

TITLE

**A SELF REPORT PERSPECTIVE ON MOTIVATIONAL STYLES
OF OBE LEARNERS AT A PRIMARY SCHOOL IN KWAZULU
NATAL.**

Submitted as a dissertation component in partial fulfilment of the
requirements for the degree of Master of Education.

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DECLARATION

I hereby declare that the work presented in this mini dissertation is my own, and that reference to the work done by any other person has been duly acknowledged.

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ABSTRACT

The aim of the study was to gain an understanding of the motivational styles that learners display when engaging in their schoolwork. The study was conducted with 132 grade seven learners at a primary school in Kwa Zulu Natal. The five variables examined were extrinsic motivation, intrinsic motivation, attributions, self-efficacy, and self-regulation. Learners had to respond to a self-report questionnaire adapted from The Academic Self-Regulation Questionnaire (Ryan and Connell; 1989), and Morgan and Jinks Self-Efficacy Scale (Morgan and Jinks; 1999). Items were related to learner's involvement in classwork, homework, and participation in lessons, and based on the five motivational variables mentioned previously. The Likert Scale with response options of Very True, Sort of True, Not very True, and Not at all True were used. In favourable statements Very True was scored four, Sort of True three, Not very True two, and Not at all True one. The scoring was reversed in the case of reversed coding.. Emanating from the study, the findings reveal that learners reported doing their work for fear of punishment, and adherence to rules (extrinsic motivation), value their work (intrinsic motivation), have strong internal attributes (attribution), understand the work (self-efficacy beliefs), and can work on their own to achieve personal goals (self-regulation styles). The implications is that Curriculum 2005 may be having a positive effect in developing learners who are motivated to achieve academically.

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CHAPTER ONE: INTRODUCTION

In recent years, the education system in South Africa has undergone many changes. These changes have important implications for both educators, and learners. As a basis for these changes, the South African government has established the South African Qualifications Authority (SAQA), and given it responsibility for developing the National Qualifications Framework (NQF). One of the main objectives of the NQF is to create an integrated national framework for learning achievements, and to enhance the quality of education and training (Department of Education; 1997b). Therefore the NQF focused on the adoption of a new curriculum, Curriculum 2005, which revolves around the concept of Outcomes Based Education (OBE). One of the key objectives of OBE is to promote lifelong learning.

OBE is based on key outcomes or desired end results called critical outcomes. These critical outcomes describe the competencies that all learners should achieve so that they can be responsible, and productive members of society. In the OBE approach, all decisions about teaching are guided by four basic questions: What do we want learners to learn? Why do we want learners to learn these things? How can we help learners to learn these things? How will we know that learners have learned? In answering these questions, we should be guided by the general principles of OBE. The following selected principles are related to the study:

- ❖ Learners have different characteristics and dispositions that influence what, and how they learn.
- ❖ Learners are capable of achieving outcomes if they are given appropriate opportunities.
- ❖ Learners need to experience success in order to remain motivated to learn.
- ❖ Learning needs to be challenging in order to engage learners.
- ❖ Learners should be expected to take some responsibility for their learning. (Killen; 2000)

A Ministerial Committee reviewed Curriculum 2005, and its implementation in 2000. The Review Committee strengthened, and streamlined the curriculum. This resulted in a Revised National Curriculum Statement, and the development of critical, and developmental outcomes (Government Gazette; 2002). For the purpose of this study the following outcomes are important as they envisage learners who will be able to:

- Identify, and solve problems.
- Make decisions using critical, and creative thinking.
- Work effectively with others as members of a team, and group.
- Organize, and manage themselves, and their activities responsibly, and effectively.
- Reflect on, and explore a variety of strategies to learn more effectively.

Arising from the above, it is evident that in the changes that the education system has undergone, policy makers hold a new set of goals for learners. They are now required to be able, and willing to work autonomously, take responsibility for their learning, and develop strategies for lifelong learning. Furthermore, learners will have to guide, and direct their own learning programme. The aim of the study presented in this dissertation was to examine motivational styles of learners, that is, the type of motivation that propels them to engage in school activities. Specifically, do the motivational styles they use reflect the goals that OBE has for learners?

Killen (2000) points out that the central approach in OBE is learner-centeredness. The emphasis is on the learner's role in the learning process. Using this approach, the learning agenda is set but there is less direct control of what, and how learners learn. The educator is no longer a filter through which all information must pass before reaching the learner. Learners will learn things as a result of individual or group investigations.

In South African schools, by the year 2005 educators from grade R to grade nine would have been trained to be OBE facilitators. They are now required to help learners construct their knowledge rather than simply telling them things that they are expected to memorise. Being the head of department of the senior primary classes, and a grade seven OBE facilitator, I have made various observations about how children learn, and how facilitators teach in

our classes. There appears to be considerable diversity in terms of how motivated learners are in engaging in their lessons.

The following are some observations made by me in the classroom that have bearing on this study.

- ✓ There are learners who cannot work independently, complete given tasks on time, follow instructions, and put in very little effort to produce work of the required standard.
- ✓ It has been found that there are learners who constantly do not complete homework tasks, do not hand in activities on due dates, and pay very little attention to presentation and neatness.
- ✓ There are learners who take an active part in lessons, and there are those who have to be constantly encouraged to participate in discussions and activities.

I have gathered that at schools there is much emphasis on the delivery of the curriculum, and classroom management but very little attention is paid to investigating why learners behave, and act in a particular way. I have come to believe that in order for learners to successfully perform an act, besides having the necessary skills, and knowledge, they must be motivated to do so. Motivation plays an important part in the learning process because it contributes to the achievement of goals, and outcomes. Bearing this in mind, this study was undertaken to examine the nature of the motivational

styles of learners in grade seven. The information arising from this study may assist in creating awareness on how children learn, and how classroom environments can be changed to promote more effective learning.

The key question explored in this study was: What motivational styles do learners in grade seven display when engaging in their schoolwork? In order to address this key research question, the study will first explore the concept of motivation followed by a discussion on motivation theories that inform the study. The literature review will look at studies undertaken by researchers that have bearing on this study. Information on the types of motivational styles used by grade seven learners in a primary school will be gathered through the use of a questionnaire. Data will be captured, analysed, and discussed. Arising from the findings, conclusions will be drawn, and discussed.

CHAPTER TWO: PERSPECTIVES ON MOTIVATION AND LEARNING

2.1 Introduction

Motivation is one of the most important conditions for effective teaching that leads to successful learning. Research results show a positive relation between motivation, and scholastic achievement (Atkinson and Feather; 1966). With the changes that have taken place in education and to be confronted with diverse cultures in the classroom, the greatest challenge that faces the educator of today is how to help learners to want to learn, and to sustain this interest in learning. Muthukrishna (1998) argues that various factors influence learners developing an interest in, and putting effort into learning. The same applies to learners who avoid challenges, and withdraw when they encounter difficulties (Kruger and Adams; 1998).

The question that then arises is what motivates learners to learn. Therefore the aim of this chapter is to consider briefly the term motivation, discuss certain theories of motivation that inform the study, that is, self-efficacy, intrinsic motivation, extrinsic motivation, and attribution. This will be followed by an explanation of self-regulation as a motivational style.

2.2 Defining Motivation

The following are definitions of motivation gleaned from the works of various researchers, and they reflect the general consensus that motivation is an internal state that serves to activate behaviour, and give it direction. Eccles (2002) states that the Latin root for the word motivation is “movere” which means to move. The basic sense of the study of motivation is the study of action. Motivation is an internal state that activates behaviour, and gives it direction. Mwamwenda (1996) states that motivation is an explanation for the way a person behaves. It is an energiser or a driving force that causes an individual to engage in certain behaviour. Berliner (1992) explains motivation as what moves an individual from boredom to interest. Energy, and direction are at the centre of the concept of motivation.

