

A case study of the motivation of intermediate phase learners by teachers at a private school in
Botswana

by

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DECLARATION

I Lydia Wambui Ngiri declare that this research project, “A case study of the motivation of intermediate phase learners by teachers at a private school in Botswana” is my own work and the sources used or quoted for this study have been acknowledged. It is submitted in partial fulfillment of the requirements for the Master of Education Degree at the University of South Africa. It has not been submitted before, in whole, or in part for any degree or examination at any other university.

SIGNATURE

MS L. NGIRI

DATE

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ABSTRACT

The motivation of learners by teachers is key to learner academic success. Consequently, an understanding of the motivation strategies is important for teachers because learners have diverse learning needs and interest. This study conducted in one private school in Botswana is designed to explore the motivation strategies used in teaching and learning. The aim of this study is to establish the various motivational strategies used by teachers on learners to enhance their academic performance in the intermediate phase. To accomplish this, the objectives of the study are:

- To explore what motivational strategies are that the teachers using currently
- To determine why they are using such strategies
- To establish the efficacy of such motivational strategies
- To map alternate motivational strategies teachers that can use in their classrooms

The theories that underpin the study are teacher leadership and theories of motivation. Three theories of motivation that were drawn on namely are Maslow's Hierarchy of Needs, Herzberg's Two - Factor Theory and Behavioural Theories. The related literature both national and international was examined to show how previous research informed the current study. A mixed methods case study design was employed. Questionnaires, focus group interviews and observations were used to generate data. The participants in the study were the intermediate phase teachers and assistant teachers and intermediate phase learners. The data were analysed using descriptive statistics and thematic content analyses. The findings revealed that most of the teachers were using a variety of motivational strategies which had a positive effect on the learner's academic performance. The findings also revealed that meeting the learner's needs is key to their learning success. Stemming from the findings, it is recommended that learner's academic performance can be improved if the teachers could employ a variety of learner-centred teaching and learning activities, capitalize on the learners existing needs and also expand the learners' opportunities by engaging in alternate learning strategies.

KEYWORDS

Leadership; Management; Learner Motivation; Teacher Leadership, Intermediate Phase Learners, Intermediate Phase Teachers, Motivation Strategies, Motivation Theories, Classroom Management, Academic Performance

Dedication

I wish to dedicate this research project to the following people:

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1 CHAPTER 1

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

An educated human resource is considered strategic capital for any nation (Odularu & Olowookere 2010:90). In order to develop a competitive edge, a country has to promote a culture of learning within its nationals. One way of achieving this is by motivating its learners to develop an interest in education and learning. To this end, understanding learners' motivation is vital if they are to be motivated to learn. Motivation is the study of why people think and behave the way they do (Graham 2006). According to Theobald (2006), one of the challenges for teachers is to provide an environment and atmosphere that stimulates a learner's desire to learn. Teaching is an honourable and noble profession in which individuals pursue the lofty goal of educating the youth of our society. Moreover, the responsibility for learning is shared by learners, teachers, administrators, parents, community members and the entire society (Brembeck 1971).

Teachers often enter the profession because of their heartfelt desire to witness and support the physical, emotional and intellectual growth of their learners. Yet a teacher's performance is measured largely by learners' academic achievements. Education is regarded as a promoter of human development and seen by many to be in the centre of any society's life and concern. It is a social artifact embodying aspirations about the welfare and development of the society it is intended to serve. To Botswana (1994) education is expected to contribute towards the social, cultural, political and economic welfare and development of citizens (RNPE 1994). According to Botswana educational goals, children who complete secondary education are expected to have acquired lifelong skills and be competitive in the global village when it comes to their employability (RNPE 1994). This therefore, calls for students to excel academically or hopefully perform to the satisfaction of the nation. A critical component of middle grade students' success is motivation. It is often in the middle grades when males and females for example tend to lose interest in mathematics in great part to motivational factors that include a feeling that the subject is hard, and effort versus reward, that is, motivational reward, does not merit the effort (Ryan & Patrick 2001). Therefore, a vital element in any educational setting but particularly important in middle school grades is the search for more effective methods of motivating learners. Intermediate phase learners who are also known as middle school learners have both psychological and

intellectual needs that teachers must help them to meet in order to improve their motivational level. (Ryan & Deci 2000:65). Additionally, the same authors maintained that the middle school students must feel connected, effective and energetic. Consequently, it is imperative for the teachers to realize the underlying benefits of understanding the theory of motivation and its application in teaching and learning (Malikow 2007). In this regard, teachers are considered the most important resource in teaching. Every teacher should strive to change learner's mindsets. In order for teachers to achieve this, there needs to be a paradigm shift in the teaching delivery patterns employed by teachers.

Often researchers use the relationships identified between teaching and learning as the basis of developing teaching approaches and testing these approaches in design experiments (Brown 1992, Greeno, Collins, & Resnick 1996). According to the cognitive view of learning, teachers are encouraged to turn from behavioural theories of learning to viewing learners and their behaviours as "sources of plans, intentions, goals, ideas, memories, and emotions actively used to attend to, select, and construct meaning from stimuli and knowledge from the experience" (Wittrock 1992). Rivkin, Hanushek and Kain (1998) identify teachers as a major determinant of learners' performance but do not describe teacher quality in terms of specific qualifications and characteristics. They show strong systematic differences in expected achievement gains related to different teachers using a variance-components model. The teachers' motivation of learners plays a major role here. In order to motivate learners, teachers must exhibit both technical competence and an enthusiastic and humane attitude. In order to learn, learners must be cognitively, emotionally and behaviourally engaged in productive classroom activities (Blumenfeld, Puro & Mergendoller 1992).

The Republic of Botswana has made considerable investment in education in pursuit of universal and quality education. With regard to financial resources, Botswana spends relatively a substantial sum of money as compared to other countries in the Southern African region (Spaull 2011:6). The spending on education is geared towards realization of its vision to produce an educated and informed nation. In order to achieve this, the education system is being highly resourced so as to equip learners with knowledge, skills and values which will enable them to be competent in the job market.

According to the report given by Deloitte (2007) on education problem analysis, one of the challenges of the labour market is lack of competent labourers. He attributed this to poor quality of institutions and students lacking critical and individual work-based skills leading to lack of recognition by employers. Hall (2008) laments that despite this being the case, Botswana experiences poor learner performance as well as high drop-out rates in schools. In the education sector the enrollment drops considerably at secondary level, especially in the rural areas. There are also serious concerns about the

quality of education because the learners' performance in all the phases has been declining (Spaull 2011). More specifically, the performance of the grade seven learners is on a declining trend for the past six years (Spaull 2011).

The primary school system in Botswana can be sub-divided into two phases: the lower primary which comprises grades one to four, and the upper primary (intermediate level) that consists of grades five to seven. The learners enter lower primary at five or six years of age. The learners write an examination at the end of each of these phases. The lower primary examination is not emphasized as much as the Primary School Leaving Examination (PSLE) which is completed at the end of upper primary. Although there is a hundred percent progression, passing the Attainment Test is a prerequisite for learners to proceed to upper primary. The PSLE is prerequisite for proceeding to secondary school (Monyaku & Mereki 2011). According to Makgapha (2011) the overall performance at the intermediate level translates into a declining trend at secondary school level. Teachers and learners' motivation can be used to reverse the declining performance.

It is often in the middle grades that learners tend to lose interest in learning because of motivational factors that include a feeling that the subject is hard, and effort versus reward, that is, motivational reward, does not merit the effort (Ryan & Patrick 2001). Because middle school learners' success can leverage continued success across the content areas (Anderman, Patrick & Ryan 2004) and into high school and higher education, motivational strategies are critical in middle school. An important reason for cultivating motivation in learners is that academic proficiency is necessary for full participation in society (Long, Monoi, Harper, Knoblauch & Murphy 2007). Low motivation was among a variety of factors found to contribute to the poor performance of U S learners (National Research Council 2003). Learner motivation is particularly important for middle school learners because during their middle school years many learners disengage in school. Research has shown that learners who experience academic failure in middle school have a high likelihood of never graduating from high school. Therefore increasing learners' academic motivation during the middle school years is paramount in ensuring they remain on the high school graduation path (Balfanz 2007; Honig 1987).

Conclusively, motivation at middle school lays the foundation for subsequent levels. Therefore, there is a great need to sensitize teachers at this level in the area of applying the relevant motivation strategies to help learners gain confidence academically, socially and morally. Motivation influences both developmental and performance outcomes and as such teachers should have a vested interest in their

learners' motivation. Motivation is a complex and dynamic construct that is a function of the past, present and future and is dependent on both the whole group and the individual (Hardré & Sullivan in press; Linnenbrink & Pintrich 2002). While one strategy will not work on all learners, some elements of social contexts influence a given group (Bandura 1997; Black & Deci 2000).

The general approach to teaching in Botswana primary and secondary schools is teacher-centred (Arua, Moanakwena, Rogers, Tierney & Lenters 2005). Teachers dictate the pace of teaching and learning. Teachers who use this didactic teacher-centred approach discourage active interaction between learners and themselves. This is because they see themselves as the source of knowledge. Thus, the suggestion for the need to move from a teacher-centred approach to a learner-centred pedagogy is advocated. The learner-centred approach responds to the learners' needs, encourages critical thinking and involves teachers and learners in the building of knowledge. If the teaching approach is not learner-centred, it is unlikely that they will be motivated in learning (MacHemer & Crawford 2007).

In this study, I focus on the motivational strategies that can be utilized by teachers to create interest in learning among learners. In so doing it may help learners to develop competence in achieving the desired knowledge, skills and values. The Intermediate phase learners are not easy to teach because they are at a complex developmental stage. In their transition from childhood to adulthood, they struggle with many insecurities like self-identity, self-esteem and self-concept (Rice & Dolgin 2002). The teachers need to balance teaching in such a way that the strategies applied will help the learners holistically, which is emotionally, academically and socially. The assumption when conducting this study is that if teachers use motivational strategies when interacting with the learners, the learners will be driven to learn, hence superior performance will be gained.

When learners develop a motivation to learn, they initiate learning activities, they stay involved in the learning task, and they exhibit a commitment to learning (Ames 1990). These are the outcomes that we desire of learners in school, and effective schools are those that help learners acquire the goals, beliefs, and attributes that will sustain a long-term engagement in learning. To help the learners improve their motivation to learn in the classroom, one must understand their needs and wants and how they influence their motivation. For instance, what needs do learners bring to school? What do they want that they might work hard to attain? What are the sources of motivation for academic achievement?

1.2 PROBLEM STATEMENT

Over the past three decades there has been tremendous reforms in education systems worldwide (Kgosikebatho 2013). As a result, concerns were raised by the public and educationists regarding the deteriorating standards of Botswana's education system (Kgosikebatho 2013). Recently in Botswana, teachers have been blamed for learner poor performance and unjustified professional misconduct (The Botswana Gazette 2013). Learner poor performance has been ascribed to a lack of academic motivation on the part of learners (Ramsdal, Gioerum & Wynn 2013).

This study is a mixed methods case study in one private English medium school in Botswana. The study is carried out during a period of academic performance decline in primary schools countrywide.

The key question to be researched in this study was:

How do teachers as classroom leaders motivate learners in the intermediate phase classroom?

The following sub-questions were explored:

- **What motivational strategies are teachers using currently?**
- **Why are they using such strategies?**
- **How effective are such motivational strategies?**
- **What alternate motivational strategies can teachers use in their classrooms?**

1.3 RESEARCH RATIONALE

There has been some alarm among education stakeholders in regard to the decline of learners' academic performance in many of Botswana's schools. The ministry of education in Botswana, as the accounting agent, was chastised by the opposition parties and parents for the yearly drop in learners' academic performance. (The Botswana Gazette 2013).

The Ministry of Education has blamed teachers for their inefficiency and incompetence. The teachers unions have blamed the Ministry for teachers' low morale due to unbalanced teacher-learner ration, lack of consultation, hasty introduction of new junior certificate syllabi, inadequate resources and unfavorable level of operation for teachers (The Botswana Gazette 2013). There were calls for the Minister of Education to resign because of her poor performance as the chief accounting officer in the Ministry. Having observed deteriorating learner achievement I became interested in finding out the cause for the poor performance in learners. Informed by literature (which I have referred to in section 1.1, pages 1 to 4) I proceeded from the premise that there could be a link between learner motivation

and learner performance on Botswana schools. Ramsdal, Gioerum and Wynn (2013) attest that lack of academic motivation seems to be a prominent problem for numerous high school learners especially in Botswana.

1.4 AIMS AND THE OBJECTIVES OF THE STUDY

The aim of this study was to establish the various motivational strategies used by teachers on learners to enhance their academic performance in the intermediate phase. To accomplish this, the objectives of the study were:

- **To explore what motivational strategies are the teachers using currently.**
- **To determine why they use such strategies.**
- **To establish the efficacy of such motivational strategies.**
- **To map alternate motivational strategies teachers can use in their classrooms.**

1.5 MOTIVATION FOR THE STUDY

Basically, this study was aimed at helping teachers at the intermediate phase level in Botswana to understand what works and why through exploring the motivational strategies used at this level. The findings of this research were anticipated to be useful because it will make known what strategies work. By uncovering this “toolbox” of strategies teachers have a resource from which they would draw.

My research may also serve as a source for policy makers, planners and implementers of policy in education. It may provide them with data in planning policies on pedagogy in the intermediate phase. Moreover, my research may provide a remedy to the poor performance of learners in Botswana schools by providing motivational strategies the teachers can use in the intermediate phase and other levels as well.

Hopefully, the findings might also help curriculum developers to modify and implement a practical curriculum as well as produce appropriate instructional resources to improve the teaching and learning programmes in the intermediate phase. Eventually, the data might also be beneficial to the teachers training colleges and universities, who could utilize it to offer appropriate teaching courses for teacher trainees and provide strategies which are relevant and focused to improving teaching and learning in Botswana Schools.

1.6 RESEARCH DESIGN METHODOLOGY

In this section I outline the approach and procedures I followed when conducting the study.

1.6.1 RESEARCH APPROACH

According to Kelly, Brown and Sitzia (2003), there are several research designs that can be utilised when conducting social science research. Neil (2012) identifies the qualitative and quantitative approach as the most common when it comes to social science research. Qualitative design according to Neil (2012) strives to explore deeply and in the process have an understanding of the study population. This is achieved by using open-ended questions and interviews that normally involve few subjects. According to Neil (2012), quantitative design is suitable where the population and sample size are large, the information gathered can be converted to statistical data that can be statistically manipulated. The data gathering instrument that is normally used is a questionnaire that is highly structured. In this study both the qualitative and quantitative approach were used. It is a mixed methods study.

A case study design was used in this research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships (Stake 2008). Researchers have used the case study research design for many years across a variety of disciplines. Social scientists, in particular have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods (Creswell 2009). Researcher Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. The case study has some disadvantages such as vital information may be missing, the person's memories may be selective or inaccurate, or some unusual cases can shed light on situations and problems that are unethical. In this study, the case concerned one primary private school in Botswana. It involved a case of the motivation of intermediate phase learners by teachers at this school.

1.6.2 POPULATION AND SAMPLING

A sample refers to the elements of the population that are selected to participate in the study (Churchill & Lacobucci 2002). The population of the study covered the intermediate phase learners (grades five to seven) and the teachers at the case study school. I targeted 30 teachers and assistant teachers

especially those who teach or have taught intermediate level learners. I also purposively selected one class in each grade level (five, six and seven) for observation.

1.6.3 INSTRUMENTATION AND DATA COLLECTION

I used a questionnaire to seek information targeting teachers and assistant teachers. The questionnaire was divided into two parts namely the demographic and the objective evaluation part. A five point Likert scale was adopted so as to make sure that the questionnaire captured the finer points of the participants' responses. Through the use of this scale, the respondents were given five choices from which they selected their responses. The teachers and the assistant teachers were the ones who filled the questionnaire forms. The intermediate phase learners provided the needed data through focus group oral interviews. I also collected additional data from the learners through classroom observation.

I secured permission from the school principal who consulted other administrators in the management so as to be allowed to collect information from the sampled teachers and learners. The second step involved liaising with teachers informing them of the importance of the exercise and informing them that the management had granted permission to conduct the study. The parents of the learners who participated in the focus group interview also signed consent forms to allow the learners to participate in the research. I also conducted class interviews of the sampled learners through the help of teachers. These interviews were tape recorded to help me in capturing accurate data for transcription, analysis and interpretation.

To uphold ethical issues while administering the questionnaire to the teachers and the assistant teachers, I explained that their participation was voluntary. Also, they would not be required to append their names on the questionnaire, and the information derived from the questionnaire would be used solely for the purpose of research.

1.6.4 DATA ANALYSIS AND INTERPRETATION

The data collected from the various instruments are presented using both numbers and words in Chapter Four. The focus group oral interviews from the learners were transcribed and content analysed. The questionnaires were analysed using descriptive statistics.

1.7 OUTLINE OF THE STUDY

- Chapter 1: This chapter covers the introduction and background to the research.
- Chapter 2 This chapter covers the theoretical underpinning of the study and the review of related literature.
- Chapter 3: This chapter covers the research design and the methodology.
- Chapter 4: This chapter covers the data presentation, analysis and discussion of the data.
- Chapter 5: This chapter covers the summary of the study, conclusions and recommendations.

1.8 DEFINITION OF KEY CONCEPTS

In order to ensure a uniform understanding of key concepts and how I have them in this study I provide definitions of the concepts.

1.8.1 LEADERSHIP AND MANAGEMENT

Leadership is the process whereby one person influences individual or group members towards goal setting and goal achievement with no force or coercion (Greenberg & Baron, 1993; Mosley, Meggins & Pietri, 1993; Van Fleet 1991). According to Northouse (2007:3), leadership is a process where an individual influences a group of individuals to achieve a common goal. From these definitions one can surmise that leadership is about vision setting and influence.

According to van Deventer and Kruger (2003), management is the process of accomplishing organizational goals by working with and through people and other organizational resources. Management is about effective task execution as well as effective people management.

In order to bring about learning, teachers must engage (motivate) learners in the instructional tasks that are designed to lead to the attainment of good performance (vision). Leading learner's means engaging learner's minds, finding ways of eliciting their active participation in the teaching-learning process, and keeping the learners focused on the goal of learning. This cannot be achieved by a person who is not skilled in **management** or **leadership**. In order to achieve good performance in teaching and learning, good organizational skills are needed.

1.8.2 LEARNER MOTIVATION

Learner motivation is the disposition of learners characterized by their willingness to initiate learning activities, their continued involvement in learning tasks, and long-term commitment to learning

(McCown & Roop 1996). When learners develop a motivation to learn, they initiate learning activities, they stay involved in learning tasks and exhibit a commitment to learning (Ames 1990).

1.9 CONCLUSION

This chapter has presented the background and orientation to the study. It provided an overview of the education system in Botswana and also a rationale for learner motivation in schools. A problem statement was then presented which articulated the key research question and sub-questions. A motivation for carrying out the research was then presented. I made a case out for how this research may benefit teachers, policy makers, policy implementers, education planners and higher education institutions. I also provided an account of the research methodology employed. I explained that this study is a mixed methods study using a case study methodology. Mixed methods were used to generate data namely questionnaires, interviews and observations from the participants; teachers and learners. An outline of the study, dividing it into five Chapters was presented. The Chapter was brought to conclusion by defining key terms used in the study such as leadership, management and learner motivation. The next chapter presents the theories underpinning this study and the review of related literature.

CHAPTER 2

LITERATURE REVIEW

2 INTRODUCTION

The previous Chapter dealt with the background and introduction to the study. It covered issues that related to the research problem, research aims and objectives and also research design and methodology. This chapter centres on the theoretical frameworks that underpin the study and related literature relevant to the study. I remind the reader of the key research question that informs this study, namely:

How do teachers as classroom leaders motivate learners in the intermediate phase classroom?

The Chapter commences by presenting the theories that underpin the study: teacher leadership and theories of motivation. With regard to theories of motivation, three theories are mentioned: Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory and Behavioural Theories. Related literature is thereafter examined. The types of motivation are explicated upon followed by motivational devices used by teachers. National and international studies are presented in order to show how the previous research informed the current study.

2.1 THEORETICAL FRAMEWORKS

The two theories that inform this study are teacher leadership theory and motivational theories.

