



MOTIVATIONAL STRATEGIES OF THE TEACHER DURING THE EDUCATIONAL PROCESS ON THE NURSERING PROGRAM.

Alexandra Guadalupe Meneses Enríquez
Andrés Felipe Rojas Zapata

University of Nariño

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TRADUCCIÓN: Héctor Guillermo Burbano
Departamentolinguística e Idiomas - Facultad de Ciencias Humanas -
Universidad de Nariño.



Abstract.

The purpose of this research article was to describe the motivational strategies used by nursing faculty at two universities in Ecuador. This project, developed using a qualitative approach and an ethnographic design, seeks to understand the motivational strategies employed by faculty in the nursing program. The study included faculty, clinical supervisors, and nursing program coordinators. The results show similar criteria between both universities. While theoretical faculty foster motivation through a trusting environment and innovative pedagogical tools, clinical supervisors reinforce student engagement through close support and personalized feedback. For their part, program coordinators implement institutional strategies such as continuing education, psycho-emotional support, and extracurricular activities to strengthen student retention and holistic development. The importance of addressing this issue lies in its direct impact on the quality of the educational process and student well-being. Understanding the factors that lead motivational disengagement for the development of effective strategies that, when implemented at different levels of the nursing program, strengthen student motivation, improve academic and professional performance, and ensure a comprehensive education capable of preparing future professionals to face the challenges of the healthcare field.

Keywords: teaching, higher education, motivational strategies, nursing.

Resumen.

El propósito de este artículo de investigación fue detallar las estrategias motivacionales utilizadas por los docentes de la formación de enfermería de dos universidades de Ecuador. Este proyecto, desarrollado bajo enfoque cualitativo y diseño etnográfico, busca comprender las estrategias motivacionales empleadas por los docentes de la carrera. La investigación incluyó docentes, tutores de práctica y coordinadores de carrera de enfermería. Los resultados mantienen criterios semejantes entre las dos universidades, Mientras que los docentes teóricos fomentan la motivación a través de un ambiente de confianza y herramientas pedagógicas innovadoras, los tutores clínicos refuerzan

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el compromiso estudiantil mediante acompañamiento cercano y retroalimentación personalizada; por su parte, la coordinación del programa implementa estrategias institucionales como capacitación continua, apoyo psicoemocional y actividades extracurriculares para fortalecer la retención y el desarrollo integral de los estudiantes. La relevancia de abordar esta problemática radica en su impacto directo sobre la calidad del proceso educativo y el bienestar de los estudiantes. Comprender los factores que la originan permite desarrollar estrategias eficaces que, al ser implementadas en distintos niveles del programa de Enfermería, fortalecen la motivación estudiantil, mejoran el rendimiento académico y profesional, y aseguran una formación integral capaz de preparar a futuros profesionales para enfrentar los desafíos del ámbito sanitario.

Palabras Clave: Docencia, educación superior, estrategias motivacionales, enfermería.

I. INTRODUCTION.

Motivation in the teaching-learning process is a determining factor in the training of nursing students, as it directly influences their academic performance, professional commitment, and emotional well-being. In this context, the role of the teacher, whether in the classroom or in clinical settings, acquires particular relevance as they act as guides, facilitators, and mentors in the learning process.

However, in higher education in the health sciences, a significant gap persists between the disciplinary expertise of teachers and their pedagogical training. According to Navarro et al. (2021), many health professionals who assume teaching roles lack adequate methodological and didactic preparation, which negatively impacts the quality of the educational process. This problem is exacerbated by the difficulty some teachers have in

adapting to social and technological changes, leading to the use of traditional or outdated methodologies that generate demotivation, insecurity, and discomfort among students.

Teaching in nursing requires more than technical knowledge; it involves implementing innovative pedagogical strategies that foster meaningful learning and cultivate a cognitive-affective connection with the student. According to Jiménez et al. (2021), it is essential that teachers incorporate active methodologies, humanistic approaches, and the use of digital tools, which requires continuous training in both pedagogical and professional areas.