Hurlock (1973) emphasises the purpose of motivation when she says that it provides the necessary drive, and enthusiasm in such a way that it leads to the realisation of self-appointed goals. Motivation is usually defined as an internal process that arouses guides, and maintains behaviour. When someone is motivated they are eager to initiate activities, willing to take risks, remain involved in a task, and show commitment (Kruger and Adams; 1998).

From the above definitions one can deduce the following common factors that can be viewed as elements of motivation:

- Motivation is an internal state that activates behaviour, and gives it direction.
- It is a desire or want that energises, and directs behaviour.
- Finally, it influences behaviour.

Bearing the above in mind, motivation can be viewed as an important condition for effective teaching, and learning because it includes factors that effect enhanced activity, and interest in the learning process, and direct action during it.

2.3 Examining Key Theories of Motivation

Belkin and Gray (1997) explain a learning theory as a set of interrelated principles that present a systematic view of learning based on empirical relations. One purpose of a learning theory is to predict, and explain the connection between learning environments, and learning outcomes. In this study, an attempt will be made to examine motivational theories that are focussed on expectations for success (self-efficacy), self-determination (with respect to intrinsic and extrinsic motivation), attributions, and those that explain self-regulation as a motivational style.

2.3.1 Self-efficacy

Bandura (1997) defined self-efficacy, as an individual's confidence in their ability to organise, and execute a given course of action to solve a problem

or accomplish a task. He further added that some people have a strong sense of self-efficacy while others do not; some have efficacy beliefs that can encompass many situations while others have narrow beliefs, and some believe that they are most efficacious even on the most difficult tasks while others believe that they are efficacious only on easy tasks. Tuckman (1988) defines self-efficacy as people's judgements of their own capabilities to engage in a course of action to achieve a desired outcome. In other words, it is a self-belief about how one can successfully deal with a situation, such as a test, an interview, or a contest. Self-efficacy effects task choice, effort, persistence, and achievement.

According to Eccles (2002), a distinction could be made between two kinds of expectancy beliefs, outcomes, and expectation. Outcome beliefs refer to beliefs that certain behaviours will lead to certain outcomes. Whereas expectation beliefs are beliefs about whether one can effectively perform the behaviours necessary to produce the outcomes. Thus, it is evident that both beliefs are different; on the one hand individuals believe that certain behaviour will produce a certain outcome (outcome expectation) but may not believe they can perform that behaviour (efficacy expectation). Self-efficacy influences several aspects of behaviour that are important to learning. These include choice of activities, effort, persistence and achievement.

Jinks and Morgan (1999) also emphasize the influence of self-efficacy on behaviour that are important to learning. Bandura (1977), and Schunk (1982) theorise about the significant impact that self-efficacy has on academic performance. Individuals develop particular beliefs about their ability to cope in situations. When these theories are applied to the study of children's beliefs about learning, it could be predicted that children with high academic self-efficacy beliefs would be most likely to achieve greater success. It is also noted that efficacy accounted for children's increased achievement, and also resulted in task persistence, and greater achievement. On the contrast, lower self-efficacy lead to less persistence, and lower achievement.

Tuckman (1988) in discussing the effects of self-efficacy predicts that people will avoid situations that they believe exceed their coping skills, and will get involved in situations that they believe themselves capable of handling. It is further stated by Bandura (1977) that the impact of self-efficacy depends on three characteristics of self-efficacy. They are, the magnitude or level of efficacy expectations or beliefs, the generality or breadth of the domain to which efficacy judgements applies, and the strength, that is, how strongly specific efficacy beliefs are held.

According to Tuckman (1988) self-efficacy beliefs have profound effect on learners. They are constantly assessed, and compared to one another.

Tuckman (1988) noted that good learners develop a strong sense of self-efficacy that leads to an increase in performance. Whereas low achievers, their self –efficacy judgements are undermined leading to low performance. This happens when classroom instruction requires the same level of teaching for everyone. Repeated failures of low achievers cause educators to be frustrated, and they also suffer losses in self-efficacy because they judge themselves as being unable to cope with the stresses, and demands of teaching. In order to experience success in the classroom, Tuckman (1988) suggests that educators should be encouraged to have learners engage in different activities, instruction should meet the needs of individual learner ability, use a co-operative rather than a competitive approach, and avoid comparing learners.

If the above principles were applied in the classroom, it would encourage learners to compare their progress to personal standards. This will produce perceived efficacy, and learning will not be dependent on the opinions of peers, and teachers.

Kruger and Adams (1998) further endorse the fact that efficacy judgements determine one's choice of learning activities, how much effort will be expended, and how long one will persist with difficult situations. Learners with strong efficacy beliefs participate more eagerly in learning tasks, exert

greater effort, and persist when faced with difficult tasks. They also think, and feel differently from those who feel inefficacious. They are able to shape their own future rather than being told how it should be done.

From the above discussion on self-efficacy, it is evident that one of the many reasons learners resist school activities is because they have low rather than high self-efficacy beliefs with regards to schoolwork. They will give up on tasks that they previously failed. A key to reverse this perspective is to get learners with low self-efficacy beliefs to put in more effort, to persist in tasks, to work to overcome difficulties, to take on challenges, and to develop an interest in their schoolwork. This might lead to the development of high self-efficacy beliefs. With an increase in self-efficacy, learners may increase their motivation for schoolwork.

2.3.2 Self-determination

According to Deci and Ryan (2000), self-determination theory focuses on the degree to which human behaviour is self-determined. It highlights the fact that a person engages in an activity out of choice. The basic assumption of the theory is that people are active with innate tendencies, and they strive towards growth, and development. In doing so they master challenges, and integrate their experiences. Grolnick, Kurowski and Gurland (1999) pointed out that the key concept of the theory is the self-initiation of a person's experiences. This theory describes basically two

types of motivational behaviour, that is,

- Intrinsically motivated behaviour that is characterised by internal prompting to engage in an activity. A person will engage in an activity or task out of pleasure, interest, and enjoyment.
- Extrinsically motivated behaviour involves engagement in an activity or task due to external prompting. It is undertaken to achieve rewards that are separate from the activity or task.

For the purpose of this study the above two motivational behaviours will be explored more fully.

2.3.2.1 *Intrinsic motivation*

Sprinthall and Sprinthall (1990) describe intrinsic motives as those that are satisfied by internal re-inforcers, and thus not dependent on external motives. They cite Jerome Bruner, a cognitive psychologist, as being convinced that learning will be far more long lasting when it arises as a result of intrinsic motives.

Ausubel (1968) states that a person who recognises the value of a task or an activity is interested in it, and is intrinsically motivated. The task or activity will be tackled, and undertaken without pressure or external threat. The theorist further maintains that the internal motives to learn was linked to cognitive drive, and he sees the development of intrinsic motivation as:

“ The most promising motivational strategy, which can be adopted.... In most instances of school learning, cognitive drive is also the only immediately relevant motivation.” (Ausubel; 1968: 446)

Kolesnik (1978) believes that external forces such as approval sometimes affect the intrinsically motivated person. He maintains that this external reward should not be of primary importance, the person should do well simply because “ he finds these activities interesting, enjoyable, and personally fulfilling. He neither wants, expects nor requires any external reinforcement for doing these things.” (Kolesnik; 1978; 181). The intrinsically motivated person recognises the value of the learning activity or task, and derives satisfaction from being involved in it.

2.3.2.2 Extrinsic motivation

In this instance, the motives for action to achieve a specific outcome are derived from a source outside a person. An extrinsically motivated person engages in an activity because someone or something else activates the person to do so (Kolesnik; 1978). At schools learners are exposed to extrinsic motivation such as receiving approval, and commendations from teachers. Ausubel (1968; 447) calls this “ the ego enhancing experience of success in school work. ” He strongly feels that it is better for learners to have an inner desire to do their best because they would realise the value of knowledge, and understanding.

