

MOTIVATIONAL LEARNING STRATEGIES TO IMPROVE LEARNERS' SCHOLASTIC
PERFORMANCE AT SELECTED HIGH SCHOOLS IN LESOTHO

by

MAMAMELLO ANASTACIA NTSELI

Student number: 2010092738

Dissertation submitted in fulfilment of the requirements for the degree of

Masters of Education

at the

FACULTY OF EDUCATION

in

PSYCHOLOGY OF EDUCATION

at the

UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

2021

SUPERVISOR: DOCTOR R.J. KGOHULE

DECLARATION

I MAMAMELLO ANASTACIA NTSELI, declare that this dissertation: MOTIVATIONAL LEARNING STRATEGIES TO IMPROVE LEARNERS' SCHOLASTIC PERFORMANCE AT SELECTED HIGH SCHOOL IN LESOTHO, handed in for the degree of Masters of Education at the University of the Free State, is my own, independent work. I have not previously submitted the same work for a qualification at or in any university. I also declare no work of other scholars has been used without the means of proper citation and all sources I have used or quoted have been indicated and acknowledged by means of complete reference.

Signature

Date

ETHICAL CLEARANCE LETTER



Faculty of Education

20-Oct-2018

Dear **Mrs Anastacia Mamamello Ntsell**

Ethics Clearance: **Motivational learning strategies to improve learners' scholastic performance at selected high schools in Lesotho**

Principal Investigator: **Mrs Anastacia Mamamello Ntsell**

Department: **Psychology of Education Department (Bloemfontein Campus)**

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2018/0826**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof. MM Mokhele Makgalwa
Chairperson: Ethics Committee

Education Ethics Committee
Office of the Dean: Education
T: +27 (0)51 401 3777 | F: +27 (0)86 546 1113 | E: MokheleML@ufs.ac.za
Winkie Direko Building | P.O. Box/Posbus 339 | Bloemfontein 9300 | South Africa
www.ufs.ac.za



LETTER FROM LANGAUGE EDITOR

TO WHOM IT MAY CONCERN

This is to state that the Master’s dissertation: ‘Motivational learning strategies to improve learners’ scholastic performance...’(text only), submitted to me by Ms A M Ntseli (student no: 2010092738) of the University of the Free State, South Africa, has been language edited by me, according to the tenets of academic discourse.

Carol Keep, MA (English); BEd (Hons.); SOD; Cert. of Proofreading

72 Devereux Ave.

Vincent 5201

East London

South Africa

0725080936

caroljkeep@gmail.com

21 February 2020.

ACKNOWLEDGEMENTS

I give glory to God for His protection and guidance during the course of my study. He has been with me throughout this academic journey. Thank you, thank you, thank you, Jesus.

I am grateful to the University of the Free State staff who gave me the opportunity to further my studies and for the scholarship they made available to me which enabled me to undertake this study.

To my supervisor Dr R.J. Kgothule, thank you for your guidance, patience, endless assistance and exceptional support which helped me to undertake this study.

I extend my sincere gratitude to my two families: the Ramahapu family and the Ntsele family; thank you for always being there for me. Your exceptional support and prayers carried me throughout this study, thank you.

To my dearest husband Pitso Ntsele, the completion of this study would not have been possible without your patience, support and care for me, thank you. My daughter, Mamello Ntsele, thank you for believing in me, which gave me the motive to continue with this study, I did not want to disappoint you.

I am a testimony of 'a friend in need is a friend indeed'. Thank you my friends for your academic and emotional support which helped me to undertake this study.

Thank you to everybody who made this study possible.

ABSTRACT

The main aim of this study was to propose motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. The study adopted the Self-Determination Theory (SDT) by Deci and Ryan as a theoretical framework. The research methodology used was the qualitative approach. Data were collected from one high school in Lesotho through semi-structured interviews. Ten learners and five teachers were purposively selected to participate in this study. Data were analysed through content analysis. The research findings revealed the challenges experienced by learners at high school in Lesotho, which led to their lack of motivation. They included factors, such as teachers' negative behaviour; lack of peer support; and lack of learners' belief in their ability and effort capability. The study also proposed motivational learning strategies to improve learners' scholastic performance at high school. These included: positive teachers' teaching methods; styles and behaviour; up-to-date material at the library; and inviting professional counsellors. The implications based on the findings of this study entailed the changed roles of principal and teachers, learners' leadership skills, and a quarterly parents' meeting.

KEY WORDS: Lesotho, learners' motivation, lack of learners' motivation, motivational learning strategies, scholastic performance, learners at high school

ACRONYMS

ECOL - Examination Council of Lesotho

LGCSE - Lesotho General Certificate of Secondary Education

SDT – Self-Determination Theory

CET – Cognitive Evaluation Theory

OIT – Organismic Integration Theory

COT – Causality Orientation

Table of Contents

DECLARATION.....	x
ETHICAL CLEARANCE LETTER	xi
LETTER FROM LANGAUGE EDITOR.....	xii
ACKNOWLEDGEMENTS.....	xiii
ABSTRACT	xiv
ACRONYMS.....	xv
CHAPTER 1: INTRODUCTORY ORIENTATION	1
1.1 INTRODUCTION	1
1.2 RATIONALE OF THE STUDY.....	5
1.3 RESEARCH PROBLEM.....	7
1.4 SIGNIFICANCE OF THE STUDY.....	7
1.5 THEORETICAL FRAMEWORK	7
1.6 RESEARCH QUESTIONS	8
1.7 RESEARCH AIM AND OBJECTIVES	8
1.8 RESEARCH METHODOLOGY AND DESIGN	9
1.9 DATA COLLECTION.....	9
1.10 SELECTION OF RESEARCH PARTICIPANTS.....	10
1.11 DATA ANALYSIS	10
1.12 ETHICAL CONSIDERATION.....	10
1.13 LAY OUT OF CHAPTERS	11
CHAPTER 2: LITERATURE REVIEW	12
2.1 INTRODUCTION	12
2.2 THEORETICAL FRAMEWORK	12
2.2.1 Historical background of self-determination theory (SDT)	12
2.2.2 Self-determination theory as a theoretical framework	13
2.2.2.1 Cognitive Evaluation Theory (CET).....	14
2.2.2.2 Organismic Integration Theory (OIT)	15
2.2.2.3 Basic Needs Theory	17
2.3 TOWARDS DEFINING THE CONCEPT MOTIVATION.....	17

2.4 LEARNERS' SCHOLASTIC PERFORMANCE	19
2.5 PREVIOUS STUDIES INVESTIGATING LEARNERS' SCHOLASTIC PERFORMANCE AT HIGH SCHOOL IN LESOTHO.....	21
2.6 STUDIES WITH SIMILAR SCOPE TO LESOTHO	22
2.6.1 Factors that contribute to learners' lack of motivation	22
2.6.1.1 Some factors that contribute to learners' lack of motivation in Australia.....	23
2.6.1.2 Some factors that contribute to learners' lack of motivation in Zimbabwe	26
2.6.1.3 Some factors that contribute to learners' lack of motivation in South Africa	27
2.6.2 Motivational learning strategies.....	30
2.6.2.1 Motivational learning strategies employed in Australia's schools	31
2.6.2.2 Motivational learning strategies employed in Zimbabwe's schools	34
2.6.2.3 Motivational learning strategies employed in South Africa's schools	36
2.7 CONCLUSION.....	37
CHAPTER 3: RESEARCH METHODOLOGY.....	38
3.1 INTRODUCTION	38
3.2 RESEARCH METHODOLOGY AND DESIGN	38
3.2.1 Qualitative research approach	39
3.3 DATA COLLECTION.....	41
3.3.1 Sampling techniques and Participants in this study.....	41
3.3.2 Instrumentation	43
3.3.3 Data collection procedures	44
3.3.4 Data analysis	44
3.4 THE RELATIONSHIP BETWEEN THE RESEARCHER AND PARTICIPANTS.....	45
3.4.1 Outsider or insider bias	46
3.4.2 Trustworthiness	46
3.4.2.1 Credibility.....	46
3.4.2.2 Transferability	47
3.4.2.3 Dependability.....	47
3.4.2.4 Confirmability	47
3.4.2.5 Validity.....	48
3.5 ETHICAL CONSIDERATION.....	48

3.5.1 Informed consent and voluntary participation	48
3.5.2 Anonymity and confidentiality	49
3.5.3 Protection from harm	50
3.6 CONCLUSION.....	50
CHAPTER 4: PRESENTATION OF RESULTS AND DISCUSSION.....	51
4.1 INTRODUCTION	51
4.2 THE RECURRING THEMES FROM THE DATA ARE:	51
4.2.1 Participants' understanding of motivation	52
4.2.1.1 Motivation	52
4.2.1.1 Behaviour of motivated learner	56
4.2.1.3 How motivation is a challenge.....	59
4.2.2 Challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.....	61
4.2.2.1 Teachers' negative behaviour, teaching methods and styles.....	61
4.2.2.2 Lack of peer support	64
4.2.2.3 Lack of parental support	66
4.2.2.4 Personal challenges.....	67
4.2.2.4.1 Learners' lack of belief in their ability and effort capability.....	67
4.2.2.4.2 Learners' lack of value they place on the academic task	68
4.2.2.4.3 Learners negative behaviour	69
4.2.3 Participants' experiences and understanding of what motivates learners and how.	69
4.2.3.1 Positive teachers' teaching methods, styles and behaviour	69
4.2.3.1.1 Learner-centred teaching method.....	69
4.2.3.1.2 Informational feedback	71
4.2.3.1.3 Teachers' positive teaching style	73
4.2.3.1.4 Counselling learners	75
4.2.3.1.5 Positive learning environment.....	79
4.2.3.1.6 Competitive learning	81
4.2.3.1.7 Teachers' good code of conduct.....	83
4.2.3.1.8 Positive reinforcement	83
4.2.3.1.9 Up-to-date material at the library	86
4.2.3.1.10 Professional counsellors.....	86

4.2.3.1.11 Administration	87
4.2.3.2 Positive peer support	88
4.2.3.2.1 Love and care	88
4.2.3.2.2 Former learners.....	89
4.2.3.3 Parental involvement	90
4.2.3.3.1 Parental support	90
4.2.3.3.2 Family background	92
4.2.3.4 Learners' self-motivation	92
4.3 CONCLUSION.....	93
CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION.....	94
5.1 INTRODUCTION.....	94
5.2 SUMMARIES.....	94
5.2.1 SUMMARY OF PREVIOUS CHAPTERS	94
5.2.2 SUMMARY OF THE FINDINGS FROM LITERATURE	95
5.2.3 SUMMARY OF THE FINDINGS.....	96
5.2.3.1 Participants' understanding of the concept of 'motivation'	96
5.2.3.2 Challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.....	98
5.2.3.3 Proposed motivational learning strategies that can improve learners' scholastic performance	100
5.3 RECOMMENDATIONS	105
5.3.1 Changed roles of principal and teachers	105
5.3.2 Up-to-date material at the library	105
5.3.3 Learners' leadership skills development.....	105
5.3.4 Involve professional counsellors	105
5.3.5 Quarterly parents' meeting	106
5.4 LIMITATIONS AND FUTURE RESEARCH	106
5.5 CONCLUSION.....	106
REFERENCES	107
APPENDIX A PERMISSION LETTER TO CONDUCT RESEARCH FROM LERIBE EDUCATION OFFICE.....	136
APPENDIX B CONSENT FORM FOR EDUCATION OFFICE	138
APPENDIX C CONSENT FORM FOR THE SCHOOL PRINCIPAL.....	141

APPENDIX D CONSENT FORM FOR THE PARENT/GUARDIAN	144
APPENDIX E CONSENT FORM FOR THE PARTICIPANTS.....	147
APPENDIX F CONSENT FORM FOR THE LEARNERS UNDER THE AGE OF 18.....	150
APPENDIX G INTERVIEW QUESTIONS.....	153

CHAPTER 1: INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

Learners' poor performance at high school level in Lesotho, probably due to a lack of motivation, has been a challenge over the past few years. The Examination Council of Lesotho's (ECOL) report (2013:1) indicates that the Cambridge Overseas School Certificate (COSC) pass rate results since 2009 has been below 60%. Table 1 below shows a comparative analysis of COSC results for the period of five years, from 2009 to 2013.

Table 1

CLASSIFICATION	2009	2010	2011	2012	2013
1 st Class	584 (5.7%)	649 (5.9%)	717 (5.4%)	658 (4.8%)	734 (5.5%)
2 nd Class	1,823 (17.9%)	2,034 (18.7%)	2,216 (16.8%)	2,420 (17.6%)	2,440 (18.3%)
3 rd Class	3,382 (33.2%)	3,555 (32.7%)	4,556 (34.6%)	4,538 (33.0%)	4,409 (33.1%)
Total passes	5,789 (56.9%)	6,238 (57.3%)	7,489 (56.8%)	7,616 (55.4%)	7,583 (57.0%)
G.C.E	4,329 (42.5%)	4,581 (42.1%)	5,625 (42.7%)	5,998 (43.7%)	5,598 (42.1%)
Ungraded	62 (0.6%)	66 (0.6%)	63 (0.5%)	125 (0.9%)	130 (1.0%)
Total sat	10,180	10,885	13,177	13,739	13,311

(ECOL 2013:1)

The majority of learners obtained the General Certificate of Education (GCE). However the primary target for all candidates is to obtain the School Certificate (Lebata 2014:3). GCE is a subject examination which offers an opportunity to take a subject singly and acquire a certificate on the subject or subjects taken. It is offered to learners who have failed to qualify for the group examination. The Examination Council of Lesotho (ECOL) offers COSC jointly with GCE.

Since 1961 the education system in Lesotho has been modelled on the British education system following, the colonial model called the Cambridge Overseas School Certificate (COSC) (Letsie 2019:3). In COSC, which is a school leaving certificate, learners had to take a minimum of six subjects and were required to pass five subjects including English language to serve as admission at tertiary level and university (Lebata & Mudau 2014:271). Several discussions regarding the localisation of COSC were made. Among the reasons offered to change from COSC to LGCSE was the need to introduce an examination that would be relevant to Lesotho's education and developmental needs (Letsie 2019:3). In 2013, Lesotho phased out COSC and introduced the Lesotho General Certificate of Secondary Education (LGCSE). The difference between COSC and LGCSE is that, the latter is locally prepared, while COSC is internationally prepared (Education Statistic Report Lesotho 2016:2). The Council of Higher Education (CHE) report by Hamer and Murphy (2015:12) states that "COSC will continue to sit alongside LGCSE during the transition period".

ECOL (2013) points out that LGCSE exists as a qualification where performance in each subject is individually recognised, unlike COSC which is based on a group system. ECOL (2013) explains that LGCSE does not have 1st class, 2nd class, 3rd class, GCE and Fail. It further stipulates that the grades be changed from COSC: A1, A2, B2, B3, C5, C6, D7, E8 and U9 to LGCSE: A*, A, B, C, D, E, F, G. Thus, there are no numerals on the LGCSE grades as an aggregate does not serve the purpose in this non grouping examination. Hamer and Murphy (2015:12) maintain that in terms of standards, LGCSE is equivalent to O Level, Botswana (BGCSE), Namibia (NGCSE), and Swaziland (SGCSE). It is accredited by the Cambridge International Examinations (CIE) and is recognised internationally (Hamer & Murphy 2015:12).

Lesotho's formal education structure at upper secondary (high school level) consists of grades 11-12 which are termed Form D and Form E (Education policy and data centre 2009:1). Learners sit for the COSC examination in Form E. These learners are probably aged 16-17 at high school

level in Lesotho. This is regarded as the adolescent stage. Adolescence is defined by Mansfield and Wosnitza (2010:149) as a time of change and preparation for adulthood and academic achievement, and can have significant implications for learners. This time is very risky for learners' academic work because during this period, learners' attitude towards learning becomes more negative, and self-esteem and competence decrease (Grolnick, Farkas, Sohmer, Michaels & Valsiner 2007:333). It is acknowledged that during the adolescent stage, there are many changes that learners experience. I therefore conclude that it is better to motivate learners at this stage to improve their scholastic performance.

The term motivation is an individual desire to succeed in an activity (Abbas & Khurshid 2013:15). In relation to learning, Francis, Goheer, Haver-Dieter, Kalpen, Kerstetter, Kirk, Liu, Thomas and Yeh (2004:9) describe motivation as a scholastic drive and an attitude towards learning and scholastic achievement. Learning strategy refers to cognitive process developed by learners during learning to improve the quality of learning and help learners to achieve their goals (Adnan, Nordin & Ibrahim 2013:33). Fong, Jiar and Abu (2018:60) state that when learners master effective learning strategies, they can become motivated to learn as motivation is inseparable with learning strategies. In this study, therefore, motivational learning strategy refers to learners' approach towards learning in order to understand and attain goals.

Research conducted on motivation reveals that some learners, particularly those at the adolescent stage, experience a lack of motivation to engage in scholastic activities and therefore fail to perform to the best of their abilities (Mansfield 2010:44; Dislen 2013:35). Literature also shows that a negative classroom atmosphere and environment, together with a teacher's poor teaching strategies are some of the factors which have been identified as contributing to learners' lack of motivation (Woolfolk 2010:407). Furthermore, the study undertaken by Legault, Green-Demers and Pelletier (2006:567) points out that demotivated learners are frustrated and dissatisfied. To corroborate this situation, Washington Center on Education Policy (2012:2) confirms that disengaged learners are bored in class, thus they misbehave. Saeed and Zyngier (2012:253) identify motivation as possibly an important element in learning, since learning requires committed effort. It is worthwhile noting that motivation is associated with quality education, for if it is absent, learners may not make the effort to learn (Rau, Gao, & Wu 2006:2; Steinmayr & Spinath 2008:80; Saeed & Zyngier 2012:250).

Different countries have come up with strategies to resolve the problem of poor performance due to lack of motivation. Literature from countries such as Australia, South Africa and Zimbabwe is reviewed to identify what worked for other countries and if what they applied and proposed can work or not in Lesotho context. For instance, in Australia, learner support programmes have been implemented in which learners are given support in the following fields: health, individual counselling, drug treatment and mentoring (Lamb, Walstab, Teese, Vickers & Rumberger 2004:60). Mohono-Mahlatsi and van Tonder (2006:386) study highlights mentoring important to distant teacher education program at the higher education level. Although their study was for the higher education, for the relevance of this study, teachers cannot be mentors as such, but support learners outside the classroom context. It should be noted that not only school environment can support learners' motivation but also additional support outside school context. Hence, I find it necessary for further research to be conducted regarding motivational learning strategies to improve learners' scholastic performance.

Likewise, in an effort to enhance learner motivation, Lesufi (2014:3-4) explains in the budget speech that, South Africa has extended the secondary school intervention programme (SSIP) to reach all secondary school learners. The various interventions, such as Saturday school sessions, holiday sessions and examinations camps are held in order to ensure that whatever knowledge gap learners may have, can be sufficiently met by the time they sit for their final matric examinations. Most schools in Lesotho prepare learners for examination by providing morning study within the school day. Given this explanation by South African context, it makes it reasonable that, to promote quality results, teachers at high school in Lesotho should not only provide a morning study for learners but provide them with various revision opportunities for examinations preparation.

In Zimbabwe, teachers are trained with the hope that an increase in the percentage of skilled teachers is likely to result in quality performance and motivation for all learners (Hunt 2013:102). The Lesotho Education Sector Strategic Plan 2005-2015 (2005:26-27) has also proposed that Lesotho should have ongoing support programmes for teachers, where they are trained to instil motivation in learners and to teach in a manner that allows every learner to perform to their full potential. Education Quality Enhancement Project (Lesotho) (2007:30) explained the intended interventions which included the aim to increase the number of secondary

school qualified teachers in order to raise the quality of education. HIV Education for Adolescent Response, Motivation and Empowerment (HEAR-ME) project (Lesotho) 2009-2011(2009:14) stated the plan to expand among others educational opportunity, through trained teachers, relevant curricula, appropriate institutional materials and increased access to education. However, this seems not to be enough at high school in Lesotho, since some learners continue to show a lack of motivation in learning and performance. It is evident that a deeper understanding of motivational learning strategies that will be effective to improve learners' scholastic performance at high school in Lesotho is needed. Although, studies in Australia, South Africa and Zimbabwe have been conducted on learners' motivation and scholastic performance, they have explored different contexts. Lesotho's context was investigated on motivational learning strategies to improve learners' scholastic performance in order to demonstrate its particular experiences.

This study was informed by this issue; thus, it sought to add to the existing body of knowledge by proposing motivational learning strategies to improve learners' scholastic performance at high school in Lesotho.

1.2 RATIONALE OF THE STUDY

Different reasons influenced my frame of reference as a qualitative researcher. Maree (2007:28) states that researchers are motivated by various factors such as personal interest and educational curiosity to conduct a study. My professional qualification in Education and Psychology of Education and teaching at high school influenced my interest in this research.

Teaching at high school level for thirteen years, I realised that some learners expect to be pushed to carry their academic duties. For instance, the assignment they are given, they either copy from their classmates or they write them before submission in the morning which alludes lack of thorough attempt of such assignments. During study period, they read only if teachers on duty monitor them. If not, they sleep, talk or unsettle. They study when they have to sit for examinations. I observed that this way of learning have huge negative impact on their results.

The education system and admissions at tertiary institutions require learners to obtain credits (symbols A*, A, B and C) on subjects related to their fields of study, including credit in English Language (Hamer & Murphy 2015:21). Learners are expected to at least obtain a minimum of four credits. Most LGCSC learners obtain lower rated symbols (ECOL 2008:1, ECOL 2013:1, ECOL 2014:1) which deny them access to be admitted at tertiary institutions. Such symbols do not meet the requirements of tertiary institutions. They face huge hindrance to pursue their studies, as such, others giving up in education while others supplement to improve their symbols (Council of Higher Education 2010:47).

The exposure of being a high school teacher also had given me the frustrations and challenges faced by teachers at high school level in teaching unmotivated learners. They might be struggling on which motivational learning strategies to employ in order to keep them motivated to learn. Due to limited number of studies on the issue pertaining to motivational learning strategies to improve learners' scholastic performance at high school level in Lesotho, I was deemed necessary to embark on this study. I found it vitally important to investigate motivational learning strategies to improve learners' scholastic performance at high school.

The literature that I reviewed shows that learners' motivation is an important element in learning (Woolfolk 2014:486). Motivational learning strategies are prominent in scholastic performance and have also been adopted in Australia, South Africa and Zimbabwe. Teachers' positive behaviour, teaching methods and styles, peer support and parental involvement are key motivational learning strategies identified in Australia, South Africa and Zimbabwe. Following what studies found, this study present what is known and some gaps I identified in Australia, South Africa and Zimbabwe. I agree that motivational learning strategies could improve learners' scholastic performance at high school level (Fong, Jiar and Abu 2018:60). Learners' motivation is still a challenge at high school level in Lesotho. In this study, it would be of importance to inquire learners' motivation, challenges that are experienced by learners at high which contribute to their lack of motivation and how can the challenges of learners' poor academic performance be addressed to improve their scholastic performance in the Lesotho context. It is of importance as well to gain insights in learners' motivation from teachers in Lesotho context.

1.3 RESEARCH PROBLEM

Poor scholastic performance due to a lack of motivation seems to be an endemic problem in Lesotho schools (Lebata 2014:3). ECOL's reports of 2013 and 2014 have highlighted that probably due to a lack of motivation, the general performance in subjects in LGCSE is poor. The reports indicate that the majority of learners do not get symbols: A*, A, B and C; instead, they obtain symbols: D, E, and U which may not qualify learners to be admitted to tertiary institutions. I therefore felt strongly about conducting research that proposes motivational learning strategies which can improve learners' scholastic performance at high school.

1.4 SIGNIFICANCE OF THE STUDY

Teachers (including me) and learners may have insights into what demotivate learners. Therefore, they would strive to eradicate them so that teaching and learning may occur smoothly. It is hoped that the outcomes of this study may enhance knowledge and equip teachers and learners with some motivational learning strategies to employ in teaching and learning. The results of this study could provide the Ministry of Education with valuable information in relation to learners' motivation and help them in the development of some motivational learning strategies that can motivate learners. The education policy designers may be encouraged to evaluate the present teaching and learning strategies in such policies and improve them. The findings of this research may hopefully contribute to the existing knowledge about learners' motivation by providing insights and understanding of what demotivates learners at high school level in Lesotho and some motivational learning strategies that can improve their scholastic performance. Future researchers may use the outcomes of this study as reference point for their future studies.

1.5 THEORETICAL FRAMEWORK

The study was informed by self-determination theory (SDT) by Deci and Ryan. It is based on the notion that learners can be motivated intrinsically or extrinsically (Pakdel 2013:244). Niemiec

and Ryan (2009:137) and Brophy (2010:137) describe forms of intrinsic and extrinsic motivation as follows: intrinsic motivation satisfies three basic needs, namely, the need for autonomy, competence and relatedness. Forms of extrinsic motivation are described in a continuum starting from amotivation, to external regulation, introjected regulation, identification and integrated regulation. For instance, it assumes that intrinsic motivation is self-determined; thus, it is undertaken freely with pleasure, while extrinsic motivation occurs due to instrumental reasons and that learners may lack motivation for various reasons. This was a suitable theory for this study because it showed that learners' motivation is associated with various types of motivation. It critically inquired into factors both intrinsic and extrinsic to learners' motivation and within social context that can facilitate learners' motivation (Roca & Gagne 2008:1588).

1.6 RESEARCH QUESTIONS

The study attempted to answer the following research question:

What motivational learning strategies are effective for improving learners' scholastic performance?

Secondary research questions:

- How is the concept of motivation understood?
- What challenges are experienced by learners at high school in Lesotho that contribute to their lack of motivation?
- How can the challenges of poor performance among high school learners be addressed to improve their scholastic performance?

1.7 RESEARCH AIM AND OBJECTIVES

The aim of the study was to propose motivational learning strategies to improve learners' scholastic performance at high school in Lesotho.

In order to achieve the stated aim, the following objectives were set:

- To understand the concept of motivation.

- To investigate the challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.
- To propose motivational learning strategies that can improve learners' scholastic performance.

1.8 RESEARCH METHODOLOGY AND DESIGN

The study followed the qualitative approach. This approach guided me to investigate motivational learning strategies to improve learners' scholastic performance at high school in their "natural settings" (school) and attempts to make sense or interpret them in order to get meaning from the participants' point of view (Mertens 2010:225). In the case of this study, a qualitative approach enabled me to make sense or interpret participants' points of view in their natural settings, where their views are given priority. Participants' experiences about motivational learning strategies to improve learners' scholastic performance were understood and interpreted based to their context.

The qualitative case study was chosen as a research design for the present study. The case study was regarded appropriate since it studies a case (Maree 2007:75) and in this context motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. It assisted me to understand and interpret participants' experiences and views about motivational learning strategies to improve learners' scholastic performance at high school.

1.9 DATA COLLECTION

Data was collected through semi-structured interviews. The semi-structured interview is defined by Maree (2007:87) as a method of interviewing in which participants are asked a set of predetermined questions. It allowed me to probe participants where their responses were not clear. In order to keep records of the data collected, interviews were audio-taped and the verbatim responses of participants were recorded (Creswell 2009:182-183). Data was transcribed and returned to the participants to allow them to comment on their accuracy (Mertens 2010:257).

1.10 SELECTION OF RESEARCH PARTICIPANTS

The study followed a purposive sampling strategy. In purposive sampling, participants are selected according to the characteristics that make them suitable holders of data needed for the study (Maree 2009:7). The participants for this study were ten learners who were selected at high school level (five Form Ds and five Form Es). This group comprised learners: who did exceptionally well in their studies; average learners; and those who struggled academically. Engaging with these diverse groups helped me to gather a variety of views, thus enhancing the trustworthiness of my research. I also interviewed five teachers (who teach Form D and Form E), whom I believed, in their day-to-day interaction with learners, exposed them to various challenges that affect learners' motivation. Their perceptions, as well as those of learners, were useful in assisting me to propose motivational strategies that can improve learners' scholastic performance at high school in Lesotho.

1.11 DATA ANALYSIS

Content analysis was the method of analysing data. It helped me look at collected data from different angles in order to identify keys that helped me to understand and interpret raw data into themes and categories (Maruyama & Ryan 2014:357). Content analysis enabled me to identify similarities and differences in a data (Maree 2007:101).

1.12 ETHICAL CONSIDERATION

Maruyama and Ryan (2014:57) explain that ethics are rules that are put in place to respect the participants in the study. Regarding ethics, it was important to have participants' informed consent in order to protect their welfare and rights (Wassenaar 2006:61). I wrote a letter to the district Education office and principal of the school where I intended to conduct the research for their permission since this study involved their learners and teachers. After I had been granted permission, I wrote letters to parents asking for their permission for their children to be part of the research. I also sought consent from learners and teachers who were part of this study. All participants who volunteered to participate in this research were asked to sign an informed consent form to show their willingness to participate. Participants were assured that information

and responses would be kept private. Audio tapes will be destroyed once the research is completed.

1.13 LAY OUT OF CHAPTERS

Chapter 1 dealt with the introductory orientation.

Chapter 2 presented and justified theoretical framework and reviewed literature on the concept of motivation, scholastic performance, factors that affect learners' motivation and motivational learning strategies applied by other countries to improve learners' scholastic performance.

Chapter 3 discussed the research methodology and design of the study.

Chapter 4 presented and discussed the results.

Chapter 5 proposed motivational learning strategies to improve learners' scholastic performance at high school, gave concluding remarks, made implications, highlighted contributions of this study, limitations and areas of future research.

The next chapter presented and justified theoretical framework of this study and reviewed the literature review relating to this study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents various literature reviews that are related to the study. Since the main purpose of this study is to propose motivational learning strategies that can improve learners' scholastic performance, the chapter starts by illustrating self-determination theory as the theoretical framework adopted for this study. Literature relating to the following is reviewed: the concept 'motivation', scholastic performance, previous studies investigating learners' scholastic performance in Lesotho and studies with similar scope to Lesotho. It includes central issues pertaining to some factors that contribute to learners' lack of motivation as experienced in different countries (Australia, Zimbabwe and South Africa) and some motivational learning strategies applied in those countries to improve learners' scholastic performance. The intention is to find out whether Lesotho' experiences are different or similar to other countries.

2.2 THEORETICAL FRAMEWORK

2.2.1 Historical background of self-determination theory (SDT)

Self-determination theory has developed gradually over the last 40 years to become the major theory of human motivation (Reuter 2018:16). Ten Cate, Kusurakar and Williams (2011:961) state that SDT was developed by Edward Deci and Richard Ryan at the University of Rochester and is based on early studies and the first theoretical description in the 1970s. The theory was born out of an interest in the study of intrinsic motivation, defined as doing something for its own sake, out of interest and enjoyment (Gagne & Deci 2014:1). Intrinsically motivated behaviour was provided by scholars, using Hull's (1943) drive theory which was dominant at that time (Deci & Ryan 2000:228). Drive theory's observation was that intrinsically motivated behaviour was energised by an exploratory drive which did not align with the behaviour energized through drives (Gagne & Deci 2014:1). Scholars, such as White (1959) and de Charms (1968) argued against the drive approach in intrinsic motivation. They argued that motivation is a dichotomy (intrinsic versus extrinsic motivation) (Standage, Duda & Nttoumanis 2006:101). Deci (1971) then combined intrinsic versus extrinsic motivation with the need for competence to craft his first study on intrinsic motivation. Deci's intention was to know what happened when

people were rewarded for doing what they were willing to do in the absence of reward. The results showed that students' intrinsic motivation dropped after being rewarded, relative to those who were not rewarded. Then the effects of rewards increased Deci and Ryan's understanding of intrinsic motivation (Ryan & Deci 2000:70). One characteristic of SDT is that it differentiates between different types of motivation (De Naeghel, Van Keer, Vansteenkiste & Rosseel 2012:1007). For the purpose of this study, this means that the SDT theoretical framework provides understanding on different types of motivation and its relevance to learners' motivation.

As SDT research advanced in mid-1980s, different motivational phenomena emerged and required empirical study (Vansteenkiste, Niemiec & Soenens 2010:106; Vallerand, Koestner & Pelletier 2008:257). Five interrelated mini theories emerged to explain these motivational phenomena, namely, basic need theory; organism integration theory; goal contents theory; cognitive evaluation theory; and causality orientations theory (Vansteenkiste *et al.* 2010:106). Each mini theory was created to explain specific motivational phenomena (Deci & Ryan 2008:182). Therefore, SDT is a theory of motivation that uses traditional empirical methods to build its theory and to inform its application to motivate learners (Reeve 2012:152). In conclusion, I noted that, mini-theories of SDT expanded the scope of SDT. This means that SDT in this research study provides an understanding of the concepts relevant to the proposal of motivational learning strategies that can improve learners' scholastic performance at high school. For the purpose of the present study, only three mini theories of SDT namely; cognitive evaluation theory, organism integration theory and basic need theory guided this study.

2.2.2 Self-determination theory as a theoretical framework

Self-determination refers to action that is self-versus other caused (Wehmeyer & Bolding 2001:72). It does not mean that self-determination refers to actions caused by forces quite literally internal to learner versus forces external to the learner; instead, the use of the self-determination construct is linked to the capacity of humans' behaviour to override other determinants or causes of their behaviour, so as to act based on their own will or volition (Williams-Diehm, Wehmeyer, Palmer & Garner 2008:28). I therefore conclude that self-determination theory proposes learners' self-governance, sense of choice and control over their learning. This aspect seems to be a limitation for this theory since some learners may not understand the concept of free will (King & Howard 2016:60).