In an increasingly complex and demanding healthcare landscape, promoting appropriate motivational strategies within the educational environment is essential for the development of well-rounded professionals capable of facing the challenges of healthcare with both technical and human competencies.

Therefore, this research invites reflection on the need to train passionate, critical, and reflective teachers, called upon to build a new academic model. This model must be capable of transmitting a positive and motivating emotional attitude during the construction and transmission of knowledge, grounded in pedagogical and research discernment—fundamental characteristics that must be strengthened in nursing educators.

II. MATERIALS AND METHODS.

This project was developed using a qualitative approach which, according to Herrera (2019), seeks to explore, observe, understand, analyze, and create knowledge based on the interpretation of reality according to the lived experiences of individuals. The goal of the analysis was to understand the motivational strategies used by teachers during the educational process in the Nursing program. In accordance with this approach, an ethnographic design was adopted, which, according to Cotán (2020), focuses on examining, explaining, and deciphering the behavior of cultures and the phenomena present within them, centering on the study of societies and their cultural dynamics.

The study included the participation of the Nursing programs of two universities in Ecuador, with the collaboration of program coordinators, lecturers from the theoretical cycle, and clinical tutors. The selection of participants was based on specific inclusion criteria: coordinators and lecturers had to have a full-time tenured contract and a minimum of three years of affiliation with the university; While clinical tutors were required to hold a postgraduate degree and more than three years of experience in practical mentoring.

The reliability of this study was ensured through a systematic and rigorous process of data collection and analysis, particularly through semi-structured interviews. These interviews combined open and closed questions, optimizing time without sacrificing the depth or quality of the responses obtained.

All interviews were recorded with the informed consent of the participants, ensuring the reliable collection of information. Subsequently, the material was transcribed verbatim, respecting the language, pauses, and expressions of each informant, thus preserving the authenticity of the discourse and facilitating the analysis process.

The analysis was conducted using thematic coding, following an inductive logic that emerged from the data. This procedure was documented in detail, ensuring the traceability and replicability of the analysis.

To demonstrate the study's rigor, experts in university teaching and qualitative research were consulted. They provided external validation of the methodological approach and the instruments used. The experts reviewed the research design, data collection instruments, and analysis techniques, offering valuable feedback to ensure that the methods employed were appropriate for both the research context and the stated objectives.

III. RESULTS.

The representative sample of nursing program faculty and coordinators facilitated data collection and analysis. The information was structured around the specific objectives, allowing for a clear and coherent presentation of the results, thus promoting their analysis and discussion. Data processing was based on the categorization of

concepts that emerged during data collection, enabling the identification of key findings.

The analysis of interviews conducted with faculty members from the theoretical training cycle, clinical practice tutors, and program coordinators in the Nursing program reveals a variety of motivational strategies implemented to foster student engagement and meaningful learning. The results are grouped into three main categories according to the participants' roles.

Theoretical faculty members stand out for promoting an environment of trust, communication, and recognition, with a focus on self-directed learning and professional growth. They use tools such as workshops, clinical cases, and presentations to motivate students. The faculty's role as a role model is also key, as they project enthusiasm, clarity, and professional values.

The practicum supervisors focus their motivation on close support, emotional reinforcement, and integration into the real-world environment. They value the development of self-esteem, a passion for the profession, and individualized respect. Motivation arises from direct contact with professional realities, reinforced through participatory activities and personalized feedback.

The program coordinators implement strategies such as ongoing faculty development, academic advising, integrative projects, and extracurricular activities (research, conferences). Furthermore, they prioritize psycho-emotional and financial support (scholarships), which improve student retention and engagement.

The results are shown below, organized according to the categories established in the study.

