

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter comprises the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, operational definitions and the theoretical framework that guided the study.

1.2 Background of the study

Motivation is generally perceived as an important ingredient that reinforces and regulates successful occurrence of the teaching and learning process in a classroom setting. A teacher may be very competent with the subject matter and poses the much needed learning theories but if motivation is not appropriately provided, learners may not adequately benefit from the learning climate (Munsaka, 2011). Therefore, it is worth noting that motivation is a significant factor in the meaningful delivery of desired material to learners in a classroom environment.

Despite the divergent meanings the concept has acquired, several common themes underlie most definitions. Robbins and Judge (2007:186), provide the definition of motivation as, “the process that accounts for an individual’s intensity, direction and persistence of effort towards attaining a goal”. Kleinginna (1981) defines motivation as an inner condition that generally arouses us to action, energises and sustains certain behaviour and directs it towards the achievement of an individual’s goal. It is the case therefore that motivation is fostered by both internal and external factors surrounding a learner. The teacher is core in creating conditions that promote pupil motivation to learn or not to learn the intended material in a classroom situation.

A significant argument which one might ask is not usually whether learners are motivated, but what are they motivated by? Other recent fundamental questions to support this notion have also come from Munsaka (2011: 63); why do people differ in the way they choose what to focus on?, Why is it that some people begin working on a task they have been

assigned to perform right away, while others will continue putting the same task off and why do certain people enjoy themselves as they proceed with accomplishing their tasks, while others endure their tasks? Myers (1996) further asks a question, why despite similar potentials, does one person become more motivated to achieve than another? In order to provide the answers to the above questions, research evidence was necessary to explore teachers' and pupils' perceptions of factors that motivate learners in a classroom. In addition, the study aimed at establishing whether the perceptions of the two categories of people complement each other.

With regard to teachers' perceptions of learners' motivational factors, Kimaro (1981) confirms that in Tanzanian primary schools, teachers present the subject matter based on their personal perceptions and that of the Ministry of Education. Consequently, they ignore the needs and certain interests of the pupils. The above statement further generated the interest to conduct the study from a Zambian perspective to ascertain the prevailing status on teachers' and pupils' perceptions of factors that motivate learners in a classroom situation.

It is important to note that the level of motivation varies between individual learners and within individual learners at different times. Thus, individuals differ in their basic motivational drives. In line with this phenomenon, a research by Sampa (2005) in Luanshya yielded a finding that some anxious pupils stay away from school on the day of the test when the teacher announces the test in advance. This also, poses a big question on what really motivates pupils.

In addition, it was necessary to investigate if there were similarities and differences in the perceptions of teachers and pupils towards factors that motivate learners in a classroom. Good (1990) states that for a teacher to be competent and comfortable in a classroom, he or she needs to be conversant with how low motivation takes place. Nevertheless, one will hope that teachers should not be the cause for reducing pupils' natural motivation to learn. There was every reason therefore, to establish teachers' individual perception of what motivates learners and the differences they take to their classroom environment. It is also essential to learn that discovering how to motivate pupils may require teachers to change

their existing perceptions on the nature and value of motivation procedures they usually engage in.

It was further imperative to find out whether learners are motivated by only what the teacher does or there were other compounding factors that influenced the learners' motivation to learn the intended material in a classroom environment. As has Dembo (1994), argues that one cannot move up to upper levels of hierarchy of needs if the motives at the lower stage are not available, the physiological needs which are food, water, sleep, physical and emotional security have to be satisfied first. Despite this view which sounds positive and in most cases demonstrates research findings from the western world, a local study was of great value to explore more on what teachers and pupils perceived as factors that motivated learners in a classroom.

1.3 Statement of the problem

The learners' motivation is an important fundamental aspect that reinforces and regulates the teaching and learning process. Arlin (2004) confirms that learners' motivation may be influenced by both internal and external factors that can start, sustain, intensify or discourage behaviour.

However, motivation has different perceptions from both teachers' and the pupils' perspective. Although there is a general view that a teacher is the source of motivation that stimulates pupils 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 factors that motivate learners in a classroom environment?

1.4 Purpose of the study

The purpose of the study was to investigate teachers' and pupils' perceptions of factors that motivate learners in a classroom in selected high schools in Kasama District of Northern Province.

1.5 General objective

The general objective of this study was to establish teachers' and pupils' perceptions of factors that motivate learners in a classroom situation.

1.6 Specific objectives

The study intended to address the following specific objectives:

1. To establish the factors that teachers perceive as motivators in a classroom environment.
2. To determine the factors that pupils perceive as motivators in a classroom environment.
3. To identify similarities and differences in teachers' and pupils' perceptions of factors that motivate learners in a classroom.
4. To determine what teachers and pupils perceive as possible factors which can increase learners' motivation in a classroom.

1.7 Research questions

The study was guided by the following research questions:

1. What factors do teachers perceive as motivators in a classroom environment?
2. What factors do pupils perceive as motivators in a classroom setting?
3. Are there similarities and differences in teachers' and pupils' perceptions of factors that motivate learners in a classroom?
4. What do teachers and pupils perceive as possible factors which can increase learners' motivation in a classroom?

1.8 Significance of the study

The study explored teachers' and pupils' perception of factors that motivate learners in a classroom environment. It is hoped that the findings may give awareness to the teachers on pupils' perceptions of classroom motivators and make them identify deficiencies regarding their perceptions of classroom motivators. The findings may also help teachers to make necessary adjustments in their quest to identify suitable strategies to assist in satisfying

learners' motivational needs. Over and above that, it is further hoped that the findings of this study may contribute to the body of knowledge in Educational Psychology.

1.9 Limitations of the study

Kasama District, which was the study area, is quite large and therefore, not all the schools were visited for data collection. The study was conducted in four high schools that were randomly selected out of the many schools in the district. The study was structured to probe on teachers' and pupils' perceptions of factors that motivate learners in a classroom environment and the sample size comprised one hundred sixty participants. The sample size was a limiting factor in that the findings emanated from this investigation may only be attributed to the prevailing status in high schools of Kasama District. It is therefore, important to note that the generalization of the findings should be interpreted cautiously as the condition in other districts may be different. If the study was extended to other districts, perhaps it may have provided a different scenario.

1.10 Delimitation of the study

The study was expected to cover the entire Northern Province and assess teachers' and pupils' perceptions of factors that motivate learners in a classroom environment. Considering the fact that Northern Province is quite a huge province with numerous schools, the study was confined to selected high schools in Kasama district.

