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Comparison Of The Motivation Differences Between Script Teaching Mode And Traditional Teaching Mode For International Business Students in Guangdong Communication Polytechnic

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Abstract. This study examined the differences in motivation between two classes at Guangdong Communication Polytechnic. One class was taught using a traditional teaching method, while the other was instructed using a script teaching mode. This article will explore the motivational differences observed between the two groups. Students completed the Questionnaire of International Business Motivation, which consists of 30 Likert-type questions designed to assess their motivations for studying international business. This questionnaire, adapted from Glynn (2009), aims to provide valuable insights for international business educators and researchers. Motivation in this context was conceptualized through five dimensions: internal motivation and personal relevance, self-efficacy and test anxiety, autonomy, career motivation, and degree motivation (Glynn, 2009). Students initially filled out the questionnaire before the class began and then completed it again after the class had concluded. The results of this study indicate that there are significant differences between the two classes in terms of exam anxiety, self-confidence, autonomy, personal relevance, external motivation, and internal motivation ($p < 0.05$). Class 3, which adopted the new teaching model, demonstrated superior performance across all these dimensions. In contrast, Class 4, which followed the traditional teaching model, showed notably lower levels in these areas.

Keywords. script teaching mode, motivation, International Business students

1. Introduction

As China experiences unprecedented economic growth, its educational system confronts a series of emerging challenges, particularly in higher vocational education. One of the most pressing issues is the low level of learning motivation among students. This problem is critical because motivation is a fundamental driver of academic success and overall educational achievement (Deci & Ryan, 2000). As China continues to advance its educational infrastructure, addressing this issue becomes increasingly vital. In the realm of Chinese higher vocational education, student motivation has garnered significant attention. Research in this area has largely focused on university students, revealing that their motivation evolves over the

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course of their academic careers. Specifically, studies have shown that as students progress, their motivation shifts from being primarily driven by external factors—such as grades, rewards, or parental expectations—to more internal factors, including personal interest and intrinsic satisfaction (Zhou, 2015; Ryan & Deci, 2000). This shift is a natural part of their academic development, highlighting the need for teaching strategies that not only foster but also sustain this internal motivation throughout their educational journey. Several factors contribute to the learning motivation of college students, including their learning goals, personal interests, adaptability to different learning environments, and the teaching methods employed (Zhou, 2015; Pintrich, 2003). Among these, the teaching mode plays a crucial role, as it directly influences how content is delivered and how students engage with the material. Traditional teaching methods, which often rely heavily on lectures and textbook-based instruction, may not always effectively engage students or stimulate their intrinsic motivation (Biggs, 1999). This underscores the need for more innovative and interactive teaching approaches. Despite the extensive research on student motivation, there remains a noticeable gap in the literature regarding the impact of specific teaching models on motivation. One such innovative approach is the script-based teaching model. This model involves the use of a structured narrative or script that integrates seamlessly with the course content, aiming to create a more interactive and engaging learning experience. By incorporating narrative techniques, the script-based model seeks to make the material more relatable and stimulating, potentially enhancing students' motivation through a more immersive and engaging educational environment (Schank & Cleary, 1995). This study seeks to address the existing research gap by examining the effects of a script-based teaching model on student motivation. The model in question involves a script developed by the author specifically for the International Trade Geography course. This script is designed to align closely with the course objectives and content, employing narrative techniques to make the subject matter more engaging and relevant. Currently, this model is implemented exclusively by the author, allowing for a controlled assessment of its effectiveness. In contrast, another class is taught by a different instructor using the conventional teaching approach for International Trade Geography. This traditional method, characterized by standard lectures and textbook-based instruction, serves as a benchmark for evaluating the effectiveness of the script-based model. By comparing these two teaching methods, the study aims to determine whether the script-based approach leads to higher levels of student engagement, interest, and intrinsic motivation compared to traditional teaching methods. The insights gained from this research have the potential to significantly impact the way teaching strategies are employed in Chinese higher vocational education. As the educational landscape in China continues to evolve, identifying and implementing effective teaching models is crucial for enhancing student outcomes and supporting their academic and professional growth. This study aims to contribute to a deeper understanding of how innovative teaching methods can address the challenge of low student motivation, ultimately fostering a more dynamic and effective learning environment.