Table 1
Motivational strategies

Scope	Key Strategies	Main focus
Theory teacher	Trust Communication Recognition	y Leading Role of the teacher

Practice teacher	Trust, accompaniment induction, self-esteem Love for the profession	Teacher improvement Clinical and vocational guidance institutional support and permanence
Coordinator	training, tutoring and motivational and study, scholarships.	

IV. DISCUSSION.

Motivational Strategies Used by Instructors in the Theoretical Training Cycle.

The main motivational strategies implemented by instructors in the theoretical training cycle of the Nursing program are detailed below.

a) Trust and Communication.

The instructors' responses regarding the motivational strategies used during nursing training offer an interesting and nuanced perspective. First, the instructors stated: "I like to give them confidence; after all, we'll be spending a considerable amount of time together as instructor-student, so a sense of security is also important, and that alone is enough. A calm student learns on their own; knowledge alone is sufficient, and they become interested" (DT1-1). "I dedicate myself to or focus on what each of them needs" (DT1-2). According to Villamar et al. (2022), communication and trust during the training process increase student participation and creativity, promoting internal and behavioral changes. These activities promote the shared generation of knowledge and create positive and motivating learning environments.

b) Recognition of achievement.

The importance of recognizing and motivating students for their achievements, according to Calle et al. (2020), creates an internal and innovative force that drives them to continue improving daily, preparing themselves, and achieving personal and academic success. "Positive recognition of their achievements, positive recognition of a skill they have demonstrated appropriately" (DT1-

3). "I respect each student's judgment, give them the opportunity to improve their work, praise their achievements, and provide individual feedback" (DT2-2).

c) The teacher's leading role.

From this perspective, motivation in nursing education requires establishing the teacher as one of the main actors in the training and motivation process. According to Rojas et al. (2021), the teacher's responsibility in the training process is highlighted by both pedagogical culture and public policy, not only as a transmitter of knowledge but also as a facilitator of the sensitive dimension of science. Their work involves stimulating students through a framework of values. "Motivation begins from the moment we meet, the perception they will have of the teacher, (...) we can motivate them by choosing good topics, effective teaching tools, well-designed slides, and good presentations from classmates" (DT2-4).

d) Professional Growth and Self-Learning.

In the educational context, skill and effort become more important for students when their effort is recognized, which is important for their self-esteem: "Working on self-learning, they do it, they present it." (DT1-3). According to Solórzano and Giniebra (2023), the motivational strategies used by teachers in the academic process go beyond the conventional delivery of knowledge; they seek to inspire and stimulate students' interest, achieving the development of professional critical thinking: "I believe it is important to interact with the student since teaching is a two-part process: mutual giving and receiving." (DT1-4).

Motivational strategies used by student teachers.

Study supervisors are a crucial guide for students; their support and guidance can greatly influence motivation.

This group reports:

a) Environment of trust and communication.

For Rodríguez and Sandoval (2022), trust is based on three components: confidence, the teacher-student relationship, and school harmony. "The truth is that both students and we as tutors must be motivated" (DP1-2). "(...) I try to create an environment of trust, demonstrate and generate enthusiasm (...), dedicate time to each student to clarify doubts about the practice, (...) I like to congratulate them for things done well, recognize their effort; I think that helps improve their self-esteem and,

incidentally, the practice" (DP2-1). "I call them by name," according to Lozano (2023), is important to generate a climate of trust through assertive dialogue to spark interest in students and ensure active participation.

b) Self-esteem.

Motivation, according to Suárez et al. (2020) is of enormous importance, as it guides actions and represents a central factor that leads to student autonomy, strengthens their knowledge, and increases meaningful learning. "I encourage them, understand them, but don't condone them, be impartial, I listen to them, analyze, and make a decision" (DP2-2). "I study the self, I can, I exist" (DP2-4). "I motivate them in this way, giving them all my patience and knowledge" (DP1-3).

c) Dynamics, active participation, and questions.

