Student Motivation and Outcomes in Off-Campus University Learning Sites in Kenya

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Abstract

This study explored the motivation and expectations of learners enrolled in education courses offered at off-campus University learning sites. A secondary purpose of the study was to explore the factors that affect student learning outcomes in off-campus University learning sites. A survey was distributed to 75 first-year adult learners enrolled in education courses at Great Lakes University of Kisumu (GLUK) off-campus University learning sites located in Nyanza Province, Kenya. A total of 31 students, the majority being males (58%) responded to the survey. The survey gathered information on learner motivation, expectations, and satisfaction at off-campus University learning sites. Data was also gathered through a review of first-semester exam results and enrolment data of first-year education students from the learning sites participating in the study. Results showed no significant differences in student outcomes between off-site and on-campus learning sites. Additionally, learner motivation for choosing off-campus learning sites were proximity to their residence or workplace, program flexibility and cost effectiveness. Finally, results indicated that 42% of students were satisfied with off-campus University learning whereas the rest were not satisfied or somewhat satisfied. The majority of students are highly motivated and have high outcome expectations when they first join off-campus University learning sites. However, if student expectations are not met, then learner outcomes may be impacted in the long term. In order to improve educational standards, regular reviews by administrators and facilitators are needed to understand learner motivators and challenges faced by off-campus sites. Further research is needed on contextual factors that may influence motivation, satisfaction and learning outcomes.

1. Introduction

Options for leaning activities include off-campus University or college learning sites. However, learners choose off-campus University learning sites because they might have "difficulty finding time to meet on-campus attendance requirements due to a combination of geographic, economic and personal factors" (Mosse, Panther, & Wright, 2011, p. 205). In Kenya, a number of universities have expanded their programs and increased access by opening learning sites in various locations across the country. The rationale for these off-campus University learning sites is the increased demand for higher education and increased number of students which existing University infrastructure cannot accommodate within their main campuses (personal communication with administrator of a public University). Clearly, off-campus University learning sites bring learning closer to the community and provide a way to reach students who are unable to attend the University main campus due to distance. Such learning sites are often viewed as avenues for increasing revenue (McCaskey, 2010; Gee, 1990). However, few universities with off-campus learning sites have conducted studies to ascertain student outcomes in these off-

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site learning institutions, the extent to which these institutions meet the learning needs of students, or whether there is substantial difference in both student satisfaction and outcomes in these institutions compared to the home or on-campus universities.

Great Lakes University of Kisumu (GLUK) offers courses in certificate, diploma and degree in education with modules in early childhood education and pre-University. It also offers bridging courses, which facilitates students' entry requirements for various University diploma and degree courses. In 2013, GLUK expanded its education courses to learning sites beyond the physical infrastructure of the institution. The rationale for establishing these learning sites included increasing demand for higher education among teachers in the rural areas of Nyanza region; GLUK's existing infrastructure could not accommodate the increasing number of learners within its main campus; and a desire to fulfil GLUK's vision of bridging academic affairs with community and institutional based development. At these learning sites, teaching is conducted over the weekends and during school holidays (school-based learning). These learning sites are also sometimes referred to as 'student-centred' sites and are established in close proximity to the learners' place of employment or homes. From GLUK's experience, weekend and school-based learning options are popular with mature learners who want to continue with their careers while upgrading their skills. GLUK's off-campus learning sites in Nyanza include Oyugis, St. Margaret (Lambwe), and Milimani in Kisumu City.

This article reports on findings of a preliminary study conducted by GLUK that explored learner motivation for choosing off-campus University learning sites, factors that impacted student learning outcomes in off-campus University learning sites, and factors that influenced satisfaction of learners enrolled at GLUK's off-campus University learning sites in Nyanza.