2.1.1 TEACHER LEADERSHIP

Leadership and management are linked and are equally necessary if schools are to be effective. In the 1980's, an American researcher Bennis (1985), made an extensive study of leadership literature and he found two common characteristics, which were vision and magnetism. By vision, he meant that leaders knew where they were going while magnetism referred to the ability to attract others to that vision. Naicker and Waddy (2002:17) define leadership as involving a "process of influencing group activities, setting goals and achieving these goals." They define management as "realizing goals and objectives in an effective and efficient manner through planning, organizing and controlling the process through,

with people.” Both definitions emphasize working people, setting goals and achieving them through a process.

Wasley (1991:64) defines teacher leadership as, "the ability to encourage colleagues to change, to do things they would not ordinarily consider without the influence of the leader.” Similarly, Katzenmeyer and Moller (2001) in defining teachers as leaders put it this way: “teachers, who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice.” Lieberman (1992:161) claims that “teacher leadership roles are proliferating in greater variety than many thought possible.” Teacher leadership roles may be informal or formal and are as varied in nature as differing school contexts (Katzenmeyer & Moller 2001).

According to a South African policy document called the *COTEP* Norms and Standards for Educators (2000) which has subsequently been incorporated into the Policy for the Minimum Requirements of Teacher Education Qualifications in South Africa (2011), teachers as classroom leaders are required to fulfill among other roles the following role:

Leader, administrator and manager: Be a democratic decision-maker, able to manage and administer classroom learning and the general activities of the school (Costas & Leanne 2005).

Grant (2006) describes how teachers can lead within four zones; the classroom, working with other teachers in curricular and extra-curricular activities, leading in school-wide issues and in whole school development by leading beyond the school into the community. My study is about teachers motivating learners within the classroom. Therefore my focus in terms of Grant’s model will be the first zone which entails leadership in the classroom.

According to Grant’s (2008) first zone of teacher leadership, teachers should be engaged in activities that promote effective teaching and learning in the classroom. In addition they should critically reflect on their teaching practice. In other words, they must become reflective practitioners. Teachers must structure teaching and learning in such a way that all the learners would benefit from the pedagogical approaches used in the classroom.

This study is aimed at exploring the teaching and learning activities used by the teachers at the intermediate phase level and assessing whether the learners are motivated to learn. To be able to bring about learning, teachers must engage learners in the instructional tasks that are designed to lead to the attainment of learning goals. Leading learners’ means engaging learners’ minds, finding ways of

eliciting their active participation in the teaching-learning process, and keeping the learners focused on a goal of learning (Goodland 1983).

Classroom leadership requires an orchestration of effective teaching, proactive preventive strategies, practical corrective strategies and positive supportive techniques. This approach helps teachers to motivate learners through active involvement in their own learning and discipline processes with the goals of acquiring learning, self-management, and a repertoire of responsible behaviours. When these components are integrated in the classroom, effective teaching, management and discipline complement each other to facilitate learning (Kyle & Rogien 2004).

The teacher as a classroom leader needs to be versed in the current changes in education and change management. Teachers are encouraged to design their classrooms by using methods which are learner-centered; teach learners how to solve problems and think critically; teach learners how to use knowledge they are taught which is also looked at as developing learner competences. They also need to plan lessons guided by learner outcomes (Costas & Leanne 2005).

All new teachers enter the classroom with some idea of how they want to lead their class. Teachers are much more than just baby-sitters. Their roles as leaders have much more importance that we sometimes realize in the overall classroom climate. As a leader, they must guide, shape, teach, motivate, correct, direct, and encourage the learners.

At the beginning of any class or workshop, the person in the room who has the best understanding of the importance and relevance of the content to be learned is the teacher. Good teachers do have a vision. They have an idea of where they want to take their learners. Few teachers articulate that vision to their learners and some do not realize they in fact do have that vision because it has never been seen as an important part of the learning experience (Bennis & Nanus 1985). In terms of good classroom leadership, good teacher leaders are good motivators. This creates a classroom environment that stimulates learners. Hence the next section focuses on the theories of motivation.

2.1.2 MOTIVATION THEORIES

Three motivation theories are used in this study namely; Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory and Behavioural Theories. These theories expound on how meeting the human needs influence the desired behaviour and hence impact on their motivation to do the needed work. These three theories are discussed in the following section starting with Maslow's Hierarchy of needs.

2.1.2.1 MASLOW'S HIERARCHY OF NEEDS

Jones and Jones (1990) emphasise that how teachers lead their classrooms is a major factor directing students in learning. It is the responsibility of teachers to know what their learner's need. In order to understand their learner's needs, the theory of Maslow's hierarchy of needs is important.

The concept of human need is fundamental to the theory formulated by Abraham Maslow (1943-1954), known as Maslow's hierarchy of needs. According to this theory, human needs are arranged in a hierarchy from basic needs to self-actualization or self-fulfillment. Human beings need to feel safe, both physically and psychologically. Part of being human is the need to feel good about oneself. Different people have different needs, and their needs vary in degree. For some the need for shelter is the most important, for others, the need for food is the primary motivation. Individual needs change as well, either over a day, a year, or lifetime (Maslow 1970).

At the lower levels of the hierarchy are basic needs that humans require for physical and psychological well-being called deficiency needs. Deficiency needs must be at least satisfied before a person can be motivated to pursue satisfaction of higher-level needs. The higher level needs when satisfied, enables a person to fulfill his or her personal potential and achieve self-actualization (Maslow 1970).

In a classroom situation, a child who comes from an unhealthy, abusive home environment has unfulfilled basic needs. Given his or her life circumstances, that learner may not feel very safe. If a learner has unfulfilled needs as basic as safety, it will be very difficult for that learner to focus on higher-order needs such as the need to understand. Parents play an important role in satisfying the deficiency and growth needs of their children. Parents who wish their children to become capable of pursuing growth needs must help their children satisfy the more basic needs of health, safety, belonging, love and self-esteem (Nystul 1984).

How can Maslow's theory provide a means to identify problems in learners who appear to be demotivated? That is to say, learners who appear to be motivated by goals other than academic achievement and who take non-academic routes to their goals. A teacher is supposed to observe such a learner starting at the bottom of the hierarchy and try to determine whether the learner's physiological needs have been met. Is the learner receiving adequate food and shelter? If physiological needs have been met, the teacher should consider the safety of the learner, whether the learner feels physically safe at home and at school. An interview with the learner might give the teacher some clues about the learner's feelings of safety.

Next, a learner needs to belong to a group and feel loved. In this regard, Lickona's (1983) model of moral education can be quite useful. Observing the learner's social interactions can give the teacher some clues about the extent to which his or her need to belong and to be loved are being gratified. The following observations need to be made: If the learner appears to have positive relations with peers or if he or she is not a social isolate; also if a learner exhibits a sense of communication in the family and at school; and if the learner seems to feel loved, then the next set of questions to ask should address the learner's self-esteem including his or her sense of self-efficacy. A teacher may assign a task to the learner which he or she feels sure that learner can perform successfully in order to gauge the learner's views of his or her abilities. Finding out the learner's expectations of efficacy could give a teacher some clues about academic self-esteem.

The failure to satisfy a need results in a form of dysfunction or disturbance. If a teachers' observation of a learner reveals a dysfunction related to deficiency needs, some kind of action is needed.

For example, safety, belongingness, and esteem needs might be gratified in a classroom that operates on the basis of Lickona's model (1983). For the most part, teachers can exert influence only at school. If the problems related to deficiency needs cannot be met at school, a teacher must seek help from outside. One of the first things a new teacher should do is learn the school district's referral system. It is important to find out what learner services and other professional help are available for the learner.

Connell (2005) states that a learner whose deficiency needs have been met is growth motivated. Growth-motivated learners have a need to understand and to know. They also have aesthetic needs. For example, a learner in physics might appreciate the beauty inherent in the phenomena of astronomy. Another learner might appreciate the rhythm of a sonnet or the elegance of a mathematical formula. Growth motivated learners tend to seek activities that they find pleasurable, usually in the form of a challenge. Learners who attempt independent studies, for example, seek to solve problems of their own devising.

In the educational setting, students will be led to seek satisfaction and self-actualization if their basic needs for safety, relaxation, belongingness, a clean and orderly environment are addressed and met. Teachers, therefore, are in a key position to satisfy these basic needs. Biehler and Snowman (1993) pointed out that Maslow described cognitive needs and aesthetic needs which play a critical role in the satisfaction of basic needs. They said that Maslow maintained that such conditions as the freedom to investigate and learn, fairness, honesty, and orderliness in interpersonal relationships are critical because their absence makes satisfaction of the five basic needs impossible (p. 517).

The limitation of Maslow's theory is that teachers may not know which of a student's needs is not satisfied; or even if they know, they might not be able to meet that need. However, teachers can always enhance students' self-esteem by creating classroom conditions that will increase students' achievement.

Applying Abraham Maslow's theory of a pyramid-shaped hierarchy which entails: physiological needs, personal safety, social affiliation, self-esteem and self-actualization to education is an ideal way to assess lesson plans, courses and educational programmes. Like the rungs of a ladder, each need has to be met before progressing to the next level. By asking themselves whether the five needs are being met in their school or classroom, teachers can assess how well they are applying Maslow's hierarchy to their teaching practice. Learners may move back and forth on the hierarchy, so it is important to have ongoing assessments of how well their needs are being met (Connell 2005).

The following are some of the ways Maslow's Hierarchy of needs can be applied in the classroom (Connell 2005).

PHYSIOLOGICAL NEEDS

- Don't take away learner's snacks and lunch time.
- Allow rest room breaks.
- Educate the learners on proper nutrition.
- Allow them to drink water in your class.
- Have systematic breaks to let your learners digest the information.

SAFETY NEEDS

- Educate the learners on safety procedures in school.
- Have regular earthquake and fire drills.
- Enforce rules that prevent bullying.
- Teach learners how to handle bullying.
- No physical or verbal abuse from peers.
- Make learning fun.
- Do not threaten your learners.

BELONGINGNESS AND LOVE NEEDS

- Treat learners as if they were your children.
- Cultivate class rapport and bonding through games and activities.
- Encourage learners to participate in sport and non-academic activities.
- Maintain a positive attitude in class.
- Inject humour in your lessons.
- Know your learners well. Address them by their name.
- Have a good working relationship with the parents of your learners.

ESTEEM NEEDS

- Praise your learners for the good things they did or said.
- Display their work on the walls in your classroom.
- Recognize the achievements of your learners. Declare it with pride to the class.
- Encourage them to do better when they fail.
- Have high expectations and let them know it so that they will strive to reach your expectations.
- Do not compare them with their classmates.

SELF-ACTUALIZATION

- Provide challenging work that taps their creativity.
- Allow them to make choices in projects and assignments and to pursue their interests.
- Cultivate an atmosphere of innovation and self-reflection in your class.
- Treat each learner as a unique individual.

In taking into account the learners diverse needs, I have explore in this study how the intermediate phase teachers motivate learners. Jones and Jones (1990) emphasise that how teachers conduct their classrooms is a major factor directing learner motivation. Therefore, it is the responsibility of teachers to know what their learner's needs are, to understand the theory of Maslow's hierarchy, and to develop their teaching programmes accordingly. Ray (1992) states that in the educational scene the teacher has the primary responsibility to develop, encourage, enhance, and maintain motivation in the learners. In his later years, Maslow realized that an environmental precondition of stimulation or challenge was needed to motivate individuals. Therefore, it is also the teachers' responsibility to include a means of

stimulation in their teaching programmes to learners' interest. Maslow's theory and Herzberg's Two Factor theory confer that a specific set of needs must be met in order to propitiate behaviour and maintain it. Therefore, the next section deals with Herzberg's Two – Factor Theory.

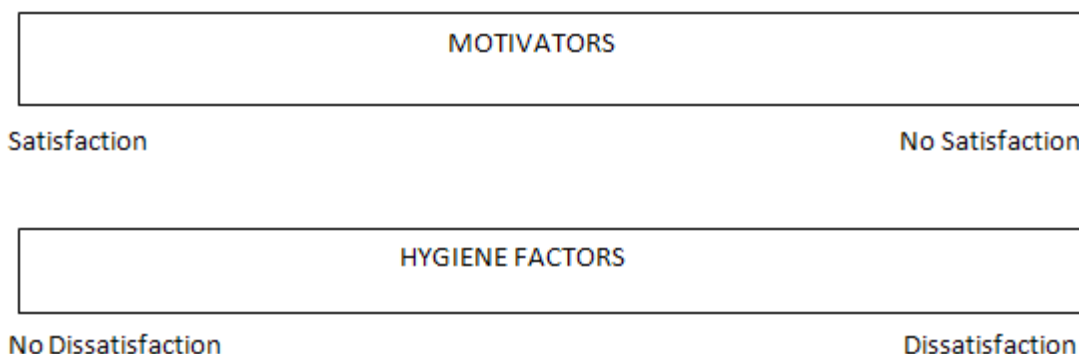
2.1.2.2 HERZBERG'S TWO-FACTOR THEORY

Herzberg's two-factor theory relates to Maslow's hierarchy of needs. They basically modify human behaviour by trying to satisfy their needs which have a positive correlation with achievement of the desired goals in human behaviour (Bartol & Locke 2000). In the classroom, learners have a need for approval. They work better when their achievements are acknowledged. They are motivated to do more when their efforts are recognized and when they are given more responsibilities.

In 1959, Frederick Herzberg, a behavioral scientist proposed a two-factor theory or the motivator-hygiene theory. According to Herzberg, there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction."

In summary, satisfiers describe a person's relationship with what he or she does, many related to the tasks being performed. Dissatisfiers, on the other hand, have to do with a person's relationship to the context or environment in which he or she performs the job. The satisfiers relate to what a person does while the dissatisfiers relate to the situation in which the person does it (Herzberg, Mausner & Snyderman 1959).

Herzberg classified these job factors into two categories:



Hygiene factors-Hygiene factors are those job factors which are essential for the existence of motivation at the workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent or if these factors are non-existent at the workplace, then they lead to dissatisfaction.

In other words, hygiene factors are those factors which when adequate or reasonable in a job, pacify the employees and do not make them dissatisfied. These factors are extrinsic to work. Hygiene factors are also called dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. These factors describe the job environment. The hygiene factors symbolize the physiological needs which the individuals want and expect to be fulfilled. Hygiene factors include:

- **Pay** - The pay or salary structure should be appropriate and reasonable. It must be equal and competitive to those in the same industry in the same domain.
- **Company Policies and administrative policies** - The company policies should not be too rigid. They should be fair and clear. It should include flexible working hours, dress code, breaks, vacation and others.
- **Fringe benefits** - The employees should be offered health care plans (medi-claim), benefits for the family members, employee help programmers and many more.
- **Physical Working conditions** - The working conditions should be safe, clean and hygienic. The work equipment should be updated and well-maintained.
- **Status:** The employees' status within the organization should be familiar and retained.
- **Interpersonal relations** - The relationship of the employees with his peers, superiors and subordinates should be appropriate and acceptable. There should be no conflict or humiliation element present.
- **Job Security** - The organization must provide job security to the employees.

The hygiene factors have implications for how learners can be motivated in the classroom. In place of pay, teachers need to ensure that learners are rewarded for good work, for example, through tokens such as stars and "happy faces." Classroom rules should not be too rigid. They should allow for learner flexibility and creativity. The teacher needs to promote healthy interpersonal relationships in the classroom and ensure that conflict is minimized.

Motivational factors. According to Herzberg, Mausner & Snyderman (1959), the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to the work and they motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolize psychological needs that are perceived as an additional benefit. Motivational factors include:

- **Recognition** - The employees should be praised and recognized for their accomplishments by the managers.
- **Sense of achievement** - The employees must have a sense of achievement. This depends on the job.
- **Growth and promotional opportunities** - There must be growth and advancement opportunities in an organization to motivate the employees to perform well.
- **Responsibility** - The employees must hold themselves responsible for the work. The managers should give them ownership of the work. They should minimize control but retain accountability.
- **Meaningfulness of the work** - The work itself should be meaningful, interesting and challenging for the employee to perform and to get motivated.

These motivational factors also have implications for how teachers manage the teaching and learning in their classrooms. For example teachers need to promote among learners a sense of achievement when they perform a task satisfactorily. They need to engage learners in learning content that is meaningful to their contexts.

Herzberg's research proved that people will strive to achieve 'hygiene' needs because they are unhappy without them, but once satisfied the effect soon wears off - satisfaction is temporary. Poorly managed organizations fail to understand that people are not 'motivated' by addressing 'hygiene' needs only. People are truly motivated by enabling them to reach for and satisfy the factors that Herzberg identified as real motivators such as achievement, advancement and development. These factors represent a far deeper level of meaning and fulfillment (Herzberg, Mausner & Snyderman 1959).

Frederick Herzberg reviewed issues of attitude, studying which factors directly relate to job satisfaction. He established these factors to be important: achievement, recognition, the work itself, responsibility and advancement. In this study I will assess how these factors are applied in the classroom and how learners respond to the motivational strategies being used by the teachers (Smit & Cronje 1992). Herzberg Two Factor theory also relates to the behavioural view by B.F Skinner in the sense that attitudes can be modified to influence work performance. The behavioural view assumes behaviour is motivated by past consequences and the desired behaviour can be reinforced by rewards and punishment. The following section deals with behavioural theory of motivation.

2.1.2.3 THE BEHAVIOURAL VIEW

The behavioural interpretations of motivation rest on Skinner's (1904-1990) behavioural learning theories and it focuses on the reinforcement of desired behaviour through the use of extrinsic reward. Biehler and Snowman (1993), state that behavioural interpretations of learning help to explain why some learners react favourably to particular subjects but dislike others. Following from the ideas of the behaviourist Skinner (1904–1990), theories that focus on behaviour generally do not recognize motivation as something different from learning. Behavioural theories generally describe both motivation and learning in terms of how behaviour is or is not reinforced by the environment. Because of this, behavioural theories describe contexts in terms of patterns and relationships in the environment.

Skinner (1961), influenced education, as well as psychology with both his ideology and literature. In Skinner's view, education has two major purposes: (1) to teach repertoires of both verbal and nonverbal behaviour; and (2) to encourage learners to display an interest in instruction.

He endeavoured to bring learners' behaviour under the control of the environment by reinforcing it only when particular stimuli were present. He believed that human behaviour could be affected by small consequences, something as simple as the opportunity to move forward after completing one stage of an activity could prove reinforcing (Skinner 1961). Skinner favoured active learning in the sense that learners were not merely passive recipients of information doled out by teachers. He was convinced that a learner had to take action; "to acquire behaviour, the learner must engage in behaviour" (Skinner 1961:389).

Skinner asserted that positive reinforcement is more effective at changing and establishing behaviour than punishment. This is where Skinner's teaching machine came into play since it reinforced learning, but there was question as to whether it truly benefited learning or hindered it by making learners act like robots (Skinner 1953). The teaching machine had instructional potential because it provided immediate and regular reinforcement that maintained learner's interest, as the "material in the machine [was] always novel" (Skinner 1961:387). In this way, a learner's attention could be maintained without the use of aversive controls. The efficiency of the teaching machine resulted from its automatic provision of reinforcement, individualized pace setting, and a coherent instructional sequence for the learner. It engaged learners and allowed them to learn by doing.

Essentially he says that teachers have not been given an in-depth understanding of teaching and learning. Without knowing the science underpinning teaching, teachers fall back on procedures that work poorly or not at all, such as:

- using aversive techniques (which produce escape, avoidance and undesirable emotional effects).
- relying on telling and explaining (a learner does not learn when he is shown or told).
- failing to adapt learning tasks to the learner's current level.
- failing to provide positive reinforcement frequently enough (Skinner 1961:103).

Skinner (1961) suggests that any age-appropriate skill can be taught. The steps are:

1. Clearly specify the action or performance the learner is to learn to do.
2. Break down the task into small achievable steps going from simple to complex.
3. Let the learner perform each step reinforcing correct actions.
4. Adjust so that the learner is always successful until finally the goal is reached.
5. Transfer to intermittent reinforcement to maintain the learner's performance.

The limitations of Skinner's views can be seen from his argument that it is: 'a step forward' to 'abolish' the 'autonomous inner man' (Skinner 1971:215).

Skinner (1961) associated punishment with avoidance. For example, he thought a child may be forced to practice playing his instrument as a form of seemingly productive discipline. This child would then associate practicing with punishment and thus learn to hate and avoid practicing the instrument. Additionally, teachers who use educational activities to punish children could cause inclinations towards rebellious behaviour such as vandalism and opposition to education.

