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THE USE OF MOTIVATIONAL TEACHING STRATEGIES OF TEACHING BUSINESS EDUCATION AT BOTHO UNIVERSITY IN BOTSWANA

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ABSTRACT: *The purpose of this study was to examine how frequently and effectively lecturers use motivational teaching strategies in their teaching of business education to undergraduate students at Botho University. A number of authorities allude to the fact that the choice and use of teaching strategies are critical factors in the success of the teaching/learning process. It is also shown in literature that motivational teaching strategies give ownership of the learning process to the students and hence is a highly stimulating way of ensuring students are actively engaged and benefit from their learning. The study assumed a quantitative approach with a structured questionnaire that employed a five-point Likert scale used for data collection. The SPSS version 21 was used for data analysis. Results of the study showed that most of the lecturers teaching at undergraduate level at Botho University frequently and effectively use motivational teaching strategies.*

KEYWORDS: Strategy, teaching strategy, active learning, student engagement, motivational teaching strategies

INTRODUCTION

Strategy is defined as all about competitive position and differentiating oneself in the eyes of students as well as adding value through a mix of learning activities that are different from those used by other lecturers [1]. As both an idea and a position therefore, strategy as a teaching tool, ensures success in student learning if the following conditions are satisfied: it allows students to process information, it focuses on individuals, it allows for social interaction, and it leads to behaviour modification [2]. Motivational teaching strategies therefore refer to the structures, systems, methods, techniques, procedures and processes that a teacher uses during instruction help students learn better [3]. Literature shows that motivational teaching strategies are meant to promote active student learning in classrooms, that is, they promote high levels of academic student engagement in and outside classrooms [4, 5]. The above is confirmed by a number of authorities who alluded to the fact that the choice and use of motivational teaching strategies is crucial for the success of the teaching and learning process. Studies have shown that students learn better if they are actively engaged in the learning process through the use of a carefully knit web of teaching strategies [6, 7].

There are a number of motivational teaching strategies that lecturers in higher education can use to ensure effective and successful student learning [8, 9, 10]. Among the strategies include the following: *Being passionate*: Students appreciate a lecturer who is passionate and enthusiastic about their subject matter and teaching. With such a lecturer, students become motivated to work harder [11]. *Showing mastery of subject matter:* The lecturer should needs to demonstrate competency in the subject area [11]. The lecturer can enhance their competency by attending workshops, finding a mentor as well as always seeking to improve. *Catering for*

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individual differences: An effective lecturer remembers that students learn differently as some are fast and others slow, some are auditory while others are visual or aesthetic learners. As a result the lecturer hence should use different approached to teaching [10].

Other teaching strategies include the following: *Knowing the audience:* An effective lecturer must know his/her students' abilities so as to be able to communicate knowledge to their level. *Ensuring effective and adequate planning:* Adequate and effective planning helps the lecturer to teach with confidence as well as to teach as though he/she is teaching of the cuff and this is highly inspirational to the learners [1, 10]. *Establishing expectations:* An effective teacher demands a lot, as by demanding a lot, he/she will be surprised by what they can get from students in terms of output. *Treating students as adults:* Teachers who treat students as adults ensure that students come to their class more often and that they also do their assignments with passion and on time [12]. *Being flexible:* An effective teacher is always flexible enough to be able to change things when they are not working for students. *Harmonising book content by going outside the textbook:* An effective teachers goes beyond textbook content by seeking to apply concepts in real life situations to enhance student understanding. *Using brainstorming:* Effective teaching draws out numerous, creative, original, imaginative, innovative, resourceful and inventive ideas on a concept from students [7].

Other authorities also propose more motivational teaching strategies that can be used in higher education as given below. *Ensuring collaborative/cooperative learning:* This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too [13, 5], and more importantly, means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn. *Using case studies:* When using this strategy, teachers employ real-life examples or situations that prompt students to apply their knowledge and skills to authentic real world issues [6]. Field studies/trips: When using this strategy, students visit a site of academic interest in the community and learn directly from what they see, feel, touch, hear and smell [4, 7]. *Using critical explanation:* In this strategy the lecturer asks students questions to motivate them to think about factors or reasons that might explain the cause or reason for some issue or problem [10]. This strategy challenges students to go beyond just stating facts to justifying those facts and is critical method of challenging students to think and develop critical thinking skills.

