

ORIGINAL RESEARCH

Development of motivational strategies for nursing students at Zagazig University in Egypt

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ABSTRACT

Background: Motivation has always been a central issue in education and has even been referred to as the most complex and challenging issue facing teachers today. The aim of the study was to develop motivational strategies for nursing students at Zagazig University.

Methods: The researchers used the descriptive methodological design. Two types of samples were used: A stratified proportionate sample (323) and Jury committee (10). Questionnaire sheets were used to collect data for the present study (Motivational strategies assessment questionnaires and opinionnaire sheet).

Results: The top strategies that were reported by study subjects as the least frequently used by their staff were: creating a pleasant classroom, promoting group cohesiveness and group norms, making the learning tasks stimulating, recognizing students' efforts and exhibiting proper teaching behavior (98.1, 97.8, 97.5, 97.5 and 96.9 respectively). The top strategies perceived by the study sample as most important were: exhibiting proper teaching behavior, presenting tasks properly and promoting learner autonomy (82.7%, 79.3% and 78.0% respectively) while creating a pleasant classroom and recognizing students' efforts are the least important (66.3%, 68.7% respectively).

Conclusions: There was not a statistically significant difference between the educators use of motivational strategies and the importance of those strategies, there was not a statistically significant difference between male and female students regarding the educators use of motivational strategies, there was a statistically significant difference between male and female students regarding the importance of motivational strategies, as regards to educators use of motivational strategies there were statistically significant differences between first year and second year, third year and fourth year, concerning the importance of motivational strategies there were statistically significant differences between first year and second year, fourth year and first year and finally based on results and literature the required motivational strategies for nursing students at Zagazig University, Egypt were developed.

Key Words: Motivation, Motivational strategies, Nursing students, Development

1. INTRODUCTION

Motivating students is one of the greatest challenges instructors face. While it is true that instructors have little, if any, control over external factors that influence students' behavior and engagement, instructors do play a vital role in shaping what occurs in classrooms. In fact, instructional choices can make a positive impact on student motivation.^[1]

The most essential aspect for learning students is motivation and teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation.^[2,3] An instructor can create an optimal classroom environment that is conducive to learning, and

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research suggests this is most effectively achieved through instructional behaviors and course design.^[4] The research questions were:

- What are the motivational strategies that were applied by educators for nursing students at Zagazig University?
- What is the ranking of importance of motivational strategies from the students' point of view?
- Is there a difference between male and female students' perception regarding the using of motivational strategies and the importance of these strategies for them?
- Is there a difference between the different levels of students?
- Is there a correlation between the frequently use by educators of motivational strategies and the importance of these strategies to students?
- What are the motivational strategies required for nursing students at Zagazig University?

1.1 Background

Motivation 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.^[5] Additionally, motivation refers to what people will do given their ability a supportive environment and the rewards on offer.^[6] As well, Hitt^[7] defined motivation as a set of forces that energize, direct, and sustain behavior. These forces can come from the person, so-called "push" of internal forces, or they can come from the environment that surrounds the person, so-called "pull" of external forces. Furthermore, Wendy^[8] defined motivation as to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior.

A learner's motivation is one of the key factors that determine success in learning. There are four categories of motivational strategies: generating initial motivation, rounding off the learning experience, maintaining and protecting motivation, and creating the basic motivational conditions.^[9,10]

Teachers can motivate students by 1) giving frequent, early, positive feedback that supports students' beliefs that they can do well, 2) ensuring opportunities for students' success by assigning tasks that are neither too easy nor too difficult, 3) helping student's find personal meaning and value in the material, 4) creating an atmosphere that is open and positive, and 5) helping students feel that they are valued members of a learning community.^[11,12]

Moreover, some research-based strategies for motivating students to learn are: 1) becoming a role model for student interest, 2) delivering presentations with energy and enthusi-

asm, 3) displaying motivation, 4) showing passion for subject, 5) making the course personal and showing interest in the material, 6) getting to know students, 7) tailoring instruction to the students' concerns and backgrounds, 8) showing personal interest in students to inspire their personal loyalty to instructor, 9) displaying a strong interest in students' learning and a faith in their abilities, 10) using examples freely, 11) showing a concept or technique is useful before students want to study it further, 12) informing students about how the course prepares them for future opportunities, 13) using a variety of student-active teaching activities, and 14) engaging students in the material and giving them opportunities to achieve a level of mastery.^[3,13]