As a macro theory of human motivation, SDT addresses some issues, such as personality development, self-regulation, basic psychological needs, learning goals, behaviour, well-being and the impact of the learning environment on learners' motivation (Rahmanpanah 2017:154). Its limitation is that it proposes the importance of three basic needs to support learners' motivation while other scientists like Maslow proposed more than three basic needs (Benson & Dundis 2003:317). Unlike historical and contemporary theories of motivation which treat motivation as unitary concept, SDT claims to present a different approach to motivation, by considering what motivates a learner at a given time (Deci & Ryan 2008:182). In doing so, it critically enquires factors both intrinsic and extrinsic to learners' development and within social context that facilitate motivation (Roca & Gagne 2008:1588). Thus, it makes distinctions between different types of motivation and their special consequences for learners' motivation (De Naeghel, Van Keer, Vansteenkiste & Rosseel 2012:1007). Social context support also serves as a key concept to influence learners' motivation (Koka & Hagger 2010:75; Chen & Jang 2010:742). The above proponents of SDT are important for this study as they enlighten the study about the instructional tasks for learners' intrinsic and extrinsic motivation and the importance of social context to facilitate learners' motivation.

The next section explains Cognitive Evaluation Theory (CET) within SDT as an aspect which guides this study.

2.2.2.1 Cognitive Evaluation Theory (CET)

CET is framed in terms of the social and environmental factors that facilitate or hinder learners' intrinsic motivation (Ryan & Deci 2000:70). In addition, CET focuses on two inherent satisfactions within intrinsic motivation namely, basic psychological needs of autonomy and competence, though relatedness may also play a role in intrinsic motivation (Gagne & Deci 2005:335). Within CET, autonomous motivation consists of two subcomponents: intrinsic motivation and internalised extrinsic motivation. When learners study out of curiosity and personal interest in the learning material, their learning is characterised by a sense of psychological freedom and an internally perceived locus of causality (Vansteenkiste, Sierens, Soenens, Luyckx & Lens 2009:672). For instance, CET specifies that social context events, such as positive feedback, rewards or other external events lead, to a feeling of competence and so enhances intrinsic motivation (Ryan & Deci 2000:70). CET is relevant to the present study, as it

hypothesises that learners can be motivated if their needs of competence, autonomy and relatedness are satisfied and that social context can facilitate learners' motivation.

CET explains how and why external aspects influence learners' intrinsic motivation (Rahmanpanah 2017:157). All external events, such as tests, rewards, grades, scholarships or deadlines have two functional aspects: a controlling aspect and an informational aspect (Reeve 2012:156). The controlling aspect of an external event pressures learners toward a specific outcome or toward a specific way of behaving (Deci & Ryan 2008:182). Thus, learners experience a reward as a controlling event when the teacher offers the reward for obedient behaviour such as attending class on time (Vansteenkiste *et al* 2009:158). Therefore, for the benefit of this study, the CET reasons that teachers should be aware that when they motivate learners at high school using external aspects such as rewards, they have positive and negative effects on learners' intrinsic motivation. However, it does not imply that teachers should not use external aspects in motivating learners at high school in Lesotho, but it is critical to remember, that learners can be intrinsically motivated only for activities that hold intrinsic interest for them, while activities that do not interest them, the principles of CET do not apply (Ryan & Deci 2000:71).

The next mini theory of SDT to be discussed which guides this study is Organismic Integration Theory.

2.2.2.2 Organismic Integration Theory (OIT)

OIT addresses the concept of internalisation especially with respect to the development of extrinsic motivation. Internalisation refers to learners taking in behaviour regulations, goals and the value that underlies it (Gagne & Deci 2005:333). SDT, with OIT proposes that like intrinsic motivation, internalisation is an active, natural process in which learners attempt to transform extrinsic actions into personally endorsed values and self-regulation (Deci & Ryan 2000:236). While integration is defined as engaging in behaviour because it imbeds on learners' values which are contingent on external rewards (Garn, Matthews & Jolly 2010:264). In other words, for this study, OIT submits that to motivate learners, teachers should be aware that there is behaviour learners can perform to satisfy external demands or to get rewards. However, sometimes learners can transform the external regulation into the internal regulation when the support satisfies their basic needs. In addition, learners can be intrinsically motivated if they

realise the value of the activity. In short OIT guides the present study in this way: in motivating learners, teachers should be aware that learners' extrinsic motivation varies according to their internalisation and integration of the value of activity and secondly, there are different levels of extrinsic motivation.

According to OIT, the analysis of learners' extrinsic motivation can be classified into three groups: extrinsic motivation; intrinsic motivation; and amotivation (Leal, Miranda & Carmo 2012:164). Various types of extrinsic motivation are classified into external, introjected, identified, and integrated regulation lying on a continuum of autonomy, according to OIT (Gagne & Forest 2008:225). Brooks and Young (2011:49) explain them this way: external regulation is the behaviour in which learners engage in learning for external rewards or to avoid punishment. With introjected regulation, learners comply with learning requests to maintain self-worth in the eyes of others or to avoid feeling guilty or ashamed. In identified regulation, learners engage in learning because of the values tied to it or its outcomes in their lives. Lastly, integrated regulation is mostly aligned with intrinsic motivation but classified as extrinsic motivation because the goals learners are trying to achieve are for reasons extrinsic to the self. These four types of behaviour regulation range from highly external to highly internal but are related, supporting the underlying continuum of autonomy (Liu, Wang, Tan, Koh & Ee 2009:139). This is the central dimension of SDT that differentiates types of motivation. Thus, teachers should realise that learners can be motivated by intrinsic and varied types of extrinsic motivation. Moreover, it refers back to the importance of social and environmental context in learners' motivation but here in relation to how they can promote or hinder internalisation and the integration of regulation (Ryan & Deci 2000:72).

Kaplan and Madjar (2017:2) differentiated controlled motivation and autonomous motivation of OIT as follows: controlled motivation which is regarded as extrinsic comprises low levels of learners' self-determination. It includes external regulation and introjected regulation. Autonomous motivation includes intrinsic motivation which represents learners' highest degree of self-motivation. It refers to situations in which learners freely engage in learning. It includes identified regulation and integrated regulation. In this study, guided by SDT framework, I conclude that both autonomous and controlled motivations can energise and direct behaviour, however, they can lead to very different outcomes.

Another type of motivation reasoned by OIT is amotivation which represents the absence of motivation (Ntoumanis 2005:444). Amotivation is evident when learners lack the intention and willingness to engage in learning (Deci & Ryan 2008:182). This framework is suitable for this study, for it speculates that learners are not always motivated, therefore teachers who use the SDT lens in learners' motivation have to identify what demotivates learners so that they can appropriately motivate them. I conclude that this theory states that there are multiple types of motivation, not simply two or three which teachers have to pay attention to in learners' motivation.

The next section addresses SDT mini theory (Basic Needs Theory) which guides this study.

2.2.2.3 Basic Needs Theory

The theory posits that in order to motivate learners, teachers should support learners' basic psychological needs for autonomy, competence and relatedness (Sun & Chen 2010:366). Fulfilling psychological needs is essential for learners' psychological health and growth, autonomous motivation, optimal functioning and self-actualisation (Lloyd & Little 2010:370; Jenö, Grytnes & Vandvik 2016:2). Kaplan and Madjar's (2017:2) explanation of the three basic needs are as follows: the need for autonomy is the need for self-determination, meaning and freedom of choice; thus, learners' experience of behaving in accordance with their own interests and values. Competence is learners' tendency towards mastery and effectiveness in relation to the environment; that is, learners' sense of confidence. Relatedness includes learners' will to interact, experience caring, safety, and connection to the social environment and to feel part of it. In the context of this study, basic need theory infers that autonomy satisfaction indicates that learners can be motivated to learn and improve their performance if their learning environment strives to meet their three basic needs. Thus, autonomy supportive environment, which includes teachers, peers and parents, is crucial to satisfy learners' basic needs, thereby motivating them.

2.3 TOWARDS DEFINING THE CONCEPT MOTIVATION

One of the most important factors that lead learners to the attainment of a goal is drive, known as motivation. It should be noted from the outset, the term 'motivation' comes from the Latin word 'movere' which means 'to move' (Eccles & Wigfield 2002:110; Pintrich 2003:104). Although many people have a general idea of what motivation means, a number of definitions have, over

the years appeared in the literature. For example, Saeed and Zyngler (2012:253) define motivation as a process that arouses, directs, and maintains behaviour towards the attainment of a goal. This is in line with Lai (2011:4) who assert that motivation is a concept used to explain the desire an individual has within themselves and the external factors that lead them to achieve something. According to Pakdel (2013:241), motivation is goal-directed behaviour maintained by people's expectations of the outcomes from their actions. It is evident from these definitions that there is no universal definition for motivation. Center on Education Policy (CEP) (2012:1) articulates that motivation tends to be a very complex, challenging and multi-dimensional concept to define. However, for the purpose of this study, I adopt the definitions of motivation given above, since they seem to have the same theme which falls under Saeed and Zyngler's definition of motivation; that it is viewed as a continuous process based on force which arouses, drives and directs goal-directed behaviour.

Furthermore, based on the definition of motivation as defined above, I should also emphasise that motivation seems to come either from within a person (intrinsic) or is triggered by external factors (extrinsic). Brophy (2010:159) asserts that intrinsic motivation is an internal desire one has in order to do or achieve something while extrinsic motivation is a desire driven by external rewards to do or achieve something. In relation to the above explanation, this study considers different stakeholders at school, the community and the learners' inner drive and experiences both in and outside the school, influencing their motivation. Thus, having adopted the definition of motivation, is important to specifically explain what motivation to learn means, since motivation seems to be a necessary element in learning. In turn, this will keep me focused on the main purpose of this study.

As stated in Afzal (2013:47) and Singh (2011:164), the phrase 'motivation to learn' can be explained as the level of task involvement and persistence that learners show in learning, in order to achieve a successful outcome. Oroujlou and Vahedi (2011:995) link motivation to learn to more than simply learning, but learners' engagement in the academic task with the intention of acquiring new skills and knowledge. In other words, motivation to learn encompasses learners' involvement in education; thus, their willingness to continue working on a task until they have completed it, no matter the challenges they face. It is clear from the definition above that motivation affects learners' learning and their academic achievement. Some researchers have

concluded with my assumption. One example is Tella (2007:154) who argues that motivation affects the choices learners make, thus directing their behaviour. Mustafa, Elias, Noah and Roslan (2010:2) aver that motivated learners approach challenging tasks eagerly and exert intense effort, using active problem-solving strategies. Woolfolk (2014:486) adds that learners who are motivated are considered thoughtful because they can employ active study strategies, such as, summarising, elaborating and outlining. It is clear from the explanations above that motivation to learn enhances performance due to its effects on learners which have been identified as goal-directed behaviour; employment of effort and energy; and persistent and cognitive processing. These are important elements for valuable learning expected by some teachers, though the majority of learners seem to lack this approach at high school in Lesotho (Lekhetho 2013:390).

2.4 LEARNERS' SCHOLASTIC PERFORMANCE

Scholastic performance is a term that explains the learning results of learners. Scholastic performance can be understood as the knowledge attained or skills developed in school subjects, in terms of test scores obtained (Kumar, Mehta & Maheshwari 2013:75). Thus, the knowledge, skills, behaviour, and attitude of learners are developed as a result of their experiences within the school system (Lebata 2014:10). Perhaps, the achievement of such learning outcomes needs planning. For the purpose of this study, scholastic performance means educational outcomes, mainly through examination results.

Learners can either perform well or poorly in examinations. In the context of Lesotho, learners can be examined externally or internally. Internal examinations are the ones written within the school on a quarterly basis and external examinations are national. In the context of Lesotho, national examinations at COSC are the most prominent, since they release the school leaving certificate results. Lekhetho (2013:385) found that scholastic performance of COSC learners in Lesotho in the external examination has declined. Lebata and Mudau's (2014:271) study states that learners' performance at high school has been below average. They report that learners' poor scholastic performance in the COSC examination has been of great concern for the entire nation.

Table 1 in chapter one has shown the comparative analysis of COSC results in Lesotho for the year 2009 to 2013 that learners' scholastic performance has been below 60%. To show the

gravity of the matter of the matter, the examination results for the year2004-2008 are compared in table 2 below.

Table 2

CLASSIFICATION	2003	2004	2005	2006	2007	2008
1 st Class	235 (3.3%)	309 (4%)	350 (4.3%)	372 (4.2%)	430 (4.8%)	533 (5.6%)
2 nd Class	1126 (15.7%)	1287 (16.7%)	1472 (18.1%)	1570 (17.6)	1690 (18.7%)	1853 (19.3%)
3 rd Class	2305 (32.1%)	2465 (32%)	2635 (32.4%)	2918 (32.8%)	2948 (32.7%)	3136 (32.7%)
Total Passes	3666 (51.1%)	4061 (52.6%)	4457 (54.8%)	4860 (54.6%)	5061 (56.1%)	5522 (57.5%)
G.C.E	3387 (47.1%)	3586 (46.5%)	3590 (44.1%)	3884 (43.6%)	3872 (42.9%)	3934 (41.0%)
Ungraded/Fail	136 (1.9%)	71 (0.9%)	86 (1.1%)	155 (1.7%)	86 (1.00%)	63 (0.7%)
Total Sat	7189	7718	8133	8899	9026	9599

(ECOL 2008:1)

The number of learners who performed below average in the examination and therefore are not pursuing their studies at tertiary level is significant (Lebata 2014:13).Learners' poor scholastic performance is a challenge at high school in Lesotho and it is imperative that their scholastic performance be improved. Therefore, the present study investigates motivational learning strategies to improve learners' scholastic performance at high school in Lesotho.

2.5 PREVIOUS STUDIES INVESTIGATING LEARNERS' SCHOLASTIC PERFORMANCE AT HIGH SCHOOL IN LESOTHO

Different studies have been conducted in Lesotho on learners' scholastic performance. Jackson (2009), Lekhetho (2013) and Lebata and Mudau's (2014) studies are reviewed to show their relevance to the present study.

Problems relating to learners' poor performance at high school in Lesotho, revealed by Jackson (2009:83) include, overcrowded classrooms, a lack of effective discipline in the classroom, and learners who experience problems with learning content. A study by Lekhetho (2013:393) reveals that the poor performance of schools in the COSC examination was due to a lack of professional commitment on the part of teachers and learners, a limited exposure to spoken and written English, the social and school environment, and many parents' failure to buy books and other educational materials for their children and to pay fees on time. In the same vein, Lebata and Mudau (2014:277) disclose factors responsible for poor scholastic performance reflected at selected high schools in Lesotho, including among other things: learners, teachers, parents, management, a lack of financial support, a lack of equipped libraries and laboratories, text books, and methods of teaching and assessing. These problems suggest that schools struggle to provide an optimal learning environment and thus, learners perform poorly. This study therefore, attempts to address these problems by proposing motivational learning strategies to improve learners' scholastic performance at high school in Lesotho.

Jackson's (2009) study on factors contributing to the poor performance of high school learners in Lesotho suggests that it is the school management's responsibility to educate learners. Jackson (2009:85) maintains that the school management should receive some form of training and guidance on how to manage the school so that learners perform successfully. Jackson's study reveals the usefulness of school management training and guidance for learners' scholastic performance. Therefore, the school management, especially the school principal's positive management skills are likely to improve learners' scholastic performance at high school.

Lekhetho (2013) conducted a study on stakeholder perception about factors that cause poor learner performance at the COSC examinations in Lesotho. The study revealed that to improve learners' scholastic performance at high school, teachers should cultivate a strong academic culture, such as a strong work ethic among teachers and learners, teamwork, the optimisation of

learners' time-on-tasks, effective teaching, speaking English as a norm and a strong reading culture (Lekhetho 2013:393). Lekhetho's research is relevant to the present study, as it proposes the importance of different types of teachers' positive culture to learners' scholastic performance. However, Lekhetho's study differs from the current study as it did not investigate motivational learning strategies to improve learners' scholastic performance at high school. Second, the present study limited itself to one school, while Lekhetho's study was based on stakeholders' perception about factors that cause poor performance of learners in COSC examination results.

The study by Lebata and Mudau (2014) explored factors affecting performance in Biology 5090 at selected high schools in Lesotho. The findings of their study suggest that scholastic performance could be improved by in-service training of teachers, the development of resource centres and school cluster development (Lebata & Mudau 2014:277). The current study finds Lebata and Mudau's study appropriate to the present study as it presents strategies that can improve learners' scholastic performance at high school. It differs from the present study in that it explores factors affecting scholastic performance in a particular subject (Biology 5090) and not learners and scholastic performance in general at high school.

2.6 STUDIES WITH SIMILAR SCOPE TO LESOTHO

2.6.1 Factors that contribute to learners' lack of motivation

The problem of learners' poor performance is not only Lesotho's problem but other countries do experience it. Literature from Australia, Zimbabwe and South Africa is reviewed to learn what factors contribute to learners' lack of motivation in such countries and what they proposed as motivational learning strategies to improve the problem of learners' poor scholastic performance. Literature is also reviewed to find out if their experiences are similar or different to Lesotho context.

The next section interrogates the factors that contribute to learners' lack of motivation in Australia, Zimbabwe and South Africa. For the purpose of this study, it is through finding the factors that contribute to learners' lack of motivation that teachers should be aware of, they can assist in keeping learners engaged and increase and develop learner motivation for optimal scholastic achievement. These factors are discussed below.

2.6.1.1 Some factors that contribute to learners' lack of motivation in Australia

Literature shows that what demotivates learners in Australia is that some learners lack belief in their ability and their effort capability. Various studies have concurred with Australian researchers Lamb and Dulter (2008:2) who state that some learners believe they do not have ability and that they are not sufficiently intelligent or are not capable in a certain subject. Legault, Pelletier and Green-Demers (2006:578) also add that learners sometimes believe they cannot initiate and maintain the effort required by academic task. It is logical to assume that if learners believe they cannot succeed or improve in a task, they do not work hard at it, thereby resulting in a lack of motivation to learn (Al-Zoudi & Bani Younes 2015:2264). Furthermore, Hamada (2008:12) provides reasons for learners' lack of belief in their ability and their effort capabilities. Hamada explains that some learners lose confidence in their abilities due to bad test results and test scores that do not improve; difficulty in understand the content, and anxiety about making mistakes. It is vital for teachers to understand learners' beliefs in their abilities and effort capabilities in order to motivate them, which in turn, may enable them to get better academic results.

Another factor that negatively affects learners' motivation in Australia is learners' lack of value they place on the academic task. Lack of task value influences are the following: if learners perceive education as failing to meet their expectations; or the subject taught is irrelevant to their future plans; or if teachers do not emphasise the important value of the academic task (Levy & Campell 2008:15). Learners who do not value what they are doing, tend to behave in this way; they do not commit to task, even if it is enjoyable (Legault *et al.* 2006:578). In Tran's (2013:128) view, absent values are liable for disorganised learner behaviour. Teachers can therefore increase learners' interest in learning by connecting classroom content to learners' lives.

Furthermore, what affects some Australian learners' motivation negatively is their workload. The amount of work, such as lots of assignment or exercises or task that are too challenging, causes some learners to be easily distracted, thus affecting their motivation (Levy & Campell 2008:21). Moreover, Dislen (2013:40) observes that too many questions may discourage other learners because they get tired of answering them. Ghanizadeh and Jahedizadeh (2016:91) share the same view but add that learners who are given too much homework are not able to meet other needs, such as spending time with their families and friends. These authors maintain that this can leave

learners feeling isolated and without a support system. However, giving learners different tasks to do carries educational benefits including time management and organisation (Carr 2013:179). When learners are given a lot of work, there is a likelihood that they will be encouraged to use their time effectively, take responsibility for their work and work independently. Realising the positive and negative aspects of giving learners a lot of work would prepare teachers at high school in Lesotho on how to motivate learners to carry out the number of given tasks.

Health problems are also regarded as a contributing factor to learners' lack of motivation in Australia. Lamb and Dulfer (2008:3) argue that not only learners' own health affects some learners' motivation but also a sick family member does. Al-Zoubi and Bani Younes (2015:2264) further clarify that health problems, such as depression, anxiety, severe fever, attention disorder, exam phobia or a learning disability may cause a situation of forgetting, weakness in concentration or a lack of preparation for examinations. In addition, their motivation may be diminished and their relationship with classmates can be disrupted, which in turn, affects sick learners' social and emotional wellbeing (Aracy, Gilmour, Meyers & Nell 2015:5). This calls for teachers' support, to understand learners' personal health problems that may interfere with their learners' motivation to exert effort in tasks.

One other contributing factor to learners' lack of motivation in Australia is negative teachers' behaviour. Levy and Campell (2008:21) are of the view that teachers' behaviour, such as attitude and teaching styles have a negative impact on learners' motivation. Furthermore, they indicate that sometimes teachers become rude towards learners or not welcoming to them; thus learners end up being afraid of them. Another argument by de Erenchun Lizarraga (2014:24) is that some teachers blame learners for a lack of participation in class, cut them short, disregard their input or do not listen to their opinions. Furthermore, Hamada (2008:14) articulates that teachers sometimes become angry when they are asked questions and they ridicule learners. Moreover, teachers sometimes overlook learners, do not remember their names or get to know their backgrounds (Furrer, Skinner & Pitzer 2014:108). Obviously, this can translate into learners feeling unwelcomed or without value in class, which destroys their willingness to participate in the lesson or have less communication with their teacher, which in turn causes them not to make an effort to learn (Tran 2013:132). Given this, to support learners' lack of motivation, teachers

also need to have a positive attitude in class as it is important that they and learners work together to ensure the consistency of learners' motivation for better academic results.

Within the Australian context, a lack of parental support contributes to motivational problems in learners. Hancock and Zubrick (2015:7) indicate that some parents fail to take their responsibility of encouraging their children to learn. They further note, that some parents claim that once their children go to school, it is the teacher's duty to make sure they are motivated to learn. However, parents do not realise that if they do not help their children with homework it will be difficult for them to be encouraged to study (Nomaan, Hanif, & Rehna 2016:315). On the other hand, Lamb and Dulter (2008:3) reason that different patterns of families and home contexts are sources of learners' lack of motivation to learn. Examples of such families, in their opinion, are disadvantaged families, large families and families' break-up or reformation. In addition, some of learners happen to see their parents' conflicts or quarrels or struggles financially (Al-Zoubi & Bani Younes 2015:2264). Such unstable family situations cause learners to live in a state of tension and confusion, thus exhibiting a lack of concentration and motivation because survival is the immediate priority (Alami 2016:132). Even in these dire situation, parenting and family support are necessary in influencing learners' motivation because adults are the source of control.

Learners' absences and expulsions are yet another factor that contribute to learners' lack of motivation in Australia. Lamb and Dulter (2008:4) maintain that due to various reasons, learners fail to attend school. Van Breda (2014:146) identifies the following indicators of absence: chronic non-attendance; truancy; and expulsion. Absenteeism and expulsion do not only affect the academic achievement of learners but influence teachers' planning and at the same time, learners' motivation (Sahim, Arseven & Kinc 2016:196). River (2010:4) claims that learners who show intermittent attendance are from poor family backgrounds. However, learners' individual factor such as not feeling safe at school or feeling academically and socially inadequate, cause absenteeism (Demir & Karabeyoglu 2016:40). In this situation, teachers are expected to be aware of different causes of absenteeism and expulsion in order to help learners avoid them, which in turn, will motivate them to learn and achieve academically.

2.6.1.2 Some factors that contribute to learners' lack of motivation in Zimbabwe

In terms of some factors that contribute to learners' lack of motivation in Zimbabwe, there are similarities with what is experienced in Australia; there is a lack of parental support which contributes to motivational problems. Parents' view of learners' motivation to learn in Australia is similar to what parents say in Zimbabwe. Parents in Zimbabwe assume that their only responsibility is to send their children to school where they are exposed to important life information, useful skills and competencies through practical subjects (Mufanechiya & Mufanechiya 2011:102). Thus, parents' assumption is that their own duty is to send their children to school where they gain knowledge and skills. In view of this, it is interesting to note that parents know their responsibility to a certain extent. As mentioned above that parenting and family support are necessary in influencing learners' motivation, parents need to be made aware of their responsibility for their children's motivation to learn.

Research in Australia by Levy and Campell (2008) for example, have the same opinion as Mufanechiya and Mufanechiya (2011:100) in Zimbabwe, who state that negative teachers' behaviour is a demotivating factor in learners' learning. They add that teachers sometimes come to school and do not show up for class; give learners work without explanation; ask them to help one another if they have problems about that topic, as well as to mark their own work. For this reason, learners may not see the importance of school because most of the time they are on their own and without teachers guidance. In such cases, learners may just go to school to fulfil the expectations of their parents. Al-Zoubi and Bani Younes (2015:2264) and Tran (2013:132) also add that teachers' absenteeism and lack of interest in their learners causes learners doubt them, ignore them or indulge in misbehaviour through a lack of interest in learning. If teachers at high school know why their low morale is inappropriate for learners' motivation, it would help resolves the challenges that contribute to learners' lack of motivation.

The other factor that results in motivational problems in Zimbabwe is the depressed economic situation. Mufanechiya and Mufanechiya (2011:99) postulate that motivation to learn has been mostly affected by what is happening in the job market where many school leavers and even university graduates are without formal employment. For them, this situation affects learners' motivation negatively, since many learners' intentions of attending school are to get a job and take care of their family after the completion of their studies. Tran (2013:129) indicates that the

lack of job security after completion of studies demotivates learners to fully engage in their studies because they wonder what guarantee there is that they will get job. In this situation, teachers need to find motivational learning strategies for the benefit of learners' motivation; this also applies to learners' motivation at high school in Lesotho.

Furthermore, the curriculum which does not respond to learners' needs affects their motivation in Zimbabwe. Mufanechiya and Mufanechiya (2013:130) observe that the curriculum focuses too much on the theory of a subject and denies learners the opportunity of practising what they have learnt. In addition, the above mentioned authors argue that most of the time, teachers are in a hurry to cover all aspects of the lesson; thus, more attention is placed on finishing the syllabus. Tran (2013:130) and Liton (2016:100) also add that the curriculum seems to be examination-oriented. In my view, learners have no time to practise what they have been taught and therefore become demotivated when they realise that what they are taught lacks balance and restricts them (Dislen 2013:40). If teachers vary their teaching aids and methods, it would allow every learner to participate and benefit from the lesson, thus increasing their motivation to learn.

Negative peer pressure is another factor which affects learners' motivation in Zimbabwe. At school, some learners become caught up in the wrong group of peers whose commitment and aim in learning is negative, therefore they do not find school motivating (Mufanechiya & Mufanechiya 2011:101). A negative peer group in addition, discourages others from being active in educational activities (Tran 2013:131). Moreover, learners whose friends are absent from school chronically pursue the same behaviour (Korir & Kipkemboi 2014:250). They are torn, between pleasing their friends or focusing on their studies (Furrer *et al.* 2014:109). The argument I make which could be helpful in motivational learning strategies is that learners tend to fall into peers' negative actions in order to be accepted in a group. This challenge hinders learners from fully participating in learning, resulting in a loss of academic motivation. However, the teacher has to find ways to help learners control pressure from their peers; this also applies to high school teachers in Lesotho.

2.6.1.3 Some factors that contribute to learners' lack of motivation in South Africa

There are similarities between some factors that contribute to learners' lack of motivation in Australia, Zimbabwe and South Africa. They are health problems; negative teacher behavior;

lack of parental support, and absence and expulsion. This appears to be a global problem since it is highlighted by the international literature. The similarities and differences are discussed below.

Within the Australian context mentioned above, health problems are a contributing factor in learners' lack of motivation which likely affects them emotionally and in learning. However, in South Africa, learners' health problems emanates from social factors, such as teenage pregnancy and HIV and AIDS. These examples of social factors seem to influence one another. These social factors are regarded as social because society in South Africa seeks to lower them (Strassbury, Meny-Gibert & Russell 2010:38). Strassbury, Meny-Gibert and Russell (2010:38) elaboration is as follows: teenage pregnancy in South Africa is experienced mostly by black and coloured girls due to poverty. Poverty leads them to transactional sexual activity (in exchange for material goods) in which there is little opportunity to practise safe sex, thus, increasing the risk of pregnancy and HIV and AIDS. While it is against government policy to exclude pregnant learners from school in South Africa, pregnant learners are discriminated against by others and experience peer stigma and a lost of learning among other things, which causes demotivation (Kanku & Mash 2010:566). The literature in both Australia and in underdeveloped area in South Africa show that in order for learners to be motivated to learn, teachers should be aware of the emotional and social factors that affect learners' health.

In contrast, learners' lack of motivation is a problem that manifests itself not only in families which are large; in disadvantaged families; in family break-ups; in parents' conflicts, or parents' assumptions that teachers are the ones responsible for learners' motivation, but also in families that are a far distance from the school contribute to learners' lack of motivation in South Africa. Hartnach (2017:5) contends that it happens that some families that are a distance from school lack certain facilities for learners, such as the inability to afford transport, uniforms, stationery, school fees and other school exigencies. Therefore, such learners quickly give up at school since they lack the material needed for learning (Strassburg, Merry-Gibert & Russell 2010:21). Furthermore, Hartnach (2017:6) adds that learners born outside of South Africa to migrant families have been found to have a much lower attendance rate than South African learners. The author goes on to explain that the language and cultural differences they experience put them at a higher risk of demotivation. The above mentioned researcher's argument is that learners whose motivation to learn is affected mostly are those who travel from far places to school and those

who have migrated to South Africa. Teachers at high school in Lesotho need to identify such learners in order to motivate every learner for a better academic performance.

Another contrast between Australia and South Africa with regard to absence and expulsion as a factor which demotivates learners, in South African poor performing learners at school especially from grade 9 onwards are demotivated to learn. Hartnach (2017:8) attributed this to the pressure learners experience at school which demands that they perform well, especially when they struggle in their learning. In addition, Kanku, and Mash (2010:566) point out that in South Africa, once female learners realise they are pregnant, their motivation is negatively affected since they experience pressure to leave the school from school authorities, despite the policy being against this action. They add that other female learners get demotivated once they see one of their classmates pregnant; they want to hold their child too. Teachers in Lesotho need to be aware that although there are different factors that lead to learners' absenteeism and expulsion, peer pressure and pregnancy seem to mostly affect their motivation.

The South African context, school violence contributes to learners' lack of motivation. Mncube (2017:419) posits that forms of school violence, such as bullying, sexual harassment, gangsterism, vandalism, discrimination, drug dealing and smoking, affect South African learners' motivation. Using bullying as an example, Ncontsa and Shumba (2013:5) explain that some bullies take learners' money or lunch boxes and if they do not have money or lunch boxes they are beaten. They further maintain that school violence causes chaos and leads to the loss of learning time and of motivation to learn because the disruptions demand that the problem should be attended to. In view of this, school violence has serious, negative consequences for learners' learning and motivation to learn. While this is a challenge, if teachers at high school in Lesotho knew which challenges to expect at school, they would be prepared to handle them, instead of approaching them with ignorance.

Another factor which contributes to learners' lack of motivation in South Africa is learners' inability to know how to study. Learners in most schools in South Africa whose first language is not English frequently experience this challenge. Kotze, Van de Westhuizen and Barnard (2017:5) assert that such learners struggle to follow instructions because they do not understand words. Their explanation is that this is the cause of learners' lack of exposure to a second language in their everyday lives. Thus, they lack the opportunity of practising the second or third

language. Added to this is that learners lack access to additional reading materials, textbooks, a library and extra-class instruction (Bojuwoye, Moletsane, Stofile, Moolla & Sylvester 2014:10). Therefore, they experience difficulties in note-taking, listening, task-taking, time management and motivation (Mayet 2016:6). From the literature, some learners especially those who use English as their second or third language can understand the tasks they are given but encounter problems when they are unable to express themselves in speaking or writing. This can also apply to learners at high school in Lesotho; therefore, teachers need to have alternatives strategies in place for the benefit of learners' motivation.

The factors that demotivate learners stated above form the basis of the findings of this study. This information will be compared with the findings to establish whether some factors that demotivate learners at high school in Lesotho are different from or similar to those in developed and developing countries.

2.6.2 Motivational learning strategies

The word motivational learning strategies have two terms, namely, motivation and learning strategies. Motivation was defined in section 2.3, although it is crucial to note its definition here as well to explain the term motivational learning strategies. The adopted definition of motivation in section 2.3 is that it is viewed as a continuous process based on force which arouses, drives and directs goal-directed behaviour. Fong, Jiar and Abu (2018:60) define learning strategies as methods possessed by learners during their learning process. They argued that it is a cognitive process performed by learners to improve their learning quality. Learning strategies are particular approaches or techniques that learners employ to try to learn (Shi 2017:25). Motivation is the inner feeling that forces and regulates learners' behaviour, while learning strategies are different ways learners use in learning. As such, motivational learning strategies mean the inner force which causes learners to use different ways in learning to achieve their goals.

The above definition shows that there is a likely link between motivation and learning strategies. Ambrosi-Randic and Ruzic's (2010:48) study reveals that motivation influences the use of various learning strategies. Fong *et al.* (2018:60) supports this by disclosing that when learners master an effective learning strategy, they become motivated to learn. It is evident from the foregoing researches that motivation and learning strategies are closely related, in that they both influence each other and assist learners in learning. It shows that motivational learning strategies

are important for learners' learning. I therefore advocate for motivational learning strategies to improve learners' scholastic performance.

Since different countries have identified various factors that demotivate learners, they have come up with strategies that may be employed to overcome them. Australia, Zimbabwe and South Africa mostly concur concerning some motivational learning strategies to overcome the challenges that cause learners' lack of motivation. For the purpose of this study, some motivational learning strategies that have been suggested in the literature will be compared with the ones from the findings in this study and conclusions will be made about motivational learning strategies to improve learners' scholastic performance at high school in Lesotho.

2.6.2.1 Motivational learning strategies employed in Australia's schools

A motivational learning strategy that has been suggested in Australia to address the challenge of learners' lack of belief and capability in themselves include that teachers can motivate learners by building their competence. Harnstra, Mansfield, Van der Vein, Feetsma and Volman (2012:8) suggest that teachers may motivate learners by giving them more space to satisfy their needs for competence and autonomy. They maintain that in the employment of a learner-centred approach, teachers can express belief in their learners' abilities and give learners an opportunity to realise that they can do better in school. Harder, Chen, Huang, Chiang, Jen and Warden (2008:26) share the same view but add that instilling in learners, skills such as a belief that they can succeed, builds their confidence, develops and promotes self-sustaining and self-regulation learning. When learners take charge of their learning, not only are their skills built up but they also gain responsibility and control of their learning. This motivational learning strategy could be helpful in high school.