1.11 Operational definitions

For terms to carry any meaning with the study, they need to be defined in a clear, non ambiguous and agree upon way. Concepts can be defined either in a conceptual or operational manner. Bless and Craig (1995) point out that the process of defining concepts is essential because it allows for specific contexts to be described in a manner that pertains to the study. Therefore, in this study;

- **Motivation:** Is influence of needs and desires on the intensity, direction and persistence of effort in the attainment of a goal.
- **Incentive:** Is an object or event that encourages or discourages behaviour.

- **Perception:** Is the process by which individuals organize and interpret their sensory impression in order to give meaning to their environment.
- **Punishment:** Refers to a stimulus which diminishes the probability or strength of a response preceding it.
- **Intrinsic:** Refers to desire to perform behaviour for its own sake.
- **Extrinsic:** Is the desire to perform behaviour to obtain an external reward, such as praise, grades, or money.
- **Learner:** Is a person who is actively enrolled in an accredited educational institution or college.
- **Teacher:** Is a person with multiple roles in the learning process and is ultimately responsible for what goes on in classroom environment.
- **Personality:** Refers to the characteristic behaviour patterns, emotions, thoughts, and attitudes with which individuals consistently react to.

1.12 Theoretical framework

This study was guided by motivation and behavioral learning theory (Slavin, 2009). This theory seeks to explain why people are motivated to do what they do and presents motivation as closely tied to the principle that behaviours that have been reinforced in the past are more likely to be repeated than are behaviours that have not been reinforced or that have been punished. It is only by getting to know learners well, observing what they choose and avoid, what they work for and what they do not and finding out from them what they really enjoy, that you can establish the suitable events that may be effective reinforcers. In fact, rather than using the concept of motivation, a behavioral theorist might focus on the degree to which students learn to do school work to obtain desired outcomes.

It is important to note that any behaviour is strengthened and increased when it is followed by events which are pleasant from learners' point of view. If teachers want students to become motivated to learn, they have to create a considerable environment where students find learning to be more exciting and rewarding (Cheeseman and Watts, 1985).

The motivation and behavioral learning theory goes on by indicating that the willingness to put effort into learning is compounded by a continuum of factors ranging from the

student's personality and abilities to do particular learning tasks, the incentives provided for learning, classroom settings and the teacher behaviours. The educator's role is not necessarily to increase motivation per se but to discover, prompt and sustain student's motivation to learn the much needed skills and knowledge for success in school (Slavin, 2009). In addition, Stipek (2002) confirms that the motivation to do something can come about in many ways that includes stable interests. On a whole, teachers are more likely to succeed in their tasks when motivation is perceived positively as a factor that influences learning in a classroom.

1.13 Summary

In summary, this chapter presented the background of the study on teachers' and pupils' perception of factors that motivate learners in a classroom. It also highlighted the problem that led to this study, the purpose of the study which was to investigate teachers' and pupils' perceptions of factors that motivate learners in a classroom in selected high schools in Kasama District, objectives of the study which were to establish what teachers and pupils perceive as motivators in a classroom, to identify similarities and differences in teachers' and pupils' perceptions of factors that motivate learners in a classroom and also the research questions that were in line with the objectives of the study. The chapter further showed the significance of the study based on the focus of the study, the limitations that affected the design of this study, delimitation of the study, operational definitions and the theoretical framework that guided the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews the relevant literature on the study topic teachers' and pupils' perceptions of factors that motivate learners in a classroom situation. The literature has been presented in line with the study objectives.

2.2 Incentives and rewards as a model of motivation

With regard to incentive as model of motivation, Munsaka (2011) alludes that there are a number of incentives which teachers may engage to motivate their students. Firstly, teachers may use numerical scores and letter grades to provide feedback on how learners are fairing. For example, a grade of A+ can be motivating to a learner who may value high grades. Munsaka (2011) further postulates that praise and tokens of various kinds have similar effects. Comments similar to Munsaka (2011) have been voiced by Woolfolk (2010) who posits that an incentive is an object or event that encourages or discourages behaviour.

According to Slavin (2009) motivation value of an incentive can be assumed because it might depend on so many factors. For instance, when a teacher announces that I want you all to be sure to hand in your assignments on time because they will count toward your grade, the teacher might be assuming that grades are effective incentives for most students. However, some students might not care about grades, perhaps because their parents do not or because they have a history of failure in school and have decided that grades are unimportant. If a teacher says to student, "good work! I knew you could do it if you tried!" this might be motivating to a student who had just completed a task he or she thought was difficult, but punishing to one thought the task was easy (because the teacher's praise implies that he or she had to work especially hard to complete the task).

In view of teacher and pupil perception of classroom motivators, Arlin (1979) reports that for some children social rewards, particularly adult attention and praise, are very powerful. However, there are certain children for whom the social interaction may not already be reinforcing. Moreover, when children meet a new teacher, they may have little or no

experience of him and may not yet value him as source of approval. Arlin (1979) goes on to say that where social rewards are not yet reinforcing for some learners it is necessary to find other situations which are already known to be motivating for these learners and to use these coupled with praise.

In a study of video games, Howe (1984) mentions that these games are “absorbing” because the player is rewarded in various ways. Rewards may, therefore seem to be one of the ingredients of what makes a task interesting. But reward need not necessarily be extrinsic as in the case of a rat receiving a pellet of food for every correct pressing of a bar. Reward in human beings can take the form of personal satisfaction from a mere knowledge of result of one’s activities in other words, providing feedback to, learners, we would be helping them a lot of assessing their progress. A learner needs to know how they are doing so that they can improve on it through various means such as the change of strategy.

Shirley and Solity (1987), report that the teacher’s manner when praising will reflect not only his relationship with children concerned, but also his personal style. If you are not demonstrative person, do not act of character. Praise must be delivered in many ways which come most naturally and comfortably if it is to be sustained by both teachers and believed by pupils. This brings us to the point that praise should be sincere and truthful. It must be seen by both pupils and teacher to be matched to the achievement that earned it. To praise effusively when a child completes a routine task may not only feel forced and unjustified to the teacher, it may also lead his pupils to suspect insincerity, sarcasm or worse.

Reporting on rewards as a motivator, Smith et al. (2005) observed that infants will learn to carry out behaviours if those behaviours are reinforced, and this is called conditioning. For example, Bower (1965) cited in Smith et al. (2005) conditioned infant to turn their heads to one side by ‘rewarding’ the infant every time she turned her head. The reward in this case was an adult popping up into the infant’s line of sight and playing peek-a-boo (something that infants like!). At the start of such experiment, the adult has to wait until the infant naturally moves her head one side, and then gives a peek-a-boo response. If the adult does this every time the infant turns her head, the infant will learn to make the head movement

each time she wants to get the same response. In Bower's experiment he conditioned infants' head turning as part of an investigation of infants' visual perception

Holub (2006) claims that, a third assumption concerns the central role cognition is the social cognitive models of motivation. That is, it is not just the individual's cultural, demographic, or personality characteristics that influence motivation and achievement directly, or just the contextual characteristics of the classroom environment that shape motivation and achievement, but rather the individual's active regulation of his or her motivation, thinking and behaviour that mediates the relationships between the person, context, and eventual achievement. That is, students' own thoughts about their motivation and learning play a key role in mediating their engagement and subsequently achievement.

