

**EXPLORING THE FACTORS CONTRIBUTING TO THE MOTIVATION OF
HOSPITALITY MANAGEMENT LEARNERS AT A SELECTED HIGHER
EDUCATION INSTITUTION IN BOTSWANA**

A dissertation

Submitted in partial fulfilment of the requirements for the

Master of Education in Higher Education (Med)

By

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DECLARATION

I Diketso Kelebemang Khutsafalo hereby declare that I am the sole author of this dissertation. I further declare that this dissertation has not been submitted to at any other institution for academic examination. This dissertation represents my own opinions and not necessarily those of Botho University.

Signed: 

Date: 24 February 2020

DEDICATION

I dedicate this project to God Almighty for the gift of life and as a source of inspiration and knowledge. He has been my pillar of strength throughout my research work and for granting me good health and wisdom for the completion of this project. I dedicate this thesis, to a very special person, my husband Mr James Rahuma who has been encouraging, considerate, supportive and cooperative throughout this research. You assisted me to keep things in perspective and you believed in me. To my princess Tlotso Kim Rahuma, you have made me stronger, better and more fulfilled than I could have ever imagined. You inspired me and endured my absenteeism from home. To my family; especially my sister Monicah Khutsafalo for her selfless love, care and dedicated efforts which contributed a lot for completion of my dissertation. To my mother, Mrs Batlhalefi Khutsafalo who bore life unto me and raised me, I am forever thankful for your constant love. Above all, I dedicate this thesis, to my late father Mr Khutsafalo Lekgatlhanye you could not witness my success, but you taught me to persevere and to be faithful when I experience challenges in life.

ACKNOWLEDGEMENTS

Foremost, I would like to express my sincere gratitude to my supervisor Professor Ushe Makambe for his continuous support of my dissertation, his patience, inspiration, enthusiasm, and immense knowledge. His unfailing guidance and his availability helped me in all the period I was writing my dissertation. I could not have imagined having a better mentor and advisor for my dissertation. I would also like to sincerely thank Dr Jane Iloanya, Dr Veronica Makwinja, whose invaluable advice and constructive comments proved to be instrumental to the success of my dissertation. My appreciation also extends to Ms Evah Mosetlhane, Mr Strike Mbulawa, and Mr Tonderai Vumbunu whose assistance and technical know-how were a milestone in the completion of this dissertation. To the Ministry of Tertiary Education Research Science and Technology and the students of Hospitality Management at BU I am grateful for your participation and cooperation. My thanks also go out to my fellow workmates for the humour, love and support which kept me encouraged throughout this journey. Finally, I am highly indebted to the security team at BU for their patience, kindness and understanding. I thank them for allowing me to slow them down in their work to accommodate my requests.

ABSTRACT

The purpose of this study was to explore the factors contributing to low motivation of the hospitality management learners at a selected higher education institution in Botswana. The study adopted a positivist approach accompanied by a cross sectional survey research design and a quantitative research methodology where data was collected through a questionnaire. The study population comprised 189 hospitality management students at Botho University (BU) from year 1 to year 4. Data was collected from a sample of 128 learners who were selected using probability sampling in the form of simple random sampling. Data was analysed using Statistical Package for Social Sciences (SPSS) which produced descriptive statistics (mean, percentages, correlation) and inferential statistics (analysis of variance (ANOVA and regression analysis). The findings of the study revealed that aspects of the learning environment at BU that demotivated learners were poor internet access, limited library operating hours, absence of cafeterias, inadequate security and large class sizes. The results also identified some aspects of teacher behaviour that negatively affected learner motivation such as failure to support and inspire students, lack of patience with learners, failure to provide timely feedback to learners and poor delivery skills. Elements of pedagogical strategies that the respondents found to be demotivating included low quality of academic advising, limited presentations and failure to deliver curriculum that was relevant to the industry needs. Based on these findings, the study recommends that BU should expand available resources to the learners such as library books, computers, cafeterias, reading classrooms and high-speed Wi-Fi. The university should also come up with incentives that motivate teachers so that they give their best to the learners.

TABLE OF CONTENTS

DECLARATION.....	I
DEDICATION.....	II
ACKNOWLEDGEMENTS	III
ABSTRACT	IV
TABLE OF CONTENTS	V
LIST OF TABLES	X
LIST OF FIGURES	XI
CHAPTER 1.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.1 Introduction.....	1
1.2 Background to the study	1
1.3 Problem statement.....	4
1.4 Research objectives.....	4
1.5 Research questions.....	4
1.6 Significance of the study.....	5
1.7 Scope of the study / delimitations.....	6
1.8 Limitations of the study	6
1.9 Definition of terms.....	7
1.10 Conceptual framework.....	7

1.11 Hypotheses	8
1.12 Chapter layout	9
1.13 Chapter summary	9
CHAPTER 2.....	10
LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 The concept of learner motivation	10
2.3 Factors contributing to learner motivation.....	10
2.3.1 The learning environment	13
2.3.1.1 School infrastructure.....	14
2.3.1.2 Class size	15
2.3.1.3 Sense of belonging.....	15
2.3.1.4 Security.....	16
2.3.1.5 Learners' support systems	16
2.3.2 Teacher behaviour	18
2.3.2.1 Interaction with students.....	18
2.3.2.2 Teachers' motivation level	19
2.3.2.3 Teachers' level of knowledge and enthusiasm	20
2.3.3 Pedagogical strategies	22
2.3.3.1 Effective class management	23
2.3.3.2 Varying learner activities.....	24
2.3.3.3 Rewarding students.....	25
2.4 Theoretical framework.....	26
2.4.1 The physiological needs	27
2.4.2 Safety needs	28
2.4.3 Social needs (belongingness and love needs)	28
2.4.4 Esteem needs.....	29

2.4.5 Self-actualization needs.....	30
2.5 Chapter summary	33
CHAPTER 3	34
RESEARCH DESIGN AND METHODOLOGY	34
3.1 Introduction.....	34
3.2 Research paradigm.....	35
3.2.1 Positivism.....	35
3.2.2 Interpretivism	35
3.3 Research strategy and research design.....	36
3.4 Research methodology	37
3.4.1 Population of the study.....	37
3.4.2 Sampling techniques and sample size.....	38
3.4.3 Data collection and the research instrument	39
3.4.4 Data collection procedure.....	40
3.5 Validity and reliability of the study	41
3.6 Ethical considerations	42
3.7 Data analysis	43
3.8 Chapter summary	43
CHAPTER 4	44
DATA ANALYSIS, DISCUSSION AND INTERPRETATION	44
4.1 Introduction.....	44
4.2 Demographic data analysis	45
4.2.1 The gender of the respondents.....	46
4.2.2 Ages of the respondents	46

4.2.3 Level of education of the respondents	47
4.2.4 Head of the respondents' family	47
4.3 Presentation and discussion of the key findings of the study	48
4.3.1 Factors contributing to learner motivation (Primary research objective)	48
4.3.2 The role of the learning environment on learner motivation (1 st secondary research objective)	52
4.3.3 The contribution of teacher behaviour to learner motivation (2 nd secondary research objective)	57
4.3.4 The contribution of pedagogical strategies to learner motivation (3 rd secondary research objective)	60
4.5 Model summary	64
4.6 Chapter summary	65
CHAPTER 5	69
FINAL SUMMARY, RECOMMENDATIONS AND CONCLUSION	69
5.1. Introduction	69
5.2 Final summary	69
5.2.1 Demographic data	69
5.2.2 Factors contributing to the motivation of hospitality management learners at BU .	70
5.2.3 The role of the learning environment on the motivation of hospitality management learners at BU (1 st secondary research objective)	70
5.2.4 The contribution of teacher behaviour to the motivation of hospitality management learners at BU (2 nd secondary research objective)	71
5.2.5 The contribution of pedagogical strategies to the motivation of hospitality management learners at BU (3 rd secondary research objective)	71
5.3 Recommendations	71
5.3.1 Factors contributing to the motivation of hospitality management learners at BU (Primary research objective)	72

5.3.2 The role of the learning environment on the motivation of hospitality management learners at BU (1 st secondary research objective).....	72
5.3.3 The contribution of teacher behaviour to the motivation of hospitality management learners at BU (2 nd secondary research objective).....	73
5.3.4 The contribution of pedagogical strategies to the motivation of hospitality management learners at BU (3 rd secondary research objective)	73
5.4 Conclusion	73
REFERENCES.....	76
LIST OF APPENDICES	97
APPENDIX 1; RESEARCH QUESTIONNAIRE	97
APPENDIX 2; KREJCIE & MORGAN’S FORMULA.....	103
APPENDIX 3; RESEARCH PERMIT	104
ACRONYMS	105

LIST OF TABLES

Table 1.1 Definition of terms	7
Table 1.2: Summary of hypotheses	8
Table 3.1: Population and sample from strata	38
Table 3.2: Scale for questionnaire (Source: Authors own construct)	40
Table 3.3: Internal consistency reliability (Source: Mugenda & Mugenda, 2003)	42
Table 4.1: Cronbach's alpha reliability test results.....	45
Table 4.2: Gender distribution of the respondents.....	46
Table 4.3: Ages of the respondents.....	46
Table 4.4: Respondents' level of education.....	47
Table 4.5: Head of the respondents' family.....	47
Table 4.6: Psychometric properties of the factors contributing to the motivation of hospitality management learners	48
Table 4.7: Correlation analysis	51
Table 4.8: Regression analysis: Factors contributing to the motivation of hospitality management learners in BU	51
Table 4.9: Psychometric properties of the role of the learning environment on learner motivation	52
Table 4.10: Correlation between the learning environment and learner motivation	56
Table 4.11: Regression analysis: The role of the learning environment on learner motivation	56
Table 4.12: Psychometric properties of the contribution of teacher behaviour to learner motivation.....	57
Table 4.13 Correlation between teacher behaviour and the learner motivation	59
Table 4.14: Regression analysis: The of the contribution of teacher behaviour to learner motivation	60
Table 4.15: Psychometric properties of the contribution of pedagogical strategies to learner motivation	61
Table 4.16:Correlation analysis between pedagogical strategies and learner motivation	63
Table 4.17: Regression analysis: The contribution of pedagogical strategies to learner motivation.....	63
Table 4.18: Analysis of Variance	64
Table 4.19: Model Summary	64

LIST OF FIGURES

Figure 1.1: Conceptual framework (Source: Author's own construct).....	8
Figure 2..2: The fearless teaching framework (Donlan, Loughlin & Bryne, 2019)	31
Figure 2.3: Conceptual framework of determinants of student outcomes (Source: Nilsen & Gustafsson, 2016)	33
Figure 3.1: Research Process (Source: Author's own construct)	37

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This is an introductory chapter which comprises the background of the study, the statement of the problem and the research objectives that this study sought to achieve. The chapter also outlines the research questions that the study sought to answer, the scope/delimitations of the study and the significance of the study as well as the limitations of the study. The chapter defines key terms of the study, the conceptual framework and outlines the structure of the dissertation and wraps up with a chapter summary.

1.2 Background to the study

Motivation is an important aspect of learning and for decades researchers and psychologists have attempted to measure it. This is a construct that is difficult to measure because it cannot be observed directly (Lavallee et al., 2003; Clancy et al., 2016). Learner motivation is the learner's level of engagement in the process of learning and it comprises of two types - intrinsic and extrinsic motivation (Usher & Kober, 2012; Hapsari, 2013; Cerasoli et al., 2014; Deci et al., 2017; Knapper, 2017). A report by Rizkalla and Seitz (2017) on motivating higher education students indicate that it was important to understand the motivation of students in order to retain them since learner retention has been a challenge for most higher education institutions especially in third world countries.

The concept of learner motivation is not a new phenomenon; it has been the focus of various studies that tried to understand what motivates hospitality and tourism management learners to study (Bushell et al., 2001; O'Mahony et al., 2001; Kim et al., 2007). The 21st century has recognized the tourism and hospitality industry in Botswana to be a significant sector with notable benefits ranging from, but not limited to, job opportunities and producing foreign exchange.

The hospitality and tourism industry is an important sector of the Botswana economy which has a significant contribution to state revenue, creation of employment and generation of foreign direct investment (Mahachi & Shemi, 2014; Wttc.org, 2017; Weekendpost, 2018). In this regard, the hospitality industry has experienced a proliferation of tertiary institutions that offer training in hospitality and tourism related programmes for the past decades. The government of Botswana

introduced the concept of hospitality and tourism education in order to stimulate service excellence in this promising sector (Horng & Lee, 2005; Chang & Hsu, 2010; Bagri & Babu, 2011). The state of education in Botswana has seen students performing well and competing for higher grades due to their commitment and engagement in the process of learning, but the current situation is opposite and is an eyesore as teaching in classrooms has been a challenge. It appears like learners are not inspired to learn and are not committed to their studies. This is evidenced by learners missing classes; learners being passive during lessons; learners failing to submit assignments and learners missing assessments. In education contexts worldwide, learner demotivation appears to be a shared phenomenon (Dörnyei, 2001; Sugita & Takeuchi, 2010).

What makes learner motivation crucial in education is that when learners are demotivated, they tend to play truant, disobey school rules, miss classes, perform poorly and frustrate the effort of the teacher (Usher & Kober, 2012; Knapper, 2017). Studies on learner motivation in African universities have established that most learners have little motivation despite the fact that governments developed infrastructure in higher education institutions (Afraz et al., 2017). It is necessary that institutions of higher education establish the reasons why students' motivation has plummeted despite the effort that governments of various countries have put to make higher institutions of learning more attractive. If students are demotivated, they will not learn the required skills for the 21st century and will fail to contribute to the socio-economic development of their countries.

The current education system in Botswana is such that learners attend school to complete the grades but not to attain the skills and competencies that are required in a developing country (Republic of Botswana, 2009; The World Bank, 2014; Makwinja, 2017; Boikhutso & Molosiwa, 2019). The industry has expressed concern about the type of graduates being churned out by higher education institutions in the country. Reports have indicated that academic programmes that are offered in local tertiary education institutions are not relevant to the needs of the industry hence making it difficult for graduates to secure jobs due to a skills mismatch in the current economic set up (Moswela & Chiparo, 2015; The Patriot on Sunday, 2019). There has been lamentation about the failure of graduates to meet the needs of the industry. This has put higher education institutions under pressure to try and meet the demands of industry. Therefore, institutions of higher education should embark on producing quality human resources who have acquired the relevant skills to meet the mandate of the national development goals of the country (Ama, 2008; Pheko & Molefhe, 2016). This scenario requires high levels of learner

motivation to enhance the quality of the tertiary education output so that it matches the requirements of commerce and industry.

Several articles have been published over the years in Botswana indicating a sudden decline in the performance of learners in Primary School Leaving Examinations (PSLE), Junior Certificate Examinations (JC) and the Botswana General Certificate of Secondary Education Certificate (BGCSE) examinations. The government and all stakeholders have been affected by the crisis in the education system in Botswana particularly the declining performance in the national examinations (Weekendpost, 2017; Mmegi Online, 2020). Scholars have discovered that despite the learners' capability, resources and facilities in higher education institutions, learners are still not stimulated to learn and to study voluntarily to the best of their capabilities. In Botswana, various factors contribute to this lack of inspiration towards learning. In higher education, quality is not only limited to the effort of the educators, but it also entails the procedures, infrastructure, competency and standards of assessments (Badan Stadar Nasional Pendidikan, 2015).

When the Botswana government is sponsoring students in tertiary education institutions, it sets a cutoff point. In a newspaper article in 2017, the then Assistant Minister of Education and Skills Development (MoESD), Mr Kgotla Autlwetse stressed that the cut off point for eligible learners for grants and learner allowances in institutions of higher education for undergraduate programmes remains at 36 points and above (Dailynews, 2015; Weekendpost, 2019). Traditionally, the University of Botswana was the prestigious institution for any students aspiring to become a force to reckon with. A report by the Botswana Youth Magazine (2015) highlighted that the University of Botswana, which is classified 32nd and 2738th on University Web ranking in Africa and worldwide respectively in the year 2015, is the best university in Botswana. Lately, there has been a mushrooming of private tertiary education institutions that at times, enroll students with lower grades. A report by The Patriot on Sunday (2016) stated that academics have been complaining about the mushrooming of these institutions alleging that they offer programmes that are already existing in government tertiary institutions and that the quality of the programmes offered by these institutions is questionable. Some learners are forced to attend private institutions because their parents do not want them to be idle at home. This is a demotivating factor that leads learners to neglect their schoolwork. One of these institutions is Botho University (BU) where this study was carried out. BU enrolls learners in the Hospitality Management programme and experience has shown that the motivation level is low. No known study has been carried out to establish the reason why there is low learner motivation in higher

education institutions in Botswana, especially private higher education institutions which appear to be affected by challenges of learner motivation more than their public counterparts. This study therefore sought to establish the factors that were contributing to the low levels of motivation of hospitality management learners at BU.

1.3 Problem statement

Over the years, there have been serious complaints by teachers of Hospitality Management at BU about learners who seem not to be taking their studies seriously. The major complaint is that the hospitality management learners appear to be apathetic, unmotivated and unenthusiastic in their studies which make teaching less effective. There is a tendency of learners missing classes; they are passive in class; they are reluctant to participate in practical lessons and group work and some do not submit assignments. A significant number of learners go to the extent of missing major assessments such as final assessments while many obtain unsatisfactory results in their examinations. This is a serious problem which needs attention since even the sponsor has expressed displeasure in such a scenario. This study therefore sought to determine the factors that were contributing to the low levels of learner motivation of the hospitality management learners at BU.

1.4 Research objectives

The purpose of this study was to explore the factors contributing to the low motivation of hospitality management learners at a selected higher education institution in Botswana. The secondary objectives were to:

- Explore the role of the learning environment on motivation among hospitality management learners at BU.
- Examine the contribution of teacher behavior to the motivation of hospitality management learners at BU.
- Identify the contribution of pedagogical strategies to the motivation of hospitality management learners at BU.

1.5 Research questions

Based on the research objectives stated above, the study sought to answer the following research questions:

- What is the role of the learning environment on motivation among hospitality management learners at BU?
- What is the contribution of teacher behavior to the motivation of hospitality management learners at BU?
- What is the contribution of pedagogical strategies to the motivation of hospitality management learners at BU?

1.6 Significance of the study

This study is significant in several ways. The findings of this study will provide the hospitality and tourism management teachers and institutional management with information on the expectations of hospitality management learners and what motivates them in a hospitality management learning programme. The findings could be used as a standard to boost learner motivation so that academic institutions can produce competent graduates. The results of the study will be a guideline on the approaches the faculties can implement to increase learner motivation and guide them to refrain from activities that negatively affect learner motivation. This study will assist the proposed institution's student services departments and teachers to come up with strategies that will address issues of learner motivation in the learning process. Information gathered in this study will aid learners to access support procedures in their learning.

