

Effect of motivation strategies on adolescent nursing students' classroom engagement and satisfaction

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Abstract:

Background: In order for students to be successful in school, they must be motivated to learn. Teachers are facilitators of knowledge, as well as motivation, and have the ability to lead students toward success. Teachers can motivate through the use of intrinsic motivation and/or extrinsic motivation. Highly motivated students make an effort to be engaged in class. The more students engage themselves in academic activities, the more they will be successful. **Purpose:** To determine the effect of motivation strategies on adolescent nursing students' classroom engagement and satisfaction level. **Design:** Pretest and posttest quasi-experimental research design were used in this study. **Setting:** This study was carried out at Nursing Education Department, Faculty of Nursing-Alexandria University. **Subjects:** convenient samples of 79 adolescent nursing students (less than 19 years old) enrolled in the "Educational Strategies in Nursing" course were included in the current study. **Tools:** two tools were used; Adolescent nursing students' classroom engagement scale and Adolescent nursing students' satisfaction scale. **Results:** Highly statistically significant differences were found related to the students' engagement before and after the application of motivation strategies. Almost all of them were highly satisfied after the application of motivation strategies. **Conclusion:** Using motivation strategies in teaching is an effective way for improving the adolescent nursing students' classroom engagement and increasing their satisfaction levels. **Recommendation:** Educational workshops should be conducted to all nurse educators responsible for classroom teaching to increase their awareness about the motivation strategies and their advantages in enhancing teaching learning process.

Keywords: Motivation, classroom engagement, satisfaction, adolescent nursing students

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I. Introduction

Nursing education is an interesting and challenging adventure that demands much from nursing students' time and energy. Nursing students face complex situations and conflicts during their education that affect their academic achievement⁽¹⁾. Dealing with these situations and conflicts vary from student to another depending primarily on their age. Selecting nursing as a career is one of the most critical decisions for adolescents. If it was the right choice it will lead to self-fulfillment in the life⁽²⁾.

Definitely, adolescent students can be successful in nursing by the motivation of enthusiastic nurse educators. If adolescent nursing students were not motivated, eruption of early adolescence's negative educational changes will be acquired such as; increasing anxiety about their academic achievement, increasing confusion about their academic outcomes, in addition to deterioration in their attitude toward nursing profession as a whole⁽⁴⁻⁶⁾.

Motivation is one of the most imperative constituents to cognition. It has a pivotal impact on adolescent conceptual change processes, critical thinking, learning strategies and achievement. It has positive effects on their learning outcomes. Williams and Williams (2011) emphasized that motivation is undoubtedly the most crucial factor that nurse educators can apply in order to improve the adolescent's learning. Highly motivated adolescent students are easily identified by their enthusiastic, attentive, involved and curious attitude. Furthermore, they can manage challenges in an easy way and are eager to continue their education^(7,8).

Motivation is a word derived from the Latin "movere", which means to move to do something⁽⁹⁾. It is defined as a situation that gives energy to behavior, directs and sustains it⁽¹⁰⁾. It is the process of supplying the incentives which will encourage, inspire and influence students to act in a desired behavior to achieve a desired goal^(11,12). Motivation is described as a means that stimulating the mind of the student to receive instruction.⁽¹³⁾

Motivation has two main sources; intrinsic (internal) and extrinsic (external) one. Intrinsic motivation arises from inside the individual. It depends on students' feelings, internal constitutions and desires. Students who are intrinsically motivated have desires to learn a topic for self-actualization⁽⁹⁾. They learn for

enjoyment and for achieving mastery of the subject. They prefer to engage in an activity for its own sake⁽¹⁰⁾. On the other hand, extrinsic motivation is stimulated by external factors such as the environment that surrounding the individual. Extrinsic motivated Adolescents participate in activities that will lead to anticipated outcomes such as rewards, praises or satisfying their own ego⁽¹²⁾. Internal motivation has a unique possibility to release human potential^(14,15,16).

