

**A PHILOSOPHICAL INVESTIGATION INTO
THE ROLE AND FUNCTION OF
MOTIVATION IN BLACK SECONDARY
SCHOOL PUPILS**

by

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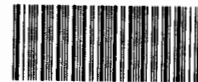
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SUMMARY

This research was undertaken to investigate the role of motivation in influencing secondary school pupils to learn effectively. The researcher determined that without teacher motivation, pupils cannot learn to their full capacity. A number of motivational theories, principles and strategies, were found which if used properly can improve classroom learning. The ultimate decision concerning how and when to use them is in the hands of the teachers. Pupils should be inspired to perform and reach beyond their perceived limits which demands different learning incentives. As becoming adults, pupils must be encouraged to achieve positive learning and discouraged from negative behaviour that could harm their development.

Learning motives remain the strongest driving force to improve pupils' performance as they change their learning behaviour towards achieving set goals. To re-establish the true meaning of education, both teachers and pupils should act responsibly as both bear blame for education having lost its meaning.

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CHAPTER ONE

THEMATOLOGICAL AND METHODOLOGICAL JUSTIFICATION

1.1 INTRODUCTION

The year 1993 opened in chaos as students disrupted classes over issues not resolved in 1992. There was a call on pupils to boycott schools in protest against the imposition of matriculation examination fees. This caused severe disruption in black secondary schools in the Republic of South Africa (RSA).

The problems confronting black secondary school pupils in contemporary society deprive them of the motivation to take up their task as human beings. Quality education aims to develop the full potential of all pupils. It is the task of the school as secondary education milieu to motivate the child towards adulthood. It is the teacher who inspires children to actualise their potential. Quality education depends on the quality of the teachers. Dedicated and motivated teachers develop the child's potential as well as conveying important knowledge.

The present education for black secondary school pupils in the RSA is at the centre of an ongoing controversy. The lack of interest among teachers as well as pupils has created an aura of pessimism. The true meaning of education has become obscured. Schools are often characterised by an undisciplined learning and teaching milieu. The cry "pass one pass all" underlines the need for motivated teachers and pupils. Education ought to

be established once again as something significant to the pupils and the teachers. Motivation should be a special focal point for teachers. The elucidation of the essences of motivation could be valuable in educative teaching.

According to Avenant (1986:302) teachers can never disassociate themselves from the general upbringing of the child in their classrooms. They are in daily contact with the child as a totality. They can never adopt a neutral attitude towards the aspect of the broader moulding of the pupils because pupils are not yet able to make their own decisions or to take full responsibility for their own life without the adult's support. Children should, therefore, never be left to their own fate.

Ripinga (1979:105) also reveals this point of view when he contends that:

“In his actual becoming, the child is dependent on the educative support of the fellow human being, without whose aid, his humanity cannot mature”.

This point of view implies that the support of the adult, as children progress in becoming adults, is essential. Without such genuine support, children cannot take up their rightful place in society. Haynes (1990:153) establishes that to improve the pupils' level of achievement, teachers should:

- encourage pupils to expand their efforts in school, and
- address pupils' personal, emotional as well as cognitive needs.

Bruce (1969:115) adds the following with regard to teacher commitment and responsibility:

“Above all, a teacher should never let a single life of those put into his hands be spoiled, wasted or flung aside through neglect or scorn, as he is a helper and a friend of the weak, i.e. ... liking indeed ... loving each individual child for himself alone and letting him know it”.

A possible first step that teachers can take in solving the problem of pupils' poor performance is to teach the pupils to tolerate failure for the sake of true success. Should those pupils who experience failure continuously not be helped or supported in such a way that they become interested in learning, schools will continue to be faced with high failure and drop-out rates.

Clifford (1990:22) is very concerned about those pupils who abandon school each year to begin lives of unemployment, poverty, hardship, crime and psychological distress. He regards the causes of school abandonment as being pupils' apathy, indifference and under achievement. There are questions concerning certain factors which are contributing to drop-outs. Questions that need to be looked at, such as:

- are teachers doing their work effectively?
- are the pupils sufficiently interested in learning as they appear to be only passively involved in the classroom activities.
- is there a remedy?

Educators should try and solve these problems to make learning more desirable for the learners. Different incentives should be implemented to promote active learning.

Haynes (1990:163) regards some disturbing trends, such as high drop-out rates, absenteeism, and suspension rates, coupled with poor academic performance achievement as of great concern. All these negative aspects point to the urgent need for school based intervention to motivate these pupils. Motivating these pupils can instil a sense of authority. When pupils have control over their lives they are more apt to act as required by the teachers and their societies. As problems confronting children in contemporary society deprive them of the motivation to take up their task as human beings, the educator's intervention is urgently needed.

In order to remedy the problem of poor academic achievement, teachers should try to make it desirable for pupils to choose to enter the doors of learning. Parish and Parish (1989:199) suggested that:

“Teachers can encourage a sense of love and belonging, instil in their students a sense of power, allow freedom, should never close the door on success and never take away the student's freedom to succeed, can provide fun activity and become a friend to their students”.

According to Tollefson *et al.* (1990:75), teachers should help pupils to understand and accept themselves. This will enable pupils to respond freely and openly to their own experiences of the world. Teachers should also nurture pupils' emotions if they want to teach successfully. Ignoring

these critical issues can be detrimental to the pupils' progression towards responsible, worthy adulthood.

Raymond (1967:63) regards poor academic performance by pupils' poor teaching strategies and unrest in schools, such as class boycotts and intimidation, as reasons for alienating secondary school pupils and as revealing that teachers are not performing their teaching task adequately. This has resulted in indiscipline in schools. Taunyane (in: Baloyi, 1992:5) asserted that:

“In many cases teachers have given up the battle to try and teach children who are rejecting education as it is, and the educators who are trying to provide it”.

Teachers and pupils should mutually accept the responsibility for the learning and education situations in which they find themselves. In order to help pupils to accept such responsibility, teachers ought to break down the existing learning barriers. Pupils should feel free to accept learning. Teachers should, through their teaching, be able to promote the culture of learning in schools to which pupils ought to be able to relate. Alderman (1990:27) contended that when teachers help pupils to take responsibility for their learning, they have taken a giant step in promoting active participation in the classroom. Active participation requires dedication from both teachers and pupils and is necessary to uplift the standard of education again.

The aim of helping pupils in their learning is to guide pupils towards adulthood. Pupils should be able to take a responsible role in society and in

their own lives. Pupils should be led to act independently, without adult guidance in various situations. On the pupils' way to proper adulthood, teachers should support them, intervene when they show uncertainty or doubt. Teachers should never forget that every child is unique and learns in its own way. If children are slow learners they should not be hurried. Teachers should respect the dignity of each and every learning child if they hope to venture successfully into their teaching task. Through education the child's dignity is protected. If this does not occur children perceive themselves as being inferior. Feelings of inferiority may ultimately manifest themselves in pupils dropping out of school, juvenile delinquency or even the phenomena of street children or child labour. By respecting children's dignity they are taught to respect themselves and to become increasingly independent. Lewis (in: Proefreid, 1975:55) comments:

“We teach them in order that they may soon not need our teaching”.

When educators educate children, they shoulder the responsibility of supporting and guiding the children to become mature responsible adults who will be able to continue their lives without further adult guidance. McCombs (in: Haynes, 1990:163) stressed the main reasons for pupils' failure as resting in their negative self-perceptions and beliefs about their own abilities to effect given outcomes. In order to modify and challenge these negative and erroneous perceptions on the part of pupils, he suggested that intervention should firstly be defined and evaluated.

Tollefson *et al.* (1990:75) maintained that low achievement is caused by low motivation and poor work. They state that these two variables are more important than teacher or classroom variables in explaining pupils' low achievement. An inadequate level of motivation or poor work can possibly be related to a lack of discipline. Discipline implies the pupils' voluntary acceptance of the influence and learning from the teacher. Discipline also suggests guidance. The teacher indicates the correct way and has to ensure that pupils adhere to the correct way (Van Rensburg *et al.*, 1994:361).

Teachers should bear in mind that pupils respect teachers who maintain a reasonable level of discipline. Permissiveness and familiarity with pupils lead to disrespect and contempt. Jackson (1991:10) also reminds teachers that pupils reject negative, pessimistic leaders. Aggression, intimidation, sarcasm and humiliation are simply not acceptable in the classroom. If teachers want to succeed in their teaching they should exercise their authority by means of firm but sympathetic discipline. Carlson and Thorpe (1984:49) confirmed that disciplinary measures which involve punishment often result in pupils underestimating their abilities. The pupils are thus unaware of their own strengths and assets and consequently their inner resources are not fully utilised.

It appears as if some teachers decide to enforce discipline to encourage pupils to learn. Learning under these circumstances could contribute to fear-driven rather than voluntary attention to learning. Pupils may come to associate school with punishment. This thought could lead to resentment of and a dislike in going to school. Carlson and Thorpe (1984:49) indicated that some teachers rely on punishment to rectify pupils' mistakes, believing

that pupils cannot grow and develop unless driven by fear. These teachers are inclined to enforce punishment with a mistaken belief that fear would stimulate growth, learning and adjustment.

Teachers should realise that using excessive disciplinary measures will never bring desirable results in pupils' learning. Effective learning cannot occur if pupils are in a state of fear when learning, as learning has to be a voluntary process. The pupils should feel free to involve themselves in the learning process. When teachers enforce certain excessive disciplinary measures such as punishment, it could discourage pupils from participating in learning activities. Such excessive discipline could thus have a detrimental effect on a pupil's development. Carlson and Thorpe (1984:49) believe that "... discouragement is the best motivation for failure".

The school as an educational institution should assist and guide pupils to develop their potential. In order to develop the pupils' potential and to optimise their subject matter, teachers should be dedicated. Pupils should be transferred to the next standard depending on academic success and there should be no automatic promotion as this may lead to a lowering of standards in education. When there are no definite criteria to be followed in the promotion of pupils they may demand a "pass one pass all" system. If that criterion is implemented in a school situation it might indicate that education has lost its meaning.

The necessity for motivated pupils and teachers underlies successful teaching and learning. As long ago as 1937 Smuts (1937:218) recommended that in order to improve the school system, there is a need for

education to be reformed. He regarded avoiding pupils' needs as one of the causes of scholastic under achievement. It would seem as if schools have neglected or deliberately avoided this important issue. The inability of the teacher to provide in the needs of pupils in contemporary society has resulted in an intellectual immaturity and lack of concern among pupils that may be carried over into their adult lives. Education should be regarded as something significant to pupils and teachers. In order to re-establish worthwhile education, motivation should become a special focal point. Schalkwyk (1981:240) maintains that:

“An education system is the single most powerful means by which human beings can either “make” or “break” mankind and the world in which they live”.

1.2 FORMULATION OF THE PROBLEM

Poor academic achievement, high failure rates, inadequate facilities, lack of text books and under-qualified teachers are some of the factors that may be contributing to the lack of motivation evident among some black secondary school pupils. The school, and more specifically the teacher, has an important task to motivate pupils. The teacher should strive to create learning activities which are deeply rather than superficially motivated. Pupils should not persist out of blind faith in the teacher, but rather because of deep, compelling motivation.

Against the background of this orientation, the purpose of this study can be formulated as follows:

- what is motivation?
- how is motivation actualised in secondary schools?
- what influence does motivation impose on education?
- what are the reasons for a lack of motivation in black secondary schools?

In narrowing down the problem field to a single problem formulation, the specific problem that will be examined in this investigation can be stated as follows:

- what role and function do schools have to fulfil to motivate black secondary school pupils?

1.3 AIM OF THE STUDY

The aim of this study is to examine the effectiveness of the current learning environment of a culture of learning environment in black secondary schools. Due to the lack of a culture of learning in most black secondary schools an investigation of motivation has become an urgent necessity. Recommendations based on the results of the study will ensure that this investigation will be essentially practical in nature.

Through a thorough literature review, the purpose of this study is to examine:

- The concept of motivation.
- The secondary school as a motivational milieu.

- Motivation as an educational task.

1.4 CLARIFICATION OF CONCEPTS

Clarification of the concepts in the discussion in this study is made to obviate ambiguity and to give the reader a better chance of understanding the theme. The first term used in the discussion of the topic to be explained is *motivation*.

1.4.1 MOTIVATION

The term, motivation, is derived from the Latin verb, “*movere*” meaning “**to move**” (Kuethe, 1968:98). Kuethe expands on this etymological explanation by saying that:

“When a person is motivated to reach a goal, his activity consists of a movement towards a goal”.

When a person is, therefore, motivated or inspired to achieve certain goals, that person should work towards his or her set goals in life. Kuethe (1968:98) defines a goal as:

“The incentive for motivated behaviour and the specific need as the motive for his behaviour”.

One cannot speak of motivation if the will or desire of the person is not aroused. When a person is motivated, his or her desire to learn increases. This implies that a person who had no desire to perform a certain activity

now becomes interested in doing the task because he/she has been inspired by some incentive or drive.

It should be possible to recognise motivated people by their attitude towards learning and the increase in their motive to learn. Chung (1977:37) refers to a motive as:

“A particular class of reasons for action directed to a goal or set of goals”.

According to Lee (1963:403) motivation has to do with encouraging pupils to engage themselves in purposeful learning. The learning should be goal directed. A teacher cannot inspire pupils to engage themselves actively in a certain task if the teacher's aim is not directed at participation. Involvement in activities should be planned with a definite purpose or motive in mind.

In a pedagogic situation, the ultimate goal of educative teaching is to assist and guide the child to take up a responsible role in society as an adult. The teacher wants the pupils to take their rightful place in real adult life as mature beings who are useful to society.

To be successful, teaching should make learning meaningful. The learner always has some purpose, even if it is only to please the teacher, pass a test or avoid punishment. The classroom can be the scene of situations in which meaning is seen as the central consideration. There is always some significance or meaning to learning or learning would be impossible. The meaningfulness and, therefore, the effectiveness of learning depends largely

on how motivated the pupils and teachers are. Motivation can thus be regarded as one of the cornerstones for successful teaching. Since the purpose of this study is to investigate the role and function of the school to motivate black secondary school pupils, an elucidation of the concept “secondary school pupil” is needed.

1.4.2 THE BLACK SECONDARY SCHOOL PUPIL

According to Ripinga (1979:11) the term “black” has evolved from numerous names that preceded it. Some of these are Native, African and Bantu. Masitsa (1988:10) regards *black* as a general term, referring to different black language groups who live in South Africa. His definition of a black pupil is therefore:

“The child of a black person who lives in South Africa, irrespective of his language group”.

A definition which is characteristic of the secondary school pupil reads as follows:

“A secondary school pupil is a child who is undergoing secondary education and who is between the age of 12 and 17” (Good, 1973:522).

It may be found in many black secondary schools that pupils do not fall strictly within the confines of these age groups. Hansen (1958:30) makes the profound observation that a secondary school pupil is a:

- teenager, the reason being that he is in his teens, and

- child-adult, as he is assumed to be in the transitional stage.

Adolescence is a period between the commencement of puberty and the attainment of physical, psychical and emotional maturity. The onset of adolescence is marked by dramatic physiological changes. Adolescence is accompanied by radical changes which have to be accepted, as well as essential development in respect of certain skills, knowledge, functions and attitudes.

During the high school period, the personality development of the adolescent takes place. High school pupils develop their own personality identity and its consistency over a period of time. The acquisition of an identity takes place in the pupils' lives during their secondary school years. In many ways and areas the teachers are identification models of the child (Hansen, 1958:30).

Children want to follow in the footsteps of the teacher whom they see as an exemplary model. Their search for someone with whom they can identify could help them to decide on a future career. According to Papalia and Olds (1978:304) children's search for identity could occur by developing the following:

- their values;
- pride in their achievements; and
- close relationships with their peers.

The temperament of high school pupils could also affect their relationship with their peers and siblings. Their self-image could promote success and happiness or be detrimental to these aspects. To be successful in their school activities, pupils should have confidence in their abilities and have a positive approach. Their positive attitude could unlock the doors to other unlimited possibilities (Papalia and Olds, 1978:235).

Understanding pupils implies a large degree of support and an adequate relationship between the teacher and individual pupils. The concept of support here refers to teachers who allow the pupils to be at ease in their presence. The pupil experiences acceptance by the teacher, for example by means of the demonstration of encouragement, praise, help, co-operation and affection. The teacher should be sensitive to the pupil's needs and feelings. Such support could have the following outcomes:

- fulfilment of needs;
- motivation;
- effective learning, and
- optimal adulthood.

Education in the school situation takes place mainly by means of formal instruction. Apart from the family, the school is the only other means through which the child can realise complete adulthood. Smuts (1937:2) states that:

“It is the time when youth needs both security and opportunities for development and growth. They want to be like adults and yet stay independent of them”.

1.4.3 EDUCATION

Van Rensburg *et al.* (1994:366) define the term *education* as:

“... a conscious, purposive, intervention by an adult in the life of a non-adult, to bring him to intellectual independence. Bearing in mind that education is the positive influencing of a non-adult by an adult, with the specific purpose of affecting changes of significant value. It is therefore a purposive act, designed to guide the child’s humanisation on a determined course, with an educand co-operating in full acceptance of his mentor’s guidance”.

Dube (1988:10) regards education as a practice, the educator’s concern with assisting the child on his way to adulthood. He further comments:

“As the educand shows himself progressively amenable to decide for himself and to accept responsibility for autonomous choice, the educator removes himself more from the scene of action, leaving his charge to do things on his own”.

Comments such as the above imply that education cannot occur in the absence of an adult and a child. In a pedagogic situation, an adult leads a non-adult on his or her way to proper adulthood through giving guidance and support.

The adult should accompany the pupils when they yearn for support. Pupils show a willingness to venture. This implies a readiness to examine and investigate the world around them. Adult educators should intervene if they discover that the child does not act in a manner that accords with what ought to be. The child is dependent on the adult for support and it is the

duty of the adult, as a mature, responsible being, to help the not yet adult to grow in the direction of adulthood. Avenant (1986:302) reaches the following conclusion concerning the duties and responsibilities of the Christian teacher towards the child:

“Every teacher is responsible directly to God for the welfare of each child placed in his care, so if he looks on silently while a child needing assistance is led to destruction as an adult, he is co-responsible and will have to answer for his actions before God”.

When educators educate children, they want the children to become independent, to make their own decisions and judgements. Children should be led to be able to act as responsible adults, in whatever situation they may find themselves, without the educator’s continued guidance.

Education is intended to lead the child to become a morally responsible person. Although it seems as if there is no clear distinction between education and teaching, not all teaching can be classified as education. If a child is taught to steal from people in the streets, that could hardly be described as education. After having given a clear explanation of what education entails attention will now be focused on teaching.

1.4.4 TEACHING

“It (educative teaching, A.A.N.) is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter” (Smith and Ennis, 1961:87).

Educative teaching may also be described as formal teaching in a school. When formal teaching occurs, an adult, who may be a mature teacher, teaches a child who is not yet mature. In order to educate the child adequately the teaching should be normative and educative and the educator should intervene and guide the child to take up a rightful moral position in society as a responsible human being. When educators teach children they impart the necessary knowledge in order to develop the children's capabilities. The adult teacher should assist the child who lacks the knowledge and skills to perform certain activities. To acquire the skills that could promote active involvement a child needs the teacher's guidance and support. Teaching occurs when an adult who knows the way helps a non-adult to find his way to proper intellectual adulthood by acquiring knowledge. That knowledge could, therefore, help pupils to act independently without any further adult guidance when they have reached adulthood. Teaching is a mutual process between an adult and an adult to be and this implies that one cannot succeed without the other. Smith and Ennis (1961:87) stated that:

“Teaching is a task which entails learning and it does entail someone to give instruction as well as someone to take it”.

Griessel *et al.* (1986:22) commented as follows as regards a teacher giving instruction to the non-adult:

“Instruction is given (by a person who is more knowledgeable and capable) to somebody who is less knowledgeable and capable or to somebody who does not know at all how to act in certain circumstances”.

Teachers as educators should be there to instruct the child as to what to do according to the knowledge they have gathered in the professional training institutions they attended. The children's task is to receive or take what they have been taught and to employ it in the real life-world. The child gains knowledge by learning from the teacher. It is this knowledge that children acquire that can help them to grow up as adults who are capable persons. Griessel *et al.* (1986:17) also contend that:

“No child can become morally self reliant unless he acquires basic knowledge and capabilities that will enable him to make decisions”.

The adequate knowledge of the teacher should help the child to become a moral being. The teaching environment is of less importance in developing the child into a responsible proper adult. Teaching takes place everywhere; it can be in a school situation, or in any other place where knowledge is carried over. Teaching is not confined to any specific place. In a school situation, the teacher educates pupils (educative teaching) with the aim that when they grow up they should be able to shoulder their own responsibility. Griessel *et al.* (1986:10) state this idea clearly in saying that children are essentially prepared to give themselves to their educators, thereby accepting their assistance and support. Teaching in the school should always be aimed at educating a child otherwise it would be a futile exercise. The pupils should learn certain skills that could be of value to them and to other members of the society.

Through the teacher's teaching, children should become increasingly free and able to explore the world on their own. They should be able to respect

and obey the moral values of their society. By developing their intellectual capability, children could become able to act independently in whatever situation or circumstances they may find themselves.

Teachers should help and guide the children to realise their potential. Through being offered genuine help the child's life-world starts to unfold and to become a reality. When the child shows feelings of uncertainty or doubt, the teacher should intervene to avoid handicapping the child's becoming an adult. In fact, educative teaching is more than mere teaching. For teaching to be educative it should be moral, normative and always aimed at educating a child.

Teaching cannot be separated from learning. When teachers teach a child they assist the child to learn. It becomes necessary to investigate learning and exactly what the act of learning entails.

1.4.5 LEARNING

Education cannot occur without effective learning taking place. The term learning implies that a child who is a non-adult is helped by an adult who knows the way, to acquire meaningful skills that could be useful later in adult life. In a pedagogic situation, an adult as educator, assists children to acquire the knowledge that will help their capabilities to unfold. The task of the teacher is to impart knowledge to the child. By gaining knowledge the child's intellectual ability is developed. For the child to come to grips with reality the teacher unfolds the unfamiliar and explains the unknown.

Children turn to the teacher who can lead them to certain knowledge. They internalise this knowledge, making it their own. Acquiring and internalising knowledge implies that the child will gain competency in certain skills. The teacher being aware of the child's lack of knowledge and experience supports the child to acquire knowledge and skills. The teacher is somebody who knows and understands the child and somebody whom the child knows. Children accept the guidance of the adult because of their need for help and their desire to learn and to become somebody in their own right.

Learning is determined by the change of a person's behaviour. According to Bernard (1965:09) the behaviour of an individual can only change if learning has occurred. When effective learning occurs the child's self-concept, attitude, perception, skills and so forth develop. The teacher plays an important role in changing the child's attitude and behaviour towards learning. The teacher possesses the necessary knowledge that could help to change the child's negative attitude. It is the teacher's adequate knowledge that could be instrumental in developing the child's intellectual capabilities. By being able to live according to the norms and values of a society the children could prove that they have learned and internalised these norms.

Shuell and Lee (1976:117) support the idea of learning implying a change of behaviour and perception when they aver that:

“Learning involves the modification of perception and behaviour, which also means that behavioural modifications occur in meeting changed conditions so that obstacles are overcome”.

They elaborate further that there are certain physical aspects of learning that a teacher cannot ignore. These include:

- vision;
- hearing;
- learner's response, and
- the learning milieu.

When teachers educate and teach pupils, they have to take these four aspects into consideration. These aspects determine whether effective learning has taken place. Children should respond to what they have heard, observe what is happening, respond to the appeal being made and experience an atmosphere conducive to learning. The teacher presents the subject matter and the pupil assimilates it. Children deal creatively with the subject matter. They participate in their own development by learning the subject matter for themselves.

Learning does not only take place in the school situation. The child explores the life-world in various ways at home, in the school or in society by:

- playing;
- working, and
- thinking.

Maxwell (1969:6) contends that:

“Learning takes place outside as well as inside the classroom and it involves a relatively permanent change in behaviour or performance, the change in behaviour results from practice or experience rather than physiological factors or temporary states of the organism”.

The elements of play, self-activity and thinking are built into the presentation of the subject matter. The subject matter provides learning activities that have an impact on the total development and behaviour of a pupil. This leads Maxwell to the conclusion that it is not possible to observe learning directly. What can be observed are the changes in behaviour.

Through learning the pupil experiences reality. Experience is seen as an essential by means of which the child learns. As has been indicated, learning implies change in behaviour and the change in behaviour cannot be observed directly. What pupils have learnt becomes evident in the competency and skills they display.

Pupils' academic abilities and achievements differ. This implies that their way of learning will also differ. A prerequisite for a pupil to learn effectively and participate actively in the classroom, is the encouragement of the teacher. Encouraging words can arouse pupils to become more interested in school activities and performance. It is important to elaborate on the act of encouragement to obviate misunderstanding

1.4.6 ENCOURAGEMENT

According to the Concise Oxford Dictionary (1991:285) the verb *encourage* means "... to give courage, confidence or hope to, or to stimulate by help or reward". The term encouragement is closely related to intrinsic motivation. A person who shows change of behaviour after being encouraged does so because of inner feelings that motivate him/her to act accordingly. Carlson and Thorpe (1984:38) state that encouragement can improve a person's feelings of being worthy. Encouragement plays a significant role in either reinforcing approved behaviour or assisting pupils facing failure.

Van Houten (1980:102) emphasised that:

"Encouragement includes sincere recognition and praise which enable students to see that their efforts are of value to those around them".

When a teacher uses encouraging words they should be directed at the effort the pupil has made. The teacher should focus on the acceptable behaviour or the good being displayed by a pupil. Words of praise can contribute towards the development of a pupil's self-concept. Kryiocoy *et al.* (in: Vijay, 1987:11) agree with this view saying that:

"Encouragement is a builder of pupils' self-confidence and self-esteem, for it encourages the use of praise and instructive criticism".

The teacher explains where pupils went wrong or how they could improve in order to do better. This is a way of encouraging the child. Carlson and

Thorpe (1984:38) made a very apt observation about encouragement. To these authors encouragement entails the guidance teachers have to give to pupils to assist them to accept themselves as persons of value. The ability to cope with difficulty is also emphasised. To enable pupils to accomplish certain developmental tasks requires teachers who are willing to accept every pupil as a unique individual. The teacher accepts the responsibility to take non-adults by the hand and to guide them so that they can accept their own development towards adulthood. Mutual acceptance plays a significant role in encouraging pupils.

Children on their way to adulthood are always engage in exploring the world. The child must have the confidence to venture into the unknown. In the classroom situation, the teacher creates a safe space for the child. The teacher encourages the child to explore the unknown. Only when feeling secure and with sincere encouragement will children have the courage and confidence to explore their environment and their life-world. It is clear that a child's need for encouragement can only be fulfilled if the relationship is characterised by mutual acceptance and trust.

There are different ways of encouraging pupils. Praise, commendation and encouragement achieve better results than blame, scolding and punishment. Positive incentives favour learning and achievement.

The following discussion emphasises the importance of positive incentives in encouraging pupils to participate in classroom activities. Incentives as a form of encouragement can be implemented successfully to motivate pupils.

1.4.7 INCENTIVES

Maxwell (1969:88) explains incentives as that part of a situation set by someone other than the learner personally. Incentives are intended to direct the learner's immediate behaviour. Positive incentives can help pupils to refrain from adopting certain undesirable behavioural patterns and to reinforce desirable behaviour.

The implication is that incentives are used by teachers to, for example, focus the learner's attention or to encourage those pupils who seem to be inattentive or not listening to what the teacher says. Atkinson and Feather (1966:12) concluded that:

“Incentives represent the relative attractiveness of a specific goal that is offered in a situation or relative unattractiveness of an event that might occur as a consequence of some act”.

When teachers use positive incentives they want to ensure that the pupils pay attention and participate in activities. This could ensure progress and effective learning. Teachers may decide to use negative incentives if they realise that the under-achievements of pupils are caused by inappropriate forms of behaviour. A threat, for instance, to give pupils low marks does not seem to have any effect on achievement at all. Positive incentives are on the whole better than negative incentives. Using positive incentives can inspire pupils and enhance their desire to participate actively in the learning situation to do even better. Being actively involved in the learning activities affords pupils the opportunity to discover their abilities and

potential (Atkinson and Feather, 1966:18). When pupils as individuals themselves feel a joint responsibility for their own improvement, an effective learning and working situation can be created. Covington (1984:53) maintains that:

“Incentives are methods teachers use to motivate students to do academic work and to learn academic material”.

The best kind of working and learning situation is created when a group of pupils feels that they have undertaken something because of their own desire and needs.

1.4.8 NEEDS

To be able to determine what a need is in terms of education, it may be useful to find out what the word itself signifies. To *need* something means that it is necessary to have it. A need is therefore a necessity, something that is lacking, something that is wanted or a requirement. Smith and Ennis (1961:33) define a need as “Any kind of motive or any goal seeking behaviour”. Chung (1977:08) describes a need as the inner feeling within a person that drives a person to seek satisfaction. The person cannot be at ease unless he/she gets satisfaction. By pursuing the inner drive, a person resolves inner conflict. A person whose need is unsatisfied, cannot be internally free to pursue other goals and activities. The unmet need could also hinder the person from pursuing other objectives. A person strives to satisfy the inner drive in order to maintain a physical and psychological

balance. The feeling of inner satisfaction resolves the tension or doubt that is within a person (Chung, 1977:08).

Avenant (1986:21) elaborates on this theme saying that:

“The stronger the need, the more strongly he will be moved to fulfil it”.

A person whose desire is to achieve a specific goal cannot settle down until that goal has been reached. If the desire is not strong, a person can suppress it and still carry on with other activities without pursuing the particular need. According to Gates (*in*: Smith and Ennis, 1961:33) the word need is used as an inclusive term to embrace drives, impulses, goal sets, urges, motives, desires, wants and so forth.

A person whose needs remain unfulfilled might feel uncomfortable unless the inner tension is resolved. Meeting the need that forms the goal implies resolving the tension. In a school situation, teachers as educators should be able to understand the child as someone with needs. They should be able to meet the children’s needs or to assist them to fulfil their own needs in order to educate successfully. Maslow (*in*: Klausmeier and Ripple, 1971:314) identifies the following needs:

- physiological;
- safety;
- love and belonging;
- esteem, and
- self-actualisation.

- 1 Psy-
 chologi-
 cal needs
- 2 The safety needs
- 3 The social needs:
 love and belonging
- 4 The esteem needs
- 5 The growth needs: self-
 actualisation

FIGURE 1: MASLOW'S HIERARCHY OF NEEDS
(Huizinga, 1970:21-23)

From the above discussion it becomes clear that even if pupils are motivated to learn actively, effective learning can only be guaranteed if the needs of the pupils are fulfilled. The question might be posed why pupils should be involved in classroom activities when their needs are satisfactorily met otherwise. In the next section an attempt will be made to explain what motivates pupils irrespective of needs that are being fulfilled by participating in learning activities.

1.4.9 DRIVES

Teevan and Smith (1967:01) consider a drive to be something that energises or activates behaviour. The presence of a drive, such as hunger, causes an organism experiencing the drive to become active. Avenant (1986:24)

established that children are often motivated by their drives. Teachers can employ these drives positively to influence the child. Drives, according to Young (1948:154) are divided into two groups, namely:

- primary, and
- secondary drives.

Haber (1966:61) pointed out that a primary drive is a general energiser whose reduction is reinforcing. A drive is regarded as primary when both of the aforementioned properties occur without learning. If a drive is prior to learning then it can be regarded as a secondary drive. Haber also distinguishes hunger, thirst, sex and frustration as primary drives, whereas secondary drives include security, adventure and independence.

It is important to conclude the discussion of word meanings by attempting to define the concept of philosophy. The reason why this is deemed necessary is because this is a philosophical theme. It is necessary to examine the etymology and significance of this concept.

1.4.10 PHILOSOPHY

The term philosophy originated from two Greek words "*philos*", meaning **love** and "*sophia*" denoting **wisdom** (Seetharamu, 1989:01). The belief is that a person becomes wise by knowledge and understanding. Good (1973:419) defined philosophy as:

“The science that seeks to organize and systematize all fields of knowledge as a means of understanding and interpreting the totality of reality”.

One of the mainsprings of Greek philosophy was the conviction that philosophy is a search for wisdom or true knowledge, its task being to attempt to understand the nature of the cosmos and the human being's position in it (Stewart and Mackunas, 1974:05). Plato (in: Stewart and Mackunas, 1974:05) observed that the task of philosophy is to articulate the questions arising out of the depths of the human being's spirit itself.

According to Hills (1982:217) a philosopher is concerned with ascertaining the meaning of a proposition or concept and considering the nature of a particular proposition.

1.5 METHODOLOGICAL JUSTIFICATION

Primarily this research will entail an extensive literature study. Basic theoretical research will be undertaken. The research will be an explorative-descriptive research investigation.

Explorative studies aim at exploring a relatively unknown field. The intention of such an exploration is to gain new insight into the field of thought or new knowledge about the phenomenon. The most important methodological consideration in descriptive studies is the collection of accurate information/data about the phenomena being investigated.

The following procedure will be followed:

- an extensive literature review of motivation;
- identification of the school as educative milieu and the motivational task of secondary schools, and
- the development of strategies to enhance motivation of black secondary school pupils.

The research will also entail a philosophical reflection on the pedagogic situation to reveal the essences of pedagogy. This will be done in order to seek answers to the following questions:

- Is the child dependent on the educative support of a fellow human being?
- Has the pedagogic in the education situation been realised?
- When man is being educated, does motivation play any part in the procedure?

The researcher wishes to point out that having obtained answers scientifically and methodically and by means of philosophical thought to these and other relevant questions, such answers will obviously remain seeking answers. No individual scientist nor any group or number of scientists can ever supply “final” or “absolute” answers. In this light the researcher must point out that this study can only systematically reflect

upon a problem and hope that the seeking answers she may obtain may eventually be of some value in educative practice.

1.6 PROGRAMME OF STUDY

Chapter One was dedicated to setting out the need for this research which stems from the present climate in black secondary schools. A thorough discussion of the meaning of a number of key concepts was also undertaken.

In Chapter Two consideration will be given to place motivation in perspective.

In Chapter Three it is intended to give attention to the secondary school as a motivational milieu.

Chapter Four will examine, investigate and describe motivation as an educational task for which the teacher must bear responsibility.

Chapter Five will incorporate a summary of the study and recommendations will be suggested for possible further study.

1.7 CONCLUSION

This has been an orientation chapter aimed at exposing the problem and field of research. Before undertaking an extensive investigation of and research into the theme it is of the utmost importance to create an awareness in the reader of the research problem. Motivation is the central

focus of this research proposal. Motivation could be considered to be essential to any learning situation. Teachers who motivate their pupils can expect positive results in the learning situation. Neglecting this important aspect could prove to be a major obstacle to effective learning.

In a pedagogic situation, the teacher as educator is in daily contact with the pupils. The teacher has to educate pupils to realise their full potential. Some pupils fail to learn effectively due to various learning obstacles. Concepts that are related to motivation need to be clarified. Clarifying these related concepts may lead to a better understanding of the role and function of motivation in black secondary schools. Having clarified the different concepts closely related to motivation, the researcher will try throughout the following chapters to bring to light what role and function motivation could play in promoting effective learning in black secondary schools.

CHAPTER TWO

A PERSPECTIVE ON MOTIVATION

2.1 INTRODUCTION

“Among the conditions essential to learning, motivation is one of the primary, yet also one of the most complex. The learner must learn, whatever the reason may be” (Seagoe, 1970:12).

As indicated by the above quotation it becomes evident that motivation plays an important role and function in the classroom situation. In a school situation, the teacher encounters pupils who want to learn. The teacher and the pupil communicate with each other through the subject matter. For children to succeed in their learning experience, they should learn effectively. The problem is that effective learning cannot occur without active participation. In order to foster adequate learning, teachers should motivate the pupils to participate actively in the classroom.

In a pedagogic situation, effective learning cannot occur without motivation. The teacher should motivate, guide and support the pupils to create a culture conducive to learning. The teachers should apply *their* motivational principles and strategies to encourage the child's active learning in the classroom situation. It is important that teachers foster motivation in the classroom if they want the pupils to succeed in learning effectively. Effective learning occurs when the pupils are willing to learn. Teachers can stimulate, encourage and inspire pupils to learn by

implementing motivational principles, strategies or methods. Although teachers may apply motivational strategies to the best of their abilities, they may still fail to stimulate the pupils' desire to learn sufficiently. Long *et al.* (1977:12) agree that:

“All teachers encounter students who are not learning to their capacity”.

Teachers need to help, support and encourage all pupils but even more especially those pupils who are not learning adequately, for whatever reason. Active participation in the classroom activities and learning cannot, however, occur only as a result of the teacher's intervention. The teacher should foster motivation in the pupils in the classroom in order to improve the quality of learning and of education in general. According to Levin and Nolan (1991:108) fostering motivation to learn in students is undoubtedly one of the most powerful tools the teacher has in preventing disciplinary problems in the classroom. It is the responsibility of the teacher as an adult to voluntarily and willingly assist pupils to accept education. The inspiration of the teacher can evoke the pupils' interest to learn.

Motivating children to learn effectively is not an easy task for the teacher. To motivate pupils sufficiently, teachers should have an inner desire to guide the pupils. It also implies being prepared to take risks. This involves even risking failure with the aim of discovering the strengths of the pupils. Linskie (1977:189) reveals a corresponding point of view when he contends that:

“Among other things, to motivate a child effectively requires patience, understanding and ingenuity”.

The implication of what has been said thus far is that without mutual tolerance and co-operation, motivating pupils could still be ineffective. Both the teacher and the pupils should be able to understand and to accept one another. That could help to promote effective communication between them.

Teachers at times experience moments of panic and dismay at their not being able to motivate a pupil. Pupils who learn actively and with interest should also be motivating themselves. It is the task of the teacher to:

- develop pupils’ interest in learning;
- assist pupils to take responsibility as learners;
- promote a positive classroom atmosphere;
- use effective teaching methods;
- accept responsibility for all the pupils, and
- guide pupils to reach proper adulthood as independent, responsible persons who could help themselves and be of use to society in general.

