

**THE RELATIONSHIP BETWEEN 1ST & 2ND YEAR TERTIARY STUDENTS AND
THEIR MOTIVATION TO ACHIEVE ACADEMIC SUCCESS**

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I, Elysia Tiana Munsami hereby declare that the Research Report submitted for the IIE BA Honours in Psychology degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.

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Abstract

The aim of this study is to show the reader why the selected topic is important and how it could influence or help future tertiary students as well as the relevant administrators, supervisors and lecturers. Social environments can either encourage and facilitate the tendencies for development and integration that the human psyche equips with. Or social environments can disrupt such developments, which leads an individual to display more unwanted behaviours (Deci & Ryan, 2004). The main argument of the research study is that current 2nd year tertiary students feel more pressure to achieve academic success compared to 1st year tertiary students. The specific problem that the researcher aimed to solve is how academic motivation differs from 1st year students and 2nd year students. It analyses how 2nd year students are more concerned about their futures whereas 1st year students are just aiming to achieve academic success. The data collection method used for this study was an online application known as Google Forms. The reason the researcher selected this method is that it is an easier form to collect responses and it provides graphs, statistics and pie charts to analyse the responses

Keywords: Academic success, motivation, tertiary students, critical thinking.

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1. Introduction

1.1.1 Contextualisation

The aim of contextualisation and the rationale in a research proposal is to give the reader a clear line of argument which demonstrates the value of the research being conducted.

The motivation behind selecting this topic is that achieving academic success is very important to all tertiary students but there is more at stake for students that are 2nd year rather than students that are in 1st year. According to Walburg (2018), as a tertiary student develops, the desire to be the best version of themselves grows every year. These students want to achieve academic success in order to get a good job that will make their future more financially comfortable and being in a higher education facility helps grow this desire.

Conducting this study is considered important because if students as well as the relevant student supervisors, administrators and lecturers are aware of academic motivation and just how much it influences academic success, they will start paying more attention to these factors which in turn impacts tertiary students.

The contextualisation has pointed out what the researcher believes the research being conducted will contribute and who will this study help.

1.1.2 Rationale

The purpose of a rationale serves as a statement of how the researcher became invested in the study being conducted. Secondly the rationale identifies why the researcher believes the chosen topic is worth investigating (Vithal & Jansen, 2004).

The reason for conducting this study is to determine the underlying motivations that the 1st and 2nd year tertiary students must achieve academic success and why is the 2nd year student more pressured into achieving academic success.

A factor that should be considered is that there is added pressure from families constantly reminding students of how expensive tertiary education is. Komarraju and Karau (2008) indicate that families often pressure students into achieving academic success so the money invested can be considered well spent.

Another factor is that all tertiary students enrol themselves into tertiary institutions to achieve academic success. However, maintaining that academic success consistently throughout the duration of one's academic qualification is not always easy or doable. The reason for this inconsistency is that throughout an individual's life unexpected events might occur that could have an impact on the individual.

The study being conducted will help future tertiary students as well as supervisors, administrators and lecturers.

1.1.3 Problem Statement

The research establishes that it needs to identify the relationship between 1st and 2nd year tertiary students and their motivation to achieve academic success.

The study will attempt to understand why there is a greater need for 2nd year students to achieve academic success. And thereafter, compare these results to 1st year students and highlight reasons as to why the need for academic success is not as crucial as yet.

Using relevant academic sources, the scope of the research topic will investigate important aspects surrounding the student's life. Additionally, the study will analyse how each aspect has an impact on their overall academic success.

1.1.4 Purpose statement

The research is being conducted to try and establish the relationship between 1st and 2nd year students and their motivation to achieve academic success. It will look at aspects such as to why do 2nd year students feel more pressure to achieve academic success and why do first year students do not feel as much pressure.

The purpose is to have an improved understanding of the differences and similarities related to the students and determine what there is to gain in each instance.

1.1.5 Research Question & Sub-questions

Main Research Question (RQM)	
RQM: What is the relationship between 2 nd year tertiary students and their motivation to achieve academic success?	
Secondary Questions	Research Objectives
What is the definition of relationships?	To define what a relationship is.
What is the importance of motivation in academics?	Determining the importance of being motivated related to academics.
What qualifies as academic success?	Successfully identifying what qualifies as academic success.

Table 1 Main Research Question, Secondary Questions & Objectives

2. Literature Review

2.1.1 Conceptualisation

Self-directedness links to the study being conducted because, tertiary students often have to adapt to their environments (Ackerman, 2020). With 1st year students especially, they are trying to fit in so the students may adapt their behaviour in order to be accepted into the new environment. However, with 2nd year tertiary students, these students are more settled in the environment they are in, so self-directedness relates more to how the student attempts to solidify one's place amongst the other students.

Self-directedness can be explained as being an individual's personality trait of self-determination. This refers to the individual's ability to adapt and regulate one's behaviour depending on the situation one is in, in order to achieve personally chosen values and goals (Ackerman, 2020).

2.1.1.1 Self-directed Learning

Self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.

2.1.1.2 Tertiary Education

Tertiary education, which is also known as higher education is available in countries around the world. Tertiary education refers to studies that are postsecondary education and this is included in both public and private universities, technical training facilities as well as colleges (The World Bank, 2017). Tertiary education is influential in the development and growth, which results in reducing the rate of poverty and allowing for more job opportunities for tertiary students (The World Bank, 2017). Higher education benefits not just the individual, but society as well.

2.1.1.3 Academic Success

Academic success relates to this study because the researcher will be analysing how tertiary students determine academic success depending on the year of study the student is currently in. The student furthers the studies with the emphasis on achieving academic success increases (Cachia, Lynam & Stock, 2018).

Academic success is an important term with regard to the study being conducted. The term is important because once the participants of the study conducts the online questionnaire, the researcher will be required to analyse and interpret the responses.

The interpretation and analysing process can only be successful if the researcher fully understands what academic motivation is and how it varies between students' responses.

Academic success is quite a difficult concept to define because what one may consider being a success, another individual might not consider that to be a success. In a study titled "Academic Success: Is It Just About The Grades?".

Participants were asked to define what academic success was, and from the responses, the conclusion was that academic success was defined as the accomplishment of the learning process; gaining subject knowledge; and developing employability skills (Cachia, Lynam & Stock, 2018).

2.1.1.4 Academic Motivation

Academic motivation is explained as being a desire that a tertiary student has relating to academic subjects, taking into consideration the student's competency which measures how the student is performing academically (IGI Global, 2020).

The nature of academic motivation is considered a broad term that encompasses many concepts. When identifying a student's academic motivation, one needs to take the student's self-efficacy, determination and resilience into consideration (IGI Global, 2020).

2.1.1.5 Critical Thinking

Critical thinking is a form of directed, problem-focused thinking in which the individual tests ideas or possible solutions for errors or drawbacks (American Psychological Association, 2020).

2.1.2 Theoretical Foundation

2.1.2.1 Scaffolding

This specific theory links with the research being conducted because, when tertiary students study, the students react differently now that the students are being lectured rather than being taught. First year students that are just out of high school might not be familiar with being lectured because it is very different than being in the secondary schooling system. However, second year students are more comfortable with being lectured and might feel that full attention from the lecturer is required. The lecturer should carefully monitor the behaviour that the student exhibit so that adjustments can be made to ensure the students feel more in control of the studies.

Scaffolding refers to Lev Vygotsky's Zone of Proximal Development (ZPD). ZPD theorises that learning of any kind begins socially and is consequently internalised (Vygotsky, 1978).

