Strategy

Perceived use of Instructional Materials as a Motivational Strategy.	Strongly Disagree	Disagree	Agree	Strongly agree	N
My teachers always use teaching and learning materials (books, real objects, mannequins, ---) when teaching us.	16 (7.7%)	30 (14.5%)	115 (55.6%)	46 (22.2%)	207
Different types of teaching and learning materials are always used.	13 (6.5%)	51 (25.4%)	103 (51.2%)	34 (16.9%)	201
The teaching and learning materials used always tie to the learning objectives stated by the teacher	11 (5.4%)	34 (16.6%)	125 (61.0%)	35 (17.1%)	205
Multiple Response Analyses	40 (6.5%)	115 (18.8%)	387 (47.8%)	268 (33.1%)	810
Effects of Instructional Materials					
I am eager to learn when the teacher brings teaching and learning materials during a teaching session.	2 (1.0%)	17 (8.4%)	113 (55.9%)	70 (34.7%)	202

Table 1 shows the distribution of responses of the motivational effect of instructional materials on a four point Likert Scale, Strongly Disagree, Disagree, Agree and Strongly Agree.

Table 2: Collapsed Opinions of Students on Instructional Materials as a Motivational Strategy

Perceived use of Instructional Materials as a Motivational Strategy	Disagree	agree	N
My teachers always use teaching and learning materials (books, real objects, mannequins, ---) when teaching us.	46 (22.2%)	161 (77.8%)	207
Different types of teaching and learning materials are always used.	64 (31.8%)	137 (68.2%)	201
The teaching and learning materials used always tie to the learning objectives stated by the teacher	45 (22.0%)	160 (78.0 %)	205
Multiple Response Analyses	155 (25.3%)	458 (74.7%)	613
Effects of Instructional Materials			
I am eager to learn when the teacher brings teaching and learning materials during a teaching session.	19 (9.4%)	183 (90.6%)	202

Table 2 shows the Collapsed distribution of responses for the Identification of motivational components of instructional materials, with Strongly Disagree and Disagree collapsed as Disagree and Agree and Strongly Agree collapsed as Agree.

Respondents indicated that nurse teachers use instructional materials adequately for them to motivate students to learn. This is marked by an overall agreement, 458 respondents (74.7%) out of 613 and 155 respondents (155%) who disagreed. One hundred and eighty three (90.6%) respondents out of 202 indicated that they are motivated to learn with the appropriate use of instructional materials as opposed to 19 respondents (9.4%) who disagreed.

Interpretation of Results

The correlation coefficient, r is 1.000. when $r = 1$, it implies that there is a perfect positive correlation between the variables. Thus, there is a perfect positive correlation between

Table 3: Spearman’s Correlation for question instructional materials

			Effect of instructional materials
Spearman's rho	Perceived used of	Correlation	1.000**
	instructional materials	Coefficient	
	as a motivational	Sig. (2-tailed)	0.000.
	strategy	N	208

** Significant at the 0.01 level (2-tailed).

instructional materials and nursing students’ learning. Also $p = 0.000$ (**). The correlation between instructional materials and learning is significant at the 0.01 level ($P < 0.01$), and the relationship did not occur by chance since the value for p is small. Therefore, nursing students perceived the use of instructional materials as having an absolutely positive impact on their learning.

Table 4: The Association between Instructional Materials as Motivational Strategy and Schools

Instructional materials	School	Agree	Chi-Square test	Comment
My teachers always use teaching and learning materials (books, real objects, mannequins, -- -.) when teaching us.	FHS	60 (84.5%)	$\chi^2=6.752$ Df=2 P=0.334	Students’ perception on the use of instructional materials did not differ significantly with respect to schools.
	TSHP	42 (66.7%)		
	SFCHS	59 (80.8%)		
Different types of teaching and learning materials are always used.	FHS	49 (70.0%)	$\chi^2=13.355$ Df=2 P=0.001	Students shared similar perceptions irrespective of school, an association that was significant.
	TSHP	30 (50.8%)		
	SFCHS	58 (80.6%)		
The teaching and learning materials used always tie to the learning objectives stated by the teacher	FHS	51 (73.9%)	$\chi^2=3.144$ Df=2 P=0.208	The perception of students in the various schools with regards to this item did not differ significantly.
	TSHP	47 (74.6%)		
	SFCHS	62 (84.9%)		
I am eager to learn when the teacher brings	FHS	66 (93.0%)	$\chi^2=1.549$	The association of this item with respect to students’

teaching and learning materials during a teaching session.	TSHP	56 (91.8%)	Df=2 P=0.461	perception was independent of school.
	SFCHS	61 (87.1%)		
Whether or not, the teacher brings teaching and learning materials to class has no impact on my zeal to learn.	FHS	12 (17.1%)	$\chi^2=19.095$ Df=2 P=0.000	Students' perception differed according to schools, a statistically significant association.
	TSHP	18 (29.5%)		
	SFCHS	36 (51.4%)		

