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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	CHALLENGES OF MANAGING DEVOLVED FUNDS IN THE DELIVERY OF SERVICES: A CASE STUDY OF MOMBASA COUNTY <i>HADIJA ABDUMLINGO & DR. FRED MWIRIGIMUGAMBI</i>	1
2.	CUSTOMER RELATIONSHIP MANAGEMENT STRATEGIES FOR RETAIL BANKING IN INDIA <i>T. P. SARATHI, DR. S. E. V. SUBRAHMANYAM & DR. T. NARAYANA REDDY</i>	5
3.	STRATEGIC IMPLICATIONS OF CORPORATE SOCIAL RESPONSIBILITY INITIATIVES <i>ASHFAQ AHMAD & DR. N. P. SHARMA</i>	8
4.	STUDENT MOTIVATION, STUDYING AT HIGHER EDUCATION: A CASE OF BOTH UNIVERSITY <i>SHYNET CHIVASA & RODRECKCHIRAU</i>	12
5.	INSTITUTIONAL ANALYSIS ON POVERTY REDUCTION PROGRAM IN THE SOCIETY: A CASE STUDY OF NATIONAL PROGRAM FOR COMMUNITY EMPOWERMENT OF INDEPENDENT URBAN (PNPM-MP) IN SEMARANG, INDONESIA <i>MUNAWAR NOOR, DR. Y. WARELLA, DR. DR. SRI SUWITRI & DR. HARDI WARSONO</i>	18
6.	PREDICTING DEFAULTS IN COMMERCIAL VEHICLE LOANS USING LOGISTIC REGRESSION: CASE OF AN INDIAN NBFC <i>MOHIT AGRAWAL, DR. ANAND AGRAWAL & DR. ABHISHEK RAIZADA</i>	22
7.	RISK DISCLOSURE BY SELECT INDIAN BANKS WITH REFERENCE TO IFRS 7 / IND AS-32: A STUDY <i>DR. PRANAM DHAR</i>	29
8.	E-GOVERNANCE: EXPLORING CITIZEN'S BEHAVIOR IN INDIA <i>KOMAL CHANDIRAMANI & MONIKA KHEMANI</i>	38
9.	RECENT INITIATIVES TOWARDS CSR IN INDIA <i>ALPANA</i>	42
10.	HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT: QUALITY PERSPECTIVE <i>DR. A. SUBRAHMANYAM</i>	46
11.	QUALITY MANAGEMENT PRACTICES IN MANUFACTURING SECTOR <i>SUPRIYA CHOPRA</i>	49
12.	PROBLEMS OF MUTUAL FUND IN INDIA <i>NEERAJ RANI ANEJA</i>	58
13.	HOMESTAYS FOR THE DEVELOPMENT OF TOURISM IN THRISSUR DISTRICT <i>HELNA K PAUL</i>	64
14.	MERGERS AND ACQUISITIONS IN BANKING SECTOR <i>NAND LAL</i>	68
15.	MEDICAL TOURISM OF INDIA: HIGH QUALITY & AFFORDABLE INTERNATIONAL PRICE <i>NAMAN PANWAR</i>	72
	REQUEST FOR FEEDBACK & DISCLAIMER	78

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STUDENT MOTIVATION, STUDYING AT HIGHER EDUCATION: A CASE OF BOTHO UNIVERSITY

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ABSTRACT

The research investigates the factors that motivate the students at higher education in Botswana to study. Using Botho University level 1 and level 11 students as a case study, the research reveals that the students are mainly motivated by factors that are related to the classroom environment and the attitude of the tutor. This means that the classroom environment plays a crucial role in student motivation. These factors include the nature and quality of feedback, tutor's knowledge of the subject and the attitude of the tutor towards teaching, learning and assessment. Factors like student's life goals the general school environment also plays an important role in student motivation. Higher education as a means to an end motivates the students to study. This means that students at higher institutions of learning are extrinsically motivated which might be the reasons why most students use the surface approach to studying. It is imperative for tutors and school system to encourage the approaches that would have the learners to be intrinsically motivated. This helps the student to take ownership of their learning which would eventually lead to personal development.