In this chapter the author will address motivation and its related aspects as major factors that cannot be ignored in a learning situation, if the teacher wants to promote effective learning in the classroom situation.

2.2 THE CONCEPT OF MOTIVATION

The term “motivation” is derived from the Latin verbs “**moveo**” = out of, and “**movere**” = to move (Griessel *et al.* 1986:28). When individuals have been motivated to attain a given goal, their activities will consist of moving in the direction of the goal. According to Van Vuuren (1988:294) motivation includes the individual’s wish to be and to become someone. Bateman and Zeithaml (1993:443) define this process by stating that:

“Motivation refers to forces that energize, direct and sustain a person’s efforts”.

Linskie (1977:189) refers to motivation as the desire to achieve a goal that has value for the individual. A person strives to achieve a set goal because the goal has worth for him/her. Motivation can be seen as a process that encourages pupils to explore the world. The pupils’ willingness to explore the world bring them into contact with new experiences. These experiences afford pupils an opportunity to learn. The pupils’ attention is activated and focused on a specific task. Motivation helps pupils to fulfil the need for immediate achievement and a sense of moving towards larger and more ambitious future goals. When a pupil is motivated to perform a task, the pupil’s behaviour is directed towards achieving the desired goals. Burden and Byrd (1994:260) point out that motivation depends on expectation and value as well as climate. The relationship can be stated as follows:

Motivation = Expectation x Value x Climate.

This motivational model suggests that pupils are not motivated unless all three components are present. The pupils should expect that they can accomplish a task, find value in the task and complete the task in an environment supportive of their basic needs. Teachers who want to motivate their pupils should know what they expect of the pupils. Tasks assigned to pupils in the classroom situation should be meaningful. To accomplish the completion of these tasks ought to be valuable for the pupils. According to Doveton *et al.*, 1991:19) “Motivation drives pupils to seek goals” and it is only through motivation that pupils can seek to achieve their goals in life.

The task of the teacher is to enable pupils to function effectively towards the achievement of a common purpose. A good teacher will always seek to reveal to pupils the things to be learned and done that are so manifestly worthwhile that the desire to learn and to achieve goals will be generated.

Although researchers define motivation differently, research studies are in agreement that motivation implies a force within a human being which will lead to an action that is goal directed (Lamprecht, 1989:39).

2.3 TYPES OF MOTIVATION

The terms *intrinsic* and *extrinsic* are often used to describe types of motivation. Motivation that stems from within a person as an inspiration to perform a certain task is called intrinsic motivation. Intrinsic motivation can be explained as the desire within pupils that could drive them to accomplish something, for instance a task, voluntarily. Extrinsic motivation

refers to an external source that drives a person to accomplish or perform a task. Extrinsic motivation is enhanced by incentives.

2.3.1 INTRINSIC MOTIVATION

People could be inspired to perform a certain task because they find value in doing the task or because they want to please themselves. Burden and Byrd (1994:262) define intrinsic motivation as:

“The internal satisfaction the student feels when performing a task”.

Burden and Byrd further indicate that intrinsic motivation refers to the feelings of inner satisfaction a person experiences when accomplishing a task. The feeling can also be described as self-satisfaction. Self-satisfaction stems from within a person, therefore, forces within a person to accomplish a goal can be termed intrinsic motivation.

According to Cummings (1990:146) a person who is intrinsically motivated enjoys doing a task without anticipating a reward. Such a person completes a task because it is of value to himself/herself. To sum up: intrinsic motivation can be regarded as the desire within people that drives them to fulfil a certain function. The reward is satisfaction. The person becomes self-satisfied when the task is successfully accomplished.

Intrinsically motivated pupils stand a better chance of performing or completing a task effectively than those pupils who are only motivated by extrinsic factors. The former are driven by inner motivation to perform the

task. To help them to perform the task properly the teacher should give them support and courage. Lamprecht (1989:66) also claims that:

“An intrinsically motivated child is not super human, he also needs support for his efforts and praise of his success, as do other children”.

The intrinsically motivated pupils are no different from other pupils in the class. Although intrinsically motivated pupils tend to be more independent and less dependent on the teacher, these pupils nevertheless show a willingness to be directed by the teacher. The teacher ought to encourage, guide and give support and credit, where it is due, to these pupils as they do with all the other pupils in the class.

2.3.2 EXTRINSIC MOTIVATION

A person who does a certain task or performs an activity due to outside reasons, like being given a reward, looking for something in return or pleasing someone, relies on extrinsic motivation. Cummings (1990:146) says in this respect that:

“When a person is motivated because of the pay off he will receive, which is not related to the task at all, we call it extrinsic motivation”.

Extrinsic motivation implies that a person anticipates a reward for a performed activity. The reward need not have any relationships with the task performed. A person accomplishes the task given because he/she is

expecting a reward. Extrinsic motivation indicates that people accomplish a task out of their own free will. The reward is, however, the main motivator. Burden and Byrd (1994:26) refer to this aspect when stating that:

“External motivation involves the delivery of external rewards for the student upon the completion of the task”.

Burden and Byrd support Cummings' view when they aver that after completing a task, pupils should be given what they were promised at the onset of the task. When extrinsically motivated pupils perform a task they *expect* to be rewarded. Such pupils are satisfied only by being given the reward that they were promised. These pupils are motivated by an anticipated reward to satisfy and make an impression. Burden and Byrd (1994:261) elaborate on the above by claiming that extrinsically motivated pupils try to satisfy others, not themselves. An extrinsically motivated pupil may be disappointed when being given a reward that was not expected. Such a pupil derives satisfaction only by being given the reward that was originally promised. A pupil whose satisfaction stems only from being rewarded extrinsically, cannot learn effectively. Effective learning occurs only when pupils learn by actively taking responsibility for their own learning. The motivation to learn should come from within the pupil. In the case of extrinsically motivated pupils, effective learning cannot occur as they do not shoulder the responsibility for their own learning and always remain dependent on a reward being offered by someone else.

For effective learning to occur, pupils should be committed to learning. Teachers should try to design tasks that would yield inner satisfaction when

satisfactorily completed. Teachers should encourage and support the extrinsically motivated pupils to complete the task as required until such pupils reach self-satisfaction and become more self-reliant.

2.4 THEORIES OF MOTIVATION

It becomes evident from a study of the relevant literature that different motivational theories exist. The word “theory” is derived from the Greek “**theoria**” = view, and “**theorein**” = look at. The different theories provide different perspectives on the concept of motivation. Basic motivational theories have been scientifically investigated and the motivational techniques that are known to be effective have been developed. Teachers can implement motivational theories and techniques fruitfully in the classroom situation in order to motivate their pupils. A number of theories will now receive attention.

2.4.1 MASLOW’S HIERARCHY OF NEEDS

Abraham Maslow was a psychologist who developed a theory of human motivation (in: Long *et al.*, 1977:92). Maslow’s principle gains significance when discussing motivation that begins at home. Maslow indicated that each person has certain important needs (Lamprecht 1989:24). These needs are arranged according to a hierarchy and each need must be satisfied before a person can move on to the next need.

Maslow (in: Long *et al.*, 1977:92) points out that the key to human development is the gratification of basic needs. These basic needs are

arranged in a sequence (hierarchy) from the lowest to the highest. The motives for human behaviour stem from the satisfaction of these basic needs. Once lower level needs have been met, higher level needs motivate the person's behaviour. Needs are not always gratified in strict accordance with the hierarchy. Sometimes higher needs may motivate behaviour while lower needs have not yet been gratified.

Meyer *et al.* (1992:360) identifies the needs discussed below as those of a child that need to be fulfilled in the primary education situation.

□ **Physiological needs**

Physiological needs are regarded as the most important needs to be provided for by the family. These needs are the most basic needs which, if not gratified on a regular basis, can dominate all other needs. Physiological needs refer to hunger, thirst, sleep and so forth. These needs are important for survival. It is, therefore, important that these basic needs are provided for because lack of gratification may result in higher level needs not being satisfied.

Avenant (1986:22) comments:

“Adjustments of these needs can be positive and transport one to greater heights”.

Physiological needs also include the need for

- acceptance;
- success, and
- sympathy (Avenant, 1986:22).

If the physiological needs of the child are met, then the child will experience feelings of safety and security.

□ **Safety and security needs**

To feel safe and secure people should be protected and provided for. They should never develop feelings of uncertainty, insecurity or doubt. In a classroom situation, pupils regard the teacher as someone to whom they could turn when feeling unsafe or unprotected. In the school situation, pupils depend on the teacher for support. Pupils need to feel safe and secure to be able to participate in classroom activities.

Young (1966:589) agrees that pupils need a predictable, orderly world in which they can feel safe. The learning environment should be conducive to promoting pupils' learning.

Pupils who feel unsafe and insecure in a classroom might feel threatened. They might try to compensate with negative behaviour in an attempt to obtain security. Peer groups involved in unacceptable behaviour often provide security for pupils who do not feel at ease in the school system.

Meyer *et al.* (1992:361) contend that once the physiological and safety needs are being satisfied regularly, pupils become aware of their need to belong somewhere and with or to someone.

□ **The need for affiliation and acceptance**

A secondary school pupil, as an adolescent, wants to identify with peers and wants to belong to a certain peer group. Identification and belongingness contribute to the gratification of the need for affiliation. Teachers should realise that pupils need to be accepted to realise their full potential. When pupils feel rejected, they might regard themselves as failures and then resort to unacceptable behaviour. In order to develop a positive attitude towards themselves and the school activities, pupils should be accepted by teachers. Avenant (1986:22) contends that:

“Everything one does is done in order to gain acceptance from someone”.

Teachers should show acceptance towards pupils. Through displaying acceptance teachers can create a positive learning climate for pupils. Pupils who feel secure will also feel secure in handling their learning content. Meyer *et al.* (1992:361) assert that as soon as a person’s need for acceptance has been satisfied to the point where it diminishes as a motivating factor, the need for esteem awakens.

□ **The need for self-esteem**

Self-esteem refers to the way one evaluates oneself. When pupils have a positive self-esteem they can develop feelings of confidence and competency. Development in totality requires the development of a positive self-esteem. The development of a positive self-esteem could help pupils to realise their weak

points. Teachers should try to help pupils with a negative self-esteem. No matter how good a teacher might be in motivating pupils to learn, if the pupils do not regard themselves as capable, they cannot succeed. It is the task of the teacher to develop the pupils' positive attitude towards school activities. This could encourage them to pursue tasks without experiencing difficulties.

Even if the pupils' need for self-esteem can be met, it does not mean that the pupils will have realised their full potential. Maslow (in: Meyer *et al.*, 1992:359) regards self-actualisation as the highest form of positive motivation (cf. Figure 1 for a representation of Maslow's hierarchy of needs).

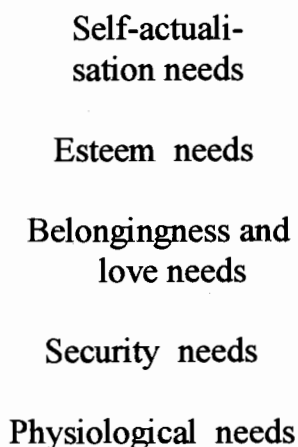


FIGURE 1: MASLOW'S HIERARCHY OF NEEDS
(Meyer *et al.*, 1992:359)

□ **The need for self-actualisation**

Meyer *et al.* (1992:362) define self-actualisation as:

“... the process of becoming all one is capable of being, making full use of all one’s abilities, talents and potential”.

The need for self-actualisation encourages people to discover and realise their potential. Through self-actualisation a pupil develops self-confidence. The pupil strives to use capabilities and talents to the fullest extent.

According to Lamprecht (1989:36) the need for self-actualisation involves pupils in the development of their own potential. Pupils should be able to improve their capabilities towards a future career. The confidence they have in developing themselves could help them to take their rightful place in society as responsible adults.

2.4.2 McCLELLAND’S NEED FOR ACHIEVEMENT THEORY

This theory is built on the assumption that an individual can be influenced by a group to conform, to be like the other group members. This is specifically applicable in groups that place high value on achievement. An individual in the group can feel strong pressure from the group, resulting in the individual placing a higher value on achievement and hard work (Mueller, 1975:200).

According to McClelland’s achievement theory, when an individual falls behind in a work situation, fellow members of the group and ex-members of the group exert friendly pressure on the person to keep up the drive for hard

work. The pressure by group members could motivate an individual to achieve. Teevan and Smith (1967:111) established that the social group as a whole places high value both on striving to achieve and on achievement. They believe that people who strive to achieve can improve their performance and learn better. This point of view agrees with that of McClelland (1955:415) that to become successful, a person should respond to the pressure of the social group as a high desire for achievement is associated with conformity (McClelland, 1951:466-475; Hebb, 1949:199-200, and Atkinson *et al.*, 1953:287).

Jung (1978:160) adds that as pupils acquire new levels of skills, they may set higher levels of expectations for themselves. If a pupil attempts a task which is difficult and succeeds, that will provide the necessary courage for further exploration. The successful accomplishment of what a pupil was previously unable to do, is the goal of autonomous motivation. McClelland regards autonomous achievement as involving the pupils' motivation to compare and evaluate performances against their own levels of ability and accomplishment. Therefore, when a pupil succeeds continuously in doing a task, the specific task loses its novelty and the manipulation is no longer considered an achievement.

Teevan and Smith (1967:114) advise teachers to confront pupils with different and slightly (but increasingly) more complex tasks. That is done to challenge the pupils' capabilities. Achieving implies progressing to a life of open possibilities. McClelland further suggested that to develop an achievement motive, the pupil should continuously be exposed to

increasingly more complex objects and situations which, nevertheless, permit mastery.

Klein (1982:387) establishes that high achievers are motivated to perform and tend to choose tasks involving moderate risks. They also respond at a more efficient level and persist longer following upon failure, than low achievers. McClelland finally noted that a particular society's level of achievement motivation will influence its economic level. The need to achieve, therefore, appears to help people to become suitable candidates for a successful entrepreneurial career.

2.4.3 ATKINSON'S THEORY OF ACHIEVEMENT MOTIVATION

During the past number of decades, several researchers have investigated achievement motivation. The theory put forth by Atkinson (1957:360) provides a useful model for discovering why some pupils choose to become actively involved in learning while others withdraw from active participation and choose academic apathy as alternative (Raffini, 1993:98).

Atkinson suggested that two separate motives operate in achievement situations. Also according to Atkinson, people are motivated by both a hope of success (T_s) and fear of failure (T_{af}). Atkinson (in: Klein, 1982:366) assumed that the hope of success motivates people to engage in achievement tasks and fear of failure causes them to avoid tasks (cf. Figure 2).

$M = T_s \times T_{af}$				
M	=	T_s	x	T_{af}
Motivation		hope to succeed		fear to fail

FIGURE 2: ATKINSON'S THEORY OF ACHIEVEMENT MOTIVATION

Atkinson proposed that these two motives are conflicting. A person becomes involved in a task when the hope of success is stronger than the fear of failure. The involvement in a task can be avoided when the fear of failure is stronger than the hope of success.

2.4.3.1 *The hope of success*

According to Atkinson's view, positive affective anticipation of success motivates a person to approach an achievement oriented situation. Klein (1982:366) discovered that the strength of these emotional responses or the tendency to approach success (T_s) is determined by the level of a person's desire to be successful (M_s), the perceived probability of success (P_s) and the incentive value of success (I_s). Atkinson determines that:

$T_s = M_s \times P_s \times I_s$ (cf. Figure 3). Atkinson's M_s , P_s and I_s are equivalent to the demand of a goal, the expectancy of obtaining a goal and the value of a goal.

$T_s = M_s \times I_s$						
T_s	=	M_s	x	P_s	x	I_s
Approach to success		Desire to be successful		Probability to succeed		Incentive o succeed

FIGURE 3: THE HOPE TO SUCCEED THEORY

□ **The motive of success (Ms)**

Deci (1975:107) regards the motive to achieve as referring to a person's need for achievement. In Atkinson's view, the Ms is the demand for a goal. The motive to achieve is the person's stable disposition to seek success. It is the capacity to experience pride in accomplishment and it remains stable from situation to situation. According to Atkinson high achievers have a higher Ms value than low achievers.

□ **The probability of success (Ps)**

The Ps level reflects one's expectation of succeeding in a particular task. Klein (1982:367) maintains that a person's expectation of reaching a goal through a given behaviour will be based on:

- the past history of reward in similar situations;
- the degree of other people's success in a similar task, and
- the number of people competing for the reward.

According to McClelland (1955:494) the probability of success has an important influence on motivated behaviour. Tasks involving moderate risk can produce the highest level of achievement behaviour. The observation is only applicable for those people whose hope of success is stronger than their fear of failure.

□ **The incentive value of success (Is)**

Deci (1975:108) regards the value of success as relating to the pride a person would feel in achieving a goal. The value of success depends on the difficulty of the goal. The accomplishment of a difficult goal has greater incentive value than an easy goal. People become satisfied by completing a difficult or demanding task. They develop confidence because of their capabilities. Self-confidence could limit fear of failure and strengthen chances of risk taking (McClelland, 1955:494).

The second major component in Atkinson's theory of the resultant tendency towards achieving, is one's fear of failure or the tendency to avoid failure (Taf) (Cartwright, 1942:5). Especially in a school situation, a pupil could strive to achieve good results in order to avoid negative incentives like punishment.

2.4.3.2 The fear of failure

Atkinson (in: Klein, 1982:369) adopted the "drive and cognitive" view to explain people's motivation to avoid a task. According to Atkinson, a negative affective anticipation of failure motivates a person to avoid achievement oriented situations. When one is required to participate in a task, the negative affective response impairs performance by antagonising one's need to achieve. The strength of these emotional responses and the tendency to avoid failure (Taf) is controlled by:

- a person's level of desire to avoid failure (Maf);
- perceived likelihood of failure (Pf); and
- the negative incentive value of failure (-If) (Cartwright 1942:5).

Atkinson's theory, (cf. Figure 4) as proposed by him in 1958 and 1964, assumes that:

$$Taf = Maf \times Pf \times (-If)$$

The motive to avoid failure (Maf), the probability of failure (Pf) and the negative incentive value of failure (-If) represent cognitive concepts, the tendency to avoid failure (Taf) and the behaviour used to avoid failure reflect the operation of drive concepts (McClelland and Liberman, 1949: 136-251 and McClelland *et al.*, 1953:287).

$Taf = Maf \times Pf \times (-If)$			
Taf	=	Maf	x
Tendency to avoid failure		Motivation to avoid failure	x
		Pf	x
		Perceived value of failure	x
			(-If)
			Negative incentive value of failure

FIGURE 4: THE NEGATIVE INCENTIVE VALUE OF FAILURE

□ **The motive to avoid failure (Maf)**

The term "motive" has been used to refer to the disposition within the person to strive to approach a certain class of positive incentives (goals) or to avoid a certain class of negative incentives (threats) (Atkinson, 1958:303). Birney *et al.* (1969: 168) regard the motive to avoid failure as representing the individual's capacity to experience pain in connection with certain negative consequences of behaviour. The person whose

motive is to avoid failure, would avoid most given tasks. Atkinson (1958:328) further maintains that competitive situations are unattractive to such persons. If they are constrained by social pressures and asked to set their level of aspiration, they would avoid tasks of immediate difficulty. The reason being that the arousal of anxiety about failure is high. Those people would either choose the easiest task in order to succeed or the most difficult task in order to fail. Klein (1982:370) for this reason concluded that the higher the motive to avoid failure (Maf), the stronger will be one's motive to avoid an achievement situation.

□ **The probability or expectancy of failure (Pf)**

Atkinson (1987:360) regards an expectancy as a cognitive anticipation, usually aroused by cues in a situation. He further states that particular consequences are caused by certain performances. The strength of an expectancy can be represented as the subjective probability of the consequence of a certain performance. The probability of failure value represents one's expectation of failure in a particular task. According to Klein (1982:371) there are several ways of gaining knowledge about the probability of failure:

- One's past experience with similar tasks affects one's perceived probability of failure in any given task. One has a higher expectation of failure if one has failed at similar tasks in the past.
- The expectation of failure increases as the difficulty of a task increases. One is more apt to expect to fail in a task

perceived to be difficult than in one perceived to be simple.

- The percentage of other people who have failed the task influences the expectation of failure. One's expectation of failing is higher if most people have performed poorly than it is if most people have performed well.
- The number of people competing for the reward affects one's expectation of failure. One's expectation of failure increases if one thinks that many other people want the same reward as one does.

□ **The negative incentive value of failure (-If)**

Atkinson (1957:350) contends that:

“... the incentive variable represents the relative attractiveness of a specific goal that is offered in a situation or the relative unattractiveness of an event that might occur as a consequence of some act”.

A negative incentive value of failure can be illustrated by the following example:

A person fails a very difficult course. Although there might be a feeling of disappointment, the person does not feel ashamed of or embarrassed by the performance. However, if the course was easy, that person would feel ashamed.

Klein (1982:371) regards the negative incentive value of failure as a negative affective response caused by the anticipation of not

performing well. The anticipated failure in a task produces less negative emotional response.

According to Atkinson (1957:361) the resultant tendency to approach or avoid an achievement situation (T_a) is equal to the tendency to approach success plus the tendency to avoid failure (T_{af}), thus:

$$T_a = (M_s \times P_s \times I_s) + (M_{af} \times P_f \times -I_f) \quad (\text{Deci, 1975:109}).$$

The different theories of motivation may be useful for teachers to understand how to motivate the behaviour of pupils in the classroom. (Raffini, 1993:102). Motivational theories, if applied correctly in any classroom situation, could help to improve the teacher's efficiency. Motivational theories should be put into practice to help solve certain learning problems. Maslow's hierarchy of needs may not be undermined in a school situation. For pupils to be able to achieve, they should feel free to do so. Pupils who are satisfied develop a sense of worth that could motivate them to learn effectively. It is true that changes in daily circumstances could cause one's hierarchy of values to shift. To be able to concentrate in the classroom, a pupil should feel safe, healthy, happy and accepted. Feelings of insecurity could create an inner turmoil which could disturb the pupil's enthusiasm to learn.

McClelland's (1955) theory concerning the need to achieve is essentially a personality theory. Individuals differ in their way of achieving. A high achiever is likely to be more highly motivated than the low achiever. Pupils need to be encouraged to put in more effort in order to succeed in their learning efforts. McClelland also believes that need-achievement can be

taught. For pupils to develop a strong need to achieve, teachers and parents should encourage pupils to be independent and to set goals that are attainable.

Atkinson's (1957:360) theory of achievement motivation can also be helpful when dealing with pupils in the classroom situation. Pupils whose hope is to succeed, have a positive disposition to achieving. They are success oriented. Accomplishing a task successfully brings them inner satisfaction. These are pupils who set goals for themselves. Teachers should never regard such pupils as *extraordinary* and not needing inspiration. They should help them to set attainable goals and motivate them to reach those goals.

When pupils are motivated to achieve because of fear of failure, it implies that they lack positive motivation to achieve. They are more concerned with avoiding feelings of failure. Teachers need to help them to make learning their responsibility. These pupils must learn to accept the fact that self-learning is the best way they could go about making knowledge their own.

2.5 MOTIVATIONAL PRINCIPLES

The concept of motivational principles refers to factors that can promote learning. These factors could be implemented by teachers to improve learning conditions and achievement rates. If motivational principles are adhered to, it is possible for the pupil's learning to improve to the desired level, thus, to take place successfully. Motivational principles are the main

promoters of an achieving child and of effective learning. If teachers want pupils to improve their learning styles or methods, then the pupils need to be inspired to do their best. As Vrey (1979:236) put it:

“A learning motive is the driving force behind an act of learning. So, in every child, the will to know is coupled with the will to learn. Effective learning always means a gradual increase in the child’s capabilities and powers, an improvement that manifests itself in development”.

Various factors influence and determine the pupil’s motivational stage. A overview of some of these factors will form the topic of discussion of the following paragraphs.

2.5.1 SUCCESS

According to Avenant (1986:166) one of the ways to motivate pupils to greater self-exertion, is to meet the need for success. Pupils tend to complete tasks voluntarily when they know that they will succeed. Success motivates pupils to complete their work with confidence. Succeeding in different tasks could unlock the doors to a life of open possibilities. The atmosphere of success motivates a child to repeat the task. Purkey (1970:55) establishes that the single most important step that teachers can take in the classroom is to provide an educational atmosphere of success rather than criticism.

The teacher who creates an atmosphere of success in the classroom can be assured of better pupil performance than teachers who do not. It is

important that teachers try to provide success-stimulating tasks in order to give pupils an opportunity to achieve success. Teachers should make use of encouraging comments when dealing with the pupils' written and other work. Purkey (1970:56) contends that:

“Pupils' performance improved significantly when teachers wrote encouraging comments on their written work”.

It is up to teachers to write such encouraging comments to promote the pupils' feeling of worth and consequently their achievements. Positive comments build the pupils' inner desire to learn. Such words give a pupil the courage to keep on trying. When a pupil's attitude is positive, any given task becomes easier (Vrey, 1979:233).

Teachers should be sensitive to the pupils' areas of success. The teacher who comments positively on pupils' work, helps the pupils to develop a feeling of security. When pupils succeed in a given task, the teacher should praise them. The teacher should show appreciation in order to motivate pupils to give their best. In this respect Purkey (1970:56) maintained that “People learn that they are able from success”. A teacher can also comment verbally on the pupil's performance. Teachers should only comment positively on work performances that deserve praise. This could motivate pupils to perform other tasks more positively. Through experiencing success, pupils could realise that they are capable and can succeed in doing tasks (Ornstein, 1994:29).

Teachers should encourage pupils to participate in tasks. The pupil who succeeds will learn to trust the teacher. Mutual trust creates an atmosphere in which both teacher and pupil can venture with each other. According to Lamprecht (1989:55) experiencing success helps a pupil to build a positive self-image. Pupils who have self-confidence evaluate themselves positively. A self-confident pupil has a positive self-image. Experiencing success helps pupils to believe in themselves and what they are capable of doing. There is a close relationship between self-confidence and a positive self-image. Levin and Nolan (1991:110) stated that:

“When students are successful at tasks that they perceive as somewhat challenging, their motivation for future learning is greatly enhanced”.

Pupils want tasks that challenge them. Challenging tasks afford pupils the opportunity to display their capabilities. Pupils who are inspired will continue to perform tasks with zeal and enthusiasm. According to Lamprecht (1989:55) success depends on:

Potential

Pupils should have the necessary potential to perform tasks.

Desire

Pupils should have the desire to be successful. Their inner feelings should be that of wanting to achieve and the will to succeed should be prevalent. Potential and desire are factors that can enable pupils to succeed. The pupils' aspirations should be realised in order to promote meaningful learning.

2.5.2 REWARD

Reward refers to a merit being bestowed upon someone who has made a successful attempt. A person is given some kind of reward for making an effort. A reward is the pay-off for contributions. It is another way of saying, "Thank you" for what someone did or contributed.

In a pedagogic situation it is necessary for a teacher to reward pupils for their achievements. A reward system implemented in classroom practice for the completing of routine tasks, can be highly successful and effective in motivating pupils.

Burden and Byrd (1994:272) maintain that reward can motivate pupils to put forth effort, especially if offered in advance as incentive for reaching a certain level of performance. Pupils should be rewarded for their efforts as this could even encourage them to do more than what the teacher expects of them. A pupil should only be rewarded for what is actually contributed. The teacher should explain what the reward is for and by doing this, a reward can serve as a motivator for pupils. Hancock (1987:71) indicates that:

"For most children, some extrinsic system of reward from the teacher can be very effective in encouraging them to further effort".

There are some pupils who are motivated by being given some recognition in the form of an extrinsic reward or privilege. Pupils

often rely on extrinsic rewards to encourage them to achieve a high level of motivation. The teacher ought to know what motivators can be applied successfully in the classroom. By rewarding pupils, a teacher is indirectly praising them for their efforts.

Doveton (1991:22) agrees that “Rewards play a role in communicating with pupils”.

To acknowledge pupils' efforts with rewards implies communicating with the pupils indirectly. The teacher encourages the pupils to improve on their previous efforts. It is another way of showing acceptance and appreciation for the pupils' efforts. According to Burden and Byrd (1994:272) praise, prizes, marks or privileges are all rewards which lead to more effective learning. To be effective, a reward should have some value for the learner. The reward, in whatever form, should follow closely upon the successful completion of a task. Teachers should try to implement a reward system that could enhance effective learning. The reward should encourage pupils to learn and for this reason the reward should be given immediately after the acceptable behaviour (for example, learning) occurs. The reward will then be viewed as a reward for that specific acceptable behaviour. If motivators and rewards are introduced properly in the classroom, it would not be unreasonable for the teacher to expect better learning performances (Fuhler, 1991:219).

2.5.3 EXPECTATIONS

Martin *et al.* (1988:144) describe expectations as:

“... the perceptions that teachers have on pupils before or after any encounter with children”.

The teacher anticipates that all the pupils who attend school want to learn. As a result the teacher expects pupils to communicate with the learning content. As a teacher gets to know pupils better there might be a change in perception. Certain pupils will impress the teacher as hard workers while others might even create the impression of being loafers or disinterested pupils.

Teachers form perceptions of pupils on the grounds of previous interactions, records or information from parents. On the grounds of the information at the teachers' disposal they have certain expectations of the pupils. Teachers who expect their pupils to perform well should make every attempt to motivate them to reach their expectations.

Expectations are regarded as important factors that affect motivation in the classroom. Pupils sometimes increase their efforts to do a certain task because they know what the teacher is expecting of them. Lamprecht (1989:41) established that expectations form one of the most powerful methods of motivating pupils. Teachers should explain exactly what they expect pupils to do. When pupils know what is expected of them they can

really make an effort to accomplish the task. To increase the pupils' desire to work harder, teachers should encourage, support and inspire them. The teachers' expectations, together with their support, can serve as the pupils' motivator. Teachers' expectations should not be too high or too low. If pupils sense that not much is expected of them, then they put in the minimum of effort. When the expectations are unreasonably high, pupils could be discouraged from pursuing the task. To motivate pupils the teachers' expectations should be realistic and attainable. Lamprecht (1989:41) agrees that "... clear expectations do motivate".

It is important that teachers set expectations that pupils will regard as attainable and valuable. When this is the case, pupils could be motivated to reach even beyond expectations. Teachers should not expect pupils to do a task that could cause confusion. The task should first be clarified and instructions should be precise before pupils are allowed to attempt it. Pupils should have a very clear understanding of what the teacher expects from them. Martin *et al.* (1988:144) observe that pupils tend to react to expectations according to the way in which the teacher communicates expectations to them. Teachers should be cautious of the way in which they convey messages to pupils. It should be clearly stated what pupils are expected to do and how and when it should be done.

Lamprecht (1989:42) also believes that when pupils are aware of what is expected of them, they in turn feel that they are capable of achievement. Academic achievement should meet the teacher's expectations. If a teacher wants pupils to improve their learning, positive opportunities should be created in the classroom. The way in which the teacher succeeds in

creating positive learning opportunities could contribute to the pupils' achievement. Pupils tend to dedicate themselves willingly when they feel that the learning climate is right and their chances of success are reasonable.

According to Lamprecht (1989:42) the following three requirements have to be fulfilled before expectations can lead to achievement:

□ **Pupils should be accepted as they are**

A teacher should not expect more from a pupil than what that pupil is capable of doing. Teachers should expect pupils to participate in those classroom activities that the pupils would be able to master. If pupils feel that they cannot master what is expected from them, they could be discouraged from learning.

□ **Teachers, with the help of the parents, should develop the pupils' expectations**

Parents are the primary educators. They know their children very well compared to teachers who encounter the children for the first time. They are familiar with their children's capabilities and shortcomings. There should be communication between teachers and parents. In the classroom it is the responsibility of the teacher to develop the child's capabilities and talents. Teachers should give pupils sufficient and adequate tasks to help them to realise themselves to the limit of their abilities. With the help of the parents and teachers, pupils could finally become able to actualise their full potential.

□ **Expectations should be realistic and attainable**

In a school situation, teachers spend many hours of their day with the pupils in the classroom. They get to know the pupils they teach. In order to develop the pupils' skills and knowledge they set tasks which pupils should be able to master. To be attainable the tasks should be realistic and not beyond the pupils' ability. Mastering the tasks could promote success and when pupils succeed in a given task, that could contribute towards them attaining their goals. Succeeding in a given task could serve as motivation for them to attempt other tasks.

2.5.4 GOAL SETTING

Goal setting refers to the final destination of a person's ambition or effort. When one sets goals for oneself, one aims at reaching a particular point or specific destination. People, therefore, commit themselves in order to achieve that goal. When one has a strong desire to accomplish a task one sets goals for oneself that could help one to complete the task successfully. It is true that people who set goals for themselves stand a better chance of accomplishing and successfully completing a task than those who never set goals for themselves.

Purkey (1970:107) defines goal setting as:

“An effective individualized approach to increasing a person's expectations for successful accomplishment”.

Goal setting becomes effective when it is specific and personal. A person sets goals with the aim of accomplishing the task in a specific way. A person who sets goals to accomplish could become aware of the positive experience of success (Lamprecht, 1989:79).

In the pedagogic situation pupils who set goals for themselves have a strong desire to accomplish the task successfully. Pupils who set goals for themselves are driven by intrinsic motivation to reach their expectations. When a pupil sets goals the goals should be specific not general and should be enough of a challenge to arouse the pupil's desire to master the task and make a success of it. Locke *et al.* (in: Long *et al.*, 1977:33) state that goal setting is most likely to enhance performance when goals are specific and challenging. In a classroom situation, the pupils who are setting goals should set them with the aim of improving their own learning. Specific goals enable pupils to challenge themselves.

When pupils set challenging goals, it implies that they are yearning to realise their potential. The pupils accept the responsibility of gaining knowledge which will assist them to achieve learning. Linskie (1977:191) contended that participation in goal setting carries with it a sense of pride and responsibility for the achievement of the goal. Pupils who set goals they hope to accomplish know their own capabilities. They believe that they can reach the desired goals that could result in pride and satisfaction. Pupils become proud as a result of their own success. Accomplishing goals that they had set for themselves, symbolises the shouldering of responsibility. Setting specific goals only for themselves and not the class

in general could promote effective learning, especially if the goals set are challenging enough (Kinzie, 1990:7).

To achieve the goals that pupils set for themselves, they should have the intrinsic desire to succeed and achieve those goals. Pupils should be inspired, supported and motivated to set and to pursue their goals. Motivation and goal setting go hand in hand. A pupil who sets goals, tends to be motivated to achieve those goals. Purkey (1970:107) wrote that when “... one refers to motivation, one always has a goal in mind”.

A teacher motivates pupils for specific reasons. The teacher encourages pupils to engage themselves effectively in the learning situation. The reasoning behind the learning engagement is to guide the pupils to proper adulthood. Responsible adulthood is the teachers’ main and ultimate goal for the children entrusted to their care. Having a clear goal and attaching sufficient importance to it to pursue it industriously, is the strongest motivational combination one can find (Fuhler, 1991:219).

Lamprecht (1989:68) observed that the more reason pupils have to believe that they can achieve set goals, the greater the motivation towards trying to achieve these goals. When pupils believe that they can accomplish a task, the motivator is accomplishment. Accomplishing a goal brings satisfaction to a person. Pupils should not set goals that are totally unrealistic and beyond their ability to reach. The goals set should be realistic, achievable and attainable. It is the role of the teacher to set goals and guide pupils in setting goals that are possible to accomplish. To realise their capabilities, pupils should be able to master the learning content.

According to Locke *et al.* (in: Long *et al.*, 1988:35) the following are important aspects of goal setting:

□ **Plan specific goals**

Specific, challenging goals lead to high performance. Teachers should know exactly what they expect the pupils to achieve.

□ **Goals ought to be challenging**

Goals set can be too difficult or require little motivation due to being too easy. A practical way for the teacher to establish challenging goals is to set the goals slightly higher than the pupil's present level of performance.

□ **Encouraging commitment to goals**

To foster commitment is to involve pupils in setting their own goals. Being supportive is vital to gaining commitment and increasing performance.

2.6 WAYS TO MOTIVATE

Teachers can use different methods to inspire, encourage and engage pupils more effectively in learning activities. There is a variety of ways to motivate pupils. The decision lies with the teacher to decide which method will be the most suitable. Linskie (1977:189) stated that there are no devices, methods or techniques that will motivate all pupils in the same way or to the same degree. A number of possible ways exist by means of which the teacher can motivate pupils in a classroom situation.

2.6.1 RECOGNITION

Recognition, according to the Concise Oxford Dictionary (1990:1002), can be defined as “recognizing” or “being recognized”. Being recognised can also imply acknowledging by means of a reward. In a pedagogic situation the word “recognising” would refer to becoming aware of a child as a human being with human dignity. The child is encountered as a person of value. When a teacher recognises a child, the child is seen as a human being who is capable of performing the tasks and activities expected of it in the school.

The teacher recognises the fact that every individual pupil has a certain potential to realise. Teachers should accept children as they are and recognise them for what they are as people.

To recognise a child as a being with potential will require that a teacher should give pupils tasks at which they have a clear chance of success. Tasks ought to progress from easier ones to moderately difficult tasks. Pupils will show their different capabilities in completing the tasks. Accomplishing a task successfully could encourage pupils to develop their capabilities and to recognise their areas of weakness. Lamprecht (1989:36) believes that a child will only be a winner if it is convinced that its own unique personality is both recognised and appreciated. It is the duty of the teacher to recognise and show appreciation of pupils who deserve it. Showing concern at what pupils attempt or pleasure at what they accomplish could give them courage to venture and explore further. Teachers should show acceptance, recognition and appreciation towards the

positive attempts displayed by pupils. To show appreciation implies encouraging pupils to keep on trying. That could provoke in them a will to learn. Lamprecht (1989:33) states in this respect that:

“Everybody has a need for recognition, it nurtures self confidence as well as the feeling that one can manage independently”.