Nevertheless, there are researchers who have contradictory views with regards to the value of external motivation. Deci (1975) considers external motivation to be valuable because of the reward that the person would receive on the completion of a task. A person may do a task or activity which he or she would not do otherwise. This may have a profound effect on the person that could result in the person eventually becoming intrinsically motivated. External motivation is also valuable in once off activities. Ausubel (1968) and Atkinson and Raynor (1974) also support the value of extrinsic motivation. They believe that learners will be motivated by positive feedback, and there are certain external incentives for every purposeful action. However, if external incentives were over-emphasised this would deprive the learner of accepting responsibility for their learning, and become dependent on the teachers for support and assistance.

It is clear from the above that both intrinsic, and extrinsic motivation can be of value to the learner. Taking this into consideration, both types of motivation should be balanced when getting learners to perform a task or activity. The type of motivation to be encouraged should depend on the situation and the person. For example, if a learner is not interested in an activity, external rewards can be used to get the person interested with a view of developing intrinsic motivation. Huit (2001) maintains that in the classroom intrinsic motivation should be used as much as possible while recognising that not all learners will be motivated. Extrinsic motivation will

work under the control of the teacher but outside that control, the learner may seize that behaviour, and operate on his or her own standards.

2.3.3 Attribution theory

Tuckman (1988) discusses attribution theory as proposed by Weiner (1972) where motivation is explained on the basis of perceived causes that a person might use to explain success or failure in a particular performance. Attribution theory is about casual inferences people make to explain their successes, and failures. Tuckman (1988; 299) cites Weiner (1972) as saying that “ people use the following casual attributes to explain their successes, and failures: ability, effort, task difficulty, luck, and help from others. ” In other words, if a person successfully accomplishes a task, the person may attribute this success to their ability, and the effort that was put in. However, if the person experienced failure, then the reason for this failure may be attributed to the fact that the task was very difficult.

Kruger and Adams (1998) add that there are many reasons or attributes that one can use to explain success and failure. A learner’s past experience in a performance in an activity can influence the attributes made. Attribution can be grouped along the three basic dimensions of locus, stability, and control ability. The locus refers to causes that can be classified as either external or internal. Internal attributes include the beliefs with respect to ability; skills or effort, and external attributes are beliefs of luck or

difficulty. If a learner uses internal attributes then the person will attribute failing a test, for example, to not studying hard enough or using the wrong learning strategies. Strong internal control will enable the learner to work harder for the next test. If there is external control, the learner will attribute failure to the test being difficult or just bad luck.

Stability dimension refers to the constancy or unchanging nature of a casual attribute. When a prior outcome is believed to be caused by a stable attribute such as ability then the outcomes that follow will be readily predicted to be the same (Tuckman; 1988). If for example a person does not win a chess contest today due too little ability, then the person would expect to lose the next day as well. The belief is that their ability would not change over a short space of time.

On the other hand, controllability refers to the extent that a casual attribute is within a person's control. If this exists then the person can change this casual attribute by choice. Tuckman (1988) states that only effort is controllable, and Clifford (1984) proposed the way something is done is a second controllable casual attribute.

Kruger and Adams (1998) point out that the three dimensions of attribution have an important influence on the level of success a person will expect when having to perform learning tasks. They cite Pint rich and Schunk

(1996) who explain that if learners attribute success on a task to a stable cause such as aptitude then he or she will expect to do well in future tasks. Contrary, if it is attributed to unstable causes such as luck or easier than normal test, then he or she will not automatically expect to repeat that success in future tests.

The above discussion on attribution offers an understanding of the dimensions that make up the theory. The casual attributes influence subsequent behaviour. Therefore, the task of a teacher in the classroom is not only to help learners to succeed but also help them to believe that it is their own effort, and ability that is the cause of the success.

2.3.4 Self-regulation

Theorists have also studied the links between motivation and the use of cognitive strategies. The focus of their attention is on how motivation gets translated into regulated behaviour. Zimmerman (2000) describes the direct link of motivation to self-regulation. According to Zimmerman, self-regulated individuals are metacognitively, motivationally, and behaviourally active in their learning processes and in achieving their own goals.

Various researchers have defined self-regulation. According to Paris and Winograd (2001), the term self-regulation became popular during the

1980's. The reason being it emphasised the responsibility of learners taking charge of their own learning. Tuckman (1988) simply defines self-regulation as the exercise of influence over one's own behaviour. This implies an individual's action is not only determined by external circumstances but also by self-directed capabilities that enables them to exercise some control over their thoughts, feelings, and actions. They are able to achieve for themselves. Zimmerman (2000) maintains that self-regulated learners can be described as being motivationally, and behaviourally active in their own learning processes in achieving their own goals.

As self-regulation gained popularity, new definitions began to evolve. Lapan, Kurdes and Turner (2002) cites Pintrich's definition which states that it is an active, constructive process whereby learners monitor, regulate, and control their cognition, motivation, and behaviour. Paris and Winograd (2001) outlines the characteristics of self-regulated learning as being:

- *Awareness of thinking*: In order to become self-regulated one should be able to monitor one's thinking habits. This is referred to as meta-cognition.
- *Use of strategies*: When learners are strategic, they consider options before choosing tactics to solve problems.

- *Sustained motivation*: Self-regulated learning involves motivational decisions about the outcome of a task, the degree of difficulty, the value of the task, and self-perceptions of learner's ability to complete the task.

Zimmerman (2002) looked at how the use of specific learning processes, level of self-awareness and motivational beliefs combine to produce self-regulated learning. This has been viewed in terms of three cyclical phases, namely:

- ✓ *Forethought Phase*: This phase is made up of two processes: task analysis, and self-motivation. Task analysis involves goal setting, and strategic planning. Self-motivation stems from a person's belief about having the capability, and ability to learn.
- ✓ *Performance Phase*: This evolves around two major classes: self-control, and self-observation. Self-control refers to the deployment of specific methods or strategies that were selected during the forethought phase. Self-observation refers to self-recording personal events to find the cause of these events.
- ✓ *Self-reflection Phase*: It encompasses two classes that of self-judgement, and self-reaction. One form of self-judgement is self-evaluation, and the other is attribution. Self-reaction involves feelings of self-satisfaction, and positive affect regarding one's performance.

This view of self-regulation is cyclical in that self-reflection from prior efforts to learn affects subsequent forethought processes.

Deci and Ryan (2000) as stated by Lapen, Kurdash and Turner (2002) describe four motivational types. Their difference lies in the extent to which regulation of an externally motivated behaviour is internalised.

These are as follows:

- ❖ *External regulatory styles* rely on external rewards, and punishment to motivate behaviour.
- ❖ *Introjected self-regulatory styles* rely on internal rewards, and punishment to motivate behaviour.
- ❖ *Identified self-regulatory styles* prevail when an activity is consciously valued, and is personally important.
- ❖ *Integrated self-regulatory styles* are developed when activities are more fully assimilated.

The following characteristics of a self-regulated learner were gathered from texts on self-regulated learning. Self-regulated learners in the main are:

- ❑ Self-starters who persist in their learning especially in the face of difficulty. (Paris and Winograd; 2001)
- ❑ Have strong self-efficacy beliefs, and strongly believe that they can master tasks. (Eccles; 2002)
- ❑ Confident, strategic, and can overcome obstacles when faced with a task or activity. (Zimmerman; 2000)

- Aware of their strengths, and weaknesses. (Lapen et al; 2002)
- Self-motivated, self-determined, and can monitor their own behaviour. (Eccles; 2002)
- Have clear plans for learning by setting goals, being organised, are in control, and have sound strategies. (Zimmerman; 2002)
- Able to monitor their behaviour judges its outcomes, and react to these in order to regulate what they do. (Butler; 2002)

However Lapen et al (2000) and Grolnick, Kurowski and Gurland (1999) point out that not all learners use effective learning strategies. The main reason being that they are not taught these strategies, which ones to use, and how and when to use them. For effective use, they must be motivated to apply them. They further add that recent studies have stressed the important role that motivation plays in children's learning, and success at school.