This provides a model for lecturers to scaffold growth by observing students' and their understanding of the learning content and consequently adjusting intervention levels when it is required (Nordlof, 2014). A scaffolded ZPD approach thus provides an explanatory framework for tutoring practice and a basis for further research.

2.1.2.2 Bronfenbrenner's Theory of Ecological Systems Bronfenbrenner's Theory of Ecological Systems.

Bronfenbrenner's Theory of Ecological Systems is divided into four systems; the four systems will help one better understand how tertiary students forms bonds with peers and lecturers and how these bonds differ with 1st and 2nd year students. These theories link to the tertiary students and how the students interact with each other and how these interactions have an impact on their studies.

According to Lalande & Baumeister (2014), a system is a whole made up of interacting parts. Rather than studying parts in isolation, systems scientists in the natural and social sciences, prefer to study the interaction between the parts in order to get a better understanding of the complexity of reality.

Systemic thinking has influenced psychological theory and practice as many subfields in psychology such as industrial/organisational, ergonomics and family systems theory share the systems perspective. The first system of the Bronfenbrenner's Ecological System is the micro-system this system can be defined as the immediate system that the individual is a part of (Bowman, Naidoo, Pillay, Roos 2013), this simply means that it is the individual only. With regard to this study, the micro-system refers to the student alone.

The second system is the meso-system. The meso-system can be defined as the set of links between the micro-system or the setting in which the individual is located (Bowman et al., 2013); in relation to the student, this relates to all the individuals that have a direct bond to the student. The individuals that form a direct bond with the student are individuals such as parents, friends as well as religious leaders.

The third system is the exo-system. The exo-system is defined as systems or individuals that influence behaviour in the micro-systems, but the micro-system or individual does not have contact with or influence over them (Bowman et al., 2013). This system looks at the student and how the student might be influenced or pressured into partaking in certain activities that one would generally not partake in as well as changing one's behaviour in order to fit in even though it goes against who the individual is.

The last system is the macro-system. The macro-system includes large-scale societal factors that have an impact on people's lives; these societal factors include government policies and decisions as well as belief systems (Bowman et al., 2013). When it comes to tertiary students and their academic motivation, Bronfenbrenner's Ecological System and Systems Theory linked because the students attending tertiary institutions spend so much of their time with fellow peers that it forms a close connection and these students believe that because of the peers they have, it makes them stronger together and this togetherness influences individuals greatly.

2.1.2.3 Holistic Approach

The tertiary students believe that they are somewhat more complete when they are surrounded by individuals that are accepting of them and provide them with comfort and knowledge when it is required. The Holistic Approach is contained in the focus on the openness and wholeness of the systems approach. The Holistic Approach stems from Gestalt psychology. The belief of the Holistic Approach is that, the whole is more than the sum of its parts (Exploring Your Mind, 2020).

2.1.2.4 Social Perspective Theory

The Social Perspective Theory in psychology. The Social Perspective Theory relates to how a specific individual carries themselves around other individuals. It also relates to how personal experiences may affect how the individual behaves when placed in certain situations (Bowman et al., 2013).

2.1.3 Sources

The following sources below will be explained by giving the reader a clear indication of the title of the study, a brief explanation of the study as well as explaining why the chosen sources can be related to the current study that the researcher is conducting.

The first study that the researcher found to be relatable to the current research is an investigation of the relationship between students' motivation and academic performance as mediated by effort.

The above-mentioned study was conducted and looked into the relationship between tertiary students' motivation and their academic performance, with the element of effort acting as a mediating variable.

The aim of this particular study focuses on contributing to the body of knowledge on motivation, effort as well as academic performance, with the spotlight specifically on tertiary level institutions in the South African context. This study separated motivation into two categories: firstly, intrinsic motivation defined as when you are motivated by internal factors, such as enjoyment of the activity.

Those who are intrinsically motivated to do the task or activity for its own sake, not for any reward. The most common intrinsic motivators are enjoyment, interest, or viewing

the activity as an opportunity to grow and learn new skills. Doing intrinsically motivated activities contributes to your self-esteem and sense of well-being (Masterclass, 2020). First year students are more intrinsic inclined. Secondly extrinsic motivation is defined as when an individual which is motivated by external factors, such as receiving a reward or avoiding punishment. Extrinsic motivation functions even if the task is still valuable to the person doing it—it just means that the person is doing the task not because they enjoy it, but because they expect to get something out of it. The most obvious extrinsic rewards are tangible rewards, like earning a pay-check or a good grade, but there are also plenty of intangible ones, such as praise or public recognition (Masterclass, 2020).

The two types of motivation was used as the independent variable and the academic performance is the dependent variable. The data was conducted via an online questionnaire that was conducted on 254 tertiary students from first year until fifth year, these students were from a university in the Western Cape, commerce faculty students were used for this study (Goodman, Jaffer, Keresztesi, Mamdani, Mokgatle, Musariri, Pires & Schlechter, 2011).

This study obtained empirical results that were obtained by utilizing the Pearson correlation coefficients. The results show that there was significant relationships to extrinsic and intrinsic motivation as well as academic performance (Goodman et al., 2011).

This study is useful with regard to the research being done, it gives the researcher of what the expected results could be and has made the researcher aware that motivation is not as simple as one might have believed but that it can also be broken up into different categories. The source provides information that allows the researcher to understand which data collection was used and how effective it was, this can later be useful to the researcher.

The second study which the researcher found to be relevant to the research being conducted was a study which is titled, "Risk, Resilience and Retention - A Multi-Pronged Student Development Model". The study conducted looked into risk, resilience and retention.". This study paid attention to first year Public Relations and

Communication students that attended the University of Johannesburg (du-Plessis & Benecke, n.d.).

The students were identified as being at risk, this simply means that the students were struggling to cope with the workload as well as academic performance with regard to tests, assignments or exams (du-Plessis & Benecke, n.d.).

The data collection was done using a questionnaire, the nature of the questionnaire was to identify possible internal risk factors and find out if the student has made use of the support systems that are offered. The study states that by making use of the support systems, students will be equipped to perform better academically.

This study concluded that it was the responsibility of those individuals that structure the learning environment to ensure that students are making use of the support systems. This ensure that promotion of awareness is achieved and ultimately improves the student's ability to cope or retain academic related work.

This source is useful to the researcher because it takes on a different perspective and shifts the researchers focus from academic success being solely the student's responsibility to academic success revolving around the student's environment.

A study titled, " Academic success: Is it just about the grade?" was used in the literature review because the aim of this study was aimed at getting a student's understanding of what academic success was as well as the factors the students consider crucial in relation to academic success (Cachia, Lynam & Stock,2018).

The study was conducted on sixteen undergraduate Psychology students at a modern university in London. The participants defined academic success as being an accomplishment of the learning process; gaining subject knowledge; as well as developing employability skills. Extrinsic and intrinsic motivation was key factors in this study as well. The study concluded that intrinsic elements are required in order to achieve academic success (Cachia, Lynam & Stock,2018).

This study can help the researcher build an argument that looks at extrinsic as well as intrinsic motivation being crucial when studying tertiary students and academic success. Another important factor was that getting the students opinion is important

and necessary as it gives the researcher an insight into how the student processes and define terms.

The fourth study titled, “Embedding motivation in the self-directedness of first-year teacher students”. This study looked into first year educational students and investigated the relation between learning motivation and self-directedness in learning. This study states that although first year students qualify on paper to enter tertiary institutions, they are not experience academically wise, this means that the first year of studying can be an adjustment that not all first-year students are able to make (du-Toit Brits & van Zyl, 2017).

