Strategies for Increasing Students' Self-motivation

ABSTRACT

Aim: To identify the strategies for increasing self-motivation for academic improvement among secondary school students in Kisumu County, Kenya

Sample: The study population was 113,314 students enrolled in secondary schools in Kisumu County. Convenient sampling technique was used to draw a sample of 224 students.

Study design: The study employed phenomenological design in the qualitative approach.

Place and Duration of Study: The place of the study was Kisumu County, Kenya, between September and October 2017.

Methodology: Focus group discussions were used to collect qualitative data. Focus group discussion guide was piloted with students who did not participate in the study to establish validity and reliability. Data was collected verbally, transcribed verbatim, and summarized using thematic analysis to yield significant themes.

Conclusion: The findings revealed that strategies that might be effective in increasing self-motivation are self-discipline, goal orientation, integrated extrinsic motivation, time management and autonomy-supportive teaching and learning environment.

Keywords: strategies; motivation; self-discipline; goals; extrinsic; time management; autonomy-support

1. INTRODUCTION

1.1 Background of Study

Motivation is a significant psychological concept in education because it drives and strengthens the students to learn and improve in their academic performance [1, 2, 3]. Motivation is essential to learning since some sort of motivation underlines everything students do, including students' motivation complete tasks that build knowledge [3]. Therefore, lack of motivation in students to learn was identified as a pressing educational problem by [4].

Students' self-motivation to learn is of great importance today probably more than ever before. One authority on motivating students, [5], starts the book *"Motivating students to learn"* with these alarming words,

> "School is inherently boring and frustrating. We require students to come, then try to teach them stuff that they do not see a need for and do not find meaningful. There is little support for academic achievement in the peer culture, and frequently in the home as well. A few students may be enthusiastic about learning, but most of them require the grading system and the carrots and sticks that we connect to it to pressure them to do at least enough to get by."

These words are an indictment on the level of self-motivation among students to learn and they are an indication of the challenge faced by practitioners in the teaching and learning process.

In addition, [6] found out that self-motivation is necessary among students because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable. Therefore, the strategies for motivation should be wedded into the everyday teaching and learning process.

Motivation is a construct that explains goal-directed behavioral force to face tough and challenging circumstances characterized by initiation, direction, intensity, persistence, and quality of behavior [5,

36 7]. Consequently, [8] posit that to be motivated means to be moved to do something, which in the
37 case of the present study is to learn. Motives, on the other hand, are hypothetical constructs used to
38 explain why people are doing what they are doing [5].

39 The opposite of motivation is amotivation, which was defined by [9] as the absence of intrinsic or
40 extrinsic incentives for behavior and growth. An amotivated student's behavior lacks intentionality and
41 personal causation because they do not value the behavior, do not feel competent at the behavior
42 and not believing the behavior will yield the desired outcome [6; 10].

43 The observation that children are very motivated to learn when they are young but this motivation
44 seems to dissipate as they go up the grades was confirmed in a study in Brazil by [4]. They presented
45 an assessment of the quality of motivation of elementary school students using a questionnaire. The
46 results revealed that lack of motivation increased as students advanced in grades. This makes one
47 wonder what happens to the learners' self-concept as they proceed up the grades that make them
48 lose self-motivation.

49 Several studies have considered the causes and effects of motivation [7, 9, 11, 12]. In China, [11]
50 examined the relationship between students' academic self-concept and motivation in foreign
51 language learning drawing samples from university and found that academic self-concept was
52 positively and significantly correlated with learning motivation. Furthermore, from a study in Canada,
53 [9] found that motivation precedes and predicts academic behavior and therefore, motivational
54 orientation is a reliable and accurate predictor of academic success. In addition, a review of the
55 motivation theories in learning by [7] found out that motivation and learning process are connected for
56 educational success. Subsequently, [12] explored the effects of achievement motivation on academic
57 achievement in the USA and reported positive correlations between achievement motivation and
58 academic performance. However, these studies did not go ahead to identify how students' motivation
59 might be increased.

60 The onus of increasing students' motivation to learn, however, falls squarely on teachers and
61 educators. [8] in Self-Determination Theory (SDT) categorized motivation into extrinsic and intrinsic
62 motivation. They defined intrinsic motivation as referring to doing something because it is inherently
63 interesting or enjoyable; and extrinsic motivation as referring to doing something because it leads to a
64 separable outcome. Therefore, [1] in Portugal investigated the relationship between students'
65 motivation and perceived learning and found that intrinsic motivation positively and significantly
66 influences perceived learning. In addition, [2] investigated extrinsic motivation in South Africa and
67 identified verbal reinforcement, goal orientation, time management and reflective practice as effective
68 strategies for increasing motivation among students.

69 Consequently, although teachers sometimes feel that they have no control over students' attitudes
70 about learning, they actually do have an influence because generally students learn if their teachers
71 expect and motivate them to learn [13]. Motivation to learn, therefore according to [14], can be
72 increased by strategies that increase students' awareness of self-directed learning. Nevertheless, do
73 teachers have the right ideas on the strategies that can effectively motivate the students?

74 Strategies are the methods used to achieve goals and thus to satisfy motives, such as the desire to
75 learn [5]. That was the reason for the study by [15] in Saudi Arabia that examined teacher and student
76 views about motivational strategies. The results indicated there was a discrepancy in the beliefs of
77 teachers and students about how the students should be motivated. Teachers preferred strategies
78 that help students to achieve desired academic outcomes while students preferred strategies that
79 zeroed in on the learning process and promoted the social aspects of learning, such as participation
80 and interaction.

81 Nevertheless, in Kenya, few studies have investigated student motivation and academic performance
82 and little research has been on strategies to increase students' motivation. [16] sought to determine if
83 student motivation has any influence on academic performance in public secondary schools in
84 Nairobi, Kenya. The study revealed that self-motivation among students is a major factor in academic
85 performance. In addition, the study identified giving of prizes to students as the most effective
86 motivational technique to the students. However, the study did not identify general strategies that
87 might be used to increase students' self-motivation to learn and thereby improve their academic
88 performance. There was therefore need for the current study to identify the strategies for increasing
89 self-motivation among secondary school students in Kisumu County, Kenya.