2.4 Summary

In discussing the above theories, and concepts the focus was on individuals' beliefs, values, and motivation. This assists in examining the reasons why individuals choose to do or not to do an activity, and also how their beliefs relate to achievement. It was also seen that in order to be a sound self-regulated learner one has to have strong positive self-efficacy beliefs, make attributions to assist learning, be intrinsically motivated to carry out tasks, self-monitor behaviour, and use strategic methods to learn. Motivation was seen as playing an important part in the learning process. This study examines the nature of the motivational styles that propel learners to undertake their school activities.

CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction

In recent years, there have been a number of studies undertaken to better understand the roles of motivation, and self-regulated behaviour for school achievement. The purpose of the literature review is to examine the results of these studies. With respect to each study, a brief overview will be provided, and the findings discussed. This would assist in linking these studies to the context of this dissertation. Much of the available literature comes from international contexts. It was difficult to locate local research or research in more developing contexts.

Linnenbrink and Pintrich's (2002) article, "Motivation as an Enabler for Academic Success" examines motivation as an academic enabler for school success. The authors conclude that motivation has different components, and the four key ones being self-efficacy, attributions, intrinsic motivation, and achievement goals. The following assumptions on motivation emanated from the study;

- Motivation is a dynamic, and multifaceted phenomenon. In other words students can be motivated in a number of ways. It is therefore important to understand how, and why students are motivated.
- Motivation is not a stable trait but is more situational, and

contextual. In other words motivation can vary depending on the situation, and contexts in the classroom, and school.

- Motivation is influenced by the individual's active regulation of his or her motivation, thinking, and behaviour. Students own thoughts about their motivation, and learning, play an important role in engaging in their school activities, and attaining achievement.

According to Linnenbrink and Pintrich (2002), students can be motivated in a number of ways, and it is important to understand how, and why students are motivated for school achievement. They maintain that there are theoretical reasons for student achievement. Their article focuses on three key motivational theories, namely, self-efficacy, attributions, and intrinsic motivation. For the purpose of this study, research studies on these motivational theories, extrinsic motivation, and self-regulation was examined more fully.

3.2 Self-Efficacy in the Classroom

Linnenbrink and Pintrich (2002) examined self-efficacy as an enabler for school success. The context of their study was in a junior high school in Michigan. Self-efficacy was assessed by using self-report questionnaires. Results revealed that self-efficacy is positively related to a number of outcomes such as choice, persistence, cognitive engagement, use of self-

regulatory strategies, and achievement. Emanating from these findings, it was found that self-efficacy promotes the use of self-regulation strategies meaning that students with high self-efficacy beliefs will be able to use appropriate study skills. These students are more likely to work harder, persist, and achieve at higher levels.

Recommendations made by the researchers, suggest that schools should develop positive self-efficacy beliefs in students for school learning, and achievement. The self-efficacy beliefs should match the student's skills or a little higher than actual skills. The researchers maintain that self-efficacy is fostered by providing opportunities for students to succeed on tasks within their capabilities, and through these experiences they will develop new capabilities and skills. However, educators need to be guarded against providing inaccurate or effusive praise as these may foster inaccurate beliefs in students about their capabilities. A variety of tasks in the classroom, and different forms of assessments may provide all students with opportunities to be successful, thus fostering self-efficacy among all students. (Linnenbrink and Pintrich; 2002)

Jinks and Morgan's (1999) study provides insight into children's perception of their own self-efficacy regarding academic performance. The aim of the study was to understand more about the relationship between student's self-efficacy beliefs, and academic performance. The study used the Morgan-

Jinks Student Self-Efficacy Scale (MJSES) that was designed to gain information about student's self-efficacy beliefs that might relate to school success. The MJSES included four sub-scales that of talent, effort, task difficulty, and context. All items were designed for a Likert Scale response. The four interval scales were "Really Agree," "Kind of Agree," Kind of Disagree," and "Really Disagree."

The study also made use of self-report as a variable. Students were asked what their last grades were in reading, mathematics, science, and social studies as reported on their last report card. The field-testing of the scale was done in three schools representing three very different demographic settings. The first school was in an urban setting, the second located in a suburban city, and the third in a small rural community. Results revealed that the differences among the schools resulted from the differences in the strength of responses. For example, one of the items on the MJSES was, "I go to a good school." Student response to this item varied significantly from one school to the next. All three groups perceived the intent of the items on the scale in the same way. The analysis was conducted to determine if the scale was correlated to the self-reported grades. Since the researchers interest was to understand more about the relationship between students self-efficacy beliefs, and their academic performance. The consequence was that they were moderately, and positively correlated.

Those who expressed higher self-efficacy beliefs also tended to report higher grades. The researchers concluded that efficacy contributed to achievement, and these beliefs are motivational in nature. These conclusions are similar to the study of Linnenbrink, and to what theorists said in chapter two.

3.3 Examining learner Attributions

Attribution theory focuses on attempts to understand why events occur, and this has become an important line of research. Much research on attribution related to student behaviour in academic settings, and this has furthered understanding of how attributions relate to learning in schools.

Morrison (1999) study aimed at establishing characteristics associated with the most successful, and least successful students. The subjects of the study were first year students at a private arts college. They were divided into two groups. One group was made up of students who received B plus or above in the first semester for English, and the other group comprised of students who received a C plus or below. The instrument used in the study was the College Student Inventory (CSI), and this was designed to assess student motivation. Analysis of the data revealed that 77% of the students attributed their achievement to their ability, effort, and persistence. These students were from the group that achieved B plus for English in the first semester. The majority of students in the other group responded that they

were not willing to invest time, energy, and effort to attain academic success. The conclusion drawn from this study indicates that the most successful students attribute their success to an internal locus of control, that is ability, and effort. (as pointed out on the discussion on Attribution theory in chapter two} The least successful students are characterised by passive learning styles because they are unwilling to invest time, and effort to achieve success. The study recommends that educators should assist students by helping them analyse the causes of their failures, and understand the vital role that efforts plays in academic success.

Linnenbrink and Pintrich (2002) study discussed in section 3.2 also examined attribution as an enabler of success. Their study points out the reasons why students succeed or fail. An item on the self-report questionnaire was: Why do you pass or fail a test? A number of participants indicated that they passed a test because of ability, and being well prepared for the test. Reasons given for failure ranged from lack of knowledge, test difficulty to being inadequately prepared. It suggests that success was attributed to stable internal factors such as ability, and effort. On the other hand, failure was attributed to unstable factors such as lack of effort, and ability. An interesting finding of the research was that children with learning disabilities also used similar attributes for success or failure. These findings coincide with the explanation given earlier on Weiner's Attribution Theory and the findings of Morrison's study. It was noted that

people use casual attributes to explain success or failure. Anderman and Midgley (1998) point out that learners who experience a history of success in a given area would persist in that area. Students' attributions for failure are also important influences on motivation. If they have a history of failure, it is particularly difficult for them to sustain the motivation to keep trying. It is therefore important for those concerned about students' performances to understand what students believe about the reasons for their poor performance.

Hufton, Elliot and Illushin (2002) reported studies conducted in three countries (England, United States of America and the Russian Federation) that examined educational motivation and engagement. Particular attention was paid to attitudes about schooling, self-evaluations of academic performances, patterns, and rate of work and reasons why education is important. The studies were conducted in primary, and secondary schools. Semi-structured interview schedules with the four key issues of satisfaction, effort attributes, peer influence and valuing of education were core aspects of many of the questions. Drawing from the results, and for the purpose of this study, findings on attributions will be explored. In all three countries the majority of pupils attached much importance to effort than ability as a means of achievement in school. However, there were differences in how much of effort is put in. Learners, for example, in Russia spend three hours or more on homework per night as compared with

learners from England who spent half that time on homework daily. With respect to learners from America, they spent the least time on homework. At all centres learners thought that effort would get them good grades. However, learners at all centres saw ability as something that could be developed by teaching. They felt that they could be taught at school on how to do well. Therefore, effort was viewed as the key to success. This view differs from the previous studies discussed where effort and ability was seen as being important for success. The researchers concluded that to increase learner motivation, and ultimately achievement, learners have to be convinced to apply because in that way they will produce gains that have both meaning, and value.