KEYWORDS

Higher Education, Student Motivation.

INTRODUCTION

The education system in Botswana heavily depends on government funding both at public and private institutions. This means that the government of Botswana is heavily investing in education which is a commitment to have an educated and informed nation. Having an educated and informed nation is one of the pillars of the Vision 2016, a strategic plan for the country. This commitment is evidenced by the funding of repeating students of which some of the students have been repeating several times and still funded by the government. To ensure that the students are financially fit, the living allowances are also catered for by the government. Despite all the efforts that are done by the government, many students fail to complete their intended programmes with some dropping out at diploma levels which is generally explained as lack of interest to study. The failures to complete the studies have been attributed to many factors. Some of these factors include the inability of the students to understand the subject content, poor social support and lack of student interest in their studies, thus poor motivation. This has been a cause of concern especially at tertiary education level. It is in this context that the research would want to examine what can be done by tertiary education institutions in Botswana to boost the student interest (motivation) to study.

The paper concentrates on motivation to study at tertiary level in Botswana with specific reference to Botho University level 1 and 11 students. Certo and Certo (2008) define motivation as a psychological state that causes an individual to act in a way that ensures the achievement of some goals. The definition implies that this psychological state explains why people behave in a certain manner. In learning, teaching and assessment, motivation is one of the key aspects in students' achievement of their goals. Motivation in teaching and learning is an important pillar of which most of the aspects of learning are dependent upon. This is especially so about taking assessments and the approach to studying (Jenkins et al., 2003). Thus motivation plays a central position in learning and it is imperative that institutions of higher learning infer what motivates different students in and across cohorts. The study seeks to find the factors that motivate students to study at higher education and what can be done to improve the student interest in studying.

Currently, tutors and tertiary education systems concentrate on delivering in the classroom and assessment with very minimum effort to addressing motivation as an area of concern in learning, teaching and assessment. To encourage students to study, by addressing issues such as the inability of the student to utilise the time effectively, Botho University has taken an initiative to take students through short courses on Time and Personal Management. These courses though important, have not been yielding the intended results especially on studying. In some institution, the reward system is being used as a way to encourage students to study but with very little being achieved. Knight (2010) noted in his "self-theories" that reward system might make even the intelligent students learn helplessly especially if they have fixed beliefs about themselves thus de-motivating the students if they fail to earn any rewards. Students who have fixed beliefs about themselves believe that things are fixed and people have little chance in making a difference. Once students fail to get the prizes, they may view themselves as failures if they have fixed beliefs about themselves. The reward system might weaken the students, as the students tend to focus on assessable material which might restrict their scope of the subject. Other institutions offer level certificates as a way of motivating student but all these have been having very little influence on student motivation to study. Students who receive level certificates tend to look for employment before they finish their studies and majority end up failing their degree levels.

Most institutions of higher learning do not pay much attention on student motivation because it is a complex psychological state influenced by many factors and has its own dynamics (Exley and Dennick, 2009). This is despite the fact that motivation of students plays a pivotal role in learning teaching and assessment. Students join the institutions of higher learning for various reasons and with various expectations. Motivation of students is important especially for those students who attend higher education as a "stopgap" and the "amotivated" students (Fry, Ketteridge and Marshall, 2009). Thus the paper seeks to identify the factors that influence students to learn at higher education and accompanying motivation to study. In the proceeding sections, there is background to the study, problem statement literature review, methodology, data analysis and conclusion.

REVIEW OF LITERATURE

Fry, Ketteridge and Marshall (2009) explain motivation at different levels which are;

- i. Intrinsic Motivation which is the enjoyment of the subject and the eagerness to learn more about the subject and one is curious to develop oneself, thus personal development goals.
- ii. Extrinsic motivation where by the students are more concerned about the grade they want to achieve and the approval from others such as friends, family and society at large thus performance goals
- iii. Achievement motivation measures the strength of motivation of which both intrinsic and extrinsically motivated students can be both high and low achievers.

