

**THE EFFECTS OF MOTIVATION ON STUDENT ACADEMIC
PERFORMANCE IN CAPRICORN COLLEGE FOR TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING**

by

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DECLARATION

I declare that, *The effects of motivation on student academic performance in Capricorn College for Technical and Vocational Education and Training* is my own work. All the sources used or quoted are acknowledged by means of complete references. This work has not been submitted before for any other degree at any other institution.

.....

Signature

.....

Date

DEDICATIONS

- ✚ To the almighty God for making all things possible.
- ✚ To my late grand-parents Johannes and Aletta Machete for raising me and whose love for education and their desire for me to study has propelled me to this end.
- ✚ To my parents, Linah and Thabo Thoka
- ✚ My son Amogelang
- ✚ My siblings, Lebogang, Kgomantsho, Thato and Lucky
- ✚ To all friends, colleagues as well as family members who contributed to the study in any way.

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ABSTRACT

Motivation has been said to be a major factor in determining student academic performance, and in this study the researcher aimed to investigate the effects of motivation on National Curriculum Vocational (NCV) students' academic performance at Capricorn TVET College. Due to the nature of the study the researcher used mixed research methods to collect data. The research findings revealed that motivation has an effect on students' academic performance such that lack of motivation has been identified as a major factor that contributes to poor academic performance among NCV students. Lack of lecturer motivation, inadequate Learning, Teaching and Support Materials (LTSM), lack of practical work were also identified as factors that can hinder NCV students' motivation. The results also revealed that positive college culture and positive student competition as well as giving of rewards or incentives to students are the most effective motivational strategies to enhance students' motivation and can assist in keeping students motivated. The study also determined that it would be beneficial if lecturers use those strategies to motivate students. Alternative sustainable motivational strategies are essential in order to keep students motivated and for them to be able to perform well academically.

KEY CONCEPTS

Motivation; Lack of motivation; Academic performance; National Curriculum Vocational (NCV); Technical and Vocational Education and Training (TVET) College.

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 Introduction

Since 1994, after the dawn of democracy the South African government embarked on a radical reformation of the education system and one of such set reforms was the restructuring of the then Technical Colleges. By 2002 they were about 152 technical colleges which were merged into 50 colleges and renamed Further Education and Training (FET) colleges. These colleges were renamed once more and are now called Technical and Vocational Education and Training (TVET) Colleges. At present the TVET colleges operate under the Further Education and Training Colleges Amendment Act (No. 3 of 2012) under the Department of Higher Education and Training – DHET (DHET 2013:12).

The TVET Colleges have been identified as one of the key role players in addressing the skills shortages that South Africa needs for the economic growth, and are conceptualised to provide the intermediate to higher level skills required for the Human Resource Development Strategy for South Africa (HRM-SA) 2010 – 2030 and the National Skills Development Strategy (NSDS) III (Department of Education 2009: 21). This is supported by DHET (2013:11-12) stating that the focus of these TVET colleges is to educate and train young school leavers and providing them with the skills, knowledge and attitudes necessary for employment in the labour market.

In an effort to tackle the priority skills demands of the South African economy a new relevant curriculum was needed and thus, National Certificate Vocational (NCV) programme was introduced at TVET colleges.

1.2 Background of the Study

The National Certificate Vocational (NCV) programme was introduced in 2007 as a general vocational programme which included both academic and vocational subjects. The NCV was introduced as an alternative route to an NQF level 4 “secondary matric” and it is intended to give students both theory and practice to provide them with a broad range of knowledge and practical skills within specific industry fields (DHET 2013:11-12). According to Gewer (2010:10) the rationale behind the NCV curriculum was to provide school leavers with the necessary foundation to enter into the workplace and be easily trained into specialised mid-level occupations. HRDC - SA (2014:17) agrees and states that an NCV level 4 students should have the “necessary knowledge, practical skills, applied competence and understanding required for employment in a particular class of occupations or trades, or entrance into higher education”.

Due to the importance of the NCV programme to the development of the country, Gewer (2010:5-6) state that since 2006 massive investment were made in order to improve infrastructure, to implement the NCV programme, retrain staff and assist college students’ financially to access learning programmes. The Department of Higher Education and Training (DHET) subsidise students that enrol in the college and more over offers funding through bursaries to students with the purpose to improve access, certification and retention rates and students’ academic performance. But it is said that the “success rates of NCV students are generally too low, despite some improvements over the past few years” (DHET 2013:17).

Gewer (2010:10) reported that the results of examinations of the (NCV) programme indicated that the majority of learners performed poorly. This is supported by DHET (2015:32) stating that TVET College, NCV programme is experiencing a lot of challenges and amongst them is low throughput rates arising out of high failure rates and low retention rates.

To get a clear understanding of the performance of NCV students, below is a table indicating number of students in public TVET Colleges who registered, wrote and completed NCV qualifications in 2013.

Table 1.1 Number of students in public TVET Colleges who registered, wrote and completed NCV qualifications, by province and level, in 2013

Province	NCV level 2				NCV level 3				NCV level 4			
	Number Registered	Number wrote	Number completed	Completion rate (%)	Number Registered	Number wrote	Number completed	Completion rate (%)	Number Registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	12 867	9 712	3 459	35.6	6 025	5 226	1 807	34.6	3 200	2 856	1 143	40.0
Free State	5 531	3 676	631	17.2	1 473	1 188	223	18.8	557	461	146	31.7
Gauteng	21 060	14 949	4 284	28.7	8 361	7 331	1 975	26.9	4 399	4 022	1 318	32.8
Kwazulu-Natal	21 815	14 911	4 824	32.4	10 262	8 756	2 672	30.5	5 094	4 500	1 501	33.4
Limpopo	14 658	11 444	3 310	28.9	7 116	6 475	1 519	23.5	4 282	3 969	1 246	31.4
Mpumalanga	5 889	4 639	2 101	45.3	3 365	3 075	1 169	38.0	1 901	1 771	791	44.7
Northern Cape	1 866	1 283	366	28.5	777	598	144	24.1	242	219	73	33.3
North West	6 606	4 949	1 553	31.4	2 949	2 657	751	28.3	1 619	1 449	598	41.3
Western Cape	10 014	6470	2 885	44.6	5 262	4 195	1 626	38.8	3 126	2 683	1 298	8.4
National	1000 306	72 033	23 413	32.5	45 590	39 501	11 886	30.1	24 420	21 930	8 114	37.0

Source: DHET (2015:34)

Table 1.1 Indicate the public TVET College NCV programme examination results for 2013. The average national completion rate for NCV Level 2 was 33%, Level 3, 30% and Level 4, 37%. There is a significant difference in the number of students who were eligible to complete a qualification during the 2013 academic year in relation to the number of students who wrote and completed the qualification. For example, in level 2, 72 033 students wrote their final examination and only 23 413 completed their NCV level 2 meaning 48620 students underperformed and couldn't complete their level 2. The poor NCV students' academic performance is also evident in level 3 and level 4. The same document indicates that the average pass rate for NCV courses was 39% in 2012 which was a decline from 42% in 2011 DHET (2015:32). This indicates that the majority of NCV students perform poorly academically.

1.3 Statement of the Problem

The lack of academic excellent among NCV students has created an aura of pessimism. The problem is there are a lot of resources and efforts put into the NCV programme to develop and improve it, but with all the effort put into place, the major concern of this programme is the poor academic performance of students. The escalating low performance of the TVET, NCV students across the country cannot be ignored and this has become a serious academic crisis, as high academic underperformance has negative consequences for the students themselves as it may ruin their hopes for a better personal future and the future of the country as a whole. Robinson (2015:2) concurs and state that in the development of human resource, education is the most important and students' poor academic performance makes life to become uncertain and full of despair. Tshisikule (2016:02) concurs by further stating that a civilised society is education dependent, and drop outs and high failure rate are costly in terms of educational resources and social consequences.

As the problem is poor academic performance among NCV students, it is necessary to investigate factors that influence academic performance. Academic performance is said to be a multi-faceted constructs influenced by numerous factors, but many researchers and authors have singled out motivation among other factors, as the major factor that influence student academic performance. This supported by Cronk (2012:13) stating that although academic performance is clearly multi-faceted constructs influenced by numerous factors, it thus seems to be highly dependent on motivation. He further states that one of the challenges experienced by students in the NCV programme at TVET colleges is lack of motivation.

So students' motivation cannot be ignored as a factor that affects students' academic performance. It is thus, important that motivation as a factor that influence academic performance be investigated. It is against this background that the researcher investigated the effects of motivation on NCV students' academic performance with special reference to Capricorn College Seshego campus.

1.4 Aim of the Study

The aim of the study was to investigate the effect of motivation on NCV students' academic performance in Capricorn TVET College, Seshego campus.

1.5 Objectives of the Study

The objectives which assisted the researcher to achieve the above intended aim are stated as follows:

- To determine if lack of motivation is the major cause of poor academic performance among NCV student in Capricorn TVET College, Seshego campus.
- To identify factors that hinder NCV students' motivation in the area of the study.
- To suggest strategies that can be used, by Capricorn TVET College to motivate and enhance academic performance of NCV students'.

1.6 Research Questions

In addressing the aim and the objectives of the study the following questions arise:

- Is lack of motivation among NCV students' the major cause of poor academic performance in Capricorn TVET College, Seshego campus?
- What factors hinder NCV students' motivation in the area of the study?
- Which strategies can be used, by the Capricorn TVET College to motivate and enhance NCV student academic performance?

1.7 Significance of the Study

The study on the effects of motivation on students' academic performance at Capricorn TVET College will assist in that:

The findings of this study will help the college to understand the extent to which lack of motivation can hinder NCV students' academic performance. Factors that lead to student lack of motivation will be identified and strategies will be suggested to the college to put measures in place to enhance NCV students' motivation and consequently academic performance. This study will also help fill the knowledge gaps and would contribute to the existing body of knowledge in education as a field of study.

1.8 Definition of Key Concepts

Academic performance – according to Ngcobo (2018) academic performance is the extent to which a student or institution has achieved their educational goals.

Motivation – the online business dictionary (2016) defines motivation as the internal and external factors that stimulate desire and energy in people, to be continually interested and committed to a job or to attain a goal.

1.9 Chapter Organisation

Chapter 1: Introduction and Background

This chapter serves as an introduction and orientation of the study. It briefly explains the study background, research problem, the aim, objectives, research questions and significance of the study.

Chapter 2: The Literature Review

This chapter reviews extensively literature with the intention to assess other authors' perceptions on this field of study in relation to the current research topic. The relevant literature was gathered interpreted and presented.

Chapter 3: Methodology, Research Design and Data Collection

This chapter discusses the research methodology, research design, population, sampling methods, data collection and analyses methods used in the study. The validity and reliability; elimination of biasness; and ethical considerations of the study are also presented.

Chapter 4: Data Analysis and Interpretation of Results

This chapter presents data obtained from the empirical study. The results are analysed, interpreted and discussed.

Chapter 5: Overview, Findings, Recommendations and Conclusion

This chapter gives an overview of the study, discusses research findings, and presents researchers recommendations and general conclusions.

10 Summary

In this introductory chapter a brief background of the study and the statement of the problem to be investigated were provided. The purpose and significant of study were also outlined. The researcher has also presented the outlines of different chapters to give a clear picture of the proceedings followed in the study. In the next chapter, review of relevant literature on motivation and its effect on students' academic performance is presented.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Academic performance is a complex phenomenon in education and motivation is said to be an essential part of it. Research on motivation in education has been active and according to Bosman (2012:1) over the years educationalist and psychologists have studied motivation in relation to academic performance. Mnyandu, (2001:04) supports and states that several decades of research have demonstrated that motivation is an important contributor to academic performance and Kusurkar, Ten-Cate, Vos, Westers & Croiset (2013:13) contends that the basic model of motivation and academic performance go together and performance is considered to be the function of motivation. Kusurkar *et al* (2013:27) further argue that motivation is one of the primary determinants of academic performance and it is impossible to talk about one without mentioning the other.