There is nothing that is as important as the teacher saying “well done!” to a pupil if the teacher wants to encourage that pupil. Those are inspiring words that give pupils confidence and allow them to realise themselves as persons capable of acting independently. Pupils become proud of what they have done or said. When teachers show a pupil recognition, it gives the pupil a feeling of hope, courage and competence. Pupils appreciate the teacher recognising them and in turn they accept and trust the teacher. Lamprecht (1989:36) supports this idea when he asserts that:

“Giving a child recognition for being what he is as well as what he achieves, is one of the strongest sources of motivation”.

It is very important that the teacher should discover the child as a unique person and respect every pupil’s individuality. Recognising each pupil’s capabilities could prove to be one of the most important motivators to encourage a pupil to actualise his or her potential. Recognition should not only encourage positive behaviour, but could also be applied to discourage negative behaviour. A teacher who can identify the child’s showing negative behaviour, should intervene to prevent this behaviour from handicapping the child. By intervening the teacher wants to persuade the

child to follow the right way that could lead it to adulthood and a bright future. To recognise negative behaviour in the classroom situation and implement preventive measures, implies that the teacher wants pupils to learn as effectively as possible.

2.6.2 COMPETITION

To compete implies to participate with others in such a way as to improve on their efforts. The main aim being that of showing what one is capable of doing. Competition also refers to displaying one's abilities at using one's potential. For a child to be able to compete, it should have confidence, support and courage. These three aspects contribute towards a person's feeling of worth. People participate in activities because they believe that they have the necessary potential for the specific task. To compete is to challenge others, showing others that a person has the capabilities to be a worthy competitor. Competition, if used effectively, can serve as a vehicle for enhancing learning in a classroom. In the pedagogic situation, competitive tasks are necessary to promote effective learning (Dermartino and Stacey, 1965: 559).

Competition is probably the oldest motivational method in the history of education. The Greek philosopher, Plato (427-347 BC) encouraged competition between his assistants who helped him to carry out his duties. Verster *et al.* (1990:10) describe the Sophists (Greek: **sophistai** derived from **sophia** = wisdom, competence) as teachers who taught in competition with one another. Their focus was on moulding the pupils' intellect. Marcus Fabius Quintilian (35-100 AD) was also a leading educationist

amongst the Roman writers who encouraged competition. He encouraged pupils to have a competitive disposition and to be less dependent on their teachers (Verster *et al.*, 1990:51).

Teaching ought to offer pupils challenging tasks that could enable them to compete with one another. To stimulate the pupils' desire to learn more effectively, teachers could offer external rewards, depending on the outcome of competitive behaviour. Linskie (1977:192) clearly shows that the one who fares best receives the highest reward when maintaining that:

“The gold medal goes to the student with the highest grade point average.”

When competitive tasks are given to pupils, they are able to improve their standard of learning. Pupils who want to be granted privileges or given rewards, will have to learn harder. This implies that through competing, pupils will be motivated to learn more actively and effectively. Pupils who compete with each other can discover their own capabilities and competence. Competition goes hand in hand with co-operation. For pupils to compete requires that they co-operate with the teacher and their fellow students. To be successful pupils should be willing to compete to show their worth. One of the cardinal rules for any competition in the classroom is that pupils must know the classroom rules (also competition rules) and follow the given instructions (Lamprecht, 1989:8). Proven evidence exists that co-operation is at least as effective as competition and in many cases results in a higher level of self-esteem. When pupils are involved in group work, they tend to discover things faster than when working alone.

A competitive situation can be regarded as a stimulating situation. Teachers should realise that when the lessons in the classroom are without a competing factor, they can be ineffective and pupils can find them boring. Linskie (1977:193) exemplified such a situation by stating that:

“A situation totally without competition can become stultifying and ineffectual”.

A situation where there is no healthy competition between pupils can lead to disinterest, with the pupils becoming passive participants. Competition ought to motivate pupils so that they become interested in performing a task. In that way they could learn to work harder and more effectively. If a pupil's will to learn is aroused through competing, effective learning could be assured. Seagoe (1970:88) comments that the more personal the competition, the greater is its effect. A pupil who sees the need to participate in a task, has more reason to achieve and accomplish the task. Participation takes place because pupils find value in doing the task and have the confidence and security to venture successfully (Cronbach, in: Vrey, 1987:233).

Competitive tasks should be designed in such a way that pupils are able to succeed in order to promote interest through success. Seagoe (1979:90) also testifies that findings indicate competition to be a highly effective form of motivation, particularly for increasing the rate of work. Teachers who have tried employing competitive tasks to promote active learning in pupils, cannot deny its effectiveness. A non-competitive classroom situation can be experienced as a dull, non-stimulating learning experience.

Pupils learn at their best when they compete with each other, thereby discovering what they are capable of. Discovering capabilities contribute to self-development. Pupils can realise their potential if they compete successfully (Linskie, 1977:193; and Dermartino and Stacey, 1965:559).

2.6.3 COMMUNICATION

Communication refers to a technique of sending messages to other people. To communicate is to convey a message from the person who is the communicator, to another, a listener. It involves sharing thoughts and feelings as human beings. Dialogue is one of the modes of communication and it helps to improve communication and ensure mutual understanding in education. The classroom situation is a dialogical situation where the teacher and pupils converse with one another. Engaging in communication can be regarded as one of the most powerful tools teachers possess with which to teach and educate their pupils. Jennings (1975:01) warns that "No education is possible without communication".

The teacher and the pupil are in a specific relationship to each other. Educating implies talking to pupils who are prepared to listen. The pupils, in turn, act according to the message they received. A teacher who succeeds in getting pupils to learn effectively does so by communicating with them effectively. Such a teacher can be regarded as an effective communicator who communicates with pupils purposefully and efficiently (Smith and Elkins, 1992:243).

Pupils react to what they perceive the teacher expects them to do. In a classroom situation, the teachers' success is related to their competence and effectiveness as communicators. This implies that the extent to which a class performs, rests on how well the teacher communicates with the pupils. A teacher who by communicating with pupils, inspires, encourages, supports and praises them for their attempts, can guide them to greater achievements.

Teachers should be knowledgeable on the topic of communication and how to go about communicating with pupils to create an environment that is conducive to learning. The dialogue between the teacher and pupils should always take place with a purpose. Teachers ought always to strive towards attaining specific teaching objectives that would include, *inter alia*, meaningful learning. Martin *et al.* (1988:144) concur in this respect that "Communication must serve a specific purpose".

In a pedagogic situation the teacher and pupils communicate with each other through the subject matter. Language remains the most important means of communication between teachers and pupils. The teacher tells and conveys facts, asks questions, supplies answers and gives instructions, while the pupils listen, answer and ask questions in their turn. The aim of the teacher is to help the pupils to develop into responsible, mature, adult human beings.

In order for the pupils on their way to adulthood to venture successfully, the teacher should listen to the pupils. The main purpose of this is to let pupils feel accepted so that they can express their feelings freely. A teacher

should try to acknowledge each child's point of view to avoid frustrating him/her. Listening to pupils implies that the teacher is willing to become aware of and address their pupils' needs.

Griffin (1988:93) stated that the main goal in the process of teacher-pupil communication is to increase the knowledge, understanding and skills of the pupils. This may assist pupils to gain insight and learn effectively in the classroom. Pupils who trust the teacher, believe that the teacher knows what is best for them. They want their teachers to clear away their uncertainties and to help them believe that they can conquer their inabilities as human beings who are capable of learning and progressing at school.

2.6.4 OPPORTUNITIES

To give someone an opportunity is to allow that person to express his/her personal view about a situation or to act out his/her feelings. People thus view the situation according to their own feelings. In a pedagogic situation there is mutual involvement between a teacher and pupils. The teacher should give pupils the opportunity to express their views, to make decisions and to take responsibility. Giving pupils an opportunity to explore the world, is to allow them to break away periodically from the adult's control. The pupils get the opportunity to shoulder their responsibilities on their own. As a mature person, the teacher knows which responsibilities the child is able to assume. Du Plooy *et al.* (1987:128) contended that the activities performed by the child who has temporarily broken away from the education situation, are realised in other situations, affording the child numerous opportunities to act independently. The teacher should never

limit the children's opportunities as giving them the freedom to move away on their own could help them to unfold certain capabilities of which they were unaware. It should, however, always be freedom with responsibility and the knowledge that if the need should arise they would be welcomed back by the adult.

Teachers build on the foundations laid at home and create ample opportunity for communication. By means of communication the foundation for positively motivated behaviour is established. Parents, just like teachers, should allow their children opportunities to express their views. They should encourage their children to develop, should show appreciation and acceptance of whatever the child does that is praiseworthy. When children are appreciated and accepted for what they are, their feeling of worth is promoted and that gives them the confidence that they are capable of doing something positive. The child cannot venture into the unknown alone, but needs the help of both teachers and parents. Lamprecht (1989:40) stresses the fact that parents and teachers should work together towards developing the child's capabilities and in this way giving the child plenty of opportunity to grow and progress on its own.

Both teachers and parents should always bear in mind that the ultimate aim of educating a child is the attainment of proper adulthood. Children should be given the opportunity to venture on their own and the opportunity to experience things and to explore their life-world. Experiencing the world includes gaining insight, being creative, assimilating knowledge and widening the horizons of their life-world. Children should be afforded the opportunity to practise what they have been taught. When children show

responsibility in whatever action they take, the teacher and parents should temporarily withdraw their support and allow the child a measure of autonomy. Du Plooy *et al.* (1987:129) believe that:

“The idea of first practising an act of separation will ultimately realize later as total separation”.

Giving children the opportunity to try things on their own could help them to discover themselves. As the pupil develops and becomes more adult, the teacher’s support becomes less necessary until it eventually becomes redundant. As pupils discover their own potential, they start to rely on themselves. The pupils then accept responsibility for their own lives. When pupils show uncertainty, the teacher can intervene and accompany them again on their way to proper adulthood. For the teacher genuinely to help the pupils, both the teacher and the pupils should be committed to each other as effective learning cannot occur where there is no commitment. Teachers as educators should commit themselves to educating the pupils and the pupils in turn should submit themselves and learn as actively and purposefully as they can (Purkey, 1970:53).

When pupils are given an opportunity to express themselves and when there is commitment from both teachers and pupils, a positive change in behaviour can be expected. Such a change in behaviour implies that favourable learning has taken place. As pupils gradually become adults, they benefit from the experience they gained through numerous educative opportunities created for them by the teachers, to help mould them to become responsible adults. To develop their talents, pupils should be given

every opportunity to realise their potential and exercise these talents and pupils should be given an opportunity to display to others what they are capable of doing. As pupils discover their capabilities these capabilities can be applied to promote effective learning (Malope, 1990:10).

Pupils should be exposed to a variety of stimulating environments and activities. Well-chosen activities can stimulate the pupil's interest and the interest shown in activities can serve as a motivator to utilise the opportunities provided in the learning experience in the classroom. Learning experiences provide opportunities for pupils to develop skills and acquire knowledge. Teachers can build and improve the skills and insight accumulated by pupils during their learning, towards their future life and careers. If pupils are prepared to face life outside the classroom with the skills acquired, they will be equipped to cope with the demands and standards of society (Reynolds *et al.*, 1989:86-87).

2.7 SOURCES OF MOTIVATION

Perhaps no factor has a more profound impact on influencing people's reactions than the feelings they cherish about themselves. The feelings that come from within, are the chief motivators of all motivations that can influence a person. The desires, hopes and dreams people have for themselves are the main inspirations that drive them towards their own goals. People should be able to convince of themselves that they are capable of doing something on their own. Long *et al.* (1977:16) comment that:

“A fundamental ingredient in producing self change is a belief that one has the capacity to reach desired goals”.

Self-belief can change a person's attitudes, for instance, a negative attitude can be changed to a positive attitude by means of inner motivation. It is only through the inner drive that a person can reach set goals. Sources of motivation can play a vital role in the classroom situation to motivate pupils to engage in learning activities.

2.7.1 DECISION-MAKING

The term, decision-making, refers to the process whereby people reveal their intentions or have reached a final conclusion about intentions. To make a decision is to decide what to think or do. A person comes to a final conclusion about appropriate thoughts or behaviour according to a specific situation. It denotes that a person has reached a solution on what to do and how a decision is made.

In a pedagogic situation the teacher has to decide on activities that will promote a positive learning climate. The pupils too, have to decide what to do to realise their own learning as effectively as possible. Davies (1981:14) regards decision-making in the classroom as a cycle of activities that occur when a teacher is faced with a number of alternatives regarding a specific problem or context. The teacher has to choose the correct procedure to be followed in the classroom. The teacher's choice reflects the decision that has been made.

After making a certain decision in the classroom the teacher should try to explain to the pupils why that particular decision was taken. The aim of such an explanation is to clarify the teacher's point of view. A teacher should always consider whether the decision taken would be acceptable to the pupils. If pupils have a positive attitude towards making decisions or the decisions made for them in the classroom, problems may be more easily solved. In a situation where decisions are acceptable to the pupils, it is possible to create an atmosphere of co-operation that is conducive to effective learning (Purkey, 1970:51).

Hiatt (1987:97) indicates that teachers are realising that pupils have a vital role to play in bringing about their own learning success. To engage purposefully in learning activities, pupils need to have some choice in what they do. For pupils to accomplish tasks freely, teachers should encourage them to decide for themselves about their learning objectives. In the pedagogic situation, pupils ought to be permitted to make choices concerning their subjects. To be able to make subject choices that are relevant, their learning should be of value and related to real life experiences. Pupils will pursue certain fields of study due to the interest they have in certain subjects. Liking a particular subject could motivate them to follow a particular field of study and they could in this way realise the benefit of committing and involving themselves in the specific learning content.

By discussing with the pupils what the goals of activities are and by allowing them choices, pupils tend to value activities in which they involve themselves. Teachers should try and simplify difficult tasks in order to

foster the pupils' desire and choice to perform the activity. When pupils pursue the activities they have had a say in choosing, it could arouse their interest and learning could take place more effectively. When pupils struggle to reach their goals the degree of persisting in the learning activity may be high. This implies that effective learning is likely to occur when pupils persist in activities they have chosen, activities that have value for them and arouse their interest to perform and succeed in the activity. Wilson (1987:192) agrees with this premise saying that children "... learn best when they are pursuing their own needs and interests".

Teachers should attempt to design the learning activities in such a way that they may prove desirable to pupils. In this manner they may succeed in stimulating pupils' interest and desire to pursue that particular activity to a satisfactory conclusion. According to Davies (1981:14) there are three kinds of decision-making that are of pedagogic importance:

- **Reflective decisions:** This involves making long term decisions that take a considerable length of time, for example, deciding on a career.
- **Immediate decisions:** These are decisions that are made daily. A teacher makes a hasty response based upon understanding of the situation with which he/she is being confronted.
- **Routine decisions:** Many of the decisions that are made in every-day life are made so often that such decisions have become quite automatic and routine, for instance, the every-day

social interactions that occur in the classroom involve routine decisions.

Decision-making can be the main source of motivation for pupils to pursue a certain field of study. Deciding upon a particular career implies active involvement in subjects related to the career of choice.

2.7.2 CHALLENGES

According to Manamela (1991:193) the word “challenge” implies the need for a feeling of significance as an individual. It indicates a feeling of adequacy and efficiency in one’s personal environment. Every pupil needs challenging tasks that demand a display of acquired skills. Teachers should expose pupils to a challenging classroom atmosphere. The golden rule is that challenges should be realistic and be issued only if there is a chance of the pupils’ succeeding in coping with the challenges. Wlodkowski and Jaynes (1990:97) maintain that “... challenges are excellent opportunities for students to build their confidence and pride”.

Pupils who are confronted with challenging tasks, are given an opportunity to display their skills. Thus, accomplishing a task will empower these pupils with pride and confidence. This will imply to pupils that they are people who can stand on their own if given the necessary support and guidance. Wlodkowski and Jaynes (1990:97) further regard effective teaching as a realistic way to support pupils. Effective teaching is a means of improving pupils’ skills and improved skills will equip pupils with the necessary tools to face challenges. Teachers should realise that by

challenging pupils successfully, they assist the pupils to attempt tasks that they can master.

Pupils should be given a task that is not too difficult, but can be accomplished by most of them. Tasks should also give pupils an opportunity of competing with the other pupils in the class. Stipek (1988:54) explains that:

“If a task does not give an individual a feeling of developing competence, it will not activate the competence motivation drive”.

After completion of a specific task the pupils should experience a feeling of competence and satisfaction. Feeling competent will awaken the desire to accomplish other tasks successfully. It is up to the teacher to design challenging tasks in order to boost the pupils’ feeling of being able to challenge, not only tasks, but also their peers within the learning situation. Wlodkowski and Jaynes (1990:96) corroborate this contention by averring that the teacher “... has to figure out how to make the difficult desirable”.

To arouse the pupils’ interest, teachers should try to simplify tasks yet keeping them interesting. Simplifying the task should encourage pupils to participate and an interesting task should keep their motivation levels high. This could also be another way of enhancing competition among the pupils and achieving success could give pupils satisfaction. If the task is too difficult the teacher should intervene by helping and guiding pupils to accomplish it. Pupils who are struggling should be given the necessary assistance as assisting and enabling pupils to overcome problems in daily

classroom activities, is very effective in promoting positive motivation. Purkey (1970:50) suggests that a "... good way to create challenge is to wait until the chances of success are good".

As indicated before a challenging task should only be given if pupils have, and can perceive, that there is a chance of success. The aim is to enhance the pupils' performance, but enhancement of high achievement is only possible if the pupils can accomplish the challenging task. Therefore, pupils should be given tasks that require some effort and result in increased competency though easy enough to be completed with no more than a modest amount of assistance.

A challenge could remain a source of motivation only if the tasks given to pupils are simplified yet positively designed to arouse the pupils' interest. The successful completion of challenging tasks should be accompanied by rewards as incentives to encourage pupils to learn and continue learning. For their being able to motivate pupils, all challenging tasks should at all times be accompanied by clear instructions and the teacher should make sure that all the pupils understand what is expected of them (Hay, 1993:19 and Ames, 1990:409-421).

2.7.3 PERFORMANCE

Performance refers to the ability of people to do a task as expected of them. It is the outcome of carrying out a task as assigned. Performance is determined by people's capabilities; thus, people perform according to their potential. There is a relationship between performance and achievement.

Chung (1977:111) illustrates the relationship between the two variables, using the following formula, as elucidated in Figure 5:

$$P = F (A \times M)$$

$P = F (A \times M)$			
P	$=$	F	$(A \times M)$
Performance		Fatigue level	Ability to achieve \times Motivation

FIGURE 5: THE VARIABLES AFFECTING PERFORMANCE

For pupils to perform well at school they should in the first instance have the potential to achieve. A good performance is further enhanced by high achievement and motivation. According to Chung's formula, if either the ability to achieve or the motivation is absent, the pupils' performance could be poor and unsatisfactory. This implies that pupils cannot perform as expected of them if they lack the potential and inspiration to complete and accomplish the given task. Pupils, however, will have a very good chance of succeeding when they receive encouragement and have the necessary potential to perform well. Pupils who perform well are thus likely to achieve their goals.

Satisfactory performance is one of the best sources of motivation as a person becomes motivated to learn harder because of previous positive performances. Performance is able to determine a person's level of competence in a particular task. Pupils can be motivated to improve their

learning style due to the way in which they are performing. To improve the learning conditions, pupils should seek help from their teachers when they find the tasks difficult. Pupils could also improve their academic performance and that could also motivate them to learn with enthusiasm. This implies that pupils whose performance satisfies them would learn better than the ones who are not doing well (and are not satisfied with their performance). Stipek (1988:13) agrees that good performance motivates pupils to improve their own learning.

It should, nevertheless, be stressed that the pupils' performance depends largely on how well the teacher presents the subject content as well as the teacher's attitude towards the pupils and the pupils' attitude towards the subject. Pupils who perform well in a given task often gain a positive attitude when attempting other tasks. Their positive attitudes motivate them to keep on trying and attempt new tasks. The more often they perform well, the higher will be their motivation to attempt other more challenging tasks. Good performance enhances self-confidence so that by achieving well, pupils develop the confidence that they are capable of performing and succeeding. Pupils whose performance is good will feel secure, have a positive self-conception and be capable of developing their potential. Ability in behaviour motivates pupils to seek other significant moments of success (McClelland, 1955:449 and Lowell, 1952:31-40).

2.7.4 SELF-ACTUALISATION

Self-actualisation refers to the deliberate process whereby individuals, in accordance with their self-concepts, strive to optimally realise their poten-

tial, talents and abilities (Le Roux, 1992:16). Lamprecht (1989:36) regards self-actualisation as involving the role of children in the development of their own potential. Through self-belief, a child enters into an unknown world. The child explores the world with the aim of self-development that ultimately leads to maturity. Children yearn for greater independence that could help them to unfold other possibilities. Dermartino and Stacey (1965:109) regard children's strong will to come to grips with themselves as their ultimate driving force. Being aware of what they might become, children are motivated by that desire to grow into proper, responsible adults and that is why they strive for self-enhancement (Angyal, 1941:32-50; Rogers, 1951:487-494 and Goldstein, 1940).

In the pedagogic situation, the teacher should provide efficient guidance to the pupils so that they may develop into independent, mature beings who are responsible for their actions. The pupils yearn to become someone in their own right. They struggle to discover themselves, using their own potential. Pupils are motivated by their own capability to pursue their goals. To achieve their set goals they change their negative attitudes, natures and potentialities into more desirable characteristics. Their motivation for self-development is their ability and potential. Maslow agrees that all human beings have the necessary ability and potential in their personality which need to be developed (Mowrer and Kluckhohn, 1944:74; Sullivan, 1945:48 and Horney, 1942:175).

By self-actualising pupils are appealing to the teacher to let them move forward alone and independently to establish themselves. Pupils are confident that the guidance given them is sufficient and they want to venture

alone and shoulder their own responsibility as viable human beings. Dermartino and Stacey (1965:109) comment that in spite of all the painful experiences they may have, pupils are determined to grow in responsibility. They are in a process of moving forward. The painful experiences suffered have motivated them to stand on their own. Pupils are confident that they can succeed in making decisions and taking responsibility in any given situation. Lamprecht (1989:36) asserts that self-confidence is "... indispensable to the child who wishes to develop to his full potential". Pupils who desire to develop themselves should have courage and confidence in themselves. They should believe that they possess their own unique ability that needs to be improved by the teacher. Self-belief could be their motivation to surrender themselves and place themselves under the teacher's guidance. For pupils to achieve they should be fully determined to struggle, even when the usual pathway to that particular goal is blocked, a high level of aspiration could motivate them to keep on struggling until they conquer all difficulties. According to Lamprecht (1989:37) the following factors play a role in self-actualisation:

- self-confidence;
- a high level of aspiration, and
- experience of success.

These factors go hand in hand in a positive circle of self-enhancement.

2.8 CONCLUSION

The evidence gleaned from the literature research has proved that motivation is a major determinant of effective learning in education. In a pedagogic situation, a teacher should help the pupils to learn and direct the

pupils' behaviour towards learning. The teacher should support and motivate the children to guide them to become more actively involved in the learning situation in the classroom. Teachers should realise that to help the pupil to learn more actively is never a simple task. Teachers ought to strive to improve the quality of education in general and that of the pupils in their care in particular. Soni(1990:14) contends that:

“In the educational sphere, the most disturbing trend is the declining quality of African education due to the break down in the learning environment”.

To improve the quality of education, teachers should work together with parents and pupils. They should communicate effectively to re-establish meaningful education. The teacher should try to apply those motivational factors and principles that are considered as effective and promoting learning. One may contend without fear of contradiction that for effective education to occur, motivation is essential. Motivation activates and energises individuals to keep them reasonably alert. The pupils' will to learn should be maintained in order to promote effective learning. Teachers should inspire and motivate pupils to eliminate passive involvement. By having been given the opportunity to perform significantly, pupils acquire the courage to learn actively and effectively. Seagoe (1970:30) regards motivation as increasing the degree of tension in the learner and producing a tendency to move towards a goal.

It has been shown that pupils who are motivated to perform a task, perform better than those who are unmotivated. To foster motivation in the pedagogic environment, teachers should be prepared to make extra

sacrifices towards arousing the interest of the pupils, such as working longer hours, visiting parents after school, collecting extra learning aids and so forth. From the discussion in this chapter, it becomes evident that a teacher cannot foster motivation in pupils if they lack inspiration. A teacher should be motivated and believe that all pupils are open to learning and have the potential to learn.

Effective learning cannot occur without motivation. To direct the pupils' behaviour to desirable learning, teachers ought to support and encourage pupils through creating motivational experiences for the pupils. Teachers should realise that if the pupils' will to learn is not activated, their motivation to learn is likely to be negatively affected. There are many methods, theories and sources that could motivate pupils in different ways. Pupils are individuals with different learning potentials and their way of learning will also differ. The onus rests on the teachers to choose which of the given motivational factors and principles are best suited to their pupils.

In Chapter Three the secondary school, as a motivational milieu, will be described. Various motives which play a role during learning will be examined. Attention will also be given to incentives, needs and drives.

CHAPTER THREE

THE SECONDARY SCHOOL AS A MOTIVATIONAL MILIEU

3.1 INTRODUCTION

As a result of the apartheid education of the past, the black secondary school pupils received poor quality education. The education system under the apartheid regime was not aimed at empowering black pupils with meaningful, skilful education. This contributed to the huge drop-out rate of pupils. According to black secondary school pupils, there appears to be nothing useful for which to pursue schooling. Reid (in: Stone, 1973:79) agrees that the school system of those days fostered unequal opportunities among individuals. He also claims that the system was incapable of educating black secondary school pupils effectively. The present government is currently struggling to dissolve the inherited structures of apartheid education. The government's intention is to level the playing fields where the inequality in the provision of education has for so long prevented many of South Africa's youngsters from reaching their full educational potential.

The call to renew the education system emanated from the new age of enlightenment which in 1976, through the Soweto uprising, gave voice to this call. For the standard of education to be uplifted, the education department ought to restore the culture of learning in the schools. Thale (1991:16) makes the profound observation that "...children are not born underachievers".

He regards under achievement as an acquired form of behaviour which results from a combination of factors. To solve the problems related to under achievement, effective discipline should be maintained in the classrooms. Teachers should be motivated through in-service training to uplift their low work morale. Working conditions also need to be improved as these have an effect on the low work morale of the teachers.

A major challenge in black secondary schools is the need to change the culture of protest to one of development. Protest is mainly enhanced by the teacher-pupil ratio which, due to very large classes, is highly abnormal. To re-establish effective education, the ideology of 'pass one pass all, regardless of pupils' performance' should be altered. Pupils should be taught to shoulder responsibility for their own advancement.

Oberholzer *et al.*, (1990:76) believe that, as human beings, pupils have the potential to become adults, but to do so they should be educated. To realise the pupils' capabilities, teachers should teach effectively and unfold reality to the pupils. It is high time that black pupils learn and allow themselves to be guided to develop themselves as they have to accept the fact that the political struggle has ended; so too should the struggle to disrupt education.

Over the years there has been a serious disruption of the learning culture. Excellence in the classroom did not appear to be an objective worth working and striving for. It could in fact be stated that conditions in the classrooms were a disincentive to the pursuit of excellence because:

- the teacher lacked full commitment, and

- the physical conditions, including the provision of equipment for learning in the classrooms were not exactly conducive to proper learning.

The challenge that teachers face is to restore the culture of learning. Du Plooy *et al.* (1982:165) regard the school as a supportive, guiding institution where pupils can be educated to an awareness of the necessary responsibility that will be required from them as adults. Through the teacher's genuine, supportive guidance, pupils could be guided to be able to cope with the demands of the school in particular and those of the community in general. For effective learning to occur, teachers, pupils and parents will have to be motivated to work together to design strategies that will alleviate communication problems and that will not undermine discipline.

3.2 MAIN MOTIVES WHICH PLAY A ROLE DURING LEARNING

The word "motive" is derived from the Latin word *movere* = to move. Motives are thus the moving reasons behind human behaviour (Avenant, 1986:21). Motives induce a person to action. Human behaviour is greatly enhanced by a variety of motives. In a learning situation, motives play a very important role for effective learning to occur. It is the role of motives to influence pupils to participate actively in any learning situation. When motives are used effectively in a classroom, pupils might engage themselves more seriously in learning. Using positive motives, such as encouragement or supplying positive remarks on written work, could stimulate his or her

interest to work hard. Negative motives like, for instance, punishment, discourage pupils from engaging themselves in unnecessary and unacceptable behaviour. Motives could de-motivate pupils from learning effectively if used excessively, for example, too much praise or too much punishment could have this effect.

The implication is therefore, that excessive application of any learning motive could discourage pupils from learning or may result in learning problems. A teacher who might over use a positive motive when dealing with some pupils and fail to do the same with others, could cause problems in the classroom. Pupils who were not given positive motivation might feel inadequate or incompetent.

Motives can be used to channel pupils' behaviour. There are some pupils who improve their performance through being given incentives. Teachers should be aware of the "incentive performers" in the classroom. To be able to apply motive effectively, teachers should use them purposefully. Teachers should understand how motives function. According to Avenant (1986:21), having sufficient information on how motives function could be useful to:

- understand the *why* of certain forms of behaviour in pupils; and
- be able to assist pupils better to provoke their interest.

If applied correctly in the classroom, motives could serve as a means to enhance effective learning. There are a number of different types of

motives that play a role during the pupils' learning. In this chapter attention will be given to the motives of incentives, needs and drives.

3.2.1 INCENTIVES

“Incentives consist of rewards and punishment which are meant to direct the learning of a specific form of behaviour” (Maxwell, 1969:88).

Incentives are the driving force of effective learning in any classroom situation. Incentives are the motivations that can promote active learning in a classroom. In a learning situation, pupils should be stimulated to participate actively and effectively in the classroom. In order for this to occur, pupils need incentives. Teachers ought to remember that for pupils to view themselves as competent, they should be given positive incentives (Polland, 1993:123). Pupils whose attitude towards learning is negative should be assisted and motivated through punishment, temporary expulsion et cetera. Disciplining pupils through using negative incentives is another way of motivating them to learn. Fearing the consequences of misconduct could encourage pupils to behave properly.

Incitement that spurs the pupils towards learning without any form of physical punishment is therefore known as positive incentives. The motives that discourage pupils from misbehaving through causing them pain are called negative incentives. The two main types of incentives will be discussed in the paragraphs that follow.

3.2.1.1 Positive incentives

Positive incentives are anticipated transactions with the environment that have some attraction for the person, such that, when they are in the person's field they increase the possibility that behaviour directed towards the transaction will occur (Veroff and Veroff, 1980:13). When a positive incentive is applied to the person, it increases the occurrence of the behaviour. In a classroom situation, positive incentives play a major role in influencing pupils to learn effectively. Their presence enhances learning and achievement. The effective use of praise, rewards and encouragement motivates pupils to learn more efficiently.

Through positive incentives, teachers can exercise great influence in pupils' lives. When the teacher encourages pupils to learn, it implies discovering their capabilities. To develop pupils' potential, the teacher should motivate them to reach the limit of their potentialities. By giving the pupils varied incentives, the teacher will enhance the pupil's proper behaviour that could enable the pupil to learn. Phillip and Wiener (1972:44) agree that if positive incentives are used effectively, they could succeed in influencing the pupil to learn to the limit of his capacity. Still on the effectiveness of positive incentives, Birch and Veroff (1966:8) asserted that the role of positive incentives is to motivate pupils to increase their strength in engaging themselves in a positive action. Positive incentives are used in the classroom to provide the pupils with the inspiration to learn. An inspired pupil is an active learner. The encouragement of effective learning through incentives is enhanced by mutual communication. By using commendation as a non-verbal sign, the teacher communicates with the pupil. Therefore, learning implies communicating. Owen (1995:48) points out that pupils

can be motivated in the educational system by signs of approval. Encouragement is one of these signs of approval.

(a) Encouragement

The Concise Oxford Dictionary (1990:385) defines the word encouragement as: "... to give courage, confidence or hope". The term encouragement implies to inspire or to urge someone to keep on trying to perform a task. Encouraging people to do a task implies giving them extra support to carry on with the task. Through encouragement a person could be assisted to accomplish the assigned task. For a person to complete the task with ease, he/she should be given positive ideas. Advising him/her constructively, implies provoking his/her interest to proceed with the task.

In a learning situation, the word encouragement refers to a situation in which the teacher gives the not yet adult the necessary assistance and guidance. When a pupil is assisted and guided by the teacher who is an adult, it symbolises dedication and commitment on the part of the teacher. This proves that the teacher is committed to help pupils who surrender themselves to his or her guidance. In a classroom, pupils rely on the teacher for support. To venture successfully in their learning environment, pupils need to be encouraged. For pupils to be able to grow into responsible adults, teachers should encourage them to develop themselves. Encouraging pupils to pursue different tasks could unfold their life of varied possibilities as they are receiving the necessary positive guidance.

According to Manamela (1991:19) encouragement refers to the act of encouraging or supporting the child to channel its energies in a proper way. When pupils are encouraged to perform a particular activity or task, they are given zeal and courage to use their abilities. Encouragement implies giving the pupil the power to continue with the task. It is important for pupils to receive encouraging words and gestures from their teachers. Verbal communications, such as “keep on trying”, “well done!” and so forth, should regularly pass from the teacher to the pupils. Positive words should be relevant to what the pupil has contributed. When pupils receive encouraging words, it gives them another chance to try again. By giving pupils more opportunities to prove their capabilities, pupils could realise that teachers care and trust them. Pupils could therefore persist in an attempt to repay the teacher’s encouragement by performing well when completing difficult tasks.

Teachers should support pupils’ every effort and thereby contribute to building their confidence. It is also sound practice to organise situations where the efforts of individual pupils are recognised. When pupils realise that teachers respect and recognise their efforts, they are likely to decide to put in even more effort. If pupils are recognised and encouraged for their efforts that may awaken a desire in passive pupils to participate actively (Chamberlin and Carnot, 1974:186).

According to Long *et al.*, (1977:53), as do adults, pupils also thrive on receiving encouragement for their efforts. Pupils will work more diligently when they receive appreciation for what they have

accomplished. Encouragement should not be superficial or fulsome as pupils might react negatively to such words of praise, especially when pupils know that they are slow learners, should teachers be too lavish in their encouraging words, such pupils might become suspicious and aggressive. Anxiety and anger may be provoked in such circumstances.

Teachers should encourage the pupil's positive behaviour, not the pupil personally. Teachers should also display positive attitudes towards pupils who are struggling to work harder. That could give such pupils the courage to attempt different tasks with greater enthusiasm. Encouraging words should be uniform and should be in accordance with the quality of the answers given. The encouragement should be worthy of the effort, but so also should the effort be worthy of and deserve the encouragement. Long *et al.* (1977:53) elaborate on the amount of encouragement to be given, indicating that:

“What constitutes sufficient encouragement varies from one individual to another”.

Every pupil is unique. Pupils differ from one another in aptitude, interests and in methods of working. There are those who have self-confidence, nevertheless, self-confident pupils are not supernatural; they too need the teachers' encouragement. Introverts are shy thoughtful people, while extroverts are social, outgoing people. Encouraging ways should accommodate pupils' differences. There are some pupils who improve their performances tremendously through being encouraged (the author's own experience at Ramabulana secondary school where she teaches bears this out). Most of the pupils

at secondary schools rely on encouragement to improve their performance. In an educative situation, a teacher cannot educate pupils effectively without encouraging them. To educate implies to help pupils through giving them courage to become responsible people. For pupils to improve their performance they should be encouraged to learn harder (Faust, 1977:136 and Jennings 1979:6).

(b) Praise

A number of studies have found that in general pupils respond more positively to praise than to criticism (Pollard, 1993:124; and Chamberlin and Carnot, 1974:88). In a learning situation, it is completely acceptable to praise pupils for their positive actions. Praising pupils encourages good performance. Through praise pupils could feel motivated and decide to improve their learning activities. Pupils who receive praise generally perform better than those that do not. Shuell and Lee (1976:118), referring to research done by Page (1958), showed that the performance of pupils who receive encouraging written comments on their work, improved significantly more than students who were given the conventional grades with no comments. The implication appears to be that positive comments (praise) stimulate the pupils' desire to learn more effectively. A pupil whose performance is poor could improve if positive remarks were made about his work. If a pupil's performance improves it may prove that encouraging words contributed to his success. Pupils who are praised for their contributing efforts in learning, may feel self-satisfied and could be satisfied in the sense that they could regard themselves as

capable of performing something well. Self-satisfaction then becomes a motivating factor (Skinner, 1971:31).

It is necessary for teachers to praise pupils when they contribute meaningful ideas in the classroom. Pupils who respond in an appropriate manner should be praised for their contributions. Praise should follow immediately the desired response or behaviour has occurred. Brophy (1981:62) agrees that praise which is effectively implemented can encourage feelings of hope or confidence. Praising pupils who are uncertain about continuing to perform a task could build their self-confidence and thus their self-concept. If such pupils can accomplish the task correctly, that could mould their self-concept. Pupils whose self-concept is low, perceive themselves as incapable, insignificant, unsuccessful and unworthy (Pollard, 1993:118). Teachers should try to enhance the pupils' positive feelings through praising them. Positive praise could change a pupil's negative attitude towards learning. Through praise pupils can develop a self-identity or self-image, that is, pupils can identify themselves as persons capable of doing positive things in a praiseworthy manner.

For the teacher's praise to be effective, it should be worthy of the effort contributed by the pupil but it should not be excessive. The aim is to avoid causing frustrations, dismay, distrust or anger in the pupils. Praise should always be accompanied by explanations. Pupils should know what they are being praised for. Long *et al.* (1977:62) observed that praise can reopen communication with alienated students. They further commented that praise can draw students' attention to their own

accomplishments and it reflects teachers' admiration of students' accomplishments. Praising implies communication. When a teacher praises a pupil, he/she communicates to the pupil that the task was well done and that the teacher is satisfied. Pupils who are praised for accomplishing tasks could develop a feeling of security, knowing that they are capable of performing the task satisfactorily. Pupils who feel secure are more likely to be open in their communication with their teachers.

