



**ACADEMIC MOTIVATION AND DEMOTIVATION AMONG GRADE 12 LEARNERS  
AT A QUINTILE 3 SECONDARY SCHOOL IN THE LANGEBERG DISTRICT,  
WESTERN CAPE**

**by**

**THAABIT ISMAIL**

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**Supervisor: Professor Thobeka Mda**

**Co-supervisor: Dr Nomakhaya Mashiyi**

**Mowbray**


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**Signed**

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29 - 11 - 2018

**Date**

## **DEDICATION**

This thesis is dedicated to my late, beloved father, Achmed Ebrahim Ismail, who would be so proud of me and my mother who always encourages and believes in me.

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All the honour and praise goes to the Almighty for His grace and strength bestowed upon me to complete this thesis.

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## **ABSTRACT**

Motivation is an important part of any learning situation: it determines how learners approach academic tasks, enhances learners' performance and affects how well learners pay attention. Lack of motivation to learn and engage in academic tasks is one of the most prominent academic problems affecting learners in schools today. The research problem is that in the Grade 12 classroom at the researched school there are learners who are motivated to learn and work hard to achieve success, and others who lack motivation and simply do the minimum. This study aims to establish what factors motivate or demotivate Grade 12 learners to learn at a quintile 3 secondary school in the Cape Winelands, Langeberg district of the Western Cape. Quintile 3 schools serve learners from low socio-economic households. These schools have been declared no-fee schools and are generally situated in poor socio-economic neighbourhoods. The study objectives were to determine how Grade 12 learners explain what motivates and demotivates them to learn, and to determine how Grade 12 teachers and school management experience their Grade 12 learners' academic motivation at this school.

This study adopted a combination of Maslow's (1943-1954) Theory of Human Motivation and Deci and Ryan's (1985-2000) Self-determination theory as conceptual frameworks. This study was set within an interpretive paradigm and made use of a phenomenological qualitative research design. The sample included ten Grade 12 learners, six Grade 12 teachers and three school management team members. The data collection methods that were used are semi-structured interviews and focus group interviews.

The results of the research study identified various critical factors that contribute to Grade 12 learners' motivation to learn: parent-child relationship, parental support and involvement, breaking the cycle of poverty, basic needs, self-efficacy, reward and recognition, goals, learning environment and teachers. The study found that purpose has a major influence on the motivation of Grade 12 learners. When learners understand the purpose of learning and achieving, they attach more value to learning and become motivated to learn. The study contributes to existing knowledge relating to learner motivation, particularly Grade 12 learners' motivation to learn in the context of poor socio-economic communities in the Western Cape. The study concluded with recommendations on motivating Grade 12 learners to learn. Recommendations were made in order for parents, teachers and school management to improve their practice of motivating Grade 12 learners.

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## ABBREVIATIONS AND ACRONYMS

<b>Acronyms/Abbreviations</b>	<b>Definition/Explanation</b>
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
NSC	National Senior Certificate
SDT	Self-determination Theory
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
WCED	Western Cape Education Department
WHO	World Health Organisation

## CHAPTER 1 INTRODUCTION

### 1.1 Background to the study

Motivation can be considered one of the most essential factors in any learning process. Ormrod (2014) asserts that motivation enhances learners' performance and affects how closely they pay attention. Motivation determines how learners approach academic learning and tasks assigned to them. "One of the most prominent academic problems plaguing today's teenage youth is a lack of motivation toward academic activities" (Legault, Green-Demers & Pelletier, 2006:567).

As a teacher who worked at a quintile 3 secondary school for six years, the researcher noticed that among the Grade 12 learners there are those who are highly motivated to learn and work hard to achieve success, and others who lack motivation and simply do the minimum. Some learners can be highly motivated and others demotivated in the same classroom, although they are from relatively similar backgrounds. This observation led the researcher to investigate what factors contribute to Grade 12 learners' academic motivation.

Researchers in South African and international contexts, have identified numerous factors that can affect learner motivation, such as: socio-economic conditions, parents, classmates, friends and teachers (Nel, 2000:22-41), test anxiety, nervousness about academic evaluation, a fear of failing tests, or an unpleasant experience of learners in various situations (Rastegar, Akbarzadeh & Heidari, 2012:1). Ryan and Deci (2000:54) suggest that "motivation is not a unitary phenomenon; people have different kinds of motivation." It is important to comprehend that each individual learner is motivated differently. Factors that motivate one learner, might not necessarily motivate another learner. Some learners are motivated by external factors, while others are internally motivated. When learners lack academic motivation or are academically demotivated to learn, it affects both teaching and learning activities. A demotivated learner is generally uninterested in learning and has a strong interest in non-academic activities (Bannatyne, 2003). McFarlane (2010) concurs with Bannatyne (2003) that demotivated learners generally lack any drive or passion for learning and education. These learners will not put in any effort to complete tasks or avoid risks; they are often anxious, bored or frustrated (Du Boulay, 2011:41). This malaise can cause learners to miss deadlines, fail subjects and drop out of school. Learners who are academically demotivated can easily follow a negative path and will in all probability join other learners occupied in mischievous activities such as bunking and even disrupting classes.

The focal point of most secondary schools is the performance of their Grade 12 learners. Secondary schools in South-Africa are judged largely on their Grade 12 academic results. The researcher observed a significant decrease in the Grade 12 pass rate that caused concern among teachers and management at the selected quintile 3 secondary school. In order for teachers to increase the performance of Grade 12 learners, something needed to be done to improve these learners' motivation to learn. For teachers and parents to motivate learners to learn, it is important to understand what factors motivate or demotivate learners to acquire and construct knowledge in the home and school environment. It was imperative to conduct this study in order to investigate the academic motivation of Grade 12 learners at this school. Although relevant academic literature offers various reasons why learners are motivated or might lack motivation to learn, literature on Grade 12 learners' motivation to learn at quintile 3 secondary schools in the Western Cape is non-existent. The purpose of the study is therefore important because it offers parents and teachers insights into learners' experience of their environment and the effect it, and other related factors, have upon their motivation to learn. Establishing what motivates or demotivates Grade 12 learners to learn enables teachers, management and parents to implement motivational strategies, habits of studying and interventions that increase their learners' capacity and prevent them from becoming demotivated; subsequently raising the Grade 12 pass rate and the quality of their academic results.

## **1.2 Statement of the research problem**

In each Grade 12 classroom at the selected school, learners range from those highly motivated to learn and work hard to achieve success, through to learners who lack motivation and who simply do the minimum. The substantial gap that exists perceptibly between motivated learners and those who lack motivation is a matter of concern for teachers and management at this school. The Grade 12 academic year is understood to be the most important year in the school career of a learner: the fact that there are so many Grade 12 learners who demonstrably lack the motivation to learn prompted this study to determine the reasons behind such divergences. The researcher observed a decline in the Grade 12 pass rate from 82,2% in 2015 to 79,5% in 2016 and in 2017 the pass rate decreased to 62,0% (DBE, 2017). The decline in the pass rate caused further concern among teachers and management; creating a sense of urgency for this study to detect whether the motivational issues of Grade 12 learners at this school are related to the low pass rate.

Learners who lack academic motivation are difficult to work with since they have little or no interest in any of the academic activities taking place in class. Teachers themselves often fail to comprehend fully why learners are demotivated. Consequently, teachers often misunderstand or underestimate the complex interaction between academic motivation, learning and achievement. The main research question of this study is: what factors motivate or demotivate Grade 12 learners to acquire and construct knowledge in a sustainable and authentic manner at a quintile 3 secondary school? The data collected in this study will enable the school management and teachers to implement motivational strategies to ensure that all Grade 12 learners at the selected school are better motivated towards their academic studies, are more able to succeed, and reach their full potential.

### **1.3 Research questions**

In order to establish what factors motivate or demotivate Grade 12 learners to commit themselves to learning, the following sub questions were posed:

- How do Grade 12 learners at a quintile 3 secondary school explain what motivates or demotivates them to learn?
- How do Grade 12 teachers and school management experience their Grade 12 learners' academic motivation?
- What recommendations can be made in the school context to maximise motivation of Grade 12 learners in the Langeberg district?

### **1.4 Objectives of the study**

The objectives of the study are in line with the research questions which are stated below:

- To determine how Grade 12 learners at a quintile 3 secondary school explain what motivates or demotivates them to learn.
- To describe how Grade 12 teachers and school management experience their Grade 12 learners' academic motivation.
- To make recommendations for improving and maximising academic motivation of Grade 12 learners in the Langeberg district.



## **1.5 Research aim**

The aim of the study is to enable the school management and teachers to implement motivational strategies to ensure that all Grade 12 learners at the selected school are better motivated towards their academic studies, enabled to succeed and reach their full potential.

## **1.6 Significance of the study**

No study has been conducted to date in this specific geographical area to determine what factors contribute to academic motivation or demotivation of learners. This study is unique, pertinent and useful to schools in this area since findings of this study may provide teachers and management with a better understanding of why some learners, especially Grade 12 learners, in the same classroom are interested in learning and others not. This investigation provides teachers and management with insights into Grade 12 learners' motivation, so that appropriate strategies can be implemented to motivate Grade 12 learners to learn. Factors that contribute to demotivation of learners can be addressed and prevented in the future.

## **1.7 Research design and methodology**

This study is set within an interpretive paradigm and adopted a qualitative approach. Du Plooy-Cillier (2014:27) explains that interpretive researchers believe that reality is subjective and is created by human interaction, thus human beings are conditioned by the environment in which they find themselves. Qualitative methods were used to obtain data in order to meet the objectives of the study. Qualitative research aims to provide explanations for human behaviour, within the social context in which that behaviour takes place (Austin & Sutton, 2014:436).

### **1.7.1 Selection of Participants**

Alvi (2016:11) describes sampling as the process of selecting or extracting a predetermined number of units from a population of interest so that, after analysing the sample, it is possible to generalise the results back to the entire target population. Participants in this study include Grade 12 learners, Grade 12 teachers and the SMT. All participants were selected using a purposive sampling method which is a process by which a researcher purposefully selects a sample, based upon its characteristics (Pascoe, 2014:142). Various characteristics were considered in the selection of each particular sample. A detailed description of how participants were selected is discussed in Chapter 3.

## 1.7.2 Data collection methods

### 1.7.2.1 Semi-structured interviews

The researcher made use of a semi-structured interview schedule with standardised open-ended questions to conduct individual interviews with Grade 12 learners. Semi-structured interviews involve a series of open-ended questions that (i) provide opportunities for the interviewee to discuss topics in detail and (ii) grant the interviewer the freedom to probe interviewee responses and allow interviewees to elaborate on the original response (Mathers, Fox & Hunn, 2002). A one-on-one interview enabled (i) learners to elaborate more spontaneously upon personal situations and (ii) the researcher to gain a better understanding of factors influencing the academic motivation of learners.

### 1.7.2.2 Focus group interviews

This study made use of a focus group technique to interview Grade 12 teachers and the SMT. Open-ended questions were posed using a semi-structured interview schedule. Strydom and Bezuidenhout (2014:183) describe a focus group as “a group interview used to determine attitudes, behaviour, preferences and dislikes of participants”. The interview was conducted with all participants in a single session which included both Grade 12 teachers and SMT members.

### 1.7.2.3 Group administration surveys

A pilot survey was conducted which afforded the researcher valuable insights from learners into the process of selecting the sample and formulating the interview questions for the actual study. The researcher gained valuable insights from learners into the process of selecting the sample and formulating the interview questions for the actual study. A survey is a data collection tool consisting of various questions designed to collect data from a group of individuals (Du Plooy-Cilliers & Cronje, 2014:148). Group administration on the other hand takes place when a group of individuals who comprise a sample complete the survey questionnaires at the same time in one session (Du Plooy-Cilliers & Cronje, 2014:151). The questionnaire was structured and included open and closed-ended questions. Ballou (2008:547) notes that open-ended questions allow each respondent to answer in his or her own words without having to select from any answer choices. Closed-ended questions on the other hand provide options from which a respondent can select: generating quantifiable data (Penwarden, 2013). The researcher administered the surveys.

#### 1.7.2.4 Data analysis

To analyse the data from the pilot survey, the researcher made use of the Statistical Package for Social Sciences (SPSS) version 23 as a tool. Deployment of this software attaches meaning to the results so that relations can be identified and conclusions drawn. Qualitative data from interviews were transcribed and analysed using Atlas.ti as a tool. The researcher transcribed raw audio data into text, made use of open coding to code all data according to patterns and relationships, and categorised data into themes. The researcher then reported upon, and interpreted the findings.

### 1.8 Ethical considerations

Ethics is an important element to consider, specifically when involving different respondents. Louw (2014:263) emphasises that “ethics is the moral code of conduct that sets the standards for your attitudes and behaviour.” The researcher carefully considered ethical issues when gathering and analysing data in order to collect data that is valid, credible and coherent, and to ensure that the integrity of the study remains functional. Details of how ethical considerations were applied to the study are provided in Chapter 3.

### 1.9 Expected outcomes

Motivation can be perceived as one of the most important factors that determine a learner’s attitude towards learning. Learners can be motivated in various ways. However, it is important to bear in mind that not all learners are motivated by the same stimuli, pedagogical approach, learning environment, individual teacher or subject content. The results of this study are intended to reveal which factors in the home and in the school environment motivate or demotivate Grade 12 learners to acquire, construct and own knowledge in an authentic and enduring manner, so that the school and parents can become aware of these factors and implement appropriate strategies to motivate learners to learn more readily and prevent learners from being demotivated towards their academic studies. The results contribute to a viable and sustainable framework by which to motivate learning and achievement of Grade 12 learners.

### 1.10 Definition of key concepts

#### 1.10.1 Academic motivation

Ingle (2014:283) defines motivation as “internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject or to make

an effort to attain a goal.” Cherry (2015) notes that motivation initiates, directs and sustains goal-oriented behaviour. Motivation drives the learner to take action; to behave or act in a certain manner towards achieving a certain task or goal (Ingle, 2014:284). Academic motivation refers to learners’ motivation toward their schoolwork. To be academically motivated denotes being interested and dedicated towards learning and other academic activities. In this study defining and explicating key aspects of motivation take place mainly in terms of learners’ motivation to learn and their attitude towards their academic work. Where learner motivation is mentioned in this study, it refers to learners’ ‘academic motivation’.

#### 1.10.2 Learning

Dictionaries define learning as the ability to acquire knowledge or skills by means of education or experience; to gain information or to memorise various aspects of somebody or something (Wirth & Perkins, 2008:10). Masitsa (2006:488) agrees that to learn means to gain knowledge or skills by studying, experience or by being taught. Elias (2011:1) adds that learning is a product of interaction which needs to take place in some mode; whether the learner interacts with the content, peers or teacher, in order for learning to occur. Wirth and Perkins (2008:11) maintain that according to modern cognitive psychology, the theory of learning holds that understanding occurs through experiences and interaction with the immediate environment of a learner and previous knowledge. These are the foundations that learners use to construct new understandings, consequently the learner has the primary responsibility for constructing knowledge and understanding, not the teacher. For academic learning to take place, learners need to be motivated to initiate an action towards learning. The motivation to learn in this study refers to an orthodox definition of ‘learning’: to acquire knowledge or skills by studying for tests and exams, attending school, participating in class, allowing teachers to teach and gaining knowledge by being taught, doing homework and practising what has been taught. When the researcher refers to learners’ motivation to learn in this study, reference is made to this conventional sense of learning in a structured secondary education in a formally situated school environment.

#### 1.10.3 Demotivation

According to *The Chambers Concise Dictionary* (2004:301) the prefix *de-* in the word demotivation signifies removal or absence of the verbal conjunct, ‘motivation’. Demotivation can be defined as loss of enthusiasm or interest due to external factors: “Demotivation could be regarded as the negative counterpart of motivation” (Rastegar *et al.*, 2012:1). This definition implies that the learner was once motivated but that certain factors caused the learner to lose

motivation. 'Demotivation' in this study refers to learners losing interest, energy and will-power to learn, work hard and perform academically. But the word 'demotivation' can suggest a complete absence of motivation towards the processes of formal learning.

#### 1.10.4 Amotivation

Amotivation, according to Ryan and Deci (2000:61), means to lack any intention to act. Amotivation involves a complete lack of intention and motivation (Gagné & Deci, 2005:334). When learners are amotivated they have no intention to engage in action towards learning and are in this sense unwilling to learn. Academic amotivation in this study refers to the absence of academic motivation among Grade 12 learners.

#### 1.10.5 Teacher

According to the South African Schools Act 84 of 1996, a teacher is a person who "teaches or trains other persons or who provides professional educational services; including professional therapy and education psychological services, at a school" (South Africa, 1996:4). The principal is an educator who is appointed as the manager or the head of a school.

#### 1.10.6 School Management Team

The School Management Team (SMT) consists of the principal, two deputy principals and other post level two teachers who are grade heads and/or subject heads. The purpose of the SMT is to manage all activities at the school. The SMT comprises the policy-makers responsible for ensuring that school policy is upheld by teachers and learners at the school. The management at the school deals with learners who violate the school's code of conduct and with the parents of these learners. The SMT needs to have a holistic perspective of the school and situations affecting the general teaching and learning processes that occur there. The SMT plays an important role at a school: it is crucial that this body functions correctly to ensure the effective functioning of the school.

#### 1.10.7 Quintile 3 schools

Inheriting a highly unequal education system, the post-apartheid government had the task of restoring equitable funding and learning opportunities nationally; while endeavouring at the same time, to improve the quality of education for all (Branson & Lam, 2017:2). Paying school fees is an issue for parents from disadvantaged socio-economic backgrounds, making it difficult for learners to attend school and attain a high quality education. In attempt to redress the issue of school fees and to remove the burden from parents, the Department of Basic

Education (DBE) declared certain schools to be no-fee schools. South African public schools are categorised into five different groups termed quintiles which range from quintile 1 schools, which serve learners from the poorest parts of a province, to quintile 5, affluent schools that serve learners of the most prosperous parents. According to Grant (2013) these rankings are determined according to the poverty levels and indicators of the community around the school as well as certain infrastructural factors. Quintile 1, 2 and 3 schools serve learners from low socio-economic households and have been declared no-fee schools; while schools in quintile 4 and 5 bands are fee-paying schools. This study focuses upon the learning habits, motivation, demotivation and amotivation of Grade 12 learners at a quintile 3 secondary school situated in the Cape Winelands, Langeberg district of the Western Cape.

### **1.11 Chapter outline**

The study consists of the following chapters outlined below:

**Chapter 1** provides a background to the study and outlines the problem statement, research questions and objectives. This chapter provides an overview of the methodology that was used in the study.

**Chapter 2** provides relevant literature that contributes to understanding the study; including a conceptual framework of important theories that underpin this study.

**Chapter 3** discusses the methodology that was used in this study. In-depth descriptions of the procedures followed to collect the data from participants are set out. How data were analysed is described. The research site, sampling methods and research instruments are explained. Ethical issues, and matters of trustworthiness are addressed.

**Chapter 4** presents data and analysis of data collected from the various participants.

**Chapter 5** concludes the study and makes recommendations on the strength of the inquiry as a whole.

### **1.12 Summary**

In this chapter the researcher explained why the need for this study arose and was identified in the first place. The chapter then stipulates and explains the research design and methods utilised by the researcher to collect and analyse data. The sampling method that was used for the purpose of this study was specified and justified, and ethical issues that were considered in order to preserve the integrity of the study were outlined. The chapter concluded

by defining key terms used in the research investigation and an outline of chapters was provided.

In Chapter 2 the literature review and conceptual framework are presented.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses literature germane to academic motivation and the influence of motivation upon learning and the academic success of learners at secondary school level; in both South African and international contexts. This chapter is organised in order of key concepts which relate to the issue of learner motivation; the habits and customs of learners used to acquire sustained knowledge. This chapter provides an overview of the term 'motivation'; highlighting different effects of motivation and the important role it plays in effective teaching and learning. This chapter also identifies the gap in the literature on academic motivation. An important distinction between intrinsic and extrinsic motivation is drawn in order to provide an in-depth understanding of how learners are motivated to learn and achieve. Key concepts relating to academic motivation of learners are discussed. To conclude, this chapter provides an overview of the conceptual framework of theories relating to motivation.

#### **2.2 Motivation**

Motivation, according to Ryan and Deci (2000:54), means to be moved to do something: it is the inborn potential power of human beings that energises, directs and sustains behaviour and is a trigger that transforms thoughts into action (Wang, 2007:4; Ormrod, 2008:384). Motivation initiates movement, points learners in a particular direction, and keeps them going (Ormrod, 2008:384). Every learner possesses some form of motivation, whether it is towards school activities, extramural activities, being part of a peer group or participating in mischievous activities. Motivation can therefore be defined as an "internal state that gives direction to thoughts, feelings and actions" (Van Deventer & Mojapelo-Batka, 2013:31). To initiate any activity, motivation is required. The behaviour of learners towards any academic task is determined by some form of motivation or prompting of the will, whether internal or external.

Several national and international studies investigating motivation underline the two key types of motivation: namely intrinsic and extrinsic motivation. Since the early 1970's, research has been conducted to determine the impact of these two main types of motivation. Researchers (Deci, 1972; Deci & Ryan, 1980, 1985, 1991, 2000) have constantly revised the theoretical



parameters and philosophical understandings of the terms intrinsic and extrinsic motivation in their Self-determination theory (SDT). Unlike other researchers who emphasise the amount or level of motivation, Deci and Ryan (2000) concentrate the focus of their research upon the different types of motivation that determine motivated behaviour. Their research confirms that the type or quality of motivation is more important than the amount of motivation for predicting many significant outcomes; such as “psychological health and well-being, effective performance, creative problem-solving, and deep or conceptual learning” (Deci & Ryan, 2008:182). When considering learners’ motivation to assimilate and own new knowledge, it is important to identify precisely the specific type of motivation they respond to best. Grade 12 learners are expected to be motivated to learn of their own will in an independent and mature way; since they are in their last year of school. But there are various factors that that must be considered in terms of their motivation.

Deci and Ryan (1985-2000) provide clarity on the different types of motivation in their self-determination theory where they distinguish between autonomous and controlled motivation. Autonomy involves acting voluntarily and to experience a sense of choice (Gagné & Deci, 2005:333); intrinsic motivation is an example of autonomous motivation. Deci and Ryan (2008:182) argue that autonomous motivation consists of extrinsic types of motivation in which individuals have identified with the value of an activity and integrated it into their sense of self. On the other hand controlled motivation involves acting under pressure when an individual is compelled or obliged to engage in a certain action. Controlled motivation comprises both external regulation, whereby behaviour is controlled by reward or punishment, and introjected regulation, by which regulation of action has been relatively internalised and is actuated by factors such as: “an approval motive, avoidance of shame, contingent self-esteem or ego-involvements” (Deci & Ryan, 2008:182). Autonomous motivation and controlled motivation are in contrast to amotivation, which involves a complete lack of intention and motivation. These types of motivation are discussed in this chapter.

Academic motivation is fundamental to learners’ successful construction of own knowledge and academic achievement. Motivation levels, whether high or low, can affect the success of learners (Rehman & Haider, 2013:140). Motivating resistant, indifferent, reluctant or recalcitrant learners is not necessarily easy: in fact it is a difficult and time-consuming task that requires considerable effort (Rehman & Haider, 2013:141). The behaviour of learners towards learning and various academic activities is determined by various factors such as family expectations, concerns or pressures, ambition, competitiveness or a range of negative social perils such as drug abuse, gangsterism and alcoholism. Learners from poorly funded quintile

three schools who are motivated to achieve, have to put in more effort and need to be more determined when doing activities than their more privileged peers at quintile five schools who can depend in many cases on quality facilities, well-paid teachers and supportive, literate families (Ormrod, 2014).

Amotivated learners on the other hand have no interest in learning or engaging in related academic activities such as debating, chess or general knowledge. Academic amotivation (the absence of academic motivation) can result in feelings of exasperation and discontentment, and can hinder productivity and well-being (Legault *et al.*, 2006:567). However, if a learner has a family life which lacks significant interest in academic pursuits, as is the case with many quintile 3 parents' educational history, it is likely that the learners will follow such apathetic patterns. According to Legault *et al.* (2006:568), amotivated learners do not see the reason behind their behaviour and cannot predict what the outcome of their behaviour will be. They further state that these learners are likely to perceive their behaviour as outside of their control and may feel detached from their actions. There is nothing that motivates these learners to learn such as family enthusiasm for reading and writing, therefore they do not invest any energy in academic concerns. Given conditions of criminality in the Western Cape, this mental lethargy is dangerous because learners who lose interest in school easily fall prey to mischievous activities. This explains why some learners in class present behavioural problems for no specific reason, but simply because they have no motivation towards learning or significant family experience and expectations of studying. Learners who are amotivated can manifest certain antisocial behaviour for observable or not execute any behaviour at all (Legault *et al.*, 2006:568).

Demotivation is distinct from motivation in several respects since it indicates loss of motivation. Demotivation differs from amotivation in that it implies that learners were once motivated but are losing motivation for specific definable reasons. If learners continue to be demotivated over time, they may become amotivated and lose all interest in learning. Learners who are demotivated are more reluctant when it comes to learning and engaging in academic activities. It is important for this study to identify and characterise what factors demotivate learners in order to avoid academic amotivation. A study undertaken by Rastegar *et al.* (2012) established a link between demotivation and test anxiety. Rastegar *et al.* refer to test anxiety as a condition related to fear and concern over training, learning and performance. Their study revealed that learners who are demotivated tend to be more anxious when it comes to these phases of formal academic examination. This phenomenon, of test anxiety and its relation to demotivation, could explain why the researcher observed that many of the learners in the

Grade 12 population under observation in this investigation fear tests and examinations: the more demotivated the learners are, the higher the levels of test anxiety and *vice versa*.

Researchers stress the importance of motivation as a key aspect of knowledge acquisition and construction; as opposed to superficial indices of rote learning or memorization. Learners who are motivated to study have taken a first step to owning new knowledge and assimilating it into their own unique knowledge base. Gbollie and Keamu (2017:2) note that motivation is a fundamental position for academic success. Research indicates various factors that contribute to the motivation of learners: however, there is some uncertainty concerning how precisely motivational factors stimulate learners to learn in South African schools. There is a lack of objective research about what these factors are that contribute towards motivation. Each learner has a unique educational attitude and socio-economic background so that motivational factors vary from one learner to the next. The aim of this research project is to identify commonalities or shared areas between groups of learners. Little research has been conducted into Grade 12 learners' motivation to learn in schools in the Western Cape, particularly at quintile 3 secondary schools where parents are poor and the majority of the learners often emanate from rural, semi-rural and farm communities. This study is significant because it investigates what motivates, and what demotivates, Grade 12 learners to study conscientiously at secondary school level in the Western Cape: what factors are identifiable as commonly shared motivational stimuli? Discerning these overlapping areas contributes to the store of knowledge about how to overcome demotivation and prevent amotivation.

Each individual learner in the Western Cape has a different set of challenges, learning cultures and beliefs about school and the value of learning for the future. A better insight into how Grade 12 learners are motivated to learn helps to improve teaching strategies and increase learners' motivation to learn. If areas of common motivation can be identified, this information could prove useful in raising performance levels at Grade 12 and in enhancing the quality of knowledge acquisition among Grade 12 learners at quintile 3 secondary schools generally.

### 2.2.1 Intrinsic motivation

In order to comprehend how learners are motivated to learn, it is important to discuss intrinsic motivation, which is considered by Ryan and Deci (2000) as the highest valued type of motivation. Ryan and Deci (2000:56) note that "intrinsic motivation is the doing of an activity for its inherent satisfactions, for the fun or challenge entailed, rather than because of external pushes, pressures, or rewards". In a school context, intrinsically motivated behaviour is

manifested when learners are motivated to learn on their own, without external rewards or prompts, and gain pleasure and satisfaction from their performance (Deci, Vallerand, Pelletier & Ryan, 1991; Deci, Olafsen & Ryan, 2017). High-quality learning and creativity is a result of intrinsic motivation (Ryan & Deci, 2000:55) because learners are ready to own, acquire and re-formulate knowledge out of a spontaneous enthusiasm and hunger for it. Working with intrinsically motivated learners is an ideal experience for teachers because such learners are so enthused about their area of interest that they do not need to be disciplined or watched. For such learners the work itself is rewarding to them. These learners derive pleasure and a sense of satisfaction from working on a task (Davids, 2010:29). Singh (2011:166) notes some characteristics of intrinsically motivated learners who:

- achieve higher grades on average than extrinsically motivated learners
- implement strategies that require more effort and that will enable them to process information more deeply
- are generally confident about their abilities to learn new material
- are more likely to engage in challenging tasks, whereas extrinsically motivated learners tend to engage in easier tasks
- are more likely to persist with, and complete, assigned tasks
- remember information and concepts longer than extrinsically motivated learners.
- are more likely to continue to educate themselves outside the formal school setting, without external motivators

Lai (2011:36) is of the opinion that learners enter school with high levels of intrinsic motivation, but motivation declines as they progress through school. This is an indication that learners, as they progress, encounter factors that demotivate them until they have lost intrinsic motivation. Lai notes that learners begin to differentiate between subjects they are good at and others they are weak at. Lai contends that by the age of 8 or 9 learners can distinguish between engaging in a task because they enjoy doing it and doing tasks because they have to. When reaching Grade 12, learners have had ample time to engage with subjects and to realise what subjects they are good at, enjoy doing and are intrinsically motivated to learn, and what subjects they are weaker in and in which they have lost intrinsic motivation; relying on extrinsic factors to motivate them. A study conducted by Nel (2000) compared the motivation of Grade 9 learners with the motivation of Grade 12 learners at a secondary school in a South African context and found that Grade 12 learners have a higher level of intrinsic motivation and are more intrinsically orientated towards their studies. This observation could indicate that, as learners progress to higher grades, their motivation changes. Learners who were extrinsically

motivated in Grade 9 can become more intrinsically motivated as they progress to Grade 12 and more self-determined towards their work; as explained by Ryan and Deci (2000). Such learners gain in maturity and access a sense of ownership over the knowledge available to them. Nel (2000:120) adds that factors that can negatively influence learners' academic motivation will not easily be overcome by extrinsically motivated learners. The aggregate of these research findings provides a useful initial platform for assessment of Grade 12 learners at the researched school. Many Grade 12 learners at this school did not fit the description of intrinsically motivated learners as highlighted by Singh (2011). This distinction is important to consider in this research study since it indicates that extrinsic motivation might be the dominant type of motivation of Grade 12 learners at this school.

### 2.2.2 Extrinsic motivation

Extrinsic motivation is in contrast with intrinsic motivation, and is not performed out of interest, but because learners are encouraged towards some separable consequence (Deci *et al.*, 2017:21). Tasks or activities are performed because of an instrumental value and not because it is interesting and enjoyable. "The extrinsically motivated student normally wants the good grades, money, or recognition that particular activities and accomplishments bring" (Ford & Roby, 2013:102). Extrinsic motivation is of particular importance for the current study, since the researcher observed that many Grade 12 learners appear to be motivated by extrinsic factors. Teachers do not always comprehend the importance of extrinsic motivation: many teachers perceive extrinsic motivation as just reward for good behaviour and punishment as the correct penalty for bad behaviour. Ryan and Deci (2000:55) argue that, although extrinsic motivation is understood as a weaker type of motivation, it is essential for teachers who cannot always rely upon intrinsic motivation to develop extrinsic motivational teaching strategies: many of the tasks that teachers want their learners to perform are not intrinsically interesting or enjoyable. When a task is perceived as uninteresting, difficult or irrelevant to learners, it can lead to amotivation: learners may neglect to engage with or complete the task or become academically disengaged (Legault *et al.*, 2006:569). The concern in this research project is to identify, name and characterise common factors that educators can reliably deploy to motivate learners to value and self-regulate tasks; without external pressure, discipline, punishment or the expectation that learners should carry them out on their own (Ryan & Deci, 2000:60).

The first approach of teachers who encounter demotivation in the classroom should be directed towards extrinsically motivating learners in a positive and encouraging manner; learning about the individual backgrounds and learning histories of each individual. By acquainting themselves with the circumstances and nature of each learner, teachers are better

placed to locate areas of interest in each learner. Finding these discrete interests allows teachers to ignite enthusiasm among learners. It is possible that disengaged learners may be brought towards higher levels of intrinsic motivation so that they can complete tasks on their own, and attain internal, self-affirming satisfaction. This is the process of internalising and integrating motivation towards academic activities set out by A.K. Singh (2015:239) who explains that internalisation is the process of accepting or adopting beliefs, values or attitude as one's own. Individual ownership of new knowledge takes place optimally when teachers are able to familiarise themselves with the learning profiles and habits of learners. A.K. Singh maintains that internalisation is acceptance of externally exposed regulation as internal standards that will guide learning behaviour. When learners internalise motivation, they accept external influence and make it part of their own value system. Integration on the other hand is the process whereby individuals effusively transform new regulation into their own knowledge parameters, so that new knowledge resonates with an individual and authentic sense of self (Ryan & Deci, 2000:60). Deci *et al.* (1991), Ryan and Deci (2000) and Deci *et al.* (2017) explain the four types of extrinsic motivation emanating from Deci and Ryan's (1985) self-determination theory which results from the internalisation process. The following regulatory styles explain the external motivation and the extent to which it can be internalised and integrated (Deci *et al.*, 1991; Ryan & Deci, 2000; Deci *et al.* 2017):

*External regulation* is the behaviour where the origin of initiation is external, controlled by others and an offer of a reward or threat of punishment is needed to initiate an action (Deci *et al.* 2017). Learners are often motivated to do a task because of the reward promised by the teacher or because they fear punishment at school or at home. This behaviour is performed because of external factors which are the source of the initiation and considered as regulation. This type of motivation is considered the least self-determined and determining type of extrinsic motivation. This mode of reward and punishment learning is applicable for the current research study since learners who are demotivated or amotivated often require codes of external regulation in order to initiate the first tentative step towards mature and independent academic engagement. External regulation is an initiation point for these learners; in order for them to start the journey towards enjoying academic tasks rather than enduring them. Amotivated learners will not attempt to do tasks of their own volition: but if they are aware of a reward or punishment that awaits, they might be motivated to start working and realise the value and enjoyment of the tasks.

*Introjected regulation* occurs when learners are taking in but not accepting a regulation as their own. This type of regulation is controlled by internal rules or demands that pressure a learner

to perform certain actions, and are supported by feelings from within, which avoid guilt, anxiety, ego-enhancement or pride (Ryan & Deci, 2000:62). Learners who complete tasks in order to feel that they are better than the rest of the class or to avoid feeling bad for not performing well, are not considered self-determined learners. Although it appears that learners are doing the tasks on their own, these learners have not identified with the regulation: they are not doing the tasks by choice but their behaviour is externally controlled. Grade 12 learners might respond better to introjected regulation as a way of deflecting pressure from family and teachers that might result in feelings of guilt if the learner should fail. At this point in their school career, many individual learners are expected by their family and community to perform well. For the Grade 12 learners in the current study this pressure to succeed implies that once learners encounter introjected regulation, they want to perform better than the rest and are motivated by feeling academically superior. Others who do not perform well are often motivated by feelings of guilt; they discover that the only way to avoid this feeling is by learning harder in order to perform better.

*Identified regulation* takes place when learners identify with the personal importance of behaviour, accept the regulatory process as their own and begin to value the consequences and significance of their own words and behaviour (Ryan & Deci, 2000:62). When learners attain identified regulation, the process becomes a part of the self and activities such as learning, studying and doing homework are carried out more voluntarily and spontaneously. These behaviours are considered more self-determined than externally influenced behaviours or introjects because identification allows the learner to feel a sense of choice. If learners do not internally accept the activities, their behaviour will not be integrated as an expression of the self: activities that are in contrast with self-expression are more difficult to sustain (Legault, *et al.*, 2006:569). Learners who willingly undertake additional work in a subject often do so because they believe that it is important to succeed in a subject and reach a goal. This form of motivation is classified as external motivation because the primary intention is not to expand personal knowledge but to set a goal or to succeed. Externally driven motivation is relatively self-determined because the learners do it willingly, even if for personal reasons. Such action towards acquisition of knowledge is more authentic and self-fulfilling than action driven by the threat of punishment or the lure of reward.

At Grade 12 level learners are expected to have future study goals or career goals. Learners who do have future study goals, to attend tertiary institutions for example, realise the importance of their subjects or the importance of performing well in their subjects. These learners often invest extra time and effort into subjects that they value as important: they see

the need for performing well in these subjects. It is important that teachers emphasise the importance of their subjects and encourage learners to set goals in order for them to realise the value of the subjects and direct their motivation towards learning. Identified regulation is difficult to apply if learners do not have plans for further studies, or if they intend to work as farm labourers. Manual labour seldom requires a high level of academic performance.

*Integrated regulation* is the most advanced form of extrinsic motivation since the regulatory process is completely integrated with the learner's sense of self. "When identifications have been integrated, people are wholeheartedly engaged and purposive with respect to the target activities, and without inner barriers or conflicts" (Deci *et al.* 2017:22). When the regulatory processes are integrated, behaviour is an expression of who the person is, what is important to, and valued by, the individual. Learners perform tasks willingly and of their own because the work is important to them. If Grade 12 learners in the current study value education and high performance, they learn of their own volition: this behaviour is consistent with their goals and values. When tasks are valued by learners, they internalise the tasks and execute them willingly; even if the locus of the initiation is extrinsic. When a task is not important to learners, or if it is not an integral component of their lives, there is the danger that amotivation may set in (Legault *et al.*, 2006:569). For this reason alone, it is essential for teachers to familiarise themselves with the predicaments and interests of learners. The teacher, according to Vygotsky (1978), is an important mediator for learning and cognitive development, therefore it is crucial that teachers mediate learning in a way that learners understand and can socially relate to. Teachers who know the personal circumstances and learning profile of each learner are in a sound position to present learning in a way that speaks to the interests and social vocabulary of learners. When learners from poor socio-economic backgrounds entertain the goal of escaping their conditions and achieving better lives in the future, they understand that obtaining a high school education enables them to reach this goal. When these learners value education, they value their subjects and learn from them. Integrated regulation is closely linked to intrinsic motivation because both modes are forms of self-regulation. However, they are not identical in that intrinsic motivation appears to occur out of interest in the activity itself; whereas integrated regulation takes place when a learning activity is personally important for a valued and individually significant outcome.

Integrated regulation is the most advanced type of motivation, but Ryan and Deci (2000:63) explain that learners who achieve the level of integrated regulation may not necessarily become intrinsically motivated. Ryan and Deci assert that learners who have identified with the value of a subject might lose that sense of value as a result of an overly controlling teacher



and may move backward into an external regulatory mode. Similarly, learners who are externally regulated may be exposed to a particular activity which appeals to certain inner interests or concerns; which may lead to intrinsic motivation. To prepare learners for academic success, teachers should aim to apprise learners of the importance of subjects and tasks, so that learners can execute tasks purely for the value they attach to the subject, or to the task. Value will provide meaning to difficult or demanding tasks; while devaluing schoolwork can lead to problematic academic behaviours (Legault *et al.*, 2006:569). A study by Pintrich and De Groot (1990) reveals that learners who are interested in their tasks and value tasks, choose to become cognitively engaged and self-regulating. When individuals identify with the importance and value of their work, their motivation to work will increase (Deci *et al.*, 2017). Getting learners to value schoolwork presents challenges since learners need to identify with the subject matter and integrate it into their sense of self. Teachers and parents are not expected to passively observe learners while internalising new knowledge. Instead, teachers and parents need to provide clarity and indicate to learners, in the classroom and at home, how learning would add value to aspects of their lives which coincide with their life goals. Deci *et al.* (1991:330) note that behaviours that are regulated by integrated processes appear mainly in adult stages of development. Since Grade 12 learners are on the verge of entering the adult stages of their development, internalising learning should occur more easily than it does for learners in lower grades. Research in this respect and in this specific geographical area of the Western Cape has not yet been undertaken: to determine whether in fact internalisation of learning does take place more readily among Grade 12 learners than among younger learners.

