



DISSERTATION PAPER

**INVESTIGATING THE ROLE OF MOTIVATION ON TEACHERS' AND
STUDENTS' PERFORMANCE: A CASE OF LIMKOKWING UNIVERSITY,
BOTSWANA**

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Certification

The undersigned certifies that she has read and hereby recommends for acceptance by the Limkokwing University of Creative Technology a dissertation titled: ***“The Role of Motivation on Students’ and Teachers’ Performance; A case of Limkokwing University, Botswana.”*** in partial fulfillment of the requirements for the Degree of Master of Education in Higher Education of Botho University.

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(Supervisor)

.....

Date

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Declaration

I, Tsholofelo Zigwa of ID 287628710, certify that I have read and hereby endorses for receipt by Botho University, Botswana a dissertation entitled; “The role of motivation on teachers’ and students’ performance; A case of Limkokwing University’ as my requirement in fulfilling my Master of Education in Higher Education programme. I therefore, consent that this dissertation is my original work and will not be presented to anyone before the completion of my Master Programme.

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Signature

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Date

Dedication

This dissertation is a special dedication to my mother Gladys Zigwa, my daughter Katlego Botlhasitse and my darling husband Thapelo Botlhasitse who have been my motivation and pillar of strength throughout my studies. To my single mother she has been the reason I work hard so as to be able to take care of her. To Katlego Botlhasitse, my daughter who survived a pre-mature birth weighing 910grams and had to stay for three full months in the hospital with my studies pending. She has been my strength.

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Abstract

Teachers as instructors have been found to be the vital model of knowledge and skills in academic grounds. It is believed that when the teachers work together supportively with the students the results are failsafe. Motivation has a role of driving action of an individual or group of people for betterment of results. This research is aimed at investigating the Role of Motivation on Teachers and Student`s Performance at Limkokwing University Botswana. The study was motivated by high turnover rate of teaching staff and a huge number of failure rates known as ‘fail and discontinue’ and drop outs in local higher education institutions in Botswana.

The main objective of the study was to investigate the role of motivation on students and teachers looking further within corridors of Limkokwing University, Botswana. The study looked further on identifying factors that influenced performance of teachers and students in higher education as well as investigating motivation strategies that can be employed within the education sector to better academic performance. The study adopted a case study design using qualitative technique. The researcher carried out In-depth interviews and systematic observations at Limkokwing University of Creative Technology in Gaborone. Students and teachers who took part in the study represented the six faculties of Limkokwing University of Creative Technology, Botswana. The six faculties were; Faculty of Communication, Media & Broadcasting (FCMB), Faculty of Architecture & The Built Environment (FABE), Faculty of Fashion & Lifestyle Creative (FFLC), Faculty of Business Management & Globalisation (FBMG), Faculty of Multimedia Creativity (FCM), and Faculty of Sound & Music Design Academy (SMDA). Four students were selected from each faculty comprising of two females and two males respectively. Two lecturers were chosen from each faculty also in gender equals. This study was conducted using case study method to investigate the role of motivation on students` and teachers` performance at Limkokwing University, Botswana. English was used during data collection with a bit of Setswana (local language) to ease communication.

Findings from the study revealed that most lecturers at Limkokwing University do not enjoy the teaching profession and the environment they work in due to varying factors of demoralization hence poor performance. When asked most of them mentioned that they only work to make ends meet and feed their families back home. Those who seemed motivated explained that nothing from the institution management or the teaching profession motivates them rather the “**passion**”

towards teaching drives them to keep performing to their best ability and that they have ‘no choice’. The respondents were interviewed and the results showed that indeed, motivation plays a very vital role in students’ and teachers’ performance. Both teachers and students totally agreed that motivation is very imperative as far as performance matters. The results exhibited that if the teacher is motivated the traits are transferable to students and vice versa. The findings also further revealed that the school environment affect performance of students such as lack or shortage of resources and lack of extra curriculum activities. The study found out that lecturers continue to perform better despite low salaries and shortage of teaching resources. The study has also found that students at Limkokwing University care less about good grades but only aim at being on the graduation list and finish with their studies (to graduate at the end of the programme). In a nutshell, students are motivated intrinsically rather than extrinsically. That is to say, individual traits that students personally portray such as sense of competence and feeling of achievement motivate them to perform well were the University and the sponsor had failed to put in measures to motivate them. Most teachers preferred increased salaries and promotions. Students argued that there should be awards ceremonies each semester rather than at the end of the programme.

The study suggests that for students and teachers to perform well in their academic work or job the entire education system such as the school management, the education departments and ministry of education, parents and other supporting organizations should emphasize more on establishing and implementing motivational strategies on teachers and students. The study also recommends that the Ministry of Education and Skills Development in Botswana should put in measures that enforce quality of education that promotes and recognizes students and teachers who have performed well in higher education level at least once a year.

List of Abbreviations used in this study

MOESD- Ministry of Education and Skills Development

BQA- Botswana Qualification Authority

AQA- Academic Quality Assurance

HRDC-Human Resources

LUCT- Limkokwing University of Creative Technology

GC-Gaborone City

UB-University of Botswana

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CHAPTER ONE

1.1 Introduction

Over the past years, the Botswana Government as the only patron of education has experienced an increase in education enrollment from the citizens. The government of Botswana has put in countless initiatives and policies that endorse and promote participation in education. Botswana opened doors for diverse private Universities from the past decades and has taken it upon itself to sponsor students within those Universities. Some of these Universities include; Limkokwing University, Botho University, Baisago University and Gaborone Universal College of Law to mention a few. Involvement in tertiary education has since upsurge birthing developments of education bodies such as Botswana Qualifications Authority (BQA) whose responsibilities lie within the realms of reviewing, managing and handling quality of education. Synchronously, the Government of Botswana made a considerate move from the year 2007 to sponsor students in registered tertiary education institutions in Botswana. Due to the global economic downturn that hit hard on the local currency ‘Pula/BWP’, Botswana was not spared financially. Botswana’s economy elapsed paralyzing most of the public sectors in the country. Mhlauli (2014) held that the education system suffered dismally which made the government’s efforts in continuing to sponsor students in academic fields to deteriorate. The number of students sponsored by the government in foreign countries declined. Henceforth enrollment to tertiary schools declined year after year until the government stopped sponsoring students abroad.

Education in Botswana is regarded as one of the dynamic aspects of economic growth. Education is the major contributor of human development in Botswana. The Botswana government is the main benefactor of education that provides the citizens with the skills that allows them to compete at a global rank. To emphasize more on the importance of education in Botswana, MoESD as the head department of education in Botswana is offered a budget which is a hefty investment of education to distribute accordingly towards education of its citizens. Mhlauli (2014) explains that students at secondary schools have experienced a decline in academic performance since 2010. Secondary education in this sense determines the enrollment to higher education institutions through government sponsorship. Therefore, it is believed that if productivity at secondary schools declines then, higher education suffers. For these reasons the

researcher aims at investigating the role of motivation on students' and teachers' academic performance.

Increased productivity in any endeavor has always been aligned to motivated employees. Motivated employees are happy employees, they have the drive and are eager to soar where the eagles soar since they would be encouraged and stimulated in some ways. Academic performance for teachers and students requires commitment, hard work, perseverance and dedication and all these do not come cheaply. Academic institutions have mission and vision statements which are read to students and staff members. The corporate culture identity are not embedded on the school walls for decoration purposes, but are meant to guide and instruct students and teachers of the motive and expectations of the institutions. Hurst (2018) stated that, motivation has a great positive effect in driving learning and teaching towards good performance. Motivation encourages students to have a positive outlook of learning. Students who are motivated tend to put extra effort and drive to accomplish set goals. In this sense, the goals of the institution as well as the individual clientele of the University would be achieved. Institutions have put on measures to motivate teachers and students to realize school mission and vision but most Universities still face issues of poor performance of students and teachers.

The focus of this research was on tertiary school teachers and students who have passed through Primary and Secondary education. The set of teachers at tertiary school have been trained to be trainers and are qualified teachers. Students are from the ages that range between 17 and 35 years. Normally students at tertiary schools are mature in age some live alone in their rented houses far away from their parents or guardians. Most of the students have relocated for the first time in the cities to have access to higher education, others are international students from different nations and most students at LUCT are dependent on the monthly government allowance to push through their academic journey. Most of these students at tertiary are youth who most of the time are under too much pressure of fitting in, the fast life, graduating and getting a job, academic distresses and disturbances such as pregnancies, societal expectations, financial constraints, issues of health and other social issues. At this particular stage of life students at Universities are looked up as future leaders and most of the responsibility is bestowed upon a teacher to guide and instruct them from beginning to the end. Therefore, it becomes survival of the fittest for both teachers and students in terms of good performance. Students

have to perform well to be able to graduate and get a good job. Teachers are able to retain their job posts, get promotions and rewards where there is proof of good deeds. It is a traditional norm that a good teacher reflects back to the student.

This research was aimed at investigating the role of motivation on teachers' and students' performance. Motivation has been highlighted by many researchers as playing a great role in refining results or performance in any institute. Herzberg theory has equated motivation to enhancing the morale of people in an organization. Moreover, motivation has been associated to good leadership. When the leader is motivated he is able to direct, give orders, guide and instruct as a way of instilling good example to the followers. Likewise a teacher as the main custodian of instructions in a classroom might play a vital role in performance of students.

Hurst (2018) indicates that, teachers who are passionate on their job tend to go extra mile in performing to the required standard despite lacking motivation and by so doing they are able to drive students to perform better and achieve educational goals. In short, motivated teachers are often sanctioned to love their job despite working conditions backing them up, students would still enjoy the classroom where the passion and the drive has been bestowed. Some have argued that teachers do not take effort to motivate students but question raised has been that how should teachers motivate student when themselves need motivation.

The classroom atmosphere plays a great role in how far student can go along in learning and improving their academic results. Then the study explores further on motivation strategies that would help students to improve on their studies. Impact Teachers (2017) emphasizes that teachers who are motivated have a greater impact in enforcing a drive and energy to students to achieve desired goals. Teachers have a duty of transferring knowledge and skills to the student therefore, if they are not motivated student's academic performance is moot. It was still controversial whether motivation boost performance or people are just lucky, intelligent, blessed or leaving under conditions which favour them. Many claimed students could still do well with their studies without any need of being motivated, some have argued that a teacher has to perform well despite working conditions being harsh and undesirable. However, it has been stated by Granett and Greyser (2014) that the teachers' attitude and students' attitude towards learning can be promoted by the intrinsic and extrinsic motivation. Hence this study aimed at

investigating the role of motivation on teachers and students` performance at Limkokwing University of Creative Technology.

1.2 Background of the study

Issues of motivation and performance cut across all spheres of life. Teachers as instructors require some level of push and drive to instill knowledge and skills to the students, students depend mostly on the impartation and instructions from teachers to achieve desired learning goals. Motivation and performance is regarded as an expensive need that drives success within the school. Some researchers claim that motivation changes behavior of any individual and if applied into an academic environment can bring about some modifications to the teachers and students. The role of motivation have been studied through various theorist such as Maslow`s Hierarchy of need (1943), Vroom`s expectation theory (1964), and Herzberg`s two factor theory (1959). In addition, Khan (2014) holds that motivation influence human behavior, in such a way that the inner urge that is within an individual act as a force to achieving goals and targets.

Intrinsic and extrinsic motivation have a great relationship with motivation and job satisfactory hence enhance performance. Another motivation of this study is that, issues of commercialization, education without borders, competing for student numbers and diversity within private Universities has amongst the rest given birth to a need to make changes and reshuffling of the academic system as a means of business transaction. By so doing it has left, the `student` and the `teacher` vulnerable. This means that students and teachers are under pressure of performing to satisfaction the needs of the modern world. That is to say; from the school perspective is no longer about the quality of education but quantity or student number enrolled, the student`s goal is no longer to acquire skills and knowledge but to be among the list of graduates, for the teachers is `as long as I keep my job`.

Intrinsic and extrinsic motivation as suggested by Vroom (1964) `s expectation theory indeed enlightens that performance is guaranteed when people have monetary rewards and non-monetary rewards. Hassan (2013) indicates that extrinsic and intrinsic rewards contribute immensely to enhancing performance. The extrinsic needs entails of physical rewards and intrinsic values refers to feelings of satisfaction and achievement. Performance is therefore guaranteed when the internal and external needs of individuals are made available. Hence said,

the motivation of this study came as an observation that there are situations which rose in Botswana Universities where senior teachers have students' dropouts and students who abscond lectures within their classes despite the promotions and good salaries. On the other hand some instructors have held that students who are financially stable, with good lifestyles and born with silver spoon tend to perform badly than those without silver means.

Other private institutions emerged in the land of Botswana as years went by and Limkokwing remained the most flocked University whose student numbers remained impressive and results evident in the industry. LUCT was alleged to be producing the most job ready graduate whose performance in the industry was acknowledged by many industrial professionals, recruiters and companies. For the past five years the researcher has observed that student numbers lowered dismally, the hype and love for Limkokwing University declined, critics and mockers became the street talk. Limkokwing University found itself in the bad books of media scrutiny at it was labeled 'a bogus University'. A local News Paper has written that 'a University which was becoming GC's most rocking University has become a street talk'. However, the researcher has noticed that strikes and class boycotts continued cyclically and at the other hand other students and lecturers remained to perform to their best abilities as the institution linger to graduate student year after year. Limkokwing University of Creative Technology, Botswana has six faculties. A number of questions has been raised as to why some students and lecturers perform better than others even under such conditions. Many have managed to graduate while some have quit on the way. Even though it is not clear on the efforts made by the University some students and lecturers continue to excel to their best ability and attain the desired teaching and learning goals. The investigation of the role of motivation on teachers and students on performance would be of great importance to add to the body of knowledge in Limkokwing University and other Higher Education institutions.

1.3 Operational Definitions

Motivation, Performance, teacher, student, intrinsic motivation, extrinsic motivation

Motivation is defined as a drive to action which is triggered by internal and external forces derived from psychological stimulations.