2. Problem Statement

The rapid growth of the Chinese economy has highlighted several challenges within the educational sector, particularly in higher vocational education. A critical issue that has emerged is the low level of student motivation, which plays a fundamental role in academic success and overall educational attainment. Research has identified various factors affecting student motivation, including learning goals, personal interests, adaptability to different learning environments, and teaching methods (Schunk, 2021). Of these factors, the teaching

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method is particularly significant as it directly influences how content is presented and how students engage with the material (Meyer & Turner, 2022). Traditional teaching approaches, which often rely on lectures and textbook-based instruction, may fall short in fostering students' intrinsic motivation (Ryan & Deci, 2021). This limitation underscores the urgent need for more innovative and interactive teaching strategies that can better engage students and sustain their motivation. One such innovative approach is the script-based teaching model, which combines structured narratives or scripts with course content to create a more engaging and interactive learning experience. By utilizing narrative techniques, this model aims to make learning materials more relatable and stimulating, potentially enhancing students' engagement and intrinsic motivation (Crawford & Marsh, 2022). Recent studies suggest that script-based teaching methods can significantly boost classroom participation and increase students' interest and motivation (Foley et al., 2021). Despite these promising preliminary findings, there is still a notable gap in systematically understanding the specific impact of script-based teaching models on student motivation (Li & Zhang, 2023). Given the critical role of effective teaching methods in addressing low student motivation and improving educational outcomes, further research is crucial to exploring the effectiveness and potential of script teaching models.

3. Related Literature

The escalating challenges within the Chinese educational sector, particularly in the realm of higher vocational education, accentuate the imperative for effective strategies to bolster student motivation. Addressing the multifaceted factors influencing motivation is paramount for enhancing academic performance and fostering an environment conducive to productive learning. This literature review aims to integrate recent research concerning student motivation, pedagogical methodologies, and innovative instructional strategies, with an emphasis on contemporary advancements. Student motivation is shaped by a range of determinants, including learning objectives, individual interests, adaptability to varying learning contexts, and instructional methods (Schunk, 2021). Recent scholarship has further elucidated this by exploring the influence of academic self-concept and the role of digital learning environments. Wang and Lin (2021) established that students' self-concept profoundly impacts their motivation, underscoring the significance of self-perception within academic settings. Additionally, Huang et al. (2022) examined how digital tools and e-learning platforms affect motivation, highlighting that their impact is contingent upon design and implementation factors. Pedagogical methods are integral in shaping student engagement and motivation. Meyer and Turner (2022) advocate for student-centered pedagogies that address diverse learning needs, contrasting with traditional approaches such as lectures and textbook-based instruction, which may inadequately engage students and foster intrinsic motivation (Ryan & Deci, 2021). Research has demonstrated that innovative teaching strategies, incorporating interactive components and real-world applications, can significantly enhance student engagement and motivation (Brown & Smith, 2020). Among these innovative approaches, the script-based teaching model presents a novel solution to the limitations inherent in conventional methods. This model integrates structured narratives or scripts into the curriculum to foster a more interactive and immersive educational experience. Recent studies underscore the efficacy of script-based teaching methods in augmenting student engagement and motivation. Zhao et al. (2023) reported that script-based teaching markedly increased student participation and interest in the subject matter. Similarly, Lee and Chen (2021) highlighted that narrative-based learning promotes better retention and comprehension of complex concepts. Narrative techniques, including storytelling and role-playing, are gaining recognition for their capacity to enhance