2. Literature Review

Off-campus University learning provides a way for students to continue with their studies, sometimes without duly disrupting certain elements of their lives such as employment, family life and community responsibilities, which can occur when they are forced to travel to or when they learn in a traditional University campus. Furthermore, the proportion of college students who are adult learners is increasing steadily (McCaskey, 2010) as they seek courses that enable them to update their knowledge throughout their working lives. With off-campus University learning, students can fit course work into their own schedules at times that work best for them (Rochester Institute of Technology,

2000). Implicitly, the traditional mode of University education is "ill-suited to the needs of adults and lifelong learners who often undertake their studies while working and supporting a family" (Tremblay, Lalancette, &Roseveare, 2012, p. 21). Therefore, a key motivator for choosing off campus learning is its perceived elements of flexibility, with individuals still expecting to accomplish their learning goals, but in ways that are suitable to their needs. Similarly, the proximity off-campus learning are seen as cost effective alternatives to traditional modes of delivery (Salmi, 2000) since students save on transport and accommodation costs, which provides another motivation for choosing off-campus University learning sites. This literature review outlines key concepts related to student learning motivation, satisfaction, and outcome at off-campus learning sites.

Understanding Student Motivation

Studies show that student behavior related to success or failure in learning reflects their personal, implicit theories about the variables that produce success or failure (Tollefson, 2000). These studies fall under the cluster of cognitive process motivational theories and primarily focus on learners' beliefs, expectations, and needs for order and understanding of behaviours related to learning success and failure. Implicitly, a learners' innate need to understand his or her learning experiences that lead to learning success or failure is at the core of cognitive motivational theories. Among the various cognitive motivational theories, influential theories related to student learning include Expectancy-Value Theory, Achievement Motivation Theory, Self-Efficacy Theory, Attribution Theory, Self-Worth Theory, Goal-setting Theory, and Self Determination Theory (Atkinson, 1964; Wigfield, Eccles, Roeser, & Schiefele, 2009). Not surprisingly, scholars interested in understanding student motivation consider a number of factors such as individual actions, behavior and initiative. This includes " how hard the person actually works at an activity or the intensity of behavior and how long the individual is willing to remain at the activity, or the persistence of behavior. Of importance is what the individual is thinking and feeling while engaged in the activity, or the cognitions and emotional reactions accompanying the behavior" (Graham & Weiner, 1996, p. 1).

In other words, cognitive motivational theories focus on individual beliefs, values and goals as the primary sources of achievement motivation (Eccles & Wigfield, 2002). As primary explanations for motivation, cognitive theories help to explain what drives individuals, individual needs for specific achievements and reinforcements that help individuals achieve their educational goals (Pintrich & Schunk, 2002). At the same time, individual motivation can influence choices that students make related to learning goals, expectations, as well as perceptions of success or

failures. Therefore, individual experiences and expectations, such as those related to off-campus University learning, are intertwined with and affect their motivation, satisfaction and outcomes. The ensuing section focuses on expectancy-value theory of achievement motivation to help illuminate learner motivation, satisfaction and outcomes at off-campus University learning.

In Expectancy-Value Theory of achievement motivation (Atkinson, 1964), a key assumption is that motivation results from individual beliefs about their abilities to learn as well as the value they place on the learning task. Expectancy-Value theory is more concerned with the cognitive antecedents that go into motivation and the way they relate to each other (Lunenburg, 2011) and alludes to the notion that "individuals do things best if they believe they can succeed" (Dörnyei, 2001a, p. 57). Perhaps then, students are motivated to choose off-campus University learning sites because they expect to succeed. It has been demonstrated that students' motivation to provide anonymous feedback to teachers was dependent upon the importance they placed on improving the value of the class and the expectation that their formative feedback would lead to increased value for them, their peers in the classroom and for students in future classes (Caulfield (2007). Similarly, assumptions that underlie expectancy theory are somewhat related to individual motivations, satisfaction and outcomes at off-campus University learning sites.

Wigfield (1994) posits that individual expectancies for success and the value they have for succeeding are important determinants of their motivation to either perform different achievement tasks or in this case, to make certain choices towards achievement of their educational goals. Expectancy of success and choices individuals make are inseparable and they go hand in hand (Dörnyei, 2001a). In other words, the "achievement performance, persistence and choices" of an individual are related to their "expectations and task-value beliefs" (Wigfield, Eccles, Roeser & Schiefele, 2009, p. 4). Of import, individuals engage in activities, including off-campus University learning with "expectations about their needs, motivations and past experiences" (Lunenburg, 2011, p. 1). Such expectations can include situational factors such as location as well as quality of trainers, instruction, communication systems, and resources such as learning facilities, materials and equipment. Implicitly, individuals choose among alternatives to optimize personal outcomes (Lunenburg, 2011) based on expectations of success and value related to task achievement, such as "beliefs about how well they will do…and how important, interesting, or useful a given task or activity" contributes to their goal achievement (Wigfield, Eccles, Roeser, &Schiefele, 2009, p. 4).