Furthermore, Freeman *et al.*^[9,14,15] added the following motivational strategies: setting realistic performance goals and helping students achieve them, designing assignments that are appropriately challenging in view of the experience and aptitude of the class, placing appropriate emphasis on testing and grading, freely praising and constructively in criticizing, negative comments should pertain to particular performances and not the performer, offering nonjudgmental feedback on students' work, stressing opportunities to improve, looking for ways to stimulate advancement, avoiding dividing students into sheep and goats giving students as much control over their own education as possible, letting students choose paper and project topics that interest them, and finally, equity in the classroom in creating a safe climate for the expression of different points of view and giving attention to all students as equally as possible.^[4,16]

One of the main importance of motivation is to increase morale of students.^[17] In this respect, Mitchel^[18] added that, motivation is essential to increase self confidence to continue striving towards success. Motivated students will always think positively and act accordingly in everything they do. It plays a major role in nearly everything. Without motivation, students would simply not care about outcomes, means, accomplishment, learning, success, failure, *etc.*^[8,19]

Better motivation leads to all sorts of positive behavior. Motivated students tend to work harder, be less stressed, take more care in their duties, be less likely to leave their college, look for opportunities to improve the processes with which they work and much more. But in the end, all of these add up to one thing: improved learning.^[20] In other words, motivated students contribute to a nursing college survival.^[21] It is well known that highly motivated students have a lower rate of absenteeism than bored or de-motivated students. Frequently absent, students feel little satisfaction and commitment to the nursing collage, have little interest in their learning and feel they can't communicate openly with their immediate

teachers and supervisor.^[22] Moreover, in nursing education, students need to be motivated to reduce absenteeism.^[23] In addition, motivated students always look for better ways to do duties; they are more achievable and more successes.^[24]

There are two main types of motivation: intrinsic and extrinsic.^[25] Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject^[26,27] and motivation comes from doing the work itself.^[28] On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated; whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.^[2] Their motivation comes from the consequences they receive as a result of their work behaviors. Students can be intrinsically motivated and extrinsically motivated or both.^[28]

To motivate students, teachers need to set challenging goals, reinforce desired behaviors, satisfy students' needs, design curriculums that are interesting^[29] and offer opportunities for incumbents to use their talents, provide performance-contingent rewards that are fair and that people value. There are several well-known theories that focus on different aspects of motivation.^[30,31] There are several theories and models of motivation such as: Hawthorne studies by Mayo, hierarchy of needs by Maslow,^[15] operant conditioning by Skinner, motivator/hygiene theory by Herzberg, expectancy model by Vroom,^[32] basic needs by McClelland, stretching by Gellerman, Theory X and Y by McGregor.^[6,33,34] In addition, Adams' Equity theory.^[35]

Much research was undertaken in motivation. Most of this research is relevant to employee motivation as the administrator's role in employee motivation,^[36] and designing jobs that motivate and challenge employees.^[37] Research has been conducted regarding motivational strategies from the teachers' perspective such as in the use of motivational strategies in language instruction.^[38] However, this research did not include motivational strategies from the learners' perspective so development of motivational strategies for nursing students at Zagazig University is a means to ensure nursing students' motivation, improve student's achievement, enhances student's satisfaction, guide faculty and consequently improve the quality of teaching learning process.

1.2 Significance

By observation and interview with students there was a condition of de-motivation or boredom. Some students feel little satisfaction and commitment to the nursing college whereas

some have little interest in their learning and feel they can't communicate openly with their immediate educators. This study aims to help nurse educators to use the required motivational strategies for their students, enhance teaching learning processes, improve quality of nursing education and consequently produce effective professional nurses and develop the quality of nursing care.

2. METHODS

2.1 The study aim

The aim of this study was to develop motivational strategies for nursing students at Zagazig University. The objectives were to assess the ranking of the use of staff motivational strategies and their categories by nursing students, assess the ranking of importance of motivational strategies and their categories for nursing students, identify the correlation between the motivational strategies and the importance of motivational strategies as perceived by the study sample subjects, compare between male and female students regarding the staff use of motivational strategies and the importance of motivational strategies for students; develop and validate the required motivational strategies for nursing students at Zagazig University.

2.2 The study design

The researchers applied the descriptive methodological design to achieve the study objectives. It aimed at developing and validating strategies for motivation of nursing students. This was achieved through cross-sectional assessment of applied motivational strategies and the ranking of importance of motivational strategies.