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educational experiences. Crawford and Marsh (2022) highlighted that incorporating narrative elements into teaching can render learning more relatable and engaging. This perspective is corroborated by Spector and Lee (2021), who found that storytelling fosters deeper emotional connections to the content, thereby augmenting intrinsic motivation. Recent investigations into gamification and interactive simulations—frequently employed within script-based models—further demonstrate their positive impact on student engagement (Zhang & Huang, 2022). Notwithstanding the promising outcomes associated with script-based teaching models, systematic research on their impact remains sparse. Recent studies have initiated efforts to address this gap by providing empirical evidence regarding their effectiveness. Johnson and Kim (2022) assessed the implementation of script-based teaching in higher education and observed improvements in both student motivation and academic performance. Additionally, Patel and Yadav (2023) conducted a comparative analysis, revealing that script-based methodologies resulted in higher levels of student engagement and satisfaction compared to traditional teaching methods.

In the context of higher vocational education, the adoption of innovative instructional methods such as script-based models holds considerable potential for enhancing student motivation and improving educational outcomes. Recent literature emphasizes the necessity for further exploration into the integration of these methodologies across diverse educational settings. Liu and Zhang (2023) underscored the potential of script-based teaching to address specific challenges in vocational education, including student engagement and practical skill development. Ongoing research is crucial for advancing pedagogical practices and achieving improved educational results in higher vocational education.

4. Methodology

In the preceding sections, the conceptual framework, implemented theories, and relevant literature for this study were delineated and critically examined. This section delineates the research methodology, providing a rationale for the chosen methodological approach. Initially, the quantitative research method is outlined, followed by a description of the sampling techniques and data collection procedures. Subsequently, the data analysis methodologies are elaborated upon to offer a comprehensive understanding of the research approach.