Table 5: The Association between Instructional Materials as a Motivational Strategy and Level of Students

Instructional Materials	Level of students	Agree	Chi-square test	Comment
My teachers always use teaching and learning materials (books, real objects, mannequins, ---.) when teaching us	1 st year	61 (78.2%)	$\chi^2=1.655$ Df=2 P=0.437	There was no significant association between this item and level of students.
	2 nd year	68 (81.0%)		
	3 rd & 4 th year	32 (71.1%)		
Different types of teaching and learning materials are always used.	1 st year	53 (69.7%)	$\chi^2=0.142$ Df=2 P=0.931	The association between this item and level of students was insignificant.
	2 nd year	55 (67.1%)		
	3 rd & 4 th year	29 (67.4%)		
The teaching and learning materials used always tie to the learning objectives stated by the teacher.	1 st year	61 (78.2%)	$\chi^2=0.057$ Df=2 P=0.972	There was no significant association between this item and level of student.
	2 nd year	66 (78.6%)		
	3 rd & 4 th year	33 (76.7%)		
I am eager to learn when the teacher brings teaching and learning materials during a teaching session.	1 st year	66 (88.0%)	$\chi^2=5.768$ Df=2 P=0.056	The perception of students did not differ irrespective of level of student.
	2 nd year	79 (96.3%)		
	3 rd & 4 th year	38 (84.4%)		
Whether or not, the teacher brings teaching and learning materials to class has no impact on my zeal to learn.	1 st year	27 (36.5%)	$\chi^2=1.0168$ Df=2 P=0.586	The association between this item and level of students did not differ significantly.
	2 nd year	27 (32.5%)		
	3 rd & 4 th year	12 (27.3%)		

Item 2- Teaching styles

Table 6: Opinion of Students on the Use and Effects of Teaching Styles as Motivational Strategy

Perceived use of Teaching styles as a Motivational strategy	Strongly disagree	Disagree	Agree	Strongly agree	N
My teachers adopt empathetic, real and caring attitudes towards students.	16 (7.7%)	44 (21.8%)	155 (56.9%)	27 (13.4%)	202
My teachers use different teaching methods (lecture, demonstration, discussion, --)	7 (3.4%)	9 (4.4%)	113 (55.4%)	75 (36.8%)	204
Different teaching methods are always used for different subject matter.	12 (6.0%)	28 (14.1%)	108 (54.3%)	51 (25.6%)	199
Multiple Response Analyses	35 (5.8%)	81 (13.4%)	336 (55.5%)	153 (25.3%)	605
Effects of Teaching styles					
I am more interested in a subject/course when the teacher is empathetic, real and caring.	5 (2.5%)	29 (14.5%)	94 (47.0%)	72 (36.0%)	200
My interest in learning is maintained, and I don't get bored when different teaching methods are used.	21 (10.3%)	51 (25.1%)	94 (46.3%)	37 (18.2%)	203
Multiple Response Analyses	26 (6.5%)	80 (19.9%)	188 (46.7%)	109 (27.0%)	403

Table 6 shows the distribution of responses of the various components of teaching styles on a four point Likert Scale, Strongly Disagree, Disagree, Agree and Strongly Agree.

Table 7 shows the Collapsed distribution of responses for the identification of motivational components of teaching styles, with Strongly Disagree and Disagree collapsed as Disagree and Agree and Strongly Agree collapsed as Agree. Respondents perceived their teachers as using relevant teaching styles in order for students to be motivated to learn. This is shown by an overall agree of 489 respondents (80.9%) out 605 who agreed and 116 respondents (19.1%) who disagreed. Also 297 respondents (73.7%) out of the overall 403 who agreed to be motivated to learn with the adequate use of teaching styles while 106 respondents (26.3%) disagreed.