Behaviourism focuses mainly on a change in external behaviour achieved through a large amount of repetition of desired actions, the reward of good habits and the discouragement of bad habits. In the classroom this view of learning may lead to a great deal of repetitive actions, praise for correct outcomes and immediate correction of mistakes. In the field of language learning this type of teaching was called the audio-lingual method, characterized by the whole class using choral chanting of key phrases, dialogues and immediate correction (Brown 1994). Within the Problem Based Learning (PBL) environment, learners may be encouraged to engage with the learning process and their peers within the group by positive reinforcement from a skilled facilitator to increase positive actions of engagement, contributions and questioning (Brown 1994). The same author, Brown (1994) also maintains that, within the behaviourist view of learning, the teacher is the dominant person in the classroom and takes negative behaviours. For example; lack of engagement or negative contributions,

could be minimized by the facilitator using negative reinforcement. Evaluation of learning comes from the teacher who decides what is right or wrong. The learner does not have any opportunity for evaluation or reflection within the learning process. They are simply told what is right or wrong. The conceptualization of learning using this approach could be considered "superficial" as the focus is on external changes in behaviour i.e. not interested in the internal processes of learning leading to behaviour change and has no place for the emotions involved the process (Baum & William 1994).

In this regard I assessed whether the teachers had structured the classroom contexts appropriately so that learning could proceed in a very systematic fashion. This was meant to help relate the environment and the behaviour of the learners. I also be assessed how the behaviour principles enhanced the teaching-learning process in the classroom. This entailed exploring the strategies the intermediate phase teachers were using to reinforce the desired behaviours.

2.1.2.3 REFLECTION ON THE THEORIES

The most important educational goal is for learners to learn. Another important goal is to make newly gained knowledge and information purposeful and meaningful to the learners so that it may be retained and made useful throughout their lives. If learners are demotivated in one way or another, it is likely that little learning will take place, or if by chance some learning takes place, it is probable that it will not be retained. Maslow's theory proposes that teachers can reinforce the levels of motivation of learners by putting the levels of the learners needs in perspective. Further, in order for schools to be successful in improving their performance of learners, understanding what stimulates learners is fundamental to all who seek improvement in learner performance as addressed in Hertzberg's Two Factor Theory (Hertzberg, Mausner& Snyderman 1959).

However, some people are extrinsically motivated, they perform their best through a token. They need rewards and recognition to be propelled to the desired goal. This brings the behavioural theory into play. This theory has been implemented in the school system in a variety of ways. Teachers and parents alike rewarded learners for good behaviour long before Skinner's theories were developed. However, many behaviour management systems used in today's schools are directly influenced by his work. Skinner advocates immediate praise, feedback, and /or reward when seeking to change troublesome behaviour or encourage correct behaviour in the classroom. Teachers seeking to implement a reinforcement system in their classroom should use strategies such as a token to reward learners immediately for behaviours that they are reinforcing.

2.2 REVIEW OF RELATED LITERATURE

In presenting the review of related literature I focus on the following: intrinsic motivation, extrinsic motivation and motivation strategies. The following section focuses on both kinds of motivation because human activities fall along a continuum from fully self-determined (intrinsic motivation) to fully others-determined. (extrinsic motivation). Intrinsic and extrinsic motivation are not two ends of a continuum. Intrinsic and extrinsic tendencies are two independent possibilities, and, at any given time, we can be motivated by some of each (Covington & Mueller, 2001). Teachers can create intrinsic motivation by connecting to learners' interests and supporting growing competence. But this does not actually work all the time. If the teachers count on intrinsic motivation to energize their learners all the time, they will be disappointed. There are situations where incentives and external support are necessary. Teachers must encourage and nurture intrinsic motivation, while making sure that extrinsic motivation supports learning (Anderman & Anderman, 2009; Brophy 2003; Deci, Keeshtner, & Ryan 1999). To do this, they need to know about the strategies that influence motivation.

2.2.1 INTRINSIC MOTIVATION

In order for learners to learn, teachers need to focus on intrinsic motivation because it is far more effective than rewards at providing excellence (Kohn 1993). Intrinsic motivation is the key to motivating middle school learners and can only be attained if learners are willing to internally accept the challenge of the new concept. Research indicates that middle school learners are social beings and have the intrinsic desire to learn and complete tasks for its own sake (Baltes, Cahill, & Moretto 2000 ; Kohn 1993). Condry and Chambers (1978) found that when learners were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision-making strategies than did learners who were extrinsically oriented.

Brozo (2005) notes that in order to foster intrinsic motivation, a teacher should try to create learning activities that are based on the topics that are **relevant** to learners' lives. These strategies include using local examples, teaching with events in the news, using culture and technology to teach, connecting the subject with learners' culture, outside interests and also social lives (Brozo 2005). Learners with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented learners gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented learners are inclined to put forth the minimal amount of effort necessary to get the maximal reward (Lepper 1988).

Margolis and McCabe (2006) indicate that learners perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the learner is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety. They suggested that scaffolding instructional technique can be used where the challenge level is gradually raised as learners are capable of more complex tasks (Margolis & McCabe 2006).

Although every educational activity cannot, and perhaps should not, be intrinsically motivating, these findings suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits. Murdock and Miller (2003) examined the relation between eighth-grade learners' achievement in relation to their motivation. Learners who are growth-motivated tend to be self-directed. These learners take the responsibility to satisfy their need to know and understand their aesthetic needs. Growth-motivated learners tend to rely more on intrinsic rewards than extrinsic rewards. Teachers who work with such learners should provide them with opportunities to pursue self-directed learning and take care not to undermine their intrinsic motivation with unnecessary extrinsic rewards. A growth-motivated person has had his or her deficiency needs met and therefore seeks the challenge of meeting growth needs. This suggests that teachers should arrange learning situations which learners will view as challenging but not threatening. If the learners perceive the classroom as threatening, they are likely to play it safe. They will not take risks academically and they will not seek out the challenge.

2.2.2 EXTRINSIC MOTIVATION

Motivation is the driving force behind all the actions of an individual and it is the base of one's emotions and achievement-related goals. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot 1997). In most intermediate level settings, an extrinsic reward is used to monitor learner behaviour and achievement. Studies show classrooms that base reinforcement on extrinsic rewards actually hinder classroom motivation (Baltes, Cahill, & Moretto 2000). An extrinsic rewards system is based on a token economy programme where a learner is rewarded for doing something good or attaining a goal and at the same time the prize is taken away when the learner does not perform or attain the intended achievement goals. In punishment by rewards, Kohn (1993) argues that reward systems are often successful at increasing the probability that learners will do something but that as soon as the reward system is taken away their motivation decreases. Also, the more learners are rewarded for doing something, the more they tend to lose interest in whatever they had to do to get the reward. According to Kohn (1993)

intrinsic motivation can be promoted if the teachers in the classroom could provide an engaging curriculum and a caring atmosphere so that kids can act on their natural desire to find out.

Baldes, Cahill, and Morretto (2000) conducted a sixteen-week research study that targeted learner populations in kindergarten, fourth grade and sixth grade at two grade school sites and one middle school site. Their findings indicate that teachers actually contribute to a decline of learner motivation by thinking it is necessary to “reward” learners to do something. Their findings indicated low level of academic achievement prior to their study. During the sixteen-week intervention programme the participating teachers’ implemented strategies were consistent with cooperative learning, multiple intelligences, and positive discipline to create a positive, motivating, and safe environment. The data from pre and post intervention interviews from teachers and learners indicated increased motivation and reduced misbehaviour that led to more time for academic instruction resulting in learner academic and personal growth (Baldes, Cahill, & Moretto 2000)

2.2.3 MOTIVATION STRATEGIES

In this section I focus on the following motivation strategies: self-regulation, classroom strategies, learner-centered learning, and relevance of the curriculum, teacher-learner relationships, portfolios and course design.

2.2.3.1 SELF-REGULATION

For intrinsic motivation to occur, intermediate phase learners must set goals for the future that can generate sufficient emotion to produce action. They need to believe that they have the ability to achieve the stated goals (Gehlbach & Roeser 2002). Intermediate phase learners need to take responsibility for their own learning and to become self-regulated learners because it can lead to greater academic achievement and increase their sense of efficacy (Dembo & Eaton 2000).

Dembo and Eaton (2000) studied the important component of academic success in learner motivation and ability to take responsibility for one’s learning. Self-regulation is the learner’s ability to control the factors or conditions that affect his or her learning (Dembo & Eaton 2000). The authors discuss Zimmerman’s models of academic self-regulation. Zimmerman has completed numerous studies on learner’s ability to accept responsibilities for their academic success. They identify six dimensions of behaviour that influence learning motivation, methods of learning, use of time, physical environment, social environment and performance. The study’s findings suggest that middle school learners are able to monitor and control their behaviour by setting goals, using prior knowledge, considering alternative

strategies, developing plans to resolve problems with schoolwork and considering contingency plans. By doing so they are able to realize their success or failure on a given assignment or task.

Dembo and Eaton (2000) also found that middle school learners need to experience greater autonomy in their schoolwork. Research indicates that when adolescents participate in selecting assignments, they are more motivated to learn because their interest in the content increases (Dembo & Eaton 2000). Learners are motivated when they are given more autonomy because opportunities to make some of their own decisions increase the likelihood they can align their goals with those of their teachers (Gehlbach & Roeser 2002).

The most recent international evidence of a balance of autonomy and accountability comes from analysis of results for 2012 in the Program for International Student Assessment (PISA). These tests involved a sample of 15-year-olds from 65 countries. The focus was on mathematics. The findings with respect to autonomy in curriculum and assessment could not be clearer: 'Schools with more autonomy over curricula and assessments tend to perform better than schools with less autonomy when they are part of school systems with more accountability arrangements and / or greater teacher-principal collaboration in school management' (OECD 2013:24). Another finding in PISA 2012 was that 'between 2003 and 2012 there was a clear trend towards schools using student assessments to compare the school's performance with district or national performance and with that of other schools' (OECD 2013:24).

Wigfied & Wagner (2005) discuss young adolescents' self-identity and motivational changes that happen during middle school years for middle school counsellors. Studies show that having a positive relationship with teachers and counsellors could help ease the transition from the elementary to the middle school setting. The authors suggest that middle school counsellors must be responsive to the developmental needs of middle school learners. Intermediate phase counsellors should be aware of learner's changes in biological, cognitive, self-concept, self-esteem and identity as well as changes in achievement, peer relations and relationships with teachers. The counsellors can ease the transition to middle school by providing appropriate programmes. They could start the year before the transition and orientation during which young adolescents are counselled on goal setting, conflict resolution and career awareness. Together with teachers, counsellors can help facilitate these programmes in the curriculum to ensure success (Wigfied & Wagner 2005). At this stage, teachers can influence learners

but they cannot cause learners to be internally motivated (Corder 1999). Middle school learners need their teachers' support to increase their motivation in class in order to benefit socially and academically.

In a review of literature combined with a yearlong case study in a rural middle school, Davis (2006) reported that learners do better in school when they have a strong relationship with their teachers. His research also indicates that children had fun in classes where they had a good relationship with a teacher during their middle school years. The learners were also able to work harder and tried to do more challenging work because they felt safe and were able to talk to the teacher and took intellectual risks. Once learners are comfortable in their environment, they become secure and are ready to learn and feel motivated to accomplish tasks. In addition, seeing one's teacher as supportive and caring increases the likelihood that learners value education, see themselves as capable and subscribe to values that are consistent with those expected in schools. These include being pro-social and compliant, setting high education goals for themselves, and avoiding involvement in behaviours such as cheating that could lead to disciplinary action (Murdock & Miller 2003).

2.2.3.2 CLASSROOM STRATEGIES

Classroom environment is important. If learners experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning. Various task dimensions can also foster motivation to learn. Ideally, tasks should be challenging but achievable. In addition, defining tasks in terms of specific, short-term goals can assist learners to associate effort with success (Stipek 1988). Verbally noting the purposes of specific tasks when introducing them to learners is also beneficial (Brophy 1986). Extrinsic rewards, on the other hand, should be used with caution, for they have the potential of decreasing existing intrinsic motivation.

Maehr and Midgley (1991) argue that what takes place in the classroom is critical, because the classroom is not an island. Depending on their degree of congruence with classroom goals and practices, school wide goals either dilute or enhance classroom efforts. To support motivation to learn, school-level policies and practices should stress on learning task mastery and effort rather than relative performance and competition (Maehr & Midgley 1991).

2.2.3.3 LEARNER-CENTRED LEARNING

A teacher challenge is finding creative ways to design different learning environments. Learner-centered learning facilitates learners' engagement during class time by designing hands-on activities that help them construct their own meaning of new concepts in the class (Papert 1986). In this type of

classroom, learners socially interact with their teachers and peers through discussion of ideas and their meaning. Learning then becomes relevant to the learner's lives, interests and needs. Teachers need to remember that there is no right answer, to solve problems and to address actual challenges in their classroom. It is also important to note that tasks and projects need to be personalized to motivate and interest the learners (Baltes, Cahill, & Moretto 2000; Kohn 1993).

Hootstein (1995) conducted a research study in which he interviewed 18 US history teachers at eight-grade level and administered questionnaires to 60 of their learners in seven middle schools located in a Pacific Northwest school district. His research aimed to detect differences in the effectiveness of teaching strategies used in the classroom. Results indicate that when teachers used simulations, role playing, organized group discussion, games, and collaborative learning, they made the class more motivating. This is because they helped their learners construct vivid mental images of situations that are often absent from present experiences and also gave them some measure of control over their school learning. Hootstein (1995) emphasizes that when both curriculum and classroom management are learner-centered, learners not only learn more in the short run, but develop into independent, self-disciplined and life-long learners.

2.2.4 RELEVANCE OF THE CURRICULUM

Relevance of the curriculum also promotes motivation, as does contextualizing learning, which helps learners to see how skills can be applied in the real world (Lepper 1987). Tasks that involve a moderate amount of discrepancy or incongruity are beneficial because they stimulate learners' curiosity; hence it is an intrinsic motivator (Lepper 1987). Teachers' classroom delivery plays an important role in learner motivation. The presence of motivation depends upon the interactions between teachers and learners (Gehlbach & Roeser 2002). Acknowledging and validating learner needs can result in a humane way creating an orderly environment that provides structure and sets limits (Dickinson & Erb 1997). Teachers need to make the concept interesting and relate the topics to learners' interests and the world around them. Research suggests that learners display greater enthusiasm and interest for a course if they can relate the content and course activities to their daily lives. By connecting the material to real-world experiences or their educational goals, either through examples or in-class activities, teachers will deepen their understanding of the material and allow the learners to see the value of what they are learning.

An example of curriculum decision-making and links to outcomes is furnished by research which was undertaken by Caldwell and Vaughan (2011) in relation to the arts (music, dance, drama, singing, visual

arts). The study was on the impact of the arts in upper primary education in disadvantaged settings in Western Sydney. They were able to secure two matched sets of schools, identical in every respect except that one school delivered programmes in the arts and the other did not. There were important differences in outcomes; for example, there was a significant reduction in absenteeism on days when the programme was offered. Learners gained as much as one year on literacy and measures of learner well-being were higher in schools that participated.

Corder (1990) found that when teachers present connections between learners' lives and new lessons, learners become more motivated. In that study, the researcher took ten teachers from one Virginia middle school and observed their classroom behaviours and interactions with learners. The teachers participated in an interview about their definition of motivation, general practices, and behaviours that motivated learners. Results indicated that establishing a positive teacher-learner relationship was a strong motivator especially when teachers presented connections between learners' lives beyond the classroom and the material presented in the lesson (Corder 1999).

Marshall (1987) found that learners become highly motivated to learn when the teacher uses a great number of motivational statements regarding the purpose and the value of the lessons. This research studied teachers' strategies that supported motivation to learn. There were three fifth grade teachers who participated in the study. Each teacher used different strategies and methods to motivate his or her learners. Research results indicate that when a teacher used positive motivational statements that praised the learner's achievement instead of rewards, learners found the classes to be more fun and challenging, and engaged less in off-task behaviours. Motivating statements used by teachers included some of the following: "You are going to think," "I'm going to trick you," and "look bright." Teachers also held learners responsible for their homework and made learning a game (Marshall 1987).

There are many ways to increase motivation and reduce lesson boredom in the classroom. Hootstein (1994) discusses the following eight strategies teachers can use in the classroom:

1. Relate the learning task to the learners' needs, interests, concerns, and experiences.
2. Make explicit the intended value of learning.
3. Share and model the value of learning.
4. Encourage learners to pursue their own interest in active ways.
5. Stimulate curiosity by offering novel, surprising, and mysterious information.
6. Critique discrepancy by providing incongruous, conflictual and paradoxical information.

7. Ask thought-provoking questions and encourage learners to ask their own questions.
8. Make abstract content more concrete or familiar.

2.2.4.1 TEACHER-LEARNER RELATIONSHIPS

When teachers form positive bonds with learners, classrooms become supportive spaces in which learners can engage in academically and socially productive ways (Hamre & Pianta 2001). Positive teacher-learner relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta 2001). Learners who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre & Pianta 2001). This includes relationships with peers and developing self-esteem and self-concept (Hamre & Pianta 2001). Through this secure relationship, learners learn about socially appropriate behaviours as well as academic expectations and how to achieve these expectations (Hamre & Pianta 2001). The teacher's goals for motivating middle school learners should focus on quality or lasting commitment to a value. What really matters is not how motivated a learner is but the source and nature of the motivation the teacher provides (Kohn 1993). Teachers must maintain a balance between control and discipline in the classroom without compromising learner's motivation to learn. Also, there is more competition that exists among learners such as social comparison, ability to self-assess and heightened self-focus (Eccles et al. 1993).

Another challenge that middle school learners have is that they do not stay in one classroom with one teacher throughout the day (Murdock & Miller 2003), which makes it difficult to create strong relationships (Eccle et al. 1993; Wentzel 1998). Moreover, Eccle et al. (1993) examined the influence of school and classroom environmental factors. They found that in order for adolescents to be engaged and ready to learn, they need a safe, positive and intellectually challenging environment. Factors that contributed to low motivation the middle school came from teachers who wanted to control the classroom and gave learners fewer decision-making opportunities.

According to Freeman, Anderman and Jensen (2007), people have a fundamental need to feel connected or related to other people. In an academic environment, research shows that learners who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. According to learners, their sense of belonging is fostered by an instructor who demonstrates warmth and openness, encourages learner participation, is enthusiastic, friendly and helpful, is also organized and prepared for class (Anderman & Leake 2005).

Powell (1997) compared the perception of teachers and their learners about the frequency with which teachers used motivational strategies that supported mastery goals with both high and low performing learners. There were 47 middle school teachers and 314 high performing and 243 low performing learners who participated in the study. Both teachers and learners answered a 27 item questionnaire that measured the extent to which teachers used adaptive motivational strategies. Results indicated teachers used more motivational strategies with the high achieving learners.

Wentzel (1998) examined the supportive relationships with parents, teachers, and peers in relation to motivation at school. There were 167 sixth graders who participated in the study. The findings indicated that peer support is a positive predictor of positive behaviour where learners receive good grades and stay out of trouble. The perceived motivation support from parents and teachers were not so much of a motivation factor in the success of learners because they only ask for support from teachers and parents as the need arises while motivational support from peers was a constant motivator in school.

Weins et al. (2003) points out that when learners identify with role models, they are more likely to see the relevance in the subject matter. They found that female learners were more likely to cite a positive influence with a teacher as a factor for becoming interested in science (Weins et al. 2003). In some cases, a teacher can be a role model but it is unlikely that he or she will connect on that level with everyone in the class due to differences in gender, age and social circles. However, there are many sources of role models, such as invited guest speakers, fellow learners or other peers.

Evidence from teachers reports of low conflict, high degree of closeness and support, and little dependency have been shown to support learners adjustment to school, contribute to their social skills, promote academic performance and foster learners resilience in academic performance (Battistich, Schaps & Wilson 2004; Birch & Ladd 1997; Hamre & Pianta, 2001). Teachers who experience close relationships with learners reported that their learners were less likely to avoid school, appeared more self-directed, more cooperative and more engaged in learning (Birch & Ladd 1997; Klem & Connell 2004). Learners reported liking school more and experiencing less loneliness if they had a close relationship with their teachers. Learners with better teacher-learner relationships also showed better performance on measures of academic performance and school readiness (Birch & Ladd 1997). Teachers who use more learner-centred practices that is, practices that show sensitivity to individual differences among learners, include learners in decision-making, acknowledging learners

developmental, personal and relational needs produced greater motivation in their learners than those who used fewer of such practices (Daniels & Perry 2003; Perry & Weinstein 1998).