The approach to study is linked to specific motivation. Intrinsically motivated students, apply the deep approach to studying while extrinsically motivated students tend to apply the surface approach to study. Students are driven to study if they are studying the programme which they identify with, which may not be the programme they would have chosen as their first preference. This suggests that there may be an initial mistake in the selection of a programme. Again the nature of the programme might also determine the level of motivation and the effort the student invests into studying. Bandura (1977) cited in Fry, Ketteridge and Marshall (2009) argues that the type of programme done by the student can motivate the student. His argument is supported by Adcroft (2009), when he found that the students doing specialized degrees were highly motivated as compared to those doing the general programme. This could be linked to the status one will have after completing the programme. This situation can be observed in areas such as medicine in Botswana which carry a very high status.

Students who would have done professional training year (PTY) have higher levels of motivation as compared to the students who would not have undertaken the PTY (Adcroft, 2009). This could be because of the exposure to the real world. PTY gives the students the opportunity to put into practice what they would have learnt. Thus experiential teaching (Jenkins et al., 2003) gives the learners the opportunity to directly discover the benefits of learning and seeing that knowledge works. PTY also makes the students to use deep approach to studying (Biggs and Tang, 2007) as this cements the belief that the learnt knowledge will be required beyond assessment and is valid and applicable beyond/outside the learning environment (Jenkins et al., 2003).

The change in culture as students migrate from secondary school to higher education institution can de-motivate students (Race, 2007). The culture shock that the student experience when adjusting to a new social, economic and education environment might cause the student to be de-motivated. This needs to be addressed by tertiary institutions especially at entry point in order to minimise damage to the student's ability to study. Strike (1985) cited in Jenkins et al. (2003) stated that learning involves remodelling and undoing existing beliefs about the subject. If the beliefs are not properly dislodged from the student's mind it might be very difficult for the student to get motivated to learn new ideas and concepts, thus the responsibility of the institutions of higher education to guide and support the students through the learning process by ensuring the right attitude towards learning and levelling all the possible obstacles to study. Earlier learning experience may affect the student motivation to learn. This is common with the level 1 students, given their high school learning experiences. Preconceptions and inability to understand new material and adopting the new learning models at tertiary level may negatively impact on the levels of motivation by learners.

The lecture, teaching method and mode of assessment, would determine the level of motivation and the approach to study that the students can use. Students are likely to concentrate and get motivated in the lecture if the teaching and assessment methods accord the students the opportunity for fulfilment and self-actualization. This can be achieved when the students have a sense of control over their learning (Exley and Dennick, 2009). This means that tutors controlling the learning process instead of facilitating the learning process might de-motivate the students.

Knight (2010) argues that sometimes even if all is done to ensure student motivation, the success of the student to study and achieve the goals is related to the beliefs that people hold about themselves and their interpretation of success or failure. He explained this using self-theories and attributes. The theory is summarized in the table 1 below:

TABLE 1: KNIGHT'S SELF THEORY

Attributes	Internalist (high locus of control)	Externalist (low locus of control)
Incrementalist: Things are malleable, people can make a difference.	A Effort is more important. The more effort you make, the more you are likely to succeed, People here see intelligence not as God given but as something that can be acquired if an extra effort is put. <i>"Where there is a way, there is a will". (Anonymous)</i>	B Luck fate and chance play a great part in life. Some people have all the luck others don't. The students with such beliefs tend to sit and do nothing to improve themselves. <i>"You can take the horse to the river but one cannot force it drink" (Anonymous)</i>
Entity theorist: Things are fixed and people have little chance making a difference.	C Fixed traits, such as intelligence essentially determines what we can and cannot do. People here believe that they will do well because they are naturally clever or fail because they were born stupid. <i>"leaders are born" (Anonymous)</i>	D Specific circumstances keep holding back usually explain your success, e.g. liked by the teacher, what's the point of trying. These people believe and owe their failures or successes to other people.