Performance is the act of having succeeded or achieve and desired expectation. However, performance can be good and bad depending on the outcome of a motive.

Teacher is a person who instructs and imparts knowledge and skills to a group learners or individuals in a learning environment. Teachers are the ones who instruct learning in a classroom.

Student is a learner or a person who is being taught by a teacher. Students sit in a classroom and listen to a lecture.

1.4 Theoretical Foundations

Motivation is derived from a Latin verb ‘movere’ which means ‘move’. Hawks (2013) define motivations as an emotional process that boosts ecstasy and stimulates willpower which triggers people labour willingly towards attainment of a desired goal. It involves goals that need direction to action and requires physical activities applied to drive performance. In short, motivation has been described to be a process and not a product. In investigating the role of motivation on teachers` and students` performance the researcher reviewed the following theories;

1.4.1 Herzberg`s Two Factors Theory: Hygiene and Motivation

This theory was advocated by a psychologist by the name Frederick Herzberg who is found of correlation between employee attitude and the workplace. Herzberg`s two factors theory looks at two factors which are; hygiene factors and motivational factors. Hygiene factors indicates the need for good salaries, flexible working hours, status, job security, health, family and other peripheral benefits whereas motivation factors highlight on the need such as recognition, growth, sense of achievement and meaningfulness of the work. These theories suggest that people need to enjoy the work environment, and the leaders should provide work stimulation and rewards so that employees are motivated to perform harder.

Herzberg (1959) claims that employees are mostly motivated when they are given a role to play within the company structure and when feedback is constantly issued. By so doing managers

would be able to recognize the efforts made by the employees then as a result are obliged to award, compensate or give them opportunity to progress. For this study it is very imperative to refer to this theory since it makes a couple of suggestions and claims on motivation as a drive to performance. The theory emphasizes that good leaders are ones through their supervision and formulation of policies motivate the teachers who directly transfer the drive to the students. The theory claims that the environment where people work at or the teaching and learning process takes place influence performance. This study would benefit from this theory since it suggested issues on satisfaction and dissatisfaction which influence motivation in the workplace by either enhancing performance or lowering it.

1.4.2 Maslow Hierarchy of Needs

This theory was developed by Abraham Maslow (1943), it stressed that motivation come along with the ‘need hierarchy’ that has a lot to do with people’s attitude and behaviour of individuals or groups towards a job. The needs of individuals make people to behave the way they behave within different settings. This theory is classified into the following elements; physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Tanner (2019) suggests that Maslow Hierarchy of needs requires that managers put focus on motivating employees within the trends of time. Tanner states that employees need to change with time and that requires motivation for them to adapt. When incorporating Maslow Hierarchy of need to students’ and teachers’, performance is guaranteed because these are the elements that motivate to achieve job satisfaction. Abraham Maslow (1943) indicates that these needs should be awarded to employees since they satisfy the human needs. Maslow’s theory indicates that the needs of people should be encountered for starting from the lowest to the highest need. It is of great importance to know people’s position in Abraham Maslow Hierarchy of Needs. By so doing it becomes possible and easy to motivate them. This theory is very significant to this study as it explained the role of motivation on performance which this study aims at investigating. Maslow suggests that employees ought to be satisfied so that they can met the goals of an organization. Goal attainment is therefore transit to motivated employees. On the other hand, students are eager to graduate and teachers want to keep the job and the salary therefore, this theory claims that the physiological needs of individuals should be first priority and moving up to meeting the rest of the needs of individuals. The theory indicates that ones the first need is

attained it would push to attain the next need up until all the needs in the hierarchy are met. It is still not clear if motivation guarantees performance since according to the theory Maslow claims that motivation decreases and increases when needs are met. This theory was important to this study since it raised connotations on the roles of meeting the *needs* of people which results to them being motivated for performance. From this theory the study was able to draw or come into conclusions on some of the research questions used to investigate the role of motivation on teachers' and students' performance.

1.5 Statement of the problem

It cannot be argued that motivation plays a vital role in a person's life in general. Courage, drive, a push, strength, ambition and effort are the products of motivation that have aided many to be fruitful in life. When one has gained all that, motivation has been granted which guarantees get-up-and-go motive to pursue dreams and goals. The researcher has observed that teachers' and student's performance at Limkokwing University is unpredictable and uneven from semester to semester. Although, some have performed superbly even under very intense and unfavourable teaching and learning conditions, motivation plays a vital role in the center of teachers' and students' academic performance.

The researcher has also observed that a number of high student drop outs and high failure rates has been encountered at Limkokwing University for the past years. In addition, issues of lack of proper academic infrastructures, shortage of teaching resources, long hours of work, lack of job security, overload and lack of financial support have been stated as disturbing issues within the education sector in Botswana especially among private Universities. Students botch classes or do not come to school at all but come and sit for the final examinations at the end of the semester which is a sad reality. Lecturers have gone on strikes and class boycotts in demand of better wages, better working conditions and various academic needs that seem to temper with teaching and learning.

Lecturers have been blamed for poor performance in the classroom which called for reviewing of their professional qualifications and students at the other hand had been censured for not taking their school work serious. Despite all the undesirable conditions most students managed to graduate and acquired good jobs, some teachers have been promoted and made it to the top of the

teaching profession. It also raised an argument that those which these conditions did not matter or bother them could perform better. However Davidson (2006) painted some of the strategies of quality provision in education emphasis on motivation as an important factor that improves performance for both teachers and students. For these reasons the researcher investigated the role of motivation on teachers and students performance at Limkokwing University, Botswana.

1.6 Objectives of the study

General Objective

1. To investigate the role of motivation on students` and teachers` performance at Limkokwing University, Botswana

Sub Objectives

2. To identify factors that influence performance of teachers and students in higher education.
3. To determine the impacts of motivation on academic performance of teachers and students at Limkokwing University
4. To explore motivational strategies that can be employed by the institution on teachers and students for better academic performance.

1.7 Research questions

General question

1. What is the role of motivation on teachers' and students' performance?

Specific questions

2. What are the factors that influence performance of teachers and students in higher education institutes?
3. What are the impacts of motivation on performance of students and teachers?

4. Which motivational strategies can be put in place to help enhance performance of teachers and students?

1.8 Significance of the study

It is believed that good performance drives the economy, boosts businesses, and brings in profit in various institutions and organizations respectively. Therefore, when employees and students are motivated it could yield positive results into the overall academic system. In addition, the researcher has observed some students and lecturers performing to their best ability under unfavourable conditions while some fail to push through and vice-versa. Therefore, this study is hoped to help the education system, the administration, students, teachers and individuals in exploring the strategies that can help improve the conditions within the academic environment which do not only apply to the academic field but also to business grounds and life in general.

The policy makers are also catered for to feed from this piece of research as they develop strategies and make developments to the education sector. Policies would be drawn that emphasize on performance and improvement in the academic base through the Ministry of Education and Skills Development. The school leaders such as the Managers, Directors, Public Relations Officers, Marketing Managers, HODs and Administration personnel would engage with the study through workshops and academic trainings or inductions.

Most Universities in Botswana had in the past years experienced unrest and disturbing moments that involved teachers and students demonstrating their frustrations and this research would help leaders and managers of academics to manage issues that are associated with lack of motivation. Rules and regulations would be written down for teachers and students emphasizing of the role that motivation plays on academic performance. The study would help labour and Human Resource personnel as well as higher education governing bodies such as Botswana Qualification Authority (BQA) and Botswana Human Resource Development Council (HRDC) to shape policies that encourage teachers and students to boost work output.

Students and teachers will find encouragement from this research as they discover ways of cultivating vitality and optimism in improving their academic performance respectively. This research would work as a reference point for many scholars as they use it to beef up their studies

at various academic settings. This research paper would be taught in the classrooms and included in the school curriculum from early childhood to adult education. This study also investigated strategies to improve the conditions of students and teachers in schools that have massive contribution in academic performance.

1.9 Scope of the study

Limkokwing University Botswana was the center of this research, it is the first private institution in Botswana which has been operating since 2007. It houses students and lecturers from miscellaneous social credentials. It is also located in the capital city of Botswana which has a greater population and where most activities takes place.

1.10 Limitations of the study

Time and financial support; this study was made difficult to carry through because of the time and financial support that was lacking on my side. The population of the research also has to be centered in Gaborone at Limkokwing University because of time and shortage of financial support it would not be explored in a wider range.

Inflexible policies by the Ministry of Education and Skills Development and Limkokwing University; some of the internal files and information that the researcher was depended upon to beef up the research findings were not made available.

In addition, some students and lecturers at Limkokwing University failed to open up during the investigation due to fear of some sort. All lecturers refused to be recorded during interviews.

Obsolete sources; despite the massive availability of information from various publications (electronic and print) most of the readings on `motivation and performance` runs from past years of which tempered with the rules and requirements of the research which required the use of new and fresh sources, for example, the theories.

1.11 Organization of the study

This study was arranged into five sections defined as chapters, which are;

a. Chapter One

This chapter outlines the foundation and overview of the study which contains the introduction of the study, theoretical foundations, the general background of the study, the problem statement, research questions and objectives, scope and limitations of the study,

b. Chapter Two

This chapter reviews relevant literatures that are related or have a relationship with motivation and performance of students and teachers. This chapter includes; introduction and some few topics on motivation and performance.

c. Chapter Three

This chapter discussed the methodology and research techniques used for the study. The methods reviewed the qualitative research methods and sampling techniques, population of the study as well as methods of data collection which are interviews and observations.

d. Chapter Four

Chapter four explained in detailed presentation and analysis of data collected from the field of study. Qualitative approach was used to interpret and analyze the data through in-depth interviews, systematic observations and document analysis.

e. Chapter Five

This chapter entails the summary, conclusions and recommendations made from the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Literature review emphasizes and gives support to this topic by discussing some concepts that applies to the role of motivation and performance. This chapter aims at explaining the role of motivation on teachers and students performance from point of view of various readings and texts. Many researchers had written about this topic on different intervals in attempt to find the relationship between motivation and performance but it remains an incessant topic amongst scholars that requires more and extensive research. Through literature review the study tried to find out the affiliation of motivation on students' and teachers' performance. This chapter provided reports from different findings and also contributed to the current readings by providing novel information to the body of knowledge.

2.2 Definition of motivation

Motivation is defined as the energy or the force that stimulates a person to act towards the fulfilment of one's desired goal.

Robert Dubin (1970)-“Motivation is the complex set of forces starting and keeping a person at work in an organization. Motivation is something that moves the person to action, and continues him in the course of action already initiated.”

Locke & Baum (2006) – “Motivation is an inner drive”

Teo, Lim, & Lai (1999)-"Motivation is defined as the performance of an activity because it is perceived to be instrumental in achieving valued outcomes"

Cheng, & Cheng (2012)-"Motivation is defined as the power that triggers action that follows"

2.3 The nature of motivation

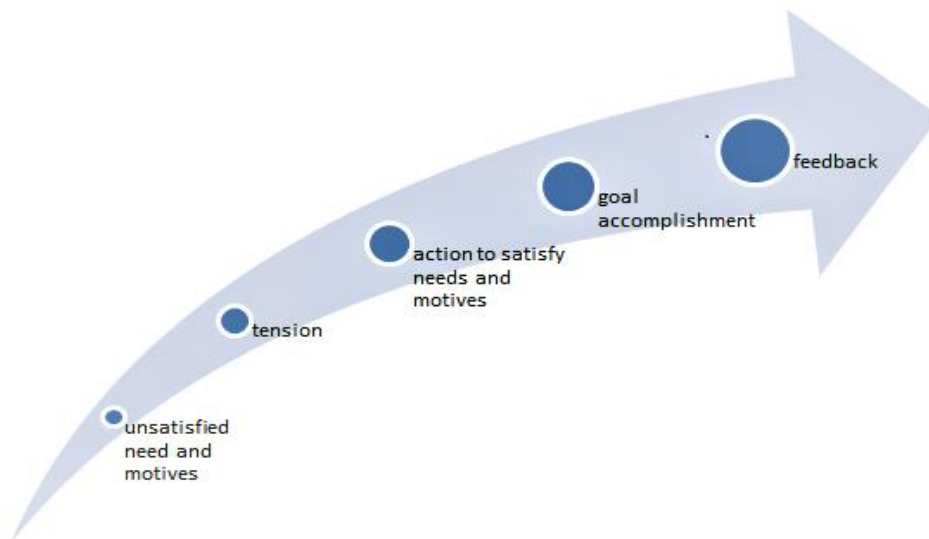
The topic on motivation has been inscribed in various publications such as; Mose (2012), Richard (2014), Nduka (2016), Hurst (2018), Tanner (2019), Zalwango (2014). Extensive research has been carried out that states the concept of motivation in a broad spectrum. Motivation has been defined as the vital factor that encourages individuals to perform to their best ability and it helps them to reach their targeted goals, Morris (2017). Many scholars have defined motivation as a drive, a motive, and a stimulation that prompt an individual into action. However some scholars hold that motivation is a psychological phenomenon that spawns from within an individual.

Motivation is related to needs; needs has been defined as deficiencies which becomes evident when there is an imbalance in physical or psychological elements. Satisfaction comes as a result of having provided for a need and therefore for a person to be motivated their needs should first be identified and understood. Likewise an unsatisfied individual means their needs have not been met.

WisdomJobs (2018) explains that motivation stimulates goal oriented behaviour; goals are achieved through a directed behaviour or drive. However, some researchers hold that motivation can either be good or bad. Morris (2017) holds that motivation can be positive and negative of which positive motivation stimulates from rewards while negative motivation is based on fear. People act the way they do because a level of fear or consequences have been bestowed upon them influencing results that comes along.

Henceforth, Kullabs.Com (2019) holds that motivation is very important in an organization, Motivation helps increase productivity, makes employees to perform duties and tasks efficiently, and it is the medicine for resistance to change, boost morale, and improve cooperation. Kullabs states that motivated individuals tend to have a very strong involvement in their work or activities in realization of their own person goals or the organization goals.