Educators play a vital role in influencing students' motivation. They are primary responsible for motivating them to learn. Educators were perceived by students as having the prime responsibility for their interest or boredom inside the classroom throughout their behavior⁽¹³⁾. Therefore, educators must devote much effort in selecting the appropriate teaching behaviors that motivate their students such as: conveying a positive, enthusiastic attitude about teaching and learning, giving immediate feedback about students' work, and adding humor to teaching.⁽¹⁷⁾

Motivation and engagement are highly related. Motivation is perceived as a pre-requisite for adolescent students' engagement in classroom activities. Highly motivated students make an effort to be engaged in class. Engaged students are skillful in working with others. They are creative in using prior knowledge to solve problems and are successful in the learning process that stimulates higher level of thinking⁽¹⁸⁻²⁰⁾. Absence of students' engagement at school is considered a serious alarm for educators. Disengaged students are more liable to struggle academically, to drop out of school, and to have behavioral problems. Thus, improving student engagement may be helpful for preventing these poor consequences⁽²¹⁻²⁵⁾.

Student engagement has three dimensions, which are behavioral, emotional, and cognitive⁽¹⁶⁾. Behavioral engagement includes academic and social participation. It is important for positive academic outcomes and preventing students from drop out⁽²⁶⁾. While emotional engagement includes both positive and negative interaction with teachers, classmates and academics⁽²¹⁾. Finally, cognitive engagement draws on idea of investment, incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills. Each of these factors contributes to one's feelings and motivation toward various levels of engagement. Within a caring and supportive environment, the students would feel a sense of similarity therefore, they become more highly engaged^(16, 21, 26).

Learning environment plays a considerable role in evolving students' motivation to learn and increasing their active engagement in learning⁽²⁴⁾. Although this environment is likely to be important for students of all ages, it may be particularly important for adolescent students because they are passing through unjustified stage which includes changes that make them doubt their abilities to succeed at their school activities and decrease their effort toward academics. Therefore, it is important to apply motivation strategies on adolescent nursing students to examine its effect on their classroom engagement and satisfaction level.

Aim of the Study:

This study aimed to determine the effect of motivation strategies on adolescent nursing students' classroom engagement and satisfaction level.

Research hypothesis:

1. Students who are taught using motivation strategies exhibit higher classroom engagement than those who are not.
2. Students who are taught using motivation strategies exhibit higher satisfaction level than those who are not.

II. Materials and Method

2.1. MATERIALS

Design: Pretest and posttest quasi-experimental research design were used in this study.

Setting: This study was carried out at Nursing Education Department, Faculty of Nursing- Alexandria University where "Educational Strategies in Nursing" course were taught.

Subjects: A convenient sample of 79 adolescent nursing students (less than 19 years old) out of 350 students enrolled in the "Educational Strategies in Nursing" course during the first semester of the academic year 2017-2018 were included in the current study.

The study sample was estimated based on Epi info program, which used to estimate the sample size using the following parameters:

Population size is 350 students.

Expected frequency is 20%.

Acceptable error 10%.

Confidence coefficient is 99%.

Minimum sample size is 79.

2.2. Tools:

Two tools were used for data collection.

Tool I: "Adolescent Nursing Students' Classroom Engagement Scale".

This scale was developed by the researchers after extensive review of related literature to assess the adolescent nursing students' classroom engagement after teaching "Educational Strategies in Nursing" course using the motivation strategies. The scale consists of 40 statements measured on 4 point likert scale ranging from strongly disagree (1) to strongly agree (4). The scoring system of this scale ranging from (40-160). The cut off point for "High engagement" is $\geq 70\%$ of the total score, "moderate engagement" is between 50% to less than 70% of the total score, and "low engagement" is less than 50% of the total score. Reversed items were considered.