Source: Knight (2010:64)

In motivating students, it is important to understand self-theories and attributes. Knight (2010) noted that the role of the tutor is to move the student from cell C and D towards A. From the table above, the level of student intelligence does not contribute much to the level of motivation. Even the most intelligent student can learn helplessness depending on the beliefs they have about themselves, (ibid). If the tutor fails to move the student to cell A, Race (2007) argues that the "amotivated" students might end up diluting the motivated students thus the need to have all the students motivated.

A well planned and designed lecture accompanied by an appropriate delivery method which allows the students to direct their own learning is argued by Knight (2010) to be one of the ways in which the students can be motivated to learn. McGregor (1960), cited in Biggs (2007) in his theory Y of motivation, argues that students are motivated if they are given the responsibility of managing their learning. This can be achieved by allowing the students to be at liberty to direct their own learning and sometimes negotiating with the students on assignment and test dates as well as deadlines for assignment submission. A good lecture can be used as motivating tool. A good lecture is a lecture that adds value to the classroom learning which is done in a more relaxed, conducive and exciting manner that allows the students to learn without feeling pressured or intimidated (Ross, 2013). Experiential learning which was developed by Kolb in 1984 can be used as delivery methods. This would help the students to master the subject better. Ardley and Taylor in Ross (2013) emphasise the importance of the tutor in guiding and directing the students because if the students are left alone, they might be de-motivated.

The challenge tertiary education educators find in motivating the students to study is the information generation gap (Matulich, et.al. 2008). This is because these two generations have different ways of processing information. The student generation (Millennial generation (ibid 2008) might find it preferable and interesting to multitask while their tutor (Baby Boomers generation (ibid 2008) might be comfortable with a linear presentation of information. Once there is a disparity between the students' preferred method of learning and the actual learning method deployed, the students are bound to develop disinterest in learning. This means that the tutor has to identify the preferred method by the students and align his teaching method with the student qualities.

A cohort is comprised of heterogeneous learners and because of their heterogeneity; these learners have got different learning styles with some learners being visual, auditory or holistic. If a tutor sticks to one teaching methods, such auditory, then this means that the other learners are left out of the learning process and might end up developing a negative attitude towards learning. Therefore, there is a need for the tutors to blend the teaching methods to ensure that all the types of learners in a cohort are catered for. Other than adopting the teaching method that suit the students, there is need to identify the teaching method that suit the topic content (Lincoln, 2008).

Student feedback, especially on formative assessment, can help the student to develop self-identity as a critical thinker (Celuch et.al 2010). Once student self-identity is achieved this would help to boost the student's self-esteem which then motivates the student to learn. Once the student's efficacy is improved, the student is bound to shift the beliefs about themselves especially if the beliefs about themselves were fixed. The student's worth can be improved by the manner in which the feedback is delivered to students. The accurate evaluation of student work instead of the student who has done the work might help boost the student's confidence levels which in turn will help the student to believe in their abilities to turn around situations. If such has been achieved, it means that the tutor would have successfully moved the student from Knight (2010)'s cell C and D to cell A.

IMPORTANCE OF THE STUDY

Having assessed the tertiary education system in Botswana and the challenges that the institutions of higher education are facing especially, the lack of interest to study by the students, this study is important because it seeks to unveil the areas that are de-motivating the students to study possible solutions are

suggested. Given that empirical evidence on student motivation at tertiary education in Botswana is sketchy and the belief/assumption that students at tertiary education level are naturally motivated to study, this study seeks to fill the gap and unveil the myth about the tertiary education students and their study abilities.

The study is important regarding the handling of tertiary education students and the systems that tertiary institutions can put in place to support the students in taking responsibility of their own learning. Knowledge of what motivates students to study will assist both tertiary education institutions, tutors and the government of Botswana to come up with policies that might minimise the number of students who are failing to complete their studies or repeating the programmes several times. Knowledge of the factors that affect student motivation is important to school systems and those directly responsible for learning, teaching and assessment at tertiary institutions.