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4.1 Research Design

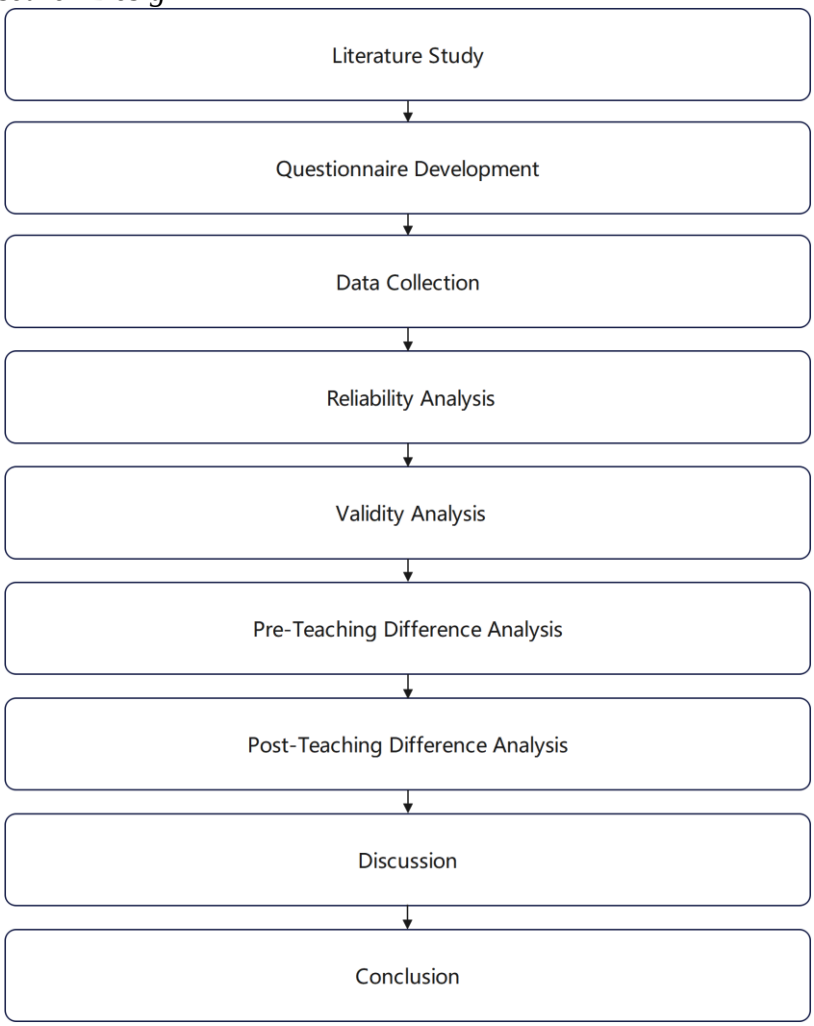

Figure 1. Overview of Overall Structure Research Methodology

The research process commenced with an extensive review of the literature to establish a theoretical foundation and guide the development of a comprehensive questionnaire. Following the design phase, data were systematically collected from participants to capture relevant metrics. The collected data underwent rigorous reliability analysis, utilizing Cronbach'sα coefficients to assess internal consistency, and validity analysis, including KMO and Bartlett's tests, to ensure that the instrument accurately measured the intended constructs. Subsequent to these analyses, comparative evaluations were performed to discern any significant differences in student outcomes. These evaluations compared pre- and post-teaching intervention data to assess the impact of the teaching methods on student performance and motivation.

4.2 Population and Sampling

The study involved two classes, specifically Class 3 and Class 4 from the 23rd International Business program, with Class 3 comprising 50 students and Class 4 comprising 53 students. Both classes were drawn from the Guangdong province, and there were no significant gender differences between the two classes ($p > 0.05$).

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Table 1. Population and Sampling of this Study

Population	Sampling
23rd Students majoring in International Business from Guangdong Communication Polytechnic	50 students from class 3 53 students from class 4

The decision to select Class 3 and Class 4 from the International Trade Program as research subjects was based on several key considerations. First, both classes were chosen because they offer highly comparable samples under identical academic backgrounds and curriculum structures, allowing for effective control of external variables when comparing research outcomes. Secondly, both classes are from Guangdong Province, which ensures geographic and educational background consistency, thereby mitigating potential biases that could arise from regional differences. The similar class sizes—50 students in Class 3 and 53 in Class 4—help to reduce the potential impact of sample size variability on the research results, thereby enhancing the reliability of the study. The balanced class sizes further avoid statistical errors related to differences in sample volume. Moreover, the background characteristics and educational resources of the students in both classes at the time of admission were consistent, which further ensures the internal validity of the research. Comparing these two classes allows for a more accurate assessment of the impact of different teaching methods on student motivation and performance. The choice of these classes also facilitates a more systematic and standardized data collection process, contributing to the scientific rigor of the study.

4.3 Data Collection

In China, vocational schools operate on a two-semester system each academic year. Typically, the first semester runs from February to July, while the second semester spans from September to January. Each semester lasts approximately 18 weeks, or 5 months. For this study, data was gathered over an 18-week period during the 2023–2024 academic year using quantitative research methods.

4.4 Reliability Analysis

Reliability analysis is a critical aspect of evaluating the consistency and stability of data, which reflects the accuracy of the measurement instrument. In this study, Cronbach'sα coefficient is employed to assess the reliability of the questionnaire. A higher Cronbach'sα coefficient signifies a stronger internal correlation among the measurement items and enhanced internal consistency of the questionnaire (Cronbach, 1951). While there is no universally agreed-upon standard for Cronbach'sα coefficients, prevailing guidelines suggest varying thresholds. Hair et al. (1998) recommend a minimum of 0.7, whereas Bogozzi and Yi (1998) advocate for a threshold of 0.6, and Raine Eudy (2000) considers 0.5 as acceptable. Generally, a Cronbach'sα value exceeding 0.5 is deemed acceptable, with values between 0.7 and 0.8 considered very good, and values above 0.9 being optimal (Nunnally, 1978; Streiner, 2003). The reliability test results, obtained using SPSS, are summarized in Table 1. The Cronbach'sα coefficients for the various dimensions of the questionnaire range from 0.762 to 0.830, with an overall Cronbach'sα coefficient of 0.946, indicating strong reliability of the questionnaire.