1.2 Problem Statement

90

91 One of the indicators of low student self-motivation is school dropout rates [17, 18]. Kisumu County
92 has a secondary school a dropout rate of 33.6%, which is above the national average [19].
93 Consequently, only 25% of Kisumu County residents have a secondary level of education or above
94 [19]. This means that the high dropout rates are excluding three out of four members of the county
95 from secondary school education. However, education improves people's welfare because inequality
96 declines as the average level of educational attainment increases, with secondary education
97 producing the greatest benefits [19]. This might be the reason why those working for pay with a
98 secondary level of education or above are only 32% of in Kisumu County, which is 17 points below
99 the 49% found in Nairobi County, Kenya. Furthermore, the low employment rate from school dropout
100 due to low self-motivation might contribute to the high poverty levels in Kisumu County, which is
101 47.8% [20]. For these reasons, self-motivation to learn among students is an important need with
102 serious consequences for Kisumu County, Kenya. Hence, there was need for the present study on
103 strategies of increasing the self-motivation among students in Kisumu County, Kenya.

104 **1.3 Relevance of Study**

105 The findings of the present study might be used to improve the academic performance of students
106 because self-motivation is positively associated with academic performance [12, 9]. This makes the
107 findings of the current study are of importance to teachers and other stakeholders in education.

108 In addition, these strategies might be helpful in preventing school dropout because self-motivation is
109 negatively associated with dropout rates [17, 18]. Moreover, the findings might be useful in inculcating
110 lifelong learning in the recipients because lifelong learning is positively associated with self-motivation
111 [21].

112 Moreover, [8] argue that motivation is highly valued because of its consequences and is of
113 preeminent concern to managers, teachers, religious leaders, health care providers, and parents.
114 Therefore, the findings of the present study might be of benefit to not only teachers but also parents
115 and education managers.

116 **2. PURPOSE OF THE STUDY**

117 The purpose of the study was to investigate self-motivation for improvement in academic performance
118 among secondary school students. The objective of the study was to identify the strategies for
119 increasing self-motivation among secondary school students in Kisumu County, Kenya

120 **3. THEORETICAL FRAMEWORK AND LITERATURE REVIEW**
121 **3.1 Theoretical Framework**

122 The Self-Determination Theory (SDT) of [8] guided the present study. Self-determination theory (SDT)
123 is a theory of human motivation that focuses on types of motivation and pays attention to autonomous
124 motivation, controlled motivation, and amotivation as predictors of performance [22]. SDT posits that
125 people can be motivated or amotivated due to the social conditions around them. Following from that
126 premise, SDT-guided research focuses on facilitating self-motivation.

127 In addition, [8] posit that the arena of SDT is the investigation of the conditions that foster the positive
128 processes of people's inherent growth tendencies and innate psychological needs. Consequently, the
129 present study focused on strategies for increasing self-motivation among students, which according to
130 [8] are factors that enhance intrinsic motivation, self-regulation, and well-being.

131 The SDT produced the concepts of self-regulation, causality orientation, types of motivation and
132 psychological needs. From these concepts the present study explored time management and self-
133 discipline from self-regulation, goal orientation from causality orientation, extrinsic motivation from
134 types of motivation and autonomy-supportive teaching and learning from psychological needs.

135

3

3.2 Literature Review

The literature review for the present study was organized according to the themes that emerged from data analysis. [23] investigated the relationship between teacher motivation and students' academic achievement at secondary school level in India. Survey technique was used to collect data through a questionnaire and analyzed using inferential statistics, which revealed that intrinsic motivation of teachers was having strong correlation with academic achievement of the students. Therefore, [23] recommended that in-service teacher training programs can be used to enhance teachers intrinsic motivation for the improvement of students' academic performance. However, the study was a quantitative study that only collected quantitative data that was limited in that the researchers could not delve in-depth into the meanings and feelings of the respondents. The present study filled this gap by using qualitative methods to collect data which captured the meanings and feelings of the respondents.

Subsequently, [24] conducted an analysis of determinants and factors motivating students in higher education in Morocco with university students. The study pointed out the importance of self-motivation among the students by showing that motivation during orientation and learning process influenced positively the academic performance of learners. However, the study did not identify the strategies that might be used to increase self-motivation among the students.

3.2.1   Self-Discipline

A theme that emerged on how to increase self-motivation among students was the promotion and teaching of self-discipline among students. According to [25], self-control is the capacity to bring one's actions into line with one's self as it is embodied in what one takes oneself to have most reason to do. Therefore, in the current study, self-discipline is the capacity to control one's thoughts, speech and deeds to attain a desired achievement. The importance of self-discipline was captured by [26] who wrote a paper that showed that self-discipline in daily routine knowledge acquisition processes was key in improving learning outcomes.

SDT is an approach to human motivation that highlights humans' inner resources for personality development and behavioral self-regulation [22]. Therefore, the present study drew self-discipline from the concept of self-regulation from SDT. Since, SDT highlights the importance of self-regulation, the present study explored self-discipline as a strategy for increasing students' self-motivation.

 According to [27] discipline minimally influences self-motivation. The study by [27] investigated motivation, discipline and employee performance in Indonesia. The results showed a minimal influence of motivation and discipline that affect the performance. However, the study was conducted with employees and not students, as was the case in the present study. Therefore, [28] investigated the relationship of self-control, motivation and academic performance in Germany. Data was collected from a sample of tenth graders using a questionnaire. Results of regression analyses showed that self-control was a significant predictor of academic performance. However, the study did not consider the effect that self-discipline might have on students' motivation. Therefore, the present study filled this gap by investigating the effect of self-discipline on students' levels of self-motivation.

In addition, although [29] in USA posited that self-regulation of effort is a significant predictor of academic performance, the study only made finding that that academic self-discipline mediated the relationship between academic self-efficacy and academic performance. Hence, the study did not examine the relationship between self-discipline and academic performance directly unlike in the present study. Moreover, [30] compared students' self-discipline and self-regulation measures and their prediction of academic achievement using a multi-source, multi-measure research design involving high school students and their teachers in USA. Hierarchical regression analyses revealed that students' self-regulation was more predictive of students' academic performance than students' self-discipline. However, [31] who also studied self-control and academic performance in a university set-up in the USA had contrary findings to [30]. Moreover, [31] found out that self-control affects academic performance among the university students.

The findings of [31] were further supported by those of [32] who investigated self-control and academic performance in engineering among college students in the USA. The results showed that self-control predicted the academic performance of students. However, these studies were done with university students whose levels of education are higher than those of students found in Kenyan

4

189 secondary schools. Consequently, [33] conducted a longitudinal study with eighth-grade students on
190 self-discipline measured by questionnaires in USA. The study revealed that self-discipline accounted
191 for more than twice as much variance as Intelligence Quotient in academic performance.
192 Nevertheless, the [33] study did not seek to identify the promotion of self-discipline as a means of
193 increasing self-motivation among students. The present study filled these gaps in literature by
194 examining strategies for increasing self-motivation among students in secondary schools.

