

CULTIVATING INTRINSIC MOTIVATION FOR LEARNING TECHNOLOGY:

A TEACHER'S SELF-STUDY

BY

SIFISO ERIC MAGUBANE

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Supervisor: DR KATHLEEN PITHOUSE-MORGAN

COLLAGE OF HUMANITIES

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This thesis is submitted with/without my approval.

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DR KATHLEEN PITHOUSE-MORGAN

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ACRONYMS

- ACE Advanced Certificate in Education
- ARVs Anti-retroviral
- BBM Blackberry Messenger
- BEd Bachelor of Education
- BMX Bicycle Motor Cross
- CAPS Curriculum and Assessment Policy Statement
- CBLEs Computer-Based Learning Environments
- DBE Department of Basic Education
- HOD Head of Department
- ICT Information and Communication Technology
- KFC Kentucky Fried Chicken
- L2 Second Language
- LAW Lesson Assessment Worksheet
- LTSM Learning and Teaching Support Material
- MEd Master of Education
- MIE Minimally Invasive Education
- NPF National Policy Framework for Teacher Development
- OBE Outcomes-Based Education
- SDT Self-determination Theory
- UKZN University of KwaZulu-Natal

ABSTRACT

The purpose of this self-study was to explore how I as a teacher could cultivate intrinsic motivation among my learners so as to make learning Technology more enjoyable and interesting for them. I was concerned because learners in my school seemed demotivated. I used self-determination theory (SDT) and Ubuntu as theoretical perspectives to guide me. The use of a shield metaphor helped me to bring these two theoretical perspectives together. I was the main participant in the study. The other participants were 33 Grade 9 learners and three critical friends (fellow Master of Education students), two of my former high school friends, as well as my Facebook friends. In generating data, I employed the methods of: memory-work self-study; developmental portfolio self-study; and arts-based self-study. I used memory-work to re-examine and reflect on motivational and demotivational events that occurred in my life as a learner. To access significant memories, I used: storytelling; memory drawing; artefact retrieval; poetry writing and journal writing. Through memory-work, I identified five key themes: a) buoyancy; b) challenges and emotional scars; c) self-esteem; d) appreciation; and e) friendship, communion and community support. From these themes, I drew lessons for cultivating intrinsic motivation for learning. To follow, I built on principles of SDT and Ubuntu to develop alternative teaching strategies for cultivating intrinsic motivation among my learners. The use of multiple strategies of teaching and including game elements and fun in the teaching and learning process helped to enhance learners' motivation. Furthermore, through collage-making and oral presentations, I encouraged learners to express their feelings about what motivated them and what demotivated them. I categorised their responses into motivators: a) feeding; b) learning computers; c) sports; and d) caring teachers and demotivators: a) no smile from teachers and corporal punishment; and b) weapons, drugs and teenage pregnancy. Self-study enabled me to re-examine my past and present personal and professional experiences. I had a chance to learn from my personal history and there was also a healing process that took place within me. Engaging in self-study gave me a chance to consider how and why I respond the way I do to certain situations that I face as a teacher. I have learned that providing care and support for

learners is central to intrinsic motivation, especially when learners experience many demotivating factors in their daily lives.

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CHAPTER ONE: INTRODUCING MY STUDY OF CULTIVATING INTRINSIC MOTIVATION FOR LEARNING TECHNOLOGY

Introduction

I am a teacher at a high school situated in a historically black township in the province of KwaZulu-Natal, South Africa. People in this township mostly speak the language of isiZulu as a home language. As an isiZulu-speaking teacher who grew up in a rural area of KwaZulu-Natal, I learned English from isiZulu-speaking teachers. I teach Technology, which is a subject that is taught in the medium of English as stipulated in our school's language policy. In recent years, I have observed a seeming deterioration of the culture of learning and teaching in our school. Masitsa (2005) indicates that high levels of absenteeism, not doing schoolwork, ill-discipline and destruction of property signal low levels of learner motivation. Furthermore, Weeks (2012) points out that property destruction, substance abuse, an increased number of drop-outs, poor school performance and demotivated students are obvious signs of a dysfunctional culture of learning. According to my observations, these signals are all visible in my school. The culture of learning and teaching as defined by Heystek and Lethoko (2001, p. 222) refers to the "attitude of teachers and learners towards learning and teaching". Masitsa (2005) defines a learning culture as a conducive teaching and learning environment at school, where everyone is working together for positive academic performance. I decided to conduct a study with the purpose of finding out how I could help to revive such a culture in my school through the cultivation of intrinsic motivation for learning.

In this self-study research, I look at my own practices as a teacher in the context of cultivating intrinsic motivation for learning Technology in a township high school. As explained above, my interest in this topic was sparked by my concern that at our school there seemed to have been a negative change in the attitude of learners towards their learning over the past few years. Furthermore, I was concerned that, according to school records, matriculation (final year) pass rates were not consistent as they vacillated between 23% and 69%, while, concurrently, the number of school dropouts was growing. In addition, I was troubled by my observation that those learners who remained at school

had a habit of staying outside the classroom even when there was a teacher in the classroom. I decided to undertake this study because I wondered if these problems might be linked to low levels of intrinsic drive among learners. Cheng, Lin and Su (2011) suggest that adequate motivation can alter a preceding attitude. However, as far as I know, prior to my study, building a strong foundation of intrinsic motivation had never been explored in my school context to see if it could help in counteracting our learners' apparent resistance to learning.

In this chapter, Chapter One, I describe the focus and purpose of my self-study research and further explain the understanding of motivation in teaching and learning that underpins this study. I then discuss my rationale and state and elaborate on the three research questions that guide my study. This is followed by a brief description of the methodology employed for this study. To conclude the chapter, I give an outline of the structure of this thesis.

Focus and purpose of the study

In this study, I explore how I as a teacher can try to ensure that my learners remain intrinsically motivated so as to make learning Technology more enjoyable and interesting for them. According to Demir (2011), intrinsic motivation refers to engaging in a task for integral gratification instead of some other reason. Ryan and Deci (2000) argue that from birth humans are intrinsically motivated to learn. They maintain that "humans in their healthiest states, are active, inquisitive, curious and playful creatures" (p. 56) and that this shows their willingness to learn and discover without any form of external incentive. According to this argument, everybody is born intrinsically motivated; hence I believe that we teachers are required to find ways of reviving intrinsic motivation among our learners. I am inspired by Covey's conviction that "whatever the mind can conceive and believe it can achieve" (1990, p. 19). If we as teachers can keep our learners motivated through our teaching, then our learners' attitude can change and thus they can reach the sky.

The purpose of this study is therefore to explore internally gratifying teaching and learning strategies to revitalise intrinsic motivation among learners as they learn Technology. This is because research suggests that when learners do what they are interested in, they tend to do well and enjoy the task (Lei, 2010). My observations tell me that often we teachers tend to overlook the significance of how learners feel about what they are being taught. Yet, I believe that learners' feelings play a pivotal role in the process of learning. As Lagueux (2013) explains, our brains do not engage in the process of learning in the absence of feelings. Hence, I suggest that as teachers we should not only focus on how many learners are in the classroom when we are teaching; we should also be concerned about how our learners feel about what and how we are teaching them. According to Christophel (1990), a fundamental aspect of learner motivation seems to stem from the way learners are taught rather than the content of what they are taught. Keenan (1995) points out that people who are demotivated will not necessarily tell you how they feel, but they can show you through different signs. I suppose that my learners are no exception to this. Hence, we teachers should at all times be alert to signs that are shown by our learners. I think that this awareness could be helpful to teachers who find it hard to deal with demotivated learners.

I believe that in a process of learning, awareness of our learners' feelings is imperative because positive emotions can propel learners to perform at their best. On the other hand, demotivated learners are likely to show signs of unwillingness to learn or resistance to learning. To illustrate, Wyk and Louw (2008) explain that learners who do not feel confident about reading are likely to avoid any engagement with reading. They further indicate that such behaviour might appear to us teachers as learners misbehaving, being rude or even being stupid. Furthermore, Keenan (1995, p. 5) defines motivation as having to do with "how individuals are treated and how they feel about what they are doing". She emphasises that the way people feel about how they are treated can influence their response to stimuli. However, I have observed that we teachers often focus more on how learners behave and we tend to pay little attention to how they feel about their surroundings, which even include our teaching approaches. The problem gets multiplied when we have noticed the unwanted behaviour of a learner and then we quickly draw

negative conclusions that are based on how we feel about the conduct of that learner. My observations have been that those conclusions tend not to help in solving the problem if we believe that when a learner avoids written work, it is because he or she is seeking to undermine our authority as teachers.

What is motivation in learning?

According to Maimane (2006), motivation in learning is about the longing or the wish to know. In my view, it is perhaps also to be internally driven to become proficient at something. Motivation can be described in two different ways: intrinsic motivation and extrinsic motivation. Lin, McKeachie and Kim (2003, p. 252) clarify that “intrinsic motivation is a kind of motivation in which the task is enjoyable or satisfying in itself; [while] extrinsic motivation is motivation induced by rewards or punishments dependent upon success or failure in the task”. Hence, intrinsic motivation is determined by profound interest and participation in the work, inquisitiveness, satisfaction, or an individual sense of challenge, whereas extrinsic motivation is determined by the wish to achieve an objective that is distinct from the task itself, such as attaining a promised prize, meeting a deadline, or winning a prize (Cheng, Lin & Su, 2011).

The key concept in this study is *intrinsic motivation*. It can be viewed as an engagement in a task being driven by the feeling of pleasure, delight and excitement (Lee, Cheung & Chen, 2005). Hence, it can be described as a drive that comes from within, with or without any additional external force. Intrinsic motivation is thus a dynamic force that is essential to the lively nature of human beings (Goodman et al., 2011). Goodman et al. (2011) further describe intrinsic motivation as a determination to satisfy a need. In my understanding, this kind of motivation impels you internally so that you complete the task because you enjoy it or because it gives you a sense of satisfaction. Sometimes we are intrinsically motivated to do things even if we do not see a need to do them, but we do them because we feel that it will be an achievement. Thus, the way I perceive it is that intrinsically motivated learners relish or derive a sense of satisfaction from being challenged in the process of learning (as further discussed in Chapter Three). They are not induced by an external reward, although this may provide an additional push.

Likewise, Lei (2010) states that intrinsically motivated learners work on educational tasks because they find them pleasurable and/or stimulating. Elliot and Dweck (2005, p. 19) further argue that “people who are high in achievement motivation seek moderate challenges and risks”.

My theoretical perspectives for understanding learner motivation

From my reading, I have identified that a suitable theoretical perspective for understanding learner motivation in the context of my study is self-determination theory (SDT). Beachboard, Beachboard, John, Li and Adkison (2011, p. 856) propose that “SDT is a motivation theory”. My study is prompted by my concerns about learner behaviour and achievement and, as Demir (2011) suggests, according to self-determination theory, different types of motivation underlie human behaviour. In their explanation of SDT, Ryan and Deci (2000) suggest that motivation can vary in levels and also in orientation. Therefore, this implies that a learner can be pushed to do something because: a) he or she wants to secure the endorsement of a teacher or a parent; b) the learner knows the value or attainments attached to the completion of that task, such as proceeding to the next grade; or c) he or she is interested and/or enjoys the task. The third level indicates a push that comes from within the learner, which is what I regard as fundamental to intrinsic motivation.

Kover and Worrell (2010) identify SDT as the primary explanation of intrinsic motivation as a form of behaviour. Innately driven behaviours are grounded in individuals wanting to feel capable and self-determined (Hooper, 2009). As Kover and Worrell (2010, p. 473) explain, intrinsic motivation can be linked to our desire to feel both “competent and autonomous”. Hence, SDT explains intrinsic motivation as the reason for performing a task for its own sake, for desire and gratification resulting from partaking in it (Guay et al., 2010).

From my own experience, I know that learners can be encouraged by affirmation from significant adults in their lives (see Chapter Three). Mitra and Dangwal (2010) suggest that children’s self-directed learning can be enhanced by ongoing encouragement from a

friendly adult “mediator” who shows an interest in what the children are doing and “[commends] them for their efforts” (p. 680). Pithouse (2005) echoes the same sentiment when she says her childhood educational motivation and attainment came chiefly from her own sense of obligation and a longing for adult endorsement. In my view, to serve as an adult mediator requires you as a teacher to be a warm, caring, sharing and loving person, and to practice what South Africans refer to as *Ubuntu*.

Hence, my second theoretical perspective is *Ubuntu*, because it calls for a warm interconnectedness between people such as a teacher and his learners (Waghid & Smeyers, 2011). According to my understanding of the philosophy of *Ubuntu*, we are all expected to be warm and open to each other in the spirit of humanness, irrespective of diverse values, interests or ideas. *Ubuntu* is a common concept in much of Africa and it takes different forms in different African languages. Nkondo (2007, p. 89) asserts that “*Ubuntu* as a philosophy and a way of life is associated with many African societies”. The term *Ubuntu* is found in eastern, central and southern languages of Africa (Murithi, 2006). According to the South African Department of Arts and Culture (2009, p. 7), “*Ubuntu* means an African social philosophy that promotes an obligation of humans towards the welfare of one another, while taking responsibility for the environment”. Tutu (1999) defines *Ubuntu* as follows:

Ubuntu is very difficult to render into a Western language. It speaks of the very essence of being human. When you want to give high praise to someone we say, “*Yu, unobuntu*”; “Hey, so-and-so has *Ubuntu*”. This means that they are generous, hospitable, friendly, caring and compassionate. They share what they have. It also means that my humanity is caught up, is inextricably bound up, in theirs. We belong in a bundle of life. We say, “A person is a person through other people” (in Xhosa *Umntu ungamntu ngabanye abantu* and in Zulu *Umntu ngumuntu ngabanye*). I am human because I belong, I participate, and I share. (p. 31)

In my understanding, the interconnectedness of *Ubuntu* prepares the teacher-learner relationship (like soil) for intrinsic motivation to be cultivated. As Robinson (2010) argues, although we cannot foretell human growth, what we can do is, like a farmer, cultivate an environment in which humans will flourish. Waghid and Smeyers (2011) define *Ubuntu* as human bonding and the respect one has for oneself and others. From the perspective of *Ubuntu*, “a person is a person through other persons or I am because we are” (Metz & Gaie, 2010, p. 274). To me this suggests that whether you are a teacher or a learner, you are important and therefore, we all need to value each other. Swartz (2006) outlines that *Ubuntu* offers a uniting vision of community based on empathetic, respectful, codependent relationships, in which responsibility is shared and where others are regarded as extended family. Thus, I believe that *Ubuntu* as an approach to teaching can help in bridging the line that often separates teachers and their learners.

In my view, according to the perspective of *Ubuntu*, learners should be treated in a respectful manner. *Ubuntu* reminds me that we as teachers should at all times regard learners as complete human beings and as such give them the respect they deserve, the love they need and the care they seek from us. From this perspective, I see that teachers need to maintain caring relationships with their learners at all times to allow for intrinsic motivation to blossom in their learners. However, we teachers need to be made aware of the role of caring in teaching and should be encouraged to teach in ways that facilitate caring relationships in teaching and learning (Goldstein & Freedman, 2003). In establishing a caring teacher-learner relationship, a teacher may at times suppress, exaggerate or defuse his or her own emotions in order to achieve academic goals and this is what Isenbarger and Zembylas (2006, p. 121) refer to as “emotional labour”. I believe that building a caring relationship can support the development of intrinsic motivation among learners. As LaBoskey (2004, p. 831) proposes, I “embrace the notion that all teaching must be grounded in an ethic of caring”. Therefore, I believe that it is important for us as teachers to engage in self-study often so as to ensure that we do not lose this trait. In my view, the spirit of *Ubuntu* in the form of a theoretical perspective for this study can be brought into dialogue with STD to form a productive foundation to consider

the motivation and wellbeing of learners. I see a dialectical relationship between STD and *Ubuntu*.

Greene (2007) defines a dialectic approach as a process where researchers engage in a serious discussion of various ways and means of seeing and comprehension. She further points out that this “respectful conversation” and intentional juxtaposition results in “enhanced, reframed, or new understandings” (p. 69). Likewise, Guba and Lincoln (1994) state that “inquiry requires a dialogue between the investigator and the subjects of the inquiry; that dialogue must be dialectical in nature to transform ignorance and misapprehensions” (p. 110).

Using a shield metaphor to bring together the perspectives of SDT and *Ubuntu*

As a Zulu man, the traditional Zulu shield has a particular historical and socio-cultural significance for me. In the past, Zulu warriors carried shields into battle, and nowadays Zulu men still carry shields when attending traditional ceremonies. In traditional Zulu culture, the head of a household (traditionally a man) must have a shield (*ihawu*) and a spear (*umkhonto*). Thus, as Meyiwa, Letsekha and Wiebesiek (2013) suggest, the shield and spear form part of my traditional cultural heritage as a Zulu man. My drawing of a traditional Zulu shield (see Figure 1.1.) depicts a shield made from ox-hide, which is a single thickness with the hair on the outside, and reinforced with a stout stick laced up the centre of the inside with two strips of hide interlaced on each side. At the centre of the shield is the strong handle which lies vertically and is made from interwoven pieces of hide. Because the handle is so strong the inner surface of the shield is hard. Then the sponge is inserted between the handle and the inner surface of the shield. This helps to make handling the shield more comfortable and also, when someone hits it with a stick, it does not hurt your fingers.



Figure 1.1. Sifiso’s drawing of a Zulu shield: Soldiering on with the shield

In battle, the shield was used to protect a warrior against the enemy, while the spear and knobkerie were for attacking the enemy. According to Tylden (1946, p. 33), the traditional Zulu shield’s “shape and markings provided a valuable means of recognising friend from enemy at a considerable distance”. In that instance, a friend refers to a warrior that belongs at your side in the battle. According to Zulu tradition, this set (the shield and spear) is not normally bought. Instead, a father hands it over to his son when the son is mature enough to start his own family. However, if a father has passed on before the son reaches that stage, the son inherits the set even before he starts his own family and it symbolises that the son has assumed the role of leading the father’s household. The only instance where the set can be bought is when there is more than one

boy in a family; since there is only one family set, then only the oldest (son of the first wife if the father has more than one wife) will receive that set from the father and the other boys will have to buy theirs. However, even if the sets are bought they still have to be reported to the ancestors by keeping them *kwagogo* (at the grandmother's house), *emsamu* (in the place that is directly opposite the door in the *rondavel* (house)). The shield set is highly respected because it symbolises ancestral protection and therefore it cannot be touched by anyone but the head of the family. The only time when anyone else is allowed to touch it is when there is an ancestral festivity in the family. Then people can take turns exchanging the shield in the *kraal* (cattle's place) and chanting war slogans. In my view, the significance of the shield in my Zulu traditional culture is unquestionable. On a personal level, I remember how, when we were young boys, we used to cut cardboard to make shields and play *induku* (stick fighting). When I had my shield and a stick, I felt like I was invincible.

As I demonstrate in the following chapters, I have identified the shield set as a metaphor to help me make sense of the dialectical relationship between SDT and *Ubuntu*. My employment of the shield metaphor has helped me to put together various ideas from these different theoretical perspectives and thus I have made new composite sense. Casakin (2011) explains that metaphors can assist us to think about a status quo from different perspectives, which might lead to the construction of new notions. Similarly, Moser (2000, para. 6) describes “metaphors [as] analogies which allow us to map one experience in the terminology of another experience and thus to acquire an understanding of complex topics or new situations”. Furthermore, for me a shield symbolises a Zulu warrior advancing in the battle despite the heavy shots that are thrown at him. That is what I intend to do with this study, to soldier on in spite of contextual challenges I may face.

How can teaching practices contribute to learner motivation or demotivation?

According to my observation, there is a range of things that we as teachers tend to do in an attempt to encourage acceptable behaviour in our learners and on the other hand to discourage unacceptable conduct. We often give praise for correct answers in class and

we write “good”, “very good” or “excellent” as a reward for a high mark in a test. These remarks can build confidence in learners and Goodman et al. (2011) note that confidence is vital for intrinsic motivation. All these can be regarded as tokens of appreciation that we believe will help in encouraging our learners to perform to their best. Zull (2002, p. 49) regards these tokens as “tools for survival” and further argues that they provide “what [learners’] brains want, [to feel] happy and safe”. This behavioural psychological perspective suggests that when we have these two feelings, we are then likely to be motivated and put extra effort into what we are doing (Zull, 2002). Lin, McKeachie and Kim (2003) regard grades as a form of motivation as most learners in school want to proceed to the next grade or class and therefore will try hard to pass the current grade. But I am concerned that all these forms of motivation are not sufficient without a strong intrinsic motivation. Hence, in this study I focus on exploring how this can be cultivated among my learners.

In my view, teachers’ practices in and outside of the classroom can influence the learning atmosphere, which can contribute either positively or negatively to learners’ motivation. Pierson (2013) argues that students are unlikely to learn effectively from a teacher that they are not comfortable with. Furthermore, Titsworth, Quinlan and Mazer (2010) propose that learners’ feelings about learning can be influenced by their teachers’ deeds. Therefore, as teachers, we need to create an environment that will encourage learners to identify and follow their own objectives through education (Maimane, 2006). If we can establish a supportive environment for learners, they are more likely to be motivated. As Goodman et al. (2011, p. 375) explain, “Extrinsic factors, such as a supportive social environment can foster intrinsic motivation”. Consequently, we need to consider all learners’ needs in order to make them feel comfortable. Grant, Jasson and Lawrence (2010, p. 84) define this as “protective factors [and they suggest that teachers must establish] caring and supportive adult relationships” with learners. This kind of practice calls for an awareness of *Ubuntu* on the part of teachers.

However, if teachers cannot create such an atmosphere for learning, then learners are more likely to be demotivated. For example, a participant in a study by Varathaiah (2010)

describes how negative experiences with teachers at school “disillusioned” her as a learner (p. 53). Similarly, Mlambo (2012) recalls how, during her high school years, because learners were afraid of the school principal, they would “keep quiet and not answer even one question” when he visited their class (p. 26). These examples illustrate how teachers’ attitudes and behaviours can demotivate learners.

It is therefore against this background that I argue for the important role of the teacher in creating a warm and learner-centred atmosphere for teaching and learning. However, in my experience, we as teachers often resort to a teacher-centred approach simply because it seems less challenging and we think it makes our job ‘easier’. I think that we opt for teacher-centred methods so as to avoid challenges, such as learners questioning how we come to particular answers. As explained by Kunene (2009), a learner-centred teacher approaches learning as the participatory building of knowledge by learners. While on the other hand, Makhanya (2010) argues that a teacher-centred approach encourages teachers to be authoritarian and also just to give knowledge to learners rather than enabling them to make knowledge for themselves, which then can hinder learners’ critical thinking and self-discovery. Makhanya (2010) further indicates that some teachers are afraid of learner-centred pedagogy because they think it challenges their control in the classroom. I think that being dictatorial as a teacher might take away the opportunity for developing a warm interconnectedness with your learners that can help to foster a positive learning environment. It is my view that a learner-centered approach to teaching provides better opportunities for enacting warm and caring teaching with your learners, which then could enhance their intrinsic motivation for learning.

Teaching practices and learner motivation in Technology

Cultivating intrinsic motivation can mean that a learner is continuously involved in educational tasks without being coerced by any external pressure to do so (Lei, 2010). Hence, I believe that finding ways of cultivating intrinsic motivation will assist us as teachers in revitalising learners’ internal drive. This can be done by making learners feel competent and in control while in the process of learning (Shroff, Vogell & Coombes, 2008). Elliot, and Dweck (2005, p. 19) describe two kinds of motivation as “achievement

motivation and competence motivation”. They view achievement motivated people as those who strive to improve themselves and their achievement. On the other hand, they note that competence motivated learners believe in their ability to work out their problems.

Malone and Lepper (1987) propose that seven factors form a link between motivation and intrinsic learning: “challenge, curiosity, control, fantasy, competition, cooperation and recognition” (p. 484). Based on observations that I have made, I believe that among these seven factors the factors of curiosity, fantasy and cooperation in particular have been either missing or they have not often been experienced by learners in my classes. This is because sometimes my learners have shown elements of enjoyment and cooperation when I am teaching; however, most of the time they have not. From this I tend to believe that levels of motivation can vary depending on certain factors such as what the source of motivation is or what kind of motivation it is. I believe that for any form of motivation to flourish, we as teachers need to give our learners tasks that arouse their curiosity. For example, Wang and Reeves (2006), suggest that in Technology classes, learners’ curiosity can be aroused by engaging in technological tasks such as searching for information on a particular topic on the internet or allowing learners to play subject related computer games with some animation and sounds. I have played some cellphone and computer games that allow a player to move to the next level after winning the previous level. When I play such a game I do not mind how many times I play it. Even if I lose, I reload the game and replay it until I win because I am curious to know what is at the next level. I have learned that game-playing allows a player to assess him or herself on whether the knowledge that he or she has is complete or incomplete. As the player finds out that he or she has incomplete knowledge of the game, the player is likely to be motivated to learn more about the game and become more competent (Habgood, Ainsworth & Benford 2005).

Musallam (2013) suggests that if teachers can change from being distributors of concepts and embark on a paradigm shift to becoming facilitators of curiosity and discovery, they can change their school day for the better. From my observation, learners enjoy the use of

social networks such as WhatsApp, BBM, Twitter and others. I believe one of the reasons is that they are curious to know what is happening in those social networks. Yet, in my experience, social networks are often given very little attention in the classroom. Actually, in most instances, we teachers discourage learners from being involved in social networks. However, if we could find ways of using the latest social network technology such as Facebook, Edmodo (www.edmodo.com) and others in our teaching, it might work to the benefit of our learners.

Batson and Fienberg (2006, p. 35) suggest that “computer games allow for discovery learning by immersing the players in a virtual world where they learn by discovery along with trial and error”. This could provide a suitable foundation for what is emphasised in the new South African Curriculum and Assessment Policy Statement (CAPS) (2012): that peer-assessment and self-assessment allow learners to learn from and reflect on their own performance. The CAPS policy (2012) further suggests that Technology teachers should continuously conduct informal assessments where they stop even in the middle of the lesson and observe learners as they are engrossed in a learning activity. These suggestions could be implemented through using social networks and computer games as learning resources as these are more readily associated with playing and fun than learning. We could therefore use them to integrate learning with playing, which could yield positive results in learning. As Arora (2010, p. 698) explains, for children, learning with computers can become “free learning, [hence] learning is play, and playing is possible by all children”. Similarly, Prensky (2006, p. 1) states that “the attitude of today’s children toward their video and computer games is the very opposite of the attitude that most of them have toward school”. Therefore, the effective use of technological innovations in teaching to encourage playful learning could arouse the interest of learners and hence learners could become intrinsically motivated to learn.

My rationale for the study

In my opinion, intrinsic motivation can be considered as one of the principal ingredients of effective learning. As Froiland, Oros Smith and Hirschert (2012, p. 92) highlight, “Children who have well developed intrinsic motivation are more likely than others to

demonstrate strong conceptual learning, improved memory, and high overall achievement in school”. The role of intrinsic and extrinsic motivation in the process of learning has been the focus of various studies that I have reviewed. For example, Goodman et al. (2011) investigated the relationship between students’ motivation and academic performance and Demir (2011) explored teachers’ intrinsic and extrinsic motivation as predictors of students’ engagement. However, studies about pedagogic tactics for revitalising intrinsic motivation seem to have been limited in high school contexts. I have found more research focusing on intrinsic motivation at the tertiary level. One such example is Cai and Zhu’s (2012) study of the impact of an online learning community project on university students’ motivation. Other examples are Lin, McKeachie and Kim (2003) study of how intrinsic and extrinsic motivation affects learning among college students. Also, Cho (2013) studied second language (L2) learning motivation and its relationship to proficiency among university students.

Additionally, many studies I have looked at have been about differences between and or about effects of intrinsic and extrinsic motivation in learning. For instance, Lei (2010) evaluated the advantages and shortcomings of intrinsic and extrinsic motivation from college instructors. Another example is Marinak and Gambrell’s (2008) study of the effects of reward (extrinsic motivation) on reading motivation.

Most of these studies on motivation were conducted in other countries and hence their findings might not be appropriate for a South African context. Furthermore, there seems to be a lack of research on how motivation, particularly intrinsic motivation, can be provoked in learners in the context of South African township high schools. In my experience, we as teachers in these schools, often seem to be ignorant of or are not well equipped to revive intrinsic motivation in our learners. Even education policies of South Africa are quiet around the issue of intrinsic motivation. The *Norms and Standards for Educators* (Department of Education, 2000) speaks about the teacher’s community, citizenship and pastoral role and it further calls for teachers to craft a learning atmosphere where pupils would cultivate solid inner discipline, but it does not give details of how can that be implemented. The *National Policy Framework for Teacher Development*

(NPF) (Department of Education, 2006) speaks about technologies being used to enhance teacher education development in order to motivate teachers to further their studies, but it does not say anything about learner motivation. This suggests a lack of attention in the education sector of South Africa to the phenomenon of intrinsic motivation among learners as compared to other countries.

I have chosen to study learner motivation in the context of Technology rather than the other subject that I teach because technology seems to be of high interest and relevance to our learners these days. As a Technology teacher, I believe that a learner who has had more exposure to technology stands better chances in life than the one who has never been exposed to it. Every time and anywhere we go there are technological gadgets such as cellular telephones (cell phones), iPods, tablets and others. Furthermore, my observation tells me that the younger generation generally tends to be better than the older one when it comes to navigating new technologies. For example, Mitra and Dangwal (2010) explain how, in a period of a month, children in a slum in India who were given access to computers taught themselves some basic computer skills and also developed some understanding of English and mathematics.

Technology is also a largely practical subject and I believe that its practicality should make it more interesting to learners because they get to be 'hands on' in their learning and whenever they complete a practical task they can feel a sense of achievement. As Batson and Fienberg (2006, p. 42) explain, "when students are using games to learn, they are actively seeing and doing, rather than listening and reading", which in turn could keep them intrinsically motivated because they are engaging in a self-discovery activity. To me, that suggests that if we teachers can find better ways of integrating technology into all subjects that we teach, then we might be able to redirect learners' love of technology to learning in general.

Chikasha, Ntuli, Sundarjee and Chikasha (2014, p. 138) argue that in South Africa "most teachers are still not integrating [new] technologies into their teaching". I concur with them because at our school not even a quarter of the staff is using the computer resources

that are available. Most teachers cannot use computers for their administration purposes due to the low level of computer expertise. As Chikasha et al. (2014) explain, if teachers are not comfortable with using computers then they are likely to avoid them even if learners enjoy working with computers. This therefore hampers the opportunities for their learners to work with computers.

In this study, I aim to contribute to what is currently in the public domain by exploring ways of cultivating learners' intrinsic motivation, so as to develop teaching strategies to create a learning environment in my Technology class that revives intrinsic drive. I anticipate that the findings of this study will be more suitable to the South African context, and therefore could be adapted to various situations by other South African teachers. But as much as this study is designed for the betterment of my teaching, it cannot be limited to that scope. My intention is that it can be adjusted and used by the academic and educational community. Louie, Drevdahl, Purdy and Stackman (2003), advocate that researchers make publication of their discoveries a chief objective of self-study research in order to help other teachers who happen to be in similar situations and are wondering how they can deal with that state of affairs.

My research questions

The following research questions guide the progress of this study:

1. *What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner?*

In engaging with this question in Chapter Three, I attempt to gain a better understanding of and to learn from my own memories, and thus gain valuable insight into the contributions made by my lived experiences in shaping my day-to-day practices as a teacher. Furthermore, in exploring this question, I recognise the role played in my personal history by other significant people, such as my mother, my high school teachers and high school friends.

2. *How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?*

In responding to this question in Chapter Four, I show how I drew on principles of SDT and *Ubuntu* to develop and try out alternative teaching practices. I represent and reflect on material and ideas generated in the classroom with my Grade 9 Technology class. I highlight the value of the use of *multiple learning and teaching strategies* as a working tool for arousing learners' interest. I also emphasise the value of adding *game elements* to enhance learner motivation.

3. *What can I learn about cultivating intrinsic motivation for learning from my learners' most motivational or demotivational experiences?*

In Chapter Five, I respond to my third research question by drawing on ideas and information generated through a collage-making activity with my Grade 9 class. Chapter Five reveals a combination of positive and negative experiences that my learners go through each day in and outside of school. I consider how such experiences contribute to learners' motivation or lack of motivation and what these mean for me as a teacher.

My methodological approach

I understand self-study as a research methodology that requires an individual to embark on a deep process of introspection within a particular area of focus, with the purpose of personal and professional growth. Likewise, Masinga (2007, p. 9) defines self-study as a "way of looking at myself and my actions as an educator in an introspective manner". I believe that my self-study research should be a springboard for growth that can involve changing or improving the way I teach so that I can become a more effective teacher. I believe that self-study is vital for all teachers because it provides an opportunity to take astep back and critically look at our own teaching practices, as described by Pithouse, Mitchell and Weber (2009, p. 45):

Self-study involves using methods that facilitate a stepping back, a reading of our situated selves as if it were a text to be critically interrogated and interpreted within the broader social, political, and historical contexts that shape our thoughts and actions and constitute our world.

Studying yourself as a teacher should give you a better sense of who you are in terms of your teaching approaches and philosophies and thus should provide you a chance to learn and then improve where there is a need to improve (Masinga, 2009).

Nieuwenhuis (2010a) explains that a qualitative researcher aims to comprehend a situation from the participants' viewpoints. Hence, in this study I employ a qualitative approach, because it is a self-study through which I aim at scrutinising my teaching practices by focusing on how my learners experience my daily teaching practices. Therefore, this implies that my own experiences and the way in which I make sense of them are central in this study. Nevertheless, Arghode (2012) warns qualitative researchers that they should not enforce their views of the phenomenon without taking into account the participants' views. Therefore, I must pay attention to my learners' perspectives. (My methodological approach is discussed in more detail and depth in Chapter Two of this thesis.)

Conclusion and overview of the thesis

In Chapter One of this thesis I have discussed the focus and purpose of my study. Following that is the explanation of the key concept for this study, which is then followed by the discussion of my theoretical perspectives. I have then clarified my rationale for this study and after that I have specified and elaborated on the three research questions that guide my study. This was followed by a brief introduction of the methodology for this study.