The quality of early teacher-learner relationships has a long-lasting impact. Specifically, learners who had more conflict with their teachers or showed more dependency toward their teachers in kindergarten also had lower academic achievement (Hamre & Pianta 2001). This was reflected in mathematics and language arts grades and more behavioural problems, for example poorer work habits and more discipline problems through the eighth grade. These findings were evident even after taking into consideration statistically, that the extent to which learners' behaviour problems appear are related to problematic teacher-learner relationships. These findings were greater for boys than for girls (Hamre & Pianta 2001). Further work describes that children with more closeness and less conflict with teachers developed better social skills as they approached the middle school years than those with more conflictual relationships in kindergarten (Berry & O'Connor 2009).

2.2.4.2 PORTFOLIOS

Research indicates that the use of learner portfolios contributes to learner learning because they are able to reflect what they are learning into the world around them (Perry 1981). Intermediate phase learners need to actively participate in the evaluation of their academic progress because the self-reflection and close interaction with teachers will help them to think about and act on personal initiatives to improve their own learning (Borba & Olvera 2001). Research also shows that learners who take ownership of their learning are not worried about what their teachers had to say about them.

2.2.4.3 COURSE DESIGN

Learners respond positively to a well-organized course (Brophy et al. 1987). Therefore, it is important to be mindful of the fact that the structure of the course and the teaching methodologies you use can greatly affect your learners' motivation to learn. Once learners are provided with a basic framework of expectations and guidelines, they feel empowered and are able to shape their semester in a better way. The following are some strategies to consider when planning your course and creating lessons (Brophy 1987; Cashin 1979; Davis 1993; Forsyth & McMillian 1991; Svinicki 2005).

2.3.4.4 SET THE TONE EARLY IN THE SEMESTER

Your syllabus should clearly state your learning objectives, course goals, and learner expectations for the course. Explicitly communicate to your learners what they need to do to be successful in the class and achieve their personal goals. You want to capitalize on your learners' initial curiosity with an

enthusiastic introduction of the course. This can easily be done by conducting class surveys or administering diagnostic tests to get a sense of what the learners already know or believe about the course. These strategies can be used on the first day of class and also when introducing a new topic.

2.3.4.5 VARY YOUR TEACHING METHODS

Instead of the traditional lecture style, you can incorporate academic activities that get learners to actively participate in the class and allow for more immediate feedback. Incorporating problem-based learning, collaborative learning, experiments and the use of technology such as clickers, allows for greater learner interaction and the opportunity for learners to practise newly acquired skills and knowledge. Supplementing your lecture with guest lectures, a panel discussion, or learner presentations can break the monotony and minimize passive observation. In the traditional classroom, a student's main job is to sit, listen, take good notes, do the homework, memorise facts, figures, and formulae, and repeat this information back in quizzes and tests. The twenty-first century student uses technology to actively seek out reliable and high quality information, analyse these sources, and utilise them in producing a product of his or her own.. In the traditional classroom, the teacher works hard and the learners rest. In classrooms emulating the modern workplace, the learners should be the ones working the hardest (Chen 2010: 237). Investing in and integrating technology is ever-present among young people in this day and age, but integrating technology into the traditional school curriculum has been a slow process (McCormack & Ross 2010).

A substantial investment in technology for education has been done in many learning institutions, yet it is not being put to use in a way that promotes effective learning (Donovan, Green, & Hansen 2011). Learners the most part, enjoy using the computer, and with enjoyment comes motivation (Eskil & Balkar 2010). A major advantage of using technology into specific content areas is that it makes connections between content and pedagogy (Donovan, Green & Hassan (2011). Student participation is activated by the content connect-ability of subject-matter to everyday life, using active involvement opportunities, students' sharing responsibilities in learning, and a system of rewards for effort and engagement (Aboudan 2011).

Technology is expected to transform the classroom. However, some teachers use it simply to sustain their existing practice or support a teacher centred approach (Wu & Huang 2007). Time seems to be an issue with incorporating technology into the classroom. Even with collaboration amongst teachers, the time commitment for learners to create a video production, or other multimedia tool, adds pressure. There is also an initial time constraint for teachers to develop a familiarity with the technology as it is

being adopted and implemented (McCormack & Ross 2010). The iPad, for example, holds amazing potential for classroom use, unfortunately, it can cost more than \$500 when you factor in 3G access and a budget for apps (Bennett 2011).

2.3.4.6 GIVE LEARNERS OPTIONS IN THE CLASSROOM

Having choices allows even young children to learn ways to take control or ownership over their own learning. This in turn, helps to develop a sense of responsibility and self-motivation. As learners mature and progress from elementary to middle and high school, research demonstrates an even more critical need for skills of directing and managing one's own learning choices and progress (Caldwell & Spinks 2013). There are four dimensions which researchers have used to articulate four major elements of motivation that can be found within the classroom (Murray 2011; Pinch 2003; Ryan & Deci 2000). The four dimensions are competence, autonomy/control, interest/value and relatedness (Usher & Kober 2012). Teachers need to empower learners by giving them a sense of autonomy and helping them develop skills for self-directed learning. Whether it is allowing learners to select a research topic or getting their input when designing an evaluative rubric, learners' motivation is increased if they feel that they have control of their learning outcomes.

Reeve and Hyungshim (2006) indicate that learners can have increased motivation when they feel some sense of independence in the learning process. They also note that motivation declines when learners have no voice in the class structure. Giving learners options to express themselves such as letting them pick their desk partners, select from alternate assignments, determine their own grading scale, or due dates and assignments do increase motivation (Kurvink 1993).

A supportive teaching style that allows for learner autonomy fosters an increased learner interest, enjoyment, engagement and performance. Supportive teacher behaviours include listening, giving hints and encouragement, being responsive to learner questions and showing empathy for learners (Reeve & Hyungshim 2006).

2.3.4.7 INSTRUCTOR BEHAVIOUR

The role of the instructor is to facilitate learning, and it is often a formidable and time consuming task to find ways to motivate learners that will achieve the academic goals you have established for the course. Of all the variables in the motivation equation, your behaviour is the one over which you have the greatest control, takes the least amount of time and can have an immediate and visible impact on

learner motivation. In order to enhance your learner's learning and motivation to learn, consider the following as it relates to your actions in the classroom.

2.3.4.8 SHOW ENTHUSIASM

As the instructor, you are a major source of stimulation for the course content and the overall tone of your classroom. Therefore, it is important for you to model the behaviour you want to see your learners display. If you appear bored and uninterested in the course, your learners will most likely respond to that negative energy and apathetic attitude by duplicating it. Being excited about the content, presenting the information and activities in an organized and interesting way and showing a genuine interest in teaching will go a long way in maintaining learner attention.

According to Freeman, Anderman and Jensen (2007), people have a fundamental need to feel connected or related to other people. In an academic environment, research shows that learners who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. According to learners, their sense of belonging is fostered by an instructor that demonstrates warmth and openness, encourages learner participation, is enthusiastic, friendly and helpful, and is organized and prepared for class (Anderman & Leake 2005).

2.3.4.9 AVOID EXCESSIVE COMPETITION

While learners need opportunities to interact with their peers, and many learners claim to be inspired by competition, you don't want to create an environment that is conducive to comparison, divisions, or derisive dialogue among learners. These intense and extremely competitive types of classroom settings can induce performance anxiety which can interfere with learner learning, thereby counteracting your goal of motivation.

According to Margolis and McCabe (2006), learners can learn by watching a peer succeed at a task. In this context, a peer means someone who the learner identifies with, not necessarily any other learner. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing or age.

2.3.5 COMMUNICATE AN EXPECTATION OF SUCCESS

Learners will rise to the instructor's expectations which are communicated by your level of engagement and interaction with your learners. This can be something as informal as using learners' names in class to a formal evaluation of their work. Subtle forms of behaviour, even if unintentional, can be a powerful influence on learner performance.

2.3.5.1 CREATE ASSIGNMENTS THAT ARE APPROPRIATELY CHALLENGING

It's important to consider your learners' interests, background knowledge, and abilities when designing coursework. You want to provide learners with the opportunity for early success and gradually increase the degree of difficulty with the assignments and exams as the semester progresses. "Working on problems that are of the right level of difficulty is rewarding, but working on problems that are too easy or too difficult is unpleasant." (Paul 2010). The key is to strike a balance so that every learner feels that he or she, with reasonable effort, has the capability to succeed while still being challenged to stretch his or her limits.

2.3.5.2 PROVIDE CONSTRUCTIVE, TIMELY FEEDBACK

Learners want to be recognized for the hard work and effort they put into their classes, and whether we like it or not, many view grades as a primary incentive for their scholastic efforts. By returning assignments quickly and by constructively communicating positive and negative feedback, you are able to acknowledge the learners' hard work while still encouraging them to strive for more. If learners don't receive feedback on their work, it is often difficult for them to know whether or not they are fully meeting your expectations and learning the material. In addition, if you neglect to explain why something was wrong or point the learner in the right direction by further articulating your expectations, the learner may not make any additional effort to succeed as he or she does not know what direction to take. Since your ultimate goal is for learners to learn the course material, consider underscoring or de-emphasizing the grade earned by prioritizing and shifting the focus from the grade to the detailed comments and feedback you provided on their work. Other potentially useful strategies include the following: portray effort as investment rather than risk; portray skill development as incremental and domain-specific and focus on mastery (Brophy 1986).

The potential payoff of having learners who value learning for its own sake is priceless. It is crucial for parents, teachers and school leaders to devote themselves fully to engendering, maintaining and rekindling learners' motivation to learn.

2.4 REFLECTION ON THE CHAPTER

According to the literature reviewed in this chapter, effective teaching calls for orchestration of strategies that can motivate all the learners to achieve the desired learning outcomes. Many teachers agree that motivating learners is one of the critical tasks of teaching. Teachers as classroom leaders must be concerned about developing a particular kind of motivation to learn. This should entail “a student’s tendency to find the academic work meaningful and worthwhile and to try to derive the intended academic benefits from them.” (Brophy 1988:205). In order to learn, learners must be cognitively, emotionally, and behaviourally engaged in productive class activities.

Motivation depends on aim-directed behaviour, which has two elements, namely, people’s needs (which initiate their behaviour and action) and aims (which fulfil the unsatisfied need). An aim is then set to satisfy the need, and actions are taken that will result in the achievement of the aim. When the needs have been satisfied, the new ones develop and the cycle continues. Teachers as classroom leaders need to be versed with the background knowledge of their learners to be able to teach them inclusively.

2.5 CONCLUSION

This chapter has presented the theories that underpin the study: Teacher leadership and theories of motivation. With regard to theories of motivation, three theories were discussed: Maslow’s Hierarchy of Needs, Herzberg’s Two-Factor Theory and Behavioural Theories. The related literature was thereafter examined. The types of motivation and motivational devices used by teachers were explicated upon. National and international studies were presented in order to show how the previous research informed the current study.

The next chapter presents the research design and methodology employed in the study.

3 CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter focused on the literature reviewed in regard to the theories of motivation employed in this study and the related research done with regard to the motivation of learners by the teachers at schools. The focus of this chapter is to elucidate the research design and methodology employed in this study in order to seek answers to the key research question namely:

How do teachers as classroom leaders motivate learners in the intermediate phase classroom?

And the following sub-questions:

- **What motivational strategies are teachers using currently?**
- **Why are they using such strategies?**
- **How effective are such motivational strategies?**
- **What alternate motivational strategies can be used in the classrooms?**

The Chapter commences with a discussion on the methodological approach and the methodology employed. Thereafter, an exposition of the methods used to generate data and the instruments used is presented. Sampling issues and the selection of participants then follows. A discussion on the manner in which the data were analyzed is then presented. Finally a discussion on ethical issues, piloting of instruments and issues of trustworthiness bring the chapter to a close.

3.2 METHODOLOGICAL APPROACH

There are two basic approaches to doing research: quantitative and qualitative. Each approach has evolved to fulfill specific research aims and functions. Specific methodological styles and conventions have developed within each tradition (Thomas 2003). The quantitative approach focuses on measurement of the characteristics displayed by people and events that researchers study. It generates numerical data or data that can be converted into numbers, for example the National Census, which counts people and households (Thomas 2003). Central to quantitative research is the understanding of how and why variables are related to each other. Thus, it is used to answer questions about relationships

between measured variables (Punch 2003). Quantitative research uses methods adopted from the physical sciences that are designed to ensure objectivity and generalization (Thomas 2003). Thus, this kind of research generates statistics through the use of large scale survey design to test a specific construct, such as locus of control, reading comprehension or spatial skills. It is sometimes referred to as the traditional or positivist approach. Some common research designs in quantitative research are: experimental designs, surveys, correlation design and causal comparative designs.

Qualitative research, on the other hand, focuses on understanding people's beliefs, experiences, attitudes and interactions. It is an approach used to answer questions about the complex nature of a phenomenon, usually with the purpose of describing and understanding a phenomenon from the participants' point of view. The concern is understanding and interpreting real life events and stories, as well as people's attitudes, experiences and behaviour (Lincoln & Guba 1985). It places more importance on data being gathered in natural or real life settings as the 'action' happens, for instance in playgrounds, in communities and others. Data collection is through observations and interviews and is usually presented in a narrative form (Thomas 2003). It is sometimes called interpretive or constructivist approach.

3.3 RESEARCH METHODOLOGY

The present study is based on a mixed methods case study of an English medium private primary school. According to Tashakkori and Creswell (2007), a mixed method design is research in which the researcher collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study. Similarly, Johnson, Onwuegbuzie, and Turner (2007:123) define a mixed method design as a research in which the researcher combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis and inferences techniques) for the broad purposes of breadth and depth of understanding and collaboration. This study employs both quantitative and qualitative research methods. I engaged with mixed methods because I wanted to develop a more complete understanding of the problem. In order to do so I gathered quantitative data that helped understand the breadth of the problem. In order to probe deeper into the quantitative data I employed qualitative methods which provided the desired depth.

According to Stake (2008) a case study is an in-depth analysis of a single entity. Creswell (2009) refers to a case study as an in-depth exploration of a bounded system (e.g., an activity, event, process, or individuals) based on extensive data collection. Being bounded means being unique according to place,

time and participant characteristics. I chose a case study as a research method because I needed to develop a holistic understanding of the effectiveness of motivational strategies which were used by the teachers to improve teaching and learning in the selected school. Yin (1989) describes case study research as a flexible form of inquiry best suited for studying a particular phenomenon within its natural context. With case studies; data collection is extensive and varied depending on the question and the situation. Essentially, I was able to gather the information required to provide an in-depth understanding through multiple methods which entailed a quantitative research method (teachers' filled in questionnaires) and qualitative research methods (oral interviews with learners and classroom observations). The classroom observation was basically done for data validation. Typically, case studies use multiple methods to collect data. The freedom to collect multiple kinds of information makes the case study methodology useful for exploring ideas and constructing theories about programme or project dynamics.

Despite its advantages, the case study method is traditionally considered to have several major limitations as an evaluation tool. Descriptive case studies are qualitative and unreliable (Miles 1979). Whether qualitative or quantitative, case studies typically relate to single projects or at best, small clusters of projects, such that their results usually cannot be generalized to the entire portfolio of projects (Miles 1979). I therefore cannot generalize the results of this study as a working therapy for all the primary school categories in Botswana. However, schools may choose to select aspects of the research that may work for them. One of the biggest disadvantages to using the case study method has to do with external versus internal validity (Guba & Lincoln 1994). Using the case study methodology, the researcher often does not have control over certain variables and events and therefore, cannot control them as the researcher could in a lab experiment.

Consequently, a researcher using a case study methodology must be content that his/her findings may only be applicable to similar cases. Once the case study gains in internal validity, it loses external validity. Therefore, I would recommend further research in different primary school categories especially in Botswana.

3.4 METHODS AND INSTRUMENTATION

The methods used in this study were a questionnaire, interviews and observations. According to Gay and Airasian (2003), a questionnaire is appropriate for a study because it permits the respondents to have freedom in terms of responses. It also allows for data collection from a large population like that of teachers and learners. A questionnaire requires less time to answer and analyze and is less expensive

(Airasian and Gay 2003). Most of the teachers in my study filled in the questionnaire relatively quickly because many people are familiar with questionnaires. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive. I was able to get the completed questionnaires within the expected time. The fact that questionnaires can be answered anonymously made it easy for the respondents to answer the questions more confidently and candidly. Questionnaires reduce bias because the researcher would not be present to influence the respondent to answer questions in a certain manner because there are no verbal or visual clues to influence the respondents (Babbie et al. 2007). This increases the reliability and the validity of the data.

Although there are several advantages of using questionnaires, there are also some disadvantages. Firstly, the disadvantage of questionnaires is that misunderstandings may occur. Due to the fact that the questionnaire is standardized but impersonal, respondents may find some ambiguity. (Ackroyd & Hughes 1981). Secondly, the accuracy of the answer or response may not be high. (Punch 2003). This may generally be for various reasons such as respondents not willing to reveal too much of information to the questionnaire or their answers might be influenced by other respondents. I tried as much as possible to use simple and clear wording to avoid ambiguity and to make each respondent feel competent in responding to the questions without much consultation. All questions were in closed format form. I also assured the respondents that feedback of the research project would be given once the research is completed. This was a great motivation for the teachers to complete the questionnaires.

There is also a risk of getting a low rate of response to the questionnaires you sent out (Babbie et al. 2007). Some people may not like or enjoy completing a questionnaire. In my case two teachers did not return the questionnaire. To compensate for this I had issued 32 questionnaires. I was still able to get back questionnaires of 30 teachers.

In the study I also used interviews to generate data. Qualitative interviews may take several forms: the informal conversational interview, the interview guide approach, and standardized open-ended interview (Regehr et al. 1998). These forms all vary in the degree of structure and planning and the comparability of responses in data analysis. In the informal conversation interview, the questions emerge from the immediate context and are asked in the natural course of events (Regehr et al. 1998). There is no predetermination of question topics or phrases. In the interview guide approach, topics are selected in advance (Regehr et al. 1998). The researcher decides the sequence and the wording of the questions during the interview. Both conversational and the interview guide approach are relatively conversational and situational. In the standardized open-ended interview, participants are asked the same question in the same order, thus reducing interviewer flexibility (Regehr et al. 1998).

Furthermore, the same author who maintained that standardized wording of questions may constrain and limit the naturalness and the relevance of the response.

In this study I combined the use of the interview guide approach and formal conversation interview within a group context by using the focus group interview method. I conducted face-to-face focus group interviews with six groups of learners in the intermediate phase. A Focus group could be defined as a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interaction as a way of gaining information about a specific or focused issue (Krueger 1988).

A focus group is typically comprised of seven to ten people who are unfamiliar with each other. These participants are selected because they have certain characteristics in common that relate to the topic of the study. The moderator or interviewer creates a permissive and nurturing environment that encourages different perceptions and points of view, without pressuring participants to vote, plan or reach consensus (Krueger 1988). The group discussion is conducted several times with similar types of participants to identify trends and patterns in perceptions. Careful and systematic analysis of the discussions provides clues and insights as to how a product, service, or opportunity is perceived by the group.

I commenced by establishing rapport with the potential participants in order to gain their cooperation. In this type of interview I was able to clarify ambiguous questions and where appropriate sought follow-up information (Leedy & Ormrod 2001). To guide the focus group interviews, I developed a focus group interview schedule.

I also generated data in this study through observations. Observations are useful to researchers for a variety of reasons. They provide researchers with ways to check for nonverbal expression of feelings; determine who interacts with whom; grasp how participants communicate with each other and check how much time is spent on various activities (Schmuck 1997). Observation allows researchers to check definitions of terms that participants use in interviews, observe events that participants may be unable or unwilling to share when doing so would be impolitic, impolite, or insensitive. Moreover, one observes situations that participants have described in interviews, thereby making them aware of distortions or inaccuracies in the description provided by those participants (Marshall & Rossman 1995).

I engaged in classroom observation of intermediate phase teachers. All the classes in grades 5, 6 and 7 were observed. The classroom observation was done twice in each classroom. The lessons lasted

from 30 to 45 minutes depending on the subject area, this enabled me to see and hear what was occurring naturally in the classrooms.