195 On the other hand, [34] and [35] reported contrary findings in the relationship between self-discipline
196 and academic performance. In Taiwan [35] sought to determine the effects of self-control and
197 intelligence quotient on students' academic achievement and found that intelligence quotient
198 predicted students' academic performance in the short term but not in the long term. This left the
199 relationship between self-discipline and academic performance undetermined. Subsequently, [34] in
200 Iran investigated the relationship between self-control and academic performance and found a
201 negative correlation between self-control and academic achievement. However, the finding of [36] fell
202 between those of [34] and [35]. In Germany [36] conducted a study of students and found that there
203 were no effects of academic discipline on achievement over time. Therefore, whereas [35] found
204 conflicting effect of self-discipline on academic performance between short-term and long-term
205 durations, [36] found no effects of self-discipline on academic performance and [34] found negative
206 correlation between self-discipline and academic performance. Nevertheless, none of these studies
207 considered the effect of self-discipline on self-motivation and yet academic performance is a product
208 of self-motivation. In addition, these studies were conducted in Asia and Europe with different cultural
209 settings from African countries such as Kenya.

210 Therefore, [37] sought to determine the level of discipline and extent of impact of discipline on
211 academic performance among grade eight in a descriptive study in Muhoroni Sub-County in Kisumu
212 County, Kenya. Data analysis revealed that discipline related positively with, and accounted for 23%
213 of variance in the pupils' academic performance. Therefore, the study recommended enhancement of
214 discipline among the pupils for improvement of their academic performance. However, [37] did not
215 examine the effect of self-discipline on students' self-motivation. The present study filled this gap in
216 literature by seeking to elucidate the effect of self-discipline on self-motivation.

217   3.2.2   Goal Orientation

218 Goals are valued outcomes that people hope to attain when they engage in certain behaviors [10].
219 Furthermore, [22] posits that to guide their activities, people use long-term goals, which might be
220 intrinsic aspirations such as personal development and extrinsic aspirations such as wealth and fame.
221 This result in causality orientation to the way people orient themselves to their environment for
222 regulation of behavior, and thus be self-determined to achieve what they believe they need [22].
223 Consequently, the present study explored goal orientation as a strategy of increasing self-motivation
224 in students.

225 Goals are the drivers of behavior and the immediate objectives of particular sequences of behavior [5,
226 38]. Consequently, according to [2], motivation might be indicated by personal goal setting. Goal-
227 orientation is therefore behavior that is energized by values, which refers to the desirability of the goal
228 to the individual and expectancies, and beliefs about the attainability of goals [38]. According to [38],
229 all else held equal, an individual will be more persistent in pursuing a goal when that goal is greatly
230 valued and when the individual expects to be successful in attaining the goal. The persistence that is
231 generated by goal orientation might be indicative of the relationship between goal orientation and self-
232 motivation.

233 In addition, [39] identified the technique of goal-setting as a way of enhancing motivation in learners
234 because higher standards tend to lead to higher performance. However, learner-set goals have a
235 tendency to become lower, hence, teacher's role in helping learners maintain high standards by
236 monitoring the goals set and reinforcing high standards [39]. Therefore, [39] posited that learners
237 might be taught to be self-motivated to learn through the practice of goal setting.

238 Subsequently, [40] investigated goal orientation and goal setting in South Korea by integrating four-
239 factor goal orientation theory with goal setting theory and found that goals positively influenced
240 performance. However, the study did not examine the influence of mastery and performance goals on
241 academic performance. In addition, [41] examined the relationship between student goal orientation
242 and academic achievement in Germany. Data collected from college students was analyzed to reveal

5

243 that students pursuing both mastery and performance goals were more motivated and had higher
244 academic performance than students who pursue a mastery orientation alone.

245 However, [42] argued that it was mastery goals, and not both mastery and performance goals, that
246 produced self-motivation in students. In a paper, [42] discussed mastery and performance goals in a
247 paper on motivation in education. The paper expounded that mastery goals were more likely to result
248 in persistence over time and a focus on the intrinsic value of learning because mastery goals focused
249 on individual improvement and the belief that increased effort is related to increased competency. On
250 the other hand, competition and rewards foster a performance goal orientation in which ability and
251 self-worth are linked in students' minds hence students avoid the possibility of failure by not
252 attempting challenging tasks [42]. Nevertheless, [40], [41] and [42] did not examine the effect that
253 goal orientation had on students' self-motivation to learn. The present study filled this gap in literature
254 by seeking to elucidate whether goal orientation among students might increase their self-motivation
255 to learn and improve in academic performance.

3.2.3 Extrinsic Motivation

257 In SDT, [6] posited that extrinsic motivation varies in its relative autonomy and thus can reflect either
258 external control or true self-regulation. According to [6] and [22], autonomous motivation comprises of
259 intrinsic motivation and the types of extrinsic motivation such as introjection, identification and
260 integration. Furthermore, [8] posited that integrated regulation is the most autonomous form of
261 extrinsic motivation. They argue that integration occurs when identified regulations are assimilated
262 through evaluation and brought into congruence with one's inner values and needs.

263 Consequently, [13] reported that intrinsically motivated students earn higher grades and employ
264 strategies that demand more effort than extrinsically motivated students do. Moreover, they are more
265 likely to persist with and complete assigned tasks, retain information and concepts longer, and are
266 more likely to be lifelong learners than extrinsically motivated learners are. In a word, intrinsically
267 motivated students are expected to be having more self-motivation than extrinsically motivated
268 students are. In New Zealand, [43] used a novel multidimensional instrument to investigate the
269 relationship between motivation and academic achievement. The results showed that there were
270 statistically significant differences for motivation and achievement. However, the study did not
271 consider the effect of type of motivation on academic performance. Subsequently, in the USA, [44]
272 and [45] studied the influence of type of motivation on academic achievement. [44] sought to
273 determine whether type of motivation was predictive of how a student would perform in an exam and
274 found that student performance in the exam was not significantly related with an intrinsic motivation.
275 Furthermore, [45] studied type of motivation, student motivation, and achievement and found that
276 students with intrinsic motivation achieved better academically, and were more persistent in their
277 studies than students with extrinsic motivation did.