THEORETICAL FRAMEWORK

The theoretical framework guiding this study is the motivational teaching strategies model by [14]. This model articulates the principles that guide the use of motivational teaching strategies. [14] proposes that the effectiveness of teaching is guided by the following principles: letting students do (more of) the work, interactivity, and striving for presence. The premise of the let students do (more of) the work principle is that the more quality time students spend engaged in content, the more that content they learn. To therefore ensure effective student engagement, [14] proposes the use of the following strategies: student led discussions, student-peer assistance for horizontal learning, letting students grade their own homework, and the use of case studies to develop critical thinking skills [9]. The interactivity principle posits that when using interactive teaching strategies, students can be organised to interact with one another, the lecturer, the textbook, the internet or the entire class, in small groups, or one-on-one with a partner with all these teaching variations making for exciting yet effective interactivity in the

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classroom [14, 15]. The striving for presence principle take a more social (establishing social networks in the classrooms through effective communication or positive feedback and organisation of students), cognitive (challenging students to think) and teaching (taking teaching as facilitation) presence.

Research Objectives

1) Establish the frequency of use of motivational teaching strategies on undergraduate students

2) Examine lecturer effectiveness in the use of motivational teaching strategies on undergraduate students.

Hypotheses

1) Hypothesis 1: There is a significant statistical relationship between a lecturer's mastery of the subject and frequency of catering for individual differences during teaching.

2) Hypothesis 2: There is a significant statistical relationship between effective and adequate planning and frequency of ensuring collaborative learning during teaching.

3) Hypothesis 3: There is a significant statistical relationship between lecturer effectiveness in reinforcing students' work through positive feedback and frequency of setting high standards of performance during teaching.

4) Hypothesis 4: There is a significant statistical relationship between letting students grade their own work and the frequently of treating students as adults during teaching.

5) Hypothesis 5: There is a significant statistical relationship between showing mastery of subject matter and being flexible adults during teaching.

6) Hypothesis 6: There is a significant statistical relationship between using peer assistance as a teaching strategy and being flexible during teaching

METHODOLOGY

The study used a quantitative approach that employed a structured questionnaire for data collection. A quantitative approach is a way of studying phenomena in which the data concerned can be analysed in terms of numbers [16, 17]. Quantitative research is concerned with the collection and analysis of data in numeric form and tends to emphasize relatively large-scale and representative sets of data [16]. The first questionnaire examined the frequency of lecturer use of each of the teaching strategies and the second questionnaire collected data on lecturer effectiveness in the use of the teaching strategies. There were 65 lecturers who constituted the study units who were randomly selected from the Faculty of Business and Accounting at the university in Gaborone, Botswana. Simple random sampling was used to select the 65 lectures from the 89 lectures in the faculty. Before the questionnaire was administered, it was subjected to pilot testing to test for internal consistency reliability and content validity. Cronbach's alpha was used to test for internal consistency reliability. The result showed that alpha was 0.82 which showed that the instrument was reliable enough to be used in the study. With regards to content validity, the instrument was subjected to expert

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opinion and comments from the experts were incorporated into the final instrument. Out of 65 questionnaires sent out, 58 were returned showing a return rate of 89.2%.

SPSS version 21 was used for data analysis. First descriptive statistics that used mean and standard deviation was used to analyse how frequently and effectively lecturers use motivational teaching strategies as well as to demonstrate levels of agreement of respondents with regards to how frequently and effectively they use the different motivational strategies at undergraduate level. Inferential statics that used the chi-square was used to demonstrate the level of agreement between results of descriptive statistics and those inferential statistics with regards to how frequently and effectively lecturers use motivational teaching strategies at undergraduate level.

RESULTS AND DISCUSSION

Analysis of Descriptive Statistics

Table 1: Frequency of use of teaching strategies

SN	Item (Teaching strategy)	Measures	
		Mean	Std. Dev.
1	Showing mastery of my subject matter during teaching	4.55	0.768
2	Catering for individual differences	4.20	0.805
3	Knowing the audience (level of ability of my students so as to teach at their level)	4.23	0.898
4	Being passionate always	4.33	0.844
5	Ensuring effective and adequate planning always	4.39	0.815
6	Establishing expectations (setting high standards always)	4.16	0.735
7	Treating students as adults	3.87	0.718
8	Being flexible enough to be able to change things when they are not working for students	4.23	0.669
9	Harmonising book content by going outside the textbook	4.23	0.617
10	Using brainstorming	3.81	1.046
11	Ensuring Collaborative/cooperative learning through group or team work	4.03	0.875
12	Using case studies	3.60	1.133
13	Using student led discussions	3.97	0.875
14	Using critical explanation by asking students to justify their answers	4.55	0.768
15	Using student-peer assistance for horizontal learning	4.00	0.816
16	Letting students grade their own homework	3.84	1.036
17	Reinforcing students' work through positive feedback	4.42	0.720

Results in Table 1 show that lectures frequently use motivational teaching strategies during their teaching of undergraduate students. Out of the seventeen items, it was shown that lecturers very frequently use twelve strategies whose mean scores are 4 and above ($M \geq 4$). Lecturers also moderately use five teaching strategies whose mean scores are above 3 but below 4, that is, $3 \leq M < 4$. Results further show that deviations of the mean scores from the mean hover

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around 1 which is a sign of general convergence of response around the fact that overall lecturers frequently use the motivational teaching strategies during their teaching of undergraduate students.