Achievement motivation focuses on the importance of

individuals' experiences and their struggles to achieve good performance, including the need for achievement or motive for success, probability of success, and incentive value of success (Atkinson, 1964; Graham & Weiner, 1996; Madrid, 2002). These studies posit that individual motivation is based on expectations of rewards or career related motivation, which for continuing students can include good pay, promotion, rewarding careers and status achievement. Implicitly, achievement motivation drives individuals to choose a specific mode of learning, believing it will lead to success. Arguably, the motivation to choose off-campus University learning sites can be related to individual perceptions that experiences with full-time, University based courses offer little chances for success, given individual competing demands or time and financial investments required to achieve a particular educational goal. For individuals enrolled in off-campus University learning sites, the motivation to engage in this type of learning is related to their expectations of success and value attachments to the outcome of this mode of studying. Here, motivation refers to the value placed on certain goals and the perceived likelihood that behaviour will lead to those goals. Further, the expectation of success comes from knowledge gained from the success of others who have engaged in similar modes of learning, and hence expectations that they too will succeed. In other words, individual choices to engage in this learning mode are motivated by experiences that indicate that it is accommodative of their other engagements, affordable, accessible, and suitable compared to options such as those offered in traditional on-campus University learning.

Learner Satisfaction in Off-Campus University Learning Sites

A review of practices in Kenyan universities indicates that off-campus University learning sites are often supported by faculty who are hired specifically for those sites and who travel to the sites periodically to teach. Furthermore, a review of University websites reveal that these sites offer a full range of University courses, including studies in education, sciences, arts, business and law. The courses are offered during weekdays, in the evenings, and during weekends in order to primarily serve the needs of students who are engaged in productive enterprises during the day but are interested in upgrading their qualifications. Some courses are offered during the school holidays, primarily for those in the teaching profession who are involved in what is considered 'school-based' programs. In many of these off-campus University sites, the primary mode of instruction is face-to-face teaching using both full-time and part-time University faculty. Learning activities also include elements of traditional correspondence courses that use self-paced study guides and paper-based assignments (Gee, 1990; Johnson &

Amundsen, 1985) and mobile devices, which are common among a wide range of age groups (Newhouse, Williams, & Pearson, 2006).

A number of studies that have examined learning activities in off-campus University learning sites often focus on learner satisfaction (Grabe & Christoperson, 2007; Palmer & Holt, 2008), attendance and the effects of face-to-face lectures, pre-recorded lectures, and written course materials as they affect student motivation and learning outcomes (Vandehey, Marsh, & Diekhoff, 2005). Findings from these studies show mixed results. Some findings indicate a higher level of dissatisfaction and lower student outcomes whereas others show minimal differences in student satisfaction and outcomes between on-campus and off-campus University learning sites. Although the contexts and student needs may have changed over time, a study conducted by Smith (1994) reported that students rated courses in off-campus learning sites as similar in quality to traditionally taught courses, hence unable to conclusively identify levels of satisfaction or dissatisfaction with either on-campus or off-campus courses. In addition, results of a survey conducted with 95 distance learning students on their satisfaction, which included educational needs and instructor accessibility show that satisfaction levels did not vary significantly across student segments (Phillips & Peters, 1999).

A meta-analysis comparing student satisfaction with distance education to traditional classrooms in higher education conducted by Allen, Bourhis, Burrell, and Mabry (2002) indicates a slight student preference for a traditional educational format over off-campus courses, and little difference in satisfaction levels. This study also reveals that off-campus University learning activities, which included direct interactive links with those that do not include interactive links, demonstrated no difference in learner satisfaction levels. Finally, results indicate that student satisfaction levels diminish as additional information is added to the available channel of instruction, such as written, audio or video (Allen, Bourhis, Burrell, & Mabry, 2002).