### 2.2.3 Motivation to learn

To be motivated to learn and study, according to Masitsa (2006:486) may be defined as learners' engagement in academic activities, guided by the intention to obtain knowledge or to master a skill that requires a certain activity. Motivation can be considered as the foundation of learning because it is, according to Nel (2000:19) an integral part of learning that cannot be separated. Learning cannot take place without some form of inner determination, purposeful commitment or motivation (Rehman & Haider, 2013:140). The importance of motivation in learning should not be underestimated as it suggests a conscious decision on the part of the learner. To initiate an action towards learning there needs to be some form of motivation; whether it is intrinsically ignited or extrinsically regulated. Rehman and Haider highlight that motivation can stimulate learners to work faster and increases the learning performance and energy to achieve tasks because motivated learners absorb and arrange new knowledge

around a point of commitment and purpose. Rehman and Haider (2013:141) consider motivation to be imperative for learning and achievement of learners at all levels of school. In agreement with Rehman and Haider, Ghaedi and Jam (2014:1233) aver that motivation is one of the most important factors that teachers need to consider in order to initiate, enhance and sustain authentic acquisition and personal assimilation or ownership of new knowledge (Ghaedi & Jam, 2014:1233).

### 2.2.3.1 Effects of motivation upon learning

Because discerning and identifying elements of motivation to learn forms the focal point of this research study, it is fundamental to consider various aspects that motivation entails for learning at secondary school level. Ormrod (2008:384) highlights several effects of motivation on learning and behaviour of learners towards learning, as listed below.

*Motivation directs behaviour toward particular goals.* When learners set realistic goals for themselves, they change their behaviour and attitudes towards achieving those goals. When Grade 12 learners are motivated to achieve their goals, whether to succeed at academics, attain high performance, or escape their current living conditions, they adapt their approach towards learning and make choices that are in the interest of achieving their goals. They engage more willingly in academic activities that promise to assist them in reaching their goals; instead of activities that are not goal related. Learners generally set goals to attain a high academic performance, but Lunenburg (2011:4) reveals that learning goals lead to higher performance than performance-orientated goals. Lunenburg explains that learners with an achievement goal orientation are motivated to demonstrate and confirm their competence with good results, where learning goal orientated learners want to develop competence by mastering challenging situations and therefore attain higher performance. It is important that Grade 12 learners should be motivated to achieve high results in order to earn a good report and be motivated to learn; in order to master the work that will bring about higher academic results.

*Motivation leads to increased effort and energy.* Motivated learners dedicate greater effort towards activities such as completing tasks, studying, doing homework and other activities that are in the best interest of their goals. Motivation directs how they approach academic activities. Motivated learners pursue a task eagerly and wholeheartedly; whereas learners who lack motivation pursue a task lackadaisically and without interest.

*Motivation increases initiation of, and persistence in, activities.* When learners are motivated they will be eager to start with a task and continue until they have completed the task. If

learners lack motivation, they will be reluctant to start with activities and are most likely to give up before they have completed the work set. It is undisputable that when learners undertake a task because they want to do it, they begin with the task more willingly, put in more effort to complete it, and are more likely to hand in a high quality task (Ryan & Deci, 2000). External regulation in the form of punishment or reward is often the only way to prompt reluctant learners to initiate activities.

*Motivation affects cognitive processes.* Motivation affects how well learners process classroom teachings. Motivated learners pay more attention in class and make an effort to understand and learn classroom material meaningfully. They may consider how they can apply what they have learned in their own lives. This recognition can clearly be observed when teachers assess learners on classroom learning. Motivated learners are able to demonstrate most of the work that was taught because they paid attention in class; whereas learners who lack motivation find it challenging to describe or explain work that was taught and are unable to initiate classroom activities and homework.

*Motivation determines which consequences are reinforcing and punishing.* Learners who are motivated to achieve academically are proud of high achievement and mortified with low performance. For these learners not performing well is a significant consequence and they will put in the necessary effort to avoid low performance. If learners are motivated by the desire to be accepted by peers, they value being in the popular group. Popularity is more important to them than high achievement. Similarly, learners who are interested in extracurricular activities value being in a team more than achieving academically. Being excluded from the team or not being part of a social group comprise negative consequences for these learners. These consequences can be utilised to motivate learners towards learning in order to extrinsically motivate learners who lack academic motivation. Learners who are motivated to learn because they want to perform well are motivated to keep achieving if the regulation is introjected. These learners are motivated by a sense of pride: they perform better than others and will feel guilty when they do not perform well. Other learners who lack motivation need external regulation: such learners are generally motivated by the axis of reward or punishment; often in the form of losing certain privileges if they do not maintain a good academic performance. If teachers are aware of how learners are individually motivated and what they are motivated towards, they can utilise this awareness of each learner's situation to academically motivate learners towards learning instead.

*Motivation enhances performance.* Based on the above-mentioned effects, Ormrod (2008:385) states that motivation leads to improved performance. Learners who are motivated

to learn and academically achieve are most likely to be high performers; whereas those who lack interest in academic achievement are at high risk of failing and dropping out of school.

The ultimate objective of teaching is for learning to take place. In order for learners to effectively participate in learning activities, motivation is essential. It is pertinent to this research study that the researcher identify reasons for learners' lack of motivation to learn at this school in order to determine how learners can be motivated. Awan, Noureen and Naz (2011:72) note that lack of motivation is an obstacle in learning and a reason for the decline of education standards. They maintain that a substantial concern among educationists today is motivating learners to learn and motivating them so that they can succeed academically. The current study ascertains how Grade 12 learners can be motivated to learn in order to succeed academically.

#### 2.2.3.2 Motivation and learning styles

In order to motivate Grade 12 learners to learn, it is necessary to comprehend how learners learn best. There are various learning styles and approaches that impact learners' motivation towards learning. Learning styles are linked to the way in which different learners learn (Boneva & Mihova, 2012:6). Sengodan and Iksan (2012:17) define learning styles as the method used by learners to focus upon, and remember new and difficult information. Every individual learner has a unique method or style in which learning and studying is approached. One learner might learn better when seeing information and drawing mind-maps, where another learner might want to hear or interact in order to remember information. Teachers need to be cognisant of the various ways in which learners approach learning in order to address learning from various learning styles. Learners prefer learning styles that create positive experiences and encourage motivation (Simon, 2014:2). There is a narrow link between academic achievement, learning styles and motivation (Sengodan & Iksan, 2012:17). Sengodan and Iksan maintain that learners are not limited to one learning style but practise a variety of learning styles. Their study reveals that some learners are likely to be dependent on others to learn, and wait for teachers to instruct them or for peers to first complete a given task.

Gilakjani (2012:105) highlights three main learning styles: visual, auditory and kinaesthetic. Gilakjani explains that visual learners learn best when they see the content in the form of images and pictures. These learners want to see the teacher's body language and facial expression in order to grasp the content of a lesson (LD Pride, n.d.). They learn through seeing

and prefer diagrams, maps, and charts (Boneva & Mihova, 2012:10). Boneva and Mihova state that, on average, 65% of all learners are visual learners.

Auditory learners on the other hand learn through “listening and interpreting information by means of pitch, emphasis and speed” (Gilakjani, 2012:106). These learners prefer learning by reading out loud: they find difficulty understanding a text if they read it (Boneva & Mihova, 2012:11). Boneva and Mihova state that an average of 30% of learners are auditory learners.

Kinaesthetic learners learn best with a hands-on approach (Gilakjani, 2012:106). These learners want to explore, interact and grasp information through movement and interaction such as writing or physically manipulating the information (Boneva & Mihova, 2012:11). They might be characterised as restless learners who find it difficult to sit still.

Learners need to know their own learning styles in order to optimise knowledge acquisition and growth of individual personality (Gilakjani, 2012:108). At Grade 12 level, learners need to be aware of the methods of learning and the areas of learning that best suit their individual learning profiles. Teachers need to recognise, identify and understand the learning styles of learners in their classes so that they can adapt their teaching techniques accordingly. Gilakjani mentions that if teachers teach using one style only, they are likely to create a monotonous learning environment in which few learners enjoy the lesson: learners struggle to grasp information or pay attention and consequently become demotivated to learn. Teachers should be aware of the different learning styles of learners in order to keep all learners motivated to learn in class; each in his or her unique mode of knowledge acquisition.

Towler and Dipboye (2003:226) distinguish between five learning styles in their study: discovery, experience, observation, group and structured learning. They explain that discovery learners prefer interactive activities, informational methods, active-reflective activities and discovering during learning. Experiential learners prefer action activities and want to start with a task immediately; to put their newly acquired knowledge into practice. Observational learning relates to preference for informational methods and active-reflective methods. Observational learners prefer extra examples, cues and demonstrations of what they are learning in order to help them to learn. Group learning occurs when learners who prefer action and interactive learning want to work with others while learning. Structured learners prefer subjective assessments and wish to impose their own structure on learning: they rely upon their own information-processing strategies such as planning and outlining new ideas in order for learning to take place. Researchers such as Cools, Vlerick and Backhaus (2014) reveal in their study that discovery learning, experiential learning and structured learning styles are positively

linked to intrinsic motivation. These learners enjoy learning and discovering solutions on their own. Cools *et al.* found a negative relation between group learning and intrinsic motivation. They note that teachers often use collaborative learning because they assume that it stimulates learners' learning experience: but in a group, an individual learner might not be able to define and employ her or his own learning approach. Observational learning was found to have a positive link to extrinsic motivation. These learners rely upon the teacher to guide them and provide extra examples in order to motivate them to learn.

A study by Masitsa (2006) focuses upon different learning and study approaches that influence the motivation of Grade 12 learners at a township school in South Africa. Masitsa (2006:493) notes that learners who use the achieving study approach are extrinsically motivated. The behaviour of these learners towards learning is introjected; as explained by Ryan and Deci (2000). Such learners are usually competitive and want to obtain good marks in order to boost their egos. Masitsa (2006:493) maintains that this approach is beneficial to learners because it encourages them to do well in examinations. They stand a good chance of developing an intrinsic study approach as they grow older. The majority of learners in Masitsa's (2006) study revealed that they make use of this study approach. On the other hand, learners who use the deep study approach are highly motivated and study with the aim to find meaning, understanding and make sense of their studies (Carstensen, Ødegaard & Bonsaksen, 2018). These learners are often involved in problem-solving. Learners using the deep approach are intrinsically motivated and study to maintain interest and competence in particular academic subjects. Few of the learners in Masitsa's (2006) study employed this approach. Masitsa reveals that learners using the surface study approach are seldom motivated. They want to complete their assignments and achieve the pass requirements by putting in the minimum effort (Donnison & Penn-Edwards, 2012:10). These learners are satisfied with knowing only the basics in order to pass and will most probably not perform well in examinations (Masitsa, 2006; Donnison & Penn-Edwards, 2012).

Masitsa (2006:494) states that according to the results, numerous learners are not yet motivated to learn and study. This is relevant to the current research study because it provides insight into the methods learners in the South African context apply to study and how this practice relates to their motivation. The researcher observed that many of the Grade 12 population at the school appeared to be motivated to pass even if it was with the bare minimum of marks. If teachers are aware of the approaches learners use to study, as explained by Masitsa, they will be able to determine whether they are intrinsically motivated, extrinsically motivated or not motivated at all. Alternatively, if teachers are aware of the manner in which

learners are motivated, they will be able to predict how learners approach learning. These approaches are applicable to Grade 12 learners' motivation to learn in the current study.

#### 2.2.4 Achievement motivation

Singh (2011:164) and Rabideau (2005) define achievement motivation as the need to perform well, strive for success and attain excellence. Achievement motivation is directly linked to academic performance, since learners who are motivated to achieve and attain academic success usually sustain a high academic performance. Singh (2011:164) indicates that achievement motivation is evident among learners who persist and apply themselves in a conscientious way even while facing difficulties. Grade 12 learners are expected to be motivated to achieve since their results determine whether they are accepted at higher education institutions. If learners approach learning with the goal to achieve, they will be motivated to work harder and perform better. This is close to an extrinsic form of motivation that can be considered effective. Singh (2011:165) argues that learners in pursuit of excellence are motivated to achieve: they derive satisfaction from mastering difficult tasks and respond best to challenging assignments. These learners, according to Singh (2011:165), respond well to "strict grading, corrective feedback, new or unusual problems and the chance to try again". Singh notes, however, that learners who are less motivated to achieve are often eager to avoid failure and respond better to tasks that are less challenging, small steps for each task, lenient grading, simple reinforcement for success and protection from embarrassment.

A study conducted by Awan *et al.* (2011) revealed a strong connection between self-concept, achievement motivation and academic achievement. Their study highlights the importance of a healthy self-concept for improving the achievement level of low-achieving learners. Learners need to develop a positive self-concept in order to improve their motivation which will consequently increase achievement levels. Their findings emphasise the importance of motivation to academic performance and the importance of self-concept to academic achievement. Akpan and Umobong (2013:389) are in agreement with Awan *et al.* (2011) and report on the significant impact of achievement motivation on academic engagement of learners. Their study reveals that learners who are highly motivated to achieve tend to be more academically engaged. Academic engagement declines as the level of achievement motivation decreases. They note that in order for learners to be successful in school and maintain a high academic performance or achievement, these learners need to be academically engaged. They maintain that academic success, performance and achievement are indicators of learners' academic engagement. Their study, conducted with high school

learners, found that male learners are often more highly motivated to achieve than female learners and older learners are more achievement motivated than others. This observation might be because male learners are aware of the fact that according to societal norms, they will be expected to provide for their families and obtain a well-paying job in the future. Older learners are likely to be more goal-oriented and realise the importance of academic achievement for their future. Sengodan and Iksan (2012:21) adds that female learners are more disciplined and systematic when it comes to organising their notes and planning their answers during examinations; whereas male learners are more willing to do extra work to improve their knowledge and more likely to work hard on tasks that they dislike. This distinction is significant for the current research study in order to determine how the learning and achievement motivation of male and female learners differs at secondary school level. When teachers are aware of how these learners approach learning and are motivated to learn and achieve, they apply different strategies to motivate learners from different genders.

Grade 12 learners are motivated to achieve, and believe in their abilities to achieve; in order to learn and actively participate in class. Factors in the classroom and in the home environment often make it difficult for learners to learn and achieve; regardless of whether they are motivated or not. Learners might be motivated to achieve yet encounter various obstacles that hinder their motivation, which reduces their academic performance. The researcher considered, reflected upon and identified factors that contribute to the motivation, demotivation and amotivation of learners in the current study.

### **2.3 Factors influencing learner motivation**

Socio-economic factors and other factors within learners' home environments and school environment are important for this study which aims to investigate what common elements motivate or demotivate Grade 12 learners to learn; especially in schools that fall within a low income community such as the quintile three school under observation in this research project. Literature referred to so far provides an understanding of how researchers view contextual factors that influence learners' motivation to learn. These factors are considered in the formulation of the interview questions; to determine how these factors contribute to the motivation or demotivation of Grade 12 learners at secondary school level.



### 2.3.1 Home environment

#### 2.3.1.1 Academic background of the family

Family plays an important role in the academic motivation of learners: it is without a doubt the role of parents and the family structure that has a major impact on a child's motivation (Maslow, 1943:377). Researchers Urdan, Solek and Schoenfelder (2007) and Usher and Kober (2012a) draw a strong link between family, motivation and academic achievement of learners. Parents exert a significant influence upon the beliefs and behaviour of their children (Paquette & Ryan, 2001). According to Crotty (2013), motivation can be encouraged or discouraged in children from an early age by the actions of influential adults and of knowledgeable others in their lives. A child's behaviour and motivation towards learning are frequently determined by the examples set at home; by learned, authoritative, respected, religious or powerful individuals. In the case of learners at quintile three schools, parents are at times illiterate or poor, and feel unable to provide conventional indices of authority. Such parents are in fact often more influential in the love, care and protection they offer their children than they think. Being poor or illiterate does not disqualify them to the extent they fear. Schools need to engage with parents on this issue and validate parents who feel inadequate. Cozett (2015) argues for a programme of parent engagement in such situations which awakens parent and empowers them as mentors to learner/children despite the drawbacks of low incomes or illiteracy.

The academic background of parents is of grave importance when investigating the factors that affect academic motivation of Grade 12 learners at a quintile three school. According to Statistics South Africa (2011) only 16% of the population in the Langeberg area have completed Grade 12. Poverty is a major after-effect of apartheid: Coloured and black South Africans were expected by supremacist whites from 1949 to 1994 to be the work force of the country and their education was systematically neglected. This caused a low level of school completion among many Coloured and African parents. The Coloured and black African population are categorised among the subaltern group as defined by Gramsci (1971). Gramsci defines a subaltern as a person or group of people from the non-hegemonic, lower ranked population, in a particular society suffering under the ruling elite class and are denied basic rights. Some of these rights include "participation in the making of local history and culture as active individuals of the same nation" (Louai, 2012:20). Spivak (1988) argues that the term 'subaltern' largely refers to the women from the non-hegemonic group, who suffered greatly under colonial rule. In South Africa, pre-1994, the voice of the subaltern women was seldom heard: they were silenced by subordination and oppression. Women did not have a voice in decisions regarding their education, employment, sexual obligations or in many instances

whom they married. Many women to this day still suffer the after-effect of subservience under the male dominancy; though many attempts were made by the democratic government to let the voice of the subaltern women be heard. During the apartheid era a concerning school drop-out rate was observed among Coloured learners (Rossouw, 1974:18). Rossouw's study revealed that families often took their children out of school to work in order to provide for the younger children at home. This lack of formal education for non-whites suited the white master-plan. Women especially dropped out of school to help their mothers look after the household and serve white landowners (Thobejane, 2013:10). Thobejane continues by stating that women had to look after the children while the men went out to endure menial service under whites. To this day learners living in poverty in rural area such a that elected for this study often fall into the same cycle of dropping out of school to work in order to provide for the family. This social inequality contributes to the current low academic completion of many Coloured parents and young learners in the Western Cape. According to Van Niekerk (2014:97) issues such as the low academic completion of parents and lack of academic role models in the family contribute to demotivation of learners. Many learners who neglect their studies are drawn from homes where learning is not encouraged (Abba, 2009:93). Such families have integrated the propaganda of white rule and sustain low expectations of themselves. According to Kainuwa and Binti Mohammad Yusuf (2013:5), parents' experiences of a good education and the benefits linked to education have an impact on the expectations of their children's education. They note that when a child is drawn from an environment where education is not prized or seen as beneficial, the child will often not make use of the education that is available in the immediate community.

The amount of effort that learners put into their learning is largely based upon how highly parents, learners, respected community leaders and figures of authority in the family circle appreciate and recognise the intrinsic value and extrinsic advantages of being educated. According to Edwards (2008:3), the degree to which learners come to esteem formal education is directly linked to associated values and expectations embedded within the community, family and religious establishments that surround learners. Edwards propounds that when parents expect their children to do well, they tend to do well and *vice versa*: when they expect little of their offspring and underestimate the benefits of formal school education, children tend to disregard education and fail. Acharya and Joshi (2009:73) claim that parents who are more highly educated tend to display and attach greater value to education and achievement; and set higher goals for their children. It is important that parents emphasise the value of education: although parents might not have an advanced educational background and regardless of learners' ability, the value of education needs to be recognised and instilled

in learners in order for learners to become and remain academically motivated. A study by Cozett (2015) reveals what can be done in a community to beat poverty and improve motivation. Cozett highlights the importance of parents, community and the school working together in a partnership to increase learners' self-esteem, motivation, academic skills and independence in order for learners to achieve success. Assessing and characterising the impact of the educational background of family members upon the academic motivation of Grade 12 learners is crucial in the current study which seeks to determine how or whether the level of academic completion of family members affects Grade 12 learners' motivation to learn at the selected secondary school.

#### 2.3.1.2 Financial state

Financial well-being is a factor in education that cannot be ignored. The financial state of parents plays an important role in the child's academic motivation and achievements; but not a decisive or absolute part. Not all learners from affluent homes necessarily excel at school and many learners from poor backgrounds do. There is no co-efficient between wealth and academic performance. Research reveals, however, that low parental income is associated with lower scores among children on tests of cognitive ability: low-income parents are not always able to afford to create the stimulating environment for their children that more affluent parents can (Mayer, 2002:30). Kainuwa and Binti Mohammad Yusuf (2013:5) agree with Mayer and add that a family that is struggling to provide everyday needs might not have the money to buy all the supplies the child needs to learn. This denotes that while low-income parents may wish to motivate learners to learn, their financial condition renders such ambition vain: learners lack the primary resources to effectively engage in learning at home: there may not be an environment of literacy, or space to study, or freedom from the chores placed upon many learners from quintile three schools. Learners from poor households might live in small houses sharing shelter with other family members who may have resorted to alcohol, drugs or crime which necessarily curtails the healthy development of children in the cramped home area. Finding a place to engage in learning activities can be difficult if there is not enough peace, space or even a table free in the house. The lack of other facilities such as proper stationary, books, internet access and mathematical apparatus can hinder effective learning and engagement in academic activities; consequently learners become demotivated to learn at home. Learners and their parents may compare their circumstances with those of their peers in the community and perceive of themselves as deprived when they appear to have less. Learners often regard what their peers possess outwardly: how they are dressed and will compare outer appearances to their circumstances. Mayer (2002:15) notes that learners who lack the right clothing will feel so uncomfortable that they may not be motivated to participate

in school activities. These learners may be embarrassed to undertake an oral or class presentation if they do not feel comfortable standing in front of the class. Mayer asserts that parents frequently feel stressed and isolated; becoming less interested in encouraging their children to succeed. When low-income parents believe they cannot afford to send their children to higher education institutions, they may be reluctant to motivate their children to work hard in order to go to university: in some extreme cases parents may even discourage or prohibit their children from aspiring beyond the limits of their own parental experience in life (Mayer, 2002:41). Parents with a higher income can afford to send learners to schools of higher quality where conditions are better: knowing that they can afford to send their children on later to tertiary institutions motivates learners to study in a methodical, assured and goal-orientated manner. It has to be reiterated, however, that many orphans, learners from broken homes, socially challenged backgrounds, poor homes and crime-ridden environments manage to raise themselves above such conditions by self-motivation, the leadership of a particular community or family member, or the inspiration of a single teacher. By the same token many learners from affluent backgrounds waste their opportunities and privileges; ending in poverty, substance abuse or general degradation.

#### 2.3.1.3 Socio-economic conditions

Issues such as poverty, unemployment and single parenthood are some of the socio-economic issues that continue to increase in South Africa. Among these factors, poverty is one of the dominant issues affecting South African teenagers. South Africa has a daunting inequality gap in the distribution of income: and consequently has one of the highest levels of poverty for a developing country (Van der Berg, 2002:2). According to Gous (2018), more than half of South Africans (55.5%) live below the national poverty line of R992 per month. Gous emphasises that the black population, the less educated, the unemployed, large families, female-headed households and children from orphaned families are among those who are worst affected by poverty. Suttner (2014) notes that it is impossible to live with dignity without clean water for sanitation, drinking and bathing, or while living in a dehumanising environment such as a wood and corrugated iron shack which is the only habitation known to thousands of urban Capetonians. Suttner maintains that these conditions detract from the dignity, self-image and sense of self-worth of the majority of South Africans who are forced to endure sub-human living standards.

Such are the conditions that many learners in South Africa are currently experiencing each day. Education is regarded by the enlightened as an opportunity for learners to overcome their disadvantaged social backgrounds but the dire socio-economic conditions of families has a

significant impact on the academic achievements of learners (Taylor & Yu, 2009:2). Poor socio-economic conditions can result in deprivation of learners' basic needs and demotivate them to learn. In many instances in rural areas learners are obliged to herd cattle or perform arduous duties which erode study time (FAO, 2013). In urban areas many young learners are tempted to engage in gangsterism and crime as a way of alleviating their family's poverty and suffering (Dos Reis, 2007:87). Learners are primarily motivated to satisfy their basic needs such as food and clothes before they are motivated towards higher goals such as intellectual or emotional fulfilment (Maslow, 1943:372). Learners who live in poverty and struggle to satisfy their basic needs, can be expected to lack motivation to learn; they seek to satisfy their basic needs first.

Learners who find it difficult to satisfy their hunger, attend class on an empty stomach and cannot concentrate; consequently they are motivated to find their next meal instead of being motivated to learn. If learners are hungry, they will not effectively benefit from being in class (Nel, 2000:41). Teachers might perceive learners to be lazy if they prefer lying on their arms and sleeping instead of working, but these learners might not have slept the previous night. A study by Pillay (2004) confirms that learners from poor socio-economic backgrounds often feel that teachers and other pupils in their class misunderstand them and think that they do not want to learn: such teachers do not always comprehend the difficulty of living in informal settlements. These learners struggle to obtain proper school uniforms. According to Van Niekerk (2014:36), learners who are affected by poverty are often ashamed of their clothes, books and uniforms. These learners feel embarrassed because they have to wear dirty clothes to school and often have a bad odour because they were not able to bath regularly (Pillay, 2004:8). Such learners may be overly self-conscious about their appearance and fixate on how others perceive them rather than learning. Such learners may refrain from classroom participation or any sporting event that draws attention to their poor hygiene or lack of appropriate kit such as soccer boots or a cricket bat.

According to Usher and Kober (2012a:4), "children from socio-economically disadvantaged families possess lower levels of cognitive and non-cognitive skills and lag far behind their more advantaged peers." This correlation between poverty and low performance may be consistent if learners are deprived of proper nutritious food, sufficient sleep and a place where they can peacefully learn and engage in academic activities. These children from poor backgrounds start school at a disadvantage: their physical health, behaviour and skills make them less prepared for kindergarten than children born to parents with moderate or higher income; who are more likely to enter school ready to learn (Isaacs, 2012:2). Isaacs's study found that

besides poverty, there are various other reasons why poor learners are at risk: such as the low education levels of parents, higher rates of smoking and depression, and lower parenting skills than learners from moderate- and high-income families (Isaacs, 2012:16). Again, this finding cannot be generalised. Many learners from affluent homes fall into crime and drug abuse.

A substantial challenge for many learners is the fact that they are obliged by poverty to attend no-fee schools where classrooms are usually overcrowded, and might not possess all the necessary facilities such as laboratories and computer rooms boasted of by rich schools. No-fee secondary schools often have high enrolment figures, low rates of school completion and a history of large inequalities between schools (Branson & Lam, 2017:2). A study by Sonn (2016) reveals that despite the greater equality in education and access to schooling which the South African education system presents, historical patterns of privilege and disadvantage continue in the institutional and social arrangements of rural schools. Quintile 1 to 3 schools are still largely populated by the poorer coloured and black community learners. Sonn's study discloses that the learner outcomes in rural schools are significantly worse than they are for learners in the quintile 5 or ex-model C schools: which reflects apartheid system influences, "Social and economic patterns of ownership and serfdom persist due to the inequalities of opportunities which the lower achievements represent for farm labourers' children" (Sonn, 2016:212). In overcrowded classrooms with minimum resources, it is difficult for teachers to assist learners in developing the cognitive skills needed to bring poor learners, with lower cognitive skills, to the cognitive level of their advantaged peers. In a study by Horgan (2007) it was found that learners at disadvantaged schools are often motivated to find secure employment in order to avoid the sort of financial insecurities with which they are familiar; whereas learners from advantaged school are often motivated to attain a high paying professional job. This gradation indicates that learners from poorer backgrounds tend to set lower goals for themselves and do not always believe that they can attain professional, high-paying positions such as surgeons or advocates. Learners from lower-income environments often prefer to complete school in order to secure employment. Completing Grade 12 provides learners protection from unemployment (Branson & Lam, 2017:4). The school plays an important role in determining the career horizons, ambitions and aspirations of learners. Learners at disadvantaged schools often perceive education as a way to escape their immediate conditions and do not realise that they can reach what other learners in advantaged schools can. The current study investigated how the socio-economic conditions of Grade 12 learners condition, determine or dictate the motivation of learners.

#### 2.3.1.4 Parental support

Parents of learners at quintile three schools may lack the academic background or financial means to send their progeny to affluent schools but this does not necessarily restrict parents from motivating learners by supporting them in their academic endeavours. Many parents perceive that education depends largely upon what transpires in the classroom and that the performance and achievement of learners depend on the ability and the effort that individual learners commit to learn at school (Igwe, 2017:49628). Parents play an equally significant role, however, in the educational motivation of their children (Acharya & Joshi, 2011:132). In their study, Acharya and Joshi discerned a positive correspondence between parental support and the motivation to achieve in class. Parents need to form a bond with their children in order to develop a sense of love and security; consistent and loving interactions with their parents can foster a sense of goodness that will motivate learning (Cozett, 2015:26). Parents need to support their children in their academic endeavours: regardless of whether they are poor or wealthy. Children rely upon parents to motivate them and to be interested in their schoolwork; since they are the individuals who sent them to school in the first place. If learners lack the support of parents who value their education and motivate them towards academic activities, they will be less likely to be motivated to become well educated (Kainuwa & Binti Mohammad Yusuf, 2013:5).

Kainuwa and Binti Mohammad Yusuf add that parents should be actively involved in the education of their children. The level of involvement is important in order to maintain a high value for academic excellence. Urdan *et al.* (2007:8) highlight various forms of parental involvement that include: “supervising homework, actively selecting the school the child attends, and reading with children”. Although parents may be illiterate, poorly educated or might not fully understand the content of the work, involvement of some form is essential in order to display interest in learners’ education. Parents can support children by simply providing a learning environment at home and the necessary facilities that will result in better academic performance (Acharya & Joshi, 2011:132). By involving older siblings, family, and people in the community to assist learners where the knowledge of the parents lack, is an alternative method that parents can utilise to support learners (Cozett & Condy, 2016). If parents lack interest in learners’ education, learners are likely to experience academic difficulties and low school achievement (Bogenschneider & Johnson, 2004). Parents need to motivate children to work hard and do well, but they need to be cautious not to push learners to pursue unrealistic goals. Excessively ambitious or overbearing parents can cause learners to become exhausted and eventually to detest education (Kainuwa & Binti Mohammad Yusuf, 2013:5).

### 2.3.1.5 Learning environment at home

The foundation of education is laid at home. An environment where education is encouraged is crucial for learning to take place effectively. Igwe (2017:49628) notes that when educational functions at home are performed effectively, the school can contribute to the foundation of sound intellectual achievement laid for the child at home. Igwe maintains that if the environment at home is not supported by a strong, reliable and conducive foundation, the child will not benefit sufficiently from the home education. In order to motivate learners to learn at home, it is essential that parents provide a safe environment in which a child is free from any physical or emotional threats. This security of environment is defined as one in which learners are calm and happy: "Children will be most calm and happy when they have a stable and warm family environment" (Edwards, 2008:2). A stressful environment at home, according to Edwards, can lead to worry, anxiety and unhappiness. According to Maslow (1970:40), issues such as arguing, physical assault, divorce, separation or death within the family can be a frightening experience and can cause learners to feel physically and emotionally unsafe or uncertain. When learners live in an environment that is stressful and where they do not feel safe, learning will be compromised or stunted. These learners often experience a negative mental state that results in a lack of learning motivation. To create a positive learning environment at home, parents must ensure that learners maintain a good mental state.

A good mental state, according to Edwards (2008:2) means that learners are relatively happy, calm, well-mannered and motivated. Edwards highlights that a stable mental state can be as fundamental for acquiring, owning and re-shaping knowledge as a good physical state is. When learners engage in studying and performing academic activities at home, it is essential that these tasks be performed in a quiet place without any distractions. Short-term memory in particular is sensitive to negative effects of noise (Klatte, Bergström & Lachmann, 2013:2). When trying to memorise contents for examination, learners are likely to become demotivated. If they struggle to comprehend and assimilate class work due to distractions such as noise at home or in the neighbourhood, community learners find it challenging to gain confidence in their progress through school. When studying difficult learning material, where learners have to pay particular attention, Stansfeld and Matheson (2003) found that noise may interfere with comprehension and cognitive performance. Learners from poor neighbourhoods are often more exposed to noise and other distractions. A study by Pillay (2004:8) reveals how learners living in informal settlements in South Africa experience difficulty studying at home; due to overcrowding, disturbances and lack of resources such as electricity. Learners from impoverished communities often inhabit overcrowded houses where neighbours live close to



one another. In these cramped and often unhygienic living conditions, distracting noise is inevitable: according to Pillay (2004:8) such distracting sounds are aggravated when drugs or alcohol are abused. It is more difficult to create a harmonious and productive learning environment in poor households than in more affluent households. But again there is always the caveat that not all affluent homes may be assumed to be without aggression, alcohol, drug abuse, emotional cruelty and violence.

It is essential in this current study that contextual factors in the home environment are understood, identified and taken into consideration, since background circumstances play a major role in the motivation of learners. The situation of each learner is important but not necessarily unique to one specific learner. When teachers become aware of the contextual factors preventing learners from learning at home, they need to keep in mind that there might be more learners with similar situations at school. Even though the situations can be similar, the impact upon the motivation of each learner might differ.

### 2.3.2 School environment

#### 2.3.2.1 Teachers

According to Wery and Thomson (2013:103), it is indisputable that some learners come to school highly motivated; while others exhibit a reluctant behaviour towards learning activities. Wery and Thomson note that learners who are struggling and learners who require special educational needs often come to school uninterested or with poor behaviours that exacerbate their problems in school. Teachers are under pressure to help these uninterested learners and ensure that they meet the required academic objectives. Wery and Thomson maintain that improving learners' motivation is the key challenge for academic and behavioural success. Teachers comprise a significant source of motivation for learners. It is imperative that teachers learn to identify how differently each child in a class learns and how motivation can facilitate the teaching process (Rehman & Haider, 2013:139). The behaviour of teachers, various teaching styles, the structure of the subject, nature of assignments and informal interactions with learners' conditions, define and regulate learners' motivation (Ford & Roby, 2013:111). The relation between a teacher and a learner is crucial to ensure learner motivation: Sosnowski (2015) asserts that motivation is increased by the constructive and inspiring behaviour of the teacher; the manner in which the teacher relates to the individual learner. When teachers are able to create a bond of trust and respect with a learner, the learner is better able and willing to communicate with a reliable and admired teacher regarding issues of self-realisation, personal growth and the daily details of completing schoolwork.

Productive and mutually respectful relations between teachers and learners have positive effects upon the motivation of learners who often set intrinsic and extrinsic goals for themselves in a learning environment that encourages cooperation and communication (Radovan & Makovec, 2015:132). A positive teacher-learner relation can motivate teachers to devote additional time and energy promoting learners' success; in return learners who trust and respect teachers may be more motivated to succeed (Hamre & Pianta, 2001:626). Hamre and Pianta, however, note that a teacher-learner relation that is in constant conflict may result in frequent attempts to control the learner's behaviour and consequently hinder efforts to promote a positive learning environment for both parties. This finding signifies that establishing, growing and maintaining a positive teacher-learner relation is beneficial for both teachers and learners.

Rehman and Haider (2013:140) confirm emphatically that motivation relates directly to successful teaching. According to Bronfenbrenner (1994:41), "children depend on their parents and other important adults in the microsystem such as teachers for evidence that they are smart and capable in the form of encouragement and praise for accomplishments". This central proposal implies that learners rely upon feedback from parents or other significant adults for encouragement; to confirm that they are capable of achieving in certain academic aspects. Learners depend on teachers for confirmation of their academic abilities. Teachers' beliefs about teaching and learning, and their expectations of learners, can be considered a powerful influence (Wery & Thomson, 2013:103). Learners in several discernible and perceptible ways come to reflect what their teachers believe about them. If a teacher teaches in the belief that learners are unlikely to master the work, learners will probably reflect that belief in their performance.

Sosnowski (2015) notes that teachers should create an open classroom environment. Such an environment allows, and encourages frequent, positive feedback. Parents and teachers should put careful thought into the feedback they offer learners who can easily be discouraged in their academic tasks as a result of thoughtless, sharp or caustic feedback. Providing a platform for recognition of outstanding achievement or performance at school has been found to have a significant influence upon the improvement of motivation to learn and study (Masitsa, 2006:496). Marx-Talarczyk (2014:3) suggests that teachers should motivate learners by praising them even when making mistakes: because learners are often afraid to try and make mistakes out of fear for the teacher's reaction. Exhorting learners rather than criticising them, builds an atmosphere of tolerance in which learners do not lose vital energy for fear of making a mistake or being ridiculed or demeaned for exposing ignorance. Such an atmosphere of tolerance and exhortation encourages learners to try: it is in trying, failing and trying again that

much authentic learning takes place. Learners should not be afraid to ask teachers, should they not understand the work. Teachers should be approachable, patient and supportive to learners so that they can feel comfortable enough to discuss any issues or concerns (Ford & Roby, 2013:111).

Rehman and Haider (2013:143) recommend that teachers memorise the names of learners so that learners can develop a feeling of trust and sense that teachers know them. This sense of mutual trust can contribute to maintaining discipline and make learners interested in class. Rehman and Haider maintain that when teachers call learners by name, it develops the interest and self-worth of learners. Van Niekerk (2014:40) concurs with Rehman and Haider (2013:143) that “when learners experience sensitive, responsive and positive interactions with teachers they observe them as more supportive and these learners are therefore more motivated to perform well academically”.

#### 2.3.2.1a Motivation of teachers

Motivation of teachers is equally important and has a major impact on the motivation of learners. Wevers and Steyn (2002:210) emphasise the importance of motivated teachers to ensure effective schools. They state that the effectiveness of teachers and how well they fulfil their duties is determined by the degree of satisfaction that they derive from their work. The motivation of a teacher develops interest among particular learners in particular subjects (Rehman & Haider, 2013:140). It is important for school management to take note of the teachers and their motivation: their motivation can influence how motivated learners are towards their subjects. Kainuwa and Binti Mohammad Yusuf (2013:5) emphasise that the attitude of teachers has an immediate, substantial and in some cases life-long effect upon learners. A demotivated teacher who teaches a subject with little interest and devotes minimum effort to making the work compelling, risks losing the interest of the whole class in the subject she or he teaches. A motivated teacher can make a subject instructive, inviting and accessible: so that learners will start enjoying the work. If learners enjoy the work and complete it out of their own interest, they may become intrinsically motivated. Research reveals that factors such as salary, lack of facilities such as resources, work hours, disciplinary problems from learners, lack of interest of parent community and lack of assistance services detract from, and undermine teacher motivation (Wevers & Steyn, 2002:209). Being motivated by fellow teachers, collegiality and availability of resources contribute to the motivation of teachers (Potberg, 2014:104). Management should ensure an amenable, stable and hygienic teaching environment in order for teachers to approach teaching with motivation.

### 2.3.2.2 Classroom environment

In any given classroom, regardless of the school, resources, or background of the school, it may be observed that there are learners with various levels of motivation. Learners who are highly motivated, relatively motivated and learners who a total lack motivation can be observed in every classroom. The environment at school plays a vital role in the dispositions of learners towards learning and their subsequent achievement (Rehman & Haider, 2013:139). The classroom should ultimately be perceived as a place where learning is the first priority. This notion does not mean that learners cannot have fun while learning. A learning environment should be maintained in classrooms and the school as a whole for learners to remain academically motivated and learning orientated at all times. Radovan and Makovec (2015) reveal in their study that learners who perceive of their learning environment as a place that promotes independence and self-direction, and find learning to be relevant and useful, are more intrinsically motivated. This finding is aligned with Curriculum Assessment Policy Statement (CAPS) that aims to ensure that learners acquire and apply knowledge and skills in ways that are relevant and meaningful to their own lives (DBE, 2011). It is essential that teachers encourage independent learning and emphasise the importance and practicality of their subjects. Teachers should arrange and manage their classrooms as effective learning environments so that learners can appreciate and experience the need for, and joy of, learning which builds their self-confidence, vision and maturity as future citizens (Masitsa, 2006:495).

Overcrowded classrooms are an ongoing issue in many public schools in South Africa; especially quintile one to three schools. The disparities between overcrowded no-fee paying schools and affluent institutions are increasing and run contrary to the liberal principles set out by CAPS and government generally. According to Motshekga (2012), the recommended learner-educator ratio for primary schools in South Africa is 40:1 and for secondary schools 35:1. Since then, the ratio has increased to 45 pupils to one teacher in primary schools and 35 pupils to a teacher for secondary schools (Ritchie, 2018). However, the situation at many quintile 3 schools in South Africa is such that the school tries to accommodate as many learners as possible and results in overcrowded classrooms. Often at quintile 1 to 3 schools the classroom space and resources are inadequate to accommodate the recommended ratio of learners. In the case of an overcrowded class, the teacher struggles to move around between learners: paying individual attention to learners becomes a challenge if not an unrealistic ideal. "Larger classes are noisier and more prone to pushing, crowding and hitting, to the extent that this can impact negatively on classroom discipline" (Marais, 2016:2). Valuable teaching time goes to waste as a result of these conditions. Teachers are preoccupied with maintaining discipline in the classroom which results in teaching being

neglected. Learners who fall behind and fail to understand or master the work, start losing interest in the class or subject. Consequently, these learners who struggle with academic work become frustrated and look down on themselves and their abilities, draining their motivation (Rehman and Haider, 2013:144).