278 Nevertheless, the studies by [43], [44] and [45] were quantitative in nature and therefore could not
279 probe the responses for deeper meanings, which is only possible with a qualitative study. Therefore,
280 [46] in Australia conducted a qualitative case study on how motivation influences student engagement
281 and found that intrinsic motivation assisted authentic student engagement in learning, and that
282 extrinsic motivation served to develop ritual engagement for learning. However, the study by [46] did
283 not consider whether teaching and training students to have any type of motivation of control would
284 result in a higher level of self-motivation. The present study filled these gaps in literature by using the
285 qualitative approach that captured the in-depth meanings of the respondents to investigate the
286 relationship between type of motivation and self-motivation among students.

3.2.4 Time Management

288 SDT is an approach to human motivation that uses an organismic metatheory to emphasize humans'
289 inner resources for behavioral self-regulation [22]. Since, SDT underlines the importance of self-
290 regulation, the present study explored time management as a strategy within self-regulation for
291 increasing students' self-motivation.

292 Time management is a set of principles, practices, skills, tools, and systems used to get more value
293 out of a given amount of time with the aim of improving the quality of achieving a set goal [47].
294 Therefore, [48] posit that time management skills are essential for students' success and development
295 of academic competence. Consequently, [49] investigated the relationship between various study

6

296 skills and academic performance of university students in Iran. Data analysis revealed that the study
297 skills scores for students with high academic performance were statistically higher than that of those
298 students with low academic performance in time management and motivation. This finding indicated
299 that time management influences students' academic performance but did not consider the self-
300 motivation that makes students' to manage their time well. Nevertheless, when [50] in USA and [51] in
301 Malaysia investigated motivation and time management they found that motivation and time
302 management are significant predictors of academic success and performance respectively.

303 However, the studies by [49], [50] and [51] did not investigate the relationship of time management
304 and self-motivation although time management affects performance. For that reason, [52] studied the
305 impact of time management on performance among faculty members of universities India. Data was
306 collected using closed-ended questionnaires from faculty members and students and analyzed
307 inferentially to reveal that time management increases motivation. In addition, [53] studied the impact
308 of time management on academic performance among college students in the USA and found out
309 that there was a significant and positive correlation between time management and academic
310 performance of the students. Nevertheless, the studies by [52] and [53] were on time management
311 and performance, and not time management and motivation. Therefore, [48] sought to determine the
312 relationship between time management skills and academic motivation of students in Iran. Data was
313 collected using questionnaires from a sample that was selected using random stratified sampling and
314 analyzed inferentially. The results showed a statistically significant positive correlation between the
315 students' time management scores and academic motivation scores. Therefore, the study concluded
316 that it is necessary to plan for improving time management skills in order to enhance academic
317 motivation among students.

318 The studies by [48], [52] and [53], though, were limited in that they were purely quantitative studies
319 that could not capture the feelings and meanings of respondents to flesh up the findings.
320 Consequently, [54] employed the qualitative approach to investigate the relationship between time
321 management and motivation among teacher educators in institutions of higher learning in Pakistan.
322 Data were collected using interview schedules and analyzed using narrative analysis to reveal that
323 improvement in the skills of time management among teacher educators led to an increase in
324 motivation. However, the study was conducted using students in institutions of higher learning whose
325 time management skills might be different from those of secondary school students. Therefore, [28]
326 investigated the relationship of time management and motivation with academic performance in
327 Germany using tenth graders and found that time management characterized with procrastination
328 was negatively related to school grades.

329 On the other hand, [55] explored how time management and the perception of control over time
330 contribute to academic success of students in colleges in USA. The paper reviewed extant literature
331 that suggested that college success does not rely solely on students' time management behavior, but
332 more on their perception of control over time. This study raised the issue of the difference between
333 time management and perception of control over time because a person who manages their time
334 might be expected to have a perception that they are in control over their time.

335 However, several studies reported that time management affected academic performance among
336 students and reported conflicting findings [56, 57, 58, 59]. The research by [56] and [58] sought to
337 determine the relationship between the time management skills and academic achievement of the
338 students in Kuwait and Oman respectively using descriptive research and found out that time
339 management was significantly correlated with students' academic performance. Contrary to these
340 findings, [57] and [59] explored the relationship between time management skills and the academic
341 achievement in empirical studies and found that there was no statistically significant relationship
342 between time management skills and the academic achievement of students. However, these studies
343 were done in countries that are not in Africa with the continents unique sense of time. There was
344 therefore need for a study to investigate the influence of time management on self-motivation in an
345 African country such as Kenya.

346 Therefore, [60] investigated the relationship between time management and academic performance
347 among orphaned students of Kenya. The sample was drawn using saturation sampling technique and
348 data collected using questionnaires analyzed using inferential statistics to reveal a high positive
349 correlation between time management and academic achievement. Nevertheless, the study did not

350 consider the influence of students' time-management and their levels of self-motivation although self-
351 motivation mediates the relationship between time management and academic achievement. There
352 was therefore need for the present study to investigate whether time management might be used to
353 increase students' levels of self-motivation.

3.2.5   Autonomy-Supportive Teaching and Learning Environment

355 Autonomy-supportive teaching is teaching that results in autonomous motivation of the students. SDT
356 postulates that humans have three innate psychological needs of competence, autonomy, and
357 relatedness, which when satisfied result in enhanced self-motivation [10, 22]. Autonomy-supportive
358 teachers catalyze in their students greater intrinsic motivation, curiosity, and the desire for challenge
359 [6]. Subsequently, the present study explored autonomy-supportive teaching as a strategy for
360 increasing students' self-motivation.

361 According to [13], strategies for increasing students' motivation include promoting mastery learning,
362 creating a school culture that emphasizes the importance of academic achievement, involving parents
363 in efforts to increase student motivation and consistent communication of academic purposes and
364 expectations [13]. These techniques are envisaged to give the student the autonomy to explore and
365 the safety of support and guidance as the student explores their environment. However, the methods
366 to use in autonomy-supportive teaching remained to be explored.

367 Therefore, [61] in the Netherlands presented tips on how to engage in autonomy-supportive teaching
368 behaviors that stimulates motivation in students. The teaching tips they presented included nurturing
369 students' needs with emotional support, guided active participation in class with optimal challenges,
370 and use of empowering language [61]. However, these tips left out parents and friends of the student
371 who might be necessary in autonomy-supportive learning. This was important because [9] had found
372 that relatedness with teachers, parents, and friends to offer unique complementary contribution to the
373 academic pursuits with parents having a more important influence on students' academic values than
374 teachers or friends do. Effective teachers therefore, might be expected to use supportive autonomy
375 techniques to generate self-motivation in their students.