Table 2: Level of effectiveness in the use of motivational teaching strategies

SN	Item (Teaching strategy) (N =58)	Measures	
		Mean	Std. Dev.
1	Showing mastery of my subject matter during teaching	4.68	0.599
2	Catering for individual differences	4.33	0.758
3	Knowing the audience (level of ability of my students so as to teach at their level)	4.53	0.629
4	Being passionate always	4.67	0.661
5	Ensuring effective and adequate planning always	4.32	0.599
6	Establishing expectations (setting high standards always)	4.23	0.626
7	Treating students as adults	4.29	0,739
8	Being flexible enough to be able to change things when they are not working for students	4.35	0.755
9	Harmonising book content by going outside the textbook	4.33	0.769
10	Using brainstorming	3.77	0.858
11	Ensuring Collaborative/cooperative learning through group or team work	4.03	0.912
12	Using case studies	3.43	0.971
13	Using student led discussions	3.89	0.875
14	Using critical explanation by asking students to justify their answers	4.20	0.847
15	Using student-peer assistance for horizontal learning	3.68	0.979
16	Letting students grade their own homework	2.77	1.203
17	Reinforcing students' work through positive feedback	4.29	0.739

Results in Table 2 show that lecturers are able to effectively use most of the motivational teaching strategies during their teaching of undergraduate students. For twelve items whose mean scores are 4 and above ($M \geq 4$), there is evidence of lecturer effectiveness in the use of these strategies during undergraduate teaching. For the 4 items whose mean scores are above 3 but below 4 ($3 \leq M < 4$), there is evidence that lecturers are moderately effective in the use of the strategies during their teaching while for only one item shoes mean score is less than 3 ($M < 3$), there is also evidence that lecturers are not effective in using this strategy during their teaching. Deviations from the mean for all the items are around 1 which shows that there was a general agreement on the responses with regards to how effective lecturers were in using the teaching strategies during the teaching of undergraduate students.

ANALYSIS OF INFERENTIAL STATISTICS: TESTING HYPOTHESES

Hypotheses were tested at 5% level of significance which had higher sensitivity to deviations due to statistical error than the 10% levels of significance.

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Hypothesis 1: There is a significant statistical relationship between a lecturer's mastery of the subject and frequency of catering for individual differences during teaching.

Table 3: Relationship between mastery of subject and frequency of catering for individual Differences (N = 58)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Chi-Square	Asymp. Sig.
The relationship between a lecturer's mastery of the subject and ability to cater for individual differences during teaching.	7	13	7	14	17	9.167[a]	.164

(N = 58)

The calculated value of P – Value in Table 3 shows that P > 0.05. This is not statistically significant and hence the hypothesis that there is a significant statistical relationship between a lecturer's mastery of the subject and frequency of catering for individual differences during teaching was accepted. This result therefore showed that being an expert in one's subject area was an important predictor of teachers' ability to frequently ensure that they catered for the individual needs of their students.

Hypothesis 2: There is a significant statistical relationship between effective and adequate planning and frequency of ensuring collaborative learning during teaching.

Table 4: Relationship between effective planning and ensuring collaborative learning (N =58)

(N = 131)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Chi-Square	Asymp. Sig.
The relationship between effective planning and frequently ensuring collaborative learning	0	9	5	24	20	13.030[a]	.063

(N = 58)

The calculated value of P – Value in table 4 shows that P > 0.05. This is not statistically significant and hence the hypothesis that there is a significant statistical relationship between a lecturer's effectiveness in planning his/her work and frequency of ensuring collaborative work during teaching was accepted. The above result meant that lecturers who were effective in planning their work were more likely to frequently use collaborative learning styles than the lecturers who do not effectively plan their work.

Hypothesis 3: There is a significant statistical relationship between lecturer effectiveness in reinforcing students' work through positive feedback and frequency of setting high standards of performance during teaching.