Overcrowded classrooms contribute to the lack of academic motivation, according to a study completed by Marais (2016:7). Marais's study reveals that learners in overcrowded classrooms are generally demotivated and do not want to participate in learning activities. Factors such as the heat and noise in classrooms are unbearable and make it difficult for teaching and learning to take place. Marais highlights that learners in overcrowded classrooms tend to feel that studying is unnecessary and often resort to cheating; since they know the teacher will not be able to control the class. Teachers in such claustrophobic situations find it difficult to motivate learners since there is little time for individual attention. Marais demonstrates that disruptive behaviour and lack of basic resources such as chairs and desks are some of the factors that demotivate learners and cause them to lose focus during learning activities. The lack of learner motivation can be considered as a substantial factor that causes low pass rates and poor academic standards at overcrowded schools which are most often no-fee paying establishments (Marais, 2016:7). In smaller classes, motivating learners is much easier since controlling the class is less of an effort and individual attention can be paid to learners; as is the norm at most fee-paying schools.

Rehman and Haider (2013:139) explain how the psychology of the learner plays a role in the achievement of the learner: where some learners work comfortably with their classmates; others need individual attention. Rehman and Haider remark upon the following factors that teachers should be aware of in order to make teaching more fruitful:

- reasons why learners are not interested in learning;
- why parents are not paying attention to the child;
- what steps the school administration has to take;
- how the technique of reward and punishment fails in the process of the learner's achievement;
- important factors that are neglected and
- how to utilise modern techniques.

If teachers are aware of these factors and apply motivational strategies to address these factors, productive learning will be more likely to be the outcome.

The school needs to nurture an environment in which learners feel safe from physical and emotional harm; be it posed by teachers, in the form of abuse, or peer learners, in the form of bullying which is a major problem at schools. Kainuwa and Binti Mohammad Yusuf (2013:5) note how peers play a role in creating an unsafe environment. They assert that most commonly among boys, learners are bullied or teased if they want to work at school: scholars or enthusiastic learners are frequently pushed aside, threatened and treated as outcasts who do not belong to the male hegemonic culture of the dominant group. These learners are under pressure to fit into a group, to behave in a certain manner, and do certain things that compromise, weaken or even destroy their schoolwork. If they continue to work hard and achieve, learner are unlikely to be popular or part of the trend group.

Kainuwa and Binti Mohammad Yusuf maintain that it is difficult for a learner to be an outsider; which makes it easy to submit to such pressure. Teachers need to create a healthy, safe environment in which learning can take place with respect, enlightenment and confidence. Teachers should not threaten learners in a negative way or press vulnerable young learners for sexual favours (Rehman & Haider, 2013:141). In communities of low-income parents such as often surround the lower quintile schools in South Africa, learners are frequently obliged to allow predatory teachers to enforce sexual obedience. This widespread abuse increases the rate and danger of HIV infection and substantially damages the self-esteem of learners who already face severe financial challenges merely to reach school, buy food and learn. In many instances teachers at South African schools inflict corporal punishment, bribe learners or threaten learners with various forms of degrading punishment. Such abuse is common and contrary to the ethos of CAPS which aims to create equality between the polarised social extremes of South African learning communities and create democratic parity. Teachers should determine the cause of their behaviour and address it. Rehman and Haider maintain that when teachers understand learners' problems individually and become attentive to the social predicaments and learning profiles of scholars, they are far better able to motivate learners to learn.

### 2.3.3 Interest and enjoyment

Interest and enjoyment comprise some of the key characteristics of intrinsic motivation. Ryan and Deci (2000:55) refer to intrinsic motivation as doing something or acquiring knowledge about certain phenomena that is inherently interesting or enjoyable. Learners who find tasks interesting and enjoyable will be motivated to engage in the tasks willingly because the enjoyment of doing the tasks is rewarding in itself. However, it is important to remember that

“intrinsic motivation will occur only for activities that hold intrinsic interest for an individual, those that have the appeal of novelty, challenge, or aesthetic value for that individual” (Ryan & Deci, 2000:59). Not all learners are intrinsically motivated to perform the same task; even if the task appears to be interesting. A learner must find genuine interest and enjoyment in a subject or a task and own the knowledge that surrounds such a mode of authentic interest, in order to internalise that interest and make it part of the learner’s inborn or intrinsic interest. If a learner is naturally interested in numbers and solving mathematical problems, finding intrinsic interest in related areas of Mathematics occurs more spontaneously, intensely and meaningfully. Once a learner is sparked by an interest in a subject or enjoys a subject, that learner will be more willing to learn for that subject. Learners’ interests in subjects are reflected in their actions towards the subject; such as time and effort spent studying, willingness to engage in extra activities besides that given by the teacher, and voluntarily selecting the subject for further study (Ogunkola & Samuel, 2011:19). Interest in a certain area of study or aspect of a particular formally-defined subject enhances motivation to learn and increases academic achievement.

Compared to other motivational factors, Schukajlow and Krug (2014:129) argue that personal commitment to, and private enthusiasm for, a certain area of knowledge is strongly connected to academic achievement. Schukajlow and Krug maintain that interest develops from situational concerns or areas an individual learner finds attractive. If a learner is interested in pursuing a career in Mathematics, for example, the learner’s situation will stimulate interest in the subject because it is aligned naturally and logically with his or her future career. Schukajlow and Krug’s (2014) study confirms that learners who were interested in Mathematics and in solving mathematical problems outperform other learners in their achievement tests. This significant finding indicates that when learners are interested in a subject, they are more likely to invest more effort to learn and achieve at a higher academic level. Schukajlow (2005:137) notes that when an individual engages with an object of personal concern, positive emotions arise; whereas negative emotions do not accompany such an engagement. Learners who are interested in Mathematics enjoy doing it and are not bored when solving mathematical problems. Schukajlow states that when learners are uninterested or do not enjoy Mathematics, they often experience negative emotions, such as anger or frustration. A study by Katz, Assor, Kanat-Maymon and Bereby-Meyer (2006) found that learners with low interest in a task are likely to initiate the task with a negative attitude that causes them to discard any input that might reflect on their competence or the value of the task. If learners are uninterested or do not enjoy a subject, they will most likely be demotivated to learn. If they find no interest or enjoyment in a subject, they will find no interest or enjoyment

in learning for the subject, and will therefore be extrinsically motivated to learn only. Learners then engage in the subject because they fear the punishment or are interested in the extrinsic rewards they might receive from classroom conformity.

#### 2.3.4 Self-efficacy

Bandura (1994:2) defines self-efficacy as personal agency or an individual's belief in the ability to produce a certain effect, succeed in specific situations or accomplish tasks. The manner in which, and the extent to which, learners believe in themselves and their abilities has an impact on their academic motivation: "Self-efficacy influences the way children (and adults) think, the way they are motivated, the way they feel and the kinds of challenges they expose themselves to" (O'Toole, 2016:70). Learners need to believe they are competent enough to complete academic tasks prescribed by teachers in order to be motivated to complete the task. A sense of competence is a vital source of motivation (Legault *et al.*, 2006; Lisbona, Palaci, Salanova & Frese, 2018). Learners with confidence in their abilities, do not approach difficult tasks as threats that need to be avoided, but rather as challenges that need to be mastered; such learners foster intrinsic interests in activities (Bandura, 1994:2). Learners who believe in their abilities and feel competent to complete tasks, will be more motivated to attempt, complete and master academic activities. Such enthused learners seldom make excuses and are prepared to take on advanced challenges because they believe that they are competent to do so. If learners previously failed at a task, they might feel demotivated to attempt a more taxing project or even similar task because they have formed a negative view of their own strengths. Learners' success or failure has an influence on their perceptions and beliefs about themselves (Abootorabi, 2011:574). Learners who doubt their abilities will view difficult tasks as a threat and tend to give up if they perceive themselves as incompetent (Lisbona *et al.*, 2018). Bandura maintains that these learners tend to dwell upon personal deficiencies and other obstacles which they encounter when faced with difficult tasks; rather than concentrating on how to perform new tasks successfully; such insecure learners often give up too quickly and recover slowly their sense of efficacy after severe or even minor failure or setbacks. How learners perceive of their ability significantly conditions, defines and colours what they think they are capable of and determines in subtle ways whether they are brave enough to commit time and effort to their schoolwork (Hardré, Chen, Huang, Chiang, Jen & Warden, 2006:200). Hardré *et al.* find in their study that learners who feel more able, tend to perceive of teachers and peers as more supportive; whereas those who feel less able see them as less supportive. Hardré *et al.* conclude that learners who are more motivated and who believe they are capable of facing and completing challenging tasks, often have the confidence and security to ask more questions in class. Self-doubt, uncertainty, fear of ridicule in class and low self-esteem



generally can result in poor academic performance, low academic comprehension and an increased propensity to withdraw from school (Legault *et al.*, 2006:569). Learners with little or damaged self-confidence easily and frequently disengage themselves from academic activities; which results in amotivation. If such vacillating, insecure learners can find the inner belief that they can succeed in academic tasks, they are likely to commit time and effort to master academic tasks (Margolis & McCabe, 2003:162).

Teachers, parents and peers play a key role in learners' beliefs and feelings of academic competence. Feedback from teachers and parents can instil self-belief in a learner's belief and even competence to undertake work successfully. It is important to provide constructive feedback to learners on their learning progress in such a way that will benefit, enhance and boost their competence levels (Legault *et al.*, 2006:569). Margolis and McCabe (2003:163) recommend that teachers focus upon developing high self-efficacy among learners; by giving struggling learners work on their level, adhering to principles that are likely to improve self-efficacy, determining the levels of instruction and avoiding tasks that struggling learners might find frustrating, or that provoke anxiety. Research indicates that learners who believe that they are capable, are more likely to use cognitive strategies and more often persist at challenging or uninteresting academic tasks (Pintrich & De Groot, 1990; Lisbona *et al.*, 2018). Kainuwa and Binti Mohammad Yusuf (2013:5) add that learners who have not established some confidence is unlikely to trust their own abilities to do well; such diffident learners tend to evade taxing assignments and fail as a result. Such learners accentuate the importance of emotional development because a level of emotional stability is needed in order to utilise educational experiences effectively.

### 2.3.5 Emotional well-being

The emotional state of learners plays a vital role in their motivation and how motivated they are to perform academic tasks. At school, learners are exposed to different situations and experience different emotions on a daily basis. Van Deventer and Mojapelo-Batka (2013:31) note that emotions and motivation are closely linked together since both emotions and motivation activate and affect behaviour. Van Deventer and Majopelo-Batka maintain that it is difficult to predict the kind of behaviour learners will reveal with regards to different emotions. Simon (2014:2) notes that positive emotions govern the motivation to learn: learners who are happy and in a positive emotional state will engage more willingly, positively and successfully in academic tasks than learners who are angry, sad or in a negative emotional state. Different learners react in different ways in various emotional conditions. During the examination period, learners might experience anxiety that can demotivate some learners to learn, and at the same

time motivate others. Learners may study hard because they fear failure (Van Deventer & Mojapelo-Batka, 2013:31). The difference in learners makes it possible for some learners to be motivated by negative emotions (Nel, 2000:38).

### 2.3.6 Goals

Setting goals is important; especially for the academic motivation and achievement of Grade 12 learners, in order for them to approach their academic studies with a specific goal in mind. Grade 12 learners are under pressure to make important life-related choices since they are leaving school to enter the adult world. Without an academic goal in mind, such learners are most inclined to make the wrong choices and to be motivated towards non-academic activities. Achievable, realistic goals provide direction and enhance motivation. Setting goals, according to Masitsa (2006:496), is a component of intrinsic motivation. Locke and Latham's (1990) goal-setting theory argues the importance of goal-setting to increase motivation and performance. Locke and Latham (1990:81) maintain that the actions of individuals are prompted by purpose: for action to take place, goals need to be set and pursued by conscious, sustained choice. Rehman and Haider (2013:139) add that when goals are visible and concrete, and the correct motives have been utilised, learners are more likely to work enthusiastically and cheerfully because their destination is within sight. If learners do not have direction, lack a specific interest or career objective, they may drift aimlessly in their studies and are unlikely to attain intrinsic motivation.

In Locke and Latham's (1990) theory, they suggest the importance of setting specific, structured and challenging goals. Goals set by learners or teachers must be specific, realistic and clear so that misunderstandings can be avoided or at best entirely eliminated. When learners know what is expected, the end result will be a source of motivation. Goals that are challenging are more rewarding when they are achieved, and individuals are motivated by increasing levels of achievement. Lunenburg (2011:3) suggests that "a goal must be difficult as well as specific for it to raise performance". Teachers should not be afraid to challenge, exhort and test learners to reach higher levels or explore new areas of knowledge; self-confident and motivated learners like to be challenged and work to achieve high expectations as long as those goals are within their reach (Rehman & Haider, 2013:144). Goals should thus be set high but have to be realistic and attainable.

Locke and Latham (1990:81) outline three necessary characteristics of successful goal setting. These characteristics are goal commitment, feedback and task complexity. Learners must understand and agree to the goals set by teachers, and commit themselves to the goal.

To ensure that individuals are committed to achieving the goals, they must believe in their abilities to achieve them (Alshehri, 2013:37). Feedback on the progression of goals can help learners to adjust the difficulty of their goals and help them set effective goals. It is essential that teachers provide feedback to learners on exactly where they went wrong and how they can improve in the future (Rehman & Haider, 2013:144). The complexity of the tasks should be taken into consideration when setting the goals; to ensure that the work does not become too overwhelming. Learners might set goals without taking the complexity of the work into consideration and may grow frustrated; causing learners to become demotivated. Alshehri (2013:37) warns that setting too many goals within a difficult task may result in learners spending more time focussing on achieving the goals than performing the task itself. These dangers should be taken into consideration when setting goals.

## **2.4 Improving academic motivation**

Teachers and parents should be aware of the academic motivation of learners and attempt to raise motivation in a careful and sensitive manner in the full awareness that motivation levels can fluctuate among teenagers who are faced with hormonal, emotional, social and economic challenges. If learners appear to be overtly motivated, parents and teachers need to bolster and maintain such levels by implementing strategies at various key points in the acquisition of new and more varied knowledge. Abootorabi (2011) conducted a landmark study on improving academic motivation among high school learners and found that one of the most significant factors to improve academic motivation is the importance of paying suitable attention to choice and options of learners throughout the process of knowledge acquisition and assimilation. Abootorabi suggests that to do this requires changing, adjusting and correcting any negative beliefs that learners entertain about their abilities; because of past failures. Teachers need to have knowledge about their learners' motivational beliefs in order to plan activities that will foster their positive beliefs and allow them rethink their negative beliefs about their abilities (Boekaerts, 2002:23). Learners can be helped to gain positive beliefs that result from success and feelings of competence in doing tasks. The results of Abootorabi's (2011) study emphasise that if learners are able to understand the link between their beliefs, feelings and motivation, then they can control the process of their thoughts and realise the important role of their thoughts in self-motivation.

For Grade 12 learners at a quintile 3 school, this self-motivation could imply changing their mind-set about themselves and their educational or socio-economic, familial conditions; in order to believe that they have the ability to master new tasks, to do well and rise from levels of poverty, illiteracy, crime, desperation, brutality and historical injustice inherited from

apartheid rule. Research revealed that factors such as paying attention to learners' goals, building a friendly and cooperative climate in class and maintaining an attentive and kind relation with learners need to be considered in order to motivate learners (Abootorabi, 2011; Williams & Williams, 2011). Ford and Roby (2013:111) note that motivation is fostered by good everyday teaching practices. Ford and Roby suggest the following strategies for improving learner motivation:

- Creating learning activities that are relevant to the lives of learners will nurture intrinsic motivation.
- Providing learners with choices so that they can feel some sense of autonomy in the learning process, since learners can become demotivated if they have no voice.
- Inviting role models to class to motivate learners; if learners have somebody to look up to they may be more likely to appreciate the relevance of subject content.
- Peer role models can be effective since learners relate better when they see other peers succeed at a task.
- Making learners feel they belong; intrinsic motivation and academic confidence increases when learners feel a sense of belonging.

Improving the motivation of Grade 12 learners is crucial to insure high academic performance. The current study considered how Grade 12 learners explain what motivates them to learn; in order for teachers and parents to implement strategies to improve the motivation of Grade 12 learners.

## **2.5 Conceptual framework**

A conceptual framework is a “network of interlinked concepts that together provide a comprehensive understanding of a phenomenon or phenomena” (Jabareen, 2009:51). Two theories, Maslow's (1943-1954) theory of human motivation and Deci and Ryan's (1985-2000) self-determination theory are discussed in this section. These two theories intertwine: both explore human motivation and the role played by human needs in motivation. Maslow's theory describes the different needs learners are motivated to satisfy in order to reach the ultimate need for self-actualisation. According to Maslow (1943; 1954; 1970) in order to be motivated towards achieving, there are various needs that must first be satisfied. This observation links with Deci and Ryan's theory regarding the psychological needs that learners will be motivated to satisfy in order to gain self-determination towards their academic work. Deci and Ryan (1985; 2000) focus on the two different types of motivation: intrinsic and extrinsic motivation which largely determine the origin of behaviour towards academic activities. The interview

schedules were designed to reflect this theoretical amalgam and are aligned with the pedagogical geometry of these two complementary paradigms.

### 2.5.1 Maslow's Theory of Human Motivation

Maslow's (1943-1954) Theory of Human Motivation places human needs in a five-level hierarchy of needs that humans strive to satisfy; one level leading up to the next in a pyramidal structure of attainment and personal fulfilment. Figure 2.1 is an illustration of how the needs are arranged and ordered within the hierarchy which appears as follows:

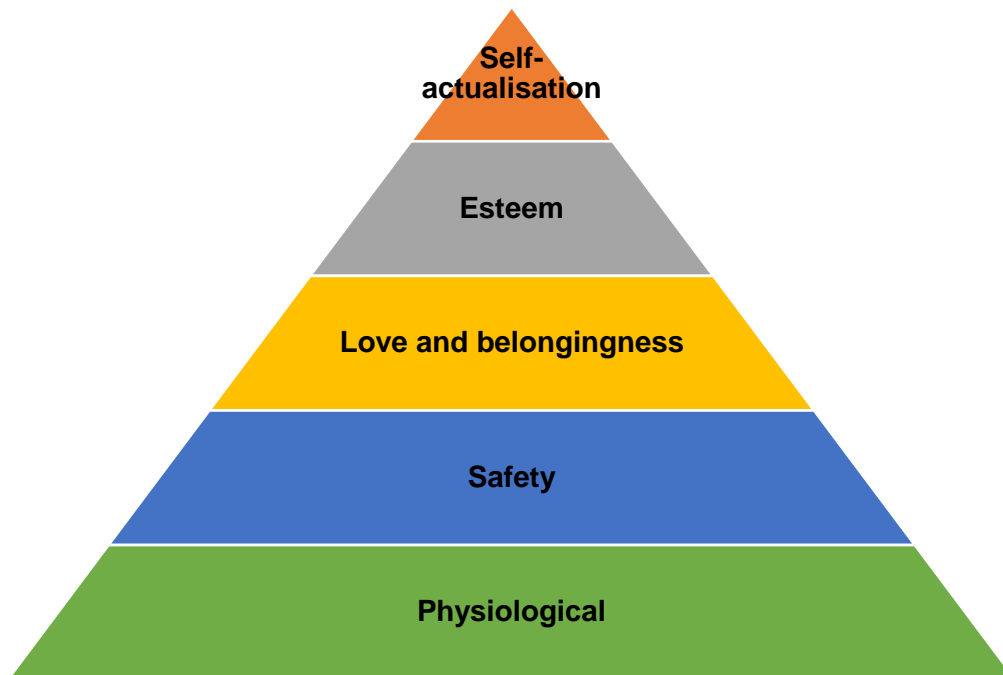


Figure 2.1: Hierarchy of needs (Maslow, 1954)

*Physiological needs* comprise the basis of all human needs which include essential requirements such as air, food, drink, sleep, warmth and shelter. This is the first level of needs humans will be motivated to satisfy. Humans are dominated by physiological needs; once these needs are relatively satisfied an individual is motivated to meet less survivalist needs. If a person were deprived of physiological, safety, love, and esteem needs, that person would seek to satisfy the physiological needs more strongly than for less material aspects of life (Jerome, 2013; UYSAL, Aydemir & Genç, 2017). It is important to note that these basic needs are ever-present and importunate till death: hunger and thirst, cold and exposure to the raw elements assert themselves and dominate an organism if they are not satisfied first (Maslow, 1970:37).

This statement suggests that once these needs are satisfied at a particular time, an individual will necessarily at a later stage need to meet these needs again until expiry of the organism. If for example all the other needs of a learner are satisfied, but the learner remains hungry and is deprived of sleep, that learner will be driven to satisfying these basic needs ahead of more cerebral activities such as book learning. Only once these elementary needs are satisfied, can the learner be motivated to learn and participate in the more elevated academic activities. At a later stage, the learner may feel the need to eat again or to sleep and will thus lose focus towards learning and academic activities until the physiological needs are satisfied once again. Learners are motivated to satisfy these physiological needs first before they will be motivated to engage in academic activity. In quintile three schools many of the learners come from poor backgrounds; in many cases the food they receive at school is the only food they receive for that day. Some of the learners come to school with no interest in academic pursuits but simply yearn to get something to eat. For these learners, this is their motivation to attend school. Unfortunately the school and teachers will never be able to satisfy the all the physiological needs of learners and therefore there will always remain learners who lack to satisfy certain physiological needs. King-Hill (2015) notes that learners who are deprived of physiological benefits such as food or sleep are likely to be uninterested in class activities since their main focus is to satisfy their nagging hunger or need to sleep. A person who is extremely hungry can think of little else other than food; "he dreams food, he remembers food, he thinks about food, he emotes only about food, he perceives only food and he wants only food" (Maslow, 1970:37). Teachers should take note of these needs: a tired and hungry learner can easily be mistaken for a learner who is lazy and does not want to work. These primary physiological needs drive other secondary needs which can be classified as the starting points of emotional needs as well as more elevated, abstract requirements; such as the hunger for knowledge. Only once learners manage to satisfy their basic daily physiological needs, will the next level of needs emerge: they will then be motivated to satisfy the next essential need; that of safety.

*Safety needs* include protection from the elements, stability, order, security and freedom from fear. Learners have the right and need to feel safe from any physical and emotional harm from family members, teachers and other learners. At this stage safety is the most important factor to the learner. Everything else appears less important than safety, "even sometimes the physiological needs which being satisfied, are now underestimated" (Maslow, 1970:39).

Maslow (1970:41) notes the following about the child's safety needs:

The average child and, less obviously, the average adult in our society generally prefers a safe, orderly, predictable, lawful, organised world, which he can count on and in which unexpected, unmanageable, chaotic, or other dangerous things do not happen in which, in any case, he has powerful parents or protectors who shield him from harm.

This denotes that learners expect the school to be a safe environment and generally depend on teachers as a means of protection since their primary source of protection, usually the parents, are not present. Any threat from teachers or other learners might cause learners to disengage from learning activities; they will be motivated only towards safety. Teachers sometimes resort to violent measures or aggressive language as a means of maintaining discipline; without taking into consideration that those learners might be drawn from homes where violence, alcoholism and crime are routine elements of living. These learners might already have trouble focusing on learning at home because they do not feel safe. If they feel unsafe at school because they sense that teachers dislike them, they will have trouble learning and completing work at school, since their primary concern is safety (Burleson & Thoron, 2017:2). If a teacher treats learners unfairly or unjustly, those learners will feel unsafe in that class and be demotivated towards academic tasks. They might feel that an unfair mark will be awarded or that they will be punished unjustly. The current study highlights important factors that teachers should take into consideration with regards to learners' safety needs and how these needs affect their academic motivation. Once learners have fairly satisfied basic physiological and safety needs, the need for love and belonging will arise.

*Love and belonging* entail friendship, love and affection from family, friends, intimacy and romantic relationships. Human beings are social by nature, long to fit in and be accepted. No learner wants to be alone and left an outcast. Learners at this stage search for friends, sweethearts, or somebody to comfort them. They long for love in their relations with people and seek to find a place in the hearts of others and in their group (UYSAL *et al.*, 2017:216). Learners will strive with great passion to be loved by their peers and to fit in with their peer groups. They sometimes compromise their moral values and beliefs with the aim of gaining acceptance from their peers. This compulsion to conform and win favour can cause learners to behave in ways they would normally not, because it is required of them in order to fit in with a particular group. Learners often seek these feelings of affection and membership from a particular teacher who poses as an admirable and imitable adult figure; should a learner lack such a model at home. If learners successfully satisfy all these needs, they will be motivated to satisfy the next level of needs; namely the esteem needs.

*Esteem needs* consist of achievement, prestige, status, independence, self-respect and respect from others: “All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others” (Maslow, 1970:45). Maslow maintains that self-esteem is soundly based upon learners’ real capability, achievement and respect from others. The theory classifies these needs into two sets. The first is where learners at this stage desire strength, achievement, adequacy, confidence in the face of the world, independence and freedom. Second, learners desire reputation, status or respect from other people. They seek appreciation, importance, attention or recognition. Learners want to feel that they have the ability to achieve tasks based upon their abilities. At this stage learners will try to achieve and work towards reaching their potential. Extrinsic motivation plays a vital role in the need for esteem; where learners want to achieve external recognition and assurance of their importance and abilities. Satisfaction of the self-esteem need leads to feelings of self-confidence, self-value and being useful as a person in the world (Jerome, 2013:42). Once the physiological, safety, love and esteem needs are satisfied, the desire for full self-actualisation will emerge.

*Self-actualisation* is the desire for self-fulfilment, recognising your personal potential, pursuing personal growth and peak experiences. McLeod (2007) states that once all previous levels of needs have been relatively satisfied, it is possible to reach self-actualisation. At this stage learners are doing what they are supposed to do and what they are good at, whether it is mathematics, science, business, writing poems, arts, cultural or sports activities. Learners do what they do to their full potential in order to become everything that they are capable of becoming. Learners realise their potential, individual identity worth; they seek to become better within this framework of being. This need to evolve into a more socially useful and valued person may be linked to intrinsic motivation; in the same sense that learners at a very early stage realise what they are good at and enjoy doing. Learners perform academic activities of their own will and to their full potential; and reach a higher level of academic performance as a result.

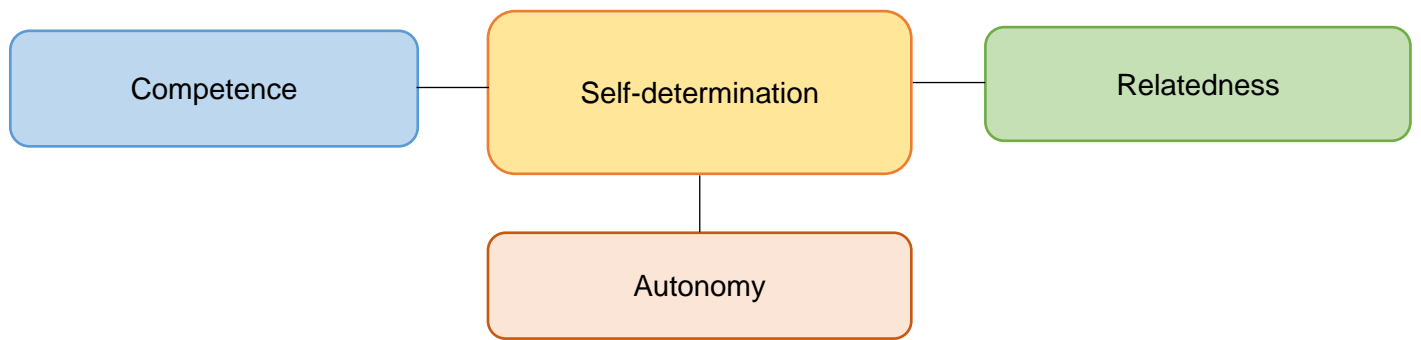
Although Maslow’s theory has been developed centuries ago, it is still relevant to the situations of learners at the researched school in the current study since it defines the basis of human motivation. These needs have to be satisfied in order for effective academic motivation to take place. In order to establish how learners are motivated or demotivated to learn, it was essential for the researcher to include this theory as the basis to learner motivation. The current study seeks to highlight the factors that parents, teachers and school management should take into



consideration with regard to learners' varied needs; as explained in Maslow's (1954) theory. This study aims to establish a link between the motivational needs described in the theory and what learners explain as their motivation to learn; in order to determine what needs in the hierarchy learners have difficulty satisfying and how these motivational needs affect their motivation to learn. In order for learners to commit themselves to achievement, to take the initial steps to succeed academically and to try to achieve status within the esteem needs, they need to have satisfied their fundamental physiological needs, safety needs and their yearning for love and belonging. The ideal is for learners to reach and satisfy the need for self-actualisation in order for them to realise their potential and be able to achieve to the best of their abilities.

### 2.5.2 Self-determination theory

The self-determination theory (SDT) developed by Deci and Ryan (1985-2000) builds upon and advances Maslow's theory by distinguishing between different types of motivation based upon the goals or reasons that encouraged the action. The concern of the theory is the inherent motivation of human beings and how humans internalise motivation to become self-determined. The theory makes a distinction between intrinsic and extrinsic motivation. Intrinsically motivated behaviour is said to emanate from the self and signifies the example of self-determination (Deci *et al.*, 1991; Deci *et al.*, 2017). Extrinsic motivation on the other hand refers to doing something because it leads to a separable and identifiable outcome (Deci *et al.*, 2017:21). The theory considers these two types of motivation as a continuum that extends from extrinsic to intrinsic motivation; motivation towards a task becomes an embedded part of the learner's psyche. This belief is described as internalisation and defines how an individual's deepest motivation or behaviour can range from being unwilling (amotivation), to compliant through external means (passive compliance), to active personal commitment (Ryan & Deci, 2000:60). Ryan and Deci maintain that this process entails learners taking in a value or regulation. In other words learners become intrinsically motivated towards learning and start enjoying their work; after they have been extrinsically motivated to learn. Where the learner had to be motivated by means of fear or reward before, the more advanced, self-motivated learner is able to learn because he or she enjoys learning: "The regulation of learning becomes internal and no longer requires external contingencies" (Deci *et al.*, 1991:328).



**Figure 2.2: SDT - Basic psychological needs**

The SDT suggests three basic psychological needs that are innate in humans. As illustrated in Figure 2.2, these basic needs are the need for competence, relatedness and autonomy. In order to facilitate the internalisation process, these needs should be relatively satisfied. Deci *et al.* (1991:327) explain that competence involves understanding how to attain various outcomes in a given situation. Learners have the need to feel competent when engaging with others. This process involves beliefs in one's abilities to carry out certain tasks or master subject contents. Learners are more likely to accept and internalise tasks or a goal if they understand it and have the relevant skills to succeed at it (Ryan & Deci, 2000:64). Relatedness involves developing secure and satisfying relations with others in an individual's immediate social environment (Deci *et al.*, 1991:327). Learners have the need to feel they belong and are connected to others. At school, learners are more likely to be willing to learn and perform activities if they are valued by, or feel connected to, the teacher. To satisfy the need for relatedness and facilitating internalisation, learners need to be provided with a sense of belonging and connectedness to teachers or family members who set a realistic goal (Ryan & Deci, 2000; Roche & Haar, 2013). Autonomy refers to taking responsibility for one's own actions. Learners need a sense of control over their learning and want to engage in learning activities of their own volition and enthusiasm for the knowledge area. They desire to be in control or to feel autonomous or self-determining in relation to their own behaviour (Pintrich, 2003:670). Self-determination is enhanced when learners feel free to act out of free choice (Legault *et al.*, 2006:569). All these needs interact with one another and constitute self-determination. The SDT helps to understand what basic psychological needs learners need to satisfy in order to gain intrinsic motivation.

This distinction between intrinsic and extrinsic motivation guides this study: to determine whether learners are intrinsically or extrinsically motivated to learn. This study seeks to establish what factors motivate learners to develop and maintain intrinsic motivation. If teachers understand how Grade 12 learners internalise academic motivation through the

methods that teachers use to extrinsically motivate learners, they can concentrate upon improving those methods.

These two theories interlink with one another and forms the framework that guides the investigation on how Grade 12 learners are motivated or demotivated to learn. For learners to be extrinsically motivated to learn they first need to satisfy various needs explained in Maslow's theory. It is clear from Maslow's hierarchy that for learners to be motivated to learn they have to at least satisfy their basic needs. Though it is uncommon but not impossible that learners can be motivated to learn in order to fulfil their basic needs should they be placed in a situation where for example food is kept as a reward for learning. The effectivity of this unusual method is questionable. Similarly learners can be extrinsically motivated to learn to satisfy their needs for safety, if they fear that they will undergo corporal punishment or will be insulted by teachers or parents. Some learners might be extrinsically motivated to achieve love from their family and friends or to belong within a group, in order to satisfy their love and belongingness needs. Self-determination is depended on how well learners have satisfied their physiological, safety, love and belongingness and esteem needs. Only once learners have relatively satisfied these needs, will they be fully motivated to learn and achieve self-determination and self-actualisation. The peak of their motivation in accordance with both theories is when learners are motivated from within themselves to learn, achieve and become the best that they possibly can without having to be extrinsically motivated. It is difficult to determine whether learners are intrinsically motivated or whether learners have partially internalised the regulation of their motivation. The researcher followed the guidelines and characteristics set out by the SDT and other literature to categorise learners according to the type of motivation they utilise to learn. Both these theories are relevant to this study and align well with the aim of the investigation and the motivation of Grade 12 learners in the South African context.

## **2.6 Summary**

This chapter delineates definitions of the term motivation which is key to this research investigation. The opinions, research and core statements of scholars who have contributed to the field of work on motivation are systematically set out, compared and discussed. The denotation and connotations of motivation as a recognised term in education form a theoretical platform for this thesis. The majority of literature referred to is drawn from international sources, since there is remarkably little research done in a South African context and relating to this topic. This international literature is, however, relevant to this study since many of the situations, pedagogic observations and socio-economic predicaments detailed by these

international scholars do in fact relate to the South African context and the immediate context of this study; that of Grade 12 learners at quintile 3 secondary schools in the Western Cape. This chapter distinguishes between different types of motivation that affect how learners learn and engage in academic activities. Researchers agree upon the importance of motivation in learning and achievement; they regularly, and often, refer to extrinsic and intrinsic motivation as the key types of motivation that distinguish two modes of learning. Various factors in the home and school environment were reviewed from previous literature that influence how learners are motivated to learn. These factors are investigated in this study in order to determine how Grade 12 learners in the current study are motivated.

Chapter 3 outlines the methodologies used to collect and analyse data for this study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The main concern of this study is to establish what factors motivate or demotivate Grade 12 learners at a quintile 3 secondary school in the pursuit of academic objectives. The methods used in this study were selected with the intention of answering the following research questions:

- How do Grade 12 learners at a quintile 3 secondary school explain what motivates or demotivates them to learn?
- How do Grade 12 teachers and school management experience their Grade 12 learners' academic motivation?
- What recommendations can be made in the school context to maximise motivation of Grade 12 learners in the Langeberg district?

This chapter presents the paradigm upon which this study is based and justifies the use of this specific paradigm selected for this study. The chapter explains the methodology that was used in this study and how it was applied in order to attain the desired results. A description of the research site is provided. This chapter elaborates upon the sampling processes and explains how the data were collected and analysed. Ethical considerations and the techniques used to ensure reliability, validity and trustworthiness are included in this chapter.

#### **3.2 Interpretive Paradigm**

Abdul Rehman and Alharthi (2016:51) define a paradigm as “a basic belief system and theoretical framework with assumptions about 1) ontology, 2) epistemology, 3) methodology and 4) methods.” It is a framework for observing and understanding that shapes what we perceive and how we comprehend it (Barbie, 2007:34). This study is set within an interpretive paradigm. Interpretive research aims to gain in-depth understanding of the phenomena and aims to regard the world through the eyes of the individuals under observation (Du Plooy-Cillier, 2014:28). Interpretive researchers focus mainly upon qualitative data from which the researcher interprets meanings (Phothongsunan, 2014:30).

This study aims to understand and interpret various factors that Grade 12 learners explain as motivation or demotivation to learn. This research project sets out to examine how teachers

and SMT experience their Grade 12 learners' academic levels of motivation. The study is situated in an interpretive paradigm which allows the researcher more scope to address issues that influence and characterise academic motivation; to gain a better understanding of factors affecting Grade 12 learners' motivation to learn. Interpretive studies do not aim to generalise results but to explore the significance of the social context. "Interpretive paradigm allows researchers to view the world through the perceptions and experiences of the participants" (Thanh & Thanh, 2015:24). In order to answer the research question the researcher used the experiences of participants to construct and interpret understanding from the data. The current study explores and interprets factors affecting motivation to learn in the socio-economic, historical, educational, domestic and existential contexts of the participants. This paradigm allowed the researcher to consider multiple perspectives and versions of truths. What motivates one learner will not necessarily motivate another. The reality of each individual learner is socially constructed, thus the researcher sought to understand the context of the participants. To understand the cultural, socio-economic and social context of participants was crucial for the current study, therefore applying the interpretive paradigm was the appropriate choice for investigating and interpreting how Grade 12 learners explain factors that influence their motivation to learn in different situations. The researcher was the primary research instrument in this study, and engaged with the participants primarily but not exclusively by means of interviews, in order to gain a deeper understanding of factors affecting the academic motivation of Grade 12 learners.

### **3.3 Research Approach**

This study made use of a qualitative research approach. Qualitative research, according to Welman, Kruger and Mitchell (2005:193), can be described as an approach rather than a specific design or set of techniques. Ospina (2004) state that to understand any phenomena in its complexity, researchers employ and rely upon the established techniques of qualitative research. Qualitative research aims to establish how individuals make sense of, or interpret phenomena in order to understand the social reality of individuals (Mohajan, 2018:2). Hancock, Windridge and Ockleford (2007:7) agree with Mohajan (2018) that qualitative research aims to develop explanations of social phenomena; in order to provide an understanding of the social world we inhabit and to account for why things exist in a certain manner.

Among the advantages of qualitative research, Mason (2002:2) notes that a wider range of dimensions of the social world can be explored: that include the understandings, experiences and thoughts of research participants. Another advantage of qualitative research as described

by Atieno (2007:16) is that it allows for the simplifying of the data without destroying the complexity and context or semiotic nimbus surrounding such data. Qualitative research is predominantly useful where the research aims to explore or identify concepts or views, real-life situations and sensitive topics; where it is necessary to be flexible, sensitive to nuanced predicaments and avoid causing distress (Hancock *et al.*, 2007:7). Instead of searching for a general picture or average, qualitative research has the ability to establish convincing arguments about how phenomena co-exist and correlate in particular contexts (Mason, 2002:2). Qualitative research allows the researcher to investigate contextual factors affecting learner motivation by selecting a small representative sample. Hancock *et al.* (2007:7) state that the use of a small sample is appropriate if the research requires insight into a specific subgroup of the population; not the general population, because the subgroup differs from, and cannot account for, the entire population.

There are several distinct advantages that qualitative research holds for this study in particular. This approach allowed the researcher to gain a deeper understanding of the phenomenon identified: motivation of quintile 3 learners. Not all learners are motivated by the same factors. The researcher observed various learners who were motivated and others who were demotivated in the same classroom (refer to section 1.1). The context in which learners find themselves is a significant factor to explore. Contextual factors such as the background of learners and family members, and other issues relating to their home and school environment comprise some of the pivotal factors that were considered. The use of a small, carefully selected sample allowed the researcher to devote more time to participants; in order to excavate the contextual situations that affect learner academic motivation identified by participants, such as the home, the classroom, teachers, crime, domestic abuse, bullying, poverty, hunger, lack of computer access or a place to study undisturbed. This study is concerned with the academic motivation of Grade 12 learners and aimed to explore factors affecting the motivation of Grade 12 learners, to determine why some learners are motivated to learn and why others are demotivated by the same or similar factors. The study seeks to determine how some learners are able to overcome daunting socio-economic and historically crippling challenges, while others are overwhelmed by them.

