

UNIVERSITY OF ZULULAND



The relationship between motivational factors and school achievement among learners in the Further Education and Training Phase.

by

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Declaration

I, **Makhosi Queeneth Mchunu**, declare that this dissertation represents my own work, both in conception and in execution. All sources that have been used or cited have been indicated and acknowledged by means of complete references.

Signature _____ Date 30 January 2017

Dedication

This work is dedicated to my mother, Ms V.P. Mchunu, and the whole Mchunu family without whose support I would not be where I am today.

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ABSTRACT

This study focused in investigating student's poor academic performance with emphasis on the relationship between motivational factors and scholastic achievement amongst students across the Further Education and Training phase. Using rural-based schools as a case study that underperformed in 2014, this study presented the results from a survey and that was conducted to Grade 10 to 12 students using Motivation and Engagement Scale-High School (MES-H). The findings suggested that both internal and external factors contributed to student's academic performance. The results showed that internal factors like student self-confidence, planning, hard work were some of the dominant internal factors that promoted student engagement high academic performance while anxiety, uncertain control and self-sabotage were major indicators of poor academic performance and disengagement. The study found that external factors like parental involvement, collaborative learning and good life were highly illuminated as positive external contributors to student's high academic performance. This study argued that both the internal and external factors played a vital role towards enhancing and developing student's high academic performance standards. This study contributed to the body of knowledge in the student academic performance arguing that parents and teachers have an equal and dual responsibility towards student success. For the future research, the researcher propose that the investigation should be extended to the majority of students for the better generalization of the findings based on the relationship between motivational factors and school success. Further research that includes educators, students and parents in the education system could be ideal. The research that will focus on parents, teachers and students should be undertaken to further contribute to the research agenda that seeks to understand student motivation and academic success. This type of research will extend the understanding of motivational factors and student success from an extended view beyond the classroom and school setting. The research should be conducted in both urban and rural areas. The study gives some information relating to the issue of students affected by their environment. Further investigation can be done on students from, different environments (township, suburbs, rural etc.)

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CHAPTER 1

INTRODUCTION

1.1 Introduction

It has come to the attention of the researcher that most learners in South African schools are not performing as expected. This was evident in the matric results of the students of 2014 (Department of Basic Education, 2014). It was announced that the KwaZulu-Natal (KZN) Province experienced the biggest drop in pass rate of all the provinces, from 77.4 % in 2013 to 69.7% in 2014. This high failure rate has prompted the researcher to conduct this study. The research dealt with the relationship between motivation and the pass rate of high school students. Motivation is considered as a very imperative factor which may determine the attainment or failure of students in schools (Peipei & Guirong, 2009).

Ryan and Deci (2000) conducted research into two different types of motivation, namely, intrinsic and extrinsic motivation. These researchers concluded that the encouragement of more learning autonomy in schools requires the classrooms that meet three basic human needs. Which are to feel connected with class mates, to be effective and competent. Motivation was noted as a very vital construct which helps humans to comprehend and integrate information (Ryan & Deci, 2000).

When students were failing during examination, their teachers believed that their students were not capable of performing well. The chances of a child completing school may depend on many factors. This study investigated some of the motivational factors in school performance. On the basis of the result, strategies emerge on how teachers can motivate students during teaching and learning periods so that all students can perform well in their studies. Lastly, the study offered some solutions on how students can motivate themselves even when they are facing some challenges concerning school work.

1.2 Background to the study

In the beginning of 2015, the Minister of Basic Education announced a noticeable drop of matric results in the KwaZulu-Natal Province. The MEC of the Province stated that there were problems in Mathematics, Mathematical Literacy, Science and Business Studies in Kwazulu-Natal. Motivation could account for these problems. A learner cannot perform well at school if he/she is not motivated.

Motivation is an important factor in stimulating students' interest, inspiring them to actively contribute in lessons and enabling them to be useful and productive individuals (Uyulgan & Akkuzu, 2014). It is an active powerful drive which encourages students to reach a certain object (Budak, 2012). When individuals have significant standard of learning skills, they will not reach a long term target without motivation (Dörnyei, 2009).

Every learner needs to be motivated in order to reach his/her goal. Peipei and Guirong (2009) argue that if the student lacks motivation, he/she is unlikely to attain achievement, no matter who the educator is, whereas the highly motivated students can prosper in whatever conditions. Uyulgan and Akkuzu (2014) state that educators should focus on increasing students' motivation and improving the skills or approaches to make them more capable so that they are able to take ownership of their own education. Educators should also pay focus to other factors such as studying approach.

Williams & Williams (2011) say that motivation is probably the most imperative factor that educators can target in order to improve learning. Lin, McKeachie and Kim (2000) their study deals with two drives for learning, which were good grades (extrinsic motivation) and preference for challenge (intrinsic motivation). The core objective of the study was to find out whether students with diverse combinations of these two motives differ in performance. The results indicated that intrinsic motivation (the desire to be involved in an activity purely for the sake of partaking in and finishing a task) yields better performance than extrinsic motivation. These researchers also emphasised that college students have compound goals in learning, like sustaining one's need for attainment, improving one's self-confidence, and attaining recognition and endorsement. This showed the need for a study which would explore the existence of relationship between motivational factors and school achievement.

Teachers are supposed to motivate students about the importance of education. It might be impossible for learners to stay motivated if the teacher does not motivate them. A study by Uyulgan and Akkuzu (2014) concentrated on factors affecting student teachers' academic motivation, and predicted how precisely their teaching longings were classified by their academic motivation. The study showed how intrinsic and extrinsic aspects, such as the learning environment, qualities and teaching desires of student teachers, affected their motivation to study, as well as to determine how accurately their academic, intrinsic motivation categorised their teaching desire. Findings highlighted the difference between academic, intrinsic motivation results of student teachers who desired to be teachers, and the results of those who did not desire to be teachers, and demonstrated that student teachers who desired to be teachers had higher academic intrinsic motivation.

This study looked at the motivational factors that affected learner's school performance and also recommends strategies to assist teachers on how they can motivate students. Lastly, the study revealed what are motivational factors that might lead to good or poor scholastic achievement of students in grades ten to twelve.

Everyone needs supervision and guidance when they are learning. This idea was supported by Hussain (2006) who examined, "the effect of guidance services on study attitudes, study habits and academic achievement of secondary school students". The fundamental aim of the study was to examine the effect of guidance services on students' study attitudes, study habits and academic achievement. The outcomes of the study indicate that the guidance services have an important effect on the students. Furthermore, the investigator found that students at secondary level face many difficulties which hinder the progress of positive study attitudes and study practices. The experiment discovered that guidance services have noteworthy helpful effect on student's study attitudes and study habits. Improvements in study attitudes and study habits resulted in the enhancement of students' academic achievement.

In other cases, it was noted that students from families which are not stable were performing poorly. Meece, Glienke and Burg (2006) directed an investigation which examined the link amongst gender and academic performance. It was found that a greater percentage of males, from broken homes, have lower academic achievement when associated to females from such homes, who had a higher academic performance.

Adedeji (2007) attempted to clarify learning effects in senior secondary schools in terms of motivating students towards academic achievements in mathematics. The researcher's hypothesis was that there was no noteworthy difference in the effect of motivation on academic performance of male and female students in mathematics. Adedeji (2007) also argued that there was no important difference in the academic performance of greatly motivated and modest motivated students in mathematics' achievement tests. The results of the researchers' assumption, which associates the impact of motivation on academic achievement of secondary school students in mathematics, using gender as a variable of interest, was found to be important. The outcomes showed that motivation has an influence on academic achievement of secondary school students in mathematics with respect to gender. Although Adedeji (2007) pointed out that mathematics was mostly known by male students, this does not mean that every learner who does better in mathematics is going to pass at the end of the year.

Peipei and Guirong (2009) examined the association between motivation and attainment in a study of students majoring in English Language. The study concluded that students with greater motivation constantly achieve greater success if they are taught by the language they mostly use in their home. This study, however, only concentrated on one subject, which was English. The present study aimed to look at different subjects, not concentrating on one subject in particular, and concludes by the results found in all subjects.

Another study focused on what influences students' motivation for learning English Grammar (Johansson, 2010). The study revealed that the biggest source of motivation was to have a good grade and it was clear that students learn grammar differently. It seemed to be important for students to know why they should learn something.

A study conducted by Musa (2013) about gender, geographical location, achievement goals and academic performance of high school students in Borno State, Nigeria, revealed that male students were more learning goal oriented and also achieved much better than females in English, but not in Mathematics. Students from Southern Borno were more concerned about learning and achieved well than those from Northern Borno.

Henrietta (2012) explored learning outcomes in senior secondary mathematics in terms of inspiring students towards academic improvements in the subject. The researcher wanted to find out whether there was an important modification in the impact of motivation on

scholastic performance of male and female students in mathematics. The assumptions showed that motivation has an impact on academic attainment of secondary school students in mathematics with respect to gender.

Students need to be physically healthy and mentally fit in order to achieve more at school; if they are healthy they can concentrate on their school work. Basch (2011) conducted a study called, "Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap". Seven, educationally relevant health differences were selected as strategic priorities to help close the achievement gap: vision, asthma, teen pregnancy, anger and violence, physical activity, breakfast and inattention and hyperactivity. Investigation clearly showed that these health problems influenced students' motivation and capability to learn. Basch (2011) noted that discrepancies among urban minority youth were outlined, along with the underlying pathways through which each unpleasantly affects academic achievement, including sensory perceptions, cognition, school connectedness, absenteeism and dropping out. The study concluded by stating that no matter how well educators are equipped to teach, no matter what responsibility measures are put in place, no matter what governing structures are established for schools, educational progress will be deeply limited if students are not inspired and able to learn (Basch, 2011). Furthermore, the analysis stressed that health difficulties showed most important role in restraining motivation and ability to learn.

Parents are needed to be involved in everything that is being done by their children. A study conducted by Sekulic, Ostojic, Ostojic, Hajdarevic and Ostojic (2012), and parental involvement in learners' lives (both in and outside of school) may encourage learners' motivation. Learners will recognise that their parents are concerned and do better than they use to do before. Lam and Ducreux (2013) conducted a study about the role of parent involvement. The study came up with results which seem to differ in that it did not illustrate any important connection between parental pressure and sustenance and educational achievement. Correspondingly, the outcomes of the study did not show any substantial association between parental help, supervising and pressing for literacy and academic achievement. Furthermore, the results of the study did not show any noteworthy relationship in communication between parent and student and parents' utmost level of education. However, there was a relationship that revealed significance between parental help, checking, and press for literacy and parents' uppermost level of education.

Wang and Sheikh-Khalil (2014) conducted a study to investigate parental involvement matters for student achievement and mental health in high school. The results indicated that

parental involvement in education remains important for facilitating positive youth development. This study conceptualised parental involvement as a multidimensional construct as well as school-based and home-based involvement, and academic socialisation. The study further examined the effects of different categories of parental involvement in Grades 10 and 11 students approximately ages 15–17 years. In addition, the study tested whether parental involvement influenced adolescent outcomes by increasing their academic engagement in school. Parental participation was found to advance academic and emotional functioning among juveniles. In addition, parental involvement predicted adolescent academic success and psychological health both directly and indirectly through behavioural and emotional engagement.

Different factors may affect learners' academic achievement. Such factors may include drugs, parental involvement and guidance in the child's school work, teacher's motivation, learner's health and geographical location of a learner. Youngsters coming from diverse household settings are affected in a different way by such distinctions. Out of many things that the home setting may have on the child, scholastic achievement motivation was singled out for study in this research. There are students who may be clever but perform poorly regardless of the good learning resources in their schools. Among the elements that are blamed for the scholars' poor academic performance, the learner's low motivation is barely stated.

1.3 Problem statement

Previous researchers have only concentrated on single subjects and not examined achievement in all subjects studied by a learner. The sample which was used previously was Grades 10 and 11 learners. The present study used Grades 10 to 12 learners. Also, the population that was used before were students from urban and semi-township areas. The present study used the population from rural areas.

There are different studies that have been done on factors which influence academic achievement. These studies have concentrated more on cognitive factors. Most of these studies revealed that Intelligence was regarded as essential for academic achievement and it was believed that an intelligent child is more likely to be successful in learning than a less intelligent child. Intelligence is, however, just one of the important factors which can influence academic achievement McCoach (2002).The researcher has observed a number

of students at high school who spend more years than expected to complete grade 12. This raises questions as to what causes this problem. The study was aimed at finding out whether there is a relationship between motivational factors and school achievement. Poor performance of high school learners in the KZN Province makes it difficult for learner's to be accepted in higher institutions for education. As a result they will not have appropriate skills to be employed or to create job opportunities.

1.3.1 Research questions

1.3.1.1 Is there a significant relationship between motivational factors and school achievement?

1.3.1.2 In what ways do gender, age and geographical location influence motivation?

1.3.2 Objectives of the study

1.3.2.1 To establish whether there is a significant relationship between motivational factors and school achievement of learners from FET phase.

1.3.2.2 To find out whether gender, age and geographical location influence learners' motivation.

1.4 Formulation of Hypothesis

Hypothesis #1

Student's academic achievement has nothing to do with motivational factors

Hypothesis #2

Student's biological factor like age and gender has no significant influence on student academic performance.

Hypothesis #3

Student's geographical location has no significance on student academic achievement.

1.5 Significance of the study

1.5.1 Intended contribution to the body of knowledge

Scientific knowledge related to factors that affect school achievement shall be generated and come up with strategies on how to motivate our future leaders.

1.5.2 Harvesting the research

When this mini-dissertation is produced, more articles shall be published. The results shall be presented in the local and international conferences.

1.6. Operational definition of terms

1.6.1 School achievement

According to Woolfol and Perry (2006), school achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. In this study, school achievement shall mean learner's academic/school achievement.

1.6.2 Motivational factors

According to Adedeji (2007) motivational factors are drivers of human behavior related to the intrinsic nature of the work, but not necessarily to the surrounding circumstances or environment. Motivating factors include achievement, advancement, autonomy, personal growth, recognition, responsibility, and the work itself. In this study motivational factors shall mean the things that make an individual engage in meaningful tasks e.g. studying, writing homework etc.

1.7 Description of procedures

The researcher asked for approval from the Head of Department of the Department of Education. The researcher went to targeted schools and asked the principal and class teacher's permission. Grade 10 to 12 learners were told about the research which was about to take place in their school, and then they were told about the importance of their participation. Those who were interested were requested to take an informed consent form which was supposed to be signed by their parents/guardian. No participants were allowed to participate without a signed informed consent form.

1.8 Ethical considerations

The research proposal was firstly consented by the institution research boards, and the researcher wrote a letter to the Head of Department of Education in KwaZulu-Natal for permission to conduct the study in this school.