Shirley and Solity (1987) assert that teachers therefore need to try and find ways of presenting activities, particularly those which children find less appealing so as to overcome pupils' initial inertia and increase their motivation. Shirley and solicity (1987) go on by postulating that a teacher who is concerned with variety not only considers what children are to do learn from their tasks and which tasks are appropriate to their present skills and needs to incorporate interest value and sustain children's involvement. Myers (1996) further argues that curiosity-driven behaviours, for example, suggest that too little as well as too much stimulation can motivate people to seek an optimum level of arousal. Not only are we pushed by our internal drives, we are pulled by our external incentives. Depending on our personal and cultural experiences, some stimuli will arouse our desires.

Boggiano et al. (1987) found out in their studies that adults consistently preferred large rewards over small rewards, which they interpreted as reflecting a belief that interest level would vary with the size of the reward. Certainly, programmes involving extrinsic rewards tend to be pervasive in our schools as a mechanism for increasing achievement behaviour. Thus, in many schools and classrooms, extrinsic incentives are seen as necessary to get children to spend time on various tasks and lessons.

The evidence so far collected by Kimaro (1981) reveals that in Tanzania, a teacher may enter the class and start teaching without enquiring the psychological and physiological state of the individual pupils. All these conditions undermine motivation to learn, but

primary school teachers disregard them and commence or keep on teaching as if they are unaware of the consequences of the above on pupils learning. This means that Tanzanian primary schools have teachers who can describe motivation and its importance but unable to motivate pupils to learn. In line with this study, Woolfolk (2010) asserts that there are situations when incentives and external support are necessary. Teachers must encourage nurture intrinsic motivation, while making sure that extrinsic motivation supports learning. To do this, they need to know about factors that influence motivation.

Shirley and Solity (1987) noted that in some cases it may be difficult to find events which are reinforcing for particular children. For example, very young entrants to school may have little experience of contact with other children or un-familiar adults so that social rewards may not, at first be suitable. Shirley and Solity (1987) further allude that some children may have limited experience of play activities available and stars and stickers may not yet have acquired any value.

2.3 Subject matter as a motivator

The subject material possessed by the teacher and how it is imparted can motivate pupils to learn or not to learn that material. For the subject matter to have a motivating factor the learner must see it either interesting or of value to him/her, that is being useful now or in the future based on ones expectations. The nation can recognize the significance of a given subject to the pupils and to the society while some of the pupils may have different perceptions or are different about learning the subject (Woolfolk, 2010).

In line with pupil subject choice as a motivator, Wlodkowski (1978) reports that, students actions are usually influenced by attitudes towards the subject or type of learning environment. They further allude that the learner's concern for academic excellence and his or her desire to become competent in a specific subject, skill, or task and by self-perceptions which includes expectancies of the likelihood of achieving desired outcomes in a given situation.

The study by Holub (2006), confirms that students' motivation probably varies as a function of subject matter domains and classrooms. For example, within social cognitive models, motivation is usually assessed for a specific subject area such as mathematics,

reading, and science in reference to a specific classroom or teacher. In some ways, this also fits with teachers and parents own perceptions and experiences as they find that some children are quite motivated for mathematics, whereas, others hate it, and also observe these motivational differences with other subject areas as well.

2.4 Feedback as a model of motivation

Chesseman and Watts (1985) also suggest that feedback is therefore crucial when teaching new skills, be they academic or social, in helping children to see how well they are doing and what improvement they have made. During the early stages of learning new behaviour, it is not easy for children to judge when they are getting it right. By providing feedback for the children the teacher helps them to check their behaviour and their progress for themselves. This is consistent with Shirley and Solity (1987) who in their studies reported that children may derive pleasant outcomes from their behaviour itself, for example, the satisfaction of completing their work. However, very many of the consequences they receive for classroom behaviour are provided by their teacher. For instance, the end of-break- bell rings and the class group file quickly and quietly into class and to their places; their teacher praises them for doing so. His praise serves two purposes, it confirms that this behaviour in response to end of break bell is what he wants, and if the children like his praise, they will respond to the end of breakbell in a similar way in future.

Shirley and Solity (1987) in their study reported that by providing feedback for the children, the teacher helps them to see how well they are doing and also see their progress. Shirley and Solity go on and state that a teacher can ask the children to make such comments about their own performance and social behaviour, and even to comment occasionally on each other's appropriate behaviour. Such comments by the children will provide checks for the teacher to see that pupils are beginning to make the connections for themselves. Learning that things do not merely occur by chance or fate, that their actions have effects, will assist children's progress towards monitoring and regulating their own behaviour. They further state that people will do better when they get feedback on how well they are progressing toward their goals because feedback helps to identify discrepancies between what they have done and what they want to do; that is, feedback acts to guide behaviour. But all feedback is not equally potent. Self-generated feedback-for

which employees are able to monitor their own progress-has been shown to be a more powerful motivator than externally generated feedback.

Slavin (2009) reveals that by having students work in groups and be evaluated on the basis of presentations made by random selected group members, the teacher has created a situation in which students are encouraging each member to excel. Social motivation of this kind is very powerful, especially for adolescents. Mr. Lewis is rating students' presents according to clear, comprehensive standards and giving them feedback each day. He is trying an important period in history to students 'daily lives by having them take an active role in debating and trading votes. All of these strategies are designed not only to make history fun but also give students many sources of motivation to learn and remember history they have studied.

2.5 Intrinsic and extrinsic motivation

Assessment is the away to motivate children to be successful. At a minimum, examinations focus attention on hard work and channel behaviour into what is educationally and socially desired. But more than this, assessment may be seen as both intrinsically rewarding (because children learn as they prepare for tests) and externally rewarding (if success in the examination gives success to the next step on education ladder). At all stages children can be given feedback which should contribute to both their learning and their motivation to improve their performance (Wood, 1998).

Reporting on Psychologists who adopt the intrinsic or extrinsic concept of motivation, Woolfolk (2010), observes that it is impossible to tell just by looking if the behaviour is intrinsically or extrinsically re-enforced. Woolfolk (2010) further states that the essential difference between the two types of motivation is the students' reason for acting that is whether the locus of causality for the action is internal or external-inside or outside the person. For instance, a basic question in motivation is where it comes from within or outside the individual?