A quantitative research approach has its own necessary shortcomings, blind spots and theoretical weaknesses that qualify the findings and in some senses prevent the researcher from fully capturing all the contextual factors sought by the study. Many important characteristics and circumstances of learners cannot meaningfully be presented in numbers or effectively understood without reference to the context of the learners. McLeod (2008) explains that quantitative research aims to collect data in numerical form which can be used

for statistical purposes or placed into categories or rank. Qualitative research on the other hand aims to generate words rather than numbers in order to understand various aspects of social life (Brikci & Green, 2007:2). The researcher was concerned primarily with the motivation of Grade 12 learners and was not able within the compass of this research project to provide substantiating statistical results such as of the number of learners whose motivation is affected by various factors. The researcher was able to select and prefer certain argumentative and theoretical priorities such as the deeper considerations and existential perspectives behind the various factors affecting Grade 12 learners' motivation to learn. Subsequently, qualitative research was the most relevant approach, because it allowed the researcher to gather rich in-depth data that provide an understanding of how factors within various contexts influence learners' motivation.

In this study the views and experiences of Grade 12 learners, Grade 12 teachers and the SMT were explored by means of meticulously prepared, choreographed and monitored interviews. The study follows an interpretive paradigm and takes into consideration that learners are influenced by the situation in which they find themselves, subsequently the researcher interpreted the results in relation to the learners' historical, socio-economic, intellectual and educational contexts. Situations reported upon in this study are not peculiar to the participants selected and engaged, however: although the researcher did not intend to generalise the results to the entire population, the results of this study are applicable to learners in similar and comparable circumstances at other schools in this and other countries. The international sources, definitions and theoretical platform established allowed a degree of relevance and comparability to schools, learners and teachers elsewhere.

### **3.4 Research Design**

Van Wyk (2012) describes a research design as an overall plan that stipulates what data are required for the study, what methods will be used to collect data, how the data will be analysed and how all these processes answer the set research questions. "The research design is the logic that links the data to be collected and the conclusions to be drawn to the initial questions of a study; it ensures coherence" (Rowley, 2002:18).

This study adopted a phenomenological approach and deployed a strictly defined and adapted type of qualitative research methodology and applied recognised qualitative methods to collect data. Phenomenological studies are concerned with describing in-depth understandings and meanings of individuals' lived experiences about a phenomenon (Creswell, 2013:76). The purpose of the phenomenological approach is to identify and investigate "everyday human



experiences in order to learn people's common sense understanding and the meaning they make of their experiences and the experiences of others" (Bliss, 2016:14).

Phenomenologists believe that in order to understand human behaviour, one needs to value the context in which it takes place (Welman *et al.*, 2005:191). This approach is relevant to the current study since the context of participants is imperative and cannot be detached from the investigation. The current study aimed to better understand the Grade 12 learners' experience and how that may impact their understanding of their motivation to learn. Therefore, this study relied on the participants' own perspectives to provide insight into their motivations. The context of learners provides meaning to their approach towards learning and their motivation to learn. Furthermore, it aids the researcher to better understand and interpret the narratives. In phenomenological studies qualitative methods such as interviews and visiting places to understand the meaning participants place on what is being investigated. In the current study the researcher visited the school to conduct in-depth interviews with participants. A number of interviews were conducted to gather sufficient data in order to identify emerging themes and to use other participants to validate the findings.

In order to gain the desired results, a number of steps were determined first and taken to effectively collect the data. In preparation for the actual study, the researcher conducted a preliminary study using a written survey to identify and discern some salient features about the population to be studied. The preliminary study revealed crucial information about the Grade 12 learner population at the school and afforded a general overview of the learners' academic motivation. The preliminary study relied upon a group administration survey method to collect data from Grade 12 learners.

The researcher then conducted the actual study which involved semi-structured interviews with Grade 12 learners and a focus group interview with Grade 12 teachers and SMT members. A purposive sampling method was used to select the sample for the interviews.

#### 3.4.1 Research context

Factors that motivate or demotivate learners to learn may vary considerably; depending upon the situation learners in which learners find themselves. Therefore, it is important that the context of the research is explained. The research context provides explanations and descriptions of the conditions and environments that participants engage with, and the context in which the study itself was conducted. Contextual factors are vital in this study and are thus scrupulously explained. The following section describes the area that the school is located in,

the historically conditioned socio-economic circumstances of the school and the Grade 12 learners themselves.

#### 3.4.1.1 Geographical Area

The study was conducted in the Cape Winelands, in the Langeberg district of the Western Cape Province. The Langeberg district comprises five towns: Ashton, Robertson, Montagu, Bonnievale and McGregor. All these towns are primarily agrarian. The majority of the farms are white-owned with a labour force which mainly consists of labourers racially classified as 'coloured'. Conditions are predominantly patriarchal. The attitudes of historical hegemony affect the outlooks, expectations and social horizons of both domestic situations as well as schools. The paradigm of white sovereignty persists and in many ways defines the motivation of many who accept the meagre ambitions of a bucolic existence. This district is one of the largest wine-producing areas in South Africa. Many locals are employed in these industries and either work as labourers on farms, at factories or at the wine cellars. Few if any learners at a quintile 3 school are drawn from land-owner stock. The social architecture of this region remains largely as it has done since Dutch settlement and colonial indices for three hundred years. During this era, black<sup>1</sup> inhabitants were dispossessed of their land and proletarianised, and became labourers on farms (Christie, 2012:6). This shadow of white imperialism and privilege still hangs over the Langeberg district, which now has, according to Statistics South Africa (2011) a population of 97 724 people. A census conducted by Statistics South Africa (2011) reveals that the dominant population group in this region is the Coloured community that forms 70% of the population; Africans comprise 16% of the population while 12% of the population are White land owners, professionals, educators or businessmen. The dominant language spoken in this area is Afrikaans which is congruent with the episode of Dutch settlement. The census further revealed that only 16% of the population as a whole have completed Grade 12. This geographical area may be described in political terms as worlds apart: Black on one side and White on the other.

#### 3.4.1.2 Research site

The school that was chosen for this study is a quintile 3 secondary school that is based in the Langeberg district of the Western Cape. Quintile 3 schools are generally situated in poor socio-

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<sup>1</sup> "Black" incorporates all the South African racial groups that are not classified "white." These are further classified as African, coloured and Indian. There are also San people who are indigenous to this country, and also fall under "black" groups, and often counted as "coloured."

economic neighbourhoods. This school is located in a semi-rural area in a disadvantaged Coloured community; historically embedded within a colonial regime. Socio-economic factors such as poverty, gang violence, crime and substance abuse are issues affecting the school and the learners at the school. The social ills are largely the result of legislated segregation which prevented the black labouring force from encroaching upon the areas of land ownership or education by which white dominance was maintained. Individuals who were artificially disallowed from social mobility felt frustrated, angry and dehumanised so that alcohol, violence and desperation offered the only alternatives to serfdom and poverty. The school selected for study in this area of social inequality has been classified by the DBE as a no-fee paying school, as indicated in Section 39(7) of the South African Schools Act (South Africa, 1996), in order to accommodate learners from poor economic backgrounds, and to hold out the hope of a basic if imperfect education which may allow some to escape the bonds of inherited servility and the mind-set of obedience formed as a result. For many learners this school is the only option, as more privileged quintile schools are unaffordable for many subaltern parents.

With respect to the democratic South Africa, the attempt to provide equal education for all is to date still unsuccessful. Poor learners, from the subaltern group, have to attend farm and township schools, which fall in the quintile 1 to 3 band, while “equality in access to quintile 5 schools is selectively applied and reserved for the most deserving learners from poorer schools” (Sonn, 2016:220). According to Sonn, comparing the circumstances in the above-mentioned quintile schools in the communities reflect the unequal distribution of resources and employment opportunities available. Quintile 5 schools are generally more equipped with resources such as, computer labs, sports fields and sports equipment, providing learners with better academic and co-curricular opportunities. Poorer learners have fewer opportunities to attend these quintile 5 schools: they have limited access because of distance, transport and high tuition fees. Access to these schools is limited by criteria such as language, race, ability, financial status and proximity to the school (Sonn, 2016:160). The school selected for the purpose of this study serves a variety of learners from all surrounding urban, rural, semi-rural and township areas. The school has a total enrolment of 1628 learners and has 47 teachers. Each Grade 12 class has an average of 42 learners. Financial resources are a common problem for a school of such magnitude. This economic constraint results in a shortage of resources such as textbooks and sports equipment. The government financially compensates no-fee paying schools in order to maintain the school, the infrastructure and to ensure that learners are equipped with at least some of the necessary basic resources for an education. Each school in their various quintiles is allocated an amount per learner; as predetermined by

the DBE. Quintile 3 schools are equipped with a feeding scheme which provides meals to learners during intervals.

The school was chosen based on the researcher's past experience of Grade 12 learners at the school. The researcher observed how the academic motivation of Grade 12 learners in the same classroom fluctuated from very motivated to not motivated at all. This study did not focus upon the whole school, but was confined to the Grade 12 population, in order to investigate the academic motivation of Grade 12 learners at this school.

#### 3.4.1.3 Grade 12 learners

Grade 12 or matriculation in South Africa is the final year of high school and the qualification learners obtain when graduating from high school is a National Senior Certificate (NSC). The Grade 12 learners are the focus point of most schools: the effectiveness of schools is generally measured by their Grade 12 results. The final results obtained by these learners are important as they determine whether learners will be accepted for higher education. The DBE places great pressure upon schools to perform: each province is judged based on the overall performance of schools in the province. If schools obtain a low pass rate, various measures are taken by the Education Department to investigate the cause and to ensure better results in the future. The performance of Grade 12 learners at this school was a major concern for teachers since they did not perform at the level they were expected to and had a lackadaisical attitude towards learning. Given the historical conditioning of inhabitants in this zone, and the subservience that is so deeply ingrained, it is not surprising that learners from homes exhibit meek submission, and lack ambition, motivation or social aspiration. Grade 12 learners at this school had to participate in remedial classes in order to improve their performance. Tutor classes and winter or spring schools were available for learners who needed extra academic assistance.

This school serves a population of 245 Grade 12 learners. Out of the Grade 12 population, 130 learners are female and 115 are male. The Grade 12 learners at this school originate from various surrounding areas in the Langeberg district. Many of these learners emanate from poor, rural and semi-rural communities. Although the school accommodates learners from different races, the majority of the Grade 12 learners are Coloured learners. The mother tongue of the majority of the learners at this school is Afrikaans.

In the design, course and completion of this study, Grade 12 learners at a quintile 3 secondary school in the Langeberg district were selected, observed and interviewed. This study focused upon how Grade 12 learners explain what motivates or demotivates them to learn. The Grade

12 learners were selected based on the researcher's own prior experience as a teacher at this school, where the researcher observed a substantial disparity between academically motivated learners and learners who are academically amotivated in the same Grade 12 class. These learners have progressed through each Grade and have an overall view of what happens at school and what factors might impact upon academic motivation. To gain a valid, credible and reliable holistic representation of the Grade 12 learners, the researcher included Grade 12 teachers and the SMT in this study. Teachers and SMT members observed Grade 12 learners on a daily basis and were able to provide valuable insight into how learners are motivated to learn in their subjects.

#### 3.4.2 Preliminary study

Preliminary studies, according to Smith, Morrow and Ross (2015) are helpful in refining the design of specific methods and evaluating their acceptability and feasibility, to provide local up-to-date data; in order to determine whether the population will be suitable for the study and to confirm the sample size required for the main study. A preliminary study was conducted with Grade 12 learners before the researcher initiated the actual study. This initial study relied upon a group administration survey method that consisted of questionnaires which included closed-ended and open-ended questions to collect data (see Appendix III). A survey is often used "to collect information on attitudes and behaviour" (Mathers, Fox & Hunn, 2007:5).

This study aimed to collect information about Grade 12 learners, the attitudes and motivation of learners towards academic activities and factors that might possibly affect their motivation to learn. The study aimed to test how learners respond to various personal questions regarding situations at home and in their social environment, in order to ascertain what further exploration is necessary and to refine the questions and methods that would be used in the actual study. This study intended to establish who the relevant sample would be to include in the actual study.

The survey was administered with one Grade 12 class. This class was purposely selected, based upon the variety of subject combinations and performance of learners. The 45 learners in this class had a variety of subject combinations which allowed the researcher to include learners following various subjects. The academic performance of learners ranged from very low to high performing learners, thus the researcher could include learners who perform on different academic levels. Questionnaires were administered to this class during the register period which was held on a Friday at the beginning of the day. This period was 40 minutes long and gave learners enough time to complete the questionnaires. Questionnaires were

completed in approximately 30 minutes. Each learner received an individual questionnaire, and the whole class completed the survey at the same time. The researcher explained the questionnaire to the learners before they commenced with the completion of the questionnaires. Learners and parents of learners under the age of 18 were requested to complete consent forms granting permission to conduct the survey. The questionnaires contained questions that are sensitive (see Appendix VI). The researcher approached this class a week in advance to explain the purpose of this study. They were given the consent forms in advance, providing learners with enough time to present the form to their parents for consent. The researcher informed learners that they would have to hand in the form on the day the questionnaires were administered.

The quantitative software program SPSS version 23 was used as a tool to analyse the data collected from the survey conducted with Grade 12 learners. This tool allowed the researcher to identify different variables such as the race of participants, common occupations of breadwinners, qualifications of family members, average performance of learners, where learners reside and the ratio of single parent vs both parent households. The researcher could compare factors influencing the motivation of female learners with those identified by male learners. By using this tool, the researcher could determine how many learners were experiencing similar socio economic situations and could establish various contextual factors affecting their motivation to learn. Data could be displayed in table and graph form, which made it easier for the researcher to identify common patterns that might be important to investigate in the actual study. The data were further analysed to provide meaning to the results and to draw conclusions. From these data the researcher could identify learners who would be most suitable to include in the sample for the interviews in the actual study.

#### 3.4.2.1 Contribution to the main study

From the data collected in the preliminary study, the researcher gathered a holistic background of the Grade 12 population and identified characteristics in the survey results that needed to be considered in the selection of the sample for the interviews in the actual study. The following characteristics were identified:

- socio-economic conditions,
- learners living with single parents, both parents, family members or in the school's student residence,
- the area and neighbourhood learners live in,
- distance that learners live from the school, and

- their means of getting to school.

The results revealed a variation between subjects that were chosen by the majority of the learners and subjects that were least chosen by learners.

The results of the preliminary study facilitated formulation of the interview questions for the actual study. Situations at home relating to family issues such as single parenting, lack of school completion of family members and the high level of unskilled labourers among family members were identified in the survey. This socio-economic context informed, guided and allowed the researcher to include questions in the interview schedule that explored how family and factors within family structures affected the academic motivation of Grade 12 learners. Factors in the home environment and neighbourhood, such as poverty, crime, substance abuse and various distractions were identified by learners as barriers to learning at home. The researcher included questions in the interview schedule that would explore the impact of these factors upon learners' motivation to learn. The researcher became aware of various factors within the home and school environment that teachers are unaware of: issues that played a role in the motivation of learners. These factors were sensitive and needed to be explored in a cautious, respectful and gradual manner. The researcher constructed the interview schedule so that these factors could be explored in a way that enabled learners to feel comfortable answering them.

After drawing up the interview questions, the researcher pre-tested the interview schedules to ensure that all the interview questions were clear and fully comprehensible to the participants. A pilot test of the interview schedule used in the semi-structured interviews was conducted with a smaller group of Grade 12 learners at the school who had not been selected for the final sample. Similarly the interview schedule used in the focus group interview was tested with a smaller group of Grade 12 teachers including one SMT member. The pilot test of the interview schedules tested whether participants understood the questions. This process of testing for full comprehension eliminated unforeseen errors. This thorough preliminary testing is vital for the success of the interviews; to ensure that the actual engagement with learners in the final testing is flawless: taking into consideration important aspects such as time and ease of answering questions.

### 3.4.3 The Actual study

#### 3.4.3.1 Sampling

This study used a purposive sampling method to select participants for the sample. This sampling method was chosen as the most appropriate method because it allowed the researcher to include a variety of participants; based upon certain characteristics representative of the population. This sampling method was particularly useful for this study since the researcher aimed to investigate a specific group of Grade 12 learners, Grade 12 teachers and SMT members. Identifying the most relevant participants to include in the sample required a thorough investigation of the population. The researcher requested documentation from the school; providing information about the population in order to become familiar with the population as a whole. A preliminary study was conducted with one Grade 12 class to identify various characteristics pertaining to the Grade 12 learner population (refer to section 3.4.2). From the results gathered in the preliminary study, the researcher identified the sample.

The population consists of 245 Grade 12 learners, 16 Grade 12 teachers and 12 SMT members. A sample of ten Grade 12 learners, six Grade 12 teachers and three SMT members were selected using a purposive sampling method.

From the ten Grade 12 learners selected in the sample, five learners were male and five were female. These learners range from 17 to 18 years of age. In this specific year, all Grade 12 learners were Coloured learners, thus all learners in the sample were from the Coloured race. This selection has implications from a historical perspective. Learners from homes constricted by white dominance then and now generally are denied the opportunities, resources and sense of free aspiration evident among learners from affluent quintile five schools. The vision and ambition of such learners is blinkered by the inherited low-esteem, poor education, illiteracy and poverty of parents who suffered under apartheid and continue to experience the pain of its after effects twenty years later. Grade 12 learners were purposely selected based on the following characteristics:

- 1 Learner was selected because this learner was the top Grade 12 learner at the school. This learner's subject package included Mathematics and Sciences. This learner lived with a single parent in low socio-economic conditions.
- 1 Learner was selected because the learner lived in the school's student residence. The learner maintained a relatively high academic performance and had Mathematics and Sciences as subjects.



- 1 Learner was selected based upon high academic performance and because the learner lived with a single parent. This learner had chosen subjects such as Computer Applications Technology (CAT), Accounting and Mathematics.
- 1 Learner was selected because the learner lived in a neighbouring town and travelled to school by bus. This learner lived with both parents in relatively good socio-economic conditions, but performed below average in subjects such as Mathematics, Business Studies and Accounting.
- 1 Learner was selected who lived with both parents in relatively good socio-economic conditions, but performed below average in subjects such as Mathematics, Business Studies and Accounting.
- 3 Learners were selected who performed on an average level compared to the population in subjects such as Mathematics or Mathematics literacy, Sciences, Accounting or Business Studies. These learners lived in low socio-economic conditions with their grandparents.
- 2 Learners were selected who performed on an average level and were drawn from a low to middle class socio-economic background. These learners' subject packages included Geography, Civil engineering, Mathematics or Mathematics literacy, and Sciences.

The sample was sufficient in providing the needed data and allowed the researcher to spend more time collecting rich in-depth data from the participants. Qualitative data were obtained from these learners by means of semi-structured interviews. The semi-structured interviews were conducted on a face-to-face basis by the researcher.

The six Grade 12 teachers and three SMT members were selected to provide insight into teachers' and management's understanding of Grade 12 learners' academic motivation, and factors that motivate, demotivate or amotivate learners to learn at this school. The SMT members included the principal and the two deputy principals who are Grade 12 teachers. They were selected because they occupied the highest level of management at the school and dealt with different learners and their personal situations on a daily basis; such experts therefore provided valuable insight for the study. One of the deputy principals taught Business Studies and the other taught Life Sciences. The remainder of the six teachers in the sample were selected based upon their teaching experience and the different subjects they taught. The Accounting, Geography and Tourism teachers had been teaching for more than 20 years and belonged to the older generation of teachers; whereas the Physical Science, English and Mathematics teachers were from the younger generation of teachers with more than ten years'

teaching experience. Only teachers who were currently teaching Grade 12 learners were selected for the sample. Teachers were aware of various factors at the school and at home that might motivate or demotivate learners to learn. The school is located in a close community where many teachers were and still are involved in the lives of learners and their parents outside of the school, and are to an extent aware of learners' situations at home. These teachers were able to provide valuable, relevant data about the learners since they observed the learners on a daily basis. The teachers and SMT were interviewed using a focus group interview methodology.

#### 3.4.3.2 Data collection methods

After identifying the possible participants to include in the sample, the researcher made an appointment to meet the participants. Learners were gathered into a classroom where the researcher explained the study and enquired whether they would be interested in participating in the study and willing to do so. Learners agreed to participate and were given a consent form to be completed by themselves and their parents. A time and place were determined and agreed upon that would not affect the academic programme. Teachers and SMT members were visited individually in their classrooms and/or offices to request participation and establish a time when participants would be available. Semi-structured interviews were used to collect data from Grade 12 learners and focus group interviews to collect data from teachers and SMT members. The language of communication at this school was Afrikaans: all the data were collected in Afrikaans and translated into English. Interview schedules were designed in English and translated into Afrikaans so that data could be collected in the language with which participants were most comfortable. Even though the researcher was familiar with Afrikaans, translating the interview schedules and transcripts to English brought about some limitations. When the interview questions were translated, the questions had to be probed in a different manner in order for participants to understand what was being asked. Some of the questions in the interview schedule were understood differently by participants than intended by the researcher. The researcher therefore had to rephrase the questions and pose follow up questions in order to guide participants back to answering the intended question. In order to ensure that meanings of responses did not get lost or were not misinterpreted, some expressions and jargon used by participants had to be rephrased in order for the reader to understand what was meant by the participants. Because the researcher taught at the school and were familiar with the context and the jargon used by the natives, the researcher understood what was being said and could translate it in a manner that does not change the meaning. The researcher ensured that the findings were communicated in such a way that the

reader understands the meaning as it was expressed by the participants in their native language.

#### 3.4.3.2a Semi-structured interviews

The semi-structured interviews with Grade 12 learners involved in-depth, open-ended questions to attain valuable insight into factors influencing their academic motivation. Van Teijlingen (2014) explains that semi-structured interviews are predetermined questions which allow the interviewer to modify the order, change the question wording and omit or include questions if necessary. An advantage of semi-structured interviews, according to Cohen and Crabtree (2006), is that semi-structured interviews allow the researcher to stray from the questions when appropriate and to follow a different route relating to the topic. This interview method allowed the researcher to probe questions and dig more deeply into learners' responses; in order to gain a better understanding of factors influencing academic motivation. The researcher ensured that all the questions were answered by elaborating upon questions or rephrasing questions to ensure that the participants understood the questions. Cohen and Crabtree maintain that another advantage of semi-structured interviews is that it provides reliable and comparable qualitative data.

Some of the disadvantages of using this method were that it was costly and time-consuming since the researcher had to travel some considerable distance to reach the school to interview participants. Participants could be interviewed after school hours only; therefore the researcher had to travel to the school on numerous occasions to conduct interviews because time was limited. The researcher did not intend or wish to rush through the interviews; hence a great deal of time was invested in collecting the data.

Semi-structured interviews were conducted face-to-face with ten Grade 12 learners. Each learner was interviewed individually after school in the school library which is a quiet, familiar and convenient environment. Each interview took approximately one hour to conduct. Interviews took place at the beginning of the second term; between April and June. Learners had recently completed their first test series and had undergone Grade 12 assessments. The researcher previously explained to participants what the study was about and presented them with consent forms. Before commencing with the interviews, the researcher reiterated the purpose of the study and explained the process of the interview. Learners were informed that they could withdraw at any time and were reassured of their anonymity. Participants and parents of participants under the age of 18 were requested to hand in the form before the interview began (see Appendix IV). The researcher requested permission from participants to

record them with an audio recorder when conducting the interview. Audio recording the interviews was necessary since questions were open-ended (see Appendix I) and responses sometimes deviated from the interview guide. The researcher could therefore accurately capture the direct response of each interviewee. During the interview process learners were relaxed and comfortable in answering questions relating to personal issues. When asking the questions, the researcher was cautious not to make learners feel awkward, threatened or patronised. The interview schedule was arranged; starting with questions pertaining to learners' backgrounds, to deeper questions relating to personal issues affecting motivation at their home and school environment. All learners were interviewed using the same interview schedule as a guide. The interview schedule consisted of 13 questions (see Appendix I).

#### 3.4.3.2b Focus group interview

A focus group method was used to collect data through a semi-structured group interview process. Cohen and Crabtree (2006) note that a focus group method can be used to ascertain the perceptions and experiences of individuals on a topic. This method was used to conduct a group interview with six Grade 12 teachers and three SMT members concerning their experience of Grade 12 learners' academic motivation. Strydom and Bezuidenhout (2014:184) highlight the advantages of focus groups:

- Participants can debate statements made; that will allow the researcher to attain different viewpoints and clarify contradictory responses.
- They provide a deeper understanding of the different opinions of participants.
- Experiences and perspectives can be verified by other participants.

Barbie (2007:309) emphasises that controlling the dynamic within the group can be a challenge; since dominant participants can cause other participants to refrain from expressing their opinions. Strydom and Bezuidenhout (2014:185) advise that a focus group should consist of 6 to 12 participants that will allow the researcher to garner various opinions and still be able to guide and control the group. Hancock *et al.* (2007:22) argue that a group of 6 to 10 people is the recommended size, because exceeding this number of participants makes it difficult for all members to join in equally in the discussion.

The focus group interview was scheduled on a day when participants were free from other obligations and was conducted in the school library after school. The school library is where meetings usually take place and is an environment in which teachers could feel at ease and at liberty to express their opinions about sensitive, personal and politically challenging issues. The researcher aimed to interview Grade 12 teachers and SMT members in two separate

focus groups but encountered difficulty with confirming a date on which participants were free to participate in separate focus groups. Grade 12 teachers and SMT members had busy schedules and various responsibilities after school. It became evident that due to time limitations, the researcher would not be granted two different dates to conduct interviews with participants in separate focus groups. Instead of sacrificing one group, the researcher decided to conduct one focus group including Grade 12 teachers and SMT members. This focus group consisted of nine members. The use of a focus group afforded various new insights into the topic that would not have been achieved by one-on-one interviews. The ideal would have been to interview the two groups separately; however various empirical data were obtained by interviewing the two groups together. This afforded the researcher the opportunity to probe into responses from management by teachers and *vice versa*.

Participants freely interacted with one another and added to responses of other participants. Ground rules were laid down at the beginning of the interview in order to maintain the order of the focus group. To identify the speakers for the purposes of transcription and analysis, the researcher, who was the facilitator of the focus group, tried to prevent more than one person from speaking at a time. One semi-structured interview schedule, containing seven open-ended questions, was used to conduct the focus group interview with teachers and the SMT (see Appendix II). Participants were requested to complete a consent form before the commencement of the interview (see Appendix V). Interviews were audio recorded with the permission of the participants. The focus group interview lasted approximately one hour and thirty minutes.

### **3.5 Trustworthiness of study**

Qualitative researchers choose the concepts trustworthiness, rigor and quality in the qualitative paradigm to establish validity and reliability (Golafshani, 2003:604). Trustworthiness can be achieved by ensuring the credibility, transferability, dependability and confirmability of the study (Gunawan, 2015:10).

“Credibility refers to the accuracy with which the researcher interpreted the data that was provided by the participants” (Koonin, 2014:258). This credibility indicates whether results of the study are believable from the perspective of the participants in the research. According to Pitney (2004:26), credibility is a matter of whether the research findings capture what is really occurring in the context and whether the researcher investigated what was intended to be investigated.

Validity concerns whether researchers are investigating what they were supposed to examine; rather than something else (Barbie, 2007:343). Construct validity is a form of validity defined by Brown (2000:9) that demonstrates that a tool or test is measuring the construct it claims to be measuring.

“Transferability is the ability of findings to be applied to a similar situation” (Koonin, 2014:258); it relates to whether the findings are transferable to similar contexts which render similar results (Pitney, 2004:27). Although generalising is not the main focus of the qualitative study, the results can still be applied to other learners in a similar context.

Shenton (2004:71) states that dependability allows the reader to evaluate the degree to which appropriate research practices have been implemented; by detailing the processes followed within the study. Dependability is based upon the question of whether the findings are reasonable based on the data collected and not whether similar findings can be reproduced by another researcher (Pitney, 2004:27).

Confirmability is concerned with the issue of whether the data collected support the findings and interpretations of the researcher (Koonin, 2014:259). Confirmability ensures that the data represent the responses of participants and not the viewpoint of the researcher.

Credibility was ensured by collecting data that were relevant to the research questions. Participants were at ease during the interview process and were ensured that they were free to express themselves in total confidentiality; in order to collect data which truly reflected their opinions and feelings. The researcher regularly conferred with participants to establish whether they understood the concepts and terminology used. During the data collection process, the researcher continuously checked with respondents whether the researcher interpreted their responses in the way in which they intended. After the interviews the researcher gave participants an opportunity to withdraw any information that they did not want to include in their responses. Participants were informed that they could withdraw from the study at any time. To ensure credibility of the findings, the researcher incorporated various methodological strategies. The researcher applied the use of source triangulation which involves reliance upon various informants in order to verify individual opinions and experiences against others (Shenton, 2004:66). In this study source triangulation was achieved by interviewing learners, teachers and the SMT. Noble and Smith (2015) note that a more extensive set of findings is produced when triangulating different methods and perspectives. The researcher triangulated the data collection methods by conducting individual interviews with Grade 12 learners and a focus group interview with Grade 12 teachers and the SMT. This

process allowed the researcher to construct a rich overview and understanding of the attitudes, needs and behaviours relating to learners' academic motivation; based upon the contributions of various participants.

The researcher ensured construct validity by spending enough time with participants, and respecting the context of the study. As someone from the area, belonging to the language group spoken by participants, and having taught the learners, the researcher was sufficiently steeped in the culture, *mores* and language of the school community to detect nuances in the language, as well as to apprehend the significances of what was not stated overtly. Because the researcher was familiar with the participants' various learning profiles and circumstances generally, he was able to identify the hidden meanings of facial and bodily expressions when learners responded to sensitive questions: the researcher was able to adapt questions quickly so as to avoid any discomfort, awkwardness or pain which the questions might otherwise have caused. This ability to respond to, and adjust situations quickly, ensured that the researcher could gather data that were accurate: knowing the learners' socio-economic predicaments and learning habits allowed the researcher to glean truthful answers from participants who trusted him sufficiently not to second guess responses, that is to say try to guess what the interviewer wanted to hear. First-hand knowledge of the participants and their individual strengths and weaknesses allowed the researcher to ask questions relevant to the social, financial, educational and existential contexts of participants, and accurately interpret the data in relation to the realities of the participants.

To ensure transferability, the researcher provided thick descriptions of the learners under observation and the research context of each individual in order to provide better understanding of factors affecting academic motivation of these learners in various contexts. Transferability allows comparisons to be made to similar instances of the phenomenon identified; so that the findings of a report in New Zealand may, ideally, be applied to a comparable situation in Nevada; as long as conditions are much the same and methods remain constant in each programme. This study provides readers with the relevant background and contextual information to apply the results to learners in a similar context elsewhere.

Dependability was assured by providing thick descriptions of the research design, data collection methods and procedures. Dependability developed an understanding of the research procedures that have been followed and the effectiveness of methods that have been used. The researcher triangulated data from different sources; as previously mentioned in order to corroborate data and to demonstrate a level of dependability.

To ensure confirmability, the researcher made sure that the findings objectively represented the results of the explanations and experiences of participants; and not the preference of the researcher. When reporting upon the data, the researcher included interviewees' actual words. Data from different sources were triangulated to confirm the responses of participants.

### **3.6 Ethical Consideration**

Permission was granted by the Western Cape Education Department (WCED) to conduct the research at the secondary school (see Appendix VII). The researcher was granted an ethical clearance certificate by the Ethics committee of the Cape Peninsula University of Technology (CPUT) to conduct the research (see Appendix VIII). The principal, who was informed about the study, granted permission for the researcher to enter the premises at any time to collect data. For ethical purposes, the name of the school and participants were not disclosed in this study.

All participants were informed regarding the purpose of the study, the value of their contribution, how the findings were to be used and their contribution to the field of knowledge. Details of learners were provided by the school under the assurance that all information would be kept confidential. All participants were informed that their details and the information provided would remain confidential: anonymity was maintained throughout the study. Participants signed a consent form agreeing to participate in the study of their own free will; they agreed that data collected from them could be used. Participants under 18 were given a consent form to be completed and signed by them and their parents or guardians to grant permission to participate in the study. All participants were made aware of their right to withdraw from the study at any time, or withdraw any data provided by them if they so wished.

### **3.7 Limitations**

Not all Grade 12 subject teachers agreed to participate in the study: so that the researcher could not include teachers from all subject areas in the focus group. These teachers' experiences of Grade 12 learners' motivation in their specific subjects could not be assessed, discussed or explored.

Time limitations restricted the data collection period; since little free time was available to conduct interviews with participants. No interviews were allowed to be conducted during the test and examination periods.



### **3.8 Data analysis**

Hancock *et al.* (2007:24) explain that analysis of data in a research project involves the summarising of collected data and presentation of it in a way that the most significant features or contours emerging from the information are obvious and can be presented. The interpretive view used in this study requires data to be analysed in a way that in-depth findings are provided and data can be interpreted; in order to provide an understanding of factors influencing learners' motivation to learn. The researcher analysed the data using an inductive content analysis approach which indicated that the researcher gathers raw data and allows themes to emerge as they do; without attempting to fit the data to suit a preconceived conceptual framework (Bezuidenhout & Cronje, 2014:234).

In inductive approach the researcher does the investigations without a theory applied at the beginning of the research and has the freedom to determine the course of the research (Zalaghi & Khazaei, 2016:25). "The primary purpose of the inductive approach is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies" (Thomas, 2003:2). The researcher did not use a conceptual framework in this study to dominate the themes that will be selected from the data, but rather as a framework for analysing and interpreting themes emerging from the data. The inductive approach allowed the researcher to include all key themes that emerged from the data, whereas using a deductive analysis method, these themes would have been obscured or left invisible based on the relevance to the preconceived theory applied. The researcher could further generalise the conclusion to groups of similar conditions and situations. When reporting the findings from inductive analysis, the researcher included the categories derived from the data and used it as main headings in the findings. The researcher further broke the main categories up into subheadings.

#### **3.8.1 Analysing Interviews**

Before analysing the data, the researcher spent extensive hours translating and transcribing the audio recordings; using an analysis software program, Atlas.ti version 7, as a tool. During this process, the researcher gained the opportunity to listen to the interviews again and familiarise himself with the data from a retrospective and holistic point of view; subtly different and complete in ways from the prospective interpretation of data. Considerable time was spent reading the transcripts repeatedly to ensure that the researcher was completely familiar with the data and the context of each participant.

The researcher then identified key themes; using an open coding method in order to group related data. A code is a word or short phrase allocated to a selected portion of data (Saldana, 2009:3). Open coding denotes the identification or labelling of concepts suggested by the researcher's examination of the data (Barbie, 2007:423). The researcher examined several transcripts in detail, identified common data and created codes to link these related patterns in the data. The researcher used Atlas.ti to identify the themes and patterns, and created codes using the build in coding function. With this tool the researcher could code common responses from the data and group together relating responses from different participants.

The researcher grouped data according to themes that emanated from the raw data. Themes that emerged from the data were linked to the literature and conceptual framework. Data were categorised under headings derived from the themes, presented and interpreted.

### **3.9 Summary**

This chapter delineated and discussed the paradigm, research approach, research design, trustworthiness of data, and ethical considerations in the study. The sampling, data collection methods and analysis were described. This research was guided by the research questions and aimed to establish what factors academically motivate, demotivate or even amotivate Grade 12 learners at a quintile 3 secondary school.

In Chapter 4 the presentation and analysis of the data generated from the interviews are presented.

## **CHAPTER 4**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

In this chapter, guided by the objectives of the study as a whole, data are presented and analysed concerning factors that motivate and demotivate Grade 12 learners to learn at a secondary school in the Langeberg district of the Western Cape. To reach the objectives, the researcher conducted interviews with Grade 12 learners, Grade 12 teachers and SMT members. Semi-structured interviews were designed, tested and employed to collect and glean key information from learners held both consciously and often sub-consciously; in order to provide in-depth descriptions and explanations of various factors affecting their motivation to learn. Focus group interviews with teachers and the SMT allowed the researcher to build upon arguments from different participants and sometimes opposing perspectives to obtain a global or holistic view of how teachers and management experience their learners' academic motivation. This chapter aims to provide a link between the data collected, existing literature and the conceptual framework, in order to answer the following research questions:

- How do Grade 12 learners at a quintile 3 secondary school explain what motivates or demotivates them to learn?
- How do Grade 12 teachers and school management experience their Grade 12 learners' academic motivation?
- What recommendations can be made in the school context to maximise motivation of Grade 12 learners in the Langeberg district?

This chapter is divided into two sections. In the first section, data are presented per interview question together with responses from participants. The second section presents the analysis and interpretation of the data grouped according to themes that derived from the data. In this section data are compared and confirmed with previous literature and theories; to determine similarities or differences and provide explanations for different responses identified in the data.

Data collected from participants were analysed using an inductive content analysis method. Through this method, the researcher developed themes, identified patterns and categories from the data; without using a pre-conceived conceptual framework and allowing themes to emerge naturally from the data. Categories and themes that were identified from the data were grouped together under headings created from relating themes.

## **4.2 Presentation of the data**

### **4.2.1 Data from preliminary study**

Before conducting the actual study, the researcher conducted a preliminary study with the aim of garnering data from the Grade 12 learner population at the school, in order to shape, construct and guide the argumentative framework of the actual study. Data from the preliminary study were used to identify characteristics for the sample and to formulate interview questions suitable for the sample.

The data revealed that a majority of the learners emanate from homes where both parents are present; but many of the learners indicated that they lived with a single parent while some were cared for by related family members. The researcher therefore included Grade 12 learners from these categories in the sample; to investigate how living with both parents, a single parent or a family member affected learners' motivation to learn. Furthermore, congruent with the historical social structure of the area, data revealed that Grade 12 learners derive from homes where parents are not highly educated. Many completed or partially completed secondary school and maintained occupations that involve unskilled labour. The actual study investigated how the low academic completion and occupation of parents affect learners' motivation to learn.

Of further importance to the actual study is the home environment of learners who indicated that they lived in conditions where they were not always happy and able to learn. This handicap was significant and led to the investigation of what factors in the home environment affected the motivation of learners to learn at home. The neighbourhood was a matter of concern since the data revealed that the majority of the learners lived in areas where substance abuse, violence and crime were rife; neighbours were often poor and unemployed. The actual study determined whether, and how, these factors contributed to the motivation of learners. Factors in the school environment required further exploration; since the majority of the learners revealed that factors such as classroom environment, teachers and classmates had an impact on their motivation to learn at school. The researcher included questions in the interview schedule to address these factors and determined how these factors and other factors in the school environment affected the motivation of learners to learn at school.

### **4.2.2 Data from the actual study**

The following section presents the findings from the data gathered from Grade 12 learners, teachers and the SMT; grouped according to the interview questions and responses from

participants. Questions in the learners' interview schedule form the main structure in this section. Questions from the focus group interview schedule with teachers and the SMT that relate to the questions in the learners' interview schedule are presented together.

#### 4.2.2.1 Factors in the home environment

##### **Question 1: Factors within learners' families that motivate or demotivate them to learn**

The researcher asked the learners to share information about themselves and their families; and probed the above question as a follow-up question on what factors within their families motivated or demotivated them to learn. The responses of participants were as follows:

Learners mentioned that healthy and positive relationships with their parents or guardians encouraged them to study harder; while strained relationships made it difficult for them to learn. Some of the learners noted that they were not motivated in their schoolwork because they constantly argued with their parents. One learner revealed that moving away from home to live in the school's student residence was a better option; in order to escape the stressful environment at home and to focus on his schoolwork. This learner made the following comment:

*When we argue I become upset and don't feel like studying. I will then walk out of the house and leave my schoolwork, even if I have to study. I just give up and then I start doing wrong things at school.*

A few learners responded that the family structure affected their motivation to learn. Single mother households and the lack of a father figure were common among learners. With regards to the family structure, four out of the ten learners indicated that they lived with a single mother; three of the learners lived with their grandparents; and three lived with both parents. Some learners noted that the lack of involvement of their fathers contributed to their demotivation. A few learners remarked as follows:

*When my friends talk about how their fathers help them with schoolwork I become demotivated and think to myself, why must I study if I will never be able to make my father proud.*

*I was performing well at school and after my father left I simply wasn't motivated at all.*

A few learners presented a different opinion and stated that they were motivated to make their single parents or guardians proud; regardless of the absent father figure. Others maintained that the broken family structure did not affect their motivation.