Figure1. The process of motivation



Source: TyroCity.com(2018)

The process of motivation alleviates from having identified a need or motive. Once the need is there, it becomes important to stimulate a drive and satisfy that need. When the need is not satisfied, there would be tension which will prompt certain behaviour in attempt to achieve a particular goal. Henceforth the action that would be taken to stimulate a reward or satisfaction of the need. The needs and motives are modified depending on how well the goal has been accomplished and this gives opportunity for revision of needs as an effective feedback to managers, employers, and individuals.

2.4 Extrinsic and Intrinsic motivation values

There are also two types of motivation which are;

Extrinsic motivation; Extrinsic motivation is external and triggered by physical things that can be seen and felt such as awards, money, promotions, good grades and other physical values. Mbanwa (2015) holds that extrinsic values of students and teachers include; good financial aids either in a form of academic allowance for students or good salaries for teachers, teaching

allowances, availability of free accommodation, food and other advance payments that teachers are entitled to within the job specifications.

Intrinsic motivation; refers to those internal values which need to satisfy a person from within and propel an individual to extra effort once gain or established. In this case the intrinsic values for teachers would be job satisfaction, job enjoyment, recognition and development that would help them to perform to their best ability. The students at the other need to feel safe in the schools, they should enjoy the lectures and find comfort within the walls of the institutions, love the subjects and have freedom of choice selecting their desired course and careers path. Nduka (2016) argues that when teachers and students are intrinsically motivated they would not be bothered by external rewards. Teachers and students who find passion and enjoyment on the subject tend to perform better anyway despite lacking extrinsic motivation.

Many researchers holds that intrinsic motivation and extrinsic motivation overlap in some way. Deci (2000) contends that when extrinsic motivations such as money is administered to people then intrinsic motivation is exhibited routinely. Nduka (2016) highlights that both extrinsic and intrinsic values can motivate people in a workplace but the effect can differ according to an individual. The author continue to emphasizes that the effects of extrinsic and intrinsic motivation differs in individual perspective, since some choose to put their focus on internal values while some concentrate on internal satisfaction Vroom (1964) cited in Maharjan (2018).

2.5 Motivation and Job Performance

Nadeem et`al (2011) cited in Kelvin (2016) holds that social and economic conditions such as inadequate payments, stress, poor teaching infrastructures, teachers health and the teaching atmosphere affect teacher`s performance dismally. Kelvin (2016) concluded that the female teachers are the mostly affected by these poor social and economic conditions which lowers their motivation. Richard (2014) has noted that a teacher plays a greater role towards learning in guiding the students and equipping them with the necessary skills, therefore if the teacher is not motivated then the student learning process also suffers.

Kabyogamu (2012) has found out that the work environment affect performance and productivity. If the work environment is not liked by workers then motivation will not be guaranteed. The classroom conditions and the school atmosphere contribute to students and

teachers motivation. Issues of safety, cleanliness, flexibility and freedom affect students and teachers.

Broni (2012) holds that income or salaries and lack of motivation reduces morale for higher performance at Universities. However, it has also been observed that higher salaries does not guarantee high performance. Broni (2012) carried a study on motivation and performance at University of Mines and Technology in Ghana and has found out that most staff were quick to point out that low motivation is the one that causes lack of enthusiasm at work.

2.6 Factors influencing motivation on teachers' and students' academic performance

Richard (2014), Knapper (2017) and Kelvin (2016) held that motivation is linked to improved academic performance and not only that but also helps in conceptual understanding, high self-confidence, greater satisfaction and increased productivity within the academic environment. Henceforth, Knapper (2017) carried a qualitative research on factors that influence students' academic motivation and how those factors impact the student achievement and the researcher holds that teachers usually depend on extrinsic factors to motivate their learners. Center on Education Policy (2012) believes that unmotivated students find it difficult to improve their academic performance since the level of motivation in them affect how they relates with the teachers. In this sense unmotivated students find it difficult to consult with the teachers and seek help with difficult activities given to them.

Knapper (2017) stated that student-teacher relationship is another important factor that influence motivation on students' and teachers' performance. The author stated that the way teachers and students interact in the classroom has a greater effect on their behaviour towards the learning and teaching process. Knapper (2017) has found out that a good student and teacher relationship results from improved academic performance.

2.6 1 Studies conducted in India on motivation and academic performance

In addition Kapur (2018) has carried out a study on factors influencing academic performance in India and has stated some few findings which includes; attitudes of students towards learning, provision of resources within the schools, the leadership aspects that runs from the upper management to the lower management that entails decision making, setting of rules and policies. Kapur (2018) also highlighted; skills and abilities of teachers, the classroom environment,

parents` role on academics, the social circles and the level of motivation on students and teachers.

2.6 2 Studies conducted in Africa on the role of motivation on teachers and students

In Africa, Kenya has done much to investigate the role of motivation on teachers and students performance. Mose (2012) has carried a study on the effects of motivation on performance. Mose (2012) holds that working conditions such as classroom space, sizes, furniture and availability of teaching and learning resources plays a major role in academic performance. However, Mose suggest explains that teachers who are not motivated are frustrated hence low performance and at the other hand low job satisfaction is transferred to students` hence poor academic performance. Therefore, Mose (2012) suggest that teachers should be sent for workshops and seminars to improve academic performance.

Another study was carried out in Tanzania by Kelvin (2016), the research holds that factors that influence motivation on academic performance includes; salaries, availability of resources such as enough teachers, toilets, tables and chairs. Kelvin (2016) has also found out teachers has received free lunch during teaching sessions and where motivated and hence good performance. Another study carried out in Somalia found out that there is a solid relationship between learning resources and academic performance. Mohamed, Dahie and Warsame (2018) has found out that students with good performance are those that have good learning techniques and physical resources.

2.6.3 Studies conducted in Botswana on the role of motivation on academic performance

Basic education in Botswana runs from primary, junior, secondary and tertiary level and the government of Botswana is the single sponsor of education from all these levels. Education is free for all citizens of Botswana as it is considered to be one of the vital aspects of economic growth and human development. At tertiary level the sponsorship is very competitive as it is acquired according to performance. The government of Botswana of Botswana sponsors students who have acquired 36 points and above to enroll with registered public and private Universities in Botswana. Matambo (2013) cited in Mhlauli (2014) holds that the students` academic performance in Botswana has taken a dramatic decline from the years 2010 raising concerns on the main sponsor and the public at large. However, Mhlauli (2014) has carried a study that

investigates students' academic performance for secondary students in Botswana and had identified few strategies to alleviate the decline of students' performance which includes; team teaching, tutoring, students taking home work or assignments and parents' involvements. Nevertheless, Mhlauli (2014) held that academic performance of students which reflects back to the teachers are results of the 'introduction of the new syllabus' and 'the news grading system'. Therefore the researcher suggested that students should be trained and prepared for examination and teachers at the other hand should be motivated.

2.7 Theories of motivation

2.7.1 Frederick Herzberg`s Two factor theory- Motivational and Hygiene Theory

Young (2017) explained that the two factory theory has been established by Frederick Herzberg in 1959 and the theory is in two part which is the motivational theory and the hygiene factor (needs) theory. This theory came in as a study conducted by Herzberg on job satisfaction and dissatisfaction factors. Those who were satisfied by the job content where referred to as motivators and those who were not satisfied by the job context where referred to as hygiene factors. According to Shubh (2013) the hygiene factors were designed to prevent dissatisfaction and were likened to the lower level needs of Maslow`s hierarchy.

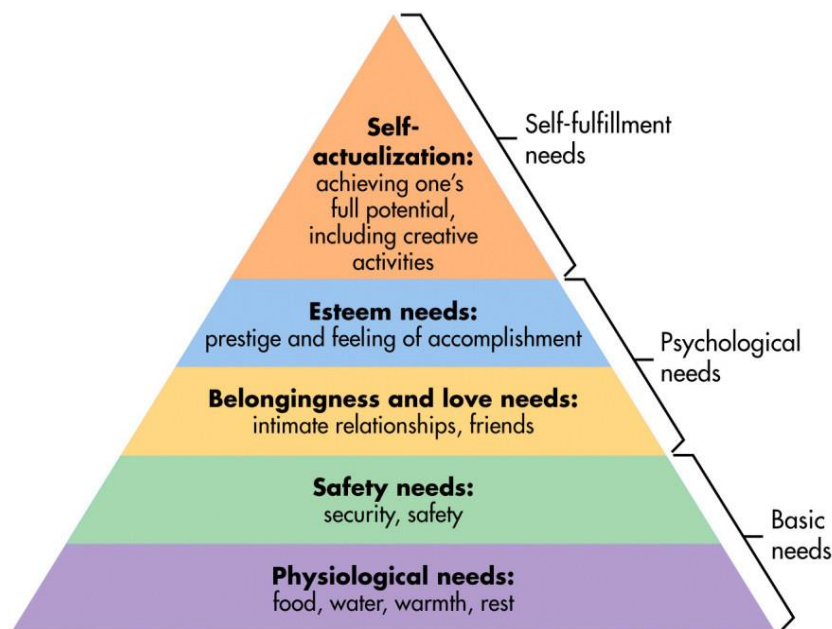
Hygiene theory is more concerned with factors that are outside the job area which are often referred to as extrinsic factors. Motivators are then those that give students and teachers a positive feeling about teaching and learning respectively. According to Herzberg motivation works better to improve results when the things that people complain about or causes dissatisfaction are removed or dealt with. Yusoff, Kian and Idris (2013) stated that Motivation Factors are Intrinsic Factors that will increase employees` job satisfaction; while Hygiene Factors are Extrinsic Factors to prevent any employees` dissatisfaction. This simple means taking away the dissatisfaction factors and creating conditions for satisfaction. Herzberg claims these factors exist side by side. Taking away the dissatisfaction factors does not necessarily mean employees will be satisfied. To motivate a team using motivation factors, the hygiene factors need to be taken care of first.

2.7.2 Abraham Maslow Hierarchy of Need

Abraham Maslow, a very popular theorist has propounded the theory of needs that has been referenced by many scholars on topics of motivation since it was published in 1943 as the theory of human motivation. Maslow has proposed five levels of needs which came in a form of hierarchy simply known as ‘the basic needs’ that satisfies an individual. These needs are drawn in a form of a pyramid organized in order of importance. Richard (2014) argues that Maslow’s Hierarchy of needs fails to demonstrate the disparities between the needs of individualistic and collectivists societies, affirming that the theory is egocentric in motivating individuals than collective societies.

Maslow’s hierarchy of needs ranks from lowest to the highest as indicated below;

Figure 2. Abraham Maslow’s Hierarchy of Needs



Source: Saul McLeod (2018) (*SimplyPsychology.org*)

Maslow (1946) suggest that the lower level needs are physiological, safety and social needs and ones these needs are satisfied it become instinctive for behavior of people to be engaged toward satisfying self-esteem and self-actualization needs (higher level needs).

1. **Physiological Needs:** Physiological needs refers to those basic needs that human beings need for survival. According to Maslow`s theory of motivations, this needs include such things as food, shelter, water, sex and clothing. The theory states that human beings cannot function properly without the provision of these needs. Teaching and learning physiological needs for students and teachers include proper classrooms, teaching aids and leaning resources, food, water and other learning aids. Some of these needs are available within the work place while some are expected to be made available to students and teachers personally. Policies and rules that prohibit sexual activities between teachers and students are not provided by the Universities but in the outskirts of the school both the teacher and the student have liberty to satisfy that need. Another physiological need is that teachers and students need accommodation especially the one accessible to school so that it makes teaching and learning convenient.
2. **Safety:** Job security should be felt and sensed just from the moment the student and the teacher thinks of going to school, they should feel safe and protected, from themselves and the environment they live in. the country were the schools are centered should provide national security to begin with such as police officer, soldiers and other security systems. The school should have security guards, rules and regulations or policies that govern conduct within the school. Teachers desire job security. Learning and teaching is satisfied when the classrooms have good ventilation, good infrastructure, health facilities or services, hygiene schemes and good air condition. Students and teachers ought to live without fear and the schools should be endorsed with laws and order. Maslow holds that students should feel secure just beginning from their home base unit.
3. **Social:** According to Maslow, the social needs includes things such as belongingness, approval, being trusted, friendships and being part of a certain group. Within the school they are levels and standards grades according to the programme of study, level of qualification, competencies and skills. Students are put into different classes of which they become part of. The teachers are also endorsed on their respective professions and careers per their job specifications. The school has the mission and vision statement, the corporate identity thus

the organization culture which both the student and the teachers identifies with and become part of.

4. Esteem: self-esteem entails needs such as being independent, control, achievements, respect and dignity. Maslow argues that young people tend to value respect and reputation that any other esteem need.
5. Self-Actualization: this is a growth need which include needs of individuals to develop to their best potential and achieve their desired goals. Within this level people are too careful of themselves, they think of personal growth, opinions of others and are eager to gain from any opportunity available.

Klein (2016) held that the classroom atmosphere should be monitored to reduce such as bullying and students falling sick due to bad air conditions during the lecture. According to Maslow as stated by Klein, students are unable to perform to their best ability if these needs are not met. Teachers have the role to play by meeting students at their current state. Maslow also suggest that once a need has been satisfied it does no longer motivate and that is why it very vital for managers, supervisors or employers to know where a person or a group of people are at a particular time in the hierarchy.

2.7.3 Self Determination theory

Ryan and Deci (2000), claimed that both the intrinsic and extrinsic motivation needs are very vital to direct behavior of individuals towards achieving a goal. The theory that has been established by Ryan and Deci (2000), acknowledged that for motivation to take place, an individual should have their basic human needs met and this needs are placed in three forms; autonomy, competence and relatedness.

Autonomy: requires that people should have a sense of liberty.

Competence: the need to feel that one is able and can.

Relatedness: the need to feel part of the group and connect along with others.

Self-motivation is something that we all need and if our intrinsic needs are met we are able to perform better even in the absence of motivation. In a classroom setting it is not always possible for teachers to manage the needs of students or give students attention individually but with self-determination students are able to find their extrinsic values being achieved from having gained intrinsic values.