Contrary to the above statement Jones & George (2003:183-184), state that motivation is one of the factors among many that contribute to performance, and therefore a high level of motivation does not always result in high level of performance. The author's further state that high performance does not necessarily imply that motivation is high. Jones & George (2003:183-184), also mention factors such as personality and ability; the difficulty of the task; the availability of resources; working conditions and chance or luck as some of the factors that can affect performance.

Broussard & Garrison (2004: 106) disagree and declares that a high level of motivation and engagement in learning has consistently been linked to a reduction in the number of drop-outs, high failure rate and to increased levels of student academic performance. Broussard & Garrison (2004:107) further indicate that in any academic setting, a students' motivation for learning is generally regarded as one of the most important determinants, if not the premier determinant, for their success.

The concepts motivation and academic performance are clearly documented in the literature. Thus to get a clear understanding on the effects of motivation on students'

academic performance, an overview of available literature was investigated and presented below.

2.2 Motivation as a Concept

The word motivation is derived from the Latin word, "movere" meaning "to move" (Cookie 2012:12). According to Deci & Ryan (2000:227) "To be motivated means to be moved to do something". Mwamwenda (2004: 231) agrees and state that motivation is perceived as a driving force behind a person's action and it is a desire that instigates people to want to act or behave in a certain way. Celikoz (2009:114) supports this notion and state that motivated people get going, focuses effort in the right direction, works with intensity, and sustains the effort. This is furthermore also supported by Muhammad & Ibrahim (2014:41) as they indicate that clearly motivation varies in its nature and intensity from one person to another depending on the particular range of influences impacting on them at any given time. This means a person who feels no inspiration to act (move) is thus characterised as not being motivated, whereas someone who is energised or activated toward an end is considered motivated Celikoz (2009:114).

Pintrich & Schunk (2002:6) offer a general definition of motivation that contains the elements which are regarded by most researchers and practitioners to be central to motivation. An in depth examination of this definition from the above mentioned sources is as follows.

"Motivation is the process whereby goal directed activity is instigated and sustained"

thus:

- Motivation is a process rather than a product;
- Motivation involves goals that provide direction to action;
- Motivation require activity – physical or psychological; and
- Motivated activity is instigated and sustained.

In the next section we'll be looking at motivation theoretical framework to further discuss the concept motivation.

2.3 Theoretical Framework

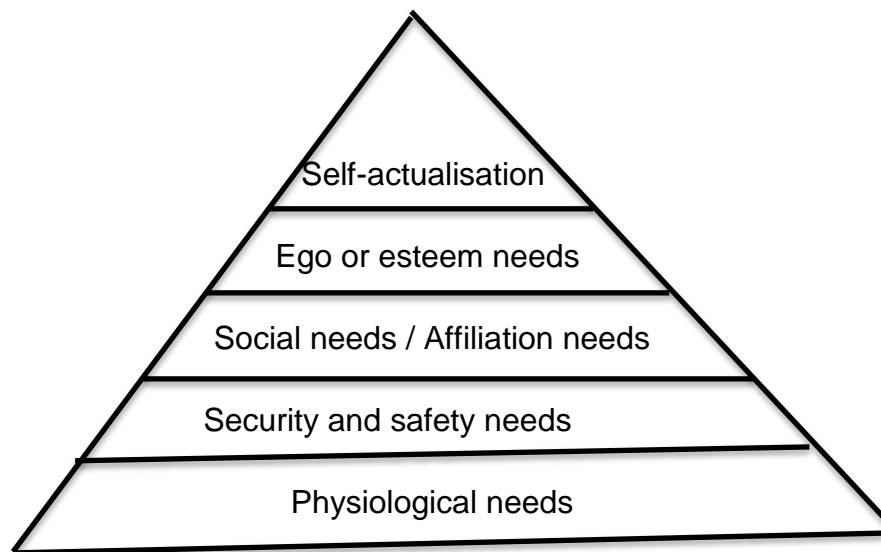
The complex and multifaceted concept of motivation is further interpreted by various theories in different ways but in this study special attention is given to motivation theories that provide insight into what is motivation and how it can affect academic performance. The following theories will be discussed: Maslow's Hierarchy of Needs, Alderfer's Existence, Relatedness, Growth (ERG) Theory of Motivation, McClelland's Three Needs Theory, Attribution Theory, Vrooms Expectancy Theory, Self-Efficacy Theory, Goal Setting Theory and Self-Determination Theory.

2.3.1 Maslow's Hierarchy of Needs

According to Landy & Conte (2007:339) Maslow hierarchy of needs theory classify human needs. The hierarchy of needs involves five categories of needs which are divided into two groups: high order needs and low order needs. The low order needs are called deficiency needs because they must be satisfied to ensure a personal survival or existence, whilst high order needs are called growth needs because they are concerned with personal development and reaching one's potential (Landy & Conte 2007:339). Adedeji (2007:152) maintains that according to Maslow the lower-level needs must be satisfied first, before the higher level needs come into play. Landy & Conte (2007:340) postulate that after a need is satisfied, it no longer dominates behaviour, and another arises to take its place.

Maslow's hierarchy of needs are individually explained according to their order of sequence as illustrated in Figure 2.1 below.

Figure 2.1 Maslow's hierarchy of needs



Source: Landy & Conte (2007:342)

- **Physiological needs**

Physiological needs are the lowest order of human needs. It consists of the basic survival needs like the need for food, water, sex and shelter (Maslow, 1954 in Landy & Conte, 2007:342)

According to physiological needs of Maslow within the context of this study, students need to have access to food, shelter or student accommodation and water. Basic needs such as food or shelter plays an initial role in motivating students. For instance doing anything on an empty stomach is extremely challenging and can have negative effects on productivity which in this case that would be academic performance. That is why there is a need for bursaries for TVET students so that they can fulfil their basic needs. When students have fulfilled their physiological needs they move to the next need which is safety and security needs.

- **Safety needs: Protection against danger, threat, and deprivation.**

Safety and security needs represent freedom from physical threats and dangers (Steyn, 2002:81). According to Adedeji (2007:154) safety and security needs include the desire for safety and stability and the absence of pain, threat, and illness. In short it is the desire to be safe from both physical and emotional injury.

Students need to feel safe at the college and also in the communities that their campuses are in. When students feel safe they can concentrate on their studies without fear, trust people and want to have meaningful relationships with people around.

- **Belonging, love and social needs/affiliation needs**

Landy & Conte (2007:344) says that social or affiliation needs are the desire for friendship, love, belonging and affiliation with other people. Social needs would include need to belonging to a group, giving and receiving love, affection, association, and acceptance (Steyn, 2002:81).

Students have the desire to be loved, accepted, liked, and feel appreciated by other people. Lecturers can contribute to the satisfaction of these needs by promoting teamwork and encouraging social interactions amongst students. This will bring about the importance of extra-mural activities and group work given in the classroom. When students feel that they belong they develop ego needs or what is called self-esteem needs.

- **Ego needs/ self-esteem needs**

Self-esteem needs reflect people's desire to be respected, recognised by selves and others as a person of worth. It's a need of individuals to gain status within groups and to excel (Landy & Conte, 2007:345). Steyn, (2002:81) agree when he asserts that in essence this is the need for self-worth and includes need for status, accomplishment and achievement, self-confidence, recognition, appreciation, and the respect of one's peers to feel valued and respected by one self and significant others.

To satisfy these needs students will seek opportunities to improve their academic performance for their own esteem needs and also to fit in with other students. According to Mwamwenda (2004:232) students performing well academically symbolise their competence and self-worth. At this stage students will be more competitive and will participate in the classroom to show their competency. Lecturers can help their students satisfy their esteem needs by praising the quality of their work on tasks and exams and regularly give constructive and fair feedback. Again they can promote high academic performance by recognition, rewards or incentives. Not appreciating students' effort when they have done well can result in them, becoming demotivated whereas praising them can get them to be more motivated. According to Steyn, (2002:81) ego needs are the most difficult needs to satisfy because they depend on the opinions of others and the abilities of others to respond appropriately, and thus it is difficult to step forward to the next level, self-actualisation if these needs are not yet met.

- **Self-actualisation needs**

Steyn (2002:81) contends that a person who has satisfied the ego/status needs may feel the need for creative expression, personal growth and challenge. Steyn (2002:81) further, state that the self-actualisation needs are need to realise one's potentialities for continued self-development and the desire to become more and more of what one is and what one is capable of becoming. Landy & Conte (2007:346) also argues that self-actualising behaviours are growth-motivated, not deficiency motivated and true self-actualisation cannot be achieved without taking risks and accepting that the individual alone has the freedom and responsibility to make choices and work towards goals. Self-actualisation needs are at the top of the hierarchy of needs, and it's the highest level of needs.

In the educational setting, when students are at the self-actualisation needs level they turn to be more self-motivated, make better choices, take full responsibility of their learning and academic performance.

Maslow' s hierarchy of needs theory will not be used in this study because it identified that when students have challenges with acquiring food, paying for accommodation, forming and maintaining significant relationships, among other

needs, they will not be motivated to perform well academically. This study would benefit from the backing of a theory that proposes that students will be motivated to perform well academically in spite of the challenges they face. As the Maslow hierarchy of needs was questionable Alderfer came up with (ERG) Theory of Motivation.

2.3.2 McClelland's Achievement Motivation Theory

McClelland also perceived motivation in terms of needs but unlike Maslow and Alderfer he did not see the needs in the form of hierarchy in which individuals move up and down (Steyn, 2002:8). McClelland explains his theory as need for achievement.

According to Mwamwenda (2004:236) the need for achievement can be defined as a drive to excel, or the striving by an individual to succeed. It is a need that concerns individual's issues of excellence, competition, challenging goals and overcoming difficulties in becoming successful. Mwamwenda (2004:236) further state that motivation and performance vary according to the strength of one's need for achievement and can be seen as a desire by the individual to master something difficult. He further contends that when the given task is perceived to be difficult, the tendency to succeed on that task depends on the strength of achievement motivation.

According to Mnyandu (2001:09) people are motivated by both hope for success and fear of failure. Mwamwenda (2004:236) assumed that the hope of success motivates people to engage in achievement tasks and fear of failure causes them to avoid tasks. A person becomes involved in a task when the hope of success is stronger than the fear of failure. The involvement in a task can be avoided when the fear of failure is stronger than the hope of success. Positive affective anticipation of success motivates a person to approach an achievement oriented situation.

Nel *et al* (2004:52) state that people with a high need for achievement are usually the top performers and demonstrate behaviours such as setting challenging yet attainable goals, taking calculated risks and are problem solvers. Mwamwenda (2004:237) establishes that high achievers are motivated to perform and tend to

choose tasks involving moderate risks. They also respond at a more efficient level and persist longer following upon failure, than low achievers. McClelland believe that people who strive to achieve can improve their performance and learn better.

If students experience success their need for achievement will thus be strengthened. When students have the need to achieve they will work hard academically so they are successful. Achievement motivated students tend to persist until they succeed since pleasure is derived from working through activities, particularly when these are viewed as challenging.

2.3.3 The Attribution Theory

Attribution theory is the most influential theory with implications on academic motivation. The attribution theory was developed to explain the factors to which students attribute failure: low achievers tend to attribute failure to a lack of ability, and success to luck. High achievers, on the other hand, tend to attribute failure to a lack of effort, and success to effort and ability. The theory attempts to outline perceptions, motives and opinions of students, which affect their performance (Mwamwenda 2004:231).

Attributions are related to expectations about the likelihood of success, to judgments about one's own ability, to emotional reactions of pride or hopelessness, and to a willingness to engage in effort-driven cognitions as in self-regulated learning. The explanations students have for their success and failures are known as attributions (Brophy 2011:51; McDevitt & Ormrod 2010:491).