By observing naturally occurring behaviour I was able to enrich my understanding of the phenomenon being studied, namely; the intermediate phase learners and the strategies applied in motivating them to learn. In addition, an observation schedule was developed (see Appendix I). The observation schedule was structured in order to observe events and incidences covered in the questionnaire and the focus group interviews. I wrote notes of my observations in regard to the areas reflected in the observation schedule.

3.5 CONSTRUCTION OF THE INSTRUMENTS

3.5.1 QUESTIONNAIRE

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide the answers (Bell 1999).

For many reasons, the questionnaire is the most widely used technique for obtaining information from respondents. A questionnaire is relatively economical, has the same questions for all the subjects and can ensure anonymity. While authors such as Kervin (1999) offer a very narrow definition of questionnaires (whereby the person answering the questions actually records his or her own answers), deVaus (1996) sees a questionnaire in a much wider context (namely as a technique in which various persons are asked to answer the same set of questions). A well designed questionnaire must address the research objectives.

In constructing my research questionnaire I ensured that I followed the nine basic steps: Establishing justification and the literature review, defining objectives, writing items and response scales, reviewing items, constructing general format, conducting pretest, revising, conducting pilot test and revising again before I administered it to the respondents for data collection. Constructing the questionnaire involved many decisions about the wording and the ordering of the questions, selection and wording of response categories, formatting and mode of administration of the questionnaire.

To collect the needed data from the teachers and the assistant teachers, I developed formal standardized questions. I used a five point likert scale with a gradation of five levels for each question ranging from

strongly agree (1), agree (2) neutral (3) disagree (4) and strongly disagree (5). The Likert scale provides great flexibility because the descriptions on the scale can vary to fit the nature of the question or statement.

3.5.2 INTERVIEW SCHEDULE

I also constructed a focus group interview schedule for collecting data from the learners. This served the purpose of cross validating the quantitative data from the teachers' questionnaire. The question format was open-ended but following the research objectives and aims and lining up with the teachers' questionnaire items in order to triangulate the results.

3.5.3 OBSERVATION SCHEDULE

To reinforce on validity and reliability, a classroom observation sheet was constructed. The primary advantages of using observational methods are that the researcher does not need to worry about the limitations of self-report bias, social desirability, and response set as the information is not limited to what can be recalled accurately by the subjects. Behaviour can be recorded as it occurs naturally. To develop my observation sheet, I first defined in precise terms what would be observed beginning with the research problem or question and the variables that needed to be observed were ascertained. Because it is impossible to observe everything that occurs, I had to decide on the variables or units of analysis that were most important and define behaviour so that it could be recorded objectively.

3.6 SAMPLING AND PARTICIPANTS

A sample refers to the elements of the population that are selected to participate in the study (Churchill 2002). I selected the case study school on the basis of it being accessible and familiar because I am one of the intermediate phase educators at the school. Convenience sampling is widely used in research because it may be the best sampling strategy the researcher can use due to practical constraints, efficiency and accessibility (Mertler 2003). Being an "insider" in the study brought into question the issue of researcher bias. I was totally aware of this throughout the study. In order to minimize researcher bias, I ensured at all times that I adhered to the rules of research. I tried by all means to be as objective as possible in data generation and analysis. For example, I adhered strictly to what the research instruments required.

The case study school selected is a private school opened in 1992 and is situated in Gaborone, the capital city of Botswana. The school has a population of about 550 learners from pre-school to Standard 7 and it endeavours to encourage every child to be successful socially, spiritually, physically and

academically. There are two streams in every grade level with approximately 30 to 35 learners. There are about 40 teachers and approximately 30 assistant teachers. This school is composed of both local and international teachers and learners. The local learners are the majority forming about two-third of the whole school population. Most of the teachers are international whereas the assistant teachers are from Botswana. The school is middle class with school fees ranging from 4000 to 6000 pula per term. Living Hope School was one of the leading schools in the Primary School Leaving Certificate (PSLE) from 1998 to 2008, where nearly all the learners passed with a distinction. Of late the performance has declined just like the trend with most of the schools in Botswana. The majority of learners pass with grade B, which is a serious decline compared to the former achievements of the school. The decline of the performance is actually what has informed my research in this area and I hope the knowledge gained in this study will be beneficial to similar schools and help boost their academic performance.

With regard to the questionnaire respondents, I issued the questionnaire to all teachers and assistant teachers who had experience of teaching in the intermediate phase. There were 32 of them in total. I received 30 of the 32 questionnaires back for analysis.

The intermediate phase learners who participated in the focus group interview were selected using purposive sampling (Reis et al. 2007). Purposive sampling is used to select those participants who are information rich in terms of the phenomenon being studied. In my study all learners in the class were information rich in terms of the phenomenon studied (learner motivation). I therefore chose the first six learners on the class register. Using this method I selected six learners from each of the six classes in the intermediate phase which gave me a sample of 36 learners who participated in the focus group interview from a total population of about 180 learners who were in the intermediate phase. Each grade level had two classes and from each class a sample of six purposively selected learners participated in the interviews. Each of the sampled group from each class participated once in the focus group interview.

Purposive sampling was also applied to select the six classes in the intermediate phase for classroom observation. This was because my research was based on the intermediate level learners. All the classes in the intermediate phase level were each observed twice to validate the data.

3.7 GAINING ACCESS TO THE FIELD

Regarding entering the field, there are several activities that must be addressed. These include choosing a site, gaining permission, selecting key respondents and participants, and familiarizing oneself with

the setting or culture (Bernard & Russel 1994). In this process, one must choose a site that will facilitate easy access to the data. The objective is to collect data that will help answer the research questions.

There were formal introduction letters written prior to the actual dates of conducting the study seeking permission from the people concerned. The respondents were required to sign a declaration form to consent to their acceptance of participating in the research. Firstly an application for ethics approval was made to the University of South Africa, (See Appendix A). Permission was granted to conduct the study by the University. Consent to conduct the research was sought from the Ministry of Education (see Appendix B). Permission to conduct research at the selected school was sought from the school principal (see Appendix C). A request for respondents to complete the questionnaire was sought (see Appendix D). Permission was also sought from the learners' parents to allow their children to participate in the focus group interviews (see Appendix E). Permission for the learners to participate in the study was sought from the learners (see Appendix F). All participants were assured that neither their institution nor their names would be mentioned in any reporting of the data. Participants were informed that they will be free to withdraw from the study at any time without incurring any reprisals.

3.8 PILOTING OF INSTRUMENTS

Pilot testing also called pre-testing or retesting means small trial run of a particular components. It is important to pilot test the instrument to ensure that the questions are understood by the respondent and that there are no problems with the wording or measurements. Pilot testing involves the use of a small number of respondents to test the appropriateness of the questions and their comprehension. This is done to improve reliability and validity of the research instrument. Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study if the results of a study can be reproduced under a similar methodology. According to Joppe (2000) validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. (p. 1). Wainer and Braum (1988) describe the validity in quantitative research as "construct validity," The construct in the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. They also assert that quantitative researchers actively cause or affect the interplay between construct and data in order to validate their investigation, usually by the application of a test or other process. Charles (1995) adhere to the notions that the consistency with which questionnaire (test) items are answered or individual's scores remain relatively the same can be determined through

test-retest method at two different times. This attribute of the instrument is referred to as stability. Stable measures will actually show similar results. A high degree of stability indicates a high degree of reliability, which means the results are repeatable.

The instruments used in this study were a questionnaire administered to teachers and focus group interview schedule that guided the focus group interview with learners. The main aim of the pilot study was to test the research instruments and to undertake a preliminary analysis of the data. Pilot testing of the instruments is necessary so as to modify any aspect of the instruments that may confuse participants during the actual study, thereby enhancing the validity and reliability of the research (Punch 2003:43). I pilot tested the questionnaire with teachers from the neighbouring school which also performs equally well in examinations and belongs to the same social economic category as the school the case study was conducted. The administration of the questionnaire was the same as the one used in the study and the pilot test respondents were given space to write comments about individual items and the questionnaire as a whole. This enabled me to know whether the questionnaire would take too long to complete and whether the directions and items were clear.

It took the teachers who filled the questionnaire six to ten minutes to complete. The responses given enabled me to estimate reliability and whether there was sufficient variability in the answers to investigate various relationships.

The focus group interview schedule was also pilot tested using six learners from one of the classes in the intermediate phase not selected for the main study. The learners were very excited and enthusiastic to respond to the interview questions. Most of the learners responded quite well to the asked questions apart from one learner who had a slight struggle to understand the first question. I ascribed this to a lack of confidence. After re-assuring him that the questions were simple and they entailed the things he did every day in the classroom, he warmed up and responded very well in answering the questions. By pilot testing the focus group interview, I gained confidence that the questions were flowing coherently and logically. The learners who were pilot tested gave very relevant responses in every question. It took the learners slightly more time than I had anticipated. I had approximated 20 minutes but the learners took around 30 minutes.

3.9 DATA ANALYSIS

A total of 30 questionnaires from the teachers were used for data analysis. Before entering the data in SPSS, the questionnaires were edited and coded. Editing was done to ensure no ambiguity on what the respondents meant. Data were coded by assigning a label to each question or variable and a numerical

value to each response category for example, strongly agree = 1, agree =2, neutral = 3, disagree = 4, strongly disagree = 5. This made it easier to enter the data into SPSS version 11.5. The coded data was then analyzed using descriptive statistics such as frequency counts and percentages to establish the extent of learner motivation in learning.

The focus group interview was audio-taped and then transcribed for analysis. The data were read and re-read in order to establish themes and sub-themes (Parker & Mobey 2004). The themes and the sub-themes that emerged from the focus group interviews were then recorded. Key quotations were then extracted under each theme/sub-theme to give voice to the participant's responses. The classroom observation data were also analyzed by considering the main themes and sub-themes that were observed in the six classrooms in the intermediate phase. These themes and sub-themes were placed in juxtaposition with the quantitative findings to triangulate the results.

3.10 ETHICAL CONSIDERATIONS

Ethics is the use of moral principles when dealing with others to ensure respect and fairness and to promote healthy relationships (Sikes 2004:25). This implies that it is of paramount importance that the researcher should know and apply the basic principles guiding ethical decisions to avoid creating uncomfortable situations by exhibiting inappropriate behaviour and uttering unacceptable words when they are with participants.

Because most educational research deals with human beings, it is necessary to understand the ethical and legal responsibilities of conducting research. Often, researchers face situations in which the potential costs of using questionable methods must be balanced by the benefits of conducting the study. Questionable methods come about because of the nature of the research questions and the methodology designed to provide valid results (McMillan & Schumacher 2001). The costs may include injury and psychological difficulties, such as anxiety, shame, low self-esteem and affronts of human dignity, or they may involve legal infringement of human rights. Such costs of a potential result of the research must be weighed against the benefits for the research participants, such as increased self-understanding, satisfaction in helping and knowledge of research methods, as well as more obvious benefits to theory and knowledge of human behaviour.

It is ultimately the responsibility of each researcher to weigh these considerations and to make the best professional judgment possible. To do this, it is necessary for the researcher to be fully aware of the ethical and legal principles that should be addressed. Based on the above, some effort was made to adhere to basic ethical principles in conducting the study. O'Leary (2007) posits that it is obligatory

for all researchers to protect participants' rights and welfare. He believes that obtaining informed consent from the participants is one of the ways to protect participants' rights.

I was open and honest with the school head, teachers, parents and learners by telling them the purpose of the study and by giving them relevant information to motivate them effectively. O'Leary (2007) opines that obtaining informed consent is an indication that a researcher respects participants' privacy and gives them the required information that could assist to make personal decision to agree or decline to participate in the study. In effect, participants were not forced to participate and their anonymity was respected.

3.11 RELIABILITY AND VALIDITY

Lankshear and Knobel (2004) state that it is important that a quantitative study instrument is both valid and reliable to ensure that the data collected from the questionnaire was valid and reliable. Content and face validity was used to determine the validity of the instrument. Face validity was done as an initial procedure to check the degree to which the instrument appears to measure what it claims to measure. This was followed by content validity, which was done to check whether the items in the instruments represented the intended content area. This was achieved through critical evaluation of the instrument by my supervisor. From his objective comparison of question items with the research questions, necessary changes were made.

According to Merriam (1998), the qualitative investigator's equivalent concept is credibility. It deals with the question, "How congruent are the findings with reality?" Lincoln and Guba (1985) argue that ensuring credibility is one of most important factors in establishing trustworthiness. In order to ensure credibility I engaged in "member check." After transcribing the interviews I gave it back to the learners to read in order for them to verify and confirm that I accurately captured what they said.

I was also able to triangulate my data by involving the use of different methods, especially the focus group interviews and the classroom observations. The data collected from the focus group interviews were actually validated through the class observations that were done twice in every classroom, thus confirming the trustworthiness of the data. The use of different methods in concert compensates for their individual limitations and exploits their respective benefits. (Guba 1981; Brewer & Hunter 1989).

3.12 CHAPTER SUMMARY

This chapter has highlighted the methodological approach, research methodology and also the methods and instrumentation applied in this research. The issue of sampling and participants is also addressed specifying the methods used to sample the school, intermediate phase teachers, learners, participants in the focus group interviews and the classes observed. A report on the piloting of the data collection instruments is also given followed by ethical considerations. Finally, the issue of trustworthiness to justify the validity and the reliability of the data brings this chapter to a closure.

The next chapter presents the analysis and interpretation of data drawn from the questionnaire, focus group interviews and the classroom observations.

4 CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The previous Chapter focused on the research design and methodology. This Chapter focuses on the findings and discussion of the findings with regard to the key research question namely: How do teachers as classroom leaders motivate learners in the intermediate phase classroom?

The sub-questions are:

- **What motivational strategies are the teachers using currently?**
- **Why are they using such strategies?**
- **How effective are such motivational strategies?**
- **What alternate motivational strategies can be used in their classrooms?**

In this chapter I use the sub-questions as an organization framework. For each of the sub-questions I generated themes that emerged from the data. For each of the themes I present quantitative data using frequency tables. Thereafter I present qualitative data from the focus group interviews with learners and report on observations made from the lessons by teachers. Afterward I theorize the data by drawing on my theoretical framework and relevant literature.

4.2 What motivational strategies are teachers using currently?

For this research question the following themes drawn from the questions in the questionnaire are presented: use of a variety of motivational strategies; learner-centered approach in teaching; making schoolwork relevant to learners' interests; reinforcement through rewards and conducive classroom environment.

4.2.1 USE OF A VARIETY OF MOTIVATIONAL STRATEGIES

Table 4-0-1: Frequency distribution of whether teachers use a variety of motivational strategies to meet learner needs.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 17 | 56.7 |
| Agree | 12 | 40.0 |
| Neutral | 1 | 3.3 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In regard to whether the teachers use a variety of motivational strategies to meet learners needs 17 respondents which translates to 56% strongly agreed with the statement while 12 (40%) of the respondents agreed with the statement. However 1 respondent (3.3%) was neutral. None of the respondents (0%) disagreed or strongly disagreed with the statement.

Almost all the participants in the focus group interviews were of the view that their teachers use a variety of motivational strategies in the classroom. Some of their comments were:

In Science, Agriculture and Spelling, we usually do some competitions between boys and girls as we revise the topics that we have covered. The winning group gets special rewards like free time or stickers.

In Social Studies we wear our traditional clothes when we are celebrating special days like Independence Day.

Some teachers give us something special after doing something in the right manner and it helps us to know that good behaviour always comes with a reward.

My observations of the intermediate phase teachers' lessons seemed to confirm that most of them were using a variety of strategies to motivate learners in the classroom. I observed teachers use praise and stickers to reward learners. I also observed that in some classes they had class point charts where the teachers could give the class points if the learners maintained the desired behaviour throughout the lesson. When the learners achieved 40 points the teachers gave them a class party as a reward. However, in my observation I realized that the motivational strategies are not used consistently and uniformly in all the intermediate phase classrooms.

All three data sources confirm that the use of a variety of teaching strategies motivates learners to learn. In order for teachers to be viewed as leaders, they need to demonstrate leadership in the classroom (Grant 2008). As leaders, teachers must guide, shape, teach, motivate, correct, direct and encourage learners. They need to ensure learners are motivated to learn. Through the use of a variety of teaching strategies learners can be motivated to learn. The use of a variety of teaching strategies in order to motivate learners is viewed as a form of extrinsic motivation (Bain 2004). Classroom leadership requires an orchestration of effective teaching, proactive preventive strategies, practical corrective strategies and positive supportive techniques. This approach helps teachers motivate learners through active involvement in their own learning and discipline processes with the goals of acquiring learning, self-management and a repertoire of responsible behaviours. When these components are integrated in the classroom, effective teaching, management, and discipline complement each other to facilitate learning (Kyles & Rogien 2004).

4.2.2 LEARNER-CENTRED APPROACHES IN TEACHING

Table 4-0-2: Frequency distribution of whether the teachers use learner-centered approaches in teaching.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 15 | 50.0 |
| Agree | 14 | 46.7 |
| Neutral | 1 | 3.3 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In reference to whether the teachers use learner-centered approaches in teaching, 15 respondents which is equivalent to 50% strongly agreed with the statement while 12 respondents (46.7%) agreed with the statement. In addition, 1 respondent (3.3%) was neutral. None of the respondents (0%) disagreed or strongly disagreed with the statement.

The majority of the participants in the focus group interviews were appreciative of some of the learning activities they do in their classrooms. Some of their comments that reflect a learner-centered approach to teaching were:

In Science our teachers take us to the Science laboratory to test things practically and prove whether something is true or not.

In our Bible and Language lessons the teacher allows us to dramatize the stories to understand the topics better and make it more interesting.

Most of our teachers allow us to have class discussions and sometimes group discussions.

My observation of the intermediate phase is that teachers confirmed that most of them use learner-centered approaches in teaching whereby the learners are actively involved in meaningful learning activities. However, there were a few learning areas where the teachers did not engage the learners fully. The teachers seemed to resort to teacher-centered activities. Consequently, the learners looked de-motivated which resulted in learners engaging in disruptive behaviour like making noise and focusing on the wrong things. Some learners were even falling asleep during the lesson.

All the three data sources confirm that most of the teachers use learner-centered approaches in teaching. To be able to bring about learning, teachers must engage learners in the instructional tasks that are designed to lead to the attainment of the learning goals. Leading learners means engaging learners' minds, finding ways of eliciting their active participation in their teaching-learning process, and keeping the learners focused on the goal of learning (Goodlad 1983). Teachers as classroom leaders should be creative in designing different learning activities in order to promote effective learning. Learner-centered learning activities promote learner engagement through the designing of hands-on activities. This helps learners construct their own meaning of new concepts (Blumberg 2008). In a learner-centered classroom, learners socially interact with their teachers and peers through discussion of ideas and other learning activities. Learning then becomes relevant to the learners' lives, interests and needs. It is therefore important for the tasks and projects to be personalized to motivate and interest learners (Baltes et al. 2000). Teachers are encouraged to use methods which are learner-centered and to teach learners how to solve problems and think critically, also teach learners how to use knowledge they are taught (Costas & Leanne 2005).

According to Hootstein's (1995) study of eighteen history teachers on the effectiveness of learning activities used in the classroom, the results indicate that when teachers used simulations, role playing, group discussions, use of games and collaborative learning, it made the class more motivating. This was so because they helped the learners to construct vivid mental images of situations that are often absent from present experiences and also gave the learners some measure of control over their school learning. Hootstein's (1995) emphasizes that when both curriculum and classroom management are

learner-centered, learners not only learn more in the short run, but develop into independent, self-disciplined life-long learners (Dickinson Erb1997).

4.2.3 MAKING SCHOOLWORK RELEVANT TO THE LEARNERS INTEREST

Table 4-0-3: Frequency distribution of whether the work the teachers give the learners is relevant to their interest.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 14 | 46.7 |
| Agree | 12 | 40.0 |
| Neutral | 4 | 13.3 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| | 30 | 100 |

In regard to whether the relevance of the work given by the teachers suits the learners' interest, 11 respondents which correspond to 46.7% indicated that they strongly agreed with the statement whereas 12 respondents (40%) agreed with the statement. In addition, 4 respondents (13 %) were neutral. None of the respondents (0%) disagreed or strongly disagreed with this statement.

Most of the participants in the focus group interviews expressed that they find the work they do with their teachers relevant to their interest. Some of the areas they viewed to be relevant to their interest were:

I enjoy learning crossroads (life skills) because the topics deal with how to handle life issues.

I enjoy Social Studies because I learn about my country's history.

I enjoy outdoor lessons because you get to see real things outside.