This study will be useful in curriculum delivery and development to help teachers to make informed decisions in the planning and delivery of the curriculum. This study will inform new teaching and learning approaches as learners will be engaged in learning and it will improve quality of teaching and learning. This study will help teachers to employ better teaching strategies and suggestions from this study will assist learners to adopt the student-centered learning strategy where the learners take the lead in the learning process. The study will contribute to the body of knowledge on learner motivation by providing empirical evidence on how variables such as; the learning environment, teacher behaviour and pedagogical strategies influence student motivation especially in private higher education institutions.

This study is also significant for future researchers who may want to pursue similar studies. Future researchers can use this study to identify gaps that need further research pertaining to learner motivation. This study will open doors for further research on learner motivation in other higher education institutions in Botswana or related topics. The study will be significant as it will

enlighten policy makers about the fundamental concept of learner motivation in institutions of higher learning for reviewing and updating policies and legislation based on the unique needs of institutions within their own context.

1.7 Scope of the study / delimitations

This study was confined to 189 learners in the Faculty of Hospitality and Sustainable tourism, BU, Botswana; and a sample of 128 learners participated in the study. The study explored the role of the learning environment among hospitality management learners at BU and examined the contribution of teacher behaviour on the motivation of learners. The study also sought to identify the contribution of pedagogical strategies to the motivation of hospitality management learners at BU.

Although there are other factors of importance in related studies, the study was limited to only three factors and other factors have not been covered due to the limitations stated in the limitations of study section. Such excluded factors include; self-esteem, personal experiences, personal image, school choice and programme choice. The study was restricted to BU in Gaborone and excluded other institutions of higher learning which had similar characteristics to BU such as University of Botswana (UB), Botswana Accountancy College (BAC), Gaborone Institute of Professional Studies (GIPS), Limkokwing University, Baisago University, Botswana Open University (BOU), Institute of Development Management (IDM), Institutes of Health Sciences (IHS), Botswana International University of Science and Technology (BIUST), Colleges of Education, New Era College, Botswana University of Agriculture and Natural Resources (BUAN) and Botswana Wildlife Training Institute (BWTI). Due to the limitations listed under the section of limitations of study, the study was limited to Gaborone other than other BU campuses in Francistown, Lesotho, Eswatini and Namibia.

1.8 Limitations of the study

This study was limited to the learners of one institution of higher learning in Botswana and students of only one programme (Hospitality management). Although the findings of this study can be generalized, the inclusion of other programmes and other institutions would have enhanced the validity of this study. The study adopted a quantitative methodology; however, validity of the study could have been enhanced with the use of mixed methods, that is, qualitative and quantitative, resulting in triangulation of findings. The likelihood of distorted interpretations by

participants may be evident as findings were derived from self-reported data. A quantitative study can redirect participants to providing answers that they may feel are desired by the researcher who is also their lecturer. The time period given to carry out this study was short, and this limited the researcher's schedule pertaining to data collection and analysis. Due to time constraints (six months), the researcher was forced to conduct the study using a small population in one institution. Other limitations included truthfulness of respondents and respondents' perceptions of the survey. The researcher is an employee of the institution where the study was conducted which could have impacted the responses. Financial constraints also limited the researcher to focus on one institution and not covering other institutions to reduce transport and accommodation costs.

The researcher overcame the limitations by designing the questionnaire in a simple language and encouraging all participants to be honest when completing the survey and assuring them of the confidentiality of their responses and that they were free not to participate if they did not wish to.

1.9 Definition of terms

Table: 1.1 Definition of terms

Term	Definition	Source
Motivation	A set of principles that drive and sustain behavior and are an important precursor to learning and success in school.	Wigfield et al., (2006); Wentzel and Wigfield (2009); Wentzel (2012)
Intrinsic motivation	When learners are fully engaged in content and are committed to achieve their set goals (self-motivation).	Merlin (2003); Usher and Kober (2012)
Extrinsic motivation	Motivation that is more grounded on the paybacks, incentives and rewards of the learning process rather than enjoyment.	Ryan and Deci (2000); Locke and Schattke (2019)
Pedagogical strategies	Techniques that educators use to help learners in the teaching and learning process.	Murphy (2008); Westbrook et al., (2013)
Learner	Someone who is acquiring knowledge about a subject or skill.	De Houwer, Barnes-Holmes, and Moors (2013).
Teacher behaviour	The learner's perception of their teachers in relation to the lecturer's support, organisation, how they encourage them or whether they are controlling.	Ismail and Majeed (2011)

1.10 Conceptual framework

This study was premised on the relationship between learner motivation (the dependent variable) and the research constructs namely the learning environment, teacher behaviour and pedagogical strategies (the independent variables). The conceptual framework is illustrated in Figure 1.1 below.

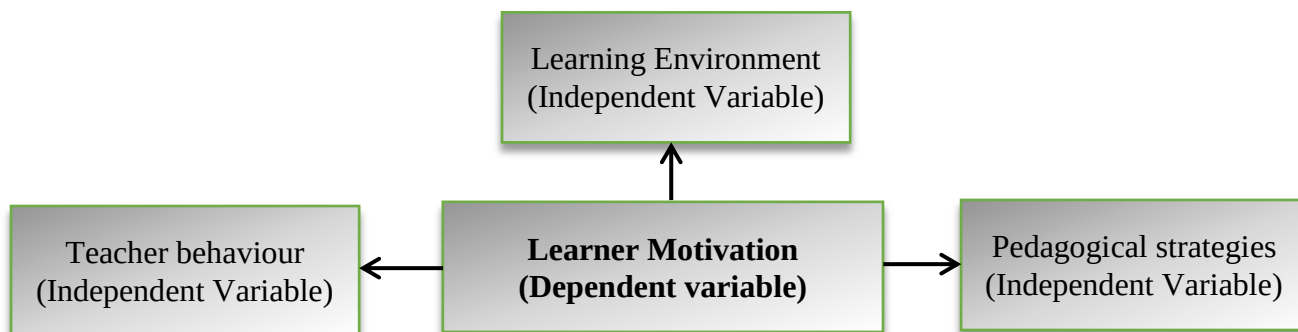


Figure: 1.1: Conceptual framework (Source: Author’s own construct)

Figure 1.1 above shows the relationship between learner motivation (the dependent variable) and the learning environment, teacher behaviour and pedagogical strategies (the independent variables). This model takes into account the predominant factors that contribute to learner’s motivational levels.

Figure 1.1 above explains that learner motivation is a dependent variable which is interrelated to other independent variables. The model asserts that all the three independent variables should be satisfied in order to motivate learners. The learning environment should be conducive; the teacher behaviour should be accommodative and the pedagogical strategies should be appropriate leading to the establishment of learner motivation. When this study is completed, the state of the aforementioned factors will determine whether the hypotheses stated in section 1.1 of this chapter will be accepted or rejected.

1.11 Hypotheses

Based on the above conceptual framework, the hypotheses shown in Table 1.2 below were tested in this study.

Table 1.2: Summary of hypotheses

No	Hypotheses
H ₁	The learning environment is significantly and positively related to learner motivation.

H₂	Teacher behaviour is significantly and positively related to learner motivation.
H₃	Pedagogical strategies are significantly and positively related to learner motivation.

Table .1.2 above summarised the hypotheses tested in this study. According to Babbie and Mouton (2002), a hypothesis is a statement of assumption suggesting that there is a relationship between two or more variables. A hypothesis is adopted to guide the route of a study, to identify the relevant facts and to provide an outline that is used in forming the conclusions that are derived from the findings. Similarly, Punch (2016) added that a hypothesis is a predicted answer to a research question which is susceptible to change.

1.12 Chapter layout

Chapter 1: Introduction and background to the study

This chapter comprises of the general background, problem statement, research objectives, research questions, significance of the study, and scope of the study and limitations of study.

Chapter 2: Review of literature

This chapter is an analysis of literature that is related to the research objectives.

Chapter 3: Research methodology

This chapter outlines the precise procedures or techniques used to identify or select process and analyze data. It entails; the research design, methods of data collection, population and sample selection, validation instruments, reliability of instruments, data collection procedures, ethical considerations and data analysis and interpretation of results.

Chapter 4: Presentation, analysis and discussion of results

This chapter analyses data and present the findings. It provides detailed insights about the responses, the characteristics of respondents, the number of questionnaires issued out and those returned and the number of respondents.

Chapter 5: Final summary, conclusion and recommendations

This chapter provides an overall summary of the study, comprising of educational implications of the study and the strategies to address the prevailing issues.

1.13 Chapter summary

This chapter outlined the problem of the study and provided the introduction and background information about what the study entails. It stipulated the research objectives, the research questions pertaining to the study and the significance of the study. The chapter presented the

scope of the study and the limitations of the study and key terms were defined. The conceptual framework and the layout of the chapter were highlighted. The next chapter is a literature review which serves as an appraisal of the literature related to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter one comprised the introduction and background of the study. This chapter is a synopsis of the literature that is relevant to this study. The issue of learner motivation has been the topic of several studies over the years. This chapter serves to draw diverse comparisons, arguments, discussions and debates from a pool of other authors in relation to the topic at hand. The literature review has been derived from the study objectives and has been classified as follows: The concept of learner motivation, factors contributing to the motivation of learners, the role of the learning environment on learner motivation, the contribution of teacher behavior to the motivation of the learners, the contribution of pedagogical strategies to the motivation of the learners and the theoretical framework that relates to motivation of the learners.

2.2 The concept of learner motivation

Most instructors view motivation as a key factor to succeed in an individual's set goals and it is critical to understand what really motivation is. Motivation stems from the Latin word, "movere" which means to move (Ryan & Deci, 2000) and is entrenched in the learners' willingness and reason to learn (Brophy, 2010; Ullah, Sagheer, Sattar & Shahbaz, 2013). Learner motivation is therefore the student's level of engagement in the process of learning to reach his/her targeted goals. Motivated learners are those learners who are more engaged in the course and indulge in various course activities such as presentations, reading books, going to libraries, attending lessons, asking questions, taking part in discussions and research (Schunk, 2009; Ermawati, 2013). Intrinsic (self-motivation) and extrinsic (external motivation) are the two types of motivation that have been identified by various scholars (Usher & Kober, 2012; Tranquillo & Stecker, 2016).

2.3 Factors contributing to learner motivation

A variety of factors address the theory of motivation in higher education institutions. Dominant motivational factors for hospitality and tourism learners include the job market, love for practical

aspects, self-actualisation, achievement and simplicity of the material being learnt (Kim, Guo, Wang & Agrusa, 2007; Lee, Kim & Lo, 2008). More factors have been identified by Brooks et al (2014) which include the learner's passion for learning, job security and rewarding work and attractive remuneration. These aforementioned studies support the notion that one of the vital factors contributing to learner motivation is pedagogical strategies suggesting that with effective teaching approaches, the learners could secure good jobs in the hospitality sector. However, in Botswana, the situation is different. A lot of hospitality learners are afraid of exploitation of employees in the hospitality and tourism sector (lower salaries and harsh work conditions) and lack of potential growth (Kaynak & Marandu, 2006; Moswete, et al., 2008; Mbaiwa, 2015; Aynalem, Birhanu & Tesefay, 2016). Other similar studies have discovered that the motivation to study hospitality programmes is triggered by the growth of the hospitality sector, government employment opportunities, parental influences and shortage of skills in the hospitality industry (Appaw-Agbola & Agbotse, 2013; Alrawadien & Alrawadien, 2015). This is an indication that the levels of learner motivation may be triggered by various factors some of which are not controllable. Intrinsic motivation can support student learning and accomplishment more than extrinsic motivation since intrinsically motivated learners turn to enjoy the learning process whilst the extrinsically motivated learners fail to put effort in their learning (Lei, 2010).

A comparable study by medical and dental students in Iran has discovered that the motivation to study is triggered by social and professional status, nature of occupation, personal life, personal interest, health care and personal experience (O'Mahony, McWilliams & Whitelaw, 2001; Lee, Old & Lee, 2012). This implies that motivational factors can be fueled by learners who have goals, who know who they are and what they want to achieve in life. On another note, the most dominant factors from these studies center on employment and simplicity of the hospitality curriculum which are really a cause for concern. There is a belief that the curriculum needs to be upgraded to produce 21st century graduates who are capable of transforming the economy resulting in job creation rather than employment seekers (Kim, McCleary & Kaufman, 2010; Hayes & Miller, 2011; Lee, Olds & Lee, 2012; Rudd, Budziszewski & Litzinger, 2014). Many gaps in this area pertaining to literature still need to be covered.

Somers et al (2008) argue that other factors affecting learner motivation focus on the family background (child upbringing, poverty, family instability) which has a positive or negative impact on the level of motivation of the learners. The influence of poverty on learner motivation is reinforced by Dean and Dagostino (2007) who contend that poverty may be a push factor for

learners to work harder to do well academically in order not to disappoint their parents who pay for their fees. Extant literature is quite controversial as motivation of learners is a difficult concept to analyze because what tends to motivate one learner may turn out to be completely different from another. In other learners, poverty is demotivating whilst in others; it is motivational as it pushes those learners to work harder to escape from their current status (VanBreda, 2001; Milner, 2015). The results of a study by Mokomane (2005) suggest that cohabitants in Botswana are, in general, socio-economically disadvantaged, especially women, and in most cases young women escape poverty by cohabiting with men. For young female learners, cohabitation may affect their learning especially when the relationship turns sour. However, in some cases, most higher education students are apathetic regardless of their economic status that despite governments' attempt to provide them with better educational opportunities through free or subsidized education most do not take advantage of this benevolence. For example, the Botswana government has tried to motivate students by giving out grants (Obasi, 2008; Bothale & Molokwane, 2019) and long-term loans, including living allowances, but there are reports of poor performance and dropout among most tertiary education students. It shows that regardless of other people's efforts and support, there are learners who are difficult to inspire (Makwinja, 2017). The aforementioned studies are interlinked in the sense that they bring in the concept of families in the motivation of learners. However, in higher education institutions, especially in Botswana, most of the learners are not living with their parents and the family factor may not be that significant (Mmegi online, 2009; Sunday standard, 2010; Galeemelwe, 2014).

Some authors view the concept of student motivation as linked to achieving graduation standards and recognizing excellence in the form of incentives such as academic certificates, monetary rewards and acknowledgement from both parents and teachers (Usher et al, 2012; Tokan & Imakulata, 2019). To the contrary, Usher et al (2012) indicate that learner motivation is beyond academic achievement but involves the issues of ego, conceptual understanding, being content with the institution, sense of belonging to society and the goal to complete studies. The discrepancy highlights the needs for institutions to understand their role in motivating students and meet the teachers halfway in this regard (Usher & Kober, 2012; Mahan et al., 2014). Motivation should be an institution's pride in excellence in an effort to produce successful graduates. This can be achieved by establishing structures that support learners' welfare like health facilities, sports facilities, libraries and playgrounds which encourage learners to interact with others, to read books and assuring them of their safety and health. In another study which investigated the ingredients for improving learner motivation by Williams and Williams (2011), it

was identified that the learner, content, the instructor, method/process of delivery and the learning environment are the five basic ingredients that have a big impact on student motivation. This study attests to the fact that, for learner motivation to be a success, many aspects should be included in the whole process.

Although the hospitality sector has encountered high unemployment rates, the turnout of potential employees (graduates) seems to be low due to some demotivating factors from the perceptions that are attached to the sector. Serving people in restaurants is perceived to be a de-meaning job and it is also associated with negative cultural and religious views especially involving men (Alrawadien & Alrawadien, 2015; Mbaiwa 2015). In Botswana, hundreds of hospitality graduates have been produced but a lot of them are still roaming the streets due to low remunerations and instability of the hospitality jobs and this affects motivation of the learners who are studying hospitality management as they turn to be concerned about whether they will secure jobs in the future (Hanekom, 2015; Aynalem, Birhanu, & Tesefay, 2016; Morupisi & Mokgalo, 2017; Wakelin-Theron, Ukpere & Spowart, 2018). If not well addressed, the issue of demotivated learners in institutions can cause more harm than good to the institution's reputation and to the learner's academic achievements (Usher et al 2012; Takase et al; 2019).

Several authors have identified factors within the school environment as playing a significant part in learner motivation. These factors include classroom sanitation, class size, classroom environment, teachers' behavior, students' interest level, the culture of the school and the teaching and learning strategies used by teachers (Ullah et al, 2013; Knapper, 2017; Johnson, 2018). In addition, Knapper, (2017) has identified peer influence and student-teacher relationships as influential in student motivation. These views are buttressed by Cheng & Dörnyei (2007) who concur and add that the learners' attitude towards learning, instructor's teaching approaches and principles, teacher behaviour and the learning environment are the most dominant factors in learner motivation. For this study, some of the most influential factors in learner motivation namely the learning environment, teacher behaviour and pedagogical strategies are examined in the rest of this literature review in the sections that follow.

2.3.1 The learning environment

A learning environment entails learners' feeling of safety and security, the physical surroundings of the institutional buildings, the ability of a student to form positive, courteous and lasting

relationships and a learner's ability to build healthy and social connections with others (GADOE, 2016). An article by Usher and Kober (2012) asserts that amplified gratification with the institution and conceptual understanding and increased number of graduates have been associated with high levels of learner motivation. The more the learners are content and satisfied with their learning environment, the more their academic motivation is boosted because of the passion they have for learning. Within the learning environment is a classroom; this is an environment where learners build their dreams and where they develop the necessary skills and knowledge to reach to those dreams (Fraser & Pickett, 2010; Hannah, 2013). Literature has indicated that learners spend lot of their time in the classroom environment more than any other place (Fraser, 2001; Mukminin, et al, 2015) and therefore whatever happens in the classroom can leave a big impact in learners' lives. To make this lengthy stay in schools more appealing, it calls for a learning setup that makes staying in an environment enjoyable and caters for the diverse needs of learners. Therefore, scholars have contended that there needs to be consideration of the key features of the learning environment that have high impact on learner motivation (Hanrahan, 2002; Urdan & Schoenfelder, 2006; Zimmerman, 2008). Aspects of the learning environment with a bearing on learner motivation include school infrastructure, class size, a sense of belonging, security of the learner and prospects for achievements by the learners (Organisation for Economic Co-operation and Development, 2013). These are discussed below.

2.3.1.1 School infrastructure

A conducive learning environment calls for the establishment of all the supporting structures and facilities that make the learning environment a joyful place for the learners to look forward to (Clifford, et al., 2012). Institutional infrastructure should not only be limited to classrooms, but should extend to recreational facilities, libraries, playing fields, clinics, cafeterias, student services centers and technical laboratories to support the learning process (Henson, 2012; Ermawati, 2013). With these structures in place, the learning process becomes convenient as learners are motivated to go to libraries for research or visit recreational facilities for social and recreational activities. The institutional structure, the institution's size and the classroom size, the institutional climate and other features can impact the learners' commitment to the learning process (Usher et al, 2012; Ziegler et al., 2014). In affirmation, researchers have cited that the provision of sufficient physical facilities and instructional resources, in an appropriate learning environment, are elements that have an impact on the process of learning and teaching in academic institutions (Kilei, 2012; Suleman & Hussain, 2014).