3.4 Intrinsic versus Extrinsic Motivation

Covington (2000) explored the nature of the relationship between intrinsic, and extrinsic motivation in schools. According to him, individuals are driven to undertake an activity for extrinsic reasons when they anticipate some type of reward, for example a gold star. These rewards are extrinsic because they are unrelated to the activity. By contrast, individuals are intrinsically motivated when they engage in activities for their own sake. They derive satisfaction from either learning something new, overcoming challenges or discovering things of interest. According to him intrinsically motivated students are more likely than extrinsically motivated students to employ deep processing study strategies in their work. Further, students

who for example strive to achieve high grades, in order to receive approval will value learning only to the extent that they achieve this reward. By contrast, those that are task orientated will value learning.

The concept of extrinsic motivation versus intrinsic motivation was further examined by the study of Linnenbrink and Pintrich (2002). Their research on intrinsic motivation focussed on two aspects, that of personal and situational interest. Personal interests reflect an individual's interest in a topic. It is thought to be stable over a period of time and it is what the individual prefers. Situational interest is based on features of the learning context, and that maybe short term or long lasting. Two important components of situational interest are that of catch and hold. Catch factors would stimulate students by the use of innovative or novel instruction methods. The hold factors empower students by making the content meaningful so that they will realise its usefulness. Important findings based on the study indicate that personal interests are positively associated with academic achievement, increased persistence, and attention. Situational interest enhances achievement by engaging students in the task or activity.

Poonam (1997) believes quite firmly that enhancing the intrinsic motivation of students can result in improved learning. Students who are intrinsically motivated persist with given tasks even though it maybe difficult, complete the activity, retain the concepts learned, and feel confident about tackling

unfamiliar learning situations. However, the key factors that motivate the individual to engage in a task are the level of interest, and the nature of the challenge. On the role of extrinsic motivation as a contributor to effective learning, Poonam (1997) points out that an individual is only motivated to undertake a task when he or she attains a reward or to avoid some punishment. Extrinsic motivation interferes with learning in that the individual may not retain concepts or skills. The study suggests that worthy rewards, and extrinsic motives can have a detrimental effect on the intrinsic motivation of a learner. If a learner is told that he or she will earn a desired reward for completing a task, that learner is less likely to tackle the same task when no incentive is offered. In a research study done by Karniol and Ross (1977) learners were offered rewards not relevant to their performance. They lost interest in the task even though they were successful at the same task on a previous attempt.

Contrary to the above view, Kruglanski (1975) found that tangible reinforcers associated with a task enhances intrinsic motivation. Positive feedback had been shown to enhance intrinsic motivation. This view is also supported by Covington (2000), who further states that tangible rewards increase learning especially if the task is seen as a chore or boring. There is also a body of research that has yielded mixed results. A reward in the form of praise was found to enhance the intrinsic motivation of boys but inhibit that of girls (Boggani, Main and Katz (1991)). The concluding remark

made by the researcher was that a student who has fear of failure is less likely to develop positive motivation to learn. Those concerned with the academic achievement of students should therefore develop effective intervention programmes.

3.5 The Role of Self-Regulation

Zimmerman (2002) states that self-regulation researchers have sought to understand how students self-regulate their academic studying. Research studies were conducted at public schools in the United States of America. The instruments used were self-report questionnaires, and observations. Studies have elucidated the nature, origins, and development of how learners regulate their learning processes. These studies have revealed that self-regulated processes contribute to academic achievement. According to Zimmerman (2002) contemporary research on self-regulated learning has revealed the following:

- ✓ Self-regulation of learning involves more than knowledge of a skill, it involves the self-awareness, self-motivation, and behavioural skill to implement the knowledge appropriately.
- ✓ It is not a personal trait that students possess or lack but it involves the use of selective processes that are personally adapted for each learning activity. These skills are mainly setting goals, adopting strategies to achieve these goals, monitoring progress, adjusting physical, and social contexts so that it is compatible with the goals,

- ✓ managing time effectively, self-evaluating methods, and adapting to new situations.
- ✓ Self-regulated learners have high self-efficacy beliefs, and intrinsic interests.

Bearing the above in mind Zimmerman (2002) concludes that motivation can be greatly enhanced if self-regulatory processes are used. Motivation does not stem from the task itself but rather from the use of self-regulatory processes. These findings strongly support the importance of the use of self-regulatory processes by students. Teachers should therefore, prepare students to learn on their own, and teach students study strategies.

Sharp, Pocklington and Weindling (2002) conducted a study with students, and staff in twelve secondary schools in England. These schools were situated in areas of high unemployment, and social disadvantage. Information for the study was gained by observing students, and interviewing teachers. The study explored why students joined study support groups, and how it is connected to self-regulation. The analysis of students' answers as to why they attended study groups revealed the following six main reasons:

- I enjoy going to study groups.
- I can get help with my learning.
- Disruptive students do not attend.

- There is a more relaxed atmosphere than in the normal classroom lessons.
- I can work with my friends.
- It is better than studying at home.

Students, and staff were asked in what way did study support groups contribute to learning. Their answers pointed out that it helped in acquiring knowledge, and skills, and also led to personal development. The researchers found a strong link between study groups, and self-regulation. Students' reflection on the benefits of study groups revealed their ability to achieve their own learning goals. Study groups encouraged them to be self-regulated because in self-regulation the students make personal choices, and take responsibility for their own learning.

3.6 Conclusion

Hidi and Harochiewicz (2000) states, that the most unresolved question in education is how to enhance the academic performance of learners. They attribute unsatisfactory academic performance to two explanations; they are lack of ability, and effort. According to them a number of factors contribute to learner's lack of effort. In the main they are: schoolwork can be too difficult or boring, educators at times are too demanding, and non-academic activities are preferred. However the absence of academic motivation, and the lack of interest may also be reasons for children neglecting their studies.

An examination of the research studies indicates the role of the different components of motivation has on academic performance. Motivation is of particular importance for successful learning to take place. The research studies demonstrated the importance of understanding how, and what individuals believe about the reasons for their academic performance, and engagement. It was also noted that the nature of motivation depended on the context of the learning environment. These factors need to be taken into consideration when attempting to enhance learner motivation. These studies revealed the role of self-efficacy beliefs, intrinsic/extrinsic motivation, attributions, and self-regulatory processes played in enhancing academic performance.

This knowledge was helpful to the present study as it sought to understand the motivational styles displayed by learners when they engage in school activities. The findings of the study would assist in fostering strategic, and motivated learners. Then learning at schools would be more authentic, more useful, and more contextualised. Learners will be more equipped to solve problems that they confront in, and beyond school.

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The research methodology is the approach used to explore the research question (Anderson; 1990). An important purpose of the study is to gain an understanding of the motivational styles of learners when they undertake school related activities. The findings should reveal learners perceptions of their self-efficacy in doing their schoolwork, whether they are extrinsically or intrinsically motivated, do they attribute their performance to their ability or lack of it, and the extent to which they are self-regulated. The study was conducted at a primary school in Kwa Zulu Natal. The primary sources of the data were grade seven learners who responded to a self-report questionnaire. A pilot study was conducted with grade six learners to test the questionnaire.

4.2 Context of Study

The research site for this study was a primary school with a learner population of 800 from grade R to seven. The name of the school is M L Sultan St Mary's Primary school, located in a suburb of Durban. The school's population comprises of 65% Black learners, 30% Indian learners, and 5% Coloured learners. The reason for the choice of this site is that I am a member of the staff of the school. This enabled me to get easy access to the school. Permission to conduct the study was sought from the principal of the school, and the School's Governing Body. Information was given on

the purpose of the study and its perceived contribution.