From my observation of the intermediate phase teachers with regard to the relevance of the work given to the learners, I observed that the learners found the work meaningful and enjoyable. I noticed that the most interesting topics were the ones where the learners interacted with life issues like bible stories, language comprehension, poems and speeches, life skills and social studies.

The different data sources confirm that the relevance of the work given to the learners motivates them in learning leading to better performance. Abraham Maslow identified cognitive needs as knowledge

and relevance of the work. Brozo (2005) notes that in order to foster intrinsic motivation, a teacher should try to create learning activities that are based on topics that are relevant to learners' lives.

Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it (Matt Delong & Winter 2002).

In addition to relevance, "contextualizing" learning also motivates learners by helping them see how skills can be applied in the real world (Lepper 1987). These strategies include drawing on local examples, teaching with events in the news, using culture and technology to teach, or connecting the subject with learners' culture, outside interests and social lives (Brozo 2005). Teachers need to make concepts interesting and relate the topics to learners' interests and the world around them. Corder (1990) found that when teachers present connections between learners' lives and new content, learners become more motivated. Marshall (1987) asserts that learners become highly motivated to learn when the teacher uses a great number of motivational statements regarding the purpose and the value of the lesson to their daily lives.

4.2.4 REINFORCEMENT THROUGH REWARDS

Table 4-0-4: Frequency distribution of whether the teachers reinforce the learners desired behaviour consistently.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 15 | 50.0 |
| Agree | 14 | 46.7 |
| Neutral | 1 | 3.3 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In reference to maintaining consistency in reinforcing the learners' desired behaviour, 15 respondents which was 50% strongly agreed with the statement while 14 (46.7%) agreed with the statement. None of the respondents (0%) strongly agreed or disagreed with the statement.

The majority of the participants in the focus group interviews supported the view that the teachers reinforce the learners' desired behaviour consistently. Some of their views were:

My Bible teacher gives us sweets when we do well in the Bible tests and quizzes.

During examination time my teachers give us special praises and assure us that we have done everything that is tested. They tell us not to panic while answering questions.

However, one of the participants cited something different from the rest of the participants. His comment was:

Some of my teachers encourage us to do well by making us stay-in. They make you stay-in if you misbehave and reward you if you behave.

My observation of the intermediate phase teachers confirmed that many of them reinforced acceptable behaviour mostly through rewards rather than punishment. The learners who maintained good behaviour were recognized through rewards like praises, stickers, sweets, being labeled as a super kid, and given positive notes to take to parents and being granted free time for exercising during the lessons. However, some teachers were using negative reinforcement more than positive reinforcement. They engaged in giving learners detention and time-out to those who misbehaved during the lessons.

The data sources confirm that learners are motivated to learn when the teachers reinforce the desired behaviour consistently. Jones and Jones (1990) suggest that the manner in which teachers conduct their classrooms is a major factor impacting on learner motivation. Most of the learners in the intermediate phase appreciated the teachers who praised them for their achievement in learning and gave them some rewards. This motivated them to perform better. The teacher as a classroom leader has the primary responsibility to develop, encourage, enhance, and maintain motivation in the learners. Hertzberg theory and Maslow's hierarchy of needs address strategies of modifying human behaviour by satisfying human needs (Hertzberg 2003). In the classroom, learners have a need for approval. When this need is met it raises their self-esteem and consequently they become motivated to self-actualization. They seem to work better when their achievements are acknowledged. They are motivated to do more when their efforts are recognized through praises, rewards and allocation of responsibilities.

In the intermediate phase, an extrinsic reward system is used to reinforce learner behaviour and achievement. Studies show that classrooms that base reinforcement on extrinsic rewards actually hinder classroom motivation (Baltes, Cahill & Moretto 2000). An extrinsic reward system is based on a token where a learner is awarded a prize for doing something good or attaining a goal. At the same time the prize is taken away when the learner does not perform or attain the intended achievement goals. In punishment by rewards, Kohn (1993) argues that reward systems are often successful at increasing the probability that learners will do something but that as soon as the reward system is taken

away their motivation decreases. Also, the more learners are rewarded for doing something, the more they tend to lose interest in whatever they had to do to get the reward. Kohn (1993) encourages teachers to promote intrinsic motivation by providing an engaging curriculum and a caring environment so that kids can act on their natural desire to find out information on their own.

4.2.5 CONDUCTIVE CLASSROOM ENVIRONMENT

Table 4-0-5: Frequency distribution of whether the classroom environment promotes effective learning.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 19 | 63.3 |
| Agree | 9 | 30.0 |
| Neutral | 2 | 6.7 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In relation to whether the classroom environment promotes effective learning, 19 respondents which constituted 63.3% strongly agreed with the statement while 9 of them (30%) agreed with the statement. Only 2 (6.7%) of the respondents were neutral. Nobody (0%) disagreed or strongly disagreed with the statement.

Almost everybody in the focus group interviews expressed satisfaction and some sense of pride in regard to their classroom environment. Some of the areas they commented on that implied their classroom environment promotes effective learning were:

The teachers stick encouragement charts around the classroom. This makes us to perform better.

Most of the teachers are warm and friendly. They joke with us freely and make us laugh. This relaxes us as they teach us... This helps us to learn better.

From my observation of the intermediate phase teachers classrooms I noticed that the classrooms were adequately resourced with well-organized reading books in the shelves and cabinets, the doors had some motivational words and decorations like, “welcome for a bushel of fun,” “my bulb shines brightest in this room” and others. The learning charts made the classrooms very colourful. There was also a display of the children’s creative work and organized seating arrangements. The teachers were

very warm and friendly to the learners. A negative aspect was that most of the classrooms are located adjacent to the main road causing learners to divert attention from the lesson and focus on the passing cars from time to time. I also noted that some classes were very spacious and the teachers and the learners had enough space to circulate around as they did the learning activities. However, two intermediate phase classrooms had limited space because they were small in relation to the number of the learners they accommodated. This made it challenging for the teachers to manage the learners' behaviour effectively during teaching and learning.

All the three data sources confirm that creating a conducive learning environment motivates learners to learn. According to Abraham Maslow's theory of human needs, every learner needs to be in an environment where their safety and security needs are met (Nystul 1984). According to Connell (2005), learners' need for safety and security can be met by educating them about safety procedures, enforcing rules that prevent any form of harassment and avoiding verbal or physical abuse from teachers or peers.

Educational research supports the view of creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted (Stronge 2002; Wilen et al. 2004; Shepard 2000). A warm, safe and caring environment allows students to "influence the nature of the activities they undertake, engage seriously in their study, regulate their behaviour and know of the explicit criteria and high expectations of what they are to achieve" (Queensland Department of Education 2005).

4.3 WHY ARE THE TEACHERS USING SUCH STRATEGIES?

The following themes were derived from the questions in the questionnaire: prioritizing learners' needs; teaching in a learner-centered classroom; relevance of the topics to the learners' interest and classroom organization.

4.3.1 PRIORITISING LEARNER NEEDS AS A MEANS FOR INCLUSION IN LEARNING

Table 4-0-6: Frequency distribution of whether prioritizing learner needs caters for inclusion in learning.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 19 | 63.4 |
| Agree | 10 | 33.3 |
| Neutral | 1 | 3.3 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In this particular question, the majority of the respondents, 19 (which can be equated to 63.4%), strongly agreed that prioritizing learner needs caters for inclusion in learning whereas 10 respondents covered by 33.3% agreed with the statement. In addition, 1 person, which was 3.3% of the respondents remained neutral. There was no respondent (0%) for those who agreed or strongly disagreed with the statement.

The majority of the participants in the focus groups interviewed agreed that when the teachers give priority to their needs they learn better. Some of the comments they made were:

When we get a chance to do fun games we like or activities after sitting down for long, we learn better.

I enjoy outside lessons because when I am more active I learn better instead of staying in one place and feeling sleepy.

However, some students gave a different opinion:

My teachers don't ask what I would like to do... This makes me less happy.

Sometimes our teachers don't ask us what we would like to learn about. They follow the topics in the book. This is boring...

My observation of the intermediate phase teachers confirmed that prioritizing learners' needs caters for inclusion in learning. Many teachers gave the learners a chance to express their ideas during the lessons and this made the learning fun and interactive. The learners seemed very impressed when they were given a chance to express their opinions. However, some teachers did not cater for the learners needs. They dominated their lessons by doing most of the things.

The data sources confirm that prioritizing learner needs caters for inclusion in learning. The concept of human needs is basic to the theory formulated by Abraham Maslow (1943-1954), known as Maslow's hierarchy of needs. According to this theory, human needs are arranged in a hierarchy from

basic needs to self-actualization, or self-fulfillment (Maslow 1943: 375). Different people have different needs, and their needs vary in degree. At the lower levels of the hierarchy are basic needs that humans require for physical and psychological well-being. Lower level needs need to be satisfied in order to pursue satisfaction of higher-level needs. A learner whose deficiency needs have been met is said to be growth motivated. Growth motivated learners have a need to understand and to know. They also have aesthetic needs. In a classroom situation, a child who comes from an unhealthy and abusive home environment has unfulfilled basic needs. Given his or her life circumstances, that learner may not feel very safe. If a learner has unfulfilled needs as basic as safety, it will be very difficult for that learner to focus on higher-order needs, such as the need to understand.

In a classroom scenario, learners have a need for approval. They work better when their achievements are acknowledged. They are motivated to do more when their efforts are recognized and are given more responsibilities. According to Behaviorism theory by B.F Skinner, for learners' behaviour to be motivated in learning, this can be modified by meeting their self-esteem needs through rewards and praise (Kohn 1993).

4.3.2 LEARNER-CENTRED CLASSROOMS EMPOWER LEARNERS

Table 4-0-7: Frequency distribution of whether teaching in a learner-centered classroom gives the learners autonomy in expressing their ideas.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 20 | 66.7 |
| Agree | 9 | 30.0 |
| Neutral | 1 | 3.3 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 30 |

In regard to whether teaching in a learner-centered classroom gives the learners autonomy in expressing their ideas, the results show that 20 which constitutes 66.7% of the respondents strongly agreed with the statement while 9, which was made up of (30%) agreed. Only 1 respondent made of 3.3% remained neutral to the statement. Nobody (0%) disagreed or strongly disagreed with the statement.

All the participants who were involved in the focus group interviews agreed that when their classrooms are learner-centered they are able to exercise their autonomy in expressing their ideas and they perform better. Some of their views were as follows:

Some teachers give you a chance to choose friends or those you would like to sit with to discuss ideas. This helps us to explain things to each other freely.

When the teachers give me a chance to explain something in the class, I feel happy.

From the three data sources, it was confirmed that teaching in a learner-centered classroom gives the learners greater autonomy in learning. Learner-centered teaching facilitates learners' engagement during class time through the designing of hands-on activities that help learners construct their own meaning of new concepts in the class. In this type of classroom, learners socially interact with their teachers and peers through discussion of ideas. Learning then becomes relevant to the learners' lives, interests and needs (Kohn 1993; Baldes et al. 2000). When learners feel responsible for their own learning and feel some sense of achievement, they become intrinsically motivated to learn (Dembo & Eaton 2000).

Dembo and Eaton (2000) also found that middle school learners need to experience greater autonomy in their schoolwork. Learners are motivated when they are given more autonomy because opportunities to make their own decisions increase the likelihood that they can align their goals with those of their teachers (Gehlbach & Roeser 2002).

4.3.3 THE RELEVANCE OF TOPICS TO LEARNER INTERESTS FOCUSES ATTENTION ON LEARNING

Table 4-0-8: Frequency distribution of whether the relevance of topics to learner interests focuses the learners' attention on learning.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 13 | 44.8 |
| Agree | 12 | 41.4 |
| Neutral | 4 | 13.8 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In reference to whether the relevance of topics to learner interests focuses the learners' attention on learning, 13 respondents (44.8 %) strongly agreed with the statement while 12 respondents (41.4%) agreed with the statement. However, only 4 (13.8%) of the respondents remained neutral but no one (0%) disagreed or strongly disagreed with the statement.

Most of the participants in the focus group interview were in support that when the topics they do are relevant to their interests they concentrate more in learning. Some of the areas they cited were:

I like it when the teachers give us a real situation in life... When we are tested it helps us to remember.

I like it when our English teacher gives us a chance to write poems and speeches...

I like what we learn in cross roads (life skills) because it helps in handling our problems.

Sometimes our teachers teach interesting lessons because they teach us things that we can use at home. Like in science we are taught not to hold electrical gadgets when the current is flowing because you can get electric shock and die.

My observation of the intermediate phase teachers confirmed that the relevance of the topic to the learners focuses the learners' attention on learning. In the learning areas where the learners were able to identify with the knowledge taught, they concentrated more and participated more by asking relevant questions because they seemed to have some background knowledge of what was taught. This was brought out strongly as the learners kept citing related ideas as the lessons progressed.

The data sources confirmed that the relevance of the topic to the learners focuses the learners' attention on learning. Corder (1990) found out that when teachers present connections between learners' lives and new lessons, learners become more motivated. Research indicates that when adolescents participate in selecting assignments they are more motivated to learn because their interests in the content increase (Dembo & Eaton 2000). Marshall (1987) found that learners become highly motivated to learn when the teacher uses a great number of motivational statements regarding the purpose and the value of the lessons to their lives and that of their families.

Acknowledging and validating learner needs can result in a humane way to create an orderly environment that provides structure and sets limits (Dickinson & Erb 1997). Teachers need to make the concepts interesting and relate the topics to learners' interests and the world around them. Research suggests that learners display greater enthusiasm and interest for a course if they can relate the content and course activities to their daily lives. By connecting the material to real-world experiences or their educational goals, either through examples or in-class activities, teachers will deepen learners understanding of the material and allow the learners to see the value of what they are learning (Dickinson & Erb 1997). Jerome Bruner (1960: 31) asserts, "The best way to create interest in a subject

is to render it worth knowing, which means to make the knowledge gained usable in one’s thinking beyond the situation in which learning has occurred.”

4.3.4 WELL-ORGANISED CLASSROOMS STIMULATE LEARNING

Table4-0-9: Frequency distribution of whether a well-organised classroom stimulates learning.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 27 | 90.0 |
| Agree | 3 | 10 |
| Neutral | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

The overwhelming majority of the respondents numbering 27 (90%) strongly agreed with the statement that a well-organized classroom stimulates learning while 3 (6.7%) of the respondents agreed with the statement. None (0%) of the respondents were neutral. Similarly, none of the respondents (0%) disagreed or strongly disagreed with the statement.

Majority of the respondents in the focus group interview expressed their satisfaction with their classrooms organization but they felt that if some of the areas could be improved, they would do much better in learning. Some of their comments were:

I would like it if the teachers could add more learning charts on the walls.

I would like it if the teachers could change our sitting arrangement every week.

According to my observation of the intermediate phase classrooms many teachers had an organized classroom arrangement with clearly displayed charts and other learning resources in their classes. The teaching aids were accessed easily and used for reference during the lessons because they were displayed strategically and were well organized. This enabled the learners to understand things better and also to find learning interesting.

The data sources supported the notion that a well-organized classroom stimulates learning. Classroom organization focuses on the physical environment. Effective teachers organize a safe classroom environment (Education Review Office 1998). They strategically place furniture, learning centres and materials in order to optimize student learning and reduce student distractions. An essential part of

organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning. When a teacher creates structure and order, as well as a learning environment in which students feel the excitement of learning and success, then the classroom can truly be said to be well-managed (Brophy 1983).

At the beginning of the year, teachers must set expectations and create a motivational climate for learning and combine this with shaping the physical space in order to both create and implement a successful classroom management system (Brophy 1983). Effective teachers also use rules, procedures and routines to ensure that the students are actively involved in learning (Marzano, Marzano & Pickering 2003). In essence, they use management not to control student behaviour, but to influence and direct it in a constructive manner to set the stage for instruction (McLeod, Fisher & Hoover 2003).

4.4 How effective are such motivational strategies?

For this research question the following themes drawn from the questions in the questionnaire were presented: motivational strategies employed; learner-centred classroom; relevance of topics to learners and classroom organization.

4.4.1 MOTIVATIONAL STRATEGIES EMPLOYED AND IMPROVED PERFORMANCE

Table 4-0-10: Frequency distribution of whether the motivational strategies the teachers employ help the learners to improve academically.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 18 | 60.0 |
| Agree | 11 | 36.7 |
| Neutral | 1 | 3.3 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In this question 18 (60%) of the respondents strongly agreed that the motivational strategies the teachers employ help the learners to improve academically while 7 (36.7%) of the respondents agreed with the statement. However, 1 (3.3%) respondent remained neutral. Nobody (0%) disagreed or strongly disagreed with the statement.

About three quarters of the participants in the focus group interview agreed that the motivational strategies the teachers employ help them to improve academically. Some of their views were:

In Setswana the teacher gives us stickers for answering during the lesson. This helps us to want to know things better.

When the teachers make me do the activities, my grades go higher and also when you are doing the learning you remember what you did for a long time.

I am getting better in Science since we went to Mokolodi. I have learnt more about animals and the ecosystem. My grades are going higher and higher.

My observation of the intermediate phase teachers confirmed that when the teachers use a variety of motivational strategies, the learners enjoy the lessons more and they perform better. Most of the strategies used by the teachers captured the learners' interest in the lesson and had a positive impact in their academic performance. By comparing the performance of the learners in the learning activities in different classes, I observed that where more motivational strategies were used the learners performed better in their class discussion and in the assignments given within the lesson and that they were also enthusiastic in learning as compared to where the teachers did not vary the learning activities to captivate the learners interest in learning.

The data sources confirmed that the motivational strategies the teachers were using helped the learners to improve academically. The learners tend to remember more of the learning activities they were given and were able to discover something by themselves. Jones and Jones (1990) assert that the manner in which teachers conduct their classes is a major factor directing learners' motivation and achievement. Therefore, it is the responsibility of teachers to know what their students' needs are, to understand the concept of Maslow's hierarchy, and to develop their teaching programmes and strategies accordingly. Ray (1992), states that "In the educational scene the teacher has the primary responsibility to develop, encourage, enhance, and maintain motivation in the student." In his later years, Maslow realized that an environmental precondition of stimulation, or challenge, was needed to motivate individuals. Therefore, it is also the teachers' responsibility to include a means of stimulation in their teaching programmes to catch students' interest (Ray 1992). Murdock and Miller (2003) examined the relationship between eighth-grade learners' achievement in relation to their motivation. They found that learners who are sufficiently motivated tend to be self-directed. These learners take the responsibility to satisfy their need to know and understand. These learners tend to rely more on intrinsic

rewards than extrinsic rewards. They consequently achieve at a much higher level than their counterparts.

4.4.2 LEARNER-CENTRED CLASSROOMS LEAD TO BETTER LEARNER PERFORMANCE

Table 4-0-11: Frequency distribution of whether teaching in a learner-centred classroom leads to better academic performance.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 22 | 73.3 |
| Agree | 8 | 26.7 |
| Neutral | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In regard to whether teaching in a learner-centred classroom leads to better academic performance, most of the respondents 22(73.3%) strongly agreed with the statement while 8 respondents (26.7%) agreed with the statement. None (0%) of the respondents were neutral, disagreed or strongly disagreed with the statement.

All the participants in the focus group interview supported the view that learning in a learner-centred classroom leads to better academic performance. Some of their views were:

When we are given group work it is easier to listen to different opinions from each other and learn more...This helps us to explain things to each other and learn better.

When I am given a chance to explain something I feel good because the teacher knows that I know and I am smart... I become happier in doing things and I do better.

In Maths before I was not very good so the teacher could call me to the board to do a Maths problem. He would explain to me until I could get it correct. Because he did that I do better in Maths.

As I observed the intermediate phase teachers, I confirmed that teaching in a learner-centred classroom leads to better academic performance. Most of the intermediate phase teachers summarized their lessons through quick review of the topics through questions and some of them gave some written quizzes and assignment from the work books, in the classes where learners were actively engaged in

learning, the learners performed better in those areas as compared to some few classes where the teachers were more or less using didactic approach in delivering their lessons.

All the data sources confirmed the notion that teaching in a learner-centred classroom leads to a better academic performance. B.F. Skinner favoured active learning in the sense that learners were not merely passive recipients of information doled out by teachers. He was convinced that a learner had to take action; “to acquire behaviour, the learner must engage in behaviour” (Skinner 1961:389). Hootstein (1995) emphasises that when both the curriculum and classroom management are learner-centered, learners not only learn more in the short run, but develop into independent, self-disciplined, life-long learners (Erb & Dickinson 1997). By placing students at the centre of instruction there is a shift in focus from teaching to learning (Bransford et al. 2000). The benefits of learner-centred education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement (Slavin 1990; Johnson 1991; Maxwell 1998). Research shows that personal involvement, intrinsic motivation, personal commitment, confidence in one’s abilities to succeed, and a perception of control over learning lead to more learning and higher achievement in school (Alexander & Murphy 2000).