The study concluded that learning motivation is the driving force behind self-directed learning, and therefore it better equips students to learn in a self-directed manner (du-Toit Brits & van Zyl, 2017).

Empowering tertiary level students to solve their own student related problems to improve study performance was a study conducted to identify the problems that first year students may face due to the change in the educational settings that may directly or indirectly affect the student’s studies and interim results (Nishat, Islam, Biplob & Mustain, 2019).

The study concluded that making use of the performance improving model, it would help lessen the dropout rate and ensure that students graduate with a better CGPA. From this study the researcher can identify an approach that might help first year adapt to life at a tertiary institution and equip them with the skills that they need.

The study titled, “Motivational intermediaries of self-regulation among university students” looks into the concept of self-regulated learning. This study made use of convenience sampling and the data was collected using an online survey (Russell & Warner, 2017).

Results suggest that self-efficacy is a much stronger predictor of SRL in undergraduate students than goal setting, as measured by FTP. Student’s most deficient SRL behaviours related to reading and comprehension of texts prescribed across modules. The researcher can adapt the convenience sampling with the target

population. And be made aware from the limitations of this study to open up the online questionnaire to more students in order to get a better response.

Thuthuka students' perceptions of factors influencing success, this was a research study that focused on factors that promote and might hinder the academic success of Thuthuka students.

The anticipated findings of this study is to help other students to achieve success and assist in the transformation of the chartered accountancy profession (Jager, 2013) . A questionnaire was used to gather data on the perceived success factors of Thuthuka students.

The study concluded that Thuthuka students believed that support was the main factor contributing that ultimately contributes to academic success, followed by individual commitment (Jager, 2013).

Emotional intelligence, academic procrastination and academic achievement in two tertiary institutions in South West Nigeria was a study that was conducted to investigate the effects of emotional intelligence and academic procrastination on academic achievement of students in two Nigerian Universities.

The study adopted for a research survey design, the study was conducted one hundred students (Adesokan, & Eni-Olorunda, 2015). The study concluded that was no significant relationship between emotional intelligence and academic achievement of students and there was no significance difference in academic achievement of the respondents based on participants' level of emotional intelligence (Adesokan, & Eni-Olorunda, 2015).

This study helps the researcher better understand academic achievement as well as factors that contribute to academic achievement. The data collection method was similar to what the researcher hopes to adapt.

Facilitating academic performance in college: Understanding the role of clear and organised instruction was a study conducted and it focused on the constructivist theory of learning to identify potential mechanisms that may explain the relationship between clear and organized instruction and academic performance (Roksa, Trolan, Blaich & Wise,2016).

The study concluded that when students experience greater exposure to clear and organised training, the students perceive their faculty as being more invested and they get a sense that their learning actually matters as well as their development, and the students report being more academically motivated and engaged in their studies (Roksa et al., 2016). The researcher can take knowledge about the contributing factors and what could motivate the students to perform better. The study repeats information mentioned in other sources that academic success is not solely reliant on the student alone but also on the individuals that are a part of the studies such as the lecturers.

The last study chosen in relation to the study being conducted is titled, “What enabled and disabled first-year pacific student achievement at university?” This study looked at identifying positive success factors and addressing the factors that impede academic success for minority students in higher education (Teevale & Teu, 2018).

The study concluded that it is important for first- year student to transition into a tertiary institution. And has added that the experience a student has in the first year of studies paves the way for the rest of the academic journey as it may progress (Teevale & Teu,2018).

The researcher should get a clear understanding of why it is important for the student to do academically well in the first year and that the first year sets the students mindset for the years to come.

The literature review has discussed several factors. The first factor that was discussed was the theoretical foundation. The theoretical foundation has discussed the theories that the researcher has deemed relevant to the research topic, it has highlighted the reason for selecting the chosen theories.

The second factor of the study has reviewed the literature and critically analysed previous research projects that have been conducted and have identified any gaps or opportunities for research in this field.

The third factor has conceptualised key terms that will used throughout the study and how these terms link to the research topic.

And the final factor has discussed the research paradigm. It has focused on outlining the paradigm of the selected research topic as well as justified the reasons for utilising the paradigm as well as the relevance this paradigm has relating to the research topic.

3. Research Design & Methodology

3.1.1 Paradigm

A paradigm can be defined as a cluster of beliefs and it usually dictates what a scientist from a particular discipline should study, how the research should be carried out and lastly how the results from the conducted study should be interpreted and analysed (Bezuidenhout, du-Plooy-Cilliers & Davis, 2014).

When a researcher selects a specific paradigm or research tradition, it allows the researcher to adopt to a certain way of interpreting certain phenomena that relates to the study being conducted within their field. Developing a paradigm as a researcher is considered important as it dictates what questions are considered to be worth investigating and what processes are needed to answer those questions (du-Plooy-Cilliers et al., 2014).

There are several different paradigms but for the purpose of this study, the researcher will be using the interpretivist paradigm. The interpretivism paradigm can be explained as assuming that social reality is not singular or objective but is rather shaped by human experiences and social contexts (Dean, 2018).

Examples of how information is factually gathered can be observing how an individual works, carries out certain activities or even observing how an individual behaves in the work environment. The researcher has selected the interpretivism paradigm because the study being conducted is of a psychological nature.

In order to build an argument relating to the research problem, the researcher will have to obtain factual information that has been justified by observations made. The interpretivism paradigm was selected following the establishment that it is ideal when studying participants that each have their own personal experiences (Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, & Clark, 2020). This correlates with the research being conducted since the researcher will be looking into tertiary students and their motivation to achieving academic success. This means looking into aspects of their social lives and what occurs within their social circle that makes them perform a certain way.

As previously mentioned in the above stipulated paradigm section, the selected paradigm for this research topic is the interpretivism paradigm. The selected paradigm uses a study which is of a social nature.

The reasons the researcher chose the interpretivist paradigm, is that the advantages of the selected paradigm link up to the study being conducted. Four advantages of the interpretivist paradigm will be explained.

The first advantage of selecting the interpretivism paradigm is that with the diversifying views to look into phenomena, interpretivist researchers can not only describe objects, human or events, but also deeply understand them in social context (Pham, 2018).

The second advantage of the interpretivist paradigm is that it is often useful when the researcher is looking into developing areas of social phenomenon.

The third advantage of adapting an interpretivist paradigm is that this paradigm is suited specifically for studies which are studying unique events or social phenomenon.

And the last advantage is that the interpretivist paradigm helps uncover responses or conclusions that are often not easily discovered.

The researcher has chosen to use a qualitative approach. Qualitative research relies on linguistics rather than statistics and adopts a meaning-based approach rather than numerical forms of data analysis (Creswell et al., 2020). It focuses on natural settings where interactions take place and seek to grasp in-depth answers to the question being asked.

Qualitative research will be best suited for the research being conducted because it looks at understanding how and why certain phenomena occurs with ample justification. The research being conducted will also require an intensive investigation into the minds and thought processes of both 1st and 2nd year tertiary students. To answering the research questions, the research will take on an inductive approach.

The aim of inductive approaches is to explore new phenomena or look at phenomena previously investigated from a different perspective. After analysing various sources and taking needed information, the researcher will then be able to narrow the field of study down and will be able to focus on information suitable for the specific study being conducted (Gabriel, 2013).

3.1.2 Research Approach & Design

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3.1.3 Population, Sampling Method & Application

The unit of analysis for this study focuses on 1st and 2nd year tertiary students that are currently enrolled in an academic programme within a tertiary institution. The intended sample size is six 1st year tertiary students and six 2nd year tertiary students located in Nelson Mandela Bay, South Africa.