In Chapter Two I discuss my self-study research process. I begin by explaining my choice of methodology for this study. Next I discuss the research context and the choice of participants. I follow with an explanation of the research methods I have used in the process of generating data. I go on to discuss the data generation strategies as well as analysis and interpretation. I then discuss issues of trustworthiness. To follow, I explain how I have considered ethical issues and finally I share the challenges that I have faced in conducting this study.

Chapter Three is where I attend to my first critical question: *What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner?* In Chapter Three, I relate my memories of my most motivational and demotivational experiences as a learner. I start from my primary school years and move on to high school. I then look at my initial teacher training years and my current post-graduate studies. I highlight the contributions, both positive and negative, that came from different sources, such as my teachers at school, my mother at home, my friends and the community I grew up in. I consider the influences of both my formal and informal educational experiences in developing intrinsic motivation in me. In each stage, I present educational events that have played a role in shaping me to be the kind of teacher that I currently am. To do this, I employ various memory-work strategies such as: oral storytelling; memory drawing; artefact retrieval; poetry writing; journal writing and informal discussions with my high school friends. I go on to analyse my personal history using the shield metaphor. Through the use of the shield metaphor, I identify five key themes that emerge from my memory stories: *a) buoyancy; b) challenges and emotional scars; c) self-esteem; d) appreciation; and e) friendship, communion and community support.* From these key themes, I draw significant lessons for cultivating intrinsic motivation for learning.

In Chapter Four, I represent and re-examine the data generated in my Grade 9 Technology classroom in response to my second research question: *How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?* In so doing, I explore how I can incorporate principles of SDT and *Ubuntu* into my teaching practice to make learning Technology interesting and enjoyable. I present how I introduced concept-mapping and some game elements such as a quiz-game in my lessons. I also demonstrate how I used a Lesson Assessment Worksheet (LAW) to elicit feedback from learners. I show how these approaches were intended to keep learners actively involved and motivated. I explain how I have learned about the value of using *multiple learning and teaching strategies and game elements in learning and teaching* to contribute to cultivating intrinsic motivation for learning.

In Chapter Five, I represent collage data generated by my Grade 9 learners and me. My exploration of the collages is informed by my third critical question: *What can I learn about cultivating intrinsic motivation for learning from my learners' most motivational or demotivational experiences?* To address this question, I employ an inductive approach to help me identify and group the collage data according to commonalities. With this approach, I craft two main categories, which are *motivators* and *demotivators*. I use the shield metaphor to assist me in discussing these two categories. I relate the experiences of my learners to different components of the shield depending on whether the experiences are motivating or demotivating. I consider the following motivators that were highlighted in the learners' collages: *feeding; learning computers; sports; and caring teachers*. I also engage with the following demotivators: *no smile from teachers; corporal punishment; weapons, drugs and teenage pregnancy among learners*. I reflect on what the learners' views on school motivators and demotivators mean for me as a teacher in my quest to cultivate intrinsic motivation for learning.

Chapter Six is the concluding chapter for this study. I offer a reflective review of the whole thesis and briefly discuss how I have addressed my three research questions. This is followed by a discussion of what I have deduced from this study about cultivating intrinsic motivation for learning. Among other things, I highlight the significance of creating a loving and trusting relationship with learners and bringing excitement and joy into the classroom.

CHAPTER TWO: MY SELF-STUDY RESEARCH PROCESS

Introduction

The aim of conducting this self-study is to make meaning of my lived experiences as a learner and as a qualified teacher in relation to cultivating intrinsic motivation, so that I can improve my teaching in the area of Technology. Allender and Allender (2006) point out that the majority of teachers who like their work, work very hard to improve on the way that they were taught. I believe that the beneficiaries of such improvements are the learners as well as those teachers themselves.

In the previous chapter (Chapter One), I give the main reasons why I chose to conduct this self-study. I further discuss the focus and purpose of this study, and explain the rationale and my key concept and theoretical perspectives. I outline the critical questions that I am exploring through this study and give a brief description of my methodological approach. In this chapter (Chapter Two), I give an account of my self-study research process. I start by explaining why I chose self-study as the methodology for my research. This is followed by a brief description of my research paradigm. Next, I discuss the research context and selection of participants (myself, high school friends, critical friends and learners) for this study. Furthermore, I present and explain my research methods and subsequently describe how I have generated and represented analysed and interpreted data in this study. Next, I discuss how I addressed trustworthiness in my study and also how I handled ethical issues. Finally, I explore the challenges and limitations I have experienced.

My choice of self-study methodology

Louie, Drevdahl, Purdy and Stackman (2003) describe self-study as a mode of scholarly investigation in which teachers inspect their beliefs and actions inside the settings of their work as educators and explore pedagogical questions. I chose self-study as the methodological approach for my research because I intended to gain a better understanding of my teaching practices so that I could improve my teaching. Samaras,

Hicks and Berger (2004) maintain that doing self-study as a teacher is a key to changing your teaching practices and can therefore change the learning experiences of a learner. As emphasised by Garvis (2012), I believe that it is critical for us as teachers to participate in rigorous self-study so as to enhance our self-understanding and thus better understand how to provide education for others. According to Furman (2004, p. 162), “writing about the self presents opportunities for the researcher to explore the depths of human experience in a powerful way”. I viewed self-study as a suitable tool that I could use to redefine myself within the teaching framework. Thus, I anticipated that self-study would give me an opportunity to look at my own teaching and make meaning of it in order to improve where necessary.

In this self-study, I am using qualitative methods to comprehend the “dilemma, contradiction or tension derived from or created through particular approaches or expectations of practice” (Sullivan, 2009, p. 338). Shapiro (2004) points out that qualitative research embraces the idea that the aim of research is not to confirm or foresee a sole, permanent ‘truth’, but instead to find and better comprehend the various, socially made realities that frame us.

I have realised that I have often simply drawn conclusions about learners’ behaviour based on my pre-existing knowledge or on commonly accepted assumptions and hence I have not even bothered to try to find possible causes for such behaviour. Sometimes I have not only labeled learners because of their conduct, but I have even given up on them, without trying to dig out the roots of that behaviour. I often hear teachers in my school saying, “I have tried all my methods to motivate my learners in grade 10G, but nothing seems to be working. Now I do not know what to do”. Furthermore, I have observed some teachers, including myself, running up and down the school yard chasing learners who stay outside of the classroom while the lesson should be in progress in their classroom. We chase the learners with the aim of driving them into their classrooms; however, most of them run past their classroom, and to me that is an indication that they do not anticipate finding the lesson stimulating and enjoyable. I believe in giving my learners homework, but I have always felt frustrated and angry when I have found that

many of my learners have not even tried to do their homework. I therefore decided to undertake self-study so as to comprehend this behaviour of my learners which was leading to the frustration for teachers, including myself. I intended to come up with some answers to how to respond more appropriately to these learner habits. Through this self-study approach, I aimed to ask and answer certain educational questions in relation to the context of my work which might assist other teachers who are in the similar contexts.

My research context

The setting of this study was the high school where I am currently teaching. I specifically chose to conduct my research in my grade 9 Technology class since the study is about cultivating intrinsic motivation for learning Technology. This school is situated in a township and it is where, according to my observation, lack of intrinsic learner motivation is rife. Most of the time when I am teaching in the classroom, I am forced to shout throughout the lesson in order to make myself heard above the noise being made by learners who are roaming around outside, playing music from their cellphones and shouting to learners that are in my classroom. The only time I can find quiet in my school is when the principal is ‘running like a headless chicken’ chasing after those learners who are outside the classroom.

It has become a tradition that at the end of each year a class will write messages on the wall of the classroom. In each classroom you will find different messages such as, “Goodbye grade 9”, “Game over”, “2007 Themba was here”, and that tells you that the walls have not been painted for many years. Below (Figures 2.1. and 2.2.) are photographs that I took in some of the classrooms in which I work:

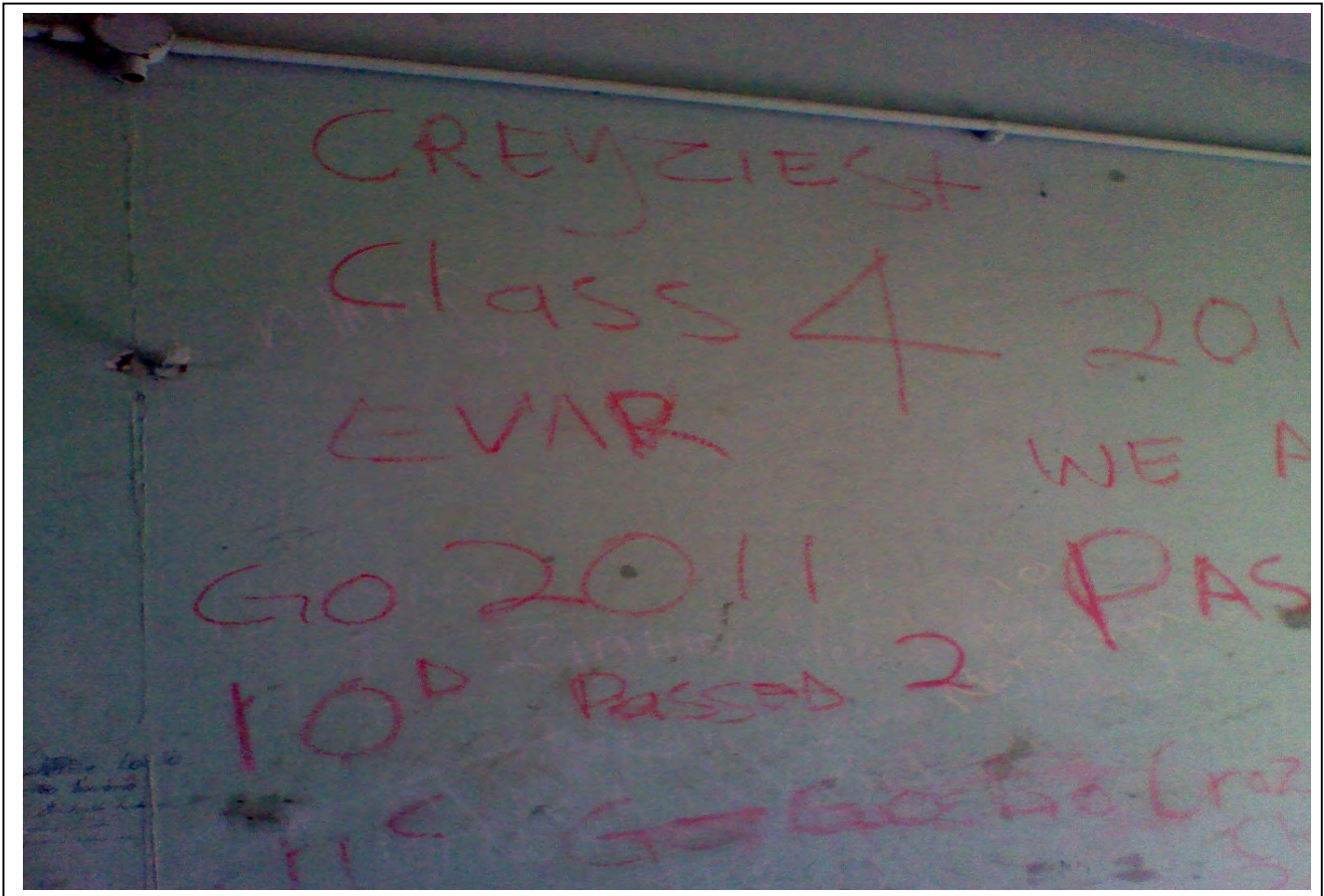


Figure 2.1. “The writing is on the wall”: A photograph of the wall of one of the classrooms in which I am working.



Figure 2.2. A photograph of the wall of another classroom in which I am working.

Figures 2.1 and 2.2 are two of many photographs that I took of the inside classroom walls that I think give an indication of the school environment in which I am working. I have heard people saying, “The writing is on the wall”, but in my school the writing is literally on the wall. You do not need to have someone to explain to you the kind of teaching and learning that usually takes place in this classroom because the writing on the walls says it all.

The school staff comprises 53 teachers and 51 of them come from varied areas. Only two teachers once lived in the township where the school is located, but now they have moved to the nearby suburb. Sometimes this counts negatively when it comes to teachers relating to learners because learners tend to believe that teachers know very little about their

social issues or their social culture, which can include taking drugs and carrying knives to school.

The classroom learner-teacher ratio ranges from 1:26 up to 1:50+ and that often forces learners to be seated three at a desk that was made for two. That is a clear indication of the shortage of furniture. However, learners have also had a hand in this state of affairs because most of the desks were broken by learners standing on them. Three learners sitting at a desk made for two could be one of causes of learners' restlessness in the class during teaching and learning. Most of the classrooms in the school have no doors and many windows are broken. This is also so in my grade 9 classroom. This is normal and we remain like this throughout the year, winter or summer.

100% of learners in the school are black (Xhosas, Zulus and Sothos) and boys and girls are mixed in the class. Most learners come from homes where isiZulu is spoken as a home language. Some of their surnames give me the impression they are Xhosas and Sothos, but they still speak isiZulu at home, probably because it is the predominant language in the province. The language of teaching and learning, however, is English; but teachers only speak English when they are in the classroom teaching. Once they move out of the classroom, they switch back to isiZulu and so do the learners. In my opinion, that could be a hindrance to the improvement in English by learners. My assumption is that for teachers it is very challenging to keep on speaking English when they are outside the classroom because it is a common practice that everybody speaks isiZulu when he or she is not in class. I have observed one English teacher who tries very hard to speak English whether she is inside or outside of the classroom, but I have heard other teachers mocking her in staffrooms and corridors. To me, this suggests that these teachers are not willing to come out of their comfort zone.

My school is a "no fee" school, which means that learners do not pay school fees because they come from a community which has been identified as impoverished. The government has a feeding programme for schools that are in such communities and hence my school also benefits from that initiative. As a result, some learners say they only come

to school to get food. A significant number of learners in the school come from child-headed families or single parent families, as well as families where no parent is working. There are various reasons why certain families are child-headed in South Africa. In some families, parents have passed on due to sickness and some due to violence. For some, the parents are still alive but they are working far away and they only come home once in two or three months.

These contextual realities unfortunately have an impact on learner performance. As Elliot and Dwek (2005) point out, contextual factors such as the mother tongue, home milieu and others affect test performance. However, when we assess learners we pretend as if they are all coming from the same context, hence we use uniform testing. As Eisner (2000, p. 346) argues, “We say we want youngsters to learn how to think creatively but, we provide objective forms of testing that make no space available for individual interpretation”. What makes things even worse is that the South African system of assessment and evaluation is entirely based on these test scores. For example, since 2011 the Annual National Assessment (ANA) has been put in place to monitor the level of competency of our learners in literacy and numeracy (Department of Basic Education [DBE], 2014). According to ANA targets, by 2014 60% of our learners should have managed to achieve an acceptable level of competency both in literacy and numeracy (DBE, 2014). The DBE claims that it uses ANA as a tool to identify schools that need more assistance, but in my view, having standardised system of testing such as ANA is not the best option for schools such as ours. I have observed that learners from different contexts are likely to experience different challenges which can have a direct impact on their school performance. I find it very unfair to compare the performance of learners from well-resourced schools, learners from township school and also learners from deep rural areas, without taking contextual factors into account. In my view, this contributes to motivation or demotivation of our learners because those test scores are seen as a reflection of their capabilities.

The DBE donated an Information and Communication Technology (ICT) lab to our school in 2009. This lab had 25 high range computers, two inkjet printers, one smart

board, one projector, one powerful server, two air conditioners and the necessary furniture. Before the end of 2011, the lab had been broken into more than five times and the server, printer and 16 computers had been stolen. As a result, the state of the ICT lab is now the same as that of the science labs, which have falling cupboards, leaking water pipes and are without equipment for experiments. There is no library in the school and that means that even if I want to give my learners a research task, I cannot because there is no facility for that. For soccer and netball, we use the community sports fields which are a kilometre away from our school. Access to a swimming pool is not even in the minds of learners or teachers because it would be an unimaginable luxury.

My research participants

Grade 9 learners

For this study, I as a currently practicing teacher was the main participant. I became a participant for this study because it is a self-study. However, even though this study is a self-study, I worked with other participants. One group of participants was my class of 33 grade 9 Technology learners. The class comprised 19 girls and 14 boys aged 13 to 15 years, all black Africans. I decided to work with them all as a class rather than selecting individuals in the class to participate in my study. I worked with the whole class because I used my regular Technology lessons to generate the data. All learners who were in my class came from the same township where my school is situated. Therefore, although they come from different households, they share similar experiences inside and outside of the school.

Critical friends

Another group of participants were three “critical friends” (Samaras & Roberts, 2011, p. 43). For me, critical friends mean that they are friends who have an understanding of their role in my research. Costa and Kallick (1993, p. 50) argue that “a critical friend takes time to fully understand the context of the work presented”. Handal (1999, p. 64) points out that “a good critical friendship involves an obligation to analyse and criticise”. My critical friends are all qualified professional teachers and are also studying towards their Masters’ degrees. This is a group of participants that I have walked with through the

journey of this study. These are all experienced teachers and one of them I have known since we did our first teaching qualification together in the same college of education. These critical friends are black Africans, all male teachers and one of them is teaching in a school which has almost the same challenges as my school. Their names are Vusi, Khaya and Mondli (pseudonyms).

My critical friends and I participated in formal Masters' research support meetings and we also sometimes had informal meetings if one of us requested that we meet. In these meetings we sometimes had heated debates, but finally we would reach consensus. I worked together with these critical friends for almost three years. To capture all the discussions we had in our group meetings, I used a digital audio recorder. In our meetings we discussed, debated and shared our research ideas and our teaching experiences. Samaras (2011, p. 7) defines the two main roles of critical friends as to "offer critique and to provide support". An example of one of the issues that I raised and we discussed as critical friends was the issue of teachers who label learners as "troublesome, dumb and stupid". The question I asked was: "*How does this labelling affect our learners in the long run?*" One critical friend argued that such teachers perpetuate the behaviour of such learners because the learners begin to view themselves based on the labels they hear from teachers. Another question that we discussed was, "*How do I as a teacher remain nice to such a learner?*" (Audio recorded discussion, 22 March 2014). Our discussions were relaxed and a little informal, but still very informative. According to my experience, when I work in a group where I feel that we are all at the same level, I feel free to share my thoughts and experiences.

Facebook friends

This is a group of participants that I worked with without having to meet physically. These participants helped me when I had an idea in my mind and I had no one with me to share or discuss it with. Unlike with my critical friends, here I was interacting with anyone who would find interest in what I had posted on Facebook. Most of the time I received comments from people who were not teachers. I tried to ensure that my Facebook posts looked general and were accessible to anyone rather than being confined

to those with expertise in Education. For example, on 2 July 2013 I posted: *“Only me can tell my story better for I know all angles and facets of it”*. Most friends commented by saying, *“It is true”*, while others just ‘liked’ my update. I did not want other Facebook friends to feel as if they were locked outside the conversation because they were not Education practitioners. I could have written the same post as *“Only our learners can correctly tell us about their learning difficulties because it is them who experience those learning intricacies”*. However, that phrasing of this statement could limit the audience to only education practitioners. I thought that could prevent me from getting various perspectives from different people.

High school friends

Two of my high school friends assisted me to uncover my past as we discussed lived experiences that we shared, starting from our primary school and high school experiences and moving up to the tertiary level. These participants helped me to generate data that answered my first critical question. This pair of participants consisted of two black African males who are between 30 and 40 years old and are professionals in other fields of work. Their names are Siphon and Mandla (pseudonyms). The exercise of reminiscing about our past seemed to be very touching to all three of us because the stories that we discussed were about all of us. I remember how Mandla seemed to be touched by the remembrances of how he managed to start his tertiary education after his family had made it clear that they could not afford to pay for his education. I also remember the admiration we all had for our community members and our parents after Siphon reminded us about their contribution to our education. As we were narrating our lived stories together, when the teller missed a certain event in a story others would stop him and remind him. This helped me to capture many significant events of our lives.

My self-study research methods

In Table 2.1., I indicate the self-study research methods I have used to explore my research questions. According to Samaras (2011), these research methods are suitable for a self-study, because they are specifically designed to gather information about oneself as a teacher and one’s practice. They encourage self-reflection, critical analysis, and

discussion about refining one’s teaching (Samaras, 2011; Samaras & Roberts, 2011). As pointed out by Titsworth, Quinlan and Mazer, (2010, p. 432) teaching is “a complex, dynamic and emotional profession”. I anticipated that using multiple self-study methods would give me a chance to better understand complexities of teaching, the experiences that characterise it and also the emotions involved in teaching, in order to reshape my professional practice. However, in as much as these research methods of self-study offer opportunities to develop as an individual teacher, self-study researchers still require the shared wisdom of a particular group of peers who can act as critical friends (Samaras & Roberts, 2011). In other words, you do not research yourself as a completely solitary teacher, but, instead you join a certain community of peers to assist in re-defining and re-framing your role as a teacher (Hopper & Sanford, 2008).

Research Question	Method	Context	Participants	Data Sources
What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner? (Chapter Three)	Memory work self-study method (story-telling, memory writing memory drawing, artefact-retrieval, poetry writing)	High School	Self as a learner Two friends from high school	My high school photos Audio-recorded group discussion with high school friends to elicit memories about my own schooling motivational and demotivational experiences
	Facebook	Social network	Self Facebook friends	Facebook discussions with Facebook friends
How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?	Developmental portfolio self-study method	High School (Technology classes)	Self Grade 9 learners	My lesson observations My teaching journal Learners’ work Learners’ responses to lessons using emoticons on anonymous lesson assessment worksheets Learners’ audio-recorded class

(Chapter Four)				discussions and presentations
What can I learn about cultivating intrinsic motivation for learning from my learners' most motivational or demotivational experiences? (Chapter Five)	Arts-based self-study method	High school (Technology classes)	Self Grade 9 learners	My teaching journal My lesson observations My collage Learners' collages Learners' audio-recorded class discussions and presentations

Table 2.1. This table shows my research questions, self-study methods, context, participants and data sources and how they relate to each other.

Memory-work self-study

As indicated in Table 2.1., the method I have used to respond to my first research question is memory-work self-study, which “is used to represent autobiographical inquiry with critical and reflective revisiting” (Samaras, 2011, p. 103). In order to trigger and represent relevant memories, I have used storytelling, memory drawing, artefact retrieval and poetry writing. To enhance my personal memory-work, I brought in two of my high school friends to help me relive the experiences we shared as learners and friends. Samaras (2011) describe this collective inquiry as a mode of constructing a culture of investigation. Memory-work has allowed me to deeply engage with my educational past and learn from it. Berube and Glanz (2010) confirm that taking a journey through your lived educational experiences can help you to discover some features, principles and trials that can be helpful to you so as to become a better teacher.

Oral storytelling

Memory-work is an “act of deliberate remembering – a supposed to solely accidental remembering – with the idea that working with the past can serve as a useful tool for contesting (and sometimes recovering) the past” (Mitchell, 2011, p. 45). In my view,

remembrance of a significant story of your life is good for nothing if it is not told and shared with others who might have visited the same terrain. Grumet (1991) views storytelling as “a negotiation of power” and proposes that “we are, at least partially, constituted by the stories we tell to others and to ourselves about experience” (p. 69).

However, the subjectivity of memory-work can carry you away as a narrator of your lived story, as you may find yourself twisting and bending some parts of your story so that it may sound ‘juicy’ or to make yourself the hero of the story (Cole, 2011). That might compromise the credibility of your research. Although in my experience, I have found it hard to remain impartial when I tell my own stories, I have realised that it is important to try to keep my stories as authentic as possible in order to enhance the trustworthiness of my study (Bullough & Pinnegar, 2001).

I employed oral story-telling in an attempt to enhance my use of memory-work self-study. Pithouse (2011) argues that storytelling can enable teachers to reminisce and engross themselves in important recollections in ways that can lead to enriched understanding and advancement of current practice. It is for this reason that I employed oral storytelling as one of the data generation strategies for this study.

I invited two friends with whom I was at primary and high school to join me for storytelling. Their names are Siphon and Mandla (pseudonyms). As Masinga (2012) explains, through telling stories of the past, important events are evoked, and the manner in which they are later recalled is valuable to the formation and reformation of self. I found sharing school stories with my friends to be very evocative of our long forgotten school experiences. As the three of us come from a Zulu culture that is traditionally characterised by oral storytelling, this activity became very easy and enjoyable for us. The Zulu people are known as a nation that has a rich history of passing their cultural beliefs from one generation to the next through oral storytelling rather than through writing them down. For instance, Ndahleni (2013) reveals that his family storytelling sessions played a very important role in his mastering of oral communication. He further indicates that he learned cultural values through folk-stories and poems. Zulu people

have multiple ways of telling their stories, for example, through *izinganekwane* (folktales), *umculo* (music), *izinkondlo* (poems) and *amagama abantu* (people's names). As Zulu people, we do not just name a child, but we believe that the name must tell a story. For example, the name *Langalempi*, which means 'day of war'. The story behind this is that the child was born on a day of war. When I was born my mother named me *Sifiso*, which means wish, because she and my father were wishing for a baby boy. When I was born, they were so happy that their wish had come true and hence they named me *Sifiso*.

I have found that oral storytelling can be a life changing activity, because it gives you an opportunity to relive your past and possibly help you rethink your present and future (Masinga, 2013). This became evident when Siphso told me that after our storytelling he felt revived and he went to university and registered for a Master's Degree in Law. When I asked him how our storytelling had inspired him to further his studies, he told me that he felt motivated and determined to push his limits even further through studying. He also said that reminiscing about where we had come from made him rethink his present and his future in his profession. Taylor (2013, p. 10) reveals that "through the telling and retelling of stories connections are made, and new learning is supported as knowledge is constructed and reconstructed". To illustrate: through oral storytelling, we shared stories such as our boyhood experiences of working in the gardens in the white suburbs during the apartheid era and we talked about how those encounters played a role in shaping us into what we are today. Working in the gardens involved cutting grass, weeding the lawn, maintaining the garden, painting and other things of that nature. This was never an enjoyable experience for us as school boys because in my view, we were not yet emotionally ready for the world of work. The people that we worked for took advantage of us and abused us by making us work long hours and underpaying us. We used to start working at seven o'clock in the morning and would stop at three o'clock in the afternoon. Our employers would pay us R10 for the day. If we were lucky, we would get R15. (This was in the late 1990s when R10 would buy two loaves of bread). On the other hand, this experience taught us that anything important in life is worth working for. We also learned that, however little we had

earned, we could do something with it. I used that money to pay for the transport to and from school and others used to buy their school uniforms with that money.

Our oral storytelling exercise did sometimes bring back some painful experiences that I may have wanted to quickly forget about and move on. As a teacher quoted in Pithouse, Mitchell and Weber (2009, p. 57) explains, “It is easier to deal with a topic from far. But when it is closer to you, it touches your emotions and all those things you want to hide”. But, having my friends to share these stories with made me feel more comfortable in exploring these experiences, whether positive or negative. Masinga (2012) argues that it is at times easier to tell and relate to someone else’s story as you feel less personally involved. Although I believe that only I know all angles and facets of my story, I did feel that some stories about me were better told by my friends because some made me feel ‘butterflies in my stomach’ as they brought back bad memories. An example of that is the story that Mandla reminded us about; it was about some elite learners in our primary school who were promoted to the next class in the middle of the school year because they were regarded as “too bright” for our class (see Chapter Three).

I also remember how devastated I was in standard 1 when an older boy in the class bullied me and mocked me for my oversize grey shorts, which my aunt had given me because I had no school trousers and her husband was no longer wearing the shorts. Hence, I felt very reluctant to talk about this, even with my friends. But when Siphon reminded us about that story, we all laughed and I also made my comment on it. When I read Masinga (2012, p. 96), I found this to be a common experience as she explained “there were times when we laughed at a story that should have been making us cry or feel sad”. I think the issue of trust played a major role here. It was through mutual trust that we managed to laugh together about what was really a painful story. Mitchell and Pithouse (2014, p. 96) define this as an “atmosphere of mutual trust, confidentiality and empathy”. Furthermore, I believe that sometimes ‘taking a back seat’ in my own story and allowing someone else to tell it made me feel a little detached from the story and hence this enabled me to see new angles of my own stories. This made me feel like I

was watching a film which was about me. Hearing this painful story told by a reliable friend seemed to make it less painful for me.

The storytelling revealed that we all have different life experiences and such experiences have helped to shape us either positively or negatively into the kind of people we are. For example, my friend often tells how he is afraid of dogs because, when he was young, he was bitten by a dog. To me, this says that our reactions to situations are often informed by our past experiences. Sullivan (2009, p. 339) affirms this by arguing that “one’s historical, social and cultural context affects the way one think about the world, interact in the world and understand the world”.

Memory drawing

Have you ever found yourself deep in a crowd of people, and suddenly you smell the scent of a perfume and you start looking around thinking you will see someone, because the scent of that perfume symbolises him/her to you? I have found it amazing how our memories are triggered by certain things that our minds freely associate with other things or people. Certain things are so powerful that when we see, feel, touch or smell them, suddenly a clear picture is created in our minds. This is because after smelling the scent of that perfume, you can visualise exactly who you are about to see. Weber (2008) affirms this by explaining that, as we think, examine, or review, our ideas are connected and mainly made up of images. It is on that basis that I employed memory drawing as one of my strategies for data generation. As Mitchell, Theron, Stuart, Smith and Campbell (2011, p. 19) explain, “In a very real sense, drawings make parts of the self and/or level of development *visible*”. Engaging in a process of memory drawing made me realise that our brains sometimes work like cameras; as we live through certain experiences, our brains take some ‘photos’ and store them somewhere. Like the “photo-voice” research method as described by Harley (2012), memory drawing allowed me to put those ‘brain photographs’ onto paper and discuss them with my readers. I believe it would be very hard for me to draw something on a piece of paper if it were not there already in my brain.

Derry (2005, p. 37) shares her experience of memory drawing and explains how it helped her to overcome her difficulty in recalling precisely what had occurred: “I sat down with a sheet of paper and some pencil crayons and I drew my memory of that incident. This drawing made all the feeling and details of the situation flood back and I was able to draw the picture”. Similarly, as I drew my memory drawings (which can be seen in Chapter Three), I felt more and more engrossed in my remembered experiences when I recreated the ‘photographs’ that had been taken by my brain. I felt that I was reliving those moments of my life. Makhanya (2010, p. 17) suggests that drawn pictures “complement and extend ... memory”. Many times as I was drawing, I had to erase certain parts and redraw some because I felt that my drawing did not match the picture I had in my mind and I was concerned that the meaning would deviate from my memory of the experience.

Memory drawing has been a remarkable experience and I have enjoyed it very much. However, at the beginning I was quite apprehensive since it was a completely new data generation approach for me. When I was still a learner at school, drawing was regarded as something that you did when you had nothing better to do. We were made to feel that drawing, especially in the classroom when the teacher was teaching, was a ‘crime’ because we were always caned if we were found drawing. Makhanya (2010) affirms that art was not regarded as significant for black African learners during the apartheid era (pre-1994) when racial segregation was practiced in South Africa. However, I found that as I created more and more drawings of my life events, my confidence grew.

Artefact retrieval

An artefact, as a symbol, can stand for, signify, and help us to articulate our research interests in a nonlinguistic manner (Samaras, 2011). As Brogden explain, “artefacts are historical remains, and most of the time are found in file drawers and dirty boxes” (2008, p. 857). According to Allender and Manke (2004), artefact retrieval provides an opportunity to revisit our educational journeys and learn from the past to inform our current teaching.

Using photographs as artefacts in my memory-work added various viewpoints and more depth to each event that I recalled from my history. Ndalen (2013, p. 10) points out that “in looking at these old photographs, I reflected on where I had come from in terms of learning”. I concur with him because it is only after I used my high school photographs as artefacts that I managed to review and identify a number of issues that surfaced in relation to my high school life. For example, through reviewing my high school photographs as high school life symbols, I was able to realise the roles played by my teachers, friends, parents and the community in my educational life. Mitchell, Weber and Pithouse (2009, 127) affirm that “photographs act as powerful memory prompts”. My high school photographs have been in my photo album for more than 20 years, but now when I look at them as artefacts, they give different meaning to my educational life. This is because of the memories that are brought about by looking at these photographs. Similarly, Dlamini (2013) argues that looking at your old photographs with a researcher’s eyes can give a new meaning to the photographs and to your understanding of your personal history. Before using these photographs as artefacts, they reminded me only of the good times I had had at the school, which is only one aspect of my high school life. Vilakazi (2013) indicates that revisiting her late grandmother’s and mother-in-laws photographs made her feel sad. However, as she looked at those photographs with a self-study lens, she saw them as portraying the educational support she received from her mother-in-law and grandmother. From this I learned that if photographs are used as artefacts they can evoke emotions, but beyond that there can also be another educational perspective that I as a researcher can uncover.

When I began to look at my high school photographs through a researcher’s lens, various emotions were triggered. For example, I felt sad when reminiscing about my high school classmates and teachers who have now passed on. I felt the tears in my eyes as I recalled how one of our classmates was brutally killed in 1994 during the political violence and also when I recalled the day I was injured when I was playing soccer at school. Through reliving these emotions, I gained a deeper insight into how those past encounters have shaped my life.

Poetry writing

I grew up in a family and community where everybody had his or her responsibility in the family. Girls were taught at an early age how to clean the house, wash dishes and look after their younger siblings and, a few years later, how to cook food. At the age of six, boys had to start herding cows with the older boys. Before I even went to school at the age of seven, I had started herding cows.

I remember that when we were young boys herding cows, was one of the things we enjoyed the most was creating and singing praise poems for our bulls. As we spent more than eight hours a day away from home with the cattle, we had a number of things that we did to pass the time. One of them was singing those poems to make our bulls fight. Something that stands out for me is the relationships we managed to establish with our bulls. Amazingly, when you sung that poem there would be a strong connection between you and the bull. The bull would respond as if it understood what you were saying to it.

Furman (2004, p. 163) explains that “poems are powerful sources of data” and further that “they are especially effective for conveying strong emotions”. Likewise, Butler-Kisber (2005, p. 97) defines poetry writing as “more evocative than the typical, linear kinds of research writing because of the embodied melodic nature of the text”. I found this to be the case when I created praise poems about people I admired for their contribution to my life. It made me feel as if I were speaking with the person concerned. The praise poem by Grace Nichols “Praise song for my mother” (<http://www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=15613>) inspired me to write my own praise song for my mother. For me, the words came out one after the other as I created the lines and I did not have to think very hard to find suitable words for the poems. According to Furman (2004), poetry is an appropriate data generation mode for a qualitative study that embraces and values subjectivity. I think it would be very difficult to write a poem and exclude your feelings and thoughts. Similarly, Shapiro (2004) explains that poetry voices our thoughts in a distinctive manner that reflects our human experience in a mode that science is unable to do.