Sdorow (1995) says suppose that you are high in need for achievement in academics, sports or some other area. How should you seek to fulfill that need? Hundred of studies, including McClelland's study of Indian businessmen, have demonstrated the importance of goal

setting. Goals increase motivation and improve performance by providing incentives. The goals focus your attention, increase your effort, maintain your persistence, and encourage you to develop strategies for reaching them. Goal setting has been especially useful in business and industry in stimulating productivity (Nordstrom et al., 1990). Management by objectives, in which employees participate in setting goals, has been especially effective.

Writing on 'intrinsic motivation', Woolfolk (2010) reported that when we are intrinsically motivated we do not need incentives or punishment because the activity itself is rewarding. Satisfied Sam studies chemistry outside school simply because he loves the activity; no one makes him do it. In contrast when we do something in order to earn a grade; avoid punishment, please the teacher for other reason that has very little to do with task , we experience extrinsic motivation.

Myers (1996) contends that effective managerial styles vary with the people managed. To motivate people, Martin Maehr and Larry Braskamp (1986) and Braskamp, (1987) cited by Myers (1996), advise managers to assess their peoples motives and adjust their managerial styles accordingly. Challenge employees who value accomplishment to try new things and to exhibit excellence. Give those who value recognition the attention they desire. Place those who value affiliation in a unit that has a family feeling and shares decision making. Motivate those who value power with completion and opportunities for triumphant success.

Plotnik (2002) asserts that intrinsic motivation explains that people volunteer their services, spend hours on hobbies run marathon, or work on personal projects because these activities are highly rewarding or fulfilling or challenging. Plotnik further states that intrinsic motivation emphasizes that we perform many things because of personal beliefs, expectations or goals rather than external incentives. The concept of intrinsic motivation provides quite a different way of explaining human motivation

Historically, theorists generally assumed that intrinsic motivation such as achievement, responsibility and competence were independent of extrinsic motivators such as good supervisor relations and pleasant working environments but the cognitive evaluation theory demonstrates that when extrinsic rewards are used by organizations as pay offs for superior

performance, the intrinsic rewards which are derived from individuals doing what they like are in most cases reduced. In other words, when extrinsic rewards are given to someone for performing an interesting task, it causes intrinsic interest in the task to decline (Robbins and Judge, 2007)

Malone, (1981) proposes a theory of intrinsically motivating instruction. He uses the words 'fun', 'interesting', 'captivating', 'appealing', and 'intrinsically motivating' in describing intrinsically motivating instructional environments. He suggests that the words are or less interchangeable. Malone (1981) further suggests that externally administered reinforcement is not a motivated panacea for instructional designers. Earlier researchers have revealed that external reinforcement destroys the intrinsic motivation a person has to engage in an activity and degrades the quality of certain kinds of task performance.

2.6 Social environment as a motivator

With regards to what pupils perceive as motivators, Plax, et al. (1986), supported a model in which the influence of compliance gaining strategies is indirectly associated with affective learning based on the student's perceptions of teacher's immediacy. It would usually follow that immediacy teachers who normally use pro-social reward oriented compliance gaining strategies would be more likely to increase learning among their pupils, and this would happen because teachers in most cases stimulate pupils' motivation to learn. This is consistent with Wlodkdvski (1978) who characterizes the path of motivation learning as sequential process in which a student who is able to act makes a personal choice that includes certain purpose which results into continuation or involvement in a task.

The Educational Psychology literature behaviours dealing with motivation to learn does suggest that teacher behaviour is at least in part directly related to students' motivation. However, other factors which may or may not be classified as or related to teacher behaviour are also identified. For example, Brophy (1987) noted that Educational Psychologists believe that most pupils are capable of developing a motivation to learn and that this motivation is related to predispositions resulting from certain conditioning and previous experiences as well as various ways of modeling, communication of expectations and direct instructions or socialization by significant people especially parents and teachers

This view is in agreement with that of Chesseman and Watts (1985) who observe that learner motivation would include teacher praise, smiles and feedback, opportunities to sit with friends or to show good work to the head teacher. For very young children, physical contact such as a hug, ruffling or stroking the hair, is also very rewarding. Many appropriate social behaviors are strengthened and maintained by the behaviours of others; these are their natural consequences.

In addition, Robbins and Judge (2007) draw on Maslow's hierarchy of needs, suggesting that psychological, safety, love, or belonging, esteem, self actualization needs must be addressed in order that students innate the need to belong, to be accepted by their peers and their instructors, is central to motivation.

In another study, Ryan and Grolnick (1984) (in Dembo, 1994) determined the extent to which students viewed their classrooms to be autonomy oriented versus control oriented. The study indicated that students who perceived their classroom as more oriented were higher on intrinsic motivation and perceived cognitive competence and reported higher levels of self-esteem than did the students who perceived their classroom as more control oriented.

Sdorow (1995) cited Goebel and Brown (1981) who reported that to appreciate the hierarchy of needs, consider a study conducted during World War II on the conscientious objectors (people who refused to perform military service out of a sense of moral conviction). The purpose of study was to understand the effects of starvation on many refugees, prisoners of war, and concentration camps inmates who suffered from it. The subjects volunteered to eat half their normal amount of food for six months. During that period they lost weight, lacked energy, and became apathetic. They also became by food – day dreaming about it, collecting cooks, and talking for hours about recipes. Moreover, as Maslow would have predicted, they lost interest in their higher social need for belongingness and love in favour of their lower physiological need for food, even preferring pictures of food to pictures of their girlfriends (Keys et al 1950). Now consider the biological motives of hunger, sex, and arousal, and the social motive of achievement.

2.7 Teacher behaviour as a model of motivation

A study by Graham (1983) conducted at West Virginia University on teacher behaviour as contribution to motivation level, demonstrates that teacher behaviour accounts for both motivators and demotivators. The negative teacher behaviour were perceived as more central to students demotivation than positive teacher behaviour which were perceived as central to motivation. The findings further concluded that motivation is perceived by students as a students-owned state while lack of motivation is perceived as a teacher-owned problem.

In view of what motivates learners, Brophy (1983) distinguishes between motivation as a trait, or general predisposition to strive for content knowledge and the mastery of skill. It seems so logical to speculate that teacher behaviour might reinforce student state motivation and thereby enhanced learning outcomes associated with a teacher use of pro-social compliance and gaining messages and immediacy behaviour affect student motivation in the teachers' classroom

The teacher behaviour has been identified as a factor that motivates learners. Christophel (1990) reports that experience also suggests that other students with low initial state motivation become motivated during the course of their experience in a particular class, and that some students of "bad" teachers remain motivated, while some do not become motivated. Christophel (1990) further contends that what remains interesting is the students' perception that teacher behaviour demotivates more than they motivate and that motivation is highly attributed to the context factors such as interests in or perceived relevance of the subject or need to earn good grade.