From the discussion above, evidence shows that there is a need for teachers to foster the connection of content at school with the learners' future in order to motivate them. An Australian government department of education careers' guide proposes the use of Naviance to link learning to life (Harnstra *et al* 2012:8). This is a digital tool which connects learners' interests, learning, and life ambitions. Learners are able to explore what makes them unique, what kind of options lie ahead of them, and what type of preparation and planning can lead to exciting opportunities (Arlington 2016:2). Thorpe and Abel (2010:2) elaborate that teachers can empower learners to set realistic goals, develop a personal plan for achieving those goals and allow teachers and

parents to monitor them. Furthermore, they state that teachers can help learners to learn more about themselves, link their interests and personality type to their career and plan their course, in order to meet a specific type of university education applicable to themselves. When learners have access to school counsellors for college information, learners' exposure to college information is increased (Christian, Lawrence & Dampman 2017:38). This gives learners the impetus to work hard in their studies to increase their academic performance, thereby increasing their motivation. This is of relevance to this study as it determines strategies teachers can employ to overcome the difficulty of learners' inability to connect what they learn to their future.

Furthermore, a motivational learning strategy to motivate learners who are demotivated by the work load at school is teachers' use of reinforcement. Adibsereshki, Abkehar, Ashoor and Mirzamani (2015:85) explain that some teachers use extrinsic motivation rewards, such as stickers and tokens or social reinforcers, such as praise, affection, and attention to motivate learners to work hard. In addition, some teachers use classroom rules that state what is expected of learners when tackling certain task (Subban & Round 2015:126). Considering these explanations, different types of reinforcers can be used to motivate different learners to handle lots of assignments and tasks. This means that it is important to make clear to learners the conditions to be met for a reward as they may be different for different subjects. However, although teachers can teach appropriate behaviour and improve the classroom environment by the use of positive or negative reinforcement, some teachers lack the skills to manage their classrooms (Abbas & Khurshid 2013:23). A concern here is that in order for rewards to be effective, teachers need to be equipped with the skills to control learners. This means that well-controlled classroom reinforcement promotes a positive classroom atmosphere, which in turn, has an influence on learners' plans and monitoring their assignments or challenging tasks (Hennessey & Dionigi 2013:62). The adoption of this strategy could solve problems arising at high school in Lesotho due to learners' lack of motivation.

Motivational learning strategies to help learners who experience health problems in Australia include the employment of joined-up education. The Australian education policy outlook (Australia 2013:6) states that in order to motivate sick learners, inclusive education should be developed, since it improves knowledge of the needs of learners' significant illnesses. Again, teachers should support learners to cope with parents' illness (Aracy *at al.* 2015:9). This needs

parents' involvement too. They reveal that parents should communicate information about the illness and their child's needs to the principal or class teacher. However, teachers should be aware of learners' change in behaviour, attitudes or persistent difficulties in coping with everyday school demands so that they can investigate the possible reasons for this behaviour change (Shaw, Gomes, Polotskaia & Jankowska 2015:125). If they check regularly with the learners, learners will know that they have support from someone they can trust (Baik, Larcombe, Brooker, Wyn, Allen, Breet, Field & James 2017:8). In the South African context, just as in Australia, inclusive education, teacher-parent and teacher-learner relationships should be maintained in order to motivate learners. Teachers should motivate sick learners by not labeling them; not deciding what they can or cannot do and should encourage cooperative learning in class. Republic of South Africa Department of Health and Department of Basic Education (2013:34) sum up briefly the idea above that teachers should promote a safe and supportive environment, providing counselling, using programmes such as HIV/AIDS, sexuality and life skills education and develop an inclusive education to respond to the diverse learning needs of learners. It is important that teachers at high school in Lesotho adopt the principle of integrated learning that is, moving away from practices that rely mainly on classroom-based learning to a more comprehensive, integrated school health programme that focuses both on learners' health, their behaviour and their environment.

A motivational leaning strategy that has been suggested by Australia to address the issue of absence and expulsion includes teachers' development and making clear the understanding of expectations for attendance to both parents and learners. Expectations may include monitoring learners' attendance and absence patterns; a positive school culture; and supporting learners and parents to address barriers to attendance (Purdie & Buckley 2010:6). In the South African context, Coetzee and Venter (2016:8) concur that in order to motivate learners to always be present at school, teachers should keep period registers in order to plot the pattern of their absence. They argue that class the teacher should indicate those patterns on the learner's profile. This is of relevance to this study in that teachers at high school in Lesotho can learn from Australia and South Africa to determine motivational learning strategies to improve learners' scholastic performance.

Teachers' positive behaviour is another motivational learning strategy that encourages learners in Australia and Zimbabwe. It includes teachers' real respect towards learners (Hein 2012:10). For instance, teachers may listen to and value learners' opinions (Chakandinarika 2016:134). Rahimi and Hosseini (2015:58) concur that teachers' respectful behaviour helps learners to develop positive attitudes towards learning and it promotes their effort or engagement in doing learning tasks. It is clear that treating learners with care such as complimenting them or showing respect towards them makes them realise how important they are; thus promoting their sense of belonging and encouraging them to participate cooperatively (Rudhumbu 2014:32). There is a strong recognition that learners may be motivated to learn if teachers' behaviour towards them is welcoming. This technique could be helpful in the motivation of learners at high school in Lesotho as well.

It is evident from Australia and South Africa discussion above that parental involvement in learners' learning motivates them. It is important to adopt this strategy at high school, thus, moving from practices that rely mainly on teachers' responsibility to motivate learners. Rather, to a more cooperative social setting that includes parents in their children motivation to learn (Reeve 2012:152). Zimbabwe concurs with this. Parental involvement in their children education is regarded important in that learners whose parents consulted school about their performance, attended meetings, supported school activities, volunteered to perform certain duties in school, supervised their children's homework and responded positively to invitation by teachers to come and discuss their children's problems increase their children's motivation and performance (Muchuchuti 2014:38).

2.6.2.2 Motivational learning strategies employed in Zimbabwe's schools

Yet another motivational learning strategy to use to motivate learners demotivated by a depressed economy includes encouraging learners to persist in learning. Rudhumbu (2014:85) states that teachers can communicate beliefs and expectancies to learners. For example, teachers may use comments, such as they know it is hard, but they know all learners can make it in future. This learner-teacher interaction in the classroom can convey to learners, confidence to strive for success (Williams & Williams 2011:8). The assumption that learners may get jobs after the completion of their studies no matter the situation in the job market, has high potential to motivate learners, which has effect on improving learners' achievements. The belief that

education is required in any job, motivates learners (Wolhuter, van de Walt, Potgieter, Meyer & Mamiala 2012:188). The same pattern wherein learners are being shown the importance of education in their future, can be used to motivate learners at high school in Lesotho.

Yet another strategy to motivate learners in Zimbabwe is the curriculum which meets the needs of the learner. Dambudzo (2014:23) supports the learner-centred approach which is proposed by the Zimbabwe curriculum in order to motivate learners. Dambudzo elaborates that this kind of approach does not only affect their motivation positively, but also encourages learners to be creative and develop entrepreneurial skills. However, Kasembe (2011:341) argues that although the country has the same curriculum document to follow, implementation differs from teacher to teacher. Thus, some teachers do not employ this strategy; they continue with the traditional way of teaching, denying learners the opportunity to lead their learning. For teaching to be learner-centred, a teacher should prepare a lesson plan; the teacher and learner should have a close relationship; learners should be working in groups; there should be continuous assessment, and discipline by the teacher should be enforced and obeyed by the learners (Lall 2010:55). Learners are likely not to get bored in class, which normally results in disruptive behaviour. The above method can also help them to all participate in class and ask questions for clarification. The use of the learner-centred strategy shows that it can be used to limit learners' demotivation and low grades or failure, and thus is relevant to this study.

Furthermore, a motivational learning strategy to reduce peer pressure includes the employment of a peer counselling strategy. However, some schools choose to invite guest speakers from various institutions who are not trained for counselling (Mlalazi 2015:352). At the same time, peer counselling positively influences a change in learners' academic behaviour and competence (Ambayo & Nyumi 2016:129). This is supported by Kamore and Tiego (2015:260) who argue that counselling does groom learners to behave positively at school, at home and in their community, thereby promoting positive interaction. Chidarike (2017:242) opines that peer counselling does not work in isolation but cooperates with teacher counsellors, school psychological service personnel, and the school administration. Chidarike further maintains that strong team work should rule among these groups; there should be respect, and open and clear communication among them. This may help the peer counsellor to present appropriate motivational learning strategies for use. This is relevant to this study, in that teachers at high

school in Lesotho should include different stakeholders in order to adequately deal with matters of peer pressure at school, thereby motivating learners.

2.6.2.3 Motivational learning strategies employed in South Africa's schools

Motivational learning strategies to overcome school violence include the employment of multi-dimensional programmes to deal with this multi-dimensional phenomenon. For instance, Edberg, Shaikh, Rimal, Rassool, and Mthembu (2017:59) propose the use of a communication campaign strategy using multiple communication channels to address school violence because teachers, parents and learners are part of the community. In addition, Mgijime (2014:205) adds that placing parents at the centre of intervention and using policies and strategies that are peace-making may prevent the problem by the taking appropriate action. Once again, the use of inclusive education and a well-run school is believed to reduce incidents of violence (Mncube 2014:420). Mncube states that if a school is well organised, is democratic and has good management and professional teachers, safe teaching and learning will be assured. This is an example which high school in Lesotho can learn from, to include communication between the school and the community to stabilise crime and deal with the challenges of learners' lack of motivation. Another motivational learning strategy which teachers may adopt at high school in Lesotho from South Africa is once again, the implementation of inclusive education and a conducive school environment.

In order to motivate learners who have the inability to know how to study in South Africa includes the use of school and classroom practices, teacher and learner supportive behaviour. Bojuwayo *et al.* (2014:11) reports that even in the contexts that have no resources, teachers and schools assist by spending more time creating positive learning environment inside and outside classroom to promote development of attitude, perception and feelings to learn that enhances learn motivation learners. Kotze, Van de Westhuizen and Barnand (2017:8) propose the use of parents, schools and provincial department of education. They assert that parents can consider taking their children to schools where their mother tongue is, at least, among the languages taught at school. Parental involvement once again involves attending parents' meetings or workshops and assisting learner with homework. The school should also encourage learners to use language of learning and teaching as much as possible, while still acknowledging their home language. Teachers can use strategies such as code-switching, listening and reading strategies

and learners should create meaning from material they learn. The department of education must train teachers to develop knowledge and skills regarding diverse use of language in the classroom. If schools provide adequate up-to-date resources thereby increasing learners' reading culture, this will boost their motivation to learn (Manqele 2012:111). South Africa provides an example of motivational learning strategy to overcome learners' lack of motivation through the use of conducive learning environment, use of language of learning and teaching without neglecting the mother tongue and encouraging a reading culture by providing adequate materials at school. Thus, teachers at high school in Lesotho can adopt these strategies to motivate learner, therefore improve learners' scholastic performance.

2.7 CONCLUSION

In conclusion, the chapter dealt with self-determination theory and its three mini-theories as the guiding to this study. Literature was reviewed on concept 'motivation'; scholastic performance in Lesotho; some factors that contribute to learners' lack of motivation; motivational learning strategies to overcome the challenges of learners' lack of motivation and poor performance were discussed to justify their relevance to this study.

The next chapter discussed the research methodology, design and techniques utilised in gathering relevant data for this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The principal objective of this study is to propose motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. Then, this chapter described and justified the research design and method of this study. In order to enhance the trustworthiness of the study, a research design was selected. Furthermore, the research questions of the study were restated in this chapter in order to justify that the selected research methods were suitable for achieving the research goals. In this study, data collection methods employed were explained and further included the exposition of the research setting, participants in this study, instrumentation, data collection procedures and data analysis. I elaborated on the ethical considerations for this study, so that the research becomes as credible and trustworthy as possible. I also discussed the relationship between the researcher and participants.

3.2 RESEARCH METHODOLOGY AND DESIGN

In view of this study, the research methodology is a general research strategy that outlines the way in which research is to be undertaken. Dawson (2006:14) defines research methodology as a philosophy or general principle which guides one's study. Rajasekar, Philominathan and Chinnathambi's (2013:5) definition adds that research methodology is a systematic way of solving the research problem. Essentially, the specific procedures or techniques the researcher uses to identify, select, process, and analyse data about the research and the inclusion of ethical considerations are called research methodology (Kothari 2004:8). If it is systematic, it should be noted that in this study, it logically included a plan of the various steps that were adopted in researching the research problem. However, I did not only need to know the research techniques but also needed to understand the assumptions underlying the various techniques and the criteria by which to decide that certain techniques and procedures were applicable to the research problem of this study (Long 2014:428).

The research design is a framework created to answer the research questions for this study. The research design in this study, gave details of all the issues involved in planning and executing the research (Kumar 2011:41). It arranged conditions for the collection and analysis of data with the

aim of combining relevance to the research purpose of this study (Maxwell 2012:215). More explicitly, the design decisions in this study happened to be in respect of: what the study was about; why the study was being made; where the study was carried out; what type of data were required; where the required data could be found; what was the sample design; what techniques of data collection were used; how the data was analysed and in what style the report was prepared (Kothari 2004:55-56). In brief, the research design in this study included clear research problems, procedures and techniques used for gathering data and for the data analysis method.

The research methodology and design therefore, logically answered the following research question:

What motivational learning strategies are effective in improving learners' scholastic performance?

Secondary research questions:

- How is the concept of motivation understood?
- What challenges are experienced by learners at high school in Lesotho that contribute to their lack of motivation?
- How can the challenges of poor performance among high school learners due to a lack of motivation, be addressed to improve their scholastic performance?

3.2.1 Qualitative research approach

This study aligned itself with a qualitative approach to propose motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. The reason the methodology was adopted, depended on the objectives the research had identified for the study. Naturally, qualitative approach methodology relates to people. In making use of such studies which relate to people, Cresswell (2007:36-37) justifies that a qualitative research approach taking place in the natural world, is context focused, humanistic, emergent and basically interpretive. In order to answer the research questions of this study, the qualitative approach was utilised to examine various social settings, the individuals who inhabited these settings and the sense they made regarding their surroundings (Amaratunga, Baldry, Sarshare & Newton 2002:20). The natural setting in this case was the school where the teaching and learning processes occurred, while teachers and learners were individuals in this environment from where

knowledge was constructed. Thus, the views and opinions of teachers and learners, were the primary concern of this study. In addition, a qualitative research approach was chosen for this particular study because it allowed the in-depth collection of information from participants through conversation (Berg 2001:3). In this study, the methodology was relevant in that, it allowed me to gain an in-depth understanding of research problem from teachers and learners through the use of interviews. It allowed me to share in the multiple understandings and perceptions of the participants and explored how participants structured and gave meaning to the research problems in this study (Mohajan 2018:2). It helped me to interpret, built a complex, holistic picture, analyse words, and report the detailed views of participants on the problem of this study because it was grounded in the natural environment of the phenomenon (Srivastava & Thomson 2009:73). Thus, my interpretation could play a significant role, as the interview data from teachers and learners, were subject to my own understanding. Therefore, knowledge for this study was shaped in this way.

Naslund (2002:328) and Golafshani (2003:600) define qualitative research as explanatory, in that it examines the phenomenon about which little is known or examines what is new, adds to the existing literature by building rich descriptions, as well as giving directions for future research. In this case, I intend to add to the existing literature concerning the phenomenon of the present study. Moreover, in this study, teachers and learners responded more elaborately, with different views and in greater detail to the ‘what’ and ‘how’ research questions, which according to Crescentini and Mainardi (2009:433) are the right choice for a descriptive study. Description in this context helped me depict a particular social context and the meaning attributed to participants’ action, while interpretation offered explanations of participants’ responses to the research problems of this study (Draper 2004:644).

Some shortcomings of qualitative approach are that analysis of data can be ambiguous since it uses words and participants’ responses cannot be interpreted with the same degree of certainty (Antieno 2009:17). However, qualitative approach seems to have many advantages. It helped me to address the purpose of this study. It helped me to gain knowledge from participants by providing me with methods to gather data, analyse and interpret data. It is practical and considers ethics. Since qualitative data consists of words, it helped me to get insights into the meaning of data.

The research design for the present study was a case study in qualitative research. A case study complemented the choice of the qualitative approach because it aimed at describing and explaining the aim of this study (Maree2007:75). A case study was chosen because the case for this study was motivational learning strategies to improve learners' scholastic performance in one context, which was one high school. It would have been impossible for the present study to propose motivational learning strategies to improve learners' scholastic performance at high school without considering the school within which it occurred. This was the limitation of the case study to depend on a single case (one school) (Maree 2007:76). However, having to focus on one school kept me at one place; there was no travel needed to different places which would have been costly or of missing classes that I taught. I managed to understand teachers' and learners' experiences and interpretations of motivational learning strategies to improve learners' scholastic performance at high school. It was a suitable design for this study since it was concerned with answering 'how' and 'why' questions which were the types of interview questions of this study (Baxter & Jack 2008:545).

In order to attain the stated research questions the following data collection methods discussed below were employed.

3.3 DATA COLLECTION

Data collection is a method a researcher use to collect data. It refers to the tools, techniques, or procedures used to generate data (Dawson 2002:22). In addition, it entails measuring information on the area of interest in a systematic manner that enables the researcher to answer the stated research questions (Patil & Yogi 2011:263). Therefore, data collection in this study helped to prepare and collect data to answer research questions for this study, evaluate outcomes and make predictions for future research.

3.3.1 Sampling techniques and Participants in this study

Sampling refers to the identification of appropriate participants to inform this study (Omona 2013:172). It is a process of selecting a small group of people as representative of a larger group (Onwuegbuzie & Leech 2007:242). I selected ten learners (5 Form Ds and 5 Form Es) and five teachers (who teach both Form D and Form E) to represent one high school in Lesotho. Purposeful sampling played a key role in this study because it helped me to select and study

small numbers of people whose responses produced detailed information and in-depth understanding (Yilmaz 2013:313). Thus, teachers and learners gave detailed information and led me to in-depth understanding of phenomenon under this study. In addition, purposive sampling was appropriate in this study since it allowed me to select participants due to their particular characteristics (Fossey, Harvey, McDermott & Davidson 2002:726). Only learners at high school level (Form D and Form E) whose total pass marks (average) in all subject were high (70%-100%), middle (50%-60%), and low (40%-0) were key participants so as to obtain information appropriate for this study. Learners' performances in quarterly tests were used in their selection. In addition, they may have experiences in their learning as they had different learning backgrounds. Teachers who teach them (both Form D and Form E classes) participated in this study because they were likely coming across learners who showed a lack of motivation in their classrooms; they had different teaching and educational backgrounds. Therefore, teachers and learners who participated in this study were selected for a reason. They had experience and knowledge needed for the purpose of this study. However, recalling that in purposive sampling personal judgment is used to select participants of the research in order to achieve its stated objectives, my judgment as a researcher and the teacher at school where the research was conducted, might have been biased.

Purposive sampling granted me an opportunity to seek individuals and setting where the problem of this research can be studied (Devers & Frankel 2000:265). In this study, data was collected at one high school in Leribe district, Lesotho. This site was suitable in this study to achieve the stated objectives and this established credibility since the school offers a high school level. Credibility deals with the focus of the research and refers to the confidence in how well the data address the intended focus (Elo, Kaarlainen, Kanste, Polkki, Utrainen & Kyngas 2014:3). The school was chosen because it was within my reach. It was a place where I work so there was no need to travel and miss classes I teach. In addition, the school is equipped with qualified and experienced teachers to provide learning needs for learners. At this site, teaching and learning was provided at high school which was the level this research objective was focusing on. Thus, purposive sampling was used for this study due to its convenience.

3.3.2 Instrumentation

Jackson, Drummond and Camara (2007:25) state that the data collection instrument refers to devices used to collect data. The selection of the most appropriate method of data collection is essential for ensuring credibility (Moon, Brewer, Januchowski-Hartley, Adams, & Blackman (2016:17). In this study, the interview was used as a tool to gather detailed information from the learners and teachers. It was appropriate for this study because it is a verbal conversation between two people (in this study the participant and me), with the objective of collecting relevant information for the purpose of the research (Gill, Stewart, Treasure & Chadwick 2008:292). Therefore, it allowed teachers and learners to express their own opinions, feelings, beliefs, insights, attitudes and experiences about the problem of this study through the use of probing questions (Fossey *et al.* 2002:727). I probed for clarification in cases where teachers and learners did not provide clear answers. The interview questions in this study were formulated on the basis of the main research question and sub-questions. I had to formulate questions due to the interactive nature of semi-structured interview. Semi-structured interview included some questions such as, for learner (What do you think motivates you to learn?) and for teachers (What do you think motivates learners?). Possible neutral and unbiased prompts were ‘how’ question or ‘explain more about it’. Actual interview questions have been attached in appendix G, page 153. In an interview, I had to listen attentively to participant’s response to understand the message they were putting across and at the same time to bear in mind that all questions got answered fully.

The type of interview, named the semi-structured interview was used to help me keep focused on the research question of this study. The semi-structured interview consisted of several key questions that helped define the area to be explored, but also allowed me or participants to diverge in order to pursue an idea or a response in more detail (Gill *et al.* 2008:291). With the semi-structured interview method, it was easy to ask follow-up questions, in order to get rich information (Yilmaz 2013:313). Participants were able to clarify immediate concerns and unclear statements because semi-structured interview allowed probing and clarification of answers (Nieuwenhuis 2007:87). Furthermore, the semi-structured, open-ended interview gave detailed, in-depth accounts of teachers and learners’ experiences and perspectives on the research problem of this study. It helped me to understand and present the world as it was seen and experienced by teachers and learners.

Although semi-structure interview has many advantages, its limitations must be considered. The disadvantages of using semi-structured interview are that it is time-intensive and it is not generalisable (Queiros, Faria & Almeida 2017:378). Regardless of these limitations, semi-structured interview has proved to overcome all these as it provides a very rich data, it offers opportunity for follow-up questions, probe for clarifications, justify previous responses, offer a comfortable setting and participants answer spontaneously.

3.3.3 Data collection procedures

Interview sessions were carried out at break time for twenty minutes. The purpose of conducting interviews at break was to allow teaching and learning to continue without any disturbance for both teachers and learners. Break time was a free time for both teachers and learners. The time allocated for an interview was twenty minutes for every participant. It was suitable for it provided participants a chance to refresh before classes commenced after break time because their break time was thirty minute. All interviews were audio-taped after obtaining permission from each participant and participants' responses were written down verbatim. An audio-tape recorder was used to ensure the original data provide a complete and thorough verbal record (Nieuwenhuis 2007:89). Audio recordings taken during data collection were kept as a record that could be used in future.

3.3.4 Data analysis

Data analysis is the practice of extracting useful information from raw data. Data analysis is the process of organising collected data into categories (Leech & Onwuegbuzie 2008:588). In this study, qualitative data analysis helped me to review, classify and interpret linguistic or visual material to obtain meaning and pattern from the data gathered (Flick 2013:5). In addition, the analysis of qualitative data involves decontextualisation and recontextualisation (Malterud 2001:486). In this case, aligned with Malterud's (2001:486) explanation, decontextualisation allowed parts of the subject matter to be lifted out and investigated more closely, together with other elements across the material that tells about similar issues. Recontextualisation made sure that patterns in data analysis agreed with the context in which they were collected. Thus, content analysis in this study, maintained data gathered without any reduction.

Content analysis is a detailed and systematic examination of the contents of particular material for the purpose of identifying patterns or themes (Williams 2007:69). Firstly, I transcribed data

from the recorded interviews word by word. Transcription is the process of transforming interviews notes and audio recordings into texts (Devers & Frankel 2000:269). I read transcribed data repeatedly to increase my understanding about participants' responses. I looked at data from different directions with the aim of identifying keys that would help me to understand and interpret data. Thus, identifying similarities and differences in data collected. I broke them down into smaller meaningful units which helped to recognise themes. Immediately after the collection of data, I analysed it to discover if there was any information missing. I also identified codes, categorized them and reorganized them into themes the first day I collected data. Analysing data in this way helped me to retain the data's inherent nature.

3.4 THE RELATIONSHIP BETWEEN THE RESEARCHER AND PARTICIPANTS

The relationship between the researcher and the participants takes on a new perspective which is different from the positivists and post-positivism paradigm, where the researcher is purposeful and knows what they are doing (Varga-Dobai 2012:3). Dialogue played a major role in the relationship between the researcher and the participants. I gave participants time and space to engage in dialogue which was characterised by the open exchange of ideas and meaning (Roger, Bone, Heinonen, Schwartz & Slater 2018:538). Thus, I did not exist independently during the research process; instead it was a dialogue, challenging perspectives and assumptions about the social world (Palaganas, Sanchez, Molintas & Caricativo 2017:427). In this study, I engaged in collaboration with participants. This acknowledges that the researcher and participants are incomplete beings who do not know everything. This means, I invited more involvement on the part of the participants and no longer dominant and in control, and was no longer the sole bearer of what counted as knowledge (Nick 2010:44). Instead, we were equals; no one was superior and the meaning was a joint creation between me and the participants. With regard to this, I opened the floor for dialogue. Thus, I facilitated the interaction. At this stage, the control and ownership of data was in the hands of the participants, while I elicited the participants' stories, experiences and knowledge of the research topic (Karnieli-Miller & Strier 2009:282). This means I shared expectations rather than imposing them. I ensured that participants were free to voice their opinions, and ask questions.

3.4.1 Outsider or insider bias

In qualitative research, the issue of the researcher as an outsider or insider to the group studied is an important one. Outsider or insider in research is described as studying the group of which they are not part or the researcher being within the system studied (Flores 2018:2). I conducted this research at the school where I work as a teacher. It might have affected this study both in a certain amount of ‘legitimacy’ or ‘bias’ in that I do share some commonality with participants and that I might have influenced data collection and analysis (Dwyer & Buckle 2009:58). The benefit of being a researcher at the school where I share a similar background creates a level of openness and trust in the participants. The participants were willing to share their experiences because there was the assumption of understanding experiences between me as the researcher and the participants. On the other hand this shared status might have hindered the collection of data, in that participants might have failed to express their experiences fully because they assumed I know them. My interpretation of the data was not clouded by my personal experience as a teacher at the school where the research was conducted, in that I separated my experience from that of the participants.

3.4.2 Trustworthiness

Trustworthiness in qualitative research, is a criteria in which data is judged on whether is credible, transferable, dependable and confirmable (Morrow 2005:252). It is not just something that naturally occurs but it includes the use of defined procedures through the research (Lietz, Langer and Furman 2006:444).

3.4.2.1 Credibility

Shenton (2004:64) proclaims that credibility deals with the question ‘how congruent are the findings with reality?’ In this study, many details about the research process of data collection and data analysis were outlined in details. Appropriate research questions were formulated to guide the research process. Research questions of this study were assessed by the supervisor, as well as by the University of the Free State ethical clearance committee to ensure that they were adequate for this study’s aim. Detailed explanation of the school where the study was conducted was included. The school’s level of education offered and information of teachers and learners were included in order to understand their context fully. Its intention is to enable the readers of

this study to establish the match between the school and information of teachers and learners, in order to understand their context fully.

Credibility is an assurance that researcher's conclusions stem from data collected (Maree 2007:297). Sinkovics, Penz and Ghauri (2008:699) assert that credibility focuses on establishing correspondences between constructed participants' responses and those realities represented by researcher. In this study, I maintained this by ensuring that there is similarity between how I portrayed teachers' and learners' understandings and experiences the way they perceived them.

3.4.2.2 Transferability

Transferability refers to the extent to which findings of the study can be transferred to other settings or contexts (Graneheim & Lundman 2004:110). Sinkovic *et al* (2008:699) illustrated that transferability is considered parallel to external validity or generalisation in qualitative research. However, this study may not be easily transferred and generalise its findings into a larger population since it focused on one high school and interviewed few participants.

3.4.2.3 Dependability

Dependability is a criterion which is considered equivalent to reliability and concerned with stability of the results over time (Sinkovic *et al* 2008:699). In order to guarantee dependability, the processes of how the study was conducted were described in details. Participants' interviews were conducted. Interviews were tape recorded and transcribed in their original language and translated to English. However, the study did not use multiple sources of data collection, interviews were the only source of information.

3.4.2.4 Confirmability

Confirmability implies that data accurately represent the information that the participants provided and that interpretations relate to the participants' responses (Sinkovic *et al* 2008:699). In order to ensure confirmability, participants were asked to validate the identified themes for authenticity and ensure that their perceptions were understood correctly and accurately (Elo *et al* 2014:5). Detailed methodology description was outlined. I also provide quotes from participants that depict the emerging themes.

3.4.2.5 Validity

The issue of validity in qualitative research is the accurate presentation of data (Maree 2007:297). In this study, detailed description of procedures and methods of data collection and interpretation were justified.

3.5 ETHICAL CONSIDERATION

Ethical issues require that the researcher conforms to the accepted ethical principles of research. Therefore, acting ethically in a research study I ensured that participants were treated with respect (Shaw 2008:403). Aluwihare-Samaranayake (2012:65) states that ethics pertains to doing good and avoiding harm. Thus, the protection of participants in a research study was imperative. In addition, the ethics of the qualitative approach addresses power relationships between researcher and participants, as well as, consent, anonymity, privacy and confidentiality (Richards & Schwartz 2002:135). These are discussed below. Throughout this research, ethical considerations were implemented to ensure that the study complied with research ethics.

3.5.1 Informed consent and voluntary participation

Informed consent as one of the ethical principles closely linked to this research is referred to as a voluntary agreement to participate in a research study (Hopf 2014:336). It is not merely a form that was signed but was a process in which the participants had the right to know that they were being researched; the right to be informed about the nature of the research, and the right to withdraw at anytime (Ryan 2004:231). Ethical clearance was requested from the Ethical Clearance Committee of the Faculty of Education at the University of Free State. Furthermore, permission was requested from the Education Office Leribe, Lesotho (appendix B) and the principal to conduct the study within the identified high school (appendix C). Teachers' and learners' permission was requested to participate in this study (appendix E). Then, parents of learners who were identified as participants were asked for permission for their children to participate to the study (appendix D). Subsequently, to obtain this permission, the researcher informed the principal, teachers, parents and learners about the nature and rationale of the study and how teachers and learners would be involved in the study.

The parents of learners under the age of 18 were asked for permission through informed consent letters for their children to participate in the research (appendix F). I asked the participants to

complete consent letters to acknowledge their voluntary participation; that they understood the aims of the research; and that they could withdraw from the research at anytime without penalty. Richards and Schwartz (2002:137) affirm that written consent is obtained from participants after they have been informed, verbally and in writing, about the following issues: the purpose of the study; the type of questions which are likely to be asked; the method of anonymity and the extent to which participants' responses would be reported. Learners under the age of 18 were informed that their parents' permission to participate to the study did not deny their withdrawal from the research if they wished to do so. The participants were informed that I would take notes during the interview and that the taping of interview would not proceed without their knowledge and consent. Before the actual interview began, I outlined the purpose of the research and gave participants the opportunity to ask questions about any matter pertaining to their participation in the research and its aims.

Participants were informed of their right to participate whereby they could decide to decline to take part in this study. Participants were given time to consider their participation (Richards & Schwartz 2002:137). They were ensured that their withdrawal from participation would not hold them negatively.

3.5.2 Anonymity and confidentiality

The principle of anonymity refers to unknown names. It is a form of ethics that keeps participants' identity secret (Saunders, Kitzinger & Kitzinger 2015:617). The names of the participants and the name of the school where the study was conducted were kept anonymous in order to protect their identity and certain codes were used to refer to the participants. I ensured that participants and the school remained concealed in such a manner that it would be difficult to track the responses of any participant and there would not be any link between the data and the participants.

Confidentiality has an element of privacy. It refers to all information kept hidden from everyone except the researcher conducting the research (Saunders *et al.* 2015:617). Participants were assured that what was discussed during the research was kept confidential and would not be used for any purpose other than this study. In additional, participants were assured that the data collected would be kept in a safe place which was locked. The researcher would be the only one

with access to the data collected. Electronic information would be kept on a password computer. Participants were informed that the interview data and audio transcriptions would be locked in a locker and would be destroyed after five years, once the academic procedures and the study were completed.

3.5.3 Protection from harm

The researcher did not violate the participants' rights through the use of cameras and microphones; only an audio-tape was used with the participants' permission. Participants were not coerced into disclosing information with which they were not comfortable, but I was directed by the research questions. However, I observed participants' body language and any discomforts during the interview to check if they wish to discuss the matter or not.

3.6 CONCLUSION

This chapter presented justification of qualitative research methodology and design which guide this study. The research questions were mentioned to show what I intended to achieve. Detailed description of data collection and data analysis methods were explained based on qualitative approach. My role as a researcher and participants and 'insider' were reasoned so that the research becomes as trustworthy as possible. I also discussed how I maintained the issue of trustworthiness in relation to credibility, transferability, dependability, confirmability and validity. I further described how the issue of ethical principle of this research was maintained.

The next chapter presented and discussed the findings of the study

CHAPTER 4: PRESENTATION OF RESULTS AND DISCUSSION

4.1 INTRODUCTION

The aim of this research is to propose motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. The previous chapter outlined the research methodology and design relevant for the collection of data for this study. This chapter addresses the following issues: generated data presentation; analysis; interpretation; and a discussion of the findings of this study. The data analysis and interpretation processes are also guided by SDT by Deci and Ryan which is the theoretical framework of this study and the literature review in chapter 2. Data collection sought to bring answers to the following research objectives in order to achieve the stated aim:

- To understand the concept of motivation;
- To investigate the challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation; and
- To propose motivational learning strategies that can improve learners' scholastic performance.