A number of studies have shown that active-learning instruction approaches can lead to improved students attitude and increased learning outcomes (Marbach et al. 2001). Theories of learning that highlight the roles of active engagement and social interaction in the students’ own construction of knowledge (Piaget 1963; Bruner 1966; Vygotsky 1978; Kafai & Resnick 1996) strongly support this learner-centred paradigm because learning is a social process. In comparison, studies between students in lecture and active learning courses, there were significantly more learning gains in the active learning courses (Springer, Stanne, & Donovan 1999).

4.4.3 RELEVANCE OF THE TOPIC TO LEARNERS LEADS TO BETTER LEARNER PERFORMANCE

Table 4-0-12: Frequency distribution of whether the relevance of topics to learners leads to better academic performance.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 17 | 56.6 |
| Agree | 11 | 36.7 |
| Neutral | 2 | 6.4 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In relation to whether the relevance of the topics given to the learners leads to better academic performance or not, 17 respondents (56.6%) strongly agreed with the statement while 11 respondents (36.7%) agreed with the statement. The respondents who remained neutral to this question were 2(6.4%). None (0%) of the respondents disagreed or strongly disagreed with the statement.

Almost every participant in the focus group interviews supported the statement that the relevance of the topics given to the learners boosts their academic performance. These were some of their highlights:

When you are taken out for trips and you are told to write a report you are able to do it better than when we are just imagining because when you go out there you see the actual thing and this helps you to do better in tests

In Bible Studies I enjoy the bible stories. I have been doing very well in the bible tests. I think the stories the teacher brings around makes us understand things better.

My observation of the intermediate phase teachers confirmed that the relevance of the topic given to the learners boosts their academic performance. I noticed that the learners participated most in the topics that they found meaningful and could identify with and those to which they were able to relate the knowledge or concepts taught to their life situations or social context. I realized that in some learning areas they were able to contextualize learning better resulting in better academic performance.

The data sources confirmed that the relevance of the topic to the learners boosts their academic performance. Teachers need to make the concepts interesting and relate the topics to learners' interests and the world around them. In order to foster intrinsic motivation teachers should try to create learning

activities that are based on topics that are relevant to the students' lives. Some of the strategies include using local examples, teaching with events in the news, using pop culture technology (iPods, cell phones, YouTube videos) to teach, or connecting the subject with your students' culture, outside interests or social lives (Brozo 2005).

Herzberg studied factors directly related to work satisfaction. He established these factors to be: achievement, recognition, the work itself, responsibility and advancement (Gawel & Joseph 1997). When learners are able to recognize the relevance of the work they are doing, they enjoy the work and become more responsible for their own learning. This leads to greater achievement in the learning outcomes. Some research on reading shows that when reading material is made relevant for students, they are more likely to become engaged and competent readers (Vansteenkiste, Lens & Deci 2006). When teachers encourage intrinsic motivation in students by making the reading activity in class relevant, students initiate and persist with the reading tasks and consequently improve their academic performance. Marshall (1987) found that learners become highly motivated to learn and perform better academically when the teacher uses a great number of motivational statements regarding the purpose and the value of the lessons.

4.4.4 WELL-ORGANISED CLASSROOMS LEAD TO BETTER LEARNER PERFORMANCE

Table 4-0-13 Frequency distribution of the perception of attribution of better academic performance to a well-organized classroom.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 20 | 66.7 |
| Agree | 7 | 23.3 |
| Neutral | 1 | 3.3 |
| Disagree | 1 | 3.3 |
| Strongly Disagree | 1 | 3.3 |
| Total | 30 | 100 |

In relation to whether a well-organized classroom leads to better academic performance, 20 respondents (66.7%) strongly agreed with the statement while 7 respondents (23.3%) agreed with the statement. Only 1 respondent (3.3%) remained neutral. Similarly 1 respondent (3.3%) disagreed and 1 respondent (3.3%) strongly disagreed with the statement.

My observation of the intermediate phase teachers confirmed that a well-organized classroom leads to better academic performance. Most of the teachers in the intermediate phase classroom had well

organized classroom with superb management plan. The desks were creatively and well arranged, classroom rules and schedules were neatly and strategically hanged on the walls. The teaching resources were also well organized in the cabinets and shelves; this made it possible for the teachers and learners to access them easily without wasting time looking for them. Class organization also enabled the teachers to circulate freely in the classroom as they taught reaching out to all learners and addressing their needs as they interacted with the learning materials leading to better academic performance. Good classroom organization also enabled the teachers to be able to control discipline issues and maximize on effective teaching and learning.

The data sources confirmed the perception that teaching in a well-organized classroom motivates learners leading to a better performance. According to Abraham Maslow's hierarchy of needs, people have a need to be in a safe and secure environment (Maslow 1954). Therefore, the classroom organization should be done in such a way that every learner is in a safe learning environment (MacAulay 1990; Walker & Walker 1991; Colvin & Ramsey 1995). Effective teachers expertly manage and organize the classroom and expect their learners to contribute in a positive and productive manner to teaching and learning (Wang, Haertel & Walberg 1993). It seems prudent to pay careful attention to classroom climate, given that it can have as much impact on student learning as student aptitude (Wang, Haertel & Walberg 1993). Effective teachers take time in the beginning of the year and especially on the first day of school to establish classroom management, classroom organization and expectations for student behaviour because they know that orderly classrooms have a positive impact on learning (Emmer, Evertson & Anderson 1980; Emmer, Evertson & Worsham 2006).

4.5 What alternate motivational strategies can teachers use in their classroom?

In regard to this particular research question the following themes derived from the questionnaire are presented: the use of the teaching aids; giving learners timely feedback; conducting lessons in spaces away from the classroom; and the use of technology in teaching.

4.5.1 THE USE OF THE TEACHING AIDS

Table 4-0-14: Frequency distribution of the perception of the use of teaching aids as enhancement of learner motivation.

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 22 | 73.3 |
| Agree | 8 | 26.7 |
| Neutral | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In response to whether the use of teaching aids can enhance learner motivation, 22 respondents (73.3%) strongly agreed with the statement while 8 respondents (26.7%) agreed with the statement. None (0%) of the respondents were neutral, disagreed or strongly disagreed with the statement.

Almost all the participants in the focus group interviews believed that the use of teaching aids enhance learner motivation. Some of their responses were:

I would like to be watching movies or videos because most of the times these things really help us to learn and do better.

In Agriculture we go to the garden to see working tools and also learn about plants as they grow. This helps us to learn better.

From my observation of the intermediate phase classrooms many of the teachers were using teaching aids to facilitate learning. The usage of teaching aids made the learning real and interesting to the learners. As the learners observed the teaching aids the teachers were showing, they were able to contribute meaningfully to the class discussion and to properly respond to the questions the teachers asked them properly because they were able to see things clearly as the teachers demonstrated using the teaching aids.

The data sources confirmed that the use of teaching aids motivates learners. According to McDaniel and Brown (2001) teachers can motivate learners by providing real life applications through simulations, case studies, role playing activities and also by providing visual aids or even field trips that enhance the students learning and application of learning outcomes. They can also invite guest speakers that are experts in the field. Experts can pique students' interests and highlight relevance of the learning concepts being taught. Resources help students understand the object of the lesson the

teacher is conveying. Additionally, it helps the teacher to test whether the students have improved their understanding of the subject (McDaniel & Brown 2001). Without resources the whole teaching process would be very boring. There would be no information that backs up the topic that the teacher would be working on. Resources/teaching aids can assist in providing an in-depth understanding of the subject material at hand. Resources can also help the reliability of a teacher to their students.

4.5.2 TIMELY FEEDBACK OF THE WORK DONE

Table 4-0-15: Frequency distribution of whether giving learners' timely feedback of work done motivates them in learning.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 22 | 73.3 |
| Agree | 8 | 26.7 |
| Neutral | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

The majority of the respondents totaling 22(73.3%) strongly agreed with the statement that giving learners timely feedback of the work done motivates them in learning while 8 respondents (26.7%) agreed with the statement. None (0%) of the respondents were neutral, disagreed or strongly agreed with the statement.

The majority of the participants in the focus group interview supported the statement that when they get timely feedback they feel motivated in learning. Some of their comments were:

In Setswana like when we are doing P.S.L.E. revision, the teacher asks the students to say the answer and then the teacher explains why the answer is correct or wrong this helps us to understand things better.

Sometimes we ask the teachers to slow down if we do not understand something and we ask the questions so as to understand the topic better.

My observation of the intermediate phase teachers confirmed partially that the teachers were giving them timely feedback. Majority of the teachers responded promptly to the questions the learners asked during the lessons and most of the teachers started the lessons by commenting on the performance of the assignment given and telling learners what was expected from them and where they did not get

things correct. Most of the teachers also revised tests and quizzes after they marked them and the learners were encouraged to do the corrections. Some of the teachers tested the learners by asking the same questions the following day to build the learners confidence in answering questions. The learners were very competent and confident as they responded to the questions they had interacted with. For projects and the other learning activities that the learners had longer time to do, I was not able to verify fully whether the learners got timely feedback.

The data sources confirmed partially that giving learners timely feedback motivates them in learning. In a study which factors which directly relate to job satisfaction, Herzberg (1959) established these factors to be: achievement, recognition, the work itself, responsibility and advancement (Herzberg 1959). When the teachers give the learners feedback it gives them a chance to recognize the learners achievement and show them the value of the work they did. According to Dempsey and Sales (1993), the motivational approach to feedback is based on the belief that "...letting people know how well they are performing a task acts as an incentive for greater effort in the future" (p. 4). Creemers (1996) cited the use of feedback and corrective instruction as one of the instructor behaviours that contribute to better student outcomes. Typically, instructor feedback has been viewed as a useful technique to assist learners. For example, learner thought patterns and actions can be redirected and areas of strength or weakness can be communicated. According to Hoska (1993), it is possible to provide feedback to learners that can influence their goal orientation and maximize their incentive to perform. Approaches that have been successful include: modifying the learner's view of intelligence, altering the goal structure of the learning task, and controlling the delivery of learning rewards. Hoska (1993) also believes feedback should help learners understand that abilities are skills that can be developed through practice, effort is key to increasing one's skills, and mistakes are not failures; rather they are part of the skill-development process.

White and Weight (2000) believe that "feedback that is timely is far more motivational and beneficial to performance improvement than delayed feedback. Hattie's (2008) decades of research revealed that feedback was among the most powerful influences on learner achievement. One could argue that timely feedback is *most* critical to student learning. Timely, detailed feedback provided as near in time as possible to the performance of the assessed behaviour is most effective in providing motivation and in shaping behaviour and mental constructs (Anderson 2008). Students need the feedback for learning to happen near to the event of learning in order to learn effectively (Anderson 2008). Educators must therefore provide assessment opportunities for students with timely and relevant feedback built into the assessments or these assessments will have limited value (Anderson 2008).

4.5.3 CONDUCTING LESSONS IN SPACES AWAY FROM THE CLASSROOM

Table 4-0-16: Frequency distribution of whether conducting lessons in spaces away from the classroom generates learner interest.

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly Agree | 20 | 66.7 |
| Agree | 10 | 33.3 |
| Neutral | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly Disagree | 0 | 0 |
| Total | 30 | 100 |

In addressing the question of whether conducting lessons in spaces away from the classroom generates learner interest, 20 respondents (66.7%) strongly agreed while 10(3.3%) agreed with the statement. However, no respondents (0%) were neutral or disagreed or strongly disagreed with the statement.

All the participants in the focus group interview supported the view that conducting lessons in spaces away from the classrooms generates learner interest. Some of their views were:

Instead of sitting for too long in the class during the lessons we should go for outside activities to remain active and avoid feeling tired and sleepy during the lessons. I enjoy outside lessons because you get to see real things outside. I like outside activities because it helps you remember when writing a test.

Going for video lessons and field trips is good because they show you how things are. Also when we go to field trips we are explained things by people working there. That helps us to understand better. I learnt a lot from Mokolodi about animals, their ecosystem and things like that.

My observation of the intermediate phase teachers confirmed that conducting the lessons in places away from the classroom motivates them in learning. The learners were always looking forward to subjects like Science because they left the classroom to use the Science laboratory. They also enjoyed going to the Computer room and Agriculture garden. The learners were also enthusiastic about field trips.

All the data sources confirmed that conducting the lesson in places away from the classroom motivates students in learning. Providing students with high quality learning activities in relevant situations

beyond the walls of the classroom is vital for helping students appreciate first hand experiences from a variety of different perspectives. Experiences outside the classroom also enhance learning by providing students with opportunities to practise skills of enquiry, value analysis and clarification and problem solving in everyday situations (DeWitt & Storksdieck 2008). According to Ofsted's (2008) report, it was conclusive that when learning was planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development. A 2008 Ofsted report looked at a sample of schools providing opportunities to learn outside the classroom. It found that when implemented well, the opportunities "contributed significantly to raising standards and improving pupils' personal, social and emotional development. "One participant said that teachers' feedback after a field trip showed that students' grades had improved as a result.

Field trips have long been used as a context for teaching and learning in the Social Studies and especially in history education (Noel 2007). Field trips can provide students the opportunity to construct knowledge actively through interacting with historic places, experts, and artifacts. When integrated into the curriculum and not used as rewards, field trips can be among the most valuable and effective modes of history teaching, especially local historic sites (Noel 2007). Nespor (2000:29) in her study on the role of field trips in elementary classes noted that field trips have the potential to be powerful, authentic, and "real world," because they disrupt the often mundane process of schooling and "transport young people off school grounds for part or the whole day and allow them to interact informally without the stringent monitoring and evaluation characteristic of regular school activities." Middle school students learn best by being actively engaged in their work, and hands-on collaborative projects are especially engaging to them.

4.5.4 THE USE OF TECHNOLOGY IN TEACHING

Table 4-0-17: Frequency distribution of the perception of the use of technology in teaching

| | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly Agree | 21 | 70.0 |
| Agree | 8 | 26.7 |
| Neutral | 0 | 0 |
| Disagree | 0 | 0 |
| Strongly Disagree | 1 | 3.3 |
| Total | 30 | 100 |

Twenty-one respondents (70) strongly agreed that the use of technology in teaching arouses interest in learning in learners while 8 respondents (26.7 %) agreed with this statement. No respondent (0%) were neutral. Similarly, none of the respondents (0%) disagreed with the statement. However, there was one respondent (3.3%) who strongly disagreed with the statement.

Nearly all the participants in the focus group interviews believed that the use of technology arouses learning interest in learners. Some of their comments were:

I would like to be watching more movies or videos because most of the times these things really help us to understand modern things.

We would like to be allowed to bring our computers and use them for research projects and school work. The teachers should allow us to be using computers instead of the note books.

My observation of the intermediate phase teachers confirmed partially that the use of technology in teaching arouses learners' interest in learning. The learners appreciated greatly some of the Science lessons where they had to go to the video room to watch videos on some topics. Some teachers used videos as a motivational strategy to encourage the learners to focus their attention on the desired learning during the lesson. This really excited the learners as they were more enthusiastic and they looked forward to have the lesson in a different style of teaching. In some projects the learners were allowed to download some relevant information from the internet as an extension of the homework given and this really was a great motivation in learning more about the topic.

The three main data sources confirmed the notion that the use of technology in teaching arouses learners' interest in learning. Today's students find this new world of digital learning to be very motivating. In fact, as some have said, today's youth are "born digital." Technology offers many benefits to enhance education. Most importantly technology integration has the potential to increase student motivation (Anderson 2000). Technology empowers students by engaging them in the learning process. The nature of the task shifts from teacher centered to student-centered. The use of technology improves student interest due to students' familiarity with the technology. Increased enjoyment in learning is related to students' natural affinity for computer-based instruction; consequently, subjects like Social Studies and Science can become a more attractive subject when computers and the Internet are included as teaching tools (Cassutto 2000:94). Research touts technology use in social studies as a purposeful method of instruction to best meet the needs of students and to promote student interest in the task (Berson 1996; Martorella 1997; White 1999).

According to Ames (1990), technology has the potential to increase student motivation by increasing student self-efficacy. This was evidenced in a research study on the impact of technology use on high school student learning conducted by Rochowicz (1996). The data indicated that using computers increases students' self-efficacy and consequently, students develop a more positive attitude toward learning. Rochowicz concluded that computers make learning more relevant, meaningful and enjoyable resulting in a decline in academic frustration. Students experience a greater enjoyment from learning content because they are confident in their ability to accomplish the task when using technology. Additionally, technology enables students to accomplish more than they could without it. Technology affords students opportunities to access information and resources to create products far beyond their perceived capabilities. Research identifies the benefits of technology integration as the technical aspects to enhance the quality of work, promote access to resources, positively impact student learning, and promote student metacognitive skills (Heafner & McCoy 2001; Scheidet, 2003). With the improved output, students take pride in the products they create, which increases their self-efficacy. This self-efficacy can have a positive impact on overall student motivation. As Brophy (1983) contended, student motivation improves with students' increased self-confidence in their abilities to complete the academic task.

4.6 CHAPTER SUMMARY

In this Chapter I presented the findings using the sub-research questions as an organizing framework. For each of the research questions, I presented findings with regard to the quantitative data collected from the intermediate phase teachers and assistant teachers; and qualitative data generated through interviews and observations. I also presented a discussion of the findings using relevant literature. In the next chapter I present the summary of the study, conclusions and recommendations.

5 CHAPTER 5

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous Chapter presented the findings of the study from data generated through questionnaires, semi-structured interviews and observations. A discussion of the data was also presented using relevant literature to theorize the data. In this Chapter I commence by presenting a summary of the study. Thereafter I draw conclusions in regard to the key research question: **How do teachers as classroom leaders motivate learners in the intermediate phase classroom?** Also addressed are the sub-questions:

- **What motivational strategies are the teachers using currently?**
- **Why are they using such strategies?**
- **How effective are such motivational strategies?**
- **What alternate motivational strategies can be used in their classrooms?**

I thereafter make recommendations linked to the findings of the study.

5.2 SUMMARY OF THE STUDY

Chapter One provided the background and orientation to the study. It provided an overview of the education system in Botswana and also pointed out the rationale for learner motivation in schools. A problem statement was then presented which articulated the key research question and sub-questions (see introduction above). Stemming from the problem statement four objectives were presented. The significance of carrying out the research was then presented. I made a case for how this research may benefit teachers, policy makers, policy implementers, education planners and higher education institutions. I also provided a synopsis of the research methodology employed. I explained that this study is a qualitative study using a case study methodology. Mixed methods were used to generate data namely questionnaires, interviews and observations. Participants included teachers and learners. An outline of the study, dividing it into five Chapters was presented. The Chapter was concluded by defining key terms used in the study such as leadership, management and learner motivation.

In Chapter Two the study presented the theoretical framework and review of related literature. It commenced by presenting the theories that underpin the study: teacher leadership and theories of

motivation. The chapter presented a discussion of teacher leadership and three theories of motivation. The three motivation theories that were discussed were: Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory and Behavioural Theories. The related literature was thereafter examined. The types of motivation were explicated upon and motivational devices used by teachers. National and international studies were presented in order to show how the previous research informed the current study.

Chapter Three dealt with the methodological aspects of the study. This chapter highlighted the methodological approach, research methodology and also the methods and instrumentation applied in the research. A mixed methods case study design was employed. The three methods used to generate data were questionnaires, focus group interviews and observations. The issue of sampling and participants was also addressed specifying the strategy used to sample the case study school, intermediate phase classes, intermediate phase teachers and assistant teachers and the learner participants. A report on the piloting of the data generation instruments was also given followed by ethical considerations observed in the study. The issue of trustworthiness in the study brings this chapter to a close.

Chapter Four focused on the findings and discussion of the findings. The key research question and the sub-questions were used as an organizing framework to present and discuss the data. For each of the sub-questions I presented themes that emerged from the data. For each of the themes I presented quantitative data using frequency tables. Thereafter I presented qualitative data from the focus group interviews with learners and reported on observations made from the teachers' lessons. I also engaged in analytical interpretation of the data by drawing on selected theories and relevant literature.