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Table 5: Relationship between reinforcing students' work and setting high standards of Performance (N = 58)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Chi-Square	Asymp. Sig.
The relationship between reinforcing students' work and setting high standards of performance	3	8	7	16	24	9.826[a]	.132

(N = 58)

The calculated value of P – Value in Table 5 shows that P > 0.05. This was not statistically significant and hence the hypothesis that there was a significant statistical relationship between the effectiveness of a lecturer in reinforcing students' work and frequency of setting high standards of performance during teaching was retained. The above result indicated that being effective in reinforcing students' work was a predictor of lecturers' setting of high standards of work for their students.

Hypothesis 4: There is a significant statistical relationship between letting students grade their own work and the frequency of treating students as adults during teaching.

Table 6: Relationship between letting students grading their own work and treating them as adults (N=58)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Chi-Square	Asymp. Sig.
The relationship between letting students grade their own work and treating them as adults	6	17	4	15	5	25.215[a]	.004

(N = 58)

The calculated value of P – Value in Table 6shows that P < 0.05. This was statistically significant and hence the hypothesis that there was a significant statistical relationship between letting students grade their own work and treating them as adults during teaching was rejected. The above result showed that it did not mean that lecturers who let their students grade their own work were more likely to treat their students as adults when compared to lecturers who did not allow their students to grade their own work.

Hypothesis 5: There is a significant statistical relationship between showing mastery of subject matter and being flexible adults during teaching.

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Table 7: Relationship between letting students grading their own work and treating them as adults (N=58)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Chi-Square	Asymp. Sig.
The relationship between showing mastery of the subject matter and being flexible during teaching	3	7	9	20	19	7.442[a]	.080

(N = 58)

The calculated value of P – Value in Table 7 shows that P > 0.05. This was not statistically significant hence the hypothesis that there was a significant statistical relationship between mastery of subject matter and being flexible during teaching was accepted. The above result showed that lecturers with higher levels of subject mastery were more likely to be more flexible in their teaching of undergraduate students than those with less mastery of their subject.

Hypothesis 6: There is a significant statistical relationship between using peer assistance as a teaching strategy and being flexible during teaching.

Table 8: Relationship between using peer assistance and establishing high expectation during teaching (N = 58)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Chi-Square	Asymp. Sig.
The relationship between using the peer assistance teaching strategy and establishing high expectations during teaching.	5	4	9	12	28	5.528[a]	.478

(N = 58)

The calculated value of P – Value in Table 8 shows that P > 0.05. This was not statistically significant and hence the hypothesis that there was a significant statistical relationship between allowing students to help each other during peer assistance episodes and establishing high expectations during teaching was accepted. The above result showed that allowing peer assistance during teaching guaranteed high expectations on the performance of students.

DISCUSSION

Results of the study show high frequencies and effectiveness in the lecturer use of motivational teaching strategies at undergraduate level. This implies that there is both an acknowledgement and understanding by the lecturers of the important role motivational teaching strategies play in stimulating students to learn better. Frequent use of motivational teaching strategies as a way of motivating students to learn better is supported in literature. [14] argues that the effectiveness of teaching is guided by the following principles: letting students do (more of) the work,

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interactivity, and striving for presence. According to [13], use of motivational teaching strategies ensures that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have actively participated in understanding what they are learning.

The importance of using motivational teaching strategies is further highlighted by the fact that they allow students to process information, they focus on individuals, they allow for social interaction, and also lead to behaviour modification [2]. [3] also allude to the fact that motivational teaching strategies which refer to the structures, systems, methods, techniques, procedures and processes that a teacher uses during instruction help students learn better. Literature also shows that teaching strategies are meant to promote active student learning in classrooms, that is, they promote high levels of academic student engagement in and outside classrooms [4, 5]. The above is confirmed by a number of authorities who alluded to the fact that the choice and use of motivational teaching strategies is crucial for the success of the teaching and learning process. Studies further show that students learn better if they are actively engaged in the learning process trough through the use of a carefully knit web of motivational teaching strategies [6, 7].

CONCLUSIONS

Form the above results a number of conclusions can be made. First it is concluded that lecturers teaching at undergraduate level at the selected university frequently and effectively use motivational teaching strategies during their teaching. Second, it is concluded that there is a significant relationship between mastery of subject matter and a lecture's flexibility in the use of teaching strategies. Third, it is concluded that how effectively a lecturer reinforces his/her students' work is an important predictor that the lecturer would set high standards of work for students. Fourth, it is concluded that having high mastery of subject matter is an important predictor of a lecturer's ability and frequency of catering for individual differences during teaching. Fifth, it is concluded that lecturers who are effective in planning their work are more effective in ensuring collaborative learning in their classrooms. Sixth, it is concluded that allowing students to grade their work did not mean that lecturers would treat their undergraduate students as adults.

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