According to García (2020), teaching strategies should be based on a structured, continuous, intentional, and flexible approach, with the purpose of shared learning: "I use introductory activities, focusing on what each student needs. I usually ask questions to help them to assimilate the content and see how they are progressing or if they understood it. And I try to vary it; today it's slides, tomorrow it's assignments" (DT1-2).

d) Love for the profession and service.

According to Hernández et al. (2022), emotional development is paramount for professional training, considering that nursing, through its functions, roles, and interactions, establishes a human approach that helps individuals cope with their ailments. "From the very first clinical rotation, I encourage them to see how human it is to work in healthcare. I praise them; not everyone is part of this wonderful career. I ask them to develop a love for the profession and service" (DP1-2).

e) Induction.

For the instructor, it is a priority to offer new members an adequate induction process. "When students first arrive, they are given an induction so they can learn about the service and the hospital in general. They are given some theory, taught the procedures that are carried out, and finally, they are allowed to do practical work" (DP1-3). "I give them a sort of induction and I observe their shortcomings, what they need, and I provide reinforcement" (DP1-3). According to Díaz et al. (2020), the importance of the induction program lies in the fact that, through a tour of the facilities and strategic locations, the organizational culture of the units is transmitted, in addition to allowing the new member to adapt to an

environment similar to their professional life in a positive way.

f) Teacher Development.

The teacher's crucial role in the educational process, as stated by the interviewees themselves, confers identity and professionalism, a role that is only achieved through preparation. "I would say it's about updating ourselves and others, pushing ourselves to a certain extent to take courses or diplomas so that teachers are up-to-date in education" (DP2-4). "We need trained teachers, teachers who are experts in the subjects they teach" (DP1-1). According to Domich (2021), teacher training is key in the educational environment, as it directly impacts the teaching process. "They are motivated by the teacher; we are the face of both the universities and the hospitals" (DP1-1). "A good teacher motivates the student" (DP1-1).

Motivational strategies used by the nursing program during the training process.

To analyze the motivational strategies of the academic programs, the program coordinators of each institution were interviewed, who provided valuable information through their responses.

a) Teacher training.

García (2020) argues that committed teachers who are constantly seeking to improve their teaching methods enrich the learning process, creating an effective and motivating educational environment. "We have a very high caliber of teachers, and courses are continually being held so that teachers stay updated on study techniques and motivational techniques to apply them in the classroom. In other words, we are constantly training ourselves in this sense, and we apply it with the students" (CG2-1). For Hernández et al. (2022), teacher professional development is an ongoing process that must respond to scientific advances and promote the development of research skills.

b) Motivational and Study Techniques.

According to Rodríguez and Sandoval (2022), motivational strategies in practice are key to inspiring and maintaining participant engagement, as these strategies aim to connect practical tasks with personal and professional goals, creating a sense of purpose. "In class, all the teachers use motivational techniques. We also have academic tutoring sessions; each section has a classroom tutor, and these tutoring sessions are held once a week" (CG2-1). "They are supported with study

techniques. Sometimes they want to study, but they don't know how, and the correct way to study isn't the one they're using, and that's also why we support them" (CG2-1).

c) Research Days.

The implementation of research days and the assignment of classroom tutors with tutorial sessions reinforce the idea of personalized interaction and active student participation, principles supported by Araque et al. (2020) in their analysis of good educational practices: "The student and research days motivate them a lot from the beginning to investigate; there are also the congresses, all of that also motivates them to keep going" (CG2 -1). "Together with student welfare and the student monitoring committee, meetings have been held with forums, discussions, recreational and extracurricular activities (CG1 -1) "the student days have a certification for teachers and students, that also motivates them" (CG2 -1).

d) Development of integrative projects.

In their analysis, Benites et al. (2023) consider the implementation of effective strategies to motivate students and faculty to be of utmost importance in the university context, as it significantly contributes to academic success. "Develop a practice plan in which students can access the greatest number of services and understand the nursing discipline" (CG1-1). "Develop classroom projects that link the frequent use of laboratories" (CG1-1). "Integrative projects, which also motivate them to continue improving" (CG2-1).

e) Institutional support and retention.