There were consent forms which were signed by parents, to certify that they permit their children to be part of this research. Those forms included the intention of the research, the predictable duration of the participants' involvement, procedure used in the research, participants' right to reject to participate and to pull out from participation at any time.

No person was inappropriately or unjustly excluded on the basis of age, sex, incapability and pregnancy.

Participants right of both secrecy and confidentiality was protected. The investigator ensured that the individual information of the participants were gathered and kept in ways that respect the privacy or privacy of the participants.

The investigator reported data correctly and modified mistakes which were found. The researchers also avoided plagiarism, and properly cited others' ideas and work while reporting research.

1.9 Project management issues

1.9.1 Time management

The researcher planned the work schedule, which served as a reminder of the due date of the tasks that need to be completed.

1.9.2 Costs Management

The researcher conducted research in rural areas and the transport used were buses since they are the cheapest transport. The scale was purchased from Australia. The researcher asked for refunds after finishing the study.

1.10 The organisation of the study

Chapter 1: This chapter provided an introduction and explanation on school achievement among Grades 10 to 12 learners and why school motivation was important and why it should be researched. This led to the problem statement and aims of the study.

Chapter 2: This chapter discussed literature reviewed explaining what previous researchers had in common in relation to the current research.

Chapter 3: This chapter focused on the research methods that were used. This chapter included a discussion of the sampling strategies and data collection.

Chapter 4: This chapter discussed presentation of data.

Chapter 5: Discussion of results. Research outcomes were discussed and limitations of the study were discussed.

Chapter 6: Summary, conclusions and recommendations. This chapter concluded the report

1.11 Summary

The researcher pointed out reasons why it was vital to do this study. Objectives of the study were also pointed out. The study under investigation has been highlighted. The key concepts in the research topic have been defined and their relatedness to the study has been described. Further the background of the study has been highlighted; more focus has been based on the ethical issues concerning how this study was conducted. Organization of the study on how the chapters were divided has been highlighted. The next chapter will present the relevant literature that has been reviewed

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

There are numerous factors that can affect and promote students' scholastic achievement. Various authors and scholars attribute some of these factors to motivation which, according to Awan, Noureen & Naz (2011), is the internal condition that stimulates, directs and maintains behaviour. This study therefore attempt to contribute to such scholarly works as it sought to determine the influence of attainment motivation on students' scholastic performance. Having looked at a number of works, it emerged that motivation can be either intrinsic or extrinsic. Intrinsic motivation is where an individual performs an action or behaviour for the sake of enjoyment (Froiland, Oros, Smith & Hirschert 2012). Extrinsic motivation, however, comes from external sources, such as monetary rewards and trophies (Ryan & Deci, 2000).

This literature review section elaborated more about achievement which, according to Kulwinder (2011), is the inner mental motivation that enables human to pursue work they detect to be useful and motivating them to reach their objectives.

This section further clarifies the claims that for students there are various causes that affect scholastic performance. Some of these causes are related to gender, socio-economic factors, environment, family background, nutrition and many others that are discussed in more detail in sections of this chapter. The study aims to determine whether there is a relationship between motivational factors and scholastic attainment and whether biographical factors influence students' motivation.

2.2 Motivation

Awan et al. (2011) describe motivation as an inner condition that encourages, directs and sustains behaviour, and they have confidence in that there is a solid relationship between learning and motivation. For every individual there is a variable energetic force. One of the most significant factors that lead one to one's goal is the ambition. This ambition is known as motivation (Kulwinder, 2011). The need for achievement is the result of an emotional contradiction between the hope to approach accomplishment and the longing to elude disappointment (McClelland, Atkinson, Clark & Lowell, 1953). Sikhwari (2014) indicated that there is an important distinction between the average motivation of males and females; females have higher motivation than males, but Affum-Osei, Eric-Asante, Barnie and Forkuoh (2014) seem to differ. Their study showed that male students were highly motivated. The amalgamation of influences that lead people to accomplish their goals can be intrinsic or extrinsic motivation.

2.3 Intrinsic motivation

There is an optimistic and important relationship between intrinsic motivation and academic accomplishment as well as contentment and academic achievement (Adedeji, 2007). Intrinsically motivated students pursue to acquire more about a subject of interest both in school and outside of the regular school day because they find it enjoyable and also find a deep drive in their learning. Their behaviour is completely structured from within (Froiland,

Oros, Smith & Hirchert, 2012). Greater levels of intrinsic motivation are certainly associated to grades. Best of all is moderate extrinsic motivation coupled with high intrinsic motivation. Educators need not to do away with all motivation for good grades in order to achieve both intellectual and lifelong learning goals (Lin, McKeachie & Kim, 2000). When students are intrinsically motivated to learn, they learn more, exhibit better behaviour, are happier and desire to contribute to the improvement of society (Froiland, Oros, Smith & Hirchert, 2012). Khoshnam and Gendavani (2013) argue that students who are intrinsically motivated set their goals and make an effort to reach them.

2.4 Extrinsic motivation

Extrinsic motivation means one's tendency to perform activities for known external incentives, whether they are tangible (e.g. cash) or psychological (e.g. compliment) in nature. Students can accomplish extrinsically motivated activities with bitterness, conflict, and disinterest or, alternatively, with an attitude of enthusiasm that reflects an inner approval of the value of a task (Ryan & Deci, 2000). Extrinsic rewards can be a significant tool in inspiring behaviour, but experts caution that they should be used with caution, especially with youngsters. Extrinsic motivators are best useful in situations where people have a little initial interest in accomplishing the activity or in cases where basic skills are missing, but these rewards should be retained small and tied directly to the performance of a specific behaviour. Once some intrinsic interest has been produced and some important skills have been recognised, the external motivators should be gradually phased out (Myers, 2005).

Plotnik and Kouyoumijian (2011) arrived at three primary assumptions with respects to extrinsic rewards and their effect on intrinsic motivation. The main one is that unpredicted external rewards normally do not diminish intrinsic motivation. If one gets first-class grades on a test because he/she enjoys learning about the subject and the educator chooses to reward that individual with a gift coupon to his/her favourite restaurant, the underlying motivation for learning about the subject will not be affected. However, this needs to be done with caution because people will sometimes come to assume that they shall receive such prizes. Secondly, praise can help increase internal motivation. Graham (1990) stated that offering positive compliment and response when people do something better in contrast to others can advance intrinsic motivation. Thirdly, intrinsic motivation will decline, however, when external rewards are given for finishing a particular task or only doing minimal work.

2.5 Achievement

People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated, keeps people lively, focused, and goal directed and gives them sense of worth. They set reasonably challenging but certainly reachable goals, which helps them succeed their aims. They do not set up very tough or very easy goals. By doing this they guarantee that they carry out only tasks that can be completed by them. Achievement motivated people choose to work on a challenging rather than leaving the outcome to chance. It is also realised that achievement motivated people seem to be additional apprehensive with their own achievement rather than the rewards of accomplishment (Kulwinder, 2011). This study draws from McClelland's theory of needs that has been cited by a large number of scholars over the past six decades. McClelland's theory states that individuals are motivated based on three needs, namely, the need for achievement, need for power and the need for affiliation. This study focuses to one of these three critical elements, namely, achievement.

Using the seminal work on McClelland's theory of needs, McClelland, Atkinson, Clark and Lowell (1953) state that the need for achievement is the product of an expressive engagement between the anticipation to approach achievement and the wish to avoid disappointment. Courage for achievement, on the other hand, is related with positive emotions and the belief in succeeding. Fear of failure, on the one hand, is related to harmful feelings and the worry that the achievement situation is out of one's depth. The stability of these two motives is thought to regulate the direction, intensity, and quality of achievement-related behaviour (Steinmayr & Spinath, 2009). The need for achievement is measured by relating affective experiences or associations like fear or joy in attainment situations (McClelland et al., 1953).

2.6 Theoretical framework

The motivation theory has originates from the early 1950's citing McClelland's 1953 theory of motivation. McClelland (1953) theory tries to clarify and estimate behaviour and performance based on an individual need for achievement power and affiliation. Other recent studies showed evolution of McClelland's theory of motivation scholars like Lin, McKeachie, and Kim

(2000) argues that enthusiasm to choose, act or persist in an activity depends on the predictable value of possible objectives in a situation and the hopes of the likelihood that a given course of action would achieve that goal. Zeynep (2008) mentioned that success is related to motivation. Royle and Hall (2012) highlighted that needs for affiliation, power and achievement not only inspire individuals, but also include human goals and worries. Most recent Wong and Csikszentmihalyi (2014) Duji (2013) emphasized that motivation can be understood through the relationship between needs, drives and goals.

The need for good houses and high paying jobs is likely to be amongst the factors that motivate students to perform well. These students enjoy winning status and recognition. In these students the dominant drive is the need for power Duji (2013). McClelland's theory further proposes that these diverse needs are developed during an individual's lifespan. We all have these three motivating drives regardless of our sexual orientation, beliefs, or age and one of these will be the principal or leading motivating drive.

These motivations are developed from culture and life experiences. People with extreme need for achievement seek to outshine and be likely to avoid both low risk and high risk conditions. Achievers avoid low risk conditions because easily achieved accomplishment is not a genuine achievement. In high risk tasks, achievers see the outcome as one of chance rather than as a result of one's own determination. Achievers need regular feedback in order to monitor the improvement of their achievement. They prefer either to work alone or with other high achievers. This main motivator is largely reliant on our beliefs and life experiences McClelland's (1953).

McClelland emphasised that individuals with high need for achievement have a strong need to set and achieve exigent ambitions. In most cases students who are highly motivated had high self-belief and are persistent in their academic work and they strove to overcome difficult problems. Students who have a high need for affiliation want to fit in to the group; they expect to be adored and might frequently try to do whatever the rest of the group suggest to do. Students who have a dominant affiliation drive to be motivated by their peers usually prefer collaboration over competition and do not like high risk or uncertainty.

2.7 Gender

According to Meece, Glienke and Burg (2006), socialization and achievement practices play significant part in the development of gender differences in motivation. Gender differences are found early in growth, and the child's home environment plays vital role in the shaping of

his/her competency views and interests. At school, children have a chance to validate, refine, and enact their gender beliefs and behaviour.

Lots of studies were conducted looking at gender and academic performance. These studies discovered that a greater part of males from broken homes have a low academic achievement when associated to females from such homes (Adedeji, 2007). Furthermore, Henrietta (2012) conducted a study that wanted to elucidate learning outcomes in senior secondary mathematics in terms of encouraging students towards scholastic gains in the subject. The researcher wanted to find out whether there is an important change in the impact of motivation on the academic performance of male and female students in Mathematics. The findings showed that motivation indeed has an influence on academic success of secondary school students in Mathematics with respect to gender. However, on the contrary, Heyder and Kessels (2013) argue that negative manhood is the only masculinity role self-concept notably (negative) related with school accomplishment. It further imaged that the more a student contributed to the undesirable male characters, the poorer their grades are. The study concluded that undesirable maleness was further recognized as partly facilitating the relationship between sex and school performance after controlling for intelligence. Therefore, girls' better school performance can partly be clarified by the fact that they show fewer characteristics with connotations of negative maleness. Gender stereotypes regarding academic domains contribute to gender differences in performance (Stefenns & Jelenec, 2011). Finally, it was also discovered that female students are notably more motivated than their male counterparts (Sikhwari, 2014).

2.8 Socio-economic factors

Students' academic performance can be affected by family problems. Henrietta (2012) argues that a broken home can be a huge problem to a student's ability and growth to flourish scholastically. Nowadays, most parents are working; as a result they do not find time to check their children's schoolwork. Akume, Awopetu and Nongo (2013) state that parents should check their children's school attendance regularly. If the parent comes home late from work, this means that she/he will not be able to check schoolwork as a result. He/she will not even recognize when the child did not attend school. Regular school absenteeism and not writing school work may result in failure.

Akume, Awopetu and Nongo (2013) further claim that children from urban areas are the ones who are more exposed to newspapers and magazines. Students from urban areas have more access to libraries than their counterparts from rural areas. In rural areas there are no libraries. If one needs to use a library, one would have to travel a long distance. For

students from rural areas even to find a newspaper or magazine is not an easy task. Similarly, Sapelli and Vial (2002) further claims that children from rural areas attend schools that do not have enough resources for teaching and learning, which may have a negative impact on students' achievement. Akume et al. (2013) conclude by saying that children from urban areas attend school regularly. This might be caused by facilities they have in their schools. They are motivated to attend school/classes. As a result, there are more chances for them to move to another grade at the end of the year. The assumptions claimed in Akume et al. (2013) are not true of students in rural areas. If facilities motivate, improve attendance, and ensure academic success, there is a greater possibility that students from rural areas could be faced with poor attendance, low academic performance and, to a certain extent, high failure rate, due to the lack of facilities. It can therefore be concluded that students who live in rural areas and do not have facilities, do not go to school frequently; as a result, there is a possibility of a high failure rate.

2.8.1 Environment

Lam and Ducreux (2013) studied the association between parental guidance and student scholastic success. The end result of the study did not display any noteworthy association between parental pressure and support and academic success. On the contrary, the findings of the study did not show any important relationship between parental assistance, monitoring, and pressure for literacy and academic success. Nevertheless, there was a relationship that signalled importance between interaction between parent and student and scholastic achievement. This shows that as levels of interaction between parent and child improved, academic achievement also increased. Classroom environment can have a constructive and a destructive impact on student academic achievement. A student can be demotivated because of the classroom environment. Baeten, Dochy & Struyven (2013) emphasise that it is important to slowly familiarize students to the student-centred teaching approach because the student's autonomous motivation for learning can be changed by the learning atmosphere.

2.8.2 Family background

In families, especially those found in rural areas, it is normal to have many children in one family. That makes it impossible to provide for all children with their needs. The study which was conducted by Raychaudhuri, Debnath, Sen and Majumder (2010) indicated that if the association between student's educational accomplishment and student's family earnings is positive, the results could improve at school because money can buy all luxuries that

students need. Normally the first born child gets all the attention he/she needs. The middle children are the ones who are likely to suffer the most, since they are not the priority of the family. Last born children in families normally receive preferential treatment from all the people in the family. These last born kids get a lot of attention even from other siblings. Parents in bigger families afford less resources for each kid, this bring about lower educational levels for the whole children in the family (Marteleteo & de Souza, 2013).

