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DECLARATION

I, **Chanda Lazarous**, do hereby declare that this dissertation is my own work and that it has never been submitted by anyone at this institution or any other University.

Signature:

Date:.....

DEDICATION

This piece of work is a special dedication to my wife Chanda Mutale Mildred and my children; Dennis, Vanessa, Dyness, Dianny and Clement.

CERTIFICATE OF APPROVAL

This dissertation by **Chanda Lazarous** is approved as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Educational Psychology of the University of Zambia.

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TABLE OF CONTENTS

Contents	Page
Copyright.....	i
Author's declaration.....	ii
Dedication.....	iii
Approval.....	iv
Acknowledgement.....	v
Table of contents.....	vi
List of Tables.....	xiv
List of figures.....	xv
Acronyms.....	xvi
Abstract.....	xvii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Overview.....	1
1.2 Background of the study.....	1
1.3 Statement of the problem.....	3
1.4 Purpose of the study.....	3
1.5 General objective.....	4
1.6 Specific objectives.....	4
1.7 Research questions.....	4

1.8 Significance of the study.....	4
1.9 Limitations of the study.....	5
10 Delimitation of the study.....	5
11. Operational definitions.....	5
1.12 Theoretical Framework.....	6
1.13 Summary.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Overview.....	8
2.2 Incentives and rewards as a model of motivation.....	8
2.3 Subject matter as a motivator.....	11
2.4 Feedback as a model of motivation.....	12
2.5 Intrinsic and extrinsic motivation.....	13
2.6 Social environment as a motivator.....	15
2.7 Teacher behaviour as a model of motivation.....	17
2.8 Summary.....	19
CHAPTER THREE: METHODOLOGY.....	20
3.1 Overview.....	20
3.2 Study area.....	20
3.3 Research design.....	20
3.4 Target population.....	20
3.5 Sample size.....	21

3.6 Sampling procedure for determining participating schools.....	22
3.7 Sampling procedure for selecting respondents.....	22
3.8 Research instruments.....	24
3.9 Variability and reliability of research instruments.....	25
3.10 Data collection procedures.....	26
3.11 Data cleaning.....	28
3.12 Data analysis.....	28
3.13 Ethical Considerations.....	28
3.14 Summary.....	29
 CHAPTER FOUR: PRESENTATION OF STUDY FINDINGS.....	31
4.1 Overview.....	31
4.2 What factors do teachers perceive as motivators in a classroom environment?	31
4.2.1 Whether teachers were a source of learner's motivation.....	32
4.2.2 Whether Subjects offered in classrooms motivated all learners.....	33
4.2.3 Whether teacher's teaching styles enhanced motivation in learners.....	34
4.2.4 Whether rewards are a source of learners' motivation in the classroom.....	35
4.2.5 Whether good teacher- pupil relationship motivated learners in the classroom.....	36
4.2.6 Whether punishment motivates learners in a classroom.....	37
4.2.7 Whether teacher knowledge of subject matter motivates learners in the classroom...	38
4.2.8 Whether the home environment contributed to learners' motivation.....	39
4.2.9 Whether pupils in the classroom were motivated by their career choices.....	40

4.2.10 Whether nature of the physical environment such as furniture motivates learners...	41
4.2.11 Whether classroom rules help in motivating pupils to learn in a classroom.....	42
4.3 Other factors teachers perceived as motivators in a classroom.....	43
4.3.1 Knowledge of results.....	43
4.3.2 Teachers' teaching styles.....	43
4.3.3 Motivation talks.....	43
4.3.4 Teaching and learning materials.....	43
4.3.5 Teacher behaviour.....	44
4.4 What factors do pupils perceive as motivators in a classroom setting?.....	44
4.4.1 Rewards and positive teacher comments.....	44
4.4.2 Family economic status.....	45
4.4.3 Subject of interest.....	45
4.4.4 School and individual pupil performance.....	46
4.4.5 Successful people in life /role models.....	46
4.4.6 Teachers' teaching methods.....	46
4.4.7 Institutions of higher learning.....	47
4.4.8 Career choice.....	47
4.4.9 Knowledge of results.....	47
4.4.10 Teacher knowledge of the subject matter.....	48
4.4.11 Good teacher-pupil relationship.....	48
4.4.12. Learning materials/equipment.....	49
4.4.13 Parental status.....	49

4.4.14 Home environment.....	49
4.4.15 Field trips.....	49
4.4.16 Examinations and tests.....	50
4.5 Are there similarities and differences in teachers' and pupils' perceptions of factors that motivate learners in a classroom?.....	50
(a) Similarities.....	50
4.5.1 Rewards and positive teacher comments.....	50
4.5.2 Knowledge of results.....	50
4.5.3 Teaching and learning materials or equipment.....	51
4.5.4 Teachers' teaching styles.....	51
4.5.5 Teacher knowledge of the subject matter.....	51
4.5.6 Subjects of Interest.....	52
4.5.7 Home environment.....	52
4.5.8 Motivation talks.....	52
4.5.9 Career choices.....	53
4.5.10 Good teacher-pupil relationship.....	53
(b) Differences.....	53
4.5.1 Punishment.....	53
4.5.2 Classroom rules.....	54
4.5.3 Institution of higher learning.....	54
4.5.4 Family economic status.....	54
4.5.5 Successful people or role models.....	55