2.7.4 Vroom's Expectancy Theory

This is a theory that Vroom (1964) invented to indicate that when worker's expectations are stimulated they are able to perform better which derive from their perception and feelings. In this theory Vroom indicated three factors which are; expectancy, instrumentality and valence. The theory suggests that rewards alone cannot motivate an individual to perform better but the personalities and characteristics of individuals also add meaning to the whole process of yielding results. People are driven to performance, the urge and a strong need to have or do something is the one that motivates people. For example if an individual employee wants 'promotion' they would be driven to perform extra because there is something that they eagerly want.

Expectancy theory (or expectancy theory of motivation) proposed that an individual will behave or act in a certain way because they are motivated to select a specific behavior over others due to what they expect the result of that selected behavior will be. Self-determination theory emphasizes that when an individual has a need they consider to be basic, their actions and choices become self-determined, they will be intrinsically motivated and turn their attention to an activity that they believe will be able to drive them to success. However people who are self-motivated tend to shift their attention to the things that they feel or believe are most vital and when one need has not been satisfied they feel pressure and most times become preoccupied in satisfying that need that seem to be left behind and forget about things that might as well be important. However, according to Deci and Ryan (2000) if such persons are students their learning tends to suffer because they will exclude or ignore other activities and put effort on satisfying the need that has not been met.

Self-determination theory holds that a student can experience a level of self-determination even when the external environment is poor however, to students basic needs have to be satisfied if a level of self-determination has to be met. The role of teachers in putting the interest of students

as priority motivate students without interference of the school ethos or the teachers' personal leadership style.

2.8 The effects of intrinsic and extrinsic motivation on academic performance

Shrivastava (2012) holds that teachers have the role to play in helping students realize their intrinsic values such as the sense of competence and feeling of achievement. The scholar holds that people gain excitement from doing things perfectly well. Students acknowledge the diversity that the teachers brings to class through his or her teaching therefore, teachers ought to clearly outline to students.

However, Ayub (2010) argued that those who have been found with high academic intrinsic motivation tend to perform better or more competent at school.

Fabien (2015) cited in Knapper (2017) stated that intrinsically motivated student are less affected or deterred by issues of peer pressure and indecisiveness. However, the researcher held that extrinsically motivated students are less interested in the learning process even though they would engage in school activities they just do it for the sake of graduating or for the sake of completing their studies.

2.9 Other research findings on motivation and performance

2.9.1 Influence of teachers motivation on students' performance

Mose (2015) stated that when teachers find the school or classroom environment healthy, safe and exciting they find it easy to participate in the learning process of the students of which will enhance their performance way more than expected by the school authority. However Ofoegbu (2012) cited in Mose (2015) holds that despite the favourable working conditions for teachers, the teachers activities may work negatively or positively to towards students' performance. Ofoegbu states that teachers who are intrinsically motivated they do some activities jus to satisfy themselves and their accomplishments and those who are extrinsically motivated perform well just for the sake of good recompenses or good salaries.

As much as rules, policies and school culture may change or shift from time to time, it is always a fact that academic institutions depend on teachers to transfer knowledge and skills to students. Olembo (1992) cited in Mose (2015) also concurs that motivation plays a great role in the

performance of both teachers and students. He states that when motivation is low performance suffers since the drive is also stumpy.

Njenga (2015) has carried out a study on the effects of teachers' motivation on students' motivation and has found out that teachers are motivated more by extrinsic rewards which results from external factors than intrinsic factors. Bennel (2004) cited in Njenga (2015) also supports that rewards such as money have a robust impression on performance of employees. However, the researcher has observed that students draw from the energy of their teacher. When the teacher is vibrant and active in the classroom environment the same atmosphere is transferable to the students.

Many scholars hold that teachers' motivation is one issue that help identify and comprehend the teaching objectives and academic performance of the learners. Abazaoglu and Aztekin (2016) has found out that students' successes are mostly affected by teachers morale. They carried out a study on the role of teacher morale and motivation on students from four countries namely; Singapore, Japan, Finland and Turkey. Abazaoglu and Aztekin holds that teacher morale was more effective in countries with a very good income position and school heads within those countries tend to emphasizes more on motivation. The duo also found that thou salaries are the major boosters of performance for teachers, to the society the teaching professions losses its grip and status quo when the focus is on motivating teachers with monetary rewards.

In addition, Gitonga (2012) carried out a study on the influence of teacher motivation on students' performance and has concluded that teachers are able to work better under good conditions of which the performance of students is guaranteed. Dornyei (2001) cited in Gitonga holds that there is connection between the teachers' worth and students' performance since the teacher is the one who help the student to acquire skills and knowledge.

2.10 Motivation strategies for teachers and students.

Wilcox (2018) suggest strategies for motivating students. Teachers need to constantly give students feedback on how they have performed through various assessments. Learners should be praised and acknowledged for their efforts and handwork, when teachers praises students it reinforces their ability to put extra effort and be encouraged. Teachers should assess students both through formative and summative assessments methods. When formative assessment is

applied it informs a teacher and a students about the gaps that are available for improvement so that both can improve their performance at the last or final assessment. Teachers can give students quizzes as a way of providing formative assessment. In addition a teachers can ask students to inform them about their teaching abilities and efforts and then the teacher uses that feedback to better or improve their performance. Wilcox (2018) hold that students are able to improve their performance that counters with their teachers' hard work.

The classroom environment should be safe and has an atmosphere of liberty and independence. The teacher and the student should incorporate in the learning and teaching process. Students need to be motivated and encouraged to participation in the classroom to encourage deeper understanding. Another study holds that increasing parental involvement in student academic progress foster academic success and improve performance for teacher.

Chalk.Com Education (2018) suggested that teachers` voices should be heard and registered through various academic meetings. They should also be given an opportunity to improve and empower themselves. Teachers' motivation is very vital need in the academic environment but a very big challenge among Universities. Teachers who perform well should be acknowledged and recognized for their hard work.

Most scholars held that students learn more in a classroom environment where teachers are motivated. When you improve teachers' motivation you automatically improve the learning process. Things such as salaries and an opportunity to further your education can motivate teachers to positive performance. Learning Portal argues that teachers who are often posted for teaching jobs away from their families, schools without housing provisions, heavy loads and huge class sizes often demoralizes teachers.

2.11 The academic environment or the school culture in relation to motivation

Ascd (2019) defined the school climate as “the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students”

School culture refers “to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn” Ascd (2019)

Kabyogamu (2012) argued that the relationship between the school and performance is on no account however the school culture and the teachers influence affect students' motivation. The author has found that however students' motivation does not necessarily assure performance. In addition Kabyogamu suggest that other factors such as the school environment and teachers' influence should be thoroughly investigated in order to improve students' performance.

2.12 Research gap

The researcher has observed that there are many readings and research on motivation but linked to organization performance than academic performance. As I was going through literature review many authors and researchers have carried studies on the role of motivation on student performance but neglected the teachers' motivation on performance. Little was said on teacher motivation in performance within the academic environment. There is little research on the topic from the Southern African Development Community (SADC) regions compared to other parts of Africa especially Botswana. The few studies where carried on similar topic focused on secondary and primary education and less on higher education. For these reasons the researcher has found it vital to investigate the role of motivation on academic performance of students and teachers, focusing on a University within Botswana as adding to the body of knowledge within the higher education sector.

2.13 Summary of the chapter

Motivation plays an important role in improving academic performance. Many researchers concur that academic managers are focused on maintain good 'identity' of their institution and continue to expect good performance from qualified teachers and enrolled students but they fail to meet the staff members and students half way in achieving a common goal which is good performance. Most Universities within the African region has been found to be failing to motivate their students and teachers because most lack up to-date academic resources to keep pace with today's world. However some researchers have argued that motivation does not assure performance but the school environment and the teachers affect students' motivation. Moreover the majority of researchers have found out that students and teachers are motivated intrinsically than extrinsically. They reviewed that a student or teacher who has sense of competency and

feeling of achievement is spared from issues of demoralization. This is to say they tend to perform better despite provisions of motivational strategies. When reviewing literature on diverse regions and continents the findings shows that indeed motivation is a great tool in the academic environment of which when applied or implemented can transform academic performance.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a discussion of the methodology that the researcher used for this study. The main objective of this study was to investigate the Role of Motivation on Students` and Teachers` Performance; a Case of Limkokwing University of Creative Technology, Botswana.

3.2 Research Design

Njenga (2012) defines research design as a plan for gathering and scrutinizing the data. The goal of a research design is to give a fitting framework of the study. This study adopted qualitative research approach to investigate the role of motivation on academic performance of students and teachers at Limkokwing University of Creative Technology, Botswana. A case study design was employed for this research as suggested by Herold (2019) who stated that, case study method allow the researcher to define the research problem.

Yin (2014) states that a case study is used by researchers through methodologies of interviews, content analysis and observations which are good on qualitative approach. This study adopted the use of case study design because it assisted the researcher to gather information at a very petite time period and be able to have time to analyze some of the details which many research designs flout. Burns and Grove (2001) states that research design help in improving the validity of the study by examining the research problem. The case study worked to the researchers' advantage since it allowed the researcher to gather data in proximity with the participants.

Yin and Robert (2003) define a case study as a research method involve thorough investigation on a particular research problem rather that aiming for statistical survey. It also tested if the theories of Maslow`s Hierarchy of Needs and Expectancy Theory relates to phenomena in the real word. This research adopted case study design. A specific number of participants and a smaller geographical area of Limkokwing University had suit best with this research design.

There are a number of advantages of case study design and these are;

- a. Case study; data collected through this methods was used within the context of its use. For example, this study aimed at investigating strategies of motivation that can help boost performance of teachers and students and this enabled the researcher observe the subject within its environment.
- b. It allowed the use of both qualitative and quantitative approaches in analyses data collected through the research. Qualitative information gathered from documents were able to give a descriptive interpretations of behaviours.
- c. Another advantage is that case study methods helped to explain the complications of real life situations which survey research may fail to define.

In addition, this study adopted a phenomenological strategy of enquiry as suggested by Creswell (2008). Phenomenological strategy was good for qualitative research study since it described the meanings of diverse people and their experiences. This strategy allowed the research to interpret data according to the perspectives of participants on the hypothesis of interpretivist which this study adopted. It is through this strategy that the research was able to describe the role of motivation on teachers and student performance as well as exploring motivation strategies for performance.

3.2 Research Approach

For this study the researcher used qualitative approach. Myers (2008) suggested qualitative approach because it supports collection of data from many methods such as interviews and observations as well as secondary data research. The approach was determined by the research topic which clearly aims at investigating the role of motivation on academic performance of students and teachers. Qualitative approach was adopted as a good approach to gain opinions and reasons from the target population that would help address the research objectives and research questions through interviews, systematic observations ad document analysis. According to Denzin and Lincon (2011) there are three approaches to research which are; Qualitative, Quantitative and Mixed-methods approaches.

The researcher used qualitative approach. Creswell (2014) recommended qualitative approach because it allowed the participants to voice their opinions and build meaning of the experience in a way that makes nous to their world and experiences. In these sense teachers` and students` had

liberty to express their views in a way that they found suiting. In addition, Kvale (1996) cited in Creswell (2014) emphasizes that qualitative research interview look into explaining the meanings of central subject in the natural setting. Qualitative approach allowed the researcher to go into the field and meet face to face with the place setting, students and teachers at Limkokwing University. In addition qualitative approach was flexible compared to quantitative approach since it allowed the researcher to collect data in textual form and use methods such as observations, in depth interviews and focus groups.

3.4 Research Paradigm

Sakyi (2017) defines paradigm as philosophy that paves a lead by establishing principles that guide the way we do things. In short paradigm is assumptions about how things work. Paradigm is simply a set of beliefs, assumptions and agreements that scientists share on how certain problems should be addressed or comprehended.

Guba (1990) cited in Patel (2019) describe the research paradigms characteristics as follows;

- a. Ontology; what reality is.
- b. Epistemology; how something is known as.
- c. Methodology; The process of finding out.

Patel (2019) explained in simple form the research paradigm. The following are the most common three paradigms;

- a. Positivism; this research paradigm explained that there is only one reality. This reality is normally measured or can be known using quantitative methods.
- b. Constructivism/ Interpretivism; this methods argues that they is no reality at all or truth in any sense however reality has to be interpreted using qualitative methods.
- c. Pragmatism; this method explains that reality is continuously renegotiated, disputed and construed therefore the only methods which suits well is the one which is able to solve the problem.

However, this study adopted interpretivist approach which was associated with qualitative research. It was used to gather information on the topic from an individual perspective. Interpretism as it is often linked to philosophical position of idealism is vital in composing

different approaches such as social constructivism, hermeneutics and phenomenology together. Interpretivist holds that the researcher should appreciate and consider diversity between human beings. Therefore interpretivist paradigm granted the researcher the ability to perceive the world through participants' perspective. Once the perceptions and opinions of participants were gathered then the researcher interpreted and analyzed justifiably.

3.5 Population of the study

Explorable.com (2009) defined population as the total group of individuals which the researcher is aiming at using to carry out the research. Polit and Hungler (1999) stresses that all people that make a parcel of the research topic is called population. Population can also be defined as groups of individuals or objects with the same characteristics.

The targeted population for this study was Limkokwing University students and teachers from the six faculties. Each class at Limkokwing University had about 30 students. The researcher had selected this population because the study aimed at accommodating all subjects' areas within Limkokwing University. Teaching and learning within the faculties differ per module or course; some students and teachers carry out practical work and some hypothetical structured assignments. The researcher believed that the level and effects of motivation within those respective areas differs. The researcher had selected the population of students and teachers at Limkokwing University as she has been both a student and a lecturer within the same environment. The researcher's experiences and observations had compelled her to carry this research in Limkokwing University, Botswana.

The Six Faculties at Limkokwing University are;

- a. Faculty of Communication, Media and Broadcasting (FCMB)
- b. Faculty of Business Management and Globalization (FBMG)
- c. Faculty of Architecture and The Built Environment (FABE)
- d. Faculty of Fashion and Lifestyle Creativity (FFLC)
- e. Faculty of Multimedia Creativity (FMC)
- f. Faculty of Sound and Music Design Academy (SMDA).