2.8.2.1 Nutrition

Students are supposed to eat healthily so that they can grow and prevent unnecessary diseases. Breakfast is the most important meal for everyone because it provides nutrients for humans. If one is hungry, one cannot function well, even at work one cannot work properly. The student also will not be able to concentrate in class when he/she is hungry. If one has a healthy body, one's mind will also be healthy. When students are healthy, they can achieve academically. There are students who go to school without food in their tummies. This can be caused by the poor family background. In the South African context, the government has introduced a school nutrition programme to deal specifically with matters of school nutrition of children from poor families. It is for this reason that the school nutrition programme targets students from underprivileged socio-economic environments, mainly those in rural areas, farm schools and schools in informal settlements. Included in the programme are needy students in a few schools in semi-urban areas (Annual Performance Plan 2011/2012 of the KwaZulu-Natal Department of Education).

2.9 Family education

Most of the parents from rural areas are not educated, but this does not mean that illiterate parents cannot have educated children. This is confirmed by the study which indicated that there is no substantial relationship between communication between parents and students and the parents' highest level of education (Lars, 2014). The findings of the investigation did not demonstrate any substantial relationship between parental pressure and support and parents' highest level of education. Similarly, on the other hand, there was a connection that signalled importance between parental help, mentoring and parents' highest level of education.

Bakker and Denessen (2007) argue that parents who are educated are observed by teachers to be more participating in the education of their children than parents who are not

educated. The study also indicated that parents who are educated were reported that they were not influencing their children to choose certain careers. The findings of the study did not show any valuable relationship between parental pressure and support and academic achievement. On the contrary, the results of the study did not indicate any meaningful relationship between parental support, monitoring and academic success.

Nevertheless, it was noted that the higher the level of parent and child interaction the higher the level of academic success Cripps and Zyromski (2009) illustrated that children whose parents create a fostering atmosphere through communication tend to have increased confidence and they tend to be the highest achievers. Investigations have revealed that when parents have pointed out that they value education and have high expectations; students tend to be more fascinated, motivated, and self-confident in their academic achievement (Fan & Williams, 2010). The study of Raychaudhuri, Debnath, Sen and Majumder (2010) concluded by stating that parents' level of education is positively correlated to the academic performance of the student. Educated parents are likely to take better care of their children. Furthermore, it showed that there is a constructive relation between the student's educational performance and the student's parent education.

2.10 Language

English is regarded as a medium of instruction in most of schools here in South Africa. In most of the schools, especially those found in rural areas, it is a First Additional Language. Each and every day a student is expected to understand English and speak it fluently. Johansson (2010) conducted a study about whether students were positive or negative towards learning English grammar. The researcher's findings were that students were positive towards studying grammar, but there was a problem between teacher-student relationships. This might also be the factor that can cause poor performance of learners at school because the teacher and student connection is important to students. Students spend the whole day at school with their teachers. Teachers are expected to have a good relationship with students since they are the ones who spend a lot of time with students. If a student does not understand English, it will be difficult to write an examination that might lead to failure of students.

English needs to be practiced even at home with parents and siblings. Bataineh (2014) argues that students are taught English for twelve years, but they cannot communicate successfully in English since they might not have obtained real opportunities to practise the language. This might also be caused by the phones that are used these days; most students

while chatting do not use proper language. Instead, they use slang language and a lot of abbreviations. Krashen (2004) emphasised that it is important to familiarize yourself with written materials through libraries. This might help in development of literacy particularly to students from lower socio-economic backgrounds.

2.11 Parental involvement and student achievement

Parents must be involved in their students' education. This may encourage a student to see that what he is doing is important to his parents. Wang and Sheikh-Khalil (2014) emphasised that parents are expected to maintain proper involvement in their childrens education. If the parent is constantly involved in the child education from lower grades to higher grades that might encourage student to do better academically

Hornby and Lafaele (2010) in their study they have highlighted that children school performance tend to be high when parents are involved in children academic activities. These children's tend to get better grades compared to children's whose parents are uninvolved. Parental involvement plays a huge role in a student education especially during teen years.

Hill and Tyson (2009) indicated that parental engagement is often an important component of a teen's success during high school. This study emphasised that showing a keen interest in the child's education throughout high school is one of the most powerful ways to help the child to succeed academically whereas teens are more likely to score higher on academic tests. This may also include enhanced social skills, better behaviour, improved grades, and increased continued education rates of a learner. Teachers and school departments are likely to benefit from increased parental involvement as well. When teachers are able to collaborate with parents, they can gain valuable feedback about students' learning needs. Teachers can also benefit from learning more about the types of questions and concerns parents have and they can learn to recognize cultural and class differences among students.

2.12 Students substance abuse in relation to school achievement

South African law prohibits high school students from using alcohol. Actually a person who is under the age of 18 is prohibited to drink alcohol. High school students are the ones who are mostly associated with drug abuse. Sekulic, Ostojic, Ostojic, Hajdarevic and Ostojic (2012) discovered that males and females experienced dangerous drinking or used drugs like heroin, cocaine and amphetamines. A greater percentage of males stated that they practised dangerous drinking and smoked at the same time. Drug abuse in both males and females students was noted as negatively affecting academic achievement.

Sometimes students feel pressurized to use drugs when all of their friends are using them. Even during social gatherings they feel left out when they are not using them. They regard each other as clever when they are using drugs. When one is not using them, they will call each other fools. As a result student end up forgetting why it is important to study. That may lead them to drink from Friday to Sunday. Sometimes it can get worse where one finds a student drunk even on school days. That student will be regarded as a cool person among his fellows. This is a serious problem that affects students' academic performance.

2.13 Unwanted pregnancies

Girls are usually the ones who end up in big trouble where one finds them being impregnated by a person they do not know and do not remember what went on because they were drunk. Statistics showed that 20 percent of alcohol consumed in USA is done by younger people aged from twelve to twenty years (Lai, Lai, Page, & McCoy, 2000). Teen girls who drink or smoke at a early phase are more likely to have sex at an early age. It might happen that alcohol and drugs can be a factor in teen sexual activities. Wang and Sheikh-Khalil (2014) claim that when a student falls pregnant, there are many chances of missing classes because of pregnancy related sickness or regular check-ups at clinics. This can lead to low academic performance; others might even drop out of schools. Furthermore, students cannot perform well after giving birth because they are busy with the infant and do not have enough time to look at their books.

2.14 Sexually transmitted infections and HIV/AIDS

These days it is normal to find teenagers having sexually transmitted infections and being infected by HIV/AIDS. Some students are born infected by HIV; in other cases one finds that a student has got these diseases because of substance abuse. Normally teenagers who are infected because of their negligence will not disclose this information to anyone. This might affect a student academically. The student will be stressed and there will be no support

system. The Child Care Act of 1983 states that in the case of any learner beyond the age of 14 years with HIV/AIDS or younger than 14 years, his/her parent is permitted to divulge such information voluntarily.

2.15 Student attendance

Every student is expected to attend school daily in terms of Act No. 84 of 1996: South African Schools Act, 1996. Chapter 2 under Compulsory Attendance 3 (1). This act stipulates that each and every guardian or parent must cause every student from whom he/she is responsible for to attend school from day one of the year until such student reaches the age of 15 or is in grade 9. Parents are the ones who teach students to attend school and they are even forced by the law to do so. Some students bunk classes, and that can cause failure at the end of the year because some classes are not attended. Raychaudhuri, Debnath, Sen and Majumder (2010) confirm that the influence of student presence in class on their performance is positive and showed that if there is one percent increase in student attendance, the academic performance of the student will be increased by 0.5 percent. Exceptional school attendance is important to the students. Skipping school and missing classes can be tempting prospects for many high school students. Teens with involved parents are more likely to attend school regularly, which is a major contributor to successful completion of classes (Hill and Tyson, 2009).

2.16 Teacher supply

Teachers need to be organized when going to class; they should be prepared and interact in class with students while teaching. The main aim of teacher development are to accomplish suitable enhancement in the excellence of teaching and learning in the classrooms as well as to allow educators to advance their understanding, capability, assurance, confidence and competence, including attitudes to lifelong learning. These core aims are well articulated in the Annual Performance Plan 2011/2012 of the KwaZulu-Natal Department of Education.

According to the report by the Center for Development and Enterprise (2006), the South African education system is underachieving, particularly in subjects like Mathematics and Physical Science. Good teaching is fundamental for better results. The results presented that South Africa needs to increase its output of trained teachers by 15 000 new teachers per year. The report further states that in 2005, 16 581 mathematics educators were present in the Eastern Cape but only 7090 taught the subject, 5032 teachers teaching Mathematics

were not qualified and that 25% of the newly qualified teachers instantly pursued other jobs or emigrated.

2.17 School distance

Schools in rural areas are situated in places that are far apart. This causes a lot of South African students to travel long distances to schools. Even those who are living in township areas are travelling a long distance because many parents want their children to attend multi-racial schools. Raychaudhuri, Debnath, Sen and Majumder (2010) concluded by stating that, if the school is nearby the habitation of the student, he/she can effortlessly attend the school frequently. This will have a good influence on a student's school performance. If the student has travelled a long distance, this may affect the student's concentration where one finds a learner tired, unable to understand in class, and automatically such a learner will not do well in school

2.18. Infrastructure

Students can be comfortable if they are studying in a comfortable classroom which has appropriate furniture. In some schools students are found sitting more than two in one desk. This will make students unable to concentrate and unable to write properly in class. Sometimes classes are so overcrowded that not all of the students will get the teacher's attention; as a result students will not be able to concentrate in class. When the class is overcrowded, it will be too hot and some students' concentration span will be short. Ayeni and Adelabu (2011) conducted a study where they found that there was a greater task ahead of school personnel and other shareholders in meeting the problems of the unappealing and poor condition of school structures, packed classrooms, non-availability of recreation facilities and aesthetic surroundings which have perhaps contributed to the poor quality of the teaching-learning procedure and the poor quality of education received by students in secondary schools.

2.19 Summary

This chapter highlighted arguments and claims raised by various authors on the factors that lead students to be motivated at schools. There are common views that put emphasis on the factors that cause students to underperform at schools. Different views confirmed that students need to be inspired in order to do well in their studies. They might be

intrinsically or extrinsically motivated but one needs to be motivated in order to progress. Students should be aware about the relationship between motivation and academic achievements which normally results in good academic achievement. There was evidence that pointed out that there is a correlation between academic performance and factors like socio-economic structures, language used by students at school, parental involvement, substance abuse, unwanted pregnancy, sexually transmitted infections and HIV/AIDS, students' attendance, teacher supply, school distance and infrastructure. All these factors impact negatively or positively on students' academic achievement.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is grounded on some fundamental philosophical statements about what establishes rational research and which research technique is appropriate for the development of knowledge in a study (Mertens, 2014). This chapter describes the research design and specific methodology which was adopted for this study to find out if there is any significant relationship between motivational factors and school success among learners in the further education and training phase.

This chapter presents the research design which ensured that the substantiation gained enabled the investigator to successfully address the research problem logically in an unambiguous manner.

In giving an account of the methodology, the researcher first give the full description of the case that is under investigation. This is tailed by a detailed explanation of the investigation method and sampling. The researcher also gave an account of the data collection process. The research instruments are explained and reasons why these instruments were seen as appropriate for this particular study. Finally, the researcher concludes by giving a detailed description of the validity and reliability of the scale that was used, data analysis and the ethical issues.

3.2 Research design

Research design stipulates the complete arrangement for the measures the investigator follows, including the records the researcher gathers, and the data analyses the researcher conducts (Leedy & Ormrod, 2005). This is the overall strategy researchers choose to integrate different components of the investigation in a coherent and logical way (Cohen, Manion & Morrison, 2013). It is a strategy, structure and approach of investigation considered to gain answers to research questions or problems. A research design serves two significant purposes: (1) to detail the measures for embarking on a study; and (2) to ensure that, in the case of causality, the independent variable has the supreme chance to have its effect on the dependent variable while the effect of extraneous and chance variables is diminished.

From previous studies, most researchers have used survey design, where data is gathered usually through questionnaires or through personal interviews with the members of the identified population. Usually this design is used for a very large population of participants. The present investigation was conducted using a survey and case study. The researcher has chosen this method because an in depth investigation was done in two schools.

3.3 Research approach

3.3.1 Mixed method

When a researcher is set to do some research, he or she is always expected to explain something; in this particular study, the researcher wanted to explain whether there is a relationship between motivational factors and school achievement and what factors influence or affect student achievement in schools. The study followed a mixed research approach which is the integration of qualitative and quantitative approach in order to generate new information (Stange, Crabtree, & Miller, 2006). This method was chosen because it allows for a variety of data to be collected which improves validity. The mixed method approach allows the researcher to investigate the phenomenon in various ways, thus, allowing the participating respondents to answer questions in various ways, thus, allowing different types of viewpoints. This method guarantees that there are no gaps in the evidence or records collected.

In the first phase, closed-ended survey questionnaires were used. The researcher used the quantitative approach, which is well-defined as a recognized, objective, logical process to portray and test relationships and examines origin and result relations among variables. This method uses numerical examination (Cohen & Morrison, 2013). Similar to the above, Punch (2014) defined quantitative research as a category of research that explains phenomena by collecting statistical data that are analysed using statistical-based procedures. Quantitative research is the statistical illustration and manipulation of explanations for the purpose of portraying and explaining the phenomena that those explanations imitate. For purposes of this study, the first phase used a quantitative approach as the research was directed at understanding the relationship between motivational factors and school achievement among Grades 10 to 12 students.

The second phase used the qualitative research method which is based on the interpretive, holistic approach. Its main aim is to understand reality and meaning. This is a non-statistical analysis and clarification of observations for which the rationale is finding causal meanings (Berg & Bruce, 2007). The researcher wanted to get in-depth information whether gender, geographical location and age have influence on students' motivation. Furthermore, the researcher wanted to find more information about whether motivational factors such as money, good jobs, etc. do influence scholastic achievement, and if so in what ways. This approach helped the researcher to deliver additional significance in finding and searching intangible factors such as sexual characteristics and individual feelings. This approach can also help by exploring relationships and perceptions, and gives rich detailed information held by the affected population.

3.3.2 Survey design and case study

Survey design is where the researcher identifies a specific group of people and collects information from some of them to gain more insight about what the whole group does or thinks (De Leeuw, 2005). The researcher used a survey design where questionnaires with closed ended questions were used to learn about respondents' opinions and attitudes. The researcher used the Motivation and Engagement Scale – High School (MES) to evaluate respondents' opinions and attitudes. A detailed explanation about MES is given later in this chapter under 3.6. The researcher collected data with a closed ended survey asking respondents to rate themselves with the answers they thought related more to them. The scale examined students' motivation, engagement, self-belief, task management and what they think about themselves as students. This method was seen as a suitable design

because the main aim of the researcher was to analyse multiple variables which were motivational factors in relation to academic success, age, gender and geographical location.