Table 2: Reliability Test Results for Questionnaire Dimensions

Variable	Number of Items	Cronbach's α Coefficient
Exam Anxiety	5	0.827
Self-confidence	5	0.830
Self-efficacy	5	0.813

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Personal Relevance	5	0.762
External Motivation	5	0.812
Internal Motivation	5	0.816
Total Questionnaire	30	0.946

4.5 Validity Analysis

Validity analysis assesses the extent to which the statistical results accurately reflect the actual phenomena being studied. This study focuses on measuring the structural validity of the questionnaire through KMO (Kaiser-Meyer-Olkin) sampling adequacy and Bartlett's test of sphericity (Kaiser, 1974; Bartlett, 1954). KMO measures the sampling adequacy for factor analysis, where a KMO value above 0.800 indicates excellent suitability for data extraction, suggesting high validity. Values between 0.700 and 0.800 indicate acceptable suitability, values between 0.600 and 0.700 suggest moderate validity, and values below 0.600 denote poor suitability (Field, 2009; Tabachnick & Fidell, 2013). Bartlett's test assesses the hypothesis that the correlation matrix is an identity matrix, where a p-value less than 0.05 indicates that the data is appropriate for factor analysis (Hutcheson & Sofroniou, 1999). The results from SPSS26, as shown in Table 2, indicate a KMO value of 0.888, suggesting that the data is highly suitable for factor analysis. Bartlett's test of sphericity yielded a chi-square value of 3277.757 with a p-value of less than 0.001, indicating strong inter-variable relationships and high structural validity (Comrey & Lee, 1992). These findings suggest that the dimensions of the questionnaire exhibit high validity, effectively reflecting the actual constructs being measured.

Table 3: KMO and Bartlett's Test Results for the Questionnaire

KMO Sampling Adequacy Measure		0.888
Bartlett's Test of Sphericity	Approximate Chi-square	3277.757
	Degrees of Freedom	435
	Significance	0.000

The assessment of reliability using Cronbach'sα coefficients demonstrates that the dimensions of the questionnaire exhibit values ranging from 0.762 to 0.830, with an overall coefficient of 0.946. These results indicate a high level of internal consistency and reliability across the questionnaire. Validity Analysis: The KMO value of 0.888 confirms that the data is well-suited for factor analysis. The Bartlett's test of sphericity results, with a p-value less than 0.001, indicate that the variables are strongly related, supporting the high structural validity of the questionnaire. Thus, the questionnaire effectively meets validity requirements and accurately reflects the objective reality of the survey results.

4.6 Pre-teaching differences analysis

According to the following table 4, before the teaching intervention, a questionnaire survey was conducted to assess the learning motivation of students in the two classes. The survey results indicated that there were no significant differences between the two classes in terms of exam anxiety, self-confidence, self-efficacy, personal relevance, external motivation, and internal motivation ($p > 0.05$). This finding suggests that both classes had comparable levels of learning motivation prior to the intervention.

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Table 4: Comparison of Learning Motivation Between the Two Classes Before Teaching

Dimensions	Class 3	Class 4	*T value*	*P value*
Exam Anxiety	16.54±4.08	16.96±4.52	-0.496	0.621
Self-Confidence	14.60±4.20	15.02±3.82	-0.530	0.597
Self-Efficacy	13.96±4.32	14.04±4.22	-0.092	0.927
Personal Relevance	13.90±3.71	13.74±3.65	0.226	0.822
External Motivation	14.76±4.10	15.26±4.21	-0.615	0.540
Internal Motivation	14.54±4.21	14.60±3.89	-0.080	0.936
Learning Motivation	88.30±19.88	89.62±20.65	-0.331	0.741

4.7 Post-teaching differences analysis

From the table 5 showed below, after the teaching intervention, a follow-up questionnaire survey was conducted to assess the learning motivation of students in the two classes. Class 3 employed a new teaching model, while Class 4 continued with the traditional teaching model. The survey results revealed significant differences between the two classes across various dimensions of learning motivation ($p < 0.05$). Specifically, Class 3 showed notably higher scores in exam anxiety, self-confidence, self-efficacy, personal relevance, external motivation, and internal motivation compared to Class 4. The implementation of the new teaching model significantly enhanced the learning motivation of students in Class 3, whereas Class 4, which adhered to the traditional model, demonstrated comparatively lower performance. The data indicates that students in Class 3 exhibited higher levels of learning motivation across all measured indicators, highlighting the effectiveness of the new teaching model. The findings suggest that the new teaching model can effectively improve students' learning motivation and lead to more positive learning outcomes. Consequently, the new teaching model is clearly superior to the traditional teaching model in enhancing student learning motivation.

