

# **CULTURAL EFFECTS ON STUDENT MOTIVATION: COMPARING STUDENTS' FACTORS AFFECTING STUDENT MOTIVATION IN AN EMERGING MARKET: STUDENTS' PERSPECTIVES IN SOUTH AFRICA**

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## **Abstract**

The South African education system was overhauled at the end of the apartheid era which was characterised by a regime that enforced racial discrimination, and fragmented education along racial lines (Engelbrecht, 2006). However, the South African education system was reformed to democratised education with the advent of democracy in 1994. The transition process from a segregated to a non-segregated education environment brought a set of challenges to South African education institutions. Despite the challenges, major strides have been made by the South African government on many aspects of its higher education system. There are 23 public universities, with on average, over a million students in South Africa every year. Enrolments at these universities are divided into four broad categories; namely Business and Commerce, Education, Humanities, and Science, Engineering and Technology. Under the circumstance, understanding student motivation is crucial in order to develop a better learning system.

The impact of motivation on learning is evident from the extant literature (Ames, 1992; Eggen & Kauchak, 2007; Pintrich, 2003; Reid, 2007; Theobald, 2006; Yarahmadi, 2012). Within an education context, previous studies have shown the importance of motivation as a determining factor in students' learning process. John Keller (1988) explains that there are four steps in the instructional design process, Attention, Relevance, Confidence and Satisfaction (ARCS) to increase student motivation.

The purpose of the study is to examine student motivation by identifying the factors that affect student motivation in an emerging market context using the ARCS model developed by John Keller. Moreover, the similarities and differences of student motivation in both contexts are investigated. To measure cultural differences in South Africa, Singelis's (1994) self-construal scales (SSCS) are adopted whilst we measure motivation by adopting and modifying Keller's ARCS Model.

Data are collected from college students in South Africa to understand students' perceptions on motivation. For data analysis, Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) are utilized.

This study intends to provide teachers with an understanding of what is required to motivate students so that their learning experience can be maximized and positive results can be achieved at school.

References Available upon Request