3.6 Sampling Design and Procedure

A sample is normally a division of population, it is a process of selecting units such as people and organizations from a given population. This study included a huge population but the population that was studied is the one that is referred to as a ‘sample’. This study adopted purposive sampling. Purposive sampling is a sampling method that fits to the classification of non-probability sampling methods. The participants were selected on the basis of their experience, familiarity, relationship and proficiency of the topic of the study. Purposive sampling was used because it allowed the researcher to select participants according to the researcher’s own judgment. Palinkas et`al (2015) holds that purposive sampling requires that the researcher identifies and selects participants who have knowledge and experience of the study. This method was also economical, easily accessible and quick to conduct.

This study was successful with the full participation of four students in each faculty comprising of males and females. Two lecturers were selected from each faculty. In total of the sample size of the study was 36 participants, both students and teachers included. In short, the study used all the 24 students and 12 teachers. Students where categorized according to faculties, status and gender.

Below is the categories of participants per the six faculties at Limkokwing University, Botswana

Table 1.

Limkokwing University Faculties

Faculty	Number of students	Number of teachers	Total
FCMB	4	2	6
FABE	4	2	6
FBMG	4	2	6
FFLC	4	2	6
FMC	4	2	6
SMDA	4	2	6
TOTAL=	24	12	36

3.7 Data Collection Procedure

3.7.1 In depth Interviews

Boyce (2006) defines in-depth interview as a qualitative research technique that requires a researcher to conduct individual interviews to a small number of participants. In depth interviews are used to explore the perspectives of participants on a particular problem or topic of study. The advantage of using in depth interviews is that they provide the study with more detailed information. Even though the responses may be more biased interviews can be conducted in a more flexible atmosphere and respondents are able to be more comfortable in providing the researcher with information needed for the study.

Baxter (2004) concurs that in-depth interview is a very vital source of data collection that through qualitative research it will be used as a form of disclosure. It acts as a joint conversation between the interviewer and the interviewee that engages both parties in question and answer dialogue. Creswell (2008) suggest general open ended questions for interviews because it allows the interviewees to say their opinions and experiences.

Before the interviews

The day before the interviews set date, the researcher sort permission to conduct interviews from the Academic Quality Assurance (AQA) department of Limkokwing University which allowed the researcher to embark on interviews and observations in the campus at Block 7, Gaborone. The researcher then went around the school to request permission from respondents and made an appointment with them. Participants where flexible and had liberty to reject or agree on participating on the research. This was done by signing a consent letter that aimed at protecting their confidentiality and quarantined discretion. The participates where informed that interviews would be recorded using the researcher`s smart phone audio recorder. The researcher had observed that most students at Limkokwing University did not have a problem with being recorded during interviews but all teachers refused to be recorded due to personal reasons undisclosed. Because of the sensitivity of the topic interviews the researcher planned and prepared to conduct interviews individually. This meant each respondent would be comfortable to choose their own preferred place setting and time to do the interviews. The researcher

prepared open ended and unstructured interview questions which fit well with qualitative approach.

During the Interviews

The researcher assured the respondent of confidentiality and safety by signing in the consent letter. Then the researcher would brief the respondent about the rules and regulation of the interview and allowing the researcher time to think through on continuing with the research or not. The researcher also had to read through the interview questions together with the respondent and made sure that the respondent understood the topic well before taking part. After the agreement has been reached the researcher then requested permission to record the interview and assured the respondent that their names would not be used anywhere on the research despite their permission. During the interview the researcher would give the respondent the questions being asked and took notes as the interviewed progresses. A copy of the consent letter was issued to the respondent at the end of the interview as a guarantee of confidentiality and privacy. Participants were also labelled using alphabets. The interviews were stored and recorded using a Huawei mobile phone (researcher`s own) and each interview took 30 minutes to 1 hour respectively.

After the interviews

When data has been collected from both teachers` and students`, the researcher went back to the staffroom and start analyzing the data collected. The data was analyzed in accordance to the fitting themes written in the research objectives.

The researcher used semi- structured questions to investigate the role of motivation on students` and teachers` performance. The researcher conducted individual interviews around the campus on the role of motivation on academic performance. Teachers and students` views were drawn respectively. A set of open ended questions where prepared and written down. The researcher personally carried out the interviews with the target group. The researcher went around the campus and approached both students and teaching staff. The researcher went further to gather more information on the topic and prepared overnight and reviewed the questions. Therefore 36 participants were interviewed including teachers and students.

3.7.2 Systematic Observations

Glesne (2006) defines observation as a methodical data collection approach that entails applying all the senses in examining the target population of a research in usual setting. The researcher adopted systematic observations for various reasons. Systematic observations enabled the researcher to be drawn in a field of study for quiet some times. Systematic observations was chosen as it allowed the research to be in the same place with the population being studied. Systematic observations gave the researcher an opportunity to develop trust and build relationships with the participants which as a results caused participants to be more comfortable and flexible with their actions. Observations of this study was more aligned to getting information on teachers or lecturers since they are the people that the researcher is closely in contact at most instances. Additionally, the researcher has been a student and a lecturer at Limkokwing University, which made the process of observing easier.

During observations the researcher attended one class of each participants and observed the teaching and learning process during the lecture. Twelve classes where visited during the observations. This method enabled the researcher to investigate how the teacher engaged with the students. The researcher also investigated the teaching style and how students behaved and responded during the lectures. This included also observing the level of participation, how the teacher responded to questions from students, movements in the classroom, unnecessarily disturbances and the activities that were issued during the lectures. The researcher also kept asking questions to both the students and teachers during the observation period. This was done to help fill the gaps that would otherwise have been created by this method.

3.7.3 Document analysis

Another data procedure that this study used to collect data was collection of secondary data from various available sources. Document analysis is a qualitative research method that uses public records, such as vision and mission statements, annual reports, student handbooks, reports, journals, newspapers, strategic plans, flyers, handbooks, meeting minutes, posters and agendas. Document analysis allowed the researcher to review books, records, statistics, newspapers, print and online publications. This was done as a way of adding in-depth and providing insight to the study. Singleton and Straits (2010) stresses that documents are available from diverse sources,

such as public and official records, private collections, mass media, as well as physical non-verbal materials.

The advantage of document analysis was that the data collected was not influenced by the researcher's presence such as in the case of interviews and focus groups which gave the research credibility. Singleton & Straits (2010) also adds that document analysis is cheap and help the researcher to understand the context of the topic being studied. Documents used by this study included those published and those not yet published; some from Limkokwing University internal records such as flyers, brochures and reports. The researcher reviewed books, internet sources and research papers of various writers, review newspapers, textbooks and journals. Boamah (2014) holds that document analysis provide insight and understanding of the phenomenon under study. Though it was hard or impossible to use some of the internal documentations such as board meetings minutes and get hold of some information which were restricted the researcher made sure that she used what was made available to her and mostly those that are embedded online.

3.8 Validity

Diether (2016) defines validity as the condition that gauge how effective the research design would be when employing the methods that would capture the data to address questions for research. Validity acts as an assurance of the instruments performing up to the anticipated measure. It is the ability for an instrument to measure what it intends to measure. It explains the trustworthiness and credibility of the findings. This research used content validity which looks at the degree of measuring instrument providing ample cover to the research topic.

The researcher looked and accessed the attitudes being compelled by people's thinking, feelings and ways of doing things. To ensure validity of the research this study also gathered data from more than one source (data triangulator). Patton (2002) supports the use of triangulation because it reinforces a study through the employment of merged methods. The use of qualitative data collection methods such as interviews, observations and content analysis ensured that the research is valid. The research mentor validated the interview questions as well as the Research Department under the Ministry of Education and Skills Development. They scrutinized the interview questions and made necessary remarks to assure credibility of the instrument. In

addition the interview questions were sent to my supervisor who scrutinized and reviewed them for validity.

3.9 Reliability

Reliability is the level to which consistency of the research instrument would be measured. The researcher carried out test re-test reliability. Singh (2014) states that validity and reliability helps in mounting transparency and reducing the chances of being bias. Hard and Bryman (2004) emphasizes that for the research to ensure validity of the instrument, the measure should be able to detect what it claims, and would be reliable if the researcher is able to test for reliability. The data collection instruments were repeated twice i.e. the interviews and observations were done a second time after two weeks repeated on the same respondents to ensure reliability. Participants were given the same questions which were asked orally in a written form to answer at their own pace. Some of the participants preferred the interview questions to be sent through internet mail. In simpler form, validity and reliability are used to test the quality of the research. Validity is about the accuracy of the measure while reliability is about trustworthiness and consistency.

3.10 Ethical Consideration

The conditions of what is right or wrong and what is not are often found within every profession. Ethical considerations covers issues of security, integrity and confidentiality of information used by researchers. Researchers ought to ensure participates that information gathered would be handled with utmost concealment and confidence.

An investigation of the role of motivation on students and teachers performance definitely required full participation from the target group or selected sampling group. Therefore, it was the researcher`s responsibility to discuss the topic with the students and teachers first to check their understanding on the topic. Some participants did not have a clue on the topic so as a way forward they considered or refereed the researcher to some individuals who were keen on the topic. As a way of ensuring security and confidentiality of the information received I explained to each participants the purpose of the study and assured them that their privacy would be protected by making them sign a consent form. The other issue was that the topic appeared sensitive to the participants and/or participants may disclose sensitive issues on the topic which

required ethical considerations. The researcher made sure that the target population participate voluntarily and respect confidentiality of the participants at all cost.

Also, the environment on which the research took place which is Limkokwing University required some ethical considerations in data assessment and admission. I therefore wrote a letter to Academic Quality (AQA) department of Limkokwing University to request permission to perform the research. Ministry of Education ND Skills Development (MOESD) also gave the researcher a permit that allows her to carry out the research on a given topic. I was granted the permission which also highlighted the requirements, rules and regulations for the researcher. The research proposal was submitted to three departments; Botho University, Limkokwing University of Creative Technology and the Ministry of Education and Skills Development of Botswana. It was reviewed and permission was granted after exhaustive feedback and assessment.

3.11 Summary of this chapter

In summary, this chapter outlined the research design and methods that were used to investigate the Role of Motivation on Students and Teachers performance. It also outlined research paradigm, research approach, research strategy, population and sample, sampling technique and ethical considerations for the study.

CHAPTER FOUR

4.0 DATA PRESENTATION

4.1 Introduction

This chapter entails presentation and discussion of data from In-depth Interviews document analysis and systematic observations on the role of motivation on teachers and students at Limkokwing University, Botswana. In this chapter the researcher presents the research findings and answers to the objectives that the research was aimed at. This study used the case study design and qualitative approach to analyse and present data collected from the field.

4.1.0 Findings

4.1.3 Results

The researcher used 36 participants in total of students and teachers comprising of 24 students and 12 teachers. This section which presented the interviews was divided into sections; 4.1 defining the term motivation; focusing on whether the participants understood the topic of study. Section 4.2 the role of motivation on teachers and students performance, Section 4.3 focused on factors that influence motivation on teachers and students performance, Section 4.4 looked at impacts of motivation on teachers and students performance while the last section 4.5 explored motivation strategies that can be employed to boost performance of teachers and students.

4.1.4 Understanding of the term motivation

Before embarking of interviewing the participants, the research opted to check if the selected participants understood the topic of study. The researcher asked all participants who participated on the interview to define the term ‘motivation’. All the respondents understood the term motivation and they understood the topic of study very well. However respondents were able to give their different meanings of the term ‘motivation’

The researcher asked respondents to define motivation. The question that the researcher asked was, “what do you understand by the term motivation”? Respondent’s definitions of motivation were as follows;

Students` Responses

- a. Motivation is the drive
- b. Motivation is the force that compels you to action
- c. Motivation is encouragement to work hard
- d. Motivation is comfort and hope
- e. Motivation is passing the test that was difficult
- f. Motivation is when you tell me to keep moving forward when I am hopeless
- g. Motivation is that things that pushes you to perform better
- h. Motivation is when a teacher tell me to keep it up.

Teachers` Responses

- a. Motivation is when you are given something that makes you perform better than before
- b. Motivation are things that are given to us to lure us to greater heights
- c. Motivation is being encouraged or appraised for good performance
- d. Motivation is a drive
- e. Motivation is a force that drives one to performance
- f. Motivation is being told you should keep pushing

4.1.5 The role of motivation on teachers` and students` performance

The following section focused on investigation the role of motivation on students and teachers performance. It mainly looked at the main objective of the study and the question that was asked was;

Is motivation important? Does motivation play any role in performance of students and teachers? Yes or No.

Students` Responses

Interview 1#

Student A- Yes Motivation is important as it boosts morale and improve self-esteem and confidence which is needed in the classroom participation. Learning is not just sitting in classroom and listening to the instructor. Learning goes to an extend of increasing from what the lecturer has taught us by doing research and studying more, therefore we need a push to do that'

Interview 2#

Student B– Motivation is a drive to perform better. Yes! Motivation is very important in academic, we are constantly bored and frustrated, and our studies are always affected by our personal lifestyle so we need motivation to be able to perform despite the clashes of school and personal needs.

Interview 3#

Student C- I don't need to explain it, "Motivation is important in school, one of our lessons the lecturer called me and told me to keep pushing hard because I am one of her good students, she told me that I should not disappoint her. You see that she didn't give me anything, no physical rewards but every time when I think of her words I take my books and start studying. I have never failed her modules since then."

Teachers` Responses

Interview 1#

Teacher A- if we are not motivated from the staff management we are unable to give our best in teaching students, why should I go an extra mile when I am demoralized? Yes, we need motivation so that our energies in the classroom can be robust. By so doing the classroom is filled with fun and performance is guaranteed, even the low esteem students would be able to draw the energy from us teachers and gain confidence which helps them to participate or take part in the lecture.

Interview 2#

Teacher B- Yes motivation plays a very important role in upping results. Everyone need motivation, be it at church, at home, in a relationship or with just anything. You need someone or something to tell you that 'put effort', move forward, go up, yes you can do it, aim high', everyone wants to be on top, we all want to be leaders but at least we can try to be successful in what we do, no one wants to fail but we fail if we are not motivated.