As an arts-based memory-work strategy, I found that poetry-writing gave me as a writer freedom to choose or rearrange words so that they would convey the exact message that I wished to communicate. Poetry, like other forms of art-based techniques also allowed me as a researcher to express significant aspects of my lived experiences. LaBoskey (2004, p. 836) suggests that artistic methods can “capture” and expose those facets of our “experience and understanding” that we may not otherwise be able to articulate.

Richardson (2003, p. 517) maintains that “what we see depends upon our angle of repose”. At the same time, Richardson (2003, p. 517) acknowledges that poetry writing “crystalises” the way you look at your world, and therefore allows you to gain multiple views of the same occurrence. Bagley and Salazar (2012) concur with this notion as they argue that the basic objective of the arts-based approach is to offer the readers a reminiscent access to numerous connotations, understandings and voices related to lived experience. Likewise, Maree (2007) argues that crystallisation offers us a multifaceted and a better informed knowledge of a phenomenon. I found that poetry writing allowed me as a researcher to access numerous dimensions of my memory stories. For example, the poem I wrote about my mother (see Chapter Three) projects five significant dimensions of my mother. First, she was a provider: she watered me like she watered her vegetable garden. Second, she was an appreciator: she appreciated my efforts. Third, she acted as a teacher to me: her wise words are still with me. Fourth, she was a motivator: a source of courage. Lastly, she appeared to me as strong and reliable: as constant as the Southern Cross. I do not think that I would have been able to identify all these qualities of my mother if I had not used poetry writing.

Journal writing

My journal includes everything that I have been using to jot down and keep a record of all my thoughts, feelings and experiences since I embarked on the journey of my self-study research. Pinnegar and Hamilton (2009, p. 123) point out that “a journal offers a place for writers to expose their personal feelings and perspectives”. Journal writing has not been an easy exercise for me since it is something that I am not used to. Because of the many technological gadgets that we carry wherever we go, I am not used to keeping a

hand written journal. Furthermore, as Masinga (2009) recalls, I cannot remember any stage of my educational life where I was told about the importance of my thoughts in the process of my learning; rather I have been always told about the significance of learning and understanding other people's ideas. I can now see how this sent a message to me that my thoughts were of no importance in the process of my learning. Instead, what was important was for me to know and be able to implement other people's theories.

Journal writing is something that I never learned at school or at the tertiary level of education except for a short course on Mentoring which I did in 2009. But since this was only a short course, I could not fully master journaling. However, for this study I had to try to teach myself to keep a journal as my self-study process demanded that I use journaling to capture any relevant ideas and feelings that came into my mind at any time. Keeping a journal as part of my data generation process has taught me how important spontaneous ideas are. These ideas come at any time, anyhow and anywhere and yet they can form a core part of what you are writing about. Therefore, I found myself having to use anything that I could access to record my thinking depending on when and where I was. For example, I found that sometimes a thought would 'popup' in my mind while I was driving, and, depending on the situation, I would pull off and jot that idea down on my two quire exercise book or I would just talk about that idea and audio record myself with my cell phone or audio-recorder while driving. There were times when the thought would surface when I was in my bed, and if my two quire book was not close by, then I would get any piece of paper and write the idea or feeling on it and later transfer it to my two quire book. I also had a folder in my lap-top named Self-Study-Journal in which I saved files of my ideas, feelings and experiences of this journey.

I remember that, at one stage, I was in my bed and an idea came to my mind and I had nothing to write the idea on except for my cell phone. I decided to write it as my Facebook status update and it was amazing to see my Facebook friends commenting on my update. My status update was (<http://facebook.com/fistozmagubs>): "*Only me can tell my story better for I know all angles and facets of it*" (see Figure 2.3.). As I was typing this status update, I was aware that not only education practitioners would read and

comment on it. Therefore, I made my statement to be general and accommodative. One friend commented: *“It is true because other people will always spice-up your story and distort facts”*. And another three friends ‘liked’ my update. It was very funny because my initial intention was just to get my thought saved, but I managed to spark responses from my friends as well. However, most importantly I knew that my idea was safe and I would be able to access it anytime when I needed it.

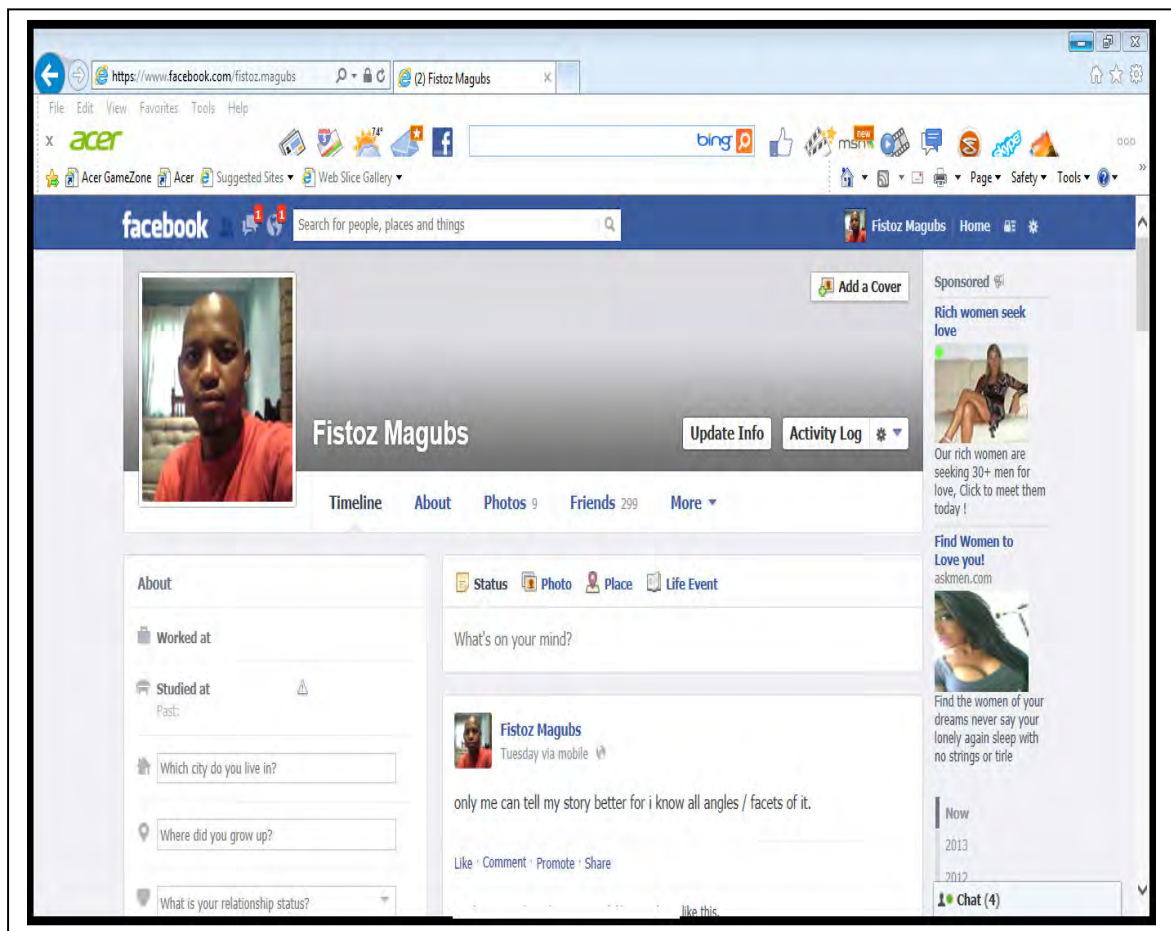


Figure 2.3. A screenshot of my Facebook status update.

As Mlambo (2012) advises, every time when I wrote something in my journal, I also wrote a date. As challenging as journal writing has been, it has taught me to become a little more organised, particularly in jotting down my thoughts, feelings and experiences and also in keeping the journal up to date. It has also helped me to develop personally and

professionally. As Ndaleni (2013) explains, as I have recounted my memories of the past, I have been able to relate these to my current teaching and thus learn from my own experience. I have found that when certain things happen in our lives, we may find them not making much sense, but when we reflect after sometime we find that they have been meaningful in our lives (Personal communication, Pithouse-Morgan, 5 July 2013). Through journaling, I have found that learning often comes more from reliving the experience than from the experience itself (Masinga, 2012).

Developmental portfolio self-study

The self-study method that I used to respond to my second research question was the developmental portfolio method. It worked as a mirror in which I could see the short term effects of my study on me and on my learners. Samaras (2011, p. 90) defines a developmental portfolio as “a place to reflect upon your research focus over time”. Ndaleni (2013), in his study of teaching of oral communication, used a developmental portfolio to track his professional development in teaching of oral communication. Likewise, Tillema (2001, p. 127) states: “A reflective learning portfolio documents and illuminates the cyclical process of professional growth”. Hence, I used my portfolio to inform me about my professional growth in relation to cultivating intrinsic motivation for learning. In my developmental portfolio, I kept various data sources such as lesson plans for lessons with my Grade 9 learner participants, as well as transcripts of the audio recorded learners’ responses and presentations. I also kept records of Lesson Assessment Worksheets (LAWs) (see Chapter Four) and my rough notes of my observations that I made during lessons.

Arts-based self-study

The self-study method I used to respond to my third research question was arts-based self-study, which brought an element of creativity into the research so as to allow a free flow of thoughts through collage-making. Arts-based self-study “promotes and provokes self-reflection, critical analysis and dialogues about one’s teaching” (Samaras, 2011, p. 100). I believe that an artistic approach provides a way of voicing what is inside. Likewise, Kay (2013) identifies the making of art as a facilitator in the research process.

Using an arts-based strategy in the classroom requires both a teacher and his or her learners to be constructors of new knowledge. It further allows learners to work together in the process of building new knowledge with or without teacher intervention. According to Marshall and D'Adamo (2011), art practice can be self-monitored and driven by learner interest when the teacher only prepares the stage and then gives guidance and encourages creativity. Thus an artistic approach to research demands a mutual relationship between the researcher and his participants rather than an authoritative one where, for instance, in this case a teacher could have become a 'master' and therefore, learners would have had to submit to his authority.

Collage-making

As explained in Chapter Five, because I had observed that learners enjoy active learning, I decided to engage my grade 9 learners in a collage-making activity as both a pedagogical activity and a research activity. This activity allowed my learners to showcase their creativity and sparked many joyful discussions. Significantly, this made the learners feel as if they were playing and I believe that playful learning can be an effective way of learning (also see Chapter Three and Four).

I employed collage-making as a strategy to encourage learners to freely and willingly represent on a piece of paper experiences that made them like school and those that made them hate school. I allowed my learners to do this task individually because I anticipated that they might have different reasons why they liked school or why they hated school. Thus, to allow for individual flexibility, I decided to keep it as an individual task. However, I was aware that there could be some similar cases where I might find several learners would have common reasons for liking school.

I asked learners to go home and find magazines or newspapers that had pictures that they could relate to their school experiences that either made them like or hate school. The next step was to cut out those pictures and paste them on a chart that was divided into two columns: "Why I like school" and "Why I hate school". I then asked them to write a short caption underneath each picture to describe how it related to their feelings about school

(see for example, Figure 2.4. and Figure 2.5.). I gave them these prompts about school in general rather than technology in particular because of my awareness that our individual perspectives and interpretations are influenced by our social and cultural contexts (Pretorius, 2013). Therefore, our perceptions of the world are dependent on how we, as individuals located in particular socio-cultural contexts, view our social world. For this reason, I think it is important for me to be mindful of learners' contextual realities, because I realise that the way they view things is influenced by their own experiences and environments. I have also realised that in order for me to have such an understanding of the learners, I need to have a better understanding of my own educational life, tracking as far back as my early days of schooling. However, I am aware that I cannot make sense of my life history outside of my social and political context. As Pretorius (2013) argues, to gain an understanding of your history, you need to comprehend your social context. I anticipated that the learners' responses to the prompts would help me to better understand their social contexts.



Figure 2.4. A learner's collage: Graduation and loving teachers versus waking up in the morning to teachers who wear 'long faces'.



Figure 2.5. A learner’s collage: Sports, food and learning versus smoking drugs and violence in school.

Above are two examples of the collages developed by learners through the collage-making activity as one of the strategies that I used in the process of generating data. Pictures on the left hand side of these charts represent things that make these two learners like the school, while pictures on the left hand side represent why they hate school.

Audio recording

I used audio recording to capture word for word the oral storytelling session with my high school friends, my discussions with critical friends and my interactions with my learners. As my participants and I engaged in research activities, there was valuable information that was produced in a form of oral words that I could have missed if I had

not used an audio recorder. Likewise, Haung and Normandia (2009) suggest that audio recording can be used to capture classroom oral communications that take place as a result of partaking in classroom activities. For example, during the collage presentation activity in class, my learners had heated discussions while asking questions of the presenter such as what a certain picture on a collage meant. Jabulani (pseudonym) was saying:

“Mina ibhola lingenza ngisithande isikole ngoba kukhona abfana abebefunda la manje sebedlala emaqenjini aphezulu ngoba lawo maqembu ababona bedlala la esikoleni”. [This could be translated as: “Soccer makes me like school because there are some boys who have been learning here and now they are playing for professional soccer teams and those soccer teams saw them playing in the schools’ soccer team”]. (Jabulani, audio-recorded discussion, 8 May 2013)

However, Nolwazi (pseudonym) suggested that the soccer picture could better be pasted in the category of “Why I hate the school”, because she felt that soccer is full of violence and soccer players hurt each other and therefore she hated soccer at school.

Without audio-recording these activities, I would not have been able to capture discussions such as these that were stimulated as a result of the collage presentations. Audio-recording also helped me to capture all of what was said in the discussions with my high school friends and also the comments of my critical friends in our group meetings.

Data analysis and interpretation

For me, analysing and interpreting data means looking closely at the generated data with the aim of identifying weaknesses, strengths, loopholes and possible ways of cultivating intrinsic motivation in my teaching. Chang (2008, p. 129) defines this act as a “zooming-in approach”. I have analysed data using an inductive approach based on my research questions. Ndaleni (2013) explains induction as grouping data based on issues that emerge as you interact with data. Chang (2008) further points out that data analysis

“tends to dissect a data set whereas interpretation urges researchers to connect fractured data” (p. 128). As I was doing the analysis and interpretation I noticed that the line of distinction between data analysis and interpretation is very thin. Therefore, as a researcher I often found myself doing both analysis and interpretation simultaneously. Chang (2008, p. 128) notes that data analysis and interpretation are most of the time done “concurrently” and further mentions that these activities are entangled. For example, when I analysed my memory stories as presented in Chapter Three, I saw scars, bruises, protection strength, victories, and heroism. However, at the same time I was making new meanings of these experiences by making connections between them, which to me is interpretation.

In the process of analysing and interpreting data I worked with my “critical friends” (Samaras & Roberts, 2011, p. 43) who helped me to see multiple facets of the data. My critical friends further assisted me as I drew on the data to respond to my research questions (Ndaleni, 2013). There were times when I depended on the opinions of my critical friends in order to make a meaningful interpretation of a particular event. For example, when I had to make sense of my memories of my own painful educational experiences, I became aware that my intense emotions might interfere with my reflective process and therefore it could be helpful to invite other people to draw their more ‘impartial’ conclusions on a particular event. An example of this was when we discussed the impact of political violence on my learning (see Chapter Three). When I thought about such experiences, my emotions overwhelmed me because I quickly thought of my schoolmates and people that I knew who were killed then. However, with the help of my critical friends, I managed to discuss such painful events of my educational history.

Research question one: What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner? (Chapter Three)

The analysis and interpretation of the data that I generated to answer my first research question helped me to draw from my own memories to rethink how I could cultivate intrinsic motivation for learning (see Chapter Three). I used the shield metaphor (as

discussed in Chapter One) to help me to organise and communicate the key ideas which came about as a result of engaging with my memories. I used the shield metaphor to analyse and interpret data by relating significant aspects of my remembered educational experiences to each component of the shield. Metaphors put concepts into context and relate them to something else rather than describing them as they are (East, 2009). As explain in Chapter One, I chose the shield as a metaphor because in my Zulu culture it symbolises protection as it is used by warriors to cover and protect themselves against attack by an enemy. Significant themes that I identified from my memories of my educational history are clustered in relation to each component of the shield. To find commonalities and connections among my memory stories, I used a colour coding technique. The colour that I chose for each theme was symbolic. For example, I used yellow to shade memory stories that had a connection with *buoyancy* because the colour yellow is bright and warm. For *appreciation*, I used pink to colour my memory stories because my mother appreciated me because she loved me. For *friendship, communion and community* support I used green, because to me this is a colour that represents life. I learned lessons of life from my friends and the community. While I was identifying these themes from my memory stories, I was making sense of what each remembered event meant in relation to my first research question.

Research question two: How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable? (Chapter Four)

In representing and re-examining data generated in my Grade 9 Technology classroom in response to my second research question, I used the theoretical perspectives of SDT and *Ubuntu* to assist me in seeking for working strategies for cultivating intrinsic motivation among my learners. I reconstructed the process of five lessons that I conducted with my learners and worked inductively to identify what I learned about motivational strategies from facilitating and reflecting on these lessons. I identified two key lessons that I had learned about cultivating intrinsic motivation for learning: the value of using *multiple learning and teaching strategies* and *game elements in learning and teaching*.

Research question three: What can I learn about cultivating intrinsic motivation for learning from my learners' most motivational or demotivational experiences? (Chapter Five)

To respond to question three, I began by using the same approach as for my first research question. I identified relevant themes by first looking for patterns and then I colour coded the ideas presented in the learners' collages and collage discussions. I identified two categories: *motivators* and *demotivators* and I related data to these categories and later to the various components of the shield. The grouping of data assisted me with interpretation (Wang & Reeves, 2006). For my third research question, I used only two colours because I had two categories. All the information that I felt would fit with the category *motivators* was colour coded red. I chose red because for me the colour red shows energy and when I am motivated I feel energised. On the other hand, grey for me represents dull and boring, which is part of how I feel when I am demotivated. Therefore, information that related to *demotivators* was coded grey.

Next, I looked at the information that I had grouped into the two themes and began to make connections to different components of the shield metaphor. As I related certain ideas to different components of shield, I began to notice particular experiences that motivate learners and also those that demotivate them. For example, when I saw many pictures of sports in their collages, it indicated to me that school sports are significant in the lives of the learners. On the other hand, I also saw pictures of drugs and weapons, which sent a warning message about school violence and drugs. I formulated subthemes such as *feeding*, *learning computers*, *sports*, and *caring teachers*, to express those ideas that emerged from the learners' collages. I cropped pictures from different collages that shared a common meaning, such as pictures for sports. I then used those pictures to make my own collages using software called ShapeCollge (which I downloaded freely from <http://www.shapecollge.com>). I used those collages to prompt my discussion of each subtheme. As I made sense of that collages, I started to see some relationships between my learners' school experiences and my own learning experiences. For example, the idea of school sport stood out as a *motivator* for many learners and sport was also a motivator for me as a learner (see Chapter Three).

Trustworthiness

Throughout this study, I have been guided by the following argument made by Feldman (2003, p. 26): “although it may be impossible to show that the findings of educational research are true, they ought to be more than believable — we must have good reasons to trust them to be true”. Thus, I have used different self-study methods to illuminate different facets of what I intended to explore through my research (Pinnegar & Hamilton, 2009; Samaras, 2011). Different perspectives have helped me to gain an in-depth understanding of the research phenomenon (Nieuwenhuis, 2010b). In order to give authenticity and depth to this study, I have employed: storytelling; memory drawing; artefact retrieval; poetry writing; audio-recording; collage-making; and journal writing to generate information and ideas. These numerous strategies helped me to find a crystallised perspective on my focus for this study (Richardson, 2013). Varathaiah (2010) suggests that the usage of different data generation strategies can help in seeing multiple sides of the research focus. In addition, having my critical friends’ inputs during the research process helped me to enhance and extend my thinking (Samaras, 2011).

Ethical issues

As much as this study is a self-study, with me as the principal participant, I had to directly or indirectly involve other people. Hence, I had to acknowledge and uphold the rights of other people to anonymity and confidentiality (Samaras, 2011). I used pseudonyms to protect the identity of participants. As a currently practicing teacher, I filled in an application form to seek for a permission to conduct my proposed study from the Department of Education (KwaZulu Natal Province). The University of KwaZulu-Natal (UKZN) gave me an ethical clearance letter which is attached as the confirmation of ethical approval. I wrote a letter to the principal of my school in which the details of the study were given and I identified the school photographs I intended to include in my study. My school principal signed that letter. Copies of the participants’ informed consent documents are attached as appendices.

For my high school friends, I organised a one day informal meeting which was more like reunion. I first explained to them that I was conducting a study and that I might use

whatever would transpire in our meeting as data for the study. They gave their consent for me to draw on our discussion for my research. And as for my Facebook posts, I asked for consent from the Facebook friend whose comment I shared in this thesis. I also made sure that there is nothing that identifies anyone except me in the Facebook post screenshot that I have included in the thesis. Furthermore, I discussed the issues of ethics with my supervisor and critical friends and my critical friends also signed consent forms.

For learners who were my participants, I wrote letters to their parents where I asked them to read and sign if they agreed that the child's school work could be used in the study. To ensure that parents understood the content of the letter, my letter was written in English and then translated into isiZulu and both versions were sent to each parent so that even those parents who were not comfortable with English would have access the same letter written in isiZulu. I chose isiZulu because all my Grade 9 learners confirmed that they speak isiZulu at home. Most parents agreed that I could conduct my study with their children. However, a few parents did not respond and I regarded that as disagreement. I still included all the learners in the class in my lessons, but for my research purposes I did not use the classwork of those learners whose parents did not respond.

In the case of photographs that I have included in Chapter Three, it happened that I know well most of the people whose faces are visible because we grew up together. I chose to meet with these people to explain everything verbally and I received their consent to use the photographs. Examples of such photographs are Figure 3.2, Figure 3.4. and Figure 3.5. One of my friends that appears in Figure 3.4. passed on in the early 2000s. Therefore, I got the authority to use that photograph from his family members and they said they would like to have a copy of this thesis as a memento. For Figure 3.5., one of my friends who appears in the photograph asked me to give him a copy of the photograph because it reminded him 'those days'. To me, these responses indicate the significance for others of remembering one's personal history. For Figure 3.7., I could not get hold of everybody who appears in the photograph that I took in a traditional ceremony. That is the only photograph that I used in this study where I could not ask for informed consent due to the large number of the people who appear in the photograph. However, to protect those

whose faces could be identified, I covered their faces with a star shape to ensure that they are not recognisable.

Challenges in doing the study

Although I have made use of various research methods to enhance the trustworthiness of the study, there are some factors that have limited the study. The time I allocated for data generation activities could have been more but, as a teacher, I was at the same time expected to complete the syllabus as prescribed by the Department of Basic Education. The issue of completing the syllabus on time posed a challenge in my study because I had to ensure that I had all sections of the subject covered on time as prescribed by the Department of Basic Education and therefore, at times I had to shorten some research activities to avoid falling behind with the learning programme. This I had to do irrespective of how effective the activity was in terms of yielding the information I was seeking. The process of writing of mid-year and end of year examinations took more of my time and focus as I had to do invigilation duties like all other teachers. Furthermore, the marking, recording and reporting demanded its own time and an undivided attention. On top of that challenge, I was also disturbed by a teachers' strike. One of the teacher unions declared a strike when I was at the data generation stage and we were told, "Chalk down, no teaching" and this delay interfered with my research. "Chalk down" means that no teacher was supposed to go to the class and teach. The shortage of resources at my school is another challenge that I have faced but I managed to purchase what I could afford for the learning activities with my learners. The challenge of a lack of resources starts from the furniture in the classroom. My learners are sitting at two or three per desk and this becomes a challenge when I want them to form groups. Those big desks take up a lot of space and, as a result, learners sit further apart and, when they discuss, they have to keep their voices loud and that makes the activity more noisy and a little disorganised.

Conclusion

In this chapter, I have given a detailed account of the process of my self-study research. I provided reasons for choosing self-study as an approach to this study. I have presented the interpretive paradigm for this study. I have further discussed my research setting as well as my selection of different groups of participants. Next, I have discussed my data generation strategies and data sources. Thereafter, I have explained my approach to data analysis and interpretation. To follow, I have given details of how I handled the issue of trustworthiness and ethical issues. Finally, I have highlighted challenges that I faced during the process of this study.

A lesson that I have learned from writing the methodology chapter of this study is the significance of honesty in self-study. It was very important that I was always honest with myself as I was studying my own teaching. Honesty also helped me to be able to remember even the most painful experiences in my educational history. Each event that I remembered led me to the next important event which was as a result of the honesty in writing my memory stories. Secondly, I learned about the importance of critical friends in doing self-study. This became evident as they helped me to view my data from multiple perspectives through their questions and suggestions. Critical friends also helped me to remain honest with myself and also with them because of the high level of trust which we shared.

In the next chapter, Chapter Three, I present my educational memory stories, starting from primary school up to the present as a practicing qualified teacher and a part-time masters student. I review and present significant experiences of my educational life that I can remember contributing to my own cultivation of intrinsic motivation. My intention is to better understand the role such experiences have played in my motivation for learning. In order to recollect significant events of my educational life, I have used various strategies, such as artefact retrieval, memory drawings, story-telling and poetry writing.

CHAPTER THREE: MY MOST MEMORABLE MOTIVATIONAL AND DEMOTIVATIONAL EXPERIENCES AS A LEARNER

Introduction

Through this study, I intend to better understand my own teaching practices as a Technology teacher at a township high school, in relation to cultivating intrinsic motivation among learners. This chapter addresses the first of the three research questions that underpin this study: *What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner?*

In looking at the contribution of my past experiences in relation to cultivating intrinsic motivation among learners, I am inspired by Tutu's argument (2000) that if we forget our past we are likely to repeat it. Therefore, I believe that it is important that we draw lessons from the past so that we can avoid committing the same mistakes that we or others made in the past. O'Connor (2009) argues that our past experiences that are most significant have an undeniable influence on our teaching practices. Hence, drawing from my lived experiences to answer my first critical question offers me an opportunity to learn from my past in order to become a better teacher.

This chapter, Chapter Three, focuses on my voyage as a learner, in order to respond to my first research question. This journey down memory aims at re-examining significant experiences that either motivated or demotivated me as a learner. Taking this memory journey has been a powerful experience as it has allowed me to feel, smell and taste key moments of my educational life. As explained in Chapter Two, to access significant memories, I have used a range of memory-work strategies: storytelling; memory drawing; artefact retrieval; poetry writing and journal writing. I recount significant educational events, starting from primary school as well as from home. Home is the first school (informal) where every child starts to learn. However, my focus starts at school and then, because I am looking for educational experiences, I then turn my attention to my home to

seek for the complementary contributions. Next I proceed to my high school experiences which comprise both positive and negative experiences. I go on to bring in community practices and how these impacted on my education. From my community, I learned various social values such as caring for and respecting other people. In my view, these are some of the fundamental values for cultivating intrinsic motivation. I go further to bring in my tertiary education and postgraduate experiences. My memory stories are followed by analysis and interpretation of these stories through the shield metaphor.

My primary school years: Facing icy cold winter barefoot and the feeling of heroism

I started grade 1 (which was then called first-year) in 1983 in a deep rural area of the province of Natal now (KwaZulu-Natal) where it was a norm that learners would only wear school shoes when they went to high school. That alone was indeed a painful experience, at the age of six to seven years having to walk barefoot a distance of more than four kilometres in the morning and again the same distance in the afternoon to get back home. We used to walk that distance for the whole year, even through the harshness of the icy cold winter. The memory drawing below (Figure 3.1.) depicts my memory of walking to school on an icy cold winter morning. I remember the sting of the sharp small stones coming from under my soft foot. The pain of the coldness leaving my fingers when the sun came out felt like thousands of needles coming out of my finger nails.



Figure 3.1. The EFFORT: A memory drawing of walking barefoot to school.

To minimise that pain, we used to take a stone big enough to fit in two hands and, when we prepared water for bathing in the morning, we would put the stone in the fire and heat it until it became red hot. Then, when we were ready to go to school, we would take the stone and cover it well with some newspapers. On the way to school we kept playing with the stone, by putting it in one hand and then when it felt hot we would then put it in another hand (a hand to hand game).

The summer was preferable to the winter, but it also had its own challenges, brought by the ever changing weather and the unbearable heat of the African sun. Walking to school was so painful no matter what the season, but we used to find a way of accepting it because it was common and most learners in the school were barefoot. Looking back, I can see that for a grade 1 child to be exposed to such appalling conditions was very demotivating because those experiences of walking to school made me think that schooling was about painful encounters.

Another painful primary school memory that stands out for me was that, when I was doing grade 4 (which was then called standard 2), I almost dropped out of school after being caned 10 strokes on my hand because I was found talking to my friend while I was supposed to be singing along with the whole class. I knew that even if I wanted to report this incident at home, my mother might thrash me even more and send me back to school and, therefore, I kept it to myself. I count this incident as one of the most demotivational experiences I encountered during my early years of schooling. It made me believe that some teachers were cruel and full of hatred, and as a result, I associated school with pain from corporal punishment.

There is a saying that goes, “Heroes are born out of adversity and tribulations” (Velilla, 2009, p. 112). I do not believe that subjecting learners to painful experiences should be regarded as an effective strategy to make them strong enough to face any challenge they may come across in life. However, there is a possibility that one or two learners in the same group can find a way of turning very painful experiences around to see a positive side which will work to their advantage. For example, I recall how my friends, Siphon and Mandla and I managed to emerge from the situation of “fast tracking” in our primary school. In a discussion with Siphon and Mandla, Mandla reminded us how devastated we felt when some of our standard 1 classmates were promoted in the middle of the school year to the next standard.

“I can never forget how bad I felt about Tom, Dick and Harry [pseudonyms] when they got promoted in June to standard 2, by the principal of the school

claiming that they were too bright for standard 1. What made me even more unhappy, was that I knew that they were not as bright as they were said to be when compared with us. In fact I argue that from that standard of education provided under such contextual factors, one could easily identify the potential of a learner". (Discussion with my high school friends, 20 October 2012)

From this story, I remember how this experience motivated me to work hard to ensure that I passed my standard 1 so that I could close the gap between me and those three boys who were promoted from my class in June. At that stage, I was still too young even to understand that, in order to pass at the end of the year, I needed to study for the exams. However, the feeling of not being promoted in June because I was “nobody” in the eyes of the principal was enough to fuel me to try hard to pass at the end of the year. But on the other hand, in looking back at this experience, I am aware that teachers should be careful to refrain from favouritism, because those learners that feel left out may not be able to take that experience positively and hence can become demotivated.

But still, there were some positive and motivational moments both at home and at school, and I believe that is what kept me going. One good example is the encouragement I would receive from my mother at the end of each year when she heard my school results. Because she was a domestic worker and a single parent, she had very little that she could give me as a token of appreciation for passing from one grade to another. I remember other children from our neighbourhood who were privileged to have mothers who were professionals (teachers) and when they had passed at the end of the year, their parents would buy them BMX bicycles and new clothes. When we played together they would boast and say, “My mother bought me this and that” or “My father took us out to KFC or Wimpy for lunch because we have passed”. I am glad that those boastful words never got the best of me. My mother laid a strong foundation in me against such forces. She taught me to accept my situation, but also to try to rise above it all the time.

Figure 3.2. portrays my mother who had one and only one gift that she could give me each year when she heard that I had passed. I am saying, when she *heard* that I had

passed, because my mother never had a chance to go to school and therefore she could not read; hence my older siblings would read my school report and tell her that I had passed. When she heard that I had passed, she would say, “*Usebenzile mfana wami, ngyaziqhenya ngawe*”, which means, “Well done my boy, I am proud of you”. Then she would praise me and say, “*Hamba mfana wami, Hamba mahamba’sheshe njenge gundane, mbhekaphansi onjenge sambane*”. This can be translated as, “Go my boy, go fast mover like a mouse, the one who keeps facing down like an ant-bear”. These words were very powerful to me. Being as fast as a mouse meant that I was clever and facing down like an ant-bear symbolised to me that I was humble but strong.



Figure 3.2. “Well done my boy, I am proud of you”: A (1996) photograph of my mother who always appreciated my efforts.

While my mother was saying these words, she would be patting me on my shoulders and although as a young boy I did not understand why she could not buy me something in appreciation, I knew this encouragement was her gift to me. As the time went by, I began to understand that she could not afford to buy me presents and hence I was very happy with her praise song. Every time when my mother said this, I would feel as if I was

bigger and stronger and as if there was nothing I could not do. I knew that for the whole year I had to work very hard so that at the end of the year, I would hear that praise song from my mother. Below is a praise song that I have written to thank my mother for her contribution to my becoming what I am today.

Mama: My pillar of strength

Mama you watered me
Like you watered your
Vegetable garden
From you I learned
Life

You appreciated me
When I expected
Something material
Something that I could
Lose or break

Your grateful words
Are still with me
Louder and clearer
Now than ever
Before

You have been
The source of courage
Beacon of hope
Light in the dark
Wings to fly

You have been as constant
As the Southern Cross
For every day I
Looked up at you
To guide me

My second example of a motivational primary school experience occurred in 1988, when I was doing standard 5 (grade 7). For the first time I played in the B soccer team and I scored a goal. I vividly remember everything about that moment: the sound of the crowds cheering me, my teammates chasing me to lift me up in celebration and the feeling of being the centre of attraction. That moment made me feel like a hero; I gained confidence and I started to believe in myself. If that experience can be related to this study, I believe it made me feel motivated because it helped me to feel more positive about being at school.



Figure 3.3. Sifiso the hero!: A memory drawing of myself after scoring a goal.

From that experience of scoring a goal, I never looked back when it came to school soccer. I participated in school soccer all the way up to the tertiary level and I was playing in the first soccer teams. This to me becomes a clear indication of the effect that positive extra-curricular experiences can have on the motivation of our learners for participating in school activities. Figure 3.3. above is my memory drawing that indicates how I felt about myself as a learner after scoring that goal.