According to Mwamwenda (2004:231) the basic principle of attribution theory as it applies to motivation is that a person's own perceptions or attributions for success or failure determines the amount of effort the person will expend on the activity in future. He further asserts that such students make themselves pay attention, think carefully and remember strategies that worked for them in the past. Alternatively, students can have a helpless orientation where they focus on their personal inadequacies, often attribute their difficulty to a lack of ability and display boredom and anxiety. Such orientations undermine their performance. If failure is attributed to a stable influence (e.g. low ability) students will believe that the same

outcome will recur in the future. If failure is attributed to an unstable influence (e.g. low effort), students will believe that a different outcome is likely to occur the next time. The result is that these students will be able to generate the motivation needed to marshal the effort needed to remedy the failure and will adjust their behaviour and strategies to regain control over the outcome (O'Donnell *et al.* 2005:148; 151).

Attribution theory is not used in this study as Eggen & Kauchak (2007:307) mentioned two limitations of the Achievement and Attribution theories: that aspirations, need for achievement, fear of success, and reactions to success and failure are often difficult to observe or analyse as there is lack of consistency in these behaviours.

2.3.4 Self-Determination Theory

Self-determination theory argues that any individual has two sources of motivation, inside the individual or outside the individual. This is stated in Hugo (2000:144) that motivation is forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Thus the self-determination theory identifies three types of motivation intrinsic motivation, extrinsic motivation and amotivation which will be discussed below:

- **Intrinsic motivation**

Intrinsic motivation is defined by Deci (2000:56) as an inner drive which stems from an individual's own desire, curiosity and interests and it is observed through a person's interest and enjoyment of an activity for its own sake. It is said that performing a task and perceiving it as being worthwhile are characteristic of intrinsically motivated behaviour (George & Jones, 2002: 184).

Thus, intrinsically motivated students are driven from within. They have the inner need, and they want to be competent and successful. The whole idea of the self-determination theory is that motivation is primarily an intrinsic factor, but can be enhanced with external sources (extrinsic motivation).

- **Extrinsic Motivation**

Extrinsic motivation as opposed to intrinsic motivation emanates from outside the individual. Extrinsically motivated behaviours are performed for the sake of the external rewards offered for the participation in or for the completion of a task (Mnyandu 2001:11). This is supported by George and Jones (2002:185) who state that “extrinsically motivated behaviour is behaviour that is performed to acquire rewards or to avoid punishment”. Thus, under extrinsic motivation, an individual does an activity as a means for some end rewards.

In an educational setting rewards are typically used when students lack the internal drive to accomplish tasks. Extrinsic motivation will get the students interested and encourage them to do the desired action or behaviour (Mnyandu 2001:11). The extrinsic motivation can also help with students who are amotivated.

- **Amotivation**

Mnyandu, 2001:15 state that a person who feels no inspiration to act is viewed as a person who is amotivated. Amotivated individuals experience feelings of incompetence and a lack of personal control over the outcomes that are thought to motivate human behaviour (Ahmed & Bruinsma 2006:556).

Amotivated students are students who have no motivation, but Hidi and Harackiewicz (2000:76) argue that extrinsic rewards may have a special relevance from the perspective of the academically unmotivated. As these students do not typically find their academic tasks interesting, a combination of carefully administered external rewards and interesting activities may be one of the most realistic approaches to educational intervention (Hidi & Harackiewicz, 2000:74).

2.3.5 Self-Determination Theory and its Implication to the Study

In this study, motivation was viewed within the context of Deci and Ryan's (1985) self-determination theory in trying to understand the effects of motivation on students' academic performance. Self-determination theory makes an emphasis that motivation is primarily an internal force (intrinsic motivation), which can also be

enhanced with external rewards (extrinsic motivation). This comes from the fact that in an academic setting many tasks are not inherently interesting, thus intrinsic motivation cannot always be relied upon to foster learning. Deci and Ryan (2001:20) suggest that people are intrinsically motivated for certain activities and not others and not all persons are intrinsically motivated to do a given task.

This is supported by Stroh (2001:62) when he argues that individuals are already motivated and that such inherent motivation can and should be stimulated by means of external motivational factors and forces that will enhance performance. Typical students bring varying degrees of both intrinsic and extrinsic motivation to the learning arena. Mnyandu (2001:10) declares that both intrinsic and extrinsic motivation, are prerequisites for academic performance thus motivation plays a prominent role in the academic performance of students. In support of the above statement (Cookie, 2012:289) maintains that for students to perform well academically they should be intrinsically and extrinsically stimulated to take responsibility for their learning.

One is to be careful as according to Deci and Ryan (2008:182), individuals who are given extrinsic rewards, whereas they are intrinsically motivated, may feel that their autonomy is undermined. As the behaviour becomes increasingly controlled by the external rewards, people begin to feel less in control of their own behaviour and intrinsic motivation is diminished and emphasis is placed on extrinsic motivation. According to Dubrin (2002:117) extrinsic motivation is dependent on continuous reinforcement for if it is withheld motivation may cease which implies that "extrinsic rewards can sometimes lower a person's performances and be de-motivating, particular when a creative task is involved".

Amrein and Berliner (2003:52) established that when students are given rewards they become less intrinsically motivated and are less likely to engage in critical thinking. Crous *et al* (2000:177) likewise warn that an overemphasis on extrinsic motivation denies students the opportunity to take responsibility, and there is a danger that they may become totally dependent on the encouragement and leadership of the lecturers, as well as on other external drives.

Extrinsic goal orientation should complement intrinsic goal orientation and encompasses external reasons for performing a task. However Deci and Ryan

(2008:182) suggest that certain behaviours should be extrinsically motivated to prompt students to engage in essential tasks which are not inherently interesting. This does not only encourage students who are amotivated to achieve some degree of success, but it also helps students to accept responsibility for their actions as they grow older, since behavioural motivational orientations change as human beings develop. It is crucial to ensure that external rewards are offered in such a manner and with such frequency so as to avoid undermining what the intrinsic motivation present in students.

According to Areepattamannil & Freeman 2008:707 it is only when intrinsic motivation already exists that extrinsic reward can give rise to detrimental effects. This means a distinction and balancing between intrinsic and extrinsic motivation is central in self-determination theory. Intrinsic motivational factors found to be at work with most students include involvement (the desire to be involved), curiosity (find out more about their interests), challenge (figuring out the complexity of a topic), and social interaction (creating social bonds). Extrinsic motivational factors include compliance (to meet another's expectation, to do what one is told); recognition (to be publicly acknowledged); competition; and work avoidance (avoid more work than necessary).

As said this study is based on the self-determination theory which specifies that students should be self-motivated and get external motivation in order to perform well academically. It is thus, important to identify factors that affect students' motivation (intrinsic and extrinsic factors) in an academic setting. These factors will help in understanding students' motivation and how it can affect their academic performance. In the following section factors influencing student motivation and academic performance are discussed.

2.4 Factors Influencing Student Motivation and Academic Performance.

Bosman (2012:07) states that "students are the raw materials for education and the primary products of educational transformations and most important students are key members of the labour force involved in creating education". This is supported by Aiken (2002:162) stating that of all the influences in students learning one of the most important is the students. Basically this means that students' role in education

is crucial and to get the educational outcomes expected, students must be motivated to learn. If all activities that students had to undertake in the classroom were fun and interesting, there would be no need to study motivation. Unfortunately, students have to do many tasks that they do not like, are not interested in, do not feel competent in, or see no purpose for. This implies that teachers need to ensure that students feel capable that they can do the task, and that they find tasks meaningful, interesting and purposeful (Boekaerts *et al.* 2010:536).

Woolfolk *et al.* (2008:438) states that only when the factors of motivation are identified students can be helped to develop adaptive motivational patterns and enhance their academic performance. How students view themselves is important, that is why we start with student self-concept as a factor that influences student motivation and academic performance.

2.4.1 Students' Self-Concept

The most important factor that shows that a student is motivated is how a student views themselves. Mwamwenda (2004:310) defines self-concept as a psychological construct which refers to a cluster of ideas and attitudes individuals holds about themselves, which is influenced by their thoughts and feelings. Mwamwenda (2004:310) further state that it may be either positive or negative. This is furthermore supported by Sikhwari (2004) who regard self-concept as the concept or image a person has of him or herself which is unique, personal and highly meaningful to the person concerned and It is never static, as it can change from positive to negative depending on the perceptions the individual has about himself/herself due to the prevailing circumstances or situations.

Mwamwenda (2004:310) suggest that positive self-concept helps students' to stay intrinsically motivated and have confidence in completing academic tasks, thus performing well academically. Negative self-concept on the contrary makes students feel inadequate and worthless thus leading to failure. In support of the above statement Areepattamannil and Freeman (2008:704) declare that a positive self-concept is associated with greater motivation and academic performance among students. Therefore a deduction can be made that students with positive self-concept are more likely to be intrinsically motivated, goal oriented and achieve academically.

This means to get students to perform at their best ability they need to have positive self-concept. Thus, in simple terms a positive self-concept gets students motivated and lead to academic success.

2.4.2 Goal Setting

A goal is defined by Tuckman and Monetti (2011:389) as what someone is motivated to achieve. According to Deci & Ryan (2000: 70), the term goals define the purpose for engaging in the task in the first place. Goals are powerful motivators as they influence both the target of behaviour and the driving force behind it (Tuckman & Monetti, 2011:391). Generally goals give purpose and focus to activities being planned and performed.

According to O'Donnell *et al* (2005:153) goals generate motivation by focusing a students' attention on the discrepancy between their present level of accomplishment and their ideal level of accomplishment. In addition, Woolfolk (2010:384) argues that the type of goals a student sets influences the degree to which that learner will be motivated to reach them. Goals provide the focus and direction and motivation that predict a long term success as goal oriented individuals are said to show a pattern of persistence when faced with failure, higher levels of task enjoyment and positive attitudes towards learning (Spector, 2008:217). Mnyandu (2001:5) concur with the above statement and attest that goals are said to positively influence subsequent levels of motivation as goals are thought to foster perceptions of challenge, encourage task involvement and generate excitement all of which support motivation.

O'Donnell *et al* (2005:153) state that generally students with goals outperform or perform better than students without goals. Further state that students who set goals for themselves and students who accept goals set by others also generally outperform their no-goal peers. Mwamwenda (2004: 237) support and state that students who do not have goals and ambitions will lack a sense of having to move in a particular direction and will thus lack motivation. If students are motivated to attain a given goal, their activities will involve moving in the direction of achieving that goal (Mnyandu 2001:5). Goals give students purpose, leads to motivation in turn affects performance.

2.4.3 Lecturer and Student Interaction

Lecturers are also stated to be the second most important factor in education after students. Lecturers influence their students' motivational level. Mnyandu (2001:55) states that almost everything lecturers do has a motivational influence on students, either positive or negative. A lecturer who is sensitive to the feelings and beliefs of students is far likely to be successful in their motivation attempts than those who are ignorant of the motivational aspects of students (Bosman 2012:166). According to Boekarts (2010:536) when lecturers respect and appreciate their students and their responsibility towards them, they have found another way of enhancing performance. The author further states that students who are valued and respected with all their capabilities as well as inabilities, will be inclined to give their best and accept their learning responsibility. Brophy (2010:188) reported that when lecturers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. This statement is supported by Boekarts (2010:536) stating that once students are comfortable, they become ready to learn and feel motivated to accomplish tasks.

De Jesus & Lens. (2005: 119) are of the opinion that interaction between lecturers and students are important. This compels students to experience their academic work as meaningful and this promotes their understanding and motivation to learn. On the contrary when students experience poor relationships with their lecturers they see their academic work as coercive, irrelevant and not helping them to achieve their academic goals. According to Sikhwari (2004:69) lecturers who experience close relationships with students reported that their students were less likely to avoid college, appeared more self-directed, more cooperative and more engaged in learning and further state that students reported liking college more and experiencing less loneliness if they had a close relationship with their lecturers. Students with better lecturer-student relationships also showed better performance on measures of academic performance and college readiness (Sikhwari 2004: 69). Lecturers just have to ensure that students believe that they are capable of achieving academic goals. They must make them feel confident enough to believe that their increased efforts can lead to achieving performance goals. Lecturer-student interactions are as important as the lecturer's motivation.