The effect of praise seems to depend to a large extent on the person who does the praising. That person must be respected, admired and trusted. That is why fulsome or exaggerated praise is not like to prove very effective. Pupils see through excessive praise and this may result in learning problems as they lose their trust in their teachers. Even omitting praise where there is a need for it, could create problems such as disobedience and hostility on the part of the unpraised pupils. Regarding the same subject Long *et al.* (1977:63) conclude that:

“Only when praise is appropriately used will it produce beneficial long lasting results”.

Teachers should know how and when praise is appropriate and can be effectively used to improve their pupils' learning. A teacher should first study the situation to determine if it is conducive for praise to be given. If praise is well administered, it could foster desirable learning activities among pupils (Robertson, 1981:75; Rich, 1982:99; and Laslett and Smith, 1984:51).

(c) Commendation

The Oxford Concise Dictionary (1990:227) defines the meaning of the word commendation as "... an act of commending or recommending".

Commendation is an expression of feelings that could be used to show approval or disapproval of what is being done. As a body movement it can be clearly recognised as it passes between an adult and a child. To show approval or disapproval an adult may make use of body language to make his feelings known to the child.

In a classroom situation, a teacher may use a gesture as a communication signal with pupils. If this significant body movement is used meaningfully, it could provoke response from pupils. Commendation should be used to awake the awareness of pupils at whom it is aimed. When this is achieved, it could yield the proper response. Avenant (1986:28) disclosed that meaningful use of body language could motivate pupils to behave or perform as desired. Teachers who express their approval through body language could in turn have pupils who obey their authority. For pupils to respect their teachers, commendation should be implemented reasonably and fairly. Pupils should be able to trust their teachers and feel safe under their guidance. Lategan (1987:37) pointed out that expressing feelings of approval proves that the teacher agrees with what the pupils are doing. Teachers should realise that commendation is very important if pupils are attempting a difficult task. It could serve as motivation to carry on with the task. Pupils need assurance, especially when performing difficult tasks. Teachers who show approval through body movement give pupils courage to pursue and persist in the task.

Commendation can also be used as a means of signalling disapproval. Teachers can stop pupils from further or persistent misbehaviour by expressing feelings of disapproval. The teachers' body movements should indicate that they disapprove of the unwanted behaviour or action. Disapproval using body movements should follow immediately the unwanted behaviour has occurred. The pupil should realise that the behaviour is inappropriate. They may assume that the disapproval is aimed at them and not at the behaviour. Bedwell *et al.* (1991:195) maintain that when a teacher shows feelings of disapproval, pupils may regard it as a threat, especially if it is used excessively. Under those circumstances it could be difficult for the pupils to behave positively. To calm the situation the teacher should explain verbally what the disapproving body movements signified. When teachers do not accompany their body movements displaying disapproving feelings with verbal statements (explanations), a negative attitude towards learning may be aroused in the pupil. To achieve proper results, teachers should use their body language so the awareness of the class is attuned to it. Pupils should know that if they misbehave, teachers would not allow that form of behaviour to develop (Rich, 1982:85; and Petri, 1991:347).

It is true that not all teachers are capable of using body language as a sign of approving or disapproving of pupils' behaviour or the way they have accomplished tasks. Long *et al.* (1977:60) assert that the behaviour that most distinguishes outstanding teachers from others is their use of body language in reaction to students' behaviour. Teachers who are capable of expressing feelings of approval or

disapproval adequately may have control over a classroom where good manners prevail. Pupils would know the meaning of every body movement their teacher uses to express feelings. Teachers who are not familiar with commendation as a communication signal may have disciplinary problems in their classrooms. Those teachers whose commendation confuses pupils should use other incentives to encourage pupils to learn (Robertson, 1981:14; McCardle, 1974:64).

3.2.1.2. *Negative incentives*

Veroff and Veroff (1980:13) define a negative incentive as

“... an anticipated transaction with the environment, external or internal, that has some repulsion to the individual”.

When a negative incentive is applied to an individual, it reduces the possibility that the behaviour directed towards the satisfactory completion of a transaction will occur. In a learning situation, teachers use negative incentives to change the undesirable behaviour of their pupils. According to Avenant (1986:28) the aim of negative incentives is to persuade pupils to execute the right reactions or to avoid wrong reactions. It is called negative, as there is no pleasure derived from abandoning the unwanted actions. When a teacher scolds, administers corporal punishment or blames, the pupil feels guilty or angry. The teacher uses the negative incentives deliberately with the aim of achieving positive results through causing pain to the pupils (McClelland, 1987, and Brown, 1961:74).

To be effective negative incentives should be combined with an explanation, discussion and/or other socialisation methods. The methods

should be designed properly to change, not only the overt behaviour, but also the pupil's negative attitude and beliefs that are responsible for an inability to learn efficiently (Birch and Veroff, 1966:7).

(a) Corporal punishment

To administer corporal punishment to a child implies to harm his body physically. Corporal punishment is as old as education itself, and it is especially prevalent in black schools where corporal punishment has traditionally been referred to as the "green mamba".

Corporal punishment has been regarded as a suitable tool to make pupils respond to the teachers' instructions and to punish unwanted behaviour. This technique of negative incentive has traditionally been accepted for controlling behaviour in the classroom. It has been a well-established means of discipline in schools though it may either evoke strong emotional reactions in pupils or affect pupils' self-esteem. According to Wasisco and Ross (1994:249) punishment has negative side effects when pupils who have been punished, feel worse about themselves, the teacher and the class. Low performance levels can often be related to a negative self-esteem. There is a high correlation between performance and self-esteem. When teachers punish pupils, they hope that the pupils will change their unwanted behaviour (Robinson, 1981:87; Lundell, 1982:11).

The situation today differs from that existing in the past. There are many governing bodies and laws that protect children from being harmed physically. Phillip and Wiener (1972:16) established that

punishment is not a very effective way of controlling behaviour, as many offenders are repeaters of serious offences after the original offence. To punish is therefore less effective than to educate or teach them. When people are punished for committing an offence, they do not learn the appropriate way of behaving. People should be *taught* not to commit an offence rather than being punished after they have become guilty of wrongdoing. Effective discipline is self-discipline. Some pupils may continue with a cycle of misbehaviour and some may even become rebellious after punishment and may become impossible to control and improve (Elton, 1968:260; Docking, 1987:132; and Chamberlin and Carnot, 1974:88).

As punishment does not necessarily solve behavioural problems in the classroom, pupils should be guided to behave properly. Pupils should be assisted to develop and unfold their capabilities. Teachers should learn to motivate pupils by positive means to proper behaviour as corporal punishment does not present itself as the answer to disciplinary problems (Chamberlin and Carnot, 1978:132; Faust, 1977:48).

(b) Temporary expulsion

As the term is used here “expulsion” refers to the act of sending the child away from the school for periods ranging from a few hours to several months (Phillip and Wiener, 1972:202). Most principals use expulsion only as a last resort. Expulsion might be regarded as a negative incentive towards schooling. Pupils who dislike school might

resort to dropping out if there is a chance of their being expelled from school.

An effective disciplinary method is for teachers to send letters to the parents of the pupils concerned (who are misbehaving) stating the reasons why they were expelled. The temporary period should give pupils time to think about the offence they committed. Dreikurs (*in*: Evans *et al.*, 1990:54) reveals that temporary expulsion can serve as a disciplinary measure. For temporary expulsion to be successful as a means of discipline, teachers should explain to the pupil what the expulsion is for. Accompanying expulsion with an explanation is aimed at overcoming further problems that might be caused by other pupils in the classroom making themselves guilty of the same offence. The effectiveness of an expulsion can be determined by the pupil's change of behaviour. If a pupil continues to misbehave, it could prove the ineffectiveness of the disciplinary measure applied by the teacher. Phillip and Wiener (1972:203) regard as an advantage of expelling pupils, that it stops the unwanted behaviour from occurring further. Taff (1990:71) also supports the idea of expelling a pupil who misbehaves from the classroom when he says that "Violation of any rule can be met with instant termination". When the teacher terminates the pupil's right to attend further classes, his aim is to isolate the pupil. Temporary isolation cannot solve behavioural problems without the pupil being given the proper guidance. Polland (1993:151) agrees with this idea when he asserts that pupils may behave properly when teachers are around as they want to avoid punishment. When adults are away, pupils may pursue inappropriate behaviour. The ultimate goal

of disciplining pupils is to be able to lead and guide them to the point where they will be able to control themselves. Teachers should encourage pupils not to break rules and help them to construct their positive power. As the key members in the classroom situation, teachers should be able to:

- interact with pupils,
- negotiate their differences, and
- maintain mutual respect.

(c) Scolding

Scolding is a painful stimulation that is aimed at bringing about proper behaviour. Scolding may evoke resentment and unfriendly feelings. By their scolding teachers hurt the pupils' feelings which implies motivating the pupils to abandon their improper behaviour and to revert to proper behaviour. When teachers scold pupils as a way of enforcing proper discipline, they are attacking the pupils with harmful words aimed at weakening the pupils' self-concept and self-image. By attacking the pupil directly with words, the pupil can experience feelings of abandonment or rejection. This method should be applied properly as some pupils may become rebellious at being scolded. Lawfully, verbal abuse is an offence. Teachers who decide to use it must be very careful not to offend or to provoke pupils' emotions. If scolding can be administered in an appropriate way, it may bring a proper response from pupils although this cannot be guaranteed. Teachers should stress the inappropriate behaviour the pupils had displayed that contributed to their being exposed to scolding. Bedwell

(1991:194) maintains that "... personal attacks weaken students' self-concepts".

Lowering the pupils' self-concept could contribute to pupils feeling unworthy and helpless. If the method succeeds in influencing pupils to change their behaviour, teachers should encourage pupils by stressing desirable learning.

Any lowering of the self-esteem may lead to poor academic performance. Therefore, if the teacher makes a habit of scolding certain pupils or making jokes at their expense, those pupils are likely to lack a feeling of belonging. To maintain pupils' positive attitudes towards learning, teachers should motivate pupils towards proper behaviour. Bedwell (1991:194), in suggesting that care should be taken when scolding pupils, makes a very important comment, namely that:

"At all cost, teachers must avoid embarrassing students in front of their peers".

This type of punishment is destructive and that is why pupils may rebel against a teacher who belittles them in front of their classmates. To encourage proper learning, teachers should motivate pupils to abandon their negative attitudes. It is through motivation that pupils can be enabled to develop themselves. To view themselves as capable, pupils should be supported to develop positive attitudes towards effective learning (Chamberlin and Carnot, 1974:94; Kujoth, 1970:171).

3.2.2 NEEDS

“Need refers to the goals towards which behaviour is directed” (Mueller, 1927:197).

Those needs that are recognised as prime motivators for learning are presented in Maslow’s hierarchy of needs. The most basic needs have to do with physical and psychological survival. If these needs are not met, it is very difficult for any individual to attend to a higher need level. The need for continuing self-actualisation - becoming everything one is capable of becoming - is regarded as a healthy prime motivation.

It is important for teachers to recognise the importance of needs in the motivation of pupils. The specific learning needs of pupils can be diagnosed and built into a given learning activity. An educational need can be defined as the difference between what an individual wants to be, for instance, to reach adulthood and what they are - a reality. Fulfilment of certain needs therefore plays an important role during the learning experiences (Petri, 1991:325).

The two main types of needs that have been distinguished are primary and secondary needs. Primary or basic needs will receive attention first.

3.2.2.1 Primary or Basic needs

Primary or basic needs are indispensable needs, without which a person cannot live. According to Smith and Lusterman (1979:65), basic needs are not acquired, a person is born with these needs and they are necessary for survival. When striving to teach effectively in their classrooms, teachers

cannot avoid pupils with unmet basic needs, such as hunger, sleep or thirst. Morse and Wingo (1962:290) had also held the same view when they commented that teachers cannot ignore the importance of basic or physiological needs in the classroom if effective learning is the objective goal. The teacher should try to provide in the unmet needs before continuing with the lesson.

The pupil whose primary needs are not met could disrupt the class in progress and disturb the teacher from teaching effectively. If the basic needs are unsatisfied, the teachers' motivation could be rendered ineffective. Morse and Wingo (1962:290) contend:

“The evidence of these needs is induced in the classroom, the teacher spots their derivatives in restlessness, irritability and lack of response to the usual motivational appeals”.

To prove that these needs are basic, it has been shown that their deficiency could result in lack of effective concentration in the classroom. The effect of unmet basic needs can be distinguished through passiveness, incompetence, helplessness and so forth in the classroom.

There are three main primary or basic needs, namely, thirst, hunger and sleep.

(a) Thirst

Water is a bodily need and a lack of water in the human body can contribute towards the improper functioning of the body and mind. In a classroom situation, when pupils' need for water is unfulfilled, it

could disturb their concentration. A need for water could drive a pupil to get water rather than to learn. Young (1936:120) maintains that the thirst drive results if a person is deprived of water.

Most of the black secondary schools are situated in remote areas where there are no infrastructures. There is no water provision in or around the school environment. The problem becomes worse during the summer season. Excessive loss of water occurs as a result of sweating in the heat and that provokes thirst. Pupils have to walk long distances to where there are water tanks. This implies that they need to be given ample time during breaks and by being given enough time to fulfil in their water need, they will not disturb the learning periods. Teachers have to wait for pupils before carrying on with their tasks. It is clear that the social environment is often too deprived for effective learning to occur.

When pupils are deprived of water their motivation is to get water and they cannot concentrate on learning. Russel (1971:10) pointed out that effective learning can occur if thirsty pupils are provided with water before a teacher attempts to teach them. Motivating pupils to effective learning without satisfying their unfulfilled need is futile and makes teaching irrelevant. Young (1936:155) further elaborates that the absence of water can contribute to pupils becoming weaker and increasingly depleted. A weak pupil is a passive learner and such a pupil should first of all be motivated to become strong by satisfying the need for water so the pupils will again be able to participate in the learning process.

Ignoring pupils with unmet needs will never help the teacher to reach a better achievement level. Brown (1961:80) asserted that deprivation of water leads to an increasing water need. Effective concentration cannot occur if a pupil is deprived of water. Pupils should be given time to fulfil their water need if effective learning is the goal aimed at. Fulfilling their need for water could promote pupils to strive for further learning. The need for water can therefore interfere greatly with the pupils' learning ability.

Gilchrist and Nesberg (in: Brown, 1961:288) claimed that increasing deprivation of water leads to poor performance of pupils. Fulfilling the pupils' need for water implies increasing their need to perform. Depriving the pupils of water could affect their capabilities in performing academic activities. The pupils' memory can be disturbed as their minds might be on fulfilling their unmet basic need and not on learning. The poor social environment is actually the major cause of poor learning performance in black secondary schools. Without supplying water schemes at the school environment, the learning process could therefore continue to be disturbed if pupils are deprived of water.

(b) Hunger

As has been pointed out in the previous discussion, the basic needs of some pupils are often not met because of a deprived social environment. Pupils who come from a demoralising social environment and whose parents have financial problems, cannot learn effectively due to being hungry. The pupils' need for food suppresses

their desire to learn. Brown (1961:60) agrees that the hunger drive directs behaviour towards obtaining food. A pupil who is deprived of food cannot learn to full capacity. Learning requires energy and energy is derived from the food people consume. Pupils' desire to fulfil their need for food could disrupt their concentration and their desire to learn.

Some pupils whose hunger needs remain unmet may engage in disruptive behaviour to gain the teachers' attention. By engaging in unacceptable behaviour, pupils are trying to communicate with their teacher. Such pupils want the teacher to be aware of their problem. Chamberlin and Carnot (1974:126) observe that a pupil who is hungry or tired is apt to become a disciplinary problem. Supplying the pupils with food implies solving their hunger problems and at the same time lessening the disciplinary problems.

Due to extreme poverty, some pupils come to school unfed. They are hungry and this prevents the learning process from taking place effectively. Especially pupils from poor families, such as those in squatter camps, those families where parents earn inadequate salaries, like welfare salaries, suffer most due to hunger. Kaeser (1979:95) explains that poverty has been an instigating factor in the giving of free meals to pupils in certain black schools. The government has introduced feeding schemes to curb the hunger problems that are prevalent amongst children in most of the black schools (Lawrence and Tucker, 1988:95).

The home background may have an influence on effective learning. The disadvantaged home background remains the major stumbling block in black advancement.

Pupils from a “strain and stress” condition like a broken family, need more individual care and attention at school. Teachers should take into account the pupils’ social background to be able to teach effectively. Lawrence and Tucker (1988:91) assert that the emotional support of pupils from broken homes is essential. When lacking such valued support, pupils cannot pursue their learning with foresight and courage. Schools that are situated within poverty stricken environments seem not to be conducive to effective learning occurring without the assistance of food provision schemes. Chamberlin and Carnot (1974:126) established that being aware of certain physical or mental defects can help the teacher to avoid many difficult classroom situations. Having such information could help the teacher to offer sympathetic, authoritative guidance to pupils and to attempt to alleviate the problems causing their difficulties with learning.

Most of the black secondary pupils with unmet needs are from extended families. They lack proper guidance and encouragement from parents to pursue their school tasks. Crumbling family structures seem to be the greatest cause of learning ineffectiveness. Effective learning cannot be achieved without the pupils receiving support and motivation. In black secondary schools, learning conditions are often unbearable and shocking. These are the conditions under which

teachers have to teach and children have to learn. Morse and Wingo (1962:291) comment that:

“With chronic hunger, there is commonly restlessness, irritation and unresponsiveness and other motivations are slow to become activated”.

(c) Sleep

The kind of home circumstances in which pupils have to live cause problems that pupils bring to school with them and which affect the learning process. Home conditions where parents work extra hours can mean that children are alone at home till late and can disturb the pupils' learning at school. Those parents also do not have enough time to supervise their children's homework (Chamberlin and Carnot, 1974:55; Lawson, 1991:1).

Under certain home circumstances pupils do not have enough sleeping space, for instance in squatter camps. Some of those pupils go to school without sleeping adequately. Pupils whose sleep requirements have not been satisfied cannot learn to their full capacity. Such pupils could be tired and as a result they become passive in the classroom. Hartmann (1973:43) pointed out that deprivation of sleep can contribute to fatigue. Pupils cannot perform their assigned tasks actively due to tiredness. Their need to sleep could interfere with their learning activities. Such pupils cannot pursue tasks with courage and determination. Williams *et al.* (in: Hartmann 1973:43) note that sleep deprivation reduces the pupils' overall performance and increases errors, especially when conducting experiments. When the pupils'

performance decreases it implies a decrease in motivation in performing their tasks.

Effective learning cannot occur without the pupils' genuine interest in school activities. (Wilkinson (in: Hartmann, 1973:45) established that sleep deprivation can result in low interest in learning matter that is extremely dull. He believes that being deprived of sleep could also reduces the pupils' ability to pay attention and perform the tasks. A poor social background could deprive pupils of the ability to get adequate sleep. The pupils' academic activities cannot be expected to accomplish adequate results. Lack of sleep can also disrupt the pupils' memory from functioning effectively. Hartmann (1973:45) supports the view that a pupil may suffer a wide variety of disturbances after sleep deprivation, including illusions and poor performance in tests.

Webb (1968:23), a well-known sleep researcher, discovered that one effect of sleep deprivation is to make the subject fall asleep. A teacher who tries to stimulate a pupil whose sleep is inadequate to learn, could be ineffective. In such a situation, awakening the pupil's interest implies soothing him to sleep. Having adequate information about a particular pupil's background could help the teacher to deal with each pupil accordingly (Robertson, 1981:82). Teachers who try to ignore pupils with needs cannot achieve their ultimate goal of effective teaching. Hartmann (1973:46), who made studies of sleep deprivation came up with disappointing information. He found that the subjective and emotional effects of sleep deprivation in schools seem to be neglected and effective learning cannot be attained. To achieve

beneficial results, teachers should support pupils who are from poor social environments. If necessary, pupils should be sent to quiet, empty classrooms to sleep. As the government has introduced feeding schemes to curb hunger problems, blankets should be supplied to pupils who need to catch up on their sleep.

Russel (1971:10) concludes that since parents seldom manipulate the primary biological needs of their children in order to direct behaviour, it is not readily apparent how such needs could be the basis for all motivation. Even though unsatisfied basic needs cannot control all motivations in a classroom, they can be responsible for disturbing the teachers' lessons being effective. From the above discussion, it becomes clear that a pupil could be motivated rather by the need to satisfy his unmet needs than his need to learn.

3.2.2.2 Secondary or acquired needs

The school is a social institution designed to accommodate all pupils in respect of race, colour or creed. While pupils are in a school situation, they have to associate with each other and with their teachers in an attempt to develop themselves. It is through these associations that pupils with met or unmet secondary needs can be recognised. Kash and Borich (1974:226) established that secondary needs have been classified in various ways, yet there was general agreement that they could broadly be described as feelings of worth and feelings of security.

Secondary needs emerge due to the fulfilment of basic needs. According to Smith and Lusterman (1979:258), secondary needs are called thus because

they have acquired reinforcing properties as a result of being paired with primary reinforcers. Pupils cannot feel secure and accepted if their primary needs are not met. To develop the courage needed to pursue their school tasks, pupils should be fed, be given shelter and so forth. If these primary needs are fulfilled, secondary needs can develop. Pupils acquire secondary needs as a result of mutual involvement with fellow pupils and teachers at school. When their teachers and peers show appreciation, feelings of worth and security will emerge. To venture successfully in their learning activities, pupils need to feel valued.

In a pedagogic situation, secondary needs play an important role for effective learning to occur. Pupils who feel secure and worthy are usually more open to motivation than those who feel unworthy and insecure. These feelings of security and worth could contribute to pupils discovering their self-identity. Because of their positive feelings towards themselves, pupils are able to discover their capabilities. Pupils from broken families often suffer from inadequate feelings of security and worthiness. Lack of family stability promotes insecurity and a feeling of worthlessness. Jennings (1979:6) supported the above view when he said that disturbance, truancy and apathy in some schools are a result of feelings of insecurity and unworthiness among pupils.

These secondary needs, namely worth and security, represent one of the classifications of needs, the aim of which is to motivate pupils towards social learning and hence, the development of their personality structures. The first secondary need to be examined is the feeling of worth.

(a) Feelings of worth

According to Manamela (1991:70), worthiness implies the need to feel acceptable and accepted. It is related to a sense of doing right and can be expressed as feelings such as "I am good" or "I am right". Feelings of worth imply being approved of and accepted by others. When pupils are accepted by their teachers and peers, it serves as a foundation for developing themselves. They start to recognise themselves as persons of dignity who are capable of improving their performance.

Pupils who feel worthy are capable of being independent when attempting tasks in the classroom. The fact that they recognise themselves as being capable may influence them to discover the as yet undiscovered. An independent person can withstand constructive criticism, unlike pupils from a poor home background who need reassurance on whatever task they embark upon. Such pupils depend largely on their teachers for support and not on their parents. Teachers should try to motivate them positively to develop their courage. Positive motivation implies moulding the pupils' self-confidence. To avoid destroying the pupils' feelings of worth, teachers should avoid destructive criticism. Teachers ought to remember that pupils are viable human beings. To develop their feelings of worthiness, the pupils' dignity should be respected (Rich, 1982:59; Gaylin, 1984:31).

Two actions that may boost a pupil's feelings of worthiness are acceptance and approval. These actions will be briefly examined.

(i) *Acceptance*

Manamela (1991:119) regards acceptance as something that is not deliberately and rationally planned. He contends that it is based on the natural, spontaneous affection of an adult's love towards a child. Acceptance is an inner feeling. The child wants to be recognised as someone. In a learning situation, pupils want acceptance for their teachers and their peers. To feel valued, a pupil needs to be accepted. The adult guides the child to realise his or her adequate self. For pupils, discovering their capabilities implies developing hope and trust in their teachers.

Ottoway, quoted by Manamela (1991:119) maintains that "Acceptance is motivated by trust, hope and love".

Adults accept children as they are because of their trust and love. They hope that some day these children will become responsible adults. If this were not so, there would seem to be no point in venturing into the unknown future. By accepting the responsibility of guiding these children, adults are convinced that the children have the ability to shoulder their own responsibilities in the future. Adults know that in order to venture successfully into the unknown world, children need their acceptance and guidance. As human beings, children want to grow and develop into proper adults. For them to be able to do so, the teachers' support is crucial. This also borne out by Van Rensburg *et al.* (1994:304) when they aver that:

“The educand accepts the guidance of the adult educator because of his need for help and his desire to become someone”.

Children are in need of help, they trust their adult educators, knowing that they know the right way to authentic adulthood. They are longing for the teachers’ acceptance in order to develop themselves. To develop the courage to carry on with their activities, acceptance from parents and peers is also important. That could motivate pupils to be successful in their activities. Teachers who display a positive attitude towards their pupils promote their desire to achieve in whatever given task. Pupils who feel rejected, no matter how positively a teacher might try to influence them, cannot succeed in their tasks with ease. Feelings of rejection could disrupt the pupils’ positive attitudes towards attempting tasks.

Russel (1971:81) comments that:

“A teacher who aspires to be successful with students must first accept them”.

Teachers should accept the fact that pupils are capable of learning. They should also accept the responsibility entrusted to them to lead the pupils to proper adulthood. In whatever they do, they should be accountable. Pedagogic accountability is one of the characteristics of an effective teacher. Teachers, being accountable and honest in their approach to pupils, give them security. They are secure in the sense that the future to which the teacher is

accompanying them, although it is unknown to them, is not unknown to the teacher. So if teachers appear assured and certain of their actions, pupils too become confident that there is a future. Burns (1982:255) contended that teachers should always remember that it is the feeling of acceptance that makes a child secure enough to take each new step in growing up. It is the teachers' responsibility to guide pupils with love and hope. Through acceptance, pupils are enabled to move towards adulthood. The futures of the pupils lie in the teachers' hands. Accepting pupils implies shouldering the responsibility of educating them. Jenkins (1961:14) claimed that:

“A child who does not feel loved and accepted becomes anxious, unhappy and confused about himself”.

It is important that teachers display their acceptance while guiding pupils to avoid disappointing them. Russel (1971:82) believes that when the feeling of acceptance exists, it stimulates the receiver to do something positive in return. As people strive always to gain acceptance, the pupil too would attempt to do positive things that would please the teacher. To sum up the feeling of acceptance, Burns (1982:256) established that both teachers and pupils need to respect and accept each other. For effective learning to occur, mutual acceptance between the teacher and pupils is very important (Oberholzer *et al.*, 1990:140; Van Zyl, 1975:150).

(ii) *Approval*

According to Lategan (1987:37) the word approval expresses one's feelings about something that is well done. When adults approve of children, they are accepted as they are, including their capabilities and inabilities. In a classroom situation, the teacher who can approve of the pupils' succeeding in learning can assume success in teaching. Approving of the pupils implies assuring them that they are capable and should learn further. When a teacher shows approval of what pupils are performing, it gives them courage to put more effort into their tasks.

Pupils whose teachers and parents approve of them feel free to make decisions. Being able to make decisions, proves that the pupils are venturing towards responsible adulthood. Also on this topic, Manamela (1991:187) writes:

“Through pedagogic approval, the educator encourages the child to effect changes in his way of living and inspires him to experience the satisfaction that what he has aimed at, has been actualised”.

When pupils are worthy of the approval of their teachers, they can accept the teachers' intervention. Once pupils are approved of, they can have trust in their teachers. Pupils need to feel secure in order to venture successfully through their learning *en route* to adulthood. Therefore by approving of pupils, the teachers protect them from the unknown world. That is why teachers intervene when pupils show uncertainty or doubt in their learning activities.

Approval is a key to effective learning. Greenhalgh (1994:42) comments that, to be open to learning and to be able to learn effectively, pupils should be accepted by their teachers and parents. Both the teachers and parents should accept and approve of the children if they want them to learn effectively. Pupils may refuse to subject themselves to learning if they feel rejected, as rejection implies disapproval. Disapproval may therefore be regarded as the best motivation for failure. Pupils who feel rejected may develop a negative attitude towards themselves and their teachers. They may feel rejected by the whole world, and such pupils may become aggressive. In some cases, where anger is caused by rejection, consoling the angry pupil may worsen the problem. Rogers (in: Greenhalgh, 1994:42) agrees that feelings of rejection might influence the pupil to feel unworthy, even if a teacher tries to say positive things. This implies that disapproval is extremely likely to discourage the pupil from learning. By being rejected, pupils' self-worth is destroyed. Therefore, effective learning is unlikely to occur without the pupils' having developed an adequate self-concept and self assurance.

Approval should not only be for pupils - teachers also need the approval of their pupils, their fellow teachers and the members of the community. Such approval could help them to work together for the benefit of the pupils. Mutual co-operation could be instrumental in bringing about effective academic results for the pupils. Mutual co-operation in the case of the teacher demands dedication. Teachers cannot co-operate with parents to assist

pupils if they do not care for the pupils. Their positive attitude towards assisting pupils distinguishes them from other ineffectual teachers. These teachers prove that they are willing to venture, together with the pupils, into the unknown future. According to Long *et al.* (1977:60) the behaviour that distinguishes outstanding teachers from mediocre teachers, is their use of approval and its effect on pupils' behaviour. Positive comments on homework, gestures and body language contribute to pupils' high achievement. Those teachers who disapprove of pupils which leads to feelings of rejection could possibly have poor achievement from the pupils in their classrooms. Remarks showing positive approval, motivate as these remarks serve to encourage good behaviour to continue.

Manamela (1991:188) asserts that effective and genuine approval requires an interlinking of the following three pedagogic actions:

□ **Mutual respect**

According to Gellerman (1963:155) respect indicates a genuine appreciation of another person. An adult should therefore, respect a child and *vice versa*. When there is mutual respect between the two venturing together becomes a possibility.

□ **Mutual trust**

The trusting educative encounter is a relationship in which the teacher is approachable to the pupils (Landman *et al.*, 1982:6).

Being able to approach the teacher implies that the pupil can trust the teacher. In a learning situation, the pupils surrender themselves to the teachers and submit to the teachers' guidance because they trust them. If a teacher trusts and believes that a pupil is capable of learning and the pupil accepts the teacher's guidance, effective learning can occur.

□ **Mutual support**

According to Van Rensburg *et al.* (1994:), support affords a driving force for the pedagogic encounter. It gives direction to openness and expresses the certainty of security. Support also gives perspective to expectation as expressing futurity. When teachers support pupils, that helps to ease the pupils' learning problems. Teachers want the pupils to be aware of their presence and that they are there to help them. Therefore, to be able to help the pupils, it is necessary for pupils to be open to the teachers. Mutual support is indispensable in a classroom situation. The teacher cannot intervene to help a pupil if that pupil appears not to accept the teacher's support. The teacher is there to support pupils to learn effectively and pupils should also co-operate to achieve this goal.

(b) **Feelings of security**

To feel secure a person should be protected and feel free to move around without fear. People who are secure express their feelings willingly and voluntarily. They sense that there is nothing to fear. Feelings of security give them the freedom to do whatever they can

account for. It should, however, be freedom within limits, the limits imposed by the demands of propriety. In a learning situation the pupil should feel secure enough to learn effectively. The nature of the learning environment plays a major role in the occurrence of effective learning. A positive learning environment influences a positive attitude towards learning. Manamela (1991:178) agrees that:

“A clear, stable environment encourages the child to explore his life world without any fear of being ridiculed, a secure environment nurtures self confidence as well as a feeling that one can manage a situation independently”.

Pupils who feel protected, develop confidence in attempting tasks in the classroom. The feeling of safety enables them to pursue tasks with courage. Such pupils know that should they encounter difficulties on their way, the teacher is there to help them. Their courage enables them to venture successfully into the unknown.

Pupils feel free to pursue different tasks because of the stable learning environment. A positive learning environment without violence, threats and intimidation can motivate pupils to learn. If the social environment is stable, there seems to be nothing that pupils could blame for their failing to learn. A safe learning environment is thus a precondition for effective learning in the school situation (Jennings, 1979:35; and Oberhlozer *et al.*, 1990:80).

To be able to develop a positive self-image, the pupil should feel safe and secure. Roos and Vlok (1988:45) assert that pupils could become

positive about themselves if they are convinced that their own unique personality is both recognised and appreciated. Pupils feel protected through being appreciated and the feeling of safety develops the pupils' adequate self-image. They start to realise their sense of worth as human beings. These feelings of worthiness could enable pupils to develop their capabilities. The safe learning environment may influence pupils to pursue their life of varied possibilities. This implies that pupils' feelings of insecurity can be seen as their need for education (Oberholzer *et al.*, 1990:83).

It is important for teachers and pupils to feel secure in the pedagogic situation. Without this feeling of security, the two parties cannot be open to each other. Effective learning cannot occur without effective communication. Educating implies mutual communication. Pupils cannot feel free to express their views if they feel insecure with the teacher who is leading them to an unknown future. In order to surrender themselves to the teacher's authoritative guidance, pupils need security. According to Manamela (1991:178) teachers should bear in mind that pupils need security if they are to be free to develop their intellectual potential. Therefore, parental support and provision of security and encouragement for schooling are major factors for developing the pupils' intellectual capabilities.

There are unbearable and shocking conditions prevailing at certain secondary schools in the black townships and pupils have to study under these circumstances. Window panes have been broken, and classroom doors have been ripped off. Discipline is difficult to

maintain under these conditions. The main reason for the dilapidated state of the schools is in many instances believed to be the direct result of vandalism (Moroke, 1994:2). Morse and Wingo (1962:180) aptly observe that many children come from high crime neighbourhoods. These children in particular need security at schools for them to have the opportunity to venture successfully in their learning endeavours. Feelings of insecurity make it very difficult for those pupils to pursue their activities with interest. It is up to the government to maintain peace in such troubled environments for the sake of the future adults. Without peace and security pupils live in fear and they cannot attain the freedom to learn without feeling secure (Oberholzer *et al.*, 1990:100-104; Van Zyl, 1975b).

Motivation plays an important role in influencing pupils to learn. Schools should provide pupils with a safe learning environment. Teachers ought to accept pupils as human beings who need to be safe to have the freedom to learn. Even though pupils may come from unsatisfactory home conditions or have irresponsible parents, they have the right to learn. The school should never deprive pupils of the freedom to learn. Jennings (1979:6) asserts that the school is designed to care for all pupils, encouraging them to discover their talents and interests and to develop them to assist pupils to become capable people. To be able to unfold the pupils' capabilities, the school should provide in their security needs through giving each pupil individual care and attention. Tomlinson (1981:152) regards security needs as involving the desire for safety, protection, familiarity and predictability in various aspects of one's life. Parents, teachers and the community should

protect the child as a person with human dignity. They should provide a secure environment to enhance effective learning. Teachers and parents should strive to protect pupils from bad influences. To achieve this goal, there must be effective communication. Effective communication, warning pupils about the results of bad influences could help pupils to work towards developing their life-world (Lawrence and Tucker, 1988:88).

3.2.3 DRIVES

Teevan and Birney (1964:420) define a drive as "... a strong stimulation which impels action". Any stimulus can become a drive if it is strong enough. The stronger the stimulus, the more drive function it possesses. While any stimulus may become strong enough to act as a drive, certain special classes of stimuli seem to form the primary basis for the greater proportion of motivation. A drive influences a person to respond actively to a situation that demands action. It is those inner feelings that impel a person to react. A drive could be regarded as a motivating factor within the person's character. A learning drive stimulates pupils to engage themselves in learning. Active involvement implies a strong learning drive on the part of the pupil (Brown, 1961:75).

A relationship exists between drives and learning. Unless pupils are stimulated they will not respond actively or display interest in the learning content. A drive, therefore, stimulates pupils to participate actively in the classroom. It is a stimulus that motivates pupils to learn more readily and more intensively. The more pupils are motivated by drives, the stronger

would be their desire and determination to fulfil their objectives (Birch and Veroff, 1966:36).

The discussion that follows will examine some of the drives that can impel a person to act.

3.2.3.1 Curiosity

According to the Oxford Advanced Learners Dictionary (1989:292) the word “curious” means “...to be eager to know” or “... to show too much interest” in something.

A person who is curious wants to know more. Curious pupils have a strong desire and interest to explore. Such pupils are interested in finding out, in discovering the hidden information or facts. Curiosity is crucial in children's learning about the world, their wanting to explore, seeking answers to questions and continually asking “why?” (Smith and Lusteran, 1979:177).

These statements imply that for children to come to know what is around them, they need to explore the world for themselves, discover the undiscovered through asking questions of themselves and others. The quality of their questions will supply them with quality answer concerning why things happen the way they do. It is important for teachers to know that if they want their pupils to discover something, they should supply some information encouraging the pupils to discover the rest by themselves. To supply information is to give direction to pupils as teachers know the true answers that could assist pupils through a proper life to reach

adulthood. The information should be presented in a stimulating way to stimulate the children's inquiring minds. Lamprecht (1989:70) agrees that the teacher should present the material in such a way that it awakens the curiosity of their pupils. For this to occur, teachers should have adequate knowledge that could enable them to succeed in arousing the pupils' curiosity. Teachers should know how to make the learning material stimulating to make students want to explore and seek to supplement their incomplete information. Teachers should therefore remember that:

“Inquiry is the child's way of learning, curiosity is the catalyst that spurs him on” (Logan and Logan, 1971:54).

It is the responsibility of the teacher to awaken pupils' curiosity so that they may want to establish certain information on their own. When pupils have the desire to find out about something, the spirit of wanting to know motivates them. Pupils reach satisfaction once they have gained the knowledge they had been seeking (Petri, 1991:291; Voss and Keller, 1983:17).

Pupils inquire about certain unknown areas of information because they are curious. Pupils want to gain more information about those particular fields of knowledge. To develop the pupils' curious minds, teachers should make the tasks challenging enough to hold the pupils' interest. The task, though challenging, should have clear chances of success. When pupils compete with each other, they discover things more easily and freely than when they work on their own on a very difficult task. Ericksen (1974:67) asserted that:

“The anxious student will respond to the challenging style of the teacher and to the competition from his classmates”.