2.3 Ethical considerations

Managerial arrangements and official permission were obtained from the dean of the faculty of nursing at Zagazig University to select the samples, to conduct the study and to collect the data. The researchers explained the aim of the study to the respondents. Exclusion criteria: students who have not completed at least one semester and those with irregular attendance.

2.4 Setting

The study was carried out at the faculty of nursing of Zagazig University, Egypt which includes six scientific departments: Medical Surgical Nursing, Community Health Nursing, Pediatric Nursing, Obstetric and Gynecological Nursing, Nursing Administration, Psychiatric and Mental Health Nursing.

2.5 Sample

A stratified proportionate sample from different levels of nursing students at the faculty of nursing of Zagazig Univer-

sity was taken as follows: Sample size: The sample size is estimated with a 20% precision and Confidence level 95%, Population size 1221, and Margin of error 5%. Using the sample size calculator. Ideal sample size was 293. After adjusting for a dropout rate of 10% the sample size required was 323. Sampling method: the sample was taken through a stratified proportionate random sampling technique, based on the distribution of the different levels of student nurses. The researchers selected randomly the sample size from each stratum using the simple random sampling technique until the required sample size was obtained. Jury committee sample (10 experts).

2.6 Instruments

Tools were used in this study:

a. The motivational strategies assessment questionnaires

This tool includes:

- (1) The used motivational strategies assessment questionnaire was adopted from Ya-Nan.^[39] This tool consisted of 24 items. The students were asked to rate the 24 items by using a 5-point likert scale ranging from 1 (never) to 5 (very often) with the purpose of rating how often students experience each motivational strategy that is used by their teachers in class.
- (2) The importance of motivational strategies assessment questionnaire was adopted from Ya-Nan.^[39] This tool consisted of the same 24 items. The students were asked to rate the same 24 items by using a 5-point likert scale, which ranged from 1 (not important) to 5 (very important). This was done in order to show students' perspectives of how important the motivational strategies are.

Categories of motivational strategies are: 1 - "exhibiting proper teaching behavior" includes items (1, 8, 20); 2- "Recognizing students' efforts" includes items (4, 16); 3- "Promoting learners' self-confidence" contains items (6, 23), 4- "Creating a pleasant classroom" incorporates items (2, 7, 9); 5 - "Presenting tasks properly" involves items (10,18); 6- "Increasing learners' goal-orientedness" contains items (11, 12, 17); 7 - "Making the learning tasks stimulating" includes items (5, 13, 21); 8 - "Promoting group, cohesiveness and group norms" involves items (3, 15, 19) and finally; 9- "Promote learner autonomy" contains items (14, 22, 24).

b. Opinionnaire sheets

One type of sheets was designed: The sheet was developed to assess the content validity and face validity of the motivational strategies assessment questionnaires and developed strategies. It involved two parts: a) the opinions of the experts

for each item were recorded on a two point scale: relevant, not relevant and b) general or overall opinions about the form.

2.7 Data collection

The current study was carried out on three phases; preparation phase, implementation phase and design or developmental phase. Regarding the preparation phase, the researchers tested the content validity of the tools, conducted a pilot study and then reliability of the tools was tested (Cronbach's Alpha, was .932, the Gutt man Split-Half Coefficient was .891, and Split-Half). In the implementation phase, the researchers copied 350 sheets for any lost sheets and to ensure the collection of the required sample size. Data collection took one month; March 2012 at the faculty of nursing at Zagazig University. The researchers began to collect data from the nursing students by explaining to each participant the aim of the study and taking his/her acceptance and explaining the scale and how to file the sheet. Filling the questionnaire sheets ranged from 30-45 minutes.

Designing or developmental phase: Based on the results of the motivational strategies and an extensive review of relevant literature the researchers developed the proposed strategies for motivation of nursing students at the faculty of nursing at Zagazig University. They then developed an opinionnaire sheet to assess the validity of the proposed motivational strategies from expert's view points.

2.8 Data analysis

Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, and means and standard deviations for quantitative variables. Independent two samples *T*-Test used for comparison between male and female students. One way ANOVA, LSD POST Hoc test was used. Based on the results this equation was used (weighted mean) for computing ratio importance of questions for items in the questionnaire of this research. They then concluded strength and weakness points guided by Karmal and Lind *et al.*^[40,41]

$$\text{Weighted mean} = \frac{\sum x_i f_i}{\sum f_i (n)}$$

Where: x_i = response
 f_i = frequency

Weak point (*the least*) = 1-3

Strength point (*the most*) \geq 3-5

3. RESULTS

3.1 Demographic characteristics of the study sample

Table 1 shows that the majority (70%) of the study sample's ages were 20-21 years. Regarding gender the majority (75.5%) were female students. As regard to the level of education, the majority (27.6%) of the study sample were in the fourth year.