Some learners responded that the pressure they received from their family motivated them to work harder. Family members placed considerable pressure upon learners to learn and succeed. A few learners shared the following views on how they were motivated by means of pressure:

*My grandfather pressures me a lot. He pushes me and wants me to perform better all the time and this motivates me.*

*It is a lot of pressure being the first one to matriculate in my family, but the pressure is good. It keeps me motivated.*

A few learners mentioned that the pressure they received from family members demotivated them to learn. They commented as follows:

*What I do is never good enough for my parents. There was a time when I wanted to leave school because of the pressure from my parents. I feel like I can't satisfy them.*

*In Grade 10 my mother forced me to take Mathematics and I didn't want to take Mathematics. I didn't learn or really work in the subject in Grade 10 and 11 because I didn't want the subject in the first place. I always performed poorly in Mathematics.*

Some learners noted that they were motivated, because they did not receive any pressure at all from family members. They had the following to say:

*Knowing that there isn't a lot of pressure from my mother makes me want to put in more in order to make my mother proud.*

*I can perform on my own standard and this makes me want to work harder to show my parents I can do well.*

Some learners mentioned that they feared that they would disappoint their family and this is what kept them motivated. Other learners noted that they were motivated by the

desire to be a role model for their younger siblings. Some of the concerns were as follows:

*I feel that if I am going to fail; my family will be disappointed in me and will think that I misused them, because I know they are struggling to give me everything I need.*

*Because I am the eldest I feel like I have to work hard to show my brother that I can do well and to motivate him. I don't want him to think that I did not get anywhere so he is also not going to get anywhere.*

### **Question 2: The influence that family/breadwinners' occupations have on learners' motivation to learn**

Learners indicated that seeing their family struggle to make ends meet motivated them to work harder in order to get a better job and earn a better income. Learners mentioned that breadwinners who perform manual labour earn a low income. They expressed their concerns for family members who have to work long hours and over weekends in order to look after them and provide for them. Low incomes, according to the learners, make it difficult to provide them with everything that they needed for school. Learners were motivated by the examples they perceived at home and agreed that the type of work that the breadwinners had to do was a result of their poor educational background; congruent again with the history of white settlement, serfdom and systematic oppression. Some of the learners shared the following:

*I can't take seeing my mother struggle and having to give her last to look after us. This motivates me to learn and work harder so that I can go study, help her and even provide for her. I also work during the holidays to help bring in money at home and this is also hard on my studies because I am neglecting my schoolwork to bring in some money.*

*My mother works in the sun the whole day. To see her do this kind of work is difficult and this makes me realise that if I don't work hard at school, I'm also going to have to do the kind of work she does.*

Learners indicated how the occupations of family members who come from similar circumstances motivated them to work harder to achieve a similar outcome. Some of the learners remarked as follows:

*My grandmother will always motivate me by telling me and showing me what my family achieved coming from the same circumstances.*

*My uncle is a chemical engineer and I look up to him. I see what he achieved in life under difficult circumstances and I feel that I can also do that... I can also make it in life.*

### **Question 3: The influence of a family's educational background upon learners' motivation to learn**

It is the general perception that learners work hard and are motivated by the educational achievement of parents and aim to become educated because of the example set by their parents and other family members. This question was posed in order to determine how the educational background of family members affects the academic motivation of learners. The following were responses provided by learners.

Learners responded that the parents and guardians who did not complete school motivated them to learn, to complete school and go to university. Learners saw first-hand the consequences of dropping out of school or not studying further. They opined that political injustices of the past had precluded that parents from furthering their education; due to financial reasons, teenage pregnancy and low academic performance at school. Seeing the consequences of unemployment encouraged learners to work harder in order to avoid walking in the same footsteps as their parents. These learners remarked as follows:

*My mother completed Grade 12, but never went to study further because of financial reasons. I see how she struggles to pay all the expenses and this is why I want to go study and pay her back for what she did for me.*

*Both my parents didn't complete school. I see how they messed up and the results of their mistakes. This makes me want to make right where they failed.*

Some of the learners responded that they were motivated by other family members who achieved academically in the past. Some of the learners had the following to say:

*My mother is my motivation. She completed Grade 12 even though she had a baby in Grade 12.*



*Having somebody to look up to motivates me. I look up to my cousin who received her degree as a teacher. We share similar circumstances and I feel that if she can do it so can I.*

One learner shared a different experience. Even though one might think that seeing other family members become successful would motivate learners to follow in this direction, one learner made the following interesting remark:

*My family from my mother's side are all educated. They are doctors, lawyers, and psychologists. They demotivate me instead of motivating me to become educated. They look down on me and discourage me in what I want to study. They make me feel like I will never get as far as they have and this makes me want to give up.*

#### **Question 4: Family's contribution, support and encouragement towards learners' education**

The following responses were provided by Grade 12 learners on how their family contributed towards their education.

Learners revealed that they were motivated by their family; supporting them in their education and going out of their way to provide them with the necessary facilities that they needed to learn. A few learners remarked as follows:

*It motivates me to know that my mother would do anything for me when it comes to my schoolwork.*

*If I need a book, even if they don't have the money, my family will make an effort to get the money and buy the book. They will never think twice to buy things I need for school.*

*When it is exams my grandmother will make sure nobody bothers me. She will let me study and keep the children outside so that they can play outside while I study.*

A few learners noted that it motivated them to know that their parents or guardians were interested in their schoolwork. The following were some of the responses:

*My mother and grandmother will ask me every day if I have schoolwork. Both of them are involved in my schoolwork.*

*When it comes to parent meetings my mother and grandmother will make sure they are at the meetings to hear how I do at school. They both are very interested in my schoolwork.*

Some learners responded that by simply talking to them, and giving them words of encouragement before examination, motivated them to learn and work harder during the examination. Family members who succeeded in life motivated them: talking to them gave them courage and hope. Learners remarked as follows:

*My mother will motivate me by telling me that if I do my best she will be happy with whatever results I bring home.*

*My uncles also came out of difficult circumstances and they made it. They motivate me by telling me that if they could do it so can I.*

One learner noted that he was motivated by a monetary incentive. The learner mentioned the following:

*At primary school my father motivated me giving me money if I pass with good marks. It worked for a while until he stopped giving me money, then that motivation faded away.*

A few learners mentioned that their parents and guardians encouraged them to attend extra classes to improve their results. They highlighted:

*If I do not understand the work, my mother will go out of her way to arrange with other local teachers that teach extra classes to help me so that I can understand the work.*

**Question 5: Factors in learners' home environments that motivated them to want to work hard, do well at school, do their schoolwork and obtain good grades**

Learners responded that the poor socio-economic conditions at home influenced their motivation to learn. A few of the learners stated that their living conditions at home were not appealing, but that this hardship and social deprivation motivated them to work harder at school in order to get out of their current living conditions. Learners from poor socio-economic

backgrounds noted how they worked harder and were motivated to learn in order to escape and overcome the poor conditions that they lived in. A few learners stated the following:

*Seeing how hard my mother as a single parent works to look after me makes me want to work harder so that I can give her a better life.*

*I don't want to struggle like my parents; I want to give them a better life.*

*The poor living conditions at home are an example of what I don't want for my future and future family.*

*I want a better life for my kids. I want to take the people that I live with me and give them a life with better circumstances.*

*My mother is sick and sometimes I have to stand up at night to look after her and still have to write exams the next morning. This does not demotivate me; instead it motivates me to work harder. I work as hard as possible to get good marks so that I can get out of the conditions that we live in. I don't have to live in these conditions for the rest of my life.*

In addition to the current interview question, the researcher asked learners what factors at home demotivated them to learn. The following responses were provided by learners:

Some learners responded that the living conditions at home demotivated them to learn. These learners mentioned that their conditions at home were not always conducive to studying. Many of the learners lived in relatively small houses and lacked space to study: this created a problem that caused them to become demotivated towards learning. Some of the learners who did not have a designated place to study remarked that they felt demotivated because they had to study in discomfort. Other learners noted that there were distractions; such as siblings playing, television blaring, cell phones ringing and noise at home that made it difficult to engage in learning activities. A few learners made the following comments:

*Our house is very small and my siblings are very active in the house during the day when I want to study. I study late at night when everybody is asleep, then the next day I'm tired and unproductive at school.*

*Sometimes when I study my father or mother would call me to do things like going to the shop and that would distract me from my studies.*

A few learners mentioned how the lack of motivation at home demotivated them to learn. They stressed the following:

*Nobody checks my homework or worries about my schoolwork.*

*I put in so much and I feel that I've done well, but when I get home my mother will say I could've done better.*

*My father will never tell me he is proud of me.*

**Teachers and the SMTs' responses on factors in learners' home environments that affected their motivation to learn (question 4: Teachers and SMT interview schedule):**

Teachers responded that many learners lived in conditions where learning was not encouraged and parents were satisfied with learners who only completed Grade 12. Other teachers mentioned that parents did not encourage tertiary education because they knew they would not be able to afford it. A few teachers agreed that there were learners who worked hard to escape their home circumstances, poverty, abuse and destitution. A teacher mentioned how parents tended to think about the present only and not the future of the learners. This teacher noted the following:

*The parents would let the child go work during the holiday to get a R100 instead of letting them come to winter school to improve their marks and one day earn R10 000 for example.*

Another teacher responded that learners' socio-economic conditions affected how they perceived themselves and the goals they set for their future. This teacher stated the following:

*Learners set lower goals in life because they think they are unable to reach success because of their circumstances.*

The SMT responded that learners had a choice; whether they wanted to work to rise above their immediate and historically determined circumstances or whether they wanted to continue living in those imposed conditions which legislated the serfdom of non-whites. Teachers agreed that it might be unjust to expect learners who suffered from the wrongs of the past to

have to find ways of raising themselves out of dehumanising poverty but the only realistic option was for learners to acquire a mentality of resilience and fight back. One teacher in particular made the following statement:

*A learner can be encouraged all the time and still not work hard or he cannot be encouraged at all and decide that he wants to work hard and do well no matter his circumstances.*

An SMT member agreed and commented:

*The choice learners make will determine their attitude towards their work and where they will end up in the future.*

#### 4.2.2.2 Factors in the neighbourhood and social environment

##### **Question 6: The effect of learners' neighbourhood and neighbourhood activities such as alcohol abuse, crime and noise on their attitude towards learning**

The following responses were provided by Grade 12 learners on how their neighbourhoods affect their motivation to learn:

Learners reported how various factors in their immediate neighbourhood made it difficult for them to study and focus on their schoolwork. The abuse of alcohol or chemical substances such as tik made it hard to study in a sustained and structured way. Other distractions such as noise and violent activities, especially over weekends, were highlighted. Other learners mentioned that these factors made it difficult to learn and study at home, yet such obstacles to peaceful learning drove them to work harder in order to move out of the area one day. A few other learners mentioned that they lived in relatively quiet neighbourhoods that made learning easy but generally the hardship of studying was described by the majority of learners as follows:

*In our street there is a lot of crime and gangs. There are drug houses on our street and weekend gangs would fight because of other gangs selling drugs in their areas. People are drinking and fighting. It is chaos every weekend. I try to cut myself off from the environment when I study but it is hard.*

*People are playing loud music, making noise, fighting, robbing or stabbing. There are always distractions. I can't focus on my work.*

*One of my goals is to get out of this environment. When I look outside I think to myself, I have to study hard, I have to look past this crime and rise above my environment.*

*I see how people in my neighbourhood struggle. I don't want to live like they do. They have a lot of children, but no money. I also see others who have everything they want and that is what I want for myself. I just want enough to live a good life with my family. I want to rise out of my neighbourhood and circumstances.*

Among the learners, a few indicated that the neighbourhood enticed and led them to become involved in activities that demotivated them from schoolwork. They mentioned the following:

*I got involved in using of alcohol, smoking and partying. I moved with the stream. Schoolwork was the last thing on my mind. I realised to myself that I can't go on like this and I stopped. I moved to the hostel where I can study. I can't study at home.*

The following responses were provided by teachers and SMT members on how the social conditions within the learners' community and neighbourhood contribute to their academic motivation (question 5: Teachers and SMT interview schedule):

Teachers were of the opinion that learners spent more time on the streets than at home and perceived things happening in their neighbourhoods as the norm. A teacher mentioned that learners measured success by how much money you had, what type of car you drove and in what house you stayed. This teacher noted the following:

*The people with the most money in this town are the people who sell alcohol and drugs. These people are their role models. They have not completed school, but they have a lot of money...so why must we complete school?*

Another teacher agreed that learners were looking for somebody at home or in the neighbourhood who rose out of their socio-economic circumstances as an example to show them that they could do it. This teacher commented:

*If one person at home completed Grade 12 and the rest will then follow because they see that it is possible, but most of the time there aren't any examples at home.*

An SMT member agreed with this statement and noted that learners live in communities where teenagers often become parents. The following statement was made:

*Teenagers become pregnant, drop out of school and raise children that look to them as role models.*

Another SMT member observed that for many learners this town was the Alpha and Omega and for them there was no life outside of this town. This member noted the following:

*Learners stay here, they work here and they will do anything to stay here. They don't have a vision to get out of this town.*

The SMT concluded that learners could either decide to follow in the ways of the community or they could decide to rise above those conditions. They emphasised that how the learner responded to the things around them depended on how the learner was brought up, and the mentality of the learner.

**Question 7: The influence that the area/town in the Langeberg district has on learners' motivation to learn**

Among the responses, some learners reported that the town they lived in motivated them to learn and do well. Other learners mentioned that the people in the town demotivated them to learn and succeed. A few remarked that the town had no effect on their motivation to learn. The following comments were made by a few learners:

*The fact that the town is so quiet and calm motivates me. There isn't much to do so when I have to study I will study, because there is nothing better to do in this place.*

*I see how people drop out and go work on the farm and I don't want to do that.*

*Many people believe that we can only go work on the farm or at the factories but I know that this is not for me and I try not to let them influence me.*

*In this town everybody is jealous, wants to push you down and don't want to see you succeed.*

*If I had to live anywhere else in the world under the same conditions, it wouldn't make a difference to my motivation.*

#### 4.2.2.3 Factors in the school environment

##### **Question 8: Factors that motivate learners to attend school.**

The following responses were gathered from Grade 12 learners:

A few learners mentioned that they attended school because they were afraid to miss important work. Others maintained that they attended school to learn so that they could succeed. Some of the learners mentioned that they attended school, because they wanted to complete Grade 12. A few learners made the following remarks:

*I learn something new every day and that motivates me.*

*The only way for me to reach my dreams is to attend school.*

*I came a long way and I'm not going to waste my time now. My motivation is to finish.*

*I don't always feel like coming to school when it is so cold, but when I am at school I want to learn because I didn't stand up and walk all the way for nothing.*

*I am happier at school than I am at home.*

*At home I would have to work and do chores.*

*I enjoy being with my friends at school.*

##### **Question 9: Factors that motivate learners to learn different subjects (question 1: Teachers and SMT interview schedule)**

Learners responded that they experienced difficulty understanding subjects that were perceived to be difficult: such as Mathematics, Accounting and the Sciences. They noted that once they fell behind, they became demotivated to learn. Other learners reported that they felt forced to learn because they had to pass specific subjects for further studies. Some learners noted that they learnt because they were motivated and enjoyed the subjects.

A few learners mentioned that they were motivated to learn in subjects that they found easy. These subjects were, according to these learners, easy to understand; when it came to studying they were more eager to take their books. Subjects such as Mathematics literacy and



Tourism were perceived by learners to be easier subjects. These learners remarked as follows:

*I think because the work is easy, it makes it easier for me to take my books when I have to study.*

*I always get good marks for this Tourism, because the subject is relatively easy. This motivates me to learn so that I can keep getting good marks.*

Teachers responded that learners were motivated in subjects that they found easy to understand and easy to pass. A few teachers made the following remarks:

*Learners put in a lot of effort to study subjects that they find easy and will put in less effort with a subject that is difficult or has a lot of work to study.*

*Learners who understand the work seem to be more motivated than those who struggle.*

On the other hand, some learners noted that the difficulty of the subject made it challenging for them to learn and understand, therefore, they became demotivated to learn these subjects. Mathematics, Accounting and Physical science were some of the subjects learners generally found difficult. Some of the learners commented:

*I learn because I have to in order to understand. If I understand the work I enjoy learning, but when I don't understand I don't enjoy learning.*

*When I'm learning Physical Science I'm not motivated. It's a lot of work that I have to learn and the subject is difficult.*

*I don't understand the way the teacher explains the work, so I fall behind all the time and then I am demotivated in the subject.*

*I don't like Mathematics because it's difficult. I don't enjoy the subject at all. I only learn because I have to but I don't put in extra effort, because it doesn't matter how hard I try I don't get it right. I don't perform very well in the subject.*

*I don't like English. I don't speak the subject very well. I also don't do very well in English. I try and learn hard but I don't get English under the knee. I'm demotivated, because I struggle to speak the language.*

A few teachers mentioned that learners were demotivated in their subjects, because they experienced difficulty mastering the contents of the subjects. They cited various reasons for why learners experienced difficulty in their subjects. They made the following statements:

*Many learners fall behind because they fail to do homework and once you fall behind work gets more difficult and catching up is not an easy task.*

*The problem is that they don't know how to study and how to read.*

*Many of the learners in Grade 12 have never passed Accounting since Grade 10.*

An SMT member, who taught Business Studies, responded that a majority of the learners took Business Studies as a subject because it was included in a pre-compiled subject package; although they were not interested in the subject. This member noted the following:

*Learners focus on passing the other subjects they find easy and neglect Business Studies because they can fail one subject. The fact that other subjects are going to help them pass demotivates them to learn in this subject.*

Some learners reported that they were motivated in subjects that they enjoyed and found interesting. These learners made the following comments:

*I like challenging problems. I enjoy struggling with a difficult problem so that when I solve it I feel proud of myself and that motivates me to continue trying.*

*I'm motivated in Physical science, because this is one of the subjects I enjoy.*

*I like Civil engineering, because it relates to my father's job. When I study I would let him ask me questions or I would ask him questions. I learn it out of my own and I get good marks. This is the field that I want to study, so I'm motivated in this subject.*

*I love computers. I find the subject interesting. I want to continuously find out more about how computers work.*

*Afrikaans I would learn on my own. Not because I have to, but because I enjoy it.*

A learner who did not enjoy a subject reported to be demotivated in the subject. This learner made the following comment:

*I feel like I have to force myself to study Life Sciences because I don't really enjoy learning this.*

The English teacher noted that learners were motivated to learn the work that they enjoyed, but put in less effort with work they did not enjoy. This teacher commented as follows:

*Learners enjoy literature the most so they will make an effort to go read the stories on their own, but they often neglect the language part of the subject.*

The attitude of learners towards a subject was key to remaining motivated to learn in a particular subject. Learners who appeared to have a negative approach towards a subject reported that they were demotivated to learn in that particular subject. Learners made the following comments:

*I sometimes feel demotivated in Mathematics. When I study I already feel like I'm going to fail, then I don't study like I'm supposed to.*

*In Grade 10 and 11 I was totally demotivated towards Mathematics because I didn't want the subject, but my mother forced me to take it. I now feel like I'm in Grade 12 and I don't have a choice but to learn.*

A teacher made the following statement:

*Learners who have a negative attitude towards a subject simply don't want to do any extra work. It doesn't matter how hard you try.*

Some teachers mentioned that learners were motivated in subjects they wanted to use for further studies. These teachers noted the following:

*These learners are there because they want the subject and they want to go study further with this subject.*

*Most of the learners take this subject, because they want to do something with it after school so they are generally motivated to learn in this subject.*

**Question 10: Factors in the school or classroom environment that motivate learners to want to work hard and do well at school, or make it difficult for them to attend school, do their schoolwork and obtain good grades (question 2: Teachers and SMT interview schedule)**

The responses to this question are presented in two parts. The researcher first presents the responses of Grade 12 learners, teachers and SMT on the factors that motivate learners to learn at school, and then continues to present the factors that participants reported as demotivating learners to learn at school.

Learners reported the following as factors that motivated them to learn at school:

*I try to maintain a good performance because those who do badly are looked down on by others.*

*I just want teachers to be proud of me. One day when I'm done with school I want them to see that I've made a success.*

*Prize giving (diploma evening) also motivates me. Just to receive a certificate for good performance and being able to show everybody at home motivates me again to do better and to get a certificate again.*

*If I want to keep playing in the A-rugby team, I have to perform well. If you don't do your assignments and pass well, you can't play for the A-team.*

*Our school is not very advantaged and not a lot of good comes from this school. I want to be proud to say that I come from a disadvantaged school and show other outstanding schools that good can also come from our school.*

Teachers play a huge role in the motivation of learners towards learning in their subjects. Learners mentioned the following about how teachers motivated them to learn in their subjects:

*The teacher motivates me to learn. The teacher explains the work and makes it easy to understand.*

*The way the teacher teaches the subject motivates me.*

*Most of the learners do well in English. I can see the teacher has a passion for the subject and that makes me passionate about the subject too.*

Teachers made the following responses on what motivates learners to learn at school:

*Many of us are from this school and from the communities that the learners come out of, and if they look at us they can see that they can also reach something in life if they work hard.*

*We also look for bursaries for learners and encourage them to apply for bursaries so that they know that there are opportunities for those who might not be able to afford to study at a university.*

*The school provides opportunities for learners to be acknowledged at the diploma evening. This motivates a lot of children.*

*Even though we are a disadvantaged school, we still try to motivate learners by installing data projectors and interactive white boards so that teachers can use different methods to make the lesson interesting.*

*Learners see how other learners who dropped out stand outside the school fence doing nothing with their lives. This motivates them to make a success of their schoolwork so that they would not end up like the people on the other side of the school fence.*

*The fact that teachers are prepared to teach extra classes after school, and sacrifice their weekends and holidays to come in to teach extra classes, motivates learners because they see that teachers are prepared to walk the extra mile for them so they will also walk the extra mile for themselves.*

*The Alumni group gathers money to reward learners who perform well and also provide financial assistance to learners who want to go to university.*

The SMT mentioned the following factors which motivated learners to learn at school:

*When teachers work with learners individually or in smaller groups, they get to know and connect with a different side of their learners and teach them on a different level.*

*The school has a program where we work with a group of high performing learners where we focus on improving their academic performance and help them to get bursaries for universities. This motivates them a lot.*

*The school has a program provided by external companies where they help learners struggling with Afrikaans and teach them how to communicate at university level Afrikaans.*

*We also monitor learners who are involved in co-curricular activities and ensure that they pass and perform satisfactory [sic] in order to participate in these activities.*

*Learners' social circumstances motivate them to work harder to reach their goals because they want to rise above their poor conditions.*

Regarding factors that demotivate learners to learn at school, Grade 12 learners mentioned the following:

*A teacher who just teaches to finish, makes me feel like why are we even doing this if we're just doing it to get done. We don't understand it anyway. Why must I learn and pay attention?*

*Teachers will just not worry and then I will also not worry to improve my marks.*

*The school does nothing to motivate me. I've received a few diplomas and it's nice to get a diploma and stand on stage but after that it's done. I don't have to put in so much effort because I've already proved that I can do well.*

*Everybody is pressurising you to do well and work hard and it takes the fun out of learning. Now I'm not doing things for me, I'm doing things for somebody else.*

*Teachers sometimes make learners feel dumb. When I answer in class the teacher would respond negatively when the answer is wrong and other classmates would laugh at you.*

*The violence and fighting in the school puts the whole school in chaos. Sometimes the teachers are also not in class, because they are busy dealing with problem learners. The class is then left alone and no teaching takes place.*

*The chaos in the classes makes it difficult to learn and demotivates me.*

*Some teachers spend more time outside of class than inside.*

*Teachers will stay absent for weeks.*

*Classes are also too full and this usually ends up in chaos.*

On the other hand, learners mentioned how teachers demotivate them to learn in their subjects:

*The teacher does not inspire me. The teacher doesn't make the subject interesting.*

*I don't feel like going to that class. The teacher will neglect me or ignore me. I don't receive the same education as the rest. So I would often bunk this class.*

*I like CAT (Computer Applications Technology) but the teacher isn't confident with the subject. This is a new teacher and we sometimes have to help the teacher with the work and that makes me lose interest in the work and start doing other things.*

*In Grade 10 I was motivated in Business Studies because the teacher was very passionate and motivated, so I also started loving the subject. I performed well. In Grade 11 we changed teachers and my marks dropped. I started losing motivation in the subject. Now that I'm in Grade 12 I have to motivate myself, because if I want to study further I need to pass Business Studies.*

Teachers reported the following factors that demotivated learners to learn at school:

*Classrooms are overcrowded and this results in disciplinary problems.*

*Learners who don't understand what is being taught disrupt the class and then learning cannot take place.*

*The learners' socio-economic conditions demotivate them because they think that there is nothing for them after school.*

*They see how previous siblings have completed school and did nothing because there isn't money to go study. So they go work on the farm.*

*Learners think they are not good enough or it is not destined for them to do great things.*

*Learners are rebellious towards parents and thus have a resistance to academic activities.*

The SMT made the following remarks on what demotivated learners to learn at school:

*Learners who are sent out of classes fall behind and become even more demotivated.*

*Teachers become tired of the ill-disciplined classes and walk out of the class and leave learners alone.*

*Teachers become tired, angry, frustrated and sometimes say the wrong things. As much as we can motivate them, we can demotivate them as well.*

#### **Question 11: Efforts and initiatives of teachers to motivate learners to learn**

Grade 12 learners provided the following responses to what teachers do to motivate them to learn:

Teachers showing concern and passion for learners and their subjects are some of the factors learners mentioned in their responses. They made the following remarks:

*The teachers are interested in my life and would notice if something is wrong.*



*Some teachers would create a competition between classes and will reward the class who gets the best marks.*

*I can see how some teachers give their all for us. They will talk to us, motivate us, give extra classes, get extra question papers for us to work out and it motivates me to see what effort teachers put in to help us so that we can get where we want to be.*

*The teachers have a merit list per term where they present the names at the parent teacher meetings.*

*When teachers tell me success stories about other learners at the same school, with the same circumstances it inspires me.*

Learners were asked a follow-up question on what teachers can do to motivate them to learn. The following suggestions were provided by learners:

*Make class fun, let learners participate in group activities and involve all the learners.*

*Learners who don't want to work and put in effort must be punished so that they can see that there are consequences.*

*Praise learners more often. If they performed poorly, they must encourage them and not break them even further.*

*I would want teachers to explain the work so that even the slower learners can understand and not fall behind.*

*Teachers must make learners feel comfortable in their classes and not make them afraid to be in class.*

Teachers and SMT members provided the following responses on their role with regards to the motivation of Grade 12 learners (Question 6: Teachers and SMT interview schedule):

Teachers agreed that they spent the majority of the day with the learners and that they, as role models to the learners, played an important role in the motivation of learners. They made the following statements:

*If we want learners to succeed we have to motivate our learners.*

*Teachers must get learners to make a mind shift so that they can realise that they can do better and achieve the best.*

*A demotivated teacher creates a vibe in class where learning cannot take place, because if you are not even motivated to teach why must learners be motivated to learn?*

A teacher noted that it was important for the SMT to be motivated in order to motivate teachers, so that they may motivate learners. A few teachers made the following remarks:

*Motivated management and motivated teachers create motivated learners.*

*If teachers see that management is demotivated they will become demotivated.*

*Sometimes I feel tired and demotivated and I feel like giving up, but the SMT does their bit to provide assistance and motivates me again.*

An SMT member confirmed the statements above and mentioned that the school organises workshops for teachers; to boost their morale and motivate teachers. A teacher highlighted that it was difficult to find or persuade teachers to attend these courses. Another SMT member noted that motivation comes from both sides and made the following important statement:

*Teachers should also take the time to motivate management by complementing them for the things they do well instead of pointing out the things that go wrong at the school.*

To conclude, the SMT highlighted the importance of positive thinking. One member stated the following:

*We tend to see all the wrong things at this school so that we miss out the positive things. We are so negative towards the school and the learners and this makes learners negative about the school and themselves.*

The following responses were provided by teachers about their efforts and initiatives to motivate learners in their subjects and to make learning more enjoyable for learners (Question 3: Teachers and SMT interview schedule):

To motivate learners in their subjects, teachers noted the following:

*I would relate the work to how learners would use the skills after school. I make the subjects as practical as possible so that they can understand how to apply the skills.*

*I use visual aids to make learning more interesting.*

*By building a connection with learners and showing interest in their lives, I acknowledge their existence and show them that they are important wherever I find them. Once you have a connection with the learners, discipline becomes better and motivating them is much easier.*

*I have a prestige board in my class where the names and photos of all the Grade 12 A-aggregates in Life science are on. Learners would come to me and tell me that they are working because they want to be on that board.*

*I would also ask some of our ex-pupils to talk to my learners, explain to them how they studied, mistakes they made and what they did wrong. When they hear it from the mouth of somebody that is on their level and that just recently completed, they believe them more.*

*I remind learners that English is the language of the world; if they can speak English they can communicate and go work anywhere in the world. They must just know why the subject is important for them and how it will benefit them in the future.*

Teachers and the SMT provided the following responses on how other teachers and school management can academically motivate learners who are demotivated (Question 7: Teachers and SMT interview schedule):

Teachers made the following suggestions about how teachers could motivate their learners:

*Take a few of the best performing learners in class and pair them up with weaker learners and let them tutor the weaker learners.*

*Teachers, especially new teachers that struggle must also get mentors, because often new teachers struggle to adapt and to control their classes and become demotivated.*

*We as teachers must be mindful about what we say and do, so that we don't take our demotivated feelings out on learners. You might be angry at somebody else and then take that anger out on a learner that is already on breaking point, pushing that learner over the edge.*

*Learners must know that you are not there for the salary, but you are there for them.*

*Teachers must not carry over their demotivation and broken feelings to learners. A broken teacher cannot fix a broken learner.*

*Teachers must fulfil different roles, as a parent figure, a counsellor and have a connection with learners so that they can feel comfortable to approach you with issues that they are troubled with.*

*Teachers must try to become more involved and interested in the lives of learners so that they can find out what is really going on in the lives of their learners.*

The SMT made the following suggestions on how teachers can motivate learners:

*Teachers must be well prepared for their classes. Learners notice when you aren't prepared and when you don't know what you are talking about, and they lose interest in the lesson.*

*Get in your car and go to that learner's house to show that demotivated child that this is how much you care.*

*When we really start caring for learners we will be able to turn the demotivated learners into motivated learners.*

*Talk to learners and encourage them all the time. I have witnessed how learners excel to being some of the top learners simply through teachers telling those learners that they can do better. They must just start believing in themselves.*

*The school can also have a diploma evening every term so that learners who performed well in that term can get recognition for their performance and maybe that will encourage them to do better the rest of the year.*

**Question 12: The influence of friends and classmates/peers on learners' motivation towards learning and engaging in academic activities**

Learners reported that classmates and friends played a substantial role in their motivation to learn and the way in which they participated in class. They made the following remarks:

*The fact that other learners in my class will see me as unintelligent forces me to study because I'm afraid of what the others are going to say.*

*My friends motivate me to work harder. They will encourage me and tell me not to give up. I think if I didn't have such good friends I would've given up long time.*

*I want to impress my classmates.*

*We as a class motivate each other. We will help one another when we make mistakes. So I'm not afraid to participate in class.*

*The competition in class makes me learn even harder.*

*The lower performing learners motivate me to work harder because if I did better than somebody. I want to stay there, because I don't want that person to do better than me the next time.*

*In our class nobody wants to answer. Classmates make fun of you. I don't want to participate in class discussions.*

*Learners will disrupt the class by making jokes and then no learning will take place because everybody will then make jokes.*

*Classmates encourage you to misbehave with them. They don't allow you to work.*

*The other high performing learners in my class motivate me to also want to do better just to show them that they are not the best.*

*I feel scared in class sometimes because when some learners are under the influence they are not themselves and they can do anything. I don't feel safe and this makes me lose focus from my work.*

#### 4.2.2.4 Personal, physical and emotional issues

#### **Question 13: The influence of personal, physical or emotional experiences on learners' motivation**

Learners mentioned how emotional issues that they experienced, especially in the home environment, affected their ability to focus on schoolwork and learn. Other learners noted how the physical exhaustion affected their motivation to learn. Some learners quoted the following:

*I failed Mathematics once and this made me feel bad. I feel that I could've worked harder, but it's not always in my ability.*

*I felt really bad when I failed, but this actually gave me a boost. I become more motivated because I don't want to fail again.*

*When my father left us I pretended to be happy at school but at home I would cry and wouldn't spend any time doing homework or learning. I still get sad and then I don't feel like doing anything.*

*Last year, during the examination, my father and mother had a huge argument and everybody was angry at one another. I couldn't study, so I wrote without studying.*

*Sometimes I come to school hungry and then can't focus in class. I sit in class and I hear the words, but nothing goes in.*

*I am very tired at school. I do sport and stay at school till late practising. At home I have to do homework and study till late at night and my body is sometimes so tired that I just can't do anything.*

*When I get too little sleep I will sit in class and I can't work because I don't feel like being at school.*

### 4.3 Analysis of the data

The following section presents the analysis and interpretation of the data collected from Grade 12 learners, teachers and the SMT. Data from the transcribed interviews were analysed by identifying similarities and themes which emerged naturally and organically from the data. The data were organised into categories using an open coding method.

Four themes emerged from participant narratives:

- Family dynamics
- Breaking the cycle of poverty
- Intrinsic factors
- Extrinsic factors

From each of the main themes a number of sub-themes were identified. The following is an outline of the main themes and sub-themes that emerged from the data:

Family dynamics	Breaking the cycle of poverty	Intrinsic factors	Extrinsic factors
<ul style="list-style-type: none"><li>•Parent-child relationship</li><li>•Absent parent</li><li>•Parental support and involvement</li></ul>	<ul style="list-style-type: none"><li>•Escaping poor socio-economic conditions</li><li>•Struggling parents</li><li>•Basic needs<ul style="list-style-type: none"><li>•Lack of food</li><li>•Lack of sleep</li></ul></li></ul>	<ul style="list-style-type: none"><li>•Self-efficacy</li><li>•Mind-set</li><li>•Emotional well-being</li><li>•Subject difficulty</li><li>•Interest and enjoyment of subjects</li></ul>	<ul style="list-style-type: none"><li>•Goals</li><li>•Pressure</li><li>•Role models</li><li>•Reward and recognition</li><li>•Learning environment<ul style="list-style-type: none"><li>•Environment at home</li><li>•Classroom environment</li></ul></li><li>•Teachers<ul style="list-style-type: none"><li>•Teaching methods</li><li>•Teacher motivation</li><li>•Teacher-learner relations</li><li>•Teacher absentees</li></ul></li></ul>



#### 4.3.1 Family dynamics

One of the main themes that emerged from the data is the issue of family dynamics and the role of family members in the academic motivation of Grade 12 learners. Given the history of the area, it is not surprising that family units are socially and economically dysfunctional. The recorded challenges detectable in the interviews conducted in this research project are congruent with the suffering and injustice that so many households had to bear and came to internalise as normal. This internalisation of serf mentality disrupted many homes and lowered the horizons and expectations of thousands of family members and their offspring. Family dynamics, according to Miles (2015) are the interactions and relationships between family members that influence development, ideas, and ways of behaving as well as how we interact with others. Family plays an important, determining role in the academic motivation of Grade 12 learners; thus the motivation received at home is imperative for learners' academic success. The following sub-themes relating to the impact of family dynamics upon the motivation of Grade 12 learners were identified.

##### 4.3.1.1 Parent-child relationship

Relationships between parents and their children differ widely; based on the family structure and unique dynamics of each unit. All types of relationships, whether positive or negative, impact upon learners' motivation to learn in one way or another. The Raising Children Network (2017) defines a positive parent-child relationship as being in the moment, spending quality time and creating a caring environment of trust and respect. Data from the current study reveal that learners who maintain positive relationships with their parents or single parent, respond positively to learning and engaging in academic activities at home. This conclusion is in agreement with findings of V.P. Singh (2015) that revealed how a healthier parent-child relationship positively architects and builds a child's motivation; creating an interest and developing self-discipline. V.P. Singh (2015:2) highlights the importance of a positive parent-child relationship for the psychological development as well as academic behaviour of the child. Having a positive relationship provides learners with a sense of stability: learners come to understand where in the family they fit in and are able to share matters of concern that affect their education. From the data, it appears that positive relationships are commonly linked to responses where learners highlight parental encouragement, involvement and motivation. Positive parent-child relationships are therefore demonstrably important in terms of motivation: parents who encourage learning at home and maintain a positive mind-set among young learners boost the motivation of learners.

Data from the current study reveal that learners who do not have sound, motivating relationships with family members, and who have to endure the pain of dysfunctional and troubled relationships with a parent figure, often become demotivated to learn. This emotional and motivational handicap could be due to the unsatisfied need for affection that learners desire; as stated in Maslow's (1954) theory of human needs. When the need for love and belonging is unsatisfied, learners crave bonds and intimacy with those around them; they desire to find a place in a group or family more than anything else (Maslow, 1970:43). Data garnered in this research investigation reveal that teachers perceive that some learners appear to purposefully cause or become embroiled in trouble at school, often in order to gain the attention of parents and to form a relationship with anyone, even through conflict to compensate for their absent parents.

This belief in the urgent drive for emotional belonging and human connectedness, correlates with a response of a learner whose attempt to form a relationship was successful: a parent who would otherwise not have had a relationship with the child felt obliged and drawn to adopt a troubled learner due to academic and behavioural problems the learner manifested at school. Once the relationship with the absent parent was compensated for by the proxy parent, the learner's behaviour towards learning changed and improved significantly. This is an indication that learners desire to cherish, sustain and enhance bonds with their parents so intensely that they will go to extreme measures, whether positive or negative, to form a relationship with a surrogate parent that approximates to that of with birth parents. In the course of this investigation into motivating factors in learning habits of scholars at a quintile 3 school, it was observed that boys were found to experience healthier relationships with their mothers; yet often had dysfunctional and troubled relationships with their fathers. This discrepancy may be accounted for by historical patterns of disjunction caused by the humiliations of segregation which demeaned the leadership of many father figures in non-white families: broken families inherited patterns of disruption and dysfunction (Dos Reis, 2007). Various family issues noted in this study led to friction between sons and their fathers; such as the absence of fathers, unsatisfactory parenting styles, and the feeling of neglect if fathers were paying more attention to their siblings from a second wife or simply mistress.

The natural bonds of love and affection between parents and children may be affected by the lack of time and attention given to children (Lal, 2013:158). Lal highlights that when relationships become weak, strained or at risk, the tension can eventually jeopardise or at least compromise, the healthy social adjustment and educational development of a child. It can be argued that, if fathers spend less time with their children, due to work commitments, extramarital liaisons, alcohol or substance abuse or are absent because they cannot bear the

responsibilities of the family, children have less time to build positive relationships with their fathers, identify with a role model of worth, determine goals, confer in trust and set realistic life aims. Boys build up anger towards fathers who are absent or a father who spends more time with his other family, and blame them for the struggles their mothers must endure. It was frequently observed in the course of this investigation that negative relationships with fathers resulted in boys leaning more towards building better relationships with their mothers; in order to fill the emotional void left by absent or uncaring fathers. At all times the researcher had to be aware of the politico-historical context which in many cases explained the irresponsible behaviour of fathers in this type of rural area. The patterns of servility and dereliction caused by centuries of degradation and emasculating insults were routinely re-inscribed; such as lack of the vote, education, opportunities, accumulated wealth, access to socially uplifting clubs, sports facilities and religious preferment. The damage caused by such deprivations cannot be repaired in twenty years, however, much government and the world will it. Much of the motivational weakness among boys observed in this study had to be comprehended within the socio-historical context of the past pre-1994. Considerable research confirms the deliberate obfuscation of the non-white father's authority (Dos Reis, 2007; Cozett, 2015; Sonn, 2016; Freeks, 2017) which, if left intact might have challenged the authority of the white overlord of the manor. Freeks (2017) highlights the negative effect that absent fathers have on their children. Fathers in Freeks' study blamed their poor paternal obligations on their own experience of growing up without fathers or model father figures in disadvantaged homes; and according to the narratives of the respondents, men have lost their way and knowledge about their role as fathers.