Table 5: Comparison of Learning Motivation Between the Two Classes After Teaching

Dimensions	Class 3	Class 4	*T value*	*P value*
Exam Anxiety	10.66±2.24	12.34±4.00	-2.652	0.010
Self-Confidence	18.44±2.53	17.04±2.66	2.737	0.007
Self-Efficacy	18.44±2.04	16.15±3.67	3.943	<0.001
Personal Relevance	18.08±1.92	16.04±2.99	4.154	<0.001
External Motivation	18.78±2.28	15.83±2.40	6.388	<0.001
Internal Motivation	17.98±2.32	16.40±2.76	3.143	0.002
Learning Motivation	102.38±11.14	93.79±15.93	3.185	0.002

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5. Findings

According to the data from the above, the analysis of the study reveals several key findings regarding the effectiveness of the new teaching model compared to the traditional teaching model. Initially, both classes, Class 3 and Class 4, were found to have similar levels of learning motivation before the teaching intervention, as indicated by the questionnaire data which showed no significant differences in exam anxiety, self-confidence, self-efficacy, personal relevance, external motivation, and internal motivation ($p > 0.05$). Following the implementation of the new teaching model in Class 3 and the continuation of the traditional model in Class 4, a subsequent questionnaire survey demonstrated significant improvements in learning motivation for Class 3. Specifically, Class 3 exhibited notably higher scores in all measured dimensions—exam anxiety, self-confidence, self-efficacy, personal relevance, external motivation, and internal motivation—compared to Class 4, with all differences being statistically significant ($p < 0.05$). These findings indicate that the new teaching model significantly enhances students' learning motivation and produces more favorable learning outcomes. The results underscore the effectiveness of the new teaching model in fostering greater student engagement and motivation, highlighting its superiority over the traditional teaching approach.

6. Discussion

This study evaluated the effectiveness of a new teaching model compared to a traditional teaching approach through a comprehensive analysis involving pre- and post-intervention data from two classes. The findings provide significant insights into how different teaching methodologies impact students' learning motivation. Initially, both Class 3, which adopted the new teaching model, and Class 4, which continued with the traditional approach, exhibited comparable levels of learning motivation prior to the intervention. The pre-intervention survey indicated that there were no significant differences in key motivational dimensions, including exam anxiety, self-confidence, self-efficacy, personal relevance, external motivation, and internal motivation ($p > 0.05$). This baseline similarity was crucial as it established a level playing field for assessing the impact of the new teaching model. Following the implementation of the new teaching model in Class 3 and the continuation of the traditional model in Class 4, a post-intervention survey revealed significant differences between the two classes. Specifically, Class 3 showed considerable improvements in all measured dimensions of learning motivation. The new teaching model led to notable increases in students' self-reported levels of self-confidence, self-efficacy, personal relevance, and both external and internal motivation. The reduction in exam anxiety observed in Class 3 further underscores the model's positive impact on students' overall learning experience. The statistically significant differences ($p < 0.05$) observed between the two classes post-intervention highlight the effectiveness of the new teaching model. The enhanced motivational outcomes in Class 3 suggest that the new model is more effective in engaging students and fostering a supportive learning environment compared to the traditional approach. These findings align with existing literature that emphasizes the role of innovative teaching strategies in improving student motivation and learning outcomes. The new teaching model's ability to significantly elevate various dimensions of learning motivation demonstrates its potential as a more effective pedagogical tool. This is consistent with research indicating that modern, student-centered teaching approaches often result in more substantial improvements in motivation and academic performance. In summary, the study's results suggest that the new teaching model not only addresses students' motivational needs more effectively but also offers a promising alternative

to traditional teaching methods. Future research could explore the long-term impacts of such teaching models on academic achievement and student well-being to further validate these findings and refine educational practices.