Conducting a survey sometimes raises questions that may be difficult to answer (De Leeuw, 2005); to further explain the results of the survey, the researcher chose to conduct a case study using the same sample. A case study is one of numerous ways of doing an investigation whether it is social science related or even socially related because its purpose is to understand human beings in a social context by understanding their actions as a single group, community or a single event (Gillham, 2000). A case study may be appropriate for understanding more about a little known or poorly understood situation (Leedy & Ormrod, 2001). It may also be useful for exploring how an individual or programme changes over time, perhaps as the result of certain situations or interventions (Paul & Jeanne, 2005). Data were collected with face-to-face structured interviews. Participants were asked to respond to a set of standard questions and the researcher did not probe. The questions were about factors that affect their school motivation, also to identify the challenges they are facing in high schools, problems related to their geographical location, age and their gender that can hinder their school performance.

The case study model is important since this model includes a detailed examination of the phenomena and it helped the researcher to understand how behaviour processes are influenced by context (Hartley, 2004). Yin (2003) states that a case study is an empirical inquiry that examines a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident.

3.4 Research method

3.4.1 Sampling

This is the procedure of choosing elements from a population of interest so that by studying the sample the outcomes may be generalised back to the population from which they were selected. Sampling is the procedure of harvesting a few participants or respondents from a larger group or a larger population (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group (Köhl, Magnussen & Marchetti, 2006). The researched used a population of 749 to select 30 participants.

The researcher used simple random selection; each member of the population had an equivalent chance of being selected. This is a neutral surveying technique. The principle of simple random sampling is that every object has the same likelihood of being chosen. This type of sampling allows the researcher to draw externally valid conclusions based on the sample (Scandura & Williams, 2000). If the researcher selects randomly there are less chances of sampling bias. Random sampling is very convenient when working with lesser populations that have previously identified and listed. In high school, the population was made up of the enrolled students

It has been mentioned in the introductory paragraph that the researcher was interested in finding out whether there was any relationship between motivational factors and school achievement among learners. The researcher wanted to make sure that every student in schools which are in rural areas next to Melmoth has the same probability of being chosen because the researcher hoped to be able to make generalisations from the findings. The researcher obtained two names of schools which were failing to perform well in their matric results. Grades 10 to 12 mark schedules were used to select the participants. School A had 504 students, and school B had 245 students. These were only Grades 10 to 12 students. In total there were 30 respondents, 15 from each school. The researcher sampled only +/-10% of the population. The sample was made up of two top achievers, two middle achievers and one underachiever. This was done by looking at the overall marks of every student in Grades 10 to 12 from every participating school.

While choosing respondents the researcher noted that sometimes more than one student gets the same marks; in that case students were selected from different streams. This was done in order to make sure that different opinions were obtained from students who were doing different subjects. The researcher also considered the issue of gender, since the study wanted to find out whether gender influences students' motivation. The sample was chosen considering the fact that both genders are represented in an unbiased manner. In addition the researcher further selected ten participants to be interviewed. The selected participants were Grade 12 students who were participating in the survey.

3.4.2 Description of the sample

The goal of the field work was to conduct research on the association between motivational factors and scholastic attainment. The researcher used a survey to generate quantitative

data. Once the quantitative data was generated, structured interviews were conducted to further explore the quantitative data that was generated from the survey. Questionnaires and structured interviews were used to collect data. The researcher hand delivered questionnaires to the respondents and the interviews were conducted at schools with Grade 12 students. The population of the study was Grades 10 to 12 learners in schools which were underperforming and based in rural areas.

The sample was randomly selected and consisted of 30 respondents. The respondents were from different streams. This implies that the results were generalized to all different categories. The researcher distributed 30 questionnaires and all were returned. From that sample a further ten participants who were in Grade 12 were interviewed.

3.5 Research instrument

These are tools used to measure variables. They can be a test, scale or questionnaires. They are measurement devices designed to attain data on a topic of interest from research subjects (Liem & Martin, 2012). The instrument used consisted of structured questionnaires, respondents were given guidance on how to respond to the questionnaires. Respondents were expected to select the answer closest to their own opinion.

3.6 Description of the tool

The Motivation and Engagement Scale – High School (MES HS) is a rating scale that was invented by Martin in 2007. The MES-HS assesses 11 aspects of motivation which are subsumed into different major dimensions which are:

Positive Thoughts (Positive Motivation): Self-belief, Valuing, Learning Focus.

Positive Behaviors (Positive Engagement): Planning, Task Management, Persistence.

Negative Thoughts (Negative Motivation): Anxiety, Failure Avoidance, Uncertain Control.

Negative Behaviors (Negative Engagement): Self-sabotage, Disengagement. The scale consists of a Likert type eleven point scale with questions having seven options. Each motivation aspect is assessed by four items, hence the MES-HS is a 44 item tool. With each item students rate themselves on a 1 (strongly disagree) to 7 (strongly agree) scale (Martin, 2007).

The validity of a tool is the degree to which a tool assesses what it is proposed to assess (Gable & Wolf, 2012). This is a valid scale since the originator has conducted positive factor analyses to prove construct validity of the 11 subscales (Martin, 2009). Analysis demonstrates substantial relationships with achievement and other educational outcomes, showing criterion-related validity. It is valid because the inventor reported the mean Cronbach's alpha for the 11 subscales as .79 for the high school students (Martin, 2009). Average test-retest consistency for the high school students reported as .73, .61-.81 for individual scales (Martin, 2008). This indicates that this assessment tool produces stable and consistent results.

This instrument is standardized which means it is reliable and valid. The instrument is designed to be self-completed by students. This instrument was borrowed from Australia and the researcher got permission from Lifelong Achievement Group Pty Ltd, which is the company that compiled that instrument. The researcher chose this instrument because there are some studies that were conducted using this instrument. Amongst the many studies that used this scale is the study of "academic motivation, self-concept, engagement, and performance in high schools: key processes from a longitudinal perspective" (Green, Liem, Martin, Colmar, Marsh & McInerney, 2012, p.1111-1112).

3.7 Validity and Reliability

Validity is essential in investigating the correctness, meaningfulness and usefulness of a research study. Validity is described as the degree to which a research study measures what it proposes to measure. Validity can be either internal or external. Pedhazur and Schmelkin (2013) argue that external validity refers to the ability to generalise the results to the targeted population and internal validity refers to the legitimacy of the measurement and the test itself.

The researcher wanted to investigate whether there is association between motivational factors and school success. In order to verify that the findings were valid, the researcher used a valid and reliable instrument while collecting data. The instrument was designed to check the level of motivation and engagement in high school students. This was a valid and a reliable scale since the originator has conducted positive factor analyses to prove construct validity of the 11 subscales (Martin, 2009). The researcher made sure that all respondents understood the questions before they attempted each and every question. The researcher did this in order to prevent faulty responses. The researcher has considered the face validity of questionnaires to guarantee that they measured what the investigator

intended. The questionnaires were phrased appropriately and the options for responding were appropriate.

In order to make sure that the interview questions were valid, the investigator also formulated these interview questions grounded on the research questions for the entire study and on the overall research problem. The researcher further used standardized scale. The scale was designed to measure level of achievement in high school students. MES-HS scale has utility across diverse performance and cultural settings.

3.8 Collection of data

A questionnaire was selected as a data collection tool. This is a printed self-report form designed to elicit information that can be gained through the written responses of the participants. People are more truthful while responding to questionnaires regarding debated issues in particular due to the fact that their responses are unidentified (Leedy & Ormrod, 2001). The researcher used this method because great amounts of data can be collected from a large number of people in a short period of time. Questionnaires can be carried out by the researcher or by any number of people with limited effect on its validity and reliability. For this purpose the following steps were taken regarding the supplying of questionnaires in the selected sample:

- (i) The researcher began by introducing herself and clarified the aim of the research.
- (ii) Requested respondents who were under the age of 16 to give informed consent forms to their parents.
- (iii) Those who were 16 years and above signed their informed consent forms.
- (iv) The instrument was administered in groups in a class.
- (v) Questionnaires were distributed to the selected sample.
- (vi) Students received some introductory comments, descriptions, and instructions from the researcher.
- (vii) After respondents had completed the MES, the researcher encouraged respondents to check their questionnaires to ensure they had answered all items.

In each school the researcher distributed 15 questionnaires. Ultimately, 30 questionnaires were returned since two schools were participating. Most of the questionnaires were completed, except in a few instances where respondents had reservations concerning their identity numbers; they were requested to write their date of birth not the whole identity

number. The birth dates of respondents were important since the researcher wanted to find out whether age has an impact on students' motivation.

De Leeuw (2005) states that surveys with closed-ended questions may have a lesser rationality rate than other question types. The researcher suspected that the information will not be adequate if closed-ended questions were used as the only means of data collection. Grade 12 respondents who participated in the survey were further interviewed: ten participants were chosen to participate in a face-to-face structured interview, five from each of the selected schools. That was done in order to understand students' opinions in greater depth.

3.9 Administration of scale

Questionnaires were given to respondents and all 30 questionnaires were returned completely answered. There were 44 questionnaires on a 7-point Likert scale. These questions were used to assess motivation and engagement in high school students. Responses for the Likert scale were: 1=Disagree Strongly; 2=Disagree; 3=Disagree Somewhat; 4= Neither Disagree nor Agree; 5=Agree Somewhat; 6=Agree; 7=Agree Strongly.

There are four entries in each of the 11 aspects of motivation and engagement in the Motivation and Engagement Scale (MES-H). Entries are deliberately dispersed throughout the instrument. The four entries are then converted to one score out of 100 and then converted to a Motivation Quotient (MQ) total. The standard deviation is 15 and Motivation Quotient has a mean of 100.

3.9.1 Method for calculation

Step 1: Add the four items to form a score out of 28

Step 2: Divide this score by 28

Step 3: Multiply this score by 100

Step 4: Round this figure to the nearest whole number (this is the raw score)

Step 5: Identify the MQ this raw score equates to (tables in manual)

Note. If only three items are answered, divide by 21. If less than three items are answered, do not assign a score for this facet of motivation or engagement (Martin, 2014).

The mean was calculated by adding the total scores of the students and divide by the total number of students. It is found by adding the values in the set and dividing this sum by the total number of values in the data set (Leedy & Ormrod, 2005)

3.10 Scoring of quantitative data

The reporting tool for participants response scales from 1 (strongly disagree) to either 7 for the high school version or 5 for the middle school type (strongly agree). Answers to 4 items on each of the 11 subscales were accumulated as a raw score and then converted to a normed score (motivation quotient) for that measurement. Students were then allocated a ranking from A to D on each construct, based on the number of standard deviations underneath or beyond the mean score from the norming sample. The survey licence is coupled with worksheets for calculating scores and developing a profile for each student. The researcher calculated the scores using manual methods which placed an individual along a continuum from low, average or high motivational level. Scores were expected to be reliable since the researcher used the standardised scale and are also valid because used scale measures level of motivation.

3.11 Coding of qualitative data

Coding is the procedure of organizing and sorting data. Codes serve as a way to gather and consolidate the researchers' data. They sum up and synthesize what is happening in the researchers' data. Data coding becomes the source for developing the investigation. After the data was generated from the structured interviews, the researcher coded generated information. Themes were formulated enabling the researcher to describe the relationships among the variables.

3.12 Ethical considerations

The central matter of ethics in research emphasises on creating safety measure that care for the rights of participants. These rights incorporate getting their informed consent, save from harm and make sure that confidentiality remain the first priority. This was achieved by reading the consent form with the respondents and requesting them to grant their permission by signing the consent form. The researcher directly updated respondents about objectives

and the purposes of research study. The respondents were given an opportunity to get more lucidity from the researcher. Afterward, respondents were given the choice of either taking part in the study or deciding not to be involved. Respondents were notified that their personal facts would only be edited by the researcher and the supervisor. Therefore, respondents were assured that their noteworthy information would be treated as confidential.

In order to prove to the respondents that official sanction had been obtained from the university and the Department of Education to proceed with the study in schools next to Melmoth rural areas, a duplicate of an ethical clearance permit issued by the university and a duplicate of the research tools which the researcher intended to use in research accompanied by a permission letter from scale developer were made available for the school principals. Furthermore, the confirmation letter from the Department of Education was also available. The main reason of this procedure was to stress to the participants that their involvement in the study would not be harmful to them. The researcher guaranteed namelessness and privacy to the respondents and the researcher gave the respondents the responsibility that a copy of the entire study would be made accessible to them upon completion of the study.

3.13 Summary

The researcher used the mixed method design in the form of a case study and a survey. The researcher dispensed questionnaires to the sample of 30 participants. The questionnaires had closed-ended questions. Semi-structured interviews were also conducted. The sample included students from Grades 10 to 12 who resided in rural areas next to Melmoth. For interviews, the sample was composed of ten participants who were doing Grade 12, five participants from each school. These participants were chosen from the students who were respondents in a survey. Permission was obtained from the University of Zululand as well as the Department of Education. Consent was obtained from the respondents themselves, and from their parents or guardians. The researcher guaranteed privacy and confidentiality during the administration of the questionnaires and interviewing. Standardized scale was used in order to increase the reliability and validity of data collected.

This chapter has discussed research methodology in the form of a research design, population, sample, data collection methods, measuring instruments, as well as strategies used to ensure ethical standards, reliability and validity of the study. The next chapter will discuss the analysis of the results. The next chapter present and analysis data.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This section gives a report of collected data. Data was subjected to both quantitative and qualitative analysis. Quantitative data represented in the form of tables, figures and bar graphs. Qualitative data presented focus largely on themes which were sustained by straight quotations of chosen participants. The main purpose of this chapter is to present and analyse the data gathered for this study. This chapter firstly present quantitative data. The presentation of qualitative data follows afterwards. Qualitative data presentation also includes themes that emerged from participants answers.

4.2 Quantitative data analysis and interpretation

Characteristics of the demographic variables were described. Frequency tables were used to describe independent variables. The nature of relations that exists between independent and dependent variables were examined. Demographic variables that were recorded in the first section of the questionnaire were observed. The questionnaires had closed-ended questions only. The researcher used the manual which accompanied the scale to analyse these results. Frequency tables were drawn and from these the data was portrayed in bar graphs.

Quantitative data was generated from 30 respondents. The researcher focused on Grades 10, 11 and 12 students from two selected schools. The data was generated using the Motivation and Engagement Scale-High School (MES-HS) instrument. There were five females and five male respondents from Grade 10. Another six females and four male respondents were from Grade 11. The last five females and five males respondents were from Grade 12. These respondents were from two schools which were reported to have underperformed in the 2014 matric examinations. The researcher used raw frequencies to describe biographical data. Table 1 presents gender, age and geographical location of respondents in Grade 10.