Interview 3#

Teacher C- Yes motivation plays an important role in performance, because we are not happy here, and if we are not happy then we will obviously perform poorly. That is why we have many drop outs, is because even the students they don't have the drive to come to school anymore, they would rather make money out there.

Interview 4#

Teacher D- We all want something to motivate us to perform well, we need motivation to go to classroom even when we do not feel like going.

Another question which the research asked is that, '***Does lack of motivation affect performance?***

Students` Responses

Almost all students that the researcher interviewed agreed that lack of motivation affect performance. Stated reasons such as,

- a) Lack of motivation means no morale therefore poor performance
- b) Without motivation what is going to motivate me to read and do my research.
- c) Lack of motivation means I don't have any goals or expectation set before me that makes me go extra mile.
- d) Lack of motivation makes us sleep during lesson and put the blame on the teacher who might as well lack motivation from their side.

But one student had to give a different reason on this question;

Interview 1#

Student A - Even though lack of motivation is normally expected to derive from someone telling us or doing something for us, we only perform better because we don't have a choice but we have to perform better. Sometimes our intrinsic traits or values such as self believe and circumstances forces us to perform better despite harsh conditions. 'Maybe is God helping us?'

Teachers` Responses

Interview 1#

Teacher A - Lack of motivation affect performance in every direction; it results to boring lectures, students do not respond during discussion. We find ourselves talking for the whole lecture while the students seem to be falling asleep on tables.

Interview 2#

Teacher B- Yes! Lack of motivation affect performance. Unmotivated lecturers do not put enough effort in delivery.

Therefore, majority of students and teachers at Limkokwing University of Creative Technology strongly agree that lack of motivation affect performance. Most students stated that despite motivation they won't be any drive to go extra mile with their work and studies. Both students and teachers agree that lack of motivation affect performance.

4.1.6 Factors that influence performance of students and teachers

The second objective was to find out the factors that influence performance of students and teachers at Limkokwing University focus on higher education institutions. Therefore most responded in this manner'

Students` Responses

Issues raised by students as factors that affect performance were as follows;

- a) Issues of lack or no accommodation for students at Limkokwing University.

One of the students interviewed said,' *there is no accommodation for students either from the government as sponsor or the institution itself, students are suffering out there to sleep. Some come from very remote areas and they don't have families in the city and we all know that accommodation in the city is very expensive not even the allowance cannot cover it up*'.

- b) Shortage of books in the library, computers in the labs and the congestion in the classroom demoralize us to the peek.

Student respondent, '*Imagine you want to go and study and you find that you have to wait for another student to move from a computer with internet. I end up going home and obvious my performance will suffer at the end.*'

Another students remarked, '*I believe students in countries such as Australia, Canada and German fail at their own risk because they have everything, here in Africa we are still struggling, but I feel in Botswana things are being taken for granted, we have money here, we should be somewhere.*'

When the researcher was interviewing the student who made the remark above, most of the students who were listening (her friends) had to join to an argumentative debate. The interview was emotion that the students began to go out of the topic and started complaining about many things of the University. The researcher observed their emotions and as a result requested the student to take the interview question on paper and continue answering them at her own time, in writing.

c) Size of class and overloading of assignments

Students have highlighted that the lecture rooms are congested, lecturers teach many students in one class. There is overload also on their side, they mentioned that they fail to concentrate and deal with the congested classrooms. One student remarked, *'learning should be flexible, most of the programmes we do in Limkokwing University are practical and imagine the load, practical assignment plus theory assignment at the same time in more than five modules. Most of us end up quitting, Lecturers give us assignment during their individuals' lesson and when you combine assignments from all lecturers is suicide. We work under pressure therefore most of our work are not pleasing due to the pressure.'*

Teachers' Responses

The teaching staff who participated on this study where asked the same question with regards to other factors affecting performance in the Institution and the study revealed; shortage of teaching material, job insecurity, overloads and low salaries and educational policies.

Teacher B#- one of the teaching staff responded that as lecturers they experience shortage of resources, *for example 'we have to share printing paper'. At the end of the day you are expected to produce quality and give students feedback, where does the money come from hence we are still complaining about low salaries'.*

This research had found out that lecturers at Limkokwing University of Creative Technology, Botswana fear for their jobs, majority of them are working on contracts which does not guarantee renewal at the end.

Teacher C#- *'we are demoralized, our jobs are not safe, we are not sure about our future in this profession anymore. How can we perform to their expectation when they can't meet our*

expectations, sometimes we weigh the job and the money. Our salaries don't match the number of students we teach in classrooms, we have overload simple'.

The researcher had found out factors that influence performance of students and teachers to be disturbing issues within the academic environment. Both students and teachers at Limkokwing University have complained of many issues such as shortage of teaching and learning materials, overload, working conditions, unrests and academic disturbances such as strikes and financial constraints which affect performance from all angles.

The impact of motivation on performance of students and teachers

The respondents were asked the following questions to find out the impact of motivation on academic performance;

- a. Can teachers/ students perform badly if they are not motivated?
- b. Does motivation have an impact on students/teachers performance?
- c. What are the major impacts of performance in the academic environment?
- d. Are there any disparities between a motivated teachers/students and the unmotivated one?

Therefore, the researcher found out that students and lecturers both agree that performance can be bad if they are not motivated. One teachers remarked *'even if the performance is not bad but it can be improved through motivation. Low performing students need motivation more, to realize their potential, to help them improve their marks some bit of motivation can help.'* To move from average to excellent'.

Lecturer D #; *most students performance is not bad but it is average, but it is not the average that we want from them, we want the best. Limkokwing University slogan saying 'BE THE BEST BE A LIMKOKWING UNIVERSITY' and this is the kind of graduates the University and the lecturers expect to have at the end of each programme.*

4.1.6 Impacts of motivation on teachers' and students' performance

Furthermore through interviews the researcher revealed the impacts of motivation on students and teachers performance and these are'

- a. Boost morale/confidence

- b. Improved participation during lectures
- c. Less unrest and academic disturbances in the campus
- d. Reduce numbers of failures and drop outs
- e. Absenteeism from work/class
- f. Reduces boring lectures and sleeping during lectures

Another objective that this research was aimed at achieving was to explore motivation strategies that can be employed to better performance of students and teachers in the academic environment. However, this research discussed the following questions to explore motivation strategies.

Which motivational strategies can be put in place to help enhance performance of teachers/students?

- i. In the classroom
- ii. In the University
- iii. The teachers
- iv. The student
- v. The profession

The researcher has drawn a chart below to summarize the findings of strategies that were explored from the study. The questions drawn from this section requested the respondents to state their opinions through different needs of the education system that is made up of, the students, teachers, the classroom, the university and the teaching profession itself.

Students Responses

Student A1- Students who perform well should be given scholarships to advance with their studies.

Student B- At least a promised job for the one who has performed the highest. This will in fact give us competition.

Student F- we are taught the same thing over and over; look at Media studies some are correct but some lecturers are lazy they use past papers with irrelevant examples; they is need to deepen the subject content.

Student D - We need lecturers who are more qualified. It`s rare to find yourself taught by a Doctor (Dr) here in Limkokwing University, maybe the University need to pay better.

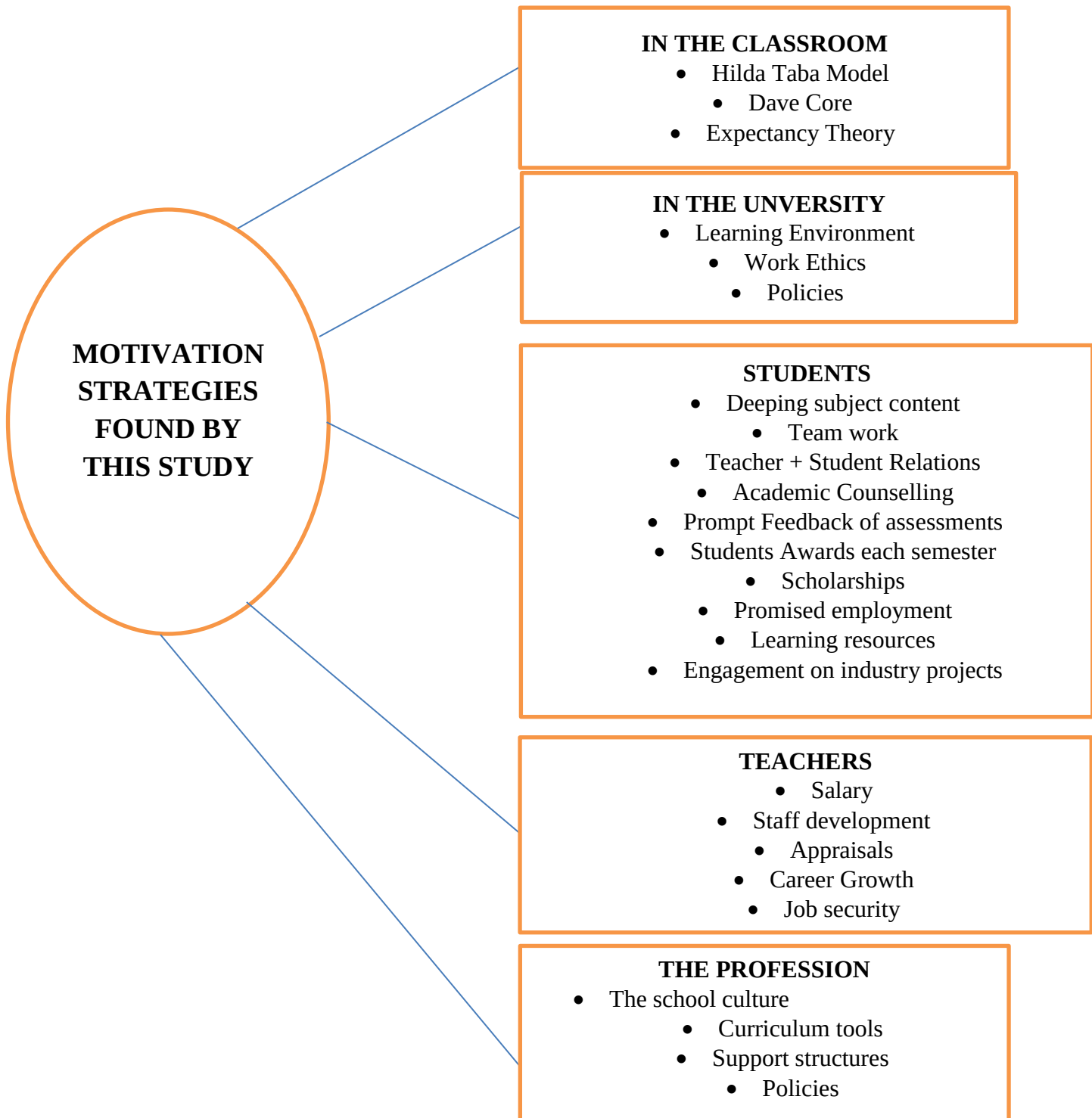
Student E- No fun here, the school itself is boring; the school should upgrade the playgrounds, the allowance should be adjusted, the syllabus should change and learning resources should be made available.

The students suggest motivation strategies such as the need to inculcate curiosity by deepening the subject content, encouraging team work amongst students, building good relations between lecturers and students, academic counselling to meet student`s social economic needs and prompt feedback of assessments. They also highlighted that they would be motivated if awards are given each semester rather than at the end of the semester, provision of up to date ad relevant learning resources and promised employment for best performing students.

Student J- *‘If these strategies can be implemented in the University, they will be competition amongst students, students would be driven by these measures to perform better. Imagine competing for employment, every graduate want a job at the end of their studies, no one want to stay at home’*

Figure 5

Summary of Motivation strategies



Source: Researcher, 2019

From the above figure, the researcher has found out that most teachers suggest that their salaries should be reviewed and increased since the teaching profession is demanding and very important.

Teachers' Responses

One remarked made by a teacher said, *'teaching used to be the most paid job in the country but today teachers are always complaining of low salaries, teachers are being taken for granted. The government is not making any effort to increase the national teaching salary by so doing the private sector will also adhere. Nowadays when you talk about salaries you are told the door is open, so we cannot help ourselves, at the end we have to feed our families back at home. I would definitely be motivated and I would perform very well if my salary can be increased.'*

Another lecturer respondent to this *'money is the most important thing nowadays, we work for money. If it wasn't for money we won't be here. The University need to increase our salaries, and not only that, we need also other benefits such as accommodation and health. Life is expensive. If money was good then the results would definitely be good'*

Apart from salaries, teachers suggest that they should be also measures of motivation such as appraisals. Job security, staff development and career growth. The study found out that teachers are motivated when they have been sent to upgrade their qualification or sent for training and other career growth initiatives.

Teacher C#- *'sometimes is not about the money, we need at least two weeks break to rest after examination as appreciation'*.

Teacher A#-*'it's important to employ learner centered strategy, you give the learner to drive the learning, for example, peer to peer'*.

Teacher G #-*'A happy employee is a happy client, they management of this University should note that, ones they realize that they would be able to implement motivation strategies that would make us motivated'*

Teacher A# *to improve performance they is also a need to advice and encourage students verbally, you need also to classify the students, break them into categories, mix the bad and the*

good so that we cannot know each weakness and strength. Individual needs differs therefore the level of motivation should also differ'

Moreover, this research explored motivation strategies that can help the education system such as the Universities, the Ministry of Education and Skills Development and other education departments to drive performance within the education sector. This was highlighted on the section of the *profession* and the *University*. The study has found out that the curriculum should be reviewed and revised to keep pace with the changing world. Relevancy and novelty is important in the education sector. The study also found out that policies and the school culture should not put the students and teachers aside, the school identity, the vision and shared mission of any institutions should be written with the goals of students and teachers at hand and not only to benefit the University and owners.

However the study also found out that there are motivation strategies that have proven to boost performance in the past for teachers and their students and these includes; improvement of the curriculum, professional development and research. The study revealed that when teachers are sent to develop themselves professionally, they come with fresh content which is the student's motivation need of performance.