On the other hand, girls were found in this investigation to have more troubled relationships with their mothers. This phenomenon could be accounted for by the fact that many coloured labouring mothers had to stand in as a father figure for their husbands who were historically deprived of the status of *paterfamilias* and had no knowledge of how to initiate or sustain this role. Mothers left alone were frequently observed in this investigation to overcompensate for the lack of a father; by implementing a draconian parenting style. This familial asymmetry was observable in many cases during the course of this investigation. Many girls did not respond well to the harsh parenting style that mothers were obliged to adopt: this dissatisfaction and alienation felt by daughters caused conflict in their relationships with their mothers. It could be seen in this research project that the evils of a paternalistic, exploitative system of white settlement corrupted the familial relationships that in many instances might have motivated and upheld the career goals, self-esteem and identities of learners. When the parent-child relationship is not healthy, learners experience a lack of affection and are therefore not

motivated to learn, but rather seek to satisfy the need for love and affection elsewhere. Such learners are at risk emotionally and were observed to fall into the dangers of teenage pregnancy, substance abuse or gang membership to allay the pain of loveless and asymmetrical domestic structures.

#### 4.3.1.2 Absent parent

The data revealed that a majority of the Grade 12 learners came from single parent households where fathers were absent. According to Statistics South Africa (2011) 31,1% of households in the Langeberg district are female-headed households. A study by Abudu and Fuseini (2013) makes it clear that in single parent households many learners experience low parental involvement in their academic activities; whereas learners from two-parent families experience a higher level of parental involvement in their children's academic work. This observation indicates that in many cases single parenting has a negative effect on learners' academic motivation, and resultant performance. Emanating from the data in the current study, it became clear that girls often became demotivated to learn because of the absence of a loving, caring and protective father in their lives. The natural desire of girls for a father's concern and provision, was blighted in many cases observed in this study by a father's dereliction. The data revealed that girls sought the assistance of a father figure to help them with projects and assignments. A study by Zia, Malik and Ali (2015) stresses the importance of paternal commitment in a girl's life for the shaping of the learner's self-image, self-esteem, confidence and to help her to achieve her goals. This urgent longing correlates with Maslow's hypothesis (1954): learners sought achievement, adequacy and self-confidence in their attempt to satisfy their esteem needs. Within the parameters of this study it could be perceived that the lack of a father figure caused difficulty for girls in their attempt to satisfy their esteem needs. One can therefore extrapolate from these limited findings to argue that girls who grow up without a father are more likely to lack the necessary self-esteem, confidence and belief in their academic abilities, and consequently will lack the motivation to learn.

Furthermore, these girls sought approval from their fathers; those without fathers in the home needed someone else to believe in their abilities. Data from the study revealed that several young female learners become demotivated by the fact that they were not able to make their fathers proud; they lacked a primary motivating initiative.

A study by Zia *et al.* (2015) emphasises the centrality of verbal approval or praise from fathers for building a positive self-esteem and self-image. The fact that their fathers were in many instances not involved in their lives, caused girls in this study to perceive that they would never gain their fathers' approval. As a result, many female learners at a vulnerable stage in their

psychological development, came to doubt their own worth and abilities, and thus had grave challenges satisfying their esteem needs. The study by Zia *et al.* reveals that girls whose fathers are not present usually respond negatively in their academic pursuits: indicating that a daughter's academic success is partially dependent on her father's involvement and commitment.

Abudu and Fuseini (2013) assert that there is a significant difference between the academic performance of male learners and female learners from the same single parent family model. This assertion corresponds with the data from the current study that found boys responded differently to girls in terms of absent fathers. In cases where fathers walked out on their mothers, boys often took the responsibility of looking after their mothers. This early responsibility was found in the majority of the responses in the current study to increase motivation towards learning among boys. These proxy father learners realised the need to learn and perform well in order to provide their mothers with a better life than their absent fathers could provide. The fact that these boys needed and wanted to care for their single mothers created an external drive that motivated them to learn to become proxy heads of the house and provide a better future for their mothers.

#### 4.3.1.3 Parental support and involvement

It was found in this study that parental support and involvement of parents and guardians were vital to the motivation of Grade 12 learners. Ruholt, Gore and Dukes (2015:3) note that parental involvement occurs when parents are involved in a learner's academic life; by participating and making an effort to attend school events, school activities, and are involved in a learner's academic pursuits. Ruholt *et al.* aver that parental support includes the emotional role which parents play by means of encouragement and emotional warmth. Parental support refers to guidance, interest and communication shown by parents and can further be facilitated by verbal encouragement, praise and regular feedback for schoolwork (Acharya & Joshi, 2011:132).

From the data it became apparent that parental involvement was found to be a major contributing factor to the academic motivation of Grade 12 Learners. The data revealed that the majority of learners were motivated to learn by parents who were involved in their academic lives; by checking homework, attending parent-teachers' meetings and enquiring about their academic performance from teachers. On the other hand, lack of involvement was perceived by many learners in this study to be a lack of care, concern and support from parents who seemed uninterested in their schoolwork. Parent apathy was found to demotivate learners to learn; that is within the parameters of this selected study. One might have expected that

learners preferred to be left alone to work on their own and take responsibility for their own work, but the opposite emerged from the data: learners desired to learn in a controlled environment and became demotivated when nobody checked their homework or when nobody enquired about their progress or activities at school. Usher and Kober (2012b:4) agree that learners develop “feelings of competence, control, curiosity, and positive attitudes about academics” when parents create an environment at home that motivates learning and remain actively involved in their children’s education. From the research conducted for this project it can be stated that if parents are concerned about learners’ schoolwork it is an indication to learners that they are interested and concerned about their future: parental concern could thus be cited as a motivating factor.

Equally important in terms of this study was the academic support which parents and guardians provided learners. Supporting learners, especially during examinations, by means of providing the necessary learning facilities, a quiet place to study, and arranging for extra classes, was found from the data to be the most common form of parental and extra-parental support that contributed to the motivation of learners. Grade 12 learners yearned for encouragement and support from their parents, therefore, the data established a direct link between parental support and motivation to learn. The majority of learners in this study were motivated by parents who provided them with the types of support that they required in order to learn. This observation of a correlation between parental support and motivation among learners is consistent with the findings of Acharya and Joshi (2011) who established a direct link between parental support and learners’ motivation to achieve. The data support the findings of Igwe (2017) who is of the opinion that parental support and encouragement have strong and positive influences upon learners’ academic achievement. It is possible therefore to draw a link between parental support, learning and achievement; because when learners are motivated by parents to achieve they were, within the confines of this study, seen to be motivated to learn in order to reach high academic achievement. The data revealed that when parents provided learners with positive feedback on their academic performance, whether their performance was high or low, learners were motivated to keep performing well or to improve their low academic performance. This detail is in agreement with the findings of Ghazi, Ali, Shahzad, Khan and Hukamdad (2010) that reveal that learners are motivated when praised and appreciated by their parents on performance at school.

Ghazi *et al.*’s (2010) study determined that parents in rural areas do not always help, exhort and encourage learners in their homework and in co-curricular activities, do not properly assist learners in educational and daily life needs and do not always arrange proper education for them. These instances of parental failure and neglect may well be ascribed to low educational

levels of parents, their meagre expectations of life, poor exposure to opportunities and slight awareness of careers outside an agricultural, subsistence environment. These parents have not always benefitted, or been able to benefit, from an educational background that enables them to assist learners in their academic work. In many cases illiterate parents feel humiliated by their lack of knowledge and neglect the work of their offspring out of shame, not wilful neglect. It was observed, however, in this study, that lack of education among parents did not necessarily prevent all parents from encouraging learners to learn and engaging in academic activities at home. On the contrary, data from the current study revealed that parents and guardians who did not complete school or were not highly educated put in more effort to encourage learners and were on occasion overly strict when it came to homework and studying for exams. It was evident from the data that the many learners in the current study were motivated by the involvement of their parents and guardians; regardless of parents' lack of academic knowledge. By contrast, a few of the learners were found to be demotivated to learn due to lack of support received at home. This phenomenon implies that when parents do not assist, encourage and provide learners with positive feedback about their performance, learners become demotivated to learn at home. It is therefore important that learners receive the necessary academic support from parents and guardians to remain motivated to learn.

#### 4.3.2 Breaking the cycle of poverty

Another theme that emerged from the data was the motivation to learn in order to change the poor and difficult living conditions that learners suffered at home. The cycle of inherited and ingrained poverty in a rural area such as that selected for this study is the result of systematic, deliberate social engineering after a colonial model of white settlement: land was taken, local inhabitants put to work and white landowners began a process of oppression and exploitation. The social implications of such historic subordination can be perceived in the asymmetrical familial relations observed in this study and several others. The cycle of desperation, unemployment and poverty in which many learners in this study were caught, is difficult to break. Learners can easily fall into the same cycle; just as their parents and those before them did. Many learners observed in this study, however, were motivated to learn in order to escape the cycle of poverty by working towards a better future. Improved communication, social media, television and radio, the fact of national enfranchisement and hope of land reforms, have altered the perspectives and prospects of many families and learners in this rural enclave of South Africa. The following sub-themes were identified under this main theme of social mobility:

#### 4.3.2.1 Escape poor socio-economic conditions

It is evident from the data that the majority of Grade 12 learners were drawn from poor socio-economic households where families often encounter financial difficulties. Many breadwinners were single mothers or grandparents who struggled to make ends meet. These breadwinners often had to provide for the entire extended household and at times struggled to put food on the table; or if they do the nutritional value of the food does not match basic requirements set by World Health Organisation (WHO) for teenage learners to develop healthy minds and bodies. Buck and Deutsch (2014:1146) note that lack of educational opportunities, unemployment, and undiagnosed mental illness are some of the issues faced by many families living in poverty. This is evident from the data: learners routinely reported that parents were unemployed or had seasonal jobs only. Many parents could not complete school or attain a higher education, and many suffered from chronic or debilitating illnesses. The data from the current study is aligned with the findings of Sonn (2016) that confirms significantly high levels of unemployment and predominantly semi-skilled and unskilled labour among the rural and township communities. Sonn reveals that parents, who are employed and reside on farms and in the townships, perform seasonal employment which barely sustains their basic needs, but ensures the comfortable lifestyles of the farm owners. Living under these difficult and unjust socio-economic conditions, one might expect learners to be universally demotivated to learn. Instead, the data revealed that Grade 12 learners were in many instances motivated by these very privations to learn at school as a recognised means of escaping degradation, suffering and humiliations. Despite the post-apartheid changes in South Africa, Sonn's study discloses that many farm workers still live under the same conditions as they had during apartheid. Sonn maintains that subaltern relations between the owner and employees and the remainder of historical enslavement still features in the lives of many farm workers. Difficult and at times inhuman living conditions motivated some learners to learn all the harder: they perceived learning as a way, or possibly the only way, to overcome their domestic and familial predicaments; in order to live a better life in the future. This drive to better themselves and the lives of their parents implied that Grade 12 learners were to a degree extrinsically motivated to learn and succeed: not only by their poor socio-economic conditions, but more so by the desire to rise above deplorable circumstances. This observation of learners' positive reaction to destitution is in line with the findings of a study by Igwe (2017) that reveals that learners are frequently motivated to achieve academically in order to free themselves from the confines and sufferings of poverty. This correlation between findings from this specific study and that of Ingwe is consistent with the responses of teachers and SMTs who perceive that learners from poor conditions often work more diligently to improve their future conditions. The choice and



commitment to want to improve their living conditions need to come from the learners themselves. But this dogma has to be read within the socio-economic and historical parentheses of the geographical area in which this study was conducted: that is to say it is occasionally too harsh to put all the responsibility on learners to raise themselves up from conditions of poverty or neglect when, in many cases, the inherited privations and after effects of segregation and disenfranchisement are particularly severe and simply too great for any teenager to overcome.

Another factor that derived from the data was the extent to which learners from poor neighbourhoods were motivated to learn by observing that other people in the neighbourhood lived in poor socio-economic conditions as a result of dropping out of school and not completing their studies. The poor living conditions of neighbours motivated many learners to learn; in order to live a different life under better conditions. This correlation between fear of destitution and motivation to learn is aligned with the responses of several teachers who were of the opinion that learners see the examples of poverty and suffering in the neighbourhood and fear that they will endure the same conditions if they do not learn, matriculate and seek remunerative employment.

#### 4.3.2.2 Struggling parents

The data reveal that the majority of Grade 12 learners perceive parents and guardians to be struggling to make ends meet. Learners refer to factors such as low academic completion and low-income manual labour work performed by parents as contributing to parents' struggles to make ends meet. In several cases parents on farms followed the occupations of their parents and ancestors who had over time become inured to the lot of farm labour: one of the lowest paid occupations in the country. The propaganda of white 'baasskap' or white patriarchy had been surreptitiously assimilated by generations of coloureds. Before 1994 few could have imagined enfranchisement, equal schooling, mixed marriages, mixed sport or entertainment. Under the influence of this constricted social model, many parents and their offspring did not complete school, and those who did, did not have the opportunity to pursue higher education studies. The majority of parents engaged unthinkingly in unskilled manual labour work and earned a minimum income; perpetuating the oppressive and exploitative conditions under which their own parents and parents' parents had toiled for centuries in the same valley. Data collected from Grade 12 learners revealed that the majority of the mothers could not complete school and thus ended up doing manual labour work. This almost inevitable result is the direct result of apartheid serfdom. According to Thobejane (2013:10), during the apartheid era most of the girls from the lower socio-economic classes had to drop out of school to help their

mothers at home. The result is that many Black and Coloured mothers in this town remained uneducated; and as a result were limited to working as domestic servants and farm workers. The wages they earn remain below poverty lines, and they therefore struggle to make ends meet. In order to attain an extra income for the household, learners are frequently obliged to contribute financially: something which effectively equates with child labour in many cases. Many learners living in impoverished conditions suffer from the same things that affect their parents, therefore, much time may be devoted to working to help support the household (Buck & Deutsch, 2014:1145). The data revealed that teachers perceived some parents to be more interested in how their children can financially benefit them in the immediate present than in the future. In this study it was evident that teachers found learners working during the holidays instead of attending winter school and making up for the many gaps in their learning programmes. The result of this obligation to earn at an early age is that some of these learners finish school and cannot attend university because they have to work in order to assist in supporting the family. Thus the cycle of settler entitlement, exploitation of local inhabitants, white enrichment, oppression and degradation of local workers, and demotivation or amotivation of learners is continued and even extended. The disparities between white farm owner capital and that of farm labourers have in perceptible ways widened, not narrowed, over the intervening twenty years of liberation and democratic government.

It is manifest from the data that some Grade 12 learners were motivated to learn due to observing how parents and guardians struggle. Learners observed how their poor parents had to perform manual labour to earn a meagre, subsistence income, because they did not complete school or did not pursue higher education studies. Some learners realised early that the only way open to them to obtain a better job was to learn harder and become educated; in the hope that they might eventually qualify for better paid employment and be able to provide their parents and future families with easier and more comfortable lives in the future. The data support the findings of Igwe (2017) which found that learners from low socio-economic status parents often realise the importance of education and are in some instances able to react positively to that spectre of poverty. Many of the Grade 12 learners observed and interviewed in the course of this study were motivated to learn and become educated in order to avoid what they referred to as 'mistakes their parents made'. This positive and laudable reaction to destitution was evident when learners in this study stressed that they did not want to struggle like their parents, did not want to do the work their parents did, and strove for a better future. In the case of such perceptive and self-motivated learners, it may be stated that, based upon the findings of this study, fear of poverty comprised a significant motivating factor in the educational progression of these early learners; many of whom were obliged to combat the

entrenched acceptance of serfdom, the mentality of servility (Sonn, 2016), and many devices of settler oppression such as the dop system invented to anaesthetise the ambition, self-esteem and social mobility of coloured rural labourers (London, 1999).

Another factor that emerged from the data was the motivation of learners to help their parents. The data revealed that some learners observed their parents struggling to provide for them and giving their last to obtain the resources they needed for school. Such learners were motivated to learn in order to earn a good salary; so that they could provide for their parents and better the living conditions of their immediate and extended families for the future. Many learners in this study were observed to sense acutely the need to repay their parents for taking care of them in the face of poverty, lack of food, injustice and social deprivations. This compulsion to honour the sacrifices of parents was especially common among boys with single mothers: such sons wanted to take care of their mothers. They commonly felt a sense of guilt when they observed how hard and for so little their mothers had to do manual labour work to provide for them. Such responsible sons were commonly motivated to learn and better themselves in order to repay the mothers: such sons felt compelled to ease the lives of their mothers in later life.

#### 4.3.2.3 Basic needs

Basic needs may be considered to be some of the most important determinants of learning motivation. Such needs according to Maslow (1954) need to be satisfied first before learners can be motivated towards higher planes of existential significance. Factors such as lack of basic needs such as food and adequate sleep emanated from the data as reasons for learners' demotivation. Maslow's liberal view signifies that poor people are limited from functioning at higher levels, because they are forced by poverty to devote their time struggling to satisfy physiological and safety needs, leaving them little time or energy to develop self-respect or their own potential (Dos Reis, 2007:9). These negative and demoralising factors render it difficult for learners to fulfil their goal of escaping the degrading cycle of historically imposed poverty, exploitation and hardship among farm labourers in this area.

#### 4.3.2.3a Lack of food

Data gleaned in this study evidenced that some Grade 12 learners attended school on an empty stomach due to lack of food at home. When learners sit in class craving food, they struggle to focus and become demotivated to learn. This concatenation of misery and suffering is strongly congruent with the theoretical construct of Maslow (1954) which adduces that a person who craves food is unable to think of much else until the hunger pains are relieved.

Burleson and Thoron (2017:2) claim that learners will not be able to focus on learning if their basic physical needs are not met: when learners are hungry, learning cannot form a priority for them. Learners at the quintile 3 no-fee paying school selected for this study have a feeding scheme that provides learners with food during break times. Data from this study revealed that once learners have fulfilled their hunger needs they are motivated to learn again; until the hunger starts to take effect again, closer to the end of the school day. The last two periods of the day are reported by learners to be the most difficult periods for learners because learners are exhausted, hungry and able to think only about going home in order to eat and rest. Given the execrable conditions under which many rural workers have to live in South Africa and the meagre wages they receive, or receive only for a limited period of the year in the case of seasonal workers such as fruit pickers, it was noted that from the data gleaned in this study in many cases such learners did not receive food when they returned home nor did they always find the rest they sought. In many cases the food they received at school was the sum of their nutritional intake for the day; bar tea or bread and jam at home. This deprivation poses various challenges for teachers trying to complete the curriculum. From the limited observations of this study, it can be stated with some certainty that in the area selected and at the quintile 3 school chosen for examination of motivating factors for study, learners lacked motivation when they went hungry.

#### 4.3.2.3b Lack of sleep

Emanating from the data is the fact that learners struggled to study at home during the day due to various distractions, and had to catch up with their studies at night, consequently learners often lacked sufficient sleep. Data revealed that learners were frequently exhausted or sleepy in class which resulted in them being demotivated to learn at school. They were in many cases more motivated to satisfy the need to sleep than to learn. Such learners struggled to focus on any learning which in that situation was not a priority for them. No matter how hard learners may want to focus upon their studies, being sleep deprived causes learners to struggle to learn and comprehend information; due to their impaired cognitive functioning. Learners who lack sleep often have little motivation to learn. Willingham (2008) notes that some learners, who are deprived of sufficient sleep, fail to concentrate or focus correctly in class; while others are impulsive or hyperactive. Curcio, Ferrara and De Gennaro (2006) found that drowsiness as a result of lack of poor quality sleep seriously impairs learners' cognitive functioning and behavioural performance. Willingham (2008) compares the behaviour of these learners with the behaviour of learners with attention deficit hyperactivity disorder (ADHD): both sleepless and ADHD learners appear to have no interest in learning, struggle to focus and might be perceived by some teachers as lazy or disruptive.

### 4.3.3 Intrinsic factors

Intrinsic factors comprised the most significant and pervasive theme to emerge from the data. Intrinsic factors included various elements that contributed to learners' intrinsic motivation to learn. The following sub-themes were identified as factors that intrinsically influenced learners' motivation to learn:

#### 4.3.3.1 Self-efficacy

Self-efficacy, according to Bandura (1994:2) is an individual's belief in her or his own abilities to succeed and attain a certain level of performance. Self-efficacy will determine how learners think, feel, behave and motivate themselves. It is vital for learners to maintain a high level of self-efficacy in order for them to be motivated to learn. If learners do not believe in their abilities to succeed, they have already failed; since they will not put in the effort to learn if they already believe that they cannot succeed. According to Bandura (1994), these learners have a low sense of self-efficacy: they slacken their efforts and give up quickly when facing difficult tasks. Bandura notes that because these learners perceive their unsatisfactory performance to be a lack of ability, it does not require much failure for them to lose faith in their abilities. Data from this study revealed, however, that learners who achieved good grades became more motivated to learn; belief in their abilities increased when achieving. In terms of Bandura's (1994) self-efficacy theory, these learners have an increase in self-efficacy beliefs when achieving good grades and believe that they have the ability to continue to achieve these good grades.

The data revealed that the majority of Grade 12 learners' responses were inclined towards a low self-efficacy. Some of the learners doubted their abilities to academically succeed and were therefore not motivated to learn. Previous failure is one of the main reasons why learners lose belief in their abilities to succeed. The data established that learners who previously failed a subject or struggled to master a subject, started doubting their abilities and became demotivated. The data disclosed that some learners put in less effort to study for a subject that they previously failed or found it difficult to master: they frequently perceived success to be beyond their ability in a specific subject. This tendency to become demotivated was most commonly observed among the Mathematics learners.

Data from this study indicated strongly that teachers perceived learners from poor socio-economic backgrounds to lack self-confidence and self-belief: these learners set lower goals for themselves and did not believe they could reach success because of their social predicaments. Such low self-esteem and levels of aspiration were exacerbated by the negative

perceptions of learning, social mobility and self-improvement among individuals in their communities; causing learners to perceive themselves as unable to reach success. Data revealed that Grade 12 learners observed that townspeople in the area under observation underestimated their abilities and believed that they only possessed the ability to work on the farm. This perception entrenched the inherited continuity of subservience and serfdom. Residents in the learners' hometowns appeared from the data to sustain this perception of hopelessness; largely based on the fact that subaltern learners from impoverished communities could not in the past afford to study further. Most elder residents resigned themselves to the lot of being manual labourers living in poor conditions. In this study, the feeling of inadequacy and failure was commonly observed among learners from poor backgrounds.

Learners who hold such despairing views of the future do not easily lose them (Buck & Deutsch, 2014:1146). Many such learners observe how other family members form part of the norm and work as manual labourers. It can be argued that learners from impoverished communities already have the perception that they are unable to reach success because of their conditions: this inherited and ingrained despair is exacerbated by the negative perceptions of those in the community who have had to observe other siblings fail. Learners who have been convinced that they lack the abilities to succeed are likely to avoid challenges and give up quickly when facing difficulties (O'Toole, 2016:70).

For many learners, moving out of their hometown is a challenge. This is evident as an SMT member revealed that many learners perceive their hometown as the place where they have to work and stay, because this is how it was always done by siblings and there is no life outside of this town. This observation speaks to the assimilation of white propaganda over centuries: these rural workers have accepted their identity as automatons in the settler machine. By circumscribing their ambitions and aspiring for nothing beyond the hometown, many learners unknowingly re-inscribe the terms of this lifelong servitude: they set lower goals for themselves to avoid the challenges they have come to expect to face when trying to break free of the hometown and succeed. The data revealed the importance of positive feedback upon learners' self-efficacy. The majority of Grade 12 learners indicated that they received negative feedback from teachers and family members which contributed to a lack of belief in their abilities, consequently demotivating them and persuading them to hope for nothing beyond the hometown.

The danger of perpetuating a cycle of oppression, mentally and fiscally, is in line with Ryan and Deci's (2000) theory, that learners need to feel recognised, approved of and competent

to break free of an obedience mentality. They suggest that learners desire to be seen by others as competent and want to feel competent when engaging with other learners. Findings from Burgers, Eden, Van Engelenburg and Buningh (2015) suggest that giving learners positive feedback can fulfil their need for competence and autonomy, increase their intrinsic motivation and raise their levels of aspiration. Negative feedback will have the opposite effect: re-iterating the vocabulary of rural bondage and personal worthlessness. Very few learners in the current study indicated that the encouragement they received from teachers and family members contributed to their self-belief or aspirations to move beyond the bounds of the hometown/settler manor environs. This is an indication that few learners were encouraged to believe in themselves at school or at home. In agreement with Bandura (1994), this lack of affirmation signifies that it is difficult to encourage high belief in learners' abilities, while belief in their abilities can easily be weakened. In the context of the South African white-dominated rural areas, Bandura's perception may be interpreted to mean that the family and community have not yet recognised, psychologically and existentially, the full significance of enfranchisement and liberty: they are, as indicated by their systemic inability to provide support to learners for achieving and rising above the hometown and dependence on the settler homestead, still in mental chains.

#### 4.3.3.2 Mind-set

In a community such as that selected for this research, it is difficult to inculcate a mentality of self-reliance, self-confidence or self-efficacy. Self-efficacy can be linked to a mind-set of liberation, personal, existential and political. Few learners in the community observed could rise above their predicament; as shown in this research; but some do. Learners with a high self-efficacy can maintain a positive academic mind-set and belief in their abilities to succeed; no matter how difficult their circumstances are, and are therefore motivated to learn. In this study teachers and the SMT referred to the mind-set of learners as an important determinant of their motivation towards learning.

According to the data, teachers perceived that some learners set their minds towards working hard in certain subjects because they found these subjects easier to understand. Learners in this study tended to put more challenging subjects aside; since they experienced difficulty understanding these subjects. This indicates that the learners generally lacked experience of perseverance and its value. Learners' approach towards learning in certain subjects was predetermined by their positive or negative mind-sets. Therefore, one can interpret that learners with a positive mind-set towards a subject are more motivated to learn in that subject, while learners with a negative mind-set lack motivation to learn. Data gathered in the course

of this thesis revealed that Grade 12 learners with a negative mind-set about their abilities to achieve put in less effort toward learning. This is evident as the data revealed how some learners who found it difficult to master a subject started to believe that they did not have the inherent ability to pass and therefore put in less effort. These learners failed to put in more effort to study, since they accepted the demoralised attitudes of their family and community which had been persuaded over time that their intelligence was limited and could not improve. The data are in agreement with Farrington (2013) who highlights a link between positive academic mind-sets and persistent academic behaviours that lead to learning. This indicates that learners with a positive academic mind-set and full support from family and community will be more likely to persevere in learning since they believe that they will be able to master the work, or they have realised the importance of mastering the work in order to achieve.

#### 4.3.3.3 Emotional well-being

From the data, one can establish a link between the emotional state of learners and their motivation to learn. Emotions such as anger, shame and sadness were common among Grade 12 learner participants observed in this rural community. These emotions of despair were easily triggered by depressing events such as divorce, passing away of a family member, unpleasant family issues and failure. The data revealed how some learners easily became demotivated to learn when experiencing unpleasant or negative emotions. This was evident in the data: learners who usually performed well, started to perform poorly after they experienced an emotional trauma. The data are in line with findings of Pekrun (2014) and Hascher (2010) who note that learners' attention was drawn away from learning by negative emotions. In agreement with the findings of Hascher (2010), one can interpret that Grade 12 learners in this already depressed area easily allowed negative emotions to overpower their thoughts and behaviour; which led them to direct attention to themselves and their personal feelings as they tried to find ways to overcome the bad feelings. Consequently, learners find difficulty focusing on schoolwork and are demotivated to learn; making them easy prey for criminality, alcoholism, early pregnancy and drug abuse.

Negative emotions, however, can, in some instances, positively motivate the few learners who are resilient enough to resist the propaganda that their parents and grandparents were compelled to assimilate. In this study, learners who failed and experienced shame sometimes put in more effort to learn, specifically to avoid experiencing the feeling of shame in the future. Therefore, one can interpret this to mean that the nature and intensity of the emotions played a role in remarkably different ways in such a community. More intense emotions such as sadness and anger due to death of a family member and divorce of parents often had a more



devastating emotional effect and led to a lack of learning motivation for a longer period. On the other hand, sadness and anger due to disagreements with parents often demotivated learners to learn for a short period, as the situation can often easily be restored. Furthermore, depending on the nature of the disagreement, these emotions actually encouraged some learners to learn in order to avoid future disagreements and negative emotions. This is in line with the findings from Pekrun's (2014) study which found that negative emotions can, in some instances, encourage learning.

#### 4.3.3.4 Subject difficulty

Emanating from the data is the fact that Grade 12 learners' perception of subject difficulty affected their motivation to learn. The data revealed that learners who found subjects easy to understand were more motivated to learn and study for those subjects. This was evident in this study: data collected from teachers in correlation with the data collected from Grade 12 learners indicated that learners were more motivated to study if they perceived the subject content easy to grasp, than when the content was perceived to be difficult.

Teachers observed that when learners experienced difficulty understanding the content of specific subjects, they became demotivated to learn. Findings from Shrivastava (2012) suggest that one cannot expect learners who do not understand a topic to be interested in what is going on in the class. Therefore, these learners often fall behind and become further demotivated to learn. Factors such as content difficulty, large amounts of content, lack of homework completion and insufficient teacher explanations were identified as factors that contributed to the difficulty of mastering subjects. According to the data, Grade 12 learners commonly perceived subjects such as Mathematics, Physical Science and Accounting to be difficult subjects; whereas Mathematics literacy, Tourism and Languages were among the subjects deemed to be easy.

#### 4.3.3.5 Interest and enjoyment of subjects

From the data, one can establish a positive link between interest and enjoyment of subjects and learning motivation. The researcher observed that Grade 12 learners who appeared to lack motivation would struggle to initiate classroom activities and assignments. The problem is that in the current study the researcher observed many of the Grade 12 learner population to lack motivation to learn and therefore the school struggled to maintain a high Grade 12 pass rate. Data revealed that when learners found subjects interesting and enjoyable they were more motivated to learn and study for subjects; of their own volition and enthusiasm for new knowledge. Schukajlow and Krug (2014) note that finding connections with a subject or

building up an interest in one area is key for sparking and sustaining a learner's short-term and possibly long-term love of a particular area of knowledge: finding such a connection and spark of enthusiasm for one particular area or point of fascination is strongly linked to academic achievement.

Data garnered from this study suggested that only a few Grade 12 learners in the sample group learnt out of interest and enjoyment. These learners learnt because they were authentically driven by a passionate interest in a certain subject: they enjoyed learning new content, persisted until they understood the challenging content, and wanted to figure out solutions for challenging problems on their own. From the findings of this investigation it may be implied that in confirmation of Ryan and Deci's (2000) SDT, these learners were intrinsically motivated. Ryan and Deci suggest that intrinsic motivation is evident when learners' natural interest and curiosity motivate their learning: they explain that learners who are intrinsically motivated tend to learn and complete tasks for the inherent satisfaction, enjoyment or challenge entailed in mastering a new aspect of a particular subject. These learners find even more pleasure and satisfaction when performing well and overcoming greater challenges. This pattern of knowledge acquisition is aligned with findings from a study conducted by Singh (2011) who claims that intrinsically motivated learners enjoy challenges, and do not readily give up when facing challenges; they are likely to persist and complete assigned tasks.

The models of Ryan and Deci, and Singh confirm data from this study: a few intrinsically motivated learners found enjoyment in struggling with challenging tasks and felt a sense of pride when mastering the challenges set. The lack of interest in a certain subject, according to the data gleaned from this study, caused a decrease in intrinsic motivation; consequently, learners in this category were not as eager to learn, since they had to be motivated by external factors. Data revealed that the majority of learners at the quintile 3 school selected for this investigation were extrinsically motivated. Although learners did learn, it was seldom out of interest and enjoyment; rather to reach an extrinsic outcome such as to perform well in order to pursue further studies, earn a stable salary and escape the cycle of poverty in a depressed farming community.

This observation based on a specific group of learners in the Western Cape does not prove that learners in general cannot become interested in a subject over time. On the contrary, Ryan and Deci (2000) proffer the opinion that learners can be exposed to an activity because of external motivation, might experience interesting and enjoyable properties of a task, and can consequently become intrinsically motivated. Extrinsic motivation such as achievement goals may contribute to development of interest; learners may at first be extrinsically motivated

and later discover an interest, become more engaged in learning, develop competence, and learn to explore a certain topic with gusto (Harackiewicz & Hulleman, 2010:43). This progression from extrinsic stimulus to intrinsic passion implies that learners can be motivated to learn in order to achieve high performance or at least to avoid failure, and develop interest and enjoyment in the subject the more they engage with the content. Extrinsic motivation should therefore not be underestimated: the SDT considers short-term extrinsic motivation as an important basis for possible development of long-term intrinsic motivation.

In terms of this study, responses from teachers indicated that learners found some areas of subjects interesting and enjoyable, and were more motivated to learn in those areas, but neglected other areas that they found less interesting. This bifurcation is evident since many learners found English literature to be enjoyable and were motivated to learn on their own; whereas none of these learners referred to the Language section as enjoyable. This difference signifies that learners can be intrinsically motivated to learn certain sections of a subject due to the spontaneous connection they find with a certain part of a subject; whereas learners might have to be extrinsically motivated to learn other sections of the subject due to an extrinsic criterion such as the need to maintain a high performance in the subject.

#### 4.3.4 Extrinsic factors

Factors that extrinsically motivate learners to learn emerged as another theme from the data. These factors were identified in the home, neighbourhood and school environment. The following sub-themes were identified as factors that extrinsically influenced learners' motivation to learn.

##### 4.3.4.1 Goals

Goals comprised an important part of Grade 12 learners' motivation to learn; since Grade 12 learners were in their last year of school. What learners intend to pursue after school significantly impacts upon their motivation to learn and achieve academically at school. The data from this study revealed that learners who were goal-orientated were more motivated to learn than their peers who lacked direction. Teachers observed that learners who set goals to attend university and escape poverty, were more motivated to learn in order to achieve their goals, than learners who were not goal orientated. Derived from the data were common goals such as: avoiding failure; attaining high scores at school; completing Grade 12; gaining entrance for further studies at universities; and securing employment in order to escape the cycle of poverty. Data indicated that the majority of Grade 12 learners shared a common long-term goal to escape poverty and live better lives in the future. One of the dominant themes

discernible from the data gathered in the course of this study was the degree to which the goal of escaping poverty was held in common and cherished among the learners selected from this quintile 3 school. The intensity of feeling and determination to do better in life and attain the type of autonomy or self-actualisation envisaged by Maslow can be traced directly to the historical privations, humiliations and terror of insecurity and hunger that permeate a society still racked by the after effects of racial exploitation, segregation and systematic belittlement (discussed in section 4.3.2).

A commonly-held, long-term goal requires learners to set short-term goals such as consistently achieving high marks at school and understanding the work needed for further studies. In order for these self-motivated, ambitious learners to achieve their long-term goals, they comprehend the benefits of learning and are therefore motivated to learn. Because their main goal was to achieve independence and the dignity their parents were largely denied, it can be asserted that, with certain provisos, the learners observed in this study were motivated by extrinsic factors; but this extrinsic motivation itself was the result of the predicament imposed upon them by history. According to Deci *et al.* (1991), this extrinsic motivation is a form of identified regulation, since learners have identified the material benefits of learning: their behaviour is still regulated by an extrinsic outcome. From the data gathered in this study, only a minority of the learners were motivated to learn in order to understand the work they needed for further studies; whereas the majority were more inclined to achieve high grades in order to find employment. Again, however, such observations are conditioned by socio-economic deprivation. The fact that so many learners were behaving under a form of identified regulation does not indicate any inherent intellectual shortcomings. Under other historical, political, socio-economic circumstances and possibly if these learners had been able to attend a better equipped quintile five school, the number of intrinsically motivated learners may well have been higher.

Data from this investigation indicated that previous failure was found to motivate some learners. Learners who experienced failure in the past, set goals to avoid failing again. Heimerdinger and Hinsz (2008) are of the opinion that individuals with higher levels of failure avoidance are less motivated to persist or put in effort to attain a goal when facing further challenges and difficulties. In contrast with the opinion of Heimerdinger and Hinsz (2008), Elliot and Harackiewicz (1996) find that striving to avoid failure and striving to attain success stimulate the same amount of motivation, but that the quality of the motivation differs. This model implies that learners who learn in order to avoid failure are more extrinsically motivated; whereas learners who are motivated to attain success have internalised or partially

internalised the regulation of their behaviour towards learning and might manifest intrinsically motivated behaviour.

The data in the current study, however, indicated that both types of goal-oriented behaviour led to higher motivation towards learning and achievement. This discovery correlates with findings of Smithson (2012) who avers that setting goals increases or maintains assessment scores in various subjects. This factor signifies that learners who are goal orientated are more motivated to learn and therefore perform better in their assessments.

Of further importance is the contribution of family members in setting and achieving learners' goals. Bandura's (1994) self-efficacy theory suggests that when learners observe individuals similar to themselves fail, despite high effort, their beliefs in their own abilities tend to decrease and undermine their efforts. Data collected from teachers in the course of this study revealed that learners observed how their siblings completed school, went to work on the farm, and perpetuated the subservience mode of their forebears because there was no money to study further. Identification of this demotivating fear indicated that, although learners set goals to attend university, they became demotivated when they observed that their siblings failed to reach their goal of tertiary education. Learners at the quintile 3 school selected for this investigation were acutely aware of the financial struggles at home: they were reluctant to commit to the goal of tertiary education if they and their family perceived the goal to be unrealistic and unattainable. Data from this study indicated that learners whose family members supported their goals of further studies by seeking financial assistance were encouraged by the assurance that reliable arrangements had been made for them to attain their goals. It was evident that teachers and the SMT searched for bursaries and assisted learners in applying for bursaries. This concern, support and encouragement made learners more optimistic about being admitted to tertiary institutions. The security of knowing that arrangements had been made for their university fees to be paid allowed learners to study with greater commitment, purpose and direction. Data from this investigation indicated that seeing others make an effort towards reaching their goals made learners believe that their goals were achievable: as a result, learners were more motivated to learn and achieve their goals.

#### 4.3.4.2 Pressure

Grade 12 learners were under considerable pressure to pass and perform well; in order to gain acceptance at tertiary institutions. Data revealed that the major source of pressure derived from the home environment. Learners experienced pressure from teachers: and some learners pressured themselves to perform. The type and amount of pressure determine how

learners respond to the pressure they experience. The data revealed, however, a positive link between pressure and the motivation to learn and achieve. This correlation is aligned with the findings of Wang, Tsai, Chu, Lei, Chio and Lee (2015) who suggest that the higher the pressure to learn, the better the attitude of learners toward learning. The majority of Grade 12 learners responded positively to pressure in its various forms at home and at school: expectations, deadlines and performance criteria.

A few learners, however, reported that peer pressure, from others in the class, demotivated them. This instance correlates with the findings of Wang *et al.* (2015) and Nagpal and Sinha (2016) who demonstrate that an increase of pressure results in a decrease in academic achievement. It can tentatively be suggested that an increase in certain types of pressure upon learners of a particular profile, such as those vulnerable to peer pressure, results in a decrease in the motivation to learn and, consequently, a decrease in academic achievement. It is therefore important to consider the politics of a particular classroom, the dynamics of peer pressure and the possible vulnerabilities of certain learners, when exerting performance pressure or placing expectations upon learners. Educators and parents need to be conscious of individual responses to performance criteria: in some case care should be taken about how to present challenges and convey expectations.

Various factors can affect how learners respond to pressure. Learners who responded positively towards pressure were mainly learners with parents who had not completed school themselves and who imposed stern expectations upon their children to learn; in order to achieve better lives than they had. Most of these learners already shared the common goal of escaping from the debilitating cycle of poverty that entrapped their parents. In many cases, however, this common goal actuated learners to discipline, structure and arrange their own objectives for studying and achieving a career path. Such learners were therefore extrinsically motivated; by pressure from parents and guardians, as they perceived expectations from without to be reasonable. These learners realised that the pressure they received from parents and guardians was in their best interests, and that it comprised a signal; an indication that their parents and guardians believed in their abilities to succeed. Learners' self-efficacy and goal-orientated behaviour consequently influenced how learners perceived of themselves and responded to pressure. When learners believed in their own abilities to succeed and were goal driven, they generally but not exclusively, accepted the pressure as a positive motivation towards achieving their goals.

When learners did not believe in their abilities, they perceived pressure to be an unreasonable challenge that was beyond their ability to achieve. This is evident from the data collated from

this study as, for instance, when learners responded negatively towards pressure. Such learners considered that parents pressured them into taking a certain subject, or achieving results that, according to these learners, were beyond their ability. Consequently, such learners became demotivated to learn.