Table 1. Socio-demographic characteristics of the study sample faculty of nursing, Zagazig University (n = 323)

Variable	Frequency	Percent (%)
Age (years)		
<20	85	26
20-	225	70
22+	13	4
Mean ± SD	19.9133 ± 1.02390	
Gender		
Male	79	24.5
Female	244	75.5
Total	323	100.0
Year level		
First year	73	22.6
Second year	76	23.5
Third year	85	26.3
Fourth year	89	27.6
Total	323	100.0

3.2 Assess the ranking of the use of staff motivational strategies and their categories by nursing students at Zagazig University

3.2.1 Staff frequency use of motivational strategies as perceived by the study sample subjects

Table 2 shows that the least staff frequency of use of strategies were: encouraging students to share personal experiences and thoughts, asking students to work toward the same goal, creating a supportive classroom so students will take risks, making tasks challenging and bringing in and encouraging humor (1.20, 1.21, 1.21, 1.23 and 1.27 respectively).

3.2.2 Staff frequency of use of categories of motivational strategies as perceived by the study sample subjects

Table 3 clarifies that the top strategies that were reported by study subjects as the least frequently used by their educators were: creating a pleasant classroom, promoting group cohesiveness and group norms, making the learning tasks stimulating, recognizing students' efforts and exhibiting proper teaching behavior (98.1, 97.8, 97.5, 97.5 and 96.9 respectively).

Table 2. Weighted mean of educators frequency of use of motivational strategies (from the least to the most) as perceived by the study sample subjects (n = 323)

Educators use of motivational strategies	Weighted mean
1) Encouraging students to share personal experiences and thoughts	1.20
2) Asking students to work toward the same goal	1.21
3) Creating a supportive classroom so students will take risks	1.21
4) Making tasks challenging	1.23
5) Bring in and encouraging humor	1.27
6) Making sure grades reflect students' efforts and hard work	1.27
7) are themselves in front of students	1.27
8) Introducing various interesting topics	1.30
9) Showing enthusiasm for teaching	1.30
10) Giving good reasons to students as to why a particular task is meaningful	1.30
11) Using a short and interesting opening activity to start each class	1.32
12) Giving clear instructions by showing examples	1.32
13) Helping students develop realistic goals about learning	1.33
14) Encouraging students to set personal learning goals	1.34
15) Finding out students' needs and building them into a course	1.34
16) Making clear to students that communicating meaning effectively is more important than being grammatically correct	1.35
17) Monitoring students' progress and celebrating their victories	1.35
18) Breaking the routine by varying the presentation format	1.37
19) Letting students suggest class rules	1.37
20) Encouraging students find out mistakes by themselves	1.38
21) Giving students choices in deciding how and when they will be graded	1.39
22) Encouraging learning from classmates in small groups	1.40
23) Providing students with positive feedback	1.63
24) Establishing good relationship with students	2.13

Table 3. Educators frequency of use of categories of motivational strategies as perceived by the study sample subjects (n = 323)

Categories of educators use of motivational strategies	Frequency use > 60%		Frequency use < 60%	
	No	%	No	%
4-Creating a pleasant classroom	6	1.9	317	98.1
8-Promoting group cohesiveness and group norms	7	2.2	316	97.8
7-Making the learning tasks stimulating	8	2.5	315	97.5
2-Recognizing students' efforts	8	2.5	315	97.5
1- Exhibiting Proper teaching behavior	10	3.1	313	96.9
9-Promoting learner autonomy	13	4.0	310	96.0
3-Promoting learners' self-confidence	13	4.0	310	96.0
5-Presenting tasks properly	14	4.3	309	95.7
6-Increasing learners' goal-orientedness	15	4.6	308	95.4

3.3 Assess the ranking of importance of motivational strategies and their categories for nursing students at Zagazig University

3.3.1 Frequency distribution of the importance of motivational strategies as perceived by the study sample subjects

Table 4 reported that the top strategies that were perceived by the study sample as important were: letting students suggest class rules, monitoring students' progress and celebrating their victories, breaking the routine by varying the presentation format, establishing good relationship with students and

encouraging students find out mistakes by themselves (3.91, 3.89, 3.78, 3.76 and 3.67 respectively).