2.4.4 Lecturer Motivation

According to De Jesus & Lens (2005:119) the first golden rule of motivation is that you will never inspire others unless you are inspired yourself. Lecturers are generally expected to take the lead in motivating their students. However lecturers must themselves be motivated in order to inspire others. Only a motivated lecturer motivates others. If lecturers are not motivated, the same will apply to the students (De Jesus & Lens. 2005:119). Similarly Lecturer's motivation has an important effect on student motivation and ultimately students' performance. So college managers must ensure that lecturers are motivated to achieve the college primary goal of students' performance.

2.4.5 Teaching and Learning Style

Sikhwari (2004:67) observed that the use of different and stimulating tasks motivates students towards completion of tasks and further argues that students learning preference and lecturers teaching style have been proven to impact positively on the performance of students in higher education. The choice of teaching method used depends largely on the information or skill being taught in addition to the aptitude and enthusiasm of the student. Lecturers have a challenge to motivate learning by presenting subject matter in a way students can understand and appreciate. Sikhwari (2004:67) further indicates students learn better by interacting and sharing as they work on given tasks. On the importance of students' interaction in learning, Sikhwari (2004:67) observes that teaching and learning in the colleges should be conducted in such a way the students are able to discuss with their lecturers as well as with fellow students. This ensures that students learn from lecturers as well as from one another.

2.4.6 College Culture and Climate

The socio-economic status of the college influences the motivation of students and ultimately the achievement levels (Christie, Butler & Potterton, 2007:4; Smith & Hoy, 2007:556-557). Students' performance and college development cannot be isolated from the involvement of all constituents. College culture determines its climate.

College climate according to National Research Council and the Institute of Medicine (2004:98) refers to shared perceptions of organisational policies, practices and procedures, both formal and informal. The author further defines college climate as the attitudes, beliefs, values and norms that underlie the instructional practices and the operation of a college. Christie *et al* (2007:5) examine college climate in the light of organisational health, and maintain that a healthy college climate is one imbued with positive students, lecturers and administrators with a view to setting high yet achievable goals and striving to achieve these goals. According to Steyn (2002:90) college climate is either open or closed. An open climate is characterised by participatory decision making; lecturer empowerment, lecturer professionalism; open communication; and a sensitive leadership style of the principal. Lecturer empowerment is important as lecturers are happiest and perform at their best when they perceive themselves to have some control over their work environment (Vail, 2005:7). Christie *et al* (2007:5) concur with this viewpoint and add that an open college climate is based on respect, trust and honesty, with opportunities for lecturers, students and college management teams to engage cooperatively and constructively with one another. Colleges that have participatory decision making exhibit less staff disharmony, learner misbehaviour, and students' turnover. Students feel valued and respected when managers consult with them and consider their views (Ingersoll in Vail, 2005:7). When the college culture or climate is conducive all college stakeholders can work together motivated and enhance student academic performance.

2.5 Different higher education institutions in relation to motivation and academic performance

According to Sikhwari (2004: 35) Lack of student motivation to learn and study has become a problem across all higher education Institutions. Research has found that in spite of student potential, as well as resources and facilities found in higher education institutions, students are not inspired to learn and study voluntarily and to the best of their abilities. Sikhwari (2004: 35) further state that Students should first be motivated in order to perform well across all institutions of higher education.

2.6 Motivational Strategies used to Enhance Students' Academic Performance

The literature clearly indicates motivation as major factors that can hinder or enhance students' academic performance thus below are the motivational strategies that can be used to enhance students' academic performance.

2.6.1 Encouraging Student Self- Efficacy

In educational settings, self-efficacy beliefs provide the underpinning for motivation (Bosman: 36). Self-efficacy, according to Brophy (2011:51) and Rueda and Chen (2005:214), is an individual's evaluation that he or she has specific performance capabilities that allow the accomplishment of a particular type of task. Self-efficacy is generally linked to judgements of one's capacity to engage in a task rather than to the skills the task requires (Renninger 2010:117). Self-efficacy can be defined broadly as individuals' confidence in their capability to achieve particular goals (Hsieh, Sullivan, & Guerra, 2007). Mwamwenda (2004:233) highlight that the "judgement students make about their capability to accomplish a specific future task" constitute self-efficacy. Mwamwenda (2004:233) further mention two important aspects of self-efficacy which are being in possession of knowledge and skills to carry out a certain task and using such skills under a variety of circumstances.

Students need to take responsibility for their own learning and to become self-regulated students because it can lead to greater academic performance and increase their sense of efficacy (Bosman 2012:37). According to (Bosman 2012:37) self-efficacy is the students' ability to control the factors or conditions that affect his or her learning. These are factors such as setting goals, using prior knowledge, considering alternative strategies; develop plans to resolve problems with college work and considering contingency plans. By doing so they are able to realise their success or failure on a given assignment or task. It is important to point out that a person's belief (self-efficacy) in his or her abilities has more determining and predicting power than their actual ability (Mwamwenda 2004:233).

Teachers can enhance students' self-motivation by knowing what contributes to the self-efficacy of their students. Lecturers providing appropriate feedback, setting of

goals, giving of rewards and encouragement can strengthen student self-efficacy and enhance student motivation and academic performance.

Guidelines for encouraging self-efficacy by Woolfolk (2014:369)

- Emphasise students' progress in a particular area.

Lecturers are advised to return to earlier material in reviews and show how easy it is now

Encourage students to improve projects when they have learned more.

Keep examples of particularly good work in portfolios.

- Set learning goals for your students, and model a mastery orientation for them.

Recognise progress and improvement

Share examples of how you have developed your abilities in a given area provide other models of achievement that are similar to your students' – no supermen or superwomen whose accomplishments seem unattainable.

Read stories about students who overcame physical, mental, or economic challenge. Don't excuse failure because a student has problems outside school. Help the student succeed inside school.

- Make specific suggestions for improvement and revise grades when improvements are made.

Return work with comments noting what the student did right, what they did wrong and why they might have made the mistakes

Experiment with peer editing.

Show students how their revised, higher grade reflects greater competence and raises their class average.

- Stress connections between past efforts and past accomplishments.

Have individual goal setting and goal review conferences with students in which you ask students' to reflect on how they solved difficult problems.

Confront self-defeating, failure avoiding strategies directly.

2.6.2 Support Students Self-Regulated Learning

Self-regulation depends on self-efficacy. Students who have the necessary sense of self efficacy to cope are often able to produce the effort needed to succeed in situations. If students believe in their ability to control themselves, then they are likely to behave in a manner that enables them to see the results that they expect. The key to self-regulation is believing in the capability to control oneself in difficult, risky or challenging situations and that includes knowing when to seek help (Tuckman & Monetti 2011:389).

Self-regulation is defined by Tuckman and Monetti (2011:389) as the ability to exercise influence over what is done. Renninger (2010:118) defines self-regulation as the students' ability to self-structure his/her own activities in order to attain his/her goals. Self-regulated students take responsibility for their own learning (Eggen & Kauchak 2010:185). However, self-regulation is not achieved solely by will power. People possess self-directive capabilities that enable them to exercise some control over their thoughts, feelings and actions. For example when a student has trouble with a subject, they often try to avoid having to deal with it. They need to engage in self-regulation - they need to motivate themselves to study the challenging subject (Tuckman & Monetti 2011:389). Renninger (2010:119-120) adds that individuals can only self-regulate if they have a well-developed interest in the content being learned and they understand how the work will add to their capacity.

Guidelines for supporting students' self-regulation by woolfolk (2014:378)

- Emphasise the value of encouragement

Teach students to encourage each other

Tell families about the areas that are most challenging for the child. Those that will be the most in need of encouragement.

- Model self-regulation

Target small steps for improving an academic skill. Tailor goals to the students' current achievement level.

Discuss with your students how you set goals and monitor progress.

Ask parents and caregivers to show their children how they set goals for the day or week, write to do lists or keep appointment books.

- Make families a source of good strategy ideas

Have short simple materials describing a strategy of the month that students can practice at home.

Create a lending library of books about goal setting, motivation, learning and time management strategies for students.

Encourage families to help their children focus on problem solving processes and not turn immediately to the answers at the back of the book when doing homework.

- Provide self-evaluation guidelines

Develop rubric for self-evaluation with students

2.6.3 Use of Appropriate Teaching Methods

Classroom environment is important. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning. Lecturer's classroom delivery plays an important role in student motivation. Research suggests that students display greater enthusiasm and interest for a course if they can relate the content and course activities to their daily lives. By connecting the material to real world experiences or their educational goals, either through examples or in-class activities, students will deepen their understanding of the material and allow the students to see the value of what they are learning.

This is supported by Sikhwari (2004:38) as he found that when lecturers present connections between students' lives and new lessons, students become more motivated. A positive lecturer-students relationship said to be a strong motivator especially when lecturers presented connections between students' lives beyond the classroom and the material presented in the lesson (Sikhwari 2004:38). Brophy (2010:97) established that students become highly motivated to learn when the lecturers use a great number of motivational statements regarding the purpose and the value of the lessons. There are many ways to increase motivation in the classroom.

Sikhwari (2004) discusses the following eight strategies students can use in the classroom:

- Relate the learning task to the students' needs, interests, concerns, and experiences.
- Make explicit the intended value of learning.
- Share and model the value of learning.
- Encourage students to pursue their own interest in active ways.
- Stimulate curiosity by offering novel, surprising, and mysterious information.
- Critique discrepancy by providing incongruous, conflictual and paradoxical information.
- Ask thought-provoking questions and encourage students to ask their own questions.
- Make abstract content more concrete or familiar.

2.6.4 Student Learning Made Interesting

According to Eggen and Kauchak (2010:309) students are more motivated to study topics they find interesting, and lecturers should often try to capitalise on students' interest. Interest refers to a students' engagement with a particular content or subject. It is composed of stored knowledge, stored values and feelings and develops and is sustained through interaction (Renninger 2010:110). Roth and Hsu (2009:82) define interest as an interactive relation between the individual learner and his/her environment or aspects thereof including objects, events and ideas. Ainley (2010:238) describes interest as an energising factor that is associated with the selection and persistence with information processing activities. Students who have a well-developed interest are often ready to work and are therefore probably motivated to learn. Such learners will create opportunities for themselves and, as a result, will seek support in the form of feedback from others.

2.6.5 Constructive Feedback

Lecturers should understand the motivating factor of constructive and timely feedback. When students are given work by returning assignments quickly and by constructively communicating positive and negative feedback, they will be able to acknowledge the students' hard work while still encouraging them to strive for more. If students don't receive feedback on their work, it is often difficult for them to know whether or not they are fully meeting the lecturer's expectations in learning the material. In addition, if a lecturer neglects to explain why something was wrong or point the student in the right direction by further articulating your expectations, the learner may not make any additional effort to succeed as he or she does not know what direction to take. Furthermore, feedback that provides information for promoting progress and success is motivating, while feedback that fails to give this kind of information and merely signals failure is demotivating.

On the other hand, it is said that offering unexpected positive encouragement and feedback on a student's performance on a task can increase intrinsic motivation. This is because such feedback helps the individual to feel more competent, one of the key needs for personal growth (Deci and Ryan, 2008, 182). Feedback may enhance feelings of competence during an action and thus enhance intrinsic motivation for that action. The reason for this is that rewards and positive feedback allow satisfaction of the basic psychological need for competence. Dweck (2006:89) stated that many believe that praising students' performance builds their confidence and motivation to learn. Students want to be recognised for the hard work and effort they put into their classes.

2.6.6 Recognising Students Effort

Online business Dictionary (2013) defines the word encouragement as: "... to give courage, confidence or hope". The term encouragement implies to inspire or to urge someone to keep on trying to perform a task. Encouraging people to do a task implies giving them extra support to carry on with the task. Through encouragement a person could be assisted to accomplish the assigned task. Expressing appreciation for someone's contributions and special efforts are some of the indicators of

recognition. When a person receives recognition they work harder and have job satisfaction and also inspire others to work hard.