Teachers should realise that not all the tasks given to pupils will trigger their interest. For this reason pupils should be given the freedom to follow the lead of their own curiosity to satisfy their need to explore that which could be of interest to themselves. It has been proved by researchers that pupils continue to explore new ideas and to hold on to their personal interests, despite criticism from their educators. Only when information satisfies a pupil and the pupil finds value in it, will the pupil continue to explore it. To teach pupils effectively, a teacher should know what the pupils' capabilities are. It is also essential for the teacher to take into consideration the developmental level of the pupils. When pupils grow up, they need stimulation from more distant and unfamiliar objects. Exposing pupils to familiar information could contribute to them becoming passive in the classroom. Smith and Lusteran (1979:166) comment that:

“Monotony induces boredom, and anything repeated frequently gets habituated, becomes familiar coming eventually the full paradoxical circle to bore its recipients”.

To inspire pupils, teachers should try to vary classroom activities. To enable pupils to learn effectively, teachers should be able to arouse their interest. Routine activities may bore even creative pupils. Through arousing their inquiring curiosity, teachers enlist the co-operative involvement of the pupils, thus motivating them to pursue their learning in search of a solution to a problem. The successful teacher is the teacher who succeeds in motivating the pupils to be effectively involved in classroom activities, activities that could contribute to a culture of learning and

development. Under these learning conditions the pupils will pursue their learning with interest and strive actively to reach their goals (Veroff and Veroff, 1980:21).

Logan and Logan (1971:47) regard curiosity as one of the most highly successful motivators when dealing with pupils who are already interested in solving problems and who exhibit a healthy self-respect. By arousing their interest, pupils could be guided to be successful in attempting given tasks. To be effective in their attempt to inspire pupils, teachers should try to involve all the pupils in a given task. To motivate pupils to learn effectively implies to challenge their understanding. Teachers should realise that all pupils are inquisitive by nature. It is up to the teacher to set challenging enough tasks for pupils to be able to display their own creativeness (Young, 1936:154).

According to Kinzie (1990:9) pupils possess a natural inquisitiveness about activities and situations that are novel or inconsistent with their experience or expectations. Such events promote curiosity and incite pupils' interest in resolving inconsistencies. To develop an inquiring mind, teachers should expose pupils to the known and motivate them to explore the unknown. At all costs teachers should avoid causing confusion for the pupils. It is important first to find out whether all pupils are familiar with the known before moving to the unknown. If this is not done, it could cause confusion. Discovering the unknown could develop the pupils' confidence and they will realise their potential. Being aware of their potential may give them the courage to move towards the unknown future and to employ all their capabilities. Teachers should be open towards the pupils under

their guidance. The aim of such openness is to give pupils the courage to ask where there is a lack of understanding. Logan and Logan (1971:54) provide the following apt description: “Questioning is curiosity in action”. If pupils are afforded the opportunity to ask questions to satisfy their curiosity, such curiosity acts as a learning motivator.

Berlyne (in: Smith and Lusterman, 1979:166) has done a great deal of research on curiosity. He describes curiosity as a motive for learning that arises when conflicting responses to a situation are possible. This implies that curiosity emerges especially when there are different views on a subject. Pupils should be motivated to explore their different points of view. Questions such as: “what do you think was the cause for the scramble to colonise Africa?” In other words, why would European countries compete for poor African countries while they are economically rich?” The different views that pupils may give could provoke their curiosity to find possible answers to the problem. Teachers should never forget that it is the quality of the questions that could help pupils to supply quality answers. Vague questions could yield poor response and poor answers. To be able to awaken their curiosity through asking questions, teachers should ask questions that are on the level of the pupils’ ability, and yet motivate them to reach their highest potential.

3.2.3.2 Construction

According to the Oxford Concise Dictionary (1989:251) to construct implies to:

- make something by fitting parts together, or

- to build something physical or abstract.

When a person constructs an object, he assembles related parts to make or bring about a visible, concrete object. In the pedagogic situation, the teacher can instruct pupils to construct objects that may enhance effective learning. Handling objects in learning situations affords pupils the opportunity to learn in a practical way. Logan and Logan (1974:328) assert that when pupils construct objects, this serves as a vehicle for moving towards maturity. When pupils learn practically, forgetfulness is drastically diminished. Pupils derive pleasure from constructing concrete objects. It also affords pupils an opportunity to move from the abstract to the concrete reality. Teachers should teach pupils to construct models, draw sketches and conduct experiments. Constructing the learned topic at school helps the teacher to simplify the pupils' learning. Oldfather (1992:677) observes that when pupils construct objects it encourages them to construct the information that they might discover which is related to the topic being studied. Simplifying the subject content through construction, it is another way of making the subject more accessible to pupils. By engaging themselves in constructing the learned subject content pupils want to:

- provide the necessary knowledge; and
- find out information for themselves.

To succeed in constructing objects in the classroom, pupils should possess skills. Adequate skills are essential to enable pupils to construct meaningful objects. This could give teachers the opportunity to develop the pupils' capabilities through the construction of such objects. For

construction to be an effective learning tool, the pupils should be able to see the connection between the discovered and undiscovered information.

Discovering the relationship should enable pupils to proceed to further tasks. Longdon (1978:7) examines the key aspects of construction meaningful projects that could simplify learning and the finding of connections. Succeeding in discovering the relationship could give pupils a feeling of competence. When pupils challenge each other, they can develop their own potential through healthy competition. Developing their potential may enable pupils to pursue their choices with growing interest. Oldfather (1992:678) agrees that if projects are used effectively, they can influence pupils to pursue their choices with interest.

To realise their adequate selves, pupils should be afforded opportunities to display their skills. The teacher should intervene when pupils show uncertainty or ask for assistance. Teachers should encourage pupils to work together. Mutual co-operation could help pupils to discover their strengths which imply developing self-confidence. Teachers should motivate pupils to explore different learning materials and techniques. When teachers motivate pupils, they give them courage and inspiration to find more information concerning the subject. When pupils have gained adequate information through exploring, active participation can be assured.

Teachers ought to encourage pupils to construct information for themselves. They should never forget to comment positively, especially when pupils are struggling to achieve. By teachers encouraging them, pupils could become confident and pursue their construction with interest and, in addition, that

can also enhance effective learning. To succeed in exploring varied learning materials pupils' potential should never be curtailed. Pupils should be given access to all aids to explore their full capacity. Limiting the pupils' potential implies discouraging their inquisitive minds. Pupils should be exposed to different strategies that could enable them to discover relevant information, such as getting the information from newspapers, journals, teaching aids, field excursions and so forth. Hootstein (1994:215) believes that using different strategies to obtain information gives pupils thoughts and feelings of living through experience. To accomplish their goals through constructing discovered information, pupils should be given the freedom to express themselves in writing. This implies that the learning environment should also be positive enough to enhance effective concentration. Pupils cannot express themselves constructively if they feel insecure. It is the responsibility of the teacher to protect pupils from feeling of insecurity in the classroom. Pupils should be given individual care to build their self-confidence and to help them accept themselves as people who are capable. Phillip and Wiener (1972:90) established that accepting pupils as individuals with capabilities enables pupils to be open to their teachers. Feeling comfortable could afford pupils the opportunity to display their capabilities.

When pupils learn to work together, they learn to socialise with each other. Mutual involvement enhances socialisation. Pupils learn to share and to compromise when they work together which leads to maturity. Being able to tolerate someone for the sake of making progress is an essential characteristic of adulthood. Oldfather (1992:678) also discovered that some teachers use co-operative learning through constructing projects to address

the pupils' need to be social. Pupils learn to accept and appreciate each other by working together. This could ease the teachers' task as pupils can help each other. The teacher should motivate them to involve themselves meaningfully in team work. The motivation of wanting to find out the result of the experiments, encourages them to active participation.

When criticising pupils, teachers should do so constructively. A teacher who criticises pupils in a positive manner should have better achievers than the one who criticises destructively. Positive criticism encourages effective learning if pupils are accustomed to success. Ginott (in: Long *et al.*, 1977:150) believes that the effectiveness of constructive criticism comes to the fore when it is directed at the target behaviour and not the pupils' personality. Criticising the pupils' personality could destroy their creativity. To encourage positive attempts from pupils, teachers should offer sympathetic guidance to give them inspiration and a sense of security. Burns (1982:255) commented as follows, concerning constructive criticism by teachers:

“They can be sympathetic and supportive of pupils while at the same time, constructively critical of the performance”.

Support and sympathy gain the pupils' trust and help them to move in the right direction. Expressions such as “I know you can do it, or Keep on trying”, are inspiring and could give pupils the motivation to participate in the classroom activities. When teachers motivate pupils through positive comments, they fulfil the pupils' need for assistance. It is the role of the teacher as an adult to activate the pupils in an attempt to lead them to self-directing independence. When teachers render assistance, they accept the

role of leading and guiding pupils to dignified, responsible adulthood. Therefore, when teachers constructively criticise pupils, their aim is to guide them to be able to improve their state of humanness (Oberholzer, 1968; Oberholzer *et al.*, 1990:49; Rich, 1982:59).

3.2.3.3 *Self-assertion*

Self-assertion could be regarded as the expansion of self-development. When people assert themselves, they promote their own views in the hope of making them acceptable. Self-assertive people rely on themselves. They believe in their ability to achieve their goals. There is a very close relationship between self-assertion and self-reliance. McInerney (1991:164) defines self-reliance as how one assesses one's capacity to perform a particular task by relying on oneself, that is, one's self-motivation.

The self-assertion process develops in human beings until they reach maturity and even beyond. In the pedagogic context, the word assertiveness implies that the child gradually experiences reality through his contact with the life-world. Being able to live and to adjust according to the demands of the society implies that the child can:

- resist influences;
- have an impact on the world; and
- influence or even hurt others (Veroff and Veroff, 1980:24).

In a classroom situation, pupils should be given the freedom to explore the learning environment and to develop their assertiveness. Teachers should

never make specific learning demands that could hamper the pupils' self-assertiveness. In order to assert themselves genuinely, pupils should participate in decision making. Veroff and Veroff (1980:282) contend that the reason for taking part in making decision is that "People value what they themselves have negotiated.

When pupils assert themselves they become aware of themselves as capable persons with human dignity. By being assertive, pupils know that their teachers may react positively or negatively towards their assertiveness. If the pupils' assertiveness contributes to their self-development, the teacher is able to influence it positively. If it is hampering their self-development, the teacher could discourage them. Through influencing positively or discouraging, the teacher helps pupils to learn to understand their capabilities and inabilities. Their self-development consolidates their sense of self-worth.

According to Avenant (1986:26) a teacher can motivate pupils by appealing to their urge to self-assertion. Making remarks such as "I know you can" or "I expected more of you" may motivate the pupil to greater exertion. High expectations could motivate pupils to achieve. Expecting pupils to perform well could give them courage to compete. A competitive spirit may motivate pupils to learn effectively. McInerney (1991:164) observes that:

"... the degree to which an individual feels competent in an endeavour will directly influence the level of motivation and performance in that endeavour".

Therefore, pupils who are competent and motivated to perform could reach a high level of self-assertiveness. Their strong motivation enhances their good performance in a task.

In a classroom situation, pupils' negative self-assertion may hamper their motivation to learn effectively. When pupils are negative about their personalities, they cannot succeed in learning. Haynes (1990:163) asserts that the main reasons for pupils' failure may rest in their perceptions of self and beliefs about their abilities. Pupils who regard themselves as failures often have an inadequate self-concept. Such pupils do not believe in their abilities and regard themselves as incapable. Those pupils lack the self-confidence to involve themselves positively and actively in learning activities. Lee and Lee (1950:110) contended that self-confidence is the basis for success and that a lack of confidence often leads to failure. To develop the pupils' self-confidence teachers should give pupils tasks which have a reasonable degree of probable success. When pupils succeed in given tasks it could improve their level of self-assertion and their self-image. If the task is difficult, it could contribute to lowering their confidence and motivating them to learn. Blumenfield *et al* (1938:138) found that pupils' reactions to content are influenced by their beliefs, the degree of difficulty and their familiarity with the content.

When pupils are faced with tasks that are too difficult, they may develop a negative attitude towards the task. The fact that the assigned task is difficult could destroy the pupils' self-assertion and confidence to attempt it. Pupils cannot develop the desired courage to work to capacity under these circumstances. The difficulty of the work prevents the pupils from

developing feelings of success. McInerney (1991:164) established that a lack of confidence in attempting school activities leads to poor performance. McInerney also discovered that self-reliance and confidence are major determinants of the pupils' attitude towards continuing with or leaving school. Pupils who know that they cannot succeed in accomplishing certain tasks will not be motivated even to attempt performing the tasks. The role of the teacher is that of setting assignments according to the level of ability of the pupils.

Strong self-assertiveness enhances self-determination. By believing in their abilities, pupils become determined to improve what they are capable of. Pupils feel prepared to pursue their capabilities and through self-determination, pupils may accomplish their learning activities.

Reeve (1989:842) defines self-determination as:

“... the extent to which individuals perceive that they have choices of action and corresponds to an internal locus of causality”.

When pupils are self-determined, they are prepared to risk whatever it takes to achieve their goals. Self-determined pupils are intrinsically motivated. It is their inner motivation that drives them to accomplishments. The teachers' ontic support as external motivation is necessary to assist self-determined pupils even when they are also intrinsically motivated as these pupils, despite a degree of self-motivation nevertheless also need the teachers' help and support in successfully realising the aim of education.

3.3 CONCLUSION

The school is regarded as a learning milieu, designed to care for each individual pupil. The aim of the school is to educate pupils effectively, to find their talents and to develop them. In a learning situation, all pupils have the potential to develop their capabilities. To be able to recognise their different talents, pupils need teacher motivation. Teachers could use the pupils' drives and other incentives to motivate the pupils towards active participation in the classroom. The various learning drives and incentives can influence pupils to learn purposefully in the classroom.

From the discussion in this chapter the researcher has established that unmet needs can disturb learning from functioning effectively. Meeting needs implies enhancing active involvement in learning activities. All these motivational aids help pupils to actively engage in the learning and socialising activities in the classroom. To realise their potential pupils need the teachers' enlightened and adequate support. Effective use of drives and incentives inspires pupils to effective learning.

Motivation plays a major role in influencing pupils to learn. The teacher cannot use drives and incentives without motivating pupils. Peace and Anderson (1994:7) established that pupils involve themselves in learning activities if they are motivated to do so. If pupils lose interest in an activity, they will be reluctant to continue performing that activity. Learning needs, drives and incentives can be used to motivate pupils to persevere successfully with a task. The pupils' interest in performing a task should not decrease when they are inspired. It is the role of the teacher to help

pupils to learn effectively. Through the teacher's genuine support, pupils can reach adulthood and become responsible adults as members of their community. Effective education could influence and guide pupils to realise their potential to the full.

Teachers should remember that children are born with certain capabilities. To develop their potential, adequate skills should be imparted to pupils. Formal education could help pupils to develop and direct their potential skills. Teachers should vary their motivational procedures to challenge each individual to realise his or her capabilities. Bedwell (1991:105) maintains that to be effective, teachers should analyse each strategy to decide which one will be most appropriate in a given learning environment. As teachers are the key members in the classroom, it is their responsibility to use learning strategies that may bring about effective learning. The future of their pupils lies in their hands. They should educate pupils meaningfully so that they may one day live purposefully in their society as responsible adults.

The topic to be discussed in Chapter Four focuses on motivation as educational task. The reasons that lead to the lack of motivation in black secondary schools are shown to be matters such as bad attitudes towards learning, disobedience, absenteeism and poor teaching and learning facilities. Some teachers are incompetent and lack commitment. There appears to be no relevance to the child's life-world in the curriculum content. Parental pressure and political unrest also compound the problem. A few strategies to motivate pupils towards effective learning will conclude Chapter Four.

CHAPTER FOUR

MOTIVATION AS EDUCATIONAL TASK

4.1 INTRODUCTION

In an educative situation the teacher, who is an adult, should help the children, as non-adults, to learn meaningful skills and to discover their capabilities. Children cannot discover their own abilities without the teacher's inspiration and encouragement. Teachers should motivate pupils to discover their as yet undiscovered potential as that could help them to unfold their life of open possibility. When pupils are motivated to take an active part in learning, teachers want them to achieve well at school. Teachers alone cannot succeed in getting pupils to learn if the pupils do not also involve themselves actively. To be able to reach this goal, motivation should receive serious consideration. Clark and Starr (1959:58) indicated the following concerning the importance of motivation in any teaching/learning process:

“Motivation is the key to both good teaching and good discipline, only people who are well motivated, learn well”.

The above statement implies that teachers cannot succeed in teaching the subject matter if they do not also motivate their pupils. Through motivation, pupils can take part actively in learning and their education. High achievement can be anticipated if pupils involve themselves purposefully and actively. Teachers should always remember that pupils

depend on them for support and they should be open and willing to help them. Du Plooy *et al.* (1987:169) agree when they contend that:

“The child is not only dependent on assistance, he is looking for assistance”.

Teachers, as experts in the pedagogic situation, should assist children to realise their potential. They should intervene only when the child shows signs of doubt or uncertainty, to avoid hampering the child’s development. When pupils fail to accomplish assigned tasks, the possibility of a lack of motivation comes to the fore. It might be the pupils who lack inspiration or teachers who are not living up to their expectations. Researchers have proved that there are some teachers who, even when they tried, failed to motivate their pupils to learn effectively due to their not having the required characteristics. Matthews *et al.* (1994:23) revealed that “Many otherwise skilled teachers have difficulties to put forth their best effort”.

Teachers should therefore try to extend and improve themselves for the sake of the innocent children in need of their support. They should seek for relevant learning material, attend relevant courses and apply relevant teaching methods to improve their unmotivated behaviour. It is true to claim that no child is born incapable. All human beings have the capacity to learn something. In order to realise their capabilities, children need the teacher’s knowledge and skill. It is up to the teacher not to waste the pupils’ potential and to develop their intellectual capabilities. It is the role of the teacher to motivate pupils to learn effectively. Through the teacher’s motivation pupils are enabled to discover what they are capable of.

Motivation should for this reason be a special focal point as Clark and Starr assert:

“When pupils fail to learn, the chances are great that the basic cause of the trouble has to do with motivation”.

Teachers should always bear in mind that pupils may only want to learn if they see learning as a possible means of realising their adequate selves.

4.2 REASONS FOR THE LACK OF MOTIVATION IN BLACK SECONDARY SCHOOLS

The high failure rate in black secondary schools proves that there is a learning problem. When pupils fail to achieve well at school, both teachers and pupils fundamentally become suspect of being responsible for the poor performance. In a school situation, the teacher's role is to impart knowledge to pupils. The pupils, in turn, should make the knowledge their own and utilise it efficiently. The teacher and the pupil are in a mutual relationship, one cannot function without the other. This implies that when pupils fail to learn, the teacher is also open to blame. According to Clark and Starr (1959:58), when pupils perform poorly, the fault lies with the teacher and the school as often as it does with the pupils. The reason for this being that the teachers have not employed effective strategies to motivate pupils to work hard.

The question arises as to why it so often happens that pupils do not learn as required and expected by educators and what might be the cause of the

passive involvement in black secondary school pupils. Can it be due to teachers lacking the inspiration to motivate their pupils to learn effectively? The reality is that pupils cannot become adults through their own efforts. For pupils to take an active part in learning and progressing to adulthood, they need the motivation from teachers that could make them feel worthy and accepted. The researcher has established a number of reasons for the lack of motivation in black secondary school pupils although she does not claim that these are the only causes of the problem. These reasons will form the focal point of the paragraphs that follow.

4.2.1 A BAD ATTITUDE TOWARDS LEARNING IN TEACHERS AND PUPILS

The attitudes of teachers and pupils towards learning determine their level of interest in teaching and learning. A teacher or pupil who has a bad or negative attitude towards learning cannot succeed in teaching or learning effectively. Learning depends heavily upon how people see themselves. People who have a negative attitude will frequently also have a low self-esteem and such people find it difficult to succeed. Henson (1981:76) maintains that:

“Motivation depends on self-perception. If the image is negative, it will act as a strong learning barrier”.

In order to perform well, pupils should change their bad attitude towards attempting any task. They should regard themselves as fully-fledged human beings, born with open possibilities. Pupils should never resort to

inappropriate behaviour to gain the teacher's attention or to defend their bad attitude. The pupil should, instead, accept the problem and allow the teacher to provide assistance. McLaughlin and Williams (1990:96) believe that when pupils engage in disruptive behaviour, it may be difficult for themselves and other members of the class to complete assigned tasks. This implies that the pupils' attitude towards doing a task determines the extent to which they could involve themselves in the task. If their attitude is negative, the task would be unsatisfactorily done. Haynes (1990:163) considers the reason behind pupils' failures as resting upon their self-perceptions and beliefs about their own abilities. Pupils who regard themselves as incapable will probably not be able to attempt any task positively. Very often the pupils' attitude towards learning is dramatically influenced by the teacher. A teacher who always scolds, punishes, belittles or applies other negative incentives in a classroom, discourages pupils from learning. The attitude of such a teacher is unsatisfactory and negative and such a teacher could ultimately discourage pupils by this negativity from learning their subject matter. The teacher may destroy the pupils' will to learn by using negative and disparaging comments suggesting that a pupil is incapable of performing satisfactorily. Jones (1986, in: Crambs and Carr, 1991:365) stipulated that making negative comments to a pupil is an assault on the pupil's self-esteem. When teachers imply directly or indirectly that pupils are incapable of learning, such pupils tend to react defensively. They may become unruly and develop offensive manners. Clark and Starr (1959:43), in support of the notion that teachers' bad attitudes towards learning is able to disrupt the pupils' motivation to learn contend that:

“In fact, many of the things we teachers do seem to be designed so as to convince the pupils that learning is undesirable and unpleasant”.

Statements such as these tend to suggest that the teacher’s unsatisfactory attitude towards learning might prevent and disrupt pupils from taking action and becoming actively and positively involved in the class. Henson (1981:79) also supported the contention that teachers’ bad attitudes towards learning can be damaging to the pupils’ desire to learn when he maintained that:

“Teachers can become powerful negative motivators simply by the way they relate to students”.

In order to help pupils to grow and develop good characters, teachers should avoid directing negative comments at them as this is a negative action that can stifle the pupils’ desire to reach their full potential. Teachers should keep in mind that comparisons are odious and avoid comparing pupils’ academic performances in the classroom. They should encourage every pupil according to his or her intellectual capacity. Teachers should never lose sight of the fact that every child is unique. Every pupil has his or her individual shortcomings and strengths and based on this premise teachers should respect the dignity of every pupil as a human being. Every pupil can be motivated and teachers should vary their motivational strategies in order to teach effectively. A repetitive approach and unimaginative teaching methods soon become boring which tends to result in a diminishing success rate due to lack of motivation.

4.2.2 DISOBEDIENCE OF PUPILS

When pupils disobey orders and fail to perform a particular task, it indicates that they do not want to perform that task. Pupils who fail to learn do not want to involve themselves in the learning task, perhaps because there seems to be no reason for doing so. There can be no talk of active participation if there is disobedience on the part of the pupils. Pupils who disobey and fail to learn cannot achieve well at school. The disobedience of pupils and failure to perform academic tasks can be seen as causes of poor achievement in black secondary schools.

According to Douglas *et al.* (1971:115) pupils' behaviour in the class is causally related to their attitude towards work. These authors further note that they found during their research that those who were reported as poor workers, were the most troublesome and they took relatively little interest in their work. Disobeying to do a school task indicates that a pupil should anticipate failure rather than success. Douglas *et al.* (1971:198) further contended that:

“Pupils who were described by their teachers as troublesome or inattentive in class, showed deterioration in test performance”.

It is therefore essential for teachers to try to establish the cause of the disobedience shown by pupils. The aim should always be to have a positive classroom atmosphere in the hope of promoting effective learning. Teachers should never forget that deviant behaviour, such as disobedience, could lead to conflict and that could have an adverse effect on pupils’

attitude towards the content of the learning matter. Teachers should therefore help and support each pupil in a dignified and sympathetic way so as to satisfy the pupil's need for guidance and assistance. Disobedience implies a cry for assistance and support.

Humphreys (1991:143) agrees that when a pupil exhibits behaviour that is out of control, immediate action is needed to diffuse the situation. In order to help such a pupil, teachers should wait until the pupil has calmed down and regained self-control. They should then try to find out what angered, hurt or frightened the pupil. The teacher should talk to the pupil in a friendly manner, giving the child a normal amount of affection and helping him or her to feel safe and protected. If a teacher realises that the atmosphere is not conducive to action being taken, he or she should wait until the situation has stabilised. Humphreys (1993:143) sums this up very succinctly, maintaining that "... sometimes the best action, is no action".

Verbal reaction can at times aggravate the situation. Confronting a pupil who is displaying out of control behaviour rarely works while the pupil is still highly emotional or upset. Requesting reasonable behaviour from such an upset pupil might fall on deaf ears. The best action for a teacher could be to wait until the pupil comes to reasonable terms with the situation and then to talk about the problem. The teacher should approach the pupil in a positive manner for the child to feel free to express his or her views. Teachers should always remember that certain types of aggression and insolence arise from some hidden need such as the need to be loved, valued or accepted. At school the pupil could go astray if the teacher fails to ensure a safe environment. In the classroom the pupil is completely

dependent on the teacher for support and guidance. Pupils need someone whom they can trust and rely on to accompany them into the unknown future. Pupils need safe and secure surroundings in order to develop the courage to explore their world and should therefore be accepted with love in order to feel secure. They should be encouraged to establish a safe place where they can take a stand and gradually overcome their weakness.

4.2.3 NON-PUNCTUALITY AND ABSENTEEISM OF TEACHERS AND PUPILS

Teachers will not have the pupils' respect if they are repeatedly late in coming to school or frequently absent from school. Pupils too cannot be motivated to take an active part in learning if their attendance rate is subnormal. Often being absent or coming to school late may contribute to low achievement. The teacher and the pupil are brought together by the subject matter in the classroom and if one of them is missing, learning cannot occur.

For effective learning to occur, both the teacher and the pupil as a unit should fulfil their tasks. The teacher's aim is to help the pupil to understand and to learn the subject matter. If the teacher or the pupil is not available, the unit is destroyed. The pupil understands the subject matter better when there is a sequence, a continuity or logic in what the teacher is delivering. Being absent leaves a vacuum in the child's learning. Jenne (1993, in: Moos and Moos, 1928:264) maintained that if pupils are absent, they cannot avail themselves of the relevant learning opportunities and they lose the continuity of the course content which is crucial to learning. A

pupil who is absent or not punctual in coming to school, reveals a negative and poor consciousness of the future. Non-punctuality and absenteeism are negative factors that could impact detrimentally on the success of the learning activities. The end result would be poor performance and poor achievement that could contribute to a lowering in the pupil's self-esteem.

Douglas *et al.* (1971:201) regard absence from school as associated with poor performance. A pupil whose performance is poor struggles to achieve at school and failing in the learning situation may also affect the pupil's future life.

Pupils need courage and self-confidence in order to learn effectively and, in turn, the pupil who does not achieve well, may never develop the courage to venture and to accept the challenges that the future holds. In their research into absenteeism, Douglas *et al.* (1971:201) established that:

“Children who were often absent were less successful in their studies than their classmates”.

Both absenteeism and non-punctuality are important contributors to poor academic results. A pupil might decide not to attend class for a number of reasons. Crambs and Carr (1991:385) in their investigation of this topic revealed two reasons, amongst others, why pupils are frequently absent from school.

- There appears to be nothing worth going to class for. If pupils feel that they can learn all that is necessary without going to class, why should they go and be bored? Education appears to be meaningless

and too theoretical. Pupils become more involved with something fulfilling. Learning should be meaningful and practical for pupils to be motivated to take part actively. Education should be designed in such a way that pupils see it as the only means to realise their adequate selves.

- Teachers are so unaware of what pupils are doing that there is no incentive for pupils to attend class, so they choose to stay away. It is therefore incumbent on teachers to provide positive incentives to encourage active involvement in a classroom so that pupils will choose attending school instead of staying away. Teachers should also apply negative incentives, like punishment, to pupils who choose to stay away from school. If positive and negative incentives are applied in the learning process, effective learning becomes a distinct possibility.

According to Douglas *et al.* (1971:201), there is a general impression among those who work in education departments that the absence record of a class of school children tells a great deal about the qualities of the teacher. A teacher who is frequently absent would have more absent pupils in his or her class than the one who is seldom absent. Pupils may choose to avoid school after realising that their teacher might be absent too. A teacher may also resort to avoiding school or class attendance due to a number of disruptive reasons. If a teacher diligently tries to use positive incentives, to vary the teaching strategies or methods and employ relevant learning material, and despite all these gains poor results, the teacher might wonder if it is worth going to school and enduring further disappointment. There

are few things that can discourage a teacher's desire to teach more than pupils' failure. Hansen (in: Griessel *et al.*, 1986:64) corroborates this when he states that:

“Nothing is more deeply disturbing to a teacher, therefore, than the failure of students to learn”.

Teachers should help pupils to acquire moral consciousness through their educative activities. Pupil should develop the ability and sense of responsibility to choose and accept learning responsibility. They should finally shoulder the responsibility for their own learning and act according to their convictions.

Teachers should remember that boredom in a classroom is often caused by lack of inspiration and motivation. To be able to participate actively, a pupil should be inspired through positive comments and incentives, learning content that is interesting and stimulating and adequate learning facilities.

4.2.4 POOR LEARNING FACILITIES

For pupils to involve themselves more actively in the learning situation, they need different learning materials and techniques to stimulate their desire to learn. Effective learning cannot occur where learning facilities are poor or lacking. A school with poor learning material and teaching facilities does not readily reach good academic results. Those pupils who do manage to succeed could very likely be doing so due to their own intrinsic reasons. Ridgway (1976:96) contended that:

“Poor provision equates with limited possibilities, scanty provision leaves latent abilities untapped while plentiful, varied, up to date, well-organized material stimulates learning and favourably influences pupils’ attitudes, behaviour and achievement”.

Varied learning materials could unlock the pupils’ inherent and varied possibilities. When there is a lack of learning resources, the pupils’ possibilities are limited. Poor learning resources, might handicap the pupils and prevent them from pursuing and exploiting their possibilities. Even pupils who are particularly aware of their possibilities that should be realised, cannot succeed without relevant materials.

It is a proven fact that the child is born with open possibilities waiting to be realised. The pupils need the teacher’s support to develop their own knowledge and skills. Adequate learning resources are crucial in order to realise the pupils’ capabilities optimally. Poor learning facilities imply limiting pupils’ potentialities. Inadequate learning resources are poor motivators for learning. Haigh (1975:57) made the profound observation that the stumbling block to many integrated study-schemes lies in the provision of adequate resources. Resource-based learning implies that the necessary materials will be available and only too often they are not. Without adequate learning resources, the pupils’ open possibilities cannot be developed and their full potential remains unrealised. To promote active participation adequate learning materials, both in quantity and quality should be provided.

A teacher might have a very good command of the language in a classroom, but, without sufficient information about the subject matter, effective

learning cannot occur. Clark and Starr (1959:281) elaborate on this statement contending that:

“Good teachers can be better teachers when they have plenty of material to work with”.

Adequate learning material is essential if the teacher aspires to create a desire in pupils to read widely and to help them to develop habits and skills which they may carry into adult life. Different learning materials help pupils to keep abreast of changes and to be able to get a grip on the adult life-world. The learning materials assist pupils to see the relationship between their own life-world and that of the teacher. Learning material plays a very significant role in the pupils' access to and understanding of the adult world and with this in mind, adequate, relevant and meaningful material should be provided. To develop intellectually, pupils should gain access to quality and meaningful learning resources that could help them to orientate themselves more meaningfully, not only within their own sphere, but also towards the life-world they will encounter as adults.

According to Haigh, (1975:57), a shortage of resources sometimes becomes a reason or an excuse for failure. Failure may also be caused by a lack of learning material as a paucity of materials makes it very difficult, if not impossible, for pupils to learn effectively. Learning materials supplement the teacher's lesson presentation in the classroom. If the material is inadequate, there cannot be active participation by pupils. On the same subject, Hindle and Mdluli (1992:54) discussing the situation in schools pointed out that:

“In most books the content was inappropriate and other books did not have all the work that should be covered in the syllabus”.

There would be a greater chance of success in students’ achievements in schools if the learning material was more adequate, more relevant and more up to date. Poor learning facilities have hampered many black pupils from pursuing meaningful fields of learning in disciplines such as, amongst others, engineering, architecture, and medicine.

4.2.5 QUESTIONABLE COMPETENCE AND LACK OF COMMITMENT OF TEACHERS

Teachers ought to have the ability to design, structure and present the subject matter in a challenging and attractive way to inspire pupils to involve themselves more actively during lesson presentations. They should be competent and committed enough to allow pupils to engage themselves and be drawn into meaningful learning. Teachers play a very significant, if not essential role in maintaining pupils’ interest in what they are learning. Teachers should always strive to capture the pupils’ attention and imagination and to inspire their active participation in the classroom. Concerned teachers ought to strive always to put the interest of their pupils first and their competence in mastering the teaching methods and aids will help them achieve this purpose. The main aim of any teacher should be to promote effective learning in the classroom.

Regarding incompetent and non-committed teachers, the opposite is often the case. They do not realise that each pupil is an individual and that each

pupil has his or her own capabilities and potential that ought to be realised. Incompetent and uncommitted teachers also appear to forget that teachers should always remain students throughout their teaching careers. To realise their adequate selves, teachers should keep on learning relevant professional material. They should remember that, to be competent and committed in their work, to be what Carter *et al.*, (1962:19) refer to as “*master teachers*”, they should:

“... never cease to grow in their zeal to give the most effective leadership in the classroom, ... work constantly to develop a better understanding of the pupils, better ways of helping them learn”.

Without the commitment and competence of their teachers, pupils cannot feel free to open the door and venture into the unknown fields of effective learning. Pupils need their teachers’ concern and care to strengthen their resolve to participate meaningfully in learning activities.

Hemming (1980:18) points out that commitment is also required from the pupils.

“The young are longing for commitment, yet they cannot become committed within a vacuum.”

A teacher plays an important role in the becoming and development of a child towards viable adulthood. To be competent and committed in their work, teachers should have adequate knowledge and skills that could open up the varied possibilities to the pupils. In order to effectively teach each individual pupil, the subject matter should be differentiated and all-

embracing to meet the needs of each specific pupil. Individual pupils should be given the opportunity to accept and cope with their shortcomings in a dignified manner. Without considering the principles of supportive individualisation, effective learning cannot take place. The capabilities of every single pupil should be recognised and should never be underestimated. Competent and committed teachers should nevertheless remember that ignoring the pupil's fallibility and shortcomings could lead to poor results as the pupil will feel inadequate and incapable of reaching the goals demanded by the learning situation.

Thembele (1986:48) said that because of incompetence and lack of commitment in teachers, a lot of human potential is wasted. Each individual pupil should be guided and assisted in a unique way. Unconcerned teachers seem to ignore the fact that pupils are individuals with different backgrounds and varying intellectual abilities, talents and interests. They tend to teach the subject matter without attempting to vary their methods and strategies. Clark and Starr (1959:43) regard such teachers as attempting to cover the subject matter as rapidly as possible instead of giving it time to sink in. Teachers should realise that pupils are not supernatural beings and do not function like automatons. To be able to learn effectively they need enough time to digest the subject matter. Teachers should therefore stop treating pupils like a homogenous mass of children as doing that could bring poor learning results. They should instead, treat pupils as a variety of individuals. A competent and committed teacher should be able to induce respect, trust and confidence while unlocking the world of possibilities to the pupils. Pupils should be respected as they are the future, they are tomorrow's adults, teachers and parents.

Butler (1954:159) warns teachers who follow this mode of operation that “... he who neglects learners, neglects the power that supports learning”. Pupils are major participants in the learning situation as teaching is aimed at educating them. They should receive serious consideration if teachers wish to succeed in their teaching practice. Without the teacher’s support and guidance the pupils cannot become responsible human adults who are prepared to shoulder the responsibility for their own actions. For this reason commitment and competence are such important characteristics in a professional teacher. Unconcerned teachers should be made to realise that neglecting pupils as learners is the gravest mistake they can make, a mistake that may leave scars that could prove impossible for pupils to overcome. To succeed in their teaching activities, teachers should be genuinely interested in and concerned about educating their charges. Pupils cannot be expected to accept the direction of teachers who lack commitment and competence in their careers and to study subject matter that appears to have little or no relevance to their life-world.

4.2.6 AN IRRELEVANT CURRICULUM

According to Starr and Clark (1959:43) the curriculum itself is often a major cause of ineffective learning. Too much of what is taught in schools has little or no bearing on the lives or needs of the pupils. To make learning meaningful, the curriculum should be related to the pupils’ lives outside the school situation. Teachers ought to take into account the essences of the relationship between curriculum content and the pupils’ life-world. For a curriculum to be relevant and significant to pupils, it should be practical and useful. Pupils

need something more meaningful and fulfilling to realise their adequate selves. Without relevance in the subject matter pupils would understandably be disinclined to waste their time and energy doing tasks that to them appear meaningless. Henson (1981:76) asserts that “Students are concerned with relevance”.

In selecting learning material teachers should attempt to find those aspects that could open possibilities in the pupils’ lives. To encourage pupils to learn subject matter that has little or no bearing on the demands of reality has been shown to be problematic. Starr and Clark (1959:43) suggested that half of the high school curriculum could be dropped from schools as it is merely contributing to poor teaching. Irrelevant curriculums constitute a major block in school learning. It would appear to be essential that those concerned with curriculum planning should try to include content that is relevant to the society for which it is planned. Curriculum planners should also include practical skills that may inspire pupils and motivate them to learn.