4.2.1 Biographical data Grade 10

The researcher used raw frequencies to describe biographical data. Table 2 presents gender, age and geographical location of respondents in Grade 10. These were respondents from 2 schools.

TABLE 1: Grade 10 Biographical data (age, gender and geographical location)

Gender	Total	Age	Geographical location
Male	5	13-22	Rural
Female	5	16-18	Rural

There were 10 respondents for Grade 10 were made up of five males and five females. In chapter 3 an explanation was given on how these respondents were selected; they were selected on the basis of their academic achievements. From table 1, one female and one male were under achievers, three females and one male were middle achievers, and one female and three males were high achievers. The geographic location was rural and the age distribution for males varies between 13 and 22 whereas the age distribution for females ranged from 16 to 18.

4.2.2 Biographical data Grade 11

Another raw frequencies was used to describe biographical data. Table 2 presents gender, age and geographical location of respondents in Grade 11. These respondents were sampled from 2 schools.

TABLE 2: Grade 11 biological data (age, gender and geographical location)

Gender	Total	Age	Geographical location
Male	4	16-25	Rural
Female	6	15-20	Rural

There were ten respondents for Grades 11. Two males were underachievers, three females and one male were middle achievers and three females and one male were high achievers. These respondents were selected according to their level of academic achievement. The geographic location was rural and the age distribution for males alternated from 16 to 25, while the age distribution for females ranged from 15 to 20.

4.2.3 Biographical data Grade 12

Table 3 presents gender, age and geographical location of respondents in Grade 12. Raw frequencies were used to describe biographical data.

TABLE 3: Grade 12 biographical data (age and gender)

Gender	Total	Age	Geographical location
Male	5	18-24	Rural
Female	5	17-20	Rural

Grade 12 respondents were composed of ten respondents. They were selected according to their level of academic achievement. Two males were underachievers, three females and one male were middle achievers and two females and two males were high achievers. All respondents resided in rural areas. The males' age ranged from 18 to 24 and females' age ranged from 17 to 20.

4.3 Gender

Tables 1 to Table 3 indicate that 16 female respondents and 14 male respondents. In total there were 30 respondents. The tables evidently show, there is a slight discrepancy between male and female respondents. There were more females than males, but this did not affect the results since the number of female respondents exceeded males by only two. The age distribution of the 30 respondents was also presented. The age distribution of male respondents was significantly higher than the age range of the female respondents. It was also noted that the youngest respondent was a 13 year old male

4.4 Under achievers Grades (10-12)

There were six under achiever respondents, two from Grade 10, two from Grade 11 and another two from Grade 12. These respondents are represented in the table 4, in the column marked 'rank order' as 1 to 6. They were sampled from two schools. These respondents were selected according to their academic achievement. Table 4 presents the motivation

quotient chart. The motivation quotient is presented in the horizontal column and marked as number 1 to 11 indicating the facets.

The scores of motivation quotient from column ranked number 1 to 6 must be above 100 to indicate positive academic motivation. Therefore if an individual shows signs of academic motivation should score higher than 100 in the following: self-belief, persistence, learning focus, valuing, task management and planning. The scores for motivation quotient from column 7 to 11 should be below 100 to indicate academic motivation. Therefore an individual has to score low in disengagement, self-sabotage, uncertain control, failure avoidance and anxiety. This means that low scores in column 1 to 6 illuminate poor performance and high scores in column 7 to 11 illuminate poor performance. Numbers highlighted in red from rank order 1 to 6 indicate poor performance and from rank order 7 to 11 numbers highlighted in blue indicate poor performance. Table 4 indicates that the male gender dominated for under achievers from Grades 10 to 12. It was noted that out of six respondents who underperformed, the dominating age range was 20.

TABLE 4: MOTIVATION QUOTIENT OF UNDERACHIEVERS (Mean = 66)

		Facet	1	2	3	4	5	6	7	8	9	10	11
Rank order	Gender	Age	Self-belief	Persistence	Learning Focus	Valuing	Task Management	Planning	Disengagement	Self-sabotage	Uncertain Control	Failure Avoidance	Anxiety
1	M	25	97	92	114	118	107	103	92	70	124	65	92
2	M	20	86	107	86	122	130	103	59	78	103	65	97
3	M	13	135	107	145	122	130	124	86	118	103	80	103
4	F	19	107	107	130	97	130	114	114	103	97	107	86
5	M	20	114	114	107	122	107	107	70	78	107	70	97
6	M	20	141	145	151	151	130	134	48	124	97	21	92

Figure 1 shows that 67% of respondents showed signs of self-belief. These students might have certainty and self-assurance in their capability to comprehend or to do well in their school work, to encounter problems they face, and to perform to their level best. The study indicated that 83% of respondents showed signs of persistence. These students indicated that they do keep on attempting and trying to grasp information even when that problem is challenging to them. Another 83% of respondents indicated that they are dedicated on understanding their school work, learning new information, solving problems, and acquiring skills. Only 83% of respondents value their schoolwork; they have confidence in that what they are taught at school is valuable, essential, and applicable to them or to the world in general. The study showed that 100% of respondents indicated that they manage their tasks. All respondents indicated that they plan their schoolwork and assignments. This might include students organizing their own study plan, choosing and arranging where their study place. These students feel happy when they understand what the teacher has taught in

class. The study indicated that 83% of respondents showed that they were not disengaged when it comes to their school work.

Only few students indicated that they have feelings and thoughts of dropping out at school. Hence 50% of respondents self-sabotage themselves. Another 33% of respondents indicated that they do not have uncertain control. This indicates that these students are certain about how to do well or how to avoid doing poorly. There were 83% of respondents who did not show signs of failure avoidance. Marsh, Debus and Martin (2001) stated that ways to reduce student's fear of failure includes promoting a classroom climate of cooperation, self-improvement and personal best. Showing that mistakes can be a foundation for success and do not reflect on student's worth as a person. The last 83% of respondents showed that they don't have signs of anxiety. Only few indicated signs of feeling nervous and worrying. They indicated that they feel, uneasy or sick their school tasks, or assessments cross their minds.

Figure 1

Figure 1 represents the overall percentage of students in different facets. These results were derived from table 4. Bar graph only represents the percentage of underachievers only from Grades 10 to 12.

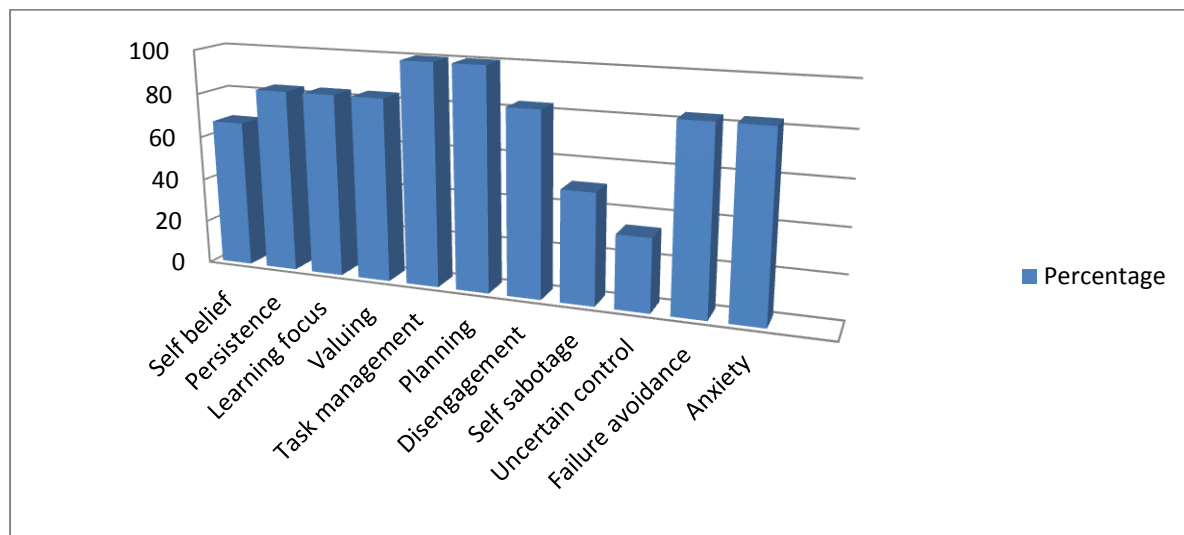


Figure: 1 Underachievers

4.5 Middle achievers Grades 10-12

There were 12 middle achiever respondents, six respondents were from Sitheku High School and another six were from Sinqobile High School. Two from Grade 10, two from Grade 11 and another two from Grade 12. These respondents were from two schools. Respondents were selected according to their level of achievement.

Table 5 represents the scores of motivation quotient. From column ranked number 1 to 6 the scores should be above 100 to indicate positive academic motivation. Therefore if an individual shows signs of academic motivation should score higher than 100 in the following: self-belief, persistence, learning focus, valuing, task management and planning. The scores for motivation quotient from column 7 to 11 should be below 100 to indicate academic motivation. Furthermore an individual has to score low in disengagement, self-sabotage, uncertain control, failure avoidance and anxiety. This means that low scores in column 1 to 6 illuminate poor performance and high scores in column 7 to 11 illuminate poor performance.

If respondents' scores more than 100 from facet 1 to 6 and scores below 100 from facet 7 to 11 indicates good results of academic achievement. Table 5 indicated that dominated gender was females. There were nine females and three males. The age range that dominated was the age of 18.

TABLE: 5 MOTIVATION QUOTIENT OF MIDDLE ACHIEVERS (Mean= 65)

		Facet	1	2	3	4	5	6	7	8	9	10	11
Rank order	Gender	Age	Self-belief	Persistence	Learning Focus	Valuing	Task Management	Planning	Disengagement	Self-sabotage	Uncertain Control	Failure Avoidance	Anxiety
1	F	16	120	115	115	120	126	126	94	76	98	143	76
2	M	17	136	94	126	154	132	109	77	81	88	60	109
3	F	20	143	120	126	137	88	120	71	105	93	55	105
4	F	17	115	120	109	132	132	126	55	115	81	98	88
5	F	18	148	154	154	154	154	126	28	88	154	21	109
	M	22	143	137	115	148	94	143	49	94	115	71	88
7	F	19	132	98	136	137	136	88	38	38	132	77	98
8	F	18	115	109	105	126	81	66	55	105	115	81	98
9	F	22	154	132	154	103	126	126	32	98	105	21	115
10	F	18	154	120	154	148	143	126	54	94	105	43	115
11	M	18	148	115	143	143	126	109	53	66	118	43	109
12	F	17	154	132	154	148	137	126	53	60	98	32	120

Figure 2 indicates that 100% believe in themselves. These respondents believe that if they can try harder, they can do better in their school work. Martin (2014) noted that these kinds of students have self-confidence in their capability to comprehend or to do well in their school activities, to encounter obstacles they face, and to accomplish to the best of their capability. There were 83% of students who indicated that they are persistent. They showed that if they do

not grasp their academic work at first, they keep on revising until they comprehend. All of the respondents 100% indicated that they are focused in their learning. Another 100% also indicated that they value their work; they believe that learning at school is important. They also believe that what they are taught at school is worthwhile, significant, and applicable to them or to the planet in general. There were 75% of respondents who indicated that they manage their tasks; they indicated that when they study, they commonly use places where they can focus. Only 83% indicated that they plan their work. They indicated that before starting an assignment they plan how they are going to do it. The last 100% of respondents indicated that they are engaged in their school activities. These respondents did not indicated feelings and thoughts of dropping out school, they enjoy being at school.

Martin (2014) emphasised that students who are highly disengaged are likely to allow failure and act in ways that indicate powerlessness. There were 75% who indicated that they revise their school work before examinations. This increases their likelihoods of achievement at school (Martin, 2014). There were 42% of respondents who indicated that most of the time they are uncertain of how they can prevent doing imperfectly at school. The 92% of respondents indicated failure avoidance. These respondents indicated that the key purpose they work hard at school is that they do not want to let down their parents. The study illustrated that 42% of respondents indicated that when examinations and assignments are coming up, they become uncomfortable (anxiety). Their worry is that they are frightened about not doing very well in their schoolwork achievement. Speirs and Martin (1999) argues that students may be helped to develop effective relaxation techniques, this include helping them prepare academically and psychologically for tests and exams. This may help them to deal with the stress and anxieties on the day of the test or exam.

Figure 2

Figure 2 represents the percentage of different facets in different students. These results were derived from table 5; bar graph only represents the percentage of middle achievers from Grades 10 to 12.

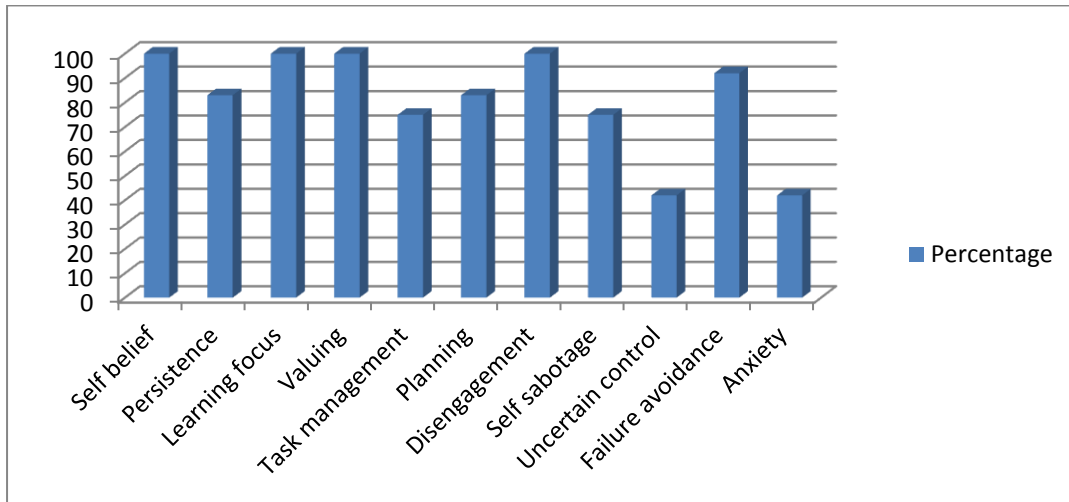


Figure: 2 Middle achievers

Figure 2 represents the percentage of different facets in different students. These results were derived from table 5; bar graph only represents the percentage of middle achievers from Grades 10 to 12.

4.6 Highest achievers Grades 10-12

There were 12 respondents, two in Grade 10, another two from Grade 11 and the last two were from Grade 12. The same number of respondents was selected from both schools to give the total of 12, according to their level of academic achievement.