Hofmeyr (1992:101) argues that recognition could be of considerable motivational value. Students with poor self-concept are highly dependent on recognition and non-recognition of success has dissatisfying and demotivating effects (Van der Westuizen 1998:203). Baranek (1996:36) believes that a child will only be a winner if it is convinced that its own unique personality is both recognised and appreciated. It is the duty of the lecturers to recognise and show appreciation of students who deserve it. To show appreciation implies encouraging students to keep on trying. That could provoke in them a will to learn. When lecturers show student recognition, it gives the student a feeling of hope, courage and competence. Students appreciate the lecturer recognising them and in turn they accept and trust the lecturer. Baranek (1996:36) supports this idea when she asserts that giving child recognition for being what he is as well as what he achieves, is one of the strongest sources of motivation".

Lecturers should support students" every effort and thereby contribute to building their confidence. When students realise that lecturers respect and recognise their efforts, they are likely to decide to put in even more effort. If students' are recognised and encouraged for their efforts that may awaken a desire in passive students' to participate actively (Chamberlin and Carnot, 1974:186). Lecturers should also recognise and display positive attitudes towards students who are struggling to encourage them to work harder. That could give such students' the courage to attempt different tasks with greater enthusiasm.

2.6.7 Praise for Good Behaviour

It is necessary for lecturers to praise students when they contribute meaningful ideas in the classroom. Students who respond in an appropriate manner should be praised for their contributions. Praise should follow immediately the desired response or behaviour has occurred. Brophy (2010:62) agrees that praise which is effectively implemented can encourage feelings of hope or confidence. Praising students who are uncertain about continuing to perform a task could build their self-confidence and

thus their self-concept. If such students can accomplish the task correctly, that could mould their self-concept.

Praise should always be accompanied by explanations. Students should know what they are being praised for (Baranek 1996:62). They further commented that praise can draw students' attention to their own accomplishments and it reflects students' admiration of students' accomplishments. Praising implies communication. When a lecturer praises a student, he/she communicates to the student that the task was well done and that the lecturer is satisfied. Students who are praised for accomplishing tasks could develop a feeling of security, knowing that they are capable of performing the task satisfactorily. Students who feel secure are more likely to be open in their communication with their lecturers. Regarding the same subject Baranek (1996:63) conclude that: "only when praise is appropriately used will it produce beneficial long lasting results". Lecturers should know how and when praise is appropriate and can be effectively used to improve their students' learning. If praise is well administered, it could foster desirable learning activities among students' (Robertson, 1981:75; Rich, 1982:99; and Laslett and Smith, 1984:51).

2.6.8 Encourage Positive Competition amongst Students

In the pedagogic situation, competitive tasks are necessary to promote effective learning (Baranek 1996: 200). To compete is to challenge others, showing others that a person has the capabilities to be a worthy competitor. If competition is used effectively it can serve as a vehicle for enhancing learning in a classroom by motivating students. To compete implies to participate with others in such a way as to improve on their efforts. The main aim being that of showing what one is capable of doing.

For a child to be able to compete, it should have confidence, support and courage. These three aspects contribute towards a person's feeling of worth. People participate in activities because they believe that they have the necessary potential for the specific task. Competition is probably the oldest motivational method in the history of education. This implies that through competing, students will be motivated to learn more actively and effectively. Students who compete with each other can discover their own capabilities and competence. Competition goes hand in hand with

co-operation. For students to compete requires that they co-operate with the lecturers and their fellow students. To be successful students should be willing to compete to show their worth. Baranek (1996:90) also testifies that findings indicate competition to be a highly effective form of motivation.

2.6.9 Giving of Rewards and Incentives

"Incentives consist of rewards and punishment which are meant to direct the learning of a specific form of behaviour" (Baranek 1996: 88). In a learning situation, students should be stimulated to participate actively and effectively in the classroom. In order for this to occur, students' need incentives. The effective use of rewards and incentives motivates students to learn more efficiently. Baranek (1996:150) agree that if positive incentives are used effectively, they could succeed in influencing the student to learn to the limit of his capacity. The drive and reinforcement theories of motivation emphasise the importance of rewards to motivate students to perform well and sustain good practice (Perrachoine et al., 2008:3; Schulze & Steyn, 2003:143).

2.7 Summary

The chapter discussed motivation as a concept and theoretical framework. Factors influencing student motivation and strategies used to enhance student motivation were also presented. The literature has revealed the importance of student motivation, highlighting the existence of a relationship between students' motivation and academic performance. From the literature one can say when students perform poorly it might be due to lack of motivated.

The research methodologies employed in this study are outlined in detail in the following chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter presented a review of relevant literature, while this chapter focus on research philosophies, research methods and research design used by the researcher to investigate the effects of motivation on NCV students' academic performance in the area of the study. Various research techniques are discussed in full, including the techniques used by the researcher to collect, analyse and interpret data. The validity and reliability of the research instruments used, trustworthiness, elimination of biasness and ethical considerations are also presented.

3.2 Research Philosophies

According to Creswell (2014:6) research have to be based on some underlying philosophical assumptions about what constitutes valid research and which research methods are appropriate for the development of knowledge in a given study. In this section, the researcher discussed some of the research philosophies that are appropriate to the study.

3.2.1 Post-positivism Philosophy

Post-positivism is considered an approach to quantitative research. According to McMillian & Schumacher (2014:13) positivist researcher prefers precise quantitative data and uses experiments, surveys and statistics. They further states that the research findings are usually observable, measurable and quantifiable. Creswell (2014:7) concur and further states that a positivist researcher formulates some general findings, which are used to determine effects or outcomes from known causes.

3.2.2 Constructivism/ Inter-pretivism Philosophy

Constructivism is often called inter-pretivism and considered an approach to qualitative research that attempts to understand participant's perspectives and views of social realities (McMillan & Schumacher, 2014:32). This philosophy "believes that individuals seek understanding of the world which they live and work" (Creswell 2014:8). The goal of the research is to rely as much as possible on the participant's views of the situation being studied. Constructivist researchers often address the processes of interaction among individuals and the researcher's intent is to make sense of or interpret the meanings they have about the world or situation (Creswell 2014:8).

3.2.3 Transformative Philosophy

According to Creswell (2014:9) "a transformative worldview holds that research inquiry needs to be intertwined with politics and a political change agenda to confront social oppression at whatever levels it occurs. Transformative research provides a voice for participants, raising their consciousness or advancing an agenda for change to improve their lives".

3.2.4 The Pragmatism Research Philosophy

According to Creswell (2014:9) there is no research philosophy, which can be regarded as the best without weakness, thus all philosophies have strengths and weaknesses. It is of this reason most researchers prefer the combination of philosophies, which is called pragmatism research philosophy. Pragmatism research philosophy is said not to be committed to any one system of philosophy or reality, as it is a research paradigm that uses both qualitative and quantitative methods to resolve real-life world challenges (Creswell, 2014:10). McMillan & Schumacher (2014:14) agrees and states that the pragmatic research approach provides the justification and rationale for combining methods, to prove tentative answers to research questions. Creswell (2014:10) concurs and state that with pragmatism research paradigm, "instead of focusing on methods, researchers emphasise the research problem and use all approaches available to understand the problem".

Pragmatism research philosophy was used for this study as the researcher used mixed research approaches to fully gather all the relevant data for the study.

3.3 Rational for Research Methodology

Leedey & Ormrod (2013:12) define research methodology as “the overall approach to the research process, from the theoretical underpinning to the collection and analysis of the data”. Creswell (2014:3) supports the above statement and state that the appropriate research approach depends upon the nature of the variables under consideration and the objectives of the research. To achieve the aim of the study stated in chapter 1, the research methodology has to be systematic, purposeful, and relevant.

The study used mixed methods research approach which entails elements of both Qualitative, and Quantitative research approaches. These research approaches are briefly discussed below:

3.3.1 Quantitative Research Approach

McMillan & Schumacher (2014:17) state that quantitative research approach emphasise objectivity in measuring and describing phenomena, as a result, the research approach maximise objectivity by using numbers, statistics, structure, and control.

3.3.2 Qualitative Research Approach

According to Leedey & Armrod, (2013:98) Qualitative research approach emphasises gathering data on naturally occurring phenomena and most of these data are in the form of words rather than numbers.

3.3.3 Mixed Research Approach

Mixed research methodology is an approach to research that combines characteristics of both qualitative and quantitative approaches to research (Creswell

2014:3). Mixed methods reside in the idea that all methods have bias and weaknesses and the collection of both quantitative and qualitative data neutralise the weakness of each form of data. An important advantage of mixed methods studies is that they can show the result quantitatively and explain why it was obtained qualitatively (Creswell, 2014:4).

Mixed methods research approach was used for this study to address the research questions and objectives. The research approach dictates the research design the researcher is to use for the study.

3.4 Research Design

According to Henning, Van Rensberg & Smit (2004:30) research design is defined as “the manner, in which the research is visualised, carried out and how the findings are eventually put together”. To support the above statement Cooper & Schindler (2006:71) state that research design specifies the methods and procedures for data collection, measurement and analysis. Cooper & Schindler, (2006:71) state that research design could be classified by the research approach used. Thus, the relevancy of the research design depends on the type of research methods and techniques, which the researcher is using to collect data.

Below is a table indicating the research approaches and relevant research design under them.

Table 3.1 Research Approaches and Research Designs

Quantitative	Qualitative	Mixed methods
1 Experimental designs	1 Narrative research	4 Convergent research design
2 None-experimental designs such as survey	2 Phenomenology	5 Explanatory sequential and
	3 Grounded theory	6 Exploratory sequential research design
	4 Ethnographies	
	5 Case study	

Source: Creswell (2014:12)

3.4.1 Quantitative Research Designs

Quantitative research approach uses experimental and non-experimental research designs (Creswell 2014:12).

- **Experimental research designs**

Experimental research designs seek to determine if a specific treatment influences an outcome. According to Creswell (2014:13) experimental research designs are a scientific approach to research where set of variables are kept constant while the other set of variables are being measured. The researcher provides a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome.

- **Non experimental research designs**

Non experimental research designs examine relationships between different phenomena without any direct manipulation of conditions that are experienced (McMillan & Schumacher 2014:30).

3.4.2 Qualitative Research Designs

Qualitative research approach mostly uses narrative research design, phenomenology, grounded theory, ethnography and case study (Creswell 2014:13).

- **Narrative research design**

Narrative research design is a research approach where the researcher writes narratives about life experiences of individuals (Creswell 2014:13).

- **Phenomenology research design**

Phenomenology research design according to Creswell (2014:14) is designs where the researcher describes the lived experiences of individuals about a phenomenon as described by participants.

- **Grounded theory research design**

Grounded theory is a research design that examines a phenomenon as related to a theory. It is a research design that is aimed towards theory development (McMillan & Schumacher 2014:32).

- **Ethnography research design**

Ethnography research design according to McMillan & Schumacher (2014:31) is a systematic study of people and their culture. It is designed to explore cultural phenomena where the researcher observes society from the point of view of the subject of the study.

- **Case study research design**

Case study research design is an empirical inquiry that investigates a single phenomenon or entity within its real life context. It is a descriptive and exploratory analysis of a person, group or events (McMillan & Schumacher 2014:32).

3.4.3 Mixed Methods Research Designs

Mixed methods research approach uses explanatory, exploratory sequential research designs and convergent research design, (Creswell 2014:15).

- **Explanatory sequential research design**

An explanatory sequential research design is a design where the researcher focuses on an analysis of a situation or specific problem to explain the patterns of relationships between variables. Quantitative data is collected first and depending on the results qualitative data is gathered second to elucidate, elaborate on or explain the quantitative findings (McMillan & Schumacher 2014:33).

- **Exploratory sequential research design**

Exploratory sequential research design is a design where qualitative data is collected first followed by quantitative data. It is mostly used for a problem that has not been studied more clearly. The initial phase is qualitative where data is collected from few individuals to identify themes, ideas, perspectives and beliefs that can then be used to design the larger scale quantitative part of the study (McMillan & Schumacher 2014:33).

