

The Influence of Teaching Individual Methods and Teaching Group Methods on Learning Motivation among Private College Students in Jiangxi, China

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Abstract

The distinctive dynamics of teaching styles and their effect on the learning motivation of private college students in Jiangxi, China, are explored in this study. The goal of this research is to find out what effect different teaching strategies, both individual and group, have on the motivation of students in private schools. This study aims, among other things, to examine the ways in which private college students' learning motivation is influenced by their self-efficacy, perceived worth, extrinsic reward, and intrinsic motivation. The study's methodology was quantitative. A structured questionnaire was used to collect the data from both the students and the teachers. The factors that significantly boost or lower students' motivation to engage in the learning process can be better understood by analyzing this data. How different techniques to teaching impact students' motivation to learn is the main focus of the study. In order to determine which aspects of each teaching technique increase student motivation, the researcher looks at different variables, such as instructor skill, learning environment, evaluation and feedback, and individualized support. The main objective of the study is to use statistical analyses to determine the main motivators within the context of personalized training. Instructors and students from private institutions in Jiangxi make up the population that the researcher applies a random sampling approach on. In all, 414 people were considered for the sample. To ensure the online questionnaire is valid and reliable, 57 people from the study population will participate in a pilot study before the data gathering process begins. The results have the potential to impact teaching practices in private institutions in Jiangxi and beyond, leading to a more engaging and rewarding educational experience for students.

Keywords: Teaching Group Method, Teaching Individual Method, Learning Motivation, Instructional Method

Introduction

The landscape of higher education in a global context is complex and dynamic, reflecting the various socioeconomic situations, cultural traditions, and educational philosophies of nations

all over the world. While there is no one-size-fits-all higher education model, there are a few significant themes and patterns that can be seen when looking at the state of college education globally. Access and equity are two of the most important and common challenges in global higher education. Access to higher education varies greatly by country and location. Higher education is practically ubiquitous and extensively financed by the government in several countries, making it accessible to a huge section of the population. Other countries, on the other hand, may have restricted access, highly competitive entrance processes, or prohibitively high tuition rates, resulting in major differences in educational prospects (Kezar, 2023).

In many regions of the world, efforts are being made to enhance equity in access to higher education. Governments and institutions are attempting to develop laws and initiatives that will increase access to higher education for underrepresented and disadvantaged groups (Salmi and D'Addio, 2021). Scholarship programs, financial aid, and outreach campaigns are frequently used to increase the pool of college-bound students. Globally, higher education systems are distinguished by a broad spectrum of institutions. These institutions perform a variety of functions and meet a variety of educational demands. The sorts and roles of these institutions might vary greatly between countries.

Research universities, on the other hand, place a strong emphasis on advanced research, cutting-edge scholarship, and graduate education (Clark, 2023). These institutions frequently have a global reputation for their contributions to research and academic quality (Altbach, Reisberg and Rumbley, 2019). Community colleges and vocational institutions, on the other hand, provide practical, skills-based education and frequently serve as gateways to the workforce for many students. There are many alternatives, such as liberal arts colleges, technical universities, and specialized institutions in subjects such as art, music, and agriculture. The diversity of higher education institutions reflects students' diverse educational aims and professional aspirations, contributing to the general richness of global higher education.

The design of a college education differs greatly between nations, especially in terms of the curriculum and the time of specialization. In certain educational institutions, it is mandatory for students to select their area of study before they even enrol in college. This specialization frequently follows a term of general education, allowing students to investigate a variety of topics before deciding on a specific major. Other nations, on the other hand, use a more flexible approach, continuing a broader-based education throughout the undergraduate years. In other cases, selecting a major is not needed until the second or even third year of college. This strategy is frequently viewed as giving students more time to discover their interests and decide on their academic and professional trajectories (Affouneh, Salha, and Khlaif, (2020). The decision between these two techniques reflects educational philosophies as well as labour market necessities. Some claim that early specialization better prepares students for specific vocations, but others believe that a well-rounded education better prepares children for critical thinking and problem-solving skills.

The quality of higher education is a global concern. To preserve educational standards, several countries have devised various procedures for quality assurance and accreditation. Some countries have stringent accreditation processes in place, with well-established institutions in

charge of examining and accrediting colleges and programs. Other countries, on the other hand, may have less stringent oversight and fewer certification authorities. This variation has the potential to affect the quality and recognition of degrees on a worldwide basis. International recognition of universities and degrees is critical, especially because students frequently seek education abroad and businesses hire from all over the world (Drucker, 2018). In recent years, efforts to standardize accrediting standards and promote cross-border recognition of qualifications have gained traction. These projects seek to improve student mobility and worldwide collaboration in higher education.