According to Wiid and Diggines (2013), a population can be defined as the total group of people or entities which refers to social artefacts, from whom information is required. The following will provide information which is related to the population and secondly it will provide clear characteristics of the population. The discussion will go on to discuss the difference between target population and assessable population and it will, thereafter, be applied to the study being conducted. The discuss will additionally analyse a variety of factors that relate to the sample of the study. The first factor will explain the characteristics of the sample. Secondly, the type of sampling that was

selected will be discussed. And lastly, the three methods of sampling that will be used to carry out the study will be named and further discussed.

The characteristics of the selected population sample for the study being conducted are 1st and 2nd year tertiary students that are currently enrolled in an academic program within a tertiary institution. The students are currently studying in an institution based in Nelson Mandela Bay, South Africa.

The intended size of the population is six 1st year tertiary students and six 2nd year tertiary students that are enrolled in an academic program at a tertiary institution. The total number of participants in the population is expected to be twelve.

The target population in research refers to everything or everyone that falls within the population characteristics. Whereas, the accessible population refers to only the portion of the population that the researcher can actually include in the study being conducted. Therefore, the accessible population is made up of people that the researcher can reach in order to conduct the questionnaire on (du-Plooy Cilliers et al., 2014).

Applied to the research currently being conducted, the target population would refer to all 1st and 2nd year students from the entire Eastern Cape. However, this is quite difficult to achieve and it is unrealistic. The accessible population, therefore, is the population the researcher has explained above. Although it narrows down the participants, the researcher can ensure that the responses are valid and that the results gathered are credible.

Sampling is the method of selecting a representative subset of the population called sample. Sampling makes research more accurate and economical. It's the sampling method which actually determines the generalizability of the research findings (du-Plessis et al., 2014) .

The characteristics of the sample are students that are either 1st or 2nd year tertiary students and the second characteristic is that these students need to be currently enrolled in a higher education institution based in Nelson Mandela Bay, South Africa.

The total sample size for this study will be a minimum of 12 tertiary students in total. These 12 participants are expected to contribute their own unique opinion that will

ultimately allow the researcher to get an understanding of how the participant processes information and critically evaluates their own academic journey thus far.

The chosen sampling method that will be used in this study is non-probability sampling. Non-probability sampling can be explained as a sampling technique which uses non-randomised methods to draw the sample (du-Plooy Cilliers et al., 2014).

Non-probability sampling method mostly involves judgement. Instead of randomization, participants are selected because they are easy to access. The non-probability sample is used to study existing theoretical insights or developing new ones. This method of sampling is considered less expensive, less complicated and easy to apply as compared to its counterpart.

The type of non-probability sampling that will be used is convenience sampling, purposive sampling and snowball sampling.

The first type of sampling is convenience sampling. Convenience sampling refers to a conventional approach where the researcher makes use of the personal contacts that are already known. These known contacts then refer the study to people they know, allowing the population size to grow-p (du Plooy-Cilliers et al., 2014).

The researcher carried this out by posting the link to the online questionnaire to popular social media platforms. Facebook, Instagram and WhatsApp were the selected social media platforms. Friends thereafter shared the link so individuals that met the characteristics.

The second sampling method was purposive sampling. According to Crossman (2019), purposive sampling is a type of non-probability sampling, it is selected based on the characteristics of the intended population as well as the objective of the study being conducted. Purposive sampling is useful in studies where the researcher needs to acquire a certain number of participants.

The researcher used this sampling as well as convenience sampling to target 1st and 2nd year tertiary students that are currently studying at a higher education institution.

Snowball sampling can be explained as referrals to ensure that the researcher develops an increase in participants. Initial participants of the study share or suggests

the questionnaire to participants that fit the parameters of the study and would want to participate in such as study (du Plooy-Cilliers et al., 2014).

The researcher carried out snowball sampling by using three known contacts that are currently studying at a higher education institution. The contacts were given the link to the questionnaire, was asked to complete the questionnaire and thereafter, share the link with friends or family that they believe would be interested in completing the questionnaire.

The above-mentioned discussion has provided information which is related to the population of the study as well as the sampling size and methods that have been used in the study. It has provided information which is related to the population of the study. Secondly, it has went on to provide clear characteristics of the population. And lastly, the discussion has gone on to discuss the difference between target population and assessible population and has applied it to the study being conducted. The discussion has addressed what sampling is, the type of sampling that this study has adopted and thereafter it has explained the sampling methods that will be used when carrying out the research.

3.1.4 Data Collection Method & Application

Data collection is the process of collecting and evaluating information on variables of interest in a defined systematic manner that enables one to address specified research questions, to test hypotheses and to evaluate outcomes (du-Plooy Cilliers et al., 2014).

The research aspect of data collection is common to all fields of study including the physical and social sciences, etc. The emphasis on ensuring correct and fair selection remains the same though methods differ by discipline.

The discussion below aims to discuss of variety of factors that relate to the Data collection method (s). The first factor that will be discussed is the explanation of the form of data collection. Secondly, how the selected data collection method will be shared to the participants of the study. The third factor that will be discussed is the advantages of using an online application to conduct the questionnaire. And lastly, the researcher has will be justifying the reasons for selecting Google Forms and the researcher will additionally include the advantages of using Google Forms.

The data in the study being conducted has made use of an online questionnaire platform. The online questionnaire platform is known as Google Forms. The link that is generated by Google Forms was shared using popular social media platforms such as Facebook, Instagram and WhatsApp. The purpose for conducting the questionnaire has been clearly outlined. The participant can be assured that all responses submitted through Google Forms will remain anonymous.

The reason for selecting an online questionnaire platform is that it is a new and inevitably growing methodology of Internet based research. This would mean receiving the link via social media platforms that the participant just clicks on and will thereafter be redirected to a secure website to complete the questionnaire.

The advantages of using an online application is that it often makes the research quicker and less detailed. Growing numbers of surveys are being conducted over the Internet. Secondly, online questionnaires are remarkably much more inexpensive, the questionnaire is self-administered and lastly it allows access to small and dispersed populations (Smart Survey, 2020).

According to Melo (2018), there are several advantages of using Google Forms. However, for the purpose of this discussion one will refer to three of these advantages.

Firstly, it is a free online application that is connected to ones Gmail account, this simply means that one using Google Forms does not need to create a separate account. Secondly, the interface or structure of Google Forms is simple and easily understood, users can adapt to it easily (Melo, 2018). And the last advantage is that Google Forms stores the feedback from the questionnaires which will allow the researcher to analyse it during a later stage (Melo, 2018).

Despite the strengths of an online application such as Google Forms, there are also weaknesses that should be considered. According to Melo (2018), the first weakness of Google Forms is that in order for a participant to complete the questionnaire, the participant will need to have access to the internet and unfortunately not everyone has internet access at their homes. The second weakness that comes with this online application is that the design customisation of questionnaires or surveys on Google forms are very limited as it is a free application. Therefore, in order to make

questionnaires or surveys more advanced, the user will have to pay another software programme to design the questionnaire or survey in order to make it more sophisticated and meet certain requirements. The third weakness with using Google Forms is that since this is an online application, there are security risks such as being hacked or losing data due to a technical issue. Users are encouraged to set up strong passwords which needs to be changed regularly as well as backup the work on another storage drive.

Despite the weaknesses, due to current regulations, adopting an online approach to a questionnaire is ethical and safest way in order to collect responses from the participants. Google Forms allows the researcher to make all participants anonymous which adds to the trustworthiness of the data because it takes away the element of bias which could affect the interpretation of the findings.