It is clearly shown in chapter 1 that participants for this study consist of learners and teachers to achieve the above-mentioned research objectives. The semi-structured interviews were conducted, tape recorded and transcribed verbatim. From transcripts, potential themes were determined in relation to the research aims of this study. In doing this, I based the investigation on content analysis mentioned in chapter 3 in order to maintain the data gathered without any reduction. I gave the participants code identities to ensure anonymity: P1L-P10L implies participating learners numbered from one to ten, while P1T-P5T implies participating teachers numbered from one to five.

4.2 THE RECURRING THEMES FROM THE DATA ARE:

4.2.1 Participants' understanding of motivation

4.2.2 Challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.

4.2.3 Participants' experiences and understanding of what motivates learners and how.

The themes and sub-themes are illustrated in table 3 below.

Research sub-questions	Themes	Sub-themes
How is the concept of motivation understood?	Participants' understanding of motivation	<ul style="list-style-type: none"> • Motivation • Behaviour of motivated learner • How motivation is a challenge
What challenges are experienced by learners at high school in Lesotho that contribute to their lack of motivation?	Challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation	<ul style="list-style-type: none"> • Teachers' negative behaviour, teaching methods and style • Lack of peer support • Personal challenges • Lack of parental support
How can the challenges of poor performance among high school learners be addressed to improve their scholastic performance?	Participants experiences and understanding of what motivates learners and how	<ul style="list-style-type: none"> • Positive teachers' teaching methods, style and behaviour • Positive peer support • Parental involvement • Learners' self-motivation

The following section unpacks the above-mentioned themes and sub-themes.

4.2.1 Participants' understanding of motivation

4.2.1.1 Motivation

This section explores learners' and teachers' understanding of motivation in relation to learners' motivation in the context of their school. As I have already argued in 2.3, I adopted the

definitions in which motivation is viewed as a continuous process based on force which arouses, drives and directs goal-directed behaviour. As Adamma, Ekwutosim and Unamba (2018:53) assert, motivation is what gets one going, keeps one going, and determines where one is going. When explaining how motivation helps learners in learning, the key ideas of these definitions about motivation were explained by participants in this way:

“If you are motivated you normally explore. You want to...to try this and this just because you have that energy in you. You have that drive in you that I want to see... if I can do this what is going to happen?” (P2T)

“It is that energy, it keeps me going. When you are motivated you feel as if you want to do your work.” (P1L)

The above comments imply that both teachers and learners understood that motivation has important elements in learners’ learning. This corroborates Haider, Qureshi, Pirzada and Shahzadi’s (2015:16) study which uncovers that motivation has a positive impact on the academic performance of learners. It forces, drives, and energises learners to act positively in learning to achieve certain goals. This resonates with the literature which states that motivation is a process where goal directed activity is instigated and sustained (Valerio 2012:30).

Furthermore, based on the definition of motivation defined above, I also emphasise that motivation seems to come from within a person (intrinsic) or it is triggered by external factors (extrinsic) (see 2.3). Participants seemed clear about motivation, that it has different types. They mentioned that motivated learners have “drive” (P2L). This concept is understood as the state of wanting to perform a specific activity to achieve goals, and is often defined as either intrinsic or extrinsic (Gaudreau 2016:28). Thus, teachers should realise that learners can be motivated by intrinsic and varied types of extrinsic motivation (see 2.2.2.1). If teachers have an understanding of the different types of learners’ motivation possible in any given context, then they are in a better position to provide a more conducive learning environment that can better promote learners’ learning (Saeed & Zyngier 2012:253). Participants revealed:

“Learners too should have this intrinsic motivation. Meaning they should also motivate themselves because even if I try to motivate them if they do not want or have that spirit of motivating themselves they won’t do it. First, I think I can tell these learners you, yourself

can have this intrinsic motivation in you. Meaning you have to motivate yourself, you can have courage to do your work.” (P1T)

“That one comes from inner self because even if I’m motivated everyday but if I don’t believe that the motivation that I get from other people keeps me going, then it’s of no use. So I believe that I have to be motivated myself before I expect someone to motivate myself, as they can do it but then it has to be an inner instinct.” (P4L)

The above comments imply that participants seemed to understand that learners are the ones responsible for their motivation. In essence, learners’ self-motivation is very important in their learning. Autonomy is defined as an ability to take charge of one’s own learning (Ma & Ma 2012:839). When learners are intrinsically motivated, they explore and engage in learning, which means they experience it as emanating from self, rather than from external sources, and is accompanied by feelings of curiosity and interest (Niemic & Ryan 2009:135).

However, teachers and learners did not deny that learners expect motivation from other people. For instance, CET specifies that social context events, such as positive feedback, rewards or other external events lead, to a feeling of competence and so enhances intrinsic motivation (Ryan & Deci 2000:70) (2.2.2.1). Thus, autonomy supportive environment argued by basic needs theory (2.2.2.3). They need incentives, praise or other reasons that can motivate them to learn. When teachers provide the incentive for learners’ better performance or to increase their performance or change negative behaviour, it is deeply associated with learners’ feeling that the teacher genuinely likes, respects, and values them (Niemic & Ryan 2009:139). One of them stated: *“I like being praised, being told that I’m the best. It makes me work hard everytime when I think that someone has faith in me” (P3L)*. This argument also resonates with the results of teachers’ interviews. All of them understood their role in learners’ motivation. They commented that it is their responsibility to motivate learners. A typical example of this idea is as follows:

“I think facilitator, the teacher, normally the facilitator is responsible for learners’ motivation because normally the learners ba t`sepa tichere ea bona haholo ho feta [mostly trust their teacher than] anyone else”. (P2T)

An analysis of the above comment proved that teachers (being external factors) are regarded as important to the learners’ motivation. In addition, it seems that learners trust their teachers. They

look to their teachers for support, so that they can reach their full potential. Since teachers know their learners better than anyone else it seems to have a positive impact on learners' motivation. Similarly, Koca (2016:3) corroborates these findings by stating that learners value the behaviour that they see reinforced by teachers. When these values are accepted as their own (internalisation), learners begin to choose to engage in learning. Abbas and Khurshid (2013:23) concur that teachers may use positive motivational strategies (praise and appreciation) in the teaching and learning process to motivate learners towards learning. This justifies the proposal of motivational learning strategies that can improve learners' scholastic performance at high school in Lesotho.

Participants also revealed that parents are responsible for learners' motivation. Parents provide as many resources as learners need in learning (Ghazi, Ali, Shahzad, Khan & Hukamdad 2010:93). Learners argued that their family backgrounds encourage them to work hard so that they can help their families in future. One learner said: *"The fact that I want to impress my parents gives me motivation; I have to work hard so that I impress them"* (P1L). Another learner said: *"Seeing my mother suffer makes me want to learn; be successful so that I can help her"* (P10L). An analysis of this is that parents can motivate learners in different ways, not only through praise or incentives but the family status also motivates learners. When learners perceive at-home parental support for learning, they are more likely to endorse personal mastery of goal orientations themselves (Shukla, Tombari, Toland & Danner 2015:50).

Participants stated that peers are also responsible for learners' motivation. Social status in the classroom is related to feelings of belonging in school, academic engagement, and achievement (Kindermann 2015:5). It can be argued that the use of the SDT theoretical framework in this study shows that to motivate learners, peers are to cooperatively interact among themselves (see 2.4.1.1). One learner stated: *"I can say my friends, yes my classmates, since they are closely related to me somehow"* (P5L). It seems that learners' sense of belonging to a certain group provide them with security, motivation and good performance. The quality of learners' relationship with their closest friends, as well as the extent to which they feel accepted by their peers, also positively affects learners' motivation and satisfaction of the need for relatedness (Koca 2013:49).

4.2.1.1 Behaviour of motivated learner

As stated in Afzal (2013:47) and Singh (2011:164), the term motivation can be explained as the level of task involvement and persistence that learners show in learning, in order to achieve successful outcomes (see 2.3). Motivated learners are competent and self-determined which positively influences autonomous academic motivation which in turn, has a positive impact on school success and the development of intrinsic motivation (Koca 2016:6). Leon, Medina-Garrido and Ortega (2018:218) explain autonomy and competence as follows: autonomy denotes experience of will and psychological freedom; learners feel autonomous when they do interesting tasks and not feel school activities as chain of obligations, while competence refers to the belief in learners' own ability or capability. Learners feel competent when they are efficient in the daily routine of school practices. Participants resonated:

“O ithuta ha bobebe, ho bonolo ho eena ho ithuta. Akere ha nyahame, ha nyotobele, ha ho na ntho e mo sitisang ho ithuta. Ke hore o tseba le molemo. O bona molemo oa ho ithuta. Oa bona hore ha tlameha ho senya nako ea lithuto tsa hae. O hloka letsoalo ha ea a lebane le lithuto tsa hae. Ebile o etsa mosebetsi oa boithaopo, ‘me a be ahead of others sekolong.” [They learn easily. They do not give up or get discouraged; nothing can stop them learning. Thus, they know the importance of learning. They are aware that time management is important in learning. They bravely deal with learning. They do extra work; thus, causing them to be ahead of others at school] (P3T).

Thus, motivated learners do not struggle with learning; they have courage to learn on their own and show positive classroom behaviour. The above comment also revealed that they put more effort into learning, no matter what they come across in their learning. It concurred with what one of the learners stated: *“Motivated learners write extra work, always go to the teachers for consultations and volunteer to do some activities in class, even in things like fares”* (P3L). This argument confirms that learners who are motivated voluntarily do school work. They do not only participate in classroom activities but also take part in other activities in which they compete with learners from different schools. It shows that they are eager to learn and corroborates. Teacher participant said: *“They are even able to learn where there is competition”* (P2T). Learners who are motivated master classroom assignments and achieve at a higher levels (Wood 2019:3).

Participants strongly argued that motivated learners are focused in their learning because there is something they are working towards; the goals they want to achieve. Koca (2016:50) strengthens this idea by stating that motivation helps instigate goal-directed activity and enables activity to be maintained. They do not allow any obstacle to divert or destroy them. A typical extract by one learner about this idea is as follows:

“Motivated learners have their own way of doing things. They are so different from others in such a way that they always have time management; in time of leisure they do not give themselves too much time of just moving around. And they always make sure that they use the little time that they have to study.” (P2L)

The above extract shows that motivated learners are considered to have time management skills. They seem to be in control of their learning. Thus, the feeling of autonomy which is important in learners’ decision making leads to high academic performance (Autio 2011:1166).

When probed about their thoughts regarding learners who are motivated, learners seemed to be aware that motivated learners enjoy learning. One learner mentioned: *“Motivated learners do not, how may I put this? But they, they seem to enjoy what they are doing, so then they thrive in their work”* (P4L). It seems that motivated learners work hard to understand what they are learning, and enjoy school in general. For motivated learners, the joy of learning inspires persistence to accomplish their desired goals, even in times of difficulty (Saeed & Zyngier 2012:253).

The above comments are justified by participants who state that at times, motivated learners can be identified just by the positive mood they show. Learners stated: *“Motivated learners are happy. Even when you look at them, you see that there is something in this person. But you do not know how to explain it. It’s something that is so good”* (P9L). Another learner said: *“Even the way they talk, that’s when we can realise that this one is very motivated”* (P2L). These comments indicate that the way motivated learners behave and look define teachers’ and learners’ understanding of them. Motivated learners seem to be happy, are not frustrated by learning, and work hard, thus increasing their performance. This relates to authentic learning where the task, activity, or work the learner is assigned or encouraged to undertake, is associated

with results or an outcome that has clear meaning and relatively immediate value to the learner (Saeed & Zyngier 2012:252). This resonates with teacher's views:

“U tla bona a na le thabo. A le free, a thabile. Le ka sekolong a khona ho araba o tseba, mosebetsi oa homework ha a o tenehele, oa o etsa. Ee! O sa le interested, o sa batla ho thusa ba bang ha a bona ba hloleha. Oa ba thusa hore le bona ba atlehe ka ho ba hlaloesetsa ebile the more a ba hlaosetsang ke the more a ntseng a gain more. Li etsa hore a se ke a li lebala lithuto tseo ha bonolo.” [You can see them happy, free and happy. Even in the classroom they answer questions and do homework. Yes! They are interested. They are eager to help others when they struggle. They help them by explaining and the more they explain to others, the more they understand. They cannot easily forget that.] (P3T)

The above behaviour of a motivated learner shows that motivation helps learners to build positive relationships in learning. The teacher revealed that motivated learners also participate in class by answering the questions; they seem interested in learning and help other learners with school work. Thus, building a positive classroom atmosphere and learners increase academic performance. Tombak and Altun (2016:175) concur and state that motivated learners become academically successful; their attitude towards learning is enhanced, such as self-learning and increased intrinsic motivation.

Participants revealed that since motivation gives learners enthusiasm, eagerness, passion and interest that keeps them going, such learners investigate what they are learning in order to understand the concept thoroughly. That is, they make choices, engage more deeply and discover value in their learning. It concurs with the SDT framework. It does not mean that self-determination refers to actions caused by forces quite literally internal to the learner versus forces external to the learner; instead, the use of the self-determination construct is linked to the capacity of humans behaviour to override other determinants or causes of their behaviour so as to act based on their own will or volition (Williams-Diehm, Wehmeyer, Palmer & Garner 2008:28) (see 2.3). A learner stated: *“Motivation in learning; it gives me that passion to learn something new. So yah, whenever I come across text in a certain text book like bo-something that says did you know, I read about it, and be like learn about it so that I can go and pass it to other people”* (P6L).

The above comment reveals that due to motivation, learners have strong and controlled emotions in learning and they collaborate in learning. For instance, learners who are motivated pass knowledge on to other learners. The social aspect of the learning environment, such as interaction between teachers and learners is autonomy supportive (Sjoblom, Malkki, Sandstrom & Lonka 2016:20). The quality of interaction between learners and their classmates influences academic motivation (Panisoara, Duta & Panasoara 2015:1216).

At the time of the interview, participants differentiated between motivated learners and demotivated learners. It seemed their intention was to strengthen their argument on the importance of motivation in learners' learning. One of the teacher participants stated that:

“Learners who are demotivated are unruly because they feel neglected. They are not working hard because they do not have the dream; yah, they do not have the dream. They do not even know why they are coming to school. They just know that they wake up, they come to school and go back home. They do not have vision.” (P5T)

An analysis at this text level proves that there is high possibility that learners at high school level in Lesotho get demotivated, which is a negative impact on their learning. It links with OIT aspect under SDT that learners sometimes may lack motivation. Another type of motivation reasoned by OIT is amotivation which represents the absence of motivation (Ntoumanis 2005:444) (2.2.2.2). Therefore, it is important that motivational learning strategies should be proposed that can improve learners' scholastic performance at high school in Lesotho. It shows that a lack of motivation still constitutes a serious problem in learners' learning, so teachers should determine the causes of inadequate motivation and know how to motivate learners who lack motivation (Dislen 2013:36).

4.2.1.3 How motivation is a challenge

However, participants understood that learners' motivation is a challenge. Bojovic and Antonijevic (2017:12) explain that motivation gradually decreases during the educational process. A learner stated: *“It's very hard to accept that you, you, you are demotivated because it somehow looks like you are a failure”* (P3L). It is difficult for learners to admit that they lack motivation, which can make it difficult for them to accept motivation. A teacher revealed:

“Sometimes as a teacher you do not even know things that can motivate them. You struggle because people are motivated by different things. So you do not know which one will be good to the person you are trying to motivate. So that is a challenge because you have to come up with different idea until you get one idea that can motivate that person.” (P5T)

It seems that it is difficult to motivate learners because what can motivate one learner might not motivate another. Teachers work hard to find what can motivate learners. Another teacher added:

“Hae! Challenge ke hore sometimes you motivate people who simply do not care. Ee! You motivate people who do not care. Ke hore it’s like you just do it for the sake of doing it. Le uena u qetella u nyahame” [You even get discouraged]. *“You see these people no matter how hard you try to motivate them, there is no difference.”* (P4T)

The implication is that, learners seem not to care, which makes it difficult to motivate them. Although the above comments might seem that teachers have no control over learners’ motivation, in motivating learners we should not neglect them when we realise there is no change in their behaviour after motivating them. Researchers have confirmed that teachers indeed play a significant role in learners’ motivation. Learners cannot learn and be motivated if their teachers do not motivate them in their teaching and learning (Lila 2016:238). Teachers who try to teach but do not inspire their learners with a desire to learn, may get nothing (Tanveer, Shabbir, Ammar, Dolla & Aslam 2012:80). But importantly, learners who are motivated are confident, inquisitive, adventurous, have high self-esteem, and are active in learning which makes them obtain a better performance (Turturean 2013:969).

In essence, to keep learners motivated is very important. The participants, both teachers and learners, even proposed what they thought could be done to keep learners motivated in learning:

“Everytime, first thing in the morning when you get to class, you do not know what happened at home; you do not know what happened last night. So, first thing in the morning, you have to start your day by motivating them and then you continue throughout the day. Anytime you have a chance motivate them because you may find that two or three people are demotivated in class.” (P4T)

“The appropriate time for me to be motivated is when I’m depressed, may-be by things happening at home. And the other thing is I should be motivated when I have worked hard because if someone motivates me for having worked hard, I have to work even harder than i already did. And the other thing may be motivated when I have failed. I will still need motivation from my parents, classmates and teachers so that I can be motivated and try by all means to be determined and work hard. This should be done monthly. I may say because if ever I’m motivated like perpetually, sometimes I would just feel like ok, I already know today’s motivation. I will not take it into consideration.” (P3L)

The above comments imply that teacher and learner participants understood that due to learners’ differences at high school in Lesotho, there is no fixed time to motivate learners; anytime is appropriate. Both learners’ positive and negative behaviour should be monitored. However, teachers should be aware that in order for learners’ motivation to serve the purpose, learners should not be motivated too frequently. This is verified by Tastan, Davoudi, Masalimova, Brsanov, Kurbanou, Boiarchuk and Pavlishin (2018:2355) who confirm that learners respond differently to motivation due to different qualities of motivation that can vary from time to time, depending on the teaching and learning context.

The next section discusses the challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.

4.2.2 Challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.

4.2.2.1 Teachers’ negative behaviour, teaching methods and styles

Teachers’ negative attitude seems to be one of the challenges experienced by learners at high school in Lesotho that contributes to learners’ lack of motivation. Levy and Campell (2008:21) are of the view that teachers’ behavior, such as attitude and teaching styles can have a negative impact on learners’ motivation (see 2.6.1.1). Kikuchi (2009:456) posits that learners’ demotivation emanates from teachers who do not give clear instructions or care if learners understand the instructions; do not explain things sufficiently; criticise learners; shout at them when they do not understand and use old-fashioned teaching methods. The research finding of Kikuchi concurs with the finding in the research study done in Lesotho by Lekhetho (2013:391) who wrote that learners are demotivated by teachers who are not committed to ensuring that

learners understand subject content, do not teach effectively and teachers' absenteeism even when they are present at school, which discourage learners in their academic efforts. Participants, teachers revealed:

“What demotivates learners is when a teacher in class is lazy to do their work. If the teacher is not marking the work given to the learners, I think the students will find it unnecessary for them to engage in academic work. And if the teacher is irresponsible, for instance, the teacher does not show himself in class. I think that can demotivate learners because there is nobody to assist.” (P1T)

“Not appreciating them. Always complaining, complaining. We only identify their mistakes. We never say anything about their good deeds that they are doing. So that demotivates them. You know if we only talk about their mistakes, then they will find no reason to be better people because it's like we don't realise them when they become better.” (P4T)

Teachers seemed to be worried that teachers demotivate learners by being lazy about doing their duties, such as teaching, marking and praising learners when they do well. They complain about their misbehaviour. This is in line with learners' observation:

“Teachers always do not want to listen to what we are trying to say. They do not want us to express our feelings. The teacher cannot enter in class and saying the same thing to the same people every time. Some of us, we get bored. Always giving one learner an opportunity to participate in class, we end up saying let us allow her to teach them only.” (P8L)

The above comment shows that learners complain about teachers who do not deliver subject content. When they get to class, they talk about something else instead. This shows that teachers come to class unprepared and learners blame teachers for teacher-centred teaching. They are not given chance to participate in class. Learners are also worried about teachers who probably practise favoritism in class; thus, the same learner is always given the chance to participate in class by either answering the questions or do any activity in class. A learner asserted: *“Here the case is different, everytime the best learners are chosen to participate in things like fares. So it's giving those ones who are not the best to be discouraged and demotivated. To say there is never*

a time I'll be doing that activity" (P8L). The above statements resonate with the study of Mufanechiya and Mufanechiya (2011:100) in Zimbabwe. They opined that teachers sometimes come to school and do not show up in class or give learners work without explanations or ask them to help one another if they have problems concerning a topic, as well as marking their own work. For this reason, learners may not see the importance of school because most of the time they are on their own at school (see 2.6.1.2).

The teachers mentioned above agree that teachers' lack of reinforcement demotivates learners. A learner argued: *"What demotivates me in learning I can say when I'm being highly praised, I dislike some kind of honor. Just say keep it up. The moment you say I think you have reached what I needed, ache, I just relax"* (P5L). Learners' worry that if reinforcement is over done, it does not serve the purpose of reinforcing behaviour, instead it demotivates. Ineffective praise can actually hurt learners more than it helps them (Titsworth 2000:6). Thus, teachers at high school in Lesotho should not over reinforce learners' behaviour to avoid demotivating them.

Learners' seemed worried about teachers' negative methods of approach. It resonates with the literature reviewed above by Kikuchi. Learners stated: *"Some of the teachers demotivate us, the way they approach us. Sometimes you ask for help, the noise they make cause one to say that next time I'm not going to go to that teacher"* (P7L). An analysis of this view is that teachers are not welcoming, which causes learners not to ask for assistance in learning. They shout at learners when they ask for help. Another learner's view is: *"Sometimes it's based on teachers' attitude. Some teachers like discriminating us in a way that they will be calling us names. So I end up hating that teacher"* (P10L). It seems there is a falling out of the teacher-learner relationship at school which may negatively affect learners' performance. Teachers seem not to care about learners' feeling about being discriminated. Another learner supported this and said: *"When you have attitude towards the teacher it demotivates you to perform well on the subject that they teacher. Even if you like the subject but the fact that the person who teaches it you do not like and everything she says you are going to take it for granted because you still have that hatred. So obviously you will not perform well in the subject"* (P1L). Learners' raise concerns about how teachers negatively treat them which causes learners to dislike them, thus affecting their motivation and academic performance. Teachers' negative behaviour has been noted as one of the factors that demotivate learners (see 2.6.1.1) which has motivated this study to propose

motivational learning strategies that can improve learners' scholastic performance at high school in Lesotho.

Work load which includes a lot of assignments seems to be another challenge that is experienced by learners at high school in Lesotho that contributes to their lack of motivation. In relation to this, Baher (2017:44) comments that teachers give assignments that take a lot of time and effort for learners to accomplish; perhaps, such assignments are confusing for learners to understand. A participant, the teacher corroborated this and said:

“Too much work, even a lot of work. Almost every subject ba fuoe homework, ba thameha ho etsa li-research, ba tlameha ho etsang. Ke hore ha ke tsebe. Ba imeloa, they work under pressure ba ba under pressure o fumane hore joale ba qetella ba se ba khetha lithuto tse itseng ho feta tse ling.” [In almost every subject, they are given homework; they have to conduct research for almost everything. I do not know. It gets difficult. They work under pressure and end up paying attention to certain subjects.] (P3T)

This means that learners at high school in Lesotho are demotivated by too much work which includes too many assignments. It becomes difficult for them because they have to work under pressure. They end up giving some subjects more attention than others. The above evidence concurs with the view in this study, which motivated the study to propose motivational learning strategies to improve learners' scholastic performance. Ghanizadeh and Jahedizadeh (2016:91) share the same view but add that learners who are given too much homework are not able to meet other needs, such as spending time with families and friends. They maintain that this can leave them isolated and without a support system (see 2.6.1.1).

4.2.2.2 Lack of peer support

Lack of peer support is another challenge experienced by learners at high school in Lesotho that contributes to their lack of motivation. If learners, especially adolescents, feel that they are not cared for and treated with respect by their peers, they are more likely develop a lack of confidence in their academic abilities (Leka 2015:129). This argument is strengthened by the views of these learners: *“If I may say mxm! Some people around me, if they will say something ah, in as much as you are doing, let me say my hard work did not pay off once. Then what they*

do is mock in such a way that see you have done so much but you are still the same as us” (P2L). Learners sadly indicated how their peers gave negative remarks if they failed to perform to the highest level they could. They mock them for working hard and yet their performance does not show. Another learner explained: *“In the school yard, people who are not willing to do the school work. They are just here because they have to be here. When you get to class you find your classmates noisy, they are busy talking; you also want to join them” (P8L)*

This reveals that not only peers’ negative remarks demotivate learners but also their peers’ negative behaviour in class. If learners see other learners misbehaving they do the same. It seems that learners’ lack of self-control leads to their lack of motivation. It resonates with the literature reviewed in chapter 2. They get torn between whether to please their friends or focus on their studies (Furrer *et al.* 2014:109) (see 2.6.1.2). Another learner said:

“And we are sometimes demotivated by seeing people we know not achieving what they aimed for in life. Like seeing the graduates staying at home, not doing anything. That demotivates us; that coming to school is not helpful because after graduating you sit at home not doing anything.” (P7L)

What happened to some of their peers after graduating seemed to affect them, especially if they did not find employment. They become demotivated to pursue schooling because they see no progress after graduating and see the unemployment in Lesotho. The literature reviewed in chapter 2 concurs with Tran (2013:129) who indicates that a lack of job security after the completion of studies demotivates learners to fully engage in their studies because they wonder what guarantee there is that they will be employed after studying (see 2.6.1.2). Another learner added:

“The social media demotivate us. There are these people who do memes and funny things on facebook. They would be like ‘what is the use of studying, ebile ho neng re ea sekolong, ‘na ea kenang sekolo le motho ea sebetsang lifemeng rea its’oanela.” [We have been attending school for so long; the one attending school and the one working in the factories are similar]. “You know you feel you would be saying they tell the truth these people, there is no use; you get 90%, you get 40% it’s the same.” (P8L)

An analysis of the above comment shows that it is not the social media as such, that demotivates learners but the low employment rate in Lesotho. The argument is that learners have a significant influence on one another. If they are in an unsupportive group and face unemployment, they might not find schooling important. This resonates with the literature in chapter 2 by Mufanechiya and Mufanechiya (2011:99) who reveal that this situation affects learners' motivation negatively since some learners' intention of attending school is to get a job and take care of their family after the completion of their studies (see 2.6.1.2). A learner corroborated this and said: *"Seeing my mother suffer makes me want to learn, be successful so that I can help her"* (P10L).

4.2.2.3 Lack of parental support

Another challenge which is experienced by learners at high school in Lesotho that contributes to their lack of motivation is the lack of parental support. Parents' non-attendance at school events, and their non-involvement in academic issues discourages their children (Ngwenya & Pretorius 2014:709). These views are in line with the literature reviewed in this study (see 2.6.1.1). Learners mentioned some unfortunate cases of parents who deny their children the opportunity of going on school trips without even telling them the reason. A learner sadly mentioned: *"And sometimes we are demotivated by our parents. Sometimes you will tell we are going somewhere, the school trip. They just tell, no you will take part next time. You are going to miss educational information on that trip"* (P7L). The learners' frustration with regard to their parents who are not supportive in their learning was obvious. Parents deny them the opportunity of learning outside of the school premises, and this is what discourages learners. It resonates with the literature reviewed in this study by Hartnach from South Africa. Hartnach (2017:5) elaborates that some families that are a fair distance from the school lack certain facilities for learners such as, the family's inability to afford transport, uniform, stationery and other additional costs of schooling (see 2.6.1.3). Although, the findings above did not mention parents being distant from school and the lack of parents to afford exigencies, it can be concluded that parents who do not assist their children in the best way the can, demotivate learners.

A teacher explained that if parents fail to do their duties, such as care and love for their children that can demotivate them. When parents fail to do their duties, the lack of warmth and affection from parents may lead to a lack of self-regulation, and reduced performance (Wairimu, Macharia

& Muiru 2016:85). A teacher's thoughts: *"I think even the parents, if parents fail to do their role as guardians, yah, as parents. If they do not pay school fees, for instance, these learners feel demotivated for being expelled"* (P1T). A teacher continued and said: *"If parents do not show enough love to these learners that can also contribute to demotivation of learners. They are going to feel abandoned; they are going to feel rejected; they are going to feel lonely because that will not show the love that the learner is expecting from them"*(P1T). Teachers argued that when learners are expelled from school due to parents' failure to pay school fees, or parents' lack of care and love, learners are likely to feel abandoned, rejected and lonely; therefore, their motivation and performance can be negatively affected.

4.2.2.4 Personal challenges

4.2.2.4.1 Learners' lack of belief in their ability and effort capability

The challenge experienced by learners that contributes to their lack of motivation which was identified during data generation, was learners' lack of belief in their ability and effort capability. It is similar to the challenge reviewed in chapter 2 (see 2.6.1.1). This resonates with the literature, which states that learners' failure is a great loss for both academic performance and motivation because it seems as if there was inadequate or poor exam preparation (Onder 2016:9). The participants, both teachers and learners, corroborated this statement through their observations and experiences:

"Eh, the factors that demotivate learners are if they don't see a progress. You find that may be this learner got 50% in test 1 and another 50%, that means normally ha a bone [does not see] effort because there is no, there is no progress." (P2T)

"When one is not performing well, as you know that you worked hard then in the end you think that you did not get what you needed that demotivates you when you see the results you were not expecting." (P1L)

An analysis at this text level proves that if learners' performance does not show improvement or meet their expectations, they get discouraged in their study and negatively judge themselves, which is a negative impact on their motivation. Various studies have concurred with Australian researchers, Lamb and Dulter (2008:2) who states that some learners believe they do not have the ability; they are not intelligent or are not capable in certain subjects (see 2.6.1.1). Hoggren

(2017:21) supports that when the task is too difficult learners do not feel competent. In addition, one of the learner participants added: *“When I don’t understand the topic, I somehow feel like I’m not good, intelligent enough”* (P2L). It seems that not only poor learners’ performance affect learners’ abilities in learning but also if they do not understand what they are learning. It is logical to assume that if learners believe they cannot succeed or improve in a task, they do not work hard in it, thus resulting in a lack of motivation to learn (Al-Zoudi & Bani Younes 2015:2264) (see 2.6.1.1). It concurs with the argument of this study which leads this study to propose motivational learning strategies to improve learners’ scholastic performance at high school in Lesotho.

4.2.2.4.2 Learners’ lack of value they place on the academic task

The other challenge experienced by learners at high school in Lesotho that contributes to their lack of motivation is the lack of value they placed on academic task. A lack of task value influences are the following: if learners perceive education is failing to meet their expectations; or the subject taught is irrelevant to their future plans; or when teachers do not emphasise the important value of the academic task (Levy & Campell 2008:15) (see 2.6.1.1). The literature from South Africa concurs that as a result of a lack of proper career guidance in high school, learners feel lost, confused, and lack confidence in making career choices (Dabula & Makura 2013:95). A teacher in this research study agreed and said:

“Ha ba sa etsetsoe career guidance. Ba lula ba phomotse. Career guidance oa utloa e ba thusa hore motho a tsebe hore ha ho felloe mona, ho na le moo a eang. O tlameha ho sebetsa ka thata hore a bone hore o fumana seo a se batlang. Joale ha ho se na le mohlang ho theoeng ha re ea career guidanceng kae kae oa utloa ha ba tsebe. Ha ba na tsela ea hore na hobaneng ha ba ithuta.” [The lack of career guidance makes them relax. Career guidance helps them to realise that education does not end where they are but there is somewhere they are heading to. They have to work hard to achieve what they want. If they do not attend any career guidance, they know nothing. They do not have the reasons for learning.] (P3T)

The teacher added that if learners are not offered career guidance, they cannot work hard because they do not know the reason for their learning. This indicates that a lack of task value is compounded by the challenge of the lack of career guidance. I conclude that there is a need for

motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. Teachers can therefore increase learners' interest in learning by offering career guidance.

4.2.2.4.3 Learners negative behaviour

Another challenge that is experienced by high school learners in Lesotho that contributes to their lack of motivation is the learners themselves. Learners mentioned that they were demotivated by themselves. They said: *"Sometimes it's really not about other people; sometimes I'm just lazy to do school work. It kills everything; my marks too become poor"* (P10L). This means that some high school learners in Lesotho are demotivated by a lack of intrinsic motivation; thus autonomous motivation. One of them agreed, stating: *"That feeling of wanting to sleep, you don't read. It comes when you have to work"* (P9L). This testifies that it is not every time that learners are motivated to learn, sometimes they become amotivated (see 2.2.2.2). This resonates with literature (see 2.2.2.2) which argues that amotivation is evident when learners lack the intention and willingness to engage in learning (Deci & Ryan 2008:182).

The next section deals with participants' experiences and understanding of what motivates learners and how.

4.2.3 Participants' experiences and understanding of what motivates learners and how.

4.2.3.1 Positive teachers' teaching methods, styles and behaviour

4.2.3.1.1 Learner-centred teaching method

This research study uncovered that teachers can motivate learners through the use of learner-centred teaching methods. This is confirmed by a teacher participant's view:

"Ho etsa liphuputso oa tseba. Ho thoe ba eo iphumanela, ba botsa batho ka se itseng, ehlike ea ba thusa. E mo thusa ka hore o tla ba iphumanetse information ea e batlang. O tla be a utloile ka motho e mong e seng tichere ea hae kapa bana ba bang ba sekolo. Ebile haholo ba rata ho beha ts'epo holima batho ba sa teaneng le bona kamehla."