4.3 Sample

The participants in the study were grade seven learners. These learners were chosen because the researcher is a grade seven facilitator. This made it easy for me to gain access to them. All grade seven learners participated in the study, and in total there are 132 participants. A full explanation detailing the purpose of the study was given to learners. Thereafter permission was sought, and learners readily agreed to participate in the study. Learners were assured that confidentiality would be adhered to. This was done so that learners will be honest about their responses. A note was sent to all parents of participants informing them of the nature, and purpose of the study.

4.4 Research Instrument

The data collection instrument used in the study was a questionnaire. To assist in compiling the questions direction was sought from the Academic Self-Regulation Questionnaire (SRQ-A) (Ryan and Connell; 1989), and Morgan- Jinks Self-Efficacy Scale (MJSES) (1999). SRQ- A was developed to find out why children do their schoolwork. MJSES was developed to gain an insight into children's perceptions of their self-efficacy in the performance of academic activities. The questionnaire used in the study composed of questions related to learner's involvement in class work, homework, and participation in lessons. It was based on five scales,

that is, external motivation, intrinsic motivation, self-efficacy beliefs, attributions, and self-regulation. Questions on external motivation were intended to find out if learners are motivated to do their work because of an external force (e.g. I participate in lessons because I am asked to do so?). Intrinsic motivation would reveal if learners were motivated to do their work because they desire to do so (e.g. I do my class work because it is important to me?). Responses to the questions on attribution should reveal if learners attribute their performance to their ability or the lack of ability (e.g. I do my homework because I can cope with the work?). Lastly, questions on self-regulation was intended to find out the extent to which learners are self-regulated (e.g. I do my homework because I can work on my own?) It was hoped that the study would yield meaningful insight into what makes learners to undertake school activities.

The Likert scale was used, as respondents were asked to indicate the strength of agreement or disagreement regarding a series of statements (Cohen and Manion; 1984). Typical response options are strongly agree, agree, not sure, disagree, and strongly disagree (Keeves; 1988). For the purpose of this study, the response options were Very True, Sort of True, Not very True and Not at all True (adapted from SRQ-A). According to Keeves (1988) two types of statements appear on a Likert scale. The first one indicates a positive or favourable attitude, and the second a negative or unfavourable attitude. In a favourable statement five points can be assigned

to strongly agree, four to agree and so on. In an unfavourable statement the scoring is reversed, that is five points are awarded to strongly disagree, four to disagree and so on. Therefore in the study, the numerical value for Very True was four, Sort of True three, Not very True two, and Not at all True one. The scoring is reversed in the case of reversed coding. Four represents high motivation styles, three moderate, two low, and one very low. An example of the scoring is represented in the following table.

Table 1

	Very True	Sort of True	Not very True	Not at all True
I enjoy doing my class work.	4	3	2	1
I don't do all my homework because it is hard. (Reversed coding)	1	2	3	4

The questionnaire was piloted with the grade six learners. The instruction given on the questionnaire was: For each question, place a cross in one of the columns. It was found that learners placed crosses in more than one column. Therefore the instructions needed revision. On the final questionnaire the following instructions appeared: Read the questions carefully. Each question is followed by a set of possible answers. Consider each answer before putting a cross (X) in one of the columns.

4.5 Procedure

To gather the necessary data, a structured self-completion questionnaire was presented to learners. All questions were answered on the prepared questionnaire sheet. Instructions to answer the questionnaire appeared on the sheet, and in addition the researcher verbally brought the instructions to the participants' attention. I administered the questionnaire. Participants were comfortable because they knew me. No difficulties were encountered.

CHAPTER FIVE: PRESENTATION AND DISCUSSION OF FINDINGS

5.1 Introduction

The presentation of the results in this study will be in three sections. Firstly, learners' self-report on what motivates them to do their classwork, homework, and participate in class will be analysed. Secondly, descriptive statistics in the form of means and standard deviations will be presented to provide a picture of how learners responded to each of the five motivational variables: extrinsic motivation, intrinsic motivation, attributions, self-efficacy, and self-regulation. Thirdly, the relationship between responses on the five motivational variables was examined through correlation analyses.

5.2 Learners' Perceptions of what Motivates them to do their Schoolwork

Learners were required to respond to each item on a four point rating scale ranging from very true to not at all true. Table 1 provides frequency counts; that is, the number of learners who made a particular response, and the percentage of learners (out of the 132 in the sample) who responded in particular ways.

Table 1: Learners' self reports on what motivates them to perform in their classwork.

Table 1 indicates the extent to which learners are motivated to do their classwork.

Statements	Learner Responses							
	Very True		Sort of True		Not Very True		Not at all True	
	N	%	N	%	N	%	N	%
EXTERNAL MOTIVATION								
1. I do it because I don't want the teacher to scold me.	61	46.2	28	21.2	15	11.4	28	21.2
2. I have to do it because it is the rule in my class	83	62.9	28	21.2	13	9.8	8	6.1
INTRINSIC MOTIVATION								
3. Because I enjoy doing my work.	73	55.3	34	25.8	18	13.6	7	5.3
4. My class work is important to me.	105	79.5	13	9.8	7	5.3	7	5.3
ATTRIBUTIONS								
5. I do it because I know what to do.	43	32.6	56	42.4	26	19.7	7	5.3
6. I don't do all my work because I always get low marks	12	9.1	17	12.9	26	19.7	77	58.3
SELF-EFFICACY								
7. I do it because I can do every type of work.	23	17.4	64	48.5	35	26.5	10	7.6
8. I don't do all my work because I don't understand the work	10	7.6	34	25.8	42	31.8	46	34.8
SELF-REGULATION								
9. Because the work I do makes me want to find out more.	78	59.1	36	27.3	17	12.9	1	.8
10. I do it because I want to find out if I understand the work	85	64.4	36	27.3	10	7.6	1	.8

From the above table some of the key trends/patterns will be discussed.

79.5% of the learners strongly responded that their classwork is important to them. This indicates that they are interested in their work, and are therefore intrinsically motivated to do their work. A high percentage of learners, 62.9%, do their work because it is the rule in the class. These findings indicate that intrinsic and extrinsic motivation plays an important role in enabling learners to do their classwork. A significant number of

learners, 77 of the 132 (58.3%), responded not at all true to the item: I don't do all my work because I always get low marks. This indicates that learners are not deterred from doing their work because of getting low marks. They have strong internal attributes that enable them to engage in their work. 17.4% of learners responded that they are able to do their classwork because they can do every type of work.

The majority of learners are not confident about their ability to accomplish a task. This finding reveals that a low percentage of learners have high self-efficacy beliefs. Table 1 indicates that a high percentage of learners are self-regulated because they are able to work on their own to find out if they understand the work, and to find out more about the work at hand.

The study by Linnenbrink and Pintrich (2002) as reported in chapter three, made similar findings on intrinsic motivation as discussed above. Their findings revealed that personal interests are positively associated with academic achievement. If learners realise the usefulness of their work they will persist to achieve. Their study also suggests that learners who experience a history of failure would find it difficult to sustain the motivation to keep trying. This is in contradiction to the findings of the present study, where it was found that getting low marks is not a deterrent to learners accomplishing their work.

Table 2: Learners' self-reports on what motivates them to complete their homework.

Table 2 indicates to the extent to which learners are motivated to their homework.