3.3.2 Frequency distribution of categories of the importance of motivational strategies as perceived by the study sample subjects

As shown in Table 5, the top five strategies perceived by the study sample as most important were: exhibiting proper teaching behavior, presenting tasks properly and promoting learner autonomy (82.7%, 79.3% and 78.0% respectively) while creating a pleasant classroom and recognizing students' efforts are the least important(66.3%, 68.7% respectively).

Table 4. Weighted mean of the importance motivational strategies (from high importance to Low importance) as perceived by the study sample subjects (n = 323)

	Importance of motivational strategies for students	Weighted mean
1)	Letting students suggest class rules	3.91
2)	Monitoring students' progress and celebrating their victories	3.89
3)	Breaking the routine by varying the presentation format	3.78
4)	Establishing good relationship with students	3.76
5)	Encouraging students find out mistakes by themselves	3.67
6)	Giving clear instructions by showing examples	3.65
7)	Providing students with positive feedback	3.60
8)	Giving good reasons to students as to why a particular task is meaningful	3.59
9)	are themselves in front of students	3.58
10)	Giving students choices in deciding how and when they will be graded	3.54
11)	Encouraging students to set personal learning goals	3.47
12)	Finding out students' needs and building them into a course	3.41
13)	Showing enthusiasm for teaching	3.40
14)	Helping students develop realistic goals about learning	3.37
15)	Using a short and interesting opening activity to start each class	3.32
16)	Bringing in and encourage humor	3.26
17)	Making tasks challenging	3.16
18)	Encouraging learning from classmates in small groups	3.16
19)	Making clear to students that communicating meaning effectively is more important than being grammatically correct	3.15
20)	Encouraging students to share personal experiences and thoughts	3.14
21)	Creating a supportive classroom so students will take risks	3.08
22)	Asking students to work toward the same goal	2.98
23)	Introducing various interesting topics	2.92
24)	Making sure grades reflect students' efforts and hard work	2.53

Table 5. Frequency distribution of categories of the importance of motivational strategies as perceived by the study sample subjects (n = 323)

Categories of importance of motivational strategies for students	Strategy importance > 60%		Strategy importance < 60%	
	No	%	No	%
1-Exhibiting Proper teaching behavior	267	82.7	56	17.3
5-Presenting tasks properly	256	79.3	67	20.7
9-Promoting learner autonomy	252	78.0	71	22.0
8-Promoting group cohesiveness and group norms	241	74.6	82	25.4
6-Increasing learners' goal-orientedness	237	73.4	86	26.6
3-Promoting learners' self-confidence	232	71.8	91	28.2
7-Making the learning tasks stimulating	224	69.3	99	30.7
2-Recognizing students' efforts	222	68.7	101	31.3
4-Creating a pleasant classroom	214	66.3	109	33.7

3.4 Additional analyses

Table 6 clarifies that, there was not a statistically significant difference between the educators of use of motivational strategies and the importance of those strategies as perceived by the study sample subjects.

Table 7 shows that there was a statistically significant difference between male and female students regarding the importance of motivational strategies at p value (.088, .002 respectively) as well as there was not a statistically significant difference between male and female students regarding the educators of use of motivational strategies.

Table 8 shows that, regarding the motivational strategies: there were statistically significant differences between first year and second year, third year and fourth year at p value

(.009, .030 respectively) and concerning the importance of motivational strategies there were statistically significant differences between first year and second year, fourth year and first year at p value (.000, .000 respectively).

Table 6. The correlation between the educators' use of motivational strategies and the importance of those strategies as perceived by the study sample subjects (n = 323)

Dimensions	Correlation Coefficient	Sig
Spearman's rho		
The educators use of motivational strategies	0.058	0.295
The importance of motivational strategies for students		

Table 7. Comparison between male and female students regarding the educators of use of motivational strategies and the importance of those strategies for students (male and female) n = 323

Dimensions	Male (No = 79) ×%±SD	Female (No = 244) ×%±SD	t Test	Sig
The educators use of motivational strategies	31.28 ± 7.733	33.24 ± 11.600	1.716	.088
The importance of motivational strategies for students	86.32 ± 16.141	79.83 ± 16.410	3.067	.002*