376 In addition, [62] investigated second language learners' motivation and the ways in which the
377 teachers supported the students' motivation in Thailand. Data was collected using questionnaires and
378 observation schedules. The study findings showed that while autonomy-controlling strategies were
379 commonly used, autonomy-support strategies were found only in highly motivated and high
380 performing classrooms. The findings suggested the use of strategies that initialize and nurture
381 students' internal motivation in order to enhance sustainable learning. However, the study was a
382 purely quantitative one that did not probe the respondents meanings as is found in the present
383 qualitative study.

384 This is what [63] found out, when reporting that motivating teachers use far more supportive
385 motivational practices than non-motivating teachers who use a preponderance of practices that
386 undermine student motivation. In the study, [63] presented motivation strategies for academic
387 achievement as extrinsic rewards, cooperative learning, social interactions, student autonomy and
388 choice, situational interest, goal setting, competition, relevancy, meaning-making and real world
389 connections. This suggests that study techniques involving group work and peer teaching might be
390 successful in increasing students' self-motivation. However, this was left unexplored and hence the
391 present study filled that gap in literature.

4.   MATERIAL AND METHODS

393
4.1 Research Design

395 This study used the phenomenological design within the qualitative approach. Phenomenological
396 design, according to [64], is a flexible method that is adapted to be suitable in explicating the
397 phenomenon under investigation. Qualitative research relates to understanding aspects of social life
398 and generates words as data for analysis [65].

399 The phenomenological design within the qualitative approach was appropriate for the present study
400 because [10] posits that SDT is a theory of human motivation that examines a wide range of
401 phenomena across gender, culture, age, and socioeconomic status. The present study therefore

402 investigated the strategies for increasing students' self-motivation as a phenomenon that is explicated
403 from the respondents using explanation of feelings and meanings as data.

4.2 Study Participants

405 The study participants were students in secondary school in Kisumu County, Kenya. The population
406 of the study was 113,314 secondary school students. A sample of 224 students was drawn from the
407 population using convenient sampling technique. The sample was fairly small in relation to the
408 population because, according to [65], samples in qualitative studies are usually small and not
409 necessarily representative of the broader population. The sample was then divided into four focus
410 groups of 56 students each from which qualitative data was collected using a focus group discussion
411 guide. Focus groups were used to collect data because teenagers find it easier to express themselves
412 in groups [66].

4.3 Demographic Information

414 Demographics information in research is important because it might highlight salient differences in the
415 responses and cause better understanding of the results [67]. The present study had a sample that
416 included 112 girls and 112 boys with an age bracket from 17 to 20 years old. A majority of the
417 students came from low-income socioeconomic homes found in the slums of Kisumu County.

4.4 Research Instrument

419 The data collection instrument was focus group discussion guide using the method of data collection
420 called focus group discussion from a focus group. According to [68], focus group is a planned,
421 facilitated discussion designed to obtain perceptions on an issue in a permissive, non-threatening
422 environment [68]. The focus group guide used in the present study was piloted for trustworthiness
423 using students who did not participate in the final study. Focus groups are good for generating
424 creative ideas by allowing participants to question each other and to elaborate upon their answers in a
425 spontaneous give and take social interaction [68].

4.5 Data Collection Procedures

427 The purpose and objective of the study were communicated to the participants before the time for
428 data collection. The Focus Group members' selection was on a voluntary basis with guidance from
429 the researcher who was also the facilitator of the discussion. Each focus group chose a secretary who
430 was writing down what the participants were saying in summarized form while the researcher taped
431 the discussions verbatim.

4.6 Data Analysis

433 The qualitative data collected was analyzed using thematic analysis according to the steps of
434 thematic analysis, which are familiarization with the data, coding, searching for themes, reviewing
435 themes, defining and naming themes and writing up [69].

5. RESULTS AND DISCUSSION

437 The data was analyzed according to the objective of the study. The study findings revealed that there
438 were strategies that might be effective in increasing students' self-motivation.

5.1 Self-Discipline

440 The first thematic area to emerge in data analysis was that of self-discipline. The respondents
441 reported that practice of self-discipline would result in the students having the self-motivation to
442 achieve academic success. One respondent said, *"I would advise fellow students to accept
443 correction, be focused, avoid laziness and stop indiscipline,"* as another reported, *"Students should
444 know that discipline, determination, teamwork and prayer leads to success."*

445 The finding that self-discipline is perceived to be able to increase students' self-motivation was similar
446 to the findings of [29], [30], [35] and [37] who reported a positive association between self-discipline
447 and self-motivation as captured in academic performance. The finding of the present study was

9

448 however opposed to those of [27] who reported that discipline minimally influences self-motivation,
449 [34] who reported a negative relationship between self-control and academic performance and [36]
450 who reported no effects between self-discipline and self-motivation.

451 The theoretical framework for the present study, SDT, has been presented as seeking to understand
452 human motivation by underscoring humans' inner resources for personality development and
453 behavioral self-regulation [22]. Therefore, the finding of the present study that self-discipline, which is
454 a form of self-regulation, might be used as a strategy for increasing students' self-motivation, agreed
455 with this postulate of SDT.

456 **5.2 Goal Orientation**

457 The second thematic area to emerge was that of goal orientation. The respondents expressed the
458 belief that if students have goal orientation in their academic lives then they would be self-motivated
459 to achieve academic success. A respondent captured this when he said, **"They should avoid saying
460 *that will not pass exams, be persistent, have a dream, have a goal to achieve and be ambitious."* In
461 addition, another student expressed herself about the goal orientation when she said, *"Students
462 should have plan and goals, have targets, think about their future and think big."*

463 The finding of the present study that goal orientation might be used to increase students' self-
464 motivation for academic achievement was similar to [38], [39], [40] and [41] who had found that all
465 types of goal orientation resulted in higher academic performance mediated by self-motivation. The
466 finding of the present study was however opposed to that of [42] who had reported that only mastery
467 goals motivated academic achievement.