4.5.6 Examinations and tests.....	55
4.5.7 Parental status.....	55
4.5 What do teachers’ and pupils’ perceive as possible factors which can increase learners’ motivation in a classroom?.....	56
4.6 Summary.....	57
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	58
5.1 Overview.....	58
5.2 Teachers’ and pupils’ perceptions of factors that motivate learners in a classroom.....	58
5.2.1 Teacher as a source of learners’ motivation.....	58
5.2.2 Subject offered in classrooms.....	58
5.2.3 Teachers’ teaching styles.....	59
5.2.4 Rewards.....	60
5.2.5 Good teacher-pupil relationship.....	61
5.2.6 Teacher knowledge of the subject matter.....	62
5.2.7 Home environment as an agent of Motivation.....	63
5.2.8 Career choices.....	64
5.2.9 Knowledge of results.....	65
5.2.10 Motivation talks.....	66
5.2.11 Field Trips.....	66
5.2.12 Teaching and Learning Materials.....	67
5.2.13 Teacher behaviour.....	67
5.2.14 Punishment.....	68

5.2.15 Family economic Status.....	69
5.2.16 Parental status.....	70
5.2.17 Institution of higher learning.....	70
5.2.18 Examinations and tests.....	71
5.2.19 Classroom rules.....	71
5.2.20 Physical environment.....	72
5.2.21 Successful people in life or role models.....	73
5.3 What do teachers and pupils perceive as possible factors which can increase learners' motivation in a classroom?.....	74
5.4 Summary.....	75
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS.....	76
6.1 Overview.....	76
6.2 Conclusion.....	76
6.3 Recommendations.....	78
6.3.5 Recommendations for the future study.....	79
REFERENCES.....	80
APPENDICES.....	85
Appendix 1.....	85
Appendix 2.....	86
Appendix 3.....	93
Appendix 4.....	94
Appendix 5.....	95

LIST OF TABLES

Table 1: Teacher's professional qualifications and work experience.....	22
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LIST OF FIGURES

Figure1: Distribution of how respondents defined the term motivation.....	31
Figure 2: Teachers are a source of learner's motivation.....	32
Figure 3: Subjects offered in classrooms motivated all learners.....	33
Figure 4: Teacher's teaching styles enhanced motivation in learners.....	34
Figure 5: Rewards are a source of learners' motivation in the classroom.....	35
Figure 6: Good teacher- pupil relationship motivates learners.....	36
Figure 7: Punishment motivates learners in a classroom.....	37
Figure 8: Teacher knowledge of subject matter motivates learners in the classroom.....	38
Figure 9: Home environment contributed to learners' motivation in a classroom.....	39
Figure 10: Pupils in the classroom were motivated by career choices.....	40
Figure 11: Nature of the physical environment motivates learners.....	41
Figure 12: Classroom rules motivate learners in the classroom.....	42

ACRONYMS

M.O.E Ministry of Education

P.T.A Parent Teachers' Association

ABSTRACT

Motivation is a fundamental factor that reinforces and regulates the learners' interest to engage in learning. However, motivation of the learners in a classroom has different perceptions from both teachers' and pupils' perspective. Although there is a general view that a teacher is the source of motivation that stimulates learners to engage in learning, little seems to be known whether what teachers perceive as factors that motivate learners in a classroom are also perceived by pupils as motivators. Hence, the problem is that what do teachers and pupils perceive as motivators? The objective of the study was to establish from selected teachers and pupils their perceptions of factors that motivate learners in a classroom in selected high schools in Kasama District.

The study employed a descriptive survey design. The study population was all teachers and pupils in selected high schools in Kasama District. The sample size comprised one hundred sixty respondents. The simple random and purposive sampling techniques were used to select teacher and pupil respondents respectively. The study used a questionnaire and an interview guide to collect data. Both quantitative and qualitative techniques were employed in data analysis. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS), while the qualitative data was analysed by coding and grouping the most significant sets of emerging themes.

The emerging overall conclusion from the findings and experiences noted is that there were some similarities and differences in what teachers' and pupils' perceived as motivators in the classroom. Both pupils and teachers perceived the following as factors that stimulate learners in a classroom: rewards, career choices, motivation talks, knowledge of results, subjects of interest, teacher's knowledge of the subject, good teacher-pupil relationship, teaching styles and home environment

The following are possible recommendations for this study: (i) The research should be extended to other provinces to confirm if the conclusion of the study may be the true reflection of what is prevailing on the ground country wide. (ii) The study showed that there were differences in what teachers and pupils perceived as motivators in a classroom. Therefore, the Ministry of Education should take up possible strategies and procedures in narrowing the gap in the identified

differences. (iii) The government should introduce scholarships for pupils when they complete school as a technique of enhancing their motivation in a classroom.