Studies focusing on learner satisfaction with University supports, such as those which promote success; namely academic, social, and financial (Bowles & Jones, 2003) also show mixed results. For example, although the study focused on student retention, results indicate that providing face-to-face academic support, which is most effective when related to a specific class or subject can positively or negatively impact student satisfaction and outcomes (Bowles & Jones, 2003). In addition, the provision of laboratory and full library services for students, while challenging to universities at off-campus learning sites (Rochester Institute of Technology, 2000) affects satisfaction levels as well as achievement. In summary, these studies indicate mixed results in terms of

student satisfaction in off-campus University learning sites. Part of the results could be attributed to study designs and researcher inability to control for extraneous variables (Phipps & Merisotis, 1999). However, the studies provide clear indications that learning support, activities and resources are critical to student satisfaction.

Learner Outcomes in Off-Campus University Learning Sites

Learning outcomes are key to a meaningful education and relate to what learners are expected to know, understand or do at the end of a learning process (Tremblay, Lalancette & Roseveare, 2012). As such, learning outcomes encompass cognitive and affective aspects of the learning experience and include student engagement, motivation and efficacy (Southwell & Morgan, 2010). In comparing learning in different locations, studies indicate that student success and outcomes in both distance education and traditional classroom environment is affected by student learning, instructional techniques and attitudes (Thompson, Orr & Thompson, 2001). In addition, a study conducted by Spooner, Jordan, Algozzine and Spooner (1999) comparing outcome measures of two special education courses offered at on-campus and off campus sites revealed no difference in the overall course means. More so, the results indicate that course, instructor, teaching and communication ratings were similar across settings and courses. Similarly, results of a review of research on the effectiveness of distance education in higher education indicated that distance learning courses compare favourably with classroom-based instruction (Phipps & Merisotis, 1999), with "experimental studies indicating that distance-learning students perform as well as or better than campus-based students. Results from a study conducted by Koch show that distance-learning students earned higher grades than did students in traditional courses (as cited in McCaskey, 2010). Clearly, learning outcomes are essential to educational practices, teaching and learning in off-campus University sites.

The literature outlined above represents a small selection of evidence on motivational theories as well as student satisfaction and outcomes at off-campus University learning sites. It is also important to acknowledge the lack of literature that focus on the Kenyan context. However, the scholarship reinforce perceptions that, if off-campus University learning is well conceptualized, distance education does not diminish the level of student outcome, satisfaction, or motivations when compared to traditional face-to-face methods of instruction that are predominant in traditional University classrooms. Similarly, it is evident that the need for flexible teaching strategies and modes of access fuels the interest in off-campus learning sites (Mosse, Panther, & Wright, 2011) for both learners and institutions.

3. Problem Statement and Research Purpose

Public and private universities in Kenya operate off-campus University learning sites. In these learning sites, both the lecturer and the institution have great flexibility in how they are structured. However, off-campus learning requires self-direction and self-motivation to attend to the coursework (Rochester Institute of Technology, 2000). As a result of this flexibility and level of motivation and self-direction that learners must possess, inconsistencies can arise in the number of student contact hours and curriculum coverage resulting in failure to meet the requirements of the Kenya Commission for University Education. Student satisfaction and resource availability may also be compromised. These potential inconsistencies warrant careful attention since they can affect student outcomes and satisfaction. Further, few studies have been conducted to understand their efficacy, student outcomes, and student satisfaction. Therefore, the purpose of this study was to explore learner motivation for choosing off-campus University learning sites, factors that impact learning outcomes in off-campus University learning sites, and expectations of learners enrolled in off-campus University learning sites of Great Lakes University of Kisumu. Results from the study can inform policy and practice for off-campus University learning sites.

4. Research Problem

This study examined the factors that influenced students' choices of learning sites and outcomes by examining three research areas:

1. What motivates new students to choose off-campus University learning sites?

2. What factors contribute to student satisfaction at off-campus University learning sites?

3. What aspects of off-campus University learning sites influence student learning outcomes?

5. Theoretical Framework

Motivation is a key element in the choices that individuals make on a daily basis as well as the outcomes arising from those choices. While there are many motivational theories that can be adopted as an overall theoretical framework to help explain what motivates student choices, outcomes, and expectations related to off-campus University learning sites, expectancy-value and achievement motivation theories represent concepts that we believe are relevant for this study. In particular, elements of expectancy-value theory of