468 In SDT, which formed the theoretical framework for the present study, [22] have posited that people
469 use long-term goals to guide their activities to achieve intrinsic aspirations and extrinsic aspirations in
470 causality orientation. Therefore, the finding of the present study that use of goals that is the product of
471 goal orientation might be effective in increasing students' self-motivation agrees with the postulate of
472 SDT on causality orientation.

473 **5.3 Extrinsic Motivation**

474 The third theme to emerge was the efficacy of extrinsic motivation to produce self-motivation. The
475 respondents felt that extrinsic motivation would successfully result in the learners being self-motivated
476 to achieve academic success. Concerning those who needed self-motivation, a respondent said,
477 *"They should be advised to acquire new method of learning"* before another added, *"They should go
478 back to the study tips they used to use. The student should look where the rain started beating you
479 (African Proverb meaning, Look for your solutions where your problems started)."*

480 A third respondent said, "The *teachers should increase pressure (pressure is euphemism among the
481 students for punishment) on the person so that they perform better academically."* Moreover, another
482 student said, *"The student should look for a new method of studying."*

483 The finding of the present study that extrinsic motivation might be effective in building the students'
484 self-motivation was similar to the findings of [43] and [44]. These studies had suggested that extrinsic
485 motivation was effective in increasing the self-motivation among students.

486 On the other hand, the finding of the present study was contrary to the findings of [13], [45] and [46].
487 These studies had reported that self-motivation increased with intrinsic motivation and not extrinsic
488 motivation.

489 In the theoretical framework of the present study, [6] and [22] had posited that extrinsic motivation
490 might be effective in increasing self-motivation because of the more autonomous aspects of extrinsic
491 motivation such as introjection, identification and integration. These more autonomous types of
492 extrinsic motivation, [8] further posited, were almost as effective as intrinsic motivation because the
493 motivated persons assimilated new values through evaluation, and brought the values into
494 congruence with their inner values and needs. This construct of integrated extrinsic motivation
495 explains why students in the present study reported that extrinsic motivation might be used to
496 increase their self-motivation, which is an intrinsic motivation.

10

497 **5.4 Time Management**

498 The fourth theme to emerge from the findings of the present study was that time management was
499 effective in increasing students' self-motivation. On how to increase the self-motivation among the
500 students, one of the students responded by saying, *"They should be time conscious, have personal*
501 *time table that they actually use, make good use of their time and avoid procrastination."* Another
502 responded by saying, *"They should spend more time studying and stop wasting time with betting,*
503 *chating, storytelling and walking up and down".*

504 The finding that time management leads to increase in self-motivation to learn among students was
505 similar to a preponderance of studies [48, 49, 50, 51, 52, 53, 54, 60]. These studies had all reported
506 that time management increased academic performance, which in the present study is mediated by
507 self-motivation.

508 The findings of the present study were however contrary to those of [55] and [56]. In addition, it was
509 contrary to findings by [58]. These studies had all reported that there was no relationship between
510 time management and academic achievement.

511 The theoretical framework of the present study, SDT, approaches human motivation using an
512 organismic metatheory that emphasizes humans' inner resources for behavioral self-regulation [22].
513 Therefore, the present study, which investigated time management within self-regulation, concurred
514 with the postulate of SDT when it found out that time management might be used to increase
515 students' self-motivation.

516 **5.5 Autonomy-Supportive Teaching and Learning Environment**

517 The fifth theme to emerge from the present study was the use of autonomy-supportive environment in
518 increasing students' self-motivation. Asked on how to increase students' self-motivation, some
519 respondents reported that, *"The members of the senior classes should act as role models"* as another
520 student said, *"They could consult their peers, stop discouraging one another and hold group*
521 *discussions."* In addition, a respondent said, "*They should have fellow students helping them not to*
522 *miss anything ('guardian angels'), have good friends who don't mislead them into maladaptive*
523 *behaviors and have a study partner,"* as yet another student reported, *"They should practice peer*
524 *teaching, read about success stories, socialize with top students*."

525 The finding of the present study that autonomy-supportive teaching might be effective in increasing
526 students' self-motivation was similar to studies by [62] and [63]. The finding of the present study was
527 also similar to findings of studies by [13] and [61].

528 The theoretical framework of the present study, SDT postulated that humans have three innate
529 psychological needs of competence, autonomy, and relatedness, which when satisfied result in
530 enhanced self-motivation [22, 10]. Accordingly, autonomy-supportive teachers catalyze in their
531 students greater intrinsic motivation, curiosity, and the desire for challenge [6]. Therefore, the finding
532 of the present study that autonomy-supportive teaching and learning environment increased students
533 self-motivation was in concurrence with the postulate of SDT on psychological needs of competence,
534 autonomy, and relatedness. .

535 **6   CONCLUSIONS AND RECOMMENDATION**
536
537 The present study makes the following conclusions:
538   i.   That there are strategies, which teachers, parents and educational managers and other
539   stakeholders may use to increase students' self-motivation to learn.
540   ii. That these strategies include teaching and training students' in self-discipline, goal
541   orientation, extrinsic motivation, time management and autonomy-supportive environment.

542 The present study recommends that students should be taught and trained using the strategies that
543 increase self-motivation so that they are self-driven to achieve academic success and lifelong
544 learning.