In the global context, private college education comprises a diversified and multifaceted landscape of higher learning institutions that operate independently of government funding. These colleges include liberal arts colleges, research universities, vocational schools, and religiously associated institutions, each with its own mission, size, and academic specialization. This diversity provides students with a wide range of educational options, allowing them to pick institutions that match their academic and vocational ambitions (Qureshi and Khawaja, 2021).

When discussing private universities, accessibility and price are frequently important issues. While private institutions are sometimes regarded as less accessible than public institutions due to higher tuition prices, many private colleges actively attempt to address this concern. They frequently provide substantial financial aid packages, scholarships, and merit-based rewards to make education more affordable to a broader range of students. Government policies in certain countries even incentivize private colleges to give inexpensive options (Qureshi and Khawaja, 2021). Private institutions, despite their higher starting costs, can provide a competitive value proposition through smaller class numbers, more individualized attention, and unique educational opportunities.

Many private colleges place a premium on quality and reputation. These higher education institutions frequently place great value on sustaining high academic standards, nurturing faculty excellence, and developing a reputation for intellectual excellence. This commitment to quality can attract students seeking a challenging education and help these schools gain global renown as centres of educational achievement. Globalization and internationalization have grown in importance in private college education. These universities work hard to attract students and professors from all around the world, form connections with foreign institutions, and provide study abroad opportunities. This global perspective enriches the educational experience by exposing pupils to many cultures and points of view and preparing them for a more interconnected world (Zhou et al., 2018).

Private colleges may offer a unique balance of teaching and research. Some emphasise undergraduate instruction and keep class numbers small to encourage tighter student-faculty ties. Others conduct major research, leading to developments in numerous sectors and providing research opportunities for students. Another distinguishing feature of private college education is specialization and specialized programs (Zhou et al., 2018). These colleges and universities usually provide specialized programs and niche fields of study, allowing students to concentrate on certain academic subjects, professional training, or unique educational philosophies. Students with specific interests and career ambitions may be drawn to this concentration.

Moreover, accreditation and quality control are critical components of private college education. Accreditation methods ensure that these schools, like their public counterparts, meet specified academic criteria. Accreditation provides quality assurance and can influence degree recognition and transferability on a worldwide scale. Besides, private colleges confront a variety of difficulties and opportunities. These include worries about financial sustainability, rivalry with public institutions, and affordability. To meet these difficulties, private institutions must constantly innovate while taking opportunities to improve their educational offerings and reach, frequently through online and blended learning methods (Salto, 2018).

The first problem statement is different teaching methods have different effects on learning motivation depending on the generation of learners. Szymkowiak et al., (2021) in their study have confirmed that there is a different generation of learners in the education system. Hence the need for this research investigating the fundamental factors affecting learning motivation of new generation learners within the particular setting of Jiangxi's private institutions adds to the body of educational research by offering new insights to their teachers on successful teaching methods for the new generation learners. Today's learners are more enabled by economic and technological development (Darling-Hammond and Cook-Harvey, 2018). As a result, using old instructional methods may be ineffective for the motivation of new generation of learners. Educators and policymakers make decisions about instructional practices that can maximize student engagement, academic achievement, and overall success. They also must comprehend the primary effects of teaching individual method and teaching group method on learning motivation. As such, there is a need to investigate how teaching individual methods and teaching group methods influence learning motivations of learners in private colleges.

The second problem statement is there aren't many thorough studies that specifically look into how two instructional methods —teaching individual and teaching group methods separately impact students' motivation to learn among private college students. Wang et al., (2021) stated that despite a wealth of study on motivation and instructional methods in educational contexts across the globe, such as by Yu and Singh (2018) who have explore the role of instructional practices and mathematics achievement, Esra and Sevilen (2021) who examined instructional methods for EFL students motivation, and Albiladi and Alshareef (2019) who have studied blended learning in English teaching and learning, This research attempts to address the need for a focused investigation into the comparative effects of these instructional methods within the special context of private colleges. Determining the most effective methods for promoting learning motivation is a challenging task because Jiangxi has a dearth of localized research on the effects of different teaching approaches on students' motivation. This is compounded by the heterogeneity of student characteristics and the variety of teaching styles employed at these institutions. A look into how teaching individual methods and teaching group methods influence learning motivations of learners in private colleges is therefore considered a great contribution to the current body of research.

The third problem statement is the background of the students such as socioeconomic status, educational experience and teaching methods have influence the learning motivation of the students. Heng (2019) stated that the significance of student backgrounds and social status and experiences in their learning, Jiangxi's private college students' heterogeneous

backgrounds, socioeconomic statuses, and educational experiences are likely to interact intricately with instructional methods, impacting their motivation to learn in different ways. In order to effectively modify educational programs to meet the diverse needs of students, it is imperative that these interactions be understood. Scholars like Bonfield et al., (2020) have examined the evolution and transformation of the education sector due to the advent of education 4.0. As such, private universities in Jiangxi face particular difficulties as a result of China's rapidly evolving educational system, which places a strong emphasis on creativity, innovation, and critical thinking. To ensure that teaching methods stay current with changing educational goals and to guide future educational reforms, it is imperative to look into how these changes impact students' motivation to learn (Pires and Duarte, 2019). This can be achieved by analysing the interaction between student backgrounds, socioeconomic status, educational experiences and instructional methods affecting learning motivation which is a key objective of this study.