achievement (Atkinson, 1964; Wigfield, Eccles, Roeser, & Schiefele, 2009) such as expectations of success and decisions in regards to task achievement will be used to assess links between such motivational constructs to learner outcomes and choice of off-campus University learning sites. Consequently, individuals make choices to achieve educational ends they value. Concurring with this concept, Caulfield (2007) argues that Expectancy Theory can help illuminate student motivation and explore outcomes the students believe will be attained. Similarly, elements of achievement motivation, such as the need for achievement or motive for success, probability of success, and incentive value of success (Graham & Weiner, 1996) are key to understanding links between learner expectations, motivations, and outcomes at off-campus University learning sites. In this study, the Expectancy Theory may be applied to students' choice of learning sites where certain factors interact to affect their motivations, satisfaction and learning outcomes (Figure 1).
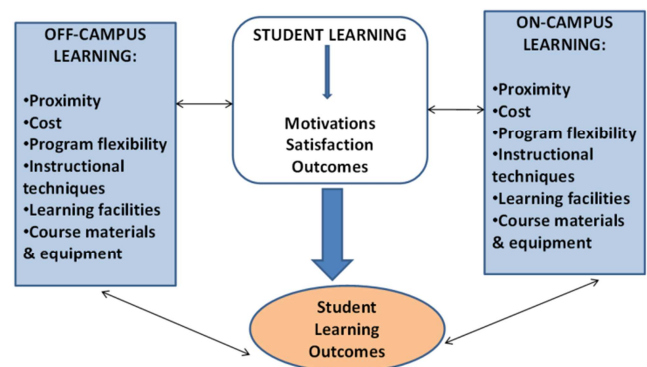

Figure 1. Students' Expectations and Value of University Learning Sites (Kaseje, Oyugi & Onyango, 2015).

6. Methodology

The study used a descriptive survey design to investigate learner motivation for choosing off-campus University learning sites, and the outcomes and satisfaction of learners enrolled in off-campus University learning sites. The study employed a convenience-sampling procedure (Creswell, 2012). Data was collected through a survey distributed to all first year learners enrolled in education courses at 3 GLUK off-campus University learning sites located in Nyanza. The survey, which contained both closed and open-ended questions, was distributed to a total of 75 students, who were identified as the target population. Additional data was collected through a review of first semester exam results and enrolment data of 75 first year students covering the period from April to August 2013 for the following information: enrollment in off-campus learning sites, gender and student performance based on a pass/fail criteria, that is, the number of students that attained a pass mark of 45% and above and

those that failed by attaining a mark of 44% and below. All data was transferred to an excel spreadsheet. Data analysis consisted of statistical analysis, as outlined in simple descriptive studies (Creswell, 2012). A three-scale ranking was used to determine student satisfaction, namely fully satisfied, somewhat satisfied and not satisfied.

7. Findings

A total of thirty one students responded to the survey, representing almost half (41%) of the target population. These results indicate that students are highly motivated and have high expectations when they first join off-campus University learning sites. However, because some student expectations are not being met, it is possible that learner outcomes can be impacted in the long run. This section explores student expectations, motivations and satisfaction at off-campus University learning sites.

Student Motivation for Choosing Off-campus University Learning Sites

Proximity to student homes and program flexibility were motivating factors for taking courses at off-campus University learning sites. More so, study findings reveal that 100% of female respondents (n=13) and male respondents (n=18) indicated that they were highly motivated to take up their enrolment at GLUK off-campus learning sites, citing the proximity of either their residence or workplace to the centre (64%) and affordable tuition fees (8%) as their top motivation for joining GLUK. Those citing program flexibility and family responsibilities as the reasons for joining off-campus University learning sites were 14%. In addition, results show that all learners expected the same level of educational quality with students enrolled in on-campus learning. Finally, 30% of male learners and 15% of female learners indicated that the possibility of graduating within a shorter period compared to regular universities and with high quality degrees were motivating factors.

Satisfaction: Meeting Learner Expectations

Satisfaction was expressed as quality of teaching, quality and availability of facilities, and access to staff to support learning. Results show that learners had mixed opinions regarding whether their expectations were met or were being met in off-campus University learning sites. Overall, both males and females were satisfied with learning at the sites although there were variations in the levels of satisfaction. For example, 42% of the female respondents indicated that their expectations had been fully realised, 30% felt their expectations were somewhat met, and 28% said none of their expectations had been realised. For the male respondents, 28% indicated that their expectations had

been fully satisfied, 51% indicated that their expectations had been satisfied somewhat, and 21% indicated that none of their expectations had been met.