545

REFERENCES

1. Ferreira, M., Cardoso, A. & Abrantes, J. (2011). Motivation and relationship of the student with the school as factors involved in the perceived learning. *Procedia - Social and Behavioral Sciences*; 29: 1707 – 1714.
2. Kistnasamy, E. J. (2014). The power of extrinsic motivation in tertiary education. *American Journal of Educational Research, Vol. 2*, No. 6, 383 – 388.
3. Nguyen, C. (2008). *Student motivation and learning*. Masters' Thesis. Center for Teaching Excellence, United States Military Academy, West Point, NY.
4. Rufini, S. É., Bzuneck, J. A. & Oliveira, K. L. (2012). The quality of motivation among elementary school students. *Paidéia, Vol. 22*, No. 51, 53 – 62.
5. Brophy, J. (2004). *Motivating students to learn, second edition*. Mahwah: Lawrence Erlbaum Associates, Publishers.
6. Ryan, R. M. & Deci, E. L. (2000b). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54 – 67.
7. Gopalan, V., Bakar, J., Zulkifli, A., Alwi, A. & Mat, R. (2017). *A review of the motivation theories in learning*. The 2nd International Conference on Applied Science and Technology 2017 (ICAST'17).
8. Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, Vol. 55*, No. 1: 68 – 78.
9. Legault, L., Green-Demers, I. & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support. *Journal of Educational Psychology, Vol. 98*, No. 3, 567–582
10. Deci, E. L. & Ryan, R. M. (2015). Self-determination theory. *International Encyclopedia of the Social & Behavioral Sciences, 2nd edition, Volume 21*, pp. 486 – 491.
11. Liu, H. J. (2010). The relation of academic self-concept to motivation among university EFL students. *Feng Chia Journal of Humanities and Social Sciences*, No. 20: 207 – 225.
12. Herrero, D. M. (2014). *The relationship among achievement motivation, hope, and resilience and their effects on academic achievement among first year college students enrolled in a Hispanic-serving institution*. Doctoral Dissertation. Texas A&M University-Corpus Christi Corpus Christi, Texas
13. Brewster, C. & Fager, J. (2000). *Increasing student engagement and motivation: From time-on-task to homework*. Northwest Regional Educational Laboratory.
14. Farquharson, A. (2003). *Enhancing the self-directed learning skills of students entering practicum*. SCUTREA Conference Proceedings, pp. 37 – 56.
15. Alshehri, E. A. (2013). *Motivational strategies: The perceptions of EFL teachers and students in the Saudi higher education context*. Doctoral Dissertation. University of Salford.
16. Ritho, R. (2015). *The influence of student motivation on academic performance in public secondary schools in Dagoreti Subcounty, Nairobi, Kenya*. Post Graduate Diploma in Education Project, University of Nairobi.
17. Chinyoka, K. (2014). Causes of school dropout among ordinary level learners in a resettlement area in Masvingo, Zimbabwe. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 5*(3): 294-300.
18. Doll, J., Eslami, Z. & Walters, L. (2013). Understanding why students drop out of high school, according to their own reports: Are they pushed or pulled, or do they fall out? A comparative analysis of seven nationally representative studies. *SAGE Open*, 1 – 15.
19. Kenya National Bureau of Statistics (KNBS, 2013). *Exploring Kenya's inequality: Pulling apart or pooling together? Kisumu County*. Kenya National Bureau of Statistics (KNBS) and Society for International Development (SID).
20. Commission for Revenue Allocation (2011). *Kenya County Fact Sheets*. Retrieved on April 3 2018 from http://siteresources.worldbank.org/INTAFRICA/Resources/257994-1335471959878/Kenya_County_Fact_Sheets_Dec2011.pdf
21. Martin, G. (2011). *Understanding motivation for lifelong education, through biography, complexity and control*. Doctoral Dissertation. University of Birmingham

22. Deci, E. L. & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology, Vol. 49*, No. 3: 182 – 185.

23. Akhtar, S., Iqbal, M. & Tatlah, I. (2017). Relationship between intrinsic motivation and students' academic achievement: A secondary level evidence. *Bulletin of Education and Research, Vol. 39*, No. 2: 19 – 29.

24. Osma, I., Kemal, F. & Radid, M. (2015). Analysis of determinants and factors motivating students in higher education: Case of the students of chemistry at the Ben M'sik faculty of sciences. *Procedia - Social and Behavioral Sciences*, 197: 286 – 291.

25. Henden, E. (2008). What is self-control? *Philosophical Psychology, 21*:1, 69 – 90.

26. Gorbunovs, A., Kapenieks, A. & Cakula, S. (2016). Self-discipline as a key indicator to improve learning outcomes in e-learning environment. *Procedia - Social and Behavioral Sciences*, 231: 256 – 262.

27. Priyono, P., Marzuki, M. & Soesatyo, Y. (2016). Influence of motivation and discipline on the performance of employees: Studies on, CV Eastern Star Home in Surabaya). *Journal of Global Economics, Management and Business Research, 5*(3): 212 – 220.

28. Kuhnle, C., Hofer, M. & Kilian, B. (2011). The relationship of self-control, procrastination, motivational interference and regret with school grades and life balance. *Diskurs Kindheits- und Jugendforschung Heft 1*, S. 31 – 44.

29. Jung, K. R., Zhou, A. Q., & Lee, R. M. (2017). Self-efficacy, self-discipline and academic performance: Testing a context-specific mediation model. *Learning and Individual Differences*, *60*, 33 – 39.

30. Zimmerman, B. & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. *Contemporary Educational Psychology, Volume 39*, Issue 2: 145 – 155.

31. Zettler, I. (2011). Self-control and academic performance: Two field studies on university citizenship behavior and counterproductive academic behavior. *Learning and Individual Differences, Volume 21*, Issue 1: 119 – 123.

32. Honken, N., Ralston, P. & Tretter, T. (2016). Self-control and academic performance in engineering. *American Journal of Engineering Education, Volume 7*, No 2: 47 – 57.

33. Duckworth, A. L. & Seligman, M. E. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science, Vol. 16*, No. 12: 939 – 944.

34. Karim, S. & Ghavam, E. (2011). The relationship between self-control, self-effectiveness, academic performance and tendency towards academic cheating: A case report of a university survey in Iran. *Malaysian Journal of Distance Education, 13*, (2): 1 – 8.

35. Wu, H., Kung, F., Chen, H. & Kim, Y. (2016). Academic success of ''Tiger Cubs'': Self-control (not IQ) predicts academic growth and explains girls' edge in Taiwan. *Social Psychological and Personality Science*, 1 – 8.

36. Tarabashkina, L. & Lietz, P. (2011). The impact of values and learning approaches on student achievement: Gender and academic discipline influences. *Issues in Educational Research, 21*(2): 210 – 231.

37. Simba, N. O., Agak, J. O. & Kabuka, E. K. (2016). Impact of discipline on academic performance of pupils in public primary schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice, Volume 7*, No. 6: 164 – 173.

38. Srivastava, S., & Angelo, K. M. (2009). Optimism, effects on relationships. In H. T. Reis and S. K. Sprecher (Eds.), *Encyclopedia of human relationships*. Thousand Oaks, CA: Sage.

39. Saylo, M. C. & Saylo, M. M. (2015). Goal-oriented anxiety-free learning: A teaching-learning theory. *International Journal of Education and Learning, Vol. 4*, No.1: 27 – 34.

40. Radosevich, D., Allyn, M. & Yun, S. (2007). Goal orientation and goal setting: Predicting performance by integrating four-factor goal orientation theory with goal setting processes. *Seoul Journal of Business, Volume 13*, Number 1: 21 – 47.