Tool II: "Adolescent Nursing Students' Satisfaction Scale"

This scale was developed by the researchers after thorough review of related literature to assess the adolescent nursing students' satisfaction level after teaching "Educational Strategies in Nursing" course using the motivation strategies. The scale consists of 10 statements measured on 4 point likert scale ranging from strongly disagree (1) to strongly agree (4). The scoring system of this scale ranging from (10-40). The cut off point for "Highly satisfied" is $\geq 70\%$ of the total score, "Satisfied" is between 50% to less than 70% of the total score, and "Not satisfied" is less than 50% of the total score. Attached to them a sheet that contains adolescent nursing students' personal and academic characteristics such as sex, age, academic level, and previous GPA in addition to four open ended questions related to their opinions about the motivation strategies used and its advantages and disadvantages.

2.3. METHOD

- Permission to conduct the study was obtained from the dean of the Faculty of Nursing; Alexandria University after explaining the aim of the study.
- A pilot study was carried out on five students to assess the clarity and applicability of the tools. The tools were clear and applicable.
- Reliability of tool one and tool two were measured using Cronbach's Alpha reliability test. The tools were highly reliable as their coefficient value were (0.907, 0.888) respectively.
- Data was collected by the researchers during approximately three months starting from October 2017 to December 2017 which was the time of teaching the "Educational Strategies in Nursing" course. The course includes 2 hours / week for 15 weeks during the third academic semester.

Data collection:

Data was collected through three phases: preparation, conduction and termination phases.

Preparation phase:

This phase was started at the beginning of the academic semester during the first lecture of the course where the researchers explained to the whole group the aim of the study and the required age of the participants who were willing to participate (less than 19 years). Also their right to refuse to participate or to withdraw at any time of the study were assured. A convenient sample of 79 adolescent students who were willing to participate in the study was excluded from the whole group to be in a separate group with the researchers for data collection. Adolescent nursing students' classroom engagement scale (tool one) was measured for the first time before applying the motivation strategies.

Conduction phase:

- After introducing themselves, the researchers started their orientation to the course by asking ice breaking questions related to the students' expectations about the course and its important to them.
- After discussing the answers, the researchers explained the importance of the course to them as students and as a nurse in the hospital. Then the objectives of the course, the distribution of the semester workgrades, the time of mid-term exam and the rules of participation in the class discussion were explained to them.
- Students also were informed about the rewards and incentives that will be taken for their participation and the (appreciation certificate) for the students who will get full mark in the midterm exam to motivate them to study hard.
- Each lecture was started with the objectives of the lesson, and what is expected from the students to do.

- Each lecture lasted for two hours distributed into two parts between them a break from 5 to 10 minute to refresh their mind and to cut the relapse of the attention span.

The following motivational strategies were used in each lecture;

- ✓ The researchers established good relationship with the students, encouraged them to share their personal experiences and thoughts, created a supportive classroom and made the classroom environment conducive to learning. Furthermore, they used sense of humor in an appropriate way. They Encouraged students' to participation in classroom discussion effectively.
- ✓ The researcher explained the topics in an interesting and enthusiastic way. They were available for any questions all the time even during the breaks or after lecture time. They showed interest in the course content and in students themselves. They gave students good reasons to study by; making the content more simple and meaningful to them, giving clear instructions, using different examples, using interesting power point presentations that were attractive and interesting.
- ✓ The researchers built the students' self-confidence, accepted their imperfection and mistakes, used effective verbal and non-verbal communication skills and monitored their progress and rewarding it.
- ✓ The researchers varied the presentation format to avoid students' boredom, encouraged them to find out their mistakes, provided them with a positive feedback and reinforced their positive and good behaviors.
- ✓ Finally, the researchers created a non-threatening teaching/learning environment that was very important for accepting the student confidence and willingness for participation and cooperation.

Termination phase

This phase started at the 13th and 14th week of the academic semester after the application of motivation strategies. In this phase, two scales were measured, adolescent nursing students' classroom engagement scale (tool one) as a posttest in addition to the adolescent nursing students' satisfaction scale (tool two) to measure their satisfaction level after the application of the strategies.

Ethical Consideration:

- An informed consent was obtained from adolescent nursing students after providing appropriate explanation about the purpose of the study.
- The anonymity, confidentiality of responses, voluntary participation and the right to refuse to participate in the study were emphasized to them.
- Privacy was maintained.
- The right to withdraw from the study at any time without penalties was assured.