Statements	Learner Responses							
	Very True		Sort of True		Not Very True		Not at all True	
	N	%	N	%	N	%	N	%
EXTERNAL MOTIVATION								
1. If I don't do it I will get into trouble.	97	73.5	15	11.4	8	6.1	12	9.1
2. Because that's what I am supposed to do.	87	65.9	34	25.8	6	4.5	5	3.8
INTRINSIC MOTIVATION								
3. I do it because I enjoy doing my work.	64	48.5	42	31.8	22	16.7	4	3.0
4. Because homework is important to me.	91	68.9	25	18.9	15	11.4	1	.8
ATTRIBUTIONS								
5. I do it because I can cope with the work.	55	41.7	47	35.6	22	16.7	8	6.1
6. I don't do it because the work is always difficult.	10	7.6	25	18.9	44	33.3	53	40.2
SELF-EFFICACY								
7. I do the work because I can do the hardest work.	20	15.2	49	37.1	46	34.8	17	12.9
8. I don't do all my work because the work is hard.	11	8.3	24	18.2	41	31.1	56	42.4
SELF-REGULATION								
9. I do it because I can work on my own.	60	45.5	50	37.9	19	14.4	3	2.3
10. Because I have enough time to check my work.	63	47.7	39	29.5	25	18.9	5	3.8

According to the table, a high percentage of learners: 73.5%, and 65.9% do their work because they fear getting into trouble, and because they are compelled to do it. This indicates that extrinsic motivation plays a significant role in enabling learners to do their homework. This table also reveals that learners value their homework: 68.9% strongly reported that homework is important to them. 41.7% of learners attribute doing their

work because they have the ability to cope with the work. Task difficulty as an attribute, does not deter 53 of the 132 sample from doing their homework. They will persist to do their work. Responses to the self-regulation questions indicate that learners are able to work on their own, and have time to check their work. This indicates the extent to which learners are self-regulated.

The present study indicated that learners undertake their homework because they fear getting into trouble. This is similar to what Poonam (1997) reported, that is, learners are motivated to undertake a task to avoid punishment. The study of Hufton, Elliot, and Illushin (2002), reported that learners in Russia valued their homework and spent a considerable time working on their own to complete homework activities. Learners in the present study also revealed that their homework was important and they are able to work on their own. Zimmerman (2002) reported that self-regulated learners are able to set goals, and learn on their own. The findings of the present study support this statement.

Table 3: Learners' self-reports on what motivates them to participate in lessons.

Table three indicates the extent to which learners are motivated to participate in lessons.

Statements	Learner Responses							
	Very True		Sort of True		Not Very True		Not at all True	
	N	%	N	%	N	%	N	%
EXTERNAL MOTIVATION								
1. Because I want the teacher to say nice things about me.	46	34.8	31	23.5	24	18.2	31	23.5
2. I participate because I am asked to do so.	50	37.9	25	18.9	23	17.4	34	25.8
INTRINSIC MOTIVATION								
3. Because I enjoy answering questions.	63	47.7	39	29.5	22	16.7	8	6.1
4. Because I am able to answer difficult questions.	30	22.7	43	32.6	48	36.4	11	8.3
ATTRIBUTIONS								
5. Because everyone listens to me.	30	22.7	40	30.3	39	29.5	23	17.4
6. I don't participate because others in my class do.	11	8.3	15	11.4	43	32.6	63	47.7
SELF-EFFICACY								
7. Because I understand the work.	66	50.0	56	42.4	7	5.3	3	2.3
8. I don't participate because I don't understand the work	10	7.6	22	16.7	40	30.3	60	45.5
SELF-REGULATION								
9. I participate to find out if I understand the work.	83	62.9	34	25.8	11	8.3	4	3.0
10. Because I like to find out more about the topic discussed.	87	65.9	35	26.5	9	6.8	1	.8

37.9% of learners participate in lessons because they are asked to do so.

This indicates that learners do not participate because they want to but rather an external factor is compelling them to do so. On the contrary, there are learners who reported that they enjoy answering questions (47.7%).

This indicates the extent to which learners are intrinsically motivated. 63 of the 132 learners reported not very true to the item: I don't participate

because others in my class do so. This indicates that learners don't attribute non-participation to external factors. 50% of learners have high self-efficacy beliefs. They participate in lessons because they have the ability to understand the work. It is interesting to note that learners participate in lessons to find out more about the topic discussed (65.9%). This reveals the extent to which learners are self regulated. They want to achieve personal goals.

Covington (2000) reported in his study that individuals are intrinsically motivated when they engage in activities for their own sake. They derive satisfaction from either learning something new and discovering things of interest. Similarly, in the present study, learners participate in lessons because they enjoy doing so and want to find out more.

5.3 Learner behaviour with respect to Extrinsic Motivation, Intrinsic Motivation, Attributions, Self-Efficacy, and Self-Regulation.

An analysis of learners reported behaviour with respect to each of the five motivational variables was conducted. Descriptive statistics (means and standard deviations) were used to quantify learner responses to each of the items on the questionnaire. The mean score values represent the average

Likert response across statements. These results examine the research question: What motivational styles do learners in grade seven display when engaging in lessons?

Table 4: Descriptive statistics for motivational styles displayed by Grade seven learners.

Extrinsic Motivation	Mean	SD
1. I do it because I don't want the teacher to scold me.	2.08	1.196
2. I have to do it because it is the rule in my class.	1.59	.899
3. If I don't do it I will get into trouble.	1.51	.961
4. Because that's what I am supposed to do.	1.46	.756
5. Because I want the teacher to say nice things about me.	2.30	1.178
6. I participate because I am asked to do so.	2.31	1.224
Intrinsic Motivation		
1. Because I enjoy doing my work.	3.31	.901
2. My class work is important to me.	3.64	.813
3. I do it because I enjoy doing my work.	3.26	.844
4. Because homework is important to me.	3.56	.723
5. Because I enjoy answering questions.	3.19	.926
6. Because I am able to answer difficult questions.	2.70	.916
Attributions		
1. I do it because I know what to do.	3.02	.860
2. I don't do all my work because I always get low marks.	3.27	1.005
3. I do it because I can cope with the work.	3.13	.903
4. I don't do it because the work is always difficult.	3.06	.947
5. Because everyone listens to me.	2.42	1.027
6. I don't participate because others in my class do.	3.20	.945
Self-Efficacy		
1. I do it because I can do every type of work.	2.76	.830
2. I don't do all my work because I don't understand the work.	2.94	.955
3. I do the work because I can do the hardest work.	2.55	.903
4. I don't do all my work because the work is hard.	3.08	.970
5. Because I understand the work.	3.40	.697
6. I don't participate because I don't understand the work.	3.14	.955

Self-Regulation

1. Because the work I do makes me want to find out more.	3.45	.745
2. I do it because I want to find out if I understand the work.	3.55	.669
3. I do it because I can work on my own.	3.27	.790
4. Because I have enough time to check my work.	3.21	.883
5. I participate to find out if I understand the work.	3.48	.776
6. Because I like to find out more about the topic discussed.	3.58	.65

With respect to extrinsic motivation, it is interesting to note that to a large extent that the means for each of the items suggest that learners are not driven by extrinsic factors in their performance at school. Some of the factors targeted were: teacher pressure, punishment, and adherence to rules. The item that had the highest score was, “ I participate because I am asked to do so, ” (M=2.31). Kolesnik (1978) reported that learners are exposed to external motivation at schools, and they engage in activities because someone or something activates them to do so. Poonam (1997) stated that learners would undertake a task to avoid punishment. The findings of the present study, is in contradiction to these statements because learners are not driven by external factors to undertake their schoolwork.

The results indicate that learners are relatively intrinsically motivated. The findings suggest that teaching styles may be encouraging learners to be intrinsically motivated. They reported that they enjoy doing their work, consider schoolwork important, and that they believe they have the ability to do well. This is encouraging and suggests that teachers need to build on these motivational styles. These findings are consistent to what Covington

(2000) pointed out, that is, intrinsically motivated individuals engage in activities for their own sake. Linnenbrink and Pintrich (2002) further added that personal interest reflects an individual's interest in a topic. This is positively associated with academic achievement, increased persistence and attention.