In another research, Brophy (1987) argues that the degree to which the converse of these teachers with positive behaviour serves to motivate students is less clear. Brophy (1983) goes on to make a general point that students' state of motivation that is their desire to do their best in particular class is modifiable and that teacher immediacy is related to differences in student motivation. It is possible that teacher immediacy works subtly in this equation and that students do not consciously recognize the degree to which their motivation responds to behaviour which increases their teachers approach. Given the

recognition of teacher behaviours as demotivators, however, we cannot conclude that students are not aware of teacher's behaviour or that they do not positively perceive what the teacher does as meaningful in the overall context of their own motivation.

According to Shirley and Solity (1987), when a teacher keeps parents informed of what he is doing and why, when he relates the positive aspects of children's behaviour and performance to their parents and invests time in enlisting their support and interest, he wins the important allies of all. When these two sources of reward and encouragement (parents at home and teacher in school) are working together to encourage the same appropriate behaviours in class, the children receive consistent messages from both sources and are more likely to behave appropriately now and in the longer term.

Ryan and Grolnick (1984) (in Dembo (1994)) determined the extent to which students viewed their classroom to be autonomy oriented versus control oriented. The data indicated that students who perceived their classroom as more autonomy oriented were higher on intrinsic motivation and perceived cognitive competence, and reported higher levels of self esteem than did the students who perceive their classrooms as more control oriented.

Motivation is a major agent in educational delivery, Child (1977) contends that some of the pupils may have the positive attitude towards school learning when entering school but soon discover that they lack necessary skills required in the game and further more, the teacher, the person one is expecting to cultivate them is unable to do so. Such a situation usually makes a pupil to perceive school learning as being very difficult, not to enjoy learning the school material, consequently stopping to learn and becoming inactive or motivated to engage in other behaviours rather than learning.

Slavin (2009) quoting Schunck and Zimmerman (1990) who conducted a research on motivation observes that motivation to engage in self-regulated learning is not the same as achievement motivation in general because self-regulated learning requires the learner to take independent responsibilities for learning, not simply comply with the teacher's demand. Slavin (2009) further cited Fredericks, Blumenfeld and Paris (2004) who assert that, use the terms engagement and investment to describe motivation that leads students to

engage in self-regulated learning, rather than simply doing the work and following the rules.

2.8 Summary

The related literature for this study revealed that motivation is a major factor that stimulates a learner to gain interest to engage in learning. The literature also suggests that learner's motivation to learn is reinforced by both internal and external factors which may range from student's personality, incentives and rewards, classroom settings among others. In addition, literature showed that the teacher is core in the creation of conditions in a classroom that sustain learners' motivation. The literature further demonstrated that parental involvement is very necessary in promoting the intrinsic motivation that learners may require in a classroom.

The study has provided some answers to address the questions by Munsaka (2011) who wonders as to why people differ in the way they select what to focus on. The findings revealed that learners enjoy certain activities in the classroom due to reinforcers. For instance, pupils said that they were motivated by rewards that parents and teachers provided to them while others said that they were motivated by academic targets parents were setting, whereas certain pupils said that they were motivated by particular subjects. The study has also shown that there are differences in what teachers and pupils perceive as factors that motivate learners in a classroom. For example, the study found out that teachers perceived punishment as a factor that motivated learners in the classroom, while pupils perceived punishment as a de-motivator. This gives an explanation to the statement by Kimaro (1981) who asserts that teachers present the subject matter based on their personal perceptions and consequently they ignore the needs and interests of the pupils.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter describes the methodology and procedures that were adopted and used in the research. It consists of the following: the study area, research design, target population, sample size, sampling procedures, research instruments, variability and reliability of research instruments, data collection, data cleaning, data analysis, and ethical considerations.

3.2 Study area

The study was conducted in Kasama District in Northern Province of Zambia.

3.3 Research Design

A descriptive survey design was used for this study in order to obtain information on teachers' and pupils' perception of factors that motivate learners in a classroom. Orodho (2003) (in Kombo and Tromp (2009:71)), defines a descriptive survey as, "a method of collecting information by interviewing or administering a questionnaire to a sample of individuals". A descriptive research design allowed the researcher to elicit the participant's opinion or views and attitudes on the subject in a more elaborate way in order to establish the findings of the study. In this study, both qualitative and quantitative techniques were used in data collection and analysis. However, the study was more inclined to qualitative approach.

3.4 Target population

White (2003) defines population as the universe of units from which a sample is to be selected. Kasama District consists of six high schools with two hundred ninety (290) teachers and three thousand five hundred (3500) pupils. The study population was all the teachers and pupils in high schools in Kasama District of Northern Province.

3.5 Sample Size

Sample size refers to the number of participants selected from the universe to constitute a desired sample (Bless and Craig, 1995).

The Taro Yamane formula was used to determine the number of teachers that were required to participate in the study.

Given by:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n is the sample size

N is the population size and

e is the level of significance

The seven percent level of significance was used for this study, hence, giving a total of one hundred twenty teachers as respondents for the study.

A total sample of one hundred sixty participants, consisting of one hundred twenty teachers (seventy two males and forty eight females) and forty pupils (thirty girls and ten boys) participated in the study.

Table 1: Teacher's professional qualifications and work experience

Qualification			Work experience		
Qualification	frequency	Percentage (%)	Length of Service in years	Frequency	Percentage (%)
Certificate	9	7.0	0-5	12	10.0
Diploma	69	58.0	6-11	33	27.5
Degree	42	35.0	12-17	30	25.0
Masters degree	0	0	Above 18	45	37.5

3.6 Sampling procedure for determining participating schools

A simple random sampling procedure was used to select the four schools that participated in the study. It was felt that four schools out of six making up 67% of all the high schools in the district would be representative enough for the study. The random sampling technique was appropriate for this study as it prevented bias (Lay, 1976).

The names of six high schools found in Kasama District were written on separate pieces of paper and these papers were later put in a box and a raffle draw was conducted by the researcher. Since four high schools were needed to participate in the study, only four pieces of paper were randomly picked from the box. The schools, whose names appeared on the four pieces of paper that were randomly drawn, participated in the study.

3.7 Sampling procedure for selecting respondents

a) Teachers

A simple random sampling procedure was employed in the selection of teachers who participated in the study. This sampling technique permitted each individual teacher an equal opportunity of being selected for the sample and was a convenient process of getting

a more representative sample for this kind of research. Lay (1976), suggests that random sampling procedure is the method of sample selection which gives each possible sample combination an equal and non-zero possibility of being included in the sample.