Table 6 represents the scores of motivation quotient. From column ranked number 1 to 6 the scores should be above 100 to indicate positive academic motivation. Therefore if an individual shows signs of academic motivation should score higher than 100 in the following: self-belief, persistence, learning focus, valuing, task management and planning. The scores for motivation quotient from column 7 to 11 should be below 100 to indicate academic motivation. Moreover an individual has to score low in disengagement, self-sabotage, uncertain control, failure avoidance and anxiety. This means that low scores in column 1 to 6 illuminate poor performance and high scores in column 7 to 11 illuminate poor performance.

If respondents' scores more than 100 from facet 1 to 6 and scores below 100 from facet 7 to 11 indicates good results of academic achievement.

Table 6 indicates that females and males were equal. It was noted that dominant age was the age of 16, whereas in that age the dominated gender was male respondents.

Table 6: MOTIVATION QUOTIENT OF HIGHEST ACHIEVERS (Mean = 69)

		Facet	1	2	3	4	5	6	7	8	9	10	11
Rank order	Gender	Age	Self-belief	Persistence	Learning Focus	Valuing	Task Management	Planning	Disengagement	Self-sabotage	Uncertain Control	Failure Avoidance	Anxiety
1	F	16	113	108	144	144	93	88	46	93	74	139	119
2	M	21	108	103	109	102	109	88	83	56	103	98	109
3	M	16	144	125	144	144	144	139	52	20	78	26	83
4	M	16	144	144	139	139	139	139	144	46	83	56	93
5	M	16	144	139	113	144	103	134	30	30	88	30	88
6	F	19	144	107	134	139	93	134	67	60	113	52	139
7	F	15	139	139	129	145	139	113	40	48	83	93	93
8	F	15	124	125	103	109	109	113	40	67	83	40	103
9	M	20	134	119	125	119	125	109	46	61	103	52	93
10	M	22	129	139	125	125	125	119	30	72	52	36	77
11	F	17	129	125	127	139	135	109	56	109	108	52	119
12	F	20	129	119	139	125	77	52	62	83	98	40	119

Figure 3 indicates that 100% of respondents have signs of self-belief. These respondents indicated that if they tried hard they believed they could do well in their schoolwork. Martin (2014) argues that this shows competence and capability to understand or to do well in their academic performance. There were 100 % of students who indicated signs of persistence. They stated that if they can not understand their schoolwork at first, they keep going over it until they understand it. Another 100% also showed signs of being learning focused; they indicated that they feel very pleased with themselves when they really understand what they are taught at school. All

respondents also showed signs of valuing themselves. They highlighted that learning at school is important.

Only 83% of the respondents indicated that they manage their tasks; they stated that when they study, they frequently study in places where they can pay attention. These respondents arrange their study schedule, and organise the place of studying. It should be noted that 75% of respondents indicated that they plan their work. Before they begin an assignment or project, they have a strategy on how they are going to do it. Another 92% of respondents showed that they are hands-on at school. They don't feel like quilting school. Martin (2014) noted that students high in disengagement tend to admit failure and act in ways that indicate powerlessness. The study found that 92% of respondents indicated that they study very hard before examinations. These students are focused when it comes to their school work. It was noted that 67% of respondents do not have signs of uncertain control. These students indicated that they don't often feel hesitant how they can escape underachieving at school. They have a trend to do things that will not diminish their likelihoods of attainment at school. A perception of low control over outcomes underpins much maladaptive motivation in students' academic lives. Students who believe they have little control over maintaining success or avoiding failure are at risk of counterproductive direction in the form of self-sabotage or even helplessness. Students develop a sense of control when they see the connection between their effort and strategy and academic outcomes (Martin, 2011)

Martin (2014) argues that these students waste their time while they are expected to be doing their schoolwork or learning for an examination. Only 92% of the respondents mentioned that frequently the major cause they study at school is not because they do not want to disappoint their parents but they study because they see the importance of education. These respondents showed signs of failure avoidance. They also indicated that the main reason these students do their schoolwork is to avoid doing poorly or to avoid being seen to do poorly. There were 50% of respondents who indicated that when exams and assignments are coming up, they worry a lot. They feel nervous and uneasy or sick. These students showed signs of anxiety. They worry and fear about not doing very well in their schoolwork, assignments or exams. Strategies to deal with failure avoidance, anxiety, self-sabotage, and disengagement are underpinned by need achievement and self-worth motivation theories (McClelland & Atkinson, 1957)

Figure: 3

Figure 3 represents the overall percentage of students in different facets. These results were derived from table 6. The graph only represents the percentage of highest achievers only from Grades 10 to 12.

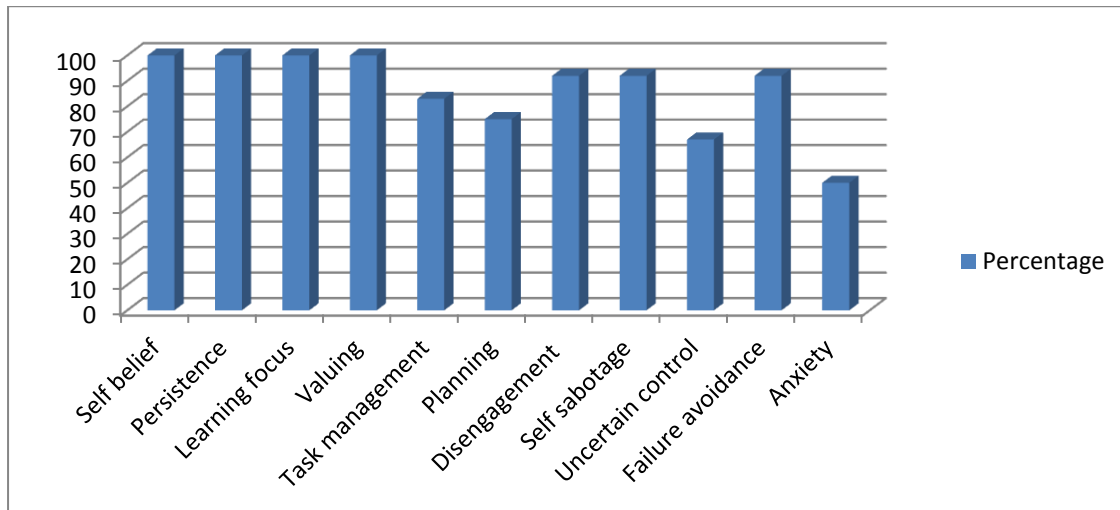


Figure: 3 highest achievers

4.7 Qualitative data analysis

This section focuses on qualitative data generated from ten participants. The researcher focused on Grade 12 students only from the two selected schools. Structured interviews were used to generate data. There were ten Grade 12 participants who were interviewed, five males and five females, and their ages ranged from 17 to 24. These participants were from two schools which were in the rural areas. These two schools were reported to have underperformed in their 2014 National matric examinations.

After the researcher had collected the qualitative data, the answers from the interviews were thoroughly read so that the researcher could identify emergent themes. The researcher examined the written answers from the interviews; this was done by means of classing and categorical coding. The interviews were analysed according to the emergent themes. The researcher divided participants' responses into three. Firstly the researcher looked at the answers which were associated with motivational factors that promote academic performance. Secondly the researcher concentrated on the effects of gender on school performance and lastly

the researcher looked on the effects of geographical location on school performance. Participants' pseudo names were used to protect their identity.

4.7.1 Motivational factors that promote academic performance

This section of the qualitative data generation was aimed at understanding the motivational factors that promote academic performance. Ryan and Deci (2000) attest that somebody who is eager or stimulated toward an end is regarded as motivated. There were a variety of factors that the participants said motivate them to perform. Ryan and Deci (2000) further indicated that motivation have to do with the causal attitudes and aims that give rise to action.

NB: All the names used below are not the real names of the participants but they are fictitious names:

Zothani is a male aged 20 who is motivated to perform in order to pass and have an improved lifetime. He stated that he wanted:

“To become a better person in life and the desire of having a good house and job”

This highlights that this student does have faith that he is capable of changing his current life situation since he believes that one day he will change his situation. It is possible that his school performance is promising since he has a desire of having a better life in the future. Lin, McKeachie and Kim (2000) emphasised that motivation to decide on and persist in an activity depends upon the relative estimated value of potential targets in a state and the beliefs of the likelihood that a given course of action would accomplish the goal.

Some of the students are studying because they want to finish school and get a job. In essence, better job prospects are the determining factor for good performance. One of the participants raised the point that she wants to have a job at the end of her studies. That is why she is studying. Thandiwe, an 18 year female mentioned that:

“I work hard at my school work because I want to get a job that is going to pay me money so that I can support my family.”

Another participant, Zodwa, a 22 year old female stated that:

“I want to be a doctor; I make sure that I get good marks so that one day I can become a doctor.”

These participants, Zodwa and Thandiwe, are both motivated by their dream jobs. They study hard so that they can fulfil their dreams to get their desired job. A student who does

the school work because she has confidence that it is important for her chosen career is extrinsically motivated because she is doing it for her instrumental value rather than because she finds it stimulating (Ryan & Deci, 2000).

The study conducted by Altschul (2011) concludes that parental investment of financial resources in their children's education was found to have a high impact on achievement. In this study parental support was noted as one of the factors that motivates students. There were various forms of parental support that were noted. Parents support their children by making provision of school materials like exercise books, text books, etc. These perform a vital huge part in students' scholastic achievement as Zolani who is a 24 year old male mentioned that:

"My parents motivate me and they give me what I want like school staff. They encourage me to have good friends that like to study and focus on school work."

If students have parents who does not pay much attention on their child education, that child may lack motivation and do not take serious his studies. Such parents are either unenthusiastic or incapable to afford the basic resources of the child in school (Akume, Awopetu & Nongo, 2013). It was noted that not only school materials are important in students' education. Zolani mentioned that his parents encourage him to have good friends. This might indicate that his parents believe that if the child has focused friends there are high chances of the whole group of friends being focused.

Parents were seen as a key factor that plays a vital role in motivating students. This was evident since Zamani, a 20 years male, also said:

"My parents always motivate me to focus on my studies and work hard."

Zolani and Zamani highlight the part played by parents in their academic life. The role of parents includes providing material things for school, and giving guidance and support in decision making. This emphasises that parents encourage their children to take education seriously. This might indicate that most of the parents want their children to have a better future since more than one participant mentioned that their parents are the ones who motivate them.

Amongst other things that motivate students it was noted that self-confidence is one of the factors that motivates students. Thabani, a 16 year male, said that:

"I am the kind of student who is self-confident who does not want to be beaten by other student. I always want to see myself being number one student."

He further mentioned that he has lots of dreams and he is driven by success. This might indicate that this participant does look for more information if he does not understand school work. This will increase his level of performance because he believes in himself and it is possible that if he fails he keep on trying until he get the correct answer.

Nelson & DeBacker (2010) specified that peers stimulate learners' attitudes and opinions about school as well as their scholastic success. In this study peer support was noted as one factor that contributes to respondents' motivation. Thabile, a 17 year old female participant, said:

"One of my classmates use to pass all of his subjects, he always motivates me to take education serious."

This indicates that peer support is revealed as one of the factors that leads students to be motivated. Thabile indicated that she is motivated by one of her classmates who normally gets high marks; she takes education seriously because she can see that there are some students who can do it so she keeps on trying because she knows that she can also do it.

Lin, McKeachie and Kim (2000) pointed out that what an educator says prior to an examination or assessment could influence student performance. There was a significant finding that indicated that school teachers are a motivating factor. Learners see some teachers as their role models. These teachers have a good relationship with their students. Thabile, a 17 years female, said:

"My class teacher always motivates me to stay positive and not to let wrong things come to my way."

This is evidence that leads one to conclude that educators play a vital role in a student's life not only by teaching but also by cultivating a strong culture of learning. Learners are of the view that good and dedicated teachers go beyond their call of duty and teach their students about life. This highlights how teachers enforce the culture of living an independent life.

Furthermore Zolani, a 24 year old male, said:

"To know that your teachers support you, that gives you good motivation."

Students emphasised that when a teacher has a good relationship with them and becomes their role model, they work very hard in harmony with the aim of achieving even better results. This indicates that if the teacher cares about students it is highly possible that the students will perform even better. Johansson (2010) stated that the teachers' relations with his students can persuade the students whether to try to improve and learn further.

Education is regarded as very important. Londiwe, a 20 year old female, said:

“In order to do well at school what motivates me as a student is to know that education is the only key to success.”

This indicates that students study because they understand that education is important. They are not going to school because their parents told them to, but they have an understanding that without education their future will not be bright.

4.7.2 Effects of gender on school performance

Most parents have duties or chores set for their children to perform on a daily basis or during set times. These have significance in the upbringing of the child in terms of cultural identity and inculcating a sense of responsibility. These duties sometimes affect children in one way or the other; for instance, Zothani, a 20 year male, stated that:

“When I arrive at home from school I have to do some home activities such as cooking when it is needed.”

This is a potential indication of the negative effects of duties and chores. Duties affect students' academic performance. Simiso also highlighted that house chores disturb him after school. He does not get enough time to do his homework as this participant further stated that:

“I had to bring water from the tap and taps are far from home. My family members use to shout at me if I don't do these activities. I had to bring wood from forest for cooking. Sometimes I have to be disturbed not studying other times.”

This was seen as affecting most students. Zodwa, 22 year old female, also said:

“When I come back from school I do lot of house duties and I end up tired and not paying much of attention in my homework as I have planned.”

The above participants both pointed to the negative effects of these activities that they are expected to do at home. This might indicate that, although parents do want their children to be responsible at home, maybe they need to first look at the duty load of the child before they give the child a lot of house chores.

However, not all participants gave the same responses that leaned towards the negative effects of chores and home duties. Not all participants were affected by their gender in the same manner as Zamani who is a 20 year male. This participant said that:

“The gender in my place has an impact in my level of school performance because I want to improve the number of educated males in my society.”

This response indicated that in his society there are fewer males who are educated. As a male student he believes that males need to be educated in his society, unlike in the olden days where females were not educated compared to males. This has changed as one of the respondents mentioned that more females are educated in his community.

Akume, Awopetu and Nongo (2013) pointed out that many school programmes have been disrupted by students who are truants and those with other undesirable behaviours. This greatly affects effective teaching and learning in schools. Absenteeism in class may affect students’ performance. If the student is not attending classes regularly, there are high chances that the student will perform poorly academically. Thandiwe, an 18 year female, stated that:

“We are moving up and down from school. Sometimes we do not attend school classes.”