To confirm the important role institutions can play in learner motivation, some institutions are a step ahead in issues of motivating learners (Usher et al., 2012; Akomolafe & Adesua, 2016). These institutions have engaged social workers to take care of issues that are non-academic like social matters, health matters that can affect students' motivation, a gap that other institutions have neglected. Institutions that strive harder in making the process of learning interesting and inspirational to students can assure learners of the value of the institutions hence motivate learners to work harder to become successful (Manzoor, 2013).

2.3.1.2 Class size

A disturbing factor in class set up today is the issue of teacher-learner ratio which has serious implications on motivating learners. There is evidence of congestion in classrooms which hinders the process of teaching and learning (Bascia, 2003; Chuma, 2012). These authors suggest that classroom environments that are above the recommended teacher-learner ratios restrict the instructor from accessing all learners in class unlike a reasonable class size which makes it easier for teacher-learner interaction (Andrew, 2014; Koc & Celik, 2014; Ajani & Akinyele, 2014). A lecturer who has easy access to students and interaction with all the learners has a chance of knowing the learners' capabilities and shortfalls hence can assist all the learners with their individual diverse needs and this can overcome challenges in areas which seemed difficult in the students' learning process. The school environment plays the important role of influencing learner engagement, learner achievement and the improvement of positive social skills amongst learners (Dabo, 2015; Georgia Department of Education [GADOE], 2016). Institutions should act a "way-away-from-home" setting for learners to associate with their learning environment. An environment that a learner can associate with motivates the learner to always look forward to being in that particular environment daily. This makes learners to be eager to go to school and effectively engage in learning activities.

2.3.1.3 Sense of belonging

Erwin's (2004) points out that all human beings, learners included, have similar fundamental needs - the need for survival, affection, belonging, influence, liberty and fun. To be motivated, learners should find it easier to relate to others within the institution hence the learning environment should be able to instill a culture of social inclusion (Allen, et al; 2018). Other authors indicate that peer relationships have a significant impact on academic motivation as

learners collaborate in communication, feedback, solving disputes and creating common educational goals and standards (Wentzel, 2009; Furrer, Skinner & Pitzer, 2014). Students who support and listen to each other create an environment that cultivates care and belonging, and this is what motivates students to wake up daily and go to school to participate in the learning process and collaborate with their peers voluntarily. Learners' interaction with peers in a learning environment can contribute to the development of improved motivation (Furrer et al, 2014; Abrar, 2018). If learners relate with each other, it drives them to develop long lasting relationships which make the learners' encounter with their peers more like a family set up and with this fulfilment, learners are motivated to work together in their academic work (Bouchard & Berg, 2017; St-Amand; 2017). This enables the learning environment to provide suitable opportunities that can backup educational competences which make learning much easier and even more interesting (Wentzel, 2009).

2.3.1.4 Security

Learners are motivated by the sense of security that they experience in their learning environment (Cohen, Thapa & Ice, 2013). Experiencing a sense of security in the learning environment with no threat of harm motivate learners to go to school and learn effectively. Boosting learners' self-esteem calls for the nurturing of a harmless learning environment and teachers can help cultivate such an environment by allowing students to make choices and treating students with respect (Keith et al, 2006; Govender, 2012; Usher & Kober, 2012). An environment which is rich and conducive contributes to motivation that will increase learner engagement and performance (Gablinske, 2014). Teachers should establish an intrinsic value towards learning and strive to generate a more relaxed and pleasant classroom environment that promotes learner autonomy (Keith et al, 2006; Shousha, 2018). Doing so enables learners to approach their teachers where they feel challenged in the learning process resulting in learners excelling in their studies.

2.3.1.5 Learners' support systems

A study by the educational research newsletter and Webinars (2016) revealed that authentic learning has a significant impact on learner motivation and by engaging students in solving real world problems; it gives learners assurance that their input to the learning process can have a big impact on the classroom environment. Learners who have a potential to solve problems feel certain that they have attained their goals in the learning process and have found their purpose (self actualisation). In addition, Keith et al (2006) advocates for institutions to offer opportunities

for all learners to be recognized and to create an environment that recognizes and appreciates all learners and embraces social skills, learner collaboration and values. The school atmosphere should provide more appropriate tasks, student centered learning, power, accountability and collaboration and not stressing much on grades and competition which all improve students' intrinsic motivation (Rathunde & Csikszentmihalyi, 2005; Keith et al, 2006). If learners have a sense of ownership of their learning and are given the chance to take the lead in academic decisions that affect their learning, they can have an inspiration to take charge of their academic work and will be internally driven to achieve good results. This motivates learners to have courage to learn and to take charge of their education.

Demotivation of learners originates from the institution itself as an institution that does not have the learners' needs at heart can leave learners frustrated and torn apart and the only way to curb this is for institutions to ensure that all the supporting measures in the process of learning and teaching are implemented within the learning environment (Aydin, 2012; Fattash, 2013). When the learning environment is uncondusive, learners' attrition rates escalate because of an institution's failure to create the supportive environment for learning. The attrition rates are a result of the learners' disappointment with the institution, poor learner-institution fit and frustration with the education system (Schneider & Ward, 2003; McDonald & Varena, 2007; Becker, 2008; Mallinckrodt & Sedlacek, 2009; Azar & Reshadatjoo, 2014).

Usher et al, (2012) emphasizes the role of instructional strategies in learner motivation by insinuating that efforts that seem fruitful in student motivation is the level to which the medium of instruction is not oppressive, the institution having the learners' needs at heart and incorporating student-centered learning approaches in the curriculum. Institutions should prevent demotivating situations like inadequate lighting, unpleasant noise, stuffy classrooms, untidy toilets and deficient heating in the classrooms which are significantly related to lower student achievement (Ziegler et al., 2014; Adigeb, Anake & Undie, 2017). In addition, Sutarti (2016) argues that incomplete facilities and infrastructure hampers the learning process. A learning environment where supporting facilities that are not taken care of impact on the wellbeing of the learners and distract them from effective learning.

2.3.2 Teacher behaviour

Various scholars have revealed that the nature and quality of teachers' interaction with learners has significant effects on learner motivation and the interaction is positively driven by an inspirational and enthusiastic teacher (Hamre & Pianta, 2001; Eccles & Wigfield, 2002; Pianta et al., 2009). Elements of teacher behaviour that have an impact on learner motivation include interaction with students, teachers' motivation levels and teachers' knowledge and enthusiasm. These are discussed below.

2.3.2.1 Interaction with students

The role of the behavior of a teacher in learner motivation is a substantial one as it affects the academic accomplishment of learners by creating, increasing and nourishing their level of motivation and it is sustained by creating healthy interpersonal relationships with learners (Brekelmans, Slegers & Fraser, 2000; Murphy, 2008). A study by Shousha (2018) has indicated that teachers should be accustomed to the most effective inspirational strategies which should be valuable to learners. A learning platform where learners experience their teachers' optimistic interactive behavior nurtures the learners' positive motivational levels and academic excellence in their studies (Barak, Ben-Chaim, & Zoller, 2007; Brok, Brekelmans & Wubbels, 2004). Thus, a positive connection is necessary in the teacher-student relationship and learning activities in the classroom to allow for easy interactions pertaining to learners' academic work. Poor relations between teachers and learners in the classrooms can make learners to experience complications in the learning process. In Botswana, the recruitment of teachers is based mostly on academic qualifications, however, a suggestion has been pointed out by Whiting et al in his 2008 study where he proposed that, yes a teacher must be trained, but it should come with dedication and responsiveness towards educating their children (Whiting, et al. 2008). In almost all career paths, passion and dedication matters before qualifications for one to pursue their careers diligently, therefore it calls for teachers who are passionate and keen about the process of course delivery.

Tanveer et al (2012) and Barber, King and Buchanan (2015) has noted that the students can learn accurately in a classroom setting which embraces affection, coordination and involvement. In this study, the researcher has closed a gap from the traditional class set up where affection, coordination and involvement were identified as not really relevant in learning. In order for students to be motivated, educators must have the ability to attract and challenge all students regardless of their diverse backgrounds (Tollefson, 2000; Reid & Kagan, 2015; Acquah, Tandon

& Lempinen, 2016). On a supportive note, another study by Yair (2000) showed that learners can be highly inspired and do well in their learning or can be bored, isolated and cultivate a sense of disappointment and failure in relation to the medium of instruction by the lecturer. It is therefore equally important to train instructors to act as support structures to the learners, so that their academic results whether good or bad should not break them, rather to build them. Learners who find support from their teachers never give up in the learning process and ensure they get good results but putting more effort in their studies and this develops their motivation to learn.

2.3.2.2 Teachers' motivation level

Motivated teachers produce motivated learners; learners who are; more enthusiastic, goal-oriented, dedicated, determined, and confident in their learning (Hapsari, 2013; Hornstra et al., 2015; Mahler, Großschedl, & Harms, 2018). Teachers who are demotivated therefore produce demotivated learners. The concept of student motivation then stems from the actual lecturer's way of conduct; are teachers really motivated and in this case, one may wonder, how can someone who is not motivated turn to be a motivator. This then calls for policy makers and institutions to analyze measures to be taken to motivate teachers, who in turn will motivate learners.

There are some characteristics and behaviours that teachers should have in order to motivate learners. Teachers must be focused, enthusiastic, dedicated, and inspirational; they must know all the learners, be responsive to the learners and must provide timely positive feedback to learners (Brewster & Fager, 2000; Wubbels et al., 2006; Williams & Williams, 2011). Such teachers will possess high levels of motivation and this increases the learner's perceptions about themselves and thus raising a belief that they have the capacity to do well in school. Motivated teachers provide positive academic feedback to the learners which can boost learners' self-confidence which has a strong effect on student motivation leading to high levels of understanding and performance (Gregory, 2012; Ross, 2013). These authors believe that, to the contrary, negative feedback discourages learners thus negatively affecting their self-esteem. Instructors in higher learning institutions should be able to study the diverse learners' behaviours in order to know them well as this builds strong interpersonal relations with learners (Hardré & Sullivan, 2009). It calls for teachers who can work well with their learners by getting to know them more and be able to pick some unusual behaviour from their learners. Teachers should then be open and welcoming to their learners to form relationships that are accommodative. These can only happen if the teachers themselves are motivated.

More support for the importance of teachers' motivation on learner motivation is proffered by Dörnyei (2001) and Ullah et al, (2013) who contend that for teachers to motivate learners, the teachers should be exemplary to the learners in the manner they behave; they should be kind; they should portray traversable leadership and present the tasks assigned to students properly and develop good relationships with the learners. Thus, teachers should be transparent and welcoming to reach out to most learners. Such students will be driven to do much better due to the efforts portrayed by their teachers. To the contrary, teachers can portray and practice all that is asked of them, but learners can still choose not to be interested in their academic tasks (Jennings & Greenberg, 2013). However, if the teachers adopt the measures indicated above, most wayward learners may end up reforming thus adopting a more positive attitude towards their learning.

2.3.2.3 Teachers' level of knowledge and enthusiasm

As teachers are key actors who shape learning, their approach to teaching should be implemented in a manner that will help instructors to create a more inspiring classroom environment to achieve the desired learning outcomes (Pintrich, 2004; Eccles & Roeser, 2011). Teachers should come to class for the purpose of imparting knowledge for learners to gain skills which they will use to improve their lives; a lesson with a purpose motivates learners to ask questions and want to learn more. In a study on how instructors can motivate learners in the process of learning, Hapsari (2013) argues that instructors should be passionate, resourceful, inventive and strict.

The above-mentioned characteristics, if exercised by an instructor well, can make learning an exciting undertaking and motivate learners to adopt the character of passion and creativity from their lecturer and transfer it to their learning process. Teachers who are knowledgeable and who portray enthusiasm in their teaching attract learners' attention (Orosz et al., 2015; Taqi et al., 2015) and the learners will develop the zeal to read books and gain knowledge. In addition, it has been discovered that learners who are motivated can sustain their effort to promote learning and would not be motivated by rewards or punishment but more by the desire to attain positive learning outcomes (DeLong & Winter, 2003). The aforementioned studies assert that positive teacher behaviour induces good behaviour in learners, persistence and effort and enables the learners to initiate learning activities. In this case, learners will develop mentally thus improving their academic performance. If the lecturer's behaviour towards the learners is unwelcoming, it can destroy the learners' academic journey and if the lecturer's behaviour is welcoming, the

learners can have a pleasant academic journey and work more with the lecturer for the achievement of satisfactory results (Harnish & Bridges, 2011; Knight, 2018). This view is supported by Kendall & Schussler, (2012) who posits that a caring lecturer is concerned about the well-being of the learners while a lecturer who does not put more effort in his/her job will be showing that he/she does not care about his/her institution which may result in the learner adopting the same attitude which will harm the teaching and learning process.

Teachers should be an inspiration to learners by delivering the desired learning goals, strengthening determination and persistence, emphasizing on peer modeling, teaching struggling learners to make facilitative ascriptions and helping them to recognize personally significant objectives (Hamre & Pianta, 2001; Eccles & Wigfield, 2002; Margolis & McCabe; 2003; Downey, 2008). If teachers devote their spare time in attending to struggling learners, the strategy gives the learner hope because of the level of sacrifice portrayed by the lecturer which communicates the importance of education to the learner thus encouraging the learner to work even harder. Teachers can inspire the learners by the way they manage the classroom, allowing learners to have a choice, engaging learners in lessons that encourage them to think, encouraging team work among learners, providing an equal opportunity for learner participation in class activities and encouraging learners to put more effort in their studies (National Research Council, 2004; Usher, 2012). Portraying an ideal character can be a motivational strategy to the learners hence teachers should therefore seek to identify what character the students are comfortable with and engage in that type of character in teaching (Darling-Hammond et al., 2019).

The effects of positive teacher behaviour on learners can help to groom 21st century graduates (Botho Graduate Profile, 2019), who will be able to perform all the tasks assigned to them without inhibitions because of the confidence instilled in them. The greatest effort instructors can ever adopt is to encourage learners in the learning process and not to force them (Peng et al, 2014; Pantić & Florian, 2015). Encouraging learners can bear results when the learners actually partake in the whole process of learning and attaining good results, but in other sad realities, the same students whom the instructors make an effort to encourage are the same learners who turn out not to be interested in the whole process. Dörnyei (2001) contends that the lecturer is the most important mentor in the classroom and therefore the key determinant of learner motivation in the classroom (Ben-Chaim & Zoller 2001; Sugita & Takeuchi, 2010). The above mentioned studies emphasises that the instructor should be a true reflection of leadership and guidance in the journey of teaching and learning. Treating learners with affection boosts their sense of belonging in the

learning environment and learners who feel neglected feel unwanted and this may affect their learning.

2.3.3 Pedagogical strategies

Learners need motivation as it is an essential element in achieving quality education (Williams & Williams, 2011) and teachers should be the source of that motivation in the overall teaching process and content delivery (Weimer, 2018). For learners to change their mindset and take their studies seriously, teachers need to use more effective pedagogical strategies and provide these learners with opportunities to think, to gather information, research and participate more in their learning. Some authors suggest that effective teaching strategies stem from competent curriculum planning and delivery and hence poor planning and delivery of the curriculum leads to decreased motivation in the learners (Nilsson, 2008; Andrew, 2014; Yardimci, 2017). Content delivery that is effective and well organised attracts learners' attraction and focus and this will stimulate learners to be always organized and prepared in their academic journey.

The most basic strategy that motivates learners in content delivery is the communication skills of the lecturer. Communication and teaching skills determine if a teacher is successful in his/her work or not (Hanifi, Parvizi & Joolae, 2012; Derakhshan et al., 2014). The way teachers communicate can stimulate different behaviours in students and teachers who have good communications skills produce learners who are competent in communication hence partaking in discussions and presentations. It is the lecturer's role to make the learning process more interesting by adopting teaching techniques that can motivate learners that include innovative and creative teaching approaches, commitment to the students, creating a conducive classroom learning environment, instilling a culture of practical lessons (Quinn & Eckerson, 2010; Ullah et al, 2013). The 21st century learning environment, unlike the traditional classroom setup, encourages innovative, interesting and challenging pedagogical strategies to satisfy the needs of a dynamic workforce and if these are adopted, learner needs will be satisfied.

A study carried by Shousha (2018) has found out that learners of today can be motivated using technology (whatsapp groups, internet exercises and mobile apps). This view is supported by other authors who concur that the use of technology in teaching increases learner engagement especially in conditions where conventional lecture style is disliked by learners (Cheong et al., 2013; Roehl et al. 2013; Graham 2015; Barrio et al. 2016; Wang & Lieberoth 2016). In this era

where research is fundamental to the learning process, the use of technology in teaching should be prevalent. This implies that the ancient methods of curriculum delivery should be revisited; however, most institutions have adapted to the use of technology. At BU for example, the technologically oriented teaching strategies used include the use of blackboard, videos and whatsapp groups. A static curriculum delivery technique prompt boredom in the learning process and in most instances, learners may end up being passive and losing concentration in class. Other pedagogical strategies that assist the enhancement of learner motivation include effective classroom management, varying learner activities and rewarding learners. These are discussed below.

2.3.3.1 Effective class management

Various scholars have advocated for teachers to motivate learners through implementing better class management and utilising proper teaching methods (Hanifi, Parvizi & Joolae, 2012; Derakhshan et al., 2014; Schiefele, 2017). In affirmation to this, some authors postulate that teachers should include learners' engagement in learning activities, pay attention to learner's educational achievement, recognize top achievers and consider the educational needs of the learners in the learning process (Jones, 2009; Sattar, 2012). These strategies involve the element of learner-student engagement thus giving learners an equal chance of participating in class and, hence improving their academic performance. In addition, other effective teaching strategies include class discussions, group work and cooperative learning methods (Anderson, 2007; Arthurs, 2007; Nilson, 2010; Ullah et al., 2013). Discussion forums in classrooms are effective in the sense that they make teaching a two-way collaboration and ensure that every opinion is valuable whereas group work, on the other hand, enhances the communication skills and prior knowledge of the students. Ullah et al (2012) and Nilson (2010) add that the cooperative learning method (working together to achieve shared goals in the form of small groups) should be adopted in teaching and learning as it encourages and motivate students to learn with the help of their peers. Though not mentioned too often, in Botswana, the cooperative learning method has been evident in basic education unlike in tertiary institutions. This strategy empowers learners to work collaboratively to come up with concrete solutions to problems thus fostering social cohesion in learners.