[Doing the research, you know. To be given a task to do a research on, to ask people about a certain issue, that helps them. It helps in this way; the learner will research the

information they need. The information will be from someone else, not their teacher or other learners at school. Mostly they trust people they do not frequently interact with.] (P3T)

This response holds that teachers can give learners tasks to research. It challenges them because learners find the information on their own. This discourages teacher-centred learning and promotes a teaching method that is learner-centred (see 2.6.2.1). Learner-centred learning is an environment that allows learners to take control of their learning and encourages them to make important choices about what and how they will learn (Bishop, Caston & King 2014:46). Learner-centred learning seems to equip learners with responsibility of taking charge of their learning, confidence and knowledge. When learners direct their learning according to their interests as causal agents in their learning experiences, they find learning enjoyable, interesting and meaningful; thus, their autonomy and motivation improve (Turner 2019:9). To further strengthen the fact that teachers can motivate learners through the use of learner-centred teaching, a teacher added that one of the teaching methods he applies in class is learner-centred to make learners own their learning. One teacher said:

“Oa bo leka ho etsa [You try to have] learning e [which is] learner-centred, then you choose them randomly. We must let them lead in everything, whether it is a class discussion, whether it is a learning session. They must be always hands on so that they feel that this is ours, we are doing for ourselves.” (P2T)

Another teacher further supported the view of employing a learner-centred teaching method by sharing how he thinks it can motivate learners. He said: *“Give learners freedom in class. I think they will be able to share ideas because the environment will be conducive for their learning”* (P1T).

Both teachers seemed to know that the learner-centred approach gives learners freedom to make choices in their learning. However, teachers did not seem to practise a significant amount of it. The teachers stated that mostly they compromise the learner-centred teaching method due to the syllabus they have to cover. Sometimes they use the teacher-centred approach for time management. One of them stated it as follows: *“Hape hape mona [Again here] at school even a time factor you find that yes indeed I want to give learners a chance to lead in class, you find*

that the time does not allow us in terms of syllabus coverage. Yes, you find that ke hore [thus] you compromise” (P2T). However, if learners’ motivation is supported through learners-centred teaching and learning, learners turned to be more intrinsically motivated, more willing to engage in less interesting tasks, and to value academic tasks (Niemic & Ryan 2009:140). Therefore, learner-centred teaching and learning supports learners’ motivation because learners are trying to figure things out on their own, they are free to so.

4.2.3.1.2 Informational feedback

Participants revealed that teachers motivate learners through the use of informational feedback. The strength of informational feedback is based on teachers’ guidance and feedback on how they are proceeding with learning (Schewe 2016:193). A teacher commented:

“May be also having that graph. Ka nako e ‘ngoe classeng mane there is that statistics sa hore na re sebetsa joang hore ngoana a khone ho ikala le ba bang hore na o kae rather than ho sebetsa feela a pass/fail ebe ha ho na difference eo a e bonang pakeng tsa bona.”
[Sometimes in class, there are statistics we use which show a learner’s performance in order for learners to weigh themselves against other learners rather than just passing/failing, then seeing no difference between their classmates.] (P2T)

The above statement indicates that learners’ knowledge of their performance and their classmates’ performance, ultimately makes them work hard and positively affects their motivation and performance. The findings concur with Turner (2019:9) that informational feedback can help learners to attain mastery in their learning.

The teacher added that the importance of exposing learners’ marks is way of motivating them. He said:

“Leha ke ba fa feedback feela kea li bala. Ke hore exposing their marks e etsa hore a re ha ke batle ba tl’o utloa hore ke sebetsa tjena. Next time e mo etsa hore a be le that drive.” [Even when I give them feedback, I tell the class the marks. Thus, exposing their marks causes them to decide that they do not want their classmates to ever learn about their bad performance. Next time they strive for excellence.] (P2T)

However, exposing grade scores may lead learners to become depressed about their performance and to put less effort into improving their work (Lipnevich & Smith 2008:34). This said, it does seem helpful, based on the findings of this study. Learners can strive to better increase their performance. This resonates with Stan's (2012:2000) argument that grades make learners learn, thus, are a source of intrinsic motivation. Moreover, when the learners receive their grades with constructive feedback, and clarification on how they were supposed to have dealt with the task, helps them to develop feelings of efficacy (Turner 2019:9). The learners acknowledged the importance of effective feedback. One learner said: *"Our teachers motivate us daily, just after submitting an extra work, getting it wrong, they explain it better to you"* (P7L). When probed, the learner supported what they had said by the following: *"It motivates me because after getting it wrong you get the chance of being explained that thing as you are alone with the teacher. Doing it step by step so that you can understand better. They do not leave you behind"* (P7L).

The above comment indicates that the learner feels that teachers do a lot in terms of providing learners with feedback, and that the way they elaborate on the feedback benefits learners' performance and motivation to learn. Feedback which supports learners' competence assists their coping with failure and explains how they can improve (Vansteenkiste *et al.* 2010:136). A teacher added: *"They should be given feedback in time. It means that if ever they went wrong, they will be able to rectify the mistakes and that will give them platform to do more work so that they can be marked"* (P1T). An analysis of this is that informational feedback can effectively motivate learners if it is done timeously, so that learners can make corrections.

The findings revealed that teachers can motivate learners when they make their teaching clearly understandable. A teacher said:

"Hape [Again] before they write exams, every time when they go to exam room ba hopotsoe [remind them] about what they have to do, important aspects in the subject they are to write." (P5T) *"Hape [Again] re ka ba motivate after wring exams hobane ka nako eo u ka fumana hore ba bang ha ba sebetsa hantle [because you can find that somedid not perform well]. Ha u ka ea hang-hang kamor'a hore ba fumane feedback u ka ba bonts'a moo ba oeleng [If you can go immediately after they have got the feedback and show them their mistakes] and what they can do to improve."* (P5T)

The findings above show that teachers value the importance of informational feedback. The teachers' argument was that teachers should give clarity on what the task needs and how it will be evaluated. The teachers stressed that after writing exams, learners should be given information on how they were supposed to have dealt with the questions and how to improve. These arguments are strengthened by Nugroho and Mayda (2015:86) who state that if teachers give informational feedback to learners, to assist learners to rectify their mistakes, this feedback provides learners with information rather than judgment. It proves that by so doing, teachers are likely to encourage learners to have more control over their learning.

4.2.3.1.3 Teachers' positive teaching style

In addition, based on teachers' teaching styles, teachers can motivate learners if they show passion for their teaching. Teachers' passion in teaching means that teachers are expected to be skilled in several teaching styles. Teaching with passion enables learners to understand effectively (Mart 2013:440). One teacher stated:

“Nka ba hlabolla ka hore ke ba qoqele litory tseo ba li ratang pele re ka qala ho ithuta. Ho ea ka hore na letsatsing leo re tl’o ithuta ka eng akere. Ke hore feela re ‘ne re ea bophelong, re ‘ne re ba eellisoe lintho tsa bophelo tse ba amang. Ba kena ka mafolo-folo ba hlabolohile, ba lebetse mathata, ba se ba lebetse, ba ile ba ts’eha ke litaba tse monate.” [I can motivate them by telling them stories they like before teaching the content. It depends on today's content. Its intention is to talk about life issues they experience. They get to learn with enthusiasm, forget about their problems, and have a laugh at the nice story.] (P3T)

The teacher explained that before discussing the content in class, the teacher has to connect the content with life experiences, stories, especially the ones they like. Her argument was that it probably helps learners to get into learning, thus becoming more motivated and attentive. Teachers' enthusiasm translates into learners' feelings of enjoyment (Linnenbrink-Garcia, Patall & Pekrun 2016:234). Positive relationship that the teacher creates makes the classroom atmosphere conducive, comfortable, and safe for self-learning and promotes self-discovery (Yunus, Osman & Ishak 2011:2639).

The teachers stated that they motivate learners by showing the relevance of the subject to the learners' life so that they can be permanently engaged in learning. A key principle in supporting learners' motivation is to make a connection of the content to the real world because it helps learners to discover the value of learning (Lunnenbrink-Garcia *et al.* 2016:233). The teacher emphasised this issue by saying that:

“Since I’m teaching Science, also e ‘ngoe ea lintho tseo ke li etsang ke ho fa bana reality ea ntho eo ke e rutang. Normally, ke ba joents’a meaho ea bo-Dubai koana e entsoeng ka equations so that they see the relevance of what they are doing. So they get motivated hobane ba bona hore ok I’m going to know this.” [What I do is to give learners reality of what I teach. Normally, I show them buildings in Dubai made through the usage of equations so that they see the relevance of what they are doing. So they get motivated because they see they can understand.] (P2T)

Teachers' connection of the learners-content to their future predicts learners' educational benefits. It seems that teachers at high school in Lesotho use authentic real world experiences to show learners the relevance of what they are learning for their future. Clearly, if learners can see how they can use and apply what they are learning in the real world, they are likely to be motivated to learn. Learners will be able to explore what makes them unique; what kind of options lie ahead of them; and what type of preparation and planning can lead to exciting opportunities (Arlington 2016:2) (see 2.6.2.1). If learners understand the value of studying the subject, they will automatically choose to study it, thus shifting the motivation to self-determined motivation, rather than it being controlled by the teacher's expectations (Kusurkar, Croiset, & Ten Cate (2011:980).

The learners resonated with the above comment and said: *“Seeing people achieving in life that motivates us that coming to school is not a waste of time, but it is the matter of becoming successful”* (P7L). It reflects that learners are motivated to learn if they see other learners as successful. Thus, they, in turn, realise the importance of education in their lives. Therefore, connecting learning content to learners' future enhances learners' volition and promotes the received locus of causality (Taylor & Ntoumanis 2007:748).

4.2.3.1.4 Counselling learners

Furthermore, what teachers can do to motivate learners, which has been uncovered in this study, is that teachers sometimes can take a whole period (lesson) to motivate learners. All teachers and learners regarded this important in learners' motivation. Teachers should listen patiently to learners and empathise with them if learners express their uninterest or dissatisfaction in a particular topic or method of teaching (Kusurkar *et al.* 2011:980). The teacher said:

“Ka nako e ‘ngoe sekolong re se ke ra tiisa ‘mele haholo e be re se re lula re ruta. U ke u qoqe, u nke 40 minutes u qoqa. Ke hore le bana ba tsebe ho nts’a lintho tse amanang le bophelo ba bona, lintho tse ba sitisang ho ithuta. Ba be motivated ka hore ba bang ba atleha ho fumana litharollo tsa mathata a bona. Ba fumana litharollo tsa mathata a ba sitisang ho ithuta.” [Sometimes, at school, teachers have to be flexible and not teach. Use whole period for a conversation with learners. It causes them to give their life experiences, what hinder their learning. They get solutions to their problems, thus motivating them. They can solutions to the problem that hinder their learning.] (P3T)

The teacher's frustration was that teachers mostly seemed to place a lot of attention on learning content; they did not take time to listen to the learners' problem. The argument was that in order to motivate learners, teachers should put aside learning content and communicate with learners either about their dissatisfaction in relation to their teachers, to learning or their life in general. Teachers who allow criticism empathise with learners and look at the situation from the point of view of the learners (Katz, Kaplan & Gueta 2010:255). Another teacher argued: *“Regular visits. Regularly visit them to remind them why they are here, what are their dreams and how are they going to achieve them. So you will see they become motivated, ba batla ho etsa hantle”* [want to do well] (P5T). Teachers' argument was that teachers do devote time to motivate learners. Learners revealed that teachers devote their time to motivate them they said that teachers listen to their problems, they talk to them, and expect the best from them. Learners said: *“...even when I have lost hope, my teachers always tries to see the best in me”* (P3L). *“...most with words. Whenever I seem to be demotivated by the results I obtained from tests, most of them call me and talk to me”* (P4L).

Participants explained that, as a way of motivating learners, teachers should encourage learners to work hard and show them the importance of working hard. This will likely challenge learners

to pursue their goals. Thus, it probably helps learners to effectively participate in learning and therefore, enhancing their scholastic performance. One learner said: *“They always tell us to work hard so that we may have the bright future. They mostly give us the living examples so that one can have that courage to be successful”* (P1L). One similar perception with regard to the above comment was from another learner, who said: *“Some teachers just tell us that they want to see us successful. It makes me happy to see that other people really care. And I work hard so that I make them proud”* (P10L). This means that learners appreciate their teachers’ encouragement. Learners’ perceptions of teacher-learner relationship seem to influence learners’ learning and their performance (Wood 2019:4).

Teachers and learners claimed that teachers tell learners what success looks like and provide guidance such as how to study. The teacher illustrated:

“Kea kholoa [I believe] we should pay them regular visits as teachers to remind them that they have to work hard, you have to read and pass. Hape liregular visits tsena neng neng re ba hlaloesetsa ka mokhoa ho bala, rea e discuss. E mong a ka bua hore ‘na ke bala tjena, ‘na ke bala tjena. Neng neng re fihlela a common goal hore mohlomong ha u khathetse ho bala mohlomong u ts’oare buka ea Maths kapa u ts’oare ea eng. Ntho e ka u thusang hore u se ke be oa khaleha.” [Again, in regular visits, we discuss different ways of reading and discussing. One can state how they read. Then we get the common goal; for instance, if one is tired while reading, one can take a Maths book or any book. What can help one to avoid being sleepy.] (P5T)

It seems that teachers do not only teach but also counsel learners. Learners accordingly seem to favour their teachers’ words over other people because they assume that teachers know better. Learners said:

“Their words, their choice of words. The fact that they are experienced than us they will be telling us ‘in this world is like this and this’ rather than people who have never been there. But with teachers, we know they have been there, they have seen it, they felt it. So we are able to say you know this might be true. They do not tell us only the good thing we do but also the bad thing we do so that we will be able to go back to the drawing board

and see where we got wrong. Unlike people who always compliment us. But teachers always have a comment.” (P8L)

Meetings with teachers seemed to be a way for learners build relationships and receive support from teachers and peers. This probably provides learners with the skills necessary for success and helps learners to discover their own strengths and weaknesses during meetings (Trenshaw *et al.* 2016:1201). When learners know what they have to do and they know how to do it, they are likely to engage in learning (Schewe 2016:193).

Teachers also talk to learners about their performance. One teacher said: *“I always talk to them about their performance...and they should know why they are here. Kea bone e ka neng-neng ba khona ho realise their dreams”* [It makes them realise their dreams] (P5T). The learner added:

“Even when they realise that our, let me say at the end of the exams after doing, after marking, and then they see that our performance has deteriorated, they come to address those issues and motivate us. And so teachers have this ability of seeing your potential even when we learners do not realise it” (P2L)

An analysis of the above comments is that teachers seem to encourage learners to self-assess their learning and performance; to decide what learning strategies work, and to develop personal plans for self-improvement. It shows that learners at high school in Lesotho should be accountable for their learning. It seems to help them realise their dreams. Reflections are important because they help learners identify for themselves what they need to do to be successful in learning (Zainuddin & Perera 2019:123). Moreover, they state that teachers can help learners to learn more about themselves, link their interests and personality type to their future career and plan their course in order to meet their specific type of university education (see 2.6.2.1) (Thorpe & Abel 2010:2).

Participants also revealed that teachers motivate learners by devoting time to listen to learners’ problems. This resonated with the literature reviewed in this study; that for instance, teachers may listen to and value learners’ opinions (Chakandinarika 2016:134) (see 2.6.1.2). A teacher said:

“I do not know, may be giving them time. Time to listen even whatever is not related to what you are teaching as a teacher. You listen to their problems and other things. Help them with solutions even in their personal problems will also motivate them. Akere [thus] you cannot teach them if they are stressed up or if they are not in a good mood because of something that is happening in their personal life, so if you address such issues that will help them even to listen to them in class because it relieves stress.” (P4T)

The above comment implies that teachers do not focus on delivering content in class but also address learners’ problems. They seemed to value teaching and learning which is free from stress especially on the part of the learners. Another teacher added: *“As teachers, we must listen to learners’ problems in class or if they bring them to you as a teacher. They are going to have faith in me as a teacher; they will be eager to do their work and our working relationship will be harmonious with them” (P1T)*. The teacher’s argument is that, teachers should listen to learners’ problems. It can build learners’ trust with the teacher; help learners to work harder and improve the teacher-learner relationship. Furthermore, teachers have to identify learners’ problems and encourage their learners. This is the view of another teacher:

“Ho na le bana bana bao u tla fumana hore ba nyotobetse sekolong ebile ha its’epe. Tichere e ka mo bitsa ea fihla ea bua le eena, ea ‘monts’a hore ‘ausi/abuti u ka sebetsa ka thata oa tseba. You are capable, oa etsa mosebetsi oa hao.’ U tla fumana a tiisa a re ‘oo athe ehlile nka etsa mosebetsi, ehlile tichere e beile ts’epo ea eona ho ‘na.’” [There are learners who are demotivated at school and they lack trust. A teacher can call such a learner and tell them about their potential capabilities. Such a learner starts believing that they have potential and realises how teachers trust them.] (P3T)

An analysis of this is that what dominated the discussion was teachers’ ability to solve learners’ problems. This resonates with Ahn (2014:59) that, teachers who devote their time and care, and show their affection for their learners satisfy not only learners’ motivation, but also improve their performance. In addition, teachers who invest time and energy in understanding and showing affection promote involvement and are likely to foster learner self-determination (Taylor & Ntoumanis 2007:759).

4.2.3.1.5 Positive learning environment

Any motivational learning strategy, which allows learners to learn in a way they feel comfortable, will achieve its intended purpose. The teacher commented:

“I think learners are motivate ha ba [if they] learn what they like. If they are taught in a way that they feel comfortable especially in Mathematics, you find that if they know Mathematics, o ba [they get] motivated in that particular subject because this is a subject they love. Ke hore [thus] if a learner does what they love, ke hore e mo motivate kahore ka classing ha sulafalloe, ke ntho e mona ea hore o ba le ntho e mona ea hore ntho ena kea e tseba and joale ha ho etsoa ntho eo ke e tsebang ekare nka lula ke push hore ntho ena ke tsoele-pele ka eona. Ke hore [thus] it stimulates interest ka ho eena [thus, it motivates in this way: in class the learner does not get depressed. The learner has a feeling that they know this subject they know it and when they learn about what they know it is like they can push every time so that they can continue learning more about it].
(P2T)

The above comment implies that to motivate learners, teachers should allow learners to learn in way they feel comfortable. Teachers commented that this practise results in positive learning and motivation. However, the teacher arguably stated that this goes together with teachers’ knowledge of learners’ learning style. The point made from these findings was that if teachers lack knowledge of learners’ learning styles, they might wrongly apply learning styles which demotivate learners. The findings concur with Valiente (2008:75), that if learning styles are not assessed properly, learners may struggle to connect with learning. However, it is a problem to detect how learners learn because it requires different tests to be carried before concluding that a learner learns in a certain way (Garcia, Amandi, Schiaffino & Campo 2005:795). The teacher said:

“E leng hore ngoana ke tlameha ho tseba learning style ea hae hore ngoanenoa o ithuta tjena. Ka nako e ‘ngoe ngoana ha batle ho fetela boteng. So ke nahana ho mo fetisa ke mo isa ho tla etsa a ikutloe a le positioning e mo frustrating, have mixed emotion.”[Meaning, I have to know a learner’s learning style, how that learner learns. Sometimes, that learner does not prefer to be in front of the class at the board to explain

to others. So I think to make that learners do so, they feel frustrated or have mixed feelings for being in that position.] (P2T)

It is important for teachers to understand the differences in their learners' learning styles, so that they can implement the best motivational learning strategies in their learning.

Participants' responses uncovered that to motivate learners, teachers should allow learners to interact and learn with one another. Learners become more intrinsically motivated when they engage and interact in groups (Zainuddin & Perera 2019:123). The teachers stated:

“E ka ba motivate le ena e ‘ngoe hore mohlomong ba arolelane mosebetsi oa hore e mong le e mong a tle a balile karolo ea hae. Joale e mong o etsa mosebetsi a tseba hore batho ba tl’o rely holima hae, ba tl’o mamela eena. E mong o sebetsa ka thata hore a fumane tse nepahetseng a se ke a fa batho ba bang likarabo tse fosahetseng. O etsa lirearch, liphuputso.” [It can motivate them if they can share school tasks that someone should read about a certain part in a topic. Others would do the work knowing that other learners are relying on the, they are going to listen to them. The other one works very hard to find the correct information to avoid delivering wrong information. They do research.] (P3T)

These comments indicate that teachers understand that to motivate learners, they can break the monotony of the classroom and organise learners to work in groups. Working in groups probably gives learners an opportunity to take ownership of their learning and helps them to understand the subject better because it requires the exchange of information. Learners feel motivated about activities that take place in and outside the classroom that have self-directed learning, as compared to conventional classroom learning (Zainuddin & Perera 2019:123). However, learners complained about group work that they do not like; they get demotivated to work if they see their group mates are not doing the work. One of them argued: *“My group mates if perhaps they are playful. Let me say if ever I see them not working very hard during discussion, I also relax”* (P5L). On the other hand, the teacher's elaboration seems to make a strong argument by stating the importance of working in groups. The teacher said:

“Groups li ka ba motivate hobane ba bala ‘moho ba na le ba bang, ba ithuta ho ba bang, a atleha ho utloa ba bang ba beha litaba tsa bona joang. Both in class and outside, if

they have group discussion ba build their confidence because ba bua. E mong o hlaloesetsa ba bang a utloe na a ka atleha bo bua ka pela batho. E leng hore lihlong lia tlooa. Hape e ka thusa ka hore tseo a hlotsoeng ho li utloa classing a atlehe ho li utloa ho ba bang kapa a atlehe ho li fetisetsa ho ba bang.” [Working in groups can motivate them because they read together; they learn from others; and they learn how others present their understanding of the content. Both in class and outside, if they have group discussion, it builds their confidence because they speak. One explains for others to see if they can talk in front of many people, thus, shyness goes away. Again, it can help them in that the information they failed to understand in class, they can gain from others or they can pass knowledge on to others.] (P3T)

The teacher stated that group work can motivate learners because they work together; learn from others; it builds their confidence because they have to communicate; and it improves their understanding and ability to pass knowledge on to others. The above comment resonates with Li (2014:106) argument that group discussions make it possible for group members to train their listening, speaking, and reading. It also helps to build learners’ confidence and a sense of participation in the classroom. Learners who receive motivation from their classmates experience higher-quality motivation and display more positive classroom functioning and positive educational outcomes (Reeve 2016:133).

4.2.3.1.6 Competitive learning

Another way that motivates learners which was uncovered by participants of this study, included promoting competition among learners. The teachers’ responses indicated that teachers have to instil competition in their classes. In view of this practice, learners will not be stuck in the same position for four quarters and will work hard to improve their positions. Teachers’ supportiveness is likely to increase learners’ academic performance; consequently, learners will feel in control of their learning (Rahmanpanah 2017:161). A teacher highlighted:

“Ke kholoa ntho e ‘ngoe , instil competition in classes. Hore ka classing ea lona ka moo you should compete among yourselves le se ke la lula motho ea itseng e le eena feela position one. You know you can also beat that learner. Ntho eno ba tl’o bona hore motho enoa e le hore ho na le moo le ‘na nka mo hlolang en I’ll strive hore ke tl’o ba in that position next time. Instil competition, ha re se keng ra ts’aba competition.” [I believe one

other thing is to instil competition in class. Encourage them to compete in class so that it is not the same learners in first position. Thus, help learners to realise that they can beat another learner, so that will cause them to strive to be in that position next time. Instil competition, do not afraid of competition.] (P5T)

The above comment shows that teachers are aware that learners dislike competition. The teacher expressed concern over learners who do not like to compete. The teachers claim that competition most likely challenges learners to give of their best, thus improving learners' motivation and academic performance. Furthermore, a learner corroborated the teachers' argument, that comparison teach them to strive for excellence. This resonates with the study by Mazza (2018:13) which found that competition relates to high test scores because it is useful and capable of preparing learners for assessment. It appears from one learner's perception that if learners attend competitions where they have to compete with learners from different schools, they get to see and meet their competitors whom they wish to beat in such competitions. Thus, competition increases the spirit of learning. A learner said: "*And they take us to fairs here. They take us to see people. Seeing your competition and being able to win against is a good feeling*" (P6L). Another learner added: "*They always compare us with people we know. They always compare us with the best. So you feel I'm the best if I'm compared to the best. So you have to behave like the best*" (P8L). However, another learner seemed to dislike comparisons because they force her to work hard. The learner sadly said: "*...teachers would even compare us with other learners; however, it does help us but sometimes you feel you are not doing enough*" (P3L).

In addition, teachers' behaviour such as expressing affection, devoting time and resources, willingness to help, and a non-competitive learning structure motivate learners (Kaplan & Madjar 2017:3). Arguably, a non-comparative structure seemed not to support learners' motivation based on the findings of this study. The responses given by learners above indicate that comparison makes learners work harder. In addition, they affirmed that no effective learning can take place without motivating learners through the use of comparison. The participants seemed convinced that once comparison is done appropriately, learners' motivation at high school in Lesotho would be much easier, better and effective in learning. Among the advantages of the competitive approach is that it likely encourages collaborative learning, active

participation, and motivates learners to explore topics to meet their learning challenges (Burguillo 2010:13).

4.2.3.1.7 Teachers' good code of conduct

Teachers' happy life style seemed to motivate learners. It seems that not only teachers' behaviour in classroom motivates learners but how teachers conduct themselves outside the classroom, affects learners' motivation. Great teachers have occupational ethics from which they never divert and this makes a teacher to always desire to be a good teacher (Mart 2013:440). A learner said: *"Most of them, I seem to like their lifestyle. The fact that they do not seem to be struggling like other people do"* (P5L). It appears that teachers' code of good conduct and continuous professionalism causes learners to like them. The impression is that teachers are learners' role models. Teachers who have positive energy, passion and enthusiasm most likely transfer those attributes to learners who develop intrinsic motivation (Valerio 2012:34). A teacher resonates with Valerio by saying:

"Learners can be motivated when the teacher becomes their role model. Suppose I, as a teacher, I'm always punctual; this is going to motivate the learners to be punctual too. Suppose I give them some work and I mark them in time; this means that these learners will make sure that they do the work in time so that it can be marked." (P1T)

The above comments reflect that to motivate learners, teachers should remember that they are learners' role models, and as such, they should behave accordingly.

4.2.3.1.8 Positive reinforcement

Findings revealed that teachers' use of controlled orientation, such as incentives can motivate learners. Control orientation is associated with public-consciousness, defensive functioning, and considering extrinsic motivators (Standage, Duda & Ntoumanis 2006:101) (2.2.2.2). Participants of this study resonated with these findings and stated that teachers' use of rewards and praises can motivate learners. Teachers' responses indicated that they compliment learners individually, as a group, in classrooms, in streams or the whole school. Teachers in this study asserted: *"Kea ba fa something, re ba fe something"* [I give them something, we should give them something] (P5T), referring to incentives, rewards or compliments for learners' behaviour. They considered it to be a good way to reinforce learners' behaviour. This includes use of positive words, giving them something small like a pen, ruler and awards. One teacher remarked:

“I can motivate my learners by engaging positive reinforcement. Meaning when they get my answer correct, I acknowledge that, I show the sense of appreciation. I can give them incentives. For instance, if a boy/girl gets my question correct, the words like good my boy can motivate such a learner. The learners feel appreciated and acknowledge that they are there in class. When a learner realises that when ‘I’m doing my work well in time I’m getting a certain reward’, I think it will force that learner to keep on doing that good work.” (P1T)

“Ho ba fa something like haeba let’s say ke eena ea theotseng highest, a thotse bo-above 90%. You can buy him/her a pocket of simbas, a sweet le eona ntho eno ea ba motivate, u tla fumana e mong le e mong a strive ho e fumana le eena.” [Give them something, if the learner is the highest, obtained 90%. You can buy him/her a packet of Simbas or a sweet; it motivates them in that every learner strives to get it.] (P5T)

Teachers seemed to value positive reinforcement in motivating learners. The impression is that not only the highest marks should be awarded but also learners’ good behaviour during learning. Furthermore, learners’ motivation seems to be positively affected; learners work hard and feel appreciated, thus increasing their academic performance. It resonates with Sarjana’s (2017:44) findings which indicate that use of verbal reinforcement as reward makes learners feel proud and motivated in classroom.

Teachers stressed that not only learners’ positive behaviour should be reinforced but also their negative behaviour. One teacher said:

“Ho rorisa ngoana classeng. Nako ena kaofela any change e etsahalang, a khone ho bona hore ok mona ke entse hampe kapa hantle. Ke hore mo joetse hore mona you did well you can improve or mona you are playing a khone ho bona hore ho na le difference ea lintho tseno kaofela. Ke hore praise” [Praise the learner in class. Anytime there is change so that the learner realise their good or bad performance. Tell the learners where they did well and encourage them to improve or where they did badly so that they see the difference] (P2T)

The above comment implies that it is best to acknowledge the learners’ efforts they put into learning. It increases learners’ self-regulation, perceived confidence and provides affiliation (Hu

2016:408). Hu continues that by so doing, learners engage in learning and are committed to academic endeavours, thus enhancing their overall performance. Learners' perceptions resonated with Hu's view. One learner said: *"And yah, compliments too. Compliments can also keep you happy and when you are happy like I said, you have that energy that's positive and good"* (P6L). Another learner said: *"Again, the, this events taking place like the awards ceremonies held at school. Having people cheering you up, praising you, you see I want to be like that, so you read, put more effort on your studies. That's what motivates me"* (P8L). When learners think their teachers care about them, it creates acceptance and increases intrinsic motivation, as well as a greater willingness to engage in the difficult academic work that accompanies real understanding (Schewe 2016:197).

One teacher proposed that to motivate learners there should be something special for top achievers at school. The teacher wished that the schools could have a constant reward for top achievers. It should be known that top achievers are either given a certain amount of money at school, or have tacks that they put on which identify them from other learners. This concept involves increasing learners' involvement at school through an encouraging environment which strengthens learners' relationship with the school to make learners' motivation successful (Shiroma 2014:119). This means that it is important to make clear to learners the specific conditions for a reward since learners are different (see 2.6.2.1). A teacher said:

"Hape re ka ba le ntho ena ea hore if bana ba rona e bile li top achievers as the school ho be le ntho eo re e etsang. Ke hore if may be o tla fuoa M50.00. It will motivate that learner. A ka behoe mona ka pela sekolo kapa re ka ba le litack tse bonts'ang he/she is the best performer kapa a trophy. Something e tl'o etsa hore ba lule ba le motivated a utloe a le appreciated and encouraged to work hard." [Again if we have top achievers at school we should do something. May be we can give them M50.00. It will motivate that learner. Such a learner can be put in front of everyone at school or have tacks to show that they are the best performer or have a trophy. Something that can make them stay motivated, and feel appreciated and encouraged to work hard.] (P5T)

An analysis of this is that there should be a culture at school where relation top achievers are recognized in order to motivate them. The impression is that not only top achievers will be motivated but it can have positive impact on other learners' motivation. Learners at school will

strive hard to be among the top achievers, so that they will be rewarded too. When learners perceive school culture as supportive, it has positive effect on learners' motivation (Badri, Amani-Saribsglou, Ahrari, Jahadi & Mahmoudi 2014:9).

4.2.3.1.9 Up-to-date material at the library

Participants of this study argued that to motivate learners there should be the availability of interesting material in the schools' libraries. If schools provide adequate up-to-date resources, it increases learners' reading culture, thus increasing their motivation to learn (Manqele 2012:111) (see 2.6.1.2). A teacher stated that the books should relate to learners' lives so that they will be interested in reading them. The teacher said:

“Ho be le libook tse interesting library mona tseo ba ka li balang. Ke hore linovel haholo. Mohlomong tse amang le maphelo a bona, a bone hore na eena li beha bophelo ba hae kae. Ka nako e 'ngoe li ba thusa ho fumana vocabulary e ntle ea sekhoob. Li ka ba thusa mosebetsing oa bona oa sekolo ho fuputsa ho tsona.” [There should be interesting books in the library for learners to read, mostly novels. They should be relevant to their lives, so that they can compare their lives to the fictitious characters. Sometimes they assist them with good vocabulary in English. They can help them to research information.] (P3T)

The above comment indicates that learners can gain knowledge from textbooks in the library. Moreover, reading in the library may encourage learners' voluntary reading which can increase their motivation and performance. Lonsdale (2003:20) reports that school libraries can contribute to the development of a variety of information skills in learners, encourage learners towards social and individual responsibilities and enhance learning opportunities for those who already have skills to become independent learners. Thus, learners perceive their relatedness to the materials and their competence by using materials to complete the learning activities required of them (Maybee & Flierl 2016:6).

4.2.3.1.10 Professional counsellors

Teachers should invite professionals in the field of counselling to motivate learners. However, other schools mainly invite guest speakers from various institutions who are not trained in counselling (Mlalazi 2015:352) (see 2.6.1.2). All participants highlighted that their school

invited professional motivational speakers or life coaches to counsel them. It appeared that they did not do one-on-one counselling but did it in different streams. A learner said:

“They also bring us some motivational speakers here at school so that we may become motivated. And they seem to believe in us or me as a learner, so it gives me strength that I can do it. The fact that they believe in me makes me know my worth that when I get the feeling that someone believes in me, I can do better than I’m doing.” (P4L)

The impression from the above comment was that learners probably liked what their teachers did. If teachers do whatever it takes to make sure learners are motivated to learn, learners get the feeling that the teachers care and respect them (Wood 2019:11).