7. Limitations

For this study, the limitations are illustrated in followings. Firstly, the study's sample size, consisting of only two classes from a single academic institution, may limit the generalizability of the findings. The specific context and characteristics of these classes may not fully represent other educational settings or institutions, thereby constraining the broader applicability of the results. Secondly, the study's reliance on self-reported data from questionnaires introduces potential biases. Students' responses may be influenced by social desirability or self-perception biases, which could affect the accuracy of the reported learning motivation levels. Additionally, the data collection was confined to a relatively short timeframe, focusing on the immediate impact of the new teaching model rather than its long-term effects. Third, the study did not account for potential external factors that might have influenced the students' learning motivation, such as variations in teacher quality, classroom environment, or extracurricular activities. These factors could confound the results and impact the observed differences between the two teaching models. Lastly, the research design did not include a control group or random assignment, which could have strengthened the validity of the causal inferences regarding the effectiveness of the new teaching model. Without these elements, the study's findings should be interpreted with caution, and further research is needed to validate and extend these results in diverse educational contexts.

8. Conclusion and Implications

In conclusion, this study evaluated the effectiveness of a new teaching model compared to a traditional approach by analyzing data from two classes, Class 3 and Class 4, before and after implementing the new model. The initial findings indicated that both classes had comparable levels of learning motivation prior to the intervention. However, post-intervention results revealed that Class 3, which adopted the new teaching model, demonstrated significant improvements across various dimensions of learning motivation, including reduced exam anxiety, increased self-confidence, enhanced self-efficacy, greater personal relevance, and heightened external and internal motivation. These results suggest that the new teaching model is more effective in engaging students and improving their learning motivation than the traditional model.

In the future, the research should investigate the impact of this model across different educational settings and subjects to determine its broader applicability. Additionally, future studies should address the limitations identified in this research, such as sample size and potential biases, to enhance the generalizability of the findings. Teachers may consider experimenting with this instructional model to enhance student motivation.

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Appendices

Appendix A: Questionnaire of International Business Motivation

Questionnaire of International Business Motivation

Fill in the table with "√" following the items.
Never = 1
Rarely = 2
Sometimes = 3
Usually = 4
Always = 5

	Never	Rarely	Sometimes	Usually	Always
1. I like studying international business.					
2. A personal goal of mine is strongly related to international business courses.					
3. I want to be the best on the international business examinations.					
4. I feel nervous during international business tests.					
5. I will try my best to solve the problems during international business learning processes.					
6. I feel anxious when the international business test is coming.					
7. It is important for me to get a good result in international business courses.					
8. I try my best to learn international business.					
9. I have a good way to ensure a good result by studying international business.					
10. I thought studying international business would help me find a good job.					
11. I thought about how to get the most benefits by studying international business.					
12. I want to be the best in international business courses.					
13. I worry when I fail international business examinations.					
14. I worry when others are better than me in international business courses.					
15. I thought about how my GPA could be influenced by international business results.					
16. The result of international business is less important for me than what I earn from learning it.					

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17. I thought about how to get the most career benefits by studying international business.
18. I hate taking the international business tests.
19. I thought about how to use the knowledge from international business courses in my life.
20. If I run into problems from studying international business, it should be my fault.
21. I trust I will do a good job in learning international business.
22. It is interesting for me to learn about international business.
23. Studying international business is related to my life.
24. I am convinced that all the knowledge and skills in international business will be under my control.
25. I obtain practical value from studying international business.
26. I am well prepared for all the international business examinations.
27. I enjoy solving the problems from international business coursework.
28. I am sure that I will be the best in international business examinations.
29. I trust that I will earn an "A" in international business courses.
30. I get a sense of accomplishment from studying international business.