In the delivery of content, there should be acknowledgement of sources of information, therefore the inclusion of relevant reference materials should be emphasized in content delivery to

challenge learners to research. This view is supported by Hassan (2016) who notes that in the learning process, learners should be supported with adequate textbooks and teaching aids as these are some of the most effective means for improving academic accomplishment and supporting learner efficiency. Enabling learners to access textbooks stimulates their reading capacity and knowledge in the subject areas, hence improving their academic performance. Other methods of teaching that stimulate learner motivation include providing timely feedback which then challenges learners to work harder, promoting cooperation and making learner anticipation clear and genuine. Keith et al (2016) observes that revision, supplementing and retaking should be a crucial aspect in curriculum development to encourage students to take risks and to encourage learners not to be afraid of making mistakes (Wild & Trundle, 2010; Jimenez, et al., 2012).

2.3.3.2 Varying learner activities

An instructor who engages in learner activities that are varied and are of the learner's interest and aims at supporting learners to feel autonomous while teaching actually increases learners' intrinsic motivation (Moskovsky & Alrabai, 2009; Stroet et al. 2013). This calls for instructors to monitor the reaction of the learners when teaching and adopt measures that best assist learners. However, in Botswana, most of the teaching has been teacher centered for a long-time, hence disabling student from being creative or innovative in their learning (Tabulawa, 2006; Cristillo, 2010). According to Makwinja (2017), teachers continue to be the bearer of the knowledge while the students remain the recipients leading to poor motivation. If teachers could vary their methods of teaching, classroom activities would become interesting and enable students to participate in the discussions. There is an international perspective as discussed above that supports the importance of engaging students in their learning to enhance their morale and motivation.

Demotivation is normally triggered by how the instructor relays the curriculum to the learners. Learners who are motivated normally display eagerness, positivity, curiosity and attentiveness and the demotivated learners are inactive, anxious, depressed, bored and they give up easily (Champman, 2003). Therefore, the instructor should focus on changing the negative attitudes and conduct of the learners to behaviours that indicate intrinsic motivation (Keith, 2006). Teachers should look out for this kind of behaviour or even collaborate with these learners and discuss which teaching methods students prefer.

On another note, learners prefer revisions before writing examinations and they enjoy learning when simple and clear examination questions are set and when evaluation and feedback are effective and timely (Sojka & Deeter-Schmetz, 2002; Chen & Hoshower, 2003; Anderson, 2007; Shousha, 2018). Revisions help the learner to revisit the past content and test the learners' understanding hence having revisions before examinations prepares the learners to do well in their examinations. On a supportive note, Keith et al (2006) suggest that educators should avoid giving learners tasks that could stimulate nervousness or frustration but rather to give learners tasks that are appropriate and are pitched at the right level. Studies have revealed that the ancient assessment practices frustrate learners as instructors tend to be more controlling throughout the learning process and learners are given little opportunity to own or to control their learning (Ryan & Deci, 2000; Amrein & Berliner, 2003). Difficult examinations tend to frustrate learners as they begin to perceive learning as a difficult undertaking. Contrarily, Harada and Yoshina (2004) believe that asking learners' questions should be a core activity in the students' learning process to stimulate the learners' inquisitiveness hence creating a challenging two-way learning experience rather than the instructor being the source of knowledge. Asking learners questions in class motivates learners to research, read and to be prepared to learn all the time.

In an effort to produce a 21st century learner, scholars have advocated for curriculum delivery that is fit for purpose (Ullah et al., 2013; Keith et al (2016). The education system in Botswana has suffered a problem of repetition of courses and modules that are facilitated in the same manner year in year out and are transferable across generations and this practice can demoralize learners. Teachers should therefore ensure that in delivering the curriculum to learners, they should tailor-make it to ensure that the nature and usage of procedures for evaluation and assessment increase a learner's sense of capability and self-efficacy (Kaplan & Maehr, 2007). In addition, Keith et al (2006) recommend that teachers need to adopt curriculum delivery methods that have a purpose and communicate to the needs of the learners because if the curriculum delivery has no purpose, a student's motivation to learn diminished.

2.3.3.3 Rewarding students

In an effort to enhance their teaching strategies, some teachers inspire learners by offering external incentives while others put learners under pressure (Reeve et al. 2004; Reeve & Jang 2006; Niemic & Ryan 2009; Jang et al. 2010). However, the strategy of rewarding learners is quite controversial. Raymond (2008) argues that reward should not only be based on academic

achievement but for students to be motivated, rewards should be a combination of both academic results and behaviours. Rewards should not apply to academic excellence only but should stretch to acknowledging other areas where learners are doing well as it is a way of inspiring them. In support of this view, Keith (2006) believes that the tendency of encouraging competition among learners has the potential to weaken motivation for learning in a way that learners who do not perform well may feel unrecognized and may begin to view themselves as failures in life.

2.4 Theoretical framework

The Maslow's Hierarchy of Needs Theory was used to establish the framework on which this study can be premised. It was adopted to check whether the needs of the learners will be met after conducting a full scale investigation, thus enabling the researcher to accept or reject the hypothesis developed in chapter 3 (Table 3.1). The theoretical framework presents theories which seek to find out why the identified problem in the study exists (USC Libraries, 2014).

According to Maslow (1954) and Schunk (2011), the MHNT is a basic theory of motivation which was invented in 1943 by Abraham Maslow that holds that every human being has a series of motivating factors that comprise of physiological, safety, needs for love, affection and belongingness, social needs or esteem, and self-actualization to define the hierarchy in which human motivations are formed as shown in Figure 2.1 below.

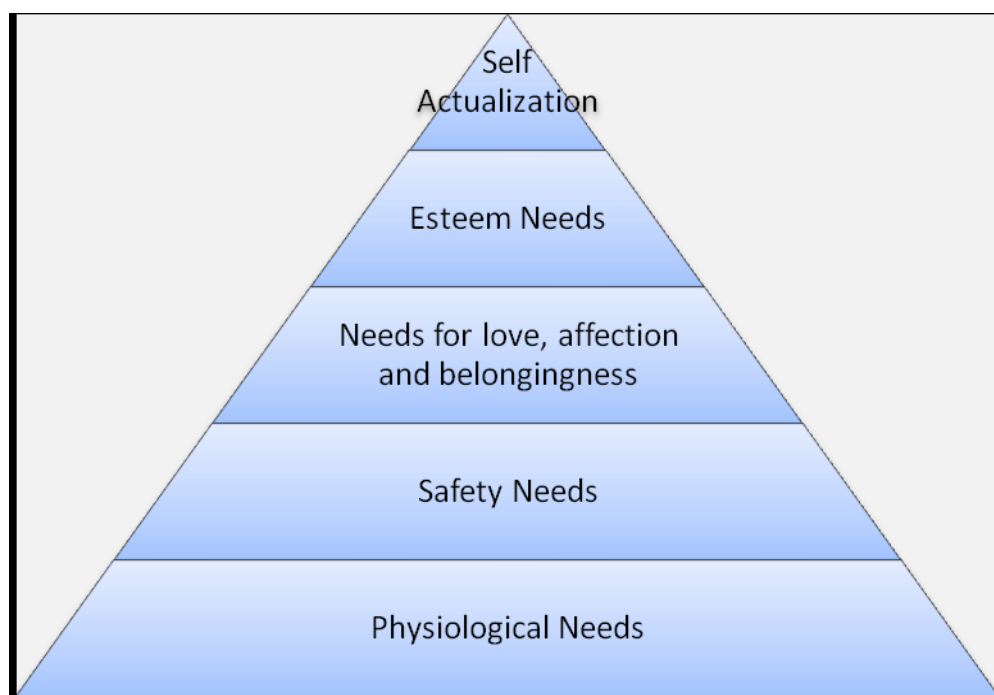


Figure 1.2: Maslow's Hierarchy of Needs Theory (Source: researchgate.net)

According to Figure 2.1 above, learner motivation is viewed as a set of hierarchical steps in an academic environment or a classroom setup invented by the institution and the teachers in order to enhance the pedagogical strategies that will sustain these needs and improve motivation. In this case, physiological needs comprise of the conduciveness of the learning environment: (Clifford, et al., 2012; Ziegler et al., 2014) safety needs are associated with a learner's need for a secure environment; social needs comprise of a learner's need for love and belonging which relates to the learner's ability to partake in family and societal roles; esteem needs is a defined sense of self image and self-actualization defines a learner's development through the learning process. The MHNT implies that, in addressing learner motivation in the classroom, basic needs must be accomplished first before addressing any other needs. The Botswana government supports the learners financially to satisfy their basic needs such as accommodation and welfare to enable the students to attend classes. Although this may not seem adequate, it provides the learner with the opportunity to learn and complete their studies. The funding is in the form of grants and loans and the students are expected to pay back the government through service (Obasi, 2008; Botlhale & Molokwane, 2019). If they do not work for the government, they are required to pay back a certain amount in monthly instalments. The needs, based on the MHNT, and how they affect learner motivation, are described in more detail below.

2.4.1 The physiological needs

The physiological needs are taken as the starting point of the MHNT (Maslow, 2000; Schunk; 2011). These are the most basic standard needs that constitute learners' rights. In a classroom setup, the physiological needs of a learner include the necessary resources, procedures and equipment that enable the student to learn and without them, the student is unable to learn (Henson, 2012); Suleman & Hussain, 2014). Institutions should therefore ensure that the basic learning resources that enable learning to take place are there and that the physical environment is conducive for learning. Such basic learning resources include the library, sporting facilities, health facilities and clean toilets. The provision of such learner needs enables the students to start the learning process hence their availability motivates the learners to go to class to learn. If the practical laboratories in the hospitality department are not equipped with enough equipment (washing machines, stoves, dryers) and machinery that are the prerequisite of the course, then the practical aspect of learning the course will be unfulfilled hence demotivating the students.

2.4.2 Safety needs

When all physiological needs have been achieved, the need for security develops. Safety needs, in a classroom situation, refer to a learner's need to feel secure (Cherry, 2014). Safety is when an individual is protected from any form of harm, be it physical or emotional, and not having a feeling of fear (Maslow, 1951; Daft, 2013). Safety stimulates student motivation because an environment that is free from any form of harm or danger increases the motivational level of students and an unsafe environment is a threat to learner safety hence demotivates the learner. Like every individual, learners prefer a foreseeable and orderly world but where there is injustice, unfairness, or inconsistency, learners feel anxious and unsafe (Maslow, 2000). This highlights the need for institutions to create a safe learning environment since learners who are assured of their safety are eager to learn and are motivated to come to school every day. A school environment should be a safe place for students so that they are motivated to learn and excel in their studies. Making a learning environment safe helps students to treat a school as their second home. In motivating learners, teachers should cultivate an environment where learners are assured of their safety in the process of learning; by fostering an environment where learners have an equal share of relaying their ideas, views, contributions and knowledge in class in a respectful manner (Govender, 2012).

Learning institutions should have safety precautions in place which have rules and regulations that assure learners of their safety and first aid tools should be available in campuses to be ready to react to incidents that may temper with learner safety. When a student feels unsafe at school, it can significantly affect his/her motivation to learn in the same school. In the hospitality programme, learners should enjoy working with safe and serviced machines and should be motivated to go to their practical lessons under such circumstances. Health facilities should be built in institutions to cater for students who may fall sick in the campus, and this enhances the safety of the learners hence their motivation to learn.

2.4.3 Social needs (belongingness and love needs)

After assurance and fulfilment of learner safety and security in the institution, social needs emerge. These needs are interpersonal and encompass feelings of belongingness and can be fulfilled in an environment where the lecturer stimulates collaborative activities which help to instill the logic of community among learners (Allen, et al; 2018). For learners to be motivated, they need to feel a sense of belonging and acceptance in class and in social groups within the

institution. This enhances learners' feeling of belonging to a family within the school community hence being motivated to go to school every day and attend classes to meet with their peers.

Social needs can be fulfilled in a school environment where learners are encouraged to form clubs, partaking in group work and engaging in group discussions and team activities as a way of helping learners to collaborate with each other and work together (Furrer, Skinner & Pitzer, 2014). Teachers should therefore encourage learners to establish social relationships through collaborative activities during the learning process. In the absence of this, students may be vulnerable to loneliness and depression and hence lose interest in the whole school system. If students feel rejected by their peers, they are likely to be unmotivated and may fail to attend school or even participate in class.

To help satisfy learners' social needs, teachers should acknowledge the individuality and uniqueness of each learner in terms of special needs, religion, family background and capabilities and find ways of engaging all learners in class regardless of their status (Reid & Kagan, 2015; Acquah, Tandon & Lempinen, 2016).). If a sense of belonging is evident from learners' perspective, they will be motivated to work extra hard as they are assured that the lecturer has their needs at heart.

2.4.4 Esteem needs

In learner motivation, when the first three needs are fulfilled, esteem needs become dominant. Schunk (2011) has asserted that learners who do not meet their esteem needs develop feelings of inferiority and negativity. These needs are derived from ego and status and include both self-esteem and the esteem a learner gets from the peers and the teachers. Human beings desire for a permanent self-appreciation, self-confidence, self-respect, self-esteem, reputation and recognition (Maslow, 1954; Griffin, 2013). It is important for educators to instill the concept of self-esteem in learners through the pedagogical strategies and the whole process of curriculum delivery. Teachers should seek to find out whether their methods of teaching build learners' confidence and self-esteem (Quinn & Eckerson, 2010; Ullah et al, 2013). The process of learning should be structured in a manner where each learner is assigned tasks according to his/her ability and where every student becomes a winner as per his/her effort. Therefore, teachers have a duty to build a professional environment for learning where learners are taught to respect one another and to

assist students in developing self-awareness where they are tasked with individual exercises and be given timely feedback.

Jang et al. (2010) believes that self-esteem is a motivational force that can be boosted by instructors who complement learners for high achievement and good behaviour and also give learners words of encouragement. These kinds of praises can motivate learners to always aim high and excel in their schoolwork. Recognition for excellence and good behavior should be key in order to motivate learners to put more effort to receive excellence awards. Learners who discover their capacities and self-development through the support of their teachers are more likely achieve their self-esteem needs. For self-esteem needs to be met, learners also should have a sense of self-drive that they are the best and can do their best in everything they do. Once learners satisfy their esteem needs, the learner develops self-confident and is recognized by others hence encouraging them to hold onto the power without looking back. When self-esteem needs are unsatisfied, the learner feels inferior and worthless and this will demotivate the learners.

2.4.5 Self-actualization needs

After the learner's accomplishment of the esteem needs, self-actualization needs are activated. These needs are the highest level and symbolize the realization of one's full potential (Maslow, 1951). This level is fueled by the intrinsic motives to succeed in attaining goals. Self-actualization is when human beings are empowered to attain their growth to a greater state of existence (Frana, 2013; Gold, 2013; Akçay & Akyol, 2014). These needs are fulfilled when the learners discover personal and specialized growth in a classroom setup and beyond the classroom environment. This then highlights the need for teachers to design a syllabus that caters for activities that challenge students beyond the classroom, for example, internships and community projects so that learners to be prepared for the actual industry environment.

Learners are motivated when they are given tasks to discover themselves beyond the classroom; they become proud to learn that the knowledge and skills they acquired in class have a purpose in life and can solve a problem (Hanifi, Parvizi & Joolae, 2012). This view is supported by Dmitrienko and Ershova (2017) who suggest that when linked to life situations, pedagogical strategies are crucial in the transformation of the learners' minds and building synergetic rational and students' awareness. If learners discover that what they learn in school is important to

themselves and to other people, they can be encouraged and motivated to want to learn even more.

Self-actualisation needs can also be achieved from projects and assignments feedback and test results where learners experience a sense of accomplishment. Students are prone to motivation inconsistencies in the educational journey which influences academic achievement and self-actualisation needs (Kudrinskaia & Kubarev, 2013).

The variables covered in this study can be summed up using the fearless teaching framework (Donlan, Loughlin & Bryne, 2019) as shown in Figure 2.2 below.

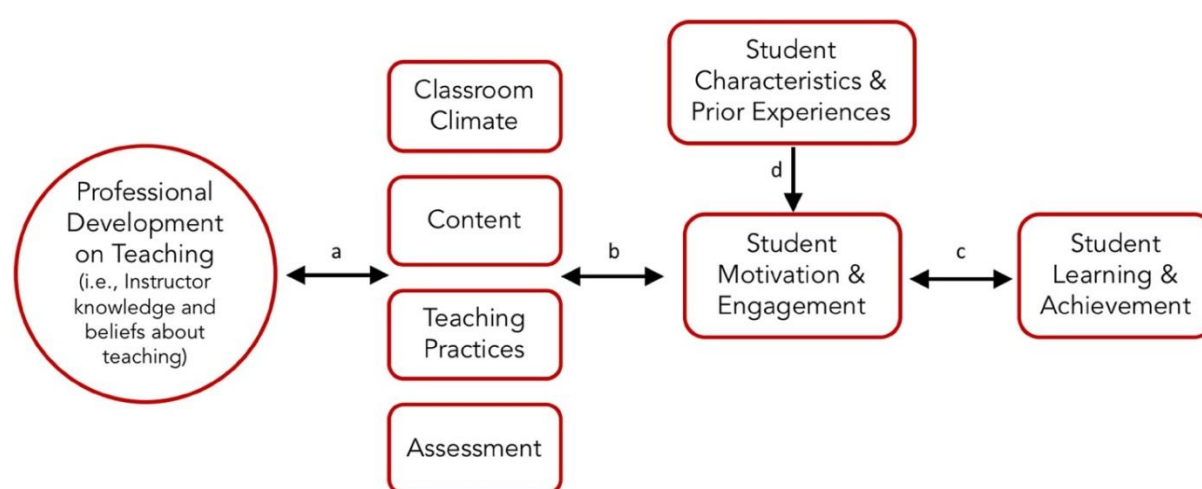


Figure: 2. 1: The fearless teaching framework (Donlan, Loughlin & Bryne, 2019; 34)

According to Figure 2.2 above, the fearless teaching framework is a model that identifies the classroom climate, course content, teaching practice and assessment strategies as the four powerful predictors of student engagement and motivation. The above model also identifies professional development and training as strategies that institutions can use to assist teachers to be effective in their teaching. The fearless teaching framework suggests “fearless ideas” (Donlan, Loughlin & Bryne, 2019) of promoting learner motivation and the four pieces in the model offer institutions guidance on how they can facilitate student engagement and motivation which are critical elements in the teaching and learning process.

Figure 2.2 indicates that teaching and learning is a two way process which is influenced by the effort from both the teacher and the learner (Murphy & Alexander, 2000; Schunk, 2000; Pintrich, 2003). This emphasises that teachers should also be motivated through professional development

and that students, regardless of their backgrounds, should be equally included in the learning process. Student motivation and engagement can stimulate critical thinking and academic achievement and this helps learners to put effort in the learning process (Carini, Kuh, & Klein, 2006).