Again, teachers seemed to know and understand that motivational speakers’ intervention in learners’ motivation can be crucial because it equips learners with the necessary skills to achieve their dreams. Teachers said: *“Bahlabolli ba ke ba buoe ka tsa bophelo. Ea ba guide hore na a fihlile litaba-tabelo tsa hae joang* [Counsellors inform them about ways of life. They guide them on how to achieve their dreams] (P3T). One learner strengthened this comment and said: *“If we can have support groups hleng. Re bont’soe [to be shown] the good things”* (P9L). The learners’ concern was that they are motivated to learn if there are support groups to encourage and advise them. Atkin (2015:1) corroborates this by arguing that joining a support group can be a tremendous source of strength, comfort, and healing. However, most learners stated the importance of motivational speakers to their learning

4.2.3.1.11 Administration

Teachers and learners believe was that principal’s motivation to learners is crucial. Teachers remarked that the principal could be invited to different classes to talk to learners. The teachers’ argument was that learners might feel happy and cared for if the principal visited their classes. The impression is that if it is the principal listening to their problems, they will be able to state what they like or dislike about everything at the school. One teacher stated:

“Mohlomong ba ke ba bitsetsoe principal of the school a ka eo bua le bona feela. Ke hore leha a sa ba rute, a ka ba chakele classing, ba ke ba thabe. Ba ke ba nts’e maikutlo a bona ho principal ea bona. E ka ba thusa haholo e ka ba motivate ka tsela ea hore ba ka re ‘rona akere principal ea re chakela’. Ba atlehile ho nts’a le tseo e neng e le

makunutu ho bona, li sa ba ts'oare hantle. Ba bue tseo ba li utloisisang le tseo ba sa li utloisiseng ka hara sekolo" [May be the school principal can be invited to talk to learners. Even when the principal does not teach such a class, they can visit the class. Learners get happy. They can state their feeling and suggestions to the principal. It can motivate them. They can be happy to tell other that the principal visited their class. Learners manage to say out their problems, what they like and dislike within the school.] (P3T)

The above comment is supported by the literature reviewed in this study, in chapter 2 which argued that learners feel they belong in school when teachers treat them with care and affection and show learners that they enjoy having them in class (Furrer, Skinner & Pitzer 2014:105) (see 2.6.1.1). In other words, learners can be motivated to learn in high school when their principal empathetically listens to their criticisms. It shows the school believes in them. The learner explained: "*And being motivated by the principal every quarter can improve our performance. We see the school have a believe on us*". (P7L).

4.2.3.2 Positive peer support

4.2.3.2.1 Love and care

Participants' argument was that to motivate learners, there should be caring peer support. Both teachers and learners participating in this study revealed that peer support is crucial in learners' motivation. Peers seek comfort among other peers and intend to do what their peers do for social belonging (Moldes, Biton, Gonzaga & Moneva 2019:300). Moldes *et al.* (2019:300) concur with the findings of this study. One learner puts it as follows:

"We should have friends; the friends we keep, I think we all have to befriend people who are motivated because you know, friends, we are able to share with them everything. We also take from our friends. Most of the times we do what our friends do. So I think if we have motivated friends, we will be able to do what is good." (P8L)

The important notion of peers revealed by this argument was that peers influence one another. The primary reason why learners engage in learning activities is that someone they feel connected to values learning (Schewe 2016:197).

Learners explained that their friends are responsible for their motivation and performance. The learner stated: *“And then the other people around me, friends schoolmates. If they love me, they have to see that I’m always on the good side”* (P9L). It shows that learners expect care and love from their friends. Thus, learners interact and connect with their peers in authentic, caring relationships (Turner 2019:13). Another learner asserted: *“Most of the time when I play, my friends tell me that I’m now playing, no longer learning. They always try to help me when I do not understand”* (P10L). It also reveals that peers are supposed to be helpful. This is perceived peer academic support which promotes classroom engagement and school belonging (Kiefer, Alley & Ellerbrock 2015:12).

4.2.3.2.2 Former learners

Another method of motivating learners revealed in this study, was that former learners whose performances were outstanding should be invited to come to address learners at the school or learners should be told about them. Holdem (2002:18) states that the peer group is essential for cognitive and emotional growth because learners who are able to identify with peer groups are inclined to ask others for support, accept support from others and talk about their problems. One teacher explained:

“Ba bitsetsoe ma ex-student a bona a sebelitseng hantle sekolong. Ba maForm5 ba ba botse na ba fumane A joang. O atlehile joang. Ba tla hoheleha, hona ho tla etsa ba ba etsise, ba tiise le bona kapa ba etse tse fetang tseo. [Invite former learners from the school who obtained outstanding performances. Form Es can ask them how they obtained symbol A*; how they managed. They will be motivated to perform like those former learners; therefore, they will do what they did and perhaps even work harder than they did.]* (P3T)

The impression was that the school has to invite former learners whose performance was outstanding. By so doing, learners may gain knowledge on how to deal with their studies in order to obtain good grades. The learners also added that if they interact with such learners, they are filled with hope that they will be successful, which motivates them. A learner said: *“I think the previous learners who we know, who were once here with us, coming here to motivate us. Is this girl like this? This means I will achieve too. Although sometimes we do not know them but when we are told that she was the student here you get motivated”* (P7L). Another learner supported

the previous learners' statement thus: *"Teachers motivate me also by telling us about their previous learners who were once here. Telling us of how they have achieved. They are successful, doctors or something. Since this is my dream career, I get motivated that I will succeed"* (P5L). Peer support may promote academic motivation and academic performance (Keifer *et al.* 2015:12). However, this, similar to competition, may lead to resentment or discomfort in others (Tebeanu & Macarie 2013:815). Nevertheless, when learners have an opportunity to talk and listen to one another, provide emotional support, share learning experiences, and develop respect, they are more likely to feel that they are understood and cared for by their peers (Furrer *et al.* 2014:106). I therefore concur with Ferrer *et al.* that positive peer group contribution satisfies learners and is important for learners' motivation.

4.2.3.3 Parental involvement

4.2.3.3.1 Parental support

Parental support in learners' motivation as revealed in this study, improves learners' scholastic performance at high school in Lesotho. Parents can act as strong socialising agents for their children and influence learning and motivation (Garn, Matthews & Jolly 2010:269). Learners commented:

"And then my parents. They know me better than anyone else. They know how my character is; they have to motivate me, and they know my dreams. Actually, they know me." (P9L)

"Even our parents, sometimes you feel demotivated here at school, if parents at home also motivate us, we can be the best. Parents, unlike teachers, who would be even comparing us with others, eh, I think it's the best when they are the ones who do it because it makes me feel eh, see that they have believe in me not even comparing me with other people. They know I can." (P4L)

From the above comment it seems that learners put more trust in their parents. It appears that they perceive their parents as responsible for their motivation because they know them better than any-one. Learners highlighted, from their comments, that perhaps parents are different from teachers in these ways; they know learners' character traits, dreams, and they believe in them. Ghazi *et al.* (2010:97) concur with these findings, stating that learners often remain with their

parents at home and parents are in the favour of controlling the life of their children; therefore, it is their responsibility to motivate them.

The above support by Ghazi *et al.* corroborates the teacher's explanation. Teachers perceive parents as responsible for promoting academic motivation, especially if parents encourage their children to complete assignments, check their books and reports, talk to their children about their school work and advise them. Parents can use a variety of techniques with their children to complete assignments (controlling) and as a means to enhance intrinsic motivation for learning (autonomy support), which fosters internalised forms of academic motivation, and subsequent positive academic outcomes for their children (Garn, Matthews & Jolly 2010:269). A teacher said:

“Batsoali bona ba be le thahasello ea ho sheba mosebetsi oa ngoana. Hore tsatsing lee le fuoe homework efe? Tsatsing lee le entseng? Tiisa ke bone u nepile ha kae. Akere o ba motivated ka hore a tiise haholo mosebetsing oa hae, a bone hore ‘m’e oa hae o tsotella mosebetsi oa hae. Le sekolong ha na bapala ha hopola hore motsoli oa hae letsatsing leo o tl’o sheba o entseng sekolong, na ehlile o entse mosebetsi, na ehlile ngoana o ts’oauoe. Boarders ke hore mohla batsoali ba tlleng, e re ha a mo chaketse a re tliša libuka nke ke bone u ngola joang, u nepa ha kae, ho etsahala joang.” [Parents should have an interest in checking their children's work. Today's homework; what they dealt with. Encourage them to work hard based on their performance. The learner is motivated to work hard because their mother cares about school work. Even at school, that learner may be serious about school work, bearing in mind that the parent is going to check if they were doing school work that day and if the learner's work gets marked. For learners who are boarding, parents should check their exercises during their visits; how they write, perform, and what is going on.] (P3T)

The above statement indicates that in order for parents to motivate their children, they should show an interest in their learner's school-work. If parents who do not stay at home with their children, they have to take charge, visit their children where they stay either at a school boarding or in private hostel and check their performance at school. This can make learners work hard when parents supervise their children's learning. Learners may feel independent and responsible for their behaviour, thus encouraging a higher level of autonomy (Hoang 2007:15). Furthermore,

learners will realise that their parents care about them, and their future. Parents who trust, love, and care about their children, engage in warm interaction that builds a sense of attached security (Soenens, Deci & Vansteenkiste 2017:5).

4.2.3.3.2 Family background

Not only do parental involvement support learners' motivation based with the present study data collected but poor family background motivate learners. This opinion was raised by learners. They stated that seeing their parents suffer force them to work hard to get them out of that state. Learners said: *"I know that my family cannot survive to help me even in future, so I want to work hard so that I get to support them."* (P4L). *"Because of the situation at home that I want to improve. You look at other people's life and you look at your and you feel you want to improve it"* (P8L). *"Seeing my mother suffer makes me want to learn and be successful so that I can help her"* (P10L). The impression is that learners are encouraged to work hard by the suffering their families go through. It uplifts their spirit of working hard and be successful

4.2.3.4 Learners' self-motivation

All learners revealed that they are motivated by themselves (self-motivation). If teachers do not pressurise learners to behave in a specific way, but instead, encourage them to be themselves, it motivates them (Nunez & Leon 2015:277). Learners added: *"My willingness to study even when it seems impossible motivates me"* (P2L). Another learner asserted: *"I'm motivated by myself. Well, I think there is no one who is a critic of herself more than me. I criticise myself a lot. If I get a mark that is not me, I just feel that it's not me so I'm like, 'no this is not who you are, do better next time'"* (P6L). These views reveal that learners choose to work hard, no matter the difficulties they face. They do introspection, and they blame no one for their failure but themselves. All teachers resonate with learners' observation that learners should have intrinsic motivation. *"Learners themselves should have this intrinsic motivation. Meaning they should also motivate themselves because even if I try to motivate them if they do not want to or have that spirit of motivating themselves they won't do it, yes"* (P1T). The impression is that when learners are self-motivated, they can be able to motivate themselves. Another teacher said: *"Intrinsically motivated learner easily know their problems, where they are strong and where they are not and think how can they get help"* (P3T). Thus, motivated learners take charge of their learning. They know their strong and negative trait which is suitable behaviour in learning.

4.3 CONCLUSION

This chapter presented and discussed the findings of the study. It elaborated on themes occurred from the data to discuss participants' understanding and experiences relating to this study's research objectives. Participants' understanding of motivation was discussed. The challenges which were experienced by learners at high school in Lesotho that contributed to their lack of motivation were elaborated. Major factors demotivating learners were elements of intrinsic and extrinsic motivation and social contexts. Suggested ways that can improve learners' motivation were also highlighted.

The final chapter, chapter 5, presented a summary, recommendations, limitations and areas for future research as reflected in the study.

CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The aim of the study was to propose motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. This chapter focuses on the summary of previous chapters and findings. The concluding remarks on the findings and recommendations are made. This chapter further highlights the limitations and areas for future research of this study.

The following were the objectives of this study:

- To understand the concept of motivation.
- To investigate the challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.
- To propose motivational learning strategies that can improve learners' scholastic performance.

The next section focuses on a summary of the findings to offer answers to the above research objectives in order to achieve the stated aim.

5.2 SUMMARIES

5.2.1 SUMMARY OF PREVIOUS CHAPTERS

Chapter 1 introduced the study. It focused on the background information relating to the education system in Lesotho and learners' performance at high school level (COSC), recently called LGCSE. The general performance of COSC learners has been poor, probably due to a lack of motivation, making it difficult for learners to be admitted at tertiary institutions. The study's main objective was to propose motivational learning strategies to improve learners' scholastic performance at high school.

Chapter 2 discussed SDT as the theoretical framework of this study. Its mini-theories which guide this study were explained. The literature was also reviewed pertaining to the concept of motivation and scholastic performance. Central issues relating to some factors that contribute to the learners' lack of motivation as experienced in Lesotho and in different countries were also

addressed. In addition, a number of motivational learning strategies applied in those countries to improve learners' scholastic performance at high school were highlighted. The purpose of including these countries was to compare their findings with the situation at high school in Lesotho and learn from their experiences.

Chapter 3 described and justified the qualitative research methodology employed in this study. Semi-structured interviews were deemed an appropriate method of data collection and 5 teachers and 10 learners were purposively selected for this study at one high school in Lesotho. Content data analysis was discussed as a method of data analysis.

Chapter 4 dealt with the presentation and discussion of data collected for this study. Data collected were analysed under themes and categories and the characteristics coded. Three themes were identified which included the participants' understanding of the concept motivation; factors which are experienced by learners at high school in Lesotho that contribute to their lack of motivation; and participants' experiences and understanding of what can motivate learners and how.

5.2.2 SUMMARY OF THE FINDINGS FROM LITERATURE

The literature reviews in chapter 2 form an important part of this study, because it provides secondary data. The literature indicates a positive impact of learners' motivation and motivational learning strategies in learning, despite various factors that lead to learners' lack of motivation.

Some of the relevant findings from the review of literature are summarised below. From the literature, it was established that:

- Poor scholastic performance is a huge problem at high school level (Lebata and Mudau's 2014:271)
- Learners' motivation can contribute to improve quality of learners' learning and academic performance in that learners who are motivated are considered thoughtful because they can employ active study strategies Woolfolk (2014:486).

- Learners' motivation is an important element for valuable learning expected by some teachers, though the majority of learners seem to lack this approach at high school level (Jackson 2009:83; Lekhetho 2013:390).
- Lack of learners' believe in their ability and their effort capability; lack of value learners place on academic tasks; negative teachers' behaviour, teaching methods and style; lack of parental support; and negative peer pressure are named as serious factors that contribute to learners lack of motivation in some studies (Lamb and Dulter 2008:2; Levy & Campell 2008:15; Furrer *et al* 2014:108)
- Some motivational learning strategies which some studies find relatively effective to improve learners' scholastic performance include, teachers need to connect content at school with learners' future; teachers use of learners-centered approach (Harnstra *et al* 2012:8); teachers use of reinforcement such as rewards or praise (Subban & Round 2015:126); teachers may listen to and value learners opinions (Chakandinarika 2016:134); parents can be included in their children learning (Kotze *et al* 2017:8);learners may be counselled (Kamore and Tiego 2015:260); schools may provide adequate up-to-date resources at library (Manqele 2012:11); peer counselling strategy may be included (Mlalazi 2015:352).

5.2.3 SUMMARY OF THE FINDINGS

5.2.3.1 Participants' understanding of the concept of 'motivation'

5.2.3.1.1 Motivation

Participants understood that motivation forces, drives, and energises learners to act positively in their learning to achieve certain goals. From their perspective, motivation is the energy that keeps them going. The views of participants in this research were that motivation has two different types which are intrinsic and extrinsic motivation. Teachers and learners stressed that learners should be intrinsically motivated. They argued that if learners' motivation comes from the inner self, learners may engage in learning out of their own free will and control their learning. However, participants did not deny that learners expect motivation from outside. They need incentives, praise or other reasons that can make them learn. They perceived that the social context, such as teachers, parents and peers have important roles in learners' motivation. Social

interaction with teachers and peers motivate learners and improve their learning outcomes (Abacioglu, Isvoranu, Verkuyten, Thijs & Epskamp 2017:2).

5.2.3.1.2 Behaviour of motivated learner

Participants of this study seemed clear about the behaviour of motivated learners. They understood the positive effects of motivation in learners' learning. In the participants' views, the benefits of motivation in learners' learning include: collaborative learning. For example, learners who are motivated pass knowledge on to others; they promote a positive interaction between learners and the entire class and they seem to be self-determined. For instance, they do not struggle in learning; they are eager to learn on their own; they investigate what they are learning in order to understand the concept thoroughly; they engage deeply in learning; they discover value in their learning; they have strong and controlled emotions in learning; they put more effort into learning which includes voluntary extra work; they are focused, they have time management skills; they enjoy learning; and they are happy. They are likely to be competitive. For instance, they take part in inter-school competitions where they compete with other learners from different schools and they learn easily where there is competition. To make participants' argument strong concerning the importance of motivation in learning, they compared the behaviour of motivated learners to learners who lack motivation. Their argument was that unlike motivated learners, learners who lack motivation are frustrated in the learning process; they are unruly, they do not work hard and they do not have a goal. Vibulphol (2016:64) argues that motivated learners have been found to have a higher achievement in learning.

5.2.3.1.3 How motivation is a challenge

However, participants understood that learners' motivation is a challenge, despite its importance to learners' motivation. Learners highlighted that it is difficult to accept that they lack motivation, which makes it difficult for them to accept motivation. Teachers stated that it is difficult to motivate learners because what might motivate one learner, might not motivate another, and learners seem not to care about their schoolwork, which makes it difficult to motivate them.

Participants proposed that learners should be motivated at any time, either at assembly in the morning, in class, or quarterly. However, teachers should be aware that in order for learners'

motivation to serve its purpose, learners should not be motivated too frequently, because it becomes monotonous and ineffective to learners.

5.2.3.2 Challenges which are experienced by learners at high school in Lesotho that contribute to their lack of motivation.

5.2.3.2.1 Teachers' negative behaviour, teaching methods and style

Teachers' negative attitude was another challenge experienced by learners at high school in Lesotho that contribute to their lack of motivation. It includes teachers' behaviour and teaching style. For instance, participants complained about teachers who seemed to lack professionalism; they are lazy to teach and, mark; they lack the use of reinforcement; practise favouritism in class; over praising certain learners; shout at learners when they ask questions or need help and gave them lots of assignments. A lack of professionalism includes teachers who are routinely absent or tardy and who use inappropriate language in their classrooms; as such, they cannot do their job effectively (Nagashibaevna 2019:798). Bojuwoye, Moletsane, Stofile, Moolla and Sylvester (2014:12) from South Africa agree with these findings and state that learners fear ridicule by teachers and that they struggle when the environment is not conducive to learning. Participants explained that learners may behave negatively towards learning, and may not find it necessary to engage in learning, find no reason to be better, and thus, get bored.

5.2.3.2.2 Lack of peer support

Lack of peer support seemed to contribute to learners' lack of motivation at high school in Lesotho. Learners sadly indicated that their peers give negative remarks if they fail to perform to the best of their abilities and they are mocked. In addition, what they see happening to their peers for instance, if their peers do not get employed after graduating, they get demotivated to learn. Learners who struggle to engage with others get upset when they do not get what they want and get lonely (Pickens-Cantrell 2016:36).

5.2.3.2.3 Lack of parental support

Another challenge that seemed to contribute to learners' a lack of motivation revealed in the findings of this study was lack of parental support. Participants stated that parents deny their children an opportunity to take school trips; do not support their children; do not pay school fees, and do not show love and care to their children. For these reasons, teachers argued that learners may feel abandoned, rejected, and lonely, which may as result affect their motivation and

performance. Parents do not take part in the education of their children because they assume that everything is left in the hands of teachers (Gutuza & Khosa 2015:1680).

5.2.3.2.4 Personal challenges

5.2.3.2.4.1 Lack of learners' belief in their ability and effort capability

Participants considered learners to be demotivated by their performance which does not improve or meet their expectations or if they do not understand what they are learning. Thus, they get discouraged and negatively judge themselves especially their intelligence.

5.2.3.2.4.2 Learners' lack of value they place on academic task

The lack of value learners place on academic tasks seemed to contribute to their lack of motivation. Participants revealed that it included a lack of career guidance which made them indifferent, failing to understand the value of education in their lives.

5.2.3.2.4.3 Learners' negative behaviour

Learners blamed themselves for being the cause of their lack of motivation. They stated that they have negative attitude towards teachers, their laziness to learn and sleeping in class demotivated them. Sometimes what causes learners' laziness may be a lack of understanding content and they struggle to learn when they feel they cannot accomplish an academic task. Thus, they may be less motivated to engage in learning (Hall 2006:425).

Summary of challenges which are experienced by learners' at high school in Lesotho that contribute to their lack of motivation is illustrated below;

- Teachers' negative behavior, teaching methods and style
- Lack of peer support
- Lack of parental support
- Personal challenges
 - Lack of learners' belief in their ability and effort capability
 - Learners' lack of value placed on the academic task
 - Learners' negative behaviour

5.2.3.3 Proposed motivational learning strategies that can improve learners' scholastic performance

5.2.3.3.1 Positive teachers teaching methods, style and behaviour

Learners-centred teaching method

Motivational learning strategies which support learners' motivation include teachers' instruction methods (Urdu & Turner 2005:10). Participants believed that teachers' positive behaviour and teaching style can motivate learners. Participants claimed that teachers' teaching method includes teachers' use of the learner-centred teaching method. Learner-centred teaching can be described as teaching that is oriented to what learners will learn, rather than what the teachers will teach (Green 2015:47). Participants argued that the learners-centred method likely challenges them, in that they have to find information on their own, and it equips them with responsibility, confidence and knowledge. Therefore, as per participants' argument, learners can find learning enjoyable, meaningful and their motivation can be increased, thus increasing their performance. Alonazi (2017:196) found that teachers in an autonomous teaching and learning environment provide a learner-centred approach, where they are the knowledge provider but also the facilitator, manager, resource centre and counsellor.

Informational feedback

Teachers' guidance and informational feedback support assist learners to attain mastery in their learning. Participants believed that teachers' guidance and informational feedback include exposing learners' marks to make learners work hard and promote competition in class. Giving learners feedback on time so that they can rectify their mistakes and do more exercises, as well as teachers making clear their teaching, will benefit the learning process of incorporating the tasks that need to be evaluated. Participants claimed that clarity from teachers encourages learners to be in control of their learning. Traditionally, feedback from teachers has been a source where learners can evaluate their progress (Ahea, Ahea & Rahman 2016:39).

Teachers' positive teaching style

In the participants' perception, teachers' teaching style can also include teachers' show of passion in their teaching, such as, connecting the content with life experiences. Participants revealed that connecting the class content with real-life experiences, helps learners to get into

motivated learning and attentiveness. Johnson (2017:47) believes that learners who understand the relevance of learning a particular concept and what learning implies for their everyday living, will generate interest.

Counsel learners

Participants argued that teachers should allow learners to express their negative feelings either about teachers, classmates or content. It helps them to get solutions to their problems. Lila (2016:245) argues that teachers should be psychologists so as to understand learners' different personalities, temperaments, characters, motivation, and wills. Participants revealed that teachers can invite the principal to visit classes and talk to learners about their problems. Leoanak and Amalo (2018:2) assert that when the learners experience teachers' positive interpersonal behaviour, this can lead to their positive motivation and performance in all subjects. Thus, learners might feel happy and cared for.

Participants revealed that teachers' encouraging words can be done at the assembly, during teaching or through regular visits to classes. Participants claimed that teachers can also talk to learners about their performance. They argued that it allows learners to self-assess their learning, identify what learning strategies work and develop personal plans for self-improvement. Moreover, it makes learners accountable for their learning. Teachers should be able to talk to their learners like a person instead of a child, and learners should be able to talk freely to the teacher about their school and any problem they may have (Nagashibaevna 2019:801).

Positive learning environment

Findings also revealed that learners should be allowed to learn in a way they feel comfortable, so that they can be autonomously motivated. Participants stressed that this goes together with teachers' knowledge of learners' learning styles. Participants highlighted that teachers can let learners know about the success of the school's former learners, so that it can make learners realise the importance of education in life.

Participants revealed that teachers can motivate learners by allowing learners to work in groups. Tanveer, Shabbir, Ammar, Dolla and Aslam (2012:79) posit that encouraging group work involves learners in mutual participation and in sharing their experiences. Such interaction as the

participants articulated, gives them confidence and intrinsically motivates them. They take ownership of their learning and group work helps them to understand their subjects better. They said, teachers have to attend the groups to see to it that all members of the group are contributing to the dialogue.

Competitive learning environment

Participants claimed that teachers can motivate learners by promoting competition among learners. Their argument was that competition is likely improving learners' performance and challenges learners to do their best. Mazza (2018:6) maintains that schools which eliminate competition completely in teaching and learning, are at risk of the negative effects placed on each learner's ability to self-evaluate their performance.

Teachers' good conduct and professionalism

Participants claimed that teachers are supposed to model a good code of conduct. They argued that teachers' continuous professionalism causes learners to like them. A positive professional attitude of teachers has shown positive effects on the academic success of learners (Khan, Khan, & Khan 2017:51).

Positive reinforcement

Participants revealed that teachers can use reinforcement to motivate learners. Positive reinforcement is a suitable classroom management tool for teachers to control undesirable behaviour in classroom (Rumfola 2017:49). They claimed that teachers' use of controlled orientations, such as incentives, rewards or positive comments encourages learners to carry on with learning; it increases learners' self-regulation which can enhance performance and make them feel appreciated. They argued that schools should hold award ceremonies to recognise outstanding performers. For example, the school should have a constant reward system for learners who are top achievers at school which can not only motivate top achievers but also make other learners work hard.

Up-to-date material at the library

Participants highlighted that the school should provide up-to-date materials at the school library. Such materials provide knowledge and encourage voluntary reading. A library helps learners to

do private study, encourages voluntary reading and increases learners' academic motivation (Akande & Bamise 2017:26). It shows that it is insufficient to have old books in the school library but school authority should equip the school library with up-to-date materials that relate to learners' current courses at tertiary institutions.

Professional counsellors

Participants believed that teachers should invite professional counselors. Learners seemed to want teachers to do whatever it takes to keep them motivated. Participants argued that this could equip learners with the necessary skills to achieve their goals and learners can be motivated to see that teachers and professional counselors believe in them. Rowell and Hong (2013:164) corroborate this by stating that the counselor could apply what they have been trained to do at the school to contribute to learners' success.

Administration

Participants argued that if the principal was to be invited to class and talk, listen and to learners' problems, it could make them feel happy and cared for.

5.2.3.3.2 Positive peer support

Participants stated that peer support helps learners share information either good or bad. Participants showed that former learners whose performance was outstanding should be invited to speak at school or that learners should be told about them. They claimed that these achievers can advise learners on how to learn, in order to obtain good marks, as well as giving learners hope that they also can succeed in their learning. Kiefer, Alley and Ellerbrock (2015:4) argue that peer support, such as clarifying teachers' directions, providing information, and comparing school work promotes motivation and performance. Learners who surround themselves with peers who value learning and academic activities may also value their learning and strive to improve their performance because the role of positive interaction affects the life of these peers (Adamou 2018:144).

5.2.3.3.3 Parental involvement

Participants claimed that parental support could motivate learners. Participants stated that parents who do not compare their children, build learners' trust. Parents should know their children's character traits and goals, and believe in them so they can easily motivate them. Furthermore,

participants claimed that parents should make sure that their children complete their assignments, check their books, check their reports, talk to them about their school work and advise them. They argued that being involved in their children's schoolwork can make learners work harder. It likely makes learners to realise that their parents care about them and their future. The findings about parental involvement from this study, tally with what Gutuza and Khosa (2015:1680) aver, that the involvement of parents in school matters can improve learners' attendance, motivation, and promote ownership. Consistent parental support relates to beneficial learners' outcomes, such as learners' control, competence, and personal judgment (Shukla, Tombari, Toland & Danner 2015:50). Also family background especially sufferings of patents make learners work hard so that they get their parents out the poor state.

5.2.3.3.4 Self-motivation

Participants believed that learners should have intrinsic motivation. Learners' willingness to study can motivate them.

Summary of proposed motivational learning strategies to improve learners' scholastic performance at high school

- Positive teachers' teaching methods, style and behaviour
 - Learner-centered-teaching method
 - Informational feedback
 - Teachers' positive teaching style
 - Counsel learners
 - Positive learning environment
 - Competitive learning environment
 - Teachers good conduct and professionalism
 - Positive reinforcement
 - Up-to-date material at library
 - Invite professional counselor
 - Administration
- Positive peer support
- Parental involvement
- Learners' self-motivation

5.3 RECOMMENDATIONS

5.3.1 Changed roles of principal and teachers

Principal

Participants highlighted the changed role of the school authority, especially the principal. The school principal should visit different classes and talk to learners about their problems and motivate them on a quarterly basis. Learners will then realise that the school believes in them.

Teachers

Teachers and learners in this present study provided useful information when responding to the question: What motivates learners? All participants indicated that teachers listen to learners' problems, give them advice and guide them in their learning. The teachers' role is beginning to change from instructor of learning to counsellor, which is a new approach within education.

5.3.2 Up-to-date material at the library

In response to a lack of materials in the library which relates to learners' current state and their courses at tertiary level, the school authority should at least buy a few relevant books every year to uplift the standard of the library. The school authority should also have course outlines for different tertiary institutions in the library.

5.3.3 Learners' leadership skills development

Participants stated that they correct one another's wrong behaviour. However, it has to start with the correct choice, such as befriending motivated learners. Their knowledge particularly of appropriate behaviour may grow, since they learn from well behaved peers. The results of this study showed that at morning assembly some learners give advice to their school mates. This suggests that teachers should build learners' leadership skills that can help learners to be more directly involved in one another's learning.

5.3.4 Involve professional counsellors

School management should invite professional counsellors to motivate learners in different streams. Participants concurred that counsellors can help equip learners with different skills to achieve their goals.

5.3.5 Quarterly parents' meeting

The school management should organise parents' meetings after quarterly tests to inform parents about learners' performance and how it could be improved. Participants stated that parents can motivate learners by showing an interest in their school work. They could check their books, visit those who stay in the boarding school and check their school work, check their reports and advise them. In this way, parents will value the education of their children, pay school fees, motivate them and allow them to take school trips.

5.4 LIMITATIONS AND FUTURE RESEARCH

Since this research study was conducted by one researcher (me) and in only one school, which constitutes a small sample, its findings cannot be generalised. In future, researchers may conduct exploratory research on motivational learning strategies to improve learners' scholastic performance at selected high schools in Lesotho, for a better understanding of motivational learning strategies, testing or determining the best motivational learning strategies to improve learners' scholastic performance at high school in Lesotho. Furthermore, this study was qualitative in nature, and had 15 participants from a wide population in Lesotho. Therefore, future research studies may be done on a larger scale, mixing qualitative and quantitative research methods.

The research study had no intention to generalising its findings. I therefore believe that future researchers in motivational learning strategies to improve learners' scholastic performance can find similarities or differences in their motivational learning strategies to improve learners' scholastic performance.

5.5 CONCLUSION

In this chapter, summaries of previous chapters were briefly given. Conclusions based on research aim, and questions were also provided. Recommendations for the school principal and teachers on how they could better motivate learners so as to improve their scholastic performance were included. Lastly, limitations and suggestions for future research were provided.

REFERENCES

Abacioglu, C.,S., Isvoranu, A., Verkuyten, M., Thijs, J. and Epskamp, S. 2017. Exploring teachers' influence on student motivation in multicultural classrooms: A comparative network analysis.

Abbas, M. and Khurshid, F. 2013. Motivational techniques and learners' academic achievement of primary level. *Global Journal of Human Social Science Linguistics & Education*. 13(3):14-24.

Adamma, O.N., Ekwutosim, O.P. and Unamba, E.C. 2018. Influence of extrinsic and intrinsic motivation on pupil's academic performance in Mathematics. *SJME (Supremum Journal of Mathematics Education)*. 2(2):52-59.

Adamou, S. 2018. The influence of social support and basic psychology needs satisfaction on student academic motivation at Cameroonian University structure equation modeling. Andrews University, 1677.

<https://digitalcommons.andrew.edu/dissertations/1677>

Adnan, M.A.A. Nordin, M.S. and Ibrahim, M.B. 2013. Relationship between learning strategies and motivation by using structural equation modeling approach. *Malaysian Online Journal of Educational Sciences*. 1(3):33-40

Adibsereshki, N., Abkenar, J. S., Ashoori, M. and Mirzamani, M. 2015. The effectiveness of using reinforcement in the classroom on the academic achievement of students with intellectual disabilities. *Journal of Intellectual Disabilities*. 19(1): 83-93.

Afzal, Z. 2013. Impact of motivation on academic performance of university graduates. 1(2): 45-52.

Ahea,M., Ahea, R.K and Rahman, I. 2016. The value and effectiveness of feedback in improving students' learning and professionalizing teaching in higher education. *Journal of Education and Practice*. 7(16):38-41.

Ahn, I. 2014. Relations between teachers' motivation and students' motivation: a self-determination theory perspective. Purdue University, West Lafayette.

- Akande, S.O. and Banise, O.F. 2017. The role of school library in academic motivation for secondary school students in Osun state, Nigeria. *International Journal of Library Science*. 6(11):18-27.
- Alami, M. 2016. Causes of poor academic performance among Omani students. *International Journal of Social Science Research*. 4(1):126-136.
- Alonazi, S.M. 2017. The role of teachers in promoting learner autonomy in secondary schools in Saudi Arabia. *English Language Teaching*. 10(7):183-202.
- Aluwihare-Samaranayake, D. 2012. Ethics in qualitative research: a view of the participants' and researchers' world from a critical standpoint. *International Journal of Qualitative methods*. 11(2):64-81.
- Al-Zoudi, S. M. and Bani Younes, M. A. 2015. Low academic achievement: causes and results. *Theory of practice in language studies*. 5(11): 2262-2268.
- Amaratunga, D., Baldry, D., Sarshar, M. and Newton, R. 2002. Qualitative and quantitative research in the built environment application or "mixed" research approach: a conceptual framework to measure FM performance. *Work Study*. 51(1):17-31.
- Ambayo, M. A. and Nyumi, O. 2016. Influence of peer counselling on students' behaviour change in secondary schools in Nakuru municipality. *International Journal of Science and Research*. 5(9): 125-130.
- Ambrosi-Randic, N. and Ruzic, H. 2010. Motivation and learning strategies in university courses in Italian language. *Metodicks Obzorilo*. 5(2): 41-50.
- Anny, V.N. 2014. Ensuring the quality of the findings of qualitative research: looking at trustworthiness criteria. 5(2): 272-281.
- Aracy, N. S., Gilmour, M., Mayers, G. and Nell, C. 2015. Full report: school connection for seriously sick kids: we are they, how do we know what works, and whose job is it? Missing children.