It appears an obvious waste of time and meaningless effort for teachers to try teaching theoretical aspects that pupils do not know how to implement while there are practical matters that are part of the pupils’ lives that they do not know and are unable to use. Tlale (1991:17) maintains that a rigid, formal and inflexible curriculum hinders pupils from satisfying their need for autonomy or developing their initiative. A curriculum that is not relevant might contribute to reinforcing under-achieving behaviour. This appears to imply that

some pupils become poor achievers due to the irrelevance of curriculums. Curriculums that mainly stress academic education may prove discouraging to those pupils who are gifted in other fields. The regular school curriculum also does not provide sufficient opportunities for the stimulation of gifted pupils as they appear to be bored and consequently become passive participants in the learning situation.

Through his research, Van Zijl (1990:14) revealed that the current curriculums are eurocentrically and academically oriented while insufficient attention is paid to practical skills, problem solving and independent thought.

Because gifted pupils are not considered in planning these curriculums, they finally seek stimulation outside the classroom. Gifted pupils tend to look upon attending school as dull and boring. Alexander *et al.* (1971:111) disclose that gifted pupils are active, capable and competent in their learning so they find little to challenge them in the classrooms. To avoid exposing them to boredom in the class, gifted pupils should be considered when curriculums are designed. To succeed, curriculum designers should contact the teachers and pupils as the major participants in the teaching-learning process. The curriculum should be able to satisfy the needs of the pupils in that particular society. No curriculum can ever afford to be rigid. Collier *et al.* (1967:253) support the above premise when they aver that "To be significant the curriculum must change with the times".

For the curriculum to meet the demands of the society, it should be revised from time to time. The designers should be able to adapt and adjust themselves to the changes in that particular society.

4.2.7 EXCESSIVE PARENTAL PRESSURE

When a person is pressurised to do something, that person is often expected to perform more or better than what he or she is capable of doing. In a pedagogic situation, pupils who are performing tasks under pressure cannot perform them to the best of their ability. Being under pressure implies that the pupils are driven by external pressure to perform the tasks. They are not given enough opportunity to prove their capabilities and such pupils are not free to perform a task at their own pace. Learning ought to be a process that is performed voluntarily. Entwistle and Haydyk (1978:167) revealed that very high expectations that are not met could seriously interfere with the child's learning. Parents should therefore not set unrealistic expectations for their children as these could discourage them from learning to their highest capacity. Children may begin to feel hopeless and defeated if they cannot meet the parents' expectations. These children could suffer emotionally and that could have serious detrimental effects on their school achievements.

On the same topic, Tlale (1991:16) adds that children may be discouraged from attempting to achieve if they experience continuous and excessive parental pressure to reach goals they think they cannot achieve. Sometimes pupils might under-achieve, not

because of a lack of motivation, but from being excessively pressurised by parents. Parents should never demand more than their child is capable of doing. The reason for this is clear and the effects of excessive parental pressure may, apart from jeopardising the child's academic life, also have a very detrimental effect on the child's self-confidence and psychological well-being. Too high expectations from parents may frustrate the child and parents need at times to accept the child's failure to live up to their expectations as they may have brought about the failure by their own actions, namely exerting too much pressure on the child. Where there do not appear to be any specific reasons for the lack of performance, parents should try talking to their children. Parents should assist their children in accepting their own learning abilities or disabilities and the way these affect their success or failure.

Collier *et al.* (1967:170) established that learning under pressure is usually associated with fear rather than learning for the sake of learning. When parents expect too much from their children who cannot perform as expected, these children might involve themselves in learning out of fear, fearing that parents might reject or punish them if they fail. Children should not be made afraid in order to learn. They should be helped to make learning their own choice, in other words, a voluntary activity. Children should be motivated to take an active part in learning and to do so because they have come to understand the significance of learning.

Friedman (1979:07) asserted that the presence and encouragement of the child's learning by parents can help to create a sense of value in the task on the part of the child and motivate the child to maintain concentration. Parents should learn to tolerate failure for the sake of their children, thereby giving the children an opportunity to rectify their learning mistakes. Parents should learn to accept children as they are, value them as fully-fledged human beings who are capable of certain actions and they should try to respect their human dignity. Children need the parents' support in order to improve academically and this is an area where both parents and teachers should work together to guide children to realise their capabilities. They should function as a team for the benefit of the child. Friedman (1979:109) reveals that schools are in an educative partnership with parents in which each partner should contribute to the success of the enterprise. Teachers should attempt to help parents if they discover that parents are over pressurising children to learn effectively and achieve high marks. Both parents and teachers should give children the chance to take one step at a time and advance at their own pace until they can proceed on their own without adult guidance.

Especially in the case of children who are struggling to learn, parents should avoid exerting excessive pressure. Instead they should assist their children to discover their own areas of promise. Children may thus voluntarily strive to improve those areas of learning where they feel they may be successful. Entwistle and Haydyk (1967:166) support this view when they suggest that children will sensibly

attempt to improve their performance "... if given a reasonable opportunity to do so".

Children should never be hurried to learn as this could destroy their positive attitude towards attempting to improve their learning. For the sake of true success, parents should motivate, support and, through positive assistance, help their children to learn as effectively as they can.

4.2.8 BEING DISADVANTAGED AND DEPRIVATION OF PUPILS

Children who are disadvantaged and deprived, are prevented from enjoying those privileges to which, as human beings, they are entitled. These children cannot become whatever they are capable of becoming because of their weakened morale and diminished opportunities. These children are denied the realisation of their potential. Children whose opportunities of realising their potential are denied, cannot be expected to be active learners. The disruption of the learning morale of such children is highly demoralising and they cannot be expected to achieve well at school. Alexander *et al.* (1971:96) regarded being disadvantaged and socially and economically deprived, as the major causative factors in pupils' under-achievement. When pupils are deprived of participation in academic matters, it could have a deleterious effect on their educational progress. To participate actively in the classroom pupils should have the courage and motivation to acquire learning. Pupils

whose potential to learn is compromised, do not have the courage to involve themselves voluntarily. To learn as effectively as possible, the pupils' intellect should be developed. Disadvantaged or deprived pupils are discouraged from learning and they anticipate failure more readily than success. Deprivation implies discrimination. Pupils are judged and perceived as not suitable and worthy of belonging to a certain class or category due to some physical reasons. When a pupil is deprived of becoming educationally or intellectually empowered, it can be described as discrimination in the true sense. Alexander *et al.* (1971:96) established some of the reasons why discrimination between pupils may take place:

- race;
- inadequate family life;
- ineptness;
- low income or complete dependence on welfare payments, and
- grossly inadequate housing and living conditions.

Of these factors that contribute to disadvantaging and deprivation, poverty is very important. A pupil who suffers ill-health or has a poor record of health, who lives under unhealthy or undesirable hygienic conditions, cannot be expected to perform well at school. Reasoner (1992:23) also points out that schools are at present overrun by many pupils who have experienced:

- poverty;
- dysfunctional behaviour;

- violence;
- the trauma of family separation and divorce;
- transferring from school to school, and
- lack of nurturing time with their parents to achieve adjustment to a new culture.

Under these conditions pupils cannot learn satisfactorily. Effective learning requires that pupils should be active and energetic, thus active learning requires active, healthy participants. According to Alcorn *et al.* (1970:203) poor housing conditions could also contribute to low achievement. Because of low motivation, pupils come to school where they resort to hostility and withdrawal. These pupils, due to their deprivation and their inadequate family backgrounds, become hostile and withdraw from learning. They find little or no connection between the goals held up to them at school and their situation at home. Alcorn *et al.* (1970:203) further regard some of the other causes of the low morale of school-going children as the lack of strong, positive family attitudes towards schooling. To develop a positive attitude towards schooling, parents should support their children in their school tasks and they should try to build their positive self-concept or self-image. When pupils are deprived or disadvantaged, they are likely to cause problems in the classroom in an attempt to gain the attention of the teacher. Jones-Davies and Cave (1976:9) in this context commented that:

“Social and economic deprivation has always affected a proportion of the school population and has resulted in extremes of anti-social behaviour”.

When pupils are deprived of their right to education or disadvantaged in whatever form, either socially, economically culturally or academically, it could also lead to educational and intellectual disadvantage. In their research Jones-Davies and Cave (1976:9) revealed some of the causes of deprivation and disadvantaging affecting school pupils as:

- inadequate school buildings;
- unfavourable pupil-teacher ratios, and
- inappropriate or unavailable equipment.

These three factors have been identified as contributing to pupils' academic failure. Pupils cannot learn to capacity where learning facilities are inadequate or even unavailable. To promote active learning, the supply of adequate learning resources is essential, as with scarce and inappropriate learning resources, it is very likely that failure may result. The pupils' capabilities cannot be fully developed without the provision of adequate learning resources.

Alcorn *et al.* (1970:202) defined the following as the characteristics of deprived pupils:

- “ (i) They have immense potentials.
- (ii) Poverty is an overriding condition.
- (iii) They have relatively impoverished self-concepts.
- (iv) They do learn less and their learning skills are poorly developed.

- (v) Do not have sufficient cognition and reasoning essential for typical rates and dimensions of school progress.”

4.2.9 CONFLICT

Friedman (1979:108) contended that:

“A disorganized, non-supportive home environment can negate a great deal of what the school is attempting to accomplish”.

Children from troubled or broken family backgrounds can be disruptive or evince behavioural problems at school. Such children find it difficult to concentrate in a classroom. They spend most of their time trying to figure out how to take revenge on their parents, teachers or peers as they feel they have been badly or unfairly treated. Their time for doing school work becomes limited as they attend to their other priorities. Children from families with poor relationships may spend a large part of their time in preoccupation with their parents' problems. Such children do not tend to have a proper routine or schedule to attempt school tasks. They may be noticed as a result of their erratic behaviour, fluctuating attention and inconsistent effort spent on academic tasks. Thembela (1986:48) points out that when pupils resort to aggressive behaviour in the classroom, it may be a sign of desperation. Conflict within the family could frustrate a child. In order to accomplish school tasks, the pupil needs to be loved and feel secure. Family conflict could disrupt a pupil's active participation in the class. Fine (1966:11) maintained that a child whose family is disorganised

may always be dawdling, stubborn, procrastinating and inefficient. He further asserts that:

“His rebelliousness expresses itself in action, he habitually fails to complete assignments or follow through on chores”.

Rebelliousness can very often be a child's cry for help. The teacher should never disregard such children as they may then resort to further and even more serious disruptive behaviour. If teachers resort to ignoring such children as a disciplinary strategy, they may find those pupils being a disruptive influence in the class, causing damage to the education of the other children. The amount of time taken up in dealing with the disruptive child can interrupt and undermine the education of others.

Children need to feel accepted and free to participate in the classroom activities. Children learn voluntarily if the situation is not threatening. If the school and home environment is positive, children may develop the courage to learn effectively. According to Collier *et al.* (1967:169), when the situation is free from tension and fear, productivity and efficiency result. Parents and teachers should, for the benefit of the child, avoid causing conflict situations. They should respect children's dignity and try to encourage them to learn. Conflict that affects the children and could discourage further participation in learning, should be avoided at all costs. Active learning is mainly controlled by how people feel about the situation and the other people involved in and around their lives. Collier (1967:169) stressed that:

“The future must appear promising, not threatening, if learners are to come toward the teacher rather than retreat from him”.

Family problems can lower children’s self-esteem. When they compare themselves with other children at school, they may feel inadequate, slighted, rejected or abandoned. Research has shown (Humphreys, 1993:97) that many learning difficulties are related to children’s low self-esteem. Children with a low self-esteem cannot freely establish relationships with other children of their own age. Such children feel insecure and disinclined to involve themselves in the learning process for fear of failure. The school should intervene and help such children by encouraging them to develop a sense of value and self-esteem to enable them to cope with their school tasks.

In their research, Jones-Davies and Cave (1976:42) revealed a number of causes of conflict in a classroom situation.

□ **Boredom**

Some children are bored with attending school due to their age being higher than the rest of their class. Especially those children who are too old for their standards seem to engage themselves in disruptive behaviour to gain the teacher’s attention.

□ **Too theoretical**

Schools should be made meaningful by offering more practical tasks rather than too many theories as is the case with present curriculums.

Pupils need to be highly motivated to participate in the learning process.

□ **Unsuitable subjects**

The unsuitability of the courses offered results in increasing boredom and disinterest and eventually leads to disruptive problems. Pupils become dissatisfied and lack motivation to develop their learning skills.

4.2.10 POLITICAL UNREST

Green-Thompson (1986:13) averred that:

“At present our education is in crisis. We hear of school, college and university boycotts, the alleged assault of pupils, students and teachers, general running battles on school grounds and in streets, the damaging and blatant destruction of property and schools”.

This situation could have been related to the political unrest at the time, which was one of the main causes of poor learning in schools. If education is in crisis, how can pupils, as learners, involve themselves actively in a learning process?

In the past Mazibuko (1986:10) regarded the issue which was contributing to political unrest as the racially segregated education and its accompanying discriminatory provision of educational opportunity and resources that evolved from racism. Black pupils were totally against the education which they regarded as too theoretical and meaningless. Their education was of

poor quality compared to that of white children. There were few or no learning resources in some of their schools. It would appear as if blacks were regarded as second class citizens when comparing their educational provision to the provision of education for white pupils at that time. The unrest in schools then was caused by the issue of being discriminated against. Educational resources were more adequately supplied to white schools than to black schools

Hemming (1980:57) related this to the general political status as it changed during the liberation years and contended that:

“... the status of politics in the school has risen, but the general provision overall does not seem to have improved”.

Effective learning cannot be encouraged where there is no provision of learning resources. The government was responsible for the provision of adequate learning resources in black schools. Political violence was lowering the quality of black education. Black pupils were resisting the education which they regarded as irrelevant, unsuitable, non-stimulating and only oriented towards white culture. In his research Guma (1990, in: Simon, 1991:590) pointed out that even though blacks had at that time already long been in a struggle against Bantu education, the unrest was then worsened by the political struggle and activism that was seriously disrupting black pupils from involving themselves in learning. It has repeatedly been stressed that in order to learn effectively, pupils should feel free to do so without the pressures and fears associated with political activism. The political situation was therefore hindering them from taking an active part in academic matters.

Alexander *et al.* (1971:110) established some of the causes of political unrest in schools as:

- inadequate or inappropriate or irrelevant curricula, and
- boring or unchallenging teaching processes.

The change in government in 1994 made a new education dispensation possible. There are at present still many areas where action is necessary that should receive urgent attention. To improve the quality of black education, curriculums should be enriched. Pupils should be motivated to learn actively. Teachers should involve themselves more actively in the learning progress of their pupils, which implies looking for strategies and methods to stimulate the learners. Mutual understanding is of crucial importance. Both teachers and pupils should work together to establish and revitalise positive, quality education. Positive learning attitudes should be cultivated to promote the atmosphere of learning. If that is not done, the problem of the poor academic achievement of black pupils will remain unresolved.

Families with the financial ability and the desire for an improved future for their children, were fleeing the public schools and flocking to private or parochial schools to escape the poor quality of education and overcrowded classrooms of the public schools. They wanted quality education for their children without political and other disruptions. Fine (1967:106) asserted that:

“Schools are not safe and do not any longer instill in pupils desirable social attitudes”.

The political problems have to date, despite many changes and improvements, not all been resolved and are promoting disobedience and unfavourable behaviour in classrooms. Pupils cannot learn good behaviour and attitudes in a situation that is unsatisfactory. Schools are failing to instil a sense of worth and a positive attitude towards learning in pupils. Simon (1991:590) maintained that at that time many black students throughout South Africa who had been in a struggle against white oppression, had become involved in a different struggle, namely black on black violence. The violent power struggle between the Inkatha Freedom Party and the African National Congress was then, and still is, affecting schools and the pupils in them. Pupils who belong to specific parties, practise the constitution of those parties even in the schools. This is damaging the education of other children and causing violent disruptions. Some pupils are intimidated when the school is in one of the areas where these political problems can be observed. Political problems in schools could destroy the pupils' morale and desire for learning. Under the present political situation, teachers also work in fear, with less enthusiasm and optimism.

Parents are also at present better informed than they were in the past and far more aware of the rules and regulations that govern any public school. They are aware of the do's and don't's to which teachers have to conform. If a teacher should make any mistake, charges can be brought against the offending teacher. Sometimes even trumped up charges are used to

victimise teachers and this entire situation diminishes the pupils' respect for their teachers.

Fine's (1966:106) words of thirty years ago appear to be as appropriate today as they were then, despite the changes that have been achieved. He maintained that:

“Amidst all this turmoil, the school system moves slowly along, suffering under the burden but surviving nonetheless”.

4.3 THE CHARACTERISTICS OF A TEACHER WHO CAN MOTIVATE PUPILS

The quality of education which the child receives at school is greatly influenced by the personal qualities of the teacher. In a pedagogic situation the teacher imparts knowledge to pupils and develops their skills in order to unfold their life of open possibilities. Teachers play an important role in the pupils' learning process. They organise and plan the teaching situation to promote effectiveness in learning. Good academic achievement is chiefly dependent on the competence and commitment of the teachers. Teachers who always strive to have a lively class will succeed in having lively pupils and high achievement could result from their efforts.

Incompetent teachers promote lethargy in their pupils and poor learning results. Some teachers cannot succeed in motivating pupils, even if they tried because of their poor teaching characteristics and negative attitude towards learning. Larson (1992:121) infers that there are some teachers

who, even when they are in a good working environment, behave in thoughtless and uncaring ways.

- They are uncooperative, lazy and disinterested in research.
- They never read professional journals or books, do not belong to a professional organisation and seldom have a good thing to say about anything.

Humphreys (1993:95) made the profound observation that when displaying such negative characteristics

“Such a teacher is there to teach not to relate and show no warmth or closeness to students”.

The teacher’s personal character and attitude towards learning have a profound effect on the way in which pupils involve themselves in their learning task. Pupils seem to like a teacher whose attitude towards helping them is positive. Teachers who care, respect pupils’ human dignity and their willingness to help pupils, influence them towards effective learning. According to Alcorn *et al.* (1970:16) attempts have been made for over half a century to find the answer to the question regarding the qualities of an effective teacher. Although there are still no criteria upon which common consensus has been reached, the researcher has discovered the characteristics discussed in the following paragraphs to be of significance.

4.3.1. A KNOWLEDGE OF PUPILS

It is of the utmost importance that teachers should have adequate knowledge of the pupils they are to teach, since it is the pupils, not the subject matter, that need to be taught.

During their professional careers, teachers should always strive to get to know their pupils, to understand their attitudes and behaviour in the classroom. To truly understand pupils, teachers should strive to penetrate to the core of the pupils' humanness. Knowledge concerning pupils could assist teachers to be aware of the pupils' problems and also the potentialities of pupils entrusted to them. Pre-knowledge enables the teacher to know to what extent they should explain or elaborate on the subject matter. Having adequate knowledge concerning their pupils, teachers should be able to teach more easily and successfully than when they lack knowledge. Colvin (1917:21), nearly a century ago had already discovered this truth and pointed out that teachers who do not attempt to know their pupils cannot easily succeed in helping them to learn.

Before a teacher can hope to motivate or encourage pupils to learn they should first attempt to learn about their capabilities, shortcomings and limitations. They should be able to understand each particular pupil within his or her particular life-world. Lacking this kind of information, the teacher may fail to assist the pupil to effective learning. Adequate knowledge helps teachers to develop each pupil's capabilities and open up all the possibilities for the child.

Paisey (1988:122) observed that teachers who teach successfully seem to know their pupils almost intuitively. They succeed in knowing each one of their pupils through paying attention to what they say and do. Those teachers give themselves enough time to observe their pupils. Paying attention implies willingness and readiness to intervene, guide and help. Teachers who pay attention to what their pupils say and reveal of themselves, show readiness to offer genuine support and authoritative guidance that may enable them to teach successfully in the classroom. Clark and Starr (1959:40) believe that:

“The more one knows about each pupils, the better one’s teaching will be”.

Teachers who know their pupils should also learn to understand and accept them as human beings with human fallibility. Each individual pupil is unique and each pupil deserves to be treated with respect. Teachers should realise that a specific strategy that was applied to a particular pupil and seemed successful, often cannot be applied to other pupils and yield the same satisfactory results. Every individual pupil is different, yet every pupil is capable of benefiting from the correct approach to his or her particular problem.

To understand each pupil better in the classroom situation, Feiman-Nemser and Featherstone (1992:11) suggest some aspects that teachers should consider seriously, namely:

- culture;
- interest, and

- prior knowledge of the subject matter.

Adequate knowledge concerning the three aspects mentioned above could create an opportunity for the appropriate presentation of the subject matter. Without genuine knowledge of the pupils' culture, their interests and prior knowledge of the subject, the teachers cannot teach effectively. They could cause pupils confusion and frustration instead of developing their knowledge and skills. A teacher might stress things that are of less importance or even irrelevant and ignore major issues that need immediate attention.

Paisey (1983:122) added that in an effort to gain valuable information about their pupils, teachers can talk to other members of the teaching staff and the community. The purpose of searching for such information from other people is that sometimes it is difficult to be objective about other people. Pupils might pretend to be what they are not in an attempt to please the teacher or to hide their learning problems. If teachers had more information about pupils, they might know how to help them and this may enable teachers to assist and to deal with each individual pupil in a more constructive manner.

4.3.2 SUBJECT KNOWLEDGE

The subject matter is the only vehicle through which teachers and pupils communicate in the classrooms. To communicate effectively teachers should possess adequate subject knowledge. To realise the demands of their high calling, teachers should remain subject masters. This may enable

them to develop the potential of each individual pupil through their control of the subject matter. To be effective in the classroom, teachers should master their own subjects thoroughly. Downey (1965:142) makes the apt observation that, to be effective, teachers should be specialists in their subject and imparters of knowledge. On the same topic, Colvin (1917:20) remarked many years ago that:

“The best teacher is the one who knows his subject and at the same time knows how to impart it to his pupils”.

Complete subject mastery alone cannot help teachers to promote effective learning as it is but a single aspect of learning. It should be coupled with adequate skills to impart that knowledge to pupils. Teachers should be able to inspire pupils to learn effectively and with enthusiasm. They should be able to dispense the knowledge to pupils who should in turn make that knowledge their own and utilise it meaningfully. In pupils being able to do this may be seen as a sign of responsible maturity.

Adequate subject knowledge helps a teacher to assist pupils to have a positive approach to life's problems. It is through knowledge that teachers develop their pupils' potential and intellect. Henson (1981:76) suggested that the greatest reward of possessing subject knowledge could be that some pupils may be enabled to find themselves and to discover their own potential. Subject knowledge could help teachers to unfold their pupils' life-world in a more meaningful way. Revealing the pupils' life-world of open possibilities implies unlocking their innate potential. Pupils must be assisted to develop the ability to come to terms with their own life thereby recognising and accepting their capabilities, shortcomings, limitations,

unavoidable circumstances and other qualitative inequalities. The teachers' positive intervention should enable the pupils to solve and overcome their learning problems.

Henson (1981:18) asserted that pupils are confronted with so much knowledge that they need teachers who are highly selective to choose that which can be most useful to them. Selecting meaningful information is one way of helping pupils to realise their adequate selves.

A teacher who possesses enough knowledge may assist pupils to orientate themselves towards moral self-determination. It is through the subject matter that teachers help pupils to acquire and develop their moral consciousness. Pupils could therefore learn to obey and maintain the values of their society. To gain more knowledge concerning their subjects, teachers should always remain open to new facts and they should continue to study their fields. They should never cease to learn so that they may remain up to date with any information concerning their subjects. Adequate subject knowledge helps teachers to give their pupils the desire and ability to enhance their performance. Carter and Hansen (1962:24) stated that enough subject knowledge could enrich pupils' lives as well as that of the teachers. Pupils can only acquire a meaningful way of life through learning. To develop their capabilities, pupils should integrate the knowledge gained at school with their prior knowledge. Pupils cannot grow into proper, responsible adults without adequate knowledge. It is therefore important that teachers should have adequate knowledge to impart to their pupils for the pupils to realise themselves.

Ryburn and Forge (1959:117) contended that pupils "...like a teacher who knows his subject and his job". This implies that pupils respect a knowledgeable teacher. By having more information concerning their subjects and their work, teachers may be able to strengthen each individual pupil's motivation towards accomplishing goals and fulfilling needs. Increasing their information enables pupils to participate actively in a classroom. It may be contended that adequate subject knowledge promotes a relationship of mutual creative involvement between teacher and learner.

4.3.3 THE CORRECT EXAMPLE

In any classroom situation, a teacher serves as a child's role model for adult life. The teacher is the child's mirror of what adult life is like. Teachers spend the greater part of each day with their pupils and are therefore unable to avoid the child's critical scrutiny. Teachers should act as living examples for good behaviour and decency that can in turn promote active participation in their classrooms. Ryburn and Forge (1959:116) stated that "A live teacher, makes a live class". Teachers have to keep the pupils' interest and enthusiasm alive by the way they approach their task.

On their way to becoming proper human beings, children want to identify with an adult. A teacher who models good conduct stands a definite chance of having a class with good discipline and behaviour. Children live in their own life-world yet they are continually making progress towards an adult life-world. For the child to become a proper adult with desirable qualities, the two life-worlds should intermingle. Children cannot accept as model the life of someone who is not part of their life. Pupils will manifest the

image of a teacher with whom they spend almost their entire day. Pupils try to emulate the image of a particular teacher they admire. Masebenza (1982:25) believes that people are what they are because of the influence of other people. He further implies that the teachers' influence is very closely related to their efficiency.

“Behind each personal inclination is some teacher. Once a teacher is effective, he is greatly admired by his pupils.”

This can also be extrapolated to why the teachers' good image is so vital to pupils they teach. The quality of the education teachers impart to pupils depends to a very large extent on the kind of people they are. To promote good social attitudes such as honesty, trust, love, sincerity, respect and so forth, teachers should strive to acquire strong characters. Ryburn and Forge (1959:116) claimed that the teachers' success depends on what sort of people they are. Teachers should always exert themselves to set a good example for the benefit of the pupils they teach. To gain respect and dignity in a classroom, a teacher should be able to account on pedagogic grounds for whatever happens in that classroom. By being able to account for what transpires in the classroom teachers project themselves as responsible characters to be emulated by their pupils.

Teachers who aim at promoting good characters in their pupils should never be biased or corrupt in or out of the classroom. They should be principled and stable in order to cultivate balanced personalities in their pupils. Pupils are very observant and are sometimes capable of very astute judgement. When teachers display negative attitudes or behaviour while disciplining pupils, those pupils may resort to distrusting, disliking or even hating such

teachers. Teachers should also avoid over-reacting or confronting pupils directly after an incident when the situation is not conducive to such action. Confronting pupils publicly may cause further disciplinary problems and be detrimental to the pupils' self-respect. Teachers should be flexible in order to earn their pupils' respect. Tierno (1991:576) observed that when teachers avoid direct confrontation with their pupils, they demonstrate and model appropriate behaviour for pupils when they relate to each other.

Teachers should be aware that pupils confide in teachers they trust. In whatever they do in the presence of pupils, teachers should display trust, trustworthiness, dignity and integrity. They should use every opportunity to acknowledge and show appreciation of the good things pupils say or do. This is a means of developing the pupils' self-confidence.

Teachers' negative attitudes can serve as instruments to undermine the pupils' potential and capabilities. It is possible for teachers to be strong negative motivators by the way they relate to pupils. Clark and Starr (1959:63) warn such teachers that they should remember that they are a source of reinforcement for both positive and negative behaviour patterns. They should try to set a good example for their pupils. If they make mistakes, pupils could develop a negative attitude towards them and as a result come to dislike the subjects they teach.

Butler (1954:367) revealed that the interest that pupils take in a subject, their progress and judgement are significantly affected by the social stimulation emanating from a teacher. Teachers should avoid an attitude of apathetic indifference if they want to promote effective learning in pupils.

Pupils conform to the image of a teacher. It is desirable that the image of the teacher should display sound characteristics. In order to develop their good image, teachers should have pedagogic insight and display a refined sense of empathy with their pupils. Through their being educated, pupils learn to obey the norms and values of a society. Education is conscience formation and if a teacher cannot build and develop the pupils' conscience, there appears to be no purpose in educating them.

4.3.4 THE EVALUATION OF INTEREST

According to Colvin (1917:69) all the educational reformers of his time had emphasised the importance of the teachers' interest in their school work and the pupils if the best results were to be secured. This remains true today. To succeed in their teaching, teachers should always display authentic and sincere interest in their work and in the pupils. Effective learning becomes a likelihood if they show concern and interest in whatever they attempt in the classroom. Pupils may also learn better if they show interest in what they are doing in the class. Straughan and Wilson (1983:111) concurred that there is indeed a relationship between interest and learning. They maintained that pupils learn better and quicker if there is interest in what they are learning. To promote the pupils' interest to learn, teachers should arrange and plan their teaching task to be as challenging as possible. Learning should strongly challenge the pupils and require genuine endeavour but at the same time there must be a definite likelihood that pupils will be able to complete the task successfully.

To succeed in getting pupils to learn effectively, teachers are obliged to give of themselves. Creating an interest in a subject requires dedication, loyalty and hard work. They should be dedicated to serve pupils to the best of their ability.

To make educative tasks meaningful, it is important that teachers be genuinely interested in the pupils they teach and that they have a profound knowledge and love of their subject matter. Ryburn and Forge (1959:118) averred that:

“The interest in teaching and in every one of our pupils is of the greatest importance to our happiness and usefulness as teachers”.

Teachers cannot succeed in teaching pupils about whom they are not concerned. To succeed in guiding pupils, authentic interest and genuine concern are vital. Interest should be mutual between teachers and pupils. Effective learning also requires mutual involvement, mutual respect and interest in the learning material. It is very important for teachers to plan and organise their teaching tasks in an attempt to provoke the pupils' desire to learn. If pupils realise that their teachers have an interest in them, they will try to concentrate and learn more effectively to impress them. Ryburn and Forge (1959:46) maintained that the more interested teachers are in their pupils and their work, the better their chances of achieving success will be.

To assist pupils to learn effectively, teachers should be committed to helping them. Teachers should be prepared to project their love of their

WHITE, D.R. & KIELY, J.H. 1985: The dropout phenomenon of senior secondary pupils in black schools. *South African Journal of education*, 5(3) : 62

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Venturing together symbolises the care of the parties for each other. Where there is genuine interest and concern, a feeling of attachment binds teachers and pupils.

Teachers should be accessible if they want to create and cultivate a proper relationship between themselves and their pupils. Pupils are not likely to develop a liking for a subject presented by a teacher who is unavailable when they yearn for help and clarification, yet teachers should never confuse developing the pupils' interest in a subject with entertaining them. To promote interest is certainly far removed from trying to curry favour with students by entertaining them. Colvin (1917:70) was aware of this fact when he contended:

“Interest is not mere entertainment. The teacher must know that his first duty is to teach”.

To avoid confusing these two concepts, teachers should always teach with objectives in mind, towards a specific ultimate aim. Their teaching aim should help them to know if their planned objectives are being attained. Teachers, to help pupils attain their goals, have to strive to deliver an interesting yet ultimately a meaningful lesson.

To be able to arouse the pupils' interest in a subject, Colvin (1917:76) issued a warning to teachers to remember that interest:

- is more readily aroused when the attention of a learner is concentrated on one thing to be accomplished;

- centres more on concrete than abstract things, and
- is dependent on interpreting the facts in terms of their meaning.

4.3.5 A HEALTHY RELATIONSHIP WITH PUPILS

Establishing a healthy relationship with pupils, requires that teachers should be able to accommodate them in the sense that they should be accepted as human beings with their own shortcomings, misgivings and inadequacies. For pupils to enter into a relationship with their teachers, the latter have to be reliable, they should be people in whom pupils can confide and whom they can trust. Teachers should be approachable to succeed in promoting a positive, meaningful relationship. To share the learning situation with their pupils, teachers should always be polite and behave blamelessly. Ridgeway (1976:46) correctly pointed out that teachers' attitudes should remain consistent to enhance social interaction and the pupils' personal growth.

To promote a healthy relationship for the benefit of their pupils, teachers should respect their pupils' feelings and their dignity as human beings. Pupils may then also be prepared to accept them and be willing to learn under their guidance and care. It was asserted by Good and Brophy (1978:138) that to be able to share a fruitful existence together with their pupils, teachers should treat them in a kindly and pleasant manner. Teachers should at all times avoid discourteous and insincere behaviour. To steer pupils towards a growing desire to reach good performances, teachers should be polite and have tolerance and patience. By being open-minded teachers will display their willingness to help pupils to learn and progress. They should be prepared to listen to pupils' problems and be

ready to offer genuine support and authoritative guidance. Paisey (1983:134) commented that in seeking to arrive at an understanding of a child, "... nothing surpasses listening to him".

Teachers should realise that pupils are not supernatural beings, but have their own fallibility and that, under certain unavoidable circumstances, they can fail to learn effectively. Teachers should accept the pupils' problems that may hinder them from participating actively if they show a genuine desire to change and improve their previous attitude. Henson (1981:88) maintained that some failure is inevitable and should therefore be expected, but teachers should help pupils to know that failing is only a stumbling block and that every attempt should be made to overcome failure. Teachers should assure those pupils who are experiencing problems that they can learn and grow and can benefit from their mistakes.

In striving to prevent further failure, teachers should be sensitive to the pupils' feelings and should never undermine their self-esteem or ignore their cry for help. Teachers are aware that there are moments when no action is needed to bring about effective discipline or successful learning. The pupils becoming aware of insensitivity on the part of the teachers may promote ill will on the pupils' part that may destroy their motivation to learn. Purkey (1970:52) confirmed that when teachers embarrass or humiliate pupils, it could adversely influence them and lead to disrespect for teachers and others. This disrespect may be continued into their adult lives under similar circumstances.

To arouse the pupils' desire to learn, it is usually expected of teachers to be able to communicate by means of language. Effective communication does not develop readily within the life-worlds of adults and children without verbal communication, however, under special circumstances other forms of communication may also be used. To be able to enter into the child's life-world, yet still help the child to progress towards adult life, a teacher should be able to compromise. Adults have to compromise, to live in a world they already know, with the aim of travelling with the child while opening doors to the child's future life of open possibilities. Teachers should communicate with pupils sympathetically and where possible pass positive judgement. In this manner they prove that they accept their pupils as learners entrusted to them and thus becoming their responsibility. According to Humphreys (1993:102), when teachers respect and appreciate their pupils and their responsibility towards them, they have found another way of enhancing performance. Pupils who are valued and respected with all their capabilities as well as inabilities, will be inclined to give their best and accept their learning responsibility.

Sharing their life-world with pupils implies teachers being prepared to admit their own fallibility and being able to apologise when they are at fault. These acts imply that a teacher is a fully-fledged human being who is liable to make mistakes yet prepared to shoulder the blame for such mistakes. Acknowledging their shortcomings proves responsibility and self-judgement. To avoid spoiling the relationship with their pupils, teachers should be careful of not making unreasonable demands. They should demand only what pupils are capable of complying with, using resources that are accessible to them. The teachers' tone of voice and the

manner in which they command their subject knowledge are very important factors when it comes to cultivating sound relationships. Lipsitz (1984:110) averred that to promote effective learning, teachers should be relaxed and good-natured. Teachers should avoid uttering negative remarks in a classroom as that could damage their relationship with their pupils and cause anxiety and resentment. Henson (1981:79) pointed out that the use of negative remarks in a classroom could deter pupils from attempting learning tasks. Negative remarks such as “You know him, he is a hopeless case” or “His entire family was like that - dumb”, could hurt pupils’ feelings, discourage them from trying and disrupt their learning progress.

Teachers should accept the fact that pupils do not have the same social sophistication as adults have, as they are still developing. Sometimes they may act in a totally unreasonable manner. They may approach a teacher for help after having offended or having had a serious argument with this teacher. Under such circumstances a teacher should be forgiving and act in a responsible and adult manner. Tierno (1991:576) agrees that even when teachers are faced with disruptive or disobedient pupils, they should react carefully in a confident, non-humiliating manner. To maintain their status as public figures, teachers’ behaviour should always be morally and professionally impeccable.

4.4 STRATEGIES TO MOTIVATE PUPILS TOWARDS EFFECTIVE LEARNING

Strategies are methods or techniques that teachers may employ while striving to motivate pupils in the classroom. If strategies are used

effectively, they could inspire pupils to enhance their performance. To promote good academic achievement and to arouse the pupils' desire to learn, teachers should design and implement different teaching strategies. The role that strategies can play in promoting effective learning should never be under-estimated. Orstein (1994:27) found that experienced teachers are well schooled in regularly using a variety of methods or materials to motivate pupils to learn effectively. Clark and Starr (1959:24) succinctly commented that "A strategy is a plan to attack".

A strategy depicts an approach that a teacher intends using with the aim of attaining certain teaching objectives. To have every chance of success in reaching the ultimate goal, teachers should use different strategies that would give their teaching direction. Through using a variety of teaching strategies, teachers can capture the imagination and interest of their pupils to reach their objectives. To be able to arouse the pupils' interest and build it up, teachers should use positive, relevant strategies that would inspire confidence and the desire to learn.

4.4.1 VARIED LEARNING MATERIALS

To a large extent it is the responsibility of teachers to motivate pupils to learn effectively. In any classroom situation, learning material should be implemented and presented in a relevant way to ensure active participation by pupils. Different teaching aids and learning material can be very effective in stimulating the pupils' desire to be co-operative and to learn. Ryburn and Forge (1959:47) made the apt observation that good arrangement and usage of different materials can make learning a

continuous exploration. By being presented with a variety of materials, pupils may be inspired to participate actively in the classroom. Pupils willingly submit themselves to the authoritative yet sympathetic guidance of the teacher because they want to learn what they perceive as valuable information. To orientate themselves and to retain their enthusiasm, pupils need stimulating learning materials. When pupils have accumulated adequate knowledge from a variety of learning resources, it may enable them to realise their destination of becoming responsible, mature adults.