Pressuring learners into learning and performing at a desired academic level does not necessarily result in learners reaching the set level; unreflective or excessive expectations from home or school can decrease intrinsic motivation. According to Ryan and Deci (2000), learners need a degree of autonomy: this search for self-control and self-sufficiency aligns strongly with Maslow's pyramidal model of individual aspiration. Learners yearn to make their own decisions about the subjects they want to learn and the level of academic performance that they wish to set for each subject area. Allowing learners the autonomy to learn on their own, and achieve at their own potential, can increase their intrinsic motivation. This Maslovian hypothesis was repeatedly put to the test in the course of this investigation: data revealed that allowing learners to learn at their own pace and placing limited pressure on them appeared to motivate learners of a certain profile. According to the data, these learners believed that parents would be proud of them; no matter what results they brought home. This emotional security and mature self-confidence motivated certain learners to bring home good results. It could be argued that such learners felt a sense of control over their own learning and achievement: they were motivated to learn out of their own free will. It is possible to imply from this observation that these few learners felt motivated to learn since they suffered less anxiety and pressure to perform from parents. This implication confirms to some extent the findings of Nagpal and Sinha (2016) who noted that learners who perceive a high level of parental pressure experience increased levels of anxiety. Learners who sense or actually receive less pressure are thus less anxious about achieving at a certain level and are often better motivated to learn.

#### 4.3.4.3 Role models

Emanating from the data gleaned from this project is the significance of role models upon Grade 12 learners' motivation to learn. In this study it was found, with a degree of consistency, that role models contributed substantially to learners' self-efficacy, goals and motivation to learn and achieve. Data revealed that learners who looked up to family members who had already achieved good careers and were earning high salaries, manifested levels of higher self-efficacy: they believed, from observing such examples of actual achievement and comparative affluence that they could achieve what their role models had.

Belief in their own abilities encouraged many learners observed in this study to work conscientiously towards achieving their goals, consequently they were more motivated to learn. This observation is consistent with Bandura's (1994) self-efficacy theory: learners who are able to observe and relate to high achievers within their family and social group who have overcome comparable socio-economic and historical challenges similar to their own, are able to model their behaviour, studying habits and goals upon a real and observable career path. This modelling raises self-belief; such learners who imitate achievers in the family of community are often better situated and more inclined to master similar activities to succeed in a structured, realistic and sustained fashion. From several cases reviewed in the course of this study it may be proffered as a conclusion that learners were at times motivated to learn in order to reach similar outcomes to those gained by their role models; such learners exhibited elevated prospects, ambitions and assessments of their own abilities, from observing, modelling their own behaviour and consciously imitating family members or those achievers in the immediate community who had overcome poverty, crime, alcoholism and other social ills rife in a historically exploited rural area.

This provisional conclusion is consistent with responses from teachers and the SMT who believed that learners sought and benefited from role models among those in their families and communities who achieved a Maslovian level of self-actualisation, autonomy of a kind or at least financial independence; while facing challenges of poverty comparable to those confronting the Grade 12 learners at the quintile 3 school selected for this study. Grade 12 learners within the parameters of this study sought role models to whom they could relate, and generally such imitation was beneficial. But it cannot be assumed that the same role models will motivate all learners. According to Morgenroth, Ryan and Peters (2015), learners seek role models who have achieved a professional or performance level that realistically relates to their goals and whose achievements they find desirable and imitable. This notion implies that learners are most likely to identify with role models who are similar to themselves in a single obvious respect or in various ways, stem from the same conditions as themselves, and have managed to attain success against all odds in the case of this historically depressed rural environment. The observations from this study suggested that learners needed to identify appropriate role models who exhibited an ability to achieve. This imitation, if not realistic, poses the risk of negative aspirations: data gleaned from teachers' responses indicated that several role models in the community were individuals who have money but who had obtained their wealth by selling alcohol and drugs. Young learners who indiscriminately model their lives and aspirations upon such ethically flawed individuals can unconsciously perpetuate the ill effects and undesirable after effects of inequitable societal conditions.



A more reliable way of reaching the sound levels of success that many learners yearn for is for parents, schools, religious and community leaders to be made more aware of the important role played by modelling and imitation among such vulnerable young learners. Schools and family or community leaders need to present role models more visibly and encourage young learners to architect their careers, performance and future lives upon the lives of those whom the community as a whole reveres. Informing such parents, teachers and community elders about the significance of identifying and presenting such models to learners constitutes a major recommendation of this study and a key element in the complex constituents of motivation for authentic and enduring learning. Given the constraints, injustices and conflicts that imperil the society observed in this study, the identification of an affordable, practical and realistic means of motivating learners to rise above the wrongs of the past may be considered to be a useful finding. Schools such as that observed in this study can put up posters of recognisable and imitable achievers, invite honourable community leaders to address learners and name trophies, buildings and academic awards after those men and women that the community admires and endorses. In this way learners may avoid modelling themselves after unethical individuals and sense the group approval of imitating those admired by peers, teachers and their society.

#### 4.3.4.4 Reward and recognition

The data gleaned from this survey revealed that the majority of Grade 12 learners were extrinsically motivated to learn. In terms of the SDT, these Grade 12 learners learnt mainly in order to receive an extrinsic or material benefit; such as a reward, good grades or recognition. Among extrinsic factors identified in the data, reward and recognition were highly prized among all participants. The data revealed that many learners were motivated to learn in order to gain an external reward and recognition for their performance by peers, parents or teachers. Learners craved recognition; they wished others to regard them as intelligent and hardworking. This craving is aligned strongly with Maslow's (1954) theory of human needs: learners, in their effort to satisfy their needs for esteem and social recognition, desire reputation, status, attention, importance or appreciation. Learners want to be acknowledged for their efforts to gain status and respect in the eyes of those in their family, learning or work environment and society at large. This impulse was evident from observing that learners who receive recognition and who gained a reputation for good performance, were further motivated to learn; in order to uphold and increase their standing in the community. Data collected from Grade 12 learners, teachers and the SMT indicated convincingly and consistently that classroom competition, diploma evenings and achieving a position on a classroom merit list

motivated learning: these distinctions were all means of earning self-esteem and public acknowledgement.

Data from this study revealed that rewards and punishment contributed positively to motivate learning and gain achievement. Learners who were promised a reward from parents for high performance were observably motivated to learn in order to receive the promised reward. Punishment, such as being expelled or obliged to drop out of school or even a sports team when academic results fell, was revealed by learners, teachers and SMT as a potent contributing factor in raising learners' motivation to learn. A corollary to this point was that data from this study indicated that learners whose efforts were not recognised at home often became demotivated to learn. In terms of Maslow's theory, these learners whose academic efforts were not recognised, experienced difficulty; satisfying their need for esteem. In order to satisfy this need, learners selected for this investigation at a quintile 3 semi-rural school often resorted to seeking attention and recognition in less orthodox, non-academic or even undesirable areas; further diverting their focus away from a ladder of achievement and steady progress in learning. Learners in this study often felt that the efforts they put in to perform went unnoticed or fell short of the expectation of their parents. This trajectory toward demotivation suggests, with some caveats, that learners at this quintile 3 school were in general extrinsically motivated to gain recognition and increased their motivation to learn when they received recognition for their performance. Adversely, there was an observable decrease in motivation when learners were not recognised for their hard work and performance. Given the historical deprivation of the area, the low levels of literacy and inherited levels of aspiration, many parents of learners at the school identified for study were ill-equipped to comprehend the nature of their children's work or recognise performance.

The data revealed a positive link between extrinsic motivation, learning and achievement. The data showed that for many learners, extrinsic motivation was imperative for learning and achievement. The data revealed that some learners learnt in order to gain a reward or recognition, but when the reward or recognition was not satisfying enough, their motivation to learn decreased.

This was evident in the data when one particular learner became demotivated to learn after the promised reward was taken away. This is in line with findings from Deci (1972) who found that when learners are given money as an external reward, it often leads to a decrease in intrinsic motivation. This equation between monetary reward and scholarly performance indicates that learners who were offered money as a reward for learning were motivated to receive money and found little internal satisfaction or value in learning. It may be suggested,

tentatively, at this point, that using money as a bribe may even have blunted the development of intrinsic motivation in some cases. Deci (1972) finds that when verbal reinforcements are presented as rewards, learners are more likely to find internal satisfaction, and increased intrinsic motivation.

Data showed that some learners were satisfied with receiving recognition once as they had proven themselves worthy, but were then not motivated to receive recognition again. This instance may suggest that when learners are motivated to learn by means of extrinsic factors, they must continuously be motivated extrinsically until they realise the value of learning or find enjoyment in the subject content they are learning; and start learning on their own. The SDT suggests that learners who are extrinsically motivated can, over time, become intrinsically motivated if they internalise the regulation; but this does not mean that learners will definitely become intrinsically motivated.

#### 4.3.4.5 Learning environment

Various factors that affect motivation to learn emerged from the data: such as lack of space and distractions at home demotivate learners; and the classroom environment may positively or negatively affect motivation. The following emergent factors were identified in terms of the learning environment:

##### 4.3.4.5a Environment at home

Many of the learners in this study came from poor socio-economic backgrounds, and lived in relatively small houses along with many family members that included young siblings and at times members of the extended family. Consequently, finding a place where learners could learn and study in silence was seldom possible. The data revealed that those fortunate few Grade 12 learners who had a designated space where they could study and do homework without being distracted, were more motivated to learn. This observation is consistent with the findings of Kamaruddin, Zainal, Aminuddin and Jusoff (2009); that learners who have their own study table, own room and computer have an additional advantage to their achievement at school. Data revealed that learners who did not have a designated place where they could study became demotivated when they had to learn and engage in learning activities at home. These learners first had to consider where they might find a place in their busy homes to study without any disruptions. Considering the limited options they had, learners easily became frustrated, angry and demotivated if a space to learn in peace only became available at night. Many learners selected for this study at a semi-rural quintile 3 school had to read in the dining room, kitchen and bedrooms that they shared with other family members.

Distractions at home and in the neighbourhood were commonly cited among Grade 12 learners' responses as factors that demotivated them from studying. Among distractions experienced at home, data revealed that parents, siblings and other family members watching television and engaging in social activities were factors that contributed to the demotivation of learners. Learners became distracted by these activities and movements of family members in the house and frequently lost focus when trying to study. Many of the learners in this study could only begin homework when everybody was asleep: they often had to stay up late at night in order to complete schoolwork which learners at a quintile 5 schools would have been able to finish in the afternoon.

These learners who lacked appropriate and basic facilities taken for granted at a quintile 5 school often came to perceive of learning as a loathsome burden and became demotivated as a result. In the neighbourhood of the quintile 3 school selected for this research, factors such as loud music, shouting, violent activities due to substance abuse and criminal occurrences were recorded by participants. According to the data, these activities carried on till late in the evening and more frequently over weekends. Studying over weekends seemed impossible for learners: for many this was the only time they could really study. The data revealed that these distractions made it difficult for learners to focus upon their schoolwork at home, consequently, demotivating them to learn. This observation is in line with the findings of Klatte *et al.* (2013) who found tasks such as short-term memory, reading and writing were impaired by extreme and troubling noise. It is possible to suggest that, because of the noise and anti-social distractions, learners struggled to focus, memorise, read and write, and therefore became demotivated to learn and study. Data revealed that teachers often perceived of learners as lazy if they were found walking around in the streets. But it is evident from the data collected from learners that some learners really wanted to study; yet even if they stayed at home, they were not able to study. Learners chose, instead, to walk around rather than attempt to study at home and become frustrated, annoyed and distracted. It can be concluded therefore that the learning environment of the quintile 3 school selected was compromised in its efficacy by the socio-economic conditions in which it existed. Such a predicament denotes a certain inequality in the evolving educational landscape of the area. Instead of such a rural area becoming markedly free of the stigma, handicaps and memories of the past regime, as was envisaged by the egalitarian priorities of the democratic government, it appears that learners were penalised by their surroundings and the deprivations of the past.

#### 4.3.4.5b Classroom environment

An important factor that emerged from the data was the influence of the classroom environment upon learners' motivation to learn. For learning to take place it is imperative that the classroom is a learning friendly environment where learners feel safe to participate in academic activities in order to learn. A study by Akomolafe and Adesua (2015) confirms a significant impact of the classroom environment on the performance of learners: they found learners maintained a higher level of motivation and academic performance if the classroom environment was sound. Quintile 3 no-fee schools struggle with the issue of overcrowded classrooms. Findings from Epri (2016) indicate that overcrowded classrooms are a result of an increase in learner enrolments due to tuition fee-free education policy. Epri's study indicates that parents from low economic background send their children to no-fee schools since they can save the financial burden of school fees. Data from the current study revealed that classrooms were full and overcrowded and resulted in disciplinary issues. Teachers struggled to control learners, therefore Grade 12 learners described the classroom environment as chaotic. This observation was consistent with findings of Khan and Iqbal (2012) who found that teachers experienced difficulty maintaining discipline in overcrowded classrooms. This finding was in agreement with data from teachers who perceived of learners who do not want to learn as disruptive; making learning difficult for others.

Findings from Blank and Shavit (2016) highlight that talking during class and disrespectful behaviour towards teachers can negatively affect the academic progress of other learners in the classroom as much as absenteeism or tardiness can compromise the academic advancement of the individual learner. The behaviour of peer learners causes teachers to spend more time disciplining learners than teaching. Discipline is especially an issue with learners whose parents are involved in gangsterism. A study by Dos Reis (2007) reveals that learners, whose parents are involved in gangsterism, have an attitude of being untouchable. This causes more strain on teachers, because they are unable to discipline these learners in the manner they believe relevant. Data revealed that learners who wanted to learn and do well became frustrated when more time was spent disciplining other learners. Learners who did not wish to study became demotivated and disrupted classes. The chaos in classes according to the data made learning difficult and consequently demotivated Grade 12 learners to learn.

The data revealed the influence of classmates on Grade 12 learners' motivation to learn in class. It was evident from the data that some learners were motivated to learn by observing other high-performing classmates. Learners were motivated to learn in order to perform at the same level or better than other classmates; so that they could be recognised by classmates

as intelligent and avoid embarrassment. Data from this investigation revealed that poor-performing learners were mocked by their peers: the fear of mockery motivated some learners to learn in order to avoid poor performance and its consequences. This is consistent with findings of Burke and Sass (2008) that low-ability learners benefit significantly from having top-quality classmates and experience a decrease in achievement when mixing with learners of low ability. This correlation between low-ability learners and classmates of mixed abilities is significant; data from learners indicated that when learners were mixed with learners who were highly motivated, these learners increased motivation; whereas when they mixed with demotivated learners they experienced a decrease in motivation. Some learners were more motivated to learn in certain subjects and classes and demotivated in others; depending on the motivation and performance of their classmates.

The behaviour of classmates affects learners' classroom participation. Data revealed that learners who were in classes where classmates encouraged one another were motivated to learn and participate in classroom discussion; whereas learners in classes where classmates discouraged one another became demotivated to learn.

Data revealed that the majority of Grade 12 learners were demotivated to participate in classroom discussions; due to negative remarks made by classmates. Negative remarks from classmates damaged learners' self-confidence, ability and self-belief. This damage demotivated learners to participate actively and freely in class. Learners started doubting their abilities when other learners pointed out their mistakes and made negative remarks regarding their intellectual abilities. Learners refrained from answering questions or from participating in class. This was consistent with findings of Mustapha, Abd Rahman and Md. Yunus (2010) who found that learners who feared making mistakes were discouraged from participating in class. Learners were more concerned about the perceptions and comments of their classmates than participating or enquiring about work they did not understand. Thus, it could be argued that their fear to participate in class became a barrier to learning in class and demotivated learners to learn.

According to Maslow's theory, any threat from teachers or other learners can cause learners to disengage from learning activities. In terms of Maslow's theory, these learners will seek to satisfy the need to feel safe from emotional harm from teachers and other learners, before they will be motivated to learn and achieve in order to satisfy their esteem needs. These learners who fear emotional harm, from negative remarks about their ability and intelligence, will not feel safe to participate in class and will not be motivated to learn.

#### 4.3.4.6 Teachers

Teachers play a significant role in learners' learning motivation. Teachers are one of the most important sub-themes that emanated from the data: they were commonly linked to learners' perception of their abilities to learn and learners' approach towards learning in various subjects. The factors listed below were identified as factors relating to teachers that influenced learners' motivation to learn.

##### 4.3.4.6a Teaching methods

Teachers' approaches to teaching their subjects had a major impact upon learners' approach towards learning in their subjects. Data revealed that when learners found lessons interesting they were better motivated to learn and paid more attention; whereas learners who found lessons uninteresting lost focus and lacked motivation. Although learners may have been interested in the subject, the method of teaching was critical in maintaining an interest in the classroom. In the current study, data revealed the extent to which learners who had intrinsic an interest in a subject lost focus on the lesson; due to the boring manner in which the lesson was presented; they lost interest in learning. This loss of motivation can be the result of a lack of diversity in teaching styles. Teachers must be cognisant of the fact that learners do not all learn in the same way: because learners learn in different ways, teachers need to vary their teaching styles (Fayombo, 2015:47). Fayombo notes the importance of teachers understanding learners' learning styles: as learners learn best when the lesson is presented in a style that is aligned with their preferred learning style. From the data. It became clear that interest in lessons include visual and hands-on learning styles. Learners became bored in classes where teachers talked all the time: learners generally preferred to actively participate in lessons. This observation is in line with the findings of Ganyaupfu (2013) who argues that learners are more effective in building a better understanding of concepts when they are actively engaged in solving problems during class activities. It is possible to suggest that when teachers apply methods that suit the learning styles of the learners, learners become more interested in the lesson; which results in an increase in motivation to learn.

##### 4.3.4.6b Teacher motivation

From the data, it appeared that the motivation of teachers largely determined how teachers approached teaching and the learners they taught. According to Nyam and William-west (2014:5) it is indisputable that a motivated teacher can significantly improve learners' learning outcomes; far more than an unmotivated teacher can. The same point was made by the SMT in this study. Motivated teachers in this study were prepared to put in more effort when

preparing for lessons and to sacrifice more time to teaching extra classes. Data revealed that teachers observed an increase in learners' motivation to learn when learners recognised the effort that teachers put in to improve learners' academic performance. This conclusion was consistent with Grade 12 learners' responses; data revealed that some learners recognised the effort and time that went into preparing lessons and teaching extra classes after school and became more motivated to learn as a result.

Motivated teachers have a passion for teaching, teach enthusiastically, stimulate learners and therefore create interest in learning. From the data it was evident that motivated teachers were passionately committed to increase the levels of knowledge acquisition of their learners. Data revealed that if teachers presented their subject content knowledge passionately and enthusiastically, their subjects were stimulated to learn better in Grade 12 at the school observed. Learners can perceive enthusiasm as passion; learners might perceive of teachers who present lessons enthusiastically as passionate about their subject. The data revealed that Grade 12 learners became more enthusiastic and passionate about the subject and were therefore more motivated to learn.

Data revealed that when learners observed a lack of enthusiasm from teachers, they became noticeably less enthusiastic, consequently losing their motivation to learn. The data supported the findings of Shrivastava (2012) that highlight the importance of teacher enthusiasm as a critical factor in learner motivation: because if a teacher appears to be bored or uninterested in teaching, learners will tend to be uninterested in learning. The data disclosed that learners who were previously passionate about a subject often lost their alacrity when changing teachers or after progressing to the following grade. This study showed the importance of recognising the different personalities of teachers and different teaching methods. Learners might perceive a less enthusiastic teacher to be less passionate if they do not observe such a teacher dedicating a considerable amount of effort to lessons, or if the teacher does not teach as enthusiastically as the previous teacher. As soon as a learner perceives a teacher to lack a passion for the subject area, there is a marked decrease in learning motivation and performance.

The data further revealed that committed teachers observed how other demotivated teachers created an atmosphere in class where learning cannot take place. Furthermore, the SMT are of the opinion that teachers become so frustrated with the disciplinary issues that they resort to uttering negative remarks and sending learners out of class. This harsh approach causes learners to fall behind still further: exacerbating the demotivation of learners. The data from this limited study of Grade 12 learners at a quintile 3 school in a rural area revealed that



learners were not motivated to attend class and preferred bunking class to being insulted, neglected and ignored by slothful, disillusioned or uninterested teachers.

#### 4.3.4.6c Teacher-learner relations

Data revealed that learners were motivated to learn in subjects where they had positive relations with their teachers and perceived teachers to genuinely care about them. According to the SDT, learners needed to develop secure and satisfying connections with others in their social environment; in order to facilitate internalisation. This condition is referred to in the SDT as relatedness. Learners need to feel respected and cared for by the teacher before they are willing to accept the values offered in the classroom (Ryan & Deci, 2000:64). This need signifies that when learners feel a sense of relatedness with their teachers, they internalise the value of learning and achieving offered by the teacher, and are intrinsically motivated to learn.

The data from the current study demonstrated that teachers at the quintile 3 school selected, experienced better discipline and motivation when they had formed a good relation of mutual trust and respect with their learners. When learners form positive relations with teachers, they behave better and are better motivated to learn. Such learners do not wish to disappoint their teachers. The data is in line with the findings of Yunus, Osman and Ishak (2011) who found that a positive teacher-learner relation improves learner behaviour and motivation to learn; as well as their academic achievement.

Data from the current study indicated that when learners did not have positive relations with teachers, they perceived of teachers as uncaring; and just teaching to complete the curriculum. As a result, learners developed a similarly negative attitude towards learning. Learners were demotivated in these classes: they did not understand the work, were not interested in paying attention and did not comprehend the value of learning.

#### 4.3.4.6d Teacher absentees

This study exposed a high incidence of absenteeism among teachers. This particular form of professional neglect was lamentable: it was a contributing factor to the demotivation of learners. Data revealed that the SMT and learners often observed that teachers were absent from class when dealing with issues outside the classroom or if they became frustrated and left class; in which case learners were unsupervised. Data from this study showed that teachers were absent regularly and would stay away for days. This lack of responsibility and accountability demotivated learners who often came to school under challenging

circumstances themselves expecting to learn; when in fact no learning took place. When teachers returned, they often had to rush through work in order to catch up with missing work. Findings from Rogers and Vegas (2009) suggest that teacher absence slows down learners' learning and, according to Miller (2012) has a negative effect upon learners' progress and final achievement. The high incidence of absenteeism at this quintile 3 school implies that when teachers are absent, learners experience a decrease in learning motivation because they are not stimulated during the period of absence. When teachers return, rushing through work causes the slower learner to fall yet further behind since it takes more time for these learners to grasp information. If learners do not understand the work, they become demotivated to learn and that further compromises learner achievement.

#### **4.4 Summary**

This chapter presents the data and analysis of the data from interviews conducted with Grade 12 learners, teachers and the school management team. Data in this chapter are organised according to categories of questions listed on the interview schedule. The analysis of the data are organised according to themes that emanated from the data.

The data from Grade 12 learners indicated that parents and teachers had the greatest influence upon learners' motivation to learn. Various factors in the home and school environment affected how learners perceived of learning and how well they were motivated to learn. Learners from poor socio-economic backgrounds were found to be motivated to learn in order to rise above their conditions; in the hope of living better lives in the future and providing better lives for their parents. The data revealed similarities between responses from Grade 12 learners, teachers and the SMT regarding extrinsic factors that motivated Grade 12 learners. Extrinsic motivation was found to be the dominating type of motivation that increased learning motivation among Grade 12 learners at this quintile 3 school. Factors that demotivated learners in the school environment were often linked to teachers and classroom management. This correlation indicated that teachers played a central role in how learners were motivated to learn at school. In addition, comparisons were drawn with pertinent or illuminating current research.

Chapter 5 presents an overview of the study, key findings, reflections on key findings, implications and recommendations of the study. Suggestions are made for further research in terms of factors that demotivate learners or enhance the motivations and scholarly aspirations of Grade 12 learners at a quintile 3 school which faces multiple socio-economic and historic challenges each day and in different forms.

## CHAPTER 5

### RESULTS, REFLECTION AND RECOMMENDATIONS

#### 5.1 Overview of the study

This chapter draws final conclusions about the research investigation into the motivation of Grade 12 learners at a quintile 3 school in a rural area of the Western Cape Province. This chapter provides a brief overview of the trajectory of the study as a whole and reflections upon the findings. Chapter 5 recapitulates key elements of the data analysis in chapter 4 and implications of the findings. During the data collection phase, limitations to the study were encountered and are cited in this chapter. This chapter establishes whether and to what extent the objectives of the study have been achieved, and offers recommendations and suggestions for possible future research.

This study's aim was to understand why some Grade 12 learners in the same classroom were motivated to learn and others demotivated, although both groups of learners came from relatively similar backgrounds, historically disadvantaged and depressed. This study focused upon determining how Grade 12 learners at a quintile 3 secondary school explained what motivated or demotivated them to learn; and how teachers and school management experienced their Grade 12 learners' academic motivation. In order to understand the factors that influenced learners' motivation to learn and achieve, two theoretical frameworks were invoked and relied upon throughout the thesis to construct a conceptual framework within which to understand and interpret the data. The two theories applied in this study are:

- Theory of Human Motivation (Maslow, 1943-1954); and
- Self-determination theory (Deci and Ryan, 1985-2000).

These two complementary and supplementary theoretical constructs allowed the researcher to synthesize a coherent analytical tool for examining and accounting for learners' motivation and demotivation to learn. The theory of human motivation (Maslow, 1943-1954) formed the basis of critical enquiry but this was also somewhat a constraint in some aspects because of its date of publication. The self-determination theory (Deci and Ryan, 1985-2000) was written some forty years later and accessed more appropriate advances in the field. Maslow's theory permitted a reliable, sustained and holistic perception of human needs that explains in important ways why learners are motivated to satisfy needs in a hierarchical structure before attaining the ultimate need and self-identifying level of self-actualisation. In Maslow's theory it was somewhat unclear to the researcher as to whether some of these needs can be bypassed

or suppressed. For many learners at the researched school fear is part of their daily lives yet there were learners who perform despite living in fear. This brought about questions as to whether learners have adapted to the fear to an extent that they are not afraid anymore, have they suppressed the fear and chosen to look past it, or have they used the fear as a motivator to learn in order to elevate from their unsafe environment. In relation to Maslow's needs, self-determination theory determines what psychological needs learners yearn to satisfy in order to become self-determined, independent learners, and whether the regulation to satisfy the need to learn and achieve originates intrinsically or extrinsically. Significantly, this study synthesizes complementary aspects of these two dominant theoretical constructs to investigate and interpret how learners explained their motivation to learn.

This study made use of a phenomenological qualitative research approach. Qualitative methods were used to collect data from Grade 12 learners, Grade 12 teachers and the SMT. The data collection process included semi-structured interviews conducted one-on-one with Grade 12 learners, and a focus group interview conducted with teachers and the SMT. In order to analyse the data, the study made use of an inductive content analysis approach. Themes and categories emerged organically from the raw data. The four main themes that emerged from the data were: family dynamics, the need to break the cycle of poverty, intrinsic factors and extrinsic factors. The conceptual framework and literature were used as analytical tools to better understand how learners are motivated and demotivated to learn by various factors. Data collection and analysis were undertaken with the aim of answering the following research questions that guided the study:

- How do Grade 12 learners at a quintile 3 secondary school explain what motivates or demotivates them to learn?
- How do Grade 12 teachers and school management experience their Grade 12 learners' academic motivation?
- What recommendations can be made in the school context to maximise motivation of Grade 12 learners in the Langeberg district?

## **5.2 Results**

The results in this study are based upon data collected from Grade 12 learners, teachers and SMT members. The results are congruent with the aims of the study which are to determine what factors motivate and demotivate Grade 12 learners to learn and how teachers and the SMT experience the academic motivation of Grade 12 learners. The study found the following factors that motivate and demotivate Grade 12 learners to learn.

### 5.2.1 Family dynamics

Family dynamics is a vital contributory factor to Grade 12 learners' motivation to learn. The dynamics of the family determine the relations between children and parents, how parents interact with their children and how closely parents are involved in learners' schoolwork.

The results of this research indicated that learners were motivated to learn when their parents were involved in their schoolwork. This involvement includes physically helping learners with homework, attending school functions, encouraging them to learn and providing positive feedback. When parents were involved, learners perceived their interest and concern for their future and tended to adopt similar concerns and commitment to study. In situations where learners lived with their guardians, the support and involvement of their guardians proved vital. These forms of motivations are extrinsic according to the SDT and stems from satisfying the love and belongingness needs according to Maslow. When parents or guardians are involved in the academic and social lives of learners, these learners perceive them as loving and caring and sense that they belong. They are then motivated to return the love by making their parents or guardians proud by learning in order to achieve academically.

Very common among learners at the selected school was the absence of a father or admirable father figure. The absence of a father figure was found to have a doubly negative effect. Functional and responsible fathers exerted large influence upon the development of their daughters' self-esteem, in particular, and beliefs in their academic ability. Consequently the data indicated that girls were demonstrably demotivated to learn if they lacked dedicated paternal care and involvement. Boys were often found to be motivated by the absence of a father or father surrogate because they themselves adopted the role of *paterfamilias* and frequently behaved in a devoted and disciplined way in order to take care of their single mothers. In the current study it was clear that when boys receive adequate love and support from the single mothers, their love and belongingness needs are relatively satisfied, but girls on the other hand were more susceptible to the love and belongingness needs. They will according to Maslow seek to fulfil this need, which is not satisfied due to the absence of the father, elsewhere. Teachers discovered that learners with absent parents often yearned for, and sought, love and belonging at school. Teachers who sensed this need in many cases felt and were in fact responsible for fulfilling such a role, in order to motivate learners.

In summary, the study found that learners who had a positive relationship with their parents were more motivated to learn than those learners who had broken, dysfunctional or troubled relationships with family members. The love of parents provided security and a sense of

belonging which sustained learners in their studies and hopes of attaining sound qualifications. Furthermore, in order for learners (in this case, Grade 12 learners under study) to be motivated to learn, parental support and involvement is required. Girls were likely to become demotivated to learn if the father was absent: girls required extra support and involvement from the mother to ensure that they remained motivated. Boys were dependent on the mother for encouragement and support in order to remain motivated to learn so that they might take care of their mothers. In these situations, a positive relationship between the child and the mother was of the utmost importance.

#### 5.2.2 Breaking the cycle of poverty

Socio-economic conditions of Grade 12 learners affected their motivation in definite and definable ways. Observing parents, poorly educated and forced to engage in unskilled menial and manual labour either galvanised some learners to study or demotivated others. Extrinsic motivation according to the SDT was most relevant in these situations. Though some learners were found to become demotivated and move backwards towards amotivation others became extrinsically motivated by similar conditions. Most learners realised that studying at school was the only viable and realistic hope of avoiding the hardships of their parents' lives and of escaping from their own crowded and poor living conditions. Some learners were seen to be motivated to learn in order to avoid struggling as their parents had done. Teachers and the SMT acknowledged that learners were more motivated to learn when they had a goal set for a better future. They noted that these learners were sometimes demotivated by their conditions when they perceived themselves to be unable to escape their conditions based on previous failure of family members. These learners are vulnerable to fall into a state of amotivation and not attempt any effort to learn, since they already deem themselves to fail as they perceive the failure of their parents.

The dire socio-economic conditions of the learners caused learners to lack basic needs such as food and sufficient sleep. In line with the theory of Maslow, the results of this research project indicated that learners were seldom able to motivate themselves if they had not satisfied their basic needs. Learners cannot learn effectively when they are overcome with hunger or exhaustion. Sleep-deprivation compromised learners' ability to focus, function cognitively or remain motivated. These learners can easily fall into a state of amotivation towards learning in terms of the SDT. Because they are hungry and sleepy they lack motivation and attempts no action towards learning. Extrinsic and intrinsic motivation to learn only becomes relevant when the most basic needs of learners are met. When learners at the

quintile 3 school selected went hungry or lacked sleep, which was observed to be not uncommon, they were not motivated to learn.

In summary, the majority of learners from poor socio-economic backgrounds were motivated to learn in order to escape the cycle of poverty in their communities. Furthermore, in order for learners to be motivated to learn or engage in any academic activity, they need to satisfy their basic needs first.

### 5.2.3 Intrinsic factors

Self-efficacy is one of the intrinsic factors that emanated from the data as a vital contributing factor to Grade 12 learners' motivation to learn. The study found that learners with high belief in their abilities to succeed were more motivated to learn than learners with a low self-belief in their abilities. When learners believed that they had the ability to succeed, they were more persistent and did not easily become discouraged by set-backs.

Learners' beliefs in their abilities determined their mind-set towards their schoolwork and their future. Teachers and the SMT agreed that when learners had a positive mind-set towards subjects or towards a better future, they had a better mind-set towards learning and were more motivated to learn than their peers.

The data further found a link between learners' emotional state and their motivation to learn. Grade 12 learners were often motivated to learn when they manifested positive emotions, whereas learners who experienced negative emotions, frequently became demotivated to learn. When learners experienced negative emotions, their emotions dominated their focus and attention was drawn to themselves and to finding ways to overcome their negative emotions. Consequently, they had little energy left to be motivated to learn; they had to overcome their emotional instability first. The study found that negative emotions such as shame can motivate learners to learn in order to avoid experiencing similar shame in the future.

The study found that learners' intrinsic experiences and perceptions of subjects directly affected and even determined their attitude and approach towards learning in a given subject area. The data indicated that when learners perceived a subject to be too difficult to understand, they often became demotivated to learn in class and to study for examinations, because they already believed they were not able to understand the work. When learners perceived a subject to be easy to understand they were motivated to study more spontaneously, effectively and willingly.

In line with the SDT, the study found a link between the interest and enjoyment of subjects and learners' motivation to learn. When learners find subjects interesting and enjoyable, they are motivated to learn and are likely to become intrinsically motivated. These intrinsically motivated learners learn on their own and persist with challenging tasks.

In summary, the study found that when learners believed in their abilities they were likely to be motivated to learn and engage in academic activities. When learners do not believe in their abilities they will tend to be demotivated to learn since they already assume that they do not have what it takes to succeed. When learners have a positive mind-set towards their subjects, learning and their future, they will most likely be more motivated to learn than their counterparts. Furthermore, positive emotions are likely to contribute positively to Grade 12 learners' motivation to learn. In addition, based on the context and degree of the negative emotions, some learners might be motivated to learn; while others might be demotivated. It is difficult to distinguish how learners may respond to different negative emotions, since not all learners respond in the same manner. The familial, community or religious context of each individual plays a large role in the manner in which they respond. The manner in which learners perceived their subjects and academic tasks often determined their motivation to learn and engage in those subjects and tasks. When learners perceived subject matter and tasks as difficult to understand, they easily became demotivated to learn further or persevere, whereas if learners perceived work to be easy to understand they were more motivated and more likely to persevere. In addition, when learners find subjects interesting and enjoyable they are likely to become intrinsically motivated. Learners who do not find the work interesting and enjoyable require extrinsic motivation in order to become motivated to learn.

#### 5.2.4 Extrinsic factors

Extrinsic motivation was important for Grade 12 learners at this school since only a minority appeared to be intrinsically motivated to learn. Of greatest importance in terms of extrinsic factors is the goal orientation of learners. The majority of Grade 12 learners were determined, desired or simply wished to escape from their poor socio-economic conditions. This goal motivated some learners to study hard and achieve goals in order to gain acceptance at university, secure a well-paying job and live better lives in the future. It is unfortunate that learners who are motivated to escape their poor conditions experience difficulty learning and remaining motivated to learn due to the lack of basic needs. Even though they are motivated to escape their conditions, according to Maslow's theory, their situation can be regarded as a barrier towards their motivation and the achievement of their goals. The goal to avoid failure was found to have a positive effect on some learners who tried to avoid failing. These learners



are motivated to pass, even if they only reach the pass requirements. This can be observed as a positive effect on their motivation since they are motivated to learn even if it is simply to avoid failure, on the other hand this will not always allow learners to achieve high academic performance. Performing well is usually not the goal for these learners; they are satisfied with simply meeting the pass requirements. This can be considered as a weak form of motivation.

Although many learners did not like working under pressure, the study found that Grade 12 learners were motivated to learn when they received pressure from parents. The context in which pressure was applied was important in order to avoid demotivating learners. Learners needed to understand why they were pressured to learn, and to perceive the pressure to be in their best interest in order for them to be motivated to learn. The study found that learners who became demotivated by pressure did not believe that they had the ability to achieve what they were being pressured to achieve: such learners often relapsed into believing success was unattainable and unreasonable. Many such learners lacked self-confidence because their parents lacked formal education, literacy skills and hope due to the conscious mechanisms used to keep them subservient and useful to white plutocracy from 1949-1994.

The mind-set of subalternity is still engraved in many learners, and they subsequently believe that they too have to follow the direction of their subservient ancestors. Such learners had often assimilated the mentality of inability and were then obliged to toil as manual labourers for white landowners; perpetuating a cycle of hegemonic control and exploitation. Pressure from teachers and parents should therefore be applied with goals of high self-efficacy, sensitivity to the vulnerabilities of learners in this particular area and socio-historical predicament.

Data indicated that when Grade 12 learners had first-hand acquaintance with role models of success from similar backgrounds who achieved in life, they became motivated to learn and achieved as well. When such learners saw these role models achieve, it stimulated belief in their own abilities to achieve a similar outcome and served as a confirmation that they too could achieve in life.

The study highlights an important link between reward and recognition, and the motivation to learn and achieve. The study found that the majority of the Grade 12 learners were motivated to learn and achieve in order to receive an external reward and recognition from parents, teachers and peers. The esteem needs in Maslow's hierarchy makes reference to this form of motivation and aligns with extrinsic motivation in term of the SDT. Both theories are in agreement with the findings of this study: when learners received rewards and recognition for

achieving, they were motivated to learn to continue receiving these external stimuli. These external stimuli were effective if learners found the rewards satisfying. When learners did not feel satisfaction after receiving these motivation stimuli, they were not motivated to learn in order to obtain the same rewards and recognition in the future. Similarly Grade 12 learners in this study became motivated to learn in order to avoid punishment. When learners feared that they will be punished, by means of being grounded for example, they became motivated to avoid these forms of punishments. The study found that teachers and the SMT attached great value to these external regulators and therefore focused on motivating learners to learn by gaining recognition at diploma evenings and appearing on merit lists. The study found these methods to be effective among the majority of the Grade 12 learners. In terms of the SDT, the data signify that learners who are extrinsically motivated by means of reward, recognition and punishment are motivated by the external regulation and not by the value or importance attached to learning and achievement.

The study established how vital the learning environment was to the learning motivation of Grade 12 learners. Evidently, learners who experienced a learning environment at home which was conducive to study were generally more motivated to learn than learners with a less conducive or supportive learning environment. This study found that factors such as lack of study space and distraction from siblings and other family members contributed to learners' demotivation to learn at home. Furthermore, the data identified distractions in the neighbourhood such as loud music from neighbours and noise made by people in the street under the influence of substances as further contributing to the demotivation of learners at home. Teachers often perceived learners to be lazy if they were seen walking around in the streets. Learners felt that they could not study at home and therefore preferred walking around instead of trying to study under impossible conditions. Learners had to study late at night while everybody was asleep, contributing to sleep deprivation.

The results indicated that Grade 12 learners in this study found the learning environment in the majority of the classrooms to be stressful and demotivating to learn. It is evident from the findings that the conditions at the quintile 3 school observed in this study are not aligned with DBE policy and limit the opportunity for equal education. Though the intention of the school is respectable, trying to provide an opportunity for as many poor learners as possible to obtain free education, the results are contrary to their intention. Classrooms are overcrowded, limiting the opportunity for quality education. The study found that overcrowded classrooms resulted in disciplinary issues and comprised a major demotivating factor for learning in the classroom. Learners who wanted to learn struggled to focus in class when other learners talked and

disrupted lessons. Teachers were in agreement that maintaining discipline in overcrowded classrooms was a difficult task which demotivated learners to learn in class.

Classmates played an important role in the motivation of learners in this study. Classmates were found to contribute greatly to how learners participated in class. Learners were demotivated to participate in class if classmates mocked them and made negative remarks. In line with Maslow's needs theory, the safety needs of learners were being compromised. Such mocked learners refrained from participating in classroom discussions because they feared the remarks of other classmates. Learners who perceived the classroom as an unsafe environment were not motivated to learn in class by means of classroom discussions, asking and answering questions.