My high school years: Developing self-efficacy

The DEBATER, the science OLYMPIAN and the soccer PLAYER

The three words in the above subheading: DEBATER, OLYMPIAN and PLAYER represent significant and life changing experiences in my early educational life. These are experiences that helped me on the road to self-discovery. This was a very critical phase of my life because I was in the adolescent stage where one's future can be decided. This is a

phase of life where the choices I made influenced what I am today. For example, the choice of accepting that I had to walk 15 kilometres every week-day opened up some opportunities for me.

In 1990 I completed my primary education and hence in 1991 life had to change as I began my high school education. As much I was happy about going to high school, at the same time I had some worries. The nearest high school was about 15 kilometres from my home and I knew that sometimes I would not have money for the bus-fare. Although there were other learners that were walking to and from school throughout the year, I knew that it was not going to be easy for me as it was also not easy for them. It was indeed very challenging to walk 15 kilometres in the morning to get to school before 7:30 and then walk another 15 kilometres in the afternoon to go home. Walking that distance made me exhausted by the time I got home and, as result, I would sometimes fail to do my homework. Furthermore, most of the time when I had no money for the school bus I also did not have money to buy something to eat at school. Therefore, in the afternoon I often walked that 15 kilometres having last eaten at breakfast at home at around 5:30 in the morning. When I think about this now I can see that the only thing that kept me going even when I was tired and hungry was intrinsic motivation. That drive was as a result of two things: fear of disappointing my mother and the strong belief that I had drummed into myself that education was the only way out of my suffering. In my view, nothing could motivate me to walk that distance under such conditions other than internal drive.



Figure 3.4. “Say cheese”: A photograph of me (on the extreme left) and my high school friends enjoying taking a photo in standard 7 (grade 9) in 1992.

The photograph above (Figure 3.4.) is one of the few mementos that I still have in my high school collection, and when I look at it I can see that my friends and I are all showing happy faces. The year was 1992 and this is one of the years I enjoyed at high school. As for my research, this photographic artefact reminds me that in my quest for ways to cultivate intrinsic motivation among learners, I need to consider the wellbeing of learners. This photograph reminds me that in that year (1992) I was chosen together with

three other learners in the same grade to represent standard 7 (grade 9) in the English debate against standard 8 (grade 10). The topic of the day was, “The olden days were better than the nowadays”, and I was on the affirmative side. Therefore, our task was to argue that indeed the olden days were better. That experience of debating was a boost to my confidence and, as a result, I began to do well in my other subjects, such that I was even chosen to go and write an assessment called Science Olympiads. Being chosen to write the Science Olympiads had a status attachment, and hence it made me feel good about myself because not just anyone was chosen to represent the school in the Science Olympiads. On top of that I was also doing very well in sports, particularly in soccer. Because soccer was the only sport offered in the school, soccer players were the focal point when it came to sports. That made us as soccer players feel very much acknowledged and important in the school.

This photographic artefact also reminds me of the contribution of my older brother who bought me a new complete school uniform; as I wore it, I felt good about myself and I could walk with my shoulders high. Furthermore, hearing teachers and fellow learners talking well about me, saying I was the only soccer player who could balance my studies and sports (soccer), motivated me even more, to the extent that I was the only player who passed standard 8 in that year (1993). However, the other standard 8 soccer players believed that they were failed by teachers so as to keep the school soccer team strong. But according to my observation, they failed because they had more of their focus on soccer than on their school subjects, simply because we were doing well at soccer and we were regarded as stars in the school. My school friends also contributed to motivating me because they started to respect me, saying I was “bright” and all that affirmation changed the way I perceived myself.

Worried or not: Does it matter?



Figure 3.5. Sifiso: the student by day, warrior by night: This is a photograph of myself (on the left hand side) with my two friends who were pretending to be fighting.

If I look closely at the above photograph (Figure 3.5.), I can see that in the background there are two blocks of the school where I completed my high school education. Viewing these buildings in this photograph brings back many memories of my high school years, both positive and negative. I remember those elderly women who came to school during

break time, to sell to us *amakota* (a tasty quarter of bread cut into two equal slices buttered with margarine, with a roasted egg or a slice of polony). Although I did not always have money to buy *ikota*, when it happened that I did have money, I made sure that I bought one for myself. That was indeed a mouthwatering meal and everybody who ate it enjoyed it.

The photograph (Figure 3.5.) also reminds me of the harsh conditions of the rural school with no electricity, no running water and no computer even in the principal's office. Its classes had broken windows that forced us to sit very close to each other during winter in order to keep each other warm during lessons. The school was built of bricks and the roof was made of corrugated iron without a ceiling board, which made the classroom very cold in winter and unbearably hot in summer. I remember that if there was heavy rain during teaching hours, the teacher could not continue with the lesson because of the noise caused by the rain as it hit the roof of the classroom. We learners used to love that because it meant that we would be left unattended and then find time to make noise and chase each other around in the classroom. I think that this behaviour did not mean that we did not want to learn; rather I believe we liked playing more than sitting down to do school work, which I think is common for most children. Therefore, from this memory, I can see how finding ways of integrating play into learning could arouse the interest of learners and contribute to their motivation for learning.

Against all odds: Violence versus loving teachers

As I look at the above photograph (Figure 3.5.), I can see that the posing of my friends as if they were fighting and me holding that piece of wood as a gun paints a clear picture of what was on our minds at that time. Violence was rife at that time. It was 1994, the year in which black South Africans attained freedom to vote for the first time in the history of the country. But still there was a lot of violence both in urban townships and rural areas; hence, killing of people was the order of the day, and if you wanted to go to school in those days, you had to think twice about whether you wanted to risk your life or just stay at home and be safe. During the day we went to school and participated as if everything was normal. However, in the evenings we used to meet somewhere with other boys and

sometimes remained there for the whole night waiting for our ‘enemies’ so that if they came we could protect ourselves and our families. In our area were two main political parties and therefore members of the other political party were identified as our enemies. However, I was still too young to really understand political differences. All I knew was what I heard from my peers and I now realise that some of that was twisted facts mixed with lies. I was full of anger and hatred towards our ‘enemies’ because people were being killed in the area and I was told that it was these enemies who killed those people.

I remember how this experience affected my feelings about school, when I saw some of my friends leaving school because they were fearful for their lives. At times I also wished to stop attending school, but at the same time I knew that my only hope of a better life was through education. Also, my two high school friends and I kept motivating each other not to drop out of school. Looking back, I can also see how the welcoming environment that was created by some of the teachers, including my history teacher, Mr S., helped me to forget about all those social challenges when I was at school. Thus, the importance of this artefact for my study is that it tells me that while I am looking for ways of cultivating intrinsic motivation in learners, I also need to consider their social ills or contexts.

The school buildings shown in the photograph further remind me of my standard 9 (grade 11) history teacher whose teaching practices made me enjoy his subject. I remember how that teacher (Mr S.) could make each learner feel important in the class and hence become motivated to learn. Mr S. never missed the class when it was his period. He was very friendly and warm, but still firm. I remember the times when we had no teacher in the class; everybody wanted to teach History to the class and to pretend to be Mr S. by emulating his voice and using his English terms. When we played that game of teaching, we forgot that we were learning as we felt as if we were just playing. That was evident when another teacher suddenly came into the classroom. We would stop the lesson and be quiet as if there was nothing happening. It was an amusing game and very enjoyable, however, I can see that we were also learning through it.

Looking back, I realise how Mr S.'s zealous teaching contributed to us becoming intrinsically motivated. I see Mr S. as a passionate teacher; as defined by Dlamini (2013) a passionate teacher does anything possible to ensure that her or his learners receives the best education and encourages her or his learners to have a positive attitude towards learning. In recalling that teacher-learner relationship, I have become more mindful of the value of caring for the needs of all your learners as a teacher. I regarded Mr S. as a father away from home because he provided us with that warmth and affection that a child will often only get from his or her parents. Below is a praise song I have written that better describes Mr S. and his contributions towards my intrinsic motivation for learning:

My teacher, My hero

Only you
Could come into a cold classroom
And leave it warm, full of love and hope

Only you
Could give us buoyancy in
Hopeless times, joy in sorrow,
Dreams in a dreary cold classroom

Only you
Became a pillar of strength
When we were all weak and worn

Only you
Taught us how to love
When there is no love
And to see the light
Where there is no light

Only you Mr S.

There were other teachers who were also warm and friendly. However, for me, Mr S. stood out. I also recall how my isiZulu language teacher also played a vital role in helping me to change my attitude towards the phonetics section of her subject. Below is an extract from my journal that describes how I recall being changed by the way my isiZulu teacher taught this subject:

I remember how I hated the chapter on phonetics in isiZulu language from grade 10 and 11. However when I was doing grade 12 it all changed, I mean the way I hated it changed to be exactly the way I loved it. This was because of the teacher who was teaching me isiZulu at grade 12. That teacher was teaching isiZulu like it was the only subject that she could teach. She had a way of making even phonetics meaningful while in the previous grades I used to regard it as a section of isiZulu that made no sense. From that time I learned that the very same phonetics applies to English and Afrikaans words. (Sifiso's Journal entry, 24 June 2013)

From remembering this experience, I can see how sometimes we teachers influence how our learners respond to what we teach them by the way we teach.

During high school, I also learned that it is important to know the names of your learners if you are a teacher. The principal of the high school was admired by every learner in the school because he used to refer to us by our names instead of saying, "A boy from standard 9 or 10," and that made us feel important and valuable in the school. The school principal was a gentleman, who always shared jokes with us learners. He treated learners from senior classes with respect and dignity and for that we loved him and as a result we loved the school.

“A never say die attitude”: When coming from a poor family becomes an advantage

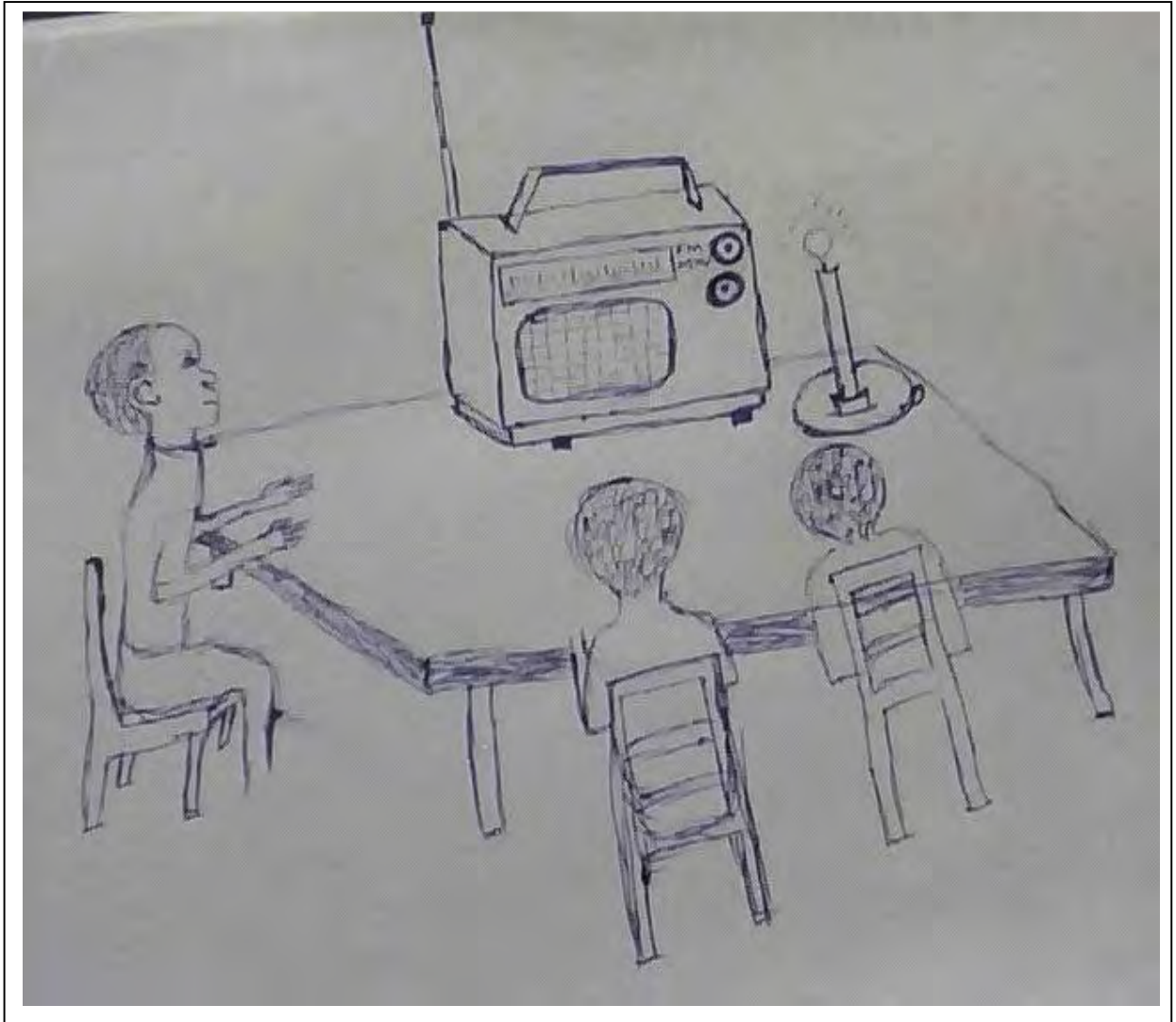


Figure 3.6. Sifiso the radio listener: A memory drawing of curious and motivated young boys attentively listening to the radio talk show which was the only available source of information.

In 1995, when I was doing grade 12 (then known as matric or standard 10), I had two close friends, Siphso and Mandla, who were both one year younger than me. We shared almost everything, including our vision, thoughts, beliefs, food and even the clothes that we used to wear. As we lived in the same neighbourhood, we went to the same school

together from primary to high school. Unfortunately, I have lost all the photos we took together, but the pictures of us sitting together sharing our ideas are still vivid in my mind. I have captured one of these pictures in a memory drawing (Figure 3.6.). Another thing that we shared was “a never say die attitude”. This I interpret as having a strong willpower to achieve something, such that you do not allow anything to stand in your way. Looking back, we agree that we do not know exactly where this attitude came from, but it became a driving force for us. It helped us to withstand any challenge that we met on our educational journey.

The three of us had a common background. We all came from poor families and hence we all believed that, through education, we could change our home situations. Therefore, we used to spend most afternoons together sharing our dreams about our future. From Monday to Friday in the afternoon we used to go and play soccer, which was the only available sport in the area. If you were a boy in the area, you had no choice but to play soccer; it did not matter whether you enjoyed it or not. When we had finished playing soccer, we used to walk home together debating burning issues of that time, ranging from politics to sports to economic and social issues. The interesting thing was that we were not debating those issues in isiZulu (our mother tongue), but instead we spoke English. As a result, other boys did not want to go with us as we went home because they did not feel comfortable when we spoke English. I think that the reason was that some of them were not confident enough to challenge us in English, even though we were going to the same schools and attending the same classes.

Looking back, I can see how most parents in the community took note of our friendship and they appreciated it and encouraged us to keep it because they believed it was a good influence on others. The community showed support and belief in us as everybody in the community began to treat us with respect and dignity as if we were elders. They were always warning us not to allow bad influences to infiltrate us because our friendship was very positive.

Nevertheless, there were times when we would feel despondent simply because of our homes' economic realities. But what helped to keep that fire burning, even when there seemed to be no hope, was the radio talk show that we used to listen to every Wednesday night from eight o'clock to nine o'clock. The name of that show was *Soul Talk* and it was broadcast in English. I presume it was so named because it was meant to talk to the listeners' souls.

The presenter of the show used to tell various touching stories to motivate listeners to overcome whatever adversity they were facing at that time. Although sometimes we struggled to understand certain English terms since we were still at high school and our understanding of English was still at an early stage, we enjoyed the show and it advanced our understanding of English. For example, I remember that the first time I heard the term 'paradigm' was in that show as the presenter was speaking about "paradigm shift" and we were so excited to learn this term. Covey (1990, p. 29) defines paradigm shift as "when someone finally sees the composite picture in another way". I understand this as when you give a new meaning to something that you have known for a long time. This allows you to completely change the way you look and think about something or someone.

That talk show made us believe that anything was possible, if we believed in ourselves. The presenter talked about heroes who had achieved their dreams against all odds, such as Martin Luther King Junior, Muhamed Ali, Nelson Mandela and others. One day, he told a story about how a Jewish man escaped the brutality of Nazis in the concentration camps during World War Two. He said Jews were tortured and killed in those camps. He described how one man, while others were moaning and groaning, pretended to be dead and therefore the Nazi soldiers took him together with other Jewish dead bodies and threw him into a mass grave. When the Nazi soldiers left the grave, he crawled out and escaped. The point the presenter was making was that in any hardship you are facing, you can find a way of turning it around and using it to your own advantage, instead of helplessly crying and waiting for it to finish you.

From recalling this lived experience, I have learned that every facet of your life is important in the process of cultivating intrinsic motivation. I am highlighting this because I think that as teachers we often tend to overlook the importance and the contribution of the life of a learner before and after school hours. Therefore, we tend to focus more on the lives and needs of our learners only in the school context and forget that there are other forces outside the school setting that our learners need assistance in dealing with. In my view, these very same forces can have either a positive or negative impact on the process of cultivating intrinsic motivation. I believe this experience of listening to the talk show with my friends is significant for my study because certainly, in my case, it prepared me to face any challenge in my learning. Furthermore, it laid a strong foundation on which my dream of becoming ‘an educated somebody’ was built.

Education versus societal practices: How often do we sacrifice our future to social norms?



Figure 3.7. My traditional heritage, my greatest teacher: This photograph shows young and old women and men in a cultural ceremony.

The above photograph (Figure 3.7.) shows a Zulu traditional ceremony where cows were slaughtered in remembrance of the late head of the family. According to Zulu custom, in this ceremony men and women are expected to dress up traditionally. Women's skirts are made from cow hide (*isidwaba*) and some beads, while men wear a well cut piece of impala skin or a hide from a calf (*ibheshu*). Participants who come dressed in this attire receive 'VIP' treatment, which involves a reputable space as well as exclusive meat such as cow's liver, fillet and cow's head (*inhloko*) and dumplings, which are only given to 'honourable' men. In this sense, honourable means the man from another house shows some respect for the function by dressing traditionally and carrying the shield. However, if the ceremony is not in your family then you carry a different shield set to the one that was handed over to you by your father. The inherited shield set is linked to ancestors and therefore, its spear is normally used to kill the cow for ancestral ceremonies. Therefore, it could be regarded as being disrespectful of your ancestors to go out with your family shield set. That shield set is highly respected because it is for the ancestors. People that carry shields to such ceremonies receive dignified treatment, for example, they are given enough to drink. However, those who are not in traditional attire are still welcome but the treatment may be slightly different.

During the ceremony, men have to go into the *kraal* (a place where cows are kept at night) and there they enjoy the head and leg of the cow and then have some traditional beer (*isiZulu*). After that meal, men sing traditional war songs (*amahubo*) to honour the late head of the family, as every Zulu man is regarded as a warrior. Men take turns at leading the chanting of *amahubo* and *izaga* (slogans) and during that time women will come around and ululate. That normally takes less than an hour depending on the number of men bold enough to lead. When that is finished, everybody is summoned to the relevant place to wait for meat and traditional beer (*isiZulu*) to be served. Normally men are directed to the main house of the family, usually a (*rondavel*) a circular shaped house (*kwagogo*), which means the grandmother's house. That house traditionally, has a floor polished with cow dung and the traditional beer is brewed and kept there because there is a fire place and the fire keeps the house warm and hence fermentation is quicker and effective.

The above photograph (Figure 3.7.) reminds me of the public notion, which then became a common practice in my community, that if a girl had passed grade 7, she should leave school and get married. There was a belief that if a woman became educated, she would forget the way she had been brought up at home and lose her family values. Therefore, it was commonly believed that the way the family could avoid that was to get her to drop out of school and marry someone. I remember that it was the same with boys. They were expected to drop out of school at least grade 9 level to go and look for a job so that they could get married and become fathers. Only boys and girls who came from families with educated people, such as teachers or nurses, were expected to go up to a tertiary level of education.

Thus, this photograph to me has a double meaning as it reminds me of my cultural heritage and my enjoyment of traditional ceremonies, but it also symbolises some form of oppression of the youth of that time (prior to 1996). As for my study, this photograph brings communal practices and different shared norms to my attention. It reminds me of how such norms sometimes contribute to motivation or demotivation of the youth that come from that area, and that if education is regarded as less important by a community, then the youth might not see the need to learn at school.

However, for me it was a different story because I wanted to set a new trend. I recall that this common practice of leaving school early actually motivated me because I wanted to prove it wrong. I wanted to show the other youth that even if you came from a family with no academic background and were financially struggling, you could still study and become an educated somebody. On top of that, I was driven by an eagerness to obtain a professional job so that I could change the situation at home. Every time when I see those people from my community who became victims of this form of oppression, I become very emotional and I feel sorry for them because I knew that some of them were capable of doing well in their studies, but they and their parents could not withstand the social pressure to leave school early. On top of the social pressure was financial pressure, which in most cases affected elder boys in the family because they were expected to leave

school early in order to find a job and support the family. By contrast, my ‘never say die’ attitude helped me not to lose hope and as a result I managed to stay in school.

Breaking the bounds of the past

Looking back, I can see that some negative experiences of my educational life have had a permanent impact on me. An example of such impact is my matric (final year of schooling) results, which I believe did not reflect my capability. My matric results did not put me in a position to obtain a bursary or scholarship and as a result I could not go and study at the institutions of my choice. I have always believed that if my family’s financial status was better, I would have been able to achieve better academically at school. I think like that because I believe I would not have had to face the same challenges such as walking barefoot to and from school during my early primary school years or learning in a classroom that had no windowpanes. I had to walk 30 kilometres a day from Monday to Friday during my high school years and even during the time I was writing my matric examinations. I think that those painful experiences affected my performance as a learner. As Soudien (2007, p. 190) explains, “distinctive social conditions precede and accompany the child on his or her way to school”. When all these things were happening, I could not see that they affected my school performance. However, now that I am reliving my past I can see that, for example, exhaustion hindered me from doing my after-school homework. At times during my educational journey I had to be strong and face difficulties so that I could proceed despite adversities. I had to challenge my impoverished home background that could have prevented me from furthering my studies. For example, I remember the time when I had passed matric (the final year of school) and I knew that there was no money at home to pay for my studies at the tertiary level. I did not allow that to stop me and I went on and applied to a college of education and to some universities knowing that I had no money or bursary for my studies. I was hoping for a miracle and it did happen because unexpectedly I was employed to work for the Census 1996 where we were counting people. From that job I earned R1200 which helped me to register for my first year at the college of education.

Tertiary education: My first student card, campus life and tuition fees

My first year at the teacher's training college was characterised by anxiety and frustration, as well as happiness. I now recognise that stage in my educational life as when my jigsaw pieces were beginning to take their rightful positions on the board. It was the beginning of hope for me, my family and others who were close to me. Studying at a tertiary level was an opportunity I had been craving for, but with a faint hope that it would ever happen. However, with my strong character I kept striving and hence it finally happened. I had taken another step forward in my educational life and everything was about to change.

For the first time in my life I was being taught by a white teacher (lecturer). I had never had this experience before and I had to quickly adapt, because more than 80% of lecturers at the college were English-speaking whites. Coming from a rural school with 100% black African teachers who used to translate everything for us from English to IsiZulu made me feel unconfident in English even though at high school I had been regarded as one of those learners that was good at English when compared to my classmates. I think that reading English newspapers and listening to English radio stations gave me a little advantage over my classmates at school. However, at college I found it difficult to get used to being taught by English first language speaking lecturers. When I look back, I remember how I struggled in the School Management course. We were taught by a lecturer from England and his accent made it very hard for me to understand what he was saying. What made things even worse was that we were attending this course in a lecture theatre which was still a strange environment for me as I was coming from a rural high school. However, the only thing that was consoling was that all other students shared the same sentiment of not understanding that lecturer. Now, when I look at this experience I can see that my difficulty in understanding that lecturer came from me not being used to being taught by an English first language speaker with an unfamiliar English accent.

Besides being taught by white lecturers, the environment in the college classrooms made me feel quite nervous because it was so different to the classrooms of my schooldays. The collage classrooms were so clean and full of various teaching aids. There were also

science laboratories with all those science machines, computers and chemicals. The college also had well maintained buildings with hot water in the bathrooms.

I recall how, after finishing the registration process, I was shown the room in which I was going to stay. The room was supposed to be shared by two students, but due to the limited number of boarding students I was alone in that room. It was so exciting to live in a room that was designed for conducive studying. The room had a wall mounted desk, a chair, a notice board and a study lamp and all these things motivated me to study. I was comparing that environment to the situation I was coming from at home where I used to study while sitting on my bed and writing on my lap with no study lamp. At home I used candlelight to study at night while sitting on my bed which I used to call *iskebhe* (canoe) because of its curved shape due to the worn-out mattress. Studying while sitting on a curved bed like that made me feel very uncomfortable and forced me to take regular breaks quite often because my back could not withstand that position for a long period.

The college environment was like a dream to me and I kept on asking myself, “Is it me?” To some extent it made me feel threatened because it was still hard to believe that it was me. However, on the other hand, it was motivating because with such facilities at my disposal I felt that there was no reason for me not to succeed in my studies at the college. Furthermore, studying in an electrified and well furnished classroom was motivating on its own because it was a new and exciting experience.



Figure 3.8. My treasured college student card: A memory drawing that reminds me of the pride, the smile and the motivation that this card gave me.

My college student card is an artefact that reminds me of when I began my teachers' training at the college of education (see Figure 3.8.). It made me feel proud and motivated, because it was the first time in my life that I had owned a student card. This was something we had never had at primary or high school and, given the economic status of my family, it had never made sense for me to dream of myself studying at tertiary level. It is for this reason that since I have been able to afford to finance my education I have never stopped studying. Every time when I feel like I want to stop it flashes across my mind that at a certain stage of my life I had no hope of studying at tertiary level and I ask myself, "Now that I can, why should I stop?" Hence, each time

when I looked at my college student card in my first year of tertiary education, I felt a big smile on my face and I would say to myself, “Yes! This is it!”, with my right hand fist clenched.

At the college, I met a range of students that came from different places and had diverse philosophies of life. Some came from well-off families, while others came from poor families and, fortunately, my college friends happened to come from poor families. That alone used to motivate me and my friends because we shared a common vision, that of making the best of the opportunity to change our home situations. Therefore, we used to study together as a group, and as we were studying, I always secretly compared my level of understanding with that of my group mates. I felt more confident when my group mates asked me to explain certain concepts. On the other hand, if I felt I was trailing behind, it pushed me to work harder. Hence, I believe that studying in a group motivated me.

I remember that during the first year at the teacher’s training college, there was an Educational Psychology test that all first year students wrote towards the end of March. Senior students had told us that if you failed that test, you would have to go home and hence no one wanted that disappointment. Even though this turned out not to be true, it pushed me to study very hard for that test. For us first year students that test was like a deciding factor; if you passed it, you regarded yourself as fit for the college, while failing meant that you were academically weak and therefore you needed to work harder. I remember that when we came out of the hall in which we had written the test, we found that all the second and third year students were waiting for us. They were standing in two parallel lines between which we had to walk. As we were walking, they were shouting, ululating, singing and beating tins as if they were drums. It turned out to be very stress relieving and exciting. Before writing that test, senior students used to call us *oBhejane* (Rhinos). As we were from writing the test they were shouting, “You are now fully accepted in the college”, and they also said that our (rhino) horns were then cut and so we were fully college students. I had anticipated that the experience of writing the test would be terrifying and demotivating, but in the end it was motivating because it made me feel

like I had crossed a bridge. I also think that I coped well with it because our lecturers had tried by all possible means to prepare us psychologically for that initiation festivity.

My continuing professional development and postgraduate studies

After I had completed my teacher's diploma and became a qualified teacher in 1999, I had to stay at home for two years as I was still looking for a teaching post. Meyiwa, Letsekha and Wiebesiek (2013) point out that the post 1994 South African schooling system has undergone a number of changes in an attempt to deal with the apartheid legacy. At the time that I finished my teacher training, the South African Department of Education was still in the post-apartheid transformation process and many already serving teachers were declared as 'surplus' in schools where they were teaching. In addition, a new system of education called "Outcomes-Based Education" (OBE) was introduced. According to the minister of education at that time, the main aim of introducing OBE was to try and redress the inequalities of the apartheid education system. Minister Asmal (1999) stated that there was an uncontrolled disparity in access to educational opportunities of an acceptable standard. That statement referred to the poor quality of education that was received by black South African learners who went to rural and township schools. (According to my observations, there is still a lot that needs to be done in that regard.) As one of the newly qualified teachers at that time, I had to wait until all these changes were sorted out and posts could be advertised. Looking back, I can see that staying at home for a period of two years made me forget some of the basic teaching skills I had acquired from my initial teacher training.

In 2003, I found a teaching post in a primary school but initially I served on a temporary basis and it was only later on that I became permanent. I attended various in-service workshops which were meant to equip us for the real world of teaching. However, for me it was hard to link this in-service training with my initial teacher training because I was still trying to recall what I had learned from the college. I remember that at times we as teachers felt that even those facilitators that were training us in those workshops were not sufficiently equipped to develop teachers to deal with the changes in education brought by the OBE system. Pithouse (2001, p. 154) indicates that in the OBE curriculum

workshop she attended as a teacher “facilitators (teachers from the North Durban region who had been selected through teacher unions and associations) had received only five days ‘training’ and four days leave to prepare for the workshop”. This to me is an indication that the same was happening in other training centres nationally since I received the same training but at a different training centre to Pithouse.

In 2007, I decided to further develop myself professionally by studying towards an Advanced Certificate in Education (ACE) specializing in Technology Education. In a two year period I managed to complete this certificate in education and I began to feel more confident because I had taken one step further in my level of professional development. The certificate programme made me feel more comfortable as a Technology teacher because I gained a better understanding of Technology as a subject. This is when I began to notice the difference in the performance of learners when they learn something that they enjoy and when they learn what they do not enjoy. Technology is a more practical subject, which allows our learners learn about things that they like. Such as, cell phones and computers. From this, I started questioning myself about how we as teachers can turn things around and keep our learners motivated to learn. As a result of that question, I saw a need for continuing to develop myself professionally as a teacher. Since then I have never stopped studying.

Next, I registered for a Bachelor of Education (BEd) Honours Degree, which I also completed in a two year period. At the honours level I learned, among other things, about challenges that we are facing as teachers for the 21st century and about the ever changing identities of teachers. At this level of my professional development I began to notice that as teacher challenges as well as identity keep changing as well as the challenges faced by our learners. However, we have teachers that have the minimum teacher qualification that they obtained more than 10 years ago. Therefore, that says to me that those teachers are currently relying on teaching methods that were identified to be suitable for teaching 10 or more years ago. Hence, it does not surprise me that some teachers find it hard to teach in a way that keep learners motivated. Beach (2012) state that currently our learners come to the school with a more technological framework of thinking than ever before. Hence,

he advises that our professional development methods should be accommodative of and enhance the usage of digital tools in teaching and learning. On completing my honours degree I felt that the more I learned, the more I could see gaps that existed in my professionalism. As I proceed with my professional development through my master's research, I feel that it is an ongoing process of revelation because I continue to learn new things about teaching and teacher professionalism and thus I become a better teacher each day.

In the next section, I continue to respond to my first research question. I draw on my memories of my lived educational experiences (as recounted in this chapter) to make a meaningful analysis that I can relate to my first research question. As Samaras (2006, p. 65) points out, self-study involves exploring “formative, contextualised experiences that have influenced teachers’ thinking about teaching and their own practice”. Therefore, I employ a shield metaphor to make meaning from my lived educational encounters as represented in this chapter. To do this, I consider the Zulu shield as a symbol of the dialectical relationship between self-determination and *Ubuntu* that I identified as my theoretical perspective in Chapter One.

Learning from my motivational and demotivational experiences through the shield metaphor

The main aim of this study is to find out how can I cultivate intrinsic motivation among learners so that they find learning Technology enjoyable. I have opted for a self-study methodology. To begin, I have revisited my educational past, from my early years of schooling up to my postgraduate experiences. Samaras, Hicks and Berger (2004, p. 9) explain that exploring our lived experiences can elicit “personal and professional meaning making for teachers and researchers”. In this chapter I have presented my memory stories of lived experiences that have made a significant contribution in my education history. My memory-work narrative reveals how I was motivated and demotivated by positive and negative educational experiences in my life.

In looking back at my memories represented in narrative form, I have considered their contribution to my educational journey and what I can learn from them about cultivating intrinsic motivation for learning. In order to make these memories more meaningful to me I have used a shield metaphor. Chang (2008) explains that analysing data requires a researcher to engage in an activity intended for the discovery of crucial features of the data and connections between these key features. Hence, if I put together all my memory stories of motivational and demotivational learning experiences, I can see scars and bruises, protection, strengths, victories and heroism. The shield metaphor helps me to give new meanings to these experiences. Carpenter (2008, p. 275) explains that “researchers can employ metaphors as a mechanism to structure data or to help the researcher understand a familiar process in a new light”. The shield metaphor helps me to better explain how my familiar lived experiences have contributed to my own intrinsic motivation for learning. Carpenter (2008) also suggests that metaphors can be used as a powerful tactic to reveal difficult realities, such as when I had to face the pain of walking to and from school barefoot in winter and in summer. I think that metaphors can also be used to resurface special moments of one’s lived experiences as the shield reminds me of my cultural heritage. Moser (2000) contends that the use of metaphorical analysis can influence further insight, interpretation of experience and probably also one’s later actions. Therefore, I opted for a shield metaphor because, through this self-study, I anticipate a change in my teaching.

Thus, in the following section of this chapter I use the shield metaphor to help me to organise and communicate certain key ideas in answering my first research question: *What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner?* I also draw on relevant literature to strengthen and deepen my analysis.