The above-mentioned discussion has discussed factors relating to the data collection method (s). The first factor that was discussed was the explanation of the form of data collection . Secondly, how the selected data collection method will be shared to the participants of the study. The third factor looked at the strengths of using an online application to conduct the questionnaire as well as the weaknesses. And lastly, the researcher has justified selecting Google Forms.

3.1.5 Data Analysis Technique & Implementation

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”.

The following will be explaining the data analysis method used in the study and motivate the reason it was used in relation to the purpose of the study, the research questions and objectives of the research.

Once the online questionnaires have been completed by the participants, the researcher will then stop accepting responses and close the questionnaire. Thereafter,

the researcher will download the responses via Google Forms and proceed to self-evaluate and analyse the responses that have been given.

Due to the study adapting a qualitative approach, the researcher will be making use of a system known as coding. Coding in research is considered a helpful tool when analysing responses from the participants in the study.

Coding in qualitative research is important, codes give the research a sense of credibility when presenting the data to those viewing the research proposal (Yi, 2018). When coding is conducted successfully, a researcher can confidently conclude that the findings from the data collected do in fact represent most of the received feedback (Yi, 2018).

According to Gibbs (2007), when one selects qualitative research, coding is the best way to analysis the data. Coding refers to how researcher defines what the data being collected is about. It is a process by which the researcher will identify passages in the responses and use coding processes to identify themes, concepts and lastly to finding links or similarities between responses (Gibbs, 2007).

The following will be discussing how the researcher has applied the data analysis for the research study.

Once the intended sample size was met, the researcher left the questionnaire open for a further two days which brought the valid responses twenty-five. The researcher then closed the questionnaire, so no new responses were recorded.

On Google Forms, it automatically makes graphs of the responses which made the analysing process easier for the researcher. The researcher then analysed the graphs from Google Forms, followed by getting a clear picture of the responses collected.

After analysing the graphs from Google Forms, the researcher thereafter used a coding system known as Atlas ti. Atlas ti is a powerful workbench that is useful when one undertakes qualitative data analysis. These look at large bodies of textual, graphical, audio and video data. *Atlas ti*, has sophisticated tools that help the researcher arrange, reassemble, and manage the material in creative, and systematic ways (Atlas ti, 2020).

By using *Atlas ti*, the researcher will take the responses from the questionnaire and use the tools to find key words that were common among the participants.

The above has discussed the data analysis method that has been used in the research study and has explained why the specific type of analysis was used with regard to the purpose of the study. Additionally, it has discussed the ways in which the researcher has applied the data analysis to the study being conducted.

4. Findings & Interpretation of Findings

Data interpretation methods are how the researcher makes sense of the responses that have been collected, analysed and presented. Data, when collected in raw form, is considered difficult to understand (McNamara, n.d.). However, interpreting the data by coding and pie charts as well as graphs allow the researcher to break down the information gathered so that others can make sense of it.

The following discussion will be presenting the data first and thereafter, interpreting the data that the researcher has analysed. The findings will be presented in the form of pie charts and word clouds. The findings will thereafter be discussed in relation to the research problem as well as the sources that were collected and analysed in the literature review. And lastly, the researcher will be providing answers to the research questions that were set out in the concept document as well as determine if the research objective has been met.

4.1.1 Findings & Interpretation of Findings

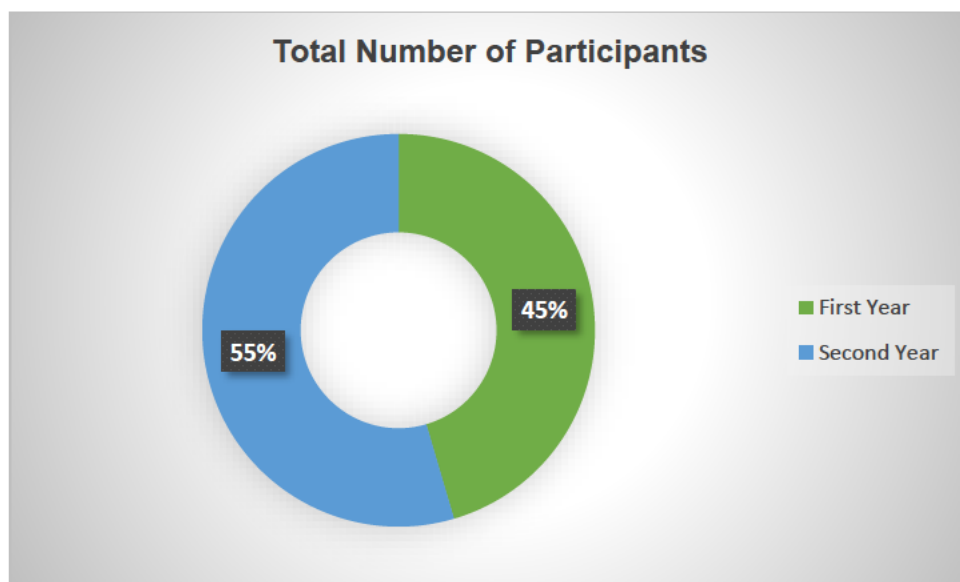
The coding progress in this study was used in order to allow the researcher to retrieve and collect all text that have been linked together after the online questionnaire was complete (Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen & Plano Clark, 2020).

The researcher has therefore entrusted the process of open coding. Open coding refers to the process of the researcher linking similar responses and key words together, therefore, sorting it into sub codes. After the information is coded, the researcher is able to compare the coded responses with primary literature sources that were previously collected.

4.1.1.1 Demographic Information

The questionnaire was designed to attain the following profiles of the participants: year of study, if they are currently studying in Nelson Mandela Bay and motivational factors in their current academic course.

Figure 1 Total number of participants that completed the questionnaire



The population was focused on 1st and 2nd year tertiary students that are currently enrolled in a tertiary institution in Nelson Mandela Bay. Majority of the respondents as can be seen in figure 1 is 2nd year tertiary students with 55% participants and the minority fell to the 1st year tertiary students with 48% of the participants.

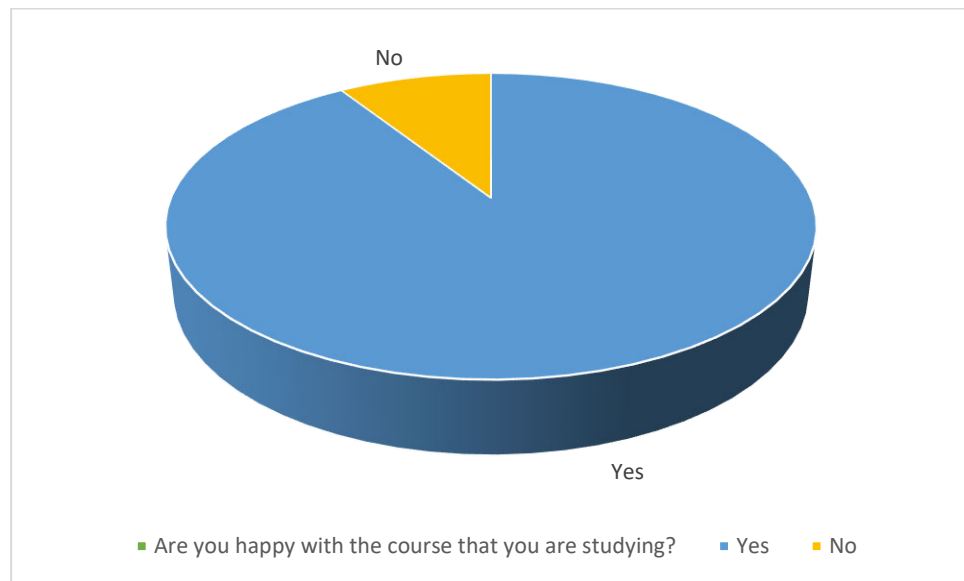


Figure 2 Degree of happiness in course

Figure 2 illustrates the level of satisfaction 1st and 2nd year students experience regarding the current course they are enrolled in. Based on the literature review, the researcher can point out that the student's level of satisfaction influences how well the student performs in that course (du-Plessis & Benecke, n.d.). The findings in figure 2 can be an encouraging prospect for future research as this looks into a student's influences of happiness.