All pupils come to school with their many different capabilities that they expect teachers to develop. They have the urge to realise their potentialities and overcome their shortcomings, even those of which they had not been aware before they went to school. Pupils may realise this by being adequately educated with relevant material. Crambs and Carr (1991:201) asserted that a variety of learning resources can help teachers to maintain the pupils' attention as well as meeting their differences in respect of motivation and ability. It is therefore up to teachers to vary their learning materials and methods to develop each individual pupil's capabilities. They further inferred that:

“Different learning materials which are relevant are important because each class is different, as are individual pupils”.

Pupils have an insatiable desire for knowledge which would remain unsatisfied without exposure to different learning materials that may develop their knowledge and skills. Teachers should always be aware that pupils volunteer to learn because they are knowledge hungry. They hope to have the opportunity to satisfy their need of knowledge when they attend

school. Parish and Parish (1989:200) contended that to satisfy the pupils' desire to learn, teachers should provide them with different methods and different materials so they may become involved in the way that is most comfortable for them. By being exposed to a variety of learning materials, they are gradually able to satisfy their will to know.

Volunteering to accept the teachers' education implies that the pupils have a desire to grow up and reach maturity. Through acquiring adequate information from different sources, the lives of the pupils are made meaningful. To arouse their desire to participate actively the learning material should be challenging and stimulating. Oldfather (1992:678) observed that pupils enjoy challenges to their thinking and reasoning and referred to the motivating aspect as being equally as relevant as the challenge. For successful learning the learning materials should be simplified, planned, arranged and carefully varied. To help pupils to master what they find difficult, teachers should impart adequate information to them from a variety of sources. Ryburn and Forge (1959:47) also indicated in this respect that varied material encourages pupils to look for more opportunities to connect and relate what they already know with what they are learning. Teachers should never lose sight of the fact that every pupil has the need to develop and improve himself or herself. The different teaching methods and learning materials can play an important role in assisting pupils to gain access to the adult life-world.

Teachers should be there to help pupils to select learning content and learning materials that are suitable and relevant to their lives and their developmental stage. Bonwell and Eison (1991:23) pointed out that the

selection of subject material is of paramount importance in developing any successful lesson in a classroom. The learning material chosen should thus be of interest to both teachers and pupils. Without the teachers' support, the learning pupils may be unable to grasp the meaning of the content. Teachers should be aware that pupils wish to enrich their lives. Without adequate knowledge they cannot properly realise their self-image. When pupils are exposed to a variety of learning materials they may be enabled to widen their horizons. Clark and Starr (1959:40) describe the reason for the pupils' needing to expand their knowledge as that the modern world contains an enormous amount of continuously changing information. When pupils are made aware of information they may be able to bring their knowledge up to date by using the variety of content available to them through their teachers. To enhance the pupils' natural desire to explore the adult world, learning material and teaching strategies should capture their imagination. Pupils are determined to live their own lives and to shoulder their own responsibilities. It is while striving to reach these ends that they surrender themselves to the teacher's support, care and guidance. It is only through learning that pupils gradually become able to fend for themselves as they become more adult. They may cease approaching the teacher with every insignificant problem and start using their own discretion, until in this way the teacher's support gradually becomes redundant.

Pupils should be assisted to cope independently with the mundane tasks entrusted to them. Learning materials help to mould pupils into worthy human beings and should become progressively more challenging. Education is realised gradually as its impact on a child may progress slowly. Teachers should be able to influence pupils by their varied teaching

strategies and learning content to become proper human beings who are able to choose and abide by their choices. Ridgeway (1976:93) stated that when adequate provision of material is made, educative options become available to pupils. Pupils avail themselves of the different learning opportunities because they have an innate desire to become responsible adults. To develop themselves, pupils should adopt an attitude of striving to improve themselves and increasing their firm grip on reality through the benefits of learning. Varied learning materials may inspire pupils to increase their efforts towards developing their knowledge and improving the quality of their responsible selves.

4.4.2 A POSITIVE LEARNING CLIMATE

Educating a child is essential if the child is to be guided to become a mature human being able to shoulder his own responsibilities and lead a meaningful life. To educate children successfully the learning materials, teaching strategies, curriculums and subject content should be carefully designed and directed towards developing them. The learning environment plays a major role in determining the effectiveness of learning. Drayer (1979:8) observed that for pupils to learn, the learning environment should be comfortable, stimulating and should contain the essential tools of learning. In a school situation, pupils will not readily volunteer to submit themselves to the guidance of a teacher who lacks concern, care, support and sympathetic love and when the learning climate is not conducive to learning. Education implies a positive learning influence. Pupils are influenced to learn because they perceive it as right and necessary to learn. When the climate is positive and learning materials and other teaching aids

are adequate, pupils feel free to accept education. A conducive learning environment will influence pupils to learn effectively. According to Shapiro (1993:91) a positive social climate supports each individual pupil and encourages participation. He elaborated on this saying that:

“If the climate is supportive and positive, the students succeed”.

This may be a slightly optimistic view of the outcome of education but it certainly will be a contributing factor if the climate supports the possibility of education taking place.

When the learning climate is positive, secure and relaxed, pupils may also act according to the demands of the school and the teachers. It is more likely that in such a climate they would obey the rules and avail themselves of the learning opportunities presented to them. Pupils could learn to abide by the set of conventions required of its mature citizens by their society. By having a positive attitude pupils may overcome some of their learning problems.

To succeed in stimulating pupils to learn, teachers should carefully plan how they intend achieving the inculcation of the learning content. They should always be positive and help pupils by creating a positive learning climate. Pupils should be made aware of what their teachers expect of them. It is also expected of them to come to school on time, attend their lesson periods regularly and they should never be absent without a sound reason.

Eble (1988:55) pointed out that whatever a teacher implements in a classroom situation, provided it is part of the school curriculum or school rules, will be likely to be appreciated and to aid the pupil's learning. Teachers should be able to design a learning environment that could enhance positive, active participation. They should try to arrange and plan their teaching objectives, set a proper and relaxed tone, never be abusive, arrange the classroom furniture to stimulate participation and use varied teaching methods. During all their teaching activities, teachers should be able to accommodate each individual pupil and guide him/her to meet his/her different capabilities. Tierno (1991:573) maintained that to respect and meet the demands of the pupils' differences as individuals, teachers need to create a supportive classroom atmosphere. When the learning climate is positive and not threatening, pupils may be able to act acceptably by displaying socially acceptable behaviour. For pupils to realise their potential the co-existential assistance of the teacher is absolutely essential.

To become independent beings, the pupils should be able to benefit from the influence of a positive climate and to learn how to handle each learning situation. Pupils should come to terms with their incapacities or limitations so they may break away from them and develop by overcoming them. Henson's (1981:79) view was that teachers have the responsibility to provide a positive climate that may enable pupils to see their own strengths, believe in themselves and become what they ought to become. A positive learning climate is instrumental in pupils' experiencing a deep sense of security which is highly beneficial to learning. Even a positive environment cannot, however, on its own enhance effective learning if the pupil does not feel secure. Pupils hanker after security to give them the courage to

volunteer for the learning experience. Henson (1981:80) stated that for the pupil to feel safe to learn, the positive learning climate should be conducive to learning, experimenting and even failing. Through their learning, pupils should be able to find and to discover meanings in their life-world. An environment conducive to learning gives pupils the courage to tackle their life problems believing in the possibility of achieving satisfactory solutions.

When pupils feel strong enough to accept their own learning problems, they could establish a solid ground to making a stance to face their problems. They could therefore learn to overcome their learning obstacles. Eble (1988:55) elaborated on this theme stating that when the learning atmosphere in a class is good, it is one of the important aspects for promoting learning success. When pupils deal with their own problems courageously they develop the ability to challenge new situations.

By designing a positive learning environment, teachers unlock the pupils' life-world of varied possibilities. They should try to explain every new reality to bring insight to the learning pupils. Without the unlocking of their future life-world, pupils' advancement towards becoming adults could be arrested. Pupils should be given every opportunity to explore their life-world and for them to be able to do so their learning environment should be inviting, stimulating yet devoid of threat. Brown *et al.* (1982:182) pointed out that in a healthy learning climate, each individual pupil has the freedom to explore, the freedom to be right or wrong and each one may discover that curiosity is fun. Pupils learn to accept that problems frequently have solutions or answers and they seem to participate more actively when the learning environment is non-threatening. A learning environment that is

conducive to success enables pupils to contribute to their own socialisation and humanisation by developing their knowledge and skills.

Six factors conducive to a classroom atmosphere that may elevate the pupil's self image and thus heighten motivation, were suggested by Purkey (in: Vrey, 1979:235).

□ **Challenge**

Any challenge should be realistic and be issued only when there is a chance of success.

□ **Freedom**

Self-respect can hardly develop in an atmosphere in which freedom of choice is lacking. Freedom of choice should be permitted in an atmosphere free from threats and anxiety.

□ **Respect**

The pupil should be treated as a person with respect for his human dignity.

□ **Warmth**

A learning situation in which the learner experiences psychological safety and security is conducive to the elevation of the self-concept.

□ **Control or authority**

An educational situation which has clear educational boundaries favours heightened self-respect.

□ **Success**

The teacher can create a situation in which the conscientious pupil can be successful. The ultimate goal of learning activities is an adequate self. Pupils learn that they are able from success.

4.4.3 RELEVANT TEACHING METHODS

A method is a way of doing something. For a method to be maximally successful, it should be orderly, arranged and planned. In a classroom situation, teaching methods are the means by which teachers strive towards successful learning. Clark and Starr (1959:24) regard teaching methods as the way in which teachers organise and use their techniques of teaching subject matter, teaching tools and materials to meet their teaching aims.

Teaching methods are essential aspects of enhancing effective learning. There are different types of teaching methods that teachers can use in the classroom to reach the desired results. The advantage of a variety of methods is that they can be used interchangeably in a lesson to assist teachers in attaining their objectives. Varied teaching methods can be used to reach and to satisfy each individual pupil's thirst for knowledge. There is no method which can be said to be effective on all occasions and in all circumstances. To be successful a method should correspond with the learning situation of that particular lesson period and the needs of the particular pupils. Clark and Starr (1959:24) claimed that at the heart of a teaching method there is decision making. Teachers have to decide what the aims are that should be striven for when teaching a particular lesson, the type of learning content to be taught and the procedures to be followed.

In the final analysis teachers have to find ways of evaluating themselves to determine whether the lesson was successful. This may be achieved through written work, asking questions, individual assignments and so forth. Although it is not possible within the scope of this chapter to give a complete exposition of all the teaching methods available to the teacher, a few will receive further attention.

4.4.3.1 The Textbook method

A textbook is an indispensable learning tool in any classroom situation. A teacher can barely be expected to cope without textbooks when teaching pupils in a classroom. A textbook remains one of the most viable and valuable tools and sources of information through which teachers can communicate with pupils. The dialogue between the teacher and the pupils is through the subject content contained in the textbook. To teach effectively, teachers should consult as many textbooks as possible. That could be of great assistance to them when approaching the pupils in their classrooms from different angles to reach each individual pupil. Clark and Starr (1959:237) asserted that textbooks are the most common sources of information used in classrooms. A textbook method, if used well, remains a useful strategy to help pupils to learn. Having consulted several textbooks, pupils could become aware of the fact that there are more approaches to gaining knowledge and understanding of a theme than only their prescribed books. If diligently used, the textbook method remains a stable and reliable source of information. Pupils should discover that more relevant information could be gleaned from consulting other textbooks. The usual

prescribed textbook might be flawed and pupils might find it difficult to learn from it. Crambs and Carr (1991:208) warned that:

“Regardless of what they say about creative teaching, those who anchor students and themselves to a single textbook are not engaging in innovative teaching”.

In order to teach creatively and meaningfully, teachers should diversify and use a variety of textbooks. It is their role as subject teachers to explain difficult concepts, sentences or words that may confuse pupils while they are learning. Simplifying the subject theme could prove useful in helping passive and less gifted pupils. For the benefit of each individual pupil, teachers should give supplementary explanations or notes to aid the pupils' understanding of the subject matter. Teachers should not explain or simplify everything for their pupils but should give pupils the opportunity to read for themselves and to help each other. Pupils should realise that it is their duty to make knowledge their own and to strive towards insight. Learning to complete tasks on their own symbolises taking responsibility. Teachers should therefore try to foster a love of reading in pupils. If they should succeed in helping them to enjoy reading, it may become easier to impart other relevant information from different books to them. Rogers (1988, **in**: Crambs and Carr, 1991:209) asserts that textbooks are helpful when they are used as one of a variety of resources. To promote effective reading, the textbook method should not be used alone, but should be varied with other teaching methods. The aim of combining methods is to help those pupils who had failed to understand the lesson or grasp the facts. Incorporating the different teaching methods is another way of simplifying the lesson. If the textbook method is not used in conjunction with other

methods, it may remain a poor motivator for pupils who are passive and lazy to read. When the textbook method is used interchangeably with other methods it could enhance motivation and active participation. According to Henson (1981:78), involvement is a better motivator when it is meaningful. Pupils should therefore be exposed to different textbooks with helpful information. When pupils read meaningful information it attracts their attention and it could aid their insight. Teachers should never lose sight of the objectives to be attained for, whatever method they intend using, achieving the teaching aim should be their final objective.

As a teaching tool, the textbook has its benefits to both teachers and pupils. It does not need detailed preparation and thereby saves time. Textbooks are easily accessible as they are supplied in bulk to the schools. Pupils are free to use them at any time they feel so inclined. Haigh (1975:58) stressed that textbooks still constitute the most important academic tool and are available in large numbers at any school. A textbook method could therefore be a useful tool to promote effective learning if its use is carefully planned and monitored. Should teachers rely on the method too much and use it exclusively, it may eventually be to the pupils' disadvantage as it is at all times essential to use a variety of methods.

An urgent request should be directed to the Department of Education and the publishers and authors to write and publish quality information for use in schools. Crambs and Carr (1991:208) aptly observed that textbook publishers cater to a variety of potential buyers and they tend to produce bland learning materials in quantity, if not necessarily quality learning material. Poor products could result from this practice. It appears as if

some publishers or authors are concerned more with monetary gain, forgetting the harm they are causing to the pupils in the schools. Many textbooks circulate in schools for a number of years without revision, even though they no longer contain the most suitable and relevant information. In such circumstances, teachers who rely solely on these outdated textbooks cannot teach satisfactorily.

Referring to the same topic, Crambs and Carr (1991:208) established that a student newspaper poll reported that among the top five complaints levelled against teachers in general, three of the complaints, to be discussed below, were concerned with the use of textbooks.

- (i) Teachers rely on textbooks as the basis of classwork. The question raised by the researchers was whether textbooks should under the circumstances be outlawed. The pupils answered in the negative, yet they suggested that textbooks should be used as only one of the aids to learning.
- (ii) In an age of information explosion, textbooks have a way of rapidly becoming outdated. It would be best to provide only a broad general approach to a specific subject area.
- (iii) Students are in danger of believing that once a textbook has been mastered, the subject matter with which it deals is also mastered.

4.4.3.2 The Lecture method

To lecture implies for a lecturer to convey certain information to a group or audience. In a school situation, the teacher is a lecturer while the pupils are the audience. A teacher assembles with a group of pupils in a classroom where he or she lectures the subject content to the pupils. Pupils in turn, should listen, absorb and take notes. Lecturing implies communicating. The teacher communicates with pupils, giving out information concerning their subject content. The lecture method requires attentive listening. Teachers who decide to use the lecture method should take into account the type of pupils with whom they are faced. Lecturing requires pupils who are active and good at concentrating and have an adequate command of the language. Bonwell and Eison (1991:9) were of the opinion that the effectiveness of a lecture depends on the educational level of the audience. The teachers' use of language plays a major role in determining the success of the lecture. Their language usage should be clear and persuasive to influence their pupils to learn. Teachers should steer clear of ambiguous words to avoid causing confusion. They should never forget that the aim of the lecture is to help pupils to involve themselves more actively in the learning process. For a lecture to be successful it should be short and to the point and the language should be compatible with pupils' level of understanding. Factual information is likely to enhance active involvement. Downey (1965:166) asserted that pupils learn best when they are actively engaged in some process. To be effective a lecture should be interesting and delivered by a teacher with a high degree of competence. The information conveyed by a lecturer should stimulate the pupils and persuade them to learn on their own.

In most cases the lecture method does not succeed very well in influencing pupils to learn. Secondary school pupils are not good listeners and long lectures induce boredom. Clark and Starr (1959:168) maintained that the lecture method is considered to be a poor technique for motivating secondary school pupils because adolescents have a low tolerance for boredom, they cannot concentrate for long periods and the method becomes ineffective. Pupils need information that will provoke their will or desire to learn. The lecture method usually requires pupils to listen passively while taking notes. Henson (1981:220) observed that most pupils are not good at taking notes. They do not appear able to discern the gist of the information given and the method therefore becomes a poor motivator for enhancing effective learning.

After the lecture, pupils should be required to revise the lesson thoroughly. They should consult other recommended sources to gain more insight into the specific theme. This procedure is too far above the intellectual ability of most secondary school pupils. Eble (1988:68) made an urgent plea to those teachers who are also lecturers, his recommendation being "Don't lecture." Effective lecturing is an art and not all teachers are competent lecturers. To avoid entertaining pupils instead of teaching them, teachers should vary lecturing with other teaching methods such as, for instance, questioning or discussions. Kelly (1989, in: Crambs and Carr, 1991:79) emphasised that lecturing is not the same thing as inspiring pupils to learn. Some teachers may resort to the lecture method without receiving any positive response from their pupils. In such cases teachers have failed to influence their pupils to learn.

Gibbs and Habeshaw (1989:47) pointed out that lecturers are very poor at inducing, changing and inspiring positive attitudes in pupils towards learning the subject. For a lecture to be effective it should open with challenging question or discussions. Teachers should take advantage of the pupils' interest and build their concentration. Clark and Starr (1959:168) regard opening the lecture with challenging questions, problems or perplexing facts as one of the most effective ways of stimulating the pupils' interest and concentration.

In general the lecture method is a poor motivator of secondary school pupils. Chism *et al.* (1989, in: Bonwell and Eison, 1991:7) established that lectures do have a number of characteristics that could make them a desirable approach in the classroom.

- They are cost-effective in that they can reach many listeners at one time.
- They present a minimum of threat to students as they are not required to participate actively.
- They provide an advantage for those students who find learning by listening enjoyable.

4.4.3.3 The Discussion or Group Inquiry method

A discussion involves two or more people. A group of people gather with an ultimate goal; they debate an issue of their choice until an agreement is reached. A formal discussion should be prepared before it commences.

Reaching an agreement is the group's ultimate goal. Reaching this goal would prove that the discussion was a success. Leonard *et al.* (1972:223) defined a discussion as an organised talk which is skilfully structured. The definition suggested by Crambs and Carr (1991:92) reads:

“In the best sense of the word, discussion is a reasoned exchange of ideas by members of a group”.

In a classroom situation a discussion involves a teacher, who is the discussion leader and the pupils as participants. In such a discussion the teacher presents a discussion topic to the pupils who express their different views on the issue under discussion and it becomes a method of learning. A teacher may choose a pupil who could act as a group leader or have a number of group leaders if the group is divided into a number of smaller groups. The teacher's role is to rotate among the groups to find out if pupils are proceeding without difficulties.

The discussion method is an effective strategy that may enhance active involvement if carefully organised. In a discussion an active participant proves to be a good listener. To be lively, a discussion needs active participants with tolerance for other people's views. It is the role of the teachers to plan their discussions if they are to succeed. Kraft (1985, in: Bonwell and Eison, 1991:21) also agreed that for a discussion to succeed, it needs careful planning, thoughtful implementation and a positive learning climate. Teachers play a major role in determining the success or failure of a classroom discussion as their skill at organising the discussion and the strategies or techniques that they employ to stimulate the pupils' involvement, are of vital importance. Teachers should prepare and plan the

lesson before engaging pupils in a discussion. Careful preparation could bring fruitful results. Teachers should not forget that the discussion method is finally a method to help pupils to learn. A discussion may create the impression that it is mere talking, yet ideas, which are based on facts from the learning material, are being exchanged. Crambs and Carr (1991:92) revealed that after a successful discussion, participants are left with information, insight and knowledge that could not have been attained in exactly the same way through other teaching methods. Feinman-Nemser and Featherstone (1992:12) suggested that to increase the pupils' participation and opportunities to clarify their thinking or ideas, they should be divided into smaller groups. Small group discussions could serve as a prelude to whole class discussions. Teachers should be able to establish from an early stage whether the whole class discussion is likely to help pupils to reach the ultimate goal.

The main aim of dividing a class into smaller groups is to give each pupil an opportunity to participate in the discussion. Shy pupils are also given an opportunity to feel comfortable and to express their views or difficulties as they are not able to do in a whole class discussion. Ryburn and Forge (1959:97) regarded group work as being to the advantage of both class teaching and individual methods because pupils learn to co-operate. Pupils are afforded the opportunity of displaying their capabilities. They finally develop and improve their sense of responsibility, co-operation and leadership qualities.

The discussion method is probably the best strategy for promoting a spirit of mutual understanding. Through discussions pupils learn to help each

other. Many learning problems or content questions can be solved by pupils themselves without the teacher's help. Active involvement in a discussion can contribute to effective learning. Braskamp *et al.* (1984:16) maintained that teaching by discussion may be more effective if the criteria listed below are used to judge the successful implementation of the procedure:

- problem solving;
- interesting subject matter;
- attitude, and
- curiosity.

For a discussion to be effective, it should involve good questions or problems that need to be solved. A teacher should be able to design challenging problems that may stimulate the pupils' desire to participate in the discussion.

4.4.3.4 The Individual Inquiry method

This teaching method places the learning responsibility on the individual pupil, therefore it can be said to be an individual learning method. Individual pupils should strive on their own to find possible solutions or answers to the given problems or questions. In this teaching method pupils should be given challenging problems or questions to solve on their own. Teachers should first explain how the task is to be approached, whereafter pupils should work to solve the problems until they reach a final conclusion or find an answer. Crambs and Carr (1991:115) agreed that this is an approach to teaching and learning in which the learning becomes the

responsibility of the individual pupil, as it is the pupils' responsibility to work through the given problems, issues or questions to find the solutions. Bruner (1960, in: Crambs and Carr, 1991:115) contended that pupils should put things together for themselves to reach their own discoveries. To enable them to complete the set task properly, appropriate learning tools should be supplied and pupils should never be hurried. In Downey's (1965:167) view:

“Individual inquiry is perhaps the most important but perhaps the most neglected of the conditions for learning”.

The reason why Downey held this opinion is that the very best and most productive learning takes place when individual learners are alone with their problems and appropriate tools for solving them. The individual inquiry method definitely appears to be the method most neglected by teachers in black secondary schools, even although it has been described as the most effective. Pupils who master certain aspects of the work on their own will not readily forget the solutions or answers to the problems. Downey (1965:167) further stated that individual pupils should be empowered with appropriate skills or steps that may support them to improve their own learning. Individual pupils should be encouraged to master their own learning and find solutions to given tasks.

To promote effective learning in the classroom, teachers should make an effort to inspire their pupils to make use of the individual learning method. When pupils make learning their own responsibility, they contribute actively to achieving effective results. The teachers' role is to provide pupils with tasks to complete while ensuring that the level of difficulty does

not prohibit pupils from being able to complete the task. Teachers should further encourage pupils to do their best to find the solutions to the tasks. Crambs and Carr (1991:116) showed that in the individual inquiry method teachers act as catalysts and not merely dispensers of information as in other teaching methods. Teachers guide pupils and supply information on how the project should be completed whereafter pupils should investigate the problem until they find the solution. Once they can reach conclusions by themselves there is no further necessity for the teachers to repeat the lesson.

For pupils to be motivated to take an active part in an individual project, requires that it should be stimulating. It should be related to something the pupils already know or which is of value to them. Pupils will participate actively in a task that they find meaningful. Ryburn and Forge (1959:68) asserted that:

“The better chosen the project, the more they will learn from carrying it out”.

In many classroom situations, pupils take little or no interest in a task because the lesson content of the project appears to be abstract and removed from the reality of their lives. The lesson has no bearing on the pupils' life-world circumstances. Under such circumstances pupils will see no purpose in expending effort to pursue the task that is so far removed from what they know and care about. When a project is related to something pupils know, they may attempt it with courage and enthusiasm. Individual tasks should allow and encourage pupils to proceed at their own pace and to take their time about completing the task. A slow learner

should not be hurried and the better pupil should not be delayed. Teachers could spend their time helping pupils with problems and at the same time get to know the pupils, their capabilities and shortcomings. Ryburn and Forge (1959:68) revealed that the individual inquiry method helps teachers to know and meet each pupil's needs and to provide interest in the task at hand. This method offers teachers the opportunity to provide genuine support and guidance to each individual learner. The teacher also has more time to pay individual attention to each pupil. If pupils do succeed in learning on their own it signifies accepting responsibility. Each individual pupil learns to be able to cope on his or her own and the gradual withdrawal of the teacher's support helps them to become increasingly aware of their own learning responsibility. This implies that the individual inquiry method could enhance independent learning and that by using this method, teachers may succeed in accompanying and assisting pupils to viable adulthood.

4.4.3.5 The Question method

When teachers make use of questions to teach, the famous Greek scholar, Socrates, usually comes to mind (Henson, 1981:228). Socrates was a master of the art of questioning and used questions in the classroom to lead his pupils towards active participation in the learning process.

In the classroom situation, teachers who resort to using questions to teach, should first plan suitable questions that may stimulate the pupils' interest and motivate them to participate, thus helping teachers to attain their teaching objectives. Questions should be asked at the appropriate time. It is the teachers' role to observe the class and determine whether the teaching

method they intend using would be effective. Asking appropriate questions at the right time may bring success. Bonwell and Eison (1991:24) stated that:

“Effective questioners know the different types of questions that can be asked and when it is most appropriate to ask them”.

The success of teachers in the classroom depends on the quality of the questions they ask. For questions to be effective, they should be varied as each individual learner is different and a variety of questions may help to reach them and meet their individual differences. Teachers should realise that asking effective questions that may yield good responses from pupils, is an art. Teachers who know that they are not good questioners should preferably make use of other methods to teach because the extent to which they will succeed in using questions to teach depends upon their questioning skills. Ryburn and Forge (1959:75) established that good questions could set the pupils thinking and give direction to their learning. For questions to be effective, they should be challenging enough to arouse the pupils' desire to participate, yet within reach of their abilities to succeed. It is of vital importance for teachers to prepare carefully before using the question method. Good, challenging, well-structured questions could enhance active learning in the classroom (Leonard, 1972:67). Teachers should observe pupils carefully during their lessons to determine whether they are responding well to the questions. Some teachers might be good at planning questions yet nevertheless receive poor responses from the learners. In such cases teachers should examine their actual question asking skills. It is essential for teachers to improve their questioning skills. The

question method, when used by teachers who are proficient and know when and how to use it, can be one of the best teaching methods. Ryburn and Forge (1959:82) regard proper timing in asking questions as highly important. They refer to three areas of the lesson that deserve attention.

□ **At the beginning of a lesson**

Asking questions at the beginning of a lesson is intended to make sure that the presentation is understood and to maintain the pupils' concentration.

□ **In the middle of the lesson**

In order to lead pupils from one point to another and to find out if they understand the lesson.

□ **At the end of the lesson**

Asking questions at the end of the lesson becomes a form of revision. The questions may be used to compile a short summary of the lesson studied. Teachers could determine whether the lesson was a success or failure by asking questions at its end. If the lesson was not a complete success, they could prepare the lesson again and repeat it using other teaching methods.

Bonwell and Eison (1991:24) suggest the following techniques for effective question planning:

- plan key questions to provide structure and give direction to the lesson;

- use questions that encourage wide participation;
- encourage questions from pupils, and
- adapt questions to the level of the pupils' abilities.

4.5 CONCLUSION

The discussion in Chapter Four has indicated that without their teachers' motivation, pupils are unlikely to learn effectively. The effectiveness of learning is greatly enhanced by the qualities of the classroom teachers. Teachers become very important in the pupils' life-world as they spend a very large part of every day together in the classrooms. The teacher's character can positively influence or discourage pupils from active participation in the learning process. The teacher's personality plays a major role in promoting effective learning in the classroom. To enhance active participation, teachers should be able to sacrifice and to compromise for the sake of their pupils' success. Teachers who display genuine concern for pupils' learning are more likely to achieve good academic results. Hemming (1980:18) established that pupils respond best to teachers they trust and in whom they have confidence.

To enhance positive attitudes towards school tasks, teachers should write positive comments about the pupils' performances. Teachers should show willingness to help pupils towards effective learning. Pupils are human beings who are liable to make mistakes. It is the role of the teachers as educators to educate pupils to accept any learning problems they may have. Pupils should be supported to accept the fact that they can learn through their mistakes. To be able to learn adequately, pupils should become

accountable for their own learning. The teacher's role is to assist the pupils to develop proper knowledge and skills that could help them to become human beings who are of value to their society.

Teachers should try to provide a positive classroom atmosphere and use any strategies and techniques that could promote effective learning and counteract failure and under achievement. Tlale (1991:18) expressed this view saying:

“To counteract under achievement, specific strategies and methods have to be applied”.

For teachers to be able to help overcome some of the pupils' learning problems, the learning conditions need to be improved. It is the duty of the school to enrich the curriculums, select suitable subject content and to establish sustainable teacher-pupils ratios. The schools, but especially the teachers, should take an active part in influencing pupils to learn. Adequate learning resources should be available and be accessible to all pupils.

Active involvement by pupils can only become a reality when education appears meaningful and appropriate to them. Silberman (1970:114) pointed out that education should strive to prepare pupils to live a meaningful life that is creative, sensible and has human dignity. For education to be more meaningful, it should be practical and pupils should be able to see the value of receiving such formal education. There should be an obvious relationship between school assignments and the reality of life outside the school situation. Hemming (1980:18) inferred that pupils are in search of something more fulfilling and inspiring than what the schools in general are

providing. Education should be seen as the vehicle by means of which pupils may be enabled to realise their adequate selves. Teachers should be able to impart adequate knowledge to pupils that could help them to gain a proper understanding of the subject content and their life-world.

To be able to participate more productively in the learning process, pupils need the teachers' competence and adequate knowledge of their work and the subjects they are teaching, to influence them to participate more actively in the learning activities. Orstein (1994:27) revealed that to reduce the feelings of boredom, confusion and frustration, pupils need to be motivated and stimulated. To succeed in helping pupils to accept their inadequacies, limitations and learning problems, the genuine commitment of teachers is of prime importance. True educative commitment implies active involvement and participation by both teachers and pupils.

Unfortunately not all people are born teachers and there are some teachers who are incapable of influencing pupils to learn actively. It is suggested that before they attempt motivating pupils, teachers should become motivated themselves by attending in-service training or other professional programmes that may benefit them. Because there are such incapable teachers function in the structure of education, the potential of many pupils is wasted. Thembela (1986:48) comments that should teachers fail to capture the pupils' imagination:

“A great mass of people then become objects of manipulative politics apart from the great poverty, ignorance which the school system is not assisting to eradicate”.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS FOR FURTHER STUDY AND CONCLUSION

5.1 INTRODUCTION

The research in this study has conclusively shown that the quality of instruction which pupils receive at schools is greatly influenced by the manner in which teachers impart their knowledge to the pupils. There can, therefore, be no question concerning the importance of motivation in any classroom situation. For pupils to learn to their full capacity, teachers ought to continue to be sensitive to the ultimate purpose towards which all their work should be directed. When pupils surrender themselves to the guidance of teachers, it is a sure sign of their being in need of assistance. They are striving to reach self-realisation. In order to realise and to develop themselves optimally, pupils need the unselfish service of teachers towards their self-determination. Pupils should possess adequate information and skills that could help them to unfold all the latent talents and abilities in their lives. This demands adequate communication between pupils in need of knowledge and teachers as bearers of knowledge. For communication to be effective, it is important that pupils should possess some knowledge and have the related background that could influence their inquiring minds and help them to acquire new knowledge.

To fulfil their respective roles of teaching and learning to the fullest, positive pedagogic dialogue between the teacher and the pupil is essential. De Witt (1981:65) asserts that in a classroom situation, positive conversation enriches the pupils' minds. Pupils depend on the satisfactory execution of the educative task of the teacher eventually to realise their dignified adulthood. Pupils' effective learning is also enhanced by the quality of their involvement in the learning process. Berlyne and Madsen (1973:93) agree that meaningful participation by pupils depends upon their genuine involvement. Pupils should be able to accept setbacks and failures and yet to venture successfully into the unknown or unfamiliar world. To develop positive efforts to participate actively in the classroom situation, the pedagogic atmosphere should be positive enough to offer pupils security. Teachers should strive to inspire and influence pupils and to provide a secure environment where they can learn meaningfully.

Chronically poor living conditions, malnutrition and ill health can hamper pupils from involving themselves in learning. It has long been known that a general relationship exists between the condition of social, cultural and economic deprivation and cognitive deficiency. Deutsch (1967:31) distinguishes some of the causes of deprivation as:

- the high rate of disease;
- crime, and
- social disorganisation.

To be able to enhance the pupils' potential to learn, teachers should be acquainted with what is demanded of them. Teachers should possess the

necessary skills and knowledge that could help to awaken the pupils' desire to learn. Teachers should never forget to take the individual capability of every child into account. By recognising each pupil as an individual, the teacher shoulders the responsibility of trying to develop each pupil to his/her ultimate capacity. Developing pupils' potential implies succeeding in accompanying them on the road to meaningful adulthood. When genuine learning occurs, pupils should be able to overcome their difficulties and to discover themselves. It is the teachers' ultimate aim to educate pupils to self-realisation. By educating the pupils the teacher is trying to appeal to them to grow and to learn to lead a meaningful life. Teachers should unlock the doors to the varied possibilities of the future for the pupils. It is therefore the role and function of the teacher to nurture the pupils' capabilities and desire to learn. When pupils attain the adulthood for which they have been yearning, they should be able to understand, master and design their life-world.

5.2 SUMMARY

The researcher has endeavoured throughout this research to establish what role and function motivation could play in promoting the effectivity of learning of black secondary school pupils. The concept of motivation and its related terminology have been clarified to assist the reader to understand the theme under investigation.

The question may arise as to why pupils cannot learn to their fullest capacity without teacher motivation. Motivation is the master key to the pupils' active participation in the school situation. It activates pupils to

achieve effective learning. In the school environment, motivation plays a very significant role in influencing pupils to learn. Without the existence of teacher and pupil motivation, poor academic performance may remain an unresolved issue for decades to come. It is of the utmost importance for pupils to feel challenged in order to react meaningfully in a classroom situation. Teachers should succeed in inspiring pupils to realise their abilities. Combs and Snygg (1949:389) maintain that the genius of good teaching lies in the ability to challenge pupils without threatening them.

In order to influence pupils to learn actively, the culture of learning should be restored. This implies that the teacher should genuinely educate their pupils and be fully involved in their task as leaders of children who need their guidance. Pupils, as learners are in need of the teachers' co-existential guidance. Without teacher motivation, pupils cannot realise their innate abilities. Adequate learning depends on adequate motivation and dedication and a lively interest in learning activities.

5.2.1 SUMMARY OF CHAPTER ONE

The clarification of concepts was undertaken to assist the reader to gain an adequate understanding of motivation and the related terminology. The aim of explaining the concepts is to avoid confusion and misunderstanding that might result from ambiguity.

Having the appropriate information about the issue that provoked the researcher to undertake this research project, one could conclude without doubt that effective learning cannot be realised in the absence of

motivation. Experimental researchers have discovered that active learning and retention are poor when the learner is not interested in the subject matter (Oeser, 1971:3). Still on the topic of the importance of motivation as stimulating the pupils' interest to learn, De Witt (1981:22) posed the question as to how one can achieve success in a task if one does not have genuine interest in and true enthusiasm for it. This implies that, to a large measure, motivation is responsible for engaging pupils and guiding them to genuine learning.

For some considerable time the decrease in teacher performance has contributed to poor academic achievement in black secondary schools. To avoid having to speculate about the causes of the problem of scholastic under-achievement, the researcher has established certain aspects that when absent in the learning process, prevent genuine learning from coming about. Clarifying the concepts related to motivation is aimed at preparing and presenting the facts to readers in a way that would stimulate their interest in further perusing this theme. It is therefore sincerely hoped that such an overview may permit the reader to acquire insight and understand of the theme under investigation.

As the key concept of this study is specifically related to the learning situation, pedagogic motivation cannot reveal itself without the phenomenon of education being in existence. The teacher educates pupils through inspiring them to come to grips with reality. When teachers assist pupils to learn the increased satisfaction pupils derive from learning suggests an increase in pupil motivation has occurred. To improve the pupils' desire to learn, teachers should be able to sustain their motivation.

Jones and Jones (1981:31) aver that if pupils were motivated to learn, they could produce better results and enjoy their academic activities (White, 1959).

The school has become the focal point, the place where teachers may succeed in educating and teaching pupils effectively. Pupils could fail to learn as desired if the learning activities are not goal directed. Oeser (1971:11) disclosed the basic requirement of all teaching as being able to arouse adequate motivation that could direct activities towards appropriate goals. The researcher has established that other obstacles could hinder pupils from learning effectively, even if motivated to capacity. Issues such as unmet needs, denying pupils incentives, lack of encouragement and the absence of drives can prevent pupils from learning successfully. Depriving pupils of all these might contribute to decreasing their academic arousal level. Glaser; Holt, and Silberman (in: Jones and Jones, 1981:21) agree that the effectiveness of any teaching strategy will be influenced by the degree to which it responds to the pupils' needs.

As has been pointed out, it is the role of the teacher to make a positive effort to initiate the pupils' genuine participation in the classroom. It is also the task of the present author to offer pedagogically accountable solutions that might be helpful in assisting readers in discovering the causes of lack of motivation in black secondary school pupils. As philosophy denotes a search for truth, the researcher hopes that by collecting valuable information concerning the research problem, her findings might be of value in educative practice.