Arlington, V. A. 2016. Hobsons introduces Naviance for elementary school, starting earlier to level playing field for all students.

Atieno, O.P. 2009. An analysis of the strengths and limitations of qualitative and quantitative research paradigms. *Problems of Education in the 21st Century*. 13:13-18.

Atkin, B. 2015. Things to think about. *Special Needs Resource Project*. 11(2):1-2.

Australia. 2013. *Education Policy Outlook: Australia*. Australia: OECD.

Autio, O. 2011. Elements in students motivation in technology education. *Social and Behavioral Science*. 29(2011):1161-1168.

Badri, R., Amani-Saribaglou, J., Ahrari, G., Jahad, N. and Mahonoudi, H. 2014. School culture, basic psychology needs, intrinsic motivation and academic achievement: teaching a casual model. *Mathematics Education Trends and Research*. 2014(2014):1-13.

Baher, H. 2017. The homework problem and what teachers can do about it. *MA TESOL Coleection*. 724:1-49.

Baik, C., Larcombe, W., Brooker, A., Wyn, J., Allen, L., Brett, M., Field, R. and James, R. 2017. *Enhancing student mental wellbeing: A handbook for academic educators*. Australia: Australian government of department of education and training.

Baxter, P. and Jack, S.2008.Qualitative case study methodology: study design and implementation fo novice researchers. *The Qualitative Report*. 13(4):544-559.

Benson, S.G. and Dundis S.P. 2003. Understanding and motivating health care employees: integrating Maslow's hierarchy of needs and technology. *Journal of Nursing Management*. 11:315-320.

Berg, B. 2001. *Qualitative research methods for the social science*.7thed. Boston: Allyn & Bacon.

Bishop, C.F., Caston, M.I. and King, C.A. 2014. Learner-centered environments: creating effective strategies based on student attitudes and faculty reflection. *Journal of the Scholarship of Teaching and Learning*. 14(3):46-63.

- Bojovic ,I. and Antonijevic, R. 2017. Students' motivation to learn in primary school. *Open Journal of Psychological Research*. 1(1): 11-20.
- Bojuwoye, O., Moletsane, M., Stofile, S., Moolla, N and Sylverster, F. 2014. Learners' experiences of learning support in selected Western Cape Schools. *South African Journal of Education*. 34(1): 1-15.
- Brooks, C.F. and Young, S.L. 2011. Are choice-making opportunities needed in the classroom? Using self-determination theory to consider students motivation and learner empowerment. *International Journal of Teaching and Learning in Higher Education*. 23(11):48-59.
- Brophy, J. 2010. *Motivating students to learn*. 3rd ed. New York. Routledge.
- Burguillo, J.C. 2010. Using gam-theory and competition-based learning to stimulate student motivation and performance. University of Vigo, Spain.
- Carr, N. S. 2013. Increasing the effectiveness of homework for all learners in inclusive education. *School community Journal*. 3(1): 169-182.
- Center on Education Policy (CEP). 2012. What role do parent involvement, family, background, and culture play in student motivation. The George Washington Human Development , Graduate school of education and research report.
- Chakandinakira, J. 2016. The role of school-based teacher incentives to improve student achievement: Experience from selected secondary schools in Manicaland Province, Zimbabwe. University of South Africa.
- Chen, K.-C and Jang, S.-J. 2010. Motivation in online learning: testing a model of self-determination theory. *Computer in Human Behavior*. 26(2010):741-752.
- Chidarike, M. 2017. Peer counselling strategy for alleviating drug abuse in Zimbabwean rural learning ecologies. University of Free state, Bloemfontein.
- Christian, D., Lawrence, A. and Dampman, N. 2017. Increasing college access through the implementation of Naviance: an exploratory study. *Journal of College Access*. 3(2): 27-44.

Coetzee, S. and Venter, R. 2016. South African law and policy regulating learner absenteeism at public schools: supporting an ecosystem management approach. *South African Journal of Education*. 36(4): 1-11.

Council on Higher Education.2010. Report on the State of Higher Education in Lesotho. Lesotho, Maseru.

Cramer, E., Liston, A., Nevin, A. and Thousand, J. 2010. Co-teaching in urban secondary school district to meet the needs of all teachers and learners: implication for teacher education reform. *International Journal of Whole Schooling*. 6(2):59-76.

Crawford, R. and Jenkins, L. 2017. Blended learning and team teaching: adapting pedagogy in response to changing digital tertiary environment. *Australasian Journal of Educational Technology*. 33(2):51-72.

Crescentini, A. and Mainardi, G. 2009. Methodological corner qualitative research articles: guidelines, suggestions and needs. *Journal of Workplace Learning*. 21(5):431-439.

Creswell, J.W. 2007. *Qualitative inquiry & research design choosing among five approaches*. 2nded. New Delhi: SAGE Publication.

Creswell, J.W. 2009. *Research design: Qualitative, quantitative, and mixed methods approaches*. 3rded. United Kingdom. SAGE Publication, Inc.

Dabula, P. and Makura, A.H. 2013. High school students' perceptions of career guidance and development programmes for university access. *Int J.Edu Sci*. 5(2):89-97.

Dambudzo, I. I. 2014. Curriculum issues: teaching and learning for sustainable development in developing countries: Zimbabwe case study. *Journal of Education and Learning*. 3(1): 11-24.

Dawson, C. 2002. *Practical research methods a user-friendly guide to mastering research*. United Kingdom: How To Books Limited.

Dawson, C. 2006. *Practical research methods: a user-friendly guide for mastering research*. Newtec Place: How To Books Limited.

- De Erenchun Lizarraga, M.R.2014. Causes of the low-participation of students in the English lessons. Universidad Publica de Navarra, Spain.
- De Naeghel, J., Van Keer, H., Vansteenkiste, M. and Rosseel, Y. 2012. The relation between elementary students' recreational and academic reading motivation, reading frequency, engagement, and comprehension: a self-determination theory perspective. *Journal of Educational Psychology*. 104(4):1006-1021.
- Deci, E.L. and Ryan, R.M. 2000. The 'what' and 'why' of goal pursuits: human needs and the self-determination of behavior. *Psychological Inquiry*. 11(4):227-268.
- Deci, E.L. and Ryan, R.M. 2008. Self-determination theory: a macrotheory of human motivation, development, and health. *Canadian Psychological Association*. 49(3):183-185.
- Demir, K. and Karabeyoglu, Y. A. 2016. Factors associated with absenteeism in high schools. *Eurasian Journal of Education Research*. 62(2016): 37-56.
- Devers, K.J. and Frankel, R.M. 2000. Study design in qualitative research-2:sample and data collection strategies. *Education for Health*. 13(2):263-271.
- Dislen, G. 2013. The reasons of lack of motivation from the students' and teachers' voice. *The Journal of Academic Social Science*. 1(1): 35-45.
- Draper, A. 2004. The principles and application of qualitative research. *Proceedings of the Nutrition Society*. 63(4):641-646.
- Dwyer, S.C. and Buckler, J.L. 2009. The space between: on being an insider-outsider in qualitative research. *International Journal of Qualitative Methods*. 8(1):54-63.
- Eccles, J. S. and Wigfield, A. 2002. Motivational beliefs, values, and goals. University of Michigan, Michigan.
- Edberg, M., Shaikh, H., Rimal, R. N, Rassool, R. and Mthembu, M. 2017. Development of a communication strategy to reduce violence against children in south Africa: A social-ecological approach. *The African Journal of Information and Communication (AJIC)*. 20: 49-76.

- Education policy and data center. 2009. Out of school children of the population ages 7-14. Lesotho, Maseru.
- Elo, S., Kaarlainen, M, Kanste, O., Polkki, T., Utriainen, K. and Kyngas, H. 2014. Qualitative content analysis: a focus of trustworthiness. *SAGE Open*. 1-10.
- Examination Council of Lesotho (ECOL). 2008. *2007 COSC Passlist*. Maseru: ECOL
- Examination Council of Lesotho (ECOL). 2013. *2012 COSC Passlist*. Maseru: ECOL.
- Examination Council of Lesotho (ECOL). 2014. *2013 LGCSE Passlist*. Maseru: ECOL.
- Flick, U. 2013. *SAGE Handbook of qualitative data analysis*. Los Angeles: SAGE Publications.
- Flores, D. 2018. *Standing in the middle: insider/outsider positionality while conducting qualitative research with opposing military veteran political groups*. London: SAGE Publications Limited.
- Fong, L.P., Jiar, Y.K. and Abu, B. 2018. Motivation and learning strategies of secondary school students towards general science: a pilot study. *International Journal of Education, Psychology and Counselling*. 3(15): 57-70.
- Fossey, E., Harvey, C., McDermott, F. and Davison, L. 2002. Understanding and evaluating qualitative research. *Australian and New Zealand Journal of Psychology*. 36:717-732.
- Francis, A., Goheer, A., Haver-Dieter, R., Kalpan, D.A., Kerstetter, K., Kirk, L.M.A., Liu, S., Thomas, M.A. and, Yeh. T. 2004. *Gemstone generating eager-minded students' team*. University of Maryland. Gemstone Program.
- Fried, L.J. and Konza, D.M. 2013. Using self-determination theory to investigate student engagement in the classroom. *The International Journal of Pedagogy and Curriculum*. 19(2):27-41.
- Furrer, C. J., Skinner, E. A. and Pitzer, J. R. 2014. The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience. *National Society for the Study of Education*. 113(1): 101-123.

- Furrer, C.J. and Skinner, E. 2003. Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*. 93(1):148-162.
- Furrer, C.J., Skinner, E.A. and Pitzer, J.R. 2014. The influence of teacher and peer relationship on students' classroom engagement and everyday motivational resilience. *National Society for the Study of Education*. 113(1):101-123.
- Gagne, M. and Deci, E.L. 2005. Self-determination theory of work motivation. *Journal of Organizational Behaviour*. 26(2005):331-362.
- Gagne, M. and Deci, E.L. 2014. The history of self-determination theory in psychology and management. In Gagne, M. (Ed.). *The oxford handbook of work engagement, motivation, and self-determination theory*. New York: Oxford university press.
- Gagne, M. and Forest, J. 2008. The study of compensation systems through the lens of self-determination theory: reconciling 35 years of debate. *Canadian Psychology Association*. 49(3): 225-232.
- Garcia, P, Amandi, A., Schiaffino, S. and Campo, M. 2005. Evaluating Bayesian networks' precision for detecting students' learning styles. *Computers & Education*. 49(2007):794-808.
- Garn, A.C., Mathhews, M.S., and Jolly, J.L. 2010. Parental influence on the academic motivation of gifted students: a self-determination theory perspective. *Gifted Child Quarterly*. 54(4):263-272.
- Gaudreau, J. 2016. Adolescents' motivational support in school. A self-determination theory perspective. *Canadian Journal for New Scholars in Education*. 7(2):27:36.
- Ghanizadeh, A. and Jahedizadeh, S. 2016. Context-specific dynamics of demotivators in foreign language education. *International Journal of Research Studies in Language Learning*. 5(2):87-96.
- Gharti, L. 2019. Self-directed learning for learner autonomy: teachers' and students' perceptions. *Journal of NELTA Gandaki (JONG)*. 1:62-73.

- Ghazi, S.R., Ali, R., Shahzad, S., Khan, M.S. and Hukamdad, H. 2010. Parental involvement in children academic motivation. *asian Social Science*. 6(4):93-99.
- Gill, P., Stewart, K., Treasure, E. and Chadwick, B. 2008. Method of data collection in qualitative research: interviews and focus groups. *British Dental Journal*. 204(6):291-295.
- Girmus, R. L. 2011. How to motivate your students. New Mexico State University, Carlsbad.
- Golafshani, N. 2003. Understanding reliability and validity in qualitative research. *The Qualitative Report*. 8(4):597-606.
- Graneheim, V. H. and Lundman, B. 2004. Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nursing Education Today*. 24:105-112.
- Green, P. 2015. How to motivate students: a primer for learner-centred teachers. *Practices in Pedagogy*. 9(1):47-60
- Grolnick, W.S., Farkas, M.S., Sohmer, R., Michaels, S. and Valsiner, J. 2007. Facilitating motivation in young adolescents: effects of an after-school program. *Journal of Applied Developmental Psychology*. 28(2007):332-344.
- Gutuza, R.F. and Khosa, M.T. 2015. An assessment of the involvement of parents in secondary schools in Buhara district in Zimbabwe's manical and province. *Global Journal of Advanced Research*. 2(10):1676-1682.
- Haider, S.A., Qureshi, M.M., Pirzada, S.S. and Shahzadi, I. 2015. A study of student's motivation and its relationship with their academic performance. *Journal of Resources of Development and Management*. 8:9-11.
- Hall, L. A. 2006. Anything but lazy: new understandings about struggling readers, teaching, and text. *Reading Research Quarterly*. 41(4):424-426.
- Hamada, Y. 2008. Demotivators for Japanese teenagers. *Journal of the Pan-Pacific Association of Applied Linguistics*. 12(2):1-23.

Hamar, J. and Murphy, R. 2015. *Council of Higher Education (CHE) study on introduction of advanced subsidiary (AS) or advanced (A) levels: implications for higher education institution (HEIs) and readiness of senior secondary school system to offer AS or A-level in Lesotho*. Maseru: Alpha Plus Consultancy Ltd & Perason Plc.

Hancock, K. J. and Zubrick, S. R. 2015. Children and young people at risk of disengagement from school. University of Western Australia. Australia.

Hardre, P. L., Chen, Ch., Huang, S., Chiang, Ch., Jen, F and Warden, L. 2006. Factors affecting school students academic motivation in Taiwan. *Asia Pacific Journal*. 26(2):187-207.

Harnstra, L., Mansfield, C., van der Vein, I. Feetoma, T. and Volman, M. 2012. Motivational strategies: the of beliefs and contextual factors. *Learning Environ Res*. 2018(18): 363-392.

Harter, A. and Jacobi, L. 2018. “Experimenting with our education” or enhancing it? Co-teaching from the perspective of students i.e. *Inquiry in Education*. 10(2):1-17.

Hartnach, A. 2017. Background document and review key South African and international literature on school dropouts.

Hein, V. 2012. The effects of teacher behaviour on students motivation and learning outcomes: a review. *Act Kinrsiologiae Universitatis Tartuensis*. 18:9-19

Hennessy, A. and Dionigi, R. A. 2013. Implementing cooperative learning in Australian primary schools’ generalist teachers’ perspectives. *Issues in Educational Research*. 23(1): 52-68.

Hoang, T.N. 2007. The relations between parenting and adolescent motivation. *International Journal of Whole Schooling*. 3(2):1-21.

Hoggren, A. 2017. Harnessing motivation: a study into Swedish English students’ motivation for engagement with English in and out of school. Malardalen University’ Sweden.

Holdem, A.R. 2002. The effects of parents, teachers, and peers on academic motivation. eastern Illinois University. <https://thekeep.eiu.edu/thesis/1521>

Hopf, C. 2014. Research ethics and qualitative research. In Flicks, Von Kardorff, E. and Steinke, I. (Eds). *A companion to qualitative research*. London: SAGE Publications.

- Hu, P. 2016. The role of basic need satisfaction in English learning: a case study of University of China. *Linguistics and Literature Studies*. 4(6):402-411.
- Hunt, F. 2013. Review of national policies on learning and teaching. (Paper commissioned for the EFA global monitoring report 2013/4, teaching and learning: Achieving quality for all.). UNESCO. Cambodia.
- Jackson, M.M. 2009. An investigation into the factors contributing to the poor performance of grade 12 (COSC) learners in Lesotho. University of Zululand, KwaZulu-Natal.
- Jackson, R.L., Drummond, D.K. and Camara, S. 2007. What is qualitative research. *Qualitative Research Reports in Communication*. 8(1):21-28.
- Jeno, L.M., Grytnes, J. and Vandvik, V. 2016. The effects of a mobile application tool on biology students' motivation and achievement in species identification: a self-determination theory perspective. *Computer & Education*. 107(2017):1-12.
- Johnson, D. 2017. The role of teachers in motivating students to learn. *BU Journal of graduate studies I Education*. 9(1):46-49.
- Joussement, M.J., Landry, R. and Koestner, R. 2008. A self-determination theory perspective on parenting. *Canadian Psychology/Psychologie Canadienne*. 49(3):1-29.
- Kamore, S. K. and Tiegg, P. M. 2015. Four pillars of effectiveness of peer counselling programs in Meru South district high schools, Kenya. *International Journal of Humanities and Social Science*. 5(2): 254-262.
- Kanku, T. and Mash, R. 2010. Attitude, perception and understanding amongst teenagers regarding teenage pregnancy, sexuality and contraceptive in Taung. *SA Farm Pract*. 52(6): 533-572.
- Kaplan, H. and Madjar, N. 2017. The motivational outcomes of psychological needs support among pre-service teachers: multicultural and self-determination theory perspectives. *Frontiers in Education* 2(42):1-14.

- Karnieli-Miller, O. and Strier, R. 2009. Power relations in qualitative research. *Qualitative Health Research*. 19(2):279-289.
- Kasembe, R. 2011. Teaching science through the science technology and society (SIC) lens in Zimbabwean high schools: Opportunities and constraints. *Zimbabwe Journal of Education Research*. 23(3): 313-350.
- Katz, I., Kaplan, A. and Gueta, G. 2010. Students' need, teachers' support, and motivation for doing homework: a cross-sectional study. *The Journal of Experimental Education*. 78:246-267.
- Khan, A., Khan, S. and Khan, M. 2017. Teaching professionalism and students academic achievement. *Research on Humanities and Social Sciences*. 7(7):48-52).
- Kiefer, S.M., Alley, K.M. and Ellerbrock, C.R. 2015. Teachers and peer support for young adolescents' motivation, engagement, and school belonging. *RMLE Online*. 38(8):1-18.
- Kiefer, S.M., Alley, K.M. and Ellerbrock, C.R. 2015. Teacher and peer support for young adolescents motivation, engagement, and school belonging. *RMLE Online Research in Middle Level Education*. 38(8):1-5.
- Kikuchi, K. 2009. Listening to our learners' voice: what demotivates Japanese high school students? *Language Teaching Research*. 13,4 (2009):453-471.
- Kindermann, T.A. 2015. Peer group influences on students' academic motivation. Portland State University, Portland.
- King, P. and Howard, J. 2016. Free choice or adaptable choice: self-determination theory and play. *American Journal of Play*. 9(1): 56-70.
- Koca, F. 2016. Motivation to learn and teacher-student relationship. *Journal of International Education and Leadership*. 6(2):1-20.
- Koka, A. and Hagger, M.S. 2010. Perceived teaching behaviors and self-determination in physical education: a test of self-determination theory. *Research Quarterly for Exercise and Sport*. 81(1). 74-86.

Komiyama, R. 2009. CAR: a means for motivating learner to read. *English Teaching Forum*. (3):32-37.

Komiyana, R. and McMorris, A. 2017. Examining international students' motivation to read in English from a self-determination theory perspective. *The Catesol Journal*. 29(2):61-80.

Korir, D.K. and Kipkemboi, F. 2014. The impact of school environment and peer influences on students' academic performance in Vihiga County, Kenya. *International Journal of Humanities and Social Science*. 4(5):240-251.

Kothari, C.R. (Ed.). 2004. *Research methodology, methods and techniques*. 2nded. New Delhi: New age International Publishers.

Kotze, T., van de Westhuizen and Barnand, E. 2017. Teaching strategies to support isiXhosa learners who receive education in second/third language. *South African Journal of Education*. 37(3): 1-12.

Kumar, R. 2011. *Research methodology: a step-by-step guide for beginners*. 3rded. New Delhi: SAGE Publication.

Kumar, V.V., Mehta, M.M. and Maheshwari, N. 2013. Effect of emotional intelligence on the achievement motivation, psychological adjustment and scholastic performance of secondary school students. *Journal of the Indian Academy of Applied Psychology*. 39(1): 74-81.

Kusurkar, R.A., Croiset, G. and Ten Cate, O.L. 2011. Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from self-determination theory. *Medical Teacher*. 33:978-982.

Lai, E.R. 2011. *Motivation: A literature review*. Pearson Research Report.

(http://images.pearsonassessments.com/images/tmrs/Motivation_Review_final.pdf)

Lall, M. 2010. *Child centered learning and teaching approaches in Myanmar*. London: Pyoe Pin.

(http://marielall.com/wp/wp-content/uploads/CCA_research_report_by_Marie_Lall.pdf)

- Lamb, S. and Dulfer, N. 2008. Predicting disengagement and its effects: what evidence is there on the extent to which disengagement can be predicted at younger ages? (8-12). The University of Melbourne. Australia.
- Lamb, S., Walstab, A., Teese, R., Vickers, M. and Rumberger, R. 2004. *Staying on at school: improving student retention in Australia*. Queensland: Department of Education and the Arts.
- Leal, E.A., Miranda, G.J. and Carmo, C.R.S. 2012. Self-determination theory: an analysis of student motivation in an accounting degree. *USP Sao Paulo*. 24(62):162-173.
- Lebata, M.C. 2014. An investigation of performance in the Biology 5090 at selected high schools in Lesotho. University of South Africa.
- Lebata, M.C. and Mudau, A.V. 2014. Exploring factors affecting performance in Biology 5090 at selected schools in Lesotho. *Mediterranean Journal of Social Science*. 5(8):271-278.
- Leech, N.L. and Onwuegbuzie, A.J. 2008. Qualitative data analysis; a compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*. 23(4):587-604.
- Legault, L., Green-Demer I. and Pelletier, L. 2006. Why do high school students lack motivation in classrooms?: Towards an understanding of academic motivation and role of support. *Education Psychology*. 98(3): 567-582.
- Leka, I. 2015. The impact of peer relations in the academic process among adolescents. *Mediterranean Journal of Social Science*. 6(1):127-132.
- Lekhetho, M. 2013. Stakeholder Perceptions about factors that cause poor student performance in Cambridge Overseas School Certificate (COSC) Examinations in Lesotho. *Int J.Edu Sci*. 5(4):385-395.
- Leon, J., Madina-Garrido, E. and Ortega, M. 2018. Teaching quality: high school students' autonomy and competence. *Psicothema* 30(2):218-223.
- Leoanak, S.P.P. and Amalo, B. 2018. Teacher's behaviour towards students' motivation practice. *SHS Web of Conferences*. 42:1-6.

- Lesotho MOET (Lesotho Ministry of Education and Training). 2005. *Education sector strategic plan 2005-2015*. Maseru: Government Printer.
- Lesotho MOET (Lesotho Ministry of Education and Training). 2007. *Education Quality Enhancement Project*. Maseru: Government Printer.
- Lesotho MOET (Lesotho Ministry of Education and Training). 2009. *HIV Education for Adolescent Response, Motivation and Empowerment (HEAR-ME) Project*. Maseru: Government Printer.
- Lesotho MOET (Lesotho Ministry of Education and Training). 2016. *Education Statistic Report Lesotho*. Maseru: Government Printer.
- Letsie, J.M. 2019. The Lesotho general certificate of secondary (2013): teachers' readiness for implementation. University of the Free State, Bloemfontein.
- Levy, S. and Campell, H. 2008. Student motivation: premises, effective practice and policy. *Australian Journal of Teacher Education*. 33(5): 14-28.
- Li, J. 2014. Study on the group discussion-based English reading teaching. *Higher Education of Social Science*. 7(1):102-106.
- Lietz, C.A., Langer, C.L. and Furman, R. 2006. Establishing trustworthiness in qualitative research in social work. *Qualitative Social Work*. 5(4):441-458.
- Lila, B. 2016. Factors that hinder students motivation- A case study of Albania. *European Scientific Journal*. 12(16):237-247.
- Linnenbrink-Garcia, L., Patall, E.A. and Pekrun, R. 2016. Adaptive motivation and emotion in education: research and principles for instructional design. *Behavioral and Brain Science*. 3(2):228-236.
- Lipnevich, A.A. and Smith, J.K. 2008. Response to assessment feedback: the effects of grades, praises, and source of information. *University of Otago, New Zealand*.
- Liton, H. 2016. Harnessing the barriers that impact on students' English language learning. *International Journal of Instruction*. 9(2):91-106.

- Liu, W.C., Wang, C.K.J., Tan, O.S., Koh, C. and Ee, J. 2009. A self-determination approach to understanding students' motivation in project work. *Learning and Individual Differences*. 19(2009):139-145.
- Lloyd, K. and Little, D.E. 2010. Self-determination as a framework for understanding women's psychological well-being outcomes from leisure time physical activity. *Leisure Science*. 32:369-385.
- Long, H. 2014. An empirical review of research methodology and methods in creative studies (2003-2012). *Research Journal*. 26(4):427-438).
- Lonsdale, M. 2003. Impact of school libraries on student achievement: a review of the research. Camberwell Victoria, Australian Council for Educational Research.
- Ma, Z. and Ma, R. 2012. Motivating Chinese students by fostering learners autonomy in Language learning. *Theory and Practice in Learning Studies*. 2(4):838-842.
- Malterud, K. 2001. Qualitative research: standards, challenges, and guidelines. *The Lancet*. 358:483-488.
- Manqele, C. M. 2012. An investigation of the role of learners and teachers resource materials in determining a school performance and quality education: A case study of Isiphosemuelo secondary school. University of South Africa, Pretoria.
- Mansfield, C.F. 2010. Motivating adolescents: Goal for Australian students in secondary schools. *Australian Journal of Education and Development Psychology*. 10: 44-55.
- Mansfield, C.F. and Wosnitza, M. 2010. Motivation goals during adolescence: a cross-sectional perspective. *Issues in Educational Research*. 20(2): 149-165.
- Maree, R. (Ed.). 2007. *First Steps in Research*. Pretoria: Van Schaik.
- Maree, R. (Ed.). 2009. *First Steps in Research*. Pretoria: Van Schaik.
- Mart, C.T. 2013. A passionate teacher: teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*. 2(1):437-442.

Maruyama, G. and Ryan, C. S. 2014. *Research methods in social relations*. 8thed. The Atrium, Southern Gate, Chichester, West Sussex: John Wiley & Sons Limited.

Maxwell, J.A. 2012. *Qualitative research design: an interactive approach*. Thousand Oaks, CA: Sage

(<https://www.researchgate.net/publications/43220402>).

Maybee, C. and Flierl, M. 2016. Motivating learners through information literacy. Purdue University libraries, West Lafayette.

Mayet, R. 2016. Supporting At-Risk learners at a comprehensive University in South Africa. *Journal of Student Affairs in Africa*. 4(2): 1-12.

Mazza, N. 2018. Competition: motivating of declination of academic success. Honor projects 328. <https://scholarworks.bgsu.edu/honorprojects/328>

McGaha-Garnett, V. 2013. The effects of violence on academic progress and classroom behavior: from a parent's perspective. *Ideas and Research You can use: VISTAS*. 91:1-9.

Mertens, D. M. 2010. *Research and evaluation in education and psychology: integrating diversity with qualitative, quantitative, and mixed methods*. 3thed. United States of America: SAGE Publications.

Mgijima, M. N. 2014. Violence in South African schools: perception of communities about persistent problem. *Mediterranean Journal of Social Science*. 5(14): 198-206.

Mlalazi, L. 2015. Implementation of strategies used to maintain positive discipline in secondary schools in Bulawayo metropolitan province, Zimbabwe: Towards a holistic positive discipline management model. University of Fort Hare, Eastern Cape.

Mncube, V. 2017. Preventing violence in south African school: control and punish or more effective school management? *Mediterranean Journal of Social Science*. 5(3): 416-421.

Mohajan, H. 2018. Qualitative research methodology in social science and related subjects. *Journal of Economic Development, Environment and People*. 7(1):23-48.

- Mohono-Mahlatsi, L. and van Tonder, F. 2006. The effectiveness of mentoring in the distance teacher education programme at the Lesotho college of education: student teachers' and tutors' perceptions. *South African Journal of Education*. 26(3): 383-396.
- Moldes, V.M., Biton, C.L., Gonzage, D.J. and Moneva, J.C. 2019. Students, peer pressure and their academic performance in school. *International Journal of Scientific and Research Publication*. 9(1):300-312.
- Moon, K, Brewer, T.D., Januchowski-Hartley, S.R., Adams, V.M. and Blackman, D.A. 2016. A guidance to improve qualitative social science publishing in ecology and conservation journals. *Ecology and Society*. 21(3):17.
- Morrow, S.L. 2005. Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*. 52(2):250-260.
- Muchuchuti, N. 2014. The influences of parental involvement on learning: A case study of primary school children in Mateleland regions. *International open and distance learning Journal*. 2(2): 31-42.
- Mufanechiya, T. and Mufanechiya, A. 2011. Motivating Zimbabwean secondary school students to learn: A challenge. *Journal of African Students and Development*. 3(5): 96-104.
- Mustafa, S. M. S., Elias, H., Noah, S. M. and Roslon, S. 2010. A proposed model of motivational influences on academic achievement with flow as the mediator. *Procedural Social and Behavioral Science*. 7(2010): 2-9.
- Nagashibaeuna, Y.K. 2019. Students' lack of interest: how to motivate them? *Universal Journal of Educational Research*. 7(3): 797-802.
- Naslund, D. 2002. Logistics needs qualitative research-especially action research. *International Journal of Physical Distribution & Logistics management*. 32(5):321-338.
- Nayir, F. 2017. The relationship between students motivation and class engagement levels. *Eurasian Journal of Education Research*. 71(2017):59-78.

- Ncontsa, V. N. and Shumba, A. 2013. The nature, causes and effects of school violence in South African high schools. *South African Journal of Education*. 33(3):1-5.
- Ngwenya, V.C. and Pretorius, S.G. 2014. Parental involvement with education in Zimbabwe within a total quality management framework. *International Journal of Educational Sciences*. 7(3):709-710.
- Nick, M. 2010. *The research participant relationship in educational research*. University of Nottingham, United Kingdom.
- Niemiec, C.P and Ryan, R.M. 2009. Autonomy, competence and relatedness in the classroom: applying self-determination theory to educational practice. *Theory and Research in Education* 7(2):133-144.
- Niemiec, C.P. and Ryan, R.M. 2009. Applying self-determination theory to educational practice. *Theory and Research in Education*. 7(2):133-144.
- Nieuwehuis, J. 2007. Qualitative research design and data gathering technique. In Maree, K. (Ed.). *First steps in research*. Pretoria: Van Schaik Publishers.
- Nomaan, S., Hanif, R. and Rehna, T. 2016. Factors underlying academic achievement among Pakistani secondary school students. *Pakistan Journal of Psychological Research*. 31(1): 311-330.
- Ntoumanis, N. 2005. A prospective study of participation in optimal school, physical education using a self-determination theory framework. *Journal of Educational Psychology*. 97(3):444-453.
- Nugroho, M.A.B. and Mayda, N. 2015. An analysis of motivational strategies in teaching English as a foreign language: a case study in junior high school 7 Kunigan. *English Review: Journal of English Education*. 4(1):82-93.
- Nunez, J.L. and Leon, J. 2015. Autonomy support in the classroom: a review from self-determination theory. *European Psychologist*. 20(4):275-283.

- Omona, J. 2013. Sampling in qualitative research: improving the quality of research outcomes in higher education. *Makerere Journal of Higher Education*. 4(2):169-185.
- Onder, F. 2016. Causes of school failure from teacher and student's perspective. *International Journal of New Trends in Education and Their Implications*. 7(2):9-22.
- Onwuegbuzie, A.J. and Leech, N. 2007. Sampling designs in qualitative research: making the sampling process more public. *The Qualitative Report*. 12(2):238-254.
- Oroujlou, N. and Vahedi, M. 2011. Motivation, attitude, and language learning. *Social and Behavioral Science*. 29(2011): 994-1000.
- Pakdel, B. 2013. The historical context of motivation and analysis theories individual motivation. *International journal of humanities and social science*. 3(18): 240-247.
- Palaganas, E.C., Sanchez, M.C., Molintas, M.V. and Caricativo, R.D. 2017. Reflexivity in qualitative research: a journey of learning. *The Qualitative Report*. 22(2):426-438.
- Panisoara, G., Duta, N. and Panisoara, I. 2015. The influence of reasons approving on student motivation for learning. *Procadia-Social and Behavioral Science*. 197(2015):1215-1222.
- Patil, M.V. and Yogi, A.M.N. 2011. Importance of data collection and validation for systematic software development process. *International Journal of Computer Science and Information Technology (IJCSIT)*. 3(2):260-278.
- Pickens-Cantrell, C. 2016. The effectiveness of peer support to increase positive social interaction for students with special needs. All capstone projects 186.
(<https://opus.govst.edu/capstones>)
- Pintrich, A.R. 2003. *Handbook of psychology: motivation and classroom learning*. Wiley: Online Library.
- Purdie, N. and Buckley, S. 2010. School attendance and retention of indigenous Australian students. Australia: Australian government.

- Qu, S.Q. and Dumay, J. 2011. "The qualitative research interview" qualitative research in accounting & management. *Emerald Group Publishing Limited*. 8(3):238-264.
- Queiros, A., Faria, D. and Almeida, F. 2017. Strengths and limitations of qualitative and quantitative research methods. 3(9):369-387.
- Rahimi, M. and Hosseini, K.F. 2015. The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method. *Iranian Journal of Language Teaching Research*. 3(1): 57-82.
- Rahmanpanah, H. 2017. Self-determination theory as a grand theory of motivation in EFL classroom. *Journal of Applied Linguistic and Language Research*. 4(6):153-164.
- Rajasekar, S., Philominathan, P. and Chinnalhambi, V. 2013. *Research methodology*.
(<http://arxiv.org/pdf/physics/0601009.pdf>)
- Rau, P.P., Gao, O. and Wu, L. 2006. Using mobile communication technology in high school education: Motivation, pressure, and learning performance. *Computer and education*. (2006): 1-22.
- Reeve, J. 2012. A self-determination theory perspective on student engagement. In Christenson, S.L., Reschly, L.A. and Wylie, C. (Eds). *Handbook of research on student engagement*. New York: Springer
- Reeve, J. 2016. Autonomy-supportive teaching: what it is, how to do it. In Liu, W.C. *et al.* (Eds). *Building autonomous learners: perspectives from research and practice using self-determination theory*. Singapore: Springer Science + Business media.
- Reuter, J. 2018. Self-determination as a framework to contextualize student misbehavior. *Mid-Atlantic Education Review*. 6(1):16-21.
- Richards, H.M. and Schartz, L.J. 2002. Ethics of qualitative research: are there special issues for health services research? *Family Practice*. 19(2):135-139.
- River, B. 2010. Truancy: causes, effects, and solutions. Education masters paper 107.