STATEMENT OF THE PROBLEM

There has been an increase in the number of students failing to complete their tertiary education in Botswana despite the opportunity the government avails to the students through sponsored repeats. The preliminary observations have revealed that most of these students who are failing to complete their programmes are not interested in doing so for various reasons which include lack of motivation among other reasons. This is evidenced by a sizeable number of students who opted to drop out from school at diploma level.

Student motivation is one of the key elements with substantial influence on the study approach and eventually the conceptualization and understanding of the subject. Despite the fundamental role played by motivation in learning, teaching and assessment, there is not much evidence on what motivates students at tertiary level in Botswana.

OBJECTIVES

Given that there is not much evidence or literature on student motivation at tertiary institutions in Botswana, the study seeks to fill the gap. The study aims at identifying the factors that influence student motivation at tertiary education using cross sectional data and coming up with suggestions on what can be done by tertiary institutions and policy makers to ensure that the students are adequately motivated to study and learn.

HYPOTHESIS

In an endeavour to understand better the importance of motivation and factors that motivates the students to learn, the study investigates in detail influences attributable to the teacher such as design of learning material and the teaching methods applied, the learning environment, the assessment methods and the general institution environment as well as external factors such as socio-economic factors on student motivation, thus the study hypothesis that student motivation is influenced by classroom environment, lecturer's enthusiasm, student's past experiences, nature and quality of feedback, assessment system, lecturer's knowledge of the subject, students' curiosity about the subject. Systems are also considered to be attributing to high failure rates.

SCOPE OF THE STUDY

The study focus is on year 1 and year 11 students that are enrolled at Botho University, Francistown campus. The study focuses on levels 1 and 11 for most of the students at these levels are usually caught up in culture shock, as they struggle to dislodge the high school mentality and adapt to new a culture. Again if the students' problems are not identified and solved at early stages of learning, this might lead to the students failing to adopt the right mind set towards their studies. Once the problems are identified at early stages of learning, the learners can be guided, counselled and directed appropriately which would enhance the learning experience of learners.

RESEARCH METHODOLOGY

The analysis is based on a sample of 80 level 1 and level 11 Information and Technology and Business Management students at Botho University. The questionnaire was distributed to 40 - year 1 and 40 - year 11 students who were randomly selected. Random sampling was used in order to ensure an unbiased statistical representation of the data.

The students were given a day to complete the questionnaires. After collecting the questionnaires the information was compiled and average ratings were used to capture data for each factor that motivates the students.

Student motivation is analysed as a function of lively class room discussions, lecturer's enthusiasm, students' past experiences, means to an end, clear guidance and feedback, lecturer's attitude towards students, the assessment system, lecturer's knowledge of the course/subject, the general learning environment, want to meet my life goals and the students' curiosity about the subject.