Table 7: Collapsed Opinion of Students on the Use and Effects of Teaching Styles as a Motivational Strategy

Perceived use of Teaching Styles as a Motivational Strategy	Disagree	Agree	N
My teachers adopt empathetic, real and caring attitudes towards students.	60 (29.7%)	142 (70.3%)	202
My teachers use different teaching methods (lecture, demonstration, discussion, etc)	16 (7.8%)	188 (92.2%)	204
Different teaching methods are always used for different subject matter.	40 (20.1%)	159 (79.9%)	199
Multiple Response Analyses	116 (19.1%)	489 (80.9%)	605
Effects of Teaching Styles			
I am more interested in a subject/course when the teacher is empathetic, real and caring.	34 (17.0%)	166 (83.0%)	200
My interest in learning is maintained, and I don't get bored when different teaching methods are used.	72 (35.5%)	131 (64.5%)	203
Multiple Response Analyses	106 (26.3%)	297 (73.7%)	403

Table 8: Spearman's Correlation for questions on teaching styles

	Effect of teaching style
Spearman's rho	1.000**
Perceived use of teaching style strategies	
Correlation Coefficient	
Sig. (2-tailed)	0.000.
N	208

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Results: The correlation coefficient $r = 1.000$; when $r = 1$, it implies there is a perfect positive correlation between the variables. Thus, there is a perfect positive correlation between teaching styles and learning. $p = 0.000$ (**), which implies the correlation between teaching styles and learning is significant at the 0.01 level. The relationship did not occur by chance. This implies that nursing students perceived the use of teaching styles as having an absolutely positive influence on their learning.

Table 9: The Association between Teaching Styles as a Motivational Strategy and Schools

Teaching styles	School	Agree	Chi-Square test	Comment
My teachers adopt empathetic, real and caring attitudes towards students.	FHS	47 (67.1%)	$\chi^2=0.567$ Df=2 P=0.753	There was an insignificant association irrespective of schools
	TSHP	44 (71.0%)		
	SFCHS	51 (72.9%)		
My teachers use different teaching methods (lecture, demonstration, discussion, --)	FHS	63 (87.5%)	$\chi^2=3.521$ Df=2 P=0.172	The association was independent of schools, and was insignificant.
	TSHP	59 (93.7%)		
	SFCHS	66 (95.7%)		
Different teaching methods are always used for different subject matter.	FHS	46 (66.7%)	$\chi^2=11.718$ Df=2 P=0.003	There was a significant association which did not differ with schools
	TSHP	52 (85.2%)		
	SFCHS	61 (88.4%)		
I am more interested in a subject/course when the teacher is empathetic, real and caring.	FHS	61 (85.9%)	$\chi^2=0.726$ Df=2 P=0.696	Students' perception was independent of level, though this was statistically insignificant.
	TSHP	51 (82.3%)		
	SFCHS	54 (80.6%)		
The teacher's attitude does not affect my interest in a subject/course.	FHS	7 (9.9%)	$\chi^2=36.066$ Df=2 P=0.000	The association between this item and students' perception was significantly dependent on schools.
	TSHP	17 (27.9%)		
	SFCHS	40 (56.3%)		
My interest in learning is maintained, and I don't get bored when different teaching methods are used.	FHS	37 (52.1%)	$\chi^2=8.678$ Df=2 P=0.013	Students' perception with regards to this item was significantly independent of school.
	TSHP	41 (66.1%)		
	SFCHS	53 (75.7%)		
Whether teaching methods are changed or not does not affect my interest in learning.	FHS	14 (19.7%)	$\chi^2=41.560$ Df=2 P=0.000	The association between this item and students' perception differed significantly with respect to schools.
	TSHP	18 (29.0%)		

	SFCHS	49 (70.0%)		
--	-------	---------------	--	--

Table 10: The Association between Teaching Styles as a Motivational Strategy and Level of Students