* Significant $p < .05$

Table 8. Comparison between different levels of students regarding the educators of use of motivational strategies and the importance of those strategies for students (n = 323)

Students levels	×%±SD	Educators use of motivational strategies		The importance of motivational strategies for students	
		Mean Difference	Sig.	Mean Difference	Sig.
First year (No = 73)	29.53 ± 6.551	-4.558	.009*	9.336	.000*
Second year (No = 76)	34.09 ± 11.395				
Second year (No = 76)	34.09 ± 11.395	-1.237	.462	.841	.738
Third year (No = 85)	35.33 ± 11.113				
Third year (No = 85)	35.33 ± 11.113	3.509	.030*	2.693	.266
Fourth year (No = 89)	31.82 ± 12.087				
Fourth year (No = 89)	31.82 ± 12.087	2.286	.174	-12.869	.000*
First year (No = 73)	29.53 ± 6.551				

* Significant $p < .05$

4. DISCUSSIONS

Motivation is what moves a person to action; to motivate means to provide a motive to do something.^[42] Additionally, motivation is the force within the individual that influences or directs behavior, because the willingness to put effort into achieving a goal or reward is to decrease the tension caused by the need.^[27,43] The aim of this study was to develop motivational strategies for nursing students at Zagazig University. The objectives were to assess the ranking of the use of staff motivational strategies and their categories by nursing students, assess the ranking of importance of motivational strategies and their categories for nursing students, identify the correlation between the motivational strategies and the importance of motivational strategies as perceived by the study sample subjects, compare between male and female students regarding the staff use of motivational strategies and the importance of motivational strategies for students; develop and validate the required motivational strategies for nursing students at Zagazig University.

4.1 Assess the ranking of the use of staff motivational strategies and their categories by nursing students at Zagazig University

Results of the present study revealed that the majority (70%) of the study sample's ages were 20-21 years. Regarding gender, the majority (75.5%) were female students. As regards to the level of education, the majority (27.6%) of the study sample were in the fourth year.

The least educators frequency of use of strategies were: encouraging students to share personal experiences and thoughts, asking students to work toward the same goal, creating a supportive classroom so students will take risks, making tasks challenging and bringing in and encouraging humor (1.20, 1.21, 1.21, 1.23 and 1.27 respectively).

The results showed that the top ranking orders of strategies categories that were reported by study subjects as the least frequently used by their educators were: creating a pleasant classroom, promoting group cohesiveness and group norms, making the learning tasks stimulating, recognizing students' efforts and exhibiting proper teaching behavior (98.1, 97.8, 97.5, 97.5 and 96.9 respectively) that might be due to lack of staff training on proper teaching behavior and motivational strategies, staff shortage, work overload and lack concepts of teaching learning process. This result was inconsistent with^[39] Ya-Nan who stated that: "exhibiting proper teaching behavior, presenting tasks properly, creating a pleasant classroom climate, Promoting learners' self-confidence" and Promoting learner autonomy were the top ranking orders perceived by students. However there was consistency with

him only in creating a pleasant classroom strategy as one from the top ranking orders.

4.2 Assess the ranking of importance of motivational strategies and their categories for nursing students at Zagazig University

The results of the present study revealed that the top strategies that were perceived by the study sample as important were: letting students suggest class rules, monitoring students' progress and celebrating their victories, breaking the routine by varying the presentation format, establishing good relationship with students and encouraging students to find out mistakes by themselves (3.91, 3.89, 3.78, 3.76 and 3.67 respectively). The top strategies perceived by the study sample as most important were: exhibiting proper teaching behavior, presenting tasks properly and promoting learner autonomy (82.7%, 79.3% and 78.0% respectively) while creating a pleasant classroom and recognizing students' efforts were the least important (66.3%, 68.7% respectively). This might be due to a lack of the frequency of use of these strategies from educators and to what extent the perception of students that these strategies are very important for them to enhance their learning. This result was supported with Harper^[44] who mentioned that autonomy was indicated to increase intrinsic motivation for students.^[45] Resultant *et al.*^[46,47] clarified that the participating teachers' styles tended to be the autonomy-supportive style and students perceived these strategies. As well as Callahan^[1] added that through one's own behavior, course design and teaching practices, one can create classroom conditions that encourage engagement and motivation to learn on a variety of levels. By implementing an array of strategies that fit the teaching style and classroom environment, one can greatly stimulate and sustain students' motivation to learn both in the classroom and within the overall subject matter. However this result was not in agreement with^[39] Ya-Nan who mentioned that: increasing learners' goal-orientedness, presenting tasks properly, exhibiting Proper teaching behavior, and creating a pleasant classroom climate were the top important strategies for his students from their point of view.