The primary reasons for learner satisfaction or dissatisfaction were threefold. First, 100% of the learners indicated that they were satisfied with the proximity of learning sites to either their residence or workplace. Second, nearly all (90%) participants indicated that they were dissatisfied because of lack of facilities such as libraries and learning resources. In particular, participants felt that the lack of facilities had a negative impact on their educational outcomes. Third, 70% of participants were dissatisfied with the contact hours and quality of teaching. Respondents mentioned that either faculty members did not appear and/or did not cover the required course materials, or had their courses compressed, leading to course content being covered over a very short time period. Instructors on the other hand cited challenges of travel to learning sites and adapting teaching methods to off-site contexts.

Student Outcomes

A review of exam results for students registered in education courses at off-campus University learning sites show that 100% of the respondents (n=31) passed their courses or that there were no students who scored 44% and below (Figure 2).
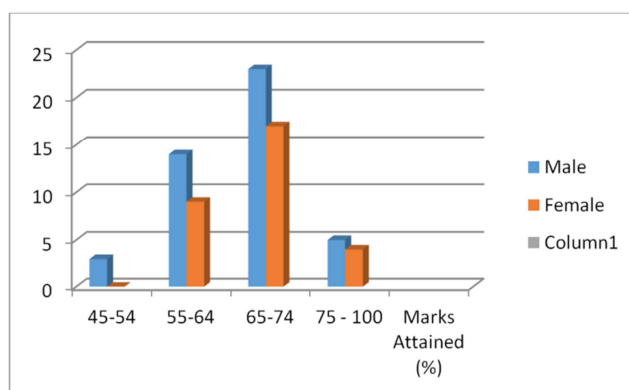
Figure 2. Mean (exam) results of students enrolled at off-campus learning sites.

These exam results capture all 75 students (n=75) enrolled at off-campus learning site where this study was conducted. The percentage mark assigned represents an average mark attained by the student from all the six course units taken during April/May to August 2013 semester. However, because the study did not conduct pre and post-tests or compare evaluation instruments and results with those of students in traditional University classes, one is unable to conclusively assert that significant differences exist in learner outcomes for students enrolled in either off-campus or on-campus University learning sites.

Finally, participant responses to open-ended (qualitative) questions reveal the importance of ensuring adequate infrastructure (library, laboratories and facilities), quality controls (syllabus completion, qualified lecturers) and administrative support in supporting educational outcomes at off-campus learning sites. Online learning was also indicated as a value-addition at off-campus learning sites because it allowed students to remain connected with the institution when the program was not in session and enhanced flexibility.

In summary, off-campus University learning sites enable students to continue with their education who are otherwise unable to access traditional University education because of commitments, geographic locations and/or time constraints. These approaches to delivering education also reduces travel costs for students, and allows for flexible learning approaches as students continue to engage in their day-to-day lives.

8. Discussion

This study explored the motivation, satisfaction and outcomes of learners enrolled in education courses at GLUK University off-campus learning sites.

In this study, motivation for learning at off-campus sites was driven by a number of factors, the most prominent being cost considerations that were comparable or lower than attendance at traditional learning sites. We can construe that proximity to the off-campus learning sites and affordability are influential reasons for the choice of this mode of learning. The fact that these students can easily access learning at their convenience and afford it, encourages them to expect positive achievements in the short and the long term.

Proximity contributed to lower tuition costs and offered flexibility and convenience to the learners. The lack of facilities and learning resources in the off-campus such as libraries, laboratories and information and computer technology (ICT) facilities contributed to dissatisfaction. In particular, participants felt that lack of these facilities would have a negative impact on their educational outcomes. Therefore, the low student satisfaction with the delivery of learning altered their initial motivation to learn at off-campus sites, a finding that supports other studies that have demonstrated mixed results despite availing academic, social, and financial support to students (Bowles & Jones, 2003). Satisfaction was expressed as quality of teaching, quality and availability of facilities, and access to staff and support. Satisfaction levels of the students seem to have had an unforeseen effect on their expectations given real experiences at the learning centres as demonstrated by only a third of the

respondents who expected to graduate with high quality degrees and within a shorter period compared to on-campus full-time learners.