4.1.1.2 Definition of academic success

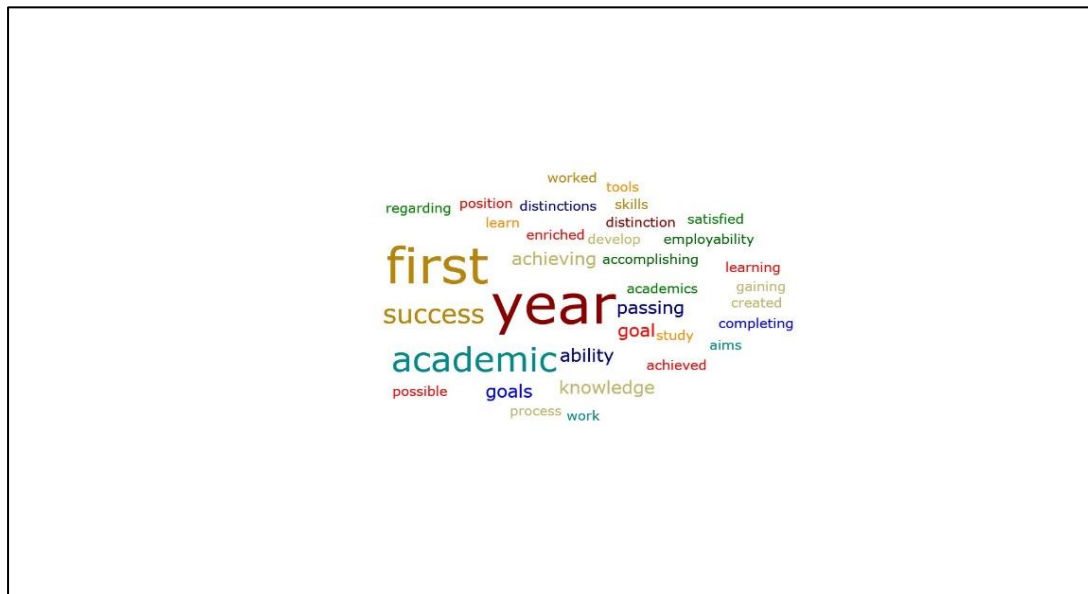


Figure 3.1 How 1st year students define academic success

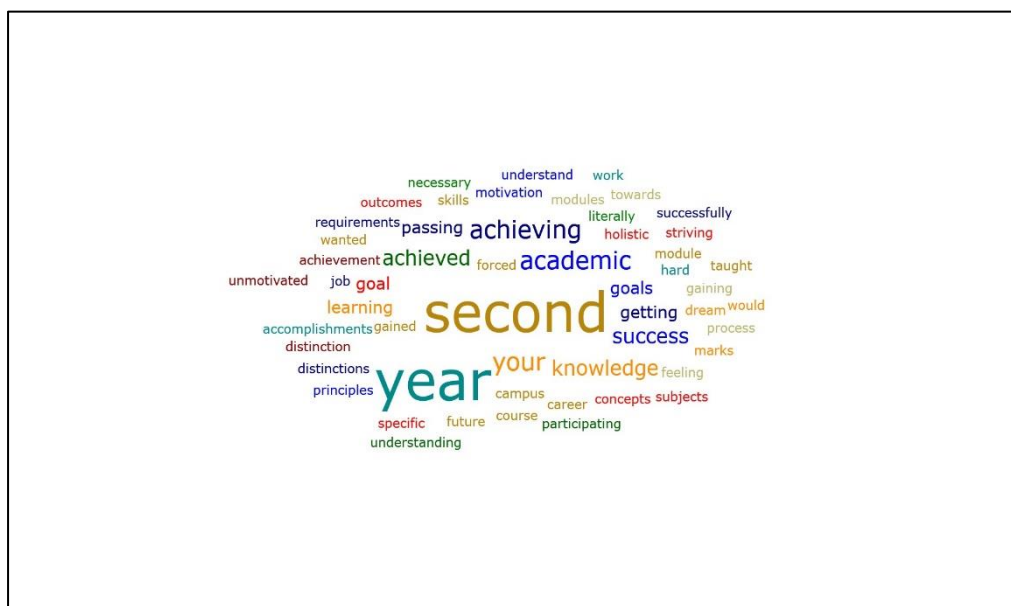


Figure 4.1 How 2nd year students define academic success

Figure 3.1 and figure 4.1 make use of a word clouds that were generated on *Atlas ti*. Word clouds serve as a random display of all the words in a source of text, where the size of each word is proportional to the number of times it has been counted in the text (Quirkos, 2017).

The word cloud in figure 3.1 illustrates key words that have been highlighted due to the recurring nature of how the participants used them. What can be seen by these words are that 1st year tertiary students are very optimistic about their studies. This is supported by the term intrinsically motivated which has been picked up in the literature review. Intrinsic motivation refers to the tertiary students to do the task or activity for its own sake, not for any reward.

The most common intrinsic motivators are enjoyment, interest, or viewing the activity as an opportunity to grow and learn new skills (Goodman, Jaffer, Keresztesi, Mamdani, Mokgatle, Musariri, Pires & Schlechter, 2011). What this findings show is that 1st year tertiary students are much more enthusiastic about their first year of being in a tertiary institution.

However, figure 4.1 illustrates, the key words from 2nd year tertiary students and their interpretations of what is meant by academic success. From figure 3.2, the word cloud shows the highlighted words that promotes encouragement of their future as well as providing for the students family . However, amongst all the positive words in figure 3.2, there are a few words that point towards extrinsic motivation. From previous literature, extrinsic literature refers to when the person that is completing does it not because they enjoy it, but because they expect to get something out of it (Goodman, 2011).

4.1.2 Trustworthiness of Collected Findings

Due to the study taking on a qualitative approach, trustworthiness is the element that the researcher needs to ensure is met while conducting the study. Keeping in mind, the aim of qualitative research is to promote comprehension of a specific phenomenon within a particular context and not to generalize findings to a wider public (du-Plooy Cilliers et al., 2014). Obtaining the same results on a different population is not possible when conducting qualitative studies.

Due to trustworthiness being difficult to achieve, one is to further break it down by separating it into a few different aspects. But the aspects that have been related to the study being conducted is transferability, credibility and confirmability (du Plooy Cilliers et al, 2014).

Transferability refers to the ability to adapt the findings to a similar situation and to produce similar results. It means that the findings and interpretation can be extended to some extent beyond a specific research project.

With regard to the study being conducted, the researcher can prove transferability by conducting the same study on 3rd year tertiary students and how the academic motivations differs compared to being in 2nd year. The results should be similar to the results the researcher would get from the study being conducted now because as a student proceeds to a new academic year, the importance to be the best grows.

The second aspect to be discussed with regard to trustworthiness is credibility. Credibility refers to the precision with which the researcher interpreted the data which the participants received. Credibility is increased when the researcher's findings are believable from the participants perspectives (du-Plooy Cilliers et al, 2014).