According to the model, the classroom environment should be treated as a conducive learning space which accommodates learners of different backgrounds and facilitate support and growth in the teaching and learning process (Hamre & Pianta, 2001; Ambrose, Bridges, DiPietro, & Lovett, 2010; Morin et al., 2014). Negative classroom climates promote exclusion, verbal abuse and disrespect (Myers & Rocca, 2000) which can negatively affect learner motivation.

The model shown in Figure 2.2 suggests that institutions and instructors should provide learners with course content and assessments that are challenging, interesting and relevant to the learners and industry in order to promote learner engagement and motivation (Howard, 2001; Pellegrino, DiBello, & Goldman, 2016). If the classroom environment is conducive and the content, the teaching practices and assessments are relevant, then learners will be engaged and motivated which enhances academic achievement.

The variables discussed above namely professional development, classroom climate, teaching practices, assessments, students characteristics, student motivation and student achievement are illustrated in Figure 2.3 below.

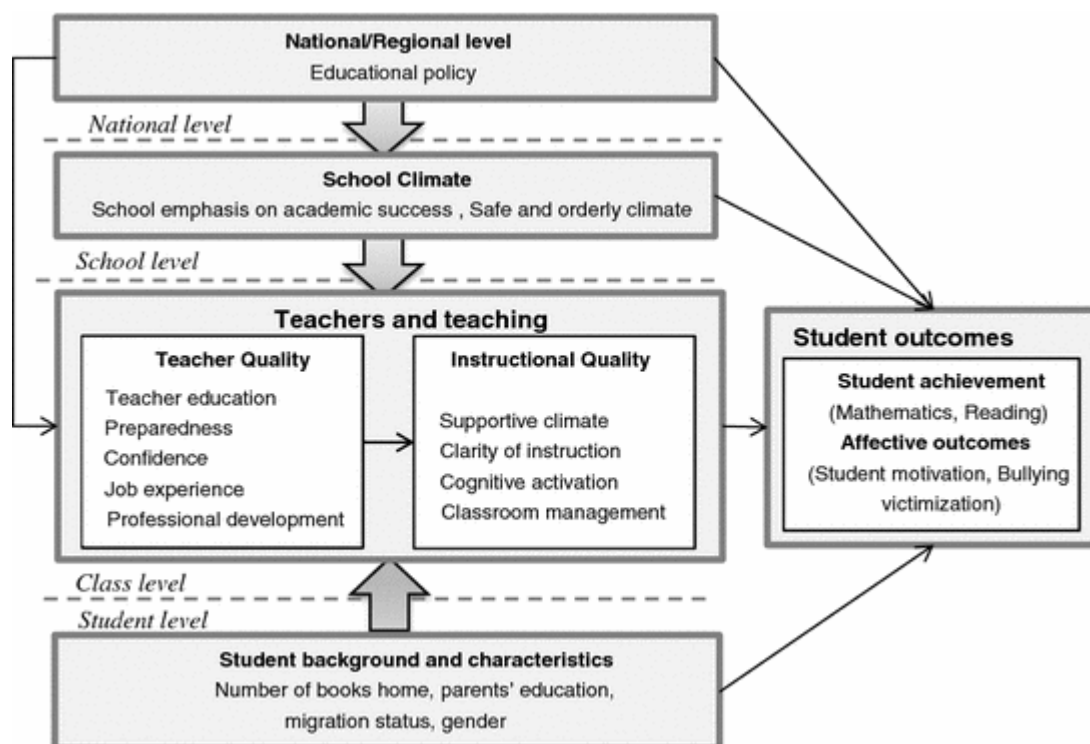


Figure 2.2: Conceptual framework of determinants of student outcomes (Source: Nilsen & Gustafsson, 2016:researchgate.net)

Figure 2.3 above shows the relationship between learner motivation and the independent variables (learning environment, teacher behaviour and pedagogical strategies) in an institution set up. This conceptual model takes into account the predominant factors that contribute to learner motivation; it focuses on the relationship between the learner and the educational policy at the national and regional levels, the school level, class level and the student level (Kyriakides et al., 2014; Baumert et al. 2010; Kane & Cantrell 2010). The national level has some effects on the institution, the school (teachers and pedagogical strategies) and the learners. This model implies that the differences in policies, education systems, cultures and structural backgrounds has a significant contribution to the variables at lower levels namely the school, teachers, teaching strategies and students which differ from country to country (Blömeke et al.2013).

2.5 Chapter summary

The chapter reviewed the literature on the motivation of learners and the issues that lead to students' lack of motivation to learn. Various authors have described measures that higher education institutions can implement to ensure that learners continue to learn and complete their studies. Learners have various experiences that either encourage or discourage them from

learning. Some learners face challenges such as their socio-economic backgrounds that inhibit their learning, especially poverty, that prevent them from meeting their learning needs. This chapter also presented the theoretical framework aligned to this study which reviewed the Maslow's hierarchy of needs in relation to the motivation of learners. The next chapter presents the methodology of the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature from various authors on the factors contributing to learner motivation. This chapter outlines the research design and methodology used in this study. The chapter explains the research paradigm, research design and research strategy that were applied in this study. The hypotheses tested in this study are stated in this chapter. The chapter also explains the population from which a representative sample was selected as well as explaining the sampling techniques that were applied to select the respondents. The chapter also highlights the methods for data collection and how validity and reliability tests were conducted. Furthermore, the chapter explains the ethical considerations observed in this study and the way in which data was analysed and presented. The sections of chapter 3 are summarised in figure 3.1 below.

3.2 Research paradigm

Creswell (2007) describes a paradigm as a world view of how things work, or a shared understanding of reality. The author further notes that a paradigm represents an approach for doing research which has been accepted by the scholars as well as a belief in the way data is collected and analysed. There are two popular approaches (paradigms) that can be used in research namely positivism and interpretivism (Mikkelsen, 2005; Wills, 2007; Collis & Hussey, 2009; Babbie, 2010; De Vos & Strydom, 2011; Neuman, 2011). These are discussed below.

3.2.1 Positivism

This study adopted the positivist approach. The positivist approach is mainly applied in quantitative analysis where numerical data are available. According to Denscombe 2010; De Vos et al., 2011 and Babbie (2010) positivism as a social research approach for surveys of social phenomena and justifications of the social world (Denscombe, 2010). It is applied with the basic understanding that things will not deviate from the current status. The positivism approach emphasizes more on measurement and hypothesis testing and argues that science is objective. It focuses on the testing of existing theories which may give rise to their modifications (Babbie 2010). This approach shows that a researcher starts with the untainted observation of reality from which a process for testing an existing theory emerges. The findings based on this approach are derived from a large sample size. Observation used in this approach may suffer from measurement errors (Denscombe, 2010).

3.2.2 Interpretivism

The interpretivist approach is mainly applied in qualitative research as it requires one to use data that is collected in the form of words and explanations. Babbie & Mouton (2008) have implied that the interpretive paradigm is identified as a phenomenological approach and its purpose is to understand human beings. In this paradigm people are regarded as interpreters and agents of events. This approach is usually useful when interviews and open-ended questions are employed and it is based on the belief that science is subjective. Interpretivism attaches importance to issues like social interaction and its influence on researchers (Collis & Hussey, 2009; Rubin & Babbie, 2010). It argues that the way observations are interpreted is dependent upon the knowledge and mental models of the researcher and this approach attests to the fact that science is an ongoing process and that scientific theory can be understood by looking at the dynamics of theory development (Wills, 2007; Denscombe, 2010,). This approach allows the researcher to employ

several methodologies and Livesey (2011) has argued that observation and interpretation can be the best methods to be employed in the interpretive approach.

3.3 Research strategy and research design

The researcher adopted a cross sectional survey research design. Punch and Oancea (2014) and Bryman (2012) define research design as the data collection and analysis plan for research which links research questions with data and indicates the population and how the researcher collects and analyse data. According to Burns & Grove (2001) a research design helps in planning and implementation of the study to achieve the intended results of the study. Maree (2007) asserted that there are two strategies that can be employed, which are the deductive and inductive reasoning. The former involves testing the applicability of known theories while the latter involves building a new theory based on the information that has been collected (Johnson & Onwuegbuze, 2004).

Cross sectional survey is where data is collected at one point in time from a sample that is selected from a population (Mark, Phillip & Adrian, 2009). It is applied to quantitatively describe specific aspects of a given population. This involves analysing relationships among variables in a population. Data is collected from people and is used to make generalizations on the population. Surveys are useful in collecting information about characteristics, actions and opinions and data can be used to evaluate impact (Creswell, 2003; Mark, Phillip & Adrian, 2009, Avedian, 2014. It is suitable considering that the study aims to determine relationships among variables. The data is collected using questionnaires and converted to numerical values. The research process is summarized in Figure 3.1 below.

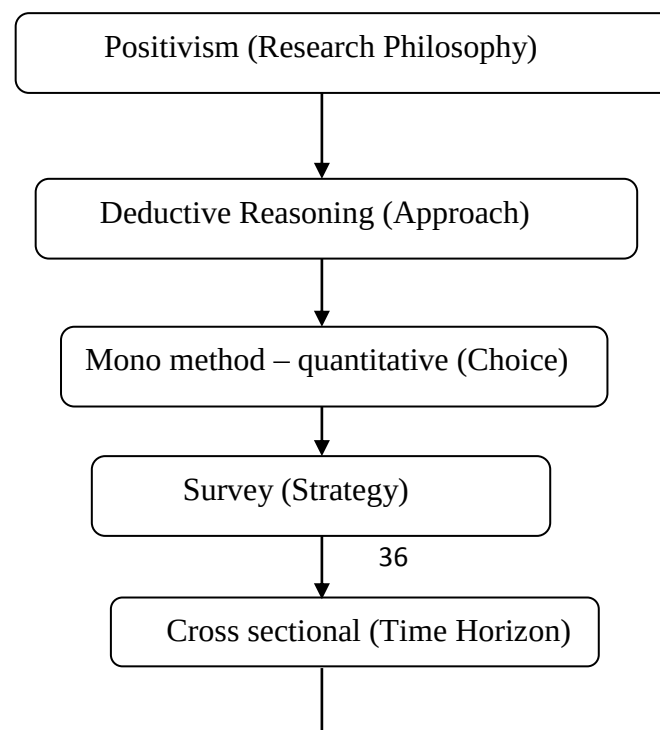


Figure 3.1: Research Process (Source: Author's own construct)

Figure 3.2 above is an illustration of the summary of the research process using positivist approach as its philosophy, deductive reasoning was adopted and a survey was also adopted as the research strategy. The study used a mono method, adopted a cross sectional survey and collected and analysed data using both descriptive and inferential statistics.

3.4 Research methodology

In order to satisfy the research objectives of this study, a quantitative research method was adopted to explore, discuss and analyse factors contributing to the motivation of hospitality management learners at BU. Research methodology is a combination of methods, systems and processes that are engaged in the process of executing the research design and also the fundamental principles and assumptions that inspire their use (Leedy & Ormrod, 2010; Babbie & Mouton, 2013). A research methodology is directed by the nature of the constructs and the subject being investigated (Denzin & Lincoln, 2005). Creswell (2007) has asserted that a qualitative method in methodology is used to collect the extensive details on a specific subject. The numerical data will be in the form of statistics and percentages to help the researcher to establish the number of learners who are demotivated and assist the researcher to either accept or nullify the hypothesis. Tashakkori & Creswell (2007) have implied that this approach is mainly adopted when the researcher wants to observe a situation in order to develop a theory. The approaches applied are discussed below.

3.4.1 Population of the study

The study population comprised of all the 189 learners in the Faculty of Hospitality and Sustainable Tourism. A study population is the entire group of individuals sharing the same

characteristics from which the researcher wants to study and draw conclusions hence a sample is drawn from the population (Babbie & Mouton, 2013; Punch, 2016). These students came from all the levels which are from year one to year four. They were admitted at the university based on their performance in their national Botswana General Certificate of Secondary Education.

3.4.2 Sampling techniques and sample size

The researcher employed both probability and non-probability sampling to select the respondents. A sample is a smaller (but representative) collection of units from a population that is used to determine truths about that population (Field, 2005). On the other hand, Sampling is the procedure for selecting units from a larger population of interest, (Gall et al., 2007; Scott & Morrison, 2007; Neuman, 2011). Sampling technique involves identifying a particular process by which the characteristics of the sample have been nominated. A random sample allows a known probability that each elementary unit will be chosen. Bryman et al (2014) describe probability sampling as a sampling technique where the study population has been randomly selected to give each unit within the population an equal chance of being selected and non-probability sampling, on the other hand, refers to a sample that has not been randomly selected hence probabilities of some units within the population being highly selected is more than others. Probability sampling emphasises more on a representative sample hence minimizing the sampling error.

The researcher adopted a stratified random sampling technique to ensure that each level within hospitality management is fully represented. Bryman et al (2014) states that stratified random sampling involve the division of a population into smaller groups known as strata. In view of this, the study divided the respondents according to their year of study and picked a random sample within each group. The selected sample was representative of each stratum. According to Krejcie and Morgan (1970), sample size determination formula (see appendix 2), for a study population of 189, which was linked to 190 from the sample size formula gave a sample of 127; however, the researcher distributed 128 questionnaires which became the final sample size. The population and sample from the strata are shown in Table 3.1 below.

Table 3.1: Population and sample from strata

Level	Population for each stratum	Sample size for each stratum
First year class	24	16
Second year class	39	27

Third year class	99	67
Fourth year class	27	18
Total population & total sample size	189	128

According to Table 3.1 above, the sample size for each stratum was obtained by dividing the population for each stratum by the total population and multiplied by total sample size. Krejcie and Morgan (1970) sample size determination formula provides a table that guides on the sample size to be selected for a particular population size. This study selected a sample of 128 hospitality management learners at BU. Table 3.2 above indicates the corresponding number of learners per level in the hospitality management programme and the researcher picked the sample looking at the number of the students per each level.

3.4.3 Data collection and the research instrument

The researcher collected data through a self-administered questionnaire (see appendix 1) that was distributed to a selected sample from the population of hospitality management students at BU. The questionnaire collected data on the factors contributing to the motivation of hospitality management learners at BU.

A questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects (Bulmer, 2004; Cohen, Thapa & Ice, 2013). The questionnaire was in the English language and consisted of 5 sections. The questions in the questionnaire were derived from the literature and the theoretical frameworks that were reviewed (chapter 2; sections; 2.3, 2.3.1, 2.3.2, 2.3.3 and 2.3.4). The five sections of the questionnaire are as follows:

- **Section A** (Questions 1-5): Biographical data – This section collected data on the demographic characteristics of the respondents.
- **Section B** (Questions 6-19): This section sought to collect data that addressed the primary research objective. It collected data on the factors contributing to learner motivation at BU. (Chapter 2: Section 2.3)
- **Section C** (Questions 20-34): This section collected data on the first secondary research objective; that is, the role of the learning environment on learner motivation. (Chapter 2: Section 2.3.1)

- **Section D** (Questions 35-47): This section collected data on the second secondary research objective; thus, the contribution of teacher behaviour to learner motivation (Chapter 2: Section 2.3.2), and
- **Section E** (Questions 48-61): This section collected data on the third secondary research objective: the contribution of pedagogical strategies to learner motivation (Chapter 2: Section 2.3.3)

The questionnaire had both closed and open-ended questions. This study adopted a 5-point Likert scales (Thomas et al., 2011; Delpont & Roestenburg; 2011) ranging from strongly agree to strongly disagree. The items on a likert scale were assigned values as follows: strongly agree (SA)=5; agree (A)=4; neutral (N)=3; disagree (D)=2 and strongly disagree (SD)=1. These were summarized using mean values and standard deviation. This allowed the respondents to rate the statements provided in the questionnaire. For purpose of this study, the scale was constructed as in Table 3.3 below:

Table 3. 2: Scale for questionnaire (Source: Authors own construct)

Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
5	4	3	4	5

The use of the questionnaire allowed the researcher to collect more data in a cheaper way for a large sample (Check & Schutt, 2012). It allowed respondents to have time to provide answers with no intervention from the researcher (Creswell, 2007). On the other hand, the questionnaire allows respondents the liberty to leave some questions unanswered which makes it difficult when analysing data. Some respondents may choose to tick neutral on many questions as they avoid much reading. In such cases, questionnaires with inadequate information are discarded. Participants may fail to get clarifications on certain questions which compromise their responses. This is corrected at the time of collecting the questionnaires by asking respondents to highlight any challenges encountered (Creswell, 2007).

3.4.4 Data collection procedure

The researcher distributed the questionnaires to hospitality management learners at BU during examinations. The researcher employed this technique to ensure that all levels (year 1-4) had an equal representation in the sample. The data was collected over a week and the researcher

informed the respondents beforehand of the dates of issuing the questionnaires. After completion of the questionnaires, the researcher collected them in person. This was done so that all the respondents could participate. Consequently, all the 128 questionnaires that were distributed were collected with adequate information. This gave a response rate of 100% which is satisfactory. High response rates in surveys are beneficial in the sense that it shows that the sample is actually a representation of a population. (Baruch & Holtom, 2008)

3.5 Validity and reliability of the study

To check for the validity of the study, that is, whether the means of measurement were accurate and whether they measured what they were intended to measure, the researcher pre-tested the instrument (pilot study) through 10 students in the University who were from a different faculty. A pilot study is a small preliminary study conducted to establish the adequacy and appropriateness of the methodology, sampling, instruments and analysis (Bless et al., 2006; De Vos et al., 2011). The selected respondents reviewed the questions and responded to them and provided suggestions for improvement. These learners were asked to complete the questionnaire to ensure that there was no ambiguity and that the questions were comprehensive. Learners' comments led to some slight changes in the questionnaire in wording and structure. Patton (2001) states that validity and reliability are the two factors that any researcher should consider while designing a study, analysing results and judging the quality of the study.

Further validity of the study was determined through factor analysis. To establish the appropriateness of factor analysis, the Kaiser-Meyer-Olkin (KMO) and the Bartlett's Test of Sphericity (BTS) were conducted. The KMO test was adopted to establish sampling adequacy to determine if factor analysis was suitable (Maat, Zakaria, Nordin, & Meerah, 2011). The BTS helped to extract the maximum common variance for all items and to identify them with a common score or factor. Netemeyer, Bearden and Sharma (2003) posit that a KMO correlation between 0.60 - 0.70 is considered acceptable for factor analysis and that the matrix should be significant at the value of ($p < .05$). This view is supported by other authors who concur that for a measure of sampling acceptability, the KMO should be more than 0.6 and the Bartlett's Test of Sphericity (BTS) should be significant at $\alpha < .05$ to assume factorability of the correlation matrix (Pallant, 2000; Tabachnick & Fidell, 2007; Hair et al., 2010).

To ensure reliability of the study, examination of trustworthiness is crucial and the researcher used the Cronbach alpha to measure reliability. Cronbach's alpha (α) is an internal reliability test which analyses the average split-half reliability coefficients (Bryman et al, 2014). This is provided for with the software adopted for analysis. According to Mugenda & Mugenda (2003), for a study to be deemed reliable, it should fulfil Cronbach's alpha values as indicated in Table 3.2 below.