4.3 The correlation between the educators' use of motivational strategies and the importance of those strategies as perceived by the study sample subjects

The results of the present study clarified that there was not a statistically significant difference between the educators' use of motivational strategies and the importance of those strategies as perceived by the study sample subjects. This means that the perception of students of their educators motivational strategies frequency of use align and are consistent with their perception of the importance of these strategies

to motivate them. This might be due to the students' view point of low frequency of use of these strategies from their educators and to what extent they perceived the importance of these strategies to motivate them. This was consistent with Harper^[44] who mentioned that there were similar differences between how important the strategies were and how often they were perceived as being used.

4.4 Comparison between male and female students regarding the educators' use of motivational strategies and the importance of those strategies for students

According to the present study, it was found that, there was not a statistically significant difference between male and female students regarding the educators use of motivational strategies as well as there was a statistically significant difference between male and female students regarding the importance of motivational strategies at p value (.088, .002 respectively). This might be due to male and female students having perceived the same point of view that their educators demotivated them as they pleased while male students needed and perceived the importance of motivational strategies more than females due to facing many stressors such as nursing known as female dominant profession, some cultural perceptions, nursing image, *etc.* This result was incoherent with^[6] who reported that male students had less frequent use of motivational strategies than females and with Yukselturk^[48] who mentioned that there were no statistically significant gender differences in terms of motivation, self-regulation, and achievement and also with Balam *et al.*^[49,50] who stated that there were no statistically significant differences was found between male and female students in their motivation or learning strategies.

4.5 Comparison between different levels of students regarding the educators' use of motivational strategies and the importance of those strategies for students

The present study revealed that regarding the motivational strategies, there were statistically significant differences between first year and second year, third year and fourth year at p value (.009, .030 respectively). This means that the second year students view that their educators use the motivational strategies more than staff of first year students and this might be due to the second year students become mature enough and can judge effectively more than the first year students who were newly admitted to college, or might be due to their concept and afraid from punishment from their staff if they rate low score for them. as well as third year students saw their educators apply the motivational strategies more than fourth year and also this might be due to the concept that they will be affected by any way if they rate their staff low so they afraid from decreasing their rate, difficult exams or

bad treating *etc.*

Concerning the importance of motivational strategies there were statistically significant differences between first year and second year, fourth year and first year at p value (.000, .000 respectively). This means that the second year students rate high importance and need the motivational strategies more than the first year in the same line for many stressors, fourth year students perceive and need the motivational strategies more than the first year students. Unfortunately there were not researches conducted in this area (students' levels) before so the researchers did not discuss this result with others.

4.6 Implications for nursing students

The suggested motivational strategies should be used at faculty of nursing, Zagazig University, disseminated by the faculty administration to all educators, reviewed, revised and updated periodically as appropriate and as necessary to reflect ongoing improvements according to students needs. Faculty of nursing at Zagazig University has to design and implement training programs about the motivational strategies for students. Rewards should be given for educators who implement the motivational strategies for their students. The educators have to maximize the use of all motivational strategies especially: creating a pleasant classroom, promoting group cohesiveness and group norms, making the learning tasks stimulating, recognizing students' efforts and exhibiting proper teaching behavior. Further researches to develop the required motivational strategies for postgraduate and internship students are needed.

5. CONCLUSION

The present study concluded that 1) The least frequently use of motivational strategies categories by educators were: creating a pleasant classroom, promoting group cohesiveness and group norms; 2) The top strategies categories as most important were: exhibiting proper teaching behavior, presenting tasks properly; 3) There was not a statistically significant difference between the educators use of motivational strategies and the importance of those strategies for students; 4) There was not a statistically significant difference between male and female students regarding the educators use of motivational strategies; 5) There was a statistically significant difference between male and female students regarding the importance of motivational strategies; 6) As regards to educators use of motivational strategies there were statistically significant differences between first year and second year, third year and fourth year; 7) Concerning the importance of motivational strategies there were statistically significant differences between first year and second year, fourth year and first year;

8) Based on results and literature the required motivational strategies for nursing students at Zagazig University, Egypt were developed.

CONFLICTS OF INTEREST DISCLOSURE

The authors declare that there is no conflict of interest statement.

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