Teaching styles	Level of students	Agree	Chi-square test	Comment
My teachers adopt empathetic, real and caring attitudes towards students.	1 st year	50 (66.7%)	$\chi^2=1.174$ Df=2 P=0.556	Students' perception differed with respect to level, though this association was insignificant.
	2 nd year	61 (74.4%)		
	3 rd & 4 th year	31 (68.9%)		
My teachers use different teaching methods (lecture, demonstration, discussion, --)	1 st year	70 (93.3%)	$\chi^2=4.654$ Df=2 P=0.098	The association of students' perception was the same irrespective of level.
	2 nd year	79(95.2%)		
	3 rd & 4 th year	39 (84.8%)		
Different teaching methods are always used for different subject matter.	1 st year	60 (81.1%)	$\chi^2=0.848$ Df=2 P=0.654	There was no significant difference in the association, with respect to level of students.
	2 nd year	66 (81.5%)		
	3 rd & 4 th year	33 (75.0%)		
I am more interested in a subject/course when the teacher is empathetic, real and caring.	1 st year	62 (83.8%)	$\chi^2=2.775$ Df=2 P=0.250	There was no significant difference in the association with respect to level of students.
	2 nd year	71 (86.6%)		
	3 rd & 4 th year	33 (75.0%)		
The teacher's attitude does not affect my interest in a subject/course.	1 st year	29 (38.7%)	$\chi^2=8.644$ Df=2 P=0.013	The association was significantly similar irrespective of level.
	2 nd year	29 (34.5%)		
	3 rd & 4 th year	6 (13.6%)		
My interest in learning is maintained, and I don't get bored when different teaching methods are used.	1 st year	44 (58.7%)	$\chi^2=3.066$ Df=2 P=0.216	There was no significant difference in students' perception irrespective of level.
	2 nd year	60 (71.4%)		
	3 rd & 4 th year	27 (61.4%)		
Whether teaching methods are	1 st year	35 (46.7%)	$\chi^2=2.745$	No significant association existed, irrespective of level

changed or not does not affect my interest in learning.	2 nd year	32 (38.1%)	Df=2 P=0.245	of student.
	3 rd & 4 th year	14 (31.8%)		

Item 3 –Motivational speaking

Table 11: Opinion of Students on the Use and Effects of Motivational Speaking

Perceived use of Motivational Speaking as a Motivational Strategy	Strongly disagree	Disagree	Agree	Strongly agree	N
My teachers always spend some time, to tell us about specialisation options in nursing and offer encouraging words to us, so we can better pursue our goals.	15 (7.3%)	40 (19.5%)	79 (38.5%)	71 (34.6%)	205
My teachers always invite others (motivational speakers) to inspire us and brief us on career options in nursing	48 (23.4%)	62 (30.2%)	67 (32.7%)	28 (13.7%)	205
Multiple Response Analyses	63 (16.4%)	102 (24.9%)	146 (35.6%)	99 (24.1%)	410
Effects of Motivational speaking					
Encouraging words from my teachers and clarity on nursing career options helps me clarify my goals and have focus in my studies.	4 (2.0%)	9 (4.4%)	80 (39.4%)	110 (54.2%)	203
Listening to a motivational speaker helps me clarify my goals and have focus in my studies	3 (1.5%)	15 (7.4%)	93 (45.6%)	93 (45.6%)	204
Multiple Response Analyses	7 (1.7%)	24 (5.9%)	173 (42.5%)	203 (49.9%)	407

Table 11 shows the distribution of responses of the various components of motivational speaking on a four point Likert Scale, Strongly Disagree, Disagree, Agree and Strongly Agree

Table 12 shows the Collapsed distribution of responses for the Identification of components of motivational speaking, with Strongly Disagree and Disagree collapsed as Disagree and Agree and Strongly Agree collapsed as Agree. It shows that nursing students perceived their teachers as offering encouraging words in order to motivate them to learn; 150 respondents (73.2%) out of 205 agreed over 55 respondents (26.8%) who disagreed. 110 respondents (53.7%) out of 205

Table 12: Collapsed Opinion of Students on the Use and Effects of Motivational Speaking