The study found that observing other classmates achieve in class in some cases motivated Grade 12 learners to learn. This was due to the fact that other classmates looked down on poorly performing learners, thereby motivating learners to avoid poor performance. The study found that learners often watched other classmates perform well and gained confidence in their abilities to perform as well as their classmates. This can be perceived as a weak form of motivation, since it is dependent on how other learners perform. The findings suggest that unless these learners managed to internalise the regulation of their motivation; once other classmates start performing poorly these learners will no longer be motivated to learn by their former high performing learners. These learners might start doubting their abilities to perform well when the learners they looked up to start performing poorly.

Grade 12 learners were found to be demotivated if they lacked interest in the way the teachers presented lessons. Learners were more inclined to learn if shown visual material or involved first-hand in practical activities. Of further importance was the effect of teacher motivation on the motivation of learners. The study found that in agreement with both teachers and Grade 12 learners, when Grade 12 learners perceived motivated teachers to put in extra effort to improve their performance, they themselves were likely to put in extra effort to improve their own marks. Similarly the data indicated that when Grade 12 learners perceived that teachers had a passion for their subject, they too developed a passion for learning that subject; and consequently were motivated to learn. The study further found that positive and caring relations between teachers and learners stimulated a positive learning attitude towards learning in these teachers' subjects. Negative relations resulted in demotivated learners.

Learners wanted to know that teachers were in class because they cared about them and not simply to collect a salary. Demotivated teachers manifested a pattern of regular absence. The

data indicated that the regular absenteeism of teachers demotivated learners to learn. Learners found it challenging to acquire knowledge after a teacher was absent for a number of days. Catching up after an unexpected or unexplained absence was hard; especially for the slower learner, as teachers rushed to complete the curriculum. Learners who were behind fell still further behind and subsequently became more demotivated to learn.

In summary, when Grade 12 learners set goals and firmly believed that they had the ability to reach those goals, they were motivated to learn to succeed and achieve their goals. Furthermore, Grade 12 learners were motivated to learn under pressure, only if what they were pressured towards was perceived by them as reasonable and attainable and only if pressure was applied with sensitivity. This study found that when learners saw other people from similar backgrounds succeed, they became motivated to learn. Extrinsic motivation is an important form of motivation for Grade 12 learners, but is only effective while the reward remains valuable or stimulating to the individual learner. Again, the caveat remains that many learners were not able to attain the fulfilment of intrinsic learning and educational autonomy in Maslow's terms because of their social and historical backgrounds. They did not in many cases choose to be motivated solely by extrinsic means; they were in large part unaware of anything else. This study established that motivation to learn is directly linked to the learning environment. Learners will more likely be motivated to learn in an environment that encourages and supports learning and might lack the motivation to learn in an environment that encumbers learning. Grade 12 learners become motivated to learn by observing other classmates achieve. Learners are motivated to learn by their classmates in order to avoid being classified among the poor performers in class. Learners are likely to become demotivated by unsupportive and insensitive classmates who hinder learning and classroom participation. In addition, the study found that teachers are the main source of motivation at school: they determine how learners approach learning, how learners are stimulated towards learning and their motivated behaviour towards subjects. A positive learner-teacher relation contributes to increasing motivation to learn. When teachers are motivated to teach, learners are likely to become motivated to learn.

### **5.3 Reflection on the findings**

The main aim of the study was to determine how and why some learners in the same classroom are motivated to learn while others remain demotivated; yet being drawn from relatively similar backgrounds. Among the responses, one compelling factor emerged: learners wanted to know why they had to learn, what the purpose of learning was in essence and purpose, and how it would benefit them. The study revealed that learners were motivated

to learn if they understood the purpose of learning. Once they understood why they had to learn, they often appreciated the value of learning and internalised the regulation of their motivation to learn.

The purpose of learning was not the same for all learners; as the situation of each learner determined what they perceived their purpose for learning to be. In this study learners were often found to be motivated to learn in order to escape the cycle of poverty endemic in their rural area which had been exploited by generations of settler landowners. These learners realised that in order to live better lives in the future they had to learn. There was no realistic prospect of landownership for them. Their purpose for learning was therefore conditioned in important, and it could be argued, unjust ways, to escape their poor living conditions and live better lives in the future.

This politico-historical constraint drove many to dream of escaping the execrable living conditions and lack of hope which drew down their parents into despair and submission to the lot of farm labourers. Similarly, when the purpose of learning was to help their struggling parents, to avoid failure, to understand the work or to gain recognition; learners wanted to know the benefits and reasons for learning what their teachers were teaching them. It is important to note therefore, from the preceding sentence, that learners had at all times to approach their learning with certain historical and socio-economic realities in mind.

In this concluding section of the thesis as a whole it is evident that, although the research itself was conducted within a specific type of Maslovian framework, the outer theoretical framing of the findings is formed by the historical/socio-economic conditions that determine the options, ambitions, aspirations and mental attitudes of the inhabitants of the area selected for study. In this important sense, this thesis shows that such learners are not free to choose their career paths, or act with the self-assurance of upper tiers of Maslow's theory. In observable and demonstrable ways such learners are effectively prevented from attaining the self-fulfilment of intrinsic learning because, at their backs, is the spectre of poverty, humiliation and agrarian serfdom into which their ancestors were cast generation after generation. The fact that learners at this quintile 3 school had to consider at all times the material benefits of learning and fear the execrable living conditions of their grandparents before making decisions about learning, suggests that these learners were in a very real sense still enchained by the after-effects of the past.

Only when such learners were shown clearly the material benefits and reasons for learning could they, in general, be persuaded to commit their time and energy to learning. Setting

definite and realistic goals was found to be boosted because it gave learners who were many times jaded and disillusioned by what they saw around them the hope and purpose to learn in attainable stages. When learners set a goal to go to university, they understand the value of their subjects and the purpose of maintaining high performance in marks. Learners in this situation are unlikely to attain intrinsic learning; they need to be extrinsically driven by a definite goal, such as gaining admission to a university after matriculation. With this sort of purpose in mind, learners were more likely to do what was necessary to work towards their set goal; in order to maintain high academic performance or to meet university acceptance requirements.

When learners in this study realised the value of learning towards their main purpose, they were more inclined and able to internalise learning and become more resilient in their pursuit of higher education and secure employment. Resilience was observed to be a significant attribute that stood out among learners from the poor socio-economic conditions witnessed in the course of this study. Resilience can be defined as a learner's ability to bounce back from failure and difficulty (Levine, 2003:273). Levine states that resilience refers to how well learners are able to marshal and utilise their inner strengths and outer resources in order to overcome difficult circumstances and still continue to pursue goals and succeed in their endeavours. The study found that some learners learnt and studied harder despite their poor living conditions where others in similar conditions were easily demotivated. Resilience distinguished how motivated these few remained in their determination to succeed. This resilience explains why some learners were demotivated to learn by failure in a subject, while others were motivated to learn to perform better and avoid failure in the future. The quality of resilience explains how and why some learners from impoverished conditions remained motivated to learn while others in the similar conditions were demotivated.

The study therefore came to the conclusion that motivation was directly linked to purpose: to answer the question of what causes one learner to be motivated to learn while another was demotivated yet emerging from similar backgrounds. The study found that Grade 12 learners at this quintile 3 school who understood the purpose behind their learning were more motivated to learn, and were more resilient in overcoming challenges they faced in pursuit of their academic success.

#### **5.4 Implication of the findings**

Teachers and school management should revise their approach towards teaching and motivating learners. The study found that teachers are pivotal to the motivation of Grade 12 learners. The findings of this study therefore have significant implications for teachers. As a

teacher conducting this research study, various issues were highlighted that made me question my own teaching methods and approaches. It is without a doubt that education and learning are important for all learners no matter their conditions. Even though learners know that learning is important, they might not realise the importance of learning for them in their conditions. The findings suggest that learners are motivated to learn when they have realised the purpose of learning. Many learners sit in class wondering why they have to learn Mathematics and Sciences, or why they have to get high marks if they will not have money to attend university. Teachers need to remind learners about the importance of learning and get learners to realise the purpose of learning for them. Teachers therefore need a holistic understanding of learners' circumstances in order to identify and highlight the purpose of learning to learners. The implication is thus that teachers must know their learners and the circumstances of their learners. Building positive relations with learners where they feel the freedom to share personal information with teachers will allow teachers to highlight how learning will serve a purpose for learners' future. The findings also suggest that when teachers create relations of trust and respect with learners, motivation to learn increases since learners relate better with teachers and are more willing to internalise the value of learning offered by teachers.

Setting goals is vital for learners' motivation to learn as it encourages purpose. The study found that when learners have a goal to work towards, they comprehend the value of learning as it will assist them to reach their goals. Ensuring that learners set attainable long-term goals could improve their overall perception of school and learning, and motivate them to learn. Teachers should thus encourage learners to set goals that are relevant to their circumstances and interest, so that learners can comprehend the greater purpose of learning for their future.

Further implications stem from the issues relating to Grade 12 learners' learning environments. The findings suggest that creating a learning environment at home where learners can engage in learning, safely and without interruptions, motivates them when they are required to learn. This is not easy as many learners' living conditions are difficult and not always conducive to learning. Teachers and parents should work together to ensure that learners have a place to study. Providing a possible place at school or student residence where learners can learn during examination could be a possible solution to this challenge. The issue of overcrowded classrooms poses another challenge for the learning environment in class. The findings suggest that when learners are in classes that are less overcrowded, maintaining discipline is easier for teachers and learners are more motivated to learn. The SMT should consider refining the admission policy to avoid the issue of overcrowded classrooms and train teachers to implement suitable strategies to manage classroom discipline.

The study indicates that learners' individual interest in subjects directly affects their motivation to learn. In fact the study found that when learners find interest, enjoyment passion in a subject and in the way the subject is presented, they may become intrinsically motivated to learn and enjoy learning on their own. Learners who are intrinsically motivated to learn are more willing to engage in challenging tasks and persist until they succeed in understanding the work. Thus, it is critical that teachers adapt their teaching methods to present lessons in a way that learners will find interesting. Diverse learning needs offer the key factor to presenting lessons. The school management should sustain their current efforts to recruit teachers who are committed to learners and to teaching as a career.

According to the research, teacher motivation is crucial for the motivation of learners. The findings indicate that when teachers are motivated to teach, learners are motivated to learn. Learners perceive motivated teachers to be enthusiastic and passionate about their subjects and become enthusiastic and passionate about learning as a result. Ensuring that teachers remain motivated enables teachers to devote extra time and effort to making lessons interesting and motivating learners. The findings indicate that when learners perceive the effort that teachers make to teach them to understand the work, learners replicate this effort.

Parental involvement is critical for the motivation of learners. Based on the findings, learners are more motivated to learn when their parents are interested, involved and support them in their academic work. Parents might not always be aware of how they can be involved and support learners without a firm academic background themselves. The findings indicate that learners do not necessarily need parents to assist them with homework, but they want parents to be interested and supportive towards their studies. Thus, the study recommends that teachers encourage parents to become involved and support learners in learning. Teachers need to work with parents and guardians and be guided by the needs of the learners, in order to motivate learners by developing successful and resourceful learning experiences (Cozett, 2015:83). Cozett suggests that school management, especially at quintile 1, 2 and 3 schools, should create opportunities to develop partnerships with their parents. Teachers should communicate with parents and advise them on how they can become more involved and how they can motivate their children to learn and achieve.

Evidence suggests that no effective learning can take place without fulfilling the basic needs first as explained by Maslow (1954). The need for food and sufficient sleep was observed in this study to be a common and entirely unacceptable deprivation in a democratic country that is bound by the constitution to offer fair and quality education to all. However, it is difficult to control what learners eat at home or their sleeping arrangements. It is however important that



teachers take cognisance of these issues that might cause learners to disengage in learning. Providing learners with proper nutritious food at school could contribute towards relatively satisfying the need for food in order to keep learners focused during the day. The study found that when learners believe in their ability to succeed, they are more motivated to learn than their peers. However the findings indicate that learners in this particularly depressed and historically exploited area are not easily encouraged to believe in their ability. Encouraging learning with positive feedback, positively contributes to increasing their ability and self-confidence. Teachers need to encourage learners who struggle to understand the work and to meet pass requirements, to believe in their academic abilities. Failure often decreases learners' beliefs in their abilities.

The study found that recognition is highly valued among Grade 12 learners. Learners want to be recognised for their achievements as it reflects their abilities. Recognising learners for their academic achievements enhances learners' ability and self-belief, and motivates them to continue learning in order to be recognised. The school must ensure that learners are provided with opportunities to be recognised for their academic abilities. Teachers should provide opportunities in class for the average performing learners to receive recognition for their efforts and improvements in order to motivate them to learn, so that they can perform among the top achievers.

## **5.5 Recommendations**

The recommendations presented in this chapter are derived from the results established in chapter 4 as well as the literature reviewed. The recommendations will assist Grade 12 teachers and the SMT in motivating Grade 12 learners to learn and achieve. Implementing these recommendations can prevent the recurrence of factors that can possibly demotivate Grade 12 learners. The following recommendations derived from the study:

*Build positive and caring relationships with learners.* Parents and teachers must establish positive relationships with learners where learning is encouraged. Having open and positive associations with parents and teachers will allow learners the freedom to express concerns about situations at home and at school. Parents and teachers must therefore have a connection with learners so that learners can feel comfortable to approach them with issues that they are troubled with. When parents and teachers understand the concerns of the learners, they can utilise this information to motivate learners. Maintaining a positive teacher-learner relation will give learners the freedom to recognise, express, actualise and experience their own uniqueness (Masitsa, 2006:495). A better parent-child relationship will motivate

learners, create an interest and develop self-discipline (V.P. Singh, 2015:13). Teachers must show learners that they do not only care about the academic performance of learners but also about issues in their personal lives. For many learners, teachers are the only parent figures and therefore value relations with teachers. Teachers must fulfil their roles as parent figures and care for learners like parents. If learners sense that teachers genuinely care about them, they will start to care about themselves and their academics. Therefore, parents and teachers must try to maintain good, sound and functional relations with learners as it will motivate them to learn, if not for their own achievement, at least to make their teachers and parents proud.

*Parental involvement and support motivates learning.* Parental involvement and support is vital for learning motivation. Many parents perceive parental involvement as actively assisting learners in doing homework. Because not all parents are highly educated in the area selected for this research, some parents might not have the ability to assist Grade 12 learners in this manner. Igbo, Odo Ako, Onu and Mezieobi (2015:102) highlight the following activities from parents that support motivation to learn:

- rewarding learners' learning related behaviour,
- verbal encouragement,
- praise,
- adequate nutrition,
- provision of educational materials,
- assisting learners complete homework,
- participating in parents-school communication,
- showing of sympathy and comfort,
- provision of school uniform, and
- participation in PTA.

Parents do not need a high academic ability to assist learners, but they can motivate learners to learn by being involved, interested and supporting learners' academic endeavours. Parents often begin to motivate learners in Grade 12, since this is an important academic year for learners, but parents must motivate learners to learn and achieve from an early stage. Learners form self-concepts, values, and beliefs about their abilities at a young age, therefore it is crucial that learners develop academic motivation at an early age as it has significant implications for future academic careers (Singh, 2011:165).

*Provide positive feedback and praise.* Teachers and parents must be mindful of their comments and remarks, since their words carry weight and have a great impact on learners'

ability, beliefs and motivation to learn. With this in mind, teachers and parents must focus on positive feedback and praise. When learners make mistakes, teachers and parents need to respond positively instead of reprimanding them; they should guide them towards the correct context (Wery & Thomson, 2013:107). Learners who do not maintain a high academic performance often become demotivated since only high performers are praised. Even though these learners might try their best and only perform on average, they become demotivated if they are not praised for their efforts. Teachers and parents must praise learners for their effort; even if they obtain an average performance in order to encourage learners to do even better. Praising a learner who is trying to achieve a goal will encourage competence in their abilities to achieve their goals. Teachers should emphasise the importance of learning and developing skills rather than getting the best grades, “by praising development, improvement and learning for understanding” (Wery & Thomson, 2013:107).

*Recognise learners for their performance.* Learners do not always learn and study because it is enjoyable, but often to be recognised by teachers, parents and peers. Teachers must give learners the recognition for their academic performance. Learners feel proud of themselves if they are recognised for their abilities to achieve and if they perceive others to be proud of them. Teachers can give recognition to learners by mentioning best performers in front of the class and explaining why their performance was better (Rehman & Haider, 2013:146). Furthermore teachers can recognise learners by means of merit lists or school diploma evenings; every term or once a year. This motivates learners to continue learning and achieving in order to be recognised. Although the ideal is for learners to become intrinsically motivated and learn out of interest and enjoyment, providing recognition will still encourage learners to learn even if it is to gain an extrinsic outcome.

*Encourage and support goals.* Parents and teachers should encourage learners to set goals and support them in achieving their goals. Setting long-term goals provides learners with a reason to learn and thus increase their motivation to learn. Learners who do not perceive of learning as serving a purpose that has meaning to them, may not be motivated to learn (Dweck, Walton & Cohen, 2014:10). Learners who are goal orientated comprehend the importance of learning as the purpose of learning is to achieve their goals. Parents must therefore assure learners that they will be able to go to university and encourage them to learn in order to get accepted. Many parents do not motivate learners to go to university because they cannot afford it; consequently eliminating the goal for further studies. Parents must encourage learners to believe in their abilities to succeed and that they will have the opportunity to achieve their goals. Learners’ ability and self-efficacy will affect the motivational impact of their goals (Lunenburg, 2011:5). In line with learners’ long term goals, teachers and

parents must place more emphasis on setting goals to master the work instead of performance goals, comparing learners' performance to their peers (Wery & Thomson, 2013:107). Learners who set goals to master the work will experience competency when achieving those goals and become self-motivated, whereas setting goals to perform better than other peers might have the opposite effect when the goal is not achieved. Wery and Thomson further note that learners with mastery goals are more inclined to engage in classroom learning activities, pay attention in class and process information in ways that promote effective long-term memory storage.

*Improve learners' self-efficacy.* Parents and teachers play a dominant role in learners' beliefs in their ability to succeed. Parents and teachers must identify and direct learners to individuals from similar situations as the learners and who succeeded regardless of their situation. When learners observe people similar to themselves succeed by continuous effort, it increases their belief that they too have the ability to master similar activities to succeed (Bandura, 1994:3). Learners' self-efficacy can further be increased by continuous encouragement and persuasion to believe in their abilities. Learners who are verbally persuaded that they have the abilities to master activities will put in more effort than if they had to dwell on self-doubt and personal deficiencies (Bandura, 1994; O'Toole, 2016).

*Keep teachers motivated.* "No school system can have high achievement more than the level of teachers' motivation within the system" (Nyam & William-west, 2014:5). With this in mind, the SMT must ensure that they keep teachers motivated; as motivated teachers will result in motivated learners. Teachers who are motivated put in more effort to prepare lessons and stimulate passion and enthusiasm in learners so that they too become motivated to learn. Learners can become motivated when observing motivated teachers model passion and enthusiasm. Learners' motivation to learn can be stimulated by teachers and peers around them, even when they are unaware of it (Wery & Thomson, 2013:106). The SMT must manage the absenteeism of teachers to avoid the disruption of teaching and learning when teachers are absent. Teacher absenteeism will decrease as teacher motivation increases; as chronic absenteeism is closely linked to demotivated teachers.

*Make lessons fun and interesting in order to stimulate joy and interest.* Learners are often demotivated to learn in class if they are not interested in lessons. Teachers must put the fun back into learning. Grade 12 learners have a lot of pressure to perform and teachers encourage performance and achievement, but forget that learners are more motivated to learn if they find joy in learning. Presenting lessons in a joyful manner and encouraging joy in learning will stimulate intrinsic motivation that will result in high performance and achievement

(Anggoro, Sopandi & Sholehuddin, 2017). It is therefore important that teachers come to school well-prepared for their lessons as it will increase learners' love for the subjects and motivate them to learn (Masitsa, 2006:495). Learners can easily notice when teachers are not prepared for lessons and consequently lose interest if teachers are remiss. If teachers do not put in the effort to prepare lessons, learners will not put in the effort to learn.

*Create an environment that encourages learning.* In the home environment learners become demotivated by the fact that they cannot study in silence or do not have a designated place to study. Creating a learning environment at home by establishing a designated place to study, ensuring that there are no distractions, will motivate learners to engage in learning more eagerly at home, as they will not have the concern of finding a place to study without distractions. Furthermore, when learners can engage in learning during the day, they will not need to stay up late at night to complete work; depriving them of sufficient sleep. Teachers and SMT should ensure that the environment in class encourages learning. Learners must feel safe to participate in classroom discussions and learn without being distracted. This is not always possible at many public schools because the school tries to accommodate more learners than its capacity; resulting in overcrowded classrooms. Learners in overcrowded classrooms often struggle to focus and learn due to lack of discipline of classmates; consequently they become demotivated to learn. Valuable teaching time goes to waste, since teachers have to spend most of the time trying to control learners (Marais, 2016:2).

The school management must adapt the admission policy in order to avoid overcrowding of classrooms. Furthermore the SMT must equip and assist teachers, especially novice teachers, to manage classrooms in order to ensure effective teaching and learning. If possible the SMT must provide teachers with a teacher assistant in order to decrease the workload (Khan & Iqbal, 2012:10165). This will assist teachers in managing their classrooms and maintaining discipline. Teachers must manage their classrooms in such a way that makes learners feel the need for learning (Masitsa, 2006:495). Teachers must be cognisant of the fact that there are learners who learn at a slower pace than other learners. Teachers are often concerned about completing the curriculum and teach at a pace that causes slower learners to fall behind, as they do not grasp the material as quickly as others. Teachers must provide extra assistance to slower learners and ensure that they understand the work. When learners fall behind, they become demotivated to learn since they struggle to build new information due to a lack of prior knowledge. Consequently, these learners start disrupting other learners, resulting in disciplinary issues. Teachers must therefore ensure that all learners understand the work in order to keep them motivated to learn.

## **5.6 Limitations**

The researcher encountered some obstacles during the implementation of the research study. It is useful to point out the obstacles and highlight alternative actions that were taken to successfully implement the study regardless of the limitations posed. The limitations to the study are outlined and explained below.

The researcher intended to include one teacher from each subject in the teacher sample, but due to other obligations not all Grade 12 subject teachers agreed to participate in the study, therefore the researcher could not include teachers from all subject areas in the focus group. Nonetheless, the researcher managed to collect sufficient data that could be generalised to the teacher population.

Time constraints restricted the data collection period since not much free time was available to conduct interviews with participants. No interviews were allowed to be conducted during the test and examination periods. Grade 12 teachers and SMT members are busy throughout the year with extra classes and extra mural activities, thus providing limited time in their schedule to conduct two separate focus group interviews. The researcher intended to interview teachers and SMT members separately, but could not find a suitable time for all SMT members to conduct the interview. The researcher came to realise that two separate focus groups would not be granted and therefore had to include both teachers and SMT members in one focus group interview. Although this was not the original plan, the researcher managed to successfully interview both the samples simultaneously. This provided the opportunity for the researcher to probe questions based on responses provided from different participants from different samples.

## **5.7 Future research**

Learners at quintile 3 schools emanate mainly from poor socio-economic backgrounds. Future studies can include Grade 12 learners from different school quintiles; emanating from different socio-economic backgrounds, therefore providing a diverse sample and allowing the study to compare factors affecting learning motivation from various socio-economic backgrounds. The study will be able to generalise findings to a wider variety of Grade 12 learners.

## **5.8 Concluding remarks**

In conclusion, this study has highlighted the need for more attention to the learning motivation of Grade 12 learners. Various factors were identified that need to be addressed in order to avoid Grade 12 learners from becoming demotivated to learn. The chapter has drawn

conclusions based on the data presented in Chapter 4 to answer the research questions. The study identified four main themes relating to factors that motivate Grade 12 learners to learn: family dynamics, escape from the cycle of poverty, intrinsic factors and extrinsic factors. These themes derived from the data collected from Grade 12 learners, teachers and SMT members.

This study is congruent with the majority of existing literature based on the motivation of learners. The study further contributes valuable findings to the body of existing knowledge as it reveals how Grade 12 learners, particularly in the Western Cape rural area, experience motivation to learn in their home and school environment. Although formal enfranchisement took place after 1994, the after-effects of social injustice still percolated through in areas such as the area selected in this study. The mind-sets of many parents and people in the selected area are still engraved with subalternity and serfdom, as observed from these individual learners who adopt a mind-set of inadequacy and inability to achieve more than what their parents and siblings could. The study found that the psychological, educational, socio-economic and historical conditions at the observed quintile 3 school are not aligned with DBE policy provisions which aim to ensure fair and equal education for all. In consideration of the conclusions, the study has made recommendations to address factors that demotivate learners as well as how to improve learners' motivation to learn. Finally, the study made suggestions for future research which would provide a more holistic perspective on how Grade 12 learners at various school quintiles explain their motivation to learn.

Applying the recommendations from this study may allow teachers and school management to reduce factors that demotivate learners to learn and enable school and parents to create a learning environment that stimulates motivation to learn among future Grade 12 learners.

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## APPENDICES

### APPENDIX I: Interview Schedule (Grade 12 learners)



Cape Peninsula  
University of Technology

#### **Academic motivation among Grade 12 learners at a quintile 3 secondary school in the Langeberg district, Western Cape**

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##### **Interview schedule for Grade 12 learners**

Good morning. I am doing a research study to investigate the academic motivation among Grade 12 learners at this school. It will be greatly appreciated if you could answer all the following questions as honestly as possible. The results of the research project will be useful for the improvement of the school and similar schools.

1. Tell me briefly about yourself and your family.
2. How does the work your family/breadwinner do affect your motivation towards learning?
3. How does the educational background of your family affect your motivation towards learning?
4. What is your family's contribution to your education and how do they support and encourage you in your studies?
5. What factors in your home environment motivate you to want to work hard and do well at school, do your schoolwork and obtain good grades?
6. How does your neighbourhood or activities such as e.g. alcohol abuse, crime, noise in your neighbourhood affect your attitude towards learning?
7. Does the area Langeberg district make a difference to your motivation? E.g. If you lived anywhere else would your motivation be any different?
8. What motivates you to attend school?
9. What motivates you to learn different subjects, e.g.:  
Sciences,  
Maths,  
Languages,  
Business  
and Accounting?

10. What are some of the factors in the school or classroom environment that motivate you to want to work hard and do well at school, or make it difficult for you to attend school, do your schoolwork and obtain good grades?
11. What do the teachers do to motivate you to learn?
12. How do the friends and other classmates/peers affect your motivation towards learning and engaging in academic activities?
13. What personal, physical or emotional experiences, e.g. achievements, setbacks like failing a grade, make you feel motivated or demotivated to learn at times?

**Thank you for your participation.**



**Academic motivation among Grade 12 learners at a quintile 3 secondary school in the Langeberg district, Western Cape**

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**Interview schedule for Grade 12 teachers and SMT**

Good afternoon. I am conducting a study on the academic motivation among Grade 12 learners at this school. The study aims to describe factors that motivate and demotivate the Grade 12 learners to learn at this school. It will be greatly appreciated if you could share in this group your views and experiences regarding this topic. The results of the research project will be useful for the improvement of the school and similar schools.

1. How would you describe the Grade 12 learners' motivation to learn in your subjects?
2. What factors in the school environment motivate or demotivate learners to learn?
3. What do you as a teacher do to motivate learners in your subject and make learning more enjoyable for learners?
4. How do learners' socio-economic conditions at home affect their motivation to learn?
5. How do the social conditions within the learners' community and neighbourhood contribute to their academic motivation?
6. How would you as a teacher or member of the SMT describe your role with regards to the motivation of Grade 12 learners?
7. What do you think can be done by teachers and/or school management to academically motivate learners who are demotivated?

**Thank you for your participation.**



**Academic motivation among Grade 12 learners at a quintile 3 secondary school in the Langeberg district, Western Cape**

**Questionnaire for Grade 12 learners**

The study will investigate the academic motivation among Grade 12 learners at a quintile 3 secondary school. The study aims to determine what factors motivate and demotivate Grade 12 learners to learn at this school. It will be greatly appreciated if you could answer all the following questions as honestly as possible. The results of the research project will be useful for the improvement of the school and similar schools.

Please mark with an **X** in the relevant box below:

1. Demographic information:

Age:					
Gender:	Male		Female		
Race:	Coloured	African	White	Indian/ Asian	Other (specify):

2. Where do you live?

1.At home	2.With family	3.School hostel	3.Other (specify):
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3. Who takes care of you?

1.Both parents	2.Single mom	3.Single dad
4.Family member (specify):		4.Other (specify):

4. How do you get to school?

1.Walk	2.Bus	3.Private transport	4.Other (specify):
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5. What is the highest level of education completed by parents? Write **mother** and/or **father** in the relevant box.

1.No formal education	2.Partial primary	3.Primary completed	4. Partial Secondary	5. Secondary completed
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6.Certificate/ Diploma	7.Undergraduate degree	8.Postgraduate degree	9.Other (specify):	10.Not sure
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6. Who are the main breadwinner(s) at home:

1.Mother	2.Father	3. Brother
4.Sister	5.Other (specify):	

7. What kind of work do the breadwinner(s) mentioned above do?

1.Mother:	2.Father:	3.Brother:
4.Sister:	5.Other (specify):	

8. Who is your role model in life?

1.Mother	2.Father	3.Brother	4.Sister
5.Guardian (specify):		6.Other (specify):	7.None

The following statements are aimed to at establishing what motivates you to learn. Please indicate your level of agreement with the following statements by making an **X** in the relevant box below:

	Always	Sometimes	Not sure	Very seldom	Never
9. I am happy with the circumstances at home.					
10. I feel safe at home.					
11. I feel safe at school.					
12. I can't concentrate in class because I come to school hungry and can't wait for break to get something to eat.					
13. I can't concentrate in class because I can't get much sleep at home.					
14. I struggle to study at home because there isn't any place to study.					
15. I struggle to study at home because the circumstances are such that I feel demotivated to study.					
16. I come to school to get away from home.					

17. I stay at home often because school doesn't interest me.					
18. If I struggle with homework there is somebody to help me at home.					

Which of the following statements describe you as a learner:

19. I do homework because I enjoy working on my own.	YES	NO
20. I do homework because I'm going to get into trouble if I don't do it.	YES	NO
21. If I struggle with work that is challenging I persist until I get it right.	YES	NO
22. If I struggle with work that is challenging I leave it and move on.	YES	NO
23. I always meet the deadlines set by our teachers.	YES	NO
24. I always complete the tasks given by our teachers.	YES	NO
25. I start studying for tests a day before the time.	YES	NO
26. I study hard because I enjoy the feeling I get when I perform well.	YES	NO
27. I study hard because I get rewarded when I perform well.	YES	NO
28. I want to perform well because I enjoy the recognition I get when I do well.	YES	NO
29. I study hard because I enjoy the work and I find it interesting.	YES	NO
30. I always pay attention in class.	YES	NO
31. I skip class because I'm not interested in learning.	YES	NO
32. I talk in class because the work does not interest me.	YES	NO

33. What are your subjects:

1. Afrikaans	2. English	3. Mathematics	4. Mathematics literacy	5. Life Orientation	6. Accounting
7. Computer Applications Technology	8. Physical Sciences	9. Life Sciences	10. History	11. Geography	12. Consumer Studies
13. Civil Engineering	14. Tourism	15. Business Studies	16. Other (specify):		

34. What was your average percentage in the second term?

1. 0-29%	2. 30-39%	3. 40-49%	4. 50-59%	5. 60-69%	6. 70-79%	7. 80%>	8. Not sure
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35. Indicate the number of years you've spent completing the following grades:

1. Grade 8:	2. Grade 9:	3. Grade 10:	4. Grade 11:
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36. Indicate whether the following statements describe your neighbourhood:

Most households in my neighbourhood cannot make ends meet.	YES	NO
Informal settlement.	YES	NO
Alcohol consumption is rife where I live.	YES	NO
Many of the neighbours are unemployed.	YES	NO
There is a lot of criminal activity where I live.	YES	NO
It is safe to walk around in my neighbourhood.	YES	NO
There are some gangster activities in my neighbourhood.	YES	NO

37. What factors at home motivate you to learn and work hard?

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38. What factors at home make it difficult for you to learn and work hard?

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39. What factors at school motivate you to learn, work hard and attend class?

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---

---

---

40. What factors at school make it difficult you to learn, work hard and attend class?

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**Thank you for your participation.**



**Faculty of Education  
Ethics informed consent form**

**CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**Category of Participants (tick as appropriate):**

<i>Principals</i>	<input type="checkbox"/>	<i>Teachers</i>	<input type="checkbox"/>	<i>Parents</i>	<input type="checkbox"/>	<i>Lecturers</i>	<input type="checkbox"/>	<i>Students</i>	<input checked="" type="checkbox"/>
<i>Other (specify)</i>	<input type="checkbox"/>								

You are kindly invited to participate in a research study being conducted by Thaabit Ismail from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>	<input type="checkbox"/>	<i>A conference paper</i>	<input type="checkbox"/>
<i>An Honours project</i>	<input type="checkbox"/>	<i>A published journal article</i>	<input type="checkbox"/>
<i>A Masters/doctoral thesis</i>	<input checked="" type="checkbox"/>	<i>A published report</i>	<input type="checkbox"/>

**Selection criteria**

You were selected as a possible participant in this study because (give reason why candidate has been chosen):

You are a Grade 12 learner

The information below gives details about the study to help you decide whether you would want to participate.

**Title of the research:**

Academic motivation among Grade 12 learners at a quintile 3 secondary school in the Langeberg district, Western Cape.

**A brief explanation of what the research involves:**

The aim of the study is to describe how Grade 12 learners at a quintile 3 secondary school explain what motivate and demotivate them to learn. The study will include face-to-face interviews with Grade 12 learners to determine their understanding of their motivation to learn and what factors they identify as motivation. Furthermore focus group interviews with Grade 12 teachers including the SMT will be conducted to gain insight on how they experience their learners' motivation and what factors they can identify as motivating or demotivating to learners.

## Procedures

If you volunteer to participate in this study you will be asked to do the following things:

Each participant will be interviewed once by the researcher after school in the school library for approximately 45 minutes.

You are invited to contact the researcher should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date
Signature of parent/guardian	Date

## Researchers

	Name:	Surname:	Contact details:
1.	Thaabit	Ismail	072 851 8053
2.			
3.			

Contact person:	
Contact number:	Email:



**Faculty of Education  
Ethics informed consent form**

**CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**Category of Participants (tick as appropriate):**

<i>Principals</i>		<i>Teachers</i>		<i>Parents</i>		<i>Lecturers</i>		<i>Students</i>	
<i>Other (specify)</i>									

You are kindly invited to participate in a research study being conducted by Thaabit Ismail from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>		<i>A conference paper</i>	
<i>An Honours project</i>		<i>A published journal article</i>	
<i>A Masters/doctoral thesis</i>	✓	<i>A published report</i>	

**Selection criteria**

You were selected as a possible participant in this study because (give reason why candidate has been chosen):

You are a Grade 12 teacher and/or a member of the School Management Team (SMT).

The information below gives details about the study to help you decide whether you would want to participate.

**Title of the research:**

Academic motivation among Grade 12 learners at a quintile 3 secondary school in the Langeberg district, Western Cape.

**A brief explanation of what the research involves:**

The aim of the study is to describe how Grade 12 learners at a quintile 3 secondary school explain what motivate and demotivate them to learn. The study will include face-to-face interviews with Grade 12 learners to determine their understanding of their motivation to learn and what factors they identify as motivation. Furthermore focus group interviews with Grade 12 teachers including the SMT will be conducted to gain insight on how they experience their

learners' motivation and what factors they can identify as motivating or demotivating to learners.

### Procedures

If you volunteer to participate in this study you will be asked to do the following things:

Participants will be interviewed only once in a group. The researcher will conduct the interview after school in the school library for approximately 60 minutes.

You are invited to contact the researcher should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	Yes	No
7. I understand the purpose of the research.		
8. I understand what the research requires of me.		
9. I volunteer to take part in the research.		
10. I know that I can withdraw at any time.		
11. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
12. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

### Researchers

	Name:	Surname:	Contact details:
1.	Thaabit	Ismail	072 851 8053
2.			
3.			

Contact person:
Contact number: _____ Email: _____



**Faculty of Education  
Ethics informed consent form**

**CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**Category of Participants (tick as appropriate):**

<i>Principals</i>	<input type="checkbox"/>	<i>Teachers</i>	<input type="checkbox"/>	<i>Parents</i>	<input type="checkbox"/>	<i>Lecturers</i>	<input type="checkbox"/>	<i>Students</i>	<input checked="" type="checkbox"/>
<i>Other (specify)</i>	<input type="text"/>								

You are kindly invited to participate in a research study being conducted by Thaabit Ismail from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

<i>An undergraduate project</i>	<input type="checkbox"/>	<i>A conference paper</i>	<input type="checkbox"/>
<i>An Honours project</i>	<input type="checkbox"/>	<i>A published journal article</i>	<input type="checkbox"/>
<i>A Masters/doctoral thesis</i>	<input checked="" type="checkbox"/>	<i>A published report</i>	<input type="checkbox"/>

**Selection criteria**

You were selected as a possible participant in this study because (give reason why candidate has been chosen):

You are a Grade 12 learner

The information below gives details about the study to help you decide whether you would want to participate.

**Title of the research:**

Academic motivation among Grade 12 learners at a quintile 3 secondary school in the Langeberg district, Western Cape.

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## Procedures

If you volunteer to participate in this study you will be asked to do the following things:

Each participant will be asked to complete a questionnaire in their register class during the register period for about 30 minutes. The researcher will be present to explain and administer the questionnaire.

You are invited to contact the researcher should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	Yes	No
13. I understand the purpose of the research.		
14. I understand what the research requires of me.		
15. I volunteer to take part in the research.		
16. I know that I can withdraw at any time.		
17. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
18. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date
Signature of parent/guardian	Date

## Researchers

	Name:	Surname:	Contact details:
1.	Thaabit	Ismail	072 851 8053
2.			
3.			

Contact person:	
Contact number:	Email:



Directorate: Research

[Audrey.wyngaard@westerncape.gov.za](mailto:Audrey.wyngaard@westerncape.gov.za)

tel: +27 021 467 9272

Fax: 0865902282

Private Bag x9114, Cape Town, 8000

[wced.wcape.gov.za](http://wced.wcape.gov.za)

**REFERENCE:** 20160810 –3093

**ENQUIRIES:** Dr A T Wyngaard

Mr Thaabit Ismail  
Hoosain Crescent 21  
Johnson Park  
Worcester  
6850

**Dear Mr Thaabit Ismail**

**RESEARCH PROPOSAL: ACADEMIC MOTIVATION AMONG GRADE 12 LEARNERS AT A QUINTILE 3 SECONDARY SCHOOL IN THE LANGEBERG DISTRICT, WESTERN CAPE**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **15 August 2016 till 30 September 2017**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

**Directorate: Research**

**DATE: 11 August 2016**

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Lower Parliament Street, Cape Town, 8001

tel: +27 21 467 9272 fax: 0865902282

Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000

Employment and salary enquiries: 0861 92 33 22

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<i>***For office use only</i>	
<b>Date submitted</b>	<b>8 August 2016</b>
<b>Meeting date</b>	<b>n/a</b>
<b>Approval</b>	<b>Approved</b>
<b>Ethical Clearance number</b>	<b>EFEC 3-8/2016</b>

## FACULTY OF EDUCATION


### RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

#### 1. Applicant and project details (Applicant to complete this section of the certificate and submit with application as a Word document)

<b>Name(s) of applicant(s):</b>	Thaabit Ismail
<b>Project/study Title:</b>	Academic motivation among Grade 12 learners at a secondary school in the Langeberg district, Western Cape.
<b>Is this a staff research project, i.e. not for degree purposes?</b>	No
<b>If for degree purposes:</b>	Degree: M.ED Supervisor(s): Prof. Thobeka Mda and Dr. Nomakhaya Mashiyi
<b>Funding sources:</b>	Self. Will apply for funding if an opportunity arises.

#### 2. Remarks by Education Faculty Ethics Committee:

This Master's research project is granted ethical clearance by the Education Faculty Ethics Committee at Cape Peninsula University of Technology. This certificate is valid for <b>two</b> Calendar years from the date of issue indicated below.		
<b>Approved:</b> ✓	<b>Referred back:</b>	<b>Approved subject to adaptations:</b>
<b>Chairperson Name:</b> Chiwimbiso Kwenda <b>Chairperson Signature:</b> 		<b>Date:</b> 15 August 2016
<b>Approval Certificate/Reference: EFEC 3-8/2016</b>		