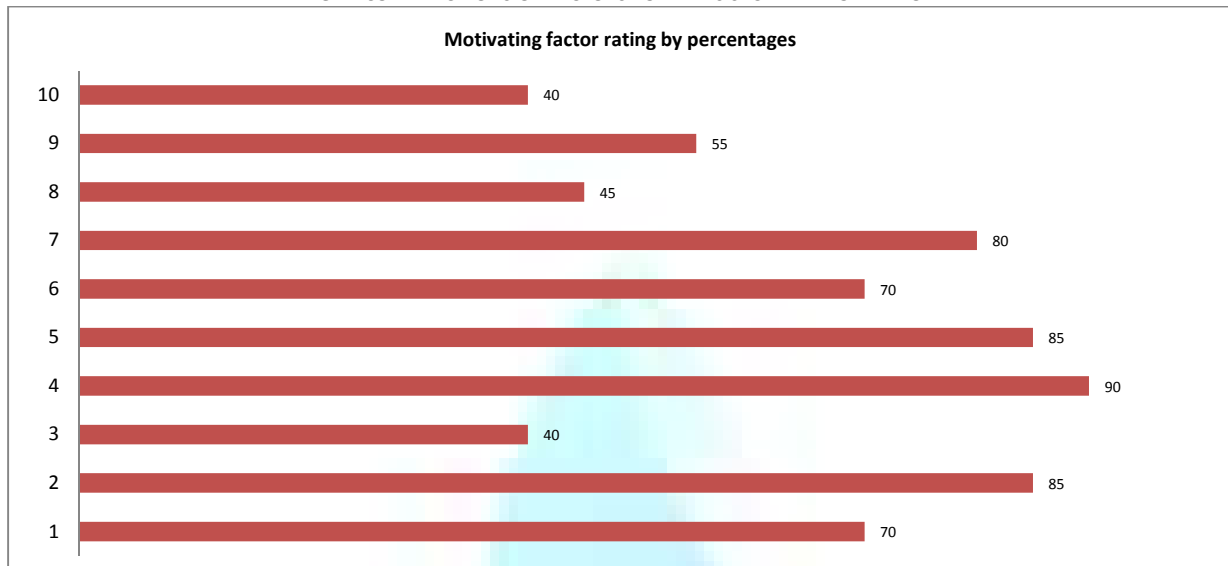
In order to be able to quantitatively analyse the data the interval scale is used (since most of the information collected was qualitative) to determine the strength of the motivators. The identified scores are then averaged so as to be able to come up with an average perception of the factor by the students. The data is also subjected to statistical analysis where the strength of the variables is tested using the p-values to determine the significance of the factors. The variables were chosen on the basis of literature review and the role each variable plays in motivating students.

Lively classroom discussions were included as the way the tutor delivers the lesson has a great impact on the student's attitude towards study. The lively classroom discussions can be motivating if accompanied by the tutor who has enthusiasm in what he/she is doing. The tutor's enthusiasm can be influenced by the amount of subject content knowledge the tutor is possessing. The nature and quality of feedback as highlighted in the literature review plays a very crucial role in student motivation. It is through the feedback that the tutor can influence. The student's general life goals determine the effort the student applies when studying. Students who have very high ambitions are likely to have the urge to study and are ambitious to know more about the subject thereby applying the deep approach to their studies than those who are not clear with their life goes are likely to apply the surface approach to study and might not be motivated to go through the whole programme of study.

RESULTS & DISCUSSION

After data collection, the general contribution of each factor is shown on the diagram below:

FIG. 1: CONTRIBUTIONS OF FACTORS TOWARDS STUDENT MOTIVATION



Source: Own calculations

Key

1. Lively classroom discussions
2. Lecturer's enthusiasm
3. Student's past Experience
4. Nature and quality of feedback
5. Lecturer' attitude
6. Assessment system
7. Lecturer's knowledge of the subject
8. General learning environment
9. Student's life goals
10. Student's curiosity about the subject

From figure 1 above the areas found most outstanding are linked to the tutor. These are nature and quality of feedback from the tutor, the tutor's knowledge of the subject content, lecturer's enthusiasm, the nature of classroom discussions. The assessment system was also found to have a very high percentage. This means that system of assessing students should be such that it encourages the students to work hard. This could be because, sometimes the assessment take the form of multiple choice which does not push the student to work hard.

From the graph above, nature and quality of feedback has the highest percentage while the student's past experience has the lowest percentage. This shows that the feedback given in class play a major role in motivating students to study. Lecturer's enthusiasm is also found to be a key element in student motivation.

TABLE 2: COEFFICIENT CALCULATION OF THE FACTORS

Variable	Coefficient	t-value
Subject interest	0.0466	1.320
Lecturer enthusiasm	0.529*	0.942
Feed back	0.424*	3.226
Lively classroom	0.805*	2.448
Student's past experience	0.127	0.865
Lecturer subject knowledge	0.815**	3.212
Life goals	0.911*	2.232
Lecturer's attitude	0.87*	3.243
General learning environment	0.234	0.345
Assessment system	0.242	2.670

R² = 0.743234

Source: Own calculations

Notes: * and ** denotes significance at 5% and 1% respectively

From the table 2 above, the coefficients imply that student motivation is sensitive to lively classroom discussion, lecturer's knowledge of the subject, lecturer's attitude and the nature and quality of feedback given by the teacher. The general learning environment, assessment system and student's past experience though important in motivating students, their coefficients imply a low elasticity not very important in student motivation to study.