The school staffing lists were used in the selection of teachers. The researcher assigned numbers to all the names of teachers that appeared on the school staff list at the time of study thereafter, each number was written on a separate slip of paper. The slips of paper were later put in a box and a raffle was conducted by the researcher. The study needed the total of one hundred twenty teachers as respondents from all the four schools that were selected to participate in the study, therefore, thirty slips of paper were randomly drawn from the box for each school that participated in the study. The teachers, whose names were matched with the numbers that appeared on the slips of paper that were randomly picked, participated in the study. This process was consistently conducted in all the four schools that were sampled for the study.

b) Pupils

In this study, grade twelve pupils were purposively selected as respondents in all the four schools that were sampled to participate in the study. The grade twelve pupils were chosen because these pupils were found to have been in the school for a longer period of time than others and demonstrated vast knowledge and wider experience on the classroom environment. In addition, the grade twelve pupils were considered capable of providing the much needed information on the subject. Bogdan and Biklen (1982) confirm that a purposive sampling technique is the nature of sampling which is based on the discretion of the researcher, in that the sample constitutes the elements that demonstrate the most characteristic or representative of typical attributes of the population. On the basis of the researchers' knowledge of the population, a judgement is made about which subjects should be chosen to provide suitable information to address the purpose of the research. Ten grade twelve pupils were randomly picked from each school that participated in the study to represent other pupils using a raffle. The ten pupils, who were randomly chosen, participated in the Focus Group Discussion.

The grade twelve enrolment lists were used to select the ten grade twelve pupils who were required as participants for the study. The researcher assigned numbers to all the names of grade twelve pupils that appeared on the grade twelve school enrolment list at the time of research and thereafter, each number was written on a separate piece of paper. The pieces of paper were later put in a box and a raffle was conducted by the researcher. The study needed ten pupils as respondents from each school that was selected to participate in the study; therefore, ten pieces of paper were randomly drawn from the box. The names of pupils that were matched with the numbers which appeared on the ten pieces of paper that were randomly drawn, participated in the study. This procedure of selecting the pupil respondents was applied in all the four schools that were sampled.

3.8 Research instruments

The study involved teachers and pupils as key informants from the four schools that were selected to participate in the study. Therefore, separate research instruments were designed and used to collect data for the study from the two categories of participants. The following instruments were employed in this study:

(a) Questionnaire for teachers

A self-reported questionnaire was designed by the researcher to solicit in-depth data from selected teachers on their perception of factors that motivate learners in a classroom environment. The questionnaire consisted of sections A and B. Section A of the questionnaire needed the respondents to provide their personal details which included the name of the school and location, gender, professional qualification and length of service. Section B comprised open and closed ended questions and items that were aimed at capturing detailed information from the respondents based on the subject. The respondents were provided with an inventory of some possible factors that motivate learners in a classroom situation and were required to justify or indicate the extent to which such factors motivated learners. The closed ended items and questions had ordered categories of fixed responses with: agree, disagree, strongly agree, strongly disagree and yes or no responses which were predetermined by the researcher.

The filter questions with yes or no responses were in most cases followed by contingency items that needed the respondent to give a justification for every response that was provided. This format of the questionnaire helped the researcher to obtain the necessary data for the study which the respondents expressed in their own way. In some circumstances, the respondents were asked to mention factors which they perceived as motivators in the classroom environment. The questionnaires had the same questions and items phrased exactly in the same standardized format, hence, making it possible to yield comparable data from individual respondents.

The open ended items further provided the respondents with an opportunity to give their world view on the subject to the extent possible. Peil (1995) suggests that in the use of a questionnaire, respondents have adequate time to give well thought answers and a questionnaire is free from the bias of the researcher. The questionnaire further enhanced free expression of unique attitudes by respondents, ensured maximum participation and was more economic in terms of time.

(b) Interview guide for pupils

It was found necessary to use the interview guide to collect data from the pupils. An interview guide with a series of questions and items was generated by the researcher for pupils in order to obtain opinion on their perception of factors that motivate learners in a classroom. The interview guide was used by the researcher during the Focus Group Discussions held with selected pupils in all the four schools that were sampled for the study. The questions on the interview guide were phrased in a semi-structured format to permit the respondents to provide the much needed information in their own way. Bless and Craig (1995) postulate that an interview has the advantage over the questionnaire because the language of the interview can be adapted to the ability or educational level of the person being interviewed and as such misinterpretations concerning questions can be avoided.

3.9 Variability and reliability of research instruments

Worth mentioning here is that, piloting the research instruments is an important fundamental tool in preparing for an accurate study. The piloting of the questionnaire and

interview guide for this study was conducted at Mungwi Technical School. The piloting was aimed at testing the variability and reliability of the questionnaire and interview guide that were generated by the researcher as the most convenient instruments for this kind of study.

Six teachers (three females and three males) and six pupils were selected using convenient sampling procedure during piloting of the questionnaire and interview guide that were generated as instruments for the study. The six teachers who were selected answered the questionnaire while the six pupils participated in the Focus Group Discussion. The piloting of the research instruments provides the researcher with an opportunity to assess the internal consistency of the questions and where possible to rephrase certain questions that may appear inappropriate to yield what is intended to be captured in the study (Hopkins, 2002). In line with this, the item that needed the respondents to state their age was later found unnecessary to the study. It was also seen appropriate to include one objective in the study that needed the participants to suggest possible factors which can increase learners' motivation in a classroom.

The piloting of the research instruments further indicated the short comings that were to be encountered in the actual study. For instance, the researcher observed that the respondents needed a day in which to fill in the questionnaire because during piloting of the questionnaire, it was noted that some respondents did not adequately complete the questionnaires as expected due to limited time factor.

3.10 Data collection procedures

Data collection is an essential aspect in any research. It is often found that data at hand are inadequate and hence, it becomes necessary to collect data that may be appropriate for the study. Prior to data collection, permission was sought from the Provincial Education Officer and the District Education Board Secretary respectively to visit the schools that were randomly sampled to participate in the study. The researcher was further authorised by the concerned Head teachers to conduct the research in their respective schools.

As for the teacher questionnaire, the researcher personally distributed the questionnaires to all the respondents that were selected for the study. The researcher encouraged the

respondents to read the instructions that were provided on the questionnaire and to complete the questionnaire in full as much as possible. The respondents were given a day in which to fill in the questionnaires and thereafter, return them to the researcher. However, the period was still extended for those respondents who failed to complete the questionnaire within the agreed time frame. The extension was meant to allow the researcher meet the number of participants who were targeted to constitute the sample size. Thirty teachers answered the questionnaire from each school that was selected to participate in the study.