Perceived use of Motivational Speaking as a Motivational Strategies	Disagree	Agree	N
My teachers always spend some time, to tell us about specialisation options in nursing and offer encouraging words to us, so we can better pursue our goals.	55 (26.8%)	150 (73.2%)	205
My teachers always invite others (motivational speakers) to inspire us and brief us on career options in nursing	110 (53.7%)	95 (46.3%)	205
Multiple Response Analyses	165 (40.2%)	245 (59.8%)	410
Effects of Motivational speaking			
Encouraging words from my teachers and clarity on nursing career options helps me clarify my goals and have focus in my studies.	13 (6.4%)	190 (93.6%)	203
Listening to a motivational speaker helps me clarify my goals and have focus in my studies.	18 (8.8%)	186 (91.2%)	204
Multiple Response Analyses	31 (7.6%)	376 (92.4%)	407

indicated that motivational speakers are not always invited while 95 respondents (46.3%) agreed. The respondents also indicated that they were motivated to learn when they received encouraging words from their teachers – 190 (93.6%) respondents who agreed over 13 respondents (6.4%) who disagreed. In addition, the respondents expressed that they were motivated to learn if/when they listen to motivational speakers- 186 respondents (91.2%) who agreed as opposed to 18 respondents (8.8%) who disagreed

Table 13: Spearman’s Correlation question on motivational speaking

	Effect of motivational speaking
Spearman's rho	.400**
Perceived use of motivational speaking as a motivational strategy	
Correlation Coefficient	
Sig. (2-tailed)	.000
N	208

** . Correlation is significant at the 0.01 level (2-tailed).

Interpretation of Results: The correlation coefficient $r = 0.400$; this value falls within the range of $0.25 \leq r < 0.5$, which implies there exist a weak positive correlation between motivational

Medical Journal, Volume 3, No. 2, July, 2016

speaking and learning. $p=0.000$, which implies the correlation between motivational speaking and learning is significant at 0.01 level. This implies that nursing students perceived the use of motivational speaking as having a weak positive influence on their learning.

Table 14: The Association between Motivational Speaking and Schools

Motivational speaking		Agree	Chi-Square test	Comment
My teachers always spend some time, to tell us about specialisation options in nursing and offer encouraging words to us, so we can better pursue our goals.	FHS	48 (66.7%)	$\chi^2=15.724$ Df=2 P=0.000	The association was significantly similar irrespective of schools.
	TSHP	39 (61.9%)		
	SFCHS	63 (90.0%)		
My teachers always invite others (motivational speakers) to inspire us and brief us on career options in nursing	FHS	22 (30.6%)	$\chi^2=62.485$ Df=2 P=0.000	The association differed among schools, and was statistically significant.
	TSHP	14 (22.2%)		
	SFCHS	59 (84.3%)		
Encouraging words from my teachers and clarity on nursing career options helps me clarify my goals and have focus in my studies.	FHS	67 (95.7%)	$\chi^2=0.858$ Df=2 P=0.651	There was an association which did not differ from schools.
	TSHP	57 (91.9%)		
	SFCHS	66 (93.0%)		
Encouraging words from my teachers does not affect the way I plan my studies.	FHS	4 (5.6%)	$\chi^2=25.392$ Df=2 P=0.000	Students' perception was similar irrespective of school, an association that was statistically significant.
	TSHP	12 (19.4%)		
	SFCHS	28 (40.6%)		
Listening to a motivational speaker helps me clarify my goals and have focus in my studies.	FHS	68 (95.8%)	$\chi^2=3.232$ Df=2 P=0.199	The association which existed was insignificant and did not differ with schools.
	TSHP	56 (90.3%)		
	SFCHS	62 (87.3%)		
Listening to a motivational speaker does not influence the way I plan my studies	FHS	7 (9.9%)	$\chi^2=29.869$ Df=2 P=0.000	There was a significant association which was independent of schools.
	TSHP	10 (16.1%)		
	SFCHS	33		