Statistical analysis

Statistical analysis of the data

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. (Armonk, NY: IBM Corp) Qualitative data were described using number and percent Quantitative data were described using range (minimum and maximum), mean, and standard deviation. Significance of the obtained results was judged at the 5% level.

The used tests were

1 - Marginal Homogeneity Test

Used to analyze the significance between the different stages

2 - Paired t-test

For normally distributed quantitative variables, to compare between two periods

3 - Pearson coefficient

To correlate between two normally distributed quantitative variables.

III. Results

Table (I) shows the distribution of adolescent nursing students according to their personal and academic characteristics. In relation to age, it was found that almost all of students had 19 years old (98.7%). Regarding gender, less than three quarter of them were females (70.9 %). As regard academic semester, all of them were at the third academic semester. According to Last certificate, 84.8 of them graduated from secondary school. Finally, the GPA of 68.4 % of them was within B- ,B, &B+ .

Table (II) shows distribution of the adolescent nursing students according to their perceptions about using the motivation strategies. It was found that the majority of students (83.5%) expected having Excellent degrees in the course taught while, only minority of them expected having Very Good and Good degrees (15.5%, 1.3%) respectively. Regarding the reasons of their expectation, less than half of them (45.6 %) stated

that describing the course in an easy and interesting way and using different strategies to motivate them was the main reasons for their high expectation. Moreover, more than one quarter of them stated that the entertaining teaching style used and participating in effective discussions during lectures were the reasons of their high expectation (26.6% ,27.8 %) respectively. Almost all of them preferred the motivation strategies used in the course (97.5%). Around one third of them revealed that they preferred the motivation strategies used because, the strategies used were interesting. It increased their concentration, reduced the distances between educator and students , stimulated their thinking, and encouraged them to study hard and grasped their attention to be active all the lecture time(30.4%,30.4%,39.2%) respectively. The advantages of the motivation strategies used were perceived by more than one third of them as maintaining concentration and group engagement during lecture in addition to increasing their self-esteem, self-confidence, grasping their attention, sending a message of mutual respect and increasing their participations in classroom activities (43.0%,39.2%) respectively. While the majority of them (91.2%) stated that the motivation strategies used had no disadvantages.

Table (III) presents comparison between adolescent nursing students' engagement before and after using motivation strategies. In relation to cognitive engagement it was observed that less than half of the students had low and moderate cognitive engagement before intervention (40.5% ,45.6%) while about three quarter of them had high cognitive engagement after it with highly statistical significant difference between them (P=0.001). Regarding emotional engagement, about two third of students (64.6%) had low emotional engagement before intervention while after it the majority of them (86.1%) had high emotional engagement with highly statistical significant difference between them (P=0.001) .According to behavioral engagement it can be noted that about half of the students(53.2%) had moderate behavioral engagement before intervention while after it more than two third of them (68.4%) had high behavioral engagement with highly statistical significant difference between them (P=0.001) . As regards the overall engagement, it was observed that 44.3% of the students had low and moderate overall engagement before intervention while after it all of them (100%) became highly engaged in the classroom with highly statistical significant difference between them (P=0.001) .

Table (IV) reflects the descriptive analysis of the adolescent nursing students according to their satisfaction level after using the motivation strategies. It was found that almost all of the students (98.7%) were highly satisfied after using the motivation strategies as the mean score of them was 38.14 ± 3.55 and their mean percentage was 93.80 ± 11.85 .

Table (V) shows the correlation between adolescent nursing students' engagement and their satisfaction levels. It was observed that no statistical significant correlation was found between the students' engagement and their satisfaction levels after using the motivational strategies as the r value was 0.056 and P value was 0.624.