Most parents believe that when their children leave home to go to school they are going to attend classes, only to find that their children are at school but they do not attend classes. Thandiwe further mentioned that:

“We are moving up and down from school, disturbing while the educator is busy teaching. We are normally misbehaving from the class and misbehave when we started dating.”

This participant highlighted the issue of disturbing the teacher while teaching. This might not only affect these students only but the class as a whole might be affected since the teacher might not be able to teach when other students are being disruptive in class. It was noted that this is perpetuated when the female students have started dating.

4.8 Effects of geographical location on school performance

4.8.1 Negative effects of geographical location on school performance

The participants were asked whether geographic location has an impact on their studies. The responses from the participants illuminate the fact that female respondents were more affected than their male counterparts. It cannot be bluntly concluded that geographical location affects females only as, at some stage, there were males who also alluded to the negative effects of their geographical location.

Living in rural areas sometimes does have a bad effect on students' level of school performance. One of the respondents, Zothani, a 20 year old male, stated that:

“There is no electricity at home, this disturbs me when I need to do my school work, I have chores to do, I need to fetch water, and bring firewood from the forest.”

They do not have electricity and they use candles for light. The lack of electricity has been highlighted as having a negative effect on Zamani's education. He further added that he is forced to perform these chores, as he faces a scolding from family members if he does not perform his duties. Though this was not a comparative study based on geographic location of students and their performance, it can be concluded that Zamani might not be having these concerns if he was based in townships where water and electricity are provided by the Municipality.

Distance from home to school was seen as another major factor that affects students as Thandiwe, an 18 year old female, said:

“School is too away from home.”

Furthermore, Zandile, another 17 year old female, again emphasised the issue of distance. She said:

“When I'm getting to school I get late because of the distance I walk from home to school. Even when I'm getting back home the same thing happens and that affects me on that I didn't get enough time to do school homework and studying.”

These participants mentioned that they are affected by the distance from school. This indicates that students' late arrival might be caused by the long distance from home to school. If there was transported provided for students who live far from schools, these students would perform better since they have mentioned that they cannot write their homework because of tiredness.

Crime was noted as another factor that affects these participants. Usually crime was regarded as mainly what affects people who live in townships and in shacks. From the participants' responses they highlighted that they are also affected by crime. As Zodwa who is a 22 year female said:

"I live in rural areas the thing that affect me is crime I cannot go to school at night to join my classmates studying because I am afraid of the criminals."

This participant wants to engage with other students because of fear. She does not attend group discussions because of criminal elements in her society. Another participant who agrees with Zodwa was 20 year old Londiwe who stated that:

"The community I live in is very violent in a way that we are not able to attend morning classes because of hooligans (criminals) who threaten to take our lunch, money and sometimes schoolbags and textbooks so that they can sell them to buy drugs."

The issue of criminals was noted as the major factor that affects these participants. The issue of criminality hinders students to attend school regularly and that may lead to negative results in their academic performance. It was highlighted that there were classes that were not attended because of crime. It is possible that if there are students who are not attending the teacher proceeds with those who are in class. That may lead to failure especially for those students who were absent.

It is regarded as a usual thing for parents working in other places to leave their children with other family members. This was noted as having undesirable influence on a learner's level of school performance. Thabile, a 17 year old female, said:

"When I was in Johannesburg I was doing well in my school work, but now I don't know what is happening. My mother use to check my books every day when I come back from school, tell me to do my homework, here nobody who tells me if I do things in a wrong way."

This participant highlighted that life is not the same without her parents. In rural areas they do not guide her on how to live a better life; she is the one who makes her own decisions. This indicates that a child needs parental guidance most of the time. It was also noted that school performance was not the same compared to what it used to be while the participant was living with her parents. Thabile's story is an indication that parents need to be closely involved in the learning of their children. Furthermore, Lam and Ducreux (2013) emphasised that a significant element of parental encouragement is the status parents place on the importance of education which might include parents' aspirations, expectations and attitudes

about education. Most important parents should help their children with educational activities at home. Thabile concedes that regular checking of her school work by parents is important. The non-availability of her parents to do regular checks affects this participant since her school work is not as good as it used to be when she stayed with her parents in the city. Hill and Tyson (2009) emphasised that home based involvement of parental influence is important since it reinforces the knowledge taught at school. This involves providing assistance with homework, establishing homework procedures, including visits to learning places, libraries, etc. and this might increase students' motivation.

4.8.2 Positive effects of geographical location on school performance

Some respondents highlighted the positive effects of living in rural areas. Zamani who is a 20 year old male said that:

“The place I live at influences me to perform well at school because I want to improve the level of education and in future I want to come back and help people in my society, so it motivates me to perform very well.”

Living in rural areas has motivated this participant; he wants to study hard so that one day he can help his community. If Zamani was living in suburbs, it might be possible that he would not study the way he was studying since usually people who live in suburbs are well to do which would not encourage Zamani to support other people in future. Thabani, a 20 year old, stated that living in a rural area has had positive effects on his academic performance as he said:

“The place which I live in it is a quiet place in the rural areas where there is less noise even less people living around the area. There are not much disturbing factors such as noisy places.”

Unlike the 18 year old Simiso, he seems to differ with above mentioned assertion. He said:

“The people I am living with sometimes make noise which has an impact on my level of school performance.”

His concern was the noise. This might indicate that it was impossible for him to concentrate on his school work. He mentioned that he lives with noisy people. This does not only refer to his family members; maybe in the area where he lives other people are rowdy.

4.9 Summary

This chapter discussed data that was generated through in cooperation of quantitative and qualitative means. The presentation of quantitative data provided the motivation quotient of respondents in relation to their academic performance. Graphs were used to highlights the percentage of different facets. Qualitative data was categorised into three to respond to objective 2. The next chapter discusses results of the study.

CHAPTER 5

DISCUSSION OF RESULTS

5.1 Introduction

The study was conducted to identify whether there is a relationship between motivational factors and school achievement. Also to identify in what ways do biographical characteristics like gender, age and geographical location influence motivation. Based on the analysis of the study the researcher argues that: 1) various factors influence student motivation; 2) external factors have a direct influence on student motivation; 3) geographical location, age and gender are the major contributors to student motivation. This chapter gives more clarity about the findings of the study.

5.2 Underachievers

This sample consisted of students who were known as not performing well academically. Their responses showed that all of them do manage their school tasks and plan their school work. Most of them self- sabotage themselves. This indicates that these students sometimes they don't study they disrupt others. Their responses indicated that they don't think they have much control over how well they can do their school work. This highlights that they are not passionate about their school work. These results indicate that they are underachievers because they don't pay a lot of time in their books. This shows that there is a positive relationship between motivational factors and school achievement.

5.3 Middle achievers

These students were known as middle achievers, their responses indicated that all of them have self-belief; they believe that they can do better academically; they are focused on learning and believe that what they learn at school is important. All of them indicated that they are not disengaged at school. Only a small percentage showed signs of failure avoidance. This indicated that they do their school work because they don't want to disappoint their parents or their teachers. Most of them have anxiety which indicates that they get anxious about school work and tests. One can conclude by saying that motivational factors play a vital role in a student's academic success. These results highlight that middle achievers are motivated by external factors since they highlighted that they don't want to let down their parents and educators.

5.4 Highest achievers

All students who were categorised as highest achievers believe that they can do a good job in their school work, persist at school work even when it is difficult. They are focused and believe that what they learn at school is important and useful. Most of them indicated that they use their study time well and do their homework. They avoid failure. These results indicated that highest achievers do their school work because they see the need of doing it. This indicates that highest achievers are intrinsically motivated. One can conclude by saying that there is a positive relationship between motivation and school achievement.

5.5 Internal factors

In this study the researcher argues that despite external factors that affect students' academic performance, students as individuals have a role to play with regard to their studies. The researcher argues that there are various factors that motivate students. The results indicate that high self-belief and focusing on school work promote academic achievement. It was noted that valuing, planning and managing school work promote academic performance. These findings are consistently adhering to the theory of motivation as suggested in Deci and Ryan (1985) which states that individuals are motivated because they are challenged or they enjoy what they are doing. One of the findings revealed in this study is that students' self-belief and competition tend to play a role in self-motivation. These students do well at school because they believe in themselves. This was also supported by Al and Mohammad (2012), as they claim that academically successful individuals have

higher self-esteem. They further mentioned that optimistic self-worth and self-assurance are important factors in dedication to scholastic accomplishment. These results confirm that there is a relationship between motivation and school achievement. Students in this study are intrinsically motivated; they study hard because that is what satisfies them. *“I am the kind of student who is self-confident, who does not want to be beaten by other student”* (Thabani pg. 48). Students are further motivated by the importance of education, and appeared to be in full control of their education. *“In order to do well at school what motivates me as a student is to know that education is the key to success”* (Londiwe pg. 49). They study because they understand that education is important in their lives and they do not need encouragement from other persons but the love of education comes from within. Natural human predisposition to learn is reflected by intrinsic motivation (Ryan and Deci, 2000). Behaviour of intrinsically motivated students is regulated through identification; they voluntarily study more because they realize the importance of doing well academically. They find enjoyment and deep purpose in learning and their behaviour is fully regulated from within (Froiland, Smith & Hirschert, 2012).

5.6 External factors

The findings of the investigation revealed that external factors also plays most important role in students' achievement. This was highlighted by the discoveries that allude to some of the students who want to be better people and have good houses and better paying jobs so that they can provide for their families. These students are extrinsically motivated; the only things that they want to achieve are luxuries like good houses, better paying jobs and subsequently living a fancy life. The study conducted by Ryan and Deci (2000) stated that attainment can be lessen curtailed by social demands, since there are duties that demand individuals to undertake responsibility for non-intrinsically interesting tasks.

Parents play most important role in student's scholastic achievement. Students who were not motivated by their parents tend to do poorly in their school work. This was supported by Chowa, Masa and Tucker (2013) who emphasised that absence of parenting skills at homes probably damage student's scholastic attainment. Parents who are not capable of providing an environment that flourish and support education with high marks will keep the student from working hard (Chowa, Masa & Tucker, 2013). Furthermore, Chowa, Masa and Tucker

(2013) emphasised that poor parenting at home will not encourage the student to perform in his level best at school. Amongst many things that may encourage the student is for the parent to take part in school functions or activities, frequently visit in the child school or visiting the class teacher. The parents who tend to do these give the child an impression that school is important. These results further supports that there is a relationship between motivation and school achievement, it can be either intrinsic or extrinsic motivation.

Students living without their parents mentioned that they are not coping well with their school work. They lack guidance; these students tend to have a lot of challenges when it comes to definite study habits *“When I was in Johannesburg I was doing well in my school work, but now I don’t know what is happening. My mom use to check my books every day when I come back from school, tell me to do my homework, here nobody who tells me if I do things in a wrong way”* (Thabile pg.52). This was evident in the study conducted by Hussan (2006) which indicated that monitoring is one of the factors through which a student can improve his study habits and attitudes leading to scholastic attainment. This means that students who are properly monitored by their parents have the potential to perform well in their school work. If parents can support their children by proper guidance when it comes to school work, their academic achievement can be improved. The study further concludes that parents who do not reprimand their children when they performed poorly at school because they did not complete their school projects or lack of paying attention in class these parents are disengaged in their children education. They tend to believe that their children academic success depend to school system.

Royle and Hall (2012) highlighted that the theory of McClelland’s indicates that people excel at school because they want to have a harmonious relationship with other people and they want to feel accepted by other people. This study revealed that students want to be appreciated by their parents.

“My parents motivate me and they give me what I want like school staff. They encourage me to have good friends that like to study and focus on school work” (Zolani pg.41).

Amongst many different external motivational factors, the findings of the investigation showed that some of the students were motivated by their classmates. The study conducted by You (2011) indicated that it is easy to persevere when the highly motivated friend encourages another student to try harder and persist in the face of failure. Carmel and Yossi (2016) stated that, although the motivational influence of friends likely depends on their overt behaviours such as showing interest in learning and putting forth effort, the motivational effects are also likely to depend on the general supportiveness of the friend. This means that there is a positive relationship between academically motivated students and students who

are academically engaged. Students tend to seek friends who are comparably driven and engaged, whereas unmotivated students end up with those who are similarly disengaged. McClelland's theory emphasised that among three motivators individual will have one which will be more dominant than the other. In these students the need for affiliation is more dominant.

The theory of motivation indicates that an individual is extrinsically motivated if he does something in order for him to be recognised by other people. The level of encouragement given to the students by their educators was seen as another factor that promotes students' academic achievement. Zolani (pg. 41) stated that *"To know that your teachers support you, that gives you good motivation."* Further, Thabile (pg. 41) stated that *"My class teacher always motivates me to stay positive and not to let wrong things come to my way."* These findings were substantiated by Williams and Williams (2011) who found that verbal reinforcement fully affect student motivation. The study further emphasises that self-assurance of the student can be built by regular praises from educators even very little effort from the student should be noticed that might promote student motivation. If these students were not motivated by their educators, chances are few for them to do well academically.

Although teachers seem to play a major role in students' motivation, there were other factors that were pointed out by the students: some students disturb the teacher while teaching in class. Classroom climate has vital role in the school experience of the students and their learning processes. Disciplined classroom is normally considered to be a necessity for effective teaching and learning and thus for students' academic achievement. There is a high possibility of these students doing poorly in their academic achievement since they are disrupted in class. Consistent with these findings, class disruptions tend to interfere with students' ability to follow lessons and therefore they are a hindrance to the learning experience. Furthermore, classes which consist of students who tend to disturb teachers a lot, their teacher frequently discipline students instead of teaching as a result a lot of time is wasted disciplining students. (Carmel & Yosi, 2016).

The study conducted by Maxwell and Evans (2000) approved that noise ha a negative consequences upon the performance and learning of students. Areas affected by noise include paying attention, reading and memory. Respondents indicated that they are living with noisy people, sometimes both in class and at homes, which makes it impossible for them to concentrate on their school work. In class it is impossible to concentrate when some students are making a noise. Shield and Dockrell (2008) indicated that classroom noise has a damaging effect upon students' learning and attainment. Since the classroom noise has a negative impact on student performance, it is possible that generally noise has a negative

impact on concentration. If the student is trying to do his school work at home and there is a lot of noise, that student is unlikely to succeed. Not all of the respondents were affected by noise; some mentioned that the places they are living in are so quiet that it helps them to do their school work effectively since they can concentrate well.

The teacher cannot teach if there are no students in class. Students are expected to be present in class; this is an important factor in school academic success. It might be impossible for a student to pass with good symbols when that student does not attend classes. The study conducted by Epstan and Sheldon (2002) revealed that the more students attend classes the greater chances for those students to pass or to do better academically. The study further stated that frequently attenders get high marks on tests when compared to their classmates who are not regular class attenders. Moreover, frequent absence is a predictor of undesirable outcomes in students; this includes not finishing school, drug abuse, and criminal activities. However, absenteeism is identified as an indicator that the student may fail or drop out.