Table 3.3: Internal consistency reliability (Source: Mugenda & Mugenda, 2003:95)

Cronbach's alpha	Internal consistency reliability
$\alpha \geq 0.9$	Excellent (high stakes testing)
$0.7 \leq \alpha < 0.9$	Good (low stake testing)
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Table 3.3 above is a guideline for the interpretation of the internal consistency of the various question items of the questionnaire (Santana, 2009; Sas Institute Inc, 2013). Cronbach alpha holds that, if items are strongly associated, their internal consistency is high and the alpha coefficient will be close to one and if there is poor association of items, the alpha coefficient will be close to zero (Sekaran & Bougie, 2010).

3.6 Ethical considerations

Ethics refer to a system of principles which can critically change previous considerations about choices and actions (Creswell, 2007). It deals with the dynamics of decision making on what is considered wrong or right. For a study to be ethical, the rights to freedom, anonymity, privacy, publication of information and informed consent must be considered. The extent and level of ethical consideration would vary according to the research being conducted. For example, one may not need to worry about protection of animals if their study does not involve them (Johnstone, 2009; Fouka & Mantzorou, 2011, Ponterotto, 2010). The researcher obtained written permission (see appendix 3) to carry out the research from the Ministry of Tertiary Education, Research, Science and Technology. The Researcher gave the questionnaires to the supervisor to review and check for ethical issues. After the permission was granted, the researcher contacted the relevant authorities at BU requesting for permission to carry out the study.

Respondents' consent was obtained before they completed the questionnaires. None of the respondents were forced to participate in the study and those who wanted to withdraw from the study at any time were free to do so without any repercussions. After obtaining permission, the researcher met with the students to develop rapport and explain the importance of the study. The researcher assured participants of the confidentiality of the data that was collected hence the names of participants were not indicated anywhere on the questionnaire.

3.7 Data analysis

After collection of the completed questionnaires, the data was cleaned and analysed. In analysing the closed-ended questions, software called the Statistical Package for Social Sciences (SPSS) was used. The data that was collected was analysed using descriptive statistics (mean, percentages, correlation) and inferential statistics (analysis of variance (ANOVA and regression analysis). The results from the SPSS were presented in the form of tables. The researcher located text segments and assigned a code to label them and then transcribed field notes and read through data to obtain a general sense of the information. The researcher analysed open-ended questions of the questionnaire by using content analysis to itemize developing characteristics and ideas. Content analysis refers to the procedure of analysing verbal or written data systematically to measure the variables under study (Hupcey & Penrod, 2005; Fawcett, 2012). Thus, open ended questions were analysed by identifying common words from the views of participants. These were necessary in confirming the results obtained using quantitative analysis. The study employed correlation analysis to examine the extent and level of association among variables. This would only provide details on the strength of association. Regression analysis was used to determine the association and strengths of associations in variables. It helped in the confirmation of hypothesis.

3.8 Chapter summary

This chapter provided a detailed step by step process by which the study was conducted. The researcher utilised a survey research design. A questionnaire with closed and open-ended questions was used to collect data. The population was obtained from the hospitality management learners at BU. Permission to carry out the research study was obtained from Ministry of Tertiary Education, Research, Science and Technology and BU management. Generally, this chapter outlined the research methodology, the population, sampling, data collection instruments, ethical

considerations, reliability and validity of the study. The next chapter focuses on data analysis, discussion and interpretation.

CHAPTER 4

DATA ANALYSIS, DISCUSSION AND INTERPRETATION

4.1 Introduction

The preceding chapter described the research design and methodology that were employed in this study. This chapter presents and discusses the main findings of the study. It describes the results of the study using appropriate statistical analysis. The findings of the study are also linked to previous researches and extant literature; to identify the gaps filled by this study. The aim of this study was to explore the factors contributing to the motivation of hospitality management learners at BU, Botswana. The study also sought to accomplish the following secondary research objectives:

- To explore the role of the learning environment on motivation among hospitality management learners at BU.
- To examine the contribution of teacher behaviour to the motivation of hospitality management learners at BU.
- To identify the contribution of pedagogical strategies to the motivation of hospitality management learners at BU.

After a critical review and analysis of related literature, all the aforementioned objectives were achieved. Cronbach's Alpha was used to test for the reliability of the instrument and the results of the internal consistency reliability test are shown in Table 4.1 below.

Table 4.1: Cronbach's alpha reliability test results

No.	Variable	Cronbach's alpha
1	Factors contributing to learner motivation	0.743
2	The role of the learning environment on learner motivation	0.689
3	The contribution of teacher behaviour to learner motivation	0.878
4	The contribution of pedagogical strategies to learner motivation	0.647

The Cronbach's alpha results shown in Table 4.1 above show that there was good internal consistency in the instrument that was used to collect data for this study. The alpha values were between 0.647 (the lowest value) and 0.878 (the highest value). All the values were higher than the minimum threshold of 0.60 which confirms the internal consistency of the findings hence the results could be relied upon (Mugenda & Mugenda, 2003). In collecting data, all the 128 questionnaires that were distributed were collected with adequate information which gave a 100% response rate.

4.2 Demographic data analysis

This section presents the findings on the demographic characteristics of the respondents namely gender, age, level of education, information on family head and the education level of their parents/guardians. The biographical data helped to contextualise the results and were also useful in coming up with the appropriate recommendations. The demographic profiles of the 128 respondents are presented in the sections that follow.

4.2.1 The gender of the respondents

The findings on the gender of the respondents are shown in Table 4.2 below.

Table 4.2: Gender distribution of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	22	17.2	17.2	9.4
	Female	106	82.8	82.8	100.0
Total		128	100.0		

Table 4.2 above indicates that 17.2% of the respondents were males while 82.8 % were female. The results indicate that the number of female respondents who were studying the hospitality management programme was much higher than the number of males. The implication of these results is that the hospitality management course is dominated by female learners which confirm that women in Botswana have more interest in the hospitality profession than men. These results are supported by previous studies (Iverson, 2000; Pinar, McCuddy, Birkan & Kozak, 2011) which showed that there has been a significant change in the current hotel industry as per the structure of the gender of employees (See chapter 2, section 2.3). They showed that the number of female employees in the hospitality industry was rising.

4.2.2 Ages of the respondents

This section sought to establish the ages of the respondents. The findings are shown in Table 4.3 below.

Table 4.3: Ages of the respondents

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17-21	83	64.8	64.8	64.8
	21-25	40	31.3	31.3	100.0
	26-30	5	0.04	0.04	0.04
	Above 30	0	0	0	0
	Total	128	100.0	100.0	100.0

The respondents' ages ranged from 17 to 30, with most of them being between 17 and 21 years of age (64.8%). About 31% of the respondents were between 21 and 25 years, while the number of the respondents aged between 26 and 30 was negligible. None of the respondents were above 30, which imply that the hospitality management course attracted learners who were secondary school leavers and not adult learners.

4.2.3 Level of education of the respondents

The level of education of the respondents is shown in Table 4.4 below.

Table 4.4: Respondents' level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st Year	16	12.5	12.5	12.5
	2nd Year	27	21.1	21.1	21.1
	3rd Year	67	52.3	52.3	52.3
	4th Year	18	14.1	14.1	14.1
	Total	128	100.0	100.0	100.0

Table 4.4 above indicates that 12.5% of the respondents were first year students, followed by about 14% who were in the fourth year of study. The respondents who were in the second year of their study constituted about 20%, while the highest number of the respondents were in the third year (about 52%).

4.2.4 Head of the respondents' family

The study sought to establish who the heads of the families of the respondents were at the time of the study. The results are shown in Table 4.5 below.

Table 4.5: Head of the respondents' family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Father	12	9.4	9.4	9.4
	Mother	82	64.1	64.1	73.5
	Father & Mother	34	26.6	26.6	100.0
	Total	128	100	100.0	
Total		128	100.0		

According to Table 4.5 above, most of the respondents' families (about 64%) were headed by single mothers whereas close to 27% were headed by both parents. An insignificant number of the respondents' families (about 9%) were headed by single fathers. The results of the findings imply that most families of the respondents were headed by single parents compared to those that were headed by married couples. These findings confirm the previous researches which revealed that about 55% of households in Botswana are headed by women (Xhinua news, 2018) (see Chapter 2, Section 2.3).

4.3 Presentation and discussion of the key findings of the study

This section presents the findings as per the study objectives as follows: factors contributing to learner motivation (the primary research objective), the role of the learning environment on learner motivation (secondary research objective 1), the contribution of teacher behaviour to learner motivation (secondary research objective 2) and the contribution of pedagogical strategies to learner motivation (secondary research objective 3). The findings are presented below.

4.3.1 Factors contributing to learner motivation (Primary research objective)

The aim of this section is to present study findings on the factors contributing to the motivation of hospitality management learners thus addressing the research aim (the primary research objective). The factor loadings, the KMO, the BTS and the AVE were used to establish the validity of the study. The mean and the SD indicate the values of the individual scale items from the questionnaire. The findings are indicated in Table 4.6 below.

Table 4.6: Psychometric properties of the factors contributing to the motivation of hospitality management learners

	KMO	Bartlett's test	Mean	Standard Deviation	AVE	Factor Metrics

Statements	0.64	29.450			63.775	
The programme that I am studying is easier than other programmes in the institution.			2.98	1.13		0.975
I enjoy the learning experience at BU.			2.69	1.23		0.953
My family does not have adequate resources to support my studies.			2.95	1.05		0.981
My home environment makes it easy for me to study.			4.11	0.78		0.959
The monthly allowance motivates me to learn.			4.17	0.72		0.938
I am motivated by the learning environment from BU.			2.88	1.24		0.951
I am inspired by monetary rewards from family members in recognition of my academic achievements.			4.05	0.75		0.966
I chose the hospitality management programme because the hospitality sector has an attractive and growing potential.			2.87	1.21		0.856
I appreciate it when I am acknowledged for my efforts and achievements.			3.59	0.55		0.827
BU reward learners who put efforts in their academic work.			4.05	1.04		0.725
I strive above and beyond what is needed in my academic work			3.02	0.46		0.965
My teachers always portray the best behaviour in supporting students in their academic work.			2.89	0.78		0.952
The level of instruction in BU is inclusive and allows me to engage in the process of learning.			2.92	0.55		0.840

The results in Table 4.6 above show the psychometric properties of the scale items of the relationship between student motivation and three variables (learning environment, pedagogical strategies and teacher behaviour). All the scale items are valid as indicated by the factor loadings and the KMO values. All factors contributing to the motivation of hospitality management learners account for 63.78 % on average. The factors contributing to motivation of hospitality management learners have a KMO measure of sampling adequacy of 0.64, which exceeds the cut-off value of 0.5 for acceptable levels of validity. The factor loadings were statistically significant at the 0.01 level and they are all above the 0.5 cut off point. The factor loadings range from 0.725 to 0.981, thus averaging 0.9144 which is close to 1. This shows that there is adequate convergent validity.

The findings in Table 4.6 above also indicate the mean values of the responses to the individual scale items. The highest mean value derived from the results indicates that the monthly allowance motivates the students to learn (mean=4.17, n=128). The results with another high mean value arise from the statement that sought to determine whether students were motivated by monetary rewards in recognition of their achievements (mean=4.05). This implies that the respondents were highly motivated by extrinsic rewards. However, the finding on the simplicity of the programme

had a low mean value of 2.98. This contradicts the findings of the previous studies such as Appaw-Agbola and Agbotse (2013) and Kim, Guo, Wang and Agrusa (2007) which showed that learners are motivated to study the hospitality and tourism course due to the ease of the programme. Students from BU felt that the programme was difficult to study.

The results in Table 4.6 above show that most respondents felt that their home environments motivate them to learn (mean=4.11). This is supported by Somers et al (2008) who stated that the family and home environment greatly affect motivation. The findings also show that learners did not have an enjoyable experience at BU (mean=2.69). This means that their learning experience was not memorable hence the low level of motivation. The results indicate that the students were motivated by being acknowledged for their effort (mean=3.59, n=128). This is consistent with the research of Raymond (2008) which discovered that rewards should not only be based on academic achievement. The author believes that students are motivated by a combination of both academic results and behaviours, solving a problem, completing assignments in time and reading books.

The results in Table 4.6 above indicate that teachers were not forthcoming in supporting students' academic work (mean=2.89) and the level of instruction at BU was not inclusive (mean=2.92). On the other hand, the results show that learners did not put more effort in their academic work (mean=3.02). Previous studies have revealed that motivated learners engage in the course and indulge in presentations, reading books, asking questions, taking part in discussions and research (Schunk, 2009; Ermawati, 2013).

The above responses are collaborated by the responses to the open-ended questions. The respondents were requested to list the factors that they believed negatively affected their learning and the prominent factors listed included poor access to internet, limited library resources and limited library operating hours, shortage of computers, teachers missing or coming late for classes, poor infrastructure, absence of semester breaks, high teacher-learner ratio, high turnover of teachers, disturbances by social events hosted during school times and shortage of classrooms or spaces for independent reading and revision. These findings are consistent with those for closed-ended questions.

The correlation between the dependent variable -learner motivation - and independent variables-factors contributing to learner motivation - was conducted. This was done to evaluate the strength

of the relationship between learner motivation and factors contributing to it. Table 4.7 below presents the correlation matrix between learner motivation and the different factors.

Table 4.7: Correlation analysis

Correlations					
		MHPTT	LENTT	TEABT	PEDST
MHPTT	Pearson Correlation	1	.823**	.853**	.648**
	Sig. (2-tailed)		.000	.000	.000
	N	128	128	128	128
LENTT	Pearson Correlation	.823**	1	.872**	.370**
	Sig. (2-tailed)	.000		.000	.000
	N	128	128	128	128
TEABT	Pearson Correlation	.853**	.872**	1	.417**
	Sig. (2-tailed)	.000	.000		.000
	N	128	128	128	128
PEDST	Pearson Correlation	.648**	.370**	.417**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	128	128	128	128
**. Correlation is significant at the 0.01 level (2-tailed).					

The findings in Table 4.7 above summarise the relationship between learner motivation (the dependent variable) and the learning environment ($r = 0.823$, $p < 0.01$), teacher behaviour ($r = 0.853$, $p < 0.01$) and pedagogical strategies ($r = 0.648$, $p < 0.01$) (the independent variables). The model adopted for the correlations was the Pearson correlation at the significant levels of 0.01 using 2-tailed tests. The findings show that a positive relationship existed between the dependent and the independent variables.

To establish the strength of the relationship between the dependent variable (learner motivation) and the independent variables (learning environment, teacher behaviour and pedagogical strategies), a regression analysis was carried out. Regression analysis examines the effect of the independent variables on the dependent variable. Table 4.8 below shows the results of the regression analysis.

Table 4.8: Regression analysis: Factors contributing to the motivation of hospitality management learners in BU

Coefficients ^a											
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance VIF
1 (Constant)	-8.466	3.661		-2.312	.022	-15.713	-1.219				

LENTT	.306	.067	.318	4.564	.000	.173	.439	.823	.379	.156	.239	4.178
TEABT	.358	.060	.429	6.021	.000	.241	.476	.853	.476	.205	.229	4.367
PEDST	.704	.075	.352	9.365	.000	.556	.853	.648	.644	.319	.826	1.211
a. Dependent Variable: MHPTT												

Table 4.8 above shows that all the variables have a significant and positive effect on learner motivation. The tolerance value for all the independent variables is less than 1, while the VIF is greater than 1. This implies that there is no violation of the multicollinearity assumptions and all the independent variables have a direct link to the dependent variable.

4.3.2 The role of the learning environment on learner motivation (1st secondary research objective)

The purpose of this section is to present the findings on the role of the learning environment on the motivation of the hospitality management learners at BU. The findings serve to support or reject Hypothesis 1 (See chapter 1, Table 1.2) and therefore addresses the first secondary research objective. To determine the validity of the questions used in the questionnaire, the factor loadings, the KMO, the BTS and the Average Variance Extracted (AVE) were used. The mean and the standard deviation (SD) were used to summarize the values of the individual scale items from the questionnaire. Table 4.9 below shows the results of the psychometric properties of the role of the learning environment on learner motivation.

Table 4.9: Psychometric properties of the role of the learning environment on learner motivation

	KMO	Bartlett's test	Mean	SD	AVE	Factor Metrics
Statements	0.59	49.621			72.57	
I am happier learning in bigger classes than in small classes.			1.80	1.02		0.947
Competition with my peers to achieve good results motivates me to learn harder.			4.27	0.44		0.973
BU cares about my safety and security.			2.99	1.34		0.915
The library resources at BU are adequate enough to support my learning process.			2.98	1.32		0.982
If given another chance I will enroll with BU again.			2.96	1.31		0.937
Peer pressure distracts me in my learning process at BU.			3.09	1.23		0.929
If given a second chance I will enroll in the same programme (Hospitality management) again.			3.02	0.72		0.814
The support staffs at BU (Admissions, Management Information Systems, Assessments, Technical, and Library) are always available and helpful.			2.84	0.74		0.914
The student services department effectively deals with my welfare/problems.			2.63	0.66		0.837
My institution is clean and promotes health awareness.			3.60	1.01		0.977
There are tuck-shops within the university where I can buy food.			3.17	0.63		0.851
There are extra-curricular activities that help students to refresh.			3.78	0.64		0.994
There are adequate sporting facilities in the institution.			3.79	0.88		0.881
There are adequate health facilities for students who may fall sick.			3.86	0.43		0.984

Table 4.9 above indicates that the role of the learning environment contributes for 72.57% on average in explaining learner motivation of hospitality students at BU. The KMO of the construct is 0.59, which exceeds the cut-off value of 0.5, and all the fourteen factor loadings in this construct are statistically significant at the 0.01 level and have values above the 0.5 threshold where learners emphasize that extracurricular activities help them to refresh (0.997). The standard loadings range from 0.814 - 0.994, thus averaging 0.924. Therefore, the learning environment questions display reliable and valid constructs and are significant for factor analysis.

The results in Table 4.9 above show that learners preferred small classes more than big ones (mean=1.80, n=128). The level of variability is 1.02 which is low showing that values are not far from the mean. This implies that the teacher-learner ratio at BU was contrary to what the learners

preferred. The students indicated that the sizes of classes at BU were fairly big and this may have acted as a source of demotivation.

The results in Table 4.9 show that BU's level of learner safety and security was low (mean=2.99, n=1.34). The issues of security at BU contradicts Maslow's hierarchy of needs theory (see chapter 2, section 2.4.2) where safety is considered to be one of the fundamental needs for learners in the hierarchy (Maslow, 1951; Daft, 2013). This implies that learner motivation was low as the findings reveal that the respondents were more concerned about their surroundings. They felt that they were exposed to danger together with their property while on campus which is not good for learning hence may have been a source of low motivation.