The Focus Group Discussions were held with ten pupils in selected schools to capture the pupils' views on their perception of factors that motivate learners in a classroom. Hennink (2007) defines Focus Group Discussion as a special approach of data collection where a pre-chosen group of research respondents is gathered with a view to discuss a set of issues from which a particular researcher gains a deeper understanding of ideas surrounding the topic under study. The Focus Group Discussions were opted in all the four schools that participated in the study as the ability of the pupils to read and understand questions or rather issues in English was questionable and bearing in mind the fact that the pupil participants were also randomly selected using a raffle. Furthermore, the researcher needed to obtain accurate information that was going to help in making conclusions of the study hence, the Focus Group Discussions.

Afternoon sessions were found convenient for conducting Focus Group Discussions with the pupils who were sampled in selected schools because during the morning hours pupils were engaged in lessons. The Focus Group Discussion consisted of ten grade twelve pupils as participants from each school that was sampled giving a total of forty pupils for the students. The researcher asked the questions using an interview guide which the pupil respondents anonymously discussed while the researcher kept an account of all possible replies from them and where possible quoted their explanations using a voice recorder. The researcher ensured that the questions and items which appeared in the questionnaire for the teachers were also asked to the pupil respondents so as to obtain a meaningful comparison of the respondents' views on the subject.

In addition, follow up questions were asked to the pupil respondents with a view to getting detailed information and seek clarifications on certain issues that were raised whilst the discussion was proceeding. Hennink (2007) reports that Focus Group Discussions are able to generate much deeper and richer data as opposed to where a one to one interview is conducted. This view is also recommended by Cohen, Manion, and Marrison (2000) who noted that the interview has the opportunity to engage more closely with the respondents and can therefore, play a role in fostering an environment which is more flexible and open for discussion.

3.11 Data cleaning

Data cleaning and sorting were done at the end of each day after collecting data from the schools that participated in the study. This involved checking all the completed questionnaires to ensure that all the responses were correctly and accurately recorded.

3.12 Data analysis

The quantitative data obtained through the teacher questionnaire were analysed using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel while the qualitative data obtained through Focus Group Discussions was analysed by coding and grouping the most significant sets of emerging themes. Marshall and Rossman (1999) suggest that in analysing qualitative data, the initial task is to find concepts that help make sense of what is going on. Makinde (1994) also claims that data analysis is the examination of the given problem in the light of the information collected, after which some tentative inferences may possibly be made. In some situations, computer generated figures of frequencies and percentages were used in describing the distribution of variables which were presented in form of pie charts and histograms using thematic method. The interpretations from figures and descriptive information were the basis for the conclusion and possible recommendations of the study.

3.13 Ethical Considerations

Observing ethical standards during the research process is very necessary in influencing the willingness of the participants to answering the researcher's questions with free and open

minds because this technique eliminates threats from their psychological well-being (Smith et al., 2005). The researcher obtained permission from all the necessary offices as per requirement in research procedures. At the onset of the study, the researcher explained the aim and the nature of the study to the participants and the need for their involvement before the commencement of the interviews for pupils and answering of the questionnaire for teachers.

The participants were assured of high confidentiality to the information they provided and this was in part demonstrated by instructing the respondents not to indicate their names on the questionnaire. This was also done to protect the respondents from mental and physical harm and to further prevent negative reactions from the respondents. Earl (1973) also reports that lack of confidentiality in research process is a panacea for low level of participation by the respondents.

Anonymity was guaranteed to all the study participants because the interest of the study was mainly on the information they gave and not necessarily their names or personal details. Hence, there was no disclosure of the participant's names in the findings of this study. In addition, all the participants signed a consent form which showed the researcher's respect for participants' rights and the same, indicated that their participation in the study was purely voluntary. The participants were further informed of their right to withdraw from the research at any time, and for any reason even after the consent was signed and those who refused to take part in the study were not in anyway forced nor persuaded to change their positions.

3.14 Summary

The research was conducted in Kasama District. In this study, a descriptive research design was used. The target population was all teachers and pupils in high schools in Kasama District. The sample size consisted of one hundred sixty participants. Simple random and purposeful sampling techniques were employed to select teacher and pupil respondents respectively. A questionnaire and the interview guide were used to collect detailed information from all the study participants on the subject. The piloting of the questionnaire and the interview guide was done to test the variability and reliability of these research

instruments that were used to collect data from the teachers and pupils. Prior to data collection, all the necessary procedures were followed. For instance, permission was sought from the Provincial Education Officer and the District Education Board Secretary respectively to visit the schools that were selected to participate in the study. The quantitative data were analysed using Statistical Package for Social Sciences (SPSS), while the qualitative data was analysed by coding and grouping the most significant sets of emerging themes. The ethical issues were observed during the study to enhance the full participation of the respondents who were involved in a study.

CHAPTER FOUR

PRESENTATION OF STUDY FINDINGS

4.1 Overview

This chapter presents the findings of the study aimed at establishing teachers' and pupils' perception of factors that motivate learners in a classroom environment. The findings were presented under the sub-headings derived from the objectives of the study.

4.2 What factors do teachers perceive as motivators in a classroom environment?

In order to understand the factors that motivate learners in a classroom setting, it was important to first define motivation. To this effect, respondents were asked to indicate what they understood by the term motivation. Figure 1 shows their responses.