- Roca, J.C. and Gagne, M. 2008. Understanding e-learning continuance intention in the workplace: a self-determination theory perspective. *Computers in Human Behavior*. 24(2008):1585-1604.
- Roger, K., Neone, T.A., Heinonen, T., Schwartz, K. and Slater, J. 2018. Exploring identity. What we do as qualitative researchers. *The Qualitative Report*. 23(3):532-546.
- Rowell, L.L. and Hong, E. 2013. Academic motivation, concepts, strategies, and counselling approaches. *Featured Research*. 16(3):158-171.
- RSA (Republic of South Africa). 2014. *Building a society coherence education in Gauteng: 2014/15 budget speech vote 5: Education by Mr Panyaza Lesufi, member of executive council of education Gauteng legislature, 31 July*. Pretoria: Government Printer.
- RSA DoH and DoBE (Republic of South Africa. Department of Health and Department of Basic Education). 2013. *Integrated school health policy*. Pretoria: Department of Health and Department of Basic Education.
- Rudhumbu, N. 2014. Motivational strategies in the teaching of primary school mathematics in Zimbabwe. *International Journal of Education Learning and Development UK*. 2(2): 76-103.
- Rudhumbu, N. 2014. The use of motivational teaching methods in primary schools mathematics in Zimbabwe: A case study of the first decade rather independence. *British Journal of Education*. 2(3): 22-36.
- Rumfola, L. 2012. Positive reinforcement positively helps students in the classroom. The College of Brockport, New York.
- Ryan, A. 2004. Ethical issues. In Seale, C., Gobo, G., Gubrium, J.F. and Silverman, D. (Eds). *Qualitative research practice*. London. SAGE Publication Limited.
- Ryan, R.M. and Deci, D.L. 2000. Intrinsic and extrinsic motivations: classic definitions and new directions, *Contemporary Educational Psychology*. 25:54-67.
- Ryan, R.M. and Deci, E.L. 2000. Self-determination facilitation of intrinsic motivation, social development, and well-being. *Psychological Association. Inc*. 55(1):68-78.

- Saeed, S. and Zyngier, D. 2012. How motivation influences students' engagement: A qualitative case study. *Journal of Education and Learning*. 1(2): 252-267.
- Sahim, S., Arsever, Z. and Kinc, A. 2016. Causes of student absenteeism and school dropouts. *International Journal of Instruction*. 9(1): 195-210.
- Sahin, S. 2007. Driving key for effective learning: motivation. *University of Gaziantep Journal of Social Science*. 6(1):1-8.
- Sarjana, P. 2017. The use of verbal reinforcement to motivate the 11th grade students of Sma Budya Wacana Yogyakarta to speak English. Sanata Dharma University, Yogyakarta.
- Saunders, B., Kitsenger, J. and Kitzinger, C. 2015. Anonymising interview data: challenges and compromise in practice. *Qualitative Research*. 15(5):616-632.
- Schewe, A. 2016. Making students engagement visible: using self-determination theory to examine how two social studies teachers support students needs for autonomy, competence, and relatedness (unpublished dissertation.) George State University, Atlanta.
- Shaw, I. 2008. Ethics and the practice of qualitative research. *Qualitative Social Work*. 7(4): 400-414.
- Shaw, S.R., Gomes, P., Poloskaia, A. and Jankowska, A. M. 2015. The relationship between student health and academic performance: implications for school psychologists. *Psychologist International*. 36(2): 115-134.
- Shenton, A.K. 2004. Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*. 22(2):63-75.
- Shi, H. 2017. Learning strategies and classification in education. *Institute for Learning Styles Journal*. 1: 24-36.
- Shiroma, K.Y.2014. Factors that motivate high-achieving under reserved students for color to succeed in college. University of Hawai-i at Manoa, Japan.

- Shukla, S.Y., Tombari, A.K., Toland, M.D. and Danner, F.W. 2015. Parental support for learning and high school students academic motivation and persistence in mathematics. *Journal of Education and Developmental Psychology*. 5(1):44-56.
- Singh, K. 2011. Study of achievement motivation in relation to academic achievement of students. *International Journal of Educational Planning and Administration*. 1(2): 161-171.
- Sinkovics, R.R., Penz, E. and Ghauri, P.N. 2008. Enhancing the trustworthiness of qualitative research in international business. *Management International Review*. 48(6):689-714.
- Sjoblom, K, Malkki, K., Sandstrom, N. and Lonka, K. 2016. Does physical environment contribute to basic psychological needs? A self-determination theory perspective on learning in the chemistry laboratory. *Frontline Learning Research*. 4(1):17-39.
- Soenens, B. Deci, E.L. and Vansteenkiste, M. 2017. How parents contribute to children's psychological health : the critical role of psychological need support. In Wehmeyer, L. Little, T.D., Lopez, S.J., Shogren, K.A. and Ryan, R. (Eds). New York: Springer.
- Srivastava, A. and Thomson, S.B. 2009. Framework analysis: a qualitative methodology for applied policy research. *JOAAG*. 4(2):72-79.
- Stan, E. 2012. The role of grades in motivating students to learn. *Procedia-Social and Behavioral Science*. 69(2012):1998-2003.
- Standage, M.,Duda, J.L. and Ntoumanis, N. 2006. Students' motivational processes and their relationship to teacher rating in school physical education: a self-determination theory approach. *Research Quarterly for Exercise and Sport*. 77(1):100-110.
- Steinmayr, R. and Spinach, B. 2008. The importance of motivation as a predictor of school achievement. *Learning and individual differences*. 19(2009): 80-90.
- Strassbury, S., Meny-Gibert, and Russell B. 2010. Left unfinished: temporary absence and dropout from South African schools. Access to Education study v2. Social survey Africa.

Subban, P. K. and Round P. N. 2015. Differentiated instruction at work, reinforcing the art of classroom observation through the creation of a checklist for beginning and pre-service teachers. *Australian Journal of Teaching Education*.40(5): 117-131.

Sun, H. and Chen, A. 2010. A pedagogical understanding of the self-determination theory in psychological education. *National Association for Kinesiology and Physical Education in Higher Education*. 62:364-384.

Taglor, I.M. and Ntoumanis, N. 2007. Teacher motivational strategies and student self-determination in physical education. *Journal of Educational Psychology*. 99(4):747-760.

Tanveer, M.A., Shabbir, M.F., Ammar, M., Dolla, S.I. and Aslam, H.D. 2012. Influence of teacher on students learning motivation in management Science Studies. *American Journal of Scientific Research*. 67(2012):76-87.

Tasgin, A. and Tunc, Y.2018. Effective participation and motivation: An investigation on secondary school students. *World Journal of Education*. 8(1):58-74.

Tastan, S.B., Davoudi, S.M.M., Masalimova, A.R., Bersanov, A.S., Kurbanov, R.A., Boiarchuk, A.V. and Pavlushin, A.A. 2018. The impact of teachers efficacy and motivation on student's academic achievement in Science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education*. 14(6):2353-2366.

Taylor, I.M. and Ntoumanis, N. 2007. Teacher motivational strategies and student self-determination in physical education. *Journal of Educational Psychology*. 99(4):747-760.

Tebeanu, A.U. and Macarie, G.F. 2012. Cooperation and competitiveness in the educational environment from the students' perspective: an essay analysis. *Procedia Social and Behavioral Science*. 76(2013):811-815.

Tella, A. 2007. The impact of motivation on student's academic achievement and learning outcomes in mathematics among secondary school students in Nigeria. *Eurasia Journal of Mathematics & Technology Education*. 3(2):149-156.

Ten Cate, O.Th., Kusrkar, R.A. and Williams, G.C. 2011. How self-determination theory can assist our understanding of teaching and learning process in medical education. *Medical Teacher*. 33:961-973.

Thorpe, D. and Abel, N. R. 2010. Naviance beyond the counseling office. *Scholarship and professional work-educator*. 27.

(http://digitalcomms.bulter.edu/coe_paper/27)

Titsworth, B.S. 2000. The effects of praise on students motivation in basic communication course. *Basic Communication Course Annual*. 12(5):1-28.

Togia, A., Korobi, S. and Malliari, A. 2012. Motivation to learn and learning strategies: IT course in a library and informational science department. *Library Review*. 61(1):41-56.

Tombak, B. and Altun, S. 2016. The effect of cooperative learning: university example. *Eurasian Journal of Educational Research*. 64: 173-196.

Tran, N. T. 2013. Original research: factors associated with low educational motivation among ethnic minority students in Vietnam. *Ritoumeikan Asia Pacific University*. 32: 124-136.

Trenshaw, K.F.,Revelo, R.A., Earl, K.A. and Herman, G.L. 2016. Using self-determination theory principles to promote engineering students' intrinsic motivation to learn. *International Journal of Engineering Education*. 32(3A): 1194-1207

Turner, K. 2019. One-on-one learning and self-determination theory. *International of Journal of Instruction*. 12(2):1-16.

Turtorean, M. 2013. Current issues of motivation-implications for an education of excellence. *Social and Behavioral Science*. 92(2013):968-972.

Urduan, T. and Turner, J. C. 2005. Competence motivation in the classroom. In En Elliot, A. and Dweck, C.(Eds). *Handbook of competence and motivation*. Neuva York: Guilford Press.

Valerio, K. 2012. Intrinsic motivation in the classroom. *Journal of Student Engagement: Education Matters*. 2(1):30-35.

- Valiente, C. 2008. Are students using the ‘wrong’ learning style of learning. *Active Learning in Higher Education*. 9(1):73-91.
- Vallerand, R.J., Koestner, R. and Pelletier, L.G. 2008. Reflection on self-determination theory. *Canadian Psychological Association*. 40(3):257-262.
- van Breda, M. J. 2014. Truants’ perceptions of parental involvement in their education: How can parents assist? *J Hum Ecol*. 48(1): 145-151.
- Vansteenkiste, M., Lens, W. and Deci, E.L. 2006. Intrinsic versus extrinsic goal contents in self-determination theory: another look at the quality of academic motivation. *Educational Psychologist*. 4(1):19-31.
- Vansteenkiste, M., Niemiec, Ch.P. and Soenens, B. 2010. The development of the five mini-theories of self-determination theory: an historical overview, emerging trends, and future directions. *Emerald Group Publishing Limited*. 16A:105-165.
- Vansteenkiste, M., Sierens, E., Soenens, B, Luyckx, K. and Lens, W. 2009. Motivational profiles from a self-determination perspective: the quality of motivation matters. *Journal of Educational Psychology*. 101(3):671-688.
- Varga-Dobai, K. 2012. The relationship of researcher and participant in qualitative inquiry: from “self and other” binaries to the post structural feminist perspective of subjectivity. *The Qualitative Report*. 17(47):1-17.
- Vibulphol, J. 2016. Students’ motivation and learning and teachers’ motivational strategies in English classrooms in Thailand. *English Language Teaching*. 9(4):64-75.
- Wairimu, M.J., Macharia, S.M. and Muiru, A. 2016. Analysis of parental involvement and self-esteem on secondary school students in Kieni West Sub-county Kenya. *Journal of Education and Practice*. 7(27):82-98.
- Washington CEP (Washington Center on Education Policy). 2012. *What is motivation and why does it matter?* Washington: The George Washington University.

- Wassenaar, D.R. 2006. Ethical issues in social science research. In Terre Blanche, M., Durreheim, K. and Painter, D. (eds). *Research in Practice: applied methods for the social sciences*. Cape Town: UCT Press. 60-79.
- Wehmeyer, M.L. and Bolding, N. 2001. Enhancing self-determination of adults with intellectual disability as an outcome of moving to community based work or living environment. *Journal of Intellectual Disability Research*. 45(5):371-383.
- William-Diehm, K., Wehmeyer, M.L., Palmer, D.B., Soukup, J.H. and Garner, N.W. 2008. Self-determination and student involvement in transition planning: A multivariate analysis. *Journal of Developmental Disabilities*. 14(1):27-39.
- Williams, C. 2007. Research method. *Journal of Business & Economics Research*. 5(3):65-72.
- Williams, K. and Williams, C. 2011. Five key ingredients for improving students' motivation. *Research in Higher Education Journal*. 11: 1-23.
- Wisniewski, T., White, C., Green, C., Elder, A.F., Sohel, S., Perry, N.E and Shapka, J. 2018. Supporting students through role redefinition: a self-determination theory perspective. *Education as Change*. 22(11):1-23.
- Wolff, S. 2004. Ways into the field and their variants. In Flicks, Von Kardorff, E. and Steinke, I. (Eds). *A companion to qualitative research*. London: SAGE Publications.
- Wolhuter, C., van de Walt, H., Potgieter, F., Meyer, L. and Mamiala, T. 2012. What inspires South African student teachers for their future profession? *South African Journal of Education*. 32(2): 178-190.
- Wood, R. 2019. Students' motivation to engage with science learning activities through the lens of self-determination theory: results from a single-cases school-based study. *EURASIA Journal of Mathematics, Science and Technology Education*. 15(7): 1-22.
- Woolfolk, A. 2010. *Educational psychology*. 11th ed. United States of America. Pearson education international.

Woolfolk, A. 2014. *Educational psychology: active learning edition*. 12th ed. United States of America: Pearson education international.

Yilmaz, K. 2013. Comparison of quantitative and qualitative research traditions, epistemological, theoretical, and methodological differences. *European Journal of education*. 48(2):311-326.

Yunus, M.M., Osman, W.S.W. and Ishak, N.M. 2013. Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia Social and Behavioral Sciences*. 15(2011):2637-2641.

Zainuddin, Z. and Perera, C.J. 2019. Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model. *Journal of Further and Education*. 43(1):115-126.

**APPENDIX A PERMISSION LETTER TO CONDUCT RESEARCH FROM
LERIBE EDUCATION OFFICE**



LERIBE EDUCATION AND TRAINING OFFICE.
P.O.BOX 12, LERIBE 300

23 April 2019

The Principal

Dear Principal

Subject: Request to collect data in your school.

Mrs A.M. Ntseli is a master's student in the university of the Freestate. She wishes to collect data in your school for her research study.

Please afford her the necessary assistance within the bounds of MOET policies.

Sincerely

MINISTRY OF EDUCATION & TRAINING
Motlatsi Mosoang (Mr) DISTRICT EDUCATION MANAGER
District Education Manager
2019-04-23
P.O. BOX 12, LERIBE 300
TEL: 2240 0210 / 2240 1350
TELEPHONE: 22400210/22401350

FAX: 22400022

APPENDIX B CONSENT FORM FOR EDUCATION OFFICE

Consent letter for education office

Box 1384

Maputsoe 350

Lesotho

17 April 2019

The Director

Education office

Hlotse, Leribe

Lesotho

Dear sir/madam

Re: Request for permission to conduct research

I am studying as a part-time student at the University of Free State. I am doing a research and would like to request permission to conduct my research at Holy Family high school.

DATE: 20 May 2019-20 June 2019

TITLE OF THE RESEARCH PROJECT:

Motivational learning strategies to improve learners' scholastic performance at selected high schools in Lesotho

PRINCIPAL INVESTIGATOR AND CONTACT NUMBERS:

Mamamello Anastacia Ntseli 2010092738 (+266)62715833/0785784400

FACULTY AND DEPARTMENT:

Faculty of education

Department of Psychology of education

STUDY LEADER'S NAME AND CONTACT NUMBER

Dr Kgothule RJ 0825307898

AIM/PURPOSE OF THE STUDY

The aim of my study is to investigate motivational learning strategies to improve learners' scholastic performance at high schools.

WHO IS DOING THE RESEARCH?

I am doing the research. I am a teacher at Holy Family high school. Through my daily interaction with learners in teaching and learning process, majority of learners at Lesotho General Certificate at Secondary Education (LGCSE) seem to obtain lower symbols which hinder them to be admitted at tertiary institutions, probably due to a lack of motivation to learn. Therefore, I felt strongly to investigate motivational learning strategies to improve learners' scholastic performance at high schools.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has not received approval yet from the Research Ethical Committee. It is then that I am applying for it.

REASONS I HAVE CHOSEN THESE PARTICIPANTS

I have chosen learners whose pass marks are high, middle and low so that I will obtain information from different learners. Teachers, on the other hand, likely come across learners who show lack of motivation in different classrooms. Participants will be 6 learners and 2 teachers.

NATURE OF PARTICIPATION IN THIS STUDY

Both learners and teachers will be interviewed face-to-face. Semi-structured interview will be audio taped through the permission of participants. Hope to take four weeks with the interviews. For twenty minutes at break time participants will be interviewed. Learners and teachers might be at the risk of not having rest before they go to the next lesson which may affect their participation in class.

POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY

Despite the leveled risks, both teachers and learners will be able to state their problems relating to motivation to learn and solutions will be made. Also, from their participation, we may learn something new that may benefit other learners and teachers.

POTENTIAL RISKS OF TAKING PART IN THIS STUDY

Learners may go through these risks while participating in this research; they may not be prepared for classes that come after break. Teachers may not prepare for the next lessons or mark exercises. Participants may be questioned about their participation. Participants will be advised to come to school prepared every day. I will encourage teachers to mark during their free periods.

INFORMATION CONFIDENTIALITY

Participants' names will not be written in explanation of data. Rather, certain code will be used to refer to a particular participant. I will be the only one having access to data collected. Although the information collected might be published their participation will not be identified in that report. Participants are free to withdraw from the participation in the research. It does not matter if their parents agreed for their participation, they are free to say no. They will not get into any trouble if they withdraw from participation in the study.

HOW WILL THE INFORMATION BE STORED AND DESTROYED?

Hard copies of participants' answers will be stored in a locked cupboard for five years for academic purposes. Electronic information will be stored on a password computer. Audio tapes and copies of interviews will be destroyed once the academic procedures and the study are completed.

PAYMENT OR INCENTIVE FOR PARTICIPATION IN THE STUDY

No payment or incentive will be given to participants.

HOW WILL THE INSTITUTION BE INFORMED OF THE FINDINGS/ RESULTS OF THE STUDY

If you would like to be informed of the final findings or any further information please contact Mamamello Anastacia Ntseli on 62715833/ 0785784400 or at amntseli@yahoo.com. Should you have concern about the way in which the research has been contacted, contact Dr Kgothule on 0825307898 at KgothuleRJ@ufs.ac.za.

Thank you.

Yours sincerely

Mamamello A. Ntseli

APPENDIX C CONSENT FORM FOR THE SCHOOL PRINCIPAL

Consent letter for the principal

Box 1384

Maputsoe 350

Lesotho

Date

The principal

.....
.....
.....
.....

Dear sir/madam

Re: Request for permission to conduct research

I am studying as a part-time student at the University of Free State. I am doing a research and would like to request permission to conduct my research at Holy Family high school.

DATE: 20 May 2019-20 June 2019

TITLE OF THE RESEARCH PROJECT:

Motivational learning strategies to improve learners’ scholastic performance at selected high schools in Lesotho

PRINCIPAL INVESTIGATOR AND CONTACT NUMBERS:

Mamamello Anastacia Ntseli 2010092738 (+266)62715833/0785784400

FACULTY AND DEPARTMENT:

Faculty of education

Department of Psychology of education

STUDY LEADER'S NAME AND CONTACT NUMBER

Dr Kgothule RJ 0825307898

AIM/PURPOSE OF THE STUDY

The aim of my study is to investigate motivational learning strategies to improve learners' scholastic performance at high schools.

WHO IS DOING THE RESEARCH?

I am doing the research. I am a teacher at Holy Family high school. Through my daily interaction with learners in teaching and learning process, majority of learners at Lesotho General Certificate at Secondary Education (LGCSE) seem to obtain lower symbols which hinder them to be admitted at tertiary institutions, probably due to a lack of motivation to learn. Therefore, I felt strongly to investigate motivational learning strategies to improve learners' scholastic performance at high schools.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has not received approval yet from the Research Ethical Committee. It is then that I am applying for it.

REASONS I HAVE CHOSEN THESE PARTICIPANTS

I have chosen learners whose pass marks are high, middle and low so that I will obtain information from different learners. Teachers, on the other hand, likely come across learners who show lack of motivation in different classrooms. Participants will be 6 learners and 2 teachers.

NATURE OF PARTICIPATION IN THIS STUDY

Both learners and teachers will be interviewed face-to-face. Semi-structured interview will be audio taped through the permission of participants. Hope to take four weeks with the interviews. For twenty minutes at break time participants will be interviewed. Learners and teachers might be at the risk of not having rest before they go to the next lesson which may affect their participation in class.

POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY

Despite the leveled risks, both teachers and learners will be able to state their problems relating to motivation to learn and come up with solutions. From their participation, we may learn something new that may benefit other learners and teachers.

POTENTIAL RISKS OF TAKING PART IN THIS STUDY

Learners may go through these risks while participating in this research; they may not do assignments for classes that come after break. Teachers may not prepare for the next lessons or mark exercises. Participants will be advised to come to school prepared every day. I will also encourage teachers to mark during their free periods.

INFORMATION CONFIDENTIALITY

Participants' names will not be written in explanation of data. Rather, certain code will be used to refer to a particular participant. I will be the only one having access to data collected. Although the information collected might be published their participation will not be identified in that report. Participants are free to withdraw from the participation in the research. It does not matter if their parents agreed for their participation, they are free to say no. They will not get into any trouble if they withdraw from participation in the study.

HOW WILL THE INFORMATION BE STORED AND DESTROYED?

Hard copies of participants' answers will be stored in a locked cupboard for five years for academic purposes. Electronic information will be stored on a password computer. Audio tapes and copies of interviews will be destroyed once the academic procedures and the study are completed.

PAYMENT OR INCENTIVE FOR PARTICIPATION IN THE STUDY

No payment or incentive will be given to participants.

HOW WILL THE INSTITUTION BE INFORMED OF THE FINDINGS/ RESULTS OF THE STUDY

If you would like to be informed of the final findings or any further information please contact Mamamello Anastacia Ntsele on 62715833/ 0785784400 or at amntseli@yahoo.com. Should you have concern about the way in which the research has been conducted, contact Dr Kgothule on 0825307898 at KgothuleRJ@ufs.ac.za.

Thank you.

Yours sincerely

Mamamello A. Ntsele

APPENDIX D CONSENT FORM FOR THE PARENT/GUARDIAN

RESEARCH STUDY INFORMATION LEAFLET AND PARENTAL CONSENT FORM

DATE: 20 May 2019-20 June 2019

TITLE OF THE RESEARCH PROJECT:

Motivational learning strategies to improve learners' scholastic performance at selected high schools in Lesotho

PRINCIPAL INVESTIGATOR AND CONTACT NUMBERS:

Mamamello Anastacia Ntseli 2010092738 (+266)62715833/0785784400

FACULTY AND DEPARTMENT:

Faculty of education

Department of Psychology of education

STUDY LEADER'S NAME AND CONTACT NUMBER

Dr Kgothule RJ 0825307898

WHAT IS A RESEARCH?

Research is something we do to find new knowledge about the way things and people work. We use research projects or studies to help us find out more about children and teenagers and the things that affect their lives, the schools, their families and their health. Research also helps us to find better ways of helping, or treating children who are sick. We do this to try and make a better place.

AIM/PURPOSE OF THE STUDY

The aim of my study is to investigate motivational learning strategies that can improve learners' scholastic performance at high schools.

WHO IS DOING THE RESEARCH?

I am doing the research. I am a teacher at Holy Family high school. Through my daily interaction with learners in teaching and learning process, majority of learners seem to obtain lower symbols which hinder them to be admitted at tertiary institutions, probably due to a lack of motivation to learn.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has not received approval yet from the Research Ethical Committee. It is then that I am applying for it.

WHY HAVE YOUR CHILD BEEN INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

I have chosen your child because we interact daily. As such, the child might have experienced a lack of motivation in learning.

WHAT WILL HAPPEN TO YOUR CHILD IN THIS STUDY

Your child will be interviewed face-to-face. Interview will be audio taped through the permission of child. For twenty minutes at break time the child will be interviewed.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

The child will not get into any trouble if they withdraw from participation in the study or not participate even when you agreed for their participation.

POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY

The child will be able to state their problems and solutions may be made. Also, from your child's participation we may learn something that will benefit other learners and teachers.

ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY

Your child may go through these risks while participating in this research; the child may do to class unprepared if they have not done assignments for the class that comes after break. Will advice them to do their assignments a day before.

INFORMATION CONFIDENTIALITY

No names will be written. Rather, certain code will be used to refer to your child. I will be the only one having access to data collected.

WHO CAN YOU TALK TO ABOUT THE STUDY

If you would like to be informed of the final findings or any further information please contact Mamamello Anastacia Ntseli on 62715833/ 0785784400 or at amntseli@yahoo.com. Should you have concern about the way in which the research has been contacted, contact Dr Kgothule on 0825307898 at KgothuleRJ@ufs.ac.za.

WHAT IF YOU DO NOT WANT YOUR CHILD TO DO THIS?

You are free not to sign this form. Your child will not get any trouble from any one at school for not participating at the research.

PLEASE RETURN

Name of child:-----

Name of parent:-----

- Do you understand this research study and are you willing to let your child take part in it?
Yes --- No---
- Has the research answered all your questions? Yes--- No---
- Do you understand that you can withdraw from the study at any time? Yes--- No---
- I give the researcher permission to make use of the data gathered from my child's participation. Yes--- No---

Signature of parent----- Date-----

APPENDIX E CONSENT FORM FOR THE PARTICIPANTS

RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE: 20 May 2019-24 June 2019

TITLE OF THE RESEARCH PROJECT:

Motivational learning strategies to improve learners' scholastic performance at selected high schools in Lesotho

PRINCIPAL INVESTIGATOR AND CONTACT NUMBERS:

Mamamello Anastacia Ntseli 2010092738 (+266)62715833/0785784400

FACULTY AND DEPARTMENT:

Faculty of education

Department of Psychology of education

STUDY LEADER'S NAME AND CONTACT NUMBER

Dr Kgothule RJ 0825307898

WHAT IS A RESEARCH?

Research is something we do to find new knowledge about the way things and people work. We use research projects or studies to help us find out more about children and teenagers and the things that affect their lives, the schools, their families and their health. Research also helps us to find better ways of helping, or treating children who are sick. We do this to try and make a better place.

AIM/PURPOSE OF THE STUDY

The aim of my study is to investigate motivational learning strategies that can improve learners' scholastic performance at high schools.

WHO IS DOING THE RESEARCH?

I am doing the research. I am a teacher at Holy Family high school. Through my daily interaction with learners in teaching and learning process, majority of learners seem to obtain lower symbols which hinder them to be admitted at tertiary institutions, probably due to a lack of motivation to learn.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has not received approval yet from the Research Ethical Committee. It is then that I am applying for it.

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

I have chosen learners whose pass marks are high, middle and low so that I will obtain information from different learners. Teachers, on the other hand, likely come across learners who show lack of motivation in different classrooms. Participants will be 6 high school learners and 2 teachers.

NATURE OF PARTICIPATION IN THIS STUDY

Both learners and teachers will be interviewed face-to-face. Semi-structured interview will be audio taped through the permission of participants. Hope to take four weeks with the interviews. For twenty minutes at break time learners and teachers will be interviewed. Learners and teachers might be at the risk of not being prepared for the lessons that follow after break if they did prepare earlier before interview.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participants will not get into any trouble if they withdraw from participation or not participate even when their parents agreed for their participation.

POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY

Despite the leveled risks, both teachers and learners will be able to state their problems and solutions may be made. Also from their participation we may learn something that will benefit other learners and teachers.

ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY

Learners may go through these risks while participating in this research; they may go to classes that come after break unprepared if they have not done assignments for classes that come after break earlier. Teachers may not prepare for the next lessons or mark exercises. Participants will be advised to prepare a day before for tomorrow's lessons. I will advice teachers to use their free periods for marking.

INFORMATION CONFIDENTIALITY

Participants' names will not be written. Rather, certain code will be used to refer to a particular participant. I will be the only one having access to data collected.

HOW WILL THE INFORMATION BE STORED AND DESTROYED?

Hard copies of participants' answers will be stored in a locked cupboard for five years for academic purposes. Electronic information will be store on a password computer. Audio tapes

and copies of interviews will be destroyed once the academic procedures and the study are completed.

PAYMENT OR INCENTIVE FOR PARTICIPATION IN THE STUDY

No payment or incentive will be given to participants.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS/ RESULTS OF THE STUDY

If you would like to be informed of the final findings or any further information please contact MamamelloAnastaciaNtseli on 62715833/ 0785784400 or at amntseli@yahoo.com. Should you have concern about the way in which the research has been contacted, contactDrKgothule on 0825307898 at KgothuleRJ@ufs.ac.za.

Thank you for taking time to read this information sheet and participating in this study.

CONSENT TO PARTICIPATE IN THE STUDY

I-----, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconveniences of participation.

I have read (or have explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and I am prepared to participate in the study. I understood that my participation is voluntary and that I will not get into any trouble if I withdraw from participation in the study. I am aware that the findings of this study will be anonymously processed into a research report, journal publication and or conference proceedings.

I agree to the recording of the audio tapes and written interview responses.

I have received a signed copy of the informed consent agreement.

Full names of participant:-----

Signature of participant:-----Date-----

Full names of the researcher-----

Signature of researcher-----Date-----

APPENDIX F CONSENT FORM FOR THE LEARNERS UNDER THE AGE OF 18

RESEARCH STUDY INFORMATION LEAFLET AND ASSENT FORM FOR CHILDREN UNDER THE AGE OF 18

DATE: 20 May 2019-20 June2019

TITLE OF THE RESEARCH PROJECT:

Motivational learning strategies to improve learners' scholastic performance at selected high schools in Lesotho

PRINCIPAL INVESTIGATOR AND CONTACT NUMBERS:

Mamamello Anastacia Ntseli 2010092738 (+266)62715833/0785784400

FACULTY AND DEPARTMENT:

Faculty of education

Department of Psychology of education

STUDY LEADER'S NAME AND CONTACT NUMBER

Dr Kgothule RJ 0825307898

WHAT IS A RESEARCH?

Research is something we do to find new knowledge about the way things and people work. We use research projects or studies to help us find out more about children and teenagers and the things that affect their lives, the schools, their families and their health. Research also helps us to find better ways of helping, or treating children who are sick. We do this to try and make a better place.

AIM/PURPOSE OF THE STUDY

The aim of my study is to investigate motivational learning strategies that can improve learners' scholastic performance at high schools.

WHO IS DOING THE RESEARCH?

I am doing the research. I am a teacher at Holy Family high school. Through my daily interaction with learners in teaching and learning process, majority of learners seem to obtain lower symbols which hinder them to be admitted at tertiary institutions, probably due to a lack of motivation to learn.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has not received approval yet from the Research Ethical Committee. It is then that I am applying for it.

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

I have chosen you because I assume that through your learning you might have experienced a lack of motivation.

WHAT WILL HAPPEN TO YOU IN THIS STUDY

You will be interviewed face-to-face. Interview will be audio taped through your permission. Interview will be at break time for twenty minutes.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

You will not get into trouble from anyone at school for not participating or withdrawing from the research even when your parent has agreed for your participation.

POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY

You will be able to state your problems and their solutions. This will also benefit other learners in the future.

ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY

You may go through these risks while participating in this research; you may not rest for the next class, you may be stressed up if you have not done assignments for the class that comes after break. Learners will be advised to do their assignments a day before.

INFORMATION CONFIDENTIALITY

No names will be written. Rather, certain code will be used to refer to your responses. I will be the only one having access to data collected.

WHO CAN YOU TALK TO ABOUT THE STUDY

If you would like to be informed of the final findings or any further information please contact MamamelloAnastaciaNtsele on 62715833/ 0785784400 or at amntseli@yahoo.com. Should you have concern about the way in which the research has been contacted, contact DrKgothule on 0825307898 at KgothuleRJ@ufs.ac.za.

WHAT IF YOU DO NOT WANT TO DO THIS?

You are free not to sign this form. You will not get into any trouble from any one at school for not participating or withdrawing from the research.

PLEASE RETURN

Name of the child-----

Name of the parent or guardian -----

- Has the study been explained to you? Yes----- No-----
- Do you understand this research study and are you willing to take part in it? Yes --- No---
- Has the research answered all your questions? Yes--- No---
- Do you understand that you can withdraw from the study at any time? Yes--- No---
- I give the researcher permission to make use of the data gathered from my participation.
Yes--- No---

Signature of the child ----- Date-----

APPENDIX G INTERVIEW QUESTIONS

Interview questions for learners

1. What do you think motivates you to learn?
2. How does motivation help you in learning?
3. How do you think a motivated learner learns?
4. What are the factors that de-motivate you in learning?
5. How do your teachers motivate you?
6. What do you think can be done to keep you motivated?
7. How do you feel when you are told about how you lack motivation? Why?
8. Who is responsible for your motivation and why?
9. What do you think is an appropriate time to motivate you and why?
10. What do you find challenging in your motivation?

Interview questions for teachers

1. What do you think motivates learners?
2. How does motivation help learners in learning?
3. How do you think motivated learner learners?
4. How do you motivate your learners?
5. What are the factors that de-motivate learners in learning?
6. What do you think can be done to keep learners motivated?
7. Is it necessary to tell your learners that they lack motivation? Why yes or not?
8. Who is responsible to motivate learners and why?
9. What perceptions do you have about learners who lack motivation? Why?
10. What do you find challenging in motivating learners?
11. In your opinion, what do you think is appropriate time to motivate learners? Why?