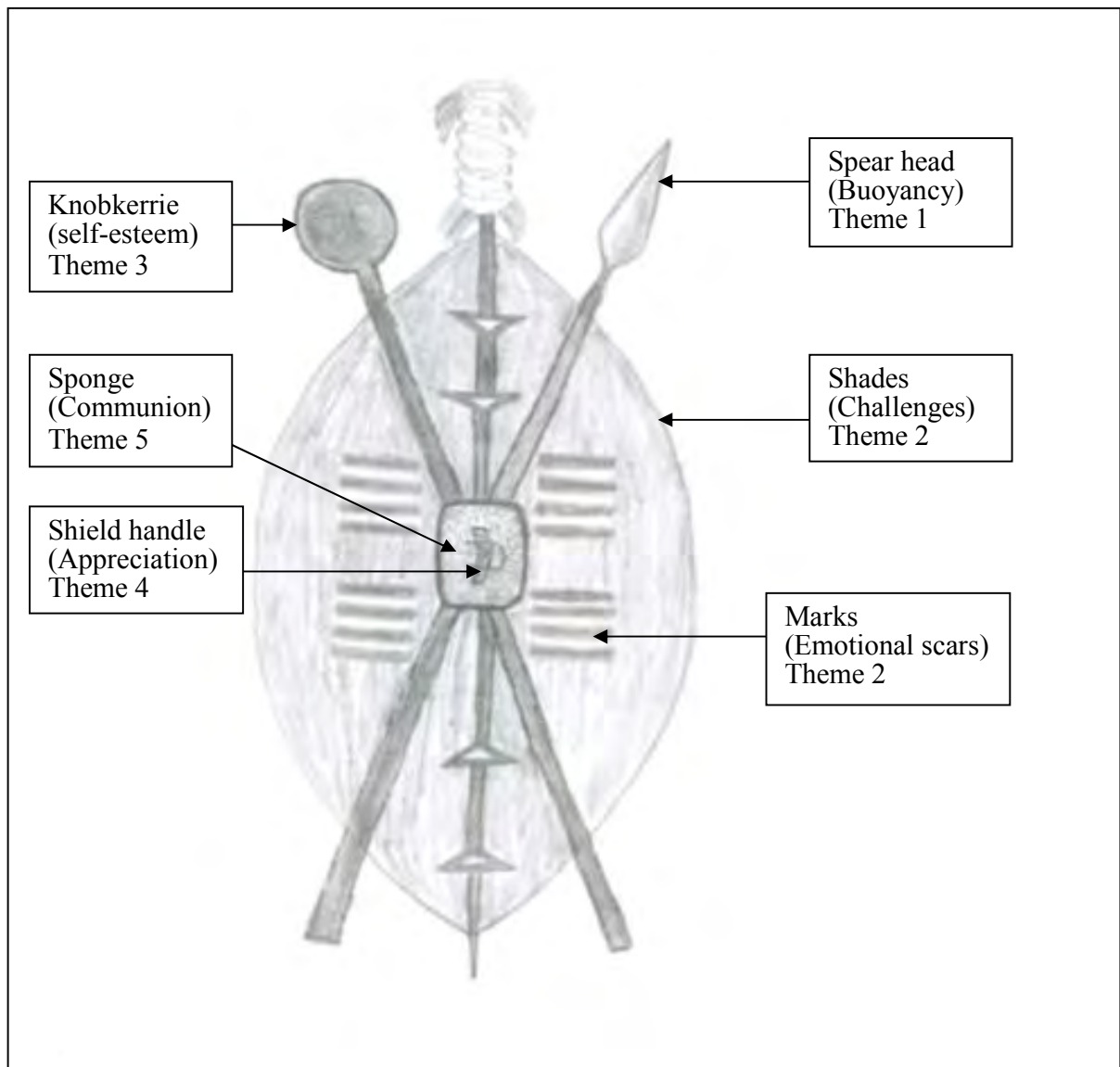


Figure 3.9. The shield symbolises strength, protection and invincibility, but there is a part of me that a physical shield cannot protect. My psychological and emotional being requires a different protection system (shield).

The shield is a physical object and hence the actual shield limits my protection only to my physical being; however, I am far more than that. The praise songs that I have included in this chapter represent aspects of the internal, non-physical shield that protected me against physical and non-physical adversities, such as my impoverished background, the feeling of being undermined by other learners when they teased me

about my over-sized grey shorts and all other non-physical challenges. My mother provided me with strength through her love and support, while my teacher Mr S. gave me guidance and energy to go on. Similarly, Froiland, Oros, Smith, and Hirschert (2012, p. 95) affirm that “supportive schools, classrooms and home environments promote intrinsic motivation for students”. For me, the shield metaphor symbolises a dialectical relationship between self-determination and *Ubuntu*. Every component of the shield is important and helps me in making meaning of my educational life, including the physical, social, emotional and intellectual aspects. Through the shield metaphor, I have identified how the components of the shield can represent significant themes that surface from my memory stories: The spear head (*buoyancy*), shield handle (*appreciation*), sponge (*friendship, communion and community support*), knobkerrie (*self-esteem*) and shades and marks (*challenges and scars*). I consider how these themes can help me to understand important features of cultivating intrinsic motivation for learning. In the following section, I explain how the shield metaphor has allowed me to understand how self-determination and *Ubuntu* have worked together to contribute to my own intrinsic motivation for learning.

Theme 1: Buoyancy: The heart of success

Martin and Marsh (2008, p. 54) define “academic buoyancy as students' ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life.” Likewise, Malmberg, Hall and Martin (2013) offer a similar definition of buoyancy as a learner’s ability to cope with adverse school circumstances. However, my memory stories reveal that in my case it was not only academic setbacks and challenges that I had to face. Some challenges were related to my home situation, such as our financial status. Other challenges were community based, such as the common practice of dropping out of school early in order to get married.

Another significant circumstance in my life was that, being born in the late 1970s in South Africa meant that there was no way that I could run away from the impact of apartheid. Any South African has his or her own story to tell, and I, like many black South African children, was coming from a family that struggled financially. There was

not enough money to buy food to eat at home, nor was there enough money to cover my educational costs. But the main question I used to ask myself, as young as I was, was whether I should allow that to be a decider of my fate just like many around me.

I asked myself what could stop me from responding differently to the status quo. Why should I accept that I was sinking with the ship when I could swim my way out? To all these questions I had only one answer: Education, Education and Education. I felt as if I was trapped in a dark cage and the only way out that I could see was through education. However, given the status quo, I knew that opportunities for continuing with my studies were not going to come on a silver platter. When I look back, I keep asking myself, “How come I made it through?” Now I can see that it took a strong character to stay at school even when I was hungry and tired. Hence, I view head of the spear (in Figure 3.10.) as a metaphorical resemblance of my educational self-determination. When a Zulu warrior was encircled by enemies he would use his spear to open his way out. In my case, I saw education as my spear. In the character that I possessed, I see qualities of buoyancy and resilience. I believe that these are signs of a firmly rooted self-determination which was influenced by various experiences at home and school.



Figure 3.10. Opening my way out: The head of the spear

From recalling my positive experiences at school, I can see how I learned that if you put in enough effort, your output is likely to be desirable. I learned that principle from the game of soccer, which we played at school. Therefore, I knew that to achieve what I dreamed about, I needed to put in more effort in any situation I was subjected to. Now I can see that if a learner is intrinsically motivated then his or her attitude will remain positive and hence he or she will be willing to put enough effort into the school work. The willpower that I had fueled me to study hard at high school and thus I proceeded to the tertiary level in spite of the adversities I faced. Looking back, I can see that it took a range of experiences, both positive and negative, to keep me inspired and passionate about my studies as a learner. In particular, I am reminded of how I began to feel positive about school after scoring my first goal in a game of school soccer. The following extract from my memory stories is an illustration of how I began to see the positive side of school:

From that experience of scoring a goal, I never looked back when it came to school soccer. I participated in school soccer all the way up to the tertiary level and I was playing in the first soccer teams (p. 66).

The cheering from the supporters motivated me. To me this clearly indicates the significance and implications of positive feedback and, in my case, from a teacher to a learner. Singh, Lancioni, Winton, Karazsia and Singh (2013) argue that the use of systematic positive support also augments educational achievement, and on the other hand, decreases unwanted behaviour. However, even if no one had been cheering me, I think I would have been excited to score that goal. As I have been writing this thesis, this is one of those memories that I have felt like taking more time to think about as it cheers me up even now. I believe that, like many people, I love to think about my achievements as such thoughts recharge me. Correspondingly, May and Fray (2010, p. 16) explain that “emotion is often a more powerful determinant of our behaviour than our brain’s logical/rational processes”. As I revisited this event, I realised that after this occurrence my whole attitude towards school changed. Mitra and Dangwal (2010) indicate the significance of the adult mediator to “commend the children for their efforts and encourage them to go further” (p. 680). Therefore, I believe that if we can find ways of congratulating our learners for positive things they are doing then they are more likely to keep doing those positive things.

I remember the confidence I had in the field of play when we played soccer at high school. At that time, I could not tell where this confidence came from. However, now I see that we were getting motivation from our teachers who were coaching us. They often told us that we were the best soccer team in the circuit and every time when we won they shared the joy with us. Even if we lost, they shared the pain with us. That togetherness kept the fighting spirit high in the team and we never wanted to disappoint our teachers who had such a trust in us. Similarly, my mother’s positive reinforcement is evident in the following extract from my memory stories:

As the time went by, I began to understand that she [my mother] could not afford to buy me presents and hence I was very happy with her praise song. Every time when my mother said this, I would feel as if I was bigger and stronger and as if there was nothing I could not do (p. 63).

Theme 2: Facing challenges and living with emotional scars

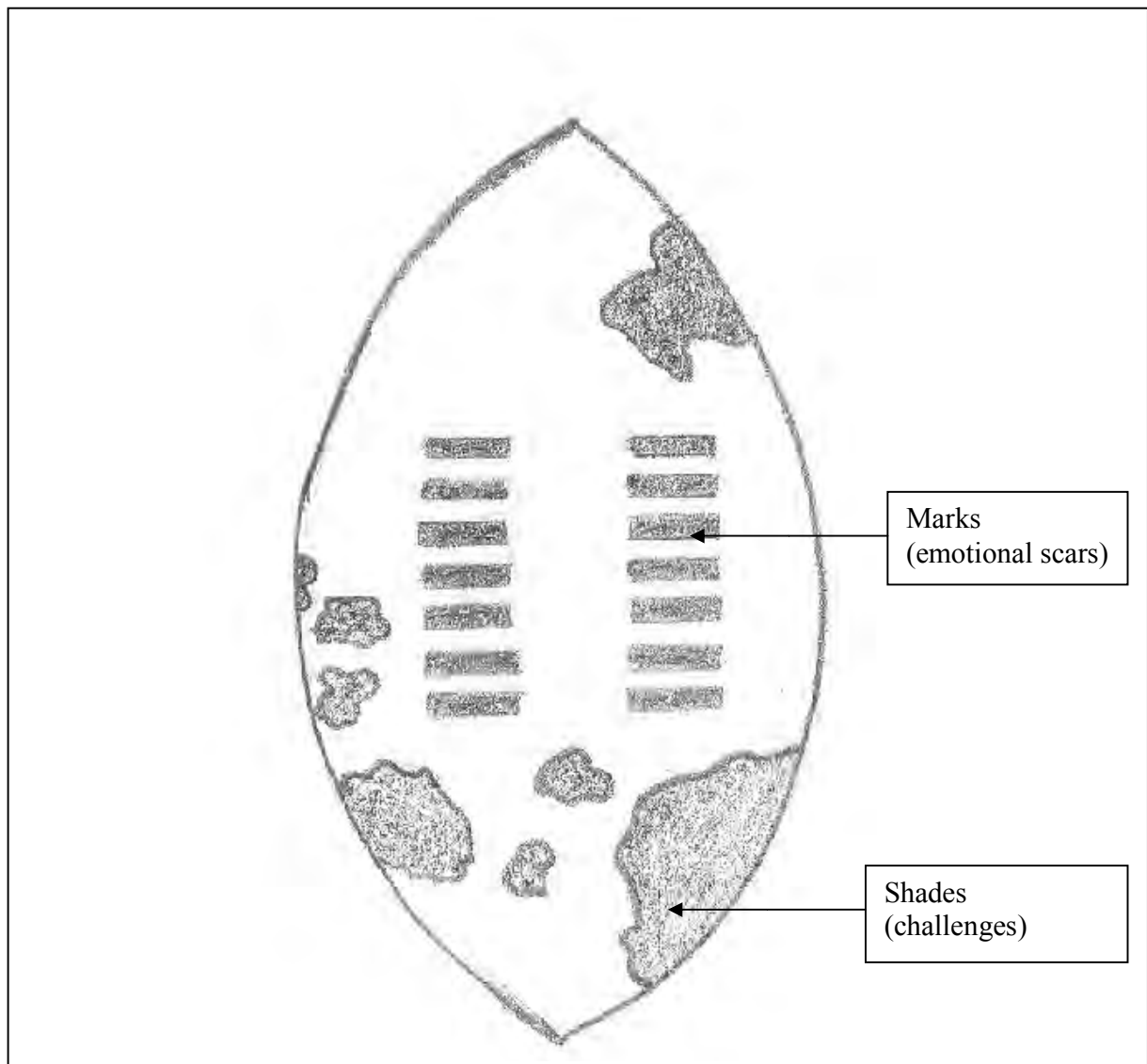


Figure 3.11. Marks and shades of the shield

According to Zulu culture, marks on the shield represent different things. For example, they may represent that you belong to a particular regiment and they can also be there to decorate the shield. However, for the purposes of this analysis, they symbolise ‘scars’ that are still there in me, mainly emotional scars from different educational experiences. There is a Zulu idiom that says: “*Ugubuzelwe ithunzi elimnyama*”. In English this means

“You are covered by a dark shade”. We normally use this idiom to describe a situation where things are not going well. For example, we might say it when a member of the family has passed on or any other misfortune has occurred. Figure 3.11. shows how I relate my educational challenges to the shades and marks on the shield.

For me, the shades on the shield indicate different kinds of challenges that I have had to endure in my educational life. Traditionally, Zulu people believe that the black colour symbolises misfortune. Therefore, for me, the dark shades on the shield represent all the negative and demotivating experiences that I have been through during my educational journey. For me, the placement of these dark shades on different areas of the shield show that these challenges came in different shapes, sizes and from various sources. It also indicates that some were physical needs, for example, the need to have a decent school uniform to keep me warm and also to be in a proper classroom with windows and doors that were not broken. Other needs were psychological and emotional, such as the effects of political violence, as we were living with fear that at anytime we could be attacked and killed. However, when I look at my reaction to this situation, I can see now that I managed to remain at school because of self-efficacy. As defined by Ryan and Deci (2000) self-efficacious learners take part more willingly, work diligently, are more patient and are more tolerant.

Theme 3: Self-esteem: The winner's glasses



Figure 3.12. Knobkerrie (The pride of Nguni man): Self-esteem

A knobkerrie is a stick that has a round knob at one end and it is used by South African hunters as a missile. For Zulus, Xhosas, Swazi and Ndebeles (Nguni Nations), it is something that every man is traditionally expected to carry at all times when he is going somewhere as it is a symbol of manhood. This is because a man is seen as a protector of his family and when he goes without a knobkerrie then his ability to protect his family is questioned. When we were young boys herding cows, my grandfather would always scold us if we left home with cows without our knobkerries. He often asked us, “How are you going to protect yourselves against snakes and other boys in the forests?” When an Nguni man is carrying his knobkerrie he feels the sense of wholeness and his confidence is high. That is also how we used to feel when we had our knobkerries as we were herding cows as boys. As for this study, the knobkerrie symbolises the significance of high self-esteem as part of buoyancy. Gateley (1999, p. 440) argues that low self-esteem is a core to many “human failings [such as] school failure, juvenile delinquency,

depression” and others. Gateley (1999) further points out that many teachers observe these weak points in their learners. Therefore, my view is if having low self-esteem can lead to such undesirable consequences, then, high self-esteem should help our learners to lift their self-confidence and ultimately improve in their learning. Likewise, as young boys, our knobkerries helped to boost our confidence by making us to feel that we were strong and untouchable such that even a lion could not touch us. As illustrated in my memory stories, I felt the same confidence at school when I was selected to participate in the school debating team and even more so when I went to represent my school in Science Olympiads. Participating in these educational activities was rewarding to me; hence they kept me motivated and also raised my self-esteem. Likewise, Ohly and Fritz (2007) suggest that intrinsic motivation guards against the thought of quitting from a challenging task when it gets tough.

Theme 4: Appreciation: The wings that can fly us to our dreams

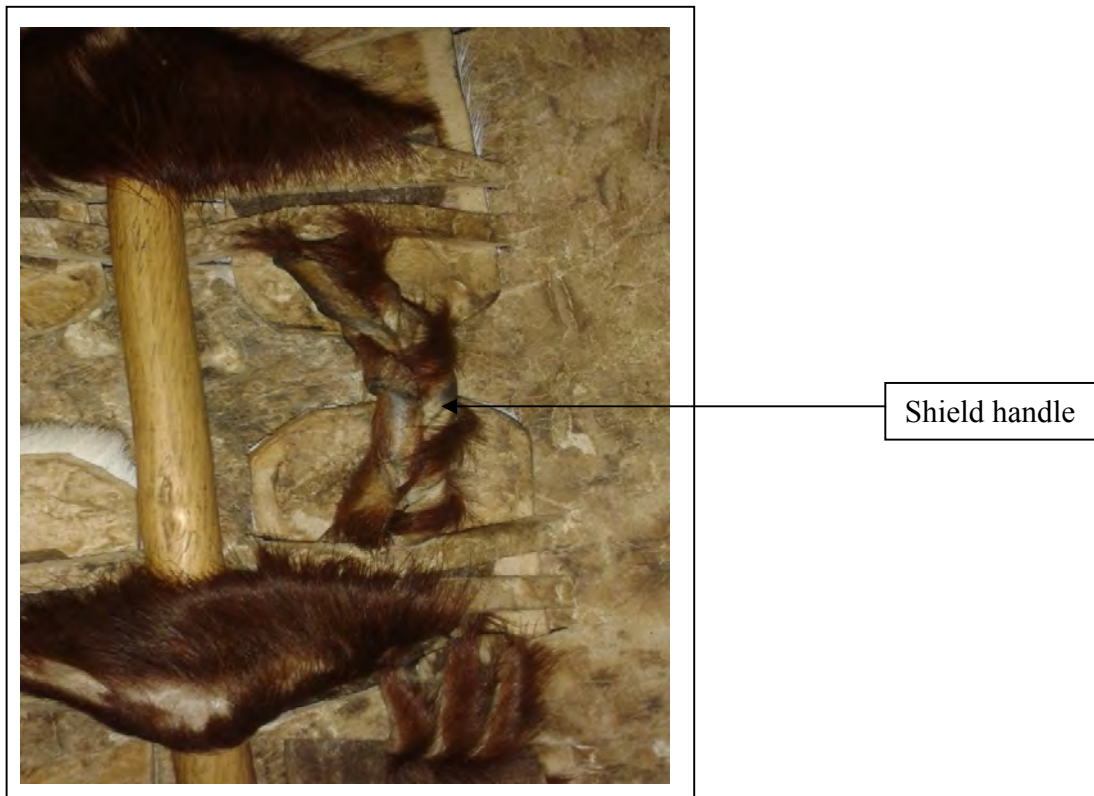


Figure 3.13. The shield handle

The shield handle is the part of the shield that is strongest. It is the most important part of the shield because without it the shield is worth nothing. I therefore, relate the shield handle to the appreciation from my mother in a form of her praise song which always fueled me to try hard at school. Because of such encouragement I stayed motivated to learn even during the times when things were tough due to various circumstances such as political violence and others. To me, the handle of the shield represents the strength that helped me to withstand negative forces. Thus, the value of appreciation in the process of learning for me it is unquestionable as it helped me throughout my educational life. The appreciation in a form of praise song that my mother always said to me when I had passed at school bears testimony to this: My mother would praise me and say, “*Hamba mfana wami, Hamba mahamba’sheshe njenge gundane, mbhekaphansi onjenge sambane*”. This can be translated as, “Go my boy, go fast mover like a mouse, the one who keeps facing down like an ant-bear”.

If I look at my mother’s contribution, I can see now that she motivated me to work hard at school. After she sang those praises, I would always feel confident and begin to believe in myself. I have realised that this is one of many things that I as a teacher can do for my learners in order to enhance their self-confidence so as to ultimately revive their intrinsic motivation. An example of how a teacher can nurture the self-confidence of a learner is illustrated by the extract below from my memory stories:

I remember how that teacher (Mr S.) could make each learner feel important in the class and hence become motivated to learn. Mr S. never missed the class when it was his period. He was very friendly and warm, but still firm (p. 72).

From this, I have realised that when we as teachers appreciate our learners, then there is a likelihood that trust can be built and as a result learners will be free to take risks and make mistakes and learn from them and thus develop their self-esteem (Goldstein, 2000). I believe that the effect of teachers’ passion for teaching and friendliness towards their learners would always be dependent on the number of teachers who believe in such style

of teaching. This belief of mine is based on the thought that I hold that Mr S. alone could not make such impact on us if all other teachers were cold and hostile to us. When teachers share a common goal and all equally put their shoulders on the educational wheel then the effect is more felt. Grant, Jasson and Lawrence (2010) point out the need for the school staff to operate as a unit because they believe that it leads to teachers attaining their learning goals. Frymier and Houser (2000), Teven (2001) and Titsworth (2010) define immediacy as a perception of nearness among individuals. The kind of appreciative relationship between us learners and Mr S. to me is a good example of teacher-learner immediacy. I have learned that through such appreciative relationships both learners and teachers can benefit. Something that is so crucial about this closeness between a teacher and a learner is that it can eliminate the opportunity for animosity to grow between teachers and learners. According to my experience, in the absence of hostility, effective teaching and learning is likely to happen.

Theme 5: Friendship, Communion and Community Support

Elliot and Dwweck (2005) affirm that peer friendships are of central importance to children throughout childhood and adolescence. They provide a sense of companionship, entertainment, personal validation and emotional support and help in solving problems. From recalling my lived experiences, I have learned that good friends with a common vision can help each other to achieve their dreams.

I also cannot forget how the community rallied behind the three of us, me, Siphon and Mandla. Most parents in the neighbourhood commended us for being exemplary in the area. That alone gave momentum to us because it made us feel proud and important in the area. The fact that adults showed acknowledgement of what we were doing and kept appreciating it was enough to strengthen what was inside us. I believe that those gestures that were shown by the community had their foundations on some principles of *Ubuntu*: a belief that your child is my child. In other words, adults from the community were ‘owning us’. They saw us as their product.



Figure 3.14. The shield sponge: The hand comforter

Then shield sponge lies between the handle and the inner surface of the shield. This makes handling the shield more comfortable and also, when someone strikes the shield, it does not injure your fingers. The support from our community can be related to the shield sponge (Figure 3.14.) as from that support we felt as if we were not alone. Therefore, if at any point we were to give up then we would have disappointed not only ourselves and our families but also our community. Looking back at my educational experiences, I believe that a combination of family support, our friendship and community endorsement all contributed towards keeping a ‘never say die attitude’ alive in us. I can see that this is the kind of support that we as teachers and school communities need to offer learners to enhance intrinsic motivation for learning.

Conclusion

In this chapter, I have recalled and narrated my memories of my lived educational experiences dating as far back as from my initial schooling years up to where I currently am. I began by revisiting educational events of my primary school years and then went on to my mother’s contribution. I continued on to my high school experiences and revealed both positive and negative sides of them. I went further to bring in community practices and their influence on my education. Furthermore, I recalled in my tertiary education and postgraduate experiences. I used various strategies such as artefact retrieval, oral storytelling, poetry writing and memory drawing to help me resurface significant events in my educational history. I have highlighted how some of these events motivated me, while others demotivated me. I undertook this journey to respond to my first research question:

What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner? This memory-work process allowed me to relive and also learn from my past. Similarly, Vilakazi (2013) posits that recounting one's personal history assists in recalling and re-examining significant events in one's educational life.

Through the use of the shield metaphor, I have further identified five key themes that emerged from my memory stories: *a) buoyancy; b) challenges and emotional scars; c) self-esteem; d) appreciation; and e) friendship, communion and community support.* It is from identifying these five themes that I have crafted answers for my first research question. Carpenter (2008, p. 275) points out that “metaphors enable researchers to reduce and sort volumes of raw data into meaningful conceptual categories”. I used the shield metaphor to put the five themes into context. I related each theme to different components of the shield set. For example: I explained my buoyant character through the head of the spear and my educational challenges and emotional scars through the shades and marks on the shield. I related my positive self-esteem to the head of the knobkerrie. I further linked appreciation, with the shield handle because it kept me as firm as a shield handle. I saw friendship, communion and community support as a shield sponge because these gave me a sense of security.

While recalling and re-examining my memories has been an eye-opening exercise, it has also made me experience a variety of emotional states. Some recollections brought joy while others brought back painful feelings. At some stages, I felt nostalgic. However, I have learned that as I was going through those emotions, there was also a healing process that was taking place in me. The healing process helped me to be able to draw lessons that are needed to cultivate intrinsic motivation even from those emotionally painful events. If I were to re-tell this narrative of my educational life I am certain I would not feel the same as when I was writing this chapter. Pennebaker (1997) affirms that writing or speaking about emotional topics has been linked to positive influences on health and wellbeing. From my experience of memory-work self-study, I have learned that it is important for teachers to have some time for re-writing their own histories. It provides an

opportunity to learn from your own memories and allows you to become aware of what motivated or demotivated you as a learner and to consider implications for your teaching. As Pithouse, Mitchell and Weber, (2009, p. 50) explain, “This helps the teachers to review their experiences from diverse perspectives and to think about them in new ways”. Recalling my experiences as a learner has enabled me to think about my teaching in new ways.

Although at times this exercise overwhelmed me with a nostalgic wave, I think nostalgia alone could not help me much in this study as Moletsane (2011, p. 194) defines nostalgia as “a longing of a way of life that no longer exists”. Nonetheless, I had to follow the wave as it guided me into the centre of each memorable event and hence put me in a better position to re-examine my past in relation to my present and future. But to make sense of my past as required by this study, I had to move beyond recollecting my past from a nostalgic perspective to adopting a more meaningful viewpoint on my past. Archer (2008, p. 152) points out that, “nostalgia tends to evoke an impossibly positive past”. Zembylas (2011) defines the term nostalgia as state of being homesick. However, through memory-work, I have found that there has been a paradigm shift in me. I have begun to have a better understanding of myself as a learner and a teacher. Furthermore, this exercise has given me a chance to consider how and why I respond the way I do to certain situations that I face as a teacher.

In the next chapter (Chapter Four), I respond to my second research question: *How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?* I present how I drew on principles of SDT and *Ubuntu* to introduce concept-mapping and some game elements such as a quiz-game in my lessons. I also show how I used a lesson assessment worksheet to draw out feedback from learners. I consider the potential value of these approaches for keeping learners actively involved and intrinsically motivated.

CHAPTER FOUR: MAKING LEARNING TECHNOLOGY MORE INTERESTING AND ENJOYABLE

Introduction

This study focuses on cultivating intrinsic motivation among grade 9 learners in a township high school context through learning Technology, so as to make the process of teaching and learning more pleasant and stimulating for learners. The purpose is to uncover possible ways of teaching Technology that encourage learners to develop a more positive attitude towards learning and become intrinsically motivated. As Garris, Ahlers and Driskell (2002) explain, intrinsically motivated learners show self-determined behaviour and are internally pushed instead of being driven by extrinsic forces.

As this is a self-study, in the previous chapter (Chapter Three) I revisit my own lived educational experiences to try to find out what I can learn from these past encounters. In Chapter Three, I discuss remembered events, both positive and negative, focusing my attention particularly on how I was motivated and or demotivated as a learner. In so doing, I trace significant events from which I can draw the lessons about cultivating intrinsic motivation for learning. My memory-work stories in the previous chapter portray both my formal and informal educational life from primary school to the tertiary level of education. The stories were composed through various strategies of memory drawing, story-telling, artefact retrieval, poetry writing and journal writing. These strategies allowed me to embark on a journey to recount and relive my educational experiences and thus better understand those experiences that inspired me to move on and those that could have held me back. In addition, through reliving my own memories of being a learner, I began to consider why and how my learners might be demotivated and also to find avenues for motivating them.

In this chapter, Chapter Four, I address my second critical question for this study: “*How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?*” In seeking to answer this question, I discuss how I used

various teaching strategies and techniques in an attempt to keep my learners motivated, drawing on principles of Self-determination theory (SDT) and *Ubuntu* (as explained in Chapter One). I present a table (see Table 4.1.) to help me illustrate the process of the 10 lessons that I conducted as part of my research. I further explain how I introduced concept-mapping in my efforts to make learning Technology more interesting and enjoyable. I also discuss how I used my observations and a lesson assessment worksheet to try to look at my teaching through my learners' eyes. Furthermore, I present how I employed a quiz game to add fun to the process of learning. I highlight how, by using these approaches, I intended to keep my learners actively involved in the learning process. I conclude by highlighting key lessons I learned about cultivating intrinsic motivation for learning.

Scratching where it itches the most

As I indicated in Chapter Two, I selected the learners in a grade 9 class as participants for my study because this was one of the classes in which I was teaching Technology and I felt that the number of 33 learners was more likely to be manageable but still give me enough learner perspectives to draw conclusions from. My other grade 9 classes had greater numbers of learners, ranging from 40 to 48 learners in each classroom. After ensuring that consent forms were signed and returned by the parents of the learner participants, I then explained to the learners what was going to happen and that they were free to withdraw from the study at any time if they wanted to. However, I explained that they would still attend Technology lessons because the activities that we were doing were part of their learning programme, but their work would not be used data for my research if they chose to withdraw.

The whole process of listening to my learners' voices took 10 lessons. In this chapter, I focus on lessons 1 to 5. (In Chapter Five, I concentrate on lessons 6 to 10). In the first lesson, I explained what we were going to do, answered questions of interest from learners and eased the tension (because some of them seemed to be skeptical about this research project, while some showed high levels of interest). As I explained the process of the research project, I switched to the learners' home language of isiZulu to ensure that

they all understood what I was saying. Hence, their comments and questions were in isiZulu. For example, one learner asked: “*Sizobhala itest yini uma sesiqedile?*” In English this means: “Are we going to write a test when we have finished?” I told them that no test was going to be written at the end as far as the research project was concerned. Another learner asked: “*Angeke yini sipanishwe uma sihluleka ukuphendula eminye imibuzo?*” This could be translated as: “Are we not going to be punished if we fail to answer some questions?” My answer was “No”, and I further told them that for the purposes of the research project any answer would be relevant; whether incorrect or correct, it would still be useful for the research. After these answers, everybody seemed to be relaxed and ready to start.

To address my second research question: “*How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?*” As I explain in this chapter, I drew on principles of SDT and *Ubuntu* to add new learning activities to my usual teaching style: concept-mapping; a quiz game and a lesson assessment worksheet. The learners had not done any of these activities before with me in Technology. My main aim in introducing these activities was to stimulate playful learning. As I discuss in Chapter One, playful learning is where a teacher brings some game related elements into learning activities so that the process of learning can be full of fun and, therefore, arouse learners’ interest. Playful learning can involve creativity, which according to Raht, Smith and MacEntee (2009) can make a lesson more enjoyable and in that way encourage learners to take part. Apostol, Zaharescu and Alexe (2013) highlight a link between playful learning and motivation. They argue that some elements of game augment external motivation while others may prompt intrinsic motivation.

As illustrated below, the introduction of these playful learning activities elicited enthusiastic responses from my learners. For example, during Lesson 4 my learners were presenting their concept maps and I asked one group how they felt about the process of identifying relevant pictures, cutting them, pasting them and preparing for a presentation. One member of the group said: “We were happy because a teacher can find information and teach us, but this time we found information and we are teaching a teacher”. I told

the class that I found it very interesting that they as learners valued the opportunity to partake in their learning. I was saying that because often we teachers do not give our learners a chance to be actively involved in their learning. Much of the time we think learners are there to listen to us and take our instructions because they have nothing to bring on board. I also asked another group what their experience was of doing homework as a group for the concept-mapping activity. A learner answered in isiZulu: “*Bekumnandi ngoba omunye ubethi uma eqhamuka nokunye omunye aqhamuke nokunye bese ekugcineni sikuhlanganisa sakhe into eyodwa*”. In English this means: “It was good because if someone came with something, someone else would come with another thing and then at the end we put those things together and make one thing”. These responses suggested to me that there was something new in their learning. They seemed to be more participative, less disruptive and more responsible. These kinds of responses made me feel like I was ‘scratching where it was itching the most’. From this I learned that it is important to involve our learners as much as we can when we are teaching.

Before the inclusion of these playful elements in my lessons I had not realised how important play is in learning. Even though I personally had had playful learning experiences as a learner, I did not understand the actual role of play in the learning. I think that this is because at the time that I learned through playing I was still young and to me it seemed to be more of a game than learning. However, from introducing playful activities in my lessons I have learned how effective playful learning can be. The mood in the classroom reminded me of one of my high school stories where we learned through playing by emulating our History teacher Mr S., as illustrated in the extract below from Chapter Three:

When we played that game of teaching, we forgot that we were learning as we felt as if we were just playing. That was evident when a teacher suddenly came into the classroom. We would stop the lesson and be quiet as if there was nothing happening. It was an amusing game and very enjoyable, however, we were learning through it. (p. 73)

Below is a table (Table 4.1.) that shows a summary of my research learning programme. The first column from the left hand side indicates the number of research lessons from the first (lesson 1) to the last (lesson 10). The second column from the left contains the Topic/Content that was covered in each lesson. The third column depicts my activities in each lesson as a teacher and a researcher. Finally, the fourth column represents learner activities.

Table 4.1. The journey from lesson 1 to lesson 10

Technology Grade 9			
Summary of the research learning programme			
Lessons	Topic/Content	Teacher/Researcher Activity	Learner activity
Lesson 1	Introduction of the programme	Explaining the What, How and The Why	Asking and answering some questions
Lesson 2	Technological Systems (Levers, gears, pulleys, hydraulics and pneumatics)	Introduction Giving a task (chart) Asking questions	Listening Writing Answering
Lesson 3	Technological Systems	Listening and asking questions	Presentations Answering
Lesson 4	Technological Systems	Listening and asking questions	Presentations Answering
Lesson 5	Technological Systems (Calculating Mechanical Advantage)	Explaining Asking questions (gamifying)	Listening Answering Having fun
Lesson 6	Collage Making	Introduction Explaining what collage is and how it can be made	Asking, writing and answering some questions

Lesson 7	Collage Making	Listening Asking questions	Presentations Answering
Lesson 8	Collage	Listening Asking questions	Presentations Answering
Lesson 9	Collage	Listening Asking questions	Presentations Answering
Lesson 10	Conclusion	Summary of the work done	Listening

Concept mapping

A concept-map is a diagram that is used to show relationships between concepts. It can be used as a research strategy or as a pedagogic strategy. I decided to use concept-mapping for both research and pedagogic purposes since I used my Technology lessons to generate data for my study. Guvenc and Acikgoz (2007, p. 118) argue that as a pedagogic strategy, concept-mapping “allows for depiction of both the interrelationships among the elements of contents and relationship between new and prior knowledge”. Thus, concept-mapping as a pedagogic strategy offered a way for my learners to link their pre-existing knowledge with new knowledge that they were constructing for themselves. As Alkahtani (2013, p. 111) explains, “prior knowledge influenced what new ideas learners would be able to grasp and how they would interpret that new information”. Likewise, Emmanuel (2013) suggests that new ideas can only make sense through integration with an existing basis of knowledge. Souza & Boruchovitch (2010, p. 3) points out that concept mapping make a “commitment to achieve learning centered in the student, not in the teacher”.