With regard to the study being conducted, the credibility of the study relies on the researcher as well as the researcher's data analysis method which is coding. With help of the coding system, the researcher will successfully be able to differentiate between responses, find correlations from the responses as well as pick up on themes that are similar between the research participants (du-Plooy Cilliers et al, 2014).

And the third aspect to be discussed with regard to trustworthiness is confirmability. Refers to the extent to which the data collected support the researcher's findings and

interpretation (du-Plooy Cilliers et al, 2014). It indicates how well data flows from the findings. It requires the researcher to have thoroughly identified the study method to assist others in their analysis of the research. Others who examine the data must arrive at similar conclusions as the researcher did (du-Plooy Cilliers et al, 2014).

With regard to the specific study being conducted, confirmability refers to the participants and their responses to the online questionnaires that the researcher has emailed to them. The responses from the participants need to match the information that has been previously conducted from other researchers that have conducted a study that is similar to the one being conducted by the researcher. If the researcher has any intentions of helping future researchers, the researcher needs to ensure that the researcher has studied methods in order to assist others in their analysis of the research. Other individuals that view the study are expected to arrive at similar but not the exact same conclusions to that of the researcher.

5. Conclusion

5.1.1 Research Questions

Main research question

The main research question that has been previously stated is, “What is the relationship between 2nd year tertiary students and their motivation to achieve academic success?”

From the above-mentioned findings, the researcher can successfully identify that 2nd year tertiary students do feel a lot more pressure due to the following reasons: the first reason is that many students take on student loans and with student loans come interest, students therefore need to ensure they do well in order to get a good job and pay of these student loans. Secondly, the researcher has identified that 1st year students are much more optimistic regarding the 1st year in tertiary institution (Roksa, Trolion, Blaich & Wise, 2016)

Secondary research questions



Figure 5 What motivates you to be the best student you can be ?

What is the importance of motivation in academics?

In figure 5, the researcher has made use of a word cloud in order to highlight how 1st and 2nd year tertiary students find motivation when studying. As it can be seen from the word cloud, key words that have been mentioned regularly are: “knowledge”, “success”, “passing” and “goals”. These few key words show that students both 1st and 2nd year are aware of the responsibilities that come with studying in a tertiary institution

What qualifies as academic success?

In figures 3.1 and 4.1, the researcher has successfully identified how 1st years view academic success and how 2nd years view academic success. Academic success is very important for both sets of students. As it is seen in the word cloud, the word future comes up in both figures. This can be interpreted as the students understanding the importance of achieving their mini goals as well as their future plans (Russell & Warner, 2017).

The above -mentioned discussion has interpreted the findings that has been collected by the online questionnaire. The presentation of the findings have been illustrated by means of pie charts and word clouds. While presenting the findings, the researcher additionally linked the findings back to literature that was previously conducted by other researchers. The researcher has thereafter attempted to answer the research questions that were previously set by the research as well determined if the research objective has been met.

5.1.2 Implications of Findings for Future Practices

It is important to take into consideration that initially the researcher gathered 25 responses from the sample population, the implication of the findings is that due to the researcher using Google Forms, there was no way in which the researcher could control who completed the questionnaire. Ultimately, this resulted in the researcher having to delete responses as those participants did not meet the criteria for the study. The deleted participants either completed studying or were not studying in Nelson Mandela Bay and the last reason for deleting participants is that the participants used unprofessional and unethical grammar to express themselves.

For future practices of this study, the researcher should therefore take precautions and set in place a barrier in order to limit who answers the questionnaire and do these participants meet the criteria for the research being conducted.

A second implication that the researcher encountered was not considering all the research questions while setting up the questions for the online questionnaire. This resulted in the researcher only being able to answer two of the three second questions that were originally set out.

5.1.3 Ethical Considerations

Ethics can be defined as being one's moral or professional etiquette that sets a standard for one's behaviour and attitudes. When conducting a study, ethics are considered crucial and establishing ethics impacts all participants that take part in the study (Creswell et al., 2020).

Ethical considerations relating to research looks at measures one needs to look into in order to achieve ethical clearance. Elias & Theron (2012), pointed out three ethical considerations that are considered being principles.

The first ethical consideration is providing truly informed consent, secondly determining and articulating risks and benefits. And the last ethical consideration mentioned is that the selection of research participants was carried out in a fair and equitable way (Elias & Theron, 2012). Highlighting ethical considerations in research is regarded as being very important (Creswell et al., 2020).

With regard to the first ethical consideration mentioned above, the researcher has ensured to insert an informed consent form on the front page of the online questionnaire.

The informed consent form ensures that the participants first signs the document before the questionnaire can be begin and to ensure the participant does not skip the informed consent form, the first question on the questionnaire ensures the participant acknowledges that an informed consent form was signed.

The second ethical consideration relates to the determination and articulation of potential risks and benefits of the study (Creswell et al, 2020). This ethical standard will be upheld once the researcher is granted ethical clearance.

And the last ethical consideration relates to the fair and equitable way of selecting participants. The researcher has had to make changes regarding the recruitment of participants due to the current pandemic.

However, the research supervisor advised that the researcher call for participation on social media platforms such as Facebook or Twitter in order to achieve fair and unbiased responses.

5.1.4 Limitations of the Study

Limitations are another word for potential weaknesses that the researcher might face while conducting this study.

There are two elements that the researcher believes might face limitations. The first possible limitation refers to the data collection method, which is the online questionnaire that is being conducted via Google Forms. And the second possible limitation refers to the sample selection. The limitations regarding the data collection method looks at possible limitations that one is expected to come across (Nayak & Narayan, 2019). The first limitation of conducting an online questionnaire is that buying the software that allows a researcher to make a questionnaire is costly. Google forms however is a free platform but is not as professional as applications that have been coded specifically for designing, conducting and interpreting questionnaires and the collected responses.

The second limitation that comes with conducting an online questionnaire is that not all participants that have been selected to complete the questionnaire have access to the required software needed to do the questionnaire (Nayak & Narayan, 2019).

The limitations relating to the sample selection refers to the initial approach the researcher wanted to adapt with regard to the study being conducted. The researcher initially planned on taking on a quantitative approach where the researcher would have had direct access to the participants in order to conduct face-to-face interviews which allows the researcher to see first-hand how the participants react to the questions being asked. However, the researcher had to take on a qualitative approach and switch the questions that were meant to be asked verbally and face to face into a questionnaire which will be conducted online.

5.1.5 Evaluation of Study

Evaluating research should be conducted in order to assess the *worth* or *success* of the study, a programme, a policy or a project (Payne & Payne, 2004). The researcher can conclude that overall, the study that has been conducted has been a success. However, there are a few limitations, gaps in the study as well as a few recommendations that the researcher will briefly explain in order to ensure future success to similar studies being conducted or if the choses to add onto the current study.

The limitations of this study may be brief but ultimately could have great impacts. The first limitation is that the study has been confined to 1st and 2nd year tertiary students that are currently enrolled in an academic qualification. However, if the study was open to 1st and 2nd year students that have completed their qualification, it could have added more insight into the experiences of a student.

The second limitation is that due to ethical considerations, the researcher could not personally interview students, this could have allowed the researcher to take into consideration the students non-verbal cues such as body language and facial expressions, this could therefore allow the researcher to get a sense of the students true feelings to the questions being asked.

The gaps of this study that has been pointed out previously is that the questionnaire did not have any parameters which could have made responses more valid and therefore increased the number of participants of this study. The researcher failed to ensure that responses were only from participants that met the criteria this ultimately saw a lot of responses being deleted.