The academic and professional success of nursing students depends largely on institutional support. Coordination with student welfare and psychology departments is essential to offer comprehensive support that promotes their retention and development. From the perspective of Díaz et al. (2020) The support or counseling service is key for students, since university life can generate psychological difficulties that affect their academic adjustment, "It mainly undertakes follow-up actions in students with low averages or who have been determined to need psychological support" (CG1-1) "we have the university welfare department student welfare which has the psychology department and they also receive help and support in any sense" (CG2-1) }. "Not only is the academic aspect monitored, but also the psychological and motivational aspects; if they have any

academic deficit, reinforcement alternatives are sought" (CG1-1) "refer to Student Welfare those students who manifest socioeconomic problems", "follow-up actions in students with low averages or who have been determined to need psychological support" (CG1-1).

f) Socioeconomic and academic excellence scholarships. Ramos et al. (2021) consider that the scholarship strategy seeks to strengthen students' educational paths, supporting their income and promoting their retention and integration within the institution. "Scholarships, both for academic excellence and socioeconomic status, and the tuition portion, which is divided into three installments so that you can pay in installments, and have reduced the dropout rate related to economic factor" (CG2 -1).

V. CONCLUSIONS.

Teachers use various motivational strategies to foster a trusting environment and recognize students' efforts. They employ motivational phrases, participatory activities, and emphasize the importance of enthusiasm, impartiality, and passion for the profession. They also stress self-confidence, study, and dialogue, underscoring the relevance of the emotional connection between teachers and students.

The implementation of motivational strategies not only improves the learning environment but also contributes to greater student engagement and participation in the educational process. When teachers do not demonstrate initiative in this area, students may perceive classes as monotonous or unstimulating. Therefore, motivation is essential for academic and professional success, and a lack of teacher initiative in this regard can represent a significant obstacle to students' holistic development.

The teachers' responses focused on creating an environment of trust and recognizing students' efforts, fostering impartiality, and promoting a passion for the profession. The use of participatory activities and the exploration of enjoyable aspects of the profession are noteworthy. In this regard, the instructors focused on sharing their personal experience and knowledge, emphasizing respect, trust, kindness, consideration, and concern for the learner, thus establishing a close relationship between professors and students.

On the other hand, the clinical instructor suggests thorough orientation, engaging activities, and participation in educational talks, which adds value to communication, fosters confidence, and reinforces procedures through feedback, aiming to reduce fear and increase confidence during clinical practice.

Motivational strategies are essential in the educational system. Teachers are the first to be considered in this motivational process. The imagination, creativity, and interest they must bring to their area of expertise are of vital importance. However, the academics participating in the research show a limited understanding of motivational strategies, confusing them with teaching strategies and focusing primarily on purely academic strategies.

Despite the differences between both universities due to their particular characteristics or status, the results provide a solid foundation for designing educational policies and programs that promote and reinforce student motivation in the nursing program. Understanding how this motivation is built allows educational institutions to implement specific measures that contribute to the development of highly motivated and committed professionals, thus improving the quality of nursing education.

Analyzing teaching and learning processes from a motivational perspective, while also considering the pedagogical, didactic, and innovative dimensions offered by a postgraduate program such as a Master's in University Teaching, allows for the integration of the pedagogical skills necessary to provide appropriate solutions for a highly demanding and human-centered humanitarian sector within the health field, such as nursing, through motivational strategies originating from the instructor and transmitted to students.

The difficulties encountered in this study include the limited sample of instructors and coordinators, which could restrict the ability to generalize the results to other institutions or contexts. A larger sample size would offer a more representative view of motivational strategies across various universities. Finally, the study did not delve deeply into the specific characteristics of the clinical environment or how working conditions or the emotional burden on tutors might affect instructor motivation during practical training.

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