The results provide a strong support of the study hypothesis. The factors with high elasticity which are lecturer's subject knowledge, lecturer's attitude, classroom discussions and life goals turn to be the most influential factors with elasticity of 0.815, 0.805, 0.87 and 0.911 respectively. Students tend to link their subject interest with lecturer's overall attitude towards teaching, learning and assessment which is reflected in the quality and nature of feedback given to learners and the lecturer's level of enthusiasm.

This means that in learning teaching and assessment, the tutor plays a central role when it comes to student motivation. The enthusiasm of the teacher in many cases is influenced by the knowledge of the subject. The results are a reflection of a classroom environment and the general behaviour and conduct of the lesson. It is imperative for tutors to ensure that their lessons are interesting and all the students are involved in class discussions.

The nature, quality and the way the feedback is communicated to the student was found to be significant. Students get motivated by feedback given to them by the tutors. The feedback the tutor offers to the student should not address the student but the subject area.

Student's life goal is found to be significant and has the highest elasticity. This means that most students that attend higher education are motivated by their life objectives. Thus they attend higher education as a means to an end. The role of the teacher should be to ensure that the goals are maintained and natured until they are realized.

General learning environment, assessment systems and student's past experience are positive but insignificant at both levels. This could be because assessments are usually done at the end of learning and most students would have developed certain attitudes well before the assessment. Past experiences is insignificant because most students when they enter tertiary institutions, they would have already set their goals and they are now focused on achieving those goals as evidenced by the elasticity of life goals. Some students also view tertiary institutions as a solution to their problems. The orientation given to students at the beginning of level 1 could be the reason why past experiences are insignificant in student motivation. This is because during orientation, the difference between high school and tertiary levels is clearly explained.

Though the students highlighted that they would get motivated if tutors and systems device means to make learning at tertiary education interesting, the research also found that students might not be motivated to study because some students had not applied for their current programme but took the programme because they could not be admitted in the programmes they had applied for. See table 3 below;

TABLE 3: REASONS FOR PURSUING A PROGRAMME

Reason for studying the programme	Number of student (level 1)	Number of students (level 11)
Programme fit into my life goals	10	5
Advised to study by relatives/friends	8	9
Could not qualify for any other programmes	12	18
Needed to receive financial aid for my daily needs	10	8

Source: Own calculations

The summary of reasons for studying the programmes could also be the reasons why the students are failing to complete their programme of study. The students might be de-motivated because they are not identifying themselves with their programmes of study. This might imply that, the institutions of higher education through the tutor and other student counselling mechanisms in place has to play a pivotal role to ensure that the students understand and identify themselves with the programme of study.

FINDINGS

The study found that student motivation responsibility mainly lies with the tutor. The manner in which the feedback is given to the student, the enthusiasm of the tutor and the knowledge of the subject matter are perceived by the students as key to their motivation to study. The assessment system also plays a significant role. Students at tertiary institutions sometimes found themselves studying certain programmes not because they have chosen but certain circumstances might have forced them to do such because their inability to qualify for their programmes of choice. It is interesting to note that quite a number of students are viewing attending tertiary education as a source of finance for their daily needs and those of their loved. This could be evidenced by the number of times some students are repeating the same programme.