Additionally, Campbell and Salem (1999) propose that concept-mapping as a research method can be used to illuminate participants’ voices. I found that in using concept-mapping as a research and pedagogic strategy, I was able to revive interest among learners and as a result they completed tasks on their own with only minor supervision from me, which is what I would describe as intrinsically motivated learning. Similarly, Sansone, Fraughton, Zachary, Butner and Heiner (2011) believe that there is a possibility that through concept-mapping learners can establish their own links with regards to what

is new to them and their pre-existing knowledge and willingly devote their time and effort to better understand it. I further noticed that concept-mapping has that element of playful learning as learners were trying to link various ideas so that they could make a specific meaning. Hence, if we teachers could make use of concept-mapping for its playfulness, I think that coupled with other playful learning strategies, it might help in reshaping attitudes of our learners towards their learning.

I introduced concept-mapping in the second of the 10 lessons I had with my participants (lesson 2), and my main purpose was to see how learners would respond to concept-mapping as a pedagogic strategy. In particular, I wanted to explore whether this strategy would help me to stimulate playful learning. Before I went to the class, I made enough photocopies of my notes so that each learner would have his / her own notes. I anticipated that this would help to ensure minimal disturbances during the lesson because there would be no learners that were sharing notes which could result in learners fighting over notes. Sharing notes in my school is normal because of the scarcity of resources such as printing paper and ink for photocopying.

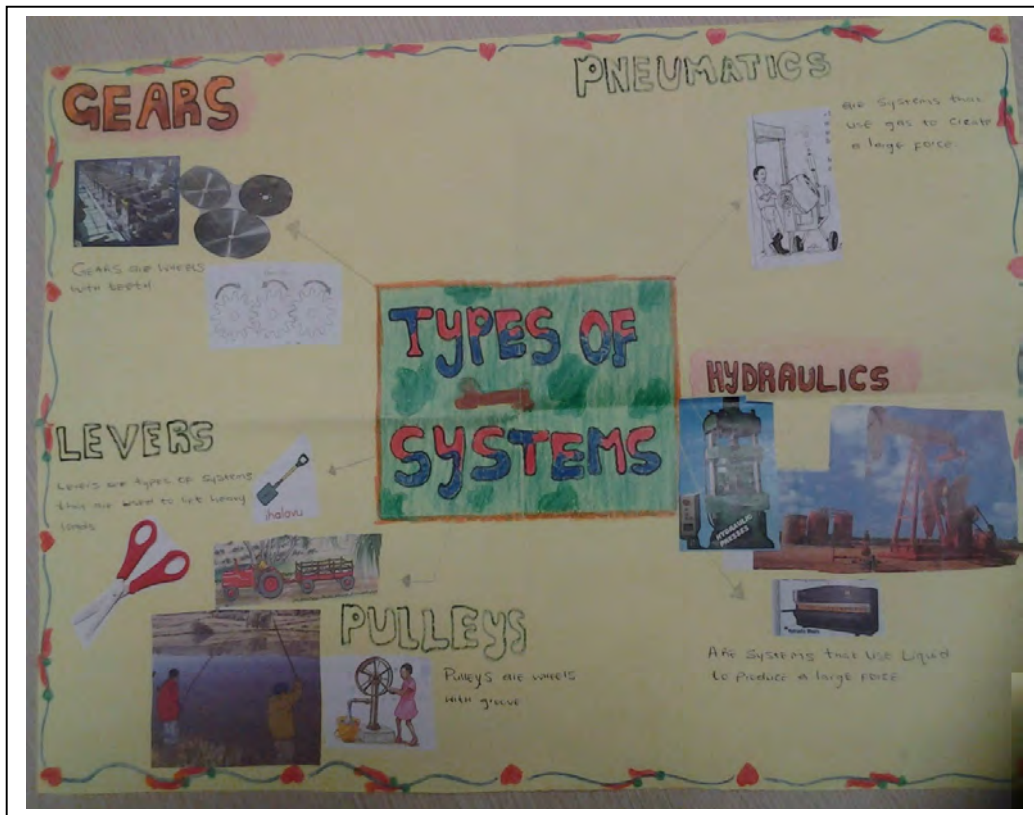


Figure 4.1. A concept map chart that I made with pictures that show different Technological Systems at work.

For my introductory lesson about Technological systems (lesson 2), I prepared a chart to give an example of a concept map (see Figure 4.2.). Where possible, I also brought in some models to show the learners, such as a screw driver for the lever systems and a syringe for the pneumatic systems. To demonstrate the concept of gears, I sketched some drawings of gear trains on the chalk board. For the hydraulic systems, I drew a rough sketch of the break system of the car and explained it so that it made sense to the learners. Figures 4.3. to 4.6. show my sketches of examples of Technological Systems.

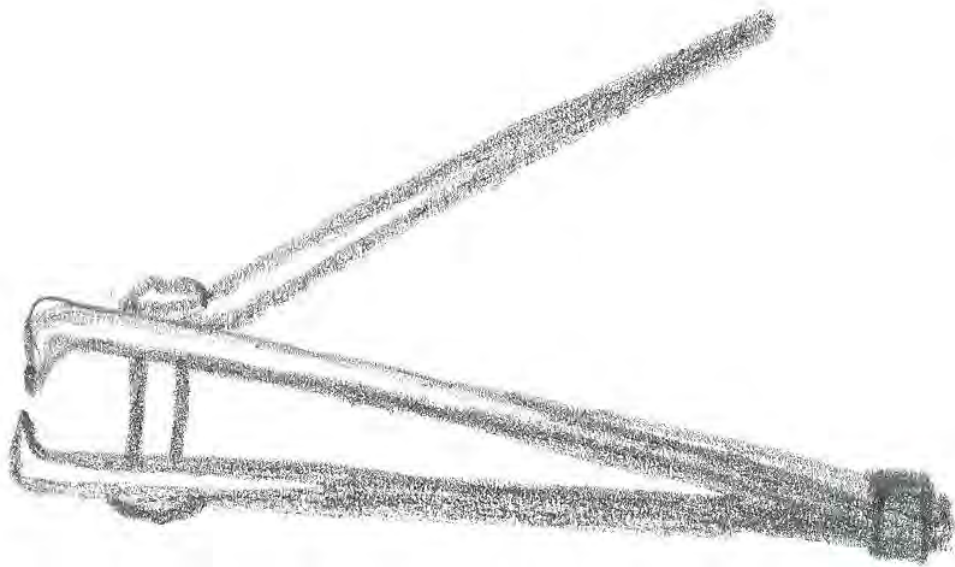


Figure 4.2. My sketch of levers

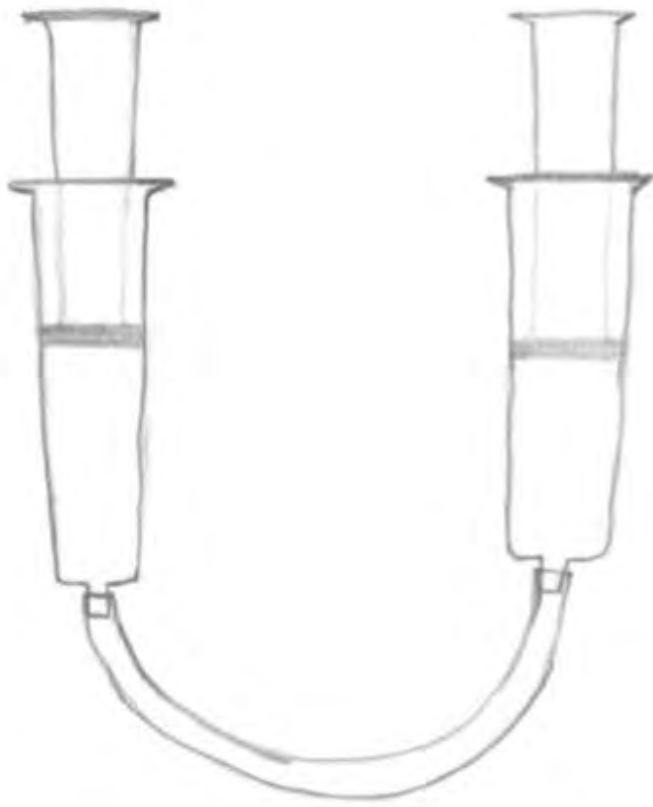


Figure 4.3. My sketch of pneumatics



Figure 4.4. My sketch of hydraulics

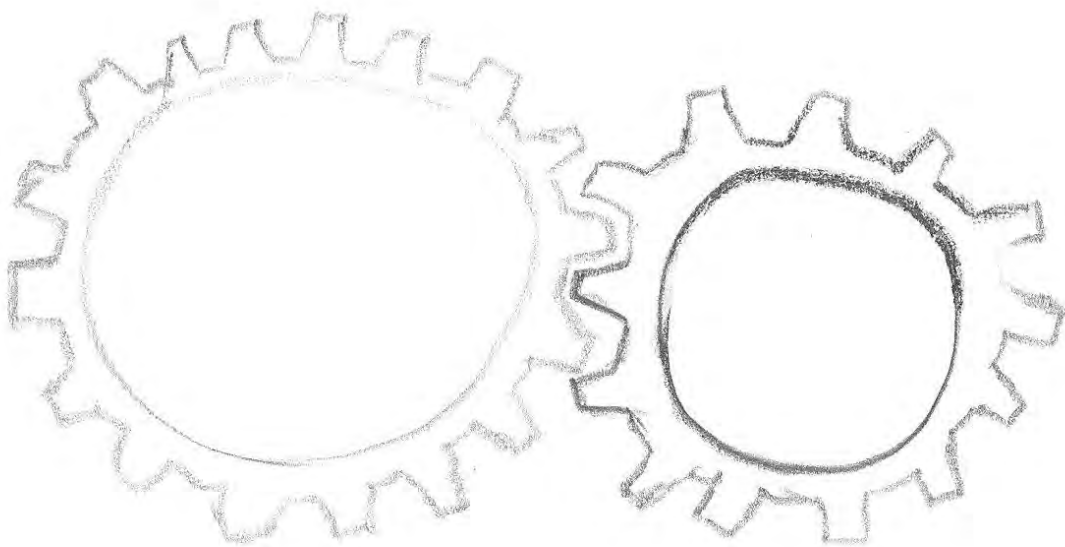


Figure 4.5. My sketch of gears

For the second part of lesson 2, I arranged the learners into groups of five to six learners and I asked them to go home and find one or two magazines or a newspaper. In the following lesson, lesson 3, I instructed learners to select and cut out some pictures of

objects that used any of the four Technological Systems or objects with parts that use these Technological Systems. After they had chosen and cut out the pictures, I then gave each group a chart and a marker pen. I asked them to write “Technological Systems” in the centre of the chart and to write each type of a system at each corner of the chart.

Then, the rest of lesson 3 was spent pasting pictures of each system under its system name, for example: pictures of “gear systems” were to be pasted under gear systems and so on with levers and others. The process of choosing relevant pictures and cutting and pasting them on the chart was full of fun; everybody wanted to be involved in the process and the learners seemed to be energised and enjoying the lesson. The third level of Self Determination Theory (SDT) as described by Ryan and Deci (2000) designates a drive that emanates from within a learner. Hence, the way my learner participants responded to my lesson could be related to the third level of SDT. Mlambo (2012) suggests that working in smaller groups encourages interaction among learners. Based on my learners’ responses, I agree with Mlambo (2012) because I noticed that as learners were working in groups they showed lot of enthusiasm and they seemed to be taking more active role in their learning.

However, in spite of that fun I still had some complaints from members of one or two groups about a few individual learners who did not want to take part in the activity and were disturbing others. When I asked these learners why they were not partaking in the activity, I would get responses such as, “The group does not take my contributions”, or, “They do not want me to cut pictures from the magazine”. I regarded that as attention seeking behaviour which is very common from our learners. But as always, I felt disturbed and uncomfortable with that learner behaviour as most of the time it happened in the middle of the lesson when I felt I had all my learners’ attention. When this happened, I would lose some of my learners’ attention and it troubled me. However, with the experience I have gained from teaching and the professional development that I am experiencing from doing my masters’ degree, I managed to handle the situation expertly. Often when these disruptions happened, I attended to them immediately and got the

problem solved. Later on, I was reflecting on my lesson, I would then think about the possible causes for such behaviour.

Because I believe that teaching as a profession is dynamic, I had my own lessons that I took from those encounters with these learners. I came to a conclusion that such disruptive behaviour could be triggered by a number of things such as the stage (adolescence), bullying, certain emotional problems and needs or other social and emotional reasons. Mitchell and Pithouse (2009, p. 83) highlight that the Department of Basic Education (DBE) expects teachers to perform a “pastoral role” where teachers are required to go further than their standard duties and attend to learners’ emotional needs. For me, this indicates that the DBE has noticed the necessity for us as teachers to take care of our learners’ emotional wellbeing. However, according to my observations, we teachers are not being trained in the area of emotional care, nor do we receive support or guidance from the DBE. As a result, this area remains a problem and it adds to the frustrations of teachers.

I have also learned that such troublesome learners require patience, love and understanding from our side as teachers. Otherwise, it is very easy to lose your temper as a teacher when one or two learners seem not to be following instructions. I have come to realise that a teacher with qualities of *Ubuntu* can more easily deal with such behaviour. Within the philosophy of *Ubuntu*, we find the ethics of care, which is what I have discovered to be effective in dealing with this kind of behaviour. One of many aspects of *Ubuntu* as highlighted by Nkondo (2007, p. 93) is “how to live humanely with others in a given space and time”. Therefore, caring as part of *Ubuntu* can help in developing a working teacher-learner relationship.

As the concept-mapping activity was in progress, I noticed some elements of *Ubuntu* being exhibited by certain learners. One of those elements was sharing, as they were sharing tools such as pairs of scissors for cutting and glue for sticking the pictures. They were also listening to and respecting one another’s point of view as they were choosing pictures. From this I learned that when we as teachers are trying to live out these values

of *Ubuntu*, we can also pass this on to our learners. However, caring for our learners would mean that we begin to treat our learners as our own children. If we as teachers could see learners as our children, that might mean a paradigm shift on our side. Then we might stop doing things that demotivate our learners, such as the use of banned corporal punishment (see Chapter Five). We might begin to teach learners in such a way that they will enjoy our lessons. These are some of the things we want for our own children when they go to school because we always want only the best for our children. Yet some of us cannot give the best of what we have to the children of other people and that is not within the bounds of *Ubuntu*.

The process of choosing pictures, cutting, pasting and writing on charts took learners two periods of 55 minutes each. When all groups had finished their charts, I asked each group to come to the front and make a presentation to the class about how each picture on the concept map could be related to the relevant technological system. To do this, I allowed each group to decide who was going to do what, and I noticed that in some groups there was a little chaos but I deliberately ignored it and soon they were all ready to present. Rogers (2000, p. 91) defines this classroom management strategy as “Tactical ignoring”. He further explains, this technique indicates that the teacher is choosing to pay attention to the major issue of learning rather than minor behaviour distraction. I have learned that some learners seem to enjoy seeing a teacher becoming frustrated by their misbehaviour and so tactical ignoring can help to discourage such misbehaviour.

I then called each group to come and present their work to the class. The presentation part of the lesson also seemed to bring more fun into the learning activity. All the learners wanted to present and, as a result, each group decided to divide the presentation into sections: introduction; part 1 of the body; part 2 of the body; part 3 of the body; and conclusion. Through that method, each member in each group had an opportunity to present. I allowed the class to ask each groups one or two questions. It took us another two periods to finish the presentations because the groups were six in total and only three groups could present in one period of 55 minutes. My learners seemed to enjoy the lessons that involved this concept-mapping strategy. I noticed this because my focus as a

In addition to asking learners to use emoticons to express how they felt about these lessons, in the last question of the lesson assessment worksheet, I asked learners to comment/question or suggest anything with regards to the activities. One learner from the group that presented as the third group during the concept-mapping presentations wrote: *“This activity made us to go out and find information and come back to teach even a teacher”* (Lesson assessment worksheet, 9 April 2013). To me, this shows that letting learners be hands on in their learning allows them to feel in charge of their learning. Therefore, I believe that in this way our learners can stay intrinsically motivated to learn.

It is through such learner responses that I managed to gain insight into my learners’ feelings about the concept-mapping activity. 32 out of 33 learners drew happy faces, which gave me the impression that they enjoyed the lessons. Figure 4.7. is an example of one learner’s lesson assessment worksheets (LAW). Receiving a ‘thoughtful’ feedback from my learners about how they feel about the way I teach them is not something that often happens to me. Most of the time I receive the “Yes sir” feedback when I ask my class: “Do you understand?”, “Are you with me?” and “Is that clear?” Those are the type of questions we normally ask to see if our learners are following what we teach them. However, I have become aware that most of the time learners will give the “Yes sir” answer even when they do not understand what the teacher has taught them.

I am referring to the LAW as thoughtful feedback because learners had a chance to think about the answer to each question unlike the questions that we usually ask as the lesson proceeds. Therefore, something I learned from this example (Figure 4.7.) and other LAWs is that our learners enjoy a lesson that involves them and which has some game elements. Often we leave our learners out of the learning process and we think they are content with that. However, from the emoticons and the comment on this LAW, I have learned that learner enjoy taking a participative role in their learning. An example of this is the comment (see Figure 4.7.) where a learner asked: *“Why cannot all other subjects be learned like this Technology subject?”* To me that is an indication of interest in the way the subject is learned and interest is one very critical aspect of cultivating intrinsic

motivation for learning. SDT suggests that intrinsic motivation can be correlated with interest, enjoyment and feeling competent (Ryan & Deci, 2000).


















Lesson Assessment Sheet	Technology Grade 9A					
Topic: Gears						
Draw the following imoticons (faces) in the table boxes to answer the questions below inorder to indicate how do you feel about those areas of the lesson.						
	Happy					
	Sad					
<ol style="list-style-type: none"> 1. How do you feel about the lesson that allows you to take part in your learning process? 2. How did you feel about the presentations you made as a group in the previous Technology lesson? 3. Did these lessons give you a chance to express yourself? 4. When technology lessons allow you to play as part of learning, how do you feel? 5. How do you feel about a lesson where a teacher tells you everything and you only have to sit and listen to him? 6. Any additional comments / questions or sggestions..... 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"></td></tr> <tr><td style="text-align: center;"></td></tr> <tr><td style="text-align: center;"></td></tr> <tr><td style="text-align: center;"></td></tr> <tr><td style="text-align: center;"></td></tr> </table>					
						
						
						
						
						
<p>..... <i>Why cannot all other subjects be learned like this technology subject?</i></p>						

Figure 4.7. A Lesson Assessment Worksheet (LAW)

Gamify it: Turning a lesson into a win-win game

Apostol, Zaharescu and Alexe (2013) point out that some elements of game augment extrinsic motivation while others might prompt intrinsic motivation. They further define “gamification” as “using the mechanics of games to make learning more engaging” (p. 67). According to Garris, Ahlers and Driskell (2002), what make games effective educational tools are four characteristics: “challenge, fantasy, complexity, and control” (p. 446). I concur with this because every game that I know is about either winning or losing. Therefore, in order to win there must be a challenge. Secondly, when a player overcomes a challenge then there is fun and gratification and that brings fantasy. The price (fun) of any game is determined by the level of its complexity; in other words if the game challenge is easy to solve then it is less enjoyable. However, if the level of complication is very high the fulfillment also becomes very high and more exciting. This is how gamification of lessons can help us as teachers to teach effectively.

O’Connor (2013) argues that children that are elated, involved and laughing are undergoing intense learning within the creative realm. Additionally, Costu, Aydin and Filiz (2009) point out that contemporary digital games can capture and keep the attention of learners for hours. My own experience tells me that when I have learned through play, or if in the process of learning there was an element of fun, that learning stay for a long time in the memory. For example, I have observed that most of the people that I have met in my life, irrespective of the age and gender, can still recite poems that they learned 20 to 30 years ago when they were doing grade 1 or 2. They can still sing those poems the same way they sang them then. I believe that this is because we learned those poems in a fun and playful way and therefore, we associated them with enjoyment and happiness. In my schooldays, I felt as if school was mostly about corporal punishment, bullying and ‘cruel’ teachers. However, playing would bring smile onto our faces as learners. Reciting poems was one of the games we played in the school. I recall when I learned ‘Twinkle! Twinkle! Little star’ in grade 2. By then I could not even construct a two-word English sentence, but I could sing English poems. I remember how, at times, we used to fit our own sounds into a poem so that a particular rhythm would be created. Now I can see that

we were being creative in our learning and it was full of fun. It was through that fun that we were enthusiastically involved in the learning. I believe that this playful approach helped us as learners to develop a positive attitude towards learning English poems and perhaps also to other subjects.

Apostol, Zaharescu and Alexe (2013) argue that, to a certain extent, any formal education in school is gamified because the rules in the form of learning objectives and learning outcomes are defined clearly and also there are incentives in a form of a pass or fail. They argue that although these game elements have been used in the process of teaching and learning, learners still seem not to be sufficiently motivated and sometimes they show signs of being demotivated. For me this suggests that although formal education as a whole might have aspects of a game, we cannot rely on that alone to motivate learners. Therefore, a teacher can add extra game elements in a lesson so that the lesson becomes more interesting and intrinsically motivating. For example, a teacher can group learners as boys versus girls, as row 1 versus row 2 or even name them as Team A versus Team B and allow them to voluntarily join any team. A teacher should be flexible enough to come up with any strategy as long as it will create a playful atmosphere in the classroom. After grouping learners, a teacher can give learners a task or ask them some questions based on what has been learned and find a way of making that exercise a fun competition. However, if a teacher decides that an exercise should be a competition, the teacher must ensure that the losing group does not feel embarrassed and demotivated. To avoid uninteresting games, a teacher can involve learners in the process of choosing which game to be played, as long as the game is relevant to the subject that is studied.

I have learned that through gamification of learning we can achieve far more than we would expect as teachers. Likewise, Coholic, Eys and Lougheed (2012, p. 833) confirm that, in their arts-based programme, “through the experience of fun some of the children developed self-awareness, self-esteem, and felt ‘happier’ and more confident”. Imagine if through each and every lesson that we deliver to our learners, they could get all these as extras. We might have a completely different type of teaching and learning experience in our schools.

After finishing the first section on Technological Systems (lesson 2 - 4) in my Grade 9 class, we then moved on to the next section which included calculations of Mechanical Advantage (lesson 5). Mechanical Advantage is when we look at how much effort is applied to a system for a specific amount of work to be done. Then the effort used is calculated using a formula: Mechanical advantage = number of teeth on the driven gear divided by the number of teeth on the driver gear. This time, I began by telling the class that each row of learners was going to be a group. Thus, we ended up having four big groups named A, B, C and D. I told the learners that, after explaining the formula and showing them how calculations are made, I was going to ask them some assessment questions. I pointed to anyone in a row but made sure that no group had an unfair advantage of more chances than other groups except if it was the only group that knew the answer. Any correct answer scored a point for a group depending on which row the person was sitting in. However, if the answer was wrong, it canceled a point for the same group.

The activity became a competition and full of fun. Everybody was participating either by giving an answer or by laughing and clapping hands and it was a very exciting lesson. This activity became a win-win game because everybody in the class won something on the day. Some won more points, others won more fun and together they won understanding. I also won successful teaching and, finally, learning and teaching won. My intention was to turn learning into play and I succeeded. But as fun and motivational as it was, I noticed that it consumed a lot of time and therefore one might not be able to use it often in the classroom situation because you might end up not completing the syllabus. We could not cover the whole section using this quiz strategy because it took more time. Again, after completion of the section, I asked my learners to complete the lesson assessment worksheet by drawing emoticons.

Conclusion

This chapter, Chapter Four, addressed my second critical question for this study: *“How can I better cultivate intrinsic motivation in my learners to make learning Technology*

more interesting and enjoyable?” As I attended to this question, I discussed how I drew on principles of SDT and *Ubuntu* to develop alternative teaching strategies to try to ensure that my learners were kept motivated. I also recounted how I introduced concept-mapping and some game elements such as a quiz-game in my lessons. Through these approaches, I managed to keep my learners involved in their learning process and motivated to learn. In this chapter, I also highlighted how I managed my class by immediately attending to attention seeking interruptions while ignoring minor disruptions. Furthermore, I recounted how I received feedback from my learners about the playful activities through the filling in of the lesson assessment worksheet (LAW). This offered me an opportunity to learn from my learners through their feedback in a form of a LAW and it served as a reflection of how they felt about my teaching.

From this part of the study I learned two main lessons that I anticipate will help me in future to cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable. The first lesson was the use of *multiple teaching strategies*, which I see as a working tool for arousing learners’ interest. I learned that often we as teachers have a ‘one size fits all’ style of teaching. This approach works to our advantage because it makes us to feel comfortable and there is no need to try new and challenging methods of teaching. If a learner does not fit in our ‘one size fits all’ style of teaching, then we conclude that there is a problem with that learner. Hence, I have learned that using a variety of teaching strategies can help to make each learner feel that there is something he/she knows and can do in a lesson. From this, I learned that it is vital to involve our learners as much as we can when we are teaching. The second most important lesson I have learned, which cannot be divorced from the first one, is the value of adding a *game element* where possible to teaching and learning. Before undertaking this study, I had not realised how important play is in learning. As Batson and Fienberg (2006) highlight, using game elements promotes active learning and self-discovery, which can contribute to intrinsic motivation.

The next chapter, Chapter Five, reveals a combination of positive and negative experiences that my learners go through daily in and outside my school. These

experiences contribute to my learners' liking for or hating of the school. My learners presented their feelings about school in a creative manner using collage-making. In the next chapter, I show how I derived two main categories (*motivators* and *demotivators*) from those collages. I consider the significance of these motivators and demotivators for cultivating intrinsic motivation for learning.

CHAPTER FIVE: LEARNERS PICTURING THEIR FEELINGS THROUGH COLLAGE-MAKING

Introduction

As through this study I intend to improve my teaching practices as a Technology teacher by cultivating intrinsic motivation among my learners, I explore different teaching strategies in my lessons in order to try and keep my learners interested and motivated to learn. Goodman et al. (2011, p. 374) describe “achievement motivation” which is part of the intrinsic motivation as being “measured along the dimensions of the will to succeed”. Therefore, with my ‘new’ learning activities, I wish to elicit willingness to succeed among my learners.

In the prior chapter, Chapter Four, I seek for some answers to the second critical question for this study: “*How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?*” I share the experiences that I went through together with my Grade 9 learners as I used different teaching strategies to try to keep my learners motivated. I do this through the demonstration of how I introduced concept-mapping and some game elements such as a quiz-game in my lessons, as well as a lesson assessment worksheet. I highlight the motivational value of using a variety of strategies to involve our learners as much as we can when we are teaching and of including play in learning.

This chapter, Chapter Five, addresses the third research question of this study: “*What can I learn about cultivating intrinsic motivation for learning from my learners’ most motivational or demotivational experiences?*” According to Eca, Pardinias and Trigo (2012, p. 187), “teaching–learning is a form of collaborative artistic process”. Chapter Five draws on learners’ creative art work as they made collages to paint a picture of what motivated or demotivated them at school. This activity offered learners an opportunity to communicate in a creative way about things that were worrying them and the things that were encouraging them in and outside of the school. The collage activity offered each

learner a chance to put together different pictures to convey his or her meaningful message about his or her learning experiences. From the learners' collages, I learned more about cultivating intrinsic motivation for learning. I did this with the assistance of my critical friends who helped me to re-examine each collage and finally come up with two main categories: *motivators* and *demotivators*. Within each main categorie, I identified particular examples of *motivators* and *demotivators* and I related them to different components of the Zulu shield.

The collage-making activity

According to Simmons and Daley (2013, p. 1), "Art can serve as a catalyst for engaging the imagination and exploring novel possibilities as part of the creative process". As explained in Chapter Two, I used the arts-based strategy of collage as a pedagogic strategy and also as an arts-based research method. Collage allows the researcher or participant to select and paste pictures on the paper in any order that is meaningful to the researcher or participant. Gerstenblatt (2013, p. 296) posits that collage-making gives an opportunity to a researcher-artist to "add dimension and depth to their analysis and interpretation". I therefore used collage-making for both purposes: research and pedagogic purposes. Collage served as a metaphorical representation as it reflected motivational and demotivational experiences for learners. Pithouse (2011) points out that metaphors express something significant about an incident or experience. Likewise, the collage pictures resemble my learners' feelings about school. Simmons and Daley (2013) further argue that collage enables participants to take their time playing creatively to make a meaningful symbol.

In lesson 6 (see Table 4.1.), I took the first 10 minutes to explain to my learners what a collage is and how they could make a collage. I explained that each collage consisted of two sections: one section of "Why I like school": pictures and words that represented things that made the learner like school. On the other side was the section for "Why I hate school": pictures and words that represented things that made him or her hate school.

After being certain that all had a clear understanding of the collage-making process, I gave each learner a chart. I then asked them to go home with those charts and make collages that they were going to hand to me the next day. I also told them that I would give them the first 25 minutes of the following lesson (lesson 7) to finish off if they could not finish their collages at home. I told my learners not to write their names on their collages unless they wanted to because I was not interested in the names. I thought that if my learners were to write their names on their collages, it might somehow inhibit their work. For example, if a learner hated school because he or she was harassed or abused by a teacher then that learner might prefer to avoid including those details if his or her name would be on the collage.

On the following day (lesson 7), 28 learners handed in their collages and the other five did not return their collages. I accepted that as a sign that those five learners were not happy to complete and submit that activity. I decided not to follow up with them because I did not want to exert any pressure on them as this was a research activity rather than part of the formal Technology learning programme.

To analyse the collages, I decided to work with the learners so that I would not have to assume what each picture represented. To avoid any discomfort in the process of collage analysis, I told the learners that oral presentation of their collages was voluntary. I further told them that if there was any picture in their collage that they felt they did not want to say anything about, they were free to do so. To give them an idea of what I was expecting from them, I took one collage from them and I demonstrated a presentation, but I tried to make it a little fun. I did that because I wanted to set up a relaxed atmosphere.

I gave each learner an opportunity of two to four minutes to tell us as a class what each picture in his or her collage meant. I ensured that we used a dialectic approach where we gave a meaning to each individual picture and finally interpreted a collection of pictures as a whole. Norris, Mbokazi, Rorke, Goba and Mitchell (2007) define a dialectic approach as the interpretation of individual pictures and then the collage as a whole. Therefore, it is from those collages and the presentations that I learned about learners' motivators and

demotivators. Together with my learner participants, we decided that each 'demotivator' picture represented one kind of a negative feeling caused by a certain negative experience in or outside the school. We further agreed that those individual pictures together had one thing in common: demotivation, hence the name demotivators.

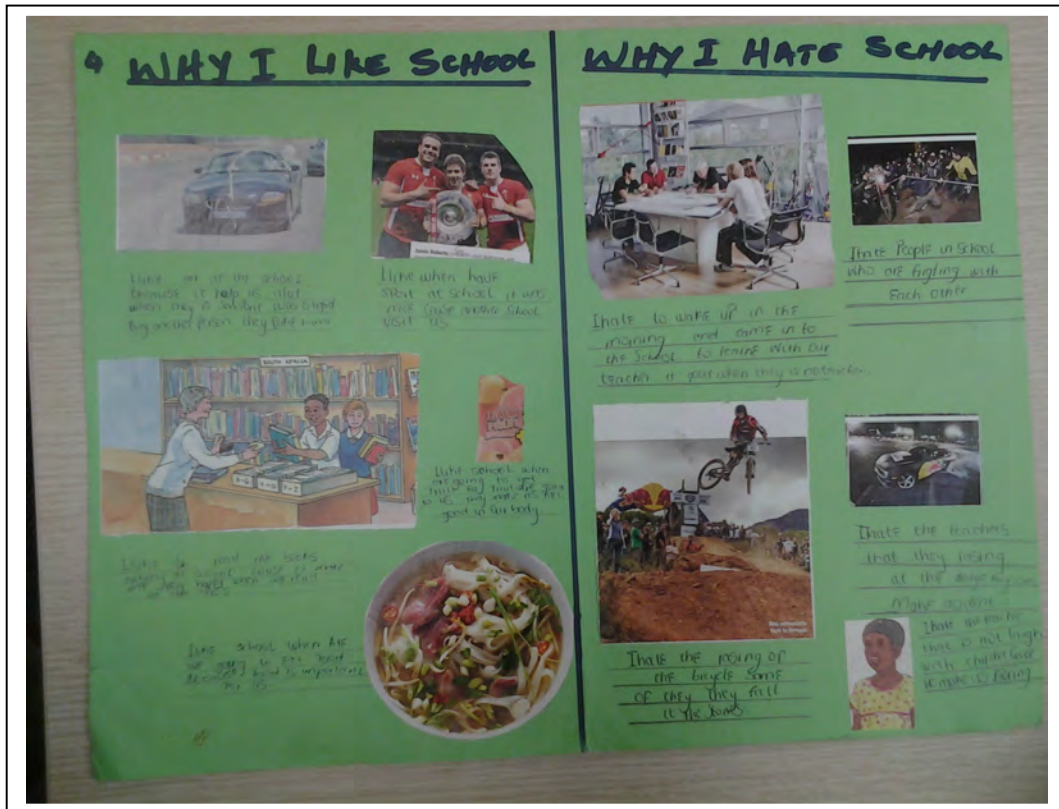




Figure 5.1. Learners' Collages: A powerful message through creative arts

To illustrate, when Nosipho (pseudonym) presented her collage, she started off by speaking about each individual picture: *"I like car at the school because help us a lot. When they is someone was stabled by another person they take him"*. (Audio recorded presentation, 26 April 2013). Here Nosipho meant to say she likes cars (for teachers) at school because when learners hurt each other, teachers take them to a clinic or hospital. Nosipho cites an incident where two boys (learners) stabled each other and were taken to the nearby clinic by teachers. Another example was: *"I like when have sport at school, it was nice cause another school visit us"*. Nosipho likes school sports because other schools visit our school to play and learners enjoy themselves. Nosipho also mentions food that they get from school as one of the things that makes her like the school: *"I like school when we are going to eat because food is important for us"*. Like all the other presenters, Nosipho also spoke about those things that made her dislike school. At the end of her presentation, she summarised the collage by saying: *"In school there is bad and good things"*. She was referring to those things that make learners like school and those that make them hate school.