Finally, because of the methodological diversity in studies investigating the relationship between teaching methods and learning motivation in the context of private colleges in Jiangxi, a comprehensive synthesis and comparison of findings is required, providing a holistic understanding of this critical educational issue. Understanding the impact of teaching approaches on learning motivation has practical consequences for educators and administrators at Jiangxi's private universities. It can help to guide curriculum design decisions, teaching tactics, and staff development programs, ultimately improving students' motivation, engagement, and academic achievement. This way it is possible to propose modifications to the instructional methods for the benefit of private college students in Jiangxi, China and across the global education sector.

Objectives

The following are the research objectives that this research seeks to achieve;

RO1: To assess the current state of learning motivation among private college students in Jiangxi, China.

RO2: To investigate how learning motivation among students in private colleges in Jiangxi, China is influenced by teaching group method.

RO3: To analyze how learning motivation among college students in Jiangxi, China is influenced by the interaction between student backgrounds, socioeconomic status, educational experiences and instructional methods.

RO4: To propose modifications to the instructional methods for the benefit of private college students in Jiangxi, China.

Method

The current research adopts a quantitative research design referred to as correlational research design that seeks to determine the relationship between identified research variables. This is a research tool used in many areas, including the social sciences. Its primary goal is to investigate the subtle interactions between two or more variables without the intervention of experimental manipulation.

The population for the current study mainly involves teachers and students in private colleges in the region of Jiangxi, China. This is the group from which the participants will be identified and from which the research conclusions will be made. However, since it may be difficult to

engage the entire population in the research process, a sample of the population will be identified and engaged for the purpose of data collection. A sample is a subset of the population chosen for research. To allow for meaningful generalizations, the sample should ideally be representative of the population. The process of picking a subset of individuals, items, or elements from a larger group or population for the goal of conducting research or drawing conclusions about the overall population is known as sampling. Sampling is a crucial part of research design that is employed since studying a whole population is often impractical or unattainable (Bhardwaj, 2019).

The total population for this study is 17,000 from private colleges in Jiangxi, China. This population is chosen to enable the generalization of the research findings to the larger population in the sector (Study in Jiangxi 2018). A sampling frame is a list or source from which possible participants or elements of a population might be chosen. It is a useful representation of the population. For this case, the sampling frame consists of private college students and instructors.

$$s = \frac{x^2 NP(1 - P)}{d^2(N - 1)} + x^2 P(1 - P)$$

Due to the large number of the population, the formula will be used to determine the research sample for this study following the recommendations of Krejcie & Morgan, (1970). Using the formula, s represents the sample size needed, x^2 is the chi square value for 1 degree of freedom using a 95% confidence level which is 3.841, N is the size of the population, p represents the proportion of the population that is assumed as 0.50 for the purpose of providing the maximum possible sample, d is the proportional accuracy degree 0.05. As such, using the above formula, the sample size is 376. However, there is need to account for a 10% to 20% non-responsive rate in sampling. Therefore, a sample of 414 individuals will be used in the study.

This data will then be quantitatively analysed using the SPSS analysis tool for inferential and descriptive statistics as well as Pearson correlation. Further, instead of attempting to show causation, this approach offers insightful information about the correlations that exist in the real world. The researcher use statistical techniques to quantify these correlations by evaluating data obtained through surveys, questionnaires, observations, or pre-existing datasets, frequently depending on Pearson's correlation coefficient. According to Dannels (2018) correlational study ultimately enables a deeper comprehension of the interaction between factors, and it might motivate additional research or guide decision-making.

Findings

This study's results provide insight into the complex relationship between instructional strategies and students' intrinsic drive to learn in a private college setting in Jiangxi, China. The purpose of this quantitative study was to investigate the complex interplay between group and individual teaching strategies, as well as student willingness to learn, by surveying 414 participants (both instructors and students). The study investigated the elements impacting student motivation in the setting of private college education in Jiangxi using descriptive and inferential statistics, as well as Pearson correlation.

Quite a few interesting things came out of the data analysis. First, we looked at how private college students in Jiangxi, China are now feeling about their desire to learn. The results showed that students' levels of intrinsic and extrinsic motivation varied throughout a wide spectrum. Some students appeared to be motivated more by outside forces, while others demonstrated strong self-efficacy and saw the worth in their own learning. This variation highlights the importance of a detailed comprehension of the dynamics of motivation in the context of private colleges.