Table (I): Distribution of the Adolescent nursing students according to their personal and academic characteristics

Personal & academic characteristics	No.(n = 79)	%
Age (years)		
18	1	1.3
19	78	98.7
Min. – Max.	18.0 –19.0	
Mean ± SD.	19.72 ± 0.83	
Gender		
Male	23	29.1
Female	56	70.9
Academic Semester		
3 rd	79	100.0
Last Certificate		
Secondary school	67	84.8
Technical institute	12	15.2
GPA		
A&A-	15	19.0
B-&B&B+	54	68.4
C	10	12.7

Table (II): Distribution of the adolescent nursing students according to their perceptions about motivation strategies

Perceptions	No. (n = 79)	%
Students' expectation about the course grades after applying motivation strategies		
• Excellent	66	83.5
• Very good	12	15.2
• Good	1	1.3
The reasons for their expectation		
• The entertaining teaching style used.	21	26.6
• Participating in effective discussion during lectures.	22	27.8
• Describing the course in an easy and interesting way and using different strategies to motivate them.	36	45.6
Applying motivation strategies by other teachers		
• Yes	24	30.4
• No	55	69.6
Preferring motivation strategies used in the course		
• Yes	77	97.5
• No	2	2.5
Reasons for their preference		
• Interesting and increased their concentration	24	30.4
• Reduced the distances between educator and students and stimulate their thinking	24	30.4
• Encouraged them to study hard and grasped their attention to be active all the lecture time	31	39.2
Advantages of motivation strategies used from students perspective		
• Interesting	6	7.6
• Decrease distances between student and teacher, increase motivation to study hard	8	10.1
• Maintain concentration during lecture and group engagement	34	43.0
• Increase their self-esteem, self-confidence, grasp attention, send message of respect and increased their participations	31	39.2
Disadvantages of motivation strategies used from students perspective		
• None	72	91.2
• Take time	5	6.3
• Some students fear of participation	2	2.5

Table (III): Comparison between adolescent nursing students' engagement before and after using motivation strategies

Engagement Dimensions	before		After		P
	(n = 79)	%	(n = 79)	%	
Cognitive					
• Low ≤ 50%	32	40.5	0	0.0	<0.001*
• Moderate 50 – 70 %	36	45.6	20	25.3	
• High >70 – 100%	11	13.9	59	74.7	
Min. – Max.	24.0 – 73.0		49.0 – 75.0		t. 10.527*
Mean ± SD.	50.62 ± 9.02		63.37 ± 5.75		p<0.001*
Emotional					
• Low ≤ 50%	51	64.6	1	1.3	<0.001*
• Moderate 50 – 70 %	21	26.6	10	12.7	
• High >70 – 100%	7	8.9	68	86.1	
Min. – Max.	9.0 – 36.0		21.0 – 36.0		t. 14.819*
Mean ± SD.	21.53 ± 5.31		32.03 ± 3.11		p<0.001*
Behavioral					
• Low ≤ 50%	24	30.4	1	1.3	<0.001*
• Moderate 50 – 70 %	42	53.2	24	30.4	
• High >70 – 100%	13	16.5	54	68.4	
Min. – Max.	23.0 – 46.0		27.0 – 48.0		t. 9.453*
Mean ± SD.	32.96 ± 4.84		40.01 ± 4.30		p<0.001*
Overall engagement					
• Low ≤ 50%	35	44.3	0	0.0	<0.001*
• Moderate 50 – 70 %	35	44.3	0	0.0	
• High >70 – 100%	9	11.4	79	100.0	
Min. – Max.	61.0 – 152.0		108.0 – 158.0		t. 12.592*
Mean ± SD.	105.1 ± 17.65		105.1 ± 17.65		p<0.001*

Table (IV): Adolescent nursing students' satisfaction level after using the motivation strategies

Satisfaction levels	No. (n = 79)	%
• Low	1	1.3
• Moderate	0	0.0
• High	78	98.7
Total score		
Min. – Max.	12.0 – 40.0	
Mean ± SD.	38.14 ± 3.55	
% score		
Min. – Max.	6.67 – 100.0	
Mean ± SD.	93.80 ± 11.85	

Table (V): Correlation between adolescent nursing students' engagement and their satisfaction levels