My learning from the collage-making activity

I watched the learners engage in the process of choosing pictures that best described their feelings, cutting and deciding on a meaningful positioning and finally pasting their pictures on their charts. The collage-making process required learners to engage themselves in deep thinking to discover what they wanted to express through visual images and to carefully choose each relevant image (Masinga, 2013). I could observe that as learners became absorbed into the doing of each step, they were delighted and they felt that they were in control of their learning. That on its own seemed to be rewarding to them and hence they were intrinsically motivated to do the collage-making activity.

I saw collage-making as a very inclusive learning activity because each learner in the class had something to do. Butler-Kisber and Poldma (2010) view collage-making as an accessible arts-based activity because everybody, whether beginner or expert, can cut and paste and can eventually get a feeling of fulfillment from the output. Hence everyone was busy with active learning. Significantly, Norvig (2012) states that “children learn best when they are actively practicing”.

Hamilton and Pinnegar (2009, p. 161) suggest that “the collage, with its juxtaposition of image and word”, offers a photographic expression of our internal images of our experience and makes visible our “examination of the research question we are exploring and the understandings we have come to”. My experience with collage-making is that it required me and my learners to have a clear image in our minds of what we wanted to portray through the collages. Guiding my learners as they were finishing off their collages made me feel part of what they went through. Hence, I felt as if I was also doing the collage activity, although I tried at all times to intervene as little as possible to enact what Mitra (2003, p. 369) calls “minimally invasive education (MIE)”.

From this experience, I also saw a need to create my own collages (e.g. Figure 5.2.) out of my learners’ collages so that I could undergo an experience similar to that of my learners while making sense of their collages. Likewise, Kay (2008) suggests that teachers of art can make use of art-based research practices to reflect on pictures and

discourse with self and others to contemplate and may be even challenge traditional ways of seeing. Collage is one of many forms of visual arts-based techniques that have potential to stimulate the mind and allow a free flow of ideas about a particular conception. Butler-Kisber (2008) sees collage as a collection of pieces that work alongside each other and stimulate the mind. Norris et al. (2007) explain how a collage-making activity can inspire a many debates and also incite very interesting views among learners. Similarly, Gerstenblatt (2013, p. 12) suggests that “visual arts can open up dialogue among diverse people, offer new insights and reflection, and provide new ways to critique a subject”. Likewise, I observed that collage-making gave me and my learners an opportunity to discuss some challenges that learners experience, as through collage-making they managed to speak about some of the threats to their learning, for example, drug taking within the school. We briefly talked about some of the things that make learners hate school and for some we managed to suggest some precautionary measures that could be taken to avoid being a victim. Some of the learners’ suggestions that transpired from class discussions were to stay away from other troublesome learners. One boy spoke about the importance of avoiding mixing with the boys who smoke “*dagga*” (marijuana) in the school. Another boy spoke about boys who speak the gang languages that are spoken in jail. He further said that some gang members identify themselves as “26s” or as “28s”.

I found that the collage-making activity required little intervention from me as a teacher and that this gave more opportunities for learners to generate knowledge on their own learning and also learn from one another. As Norvig (2012) explains, “peers can be the best teachers, because they are the ones that remember what it’s like to not understand”. Qureshi and Stormyhr (2012) define collaborative or peer learning as when students take charge of their own knowledge building by revealing their learning potential together and social interaction to encourage critical reasoning, relationship, and collaboration. I fully agree with this statement because in my experience active learning also allows learners to help each other. Although the collage-making was not group-work, I encouraged my learners to discuss their thoughts about their collages with the rest of the class. My observation of peer teaching and learning was that it can eliminate the element of teacher

superiority and learner inferiority. As Qureshi and Stormyhr (2012) suggest, “contrary to the orthodox conduit of *‘teacher is the only authority’*, collaborative [peer] learning bases itself on accepting and granting authority among students”.

In her personal history narrative, Mlambo (2012) notes that her Accountancy teacher motivated them as learners to study on their own in small groups, and she further says because of that most of them who were working in peer groups passed their examinations. Peer learning can promote MIE, which is defined as teaching and learning that “uses the learning environment to generate an adequate level of motivation to induce learning in groups of children, with minimal, or no, intervention by a teacher” (Arora, 2010, p. 690). However, peer teaching and learning require conducive environment to be created by a teacher. I have observed that it becomes a challenge for a teacher to facilitate decent peer learning and teaching in an environment where learners are not intrinsically motivated. Nevertheless, I have learned that collage-making in a class can stimulate peer learning as it allow learners to share their ideas and, at the same time, it is full of fun which keeps them motivated. Coholic, Eys and Lougheed (2012) point out that collective learning can aid in valuation of factors such as assisting one another, learning enjoyment and showing courtesy to one another. I saw a high level of willingness to assist each other from my learners as when one learner went to the other for advice, the other one would stop whatever he/she was doing and come to help where he/she could.

Looking at learners’ responses through the shield metaphor

I thoroughly examined each collage and I looked for commonalities across the collages. I employed an inductive approach to guide me as I examined collages. Thomas (2006) suggests that inductive analysis refers to approaches that chiefly use in depth readings to derive concepts and themes from the interpretation of data. Therefore, I took note of ideas and feelings that appeared in most of the collages. Because those ideas and feelings came from motivating and demotivating experiences of my learners, I grouped them under two main categories. The first category was *Motivators*, which refers to all those factors that were counted by learners as giving them motivation towards learning. Often when we see someone doing his work with diligence and dedication, we say he is motivated. Most of

the time we go to the extent of asking: “What motivates him?” “Is he self-motivated or it is because of the price or punishment that comes with the completion of the task?” Sometimes our learners complete the task because they fear punishment if they fail to complete the task as instructed. Whatever the case may be, the person is regarded as motivated. Ryan and Deci (2000) define motivation as being energised towards finishing a task. I believe that certain strategies for energising people to complete their tasks can only be applicable to those specific purposes. For example, what would motivate an Olympian to train as hard as possible to get a gold medal, may not help to motivate your teenage daughter to like her school work. However, my experience has taught me that sometimes it works better if you allow the person that has to be motivated to tell you what motivates him or her.

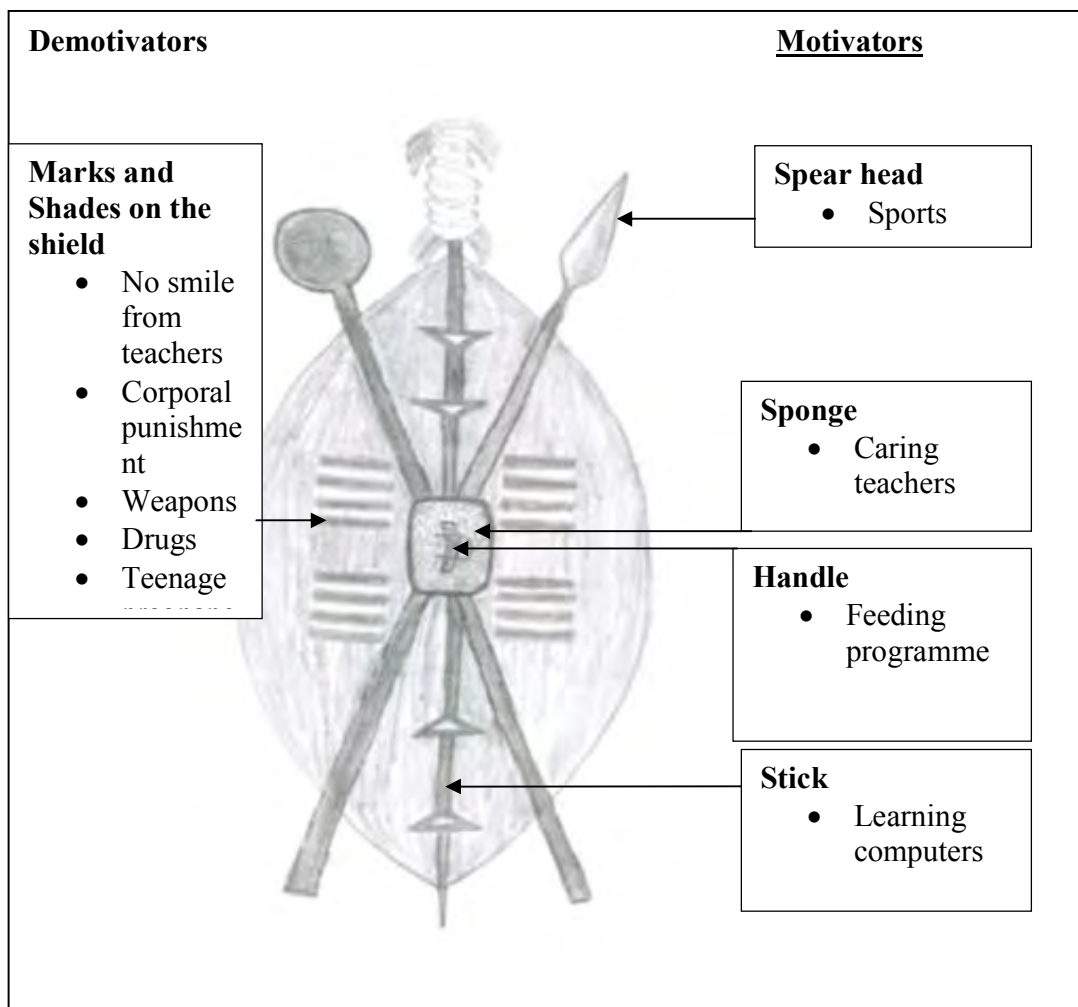


Figure 5.3. Learners’ motivators and demotivators through a shield metaphor

In Chapter Three, I used a shield metaphor to bring new meaning to my lived educational experiences. I related positive experiences to certain components of the shield set and negative encounters to components (see Figure 3.9.). This helped me to better understand the relevance of each experience in my educational journey for my research topic. Hence, I have used the same approach to analyse learners’ motivational and demotivational experiences. Below is an extract from Chapter Three of this study:

If I put together all my memory stories of motivational and demotivational learning experiences, I can see scars and bruises, protection, strengths, victories

and heroism. The shield metaphor helps me to give new meanings to these experiences (p. 91)

Through the collage-making and oral presentations, I encouraged my learners to speak for themselves about what motivated them and what demotivated them in learning. Some of the motivators that were highlighted by my learners were: *feeding; learning computers; sports; and caring teachers*. I view these as providers to my learners of the strength to keep coming to school despite all their challenges. Therefore, I relate *feeding* to the *handle* of the shield, while *caring teachers* have been related to the shield *sponge*. Because *sports* (soccer and netball) can make you sometimes feel as if you are stronger and invincible, I relate this to the *head of the spear*. The spear is for attacking the enemy and in sport the best defense mechanism is to attack your opposition. *Learning computers* makes learners feel more empowered and therefore, I relate it to the *stick* that provides a support for the shield. Hence, I have refer to the shield handle, sponge, spear and stick as *motivators*.

The second main category is *demotivators*, which are the opposite of motivators as they make learners feel uninspired to engage in learning processes (Ryan & Deci, 2000). My learners also indicated those things that demotivated them. Some examples are: *no smile from teachers; corporal punishment; weapons, drugs and teenage pregnancy among learners*. Weeks (2012) identifies such factors as contributing to a collapse of a culture of teaching and learning in South Africa, which he argues is the case in many local schools and can be seen in multidimensional education-related problems that manifest both in schools and communities. Therefore, I regard such factors as symptoms of a serious educational ‘illness’. I relate these demotivating experiences identified by my learners to the dark *marks and shades* on the shield.

Motivators

The feeding programme (shield handle)

According to Chepkwony, Kariuki and Kosgei (2013, p. 407), “Nutrition and health are powerful influences on a child’s learning and how well a child performs in school”. The South African National Department of Basic Education (DBE) has a programme of identifying schools that are serving communities that are needy and allocating funds for such schools so that learners do not pay school fees. Such funds have to be used by schools for physical infrastructural repairs and learning and teaching support material (LTSM). Furthermore, the Department has a feeding scheme for such schools where all learners in the school are supposed to receive a minimum of one meal a day.

I find it very disturbing when a learner comes to me and says, “I cannot learn because I am hungry”. As a result, I generally try not to think about that when I go to the class. I just pretend as if all my learners have had their breakfast at home and therefore are all ready for learning. When I asked my colleagues about this, they also confessed that it is a very challenging experience but said that they have learned to live with it. From my own childhood experiences (see Chapter Three), I know that it is very hard to learn when you are hungry because it affects your attention span. However, some of my learner participants admitted that some days they do come to school without having eaten their breakfast. Omwami, Neumann and Bwibo (2011, p. 188) point out that “school breakfast has been credited with improving the attention span of children”. Literature suggests that a learner who has a balanced diet has better learning capacity and school feeding has also been associated with improved school attendance (Chepkwony, et al, 2013; Omwami, Neumann & Bwibo, 2011). Therefore, the story that my learner participants told about the school meal as a motivator during the collage activity becomes a testimony to what the literature is saying. Grant, Jasson and Lawrence (2010) affirm that for many students in impoverished schools in our province of KwaZulu-Natal the school meal is the only nutritious food they receive in a day. The DBE is very particular about the kind of food that is given to learners through this feeding programme because it has to be highly

My learner participants are also benefiting from that programme and as a result they counted the feeding programme as one of the things that motivated them to come to school (see Figure 5. 4.). It becomes a prerogative of the school to choose a suitable time for preparing and dishing up food to learners and in my school we use the break time which starts at 9:45 am and finishes at 10:30 am. More than 90% of our learners receive this food and it does make a difference in terms of learner participation in the classroom activities. I have discovered that some learners come to school having eaten nothing from home because there is nothing they could eat. However, when they get the school meal then they can be like all other learners in the school.

I have observed that sometimes when a learner is absent from school for whatever reason you still see him or her around the school kitchen when it is time for the school meal. Grant et al. (2010) also found in their study that teachers would often get a letter to inform them that a particular learner was absent because he or she was sick; however, the child would be there in the meal line and thereafter the learner would disappear again. This can become a problem when some of the learners only come to school for food, and such learners do not have school books; they do not do their homework and they spend most of their time outside the classroom.

I view the feeding programme as the protection of my learners against starvation. In fact, this food does not only feed learners, because when learners are done and there are some left overs, members of the community who live nearby the school come with their buckets to get their share. When I observe this, I draw some conclusions about the levels of poverty in this community. Then I begin to understand why certain learners would come to school for food even when they are absent from school for the rest of the day. As for my third critical question which is: *“What can I learn about cultivating intrinsic motivation for learning from my learners’ most motivational or demotivational experiences?”* I think that teachers, particularly those that are in the management at school level, should ensure that the feeding programme continues as evidently it does contribute to the motivation of learners.

Learning computers (the shield stick)

Computers, like any technological device, require a certain level of expertise so that in the case of any technical problem the user knows what to do. However, if we have someone who can assist us when we need such help, we still can use computers even if we do not have such knowledge. In this age, a great deal of information is found in computerised gadgets and therefore, we as teachers need to be able to work with computers and teach our learners how to use computers. But, in the South African school context, often we find ourselves without adequate technical support (Chikasha, Ntuli, Sundarjee and Chikasha 2014). Afshari, Abu Bakar, Su Luan, Abu Samah and Say Fooi (2009) point out that in cases where there is no technical support, teachers will avoid using computers because they are not certain of what to do when something goes wrong. This has been the issue in my school as teachers seem not to be willing to take full advantage of the computer lab. Chikasha et al. (2014, p. 140) explain that “the way teachers teach is a product of their own schooling, training, and experiences”. However, I believe that if we teachers can change our perspectives and begin to see the importance of including technology in our subjects, we can help our learners change their attitude to learning.

The past experiences of a learner can contribute towards his or her attitude to school. For example, if a learner experiences some difficulties in reading then that learner may end up not liking the school. Hence, Wyk and Louw (2008, p. 246) argue that “bad readers avoid engagement with the written word, resulting in negative attitudes towards school and education”. However, with the help of current technology learners can be assisted in dealing with some of their learning difficulties and might ultimately avoid developing a negative attitude towards education. For instance, computers can help learners in working on spelling, sentence construction and grammar. Wyk and Louw (2008) explain how assistive technologies can help a learner stretch to his or her full educational potential. Sansone, Fraughton, Zachary, Butner and Heiner (2011) found that computer-based learning environments (CBLEs) can allow learners to become keenly engrossed in and take full responsibility for their learning activities. Therefore, I suggest that we as teachers should not feel threatened and close doors to technological innovations that fit

into our lessons. Rather, we should embrace such initiatives because they can enhance our teaching.

Although my school is situated in an area where crime is rife and school computers are stolen now and again, we still have at least 15 computers in our vandalised computer laboratory. Therefore, there are very few lucky learners who get a chance to take one computer subject (Computer Applications Technology). I have observed that they really appreciate the opportunity that the school offers them because they say they know the importance of learning computer basics at school level. These learners understand very well that we are living in the information age and therefore, it is very important that we take advantage of any technological gadget that is at our disposal (see Figure 5.5.).

I relate learning of computer literacy by my learners to the strengthening stick of the shield which makes it less susceptible to blows. Computer literacy skills that some of my learners gain at school can give them an edge over the rest of the learners because, on top of what others have, they have computer basics and that makes them different from the rest. Like the shield, they have something extra that makes them feel as if they have something special over other learners.

Furthermore, my learners expressed that something that makes them enjoy computers even more is that they sometimes get a chance to play computer games. Costu, Aydin and Filiz (2009) suggest that educational computer games can arouse interest and make learners more inquisitive. I have observed how quickly our children get to know our cell phones when we give them access to these devices. I believe that it is because of their internal drive to know more and more about computer related gadgets. Similarly, Admiraal, Huizenga, Akkerman and Dam (2011, p. 1186) argue that “the attitude of today’s young people towards their video and computer games is the very opposite of the attitude that most of them have towards school”. Therefore, if we can capitalise on young people’s love for technological games, and try to bring in as much technology as we can to all other subjects then we can enhance their internal drive and harness it to learning of all other subjects. I have observed how negative and undermined I and other teachers feel

about cell phones in the classroom during teaching and learning. However, through this study I have learned that there is something positive that we can get from those cell phones in as far as learning and teaching is concerned. I am not saying we must encourage our learners to bring cell phones to the classroom, but when they are there we can use them for the benefit of learning. This would be a good start for the process of cultivating intrinsic motivation for learning Technology and other subjects.



Figure 5.5. “We like school because we learn computers”

Sports (The spear head)

Sport was also highlighted by my learners as one of the motivating activities that school can offer them (see Figure 5.6). My school does not have any sporting facilities. We do not even have an open playground where our learners can play sport. A swimming pool, cricket ground or tennis court is not even on the wish list for our school. The only sport that can be played under such conditions are soccer and netball, just because teachers are willing to risk their lives and take learners to the community sports grounds which are more than a kilometre away from school. Teachers risk their lives because crime in the area is rife and teachers are always a soft target because they mostly come from outside the area. Another reason why soccer and netball can be played by our learners is because they do not demand a lot in terms of sports equipment. Our learners can still play even without soccer boots or netball shoes. All they need is adult encouragement and supervision. Thereafter, they enjoy themselves and, ultimately, they associate that enjoyment with school and they can become motivated. Therefore, I relate sports to the spear head, because sports can help in defeating learners' negative feelings about school.

I am one of those teachers who love sport and hence, I coach soccer in the school. I love sport because I played soccer for a very long time and I know the discipline that one can learn through sport. My first triumph at school was in soccer (see Chapter Three) and I believe that experience paved a way for other achievements I had as a learner at school. Therefore, I believe that through my involvement in school soccer, I can help some of my learners who play soccer to have a similar experience. Kanat, Savucu, Bicer, Coskuner and Karadag (2013) argue that because players learn to work together through sport, they learn teamwork and to respect others. Therefore, I always motivate and encourage learners to partake in any sporting code, even if it is not soccer. Actually, I think that there are many benefits that we as teachers and our learners can take advantage of through sport. Kirui, Kipkoech and Simotwo (2013) maintain that sports can assist learners to attain psychological rest and remain physically strong and healthy. Likewise, Lynch (2013, p. 13), in a study conducted in Australia, discovered that a sports "program provided children in local Primary schools (from a disadvantaged socio economic rural region) with quality health and physical education lessons". Furthermore Kirui et al.

(2013) point out that sport can be used as a tool for inducing better behaviour among learners and also to sharpen minds for educational attainment.



Figure 5.6. “I like school because we play sport”

Through my involvement in sports with my learners, I also have observed that sports can open avenues for a friendship relationship to develop between a teacher and his or her learners, while the issue of respect and discipline is not jeopardised. Frymier and Houser

(2000, p. 208) argue that, “a positive teacher-student relationship facilitates affective learning, which in turn enhances cognitive learning”. Therefore, based on my own personal experiences I would like to assert that involvement in sports can assist in getting our learners to achieve more. Furthermore, the attitude of our learners towards their learning can change for the better. In my view, the change of learner attitude would be an indication that the seeds of intrinsic motivation are beginning to germinate within learners. The role that sports can play in the educational life of learners that experience challenges is evidenced in the following extract from Chapter Three:

For the first time I played in the B soccer team and I scored a goal. I vividly remember everything about that moment: the sound of the crowds cheering me, my teammates chasing me to lift me up in celebration and the feeling of being the centre of attraction. That moment made me feel like a hero; I gained confidence and I started to believe in myself. That experience on its own became a source of my motivation because at least I had felt positive about being at school. (p. 66)

Sports can make learning more fun and enjoyable. It does not matter whether the learning is taking place in the classroom or in the playground. For me, sports and education have always been inseparable since my primary education up to my tertiary education as an undergraduate student.

Caring teachers (The shield sponge)

As I was doing the collage-making activity with my learners, I noticed that the relationship between us was smooth as we had very little to ‘fight’ about. This was because everybody seemed to be enjoying the activity and hence cooperating. Teven (2001, p. 162) states that “immediate behaviours of teachers directly impact the motivation of their students which results in increased learning”. This was the case with some of my high school teachers such as Mr S. (see Chapter Three) and, also, as I engaged with my learner participants, immediacy seemed to be of paramount importance (see Chapter Four). I see teacher immediacy as part of the shield-sponge because they both provide comfort in bonding. The shield-sponge like teacher-learner immediacy lies

between the hard and rough surface of the shield and the shield handle. This protects the hand from being squeezed against the shield surface by the shield-handle. Likewise, the teacher-learner immediacy serves as a connector or a bond that keeps the relationship running smoothly.

I also argue for the teacher-learner immediacy on the basis of the significant role that my high school friends and I played in keeping each other motivated to follow our inner voices and never to give up even during the ‘storms’ we experienced (see Chapter Three). However, not all learners would be lucky enough to have good and courageous friends as happened in our case. Therefore, that is where a teacher could come in as a ‘friend’ and thus play his/her role in keeping a learner motivated to learn. I believe that we all need supportive and reliable friends to keep us moving in pursuit of our dreams. That is because learning is a journey and therefore, along the way a learner may come across various challenges. To pass through those challenges sometimes requires an extra push to recharge your inner drive. According to my understanding, a good friendship is one that is characterised by honesty, respect, assertiveness, reliability and empathy. From my own experience as a practicing teacher, I have observed the possibilities that a positive teacher-learner friendship can bring in terms of the learner’s motivation to do his or her school work. My high school teacher Mr S. (see Chapter Three) is an example of how learners can benefit from a positive teacher-learner relationship. Through such a relationship, problems of learners not doing their work may be minimised. However, I refer to this relationship as a “missing connector” (Ndaleni, 2013, p. 48) because, from the collage activity, it became clear that in many cases we as teachers fail to make our relationship with our learners grow to that level.

My learner participants further highlighted the issue of encouragement from teachers or parents as something that revived their love for school. Mncube (2009) highlights the significant role that parents are expected to play in education as per the South African Schools Act of 1996 (SASA). Parents are expected to take an active part in the governance of the schools where their children are learning. Mncube (2009, p. 83) states that parents’ function as members of the school governing body “[includes] creating an

environment conducive to teaching and learning”. Dlamini (2013) believes that her parents’ motivation and caring played an important part in her education. This highlights the significance of the link between the home and school support for learning. For example, Mncube (2009) postulates that teachers who work closely with parents have fewer problems of misunderstanding with learners.

However, some of the learners at our school come from homes that are child-headed. This is due to various reasons, such as parents who have passed on due to sickness or parents who are working far from home. Therefore, those homes lack parental care and supervision. These learners are at the age where they still need parental companionship at all times. Consequently, when they get to school some of them do value the caring that they receive from teachers and they end up regarding those teachers as their parents. Christie (2005, p. 246) suggests that schools should “become places where being human – with all its possibilities and failings – means caring for each other, even those who are not the same as ourselves”. If we teachers can provide that love and care to our learners, we can be able to give the support that our learners should have been getting from their parents if they were there.

Robinson (2010) warns us as teachers that “every day and everywhere children spread their dreams beneath our feet, and we should tread softly” because we tread on our learners’ dreams. Pierson (2013) advises that “every child deserves a champion, an adult who will never give up on them, who understands the power of connection” and ensure that they realise their dreams. Similarly, when learners put together their collages, caring teachers stood out as one of the factors that motivated them (see Figure 5.7.) and, as a result, they also liked certain school subjects. Goldstein and Freedman (2003) state that the power of caring is relevant in all learning areas.

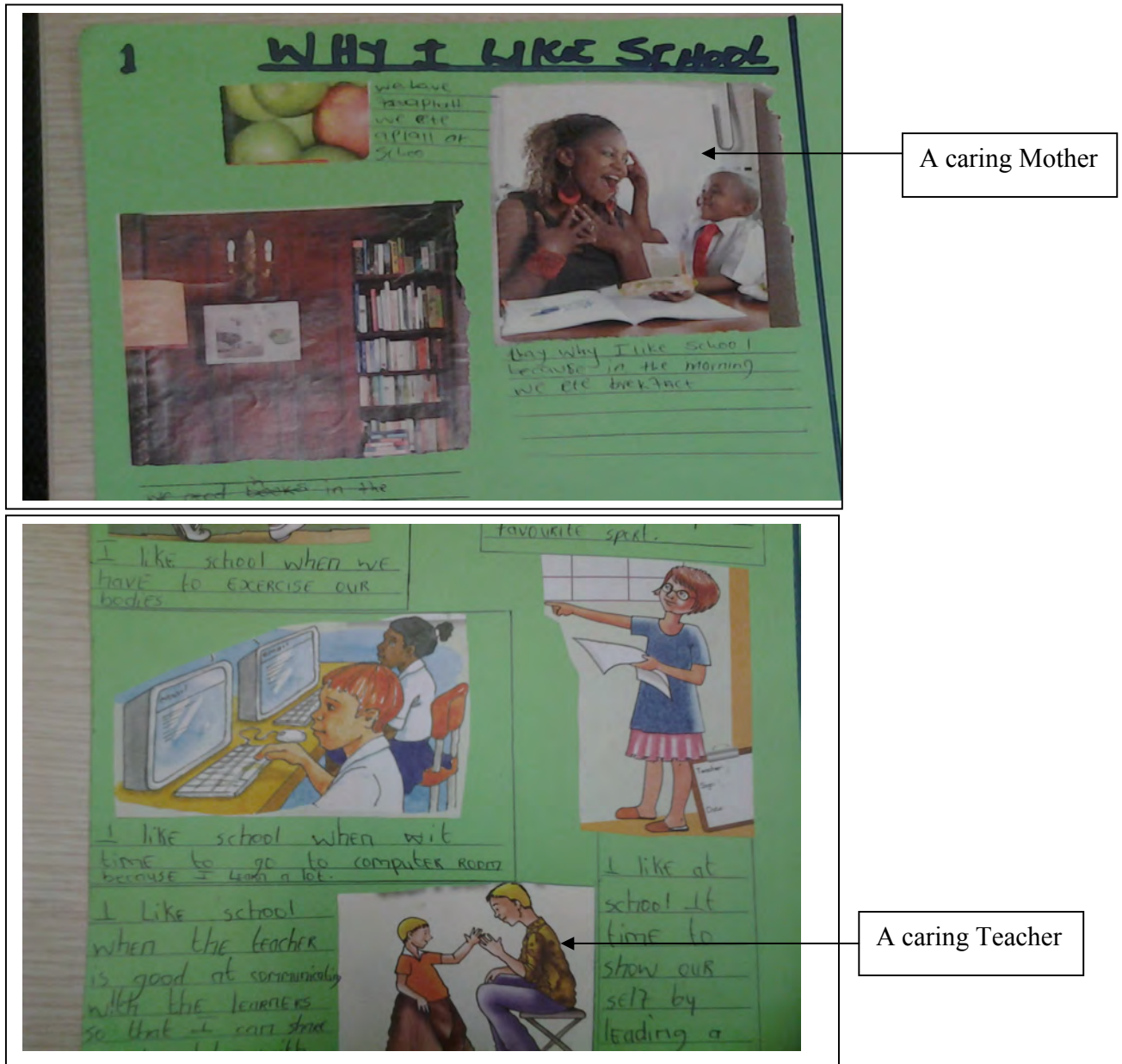


Figure 5.7. Supportive and caring teachers and loving mothers

Teachers should at all times be caring towards their learners. Through my experience as a learner, I have learned that teacher caring lays a good foundation for building trust which then leads to a good teacher-learner relationship. A healthy teacher-learner relationship would often be characterised by good communication. Learners tend to perceive such relation as caring, supportive and loving and that attitude impacts positively on the

teaching and learning. Titsworth, Quinlan and Mazer (2010, p. 433) postulate that, “how teachers communicate with students might be related to students’ perceptions of supportive communication from the teacher”.

Like the shield sponge, caring is the most important facet of teaching because it strengthens the bond between a teacher and learners. The sponge in the shield makes it user-friendly by eliminating the discomfort that can be caused by the hardness of the shield on fingers. Letseka (2011, p. 51) postulates that *Ubuntu* as a Southern African philosophy is founded on the values of “humanness, caring, sharing, respect and compassion”. Therefore, it is from that notion that I view *Ubuntu* as the ‘first brick’ of building a working teacher-learner relationship. According to my experience as a learner, learners that are learning within such an appealing environment are likely to remain intrinsically motivated to learn.

Demotivators

No smile from teachers and corporal punishment (Shades and Marks on the shield)

In discussing their collages, my learner participants pointed out that teachers with no smile, who show no love for their learners, and who also use corporal punishment make them hate school. Section 10 of the 1996 South African Schools Act states clearly that the administration of corporal punishment is prohibited. However, Veriava (2013) recorded that the administration of corporal punishment in South African schools is growing despite the policies that are in place. Veriava (2013) also points out that corporal punishment is used as a form of threat and that the extreme use of force frequently resulting in injuries to learners can further cause psychological harm. To illustrate, Ndaleni (2013) recorded that his right hand finger is deformed as a result of his teacher’s stick, and explained that this experience still makes him feel angry with that teacher. Likewise, Makhanya (2010) revealed that from her first school day she noticed that school was not a positive place because of the use of corporal punishment. For me, this is an evidence of negative effects of using corporal punishment as a mode of motivating our learners to learn.

I believe that a lack of care and the use of corporal punishment are features of ‘cheating’ teachers. Such teachers show a lack of empathy. Empathy can be understood as wearing someone else’s shoes, which means feeling what the other person is feeling. Hen and Walter (2012) describe empathy as an ethical sentiment regarding the wellbeing of others that enables social relations. In my opinion, without empathy it becomes very hard to establish a good working relationship with your learners as a teacher, as this kind of a relationship has to be based on mutual trust.

From the collages, I have learned that we as teachers sometimes demotivate our learners by not giving them the positive attention they seek from us. Sometimes we do this not purposefully but out of ignorance. At times, we as teachers feel overloaded by our work and we find it hard to cope. Unfortunately a learner might come seeking for your attention during that time and when you ignore the learner she/he cannot understand. However, I would like to argue that we as professionals should not succumb to the pressure that is brought about by our work. A professional teacher should know that the interests of a learner should at all times come first. Goldstein and Freedman (2003, p. 441) argue that “good teachers care, and good teaching is inextricably linked to specific acts of caring”. I further argue that one cannot ignore something that he/she cares about. Therefore, this becomes a lesson to me that at no point should a teacher have a reason for not attending to learners’ needs. I believe that a teacher should at all times serve as a shield for his/her learners so that they always feel cared for, protected and loved by their teacher. To be able to enact that role as a teacher, we are required to first adhere to the principles of *Ubuntu* so that we can learn to love our learners in the same way that we love our own children.

Drugs, weapons and teenage pregnancy (shades and marks on the shield)

After the collapse of the apartheid regime in South Africa, a democratic government took over and a number of laws were changed. Certain powers were shifted from certain offices to other offices. For example, the power to expel a learner from school if he or she has committed a certain offence was then moved from school to the office of the Head of the Department (HOD). In my view, this centralisation of powers affected schools both

negatively and positively. One negative effect that I have observed is that certain criminal elements have taken the opportunity to double their criminal activities within schools.

Some learners saw an opportunity to bring into our school illegal substances such as alcohol, dagga, whoonga (A new drug that is made from toxic products such as insect chemicals and anti-retroviral drugs [ARVs]) and weapons. When you carry drugs then you should be armed because, if not, other criminals (learners) will come and demand those drugs from you. This situation leads to the formation of 'criminal' groups or gangster groups within the school. Then this result in gangster wars because each group wants to take dominance in the school.