- **Convergent research design**

According to Creswell (2014:15) convergent research design is a form of research design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. The researcher typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results. Contradictions or incongruent findings can be explained or further probed.

As the study used mixed methods research approach, convergent research design was used as the researcher typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results. Contradictions or incongruent findings can be explained or further probed.

3.5 Target Population

Steyn, Smit, Du toit & Strasheim (2013: 16) define the target population as the study object and encompass the total collection of all units of analysis about which the researcher wishes to make specific conclusions. McMillan & Schumacher (2014:143) concurs and define target population as a group of individuals that conform to specific criteria and which the researcher wants to generalise the findings of the study. In a research study, the target population is defined to ensure research focuses on the intended target group. Knowing the population is key to determining whether or not the sample size used is representative of the population as representatively is key for generalisability of findings (McMillan & Schumacher 2014:143).

The target population of the study were 43 lecturers lecturing NCV level 4 and 1037 students doing NCV level 4 at Capricorn TVET College Seshego campus. Lecturers and NCV level 4 students were chosen as the target population as lecturers understand motivation in relation to NCV students' academic performance and NCV level 4 students are deemed to be already well adjusted to the academic environment at the institution and can better share light in regard to motivation and their academic performance, hence their selection for the study.

3.6 Sampling

Sampling methods are methods used to select the study sample from the target population. According to Creswell (2014:158) study sample is a portion of the population that is selected for data collection and analysis. McMillan & Schumacher (2014:143) agree and regard a study sample as a group of respondents selected from the population and thus smaller in number than the population, expecting that the information gathered from the small group allowed judgements to be made about the larger group. There are two major types of sampling methods which are probability and non-probability sampling.

3.6.1 Probability Sampling

According to McMillan & Schumacher (2014:143) in probability sampling subjects are drawn from the population in such a way that the probability of selecting each member of the population is known. It is further said that this type of sampling is conducted to efficiently provide estimates of what is true for a population from a smaller group of subjects. Cooper and Schindler (2006:98) concur that probability sampling is based on the concept of random selection of respondents. They are various techniques for drawing probability samples namely, simple random sampling; stratified random sampling; cluster sampling and systematic sampling.

- **Simple random sampling**

In simple random sampling each member of the population has the same chance or equal chance of being included in the sample (McMillan & Schumacher, 2014:146).

- **Stratified random sampling**

According to McMillan & Schumacher (2014:148) stratified random sampling is a process by which the population is divided into subgroups or strata on the basis of a variable chosen by the researcher. Once the population has been divided, samples are drawn randomly from each subgroup.

- **Cluster sampling**

With cluster sampling the population is divided into naturally occurring groups and simple random sampling is used to select the sample for the study (McMillan & Schumacher (2014:149).

- **Systematic sampling**

According to McMillan & Schumacher (2014:147) systematic sampling starts randomly with elements in the range of A to Z. the n^{th} element in the population is sampled.

3.6.2 Non Probability Sampling

According to McMillan & Schumacher (2014:150) probability sampling does not include any type of random selection from the population, rather the researcher uses subjects who happen to be accessible or who may represent certain types of characteristics. In non-probability sampling, the elements of analysis in the population do not have an equal chance of being included in the sample (Fox & Bayat, 2007:58). The following convenience sampling; snowball sampling; quota sampling and purposive sampling are techniques used for drawing non-probability samples.

- **Convenience sampling**

This is the most convenient selection of the sample from the population by collecting data from readily accessible participants (McMillan & Schumacher, 2014:151).

- **Snowball sampling**

The existing study subjects recruit future subject among the study population.

- **Quota sampling**

The population is divided into homogeneous groups from the population and sample selected.

- **Purposive sampling**

The sample is selected from the population by the researcher based on the data needed for the study. According to McMillan & Schumacher (2014:152) on the basis of the researcher's knowledge of the population a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research.

For purposes of this study, both probability and non-probability sampling methods were used. With probability sampling – simple random sampling was used to select 50 students doing NCV level 4 out of the population of 1037. The researcher also selected 10 lecturers teaching NCV level 4 from the population of 43 using non-

probability sampling – purposive sampling method. The selected sample size will be used to collect data.

3.7 Research Instruments

The researcher need to use research instruments, which are procedures put up or research tools used to collect data. The researcher used the following instruments to collect data:

3.7.1 Questionnaires

Hair, Bush & Ortinau, (2000:440) defines questionnaire as “a set of questions designed to generate enough primary raw data for a completion of the information required that underline the research objectives”. Questionnaires are essential for collecting data from large number of respondents and ensures that the same questions are given to each respondent.

Questionnaires were chosen for this study mainly because it was easy to distribute, administer and not time consuming. It also promoted anonymity, and the ability to reach a large sample.

3.7.1.1 Administration of Questionnaires

The researcher invited participants to a particular place at a specific time to administer the questionnaires. The researcher used a face to face method of administering questionnaires to the sample of NCV level 4 students in order to achieve a high level of response rate. The distribution of the questionnaire was compiled with clear instructions to explain how it should be filled.

3.7.1.2 Collection of Questionnaires

After completion of the questionnaires, the researcher collected all the questionnaires from the respondents for analysis. The researcher followed this process to maintain the validity and reliability of the information or data given.

3.7.2 Semi-Structured Interviews

The semi-structured interviews were also conducted to supplement the information obtained by means of questionnaires. De Vos, Strydom, Fouche and Del (2011:285) states that “interviews are regarded as the predominant method of data collection in a qualitative research to establish meanings that ostensibly reside with the participants”. The interview was generally adopted in this study to offset the limitations of the questionnaire. Instead of writing the responses on a questionnaire, the method permits the exchange of ideas and information between the researchers and the respondents.

3.7.2.1 Administration of Semi-Structured Interviews.

Lecturers were interviewed by means of semi-structured interview, tailored to probe their knowledge with guiding questions in conversational way to get overviews about the effect of motivation on NCV students' academic performance at Capricorn TVET College. The interviews took no longer than sixty minutes and permission was asked from each participant to use the written notes and sound recorder to record the interviews. The interviews took place at the participant's respective campus at times most suitable for them.

3.8 Data Analysis

Data analysis refers to methods that are used to organise and summarise data in a meaningful way after the information has been collected (McMillan & Schumacher, 2014:436). To support this statement, Steyn, *et al* (2013:5) attests that in data analysis techniques are used to analyse the data that has been collected. Data analysis is an on-going process which integrates into every phase of research, a systematic process whereby data is selected, categorised, compared, synthesised and interpreted in order to provide explanations of single phenomenon of interest (McMillan & Schumacher, 2014:436).

In this study data collected through questionnaires was analysed using frequency analysis by means of the Five Point Linkert Scale and the data collected through interviews was analysed through thematic analysis. With thematic analysis notes and

data from audio tape were translated and transcribed to get accurate information. Interview transcriptions were coded, categorised and thereafter analysed for patterns that emerged as themes.

3.9 Validity and Reliability

The validity of data will depend on the inferences, decisions, consequences generated from the scores of the results. The success of the study will also depend on the reliability of instruments, which will be used to measure the extent to which the respondents understand the research problem stated in the area of study. Validity and reliability is looked at when collecting and analysing data

- **Validity**

De Vos *et al* (2011:166) state that validity is when the data collection instrument measure what it is supposed to measure. McMillan & Schumacher (2014:121) support that view when they state that validity is a judgement of the appropriateness of a measure for specific inferences, decisions and consequences or uses those results from the scores that are generated.

The research instruments in this study were valid as they assessed what they were designed to assess.

- **Reliability**

Reliability refers to “the consistency of the measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection” (McMillan & Schumacher, 2006:178). Creswell (2014:201) agrees to the above statement when he states that a reliability of an instrument is determined by its consistency of results when applied to the same specimen repeatedly, administered by either the same or different persons. Reliability has to do with the accuracy and precision of measurement procedure the researcher is applying. That implies that a measure is reliable to the degree that it gives consistent results (Creswell 2014:201).

In order to ensure reliability and validity of the outcomes of this study, the researcher ensured that there were no biasness and undue influence during the whole research process. Furthermore the research included primary data in the results to allow the reader to see the basis upon which the researcher's conclusions were made with some of the participant's views given with quotations as evidence.

3.10 Elimination of Biasness

Equal distribution of gender numbers of males and females were used in the sample. Aspects such as race, religion, politics, and other related issues were not taken into consideration in the study. All the participants were given equal time and chance to respond on their own. The study has accommodated all the lecturers and students who were selected irrespective of their backgrounds, financial status or even academic performance.

3.11 Ethical Considerations

According to Babbie (2002) if one is going to do a social scientific research, they need to be aware of the general agreements shared by researchers about what is proper and improper in conducting of a scientific inquiry. McMillian & Schumacher (2014: 129) state that researchers are expected to protect the dignity, privacy and safety of their research participants and to do research that is technically sound and beneficial to society with no deception to participants. According to Cooper and Schindler (2006:117) "the goals of ethics in research is to ensure that no one suffers adverse consequences from the research activities". The following ethical issues were considered in the present study.

- **Informed Consent**

According to Creswell (2014:96) informed consent is the ethical principle that research participants should be told enough information about the study to be able to make a decision about whether to participate in the study or not. To support that view Blaxter *et al* (2008:158) states that informed consent is telling potential

research participants about all aspects of the research that might reasonably influence the decision to participate.

In this study Informed consent were gained from participants. The researcher informed the participants about the study as well as the credibility of the researcher; the procedure that will be followed and the rights of the participants and the extent to which the researcher will keep the participants information confidential. The participants were thoroughly informed before the study began and the researcher explained to the participants that they can withdraw from the study if they so wish at whatever time. Data provided could also be removed upon request. The participants participated voluntarily and permission was obtained from each participant though signed Informed consent forms.

- **Non- harm to participants**

McMillan & Schumacher (2014:131) indicates that researchers should avoid exposing participants to physical or mental distress or danger. People should never be exposed to situations that might cause serious harm or lasting harm. Ethical obligations rest us to protect the participants within reasonable limits from any form of psychological harm or physical discomfort that may emerge from the research project (Creswell 2014:98).

In this study, the researcher took every precaution to prevent any of the participants to be subjected to harm, whether physical or psychological.

- **Deception**

According to Creswell (2014:98) deception of participants is withholding of information or offering incorrect information to research participants in such a way that they remain unaware of the true objectives of the research in order to ensure participation in the study when they would otherwise possibly have refused to participate. McMillan & Schumacher (2014:129) agree and state that deception can occur when the researcher intentionally misleads respondents by way of written or verbal instructions, the action of other people or certain aspects of the setting. Thus,

deception is when a researcher deliberately misrepresents facts in order to make participants to believe what is not true.

In this study, the researcher didn't withhold any information or give incorrect information to the participants.

- **Privacy, Anonymity and Confidentiality**

Mouton (2001:243) indicates that researchers have a legal obligation to protect the identities of their participants and to keep their personal details confidential. According to Neuman (2006:138) a participant is considered anonymous when the researcher cannot identify a given response with a given participant. Confidentiality implies that only the research team and possibly few members of staff should be aware of the identity of participants and that this staff should have made commitments with regard to confidentiality (McMillan & Schumacher, 2014:133-134)

In this study, confidential information was viewed as privileged information. Anonymity was followed; this means that no one including the researcher should be able to identify any participants after the study. The actual names of the participants in the study were not used. This method of protecting private data is ideal because the data was collected in such a way that it is impossible for anyone to determine which data come from which participant. All sensitive information that is made available by participants remained confidential.

- **Professionalism**

According to Blaxter *et al* (2008:83) researchers are powerful as they can influence their research and their findings. The researcher has certain opinions and views about a wide range of issues associated with the research and every effort has to be made to ensure that these thoughts do not find some expression in the research and the reporting thereof (McMillan & Schumacher,(2014:135).

The researcher tried at all times to maintain objectivity and integrity in the research. The researcher has adhered to professionalism throughout the study. Professional code of ethics for lecturers and that of the college were always observed and adhered to.