41. Roebken, H. (2007). *Multiple goals, satisfaction, and achievement in university undergraduate education: A Student Experience in the Research University (SERU) project research paper*. Center for Studies in Higher Education, Research & Occasional Paper Series, pp 1 – 20.

42. Stirling, D. (2013). Motivation in education. *Aichi Universities English Education Research Journal,* 29: 51 – 72.

43. Anderson, A., Hattie, J. & Hamilton, R. (2005). Locus of control, self-efficacy and motivation in different schools: Moderation, the key to success? *Self-Concept Research: Driving International Research Agendas*, 1 – 16.

44. Carpenter, J. H. (2010)*. Locus of control & motivation strategies for learning questionnaire: Predictors of student success on the ATI Comprehensive Predictor exam & NCLEX-RN examination*. Doctoral Dissertation. University of Kansas.

45. Kader, A. A. (2014). Locus of control, student motivation, and achievement in principles of microeconomics. *American International Journal of Contemporary Research, Vol. 4*, No. 9: 1 – 11.

46. Saeed, S. & Zyngier, D. (2012). How motivation influences student engagement: A qualitative case study. *Journal of Education and Learning; Vol. 1*, No. 2: 252 – 267.

47. Eastern Illinois Univeristy (n.d.). Time Management. Retrieved on April 4 2018 from http://www.eiu.edu/herc/downloads/TimeManagement.pdf

48. Ghiasvand, A., Naderi, M., Tafreshi, M., Ahmadi, F. & Hosseini, M. (2017). Relationship between time management skills and anxiety and academic motivation of nursing students in Tehran. *Electronic physician, Volume 9*, Issue 1: 3678 – 3684.

49. Hassanbeigi, A., Askari, J., Nakhjavani, M., Shirkhoda, S., Barzegar, K., Mozayyan, M. & Fallahzadeh, H. (2011). The relationship between study skills and academic performance of university students. *Procedia - Social and Behavioral Sciences, Volume 30*, pp. 1416 – 1424.

50. Basila, C. (2014). Good time management and motivation level predict student academic success in college on-line courses. *International Journal of Cyber Behavior, Psychology and Learning, 4*(3), 45 – 52.

51. Kamaruddin, S., Omar, K., Muda, M, Saputra, J. & Ismail, S. (2017). Motivation, time management and work performance among female workers in Malaysia. *International Journal of Advanced and Applied Sciences, 4*(12): 273 – 280.

52. Channar, Z., Shaikh, S., Pathan, P. & Mughal, S. (2015). *Impact of time management on organizational performance*. Retrieved on 30th March 2018 from http://sujo.usindh.edu.pk/index.php/THE-WOMEN/article/view/883/834.

53. Kaushar, M. (2013). Study of impact of time management on academic performance of college students. *Journal of Business and Management, Volume 9*, Issue 6: 59 – 60.

54. Sahito, Z. & Vaisanen, P. (2017). Effect of time management on the job satisfaction and motivation of teacher educators: A narrative analysis. *International Journal of Higher Education, Vol. 6*, No. 2: 213 – 224.

55. Twehues, A. (2013). *Success and the balance of commitment and time: Effects of perceived time management control on college student performance*. Honors Theses. 130. Retrieved on March 31, 2018 from https://encompass.eku.edu/honors_theses/130

56. Nasrullah, S. & Khan, M. (2015). The impact of time management on the students' academic achievements. *Journal of Literature, Languages and Linguistics, Vol. 11*, pp. 66 – 71.

57. Pehlivan, A. (2013). The effect of the time management skills of students taking a financial accounting course on their course grades and grade point averages. *International Journal of Business and Social Science, Vol. 4* No. 5: 196 – 203.

58. Sayari, K., Jalagat, R. & Dalluay, V. (2017). Assessing the relationship of time management and academic performance of the business students in Al-Zahra College for women. *European Business & Management. Vol. 3,* No. 1: 1 – 8.

59. Swart, A., Lombard, K. & Jager, H. (2009). Exploring the relationship between time management skills and the academic achievement of African engineering students – a case study. *European Journal of Engineering Education, 35,* 1: 79 – 89.

60. Oyuga, P., Raburu, P. & Aloka, P. (2016). Relationship between time management and academic performance among orphaned secondary school students of Kenya. *International Journal of Applied Psychology, 6*(6): 171 – 178.

702   61. Kusurkar, R. A., Croiset, G. & ten Cate, O. J. (2011). Twelve tips to stimulate intrinsic motivation
703   in students through autonomy-supportive classroom teaching derived from Self-Determination
704   Theory. *Medical Teacher*, 33:978 – 982.
705   62. Vibulphol, J. (2016). Students' motivation and learning and teachers' motivational strategies in
706   English classrooms in Thailand. *English Language Teaching; Vol. 9*, No. 4: 64 – 75.
707   63. Girmus, R. (2011). *How to motivate your students*. Paper presented at the National Institute for
708   Staff and Organizational Development Conference, May 27-30, 2012, Austin, TX.
709   64. Holroyd, C. (2001). Phenomenological research method, design and procedure: A
710   phenomenological investigation of the phenomenon of being-in-community as experienced by two
711   individuals who have participated in a community building workshop. *IndoPacific Journal of*
712   *Phenomenology, 1*:1, 1-10.
713   65. Patton, M. & Cochran, M. (2002). *A guide to using qualitative research methodology*. Retrieved on
714   April 4 2018 from https://cloudfront.ualberta.ca/-/media/science/research-and-
715   teaching/teaching/qualitative-research-methodology.pdf
716   66. Nyumba, T., Wilson, K., Derrick, C. & Mukherjee, N. (2018). The use of focus group discussion
717   methodology: Insights from two decades of application in conservation. *Methods in Ecology and*
718   *Evolution*, 9:20 – 32.
719   67. Beel, J., Langer, S., Nürnberger, A. & Genzmehr, M. (2013). *The Impact of Demographics (Age*
720   *and Gender) and Other User-Characteristics on Evaluating Recommender Systems*. In
721   proceedings of the 17th International Conference of Digital Libraries (TPDL, 2013), pp. 400 – 404.
722   Valletta, Malta.
723   68. Campbell, R. (2008). *Guide to focus group discussions*. Retrived on April 4 2018 from
724   https://www.marketlinks.org/sites/default/files/resource/files/ML6294_mr_138_guide_to_focus_gro
725   up_discussions.pdf
726   69. Clarke, V. & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and
727   developing strategies for effective learning. *The Psychologist, 26* (2). pp. 120 – 123.