		(47.1%)		
--	--	---------	--	--

Table 15: The Association between Motivational Speaking and Level of Students

Motivational speaking	Level of student	Agree	Chi-square test	Comment
My teachers always spend some time, to tell us about specialization options in nursing and offer encouraging words to us, so we can better pursue our goals.	1 st year	60 (80.0%)	$\chi^2=4.198$ Df=2 P=0.123	There was an association between this item with respect to level of student, though it was insignificant.
	2 nd year	61 (72.6%)		
	3 rd & 4 th year	29 (63.0%)		
My teachers always invite others (motivational speakers) to inspire us and brief us on career options in nursing.	1 st year	39 (52.0%)	$\chi^2=9.787$ Df=2 P=0.007	Students' perception differed with levels, and this was statistically significant.
	2 nd year	44 (52.4%)		
	3 rd & 4 th year	12 (26.1%)		
Encouraging words from my teachers and clarity on nursing career options helps me clarify my goals and have focus in my studies.	1 st year	69 (90.8%)	$\chi^2=1.600$ Df=2 P=0.449	Students' perception was similar irrespective of level, though this was statistically insignificant.
	2 nd year	79 (95.2%)		
	3 rd & 4 th year	42 (95.5%)		
Encouraging words from my teachers does not affect the way I plan my studies.	1 st year	17 (23.0%)	$\chi^2=0.431$ Df=2 P=0.806	There was no significant association between this item and level of student.
	2 nd year	19 (22.6%)		
	3 rd & fourth year	8 (18.2%)		
Listening to a motivational speaker helps me clarify my goals and have focus in my studies.	1 st year	69 (90.8%)	$\chi^2=1.388$ Df=2 P=0.499	Students' perceptions did not differ with level of student, though this was statistically insignificant.
	2 nd year	75 (89.3%)		
	3 rd & fourth year	42 (95.5%)		
Listening to a motivational speaker	1 st year	20 (26.3%)	$\chi^2=2.343$	There was no significant association irrespective of the

does not influence the way I plan my studies.	2 nd year	23 (27.7%)	Df=2 P=0.310	level of student.
	3 rd year	7 (15.9%)		

Table 16: Summary of Findings for the Study

Motivational Item	Correlation coefficient (r)	Significance	p-value	significance
1	1.000	perfect positive correlation	0.000	significant at the 0.01 level
2	1.000	perfect positive correlation	0.000	significant at the 0.01 level
3	0.400	weak positive correlation	0.000	significant at 0.01 level

Table 16 shows a summary of the findings of the study. Amongst the variables under investigation, the strongest correlations of independent and dependent variables occurred between instructional materials and learning, and teaching styles and learning – perfect positive correlations. These were followed by a very strong positive correlation between assessment and learning, and the classroom environment and learning. There was a weak positive correlation between motivational speaking and learning, but no correlation existed between feedback and learning.

Discussion

Following the interpretations made for each result, summaries are hereby discussed. Students perceived the use of instructional materials as having an absolutely positive impact on their learning. Data analysis has revealed a perfect positive correlation between instructional materials and learning. Students perceived that the use of instructional materials by teachers is adequate, and that this serves as motivation to improve on learning. These findings indicate that the use of instructional materials serve as motivation in the teaching and learning process. The finding agrees with that of Adeyanju [13], which indicated that teachers perceived the use of

learning aids in teaching as advantageous both to the teachers and to the students; and of Gabrielle [14] which indicated that systematically designed technology-mediated instructional strategies, could be an effective means of improving motivation, performance, and self-directed learning of students.

With regards to teaching styles, the students have been found to perceive the use of teaching styles as very necessary in motivating them as the data analysis has revealed a perfect positive correlation between teaching styles and learning. This finding indicates that the appropriate use of teaching styles motivates nursing students. This could be as a result of the fact that students wish to be treated with respect and also be understood, thereby contributing in the creation of a positive attitude towards learning. This however contradicts Diaz & Cartnel [15], whose study indicated that teaching styles have limited effects on students' learning.

The students perceived the use of motivational speaking as having a weak positive influence on their learning. This is found in the fact that the data analysis revealed a weak positive correlation between motivational speaking and learning. These findings indicate that students are motivated to learn if or when they listen to motivational words either from their teachers or other professionals in the profession. It is possible that motivational speakers are not invited to talk to student nurse, a probable reason for the weak positive correlation between motivational speaking and learning. When students agree that they are motivated by motivational speaking from motivational speakers, it can only be described as a desire that they wish to have motivational speakers. They probably desire to have other professionals apart from their teachers whom they see quiet too often, to encourage them on how to embrace and develop a learning culture beyond schooling - they perceive it would encourage them to improve on learning.

Conclusion

The study investigated the use and effects of three motivational factors on nursing students' learning. This was in relation to inappropriate nursing care/practice observed in most health

institutions that may be thought to be linked to lack of acquisition of skills during the learning process due to less motivation to learning. The study therefore sought to find out whether the use of these three factors were actually in place to assist student nurses by way of motivating them to learn. It has thus been established that:

- Students perceived the use of instructional materials as having an absolutely positive impact on their learning.
- Students perceived the use of teaching styles as having an absolutely positive influence on their learning.
- Students perceived the use of motivational speaking as having a weak positive influence on their learning.