4.2 Findings from systematic observations

4.2.1 Introduction

This section provide findings from systematic observations. The researcher has requested the same teaching staff that was used for interviews to visit their classes or lectures to make observations. Observations allowed the researcher to be part and parcel of the study setting. Being in the same place with the participants built a close relationship and some level of trust between the research and the participants. Twelve classes were observed of the twelve lecturers who participated in the interview. From the twelve classes, six were lecture lessons and six tutorial lessons. The observations were divided into two section;

Part 1- Inside the classroom; this involved both the teacher and student together in the same place setting dialoguing in the process of teaching and learning.

Part 2- Outside the classroom; outside the classroom the researcher observed students on their daily routines such as mingling with others, moving up and down, studying and just relaxing. At the other hand there are teachers in the staffrooms, attending meetings, and also moving around the corridors of Limkokwing University.

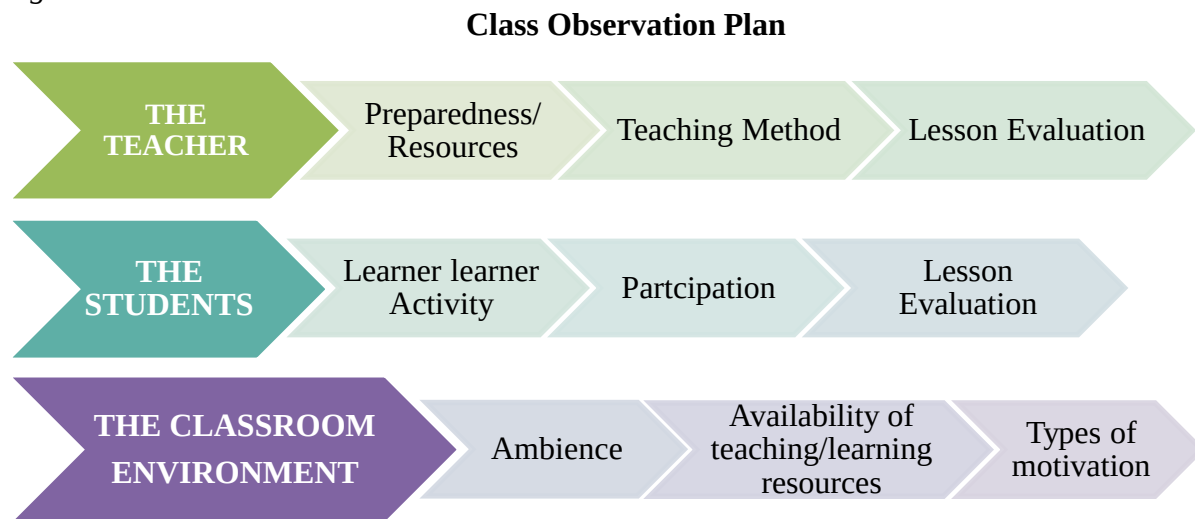
During observations the researcher did the following;

- a. Carried the notebook for notes taking
- b. Recorded some sessions where she was given permission
- c. Asked participants questions for certain clarifications

4.2.2 Observations Part 1- Inside the classroom

The researcher created a chart of observation (Part 1-In the Classrooms) which helped her to identify the main features to observe and how, and this was drawn as follows;

Figure 6



Source; Researcher, 2019

The chart above explains that the research developed her own model to help her make systematic observation inside and exterior classrooms. This chart explains that the researcher observed teachers and on their part the research looked at preparedness of the teacher and that includes the

content, time management and resources for teaching aid. The study also observed the teaching methods for teachers who participated in the study such as lecturing, demonstrations, questions and answers methods, class exercises and writing on the board. The researcher also observed the level of performance through lesson evaluation made by the teachers such as group work, discussions, feedback and taking of notes. Students were observed by looking at how they relate with activities given such as demonstrations, group works and class exercise. The researcher also evaluated how the students accommodated lesson evaluations such as the feedback and questions and answers platforms. The classroom environment was also evaluated the mood, cleanliness, availability of learning and teaching resources and whether it attains its motivation goal of academic performance. What follows is the summary of the findings from observations of each component.

Teachers

The researcher made observations during lectures where the teacher and the students were present. This chart was used by the researcher to investigate the role of motivation on student performance. The researcher's intention was to observe the teacher's preparedness, the teaching style (content, delivery and tools) and lesson evaluation methods that he or she applied or used. The teacher as the instructor or the person who equips students with skills and knowledge is seen here as the main player. It was therefore, found that most aged (grown of age) and new lecturers (with less than two years on the post) seem to be prepared and full of energy when they come for lessons. They normally come on time and find students positioned for the lecture.

The study found out that most teachers do not show up for tutorial lesson and students at times are left alone. Those who show up for tutorial do not teach rather sit at the back of the classroom and wait for the 30 minutes to pass and dismiss the class. Lecturers do a little to encourage participation therefore, some lesson where found boring and very frightening (lecturer talks alone throughout the lecturer and students do not take part). However, the study also found out that students are being asked constantly on the progress of the assignments given and most lecturers' uses visual aids such as pictures and videos through projectors, demonstrations, discussions, class exercises to deliver. Measures lecturers used to motivate perform in classroom was to encourage students to ask and answer questions during lectures, some gave students small activities such as quizzes during tutorial, and feedback was given for previous assignments. Also

lecturers give students the feedback form which the student has to fill in their marks after assessment has been made. In addition most lectures dismiss class before time during lecture lessons.

Students

The researcher observed students by looking at issues of participation during the classroom, question and answers during lecturers and type of motivation that seem to be working or lacking on them. It was found that students come early to the class except for few who always have a reason mostly 'transportation'. Most students engage and participate during lectures but the researcher has observed the same faces participate while the rest sit back. Some lecturers would call on the names of those who are quiet and the look of their face they don't like the style.

The study has found that student where more alert and their participation high when the lecturers use demonstrations such as visual presented and engaging them in the process of teaching and learning. During class exercises and group works the researcher has found out that it was time for divisions amongst class members when students grouped according to their preferences. Though some classes' lectures had authority to group students but in most classes they would quarrel over who is supposed to belong to a specific group. The researcher observed that this was causing tension, consumed time and created conflicts between the learners and the instructors. When asked, what causes all this arguments and confusions when it comes to grouping? Students remarked; *'we do not want certain people to be part of our teams because there are never in school, some we don't even know them, how can they be part of our group'- ga ba nke bat la sekolong (meaning they never come to school)*. The researcher approached the lecturer who explained that *'most of the time we do not have power to divide them or mix them, they know each other's weakness so if we interfere we are going to make matters worse especially when we do assessments. When they fail, they blame us because we have put them with people who do not corporate, yes they have a point, some of our students they came to class ones since the beginning of the semester, is a tough situation'*.

The researcher also found out that students constantly demand 'feedback' of previous assessment from their lecturers. They want to know how they have performed. Students are made to sign in

for their marks after they have been issued their assessments. The lecturer provide students with feedback form which entails their names and the marks.

4.2.3 The classroom environment

On this section the researcher reviewed and observed the classroom interior, the walls, the colours the floor, lighting, air conditioning, learning and teaching resources and ambience. The study found out that all lectures had tables and chairs but most students who came late had to go and fetch some chairs on next-door classes. The white board was there on all classes. Lectures had to use their own dusters and white board makers, they were not found on the venue. The colour of the walls were neutral grey not bright and there was lighting in all the classes. The researchers also found out that most classes did not have air-conditioning and most windows were either not opening or not closing. It was also observed that they were times were there was too much nose on the corridors next to the classrooms. The researcher also observed projectors where not mounted in classroom rather lecturers carry projectors to the classroom and assisted by their students or IT personnel. Electricity cables or power cables were mounted on the walls to mount projectors

Below is a summary of the systematic observation made inside the classrooms. The graphic below shows the teaching methods, learners activities and resources that the researcher observed during observation. The activities in the learning and teaching process is believed to be indicators of performance and once used to one's advantage produces good results. The researcher also found out that most students are motivated to perform better when the teachers shows preparedness and knowledge of the content that they are to deliver to students. The researcher has found out that when teachers comes to class with energy and vigor, the same energy is transferred to the students and instead we have a very active and participative class and vice versa.

Figure 7

Summary of Class Observation		
Teaching Methods	Learners Activities	Learning and Teaching Resources
• Presentations • Demonstrations • Lecturing • Class Discussions • Questions &Answers • Notes Taking	• Discussions • Quizzes • Class Exercises • Group Work • Notes taking • Listening	• Projectors • Slides presentation • Power point • Video presentations • Pictures,magazines etc • Note books

Source: Researcher, 2019

4.2.4 Observations Part 2- Classroom Exterior

Similarly the research dwelt in same place setting with students at teachers of Limkokwing University. Having been a lecturer and student in the same University made observation easy and calming. For this section the researcher mingled with teachers and students during the day on their spare time and observed some as they walked down the corridors of the University in block 7. The researcher beefed up the observations by asking questions in between observations. The researcher has observed that teachers have to deal with students who do not attend classes but meet on corridors of the University. The study found out that students spend most of their time sitting on benches and chatting to their friends. The researcher asked one of the students, ‘why do you sit here the whole day doing nothing? Student remarked, “*what can we do, the school is boring, no entertainment at all, I cannot afford to go to the same boring lecture every time*’. Even though there were a few academic events organized by Event Management students during the day most students from other faculties seem not interested to be part of them.

The research also observed a bit difference between private and public sponsored students. Most of the private students that the researcher came across were seen studying or busy on their laptops. One private student remarked, ‘*our parents put a lot of effort to pay for our school fees and then we are put on the same group with those government sponsored who do not take school*

work serious. For us is the money that motivates us, we don't want our parents money to go to waste so we aim high.'

The study also found some lecturers knock off before time, some sit in their cars or jot out to perform one or two task when they do not have lessons. The researcher asked one lecturer why he knock off before time and this is what he has to say, *'we are bored, what can we do, there is no life in the campus, after lectures I have to avoid too much gossip from colleagues. There is too much work politics and no job security, we feel threatened, we work under pressure and it's all frustrating.'*

Another lecturer remarked, *'no challenging work, we do the same thing repeatedly due to limited resources so there is no growth'*. The researcher observed that lecturers during their spare times they would sit in group outside the staffroom and chat therefore it was an opportunity to mingle with them. The research had to ask one of the lecturers why they were sitting outside doing nothing, and one of them said, *'I love my job, passion is why I am still here but there is no money so we weigh money and work. No motivation, I am not happy, we are growing old and we have nothing to show. I deserve more, only poverty is driving me to work'*. Another lecturer pitched in, *'commercialization of private institutions has cost us, nowadays Universities don't care about quality, all they want is more students' enrollment. However, I don't care anymore, I have children to feed back at home, and if I don't perform better I will be failing my children, so I don't have a choice but to produce results.'*

The researcher also observed that most lecturers' run small businesses within the campus such as selling sweets, bunnies, cool drinks and so forth. The study has found out that both lecturers and students complain about financial needs and lack of entertainment or campus life. The study had also found out that most teachers view the teaching profession as not about putting the students as priority but as a means to feed their homes and make ends meet.

4.3 Document Analysis

The researcher analyzed and reviewed a couple of literatures and studies from diverse sources both in print and online means. Motivation and performance tend to go hand in hand. The study has found out that most scholars believe that there is a great role that motivation plays as far as performance as concerned. However, Ayub (2010), Abonam (2011), Kelvin (2016), Hurst

(2018) and Mose (2012) have revealed that motivation works individually than in a group setting where intrinsic values differs in each individual. They mention that motivation is important need to any human being but it does not always promise good results. Most studies has found that employees in any organization tend to be motivated by monetary rewards rather than nonmonetary rewards. Even in the case of Limkokwing University, the study has revealed that most teachers at Limkokwing University prefer their salaries to be adjusted and other benefits such as accommodation and health. For example studies conducted in Tanzania revealed that salaries need to be increased for teachers so that they can be motivated and to match the standard of living in the area. Students also complain about the government financial aid not meeting their basic needs which makes it hard for them to perform to their best ability. Furthermore, most studies reveal that most African school struggle when it comes to learning and teaching resources. African schools are faced with shortage or poor learning resources which doesn't differ with Limkokwing University.

Other studies concurred that indeed the teacher is the game player in the learning process and if the teacher is motivated the traits is transferable to students. Most studies have revealed a strong relations between the school leadership and academic performance. The school leaders who are believed to be the ones designing the school curriculum, shared visions and missions and policies are responsible for implementing measures of motivation that are indicators of academic performance. Most studies revealed that students and teachers performance is mostly triggered by intrinsic motivation which enables them to perform better despite harsh and demanding work conditions.

Likewise the theories used for the study such that of Vroom (1964) expectancy theory emphasizing that when efforts are made in the learning and teaching process there is better performance. Participants have ruled otherwise to the Maslow Hierarchy of needs. When most studies argued that the fulfillment of needs do not motivate individuals, this study had found out that the fulfilled needs motivates. For example most students who participated on this study complained about certain needs such as money and learning resources of which when there are met would improve the conditions of learning as well as performance. However most writers have revealed that the needs differs according to individuals but this study has found out that there seem to be common or mutual needs for students and teachers collectively. In a nutshell,

poor learning and teaching resources has been found to be the most frustrating issues in academic environment. Teachers and students dissatisfaction has been revealed to be the main cause of poor academic performance.

4.4 Summary of the chapter

Motivation has proved to be a key holder in improving academic performance. The main objective of this study was to investigate the role of motivation on academic performance as well as exploring strategies that may help improve academic performance. It goes factor to determine factors that motivate students and teacher`s performance. Students and teachers are found to be engrossed into diverse emotional predicament with so much to complain about. The study has revealed that most teachers wake up each day to their teaching jobs to fulfill the needs back at home. Some are compelled to perform better because they have no any other option. Students are not bored about performance whatsoever, the goal is to graduate and finish their studies. During data collection the researcher has developed and built good relationships through interview and observation as the research was immersed in the social setting with the respondents. Even though most lecturers did not allow to be recorded during interview but they were able to assist the researcher get the most important information by accommodating data collection.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1Introduction

This chapter presented the summary of findings, conclusions and made recommendations of this study. The summary and conclusion section gave a close up of the study while recommendations give suggestions on future references in relation to the topic of study.