Item	Satisfaction (n = 79)	
	R	P
Engagement (after)	0.056	0.624

r: Pearson coefficient

IV. Discussion

Motivation is one of the influential elements for increasing success in learning process^(9,12). Studies on motivation are considered as feedback for teachers and educational institutions. They provide them with accurate information about the strategies used to motivate students and their effect on the teaching-learning process⁽²⁷⁾. Motivation and engagements are highly related. Motivated students tend to be engaged within the learning environments⁽²¹⁾. Better motivation leads to all kinds of constructive behavior. Motivated students tend to work harder, be less anxious, make more effort in their tasks, and be emotionally involved with their college,⁽¹²⁾. In other words, they become completely engaged in the learning process. Being engaged means being actively involved in the cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation. Without effective nurse educators, none of these processes will be developed. Therefore, it is the main responsibility of the nurse educators to use effective and innovative motivation strategies that make the adolescent nursing students highly engaged in the learning process⁽²⁸⁾.

Before discussing the main findings of the current study, a brief description of the sample will be displayed as follows; almost all of the students were aged from 18 to 19 years old, about three quarter of them were female, all of them were at the third academic year, most of them graduated from secondary schools and their GBA ranged from B- to B+.

The result of the current study stated that there was a significant increase in the adolescent nursing students' classroom engagement levels after the application of motivation strategies compared to the same group before intervention with a highly statistically significant difference between them. The significant found was related to the three dimensions of engagement (cognitive, emotional, and behavioral) and the overall engagement level. This result validates the effect of motivation strategies on increasing the students' classroom engagement level; therefore, the first hypothesis was accepted.

This finding was congruent with Saeed & Zyngier (2012) who emphasized the importance of motivation on engaging students in the learning process. They stressed the role of the educators in selecting effective motivation strategies that engaged their students intellectually in the learning process⁽¹⁸⁾. Martin (2008) also found a positive correlation between motivating students and the three aspects of academic engagement⁽²⁹⁾. Christenson et al. (2012) found that educators' observations of students who received motivation were very positive. They were significantly more likely to be eager to learn, follow school rules, think ahead about consequences, get along with others, show respect for others' rights and feelings, and persist when challenged by difficult tasks. All these aspects indicate highly classroom engagement⁽³⁰⁾. Archambault et al. (2013) studied the three dimensions of students' engagement. They stated that the emotional and cognitive dimensions respectively refer to student feelings, interests, and attitudes toward school. While behavioral dimension refers includes compliance to classroom rules and instructions, attention, efforts, and participation in classroom related activities. In other words, participation in classroom activities as results of motivation strategies resulting in positive changes in adolescent students' attitudes about school⁽²⁶⁾.

This result may be related to the motivation strategies used all over the course lectures. First of all, the researchers explained the objectives of the course to the students and discussed with them its value to their life

and their career. The researchers discussed also the problems facing them during their study and the significant of this course in solving these problems. These discussions grasped the students' attention to the magnificent of the course and made them eager to attend the lectures. This interpretation was in congruence with Keller (2010) who stated that, if student find the content taught is relevant to their own life and future goals, they tend to be interested in the instruction. Furthermore, if they can make associations between what is taught and with something they know, they can get engaged to learning⁽³¹⁾. Abraham (2017) found that the majority of nursing students appreciated the relevance of the nursing content in their life. They stated that informing them about the relevance of content to their daily lived experiences is helpful in making them eager to learn which resulting in success in their studies⁽¹¹⁾.

The result of the current study revealed that the majority of adolescent students had high emotional and cognitive engagement while about two third of them had high behavioral engagement after applying motivation strategies compared to low and moderate engagement before their application. This results may be due to the application of some motivation strategies that made them emotionally, behaviorally and intellectually engaged in the class room such as; developing supportive learning environment that was free from stress and anxiety, using sense of humor, lecturing in a simple way by using different examples, and using of effective and interesting power point presentation in addition to presenting content in an entertaining and interesting way. These strategies may increase their intrinsic motivation and enjoyment towards learning resulting in higher level of engagement, active participation in discussions and high attendance rate. In addition, using extrinsic motivation as candies during instruction motivates most of them to be active participant. Giving feedback in a constructive way and accepting students' imperfection was also effective in making them more emotionally engaged to the classroom activities. In addition to, giving and maintaining caring behavior and good interpersonal relationship between students and researchers all the time of the course.