Examining the results for attribution, the findings reveal that the item that had the highest score was, " I don't do all my work because I always get low marks " (M=3.27). This could be attributed to task difficulty or lack of ability. Learners placed least emphasis on participating in lessons because everyone listens to them (M=2.42). This poses a bit of contradiction, as learners should consider this as an encouraging factor to make contributions to a lesson when others are listening to them. This would indicate that other learners value their contribution to the lesson. They reported that they are able to do their work because of their ability.

Tuckman (1988) stated that people make casual inferences about their successes or failures. Success is attributed to effort and ability, and failure to task difficulty or lack of ability. Morrison (1999) and Linnenbrink and Pintrich (2002) made similar remarks about attribution. The findings of this study reveal that learners perceive that they have the ability to undertake activities, and when they do not it is due lack of ability or task difficulty. The most reported item for self-efficacy was: " Because I understand the work " (M=3.40). Learners display that they have relatively high self-

efficacy beliefs about their ability. They reported that they able to do every type of work, could do the hardest work, and understand the work. This is encouraging as positive self-efficacy beliefs have been found to be positively linked to academic achievement (Jinks and Morgan: 1999). Linnenbrink and Pintrich (2002) pointed out that learners with high self-efficacy beliefs are more likely to work harder, persist, and achieve at higher levels.

The findings reveal that learners are relatively self-regulated. The most reported item being that they like to find out more about the topic discussed (M=3.58), and the least reported was that they have enough time to check their work (M=3.21). Learners need to be encouraged to check their work so as to achieve at higher levels. This supported by Zimmerman (2000) and Eccles (2002) who pointed out that self-regulated learners take responsibility for achieving academically, are able to monitor their behaviour, can master tasks, are confident, and self-motivated.

5.4 Relationship between Learners' Attribution, Self-Efficacy, Self-Regulation, Intrinsic, and Extrinsic Motivation.

Correlation analyses were conducted to explore the relationship between the five motivational factors to which learners responded.

Table 5: Relationship between the five motivational factors.

		External Motivation	Intrinsic Motivation	Attribution	Self-Efficacy	Self-Regulation
External Motivation	Pearson Correlation Sig. (2-tailed) N					
Intrinsic Motivation	Pearson Correlation Sig. (2-tailed) N	.123 .160 132				
Attribution	Pearson Correlation Sig. (2-tailed) N	.231** .008 132	.293** .001 132			
Self-Efficacy	Pearson Correlation Sig. (2-tailed) N	.093 .288 132	.293** .001 132	.589** .000 132		
Self-Regulation	Pearson Correlation Sig. (2-tailed) N	.053 .548 132	.627** .000 132	.469** .000 132	.481** .000 132	

Table 5 shows exemplary correlations between the motivational factors. In consistent ways, self-regulation correlated positively with intrinsic motivation, attributions, and self-efficacy. These findings suggest that intrinsic motivation, attributions, and self-efficacy foster learners' self-regulation. The study of Zimmerman (2002) has shown that self-regulated learners have high self-efficacy beliefs and intrinsic interest. There is a significant positive correlation between attribution, extrinsic motivation, and intrinsic motivation. This is evident when 77 of 132 samples responded not at all true to the item: "I don't do all my work because I always get low

marks,” and 56 learners responded sort of true to the item, “ I do it because I know what to do. ” This finding suggests that learners persist in doing their work although they get low marks. This poses a contradiction, as it is not what one would expect, and Anderman and Midgley (1998) pointed out that learners who experience a history of difficulty would find it difficult to keep trying to do their work. Learners attributed doing their work to their ability, and this indicates that they have strong internal control (Kruger and Adams: 1998).

The findings presented in this study imply that learners value their work, believe that they have the ability to cope with the work, and want to learn more to achieve personal goals. This demonstrates that the motivational styles explored in this study encourage learners to engage in their schoolwork.

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CHAPTER SIX: CONCLUSION AND IMPLICATIONS

The purpose of this study was to provide an understanding of the motivational styles that are displayed by grade seven learners when they engage in their schoolwork, homework, and participation in lessons. The motivational styles examined were extrinsic motivation, intrinsic motivation, attributions, self-efficacy, and self-regulation. Emanating from the study the following findings are highlighted:

- The extrinsic factors motivating learners in their performance were: teacher pressure, fear of punishment and adherence to rules.
- It is encouraging to note that learners are intrinsically motivated, as they reported that they enjoy doing their work and consider schoolwork important.
- Learners have strong internal attributes because they revealed that they have the ability to cope with their work, and difficulty is not a deterrent.
- Self-efficacy beliefs are moderately high because they understand the work given, and attempt even the hardest work.
- It is evident learners are self-regulated as they reported that they are able to work on their own, and they value finding out more about topics discussed in class.

The implication of these findings suggests that learners are positively motivated to engage in their schoolwork. It suggests further that Curriculum 2005 may be having a positive effect in developing learners who are motivated to achieve academically. Curriculum 2005 encourages learners to take an active role in the learning process, learn through investigation, and to work autonomously. The results of the study demonstrate that the motivational styles used by the learners reflect the goals that Outcomes Based Education has for learners.

Finally, self-reports do have their limitations. Learners' responses to the self-report items may not be a true reflection of their behaviours. The responses could be what learners perceive they are capable of, and learners could have reported what they thought the researcher expected. This is endorsed by Keeves (1988) who states that self-report questionnaires allows for such an occurrence.

It is therefore recommended that for future research, self-report questionnaires be used together with an analysis of learners' last report cards, and self-reports from educators to gain a clearer understanding of learners' motivational styles. These measures would validate results from the self-report questionnaires. This study could have been enhanced and an interesting perspective achieved if the data were analysed by gender.

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APPENDIX 1

QUESTIONNAIRE

Instructions: Read the questions carefully.

Each question is followed by a set of possible answers.

Consider each answer before putting a cross (X) in one of the columns.

FOR EXAMPLE:

	Very True	Sort of True	Not Very True	Not at all True
I try to do well in school because the teachers think that I am a good pupil.				X
I like to come to school because it is fun.	X			

A. Why do I work on my Classwork?	Very True	Sort of True	Not Very True	Not at all True
1. I do it because I don't want the teacher to scold me.				
2. I have to do it because it is the rule in my class				
3. Because I enjoy doing my work.				
4. My class work is important to me.				
5. I do it because I know what to do.				
6. I don't do all my work because I always get low marks				
7. I do it because I can do every type of work.				
8. I don't do all my work because I don't understand the work				
9. Because the work I do makes me want to find out more.				
10. I do it because I want to find out if I understand the work				

B. Why do I do my homework?	Very True	Sort of True	Not Very True	Not at all True
11. If I don't do it I will get into trouble.				
12. Because that's what I am supposed to do.				
13. I do it because I enjoy doing my work.				
14. Because homework is important to me.				
15. I do it because I can cope with the work				
16. I don't do it because the work is always difficult.				
17. I do the work because I can do the hardest work.				
18. I don't do all my work because the work is hard.				
19. I do it because I can work on my own.				
20. Because I have enough time to check my work.				

C. Why do I participate in lessons?	Very True	Sort of True	Not Very True	Not at all True
21. Because I want the teacher to say nice things about me.				
22. I participate because I am asked to do so.				
23. Because I enjoy answering questions				
24. Because I am able to answer difficult questions.				
25. Because everyone listens to me.				
26. I don't participate because others in my class do.				
27. Because I understand the work.				
28. I don't participate because I don't understand the work				
29. I participate to find out if I understand the work.				
30. Because I like to find out more about the topic discussed.				

Listed below are the item numbers associated with each of the subscales.

External Motivation	1, 2, 11, 12, 21, 22
Intrinsic Motivation	3, 4, 13, 14, 23, 24
Attributions	5, 6, 15, 16, 25, 26
Self-Efficacy	7, 8, 17, 18, 27, 28
Self-Regulated Styles	9, 10, 19, 20, 29, 30