My school, like many, has policies such as a Learner Code of Conduct. According to this policy, cases of misconduct are categorised to their severity. Therefore, a case of carrying or using weapons and or drugs at school falls under a category of dismissible offences. However, being in the township seems to make my school a soft target for drug dealers because there are no proper security systems and therefore, the access into the school is easy. This makes it possible even for outsiders to come into the school through holes that they make in the fence. Often these outsiders come in and rob our learners of their belongings such as cell phones. These are some of the things that my learner participants counted as demotivating because they make them feel unsafe when they are at school. Smith (2011) suggests students who go through such experiences show lack of interest in their education and are frequently absent from school and they do not do well in tests. Proctor (2002, p. 67) identifies three dimensions of crisis for learners: "school violence, mental health and drug abuse". All these negative experiences that are encountered by our learners in the school make them feel unsecured and vulnerable. I would relate them to the shades on the shield because they pose a threat in the lives of anybody who is within the school, including teachers.

As I engaged with the learners' collages I discovered that some of these negative events implicated learners themselves, for example, bullying and drugs in the school. Others implicated teachers, such as corporal punishment. However, to my surprise, I discovered

that not even a single response from learners indicated that learners themselves were responsible for their own plight. For me this is an indication of a lack of a sense of responsibility because, according to the learners' point of view, they are not in any way a reason why they seem to be demotivated to learn. The question is: are we teachers and parents teaching them enough of taking full responsibility of their lives?

In the collage discussions, some learners linked drugs and weapons with teenage pregnancy. They said that young girls sometimes get involved in sexual relationships for security reasons. That is, if you fall in 'love' with a member of a 'criminal' group, then you are safe from bullying and rape. Some also said that girls are involved in such relationships just because these boys have expensive cell-phones and can give them money.

Vernon, Green and Frothingham (1983, p. 632) in their study associated "teenage pregnancy, alcohol, drug abuse, parent conflict, sexual activity with low academic performance". Achoka and Njeru (2012) have indicated that according to African Population and Health Research Center (APHRC), most of the youth between 12 and 19 are involved in sexual activities when they have taken alcohol and drugs. They further reveal that such learners are likely to drop out of school. Similarly, the Nelson Mandela Foundation (2005) argues that teenage pregnancy adds to school drop-out in many different ways.

Teenage pregnancy was highlighted by my learners as demotivating them. When I asked them, "*How does teenage pregnancy disturb you?*", they indicated that they do not feel comfortable when they have to be in the same class with a learner who is pregnant. They said that first of all it brings the image of their school uniform into disrepute. Secondly, they said when such learners have delivered their babies, their attitude changes and they behave as if they are now adults because they are parents and that creates a hostile atmosphere in the class. On the other hand, my observation has given me the impression that teenage mothers also are negatively affected by this, because they are carrying that stigma all the time. Achoka and Njeru (2012, p. 888) argue that "the stigma associated

with teenage motherhood inhibit many teenage mothers from attempting to continue with their education”. This seemed to be affecting girl learners more than boys. The boys seemed to be more worried about weapons and drugs within the school.

Below (Figure 5.8.) are pictures from collages that indicate how my learner participants associate drugs, weapons and teenage pregnancy with demotivators in the school.

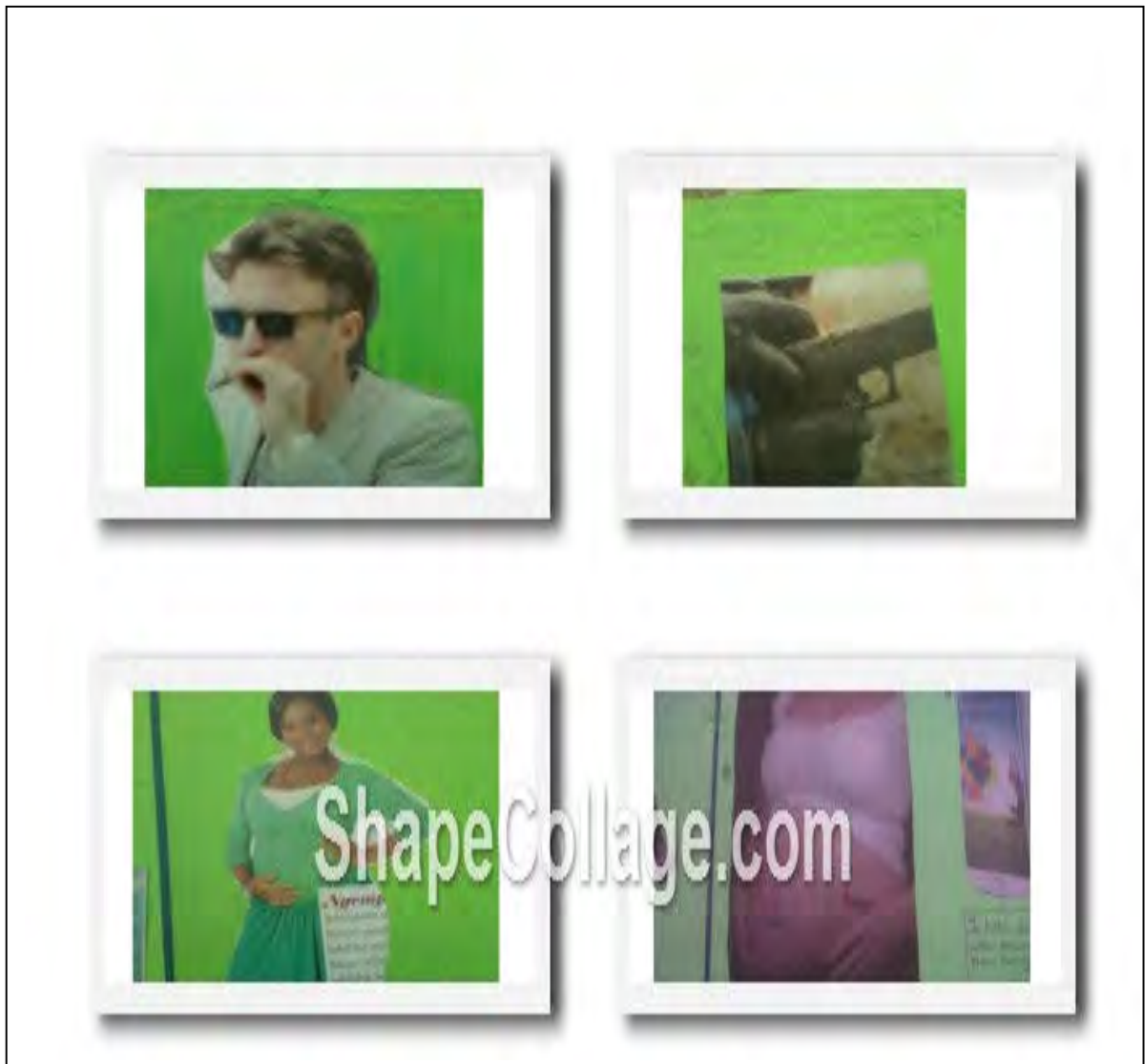


Figure 5.8. The three in one: Weapons, drugs and teenage pregnancy

Conclusion

In this chapter, Chapter Five, I have explored my third research question: “*What can I learn about cultivating intrinsic motivation for learning from my learners’ most motivational or demotivational experiences?*” I addressed this question by drawing from collage-making activities and presentations by learners.

The collage-making process required learners to engage in deep thinking to discern what they wanted to convey through visual images and to choose each appropriate image with care. Through the collage-making and oral presentations of the collages, I encouraged my learners to speak for themselves about what motivated them and what demotivated them. Through the inductive engagement with the learners’ collages and presentations, I came up with two main categories of: *motivators* and *demotivators*. To extend my discussion of these categories, I employed the shield metaphor. In the Zulu culture, the shield symbolises protection. From writing this chapter, I have learned that our learners need more than subject content knowledge from us as their teachers to stay motivated. Feeding, sport, learning computers and teacher care are all important in cultivating intrinsic motivation. I have also learned about significant factors that can demotivate our learners, such as uncaring teachers and corporal punishment, drugs, teenage pregnancy and gangsterism in the school. For me, the key message of Chapter Five is that love and care can help teachers in cultivating intrinsic motivation in learners. Caring strengthens the bond between teachers and learners and this bond can help to alleviate the discomfort that can be caused by the multiple challenges our learners face in and outside of school.

In the following chapter, Chapter Six, I offer a conclusion to this self-study by reviewing and reflecting on the thesis. I explain what I have learned about cultivating intrinsic motivation among learners, based on what I have found through my small-scale study. I consider how I can put this learning into practice.

CHAPTER SIX: CONCLUSION: MOVING FROM THEORY TO PRACTICE.

Introduction

The main aim of this self-study has been to enhance my understanding and practice of the cultivation of intrinsic motivation among learners. In this final chapter, Chapter Six, I conclude this self-study indicating how I have addressed my three research questions and reflecting on what I have learned through the research. I explain how I intend to take this learning forward in my future teaching

A review of the thesis

In Chapter One I specified the focus and purpose of this study, which was to explore how as a teacher could I cultivate motivation among my learners so as to make learning Technology more enjoyable and interesting for them. I explained that my interest in this topic was triggered by my observation of what seemed to be a deterioration of learners' attitude towards their education. That observation drove me towards wanting to know more about the possible sources of that way of behaving and also to seek for possible remedies.

I identified intrinsic motivation as a key concept and explained my understanding of intrinsic motivation as a drive that comes from within, with or without any additional external force. I then explained how two theoretical perspectives helped me to understand this key concept. The first theoretical perspective of self-determination theory (SDT) is viewed by Beachboard, Beachboard, John, Li and Adkison (2011, p. 856) as a "motivation theory". My second theoretical perspective of *Ubuntu* is seen by Murithi (2006) as a very common concept in Africa and Nkondo (2007) views *Ubuntu* as a philosophy and a way of life for Africans. Ndaleni (2013, p. 65) defines *Ubuntu* as "the idea that people are not just individuals but live and care for each other in a community". I discussed how I used the shield metaphor to synthesise the two theoretical perspectives into one powerful frame of mind. Thereafter, I presented my rationale for the study. This was followed by a discussion of the three key research questions that guided the progress

of this study. I then gave a brief introduction to self-study as a methodology for this study.

In Chapter Two, I offered a detailed discussion of the methodology of this study. I gave my account of the choice of a self-study methodology and an interpretive paradigm. After this, I discussed the context of the study and thereafter the four groups of participants. I used a table in which I presented my research questions, methods, and data sources. I explained how the shield metaphor assisted me to analyse and interpret the generated data using an inductive approach. The issues of trustworthiness, ethical issues and challenges in doing the study were also addressed.

Reflecting on Chapter Two, I highlighted important lessons that I have learned from choosing the self-study as an approach to this research. From undertaking self-study, I have learned that it can assist us as teachers in redefining ourselves and our roles within the ever evolving profession of teaching. A further lesson that I drew from self-study was the significance of being honest with yourself to avoid making up stories to enrich your life history. I have learned that this may compromise the integrity of the study. I have also learned that our old friends can be very helpful in unearthing long forgotten stories as we retell our lived experiences. Additionally, I have learned about the vital contribution of critical friends in self-study research. This became evident as my critical friends helped me to review my own understanding and interpretations from multiple perspectives through their questions and suggestions. My critical friends also helped me to remain honest with myself and also with them because of the mutual trust we shared.

In Chapter Three, I attended to my first critical question: *What can I learn about cultivating intrinsic motivation for learning by remembering my most motivational or demotivational experiences as a learner?* This I did by re-examining and reflecting on various educational events that occurred in my educational life. To access significant memories, I used a range of memory-work strategies: storytelling; memory drawing; artefact retrieval; poetry writing and journal writing. I interacted with both positive and negative educational experiences because I believe they all count in shaping me as a

teacher today. I recounted my lived educational experiences, starting from my earliest years of education up to where I currently am. Next, I analysed and interpreted those experiences through the shield metaphor to identify five key themes: *a) buoyancy; b) challenges and emotional scars; c) self-esteem; d) appreciation; and e) friendship, communion and community support*. From these themes, I draw noteworthy lessons for cultivating intrinsic motivation for learning.

A key message that I drew from Chapter Three is that it is important for us as teachers to have some time for re-writing our own histories. From undertaking such an activity, I had a chance to learn from my own personal history and there was also a healing process that took place within me. Likewise, Vilakazi (2013, p. 85) explains that she “learned that revisiting such memories can be a way of healing.” Furthermore, engaging in memory-work self-study gave me a chance to consider how and why I respond the way I do to certain situations that I face as a teacher. Also, through reliving my own memories of being a learner, I began to deliberate on why and how my learners might be demotivated and how I might find ways to motivate them.

Chapter Four addressed the second research question for this study: *How can I better cultivate intrinsic motivation in my learners to make learning Technology more interesting and enjoyable?* In this chapter, I demonstrated how I drew on principles of SDT and Ubuntu to develop alternative teaching strategies to try to cultivate intrinsic motivation among my learners. I used multiple strategies in my teaching with the purpose of generating and keeping up high levels of interest in my learners. My teaching strategies included concept-mapping and some game elements like a quiz-game. I took my readers through the process of generating data in the classroom, starting from the first lesson to the last lesson and to synthesise this I used a table (Table: 4.1). I highlighted my technique of immediately attending to attention seeking interruptions and, on the other hand, ignoring minor disruptions. I further demonstrated how I used a lesson assessment worksheet to elicit learners’ feedback.

My main learning from Chapter Four was that the use of multiple strategies of teaching and the technique of including game elements and fun in the teaching and learning process helped me to keep my learners' level of motivation for and participation in the learning process very high. I believe that using multiple strategies accommodated different learners with different capabilities. Hence, I did not have some learners who at some point felt that they were left out of the lessons. The inclusion of fun and game elements in my teaching also seemed to promote learner enjoyment and motivation.

Before I began this study, I do not remember thinking about how I could add fun in my lessons before I went to class. If it ever happened that I shared a joke with my learners it was usually because of what had happened in the class during the lesson but not because it was what I had planned. Yet when I remember myself as a learner, we used to love a teacher who shared jokes with us. As a result of that we used to enjoy his or her subject and ultimately some of us would improve in that subject. Therefore, I think we teachers need to consider adding fun in our lessons so that our learners can enjoy our subjects. In my experience, I have never seen a teacher who is teaching Science or any other subject and who is also coaching any sport in the school displaying the same character both in the class and in the playground. Many sports teachers have told me: "If you want your team to do well you must befriend them, you must understand each and every player's needs". What stops us from taking the same attitude into the class? I have learned that if I want my learners to pass my Technology class I must befriend them. Sometimes I believe we become too 'formal' to teach effectively. Maybe we become too serious because we want to avoid making mistakes or preventing our learners from making mistakes?

In Chapter Five I drew from collages made by my learners and me to address my third research question: "*What can I learn about cultivating intrinsic motivation for learning from my learners' most motivational or demotivational experiences?*" I explained how, through the collage-making and oral presentations, I encouraged my learners to think deeply and express their feelings about what motivated them and what demotivated them. I described how I observed that, as learners became absorbed by the 'hands-on' collage-

making process, they felt in charge of their learning. Also, I discussed how I saw collage-making as a very inclusive learning activity because each learner had something to do.

I went on to demonstrate how I categorised the learners' responses into *motivators* and *demotivators*. I then brought in the shield metaphor which helped me to explore the following motivators that were highlighted by my learners: *feeding; learning computers; sports; and caring teachers*. I also considered factors that demotivated learners: *uncaring teachers; corporal punishment; weapons, drugs and teenage pregnancy*. The key message of Chapter Five is that I believe that I as a teacher should serve as a shield for my learners so that they can feel protected and loved, despite the numerous demotivators they face in school and the world outside of school.

What I have learned from this self-study

As I began this self-study journey, I was hesitant and uncomfortable since it meant that I was going to scrutinise my own teaching strategies. Austin and Senese (2004) describe the self-study journey as placing yourself, your dogmas, your expectations and your teaching principles and practices under examination. I was not sure if I would be able to identify gaps in my teaching. I asked myself this question: "*What if I feel like certain other teachers who think that there is no room for improvement in their teaching because they see nothing wrong in their teaching ways?*" But as I engaged in this journey, I had an opportunity to re-examine my teaching so as to see how I was contributing to motivating or demotivating my learners. This journey has opened my eyes to many things regarding my teaching. It has made me to accept that I have my own shortcomings in the way that I teach, which could be resulting in my learners' low morale. However, through the engagement with my past and present experiences, I have managed to identify strengths and weaknesses in my teaching and to consider how I can move forward in the future.

As I began this self-study I anticipated that *Ubuntu* and SDT would guide me towards the relevant findings of this study. Therefore, I approached this study with a combination of both theories. The use of a shield metaphor helped me to bring the two theoretical

perspectives together. For me, the shield serves as a symbol of the protection of a Zulu warrior advancing forcefully in the battle. If I interpret this metaphorical explanation in relation to this study, I would relate the protection to *Ubuntu* while advancement resembles SDT. Therefore, this means that in order to have a spirit of moving forward you need to first feel safe. If we teachers show love and care to our learners they are likely to feel protected and then they should enjoy learning and hence the internal drive should develop.

Moving forward in the spirit of the shield

One lesson that I have learned from this study is that the metaphor of the shield (protection and advancement) forms a backbone of a teacher-learner relationship to cultivate intrinsic motivation. As a result of doing this study, I learned something from my grade 8 class about the need for us as teachers to show love and care to learners so that they can advance. This grade 8 class is a different class from grade 9 class that I chose to work with for this study. However, some of the things that have happened with my grade 8 class are also relevant to this study. This is the class that I have been given the responsibility to supervise. That supervision includes teaching, marking and keeping the attendance register, monitoring the cleaning of the classroom and compiling the learner progress reports at the end of each term.

In this class, a 14 year old boy told me that he was staying with his grandparents who were now chasing him away because they said he was troublesome. When I asked that boy about his mother, he said she had passed away years ago, and his father was in Johannesburg but he had never met him. In addition, a 12 year old girl learner in my class was absent from school for three consecutive days. When I asked about her whereabouts, a boy who was her neighbour told me that he had seen her uncle chasing her and her mother out of their house. A few days later, I was very disturbed by a 13 year old boy in my grade 8 class who had been absent for two consecutive days without notifying me as to what was happening. I became very emotional when he came back and, angrily, I asked him why he had been absent for two days. He told me that he could not come to school because there was no one to stay with his younger sibling because his mother was

sick and she was in hospital. Hence, through this self-study, I have realised that, to be able to deal with such cases and to help the learners to advance, I need to be empathetic, understanding and caring, which are all features of *Ubuntu*. Had I not become aware of the significance of *Ubuntu* for cultivating intrinsic motivation for learning, I do not think I would have been sympathetic or have even listened to these stories of my learners.

If love is characterised by care and sharing and yet we as teachers fail to take care of our learners' basic educational needs and claim our share in carrying their heavy loads of difficulties, then how can we expect our learners to be motivated? The Norms and Standards for Educators (Department of Education, 2000, p. 14) give us as teachers seven roles of a teacher and one of them is a "community, citizenship, and pastoral role". In this role, we are expected to adhere to the scholastic and psycho-social needs of students and our colleagues. Mitchell and Pithouse (2009, p. 107) suggest that responding to learner needs and barriers should not be a new concept for teachers. Likewise, Goldstein and Freedman (2003) share the same view as they claim that compassion is commonly thought to be the core of teaching. Through my self-study research I have begun to ask myself questions such as: "How are my learners feeling about this topic in Technology?" "How can I make this topic more interesting to my learners?" "How are my learners feeling about school and home?" If we as teachers fail to ask such questions, then our learners are likely to feel uncared for and through that we may demotivate them.

I have observed that we teachers sometimes end up having some topics that we like and some topics that we do not like, and my questions are: "What do we expect from our learners?" "Do we think they will enjoy sections that we teach only because we do not have a choice?" I think we teachers have a duty to show love for our learners and also to show love for the subjects that we teach so that our learners can learn from us that this section of Technology is enjoyable. As Froiland et al. (2012, p. 95) argue: "when teachers become more autonomy supportive and share their own passion for subject matter, they will not only enhance the intrinsic motivation of their students, but those inspired students will also spread their motivation to their peers in other classes".

Isenbarger and Zembylas (2006, p. 122) assert that caring teaching is when “the carer attends non-selectively for the cared-for”. Through recalling my own experiences of a caring learner-teacher relationship (see Chapter Three), I have also learned the value of caring for my learners. Rabin (2013) argues that for learners to understand care, teachers must establish caring relationships with their learners. Hence, I think that we as teachers need to look at our learners’ challenges in relation to our own experiences as learners. Through that we can find out how we managed to stay motivated in spite of such challenges and then we can be able to help our learners. However, this exercise requires us as teachers to thoroughly examine our past learning experiences as well as our current teaching practices and further develop ourselves to be able to cultivate intrinsic motivation for learning among our learners.

Through memory-work for self-study, I have also learned that our learners stay for a very long time with the impression that we pass to them through our teaching. Engaging with different people in the process of this study has been a learning curve for me. I began to notice something common in informal discussions I had with many different people of different ages who have had a chance of going to school. Sometimes I opened such discussions with no aim of generating data for this study; however I ended up learning something relevant to this study. Most of the time when I asked questions about their experiences at school, each of them had one or two important teachers to talk about: a teacher who is “my hero” or a teacher “that I hate, because he destroyed me” or both. The trend seemed to be that those who told me about hero teachers were those that seemed to be doing well in life because of their education. However, those that told me about teachers they hated tended to be the ones that were not working and had never finished school and were now dependent on alcohol or other substances. From this, I have become more aware that teachers continue to be very important in the lives of their learners long after they have left school.

As much as I would like to be remembered as a hero by all of my learners, practically it would be very hard to be a hero to all the learners that I have taught or will teach. However, I believe that through trying I can reduce the number of ex-learners that

become my enemies. For me, trying would mean that I begin by creating a loving and trusting relationship with my learners. If we teachers can be able to build such relationships, then our learners are likely to try by all means not to disappoint us.

Conclusion

In this chapter, I have reviewed my thesis and also presented my reflections about cultivating intrinsic motivation for learning Technology. I have further shared what I have learned in writing each chapter as I answered my three research questions.

In looking to the future, I will aim to provide care and support to my learners because I have learned that this is central to intrinsic motivation, especially when learners experience many demotivating factors in their daily lives. I will try to offer more acknowledgements of my learners' efforts in the process of learning. This can help to keep my learners motivated because, when they notice that I appreciate and value their efforts, they are likely to work hard to elicit such appreciation. I will further strengthen my friendship with my learners because I have learned that a positive relationship between a teacher and learners can lead to a common intrinsic motivation where a teacher feels motivated to teach the learners and, on the other hand, learners are motivated to learn from their teacher. That is because teacher and learners share a common vision. I will also make it a point that, in preparing my lessons, I will look for possibilities for using multiple teaching strategies, as well as adding game elements and fun into the lessons. I have learned that a lesson with some fun and game elements in it can enhance motivation for learning. Finally, I will not stop studying because I have learned that this can give me opportunities to better understand and respond to new challenges that I face as a teacher for the 21st century.

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APPENDIX A

131 Villa Coimbra
Hopewell Road
Pinetown
3600
13 August 2012

The Principal

-----High School

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Title of the study: Cultivating intrinsic motivation for learning Technology: A teacher's self-study.

This study will focus on my teaching of Technology to the school's Grade 9 students.

The purpose of the study is to explore how I, as a Technology teacher, can better cultivate intrinsic motivation in public secondary school. My aim is the development of strategies for the cultivation of internal drive among Technology learners particularly in our school context.

I am a student at the University of KwaZulu-Natal (UKZN), and this research form part of my Master of Education (M.Ed) study. The findings of the study will be used in my M.Ed thesis and any related publications and presentations.

This study is supervised by Dr Kathleen Pithouse-Morgan who is a senior lecturer at the school of Education, UKZN. Dr Pithouse-Morgan can be contacted telephonically at 031-260 3460.

In this study I will be the principal participant. I will use my daily teaching activities to gather information from grade 9b learners. I will use memory work self-study, collective self-study and arts based self-study methods. I will use learners' group discussions which will be audio recorded. Parents or guardians' permission will be requested for their children's or wards' participation in this study.

If I gain informed consent from participants' parents or guardians, I will use this data in a way that respects their dignity and privacy. Copies of their contributions will be securely stored and disposed of if no longer required for research purposes. Their names or any information that might identify them or the school will not be used in any presentation or publication that might come out of the study. They will be informed that they have no binding commitment to the study and may withdraw their consent, they will not be prejudiced in any way.

There are no direct benefits to participants from participating in the study. However, I hope that this study will make significant contribution to research on the development of strategies for cultivating intrinsic motivation among learners in our school.

If you have any question relating to the rights of research participants, you can contact Ms Phume Ximba in the University of KwaZulu-Natal Humanities and Social Science Research Ethics Office on 031-260 3587.

I here-by request a letter of permission from you to conduct this research at the school.

Thank you for your assistance.

Yours faithfully

Mr S.E Magubane

Cell: 079 29 66 483

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

Title of the study: *Cultivating intrinsic motivation for learning Technology: A teacher's self-study.*

I _____ here-by confirm that I understand the contents of this document and the nature of this study, and so consent for it to be conducted in the school.

I understand that participants are free to leave/withdraw from the study at any time if they want to, without any negative or undesirable consequences to themselves.

I consent to the following data collection activities (please tick):

	YES	NO
AUDIO-RECORDED GROUP DISCUSSION ACTIVITIES AND LEARNERS' CLASSWORK		
SCHOOL PHOTOGRAPHS		

SIGNATURE OF PRINCIPAL

DATE

APPENDIX B

131 Villa Coimbra
Hopewell Road
Pinetown
3600
13 August 2012

Dear Critical friend

REQUEST FOR CONSENT TO USE FINDINGS FROM DISCUSSIONS IN CRITICAL FRIENDS MEETING

Cultivating intrinsic motivation for learning Technology: A teacher's self-study.

The purpose of this study is to explore how I, as a Technology teacher, can better teach Technology in a public school. My aim is the development of strategies of cultivating intrinsic motivation in my school context.

This study is supervised by Dr Kathleen-Pithouse Morgan who is a senior lecturer in the School of Education, UKZN. Dr Pithouse –Morgan can be contacted telephonically at 031-2603460.

In this study, I will use the following method to gather information: group discussions with critical friends. The critical friends meetings will take place during our group M.Ed supervision meetings and will not require any additional time with you. I will take notes during the discussions and audio-record the discussions.

I hereby request permission from you to refer to our discussions of our critical friend's meetings in my study. I will only use this data if I receive written consent from you.

If I receive your consent, I will use this data in a way that respects your dignity and privacy. My notes on your inputs to the discussion will be securely stored and disposed of if no longer required for research purposes. Your name or any information that might identify you or your school will not be used in my presentation or publication that might come out of the study.

There are no direct benefits to participants from participating in this study. However, I hope that this study will make significant contribution to research on the development of strategies for cultivating intrinsic motivation among learners in our school.

I also wish to inform you that you have no binding commitment to the study and may withdraw your consent at any time if you feel the need to. If you withdraw your consent, you will not be prejudiced in any way.

If you have any question relating to the rights of research participants, you can contact Ms Phume Ximba in the University of KwaZulu-Natal Humanities and Social Science Research Ethics Office on 031-260 3587.

Thank you for your assistance.

Yours faithfully

Mr S.E Magubane

Cell: 079 2966 483

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

Title of the study: *Cultivating intrinsic motivation for learning Technology: A teacher’s self-study.*

I _____ here-by confirm that I understand the contents of this document and the nature of this study, and so consent to participate in the study.

I understand that I am free to leave/withdraw from the study at any time if I want to, without any negative or undesirable consequences to myself.

I consent to the following data collection activities (please tick):

	YES	NO
Audio recording of critical friends’ discussions		

SIGNATURE OF PARTICIPANT

DATE

APPENDIX C

131 Villa Coimbra
Hopewell Road
Pinetown
3600
05 July 2013

Dear FaceBook friend

REQUEST FOR CONSENT TO USE FINDINGS FROM DISCUSSIONS IN OUR FACEBOOK DISCUSSIONS

Cultivating intrinsic motivation for learning Technology: A teacher's self-study.

The purpose of this study is to explore how I, as a Technology teacher, can better teach Technology in a public school. My aim is the development of strategies of cultivating intrinsic motivation in my school context.

This study is supervised by Dr Kathleen-Pithouse Morgan who is a senior lecturer in the School of Education, UKZN. Dr Pithouse –Morgan can be contacted telephonically at 031-2603460.

In this study, I will use the following method to gather information: FaceBook conversations with FaceBook friends. I will make use of the comments that I find relevant to the study without disclosing any personal details.

I hereby request permission from you to refer to our discussions of our FaceBook dialogues in my study. I will only use this data if I receive written consent from you.

If I receive your consent, I will use this data in a way that respects your dignity and privacy. My notes on your inputs to the discussion will be securely stored and disposed of if no longer required for research purposes. Your name or any information that might identify you will not be used in my presentation or publication that might come out of the study.

There are no direct benefits to participants from participating in this study. However, I hope that this study will make significant contribution to research on the development of strategies for cultivating intrinsic motivation among learners in our school.

I also wish to inform you that you have no binding commitment to the study and may withdraw your consent at any time if you feel the need to. If you withdraw your consent, you will not be prejudiced in any way.

If you have any question relating to the rights of research participants, you can contact Ms Phume Ximba in the University of KwaZulu-Natal Humanities and Social Science Research Ethics Office on 031-260 3587.

Thank you for your assistance.

Yours faithfully

Mr S.E Magubane

Cell: 079 2966 483

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

Title of the study: *Cultivating intrinsic motivation for learning Technology: A teacher's self-study.*

I _____ here-by confirm that I understand the contents of this document and the nature of this study, and so consent to participate in the study.

I understand that I am free to leave/withdraw from the study at any time if I want to, without any negative or undesirable consequences to myself.

SIGNATURE OF PARTICIPANT

DATE

APPENDIX D

131 Villa Coimbra
Hopewell Road
Pinetown
3600
13 August 2012

Dear parent/guardian

REQUEST FOR CONSENT TO USE FINDINGS FROM YOUR CHILD'S/WARD'S CONTRIBUTION IN TECHNOLOGY LESSONS.

Title of the study: *Cultivating intrinsic motivation for learning Technology: A teacher's self-study.*

The purpose of this study is to explore how I, as a Technology teacher, can better teach Technology in a public school. My aim is the development of strategies of cultivating intrinsic motivation in my school context.

This study is supervised by Dr Kathleen-Pithouse Morgan who is a senior lecturer in the School of Education, UKZN. Dr Pithouse –Morgan can be contacted telephonically at 031-2603460.

In this study, data will be generated through daily classwork activities which will form part of the lessons that I use to teach Technology to learners. I will use learners' Technology interactions which will be audiotaped. Therefore, I hereby request permission from you to refer to your child's/ward's contribution in Technology lessons. I will only use this data if I receive written consent from you.

If I receive your consent, I will use this data in a way that respects your child's/ward's dignity and privacy. My notes and audio-recordings of his/her inputs will be securely

stored and disposed of if no longer required for research purposes. Your child's/ward's name or any information that might identify him or her will not be used in any presentation or publication that might come out of the study.

There are no direct benefits to your child/ward from participating in this study. However, I hope that this study will make significant contribution to research on the development of strategies for cultivating intrinsic motivation among learners in our school.

I also wish to inform you that you have no binding commitment to the study and may withdraw your consent at any time if you feel the need to. If you withdraw your consent, your child/ward will not be prejudiced in any way.

If you have any question relating to the rights of research participants, you can contact Ms Phume Ximba in the University of KwaZulu-Natal Humanities and Social Science Research Ethics Office on 031-260 3587.

Thank you for your assistance.

Yours faithfully

Mr S.E Magubane

Cell: 079 2966 483

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

Title of the study: *Cultivating intrinsic motivation for learning Technology: A teacher's self-study.*

I _____ here-by confirm that I understand the contents of this document and the nature of this study, and do consent for my child/ward to be involved in the research that will be conducted in the school during Technology lessons.

I understand that participants are free to leave/withdraw from the study at any time if they want to, without any negative or undesirable consequences to themselves. I also understand that I can withdraw my child/ward if I want to.

I consent to the following data collection activities (please tick):

	YES	NO
AUDIO-RECORDING TECHNOLOGY LESSONS		
CLASSWORK		

SIGNATURE OF PARENT OR GUARDIAN

DATE

APPENDIX E

131 Villa Coimbra
Hopewell Road
Pinetown
3600
13 August 2012

Dear friend

REQUEST FOR CONSENT TO USE FINDINGS FROM DISCUSSION OF OUR HIGH SCHOOL MEMORIES

Cultivating intrinsic motivation for learning Technology: A teacher's self-study.

The purpose of this study is to explore how I, as a Technology teacher, can better teach Technology in a public school. My aim is the development of strategies of cultivating intrinsic motivation in my school context.

This study is supervised by Dr Kathleen-Pithouse Morgan who is a senior lecturer in the School of Education, UKZN. Dr Pithouse –Morgan can be contacted telephonically at 031-2603460.

In this study, I will use the following method to gather information: group discussions with high school friends. We will have one meeting and thereafter I will not require any additional time with you. I will audio-record the discussion. I would also like to use high school photographs as data for the study.

I hereby request permission from you to refer to our discussion in my study. I will only use this data if I receive written consent from you.

If I receive your consent, I will use this data in a way that respects your dignity and privacy. My notes on your inputs to the discussion will be securely stored and disposed of if no longer required for research purposes. Your name or any information that might identify you will not be used in my presentation or publication that might come out of the study.

There are no direct benefits to participants from participating in this study. However, I hope that this study will make significant contribution to research on the development of strategies for cultivating intrinsic motivation among learners in our school.

I also wish to inform you that you have no binding commitment to the study and may withdraw your consent at any time if you feel the need to. If you withdraw your consent, you will not be prejudiced in any way.

If you have any question relating to the rights of research participants, you can contact Ms Phume Ximba in the University of KwaZulu-Natal Humanities and Social Science Research Ethics Office on 031-260 3587.

Thank you for your assistance.

Yours faithfully

Mr S.E Magubane

Cell: 079 2966 483

INFORMED CONSENT DOCUMENT TO CONDUCT RESEARCH

Title of the study: *Cultivating intrinsic motivation for learning Technology: A teacher's self-study.*

I _____ here-by confirm that I understand the contents of this document and the nature of this study, and so consent to participate in the study.

I understand that I am free to leave/withdraw from the study at any time if I want to, without any negative or undesirable consequences to myself.

I consent to the following data collection activities (please tick):

	YES	NO
Audio recording of high school friends' discussions		
High school photographs		

SIGNATURE OF PARTICIPANT

DATE