Gender was noted as one factor that has a negative effect on student performance. This study revealed that males were the ones who underperform in their school achievement (Table 4, pg. 44). Adigun, Onihunwa, Irunokhai, Sada, and Adesina (2015) seem to hold a different view in that their findings indicated that, based on gender, there were no major discrepancies in students' academic accomplishment. Further, this study indicated that age has no impact on academic achievement.

Environmental factors were also seen as one of the factors that affect students. Both genders were affected by house chores. In the olden days female were the only ones who were expected to do all house duties (Dida, Obai & Mungai, 2014). The study revealed that both female and male students face challenges in their families that leave them with fewer time and motivation for studies. This makes them feel exhausted and unable to do their homework. The study conducted by Chinyoka and Naidu (2014) seems to support as their findings indicate that girls were allocated a lot of work by their parents, therefore they do not have time to focus on their books and to do their homework. That harmfully affected their school performance and, when these girls try to multitask between school work and home chores they end up performing poorly at school.

In rural areas most students do not have electricity in their homes. These students rely on candles. When they are doing their homework, they use candles. These students are not privileged like those who live in urban areas; lack of electricity hinders them from doing their school work effectively which may lead to poor school performance. The findings were

supported by the study conducted by Mushtaq (2012) which stated that children without electricity in their homes find it hard to do their homework in the evening, which adversely affect their education and hinder their ability to fulfil their potential. Furthermore, there is a difference between students who have access to a radio and those without it. Students without a radio or television miss out educational programmes.

The findings indicated that students living in rural areas travel long distances to school. This was one of the factors which were affecting them. This socio-economic factor causes tiredness as the day start which hinders a student's class engagement. The concentration in class of students who walk long distances to school is affected (Raychaudhuri, Debnath, Sen, & Majumder, 2010). In addition, some of them reach school sweating and tired this might affect their school performance. These students face different challenges on their way to school. Amongst many things that might affect students on their way to school, geographical condition is one of them, heavy rainfall might hinder these students to arrive at school on time. It is also possible for them to be absent for the entire day at school. This might affect the student performance. Unfriendly environment, lot of homework and projects may have the potential to demotivate even every good student. (Raychaudhuri et al., 2010).

Violence has been shown to be an aspect of dysfunctional behaviour for the youth (Milam, Furr-Holden & Leaf, 2010). The study found that due to crime students are afraid to go to school for extra classes since there is a lot of crime; even morning classes cannot be attended. The past studies have pointed out a negative relationship between neighbourhood structural disadvantages and students' academic outcomes which indicate higher neighbourhood crime, especially brutal crime, projected reductions in school academic achievement (McCoy, Roy & Sirkman, 2013). Children affected by violence suffer from diminished academic performance (Garry, Walz & Jeanne, 2013). The study further emphasises that students who are subjected to crime and violence both at home and in the community contribute to reduced academic progress and unfocused classroom behaviour. The students who are exposed to violence may compromise healthy social relationships and their academic potential. There are higher chances of these students suffering academically, personally and socially (Ward, Dawes & Van der Mwerwe, 2012)

5.7 Gender and age

The results indicated that males were dominant in table 4, this table consisted of underachievers. Table 5 which consisted of middle achievers indicated that females were dominant and Table 6 which consisted of highest achievers indicated that there was no

dominant gender. These results highlights that gender has an effect on student's academic achievement, males appeared the most in the table which consisted underachiever's. Furthermore the results indicated that there was no noteworthy age difference in the age of participants. The findings indicated that age has no effect in academic performance.

In order to accept or to reject proposed hypothesis the researcher used results from motivational and engagement scale, and further results from structured interviewed were used. Therefore the results indicate that:

Hypothesis no # 1 *Student's academic achievement has nothing to do with motivational factors.* The results indicate that academic success is associated to student motivation. This hypothesis was rejected by results obtained from the scale.

Hypothesis no # 2

Student's biological factor like age and gender has no significant influence on student academic performance. The results from motivational and engagement scale indicated that gender has an influence on academic performance where by males dominated the sample which composed of the underachievers. Whereas age did not indicate any significant effect on student academic performance.

Hypothesis no # 3

Student's geographical location has no significance on student academic achievement. This hypothesis was rejected by the findings which indicated that geographical location has a negative effect on student academic performance.

5.8 Limitations

The sample consisted of respondents from rural areas only. It might happen that respondents from urban areas could be motivated by different factors. Hence a comparative study of what motivates students from different geographical locations could contribute in advancing the research in student motivation.

Similarly, the researcher used participants who were in Grades 10 to 12 but had wished to use all high school students from Grades 8 to 12 and schools in different circuits. A much more inclusive and widespread study may have increased the depth of the findings. Due to

the cost factor that may have been involved in a wide scale research, the researcher had to concentrate on only two schools which were in the same circuit.

5.9 Summary

The results pointed out how the thoughts and behaviours of the learners reflect enhanced or limit motivation and engagement. The study found a number of factors that contribute positively or negatively to learner performance. These factors included self-assurance, thinking that school is essential, being motivated on learning, planning study, trying hard, nervousness, failure avoidance, uncertainty control, self-sabotage and extrication.

The qualitative data sought to understand how gender, age and geographic location contribute to student performance. The findings indicated that there is a positive relationship between academic performance and motivational factors. The challenges faced by students which hinder their academic performance were also put under scrutiny. Subsequently, the impact of gender and geographical location on academic performance was further explored. The study found that students are motivated by parents, teachers and peers. External factors like living a good life after completing their studies were found to be another dominant factor. The willingness to change their own environment and contribute to their areas of residence emerged as the reasons why students strive to perform. One factor that was found to be quite dominant in the responses was that students see the need to break the chain of poverty in their environment by helping those members of their communities who live under acute poverty conditions like the orphans. The next chapter presents the summary, conclusion and recommendations.

5.10 conclusions

This chapter focused on the findings of the study. The results were thoroughly discussed; the limitations were identified based on the results of the study. The next chapter concludes the study.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter concludes the study based on the data that was gathered it presents the overall summary of the study based on the literature reviewed. Recommendations based on the findings are made and avenues for further research are also provided.

6.2 Summary

The prior chapter gave a detailed analysis of data that was generated from the field work. Quantitative and qualitative data were gathered, presented and analysed. The investigation used McClelland's human motivation theory as the primary construct and also employed intrinsic and extrinsic motivation theories. The main idea of the investigation was to identify if there is any association amongst motivational factors and scholastic achievement, and to investigate the ways in which geographical location, age and gender influence motivation. The intention of the investigation was to focus on the following questions:

- a) Is there any significant relationship between motivational factors and school achievement?
- b) Do age and gender affect school achievement?
- c) Does geographical location affect school achievement?

Motivation has been shown to positively influence study strategy and academic performance. In literature reviewed it was noted that school success is related to motivation (Zeynep, 2008). These motivators are acquired from culture and life experiences (McClelland's, 1953). Furthermore literature reviewed revealed that the quality of motivation depends on whether the source of motivation is external or internal (internal and external motivation). The findings indicated that underachievers are not passionate about school work, middle achievers are mostly motivated by external factors and higher achievers are intrinsically motivated. This was the evident in table 4, 5 and 6. The results indicated that there is a positive relationship between motivational factors and school achievement. This was supported by table 6 which consisted the motivation quotients of highest achievers. The results indicated that from facet 1 to 4, had higher percentage of self-belief, persistence,

learning focus and valuing. These results supports that students who are higher achievers at school, they are highly motivated. Whereas the table 4 indicated that underachievers has a higher percentage of self-sabotage and have uncertain control. Amongst many things that motivate students it was noted that teachers and parents plays a vital role in motivating students. Also peers motivate one another. Others students revealed that they perform well at school because they want to live comfort life.

Geographical location has been revealed as one factor that has a negative relationship in academic achievement. The long distance from home to school was noted as one of factors that cause students to have poor academic performance. it was also noted that violence played a major role, where students are unable to attend extra classes because they have fear of crime. These findings conclude that geographical location of these students affects their academic performance.

Both genders indicated that they were overloaded by house chores, which is another factor that hinders them to do their school activities. Whereas it was noted that male students were dominant in the sample which consisted of underachievers. This may lead to the conclusion that gender negatively affects motivation.

6.3 Recommendations

For the future research, the researcher propose that the investigation should be extended to the majority of students for the better generalization of the findings based on the relationship between motivational factors and school success. Further research that includes educators, students and parents in the education system could be ideal. The research that will focus on parents, teachers and students should be undertaken to further contribute to the research agenda that seeks to understand student motivation and academic success. This type of research will extend the understanding of motivational factors and student success from an extended view beyond the classroom and school setting. The research should be conducted in both urban and rural areas. The study gives some information relating to the issue of students affected by their environment. Further investigation can be done on students from, different environments (township, suburbs, rural etc.)

6.4 Conclusions

This chapter discussed the outcomes of the investigation. The purposes of the investigation were achieved and the shortcomings were pinpointed. In spite of limitations, the study achieved its objective of understanding that there is positive relationship between motivational factors and academic performance. The study further revealed that internal and external factors play a role in students' motivation. It was noted that not only students, but also teachers and parents need to work collectively to motivate students in order for students to improve their academic performance. It was noted that, although socio-economic status has negative challenges to students, intrinsically motivated students strive to excel despite those challenges. Geographical location was noted as negatively influence academic achievement. Age did not have any significant influence in student's academic performance whereas gender was noted as having negative impact in academic achievement.

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APPENDIX A: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

PO Box 38049
eMlalazi
3815

The KZN Provincial HOD of Basic Education
P/B X9137
PIETERMARITZBURG
3200

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Educational **Psychology** at the University of Zululand. My supervisors are Prof D.R. Nzima and Mrs N.N. Mbatha.

The proposed topic of my research is: **The relationship between motivational factors and scholastic achievement among learners in the Further Education and Training Phase.**

The objectives of the study are:

- (a) To establish whether there is a relationship between motivational factors and FET Phase learners' scholastic achievement.
- (b) To find out whether biographical factors such as gender, geographical location and age influence learners' motivation.

I am hereby seeking your consent to **use your school as a data collection site**. To assist you in reaching a decision, I have attached to this letter:

- (a) A copy of an ethical clearance certificate issued by the University
- (b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisors. Our contact details are as follows:

Ms M.Q. Mchunu

makhomchunu@yahoo.com

Prof D.R. Nzima

NzimaD@unizulu.ac.za

Mrs N.N. Mbatha

Mbathann@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Signature

Name Ms. Mchu M.Q

APPENDIX B: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

PO Box 38049
eMlalazi
3815

The District Manager
UThungulu District Office of Education
8 Union Street
Empangeni
3880

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Educational **Psychology** at the University of Zululand. My supervisors are Prof D.R. Nzima and Mrs N.N. Mbatha.

The proposed topic of my research is: **The relationship between motivational factors and scholastic achievement among learners in the Further Education and Training Phase.**

The objectives of the study are:

- (c) To establish whether there is a relationship between motivational factors and FET Phase learners' scholastic achievement.
- (d) To find out whether biographical factors such as gender, geographical location and age influence learners motivation.

I am hereby seeking your consent to **use your school as a data collection site**. To assist you in reaching a decision, I have attached to this letter:

- (c) A copy of an ethical clearance certificate issued by the University
- (d) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisors. Our contact details are as follows:

Ms M.Q. Mchunu

makhomchunu@yahoo.com

Prof D.R. Nzima

NzimaD@unizulu.ac.za

Mrs N.N. Mbatha

Mbathann@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Signature

Name Ms. Mchunu M.Q

APPENDIX C: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

PO Box 38049
eMlalazi
3815
12 February 2016

The Principal
Sitheku High School
P.O Box 581
Melmoth
3835

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Educational **Psychology** at the University of Zululand. My supervisors are Prof D.R. Nzima and Mrs N.N. Mbatha.

The proposed topic of my research is: **The relationship between motivational factors and scholastic achievement among learners in the Further Education and Training Phase.**

The objectives of the study are:

- (e) To establish whether there is a relationship between motivational factors and FET Phase learners' scholastic achievement.
- (f) To find out whether biographical factors such as gender, geographical location and age influence learners' motivation.

I am hereby seeking your consent to **use your school as a data collection site**. To assist you in reaching a decision, I have attached to this letter:

- (e) A copy of an ethical clearance certificate issued by the University
- (f) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Ms M.Q. Mchunu

makhomchunu@yahoo.com

Prof D.R. Nzima

NzimaD@unizulu.ac.za

Mrs N.N. Mbatha

Mbathann@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Signature

Name Ms. Mchunu M.Q

APPENDIX D: ACCESS LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH

PO Box 38049
eMlalazi
3815
15 February 2016

The Principal
Singobile High School
P.O Box 445
Melmoth
3835

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Educational **Psychology** at the University of Zululand. My supervisor is Prof D.R. Nzima and Mrs N.N. Mbatha.

The proposed topic of my research is: **The relationship between motivational factors and scholastic achievement among learners in the Further Education and Training Phase.**

The objectives of the study are:

- (g) To establish whether there is a relationship between motivational factors and FET Phase learners' scholastic achievement.
- (h) To find out whether biographical factors such as gender, geographical location and age influence learners' motivation.

I am hereby seeking your consent to **use your school as a data collection site**. To assist you in reaching a decision, I have attached to this letter:

- (g) A copy of an ethical clearance certificate issued by the University
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Should you require any further information, please do not hesitate to contact me or my supervisors. Our contact details are as follows:

Ms M.Q. Mchunu

makhomchunu@yahoo.com

Prof D.R. Nzima

NzimaD@unizulu.ac.za

Mrs N.N. Mbatha

Mbathann@unizulu.ac.za

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Signature

Name Ms. Mchunu M.Q



Miss MQ Mchunu
PO BOX 38049
Emlalazi
3849

Dear Miss Mchunu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“THE RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND SCHOLASTIC ACHIEVEMENT AMONG LEARNERS IN THE FURTHER EDUCATION AND TRAINING PHASE”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 March 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UThungulu District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 03 March 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION



TO WHOM IT MAY CONCERN

16/07/2015

We confirm that Mchunu M.Q (makhomchunu@yahoo.com) has purchased 1 x Motivation and Engagement Scale (Research Student Version) license.

This license entitles use for 2 years or 1000 respondents, whichever expires first.

The licensee is permitted to use the MES as per the Terms and Conditions at www.lifelongachievement.com

Please do not hesitate to contact us should you have any questions or require further information.

Sincerely

M'lane Field
Director