5.2 Discussion of key findings

The study aimed at investigating the role of motivation on students` and teacher`s performance, a case of Limkokwing University Botswana.it also sought to explore motivation strategies that can be employed by high education institutions for betterment of results. The study also sought to

identify factors that influence performance of students and teachers in high education institutions as well as determining the impacts of motivation on students and teacher's performance. The researcher examined various literatures in a form of document analysis. Systematic observations were carried out inside classroom as well as exterior classroom but within the campus. In-depth interview had the researcher coordinate 36 participants comprising of 12 teachers and 24 students both on gender equals. Case study approach was used and data analyzed using qualitative techniques. Graphs and tables were additionally used to present and analyze data collected. The key findings were summarized in accordance with the objectives of the study.

5.2.1 The role of motivation on students' and teachers' performance

The study has revealed that most participants understood the topic very well since they had to define the term at their own understanding which the majority defined the same. The research findings revealed that motivation plays a great role in academic performance of both teachers and students. Most of the findings revealed that teachers prefer salary increment and recognitions such as awards for best performing teacher. The study further revealed that teachers are forced to perform better because they do not have any other choice, at the end of the day they have to feed their families back at home. The findings found out that most teachers try to make ends meet by doing other business such as small jobs, selling sweets, bunnies and cool drinks in order to beef their financial needs. The study has found out despite all the harsh working conditions teachers go to classroom and prepare for lectures. The findings also revealed that during their spare time teachers pushes personal agendas either than those of academics. Motivations has been found to be the drive to goal completion.

5.2.2 Factors that influence students' and teachers' performance

It was found out that most of them weigh the job with the money. On the other hand private students were found to be more hardworking than public sponsored students. In overall the study revealed that the students draw the energy from their teachers, if the lecturer is demoralized the same energy is transferable to students. The study revealed boring and exciting lectures depending on the teacher's teaching methods and learners activities provided to the students. The findings of the study also revealed that student's goal is not to perform better but to be amongst the list of graduates at the end of the programme. The finding revealed that students tend to

perform better when their needs are met. The study revealed that most teachers at Limkokwing University work on contracts and they do not have any other benefits either the salary. It as was revealed that lack of teaching and learning resources is a problem that demoralize many students and teachers.

5.2.3 The impact of motivation on academic performance

A relationship between motivation and performance has been drawn by this study. The finding revealed that lack of morale subject to poor performance and vice versa. The schools leadership as well as the government of Botswana under the Ministry of Education and Skills Development has been found to contribute to poor performance, with majority of students pointing out that their concerns are not taken into consideration. The school management, who has authority over designing of policies and plans have been found to neglect the needs of teachers. Teachers are found to be putting effort in producing results but in a long run they seem to draw back because no one is meeting them half way. There is totally no competition amongst the student and teachers at Limkokwing University far as performance is concerned. For this cause the findings revealed that awards ceremonies are held at the end of the programme for students and no awards for teachers whatsoever. The study revealed less or no involved by parents on academic issues, and it was found that quality is no longer a priority but students numbers.

5.2.4 Motivation strategies that can be employed for students and teachers performance

The study has explored various strategies that were produced from the study that investigated teachers and students of Limkokwing University. The findings revealed that the salaries for teachers should be reviewed to match the standard of living. Likewise students complained that the government allowance does not cover up their social and academic needs. The study revealed that students would be motivated to perform well when there are promised scholarships and jobs at the end of the programme. The findings also revealed that the school curriculum should be revised to keep pace with the changing world. It was also found that student and teacher relationship is very important in boosting confidence that is much needed to drive results.

5.3 Recommendations

Private Universities in Botswana should collaborate with each other to help the local government to enhance quality in education. In Botswana, public schools have ceremonies such as Teachers' Day and Public Service Day where they gather together to lock horns in trying to improve the system but the private sector seem to be left behind. Therefore, this study recommends collaboration of private institutions in attempt to listen to complains and needs of the employees within the sector as well as make efforts to motivate them. For example, Private University Day.

Most private Universities in Botswana do not offer there students accommodation. It is a wake up for these institutions to start doing something. They should hire contractors who offer students accommodation as reasonable fees. The demand of accommodation in Gaborone is high with massive rental fees which most of the government allowance could not accommodate.

Botswana Human Resource Development Council (HRDC) should collaborate with students aiming at positioning or hiring some of the graduates or 'promised employment' at the end of the programme who performed best.

Parents Teachers Association (PTA) which seem to be available only in government, primary and secondary schools should also be made available in higher education institutions to involve the parents of students into the student`s academic life. Normally parents are involved only on issues of discipline and misconduct. PTA should also be introduced in Universities.

Teachers should also be given to teachers and not students only. Teachers who have excelled or performed well should be awarded with stable promotions or salary increment.

Extensive research is still needed on the topics of motivation and performance. Researchers need to find out if the most articulated motivation strategies indeed work to the students and teachers advantage. Researchers need to find out why most institutions in Africa fail to meet the needs of teachers and students within the teaching profession especially the poor or lack of learning and teaching resources.

5.4 Conclusion

This study aimed at investigating the role of motivation on teachers and students performance, a case of Limkokwing University, Botswana. The study collected data in Limkokwing University Botswana situated in the city of Gaborone. The study adopted a case study design using qualitative techniques such as in depth interviews, systematic observations and document analysis to collect and analyze data. The summary of the findings of this study were presented in line with the research objectives of this study. Research questions helped the research to gather information that the study was aimed at investigating. A total of 36 respondents were used for this study which included 24 students and 12 lecturers.

The research therefore revealed that both teachers and students find motivation to be a vital requirement in improving performance within the academic field. From teachers' perspectives it was found that salaries play a vital role in motivation since it is their source of bread and butter. The study revealed that lack or poor of teaching resources, poor salaries and lack of job security demoralize them and affect their teaching delivery. The study also revealed that little is done by the school management to improve the standard of living for teaching staff. At the other hand the findings of the study also revealed that students are not motivated in every direction. The study revealed that lack of financial support, poor learning resources and lack of extra curricular activities contribute to students' lack of motivation. The study revealed that most students and teachers perform better just because they have no other choice but to perform better. Most of teachers and students seem to be motivated intrinsically than extrinsically. However the findings of the study have suggested that the school management as well as the entire body of education has to put measures of motivation into practice since they have been found to be helping in boosting performance. The study also revealed the motivation strategies that can be used to improve teachers and students performance. However the findings of this study suggest further research on which of the articulated strategies indeed work in boosting performance when applied to individuals and groups.

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5.6 Appendices 1

Interview Questions

For teachers and students

My name is Tsholofelo Zigwa, a student at Botho University pursuing Masters of Education in Higher Education (MedHE). I am carrying out a study on "The Role of Motivation on students' and Teachers' performance- a Case of Limkokwing University, Botswana".

Teacher	☐	Gender	☐
Student	☐	Gender	☐

Information below is for academic purposes and will be very confidential.

1. What do you understand by the term 'Motivation'?
2. What is the role of motivation on teachers and students performance?
 - a) Does motivation play a role in performance of students and teachers, if Yes, How? And if No, Why?
 - b) Does lack of motivation affect performance on teachers/students?
3. What are the factors that influence performance of teachers and students in higher education institutes?
4. What are the impacts of motivation on performance of students and teachers?
 - a) Can teachers perform badly if they are not motivated?
 - b) Does lack of motivation have an impact on students' performance?
 - c) What are the major impacts of performance in the academic environment?
 - d) Are there disparities between a motivated teacher/student and the unmotivated one?
5. Which motivational strategies can be put in place to help enhance performance of teachers and students?
 - a) What types of motivation do you wish to be given to teachers and students to improve their academic performance?
 - b) In the classroom
 - c) In school
 - d) From the teacher
 - e) From the student
 - f) From the profession
 - g) What motivation strategies have worked for you (teacher/students) in the past that has helped improved your performance?

5.7 Appendices 2

TOPIC: THE ROLE OF MOTIVATION ON TEACHERS AND STUDNETS PERFORMANCE; A CASE OF LIMKOKWING UNIVERSITY, BOTSWANA

Consent to take part in research

- ❖ I.....voluntarily agree to take part in this research study.
- ❖ I understand that even if I agree to participate, I can withdraw at any time or refuse to answer any question without any consequences of any sort.
- ❖ I have heard and understood the purpose of this study as explained by the researcher and I am free to ask clarity when necessary.
- ❖ I understand that I will not benefit directly from participating in this research.
- ❖ I agree to my interview being recorded, and I can also request no recording.
- ❖ I understand that all information I will provide the researcher with will be treated with utmost confidentiality.
- ❖ I understand that my name would not use or written anywhere in the research paper after participating and my identity will totally be protected.
- ❖ I understand that I have liberty to contact Botho University, Limkokwing University and the Ministry of Education, and Skills Development and to seek further clarification and other information.

.....

Signature of the researcher

.....

Signature of the participant

.....

Date

5.8 Appendices 3

CONSENT LETTER

EMAIL:tsholofelozig@gmail.com

Tsholofelo Zigwa

PO Box 401949

Gaborone, Botswana

Dear Respondents

My name is Tsholofelo Zigwa of ID number 2867628710. I am conducting a study on the topic; **the role of motivation on teachers and students performance; a case of Limkokwing University, Botswana** as my requirement in fulfilling my Master of Education in Higher Education programme.

There is little research that has been carried out on this topic focusing on higher education institutions in Botswana. I am therefore, interested in your experiences and views on the topic stated and I have enclosed interview questions which request your participation in a series of statements and questions.

I want to stress that your participation in this study is voluntary and all efforts to protect your identity and keep the information confidential will be taken. If you have any questions or further clarification feel to contact the undersigned.

Your participation is greatly appreciated.

Thank you

.....
Tsholofelo Zigwa
.....

Date

5.9 Appendices 4

CONCEPT NOTE

Author: Tsholofelo Zigwa

Email: tsholofelozig@gmail.com

Contacts: +267 74221933/+267 72360659

Proposed Topic: The role of motivation on teachers and students performance; a case of
Limkokwing University, Botswana

I have been a student for the past 19 years and to date. At the other hand I have had my share of being a teacher and also worked in an academic environment for the past 4 years. I have undergone my national internship at Ledumang Senior Secondary School in year 2016 of which I have set in various academic meetings that discussed student performance in all angles. Henceforth, as a lecturer I have taught students from various cerebral altitudes and with that I have come across poor performing students, average and good performing students. I have set in meetings at Limkokwing University of which it was stated as a concern of high number of drop outs and poor performance among students' especially final year students. In addition, being an instructor myself I have endured the need to be uplifted from within self in order to deliver to my best ability or to the level of which as a professional teacher I am obliged and expected to.

For the three years I have been an instructor at Limkokwing University. I have observed that there are students who enhance their performance after having undergone some level of tap on the back. Lecturers or colleagues needed a drive to go to class determined and motivated. Strikes and boycotting of classes had taken place for the past years to raise an alarm of motivation needs such as increased salary, better working conditions and lack of teaching and learning resources. I have observed that going to the classroom and standing in front of students who are coming from different backgrounds with many problems and challenges weighing on them is not walk a the park. It doesn't come cheap and automatic for an instructor to put in all the gusto and zest to deliver to a student who comes to class on an empty stomach with no one having bothered to offer a shoulder. University students are mature of age, some comes from villages and have to settle in the city depending on a singular source of income which is their monthly allowance. The same student is expected to perform at his or her best ability and the same lecturer who has been complaining of lack of internet is the one who is supposed to meet horn with the student in the learning and teaching process.

Moreover, many scholars, authors, researchers and other academic personnel have gone extra mile to emphasise on how motivation plays a crucial role in performance of both teachers and students. The role of motivation on teachers and students performance cannot be ignored. Motivation of teachers and students provide a drive for delivery and learning. If the teachers are motivated they deliver effectively in the classroom which is routinely transferable to the students.

Motivation affects students and teachers in an optimistic way since it encourages and cultivates a good attitude to learning. Many claim students can still do well with their studies without any need of being motivated, some have argued that a teacher has to do her job well despite working conditions being harsh and undesirable. However, it has been stated by Granett and Greyser (2014) that the teachers' attitude and students' attitude towards learning can be promoted by the intrinsic and extrinsic motivation. Therefore this topic was all about investigating the role motivation on students and teachers` performance.

The main objective of the study is to investigate the role of motivation on performance of students and teachers at Limkokwing University, Botswana. It goes further to explore the extrinsic and intrinsic motivation strategies that can be applied by teachers and students' for academic improvement. The specific asked question would be; what is the role of motivation on performance of students' and teachers at Limkokwing University. The research is going to use qualitative approach on case study design. The study will use interviews, document analysis and systematic observations. This study would use interpretivism approach which is associated with qualitative research. It would be used to gather information on the topic from an individual perspective. Qualitative research interview look into explaining the meanings of central subject in the natural setting.

Furthermore, this research would be very helpful and of great importance to the huge populace of the academic environment; institutions, individuals, academic researchers and students who are willing to escapade into the academic turf. The research would be carried out at Limkokwing University which is a private University of which most people stereotype as commercializing education. Even the courses provided at Limkokwing University are mostly western invents and practical which requires both students and lecturers to be hands on and employ more than just classroom management to make sense.

Lack of motivation in education has a great effect on performance on both teachers and students. Studies on motivation had indicated extensively the effects motivation has on academic performance. The implication of this study would benefit the education system enormously and not only Limkokwing University but every institution or organization that would come across this study.

The effectiveness of this study would be made possible through the participation of both students and teachers from Limkokwing University. Its high time student enjoy the classroom and the course that they have enrolled for so that we can produce passionate graduates and motivated employees. Teaching as a profession and it should not be considered to be just another job that provides a meal but a profession that put students' interest at the vanguard.