3.12 Summary

This chapter presented the research methodology adapted for this study. It indicated that the study is based on pragmatism research philosophy, using mixed methods research approach. The convergent research design was used. Thematic analysis was selected for analysing data collected through interviews and Five Point Likert Scale was used for data collected from questionnaires. The elimination of biasness and ethical considerations of the study were also outlined. In the next chapter, the data analysis and interpretation of results is presented.

CHAPTER 4

ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introductions

The previous chapter presented the description of research methodologies used to collect and analyse data. In this chapter the results of the empirical investigation regarding the research questions are analysed, interpreted and projected. Data obtained through questionnaires and semi-structured interviews are presented below:

4.2 Data Obtained Through Questionnaires

Data collected through questionnaires was analysed and interpreted using tables, and graphs. The following analyses were made and the (F) shows item frequency, (%) percentage and (FX) reflects the total number of respondents in the table.

Table 4.1 Distribution of Respondents According to Gender

Item	Frequency (fx) number of students	Percentage (%)
What is your gender		
Female	25	50
Male	25	50
Total	Fx = 50	100%

Question1 indicates that Twenty five (50%) of the respondents were females while the other Twenty five (50%) of them were males.

The equal distribution of respondents has been done to avoid gender biasness in the study. This was done to insure gender equality. 50 students responded to the questionnaires giving a response rate of 100%.

Table 4.2 Motivation and Academic Performance

Item	F	%
Is student motivation have an effect on academic performance?		
1. Agree	25	50
2. Strongly agree	10	20
3. Disagree	3	6
4. Strongly disagree	2	4
5. Uncertain	10	20
Total	F _x = 50	100%

In Question 2, Thirty five (70%) of the respondents agreed with the statement. Five (10 %) of the respondents disagreed with the statement. Only Ten (20%) of them were recorded uncertain.

From the above information the majority of the respondents confirmed that students motivation have a positive effect on academic performance. The minority, including those who were uncertain viewed student motivation as having no effect on academic performance. These results are supported by Sikhwari (2004:60) stating that motivation enhances performance and it's said to be the major factor in academic performance. Thus, students' motivation is found to have a major positive effect on academic performance.

Table 4.3. Motivation, Student and Academic Performance

Item	F	%
Is lack of self-motivation among students a major cause of poor academic performance?		
1. Agree	20	40
2. Strongly agree	22	44
3. Disagree	3	6
4. Strongly disagree	2	4
5. Uncertain	3	6
Total	Fx = 50	100%

In Question 3, Forty two (84%) of respondents agreed with the statement. Five (10%) of the respondents disagreed with the statement, while Three (6%) of the respondents were recorded unsure.

From the above findings, it is evident that the majority of the respondents confirmed that lack of self-motivation among students is the major cause of poor academic performance. While the remainder of the respondents felt lack of self-motivation of students does not or might not have an effect on academic performance. Robinson (2015:40) attest that lack of intrinsic motivation hinder most of the students to perform better in institution of higher learning. Students need to be given skills to enhance their intrinsic motivation so that they can regulate their own learning which will enhance their academic performance.

Table 4.4 Motivation, Lecturer and Academic Performance

Item	F	%
Does lecturer motivation have an effect on student motivation and academic performance?		
1. Agree	4	8
2. Strongly agree	40	80
3. Disagree	1	2
4. Strongly disagree	3	6
5. Uncertain	2	4
Total	Fx = 50	100%

In Question 4, Forty four (88%) of the respondents agreed with the statement, Four (8%) respondents disagreed with the statement, while Two (4%) of the respondents were recorded uncertain.

From the above analysis, it is revealed that most of the respondents confirmed that lecturer's motivation has a positive effect on student motivation and academic performance. The results suggest that there is a need for lecturer's motivation to enhance students' academic performance. An enthusiastic lecturer can always reinforce student motivation and academic performance.

Table 4.5 Motivation, Teaching Methods and Academic Performance

Item	F	%
Do teaching methods have an effect on students' motivation and academic performance?		
6. Agree	15	30
7. Strongly agree	23	46
8. Disagree	7	14
9. Strongly disagree	1	2
10. Uncertain	4	8
Total	Fx = 50	100%

In Question 5, Thirty eight (76%) of the respondents agreed with the statement, Eight (16%) of the respondents disagreed. Only Four (8%) were recorded uncertain.

From the above findings, it is clear that most of the respondents are of the view that the way a lesson is presented has an effect on student motivation and academic performance. The reminder felt lesson presentation has no or was uncertain of the effect of teaching methods on student motivation and academic performance. This indicates that teaching methods are of vital importance in motivating students and enhancing academic performance.

Table 4.6 Motivation, Practical Work and Academic Performance

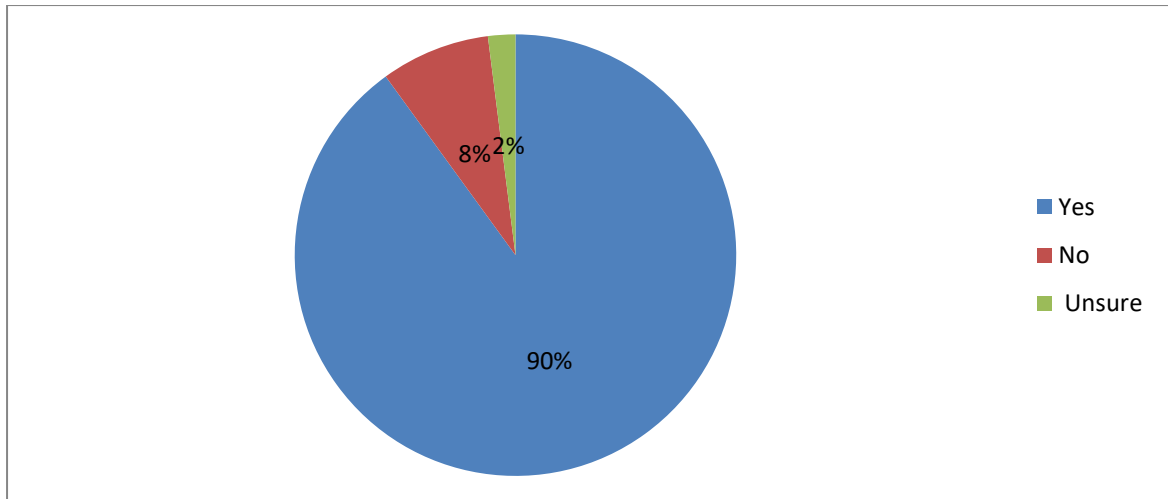
Item	F	%
Does lack of adequate practical tasks in the workshops has an effect on student motivation and academic performance		
11. Agree	17	34
12. Strongly agree	18	36
13. Disagree	6	12
14. Strongly disagree	4	8
15. Uncertain	5	10
Total	Fx = 50	100%

In Question 6, Thirty five (70%) of the respondents agreed with the statement Ten (20%) of respondents disagreed with the statement. Only Five (10%) of the respondents were recorded unsure.

From the above analysis, it is clear that the majority of the respondents agreed that lack of practical tasks can hinder students' motivation and academic performance. Few of the students couldn't agree or comment on the statement. Thus the findings suggest that students cannot be motivated to learn when there are inadequate practical tasks as theory needs to be done together with practical's for students to fully understand what is taught, especially in vocational learning.

Figure 4.1 Motivation, Incentives and Academic Performance

Do rewards and incentives enhance students' motivation and academic performance?



Question 7, Forty five (90%) of the respondents agreed with the statement, Four (8%) respondents disagreed with the statement, while One (2%) of the respondents was recorded unsure.

From the above findings, it is clear that the majority of the respondents believed that academic rewards and incentives enhance students' motivation and academic performance. Extrinsic motivation is regarded as the best mechanism to motivate student to perform at every level. To support this statement, Mwamwenda (2004:215) state that students who are not intrinsically motivated need to be externally motivated, externally motivated through rewards and incentives, so as to enhance their academic performance.

Table: 4.7 Motivation, Student Competition and Academic Performance

Item	F	%
Does classroom competition among students have an effect on student motivation and academic performance?		
1. Agree	18	36
2. Strongly agree	21	42
3. Disagree	4	8
4. Strongly disagree	5	10
5. Uncertain	2	4
Total	Fx = 50	100%

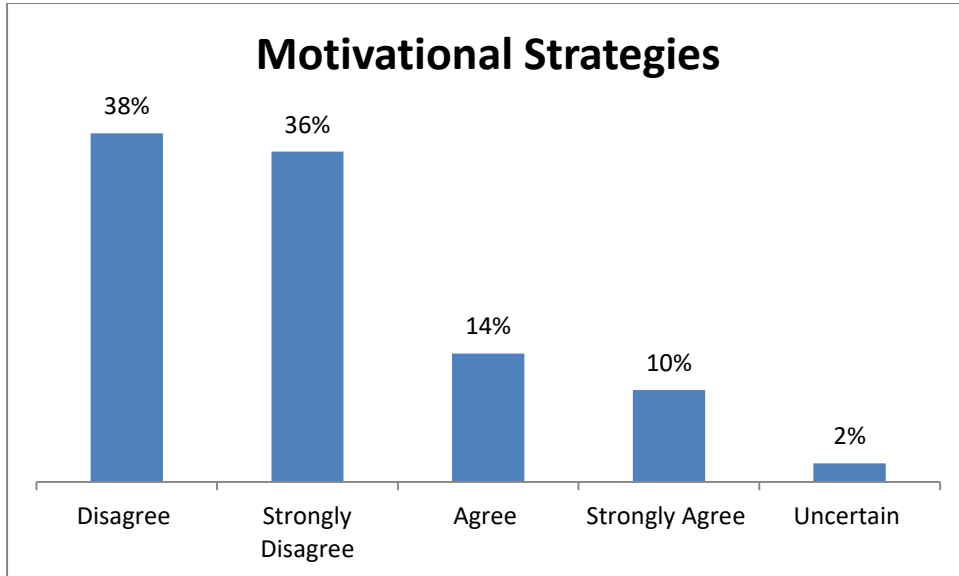
In Question 8, Thirty nine (78%) of respondents agreed with the statement. Nine (18%) of the respondents disagreed with the statement, while Two (4%) of the respondents were uncertain.

From the above analysis, it is clear that significant majority of the respondents has a view that competition among students has a potential of motivating students. With few respondents not agreeing with the statement.

This is supported by Robinson (2015:35) stating that the goal of students in a competitive classroom is to do better than their classmates and it has been established that academic performance is always higher in a competitive environment. A lecturer should find ways of inculcating the spirit of friendly competition among students.

Figure 4.2 Motivation, Strategies and Academic Performance

Does every lecturer use motivational strategies to enhance students' academic performance?



Question 9, Thirty seven (74%) of the respondents disagreed with the statement. Twelve (24%) of the respondents agreed with the statement. Only one (2%) of the respondents was recorded uncertain.

From the above analysis, it is evident that the majority of respondents claimed that not very lecturer is using motivational strategies hence poor academic performance. It is detected from the results that lack of appropriate strategies can always demotivate NCV student to perform better.

Table 4.8 Motivation, Alternative Strategies and Academic Performance.

Item	F	%
Do NCV lecturers need alternative strategies to enhance student motivation?		
1. Agree	30	60
2. Strongly agree	14	28
3. Disagree	2	04
4. Strongly disagree	3	06
5. Uncertain	1	2
Total	Fx = 50	100%

In Question 10, Forty four (88%) of the respondents agreed with the statement. Five (10%) of the respondents disagreed with the statement. Only One (2%) of the respondents was recorded uncertain.

From the above data, it is clear that the majority of respondents believed that there is need for alternative motivational strategies in order to enhance student motivation and academic performance.

The data obtained from questionnaires indicate that for students to perform well academically there is need for motivation and in the results a great majority of respondents agreed that motivational factors are the major influences on students' academic performance. Data was also collected by semi-structured interview to supplement the data collected through questionnaires.