The results in Table 4.9 indicate that the library resources were not adequate (mean=2.98). This may have made studying to be a challenge for students due to inadequate resources and reading facilities. The results show that learners may not have wanted to enroll with BU if they were to be given another chance (mean=2.96). This may have increased the level of attrition for students as they were not happy with the learning environment at the time of the study.

Table 4.9 also showed that the respondents were of the view that there was inadequate support from non-academic departments (mean=2.84). Lack of support from support staff in a learning institution has implications on the level of motivation since students may fail to have access to learning facilities and infrastructure established for them. This may negate the effort put by the academic departments in ensuring quality delivery. This scenario was worsened by the respondents' sentiments that support on welfare issues was also inadequate (mean= 2.63). These findings confirm the literature reviewed in Chapter 2: Usher et al (2012) have highlighted that the classroom size, the institution structure and the institution size can negatively or positively impact on the learners' commitment to the learning process. This is important in the context of this study since learners were not satisfied with the class sizes. Erwin's (2004) study revealed that the learning environment should foster social inclusion and a sense of belonging. This was found to be lacking in this study. The feeling of being insecure, as highlighted in this study, contradicts the research of Usher & Kober (2012) who revealed that the learning environment should make students feel safe. The lack of adequate library resources contradicts the research of Ermawati (2013) which confirms the library's importance in supporting quality learning. The results in Table 4.9 above indicate that an average number of respondents were happy with their programme of study (mean=3.02).

On a positive note, Table 4.9 show that extra-curricular activities were available at BU and they helped students to refresh (mean=3.78). There were adequate sporting facilities in the institution (mean=3.79) and there were adequate health facilities for students who may fall sick (mean=3.86). The highest mean value of 4.27 indicates that learners prefer competing with others as a source of their motivation.

These findings indicate that students were satisfied with the quantity and quality of the amenities available at BU which enhanced student health which motivates learners. These findings resonate with the results of previous studies. For example, some authors argue that the learners' interaction with peers in a learning environment can contribute to the enhancement of learner motivation (Wentzel, 2009; Furrer et al, 2014). The effect of social amenities on learner motivation is consistent with the research of Ermawati (2013) which revealed that these facilities play a significant role in learning.

Some respondents attempted the open-ended questions where they were asked to state measures that BU could be implemented to make the learning environment more conducive for learning. The dominant measures that were indicated by the respondents included improving internet connectivity, provision of more resources in the library, extension of the library operating hours, providing more computers, providing classrooms for reading when learners do not have lessons, reviewing lesson times, establishing cafeterias for students, proper maintenance of the toilets and providing toiletries and improving air conditioning. These views are consistent with results discussed above and support the Maslow's hierarchy of needs theory (Chapter 2, Figure 2.1) which depicts student motivation as a set of hierarchical steps which are physiological, safety, belonging and love, social needs or esteem and self-actualization.

In order to establish the association between the learning environment and learner motivation, a correlation analysis was conducted. The results are shown in Table 4.10 below.

Table 4.10: Correlation between the learning environment and learner motivation

Correlations					
		MHPTT	LENTT	TEABT	PEDST
MHPTT	Pearson Correlation	1	.823**	.853**	.648**
	Sig. (2-tailed)		.000	.000	.000
	N	128	128	128	128
LENTT	Pearson Correlation	.823**	1	.872**	.370**
	Sig. (2-tailed)	.000		.000	.000
	N	128	128	128	128
**. Correlation is significant at the 0.01 level (2-tailed).					

The results in Table 4.10 above show that there is a positive and significant correlation between the learning environment and learner motivation ($r = 0.823$, $p < 0.01$). This shows that the two variables move in the same direction. The value of the coefficient is above 0.7 which is satisfactory. The results indicate that a conducive learning environment stimulates high levels of learner motivation. The positive association between these variables is supported by previous studies (Furrer, et al, 2014, Webinars, 2016).

However, the positive correlation indicated above does not mean causation hence regression analysis was carried out to further examine the weakness or strength of the relationship between the learning environment and learner motivation. Table 4.11 below indicates the results of the regression analysis.

Table 4.11: Regression analysis: The role of the learning environment on learner motivation

Coefficients ^a													
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-8.466	3.661		-2.312	.022	-15.713	-1.219					
	LENTT	.306	.067	.318	4.564	.000	.173	.439	.823	.379	.156	.239	4.178
a. Dependent Variable: MHPTT													

a. Dependent Variable: MHPTT

The findings in Table 4.11 above indicate that the learning environment has a positive and significant effect on learner motivation ($\beta = 0.318$, $t = 4.564$, $p < 0.01$). This shows that an increase in the learning environment by 1 unit would result in a rise in learner motivation by 0.306 units. Furthermore, the multicollinearity diagnostics, the tolerance value is less than 1 (0.239) and the

Variance Inflation Factor (VIF) (Are you using this acronym for the first time?) is greater than 1 (4.178). This indicates that the multicollinearity assumptions are not violated in the hypothesised relationship. Therefore, the learning environment has a direct link to learner motivation. Thus, the findings support H_1 hence the conclusion that the learning environment is significantly and positively related to learner motivation.

4.3.3 The contribution of teacher behaviour to learner motivation (2nd secondary research objective)

The objective of this section is to present the respondents' views on the contribution of teacher behaviour to learner motivation and to support or discard Hypothesis 2 (See chapter 1, Table 1.2). The factor loadings, the KMO, the BTS and the AVE were used to test the validity of the constructs.

The psychometric properties of the contribution of teacher behaviour to learner motivation are presented in Table 4.12 below.

Table 4.12: Psychometric properties of the contribution of teacher behaviour to learner motivation

	KMO	Bartlett's test	Mean	Standard Deviation	AVE	Factor Metrics
Statements	0.64	66.107			81.75	
My teachers are always available to help students when they need their assistance.			2.93	0.17		0.976
My teachers care about students' welfare (providing emotional support).			2.95	1.08		0.876
My teachers treat students fairly and equally.			3.79	1.35		0.972
My teachers give students timely feedback about their academic performance.			2.98	0.53		0.959
My teachers portray good leadership skills in class.			2.98	0.50		0.986
My teachers have relevant qualifications that enable them to teach effectively (competency).			3.91	1.08		0.988
My teachers show commitment and dedication in their work			2.97	0.76		0.979
My teachers inspire me by the way they teach (learning experience)			2.99	1.08		0.837
My teachers are readily available to help students outside class.			2.87	1.14		0.887
My teachers are active when teaching (use of gesturers, effective voice projection and eye contact).			2.97	0.79		0.941

My teachers do not make students lose self-esteem (do not ridicule students).			2.47	0.50		0.991
My teachers always encourage me to work hard.			4.17	0.38		0.992

The findings in Table 4.12 above show factor metrics ranging from 0.837 - 0.992, with an average of 0.949. This shows that the results are more valid and significant for factor analysis. The results also indicate a KMO of 0.64. All the factor loadings for the questions are above 0.5 and are significant at 0.01 level, thus the factor loadings are valid and reliable. The effects of teacher behaviour on the learner motivation account for 81.75 % (AVE).

The results in Table 4.12 above indicate that teachers have relevant qualifications that enabled them to teach effectively (mean=3.91), teachers encouraged learners to work hard (mean=4.17, n=128) and teachers treated students fairly and equally (mean=3.79). This results show that teachers were resourceful as suggested by Hapsari (2013). Again, Tanveer et al (2012) showed that students can learn accurately in a classroom setting which embraces affection and coordination.

On a contrary view to the aforementioned positives, the Table 4.12 results indicate that the teachers were not giving students timely feedback on their academic performance (mean=2.98); they were not providing the much needed emotional support to the learners (mean=2.95); the teachers were failing to inspire learners through the way they taught (mean=2.99) and they were not active when teaching. The teachers' use of gesturers, effective voice projection and eye contact were rated low. These may have had implications on the learning process. They may mean that efficiency and effectiveness of the learning process was inhibited. Students were worried by the lack of emotional support from their teachers which was not good for effective learning. Students were negatively affected by lack of effective use of body language. These findings are not consistent with those by Margolis & McCabe (2003) which suggested that instructors should inspire learners by applying the needed learning approaches, strengthening determination and persistence, emphasizing on peer modelling and helping struggling learners to catch up. Again, the findings contradict those of Murphy (2008) which revealed that motivation in learning can be enhanced by teachers who practice effective teaching strategies. The findings shown in Table 4.12 above suggest that teachers were failing to act as the most important people in the classroom and the key instruments that motivated learners. The results reveal that teachers were failing to provide engagement and motivation in other aspects as suggested by Ullah et al (2013).

The findings also revealed that teachers were not available to help students when they needed their assistance (mean=2.93, n=128) and they made students lose self-esteem (mean=2.47). These results show that teachers were not offering the much-needed support to learners which may have hampered their learning experience. The findings contradict the literature reviewed in Chapter 2 (section 2.4.3) which revealed that students gain confidence if they are supported by their teachers. The BU teachers did not show commitment and dedication to their work (mean=2.97) and they were not available to help students outside class (mean=2.87). These findings are inconsistent with those of Shousha (2018) which showed that teachers should be accustomed to the most effective inspirational strategies which should be valuable to learners. Teachers can be shapers or destroyers of learners' academic destiny.

Findings from the open-ended questions on the teachers' weaknesses include being impatient, failure to meet students' needs, failure to explain concepts during lesson delivery, coming late for class and poor teaching skills. These findings confirm what has been highlighted in the discussion earlier in the same section.

In order to determine the strength of the association between teacher behaviour and the learner motivation, a Pearson correlation was conducted. The results are indicated in Table 4.13 below.

Table 4.13 Correlation between teacher behaviour and the learner motivation

Correlations					
		MHPTT	LENTT	TEABT	PEDST
MHPTT	Pearson Correlation	1	.823**	.853**	.648**
	Sig. (2-tailed)		.000	.000	.000
	N	128	128	128	128
TEABT	Pearson Correlation	.853**	.872**	1	.417**
	Sig. (2-tailed)	.000	.000		.000
	N	128	128	128	128
**. Correlation is significant at the 0.01 level (2-tailed).					

The results in Table 4.13 above indicate that teacher behaviour is significant and positively associated with learner motivation ($r=0.853$, $p < 0.01$). This high level of correlation indicates that the higher the teacher behaviour is, the more is the level of learner motivation.

However, when variables are correlated, it does not mean causation. This is further interrogated using regression to evaluate the relationship between teacher behaviour and learner motivation. The results are shown in Table 4.14 below.

Table 4.14: Regression analysis: The of the contribution of teacher behaviour to learner motivation

Coefficients ^a													
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-8.466	3.661		-2.312	.022	-15.713	-1.219					
	TEABT	.358	.060	.429	6.021	.000	.241	.476	.853	.476	.205	.229	4.367
a. Dependent Variable: MHPTT													

The findings in Table 4.14 above show that teacher behaviour has a positive and significant contribution to learner motivation and/or the learning process ($\beta = 0.429$, $p < 0.01$). This implies that an increase in the teacher behaviour by 1 unit would result in an increase in learner motivation by 0.358 units. The positive impact of teacher behaviour on learner motivation confirms the hypothesised relationship. The VIF is 4.367 which is a value greater than 1 and the tolerance value (0.229) is less than 1, hence the multicollinearity assumptions are not violated. Hypothesis 2 (H_2) is therefore supported in this study and the conclusion is that the teacher behaviour is significantly and positively related to learner motivation. These findings are consistent with those from previous studies (Hapsari, 2013, Usher & Kober, 2012, Ullah et al, 2013) which showed that there is a positive relationship between teacher behaviour and learner motivation.

4.3.4 The contribution of pedagogical strategies to learner motivation (3rd secondary research objective)

This section presents the study findings on the contribution of pedagogical strategies to learner motivation and to support or reject hypothesis 3 (See chapter 1, Table 1.2). To test for the reliability and validity of the constructs, the psychometric factor loadings the KMO, the BTS and the AVE were adopted. For the individual scale items, the study used the mean and the SD. Table 4.15 below illustrates the psychometric properties of the effects of pedagogical strategies on learner motivation.

Table 4.15: Psychometric properties of the contribution of pedagogical strategies to learner motivation

	KMO	Bartlett's test	Mean	Standard Deviation	AVE	Factor Metrics
Statements	0.72	97.951			82.426	
Assessments have challenged me do my best in my academic work.			4.13	0.68		0.969
The curriculum in my programme is relevant to the industry needs.			2.99	0.70		0.988
I work with other students outside class in projects.			3.85	0.60		0.960
I do not come to class without completing homework/ assignments which will be needed for that class.			4.00	0.77		0.958
The method used by teachers encourages learners to form study groups.			2.92	0.92		0.987
The curriculum at BU incorporates research (creating knowledge).			3.84	1.38		0.978
The modules delivered in my programme challenge my thinking capacity.			2.92	0.72		0.977
Students are given a chance to ask questions in class.			4.09	0.29		0.983
I contribute to class discussions.			4.07	0.65		0.918
I am given the opportunity to make class presentations regularly.			2.89	0.66		0.899
I regularly use technology in my learning (chat group, emails, and blackboard) for discussions and submissions of assignments.			4.43	0.50		0.997
The quality of academic advising addresses my needs as a learner.			2.85	0.57		0.940

Table 4.15 above shows the twelve factor loadings of the pedagogical strategies that contribute to student motivation at BU. The KMO is 0.72 which confirms high validity of the instrument. The effects of pedagogical strategies account for 82.426% (AVE) in explaining motivation of hospitality management learners at BU. The factor loadings range from 0.899 to 0.997 with an average of 0.965. As per the factor metrics, the implementation of the use of technology in the syllabus has appeared to be a dominant response with a factor loading of 0.997.

The results in Table 4.15 above show that the use of technology is dominant in learner motivation (mean=4.43, n=128). This finding implies that the respondents embraced the use of technology to improve their learning experience. This finding is supported by Shousha (2018) who believes that learners are mostly motivated using technology (WhatsApp groups, internet exercises and mobile

apps). The more students have an interest in a concept, the more will their level of motivation in learning be.

The respondents believed that assessments were challenging them to do their best in their academic work (mean =4.13) and learners were prepared for the class as depicted by the completion of assignments and homework before class began (mean=4.00). The results revealed that modules that were being delivered in the programme challenged learners' thinking capacity (mean=4.21); teachers were giving students a chance to ask questions (mean=4.09) and class discussions were encouraged (mean=4.07). This shows that students were likely to receive motivation from these aspects as suggested by previous studies. For example, Ullah et al (2013) suggested that creating a competitive environment would motivate learners while group work enhances their communication skills. Sattar (2012) suggests that teachers should include discussions and increase students' engagement. These views have been supported in this study.

On the other hand, the results in Table 4.15 above reveal that the respondents were concerned about the relevancy of the curriculum in relation to market needs (mean=2.99) and the poor quality of academic advising (mean=2.85). In addition, the respondents believed that the teaching methods adopted by the teachers and the modules are not significant (mean=2.92, n=128). The respondents were concerned by the lack of opportunities for the learners to make presentations in class (mean=2.89). All these deficiencies, if not addressed, can demotivate learners. They will not be challenged enough to search for knowledge due to poor pedagogical skills used by the teachers. Furthermore, the failure by the teachers at BU to encourage presentations and group participation may have resulted in lack of learner autonomy (Shousha, 2018). Keith et al (2006) also showed that a curriculum delivery that fails to meet learner and industry needs is a source of learner demotivation.

Furthermore, the findings from the open-ended questions are consistent with those discussed above. The findings showed that teaching can be improved by use of visual aids in teaching, providing more revision opportunities, having more practical lessons, recognising top achievers, encouraging night study, giving timely academic feedback, introducing semester breaks, having one on one lecturer-learner meetings, providing more industry related discussions and having class competitions (debates, presentations).

A correlation analysis was carried out to establish the association between pedagogical strategies and learner motivation at BU. The results are shown in Table 4.16 below.

Table 4.16: Correlation analysis between pedagogical strategies and learner motivation

Correlations					
		MHPTT	LENTT	TEABT	PEDST
MHPTT	Pearson Correlation	1	.823**	.853**	.648**
	Sig. (2-tailed)		.000	.000	.000
	N	128	128	128	128
PEDST	Pearson Correlation	.648**	.370**	.417**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	128	128	128	128

** . Correlation is significant at the 0.01 level (2-tailed).

For correlations analysis, the study employed a 2-tailed Pearson correlation test. The findings in Table 4.16 above show that there is a significant correlation between the pedagogical strategies and learner motivation ($r=0.648$, $p < 0.01$). This means that the two variables are moving in the same direction. In other words, learner motivation increases as pedagogical strategies improve. This is supported by previous studies (Ullah et al, 2013, Shousha, 2018, Moskovsky & Alrabai, 2009) which showed that using the right pedagogical approaches results in high learner motivation.

In addition, a regression analysis was carried out to evaluate the contribution of pedagogical strategies to learner motivation. The results are indicated in Table 4.17 below.

Table 4.17: Regression analysis: The contribution of pedagogical strategies to learner motivation

Coefficients ^a													
		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
Model					t	Sig.							
1	(Constant)	-8.466	3.661		-2.312	.022	-15.713	-1.219					
	PEDST	.704	.075	.352	9.365	.000	.556	.853	.648	.644	.319	.826	1.211
a. Dependent Variable: MHPTT													

a. Dependent Variable: MHPTT

The findings in Table 4.17 above show that the pedagogical strategies have a positive and significant contribution on learner motivation. This is indicated by the standardized coefficients of stepwise regression ($\beta = 0.352$, $t=9.365$, $p < 0.01$). Thus, a rise in pedagogical skills by 10 units will result in an increase in motivation by 7.04 units. Hypothesis 3 (H3) is, therefore, supported and the multicollinearity assumptions have not been violated; VIF is greater than 1 (1.211) and the tolerance value is less than 1 (0.826). The conclusion is that the pedagogical strategies are significantly and positively related to learner motivation.

An Analysis of Variance (ANOVA) was adopted to find out if survey results were significant and to determine whether to reject the null hypothesis or accept the alternate hypothesis. The ANOVA was also used to compare differences in the means of learners' motivation based on the different levels of study. This was done by considering the variations between and within groups. The results of the ANOVA are shown in Table 4.18 below.

Table 4.18: Analysis of Variance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3428.195	3	1142.732	245.289	.000 ^b
	Residual	577.680	124	4.659		
	Total	4005.875	127			
a. Dependent Variable: MHPTT						
b. Predictors: (Constant), PEDST, LENTT, TEABT						

The findings in Table 4.18 above show that the null hypothesis is rejected because the value of the F-statistics has a p-value that is less than 5% hence the results are significant and can be relied upon. The results also confirm that there are significant differences in the level of motivation among students within different levels or years of study. Doing a post hoc test could have helped the researcher to understand the specific groups that differ. But post hoc has not been carried out in the context of this study.