The researcher has pointed out that there are limitations and gaps. If the researcher or another individual were to add to this study in future, the researcher can point out a few recommendations that should be useful. The first recommendation relates to the data analysis method which was coding. The researcher was relatively new to the coding process and using an unknown software which was *Atlas ti*. This made the coding process quite difficult for the researcher, this difficulty therefore restricted the

researcher. The recommendation to future researchers is to familiarise oneself with the coding software before attempting to code the findings.

A second recommendation for future research is considering a mixed approach to the study, which means adopting a qualitative and quantitative approach. Adopting a mixed methods approach has several advantages and could possibly open up the research findings. The first advantage of a mixed methods approach is it compares quantitative and qualitative data which makes it better to understand contradictions between quantitative results and qualitative findings (Creswell & Wisdom, 2013). The second advantage is that it provides methodological flexibility. Mixed methods gives the researcher as well as the study being conducted great flexibility and is more adaptable to different study designs, such as observational studies and randomised trials, to elucidate more information than can be obtained in only quantitative research (Creswell & Wisdom, 2013).

Despite the challenges and complications, the researcher encountered, the study has been very interesting to the researcher and the findings are more meaningful than the researcher was expecting. The researcher has successfully completed the study of the relationship between 1st & 2nd year tertiary students and their motivation to achieve academic success.

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7. Appendices

7.1.1 Appendix 1: Consent Form

The relationship between 1st and 2nd year tertiary students and their motivation to achieve academic success.

Dear Participant,

I am part of the BA Honours in Psychology Program at Varsity College Port Elizabeth in South Africa. I am currently conducting research on The Relationship Between 1st & 2nd Year Tertiary Students And Their Motivation To Achieve Academic Success.

The aim of this study is to distinguish the motivational levels of 1st and 2nd students and identify what makes them want to achieve academic success.

You have been selected from a sample of tertiary students currently enrolled in a higher education institution. We would therefore appreciate if you could participate in answering a few questions.

Please note your participation is completely voluntary. There are no incorrect answers as this study appreciates complete openness regarding the study being done. However, if you feel uncomfortable with certain questions you can always request to be left out the study at any point.

We would also like to ask your permission to use your feedback from the questionnaire in the study.

If you have questions at any time about the questionnaire or the procedures, you may contact Elysia Tiana Munsami via email on [REDACTED]

However, if you would like to contact the supervisor that is overseeing this study, you can contact Carol-Anne Cash at [REDACTED]

Thank you very much for your time and support.

*Required

After reading the above mentioned informed consent form, I the participant *

☐ Give consent to be a part of the study.

☐ I do not give consent

7.1.2 Appendix 2: Questionnaire

:

Are you a first year or second year tertiary student? *

- ☐ First year
- ☐ Second year

Are you currently studying at a higher education institution in Nelson Mandela Bay? *

- ☐ Yes I am
- ☐ No I am not

Are you happy with the course that you are studying? *

- ☐ No
- ☐ Yes
- ☐ Other: _____

How would you define academic success? *

Your answer

As a student what do you find particularly challenging regarding your tertiary academic journey so far ? *

Your answer

How do you cope with the challenges that you have listed above? *

Your answer

What motivates you to be the best student you can be ? *

Your answer

What aspects do you personally believe contribute to an individual's motivation to achieve academic success ? *

Your answer

When confronted by non academic life complications, does it filter into your academic life and disrupt the flow or are you able to separate personal matters from your academic life? *

☐ Yes

☐ No

If you answered yes for the above question, could you briefly explain how you are able to successfully separate these aspects in your life?

Your answer

If you selected second year for the above question, would you briefly explain how your academic motivation has changed from your first year of academic studies.

Your answer

For first year students, briefly explain what your initial academic motivation was at the start of the semester and compare it to your academic motivation right now.

Your answer

How has the current pandemic affected your academic success? *

Your answer

Has your academic success been impacted negatively due to online classes or has it maintained the same results you are used to getting *

- ☐ Negatively impacted
- ☐ Maintained the same results
- ☐ Results have improved

Back

Submit

7.1.3 Appendix 3: Ethical Clearance Letter



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21 August 2020

Student name: Elysia Munsami

Student number: 16014487

Campus: IIE Varsity College Port Elizabeth

Re: Approval of Honours Psychology Proposal and Ethics Clearance

HONOURS ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

Your research proposal posed no significant ethical concerns and your supporting documents and instruments are in order to proceed. We hereby provide you with permission to proceed with your research.

The campus research panel wishes you all the best with your research.


 Carol-Anne Cash
Supervisor


 Sasha Boucher
Campus Postgraduate Coordinator (CPC)

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7.1.4 Appendix 4: Final Research Report Summary Document Table

Title: The relationship between 1st & 2nd year tertiary students and their motivation to achieve academic success.

Research Purpose/ Objectives	Primary Research Question	Research Rationale	Seminal Authors/ Sources	Literature Review Conceptual Framework	Paradigm	Approach	Data Collection Method(s)	Ethics	Key Findings	Recommendations
Defining what a relationship is. Understand the importance of academic success. Identifies what qualifies as academic success.	What is the relationship between 2 nd year Varsity College students and their motivation to achieve academic success?	The study is important. It determines the underlying motivations that the 1 st and 2 nd year tertiary students must achieve academic success and why is the 2 nd year student more pressured into achieving academic success	Vygotsky (1978). Shamoo & Resnik (2003). Stoeber & Rambow (2007)	Theme 1 – Intrinsic & extrinsic motivation Theme 2 – risk, resilience & retention. Theme 3 – academic success and achieving certain standards. Theme 4 – embedding motivation and self-directedness in 1 st year students. Theme 5 – performance improvement model.	The interpretivist paradigm can be explained as assuming that social reality is not singular or objective but is rather shaped by human experiences and social contexts	Qualitative Population First and second year college students.	Google forms were used to conduct an online questionnaire. Social media platforms were used to share the questionnaire link.	Obtaining responses from known individual's could have made the responses biased. Sharing the link on social media platforms.	1 st year students face just as much academic pressure as 2 nd year students. 2 nd year students worry more about the future. Responses show that students are still being told what to study by parents/guardians.	1 st & 2 nd year students should not take studying for granted. Students should focus for the duration of their qualification in order to achieve academic success and secure their future. In the same regard, students should try to find a healthy balance between studying and time for leisure.
Research problem	Secondary questions/ hypothesis/ objectives	Key concepts	Key theories			Sampling	Data analysis method(s)	Limitations	Key contribution	
To understand the reason why academic success is more important to 2 nd year tertiary students compared to 1 st year tertiary students.	What is the definition of relationships? What is the importance of academic success? What qualifies as academic success ?	Academic success & Motivation Self-directedness Self-directed learning Critical thinking Tertiary education	Scaffolding Zone of proximal developmental Bronfenbrenner socio ecological model. Social perspective theory Holistic approach.			Non-probability sampling was use. Sampling methods were convenience sampling, purposive sampling and snowball sampling. Sampling size was 22 participants.	The researcher analysed the responses from 22 valid participants. The researcher used coding to analyse the data. <i>Atlas ti</i> , a coding software was used for the responses.	Not being able to conduct face-to-face interviews due to COVID-19 regulations. Only being able to share on a selected few platforms. Cutting out responses due to them not meeting sampling requirements.	Students will have more understanding of what is expected from them. Facilitators & lecturers will know how to communicate more effectively with the students. Academic success will be better understood for both 1 st & 2 nd year students.	Students are encouraged to speak about their concerns and fears in order to feel a sense of relief.