These interpretations were in line with many researchers who revealed that, learning environment in which educators use simple language, use of humor in teaching, make the lessons interesting, participative and more relevant motivate students and stimulate and maintain their attention^(11,29-34). In addition, Stoeber et al (2011) stated that using strategies that motivate students to learn and succeed grasp and maintain students' attention during lectures, avoids boredom and made them cognitively and behaviorally engaged⁽³⁵⁾. Archambault et al. (2013) found the supportive reciprocal relationship teachers develop with their students becomes an important predictor of day-to-day engagement, which enables adolescent to consolidate the emotional security needed to explore their social environment and cope with academic challenges⁽²⁶⁾.

By evaluating the students' feedback and their satisfaction about using motivation strategies, it was found that almost all of them had positive feedback as they were highly satisfied about using the motivation strategies. This result confirms the effect of motivation strategies on increasing the students' satisfaction level; therefore, the second hypothesis was accepted. Almost all adolescent students agreed that the motivation strategies used were interesting. They stated that the strategies used increased their concentration, stimulated their thinking, encouraged them to study hard, grasped their attention to be active all the lecture time and reduced the distances between them and their educator. Moreover, they mentioned that strategies used were effective as they increased their self-esteem and self-confidence, developed and maintained a supportive and safe learning environment in addition to sending a message of mutual respect.

This positive feedback and the high satisfaction level may be due to the attitude of the researchers during the lectures. First of all the researchers conveyed to the students their interest and high value of the course. They were enthusiastic and cheerful all the time. They encouraged them to be active participant during class discussion and described topics in interesting and creative manners, in addition to showing caring behavior toward all students. That way made the students liked the educators, liked the content taught, like the course and liked being there. They were very attentive during lecture time, studied hard to grasp the educators' attention. Also the motivation strategies used made them expecting high grades as the majority of them expecting having excellent degree at the final exam and increased their engagement level.

The results of the current study was in accordance with Casuso-Holgado et al (2013) who found a positive correlation between the three dimensions of academic engagement and the achievement rates⁽³⁴⁾. Jang (2008) suggested that when students value a learning activity in terms of high task value, utility value, interest value, attainment value, they become increasingly likely to actively engage in that topic, to persist in that topic over time, to achieve highly, and to understand what they are trying to learn⁽³³⁾. Saeed & Zyngier (2012) emphasized the role of educators in providing a more supportive environment for student learning and their own teaching suggesting that good teacher-student relationship; clear instructions; group work; giving choice, planning engaging and interesting learning activities; and making learning important and valuable to students all contribute to promoting and enhancing student motivation and engagement in their learning (18).

Finally Demir (2011) stated that it is all about the educators' motivation that actively affects students' engagement. Demir found that student engagement was predicted significantly by educators' intrinsic and extrinsic motivation. It was found that students taught by an intrinsically motivated teacher enjoyed their

tasks more and were more interested in their learning than those taught by extrinsically motivated teachers. Philips (2016) & Demir (2011) suggested that the aim of the school management should be to build on and enhance the intrinsic motivation for educators to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement.

In conclusion, Principals should be aware of the supporting needs of educators and methods of providing assistance in order to enhance their motivation. Principals should attempt to make educators' work as interesting and challenging as possible; there should be opportunities for educators for autonomy and variety, and for a sense of shared decision-making and achievement^(28,36).

V. Conclusion

It can be concluded from the present study that using motivation strategies in teaching is an effective way for improving the adolescent nursing students' classroom engagement and increasing their satisfaction levels.

IV. Recommendation

- Educational workshops should be conducted to all nurse educators responsible for classroom teaching to increase their awareness about the motivation strategies and their advantages in enhancing teaching learning process.
- Students' engagement should receive more attention from educators and practitioners who design and implement various interventions at school.

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