4.5 Model summary

In this section, the model summary is used to determine if the selected variables have a significant contribution to learner motivation. Table 4.19 below shows the model summary.

Table 4.19: Model Summary

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.925 ^a	.856	.852	2.15840	.856	245.289	3	124	.000	1.719
a. Predictors: (Constant), PEDST, LENTT, TEABT										
b. Dependent Variable: MHPTT										

The findings in Table 4.19 above show that the overall model can be useful in predicting learner motivation. The variables, collectively, have predictive power to explain changes in learner motivation ($R^2 = 0.856$, Adjusted $R^2 = 0.852$, Durbin Watson = 1.719). Thus, 85.6% of changes in learner

motivation are explained by the three variables that have been employed in the model while the remaining 14.4% is explained by factors outside the model.

4.6 Chapter summary

This chapter presented and discussed the key findings of the study. The findings have been analysed in relation to the previous studies outlined in Chapter 2. The chapter outlined the demographic characteristics of the respondents and their relevance to the study. The key findings focused on the factors contributing to the motivation of hospitality management learners at BU which included the role of the learning environment on learner motivation and the contribution of teacher behaviour and pedagogical strategies to learner motivation. The study relied mainly on quantitative analysis. The next chapter provides the final summary, recommendations and conclusion of the study.

CHAPTER 5

FINAL SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

The previous chapter analysed, discussed and interpreted the research findings. This chapter consists of the final summary of the research findings, recommendations based on the research findings and offers the conclusion from the researcher's perspective. The aim of this study was to investigate the factors contributing to the motivation of hospitality management learners at BU. These factors were broken down into the following secondary research objectives:

- To explore the role of the learning environment on motivation among hospitality management learners at BU.
- To examine the contribution of teacher behaviour to the motivation of hospitality management learners at BU.
- To identify the contribution of pedagogical strategies to the motivation of hospitality management learners at BU.

The next sub-sections provide the final summary, recommendations and conclusion which includes the future research directions that are drawn from the study findings.

5.2 Final summary

This section outlines the summary of research findings. The final summary has been categorised as follows: summary of the demographic data pertinent to the study, summary of findings from the primary research objective, a summary of findings from the first secondary research objective, summary of findings from the second secondary research objective and summary of findings from the third secondary research objective. These are outlined below.

5.2.1 Demographic data

The results of the study revealed that most of the respondents were females and were 17-21 years old, followed by the age range of 21-25, with a small number being aged 26 to 30. Although the study targeted all levels of hospitality management from first year to fourth year, the majority of the

respondents were third year students. The results also indicated that most respondents were from families that were headed by single mothers.

5.2.2 Factors contributing to the motivation of hospitality management learners at BU (Primary research objective)

The study sought to establish the factors contributing to the motivation of hospitality management learners at BU. The findings revealed that there was a relationship between learner motivation and the three variables namely learning environment, pedagogical strategies and teacher behaviour. The respondents revealed that there were more factors that negatively contributed to their motivation in learning at BU. The elements of the three variables that demotivated the learners were the level of difficulty of the programme, poor internet access, limited library operating hours, high turnover of teachers, absence of semester breaks, shortage of classrooms for independent reading and disturbances caused by social events that take place during lessons. On a positive note, the respondents indicated that the elements of the research variables listed above that enhanced learner motivation included monthly allowances, the home environment, acknowledgement of learner effort and academic achievement.

5.2.3 The role of the learning environment on the motivation of hospitality management learners at BU (1st secondary research objective)

The findings of this study revealed that there were elements of the learning environment at BU that enhanced the motivation of the learners while others demotivated learners. The elements of the learning environment that adversely affected learner motivation included inadequate security and low safety standards, large class sizes (high learner-teacher ratio), inadequate library resources, peer pressure and lack of support from non-academic personnel. In addition, the respondents mentioned that lack of cafeterias, early and late classes and lack of reading rooms also hampered learner motivation. These elements were regarded by many respondents as unavailable or inadequate at the time of the study. On the other hand, the elements that supported learner motivation included the opportunity for learners to compete as peers as well as providing learners with infrastructure and amenities (sports and health facilities) which facilitated learning.

5.2.4 The contribution of teacher behaviour to the motivation of hospitality management learners at BU (2nd secondary research objective)

The findings of this study revealed that there were several aspects of teacher behaviour that adversely affected learner motivation. These included teachers' failure to take care of students' welfare, teachers' failure to give timely feedback to the learners, lack of emotional support from the teachers, teachers' failure to inspire learners and to use body language effectively in class, being impatient with slow learners, failing to explain concepts, poor teaching skills and coming late for class. While the results revealed that, to a large extent, teacher behaviour demotivated learners, there were a few aspects of teacher behaviour that were regarded as positive by the respondents these included equal treatment of learners and the relevance of teachers' qualifications that gave them the capacity to teach effectively.

5.2.5 The contribution of pedagogical strategies to the motivation of hospitality management learners at BU (3rd secondary research objective)

The findings reveal that certain pedagogical strategies were seen to have a negative effect on learner motivation. These included low quality of academic advising, not affording learners enough opportunities to do presentations in class, failure to effectively inculcate collaborative skills among learners and failure to deliver curriculum that produced graduates who would meet industry needs. However, there were other aspects of pedagogical strategies that were considered to be positive. These were teachers challenging students to apply themselves in their work, encouraging learners to prepare for the next class, offering modules that stretch the students' thinking capacity, incorporating research in curriculum delivery, and use of technology in teaching.

5.3 Recommendations

Low motivation among hospitality management learners at BU was found to be prevalent and certain factors were associated with this. Based on the findings of the study summarised above, the researcher proffers the following recommendations to mitigate the factors that negatively contributed to learner motivation.

5.3.1 Factors contributing to the motivation of hospitality management learners at BU

(Primary research objective)

- The institution should improve access to wireless as it enhances knowledge of learners, increases convenience in research and enhances the opportunities of learning in and outside the classroom
- The library operating hours should be increased to give students ample time to study in order to improve their academic results and to instill a reading culture among students. Learners who read are motivated to effectively partake in class activities and they produce good academic results.
- The institution should embark on increasing the number of computers in computer laboratories to enhance the effectiveness of the use of technology in teaching and learning. This will result in learners developing more interest in learning
- BU should set aside funds to provide adequate infrastructure and to take measures to construct more classrooms and spaces for private study in order to improve the quality of education
- The long semesters call for an introduction of a semester break every mid semester to give learners some rest
- The teacher-learner ratio should be revised to cater for the learners to have chances of effective interaction with the lecturer

5.3.2 The role of the learning environment on the motivation of hospitality management

learners at BU (1st secondary research objective)

- BU should invest in technology that improves the security of the students while on campus. This would include provision of cameras and removal of physical hazards within the campus' walkways.
- The institution should buy more library books and increase the variety of reading resources including online databases. This should be supported by high speed Wi-Fi with a large band width. Provision of more online resources and Wi-Fi would reduce the need for printed books and the need to sit within the library building for the purpose of studying.
- Student support by academic staff should be enhanced. Counselling sessions should be provided to students who are slow in their academic work. These students should be identified earlier

rather than after failing an examination. Results from formative assessments should be used in the identification of such students.

5.3.3 The contribution of teacher behaviour to the motivation of hospitality management learners at BU (2nd secondary research objective)

- BU should establish guidelines of what would constitute timely feedback. This is critical since students would want to know in time how they have performed on a particular concept.
- Teachers should be trained in academic advising. This would require BU to set aside a budget for upgrading the skills for the teaching personnel to equip them with academic advising skills which they would impart in their students. This would facilitate effective learning hence a more memorable learning experience. BU should ensure that every lecturer is recognised as an academic advisor and refresher courses should be conducted every semester.

5.3.4 The contribution of pedagogical strategies to the motivation of hospitality management learners at BU (3rd secondary research objective)

- Students should be afforded a chance to make presentations in class and to do more collaborative learning. This could be promoted by allowing students to work in groups during and after class. Tasks given to learners should foster collaboration among learners. This would help them to develop critical thinking skills and reduce the teachers' burden. Students should be made to take turns in making presentations to assist those who have difficulties.
- BU should ensure that the curriculum is developed in collaboration with industry to meet the employers' needs. Students require curriculum that incorporates contemporary issues that affect the industry and society. Surveys could be useful in gauging the needs of the industry which require committing financial resources.

5.4 Conclusion

The study investigated the factors contributing to the motivation of hospitality management learners at BU. The study has shown that learner motivation is explained by the learning environment, teacher behaviour and pedagogical strategies. The study has revealed that the learning environment at BU was conducive for learning although there were areas that still needed attention. Teachers

were competent and they endeavored to motivate learners, but they were still to meet the learners' expectations in many aspects. Effective strategies were being applied in teaching but there were areas that still needed improvement. The study found that the three independent variables had a positive correlation with learner motivation (the dependent variable). Again, results showed that all the four variables were positively correlated. This has implications for policy making. All the three explanatory variables had predictive power on the level of motivation. The study disclosed that an improvement in pedagogical strategies, the learning environment and teacher behaviour would result in substantial increase in motivation. Furthermore, the study indicated that pedagogical skills were the most robust factor explaining the level of motivation. This is followed by teacher behaviour and lastly the learning environment.

Generally, the results were consistent with those from previous studies and theory. The study identified that learner motivation was correctly defined by several scale items. Perceptions by the respondents showed that factors like the home environment, availability of educational allowances, recognition of academic achievement and rewarding of such achievement by the university would improve motivation. On the other hand, the study indicated that factors like poor learning experience and attractiveness of the hospitality sector and level of difficulty of the programme of study were not key in defining motivators. The study confirmed the relevance of the theoretical framework used in this study namely the MHNT.

The methodology of this study was quantitative. The validity of the study could be improved by employing a mixed methods approach resulting in the triangulation of research findings with qualitative findings corroborating quantitative findings. Furthermore, generalisation of the research results could be enhanced by enlarging the sample size and including students from other BU programmes as well as similar institutions. Relying on the results from a study based on one academic institution may not be good for suggesting changes in policy.

The study has implications for future research. The study could be extended by looking at the effect of learner motivation on academic achievement in the context of both private and public educational institutions. Motivation of students can be affected by financial, family, student characteristics and social factors. This provides opportunities for further research. The study relied mainly on

descriptive analysis which may not have adequately explained some important attributes of the relationships among variables. Future studies may consider the use of advanced models, for example logit regression models, which examine the probabilities of one being motivated.

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LIST OF APPENDICES

Appendix 1: Research questionnaire

I would like to acknowledge you for committing your time to respond to this questionnaire which seeks to collect data to **explore the factors contributing to the motivation of hospitality management learners at Botho University**. The questionnaire seeks to explore the role of the learning environment on student motivation, to examine the contribution of teacher behaviour to the motivation of learners and to identify the contribution of pedagogical strategies to the motivation of learners.

You are kindly requested to participate by completing the questionnaire to assist the researcher to achieve the objectives of the study. This questionnaire is strictly meant for data collection purposes and all information collected shall be treated with confidentiality. The data collected will be strictly used for academic purposes to find means of boosting student motivation in institutions of higher learning. Your contribution is completely voluntary and you may pull out of the study at any time without any penalty laid on you.

The questionnaire will not be used for anything besides the fulfilment of the requirements of a Masters of Education in Higher Education (MEDHE) with BU.

Name of student: Diketso Kelebemang Khutsafalo

Study Programme: Masters of Education in Higher Education (MEDHE)

Name of Supervisor: Prof Ushe Makambe

Note: No names of the participants or organisation will be indicated in this study so you should feel free to give your opinion on the issues involved.

Thank you.

Yours sincerely

Diketso Kelebemang Khutsafalo – Cell: 71459782

Section A: Biographical data

Please respond by ticking in the appropriate box (✓) in the space provided.

1. Gender

Male	Female	Other
------	--------	-------

2. Age (in years)

17- 21	21 -25	26 – 30	Above 30
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3. Level

1 st Year	2 nd Year	3 rd Year	4 th Year
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4. Who is the head of your family? (Tick one box only)

Father	Mother	Mother and father	Other (Specify)
--------	--------	-------------------	-----------------

5. Did either of your parents graduate from college?

Yes, both parents	Yes, father only	Yes, mother only	No	Don't know
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Section B – Factors contributing to learner motivation at BU (Primary research objective)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the characteristics of leadership styles displayed in schools.

	Statement	SD	D	N	A	SA
6.	The programme that I am studying is easier than other programmes in the institution.					
7.	I enjoy the learning experience at BU.					
8.	My family does not have adequate resources to support my studies.					
9.	My home environment makes it easy for me to study.					
10.	The monthly allowance motivates me to learn.					
11.	I am motivated by the learning environment from BU.					
12.	I am inspired by monetary rewards from family members in recognition of my academic achievements.					
13.	I chose the hospitality management programme because the hospitality sector has an attractive and growing potential.					
14.	I appreciate it when I am acknowledged for my efforts and achievements.					
15.	BU reward learners who put efforts in their academic work.					
16.	I strive above and beyond what is needed in my academic work					
17.	My teachers always portray the best behaviour in supporting students in their academic work.					
18.	The level of instruction in BU is inclusive and allows me to engage in the process of learning.					

19. List any factors that negatively affect your learning in BU.

Section C – The role of the learning environment on learner motivation at BU (Secondary Research objective 1)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the characteristics of leadership styles displayed in schools

	Statement	SD	D	N	A	SA
20.	I am happier learning in bigger classes than in small classes.					
21.	Competition with my peers to achieve good results motivates me to learn harder.					
22.	BU cares about my safety and security.					
23.	The library resources at BU are adequate enough to support my learning process.					
24.	If given another chance I will enroll with BU again.					
25.	Peer pressure distracts me in my learning process at BU.					
26.	If given a second chance I will enroll in the same programme (Hospitality management) again.					
27.	The support staffs at BU (Admissions, Management Information Systems, Assessments, Technical, and Library) are always available and helpful.					
28.	The student services department effectively deals with my welfare/problems.					
29.	My institution is clean and promotes health awareness.					
30.	There are tuck-shops within the university where I can buy food.					
31.	There are extra-curricular activities that help students to refresh.					
32.	There are adequate sporting facilities in the institution.					
33.	There are adequate health facilities for students who may fall sick.					

34. State other measures that can be implemented to make the learning environment a conducive place for studying?

Section D - The contribution of teacher behaviour on learner motivation at BU (Secondary Research objective 2)

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the characteristics of leadership styles displayed in schools

	Statement	SD	D	N	A	SA
35.	My teachers are always available to help students when they need their assistance.					
36.	My teachers care about students' welfare (providing emotional support).					
37.	My teachers treat students fairly and equally.					
38.	My teachers give students timely feedback about their academic performance.					
39.	My teachers portray good leadership skills in class.					
40.	My teachers have relevant qualifications that enable them to teach effectively (competency).					
41.	My teachers show commitment and dedication in their work					
42.	My teachers inspire me by the way they teach (learning experience)					
43.	My teachers are readily available to help students outside class.					
44.	My teachers are active when teaching (use of gesturers, effective voice projection and eye contact).					
45.	My teachers do not make students loose self-esteem (do not ridicule students).					
46.	My teachers always encourage me to work hard.					

47. State any other weakness of your teachers (if any/ if there are no weaknesses leave black)

**Section E – The contribution of pedagogical strategies on learner motivation at BU
(Secondary Research objective 3)**

For each of the statements below, tick (✓) the box that indicates the degree to which you agree or disagree as represented below:

Strongly Disagree (SD), Disagree (D), Neutral -Neither Agree nor Disagree (N), Agree (A), Strongly Agree (SA) to respond to the characteristics of leadership styles displayed in schools

	Statement	SD	D	N	A	SA
48.	Assessments have challenged me do my best in my academic work.					
49.	The curriculum in my programme is relevant to the industry needs.					
50.	I work with other students outside class in projects.					
52.	I do not come to class without completing homework/ assignments which will be needed for that class.					
53.	The method used by teachers encourages learners to form study groups.					
54.	The curriculum at BU incorporates research (creating knowledge).					
55.	The modules delivered in my programme challenge my thinking capacity.					
56.	Students are given a chance to ask questions in class.					
57.	I contribute to class discussions.					
58.	I am given the opportunity to make class presentations regularly.					
59.	I regularly use technology in my learning (chat group, emails, and blackboard) for discussions and submissions of assignments.					
60.	The quality of academic advising addresses my needs as a learner.					

61. List any areas of teaching where you feel needs improvement to make learning interesting.

Thank you for completing this questionnaire.

End of questionnaire

Appendix 2; Krejcie & Morgan's formula

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3300	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix 3; Research Permit

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MINISTRY OF TERTIARY EDUCATION, RESEARCH, SCIENCE AND TECHNOLOGY

REF: MOTE 1/18/6 VII (2)

3rd December 2019

Ms Dikeletso Kelebemang Khutsafalo
P.O. Box 501564
Botho University
GABORONE

Dear Madam

APPLICATION FOR RESEARCH PERMIT:

"Investigating Factors Contributing to the motivation to enroll in Hospitality Students in a selected Higher Education Institution in Botswana".

Reference is made to your application on the above captioned matter.

Your application for Research Permit for the proposed research titled: ***'Investigating Factors Contributing to the motivation to enroll in Hospitality Students in a selected Higher Education Institution in Botswana.'*** has been granted. The permit is valid for one (1) year. You are kindly advised to peruse section 4.4 to 5.0 of the 'Guidelines for Application for Research Permit' in Botswana.

Any changes in the proposed research should be communicated, without fail, to the Permanent Secretary, Ministry of Tertiary Education Research Science and Technology citing above reference. You are advised to submit final research report to the Department of Research, Science and Technology.

By copy of this letter, the Director of Research Science and Technology (DRST) is advised to take note of this development and ensure that deliverables to government are timely met. Furthermore, you are requested to deposit completed research report to DRST.

Yours faithfully


Dr Kekgoame E. Baipoledi
For/Permanent Secretary

cc: Director of Research Science and Technology



OUR VISION
"A Knowledge based Society Enabling Prosperity for all"
Collaboration, Creativity, Competence



ACRONYMS

ANOVA Analysis of variance
AVE Average Variance Extracted

BAC	Botswana Accountancy College
BGCSE	Botswana General Certificate of Secondary Education Certificate
BIUST	Botswana International University of Science and Technology
BOU	Botswana Open University
BTS	Bartlett's Test of Sphericity
BU	Botho University
BUAN	Botswana University of Agriculture and Natural Resources
BWTI	Botswana Wildlife Training Institute
GIPS	Gaborone Institute of Professional Studies
IDM	Institute of Development Management
IHS	Institutes of Health Sciences
JC	Junior Certificate
MHNT	Maslow's Hierarchy of Needs Theory
MoESD	Minister of Education and Skills Development
PSLE	Primary School Leaving Examinations
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
UB	University of Botswana