5.2.2 SUMMARY OF CHAPTER TWO

The research clearly highlights the effect which motivation has on the success pupils' achieve in learning. When pupils' behaviour is activated, their motive to perform changes for the better. For effective learning to occur, it should always be accompanied by specific achievable goals. The researcher has established that there are some pupils whose motivation originates from within. Such pupils may achieve the goals set with or without the teacher providing incentives or rewards. The truth is, however, that individuals differ in their personal characteristics and their self-esteem. In a classroom situation a teacher is faced with different pupils with varied capabilities, waiting to be developed by means of different strategies and by using a variety of methods. It is a major challenge for teachers to motivate disinterested pupils and to foster courage to venture in those who are already interested in learning adequately. That brings to light the role with which the school and specifically teachers are entrusted in developing the pupils' knowledge, insight and skills into something meaningful. Cangelosi (1992:6) disclosed that:

“Classroom teaching is not brain surgery, teaching is far more complex.”

The implication of this statement is that the brain surgeon deals with one client at a time while the teacher is faced with many pupils who need his/her concerned attention and all of whom have their myriad variables like aptitude, motivation to learn, self-concepts and self-images to name but a few. It is the role of the teacher to motivate pupils and to design the

learning activities in such a way that they are able to enrich pupils' abilities and attitudes. Pinsent (1969:63) asserts that genuine learning includes more than book knowledge. The concern is that pupils do not spend their entire day in the classroom but also have many hours outside the teaching situation. When they are motivated to do things on their own, they learn to shoulder responsibilities even outside the classroom. Effective learning is greatly enhanced when dealing with voluntary learners. No matter how good a teacher might be at influencing pupils to learn, if pupils do not make learning their own responsibility, reaching the final goal is, if not out of the question, at least far more difficult to achieve. Berlyne and Madsen (1973:68) agree that for effective learning to occur the responsibility and the motivation to acquire knowledge is controlled by the pupils. If the effort does not stem from the pupils, they cannot gain valuable knowledge that could unlock their future and their various capabilities. In his research Clark stressed the axiom: "Nothing ventured, nothing gained" (Clark, 1983:124). This implies that if pupils are not committed to improving themselves and are not prepared to venture into the unknown, the teacher's motivation can do little to change their attitude towards learning.

By having established valuable information concerning the motivational theories, the researcher hopes to be of assistance to teachers in dealing with both disinterested and interested pupils in the learning process. Teachers should attempt experimenting with different learning theories in the classroom. The reason why this should be tried is to find out whether those theories could be of use in matters regarding inspiring learners. The motivational theories discussed in Chapter Two have been tested and found successful. Even though pupils are individuals who learn differently and at

their own pace, there are specific elements that are universal in any teaching-learning situation. To gain meaningful knowledge, pupils should be taught to listen, respond, participate and communicate. The advantage of having information about various theories is that it provides teachers with different views based on a large sample. Glaser (1974:5) revealed that there are certain organic pathological conditions that may reduce the pupils' energy levels and interfere with their ability to concentrate, for instance, physiological needs (hunger). This knowledge could help teachers if the pupils' unexplained scholastic malfunctioning suggests a thorough investigation into their physical condition. If a teacher in this position is familiar with motivational theories, especially Maslow's theories, he/she ought to realise that unmet needs can contribute towards scholastic under-achievement.

The fact pupils submit themselves to the teachers' care implies that they are willing to discover their future and themselves. To activate them to actualise themselves, teachers should adhere to principles that may help them unlock the children's present and future possibilities. Pupils should know what is expected of them and parents and teachers should be prepared to submit to reasonable demands from pupils. When pupils show a positive attitude towards school activities, teachers ought to acknowledge this and offer rewards to encourage good behaviour and to stimulate a desire for learning in pupils. Costello (1964) and Maehr (in: Jones and Jones, 1981:46) support the idea of praising pupils if they have accomplished tasks in the classroom. They agree that praising pupils' work can produce greater improvement in performance than criticism.

Teachers should strive to motivate pupils in every learning process. They should commit themselves to their teaching in order to succeed. Teachers should always bear in mind the saying that success breeds success. To enhance the pupils' success teachers should set realistic goals so pupils are able to learn successfully, this means that goals have to be realistic and attainable. Teachers should also recognise and accept individual pupils for what they are. By nurturing every pupil's ability, teachers are striving to mould and develop every pupil's self-concept and self-image. Du Plooy and Kilian (1988:21) convey this concept when they stress that:

“Due and candid appreciation of his achievements are the proper ingredients for the child's self-image that is a prerequisite for self-moulding”.

Every teacher should bear in mind that there is no pupil who is incapable of improvement and, in most instances, of reaching responsible adulthood. Only in cases where pupils are ineducable due to birth defects or some hereditary traits, may it be impossible for them to reach proper adulthood. To reach responsible adulthood, all educable pupils should be educated, inspired and motivated to learn to their fullest capacity. Pupils are amenable to being assisted to realise their adequate selves and teachers should, while helping pupils, avoid destructive criticism that could provoke their negative feelings and hatred towards schooling. Behr (19778:145) asserts that any form of undue anxiety tends to distract pupils' attention from learning. He further infers that such anxiety provoking attitudes have a marked effect on the academic performance of pupils. He also avers that:

“The longer the anxiety persists, the greater the level of distress, which in turn leads to even poorer performance.”

The intention is not that teachers should never show disapproval if pupils misbehave. Constructive concern could encourage pupils to challenge difficult learning tasks. De Witt (1981:65) maintains that one must master the art of positive conversation when pupils need to be admonished as it enriches the mind.

The researcher has established that without communication, education is not a viable possibility. Effective communication is the key to active learning. When there is mutual dialogue between the teachers and pupils, it is a symbol showing that the pupil is directly involved in becoming a worthy human being. Teachers should therefore afford pupils the opportunity to display their capabilities. Meaningful learning could occur if pupils' curiosity is not limited. In the course of his research on school achievement, Pinsent (1969:62) discovered that for pupils to become viable human beings, schools should provide them with opportunities that could help them to accept responsibilities. Pupils are individual learners with individual talents and both teachers and the pupils themselves bear the responsibility for developing these talents. Teachers should never underestimate the pupils' abilities or their talents. Nobody is born with a ready made career. Everyone has to learn about careers and make decisions and in this respect teachers assist pupils by developing their abstract ideas into reality. In this way pupils are enabled to reach the stage where they can live dignified adult lives, shouldering the responsibilities attached to adulthood all due to their having been afforded opportunities to realise their

capabilities. A teacher cannot know what pupils could become if the pupils are not granted the opportunity to show what their capabilities are. It is the role of the teacher to motivate, encourage and activate pupils to become what they are capable of becoming. In order to reach these goals the pupils' potential should never be limited but should be nurtured and encouraged.

5.2.3 SUMMARY OF CHAPTER THREE

In a school situation, the pupils are not likely to involve themselves in the learning process without the assistance of their teachers. To gain access to the learning materials and how to make optimal use of these materials, teachers should have the necessary skill to guide and encourage pupils to make use of the different learning materials. Teachers cannot succeed in influencing pupils to successful learning without sympathetic, authoritative guidance. When teachers are able to inspire pupils through making use of different learning incentives, they are also able to promote their desire to learn to the best of their ability. De Witt (1981:26) revealed that the calibre of the pupils produced by schools is directly related to the quality of the teachers' influence by means of intervention. Pupils respond to the teachers' call because they want to grow up and become adults themselves. By influencing pupils to learn through using varied incentives, teachers increase the pupils' desire to become more actively involved in the learning process.

To progress in the learning process, pupils should feel free to participate. To acquire this feeling of freedom demands the creation of a secure

learning climate that is supportive to learning. The pupils' home conditions play a very major role in influencing or discouraging pupils from learning. Clark (1983:113) made a profound observation when he says that for pupils to succeed at school is largely determined by the pupils coming from a positive home situation. He further revealed that due to poverty, many, black secondary school pupils are the victims of economic and educational underprivilege. A pupil with unmet primary or secondary needs cannot concentrate effectively in the classroom. Active concentration demands full attention from the participants and when pupils are able to concentrate effectively, genuine learning may ultimately result. The implication is that if the pupils' needs are successfully met, they will be urged towards further learning (Barker, 1982:63; Jencks, 1976; Mosteller and Moynihan, 1972, and Heath and Nielson, 1974).

It is important that pupils feel the value of being a person of human dignity so they become able to succeed in the learning process. To develop courage to learn with responsibility, a pupil should be accepted as somebody who is worthy and capable of making decisions. Helping pupils to develop the courage to learn to their full capacity will allow them to feel free and more secure to venture into the unknown and unfamiliar world. Schmuck and Schmuck (in: Jones and Jones, 1981:16) assert that the feelings of security, comfort and stimulation can increase the pupils' desire to involve themselves in different learning tasks. Combs and Snygg (1949:390) contended that if pupils could be accepted as persons with human dignity and integrity, a warm, friendly situation could be created where they could feel accepted. With regard to genuine acceptance they (1949:391) stressed that: "Acceptance is understanding without judging".

When teachers approve of pupils and see them as capable learners, they enhance their ability to utilise their knowledge and skills efficiently. By developing themselves pupils show that they are willing to unlock the doors of challenge and opportunity and new possibilities. It is part of the educative task of teachers to assist pupils to progress and grow to adulthood. An atmosphere of acceptance could influence pupils to break down the learning barriers and to help them to explore the various learning materials that confront them, meaningfully. When the learning atmosphere is free from threat it could provide pupils with the challenge of exploring new fields of knowledge and skills. Berlyne and Madsen (1973:31) commented that in such a positive classroom atmosphere, pupils ought to be encouraged to question, criticise, contribute and create in order to acquire a wider knowledge about the subject matter. If pupils cannot be given that opportunity for achieving success, they might develop undesirable personality traits such as cheating or total negativism towards school. Such negative situations may also contribute to truancy or pupils dropping out of school. Glaser (1974:51) maintained that even though remedial school programmes may be highly commendable and desirable in such situations, they are likely to fail because of the pupils' lack of courage and motivation. The teacher should therefore continue to create opportunities that are likely to develop the best character traits in their pupils.

It would appear that the effective use of negative incentives may result in desirable classroom behaviour. Learning through positive or negative incentives can be genuine learning only when such incentives are correctly implemented. A situation in which pupils are frightened or threatened to make them learn cannot lead to them accepting learning as their own

responsibility. An outstanding psychiatrist, the late Harry Stack Sullivan (in: Berlyne and Madsen, 1973:31) warned teachers who rely on negative incentives to influence pupils to learn, that the very worst method of educating pupils is that of creating anxiety or generating anxiety in them about the learning process. He elaborated that to use such negative means could frustrate pupils. When a teacher scolds a pupil it may provoke aggressive behaviour. It has also been found that aggressiveness and frustration may lead to high levels of defection. Oeser (1971:11) stipulated that “unless there is adequate motivation, all incentives tend to deflect learning”.

An ideal teacher, making use of the most suitable methods and learning materials, should be able to inspire and influence pupils to learn to the limits of their ability and potential and instil in them a feeling of worth and dignity.

A high degree of under achievement or low usage of potential is often brought about by a lack of stimulus drives. A pupil cannot decide to act voluntarily without proving stimuli. To increase pupils' motivation, teachers should promote creative behaviour and curiosity. Glaser (1974:55) regards creativity and curiosity as two of the necessary ingredients for learning. If these aspects cannot be satisfied, pupils become frustrated. It is, however, also essential that the object of their curiosity should be obtainable. Cattell (in: Krech, 1962:99) pointed out that not all pupils are curious by nature. Curiosity varies markedly in strength among individuals. This implies that if the theme under investigation is difficult, unimaginative learners would be unable or slow to discover the undiscovered information as a result of a lack of curiosity and imagination. To promote active

learning every opportunity for stimulating their curiosity should be utilised thus leading all pupils and not only the selected few, towards creative thinking. If this is not the case, the less gifted and less creative pupils could be totally discouraged. (Tjosvold and Santamara, 1977; De Witt, 1981:92, and Friedrich, 1991).

5.2.4 SUMMARY OF CHAPTER FOUR

In an ordinary school situation (unlike special school situations) it may be assumed that every pupil has the potential to become a viable adult. Pupils have open-ended possibilities. They can be educated and motivated to progress to adulthood. In these classroom situations, pupils know that their teacher possess the ability and desire to educate them. That is why they appeal to teachers for educative assistance. It is the goal of the teacher to assist pupils to reach self-actualisation. Without having a proper goal, educating pupils would prove meaningless. Van Rooyen (in: Du Plooy and Kilian, 1988:97) emphasised the importance of having an attainable goal while educating when averring that “No existential act can take place without a goal”.

Children cannot attain responsible adulthood as their main objective, without adult guidance. To help pupils realise their adequate selves, teachers ought to persuade pupils towards active participation in the classroom. The assistance given to pupils by teachers is of irreplaceable importance while the pupils are progressing *en route* to adulthood. As

learners, pupils are not yet conversant with the implications of their actions. They need adequate knowledge, understanding and skills that would help them improve their way of life. Van Zyl (in: Du Plooy and Kilian, 1988:102) indicated that pupils are in need of acquiring a grip on knowledge to fend for themselves as responsible human beings. Adequate insight and knowledge may help pupils to unfold the new possibilities that are open to them.

The next aspect that needs attention is the role that teachers should play to awaken pupils to the demands of taking a rightful stand in their society as adults. Researchers have shown that the teacher's personal characteristics remain a strong force behind the pupils' success or failure in the learning process. Behr (1977:1) pointed out that the quality of education depends primarily upon the teachers' personality traits, social skills and their relationships with individual pupils whom they are striving to motivate. Behr also maintained that one of the issues that hamper pupils and prevent them from being motivated is driving pupils to learn instead of leading them. Undue force and anxiety may result in pupils tending to withdraw themselves from learning the subject content.

During her research, the researcher also investigated the effect the environment has on encouraging or discouraging pupils from concentrating effectively. Jones and Jones (1981:15) maintained that successful teaching is greatly enhanced by a safe and supportive environment. Bruner (in: Clarke and Clarke, 1959:138) also stated, nearly forty years ago, the supporting notion that enriched environments influence the development of cognitive strategies.

Unfavourable learning conditions in black secondary schools can be attributed to various social circumstances, historical apathy and economic exploitation. These conditions could contribute greatly to the negative attitude with which pupils come to school. These circumstances would hinder pupils in developing a sense of competence and would not sustain their motivation (White, 1959:298).

The deprived learning environment affects the black secondary school pupils to such an extent that the scars are difficult to heal. Teachers are often forced to rely on imitation, repetition, recitation, rote learning and the 'chalk and talk' method. Pinsent (1969:55) asserted that deprivation of activity and individual project methods contributed to learning ineffectiveness. Pupils learn better when they have access to varied methods that can assist individual pupils in the optimal usage of their potential.

The data on teacher characteristics (Lockhart, 1991:110) might be construed as evidence that teachers are not fully committed to their work. Due to teacher non-commitment, pupils fail to learn to the desired level. The morale of teachers can affect the pupils' learning progress. Teachers should be able to promote the pupils' desire to learn, not enducing boredom and negative feelings towards schooling. Pinsent (1969:57) disclosed that most teachers teach more easily what they have learned in the way they have learnt it. They find it difficult to respond to new dispensations. They could fail to use new methods as they might feel uncomfortable or insecure when having to employ methods they do not fully comprehend themselves.

The research undertaken for this dissertation has revealed that the issue of teacher frustration inhibits teachers from motivating pupils. This problem

contributes to a high level of defection. Teachers are also prone to frustration caused by being excluded from making decision concerning their occupational situation. If teachers are denied access to certain levels of decision-making, for example, the issue of redundancy and being threatened to remain neutral on matters concerning joining teachers' organisations, that could indirectly affect the pupils' problems of lack of motivation as teachers themselves become demotivated.

Behr (1977:1) indicated that:

“Unless teachers are competent, neither confessional instruction nor innovation is likely to be successful”.

To this may be added that teacher competence is also closely related to their degree of job-satisfaction.

Parents are the primary educators of children, yet their attitude might also harm the pupils' academic performance. Parents may push their children beyond their capacity by too high expectations. Competitiveness, both between individuals and also between teams, can at times take on epidemic proportions in certain schools. Jones (in: Glaser 1974:38) asserted that parental pressure can distract pupils from active participation in the classroom. Glaser (1974:33) also contended that parental pressure can destroy the pupils' motivation to learn to compensate for a fear of inadequacy and that pupils might develop undesirable personal traits such as harassing successful pupils by bullying, hostility or aggressiveness (Jones, 1954; Simmons, 1959).

Social problems within the family may contribute to the pupils' scholastic under achievement. Glaser (1974:45) expressed the view that separation or threatened separation from parents through death, illness or divorce commonly affect the academic performance of such pupils. Behr (1977:144) added to this assumption that social and maladjustment problems have a marked effect on the academic performance of many pupils. The problems referred to above seem to affect the pupils' desire to learn and these pupils are unlikely to develop intrinsic motivation to learn and, as a consequence, remain disadvantaged (Dellatola, 1989:4; Wahlberg, 1974:397-400; Marjoribanks, 1974:15, and Van der Walt, 1991:21).

The present research underlined the fact that there are many teaching strategies and methods that could promote successful learning in the classroom. Effective strategies and methods promote pupils' desire to learn. When discovering useful information, pupils' varied possibilities are given the opportunity to develop. When pupils are equipped with adequate knowledge they become able to cope with the demands of the society. Kilian and Viljoen (1978:231), concerning the necessity of empowering pupils with sufficient knowledge to be able to give meaning to their lives, contended that:

“No human being wants to live a meaningless existence, because man is forever looking for that which is meaningful”.

Genuine education is essential to help pupils to acquire the courage to fend for themselves when they become adults. It helps them to be able to orientate themselves within the environment, which is why effective methods and strategies are so important to bring fruitful results. The ability to use a variety of teaching strategies or methods lies within teachers

themselves. The teachers' human qualities may enable them to use these various methods or strategies in the classroom. Nortje (in: De Witt, 1981:101) stressed the issue of humanity in the pupil-teacher relationship as the most elusive factor without which the method or strategy cannot succeed. He also revealed that the merits of good methodology are undeniable, but that methodology is not itself a guarantee for successful teaching. Jones and Jones (1981) concluded that teachers should apply teaching methods that motivate learning and prevent disruptive behaviour. To succeed in applying strategies, teachers should never pretend to be experts in everything in the classroom, or act as if they are immune to mistakes. Teachers ought to learn to accept setbacks and failures cheerfully to venture with pupils successfully (De Witt, 1981:67).

5.3 LIMITATIONS OF THIS STUDY

The present research study was undertaken with the aim of finding out what role motivation can play in influencing black secondary school pupils towards active participation in the classroom. Although the study is directly related to black pupils, the researcher feels that it would also have been useful to uncover the situation in multicultural education because, even though the research is specifically aimed at discovering the role of motivation in black schools, the universal factor above all else is that all pupils have the ability to learn, irrespective of their cultural milieu.

The data obtained from diverse cultural and social groups indicate that factors such as home background, an inadequate and culturally irrelevant education system, economic factors (such as poverty, high unemployment and racial prejudice) and a range of biological and cultural factors have been cited as the determinants of unsatisfactory learning performance in multicultural (and black A.A.N.) schools (McInerney, 1992:53). The researcher obtained the impression that many of these factors have an impact on the motivation and performance of pupils from heterogeneous population backgrounds in the schools they attend, but the limitations of the scope of this dissertation prevented a thorough investigation into all the relevant factors.

5.4 RECOMMENDATIONS AND FURTHER STUDY

5.4.1 RECOMMENDATIONS

In the teaching-learning process, Griessel *et al.* (1989:152) regarded the teacher as the most prominent agent for bringing changes in multicultural schools. Special training ought to be given to teachers for those schools. The training should be aimed at meeting the needs of all the different cultures. Learning different skills will be required of teachers to enable them to teach pupils from different cultural backgrounds. Hofmeyr and Moulder (*in*: Soni, 1990:115) inferred that:

“... the wider the distribution of skills and knowledge at all levels of society, the more potent education has been as a factor in the economic development of a country”.

The implication is that through the teachers' skills and knowledge, the pupils' potential of varied capabilities could be developed. To teach successfully, teachers should be able to respect and understand every individual culture. By respecting the different cultures the teachers should aim to avoid conflict within the classroom environment. The different cultures of pupils should never be undermined nor should the pupils' rights and human dignity. It is recommended that respect is the secret for teaching successfully in multilingual and multicultural schools.

The research conducted by McInerney (1992:72) showed that lack of opportunities depressed the motivation to continue their schooling in pupils in multicultural schools. He recommended that teachers should design programmes that could enhance the self-realisation and confidence of pupils. Griessel *et al.* (1989:151) held the view that multicultural schools should react positively to changes in order to initiate changes in the society. If those schools could react positively to the new dispensation, it could be very relevant to the ethnic and cultural groups of the society. To be able to cope with rapid change and the unknown future, teaching needs to be directed towards change. An important aim of having a positive reaction to all cultures is to avoid handicapping the minority group.

The issue of having different cultures in a single classroom might be confusing to the teacher. One person might feel that his particular culture is not acknowledged or is seen as inferior or deficient. In such situations pupils may not be expected to renounce their convictions and customs in an attempt to become like the majority. As the modern age is dominated by multiplicity, pupils should be prepared for life outside the schools in a multicultural community. They should be able to accommodate to and live

in a complex world with other cultures. To be able to do so pupils should be empowered to fend for themselves as adults in a multicultural world. Teachers need to be trained to give meaning to the key word in multicultural education, namely “empowering” in their intervention in pupils’ teaching progress. Craig (in: Soni, 1990:113) regards the importance of empowering multi-cultural pupils as:

“... empowering people to change towards fulfilling their unique human capacity to know, to be able to monitor their own knowing and to monitor their knowledge in terms of truth/knowledge claims (Srohm Kitchener 1983), seems the crux of both addressing the concrete realities in this society and creating a basis for the achievement or excellence in and through education”.

Other areas also need specific teacher training to eliminate practices about which deep concern is expressed, such as: rote learning, a lack of broadening of the mind, a lack of encouragement to pupils to develop initiative and skills of independent thought, stifling work settings, inadequate study skills, avoiding boredom and a lack of confidence. Teachers also need to be trained to be aware of factors such as fatigue, neglect and abuse from parents that make it difficult for pupils to pay attention and for teachers to produce quality education in black secondary schools (Charles, 1989; Thembela, 1986:47; McInerney, 1992:54, and Dreikurs, 1968). It is recommended that specific attention should be given to the avoidance of these negative factors that prohibit black secondary school pupils from the successful achievement of education progress. Poor motivation can, for example, lead to poor performance by which the pupil’s

learning is totally disrupted from proper functioning. Abundant evidence exists that negative circumstances such as those referred to above can have a detrimental effect on the academic achievement of black pupils (The Sowetan, 1 September, 1989:6), that being reason enough to demand a change to more positive teacher involvement. The schools indirectly and teachers more directly are faced with a major challenge to change their approach. They are challenged to create a learning system that would evolve into more successful developmental classroom activities. The learning activities should be designed in a way that could encourage a higher level of mental independence. To liberate the pupils' mental independence, the culture of learning must be restored. The culture of learning is probably the most crucial aspect because the school is part of the pupils' cultural development. Educative teaching by teachers should endeavour to mould pupils to respect and obey the norms and values (Van der Walt, 1991:21) of their culture as part of the greater society.

In a school situation there is no neutral education.. When teachers educate pupils they promote a specific philosophy of life. If the particular ideology the child became acquainted with at home is different from that which it is confronted with at school, the problem of cultural discontinuity arises. This has been a problem that in the past was faced by many black pupils. It is recommended that this problem should receive serious attention. Kies (1992:2) asserts that the problem facing black pupils is the re-creation of a productive culture of learning. A code of conduct that unites teachers, pupils and parents in a rational tripartite alliance is essential and should receive serious attention from all parties concerned, including the Department of Education. This alliance should aim at alleviating the

struggle in education and developing the means that could sustain mental independence in education (Van der Walt, 1987:297).

In a life situation, education is the key to successful emancipation and socialisation. In the past the education system misdirected and tended to enslave the lives of many black people in South Africa. It should be made possible for pupils to pursue learning with courage by overcoming the crisis that at present threatens the education system. In the past the future of black education was inextricably bound to politics as the main population groups attended separate schools (Soni, 1990:113, and Aitken, 1988:54). Green Thompson (1992:13) commented that his utmost concern was about the kind of future which South Africa could have. The movement towards open schools has now been established and there should be sufficient supervision to ensure that this movement does not flounder.

A very grave problem that is still having a deleterious influence on black education in South Africa, is economical and political pressures. These two issues are causing black education to appear beyond immediate redemption. The majority of black secondary school pupils are faced with a social system that resists the beneficial outcomes expected from the new dispensation. This is an area of education that needs very thorough investigation in an attempt to bring about change. It is recommended that in order to curb the problems that hinder pupils from learning effectively, the education system should pursue the goal of social transformation. To be able to transform the system, Thembela (1986:45) suggested that the following burning issues be considered:

- Pursue relevant objectives.

- Establish the proper needs of pupils through proper research.
- Develop and construct relevant and programmes and curricula.
(This has been addressed by the Curriculum 2005 programme
A.A.N.)
- Create conditions that are conducive to the achievement of these goals.

The inaccessibility of educational resources is still making learning difficult for pupils. Many schools are not receiving the required materials and teachers are experiencing problems with non-payment of their salaries. These factors make learning more difficult for pupils who as a result cannot come to grips with reality in the absence of suitable resources. Hindle and Mdluli (1992:55) agreed that in many black secondary schools at that time it appeared to be a lack of information about the availability of educational resources that was inhibiting education as there was a lack of sufficient learning materials. There is evidence from leading educationalists that black pupils were discriminated against in matters concerning supply of resources (Robinson, 1989 and 1990). Mazibuko (1986:10) pointed out that black pupils were thereby excluded from many fields such as architecture, computer science, data processing, engineering and so forth. It appears that the present government is trying to supply the necessary resources that could motivate pupils to return to a culture of learning. The government should cater to the learning needs of all pupils and avoid discriminating against any pupils, regardless of whether they belong to the majority or the minority groups. Pupils are born with potential to become

something and no field or discipline in education should be closed to them (Wahlberg, 1984:397-400; Luthuli, 1980; MacIver and Reuma, 1994:24).

Parental involvement should be a critical focus in the education of all children to make an enduring positive impact on pupils' lives (Haynes, 1990:164). Here again the social and economical situation of the parents is most important. It would be ideal if all parents could involve themselves actively in their children's education as this would be a step in the direction of encouraging success. Creating work for those who are unemployed would go a long way to bringing this healthy situation about. Matthews (1992:22) affirmed that parents should remember that their children's involvement in the classroom activities may have many benefits to their performance (Marjoribanks, 1974:15).

In multicultural schools the social backgrounds of pupils may make it difficult for teachers to uphold a consistent value system. In a speech during March 1990 Mandela reiterated ANC policy by proclaiming that education is a major factor in the liberation struggle. Liberation has now come about and the president now regularly appeals to the youth to make the best possible use of the education provided for them and to restore the culture of learning. Black secondary school pupils should be seriously urged to attend classes, to stop disrupting education and in particular to refrain from violence. Many teachers have reached the stage where they fear for their lives in the schools, not to mention the fact that some pupils are completely impossible to control. The present government has already taken measures to uplift the standard of South African black education. Numerous projects have been launched to save black education from catastrophe. Projects such as the science education project, in-service

teacher training, skills upgrading schemes and others have been introduced and it is to be recommended that these projects should receive the whole-hearted co-operation of the government, schools, teachers, pupils and parents in an attempt to raise the level of education. (Simon, 1991:583; Aitken, 1988:54.)

Thembela (1986:48) made an urgent call on those who wanted to improve black education in South Africa to acquaint themselves with the historical, cultural and social backgrounds of pupils. He also questioned how quickly and effectively education could be introduced into African environments to enable the indigenous population to assimilate and have a full command of the intricacies of the technological world. The unveiling of the new Curriculum 2005 by Minister Bengu, the Minister of Education suggests answers to many questions that have been raised by both teachers and the society. According to the Sunday Times (30 March, 1997:2) the new curriculum is aimed at guiding pupils to be competent thinkers, ensuring quality education, instilling an awareness of the need for technology as a distinct area of learning and to create a desire to learn in pupils, shifting the emphasis from the content onto the learners.

In this curriculum Bengu (1997:26) stressed that pupils should have access to quality education and that their talents should be developed without them being discriminated against. Gillian Anstey (Sunday Times, 30 March, 1997:2) felt convinced that if the new curriculum could be implemented successfully in any classroom situation, pupils would benefit and would leave the school system with life skills that they can use in the outside world.

The Minister of Education identified the following eight different learning areas which together form a balanced curriculum (Curriculum 2005, 1997:15).

□ **Communication, Literacy and Language learning**

Interaction throughout the world is through language. Through communication, better understanding of each other can be achieved.

□ **Numeracy and Mathematics**

This learning area could equip pupils in such a way that they can cope with a rapidly changing technological environment.

□ **Human and social sciences**

As members of a multicultural society, pupils should be able to operate in a culturally diverse, democratic society. Under this learning area, pupils will learn about interaction.

□ **Natural sciences**

Managing the resources of the world demands a better understanding of the universe.

□ **Arts and culture**

Culture and the arts control the life of the society. The diversity of cultures can be developed when pupils learn about them.

□ **Economic and Management sciences**

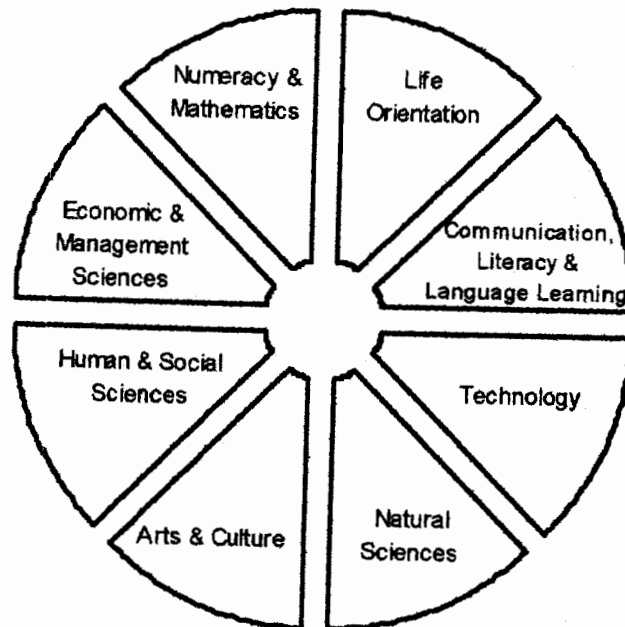
In order to survive a sustainable economic plan is necessary.

□ **Life orientation**

Society is in a process of change. To be able to cope with challenges, pupils ought to develop life skills.

□ **Technology**

The South African society is advancing technologically. Pupils should have access to technology.



**A BALANCED CURRICULUM (CURRICULUM 2005,
1997:15)**

The researcher trusts that with the diligent application of this new curriculum, the pupils' potential will not be wasted but be developed to the highest degree of which it is capable. It is recommended that this Curriculum 2005 should in particular be brought into use in the Secondary Schools that have up to now been the weakest link in the school system as a

whole. The curriculum in the past was too rigid and resulted in pupils being discouraged from taking an active part in the educative process. It is trusted that this new approach will bear fruit.

5.4.2 RECOMMENDATIONS FOR FURTHER STUDY

Certain aspects have been revealed during the course of this investigation that appear to have an impact on education in black secondary schools and the improvement of which could have a positive effect on pupils in these schools. The scope of this dissertation made it impossible to investigate all these areas thoroughly and the author would like to suggest that it might be beneficial to initiate research projects into the influence of the following aspects on the school system:

- The effect of deprived home backgrounds on scholastic achievement.
- Poor socio-economic environment, particularly as a result of the vast number of unemployed fathers and the poverty resulting from this.
- Unsatisfactory learning progress of children with unmet needs such as arriving at school hungry or tired from having to live in very overcrowded homes.
- Involvement of pupils in certain aspects of school organisation.

5.5 CONCLUSION

From the explication of the role and function of motivation in this dissertation, one could conclude that there has been an improvement in the motivation of black secondary school pupils and that they are now more strongly directed towards a bright future. Teachers are faced with the major task of continuing to motivate them to progress and to discover their hidden capabilities with confidence. By means of the proposed Curriculum 2005 and through the teachers' assistance and acceptance, pupils will continue to adapt to the new dispensation and face the challenges of change in order to reach responsible adulthood.

By developing a relationship of mutual affection, teachers and pupils could conquer the learning difficulties. Honest dialogue with each other is one of the best ways of promoting the vital aspects which constitute the relationship structure in the classroom situation, namely the relationships of understanding, authority and trust. The teacher's prime task is to guide pupils towards successful emancipation and socialisation. Teachers should strive to achieve this in a humanly dignified way to help pupils to overcome their own absolute dependence on adults, confusion, lack of experience, uncertainty and so forth.

It is important that these signs of immaturity be overcome as they can disrupt the effectiveness of learning. Thembela (1986:48) asserted that if these obstacles to learning cannot be conquered, they may contribute to frustration. He regarded the issue as contributing to instability and unrest in

black secondary schools. In the education environment this might even give rise to the suicidal syndrome of anxiety and desperation.

Dreikurs *et al.* (in: Jones and Jones, 1981:21) stated that "... children who misbehave are simply trying to be accepted". Teachers should strive to accept every individual pupil who is entrusted to their educative intervention as their responsibility. Pupils have to learn to value themselves as capable and worthy human beings. Ignoring pupils' needs could lead to them feeling incompetent and depressed and also to inadequate levels of scholastic performance and pupils dropping out of school. Teachers should guard against promoting these inappropriate feelings and negative behaviour. Glaser (1974:5) warns that it is not acceptable for teachers to ignore pupils who do not perform according to their expectations at school and to allow them to drop behind or leave school altogether. His main concerns are that at that stage the pupils' knowledge is still not adequate to maintain themselves in the world and there are fewer employment opportunities available to them.

As an educator the teacher should be able to account on pedagogic grounds for whatever responsibility they take upon themselves. Without the teachers' assistance pupils could be retarded in their humanisation. Pupils should never be left to their fate as they might resort to deviating behaviour and damage their own becoming. If pupils engage in misconduct, it may cause conflict with what the teacher is aiming to achieve. A survey conducted in KwaZulu-Natal of a sample group of black matriculants, produced results to support this premise (Simon, 1991:586). Simon also established that learning does not function effectively when pupils feel helpless because of their irregular behaviour and their dissatisfaction with

certain regulations and facilities at school. It is the role of the teacher to motivate pupils to repudiate their negative attitudes and to behave positively. Teachers should present material in ways that are meaningful to the pupils and thereby enhance their positive thinking. Malope (1990:10) observed that pupils need to be protected from harm in order to behave according to rules which ensure their personal safety and academic security.

According to the official organ of the Teachers' League of South Africa (1992:3) the major cause of disruptive behaviour in many secondary schools is a pervasive feeling of disconnectedness. Pupils on the whole have little or no involvement in school organisation. Education has become something that is done *for* pupils and not something that *they* do. All the anxiety and uncertainty that stems from this can be minimised by creating a safer learning space in schools and greater participation and involvement of pupils in relevant aspects of the school system (Hunter, 1992:21; Marjoribanks, 1974:16).

To progress towards a responsible future, pupils should be inspired to increasingly explore the life-world of open possibilities. Learning activities should never be left to chance and should pose a challenge to pupils. Teachers should never assume that pupils could attain proper adulthood through their own actions or efforts. Sympathetic guidance is one of the essential components to lead pupils to self-actualisation. Pupils could be helped to come to grips with their personal fallibilities by utilising their knowledge and skills effectively. Malope (1990:10) inferred that for pupils to increase their knowledge and skills, teachers ought to use motivational principles to stimulate the pupils' interest and develop their self-motivation.

It is obvious that in the learning process pupils encounter various obstacles to learning. The teachers' experiential and professional knowledge could help to clear the pupils' uncertainty concerning venturing into the unknown and perhaps even threatening future. Teachers should be trained to offer individual guidance to pupils to assist them to overcome difficult situations. In order to teach successfully, teachers should respect the dignity of each individual pupil as respecting the dignity of a child as a human being is very influential in enhancing both his/her own feeling of self-worth and the desire to learn. Reasoner (1992:23) made the profound observation that pupils could thrive and learn comfortably and feel accepted if their status as human beings is respected. Failure to honour a child's self-image can contribute to him/her faltering because of a lack of pride and confidence brought about by an approach which does not recognise the child's competence or offer approval of the effort made by the child to conform to the demands of propriety.

Meaningful adulthood is not attained over-night. It is a gradual progression during which teachers should afford pupils the opportunity to orientate themselves and advance along the route to responsibility. The educative task should be performed purposively and purposefully. The teachers' pedagogic intervention should be meaningful to avoid harming the pupils' humanisation.

Griessel *et al.* (1989:12) asserted that "Authentic pedagogic assistance requires unfaltering intervention". Pedagogic intervention should always be future and child directed. Teachers should remember that every pupil is in the process of developing and teachers should try to modify their teaching to accommodate the needs of the individual pupils in the class. It is

essential that teachers consider motivational theories to promote success in the classroom. Teachers have the responsibility of making the learning content available to pupils in a way that is aimed at successful learning. Thembela (1986:48) found that the imparting of knowledge to enable pupils to gain true understanding and insight into the subject matter is often lacking. In many black secondary schools learning does not occur effectively. The reasons for this are, among others, a lack of teaching material, inability by teachers to present the subject content cogitably and convincingly. The latter problem may arise because of inadequate training of some teachers. A teacher must be able to convey knowledge to pupils, a capacity that is not common to all people (Hunter, 1992:21).

Thembela (1968:49) concluded that since educational disability is often found among socially and economically disadvantaged groups in all societies, it is clear that there is a systematic relationship between social conditions and scholastic competence. It cannot be denied that the culturally deprived pupil is also retarded in cognitive skills by the time he/she enters school. It is hoped that the future for South African pupils of all cultures and creeds will improve to the extent that no child will have to bear the burden of such deprivation.

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