5.3 CONCLUSIONS

5.3.1 What motivational strategies are the teachers using currently?

The study provided evidence that the intermediate phase teachers incorporate a variety of motivational strategies to meet the learners' diverse learning needs. The findings revealed that using a learner-centred approach in teaching and incorporating strategies which are relevant to learners' interests and values cater for inclusion in learning. Therefore, the teachers should incorporate learner-centred approaches in teaching and learning by providing activities that directly engage learners in the learning. The study also revealed that when the learning is contextualized to match learners' interest and values, their learning motivation is heightened. To activate this dimension of motivation, teachers need to create activities that embrace learner interest, individuality and learning styles. The findings also

showed that intermediate phase learners achieve more in learning if their efforts are recognized by teachers. Rewards provided by teachers boost learners' self-esteem and build their confidence in learning. The findings also show that the kind of classroom environment the teacher creates impacts on the learner motivation and has an effect on learning achievement. If learners experience the classroom as a caring and supportive environment where there is a sense of belonging and everyone is valued and respected, they tend to participate more fully in the process of learning.

5.3.2 Why are they using such strategies?

Intermediate phase learners are vibrant and energetic and they respond positively to learning when they are actively involved in interesting and meaningful learning activities. The findings of the study confirm that teachers prioritize learner needs as a motivation strategy because it caters for inclusion in learning. All learners become interested in the learning leading to more vibrant classrooms. The study also found that learner-centred learning empowers learners because they exercise their autonomy by feeling free to express their views and their creativity in the learning process. Learners are free to construct their own meanings and understandings of the learning task based on scaffolds provided by the teacher. This therefore encourages teachers to use this approach to teaching and learning. The findings also revealed that teachers draw on topics relevant to the learners' interests because learners become more focused on the learning when they do this. When learners' understand the value, purpose, and procedures for the learning activities and the logic through which teachers arrived at their design, they are more likely to see the value of what they are being taught and consequently will participate more fully in the learning.

5.3.3 Effectiveness of motivational strategies

The findings revealed that most of the motivation strategies the intermediate phase teachers were using to promote learner motivation resulted in better academic performance of the learners. The study showed that some of the teachers used learner-centred approaches and the learners were engaged in constructive learning activities leading to the achievement of the desired learning outcomes. In contrast, where the teachers were using didactic teaching styles, the learners were passive recipients of the knowledge. The learner's motivation was low and consequently their academic performance was poor. The study also revealed that the relevance of the topic to the learners' leads to better academic performance. The learners enjoyed more the learning areas where teachers could contextualize learning like bible studies, life skills, social studies, language comprehension, poetry and science and agriculture. The study revealed that good classroom organization and management influences good performance, confirming that the type of classroom environment that a teacher creates and encourages

can either increase or decrease a learner's ability to learn and feel comfortable as a member of the class. The classroom environment should foster cooperation and acceptance. In order to promote these values, the teacher needs to employ a democratic classroom management style.

5.3.4 Alternate motivation strategies

The findings confirmed that using teaching aids or resources makes the learning interesting, real and relevant to the learners. Using teaching resources is one of the easiest and most interesting methods of delivering knowledge to the learners. When teaching aids/resources are used in teaching and learning, learners are able to participate more meaningfully in the lesson and they get more engaged in learning through discussion. Teachers who use resources in teaching and learning have disciplined classes because the learner's attention is focused on the learning materials being displayed.

The study also revealed that giving the learners effective feedback on the work done is an effective strategy in learning. When teachers failed to give feedback the learners did not find the work valuable. They would just do it for the sake of passing time. The study also confirmed that learning outside the classroom builds children's confidence and can transform their relationships with teachers. Most importantly, it generates the learner's interest in learning.

The study has shown that the effective integration of technology into classroom instruction can positively impact student motivation, engagement and interest in learning. The findings revealed that though the learners and the teachers acknowledge the importance of using technology in teaching and learning, it has not been used effectively and consistently in the intermediate phase. This could probably be due to a lack of time to incorporate technology into an already overloaded curriculum, lack of resources and also lack of competency in the use of technology.

5.4 RECOMMENDATIONS

Based on the findings of my study I make the following recommendations in order to stimulate further discussion.

1. **Use of a variety of learner-centred teaching and learning activities:** Teachers as classroom leaders should promote effective learning by using a variety of motivational strategies in order to meet learners' diverse needs in learning. Learners learn by doing, making, writing, designing, creating and solving problems. The learner-centred approach responds to the learner's needs, encourages critical thinking and involves teacher and learners as partners in the building of knowledge. Teachers are encouraged to design classrooms and use methods which are learner-

centred. They need to teach learners how to solve problems and think critically; teach learners how to use the knowledge they are taught; and plan lessons guided by learner outcomes (Costas & Leanne 2005). Passivity dampens learner motivation and curiosity. Therefore to motivate learners the teachers need to:

- Incorporate learner-centred approaches in teaching and learning which would provide activities that directly engage learners in the learning and give them opportunities to achieve the desired learning outcomes.
- Make the learning content relevant to the learner's interest.
- Be consistent in rewarding the desired behaviour through appropriate rewards.
- Ensure that the classroom environment is well-organized and managed to promote the safety and security of learners.

2. **Capitalise on learner's existing needs:** Learners perform best when learning in a classroom, satisfy their own motives for learning, and are geared to meet their needs. Some of the needs learners may bring to the classroom include the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need for responsibility, the need for recognition after achievements, the need to voice their opinions or views, the need to do valuable or relevant work, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, and the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself and such rewards sustain learning more effectively than do grades (McMillan & Forsyth 1991). Teachers should therefore design assignments, in-class activities, and discussion questions to address these kinds of needs. Teachers should design the learning programme so as to address the needs of the learners holistically (socially, physically, emotionally, academically and psychologically).
3. **Expand the learners' opportunities by engaging in alternate learning strategies:** Let learners explore and expand their knowledge, skills and values as they learn by giving those opportunities to manipulate resources. Conduct lessons in spaces away from the classroom to generate their interest in learning. Experiences outside the classroom also enhance learning by providing learners with opportunities to practice skills of enquiry, value analysis, clarification and problem solving in everyday situations (DeWitt & Storksdieck 2008). Further, provide them with opportunities to explore learning by using technology.

5.5 IMPLICATIONS FOR FUTURE RESEARCH

The study has implications for further research. The following may be considered:

- This study was a small scale study of one private school in Botswana. In order to get a bigger picture of the issue of learner motivation, a larger scale study involving many schools (both public and private) is needed.
- Alternate methodologies need to be used to study the phenomenon of learner motivation. Using methodologies that study “lived experience” such as narrative inquiry and ethnography might provide richer insights into this phenomenon.
- Engaging in comparative studies involving public and private schools might shed light on similarities and differences in the motivational strategies used in these two school categories.

5.6 CHAPTER SUMMARY

The purpose of this study was to acquire a more complete understanding of the motivational strategies used by teachers from the selected school to motivate the intermediate phase learners and their effectiveness in the learners’ performance. The study also sought to explore alternate learner motivation strategies that can be used. In this Chapter a summary of the study was presented detailing key issues discussed in this dissertation. Thereafter, conclusions were drawn around the key research question and sub-questions. Key recommendations were made that could benefit schools in respect of learner motivation. This chapter closes with some recommendations for further research.

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Appendix A- Ethical clearance certificate



Research Ethics Clearance Certificate

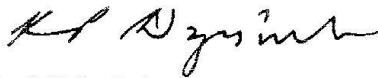
This is to certify that the application for ethical clearance submitted by

LW Ngiri [41410947]

for a M Ed study entitled

**Motivating Intermediate Phase learners by teachers at a selected school in
Boswana**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.



Prof KP Dzvimbho
Executive Dean : CEDU



Dr M Claassens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2014 MARCH/41410947/MC

18 March 2014

Appendix B- Letter to the Ministry of Education

**Living Hope School
P.O Box 417
Tharaka**

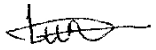
**The Ministry of Education
Research Department
Botswana**

Re: Request for permission to conduct research at Living Hope School

I, Lydia W. Ngiri, currently an Educator, request permission to conduct research at the above school. As a part of my professional development, I am presently enrolled for Masters in Education Degree at the University of South Africa. In order to successfully complete my studies I am requested to compile a dissertation. The title of my research is a Case Study of the motivation of intermediate phase learners by teachers at a private school in Botswana. The aim of this study is to establish the various motivational strategies used by the teachers on learners to enhance their academic performance in the intermediate phase. In this regard I have chosen the Living Hope School. The entities of all the participants in this study will be protected in accordance with the code of ethics as stipulated by the University of South Africa. I undertake to uphold the autonomy of all participants. They will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. Participants will be asked to complete a consent form. In the interest of the participants, feedback will be given to them during and at the end of the study.

Should you require further information regarding my study you can contact my supervisor, Dr. Inba Naicker on +22782 377 5253. I thank you in anticipation of positive response to this request.

Yours faithfully



Lydia W Ngiri

Consent form.

I, (please print your full name) _____ have read the letter requesting permission to conduct the research project at Living Hope School. I hereby grant permission for the research project to be undertaken by the researcher.

Signature

Date

Appendix C- Letter from the school granting permission to conduct the research

**The Headmistress
Living Hope School
P.O Box 417
Tharaka**

12 September 2013

Dear Sir/Madam

Re: Request for permission to conduct research at Living Hope School

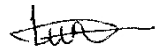
I, Lydia W Ngiri, currently an Educator, request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master in Education Degree at the University of South Africa. In order to successfully complete my studies I am required to compile a dissertation. The title of my research study is A Case Study of motivation of intermediate phase learners by teachers at a private school in Botswana. The aim of this study is to establish the various motivational strategies used by the teachers on learners to enhance their academic performance in the intermediate phase. In this regard I have chosen your school because I believe that your teachers can provide valuable insight in extending the boundaries of our knowledge on this topic.

To accomplish the research aims and objectives I will collect the data mainly from intermediate phase teachers and teacher aids through questionnaires which will take them about 20 minutes to complete. The learners' participants will provide the needed data through the focus group interview which would take about twenty minutes. I will also do observations twice in each of the six classrooms at the intermediate phase basically for data validation. Because this study involves under aged children parental consent will first be obtained prior to obtaining child assent to participate in the study. The children will also be asked to participate in the study. They have the right to refuse to participate. The thirty six learners who will be participating in the focus group interview will be sampled randomly with six learners from each class.

Please note that this is not an evaluation of performance or competence of your teachers and by no means is it a commission of inquiry. The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of South Africa. I undertake to uphold the autonomy of all participants. They will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. Participants will be asked to complete a

consent form. In the interest of the participants, feedback will be given to them during and at the end of the study. Should you require further information regarding my study you can contact my supervisor, Dr Inba Naicker on +2782 377 5253. I thank you in anticipation of a positive response to this request.

Yours faithfully,



Lydia W. Ngiri

Telephone: 3925368

Cell: 71529434

Appendix D- Informed consent letter-Teachers

Living Hope School
P.O Box 417
Tharaka

12 September 2013

Dear teachers and assistant teachers

Re: **Request to fill the questionnaire and the permission to do observation in your classroom**

I am pursuing a Master of Education degree with the University of South Africa (UNISA). The title of my research study is A Case study of the motivation of intermediate phase learners by teachers at a private school in Botswana. The aim of this study is to establish the various motivational strategies used by teachers on learners to enhance their academic performance in the intermediate phase. Ethical clearance has been granted by UNISA and permission has been obtained from the principal to conduct the study at the school. Please be assured that you will remain anonymous and the observations done will be treated with the strictest degree of confidentiality. Kindly note that your participation in the study is voluntary and no compensation will be given for participation. You may choose to withdraw from participation in this study at any time should you so desire. Your withdrawal from the study will incur no reprisals.

You are requested to please complete a questionnaire which will take you about 20 minutes to complete. Further, you are humbly requested to allow the researcher to use your classroom for observation for two lessons for this project to be successful. Fill the form below as a proof that you are willing to complete the questionnaire and to consent the researcher to use your classroom for observation in this research. Should you require further information regarding my study you can contact my supervisor, Dr Inba Naicker on +2782 377 5253. Your cooperation and assistance is highly appreciated.

Yours sincerely,



Lydia W. Ngiri

Telephone: 3925368

Cell: 71529434

Appendix E- Informed consent letter- Parents

Living Hope School
P.O Box 417
Tharaka

12 September 2013

Dear Parents,


Re: Request for permission for your child participation in the focus group interview.

I am pursuing a Master of Education degree with the University of South Africa (UNISA). The title of my research study is a case study of the motivation of intermediate phase learners by teachers at a private school in Botswana. The aim of this study is to establish the various motivational strategies used by teachers on learners to enhance their academic performance in the intermediate phase. Ethical clearance has been granted by UNISA and permission has been obtained from the principal to conduct the study at the school.

Your child has been randomly selected to participate in this study. You are kindly requested to allow your child to participate in this research through a focus group interview which will be about twenty minutes in duration. Kindly note that your child's participation in the study is voluntary and no compensation will be given for participation. Your child also has the right not to participate in the study even though you have granted permission. Please be assured that your child will remain anonymous and his/her responses will be treated with the strictest degree of confidentiality. Your child may choose to withdraw from participating in this study at any time should you or your child so desire. Your child's withdrawal from the study will incur no reprisals.

You are kindly requested to fill the form below as a proof that you are willing to allow your child to participate in the focus group interview. Should you require further information regarding my study you can contact my supervisor, Dr Inba Naicker on +2782 377 5253. Your cooperation and assistance is highly appreciated.

Yours sincerely,



Lydia W. Ngiri
Telephone: 3925368

Cell: 71529434

Appendix F- Informed consent letter- Learners

Living Hope School
P.O Box 417
Tharaka,

12 September 2013

Dear Learner,

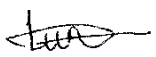
RE: Request for your participation in the focus group interview

I am doing I research project with the aim of achieving my Master of Education degree with the university of South Africa (UNISA). The title of my research study is A Case Study of the motivation of intermediate phase learners by teachers at a private school in Botswana. This study is hoped to establish the various interesting teaching methods used by the teachers on learners to improve the learners' academic performance in the intermediate phase which is standard five to seven classes. Ethical clearance has been granted by Unisa and the permission obtained from the school to conduct the study at school.

You are kindly requested to participate in this research through a focus group interview which will be about twenty minutes in duration. I have discussed your participation in this research with your parents and I have asked for their permission for you to participate. Although your parents have granted permission you may choose not to participate. Kindly note that your participation in this study is yourself choice and it will not be paid for. Please be assured that your participation will be treated confidentially. You may choose to stop continuing with this study at any time should you desire to do so. Should you not understand anything in this letter please feel free to ask for further explanation.

You are kindly requested to fill the form below as a proof that you are willing to participate in the focus group interview. A copy of signed consent form will be given to your parents. Should you require further information regarding my study you can contact my supervisor, Dr Inba Naicker on +2782 377 5253. Your cooperation and assistance is highly appreciated.

Yours sincerely,



Lydia W. Ngiri
Telephone 3925368 Cell 71529434

Appendix G- Copy of Questionnaire
Questionnaire for Teachers and Assistant Teachers

Section A: Biographical Information

Tick the appropriate box for question 1-3

1. Gender: Male

Female

2. Teacher:

Assistant teacher:

3. Years of experience in teaching in the intermediate phase:

Section B: Motivational strategies I currently use

| | Strongly Agree 1 | Agree 2 | Neutral 3 | Disagree 4 | Strongly Disagree 5 |
|--|---------------------------------|--------------------|----------------------|-----------------------|------------------------------------|
| 1. I use a variety of motivational strategies in order to meet the learner needs | | | | | |
| 2. I use a learner-centred approach in teaching | | | | | |
| 3. The work I give to the learners is relevant to their interests. | | | | | |
| 4. I consistently reinforce the learners desired Behaviour through appropriate rewards | | | | | |
| 5. My classroom environment promotes effective learning. | | | | | |

Section C: Reasons for using selected strategies

| | Strongly Agree 1 | Agree 2 | Neutral 3 | Disagree 4 | Strongly Disagree 5 |
|---|---------------------------------|--------------------|----------------------|-----------------------|------------------------------------|
| 6. Prioritising learner needs caters for inclusion in learning. | | | | | |
| 7. Teaching in a learner-centred classroom Gives the learners autonomy <i>increases their ideas</i> | | | | | |
| 8. The relevance of topics to learner interests Focuses the learners' attention on learning. | | | | | |
| 9. A well-organized classroom stimulates learners' motivation to learn. | | | | | |

Section D: Effectiveness of motivational strategies

| | Strongly Agree 1 | Agree 2 | Neutral 3 | Disagree 4 | Strongly Disagree 5 |
|---|---------------------------------|--------------------|----------------------|-----------------------|------------------------------------|
| 10. The motivational strategies I employ help the learners to improve academically. | | | | | |
| 11. Teaching in a learner-centred classroom Leads to better academic performance. | | | | | |
| 12. The relevance of topics to learners leads to Better academic performance. | | | | | |
| 13. A well-organized classroom results in better Academic performance. | | | | | |

Section E: Alternate Motivational Strategies

| | Strongly Agree 1 | Agree 2 | Neutral 3 | Disagree 4 | Strongly Disagree 5 |
|---|-----------------------------------|--------------------------|----------------------------|-----------------------------|--------------------------------------|
| 14.The use of teaching aids can enhance learner motivation. | | | | | |
| 15.Giving learners timely feedback of the work done motivates them in learning. | | | | | |
| 16. Conducting the lessons in spaces away from the classroom generates learners interest in learning. | | | | | |
| 17.The use of technology in teaching arouses Interesting learning in learners. | | | | | |

Appendix H - Focus group interview schedule

FOCUS GROUP SCHEDULE

Section A: Biographical and general information

1. Students' name: _____
2. Class: _____
3. Age: _____

Section B: Motivational strategies used by the teachers.

1. What learning activities do you do in your classroom?
2. What learning activities do you like? Why?
3. Do you find the work you do with your teachers interesting? Why?

Section C: Reasons for using particular strategy

5. Do teachers ask you what you would like to learn? Give some examples?
6. Would you like to get more active in learning by doing things like experiments, going on excursions, seeing films? Why?

Section D: Effectiveness of Motivational Strategies

7. How do you feel when the teacher involves you in the learning?
8. How do you perform in the tests and exams when the teachers involve you more in the learning activities?

Section E: Alternate Motivational Strategies

9. What are some of the interesting things would you like your teacher to do to make the lessons more interesting?

Appendix I - Class observation schedule

CLASS OBSERVATION SCHEDULE

Section A

Observer: _____ **Class:** _____ **Date:** _____

Section B: Motivational strategies used by the teachers.

1. List of motivational strategies used by the teachers: _____

2. Teaching approaches used by the teachers as well as examples. _____

3. Kind of the learning activities done by the learners: _____

4. Consistency of the teachers in using reinforcement to encourage the desired behaviour:

5. Classroom organization: _____

Section C: Reasons for using a particular strategy

6. Learners response to the motivational strategy used by the teachers: _____

7. The relevance of the task given to the learners in relation to their interest: _____

8. Learners motivation to the kind of instructional strategy used by the teacher:

9. Learners' response in regard to a safe and well organized classroom:

Section D: Effectiveness of Motivational Strategies

10. Academic performance of the learners in relation to motivation strategies that met their diverse learning needs: _____

11. Academic performance of the learners in relation to the instructional strategies:

12. Performance of the learners in relation to relevance of the topic: _____

13. Learners performance in relation to their safety and classroom organization: _____

Section E: Alternate Motivational Strategies

14. Learners motivation in response to the teachers who used teaching aids:

15. Learners motivation in regard to teachers who gave them timely feedback:

16. Learners motivation in regard to teachers who changed the normal classroom environment

and conducted the lessons in new spontaneous places:

17. Learners motivation in regard to teachers who used technology in learning: _____

Appendix J- Language clearance certificate from language editor

David Gikungu

M.A. Communication Studies (UON)

P.O. Box 25725 – 00603, Nairobi; Email: dgikungu@gmail.com; Phone: +254 722 624691

26 June 2015

TO WHOM IT MAY CONCERN

I hereby declare that the thesis by Ms Lydia Wambui Ngiri (Student number 41410947), namely **A case study of the motivation of intermediate phase learners by teachers at a private school in Botswana** was edited by me.

The proviso was that all the corrections and changes to the document would be done under the supervision of her supervisor, Dr. Inbanathan Naicker.

Thank you.



David Gikungu