The effect of group instruction on students' intrinsic motivation to learn was also explored. According to the results, students' motivation levels were much improved by group-based training due to its collaborative and interactive nature. Students developed stronger bonds through participating in group projects, conversations, and activities, which in turn boosted their intrinsic motivation and prompted them to devote more time and energy to their studies. Students' learning experiences were improved by group-based education, which allowed for peer learning and information exchange, according to the study.

In the other direction, the impact of personalized instruction on students' drive was also investigated. Students' motivation was found to be mixed by the results, despite the fact that specialized education provided personalized support and tailored learning experiences. It seemed like some kids did well in a more personalized setting, but others had trouble adjusting to the lack of structure and communication with their classmates. In order to meet the varied motivational requirements of students, it is crucial to find a middle ground between group-based and personalized education.

Additionally, the study explored how students' motivation to learn is shaped by their backgrounds, socioeconomic position, educational experiences, and instructional approaches. The findings indicated that the motivating levels of pupils were significantly impacted by their backgrounds and social position. In order to address these gaps, it is necessary to implement specialized interventions and support systems, as students from impoverished homes or with limited educational experiences often have lower levels of motivation.

As a whole, this study sheds light on the intricate dynamics of teaching methods and learning motivation among Jiangxi, China, private college students. This study lays the groundwork for targeted instructional tactics to increase student motivation and engagement in learning by determining what factors impact motivation and how different teaching approaches differ in their impacts. This research has real-world consequences for school leaders and teachers in Jiangxi, China, and worldwide who are trying to create a more engaging and rewarding educational experience for students at private universities.

Discussion

Investigated in this study are the potential consequences, caveats, and avenues for further research that might emerge from these results. The complex interplay between instructional strategies and students' intrinsic drive to learn at private universities in Jiangxi, China, highlights the multidimensional character of educational dynamics in this setting. Educators, legislators, and others concerned with improving students' learning experiences can benefit

from the study's findings, which sought to shed light on the complexities of this relationship through a quantitative research technique.

The importance of instructional strategies in influencing students' intrinsic drive to learn is shown by this study. In order to meet the varied motivational demands of students, the results stress the importance of a well-rounded strategy that mixes group and individual learning. Personalized support and individualized learning experiences are offered by individual techniques, in contrast to group methods that encourage participation, cooperation, and peer learning. Educators may create more engaging lessons that boost student motivation and foster a positive learning atmosphere by comparing and contrasting the various techniques.

The study also highlights the significance of students' socioeconomic situation, educational experiences, and backgrounds when trying to determine their motivation levels. To address gaps in motivation, it may be necessary to provide additional assistance and interventions to students from poor backgrounds or with limited educational experiences. To address these discrepancies and encourage fair access to educational opportunities, targeted programs can be implemented to provide mentorship, assistance, and resources. The study also highlights the importance of inclusive pedagogical techniques that value and respect students' unique backgrounds and perspectives in order to create a welcoming classroom setting that inspires and engages all students.

In addition, the results show that private colleges in Jiangxi, China, have room to improve their student motivation through educational reforms and governmental measures. Stakeholders may encourage a spirit of excellence and motivation in higher education by incorporating this study's findings and evidence-based methods into course design, professional development for educators, and institutional policy. Educators' access to professional development opportunities, student support services, and the promotion of novel pedagogical practices that address students' intrinsic motivating needs are all potential means toward this end.

Nevertheless, we must not overlook the study's caveats and potential future research directions. To begin with, the study used a quantitative research strategy, which might not provide enough light on the myriad of contextual and socio-cultural elements that play a role in students' intrinsic motivation. An improved knowledge of the motivating dynamics at private colleges in Jiangxi, China, could be achieved by the use of qualitative research methodologies in future studies that focus on the actual experiences and viewpoints of both students and faculty. Curriculum development, assessment procedures, and institutional culture were also left out of the analysis because they were secondary to instructional strategies and student motivation. A more all-encompassing strategy could be used by future studies to investigate the complex nature of motivation in the setting of higher education.

The results may also not be applicable to other settings due to limitations in the study's demographics and sample size. To improve the study's external validity, future research could use a bigger and more varied sample to duplicate it. Furthermore, in order to understand how interventions to boost motivation can last, longitudinal studies should look at how different teaching approaches affect students' motivation and academic performance over time.

Ultimately, this study sheds light on the intricate connection between instructional strategies and the desire to learn among Jiangxi, China's private college students. The study adds to what is already known about motivational dynamics in higher education by determining how different types of instruction (individual vs. group) affect students and by taking their personal histories and experiences into account. Educators, legislators, and stakeholders who care about students' motivation and engagement can use this study's findings to inform targeted interventions and reforms that create a welcoming classroom for all students.

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