Thus, instructional materials and teaching styles are the more required motivational factors that when used, the interest of nursing students in learning is aroused, sustained and improved.

Recommendations

1. Nurse teachers are encouraged to maintain the use of appropriate instructional materials in the teaching and learning process. This enables students to learn standard practices, thereby minimizing the occurrence of inadequate practices which would otherwise increase with too much improvising.
2. Nurse teachers are also encouraged to adopt suitable teaching styles which foster learning in student nurses. Appropriate teaching styles would not only enable students to improve on learning, but also translates into practice.
3. Nurse teachers should be taught the skill of motivational speaking, in order to enable them motivate today's nursing students. Furthermore they should make an allowance for others to impart their students on those knowledge, skills and attitudes; most especially grant students the opportunity to listen to inspirational speeches, which they may not be able to offer to their students.

References

- [1] Biehler, R. F., & Snowman, J (1986) *Psychology Applied to Teaching* (5th ed.). Boston: Houghton Mifflin Company.
- [2] Tambo, L. I (2003) *Principles and methods of teaching: applications in Cameroon schools*. Anucam.
- [3] Bainbridge, C (2010) *Intrinsic Motivation*. Giftedkids.About.com. Retrieved from: <http://giftedkids.about.com/od/glossary/g/intrinsic.htm>.
- [4] Lewis, B (2010) *Teaching/Learning Materials*. About.com Guide. Retrieved from: <http://k6educators.about.com/od/educationglossary/g/gtln.htmTLM>.
- [5] Daum, D. A (1973) A 'Role' for Teaching Materials. *ELT J*. XXVII(2): 120-125 *ELT J* . doi: 10.1093/elt/XXVII.2.120 [Accessed 21 October 2010].
- [6] McCormick, J. & Leak, M (2005) Teaching styles. In S. Capel, M. Leask & T. Turner (Eds.) *Learning to teach in secondary school: A Companion to school experience* (4th ed.). Routledge.
- [7] Rogers, C. R (1951) *Client-Centered Counselling*. Boston: Houghton-Mifflin.
- [8] Prime Performers (2009) *Who needs a motivational speaker?* Retrieved from: http://www.primeperformers.co.uk/articles/Who_Needs_A_Motivational_Speaker [Accessed 22 October 2010].
- [9] Piaget, J (1970) Piaget's Theory. In P. Mussen (Ed.). *Handbook of Child Psychology*. (3rd ed.). New York: Wiley.
- [10] Fontana, D (1981) *Psychology for Teachers*. London: Macmillan Press Ltd.
- [11] Tella, A (2007) The impact of Motivation on Student's Academic Achievement and learning outcomes in Mathematics among Secondary school students in Nigeria. *Eurasia Journal of Mathematics, Science & Technology Education*, 3(2), 149-156.
- [12] DeLong, M. & Winter, D (2002) Learning to Teaching and Teaching to Learn Mathematics: Resources for Professional Development. *Mathematical Association of America*, pp. 163.
- [13] Adeyanju, L (2003) *Teachers Perception of the effects and use of learning aids in teaching:*

a case study of Winneba basic and secondary schools. *ultiBASER* Retrieved from:
<http://ultibase.rmit.edu.au/Articles/nov03/adeyanju.pdf>

[14] Gabrielle, D. M (2002) The Effects of Technology-Mediated Instructional Strategies on Motivation, Performance, and Self-Directed Learning (Electronic): U.S. Military Academy Center for Teaching Excellence. Retrieved from:
<http://gabrielleconsulting.com/docs/gabrielleaect.pdf> [Accessed 22 August 2011].

[15] Diaz, D. P., & Cartnal, R. B (1999) Students' learning styles in two classes: Online distance learning and equivalent on-campus. *College Teaching*. 47(4), 130-135.

Authors Column



Mary Bi Suh Atanga is an Associate Professor and Head of the department of Nursing and Health Promotion at the University, involved in teaching and conducting research in nursing, midwifery and community practice and wellbeing. She is also working as an independent consultant to health educational establishments in Cameroon and around Africa; and to some WHO activities mostly in Africa.

Mary Bi Suh Atanga is author of few books. She has published several research papers in international journals of repute. Presently her focus is on the place of the nurse-midwife in the Cameroonian Health Care Delivery System; violence against women; and workable and adaptable community intervention strategies.