4.3 Data Obtained through Semi-Structured Interviews

In this section data obtained through semi-structured interviews with the lecturers is presented. From the responses derived from the interview, the following factors were gathered:

- **Lack of Student Motivation and Academic Performance**

Out of Ten respondents interviewed, eight of them believed that lack of motivation is the major factor that contributes towards NCV students' poor academic performance. Two of the respondents indicated that lack of proper guidance is the main cause of students demotivation and poor academic performance.

Some of the respondents commented:

'How can you expect the NCV students to perform academically if they lack motivation amongst themselves?'

'Most of the students are not performing well because of lack of motivation'

- **Motivation, College Culture and Academic Performance**

Out of Ten respondents interviewed, nine of them confirmed that the culture of strikes at the college makes many students demotivated and not to perform academically.

One of the respondent's claimed that some students come to the college motivated but are discouraged or demotivated by the college environment or culture.

Some of the respondents remarked that:

'How can you expect students to be motivated if the culture of strikes is still persisting in the college?'

'As long as the culture of strikes is still exciting most of the students will not be motivated to perform academically.'

- **Motivation, NCV Programme and Academic Performance**

Out of Ten respondents interviewed seven of them believed that the length of the period of the NCV programme demotivate students to perform better academically. Only three of the respondents indicated that motivation has nothing to do with the length of the NCV programme.

Some of the respondents had this to say:

'I still believe that three years towards the completion of the NCV programme can be a demotivating factor for students'

'How can you expect the students to be motivated if they are wasting three years without clear career path?'

- **Student Motivation, Practical Work and Academic Performance**

Out of ten respondents interviewed eight respondents indicated that NCV student love to practice what they learned in class as theory in the workshops. The lecturers indicated that at times they don't have time to take students to the workshop for practical and others indicated that not all workshops are fully equipped and functional. The following extracts support this statement:

'The time given for NCV students is little and the curriculum is too much. This gives us little time for practical's as we try to teach theory as much as possible as it's what they will be asked in the exam'

"..... we end up just doing only the practical tests (ISAT) only as workshops consumables are not always available for doing practical continuously."

- **Motivation, Strategy and Academic Performance**

Out of ten respondents interviewed nine of them confirmed that lack of appropriate college strategy demotivate students to perform well academically. Only one of the respondent was satisfied with the college strategy.

Some of the respondents commented that:

'How can you expect me to motivate students if there is no appropriate college strategy?'

'I think the college should develop alternative strategies that will enhance students' motivation and academic performance'

4.4 Synthesis

From the above responses it is evident that lack of motivation, bad college culture, the long period of the NCV programme, inadequate practical work in the vocational programme and lack of alternative strategies demotivate students and hamper their academic performance. The above challenges call for college management to provide conducive academic environment in order to enhance student motivation and performance.

4.5 Summary

The chapter revealed that students' motivation has an effect on students' academic performance in Capricorn TVET College. Lack of motivation will result in poor academic performance, thus from the findings one can say that there is a need for students to be motivated in order to perform well academically. The next chapter will present an overview of the study findings, recommendations and suggestions for further research and conclusions.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented the results of the empirical study. In this chapter an overview of different chapters and their implications to the study are discussed. The findings, recommendations, limitations, recommendations for further studies and general conclusions are made based on the data obtained.

5.2 An Overview of the Study

In this study the researcher investigated the effect of motivation on student academic performance. An orientation to the background of the problem was presented in chapter 1, including the purpose, problem statement, research questions and significant of the study. Review of literature on the effects of motivation on students' academic performance was discussed and analysed in chapter 2. The description of research methodology and design that assisted the researcher to collect and analyse data was described in chapter 3. Data collection, analyses and presentation of results were discussed in chapter 4. The conclusions are discussed in this chapter (chapter 5) against the objectives stated in chapter 1.

5.3 Findings from the Empirical Study

Through the analyses and interpretation of the data obtained the researcher arrived at the findings that answer the research questions stated in chapter one. Thus the findings were based on the following themes derived from the research questions.

- The effect of lack of motivation on NCV student academic performance
- Factors that hinder NCV students motivation
- Strategies used to enhance NCV student motivation.

5.3.1 The effect of lack of motivation on students' academic performance

The findings of this study revealed that most of the respondents confirmed that students' motivation have a positive effect on academic performance. This finding was supported by 70% of the respondents indicating that lack of motivation has a negative effect on NCV students' academic performance.

5.3.2 Factors that hinder NCV students' motivation.

The findings in this section revealed that there were various factors that hindered student motivation. 84% of the respondents believed that lack of self-motivation amongst students is regarded as one of the major factors contributing to poor academic performance. Furthermore, it is also established that lack of lecturer's motivation, inappropriate teaching methods and inadequate practical tasks, were some of the factors that were regarded by the majority of the respondents as the major factors having a negative effect on student motivation and academic performance. The above findings were supported by more than 75% of the respondents who confirmed their negative effects on students' motivation and academic performance. This findings shows that students need rewards, incentives and opportunity to complete to enhance their motivation and academic performance.

5.3.3 Strategies to Enhance Student Motivation and Academic Performance.

Findings from responses revealed that lack of alternative strategies demotivate NCV students not to perform well academically. This finding calls for college management to develop relevant strategies that can be used by lecturers to enhance student motivation. This process can have a positive effect on academic performance and college culture.

5.4 Recommendations

On the bases of the findings stated above the following recommendations are presented:

Recommendation 1: The effect of motivation on students' academic performance

The researcher recommends that students should be self-motivated in order to perform well academically. College management and lecturers should use various methods that will enhance students' motivation and their academic performance.

Recommendation 2: Factors that hinder student motivation.

The lecturers should be encouraged to avoid factors that have negative effect on student motivation and academic performance and include in their teaching factors such as rewards, incentives and student competition to enhance motivation and student academic performance.

Recommendation 3: Strategies to be used to enhance student motivation

The lecturers and college management should be encouraged to use different strategies that can improve the college culture. This process will also assist lecturers to enhance student motivation and academic performance.

5.5 Limitations of the Study

This study cannot claim to have revealed all the factors that cause lack of motivation among NCV students and contributes to poor academic performance in the area of the study. The respondents that took part in the study were only the sample of NCV students in Capricorn TVET College Seshego Campus. There some of the issues that limited the researcher to get more information however, the findings laired a foundation for further research in the area of the study.

5.6 Recommendations for Future Studies

All research studies are intended to suggest further research, as no research is complete in its self. The following topics are suggested for further research:

- Investigate the perceptions of NCV students towards students' performance
- Exploring the factors that influence NCV student to learn
- The relationship between resources and academic performance
- The impact of TVET college policy towards implementation of motivational programmes
- The impact of motivational strategies on students' academic performance in TVET colleges.
- Teacher motivation: issues and challenges facing college management in motivating TVET college lecturers

5.7 Summary

The study was able to conclude that motivation has some effects on students' academic performance. The findings revealed that lack of motivation amongst students can always hinder their academic performance. Factors that hinder students' motivation and strategies that can be used to promote student motivation were discussed and suggestions made. This study will assist in enhancing students' motivation and academic performance. The study calls for the college management, lecturers and policy makers to look at some of the research ideas and recommendations for possible ways to assist enhancing student motivation and academic performance. It is the hope of the researcher that the findings and the recommendations will be taken into consideration as they can help with the poor academic performance.

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Annexure A: Ethical Clearance Certificate



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TURFLOOP RESEARCH ETHICS COMMITTEE CLEARANCE CERTIFICATE

MEETING: 02 November 2017

PROJECT NUMBER: TREC/412/2017: PG

PROJECT:

Title: The effects of motivation on student academic performance in Capricorn College for Technical and Vocational Education and Training

Researcher: BM Thoka

Supervisor: Dr KS Milondzo

Co-Supervisor: N/A

School: Turfloop Graduate School of Leadership

Degree: Masters of Development

PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee.
- ii) The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Annexure B: Approval: Capricorn College for TVET



CAPRICORN COLLEGE FOR TVET
ISO 9001:2008 Certified
CENTRAL OFFICE

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Enquiries: Snr HRD Practitioner: Mathipa S L

To: The Acting Principal:
Mr A M Thema

Date: 22. 01. 2018

**SUBJECT: APPLICATION TO CONDUCT RESEARCH IN THE COLLEGE: MS THOKA BELLA
MMAPATJI: STUDENT NO: 201647259: TURFLOOP GRADUATE SCHOOL OF
LEADERSHIP: UNIVERSITY OF LIMPOPO**

PURPOSE

To inform the College Acting Principal about Ms Thoka B M's application to conduct research in the College. To obtain approval of Ms Thoka's application to conduct research in the College from the College Acting Principal.

BACKGROUND

The College received the application form from Ms Thoka B M to conduct research in the College with the purpose of completing her qualification in Masters of Development Degree.

DISCUSSIONS

Ms Thoka is requesting the College to offer her an opportunity to conduct the research in the College. Her Title of Study is The effects of motivation on student academic performance in Capricorn College in Capricorn College for Technical and Vocational Education and Training (TVET).

Her targets of study are:

- Students: 50 doing NCV Level 4.
- Lecturers: 10 that are Lecturing NCV Level 4.

She will randomly select classes from which she will recruit students who will volunteer to participate in the project and give them questionnaires to complete.

The College is expected to give her a full support to make her study research a success by:

- To identify participants and provide their contact details to the Researcher.
- Distributing questionnaires/ instruments to participants on behalf of the Researcher.
- Providing the Official documents that might be requested by the Researcher.
- Providing data to the Researcher if requested and if available.

POLOKWANE CAMPUS

C/o Dorp & College Streets
0699 POLOKWANE
Tel: (015) 283 3300
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SENWABARWANA CAMPUS

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0790 SENWABARWANA
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SESHEGO CAMPUS

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RAMOKGOPA CAMPUS

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Tel: (015) 526 2750 / 526 2670

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Attached please find the following documents:

- Student application to conduct research in Capricorn College for TVET.
- The research proposal approved by Turfloop Graduate School of Leadership Committee.
- Her proposal.
- Her application form for student to conduct research in Capricorn College for TVET.
- Ethics Clearance Certificate issued by a University Ethics Committee.

HRD is making the recommendation for the approval of the researcher's application as per request; especially as all the necessary documents are attached.

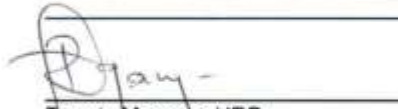
Snr HRD Practitioner: Mathipa S L

22.01.2018
DATE



Supported/ Not Supported

The recommendation is supported as this will be assisting the applicant in completing her qualification




Deputy Manager HRD:
MS LEKGANYANE M R

2018/02/22
DATE

Approved/ Not Approved

Approved



ACTING PRINCIPAL
MR THEMA A M

23/02/2018
DATE

<u>POLOKWANE CAMPUS</u>	<u>SENWABARWANA CAMPUS</u>	<u>SESHEGO CAMPUS</u>	<u>RAMOKGOPA CAMPUS</u>
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Annexure C: Letter From Editor



THE EFFECTS OF MOTIVATION ON STUDENT ACADEMIC PERFORMANCE IN CAPRICORN COLLEGE FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

BELLA MMAPATJI THOKA

To : TO WHOM IT MAY CONCERN

From : RENEILWE MALATJI

Date : 07 02 2019

Subject : Editing Bella Mmapatji Thokas' dissertation

I hereby declare the above-mentioned dissertation to be accurately edited.

The editing process involved looking at the work in three distinct ways:

- Editing for structure to help the reader follow the logic of the writer's argument.
- Editing for language and style to ensure good use of grammar as well as consistency in writing style such that the reader will be able to concentrate on the content.
- Proof reading in order to eliminate spelling errors, inconsistent formatting and other irritating distractions such that the document should be able to allow the reader to remain focused on the writing.

I am confident that the edited version of Bella Mmapatji Thoka's dissertation will make it relatively straightforward and proficient enough to evaluate.

Sincerely,

Reneilwe Malatji