RECOMMENDATIONS/SUGGESTIONS

The study results suggest that tutors play a very important role in student motivation. This means that it is imperative for institutions of higher learning to ensure that the tutors are equipped with relevant skills and knowledge so as to motivate learners. There is need to orient tutors on different ways of delivering a lesson. This is because, currently most tutors at tertiary education are subject experts but do not have a formal training on how to deliver at tertiary institutions. The systems should give the teachers a leeway to adjust the teaching method depending on what excites the learners. This would help the learners to get motivated to study. There is need to put in place system that would identify individual student needs so as to ensure that the students are guided and counselled accordingly. The assessment should be made interesting and in a manner that stimulates the student's desire to know more about the subject. This could be done by ensuring that the higher levels of Blooms' taxonomy are applied when designing assessments both formative and normative assessments.

CONCLUSIONS

From the research findings, it can be concluded that student motivation to study is influenced many factors which are, life goals, nature and quality of feedback, reasons for choosing a programme of study, the school environment, assessment systems and the student's abilities to master the subject content. This means that the tutor, the student and the tertiary education system has to work together to achieve the full objectives of education which is transformation of an individual, thus employability.

SCOPE FOR FURTHER RESEARCH

The study was not exhaustive though it brought out some of the pertinent issues with regard to student motivation at higher education. There is need to subject the finding to empirical test by trying all the recommendations such as the mode of delivery and tutor training and then measure the level of student motivation. Further research can be done on the process of motivation and the effectiveness of different teaching methods on student motivation.

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APPENDIX/ANNEXURE

STUDENT MOTIVATION TO STUDY

QUESTIONNAIRE

In an effort to improve your learning experience at Botho University, we are collecting information on your learning experience so far and your views on areas that you think if improved might enhance your learning experience. As a student, it is anticipated that you have your own preferred ways of doing things which we would like to capture and incorporate into the University system so as to improve the delivery of service.

We would appreciate if you can take some time to complete this questionnaire. You are advised to be as free as possible to express your views in any area. Please note that the information supplied will be treated with strict confidentiality. We would like to take this opportunity to thank you in advance.

1. Gender
 - a. Male
 - b. Female
2. Year of study
 - a. Year 1
 - b. Year 11
3. Programme of study -----
4. My studies are financed by
 - a. Self -----
 - b. Government-----
5. How long have you been at Botho University? ----- years
6. How long have been doing your current programme of study? ----- years
7. What made you choose the programme you're studying? Please tick one
 - a. Want the programme for my life goals
 - b. Pushed by relatives/friends to do the study
 - c. Could not qualify for the programme I have applied for
 - d. Other. Specify-----
8. How would you rate your performance in the programme you enrolled for? Please note that 1 is for very poor and excellent.
1----- 2----- 3----- 4-----5
9. Using the same ratings above as above how would you rate your tutor?
 - a. Knowledge of the subject ----
 - b. Usage of exiting teaching methods during lessons ---
 - c. The tutor is enthusiastic -----
 - d. The nature of feedback-----
 - e. The manner in which the feedback is delivered-----
10. Which of the following make you enjoy your learning? Please rank them in order with 1 being the most important element.
 - a. Exciting lessons
 - b. Considerate tutor
 - c. Constructive feedback
 - d. The general school environment
 - e. Independent learning
 - f. Availability of resources
 - g. Campus infrastructure
 - h. The nature and type of assessment
 - i. Independent social life
 - j. Other--- Specify-----
11. I am finding my studies,
 - a. Interesting
 - b. Boring
 Explain your answer-----
12. I am finding my programme'
 - a. Easy
 - b. Difficulty
 - c. Challenging
 - d. I do not know
13. My programme is'
 - a. Useful
 - b. Useless
 Explain your answer -----
14. From the list below choose the first five elements that you think if in place will make you enjoy your learning.
 - a. Constructive feedback
 - b. Receiving monthly allowance from the government
 - c. Knowledgeable and enthusiastic tutors
 - d. Assessments that reflect my level of study
 - e. Good campus infrastructure
 - f. Improved social life
 - g. Self confidence
 - h. Time management
 - i. Family support
15. In your own opinion what would you want to see in place that would assist in your learning?-----

Thank you for time once again. Have a nice day.

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With sincere regards

Thanking you profoundly

Academically yours

Sd/-
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