It is clear that learner motivation for the choice of mode of learning does not translate into satisfaction in as far as their perceptions, and expectations of University education are concerned. As cited previously, studies have indicated that off-campus University learning sites may meet students' perceived requirements for quality education to elicit their satisfaction such as face-to-face lectures and written course materials (Grabe & Christoperson, 2007; Palmer & Holt, 2008) but which do not guarantee student satisfaction or positive learning outcomes(Vandehey, Marsh, & Diekhoff, 2005).

In the case of GLUK, off-campus students expected that all their courses would be taught without interruption, library books or facilities provided, and that they would have similar privileges as the on-campus full-time students. Fulfilling contact hours by part-time or full-time faculty staff in the off-campus centre is dependent upon many logistical factors, such as balancing full-time work with off-campus assignments, transport and course time-tabling among other constraints (report from GLUK full-time and part-time faculty).

Nevertheless, quality education, sufficient contact hours as provided for in the course descriptions, and the availability of facilities, are qualities that rank high in the expectations of off-campus learners. Library and ICT facilities are available to all registered and fully paid up GLUK students. However, off-campus learners must travel distances to the University main and satellite campuses to access these facilities, posing a challenge in terms of real-time access. Accessing online reading materials is possible off-campus, but may be costly to these students as they have to use commercial internet outlets or their own computer and internet appliances at extra costs. These challenges and other areas of dissatisfaction mentioned earlier seem to be a basis for concern to the off-campus learner. Clearly, the off-campus learners' expectations have not been fully fulfilled in as far as contact-hours, quality of teaching and availability of all learning facilities are concerned.

A review of exam results for students registered in education courses at the off-campus University learning sites show that 100% of the respondents (n=31) passed their courses. However, because the study did not conduct pre and post-tests or compare evaluation instruments and results with those of students in traditional University classes, one is unable to conclusively assert that significant differences exist in learner outcomes for students enrolled in either off-campus or on-campus University learning sites. Nevertheless, an

argument can be developed to explain this outcome. Since off-campus learners put great value and premium on the outcome of their education, they are highly motivated to succeed given the choice of their mode of learning. As Luneburg (2011) argues, individuals choose among alternatives so as to optimize personal outcomes based on expectations of success and value related to task achievement. Although this argument is subject to empirical evidence and was outside the scope of this study, off-campus learners, by their experience and choice of mode of learning, are more inclined towards positive achievements.

In conclusion, it is apparent from the findings that off-campus learners are highly motivated at the beginning of their learning experience and harbor great expectations in their choice of learning mode. However, certain bottlenecks or deficiencies restrain the realization of these expectations. Insufficient contact hours, poor quality teaching, inadequate or lack of facilities and equipment has a negative impact on students' satisfaction with this mode of learning.

9. Implications for Practice and Recommendations

Majority of the students are highly motivated and have very high outcome expectations when they first join off-campus University learning sites. However, because some student expectations are not being met, it is possible that learner outcomes can be impacted in the long term. It is therefore recommended that institutions that have off-campus learning sites conduct regular reviews to understand learner motivators, reasons for their motivation and challenges to learning. Furthermore, this information should be used by administrators and facilitators at off-campus University learning sites to improve educational standards, including ensuring that required learning support is available.

One of the reasons for learner dissatisfaction with off-campus University learning sites is student-faculty interaction and quality of instruction. To understand critical elements of this finding, it is important to undertake further research in order to understand not only the problem but also to determine how specific aspects of the interaction or quality of instruction impact student outcomes. There is need for research that controls for extraneous variables and random selection of subjects. These are strategies cited by Phipps and Morisotis (1999) as requirements for research on distance education in higher education and in understanding elements such as student satisfaction, outcomes and motivation. In addition, future studies should disaggregate data in order to better understand the reasons for the difference in satisfaction levels between male and female respondents which were not investigated in this

study. This information can contribute towards meeting gender-specific needs of students enrolled in off-campus University learning sites. Further research is also needed on the contextual factors in the different learning sites and student background characteristics that may influence motivation, satisfaction and learning outcomes.

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