Figure1: Distribution of how respondents defined the term motivation

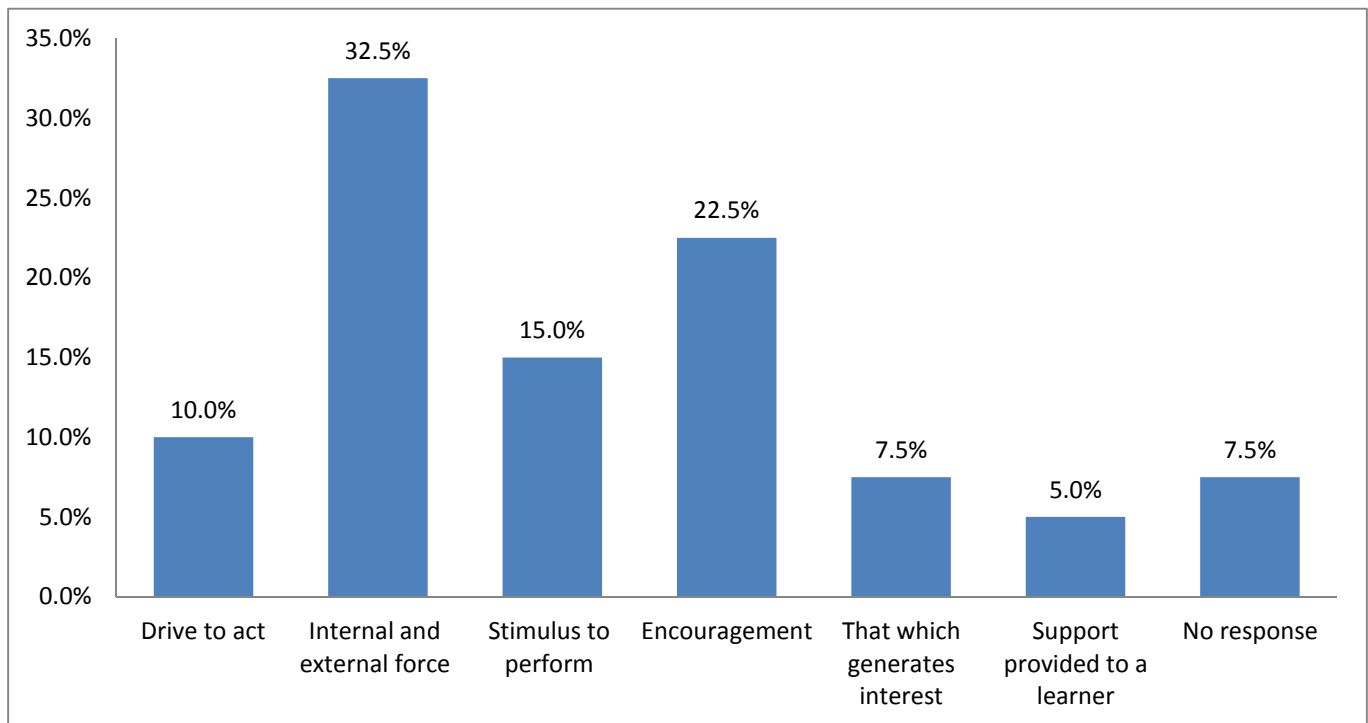


Figure 1 shows that majority of the respondents, 39 (32.5%) defined motivation as an internal and external force while 27 (22.5%) defined it as encouragement; 18 (15.0%) and 12 (10.0%) defined motivation as stimulus to perform and drive to act respectively while 9 (7.5%) and 6 (5.0%) said motivation was, “that which generates interests” and “support

provided to a learner” respectively. The rest of the respondents, 9 (7.5%) did not respond to this item.

4.2.1 Whether teachers were a source of learner’s motivation

Respondents were asked to indicate whether teachers were a source of learner’s motivation. Their responses were as concluded in figure 2.

Figure 2: Teachers are a source of learner’s motivation

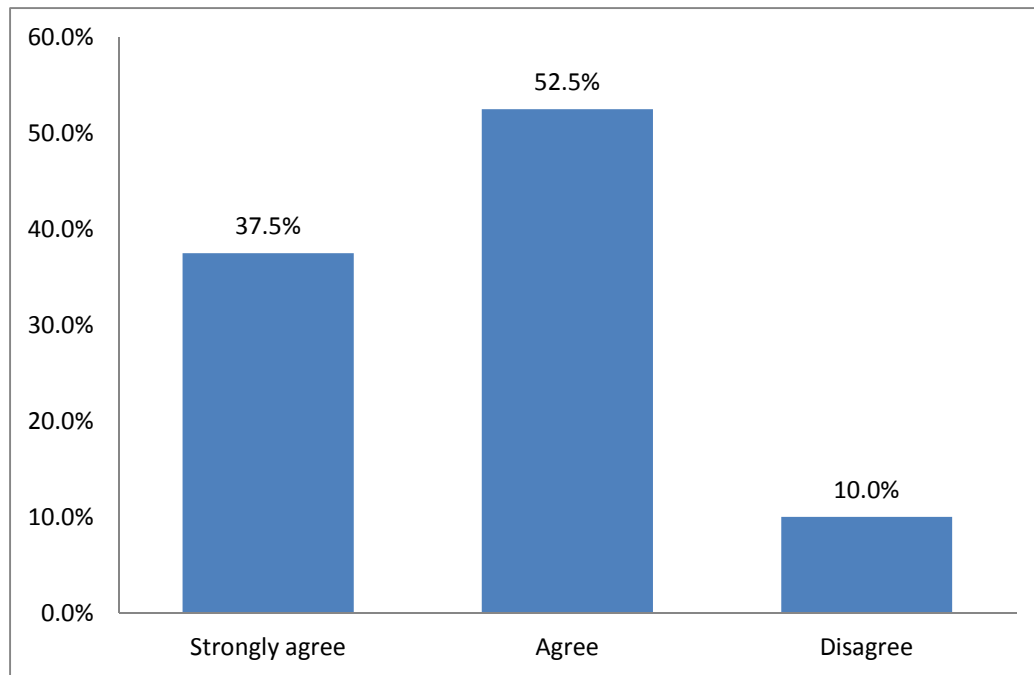
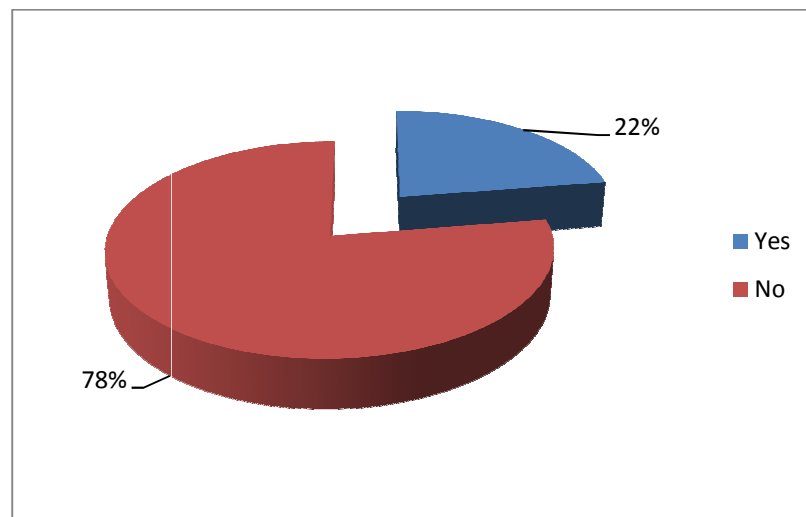


Figure 2 shows that, 63 (52.5%) of the respondents “agreed” while 45 (37.5%) “strongly agreed” and 12 (10.0 %) “disagreed” that teachers were a source of learners’ motivation.

4.2.2 Whether Subjects offered in classrooms motivated all learners

Respondents were also asked whether the subjects offered in classrooms motivated all learners. Figure 3 indicates their views.

Figure 3: Subjects offered in classrooms motivated all learners

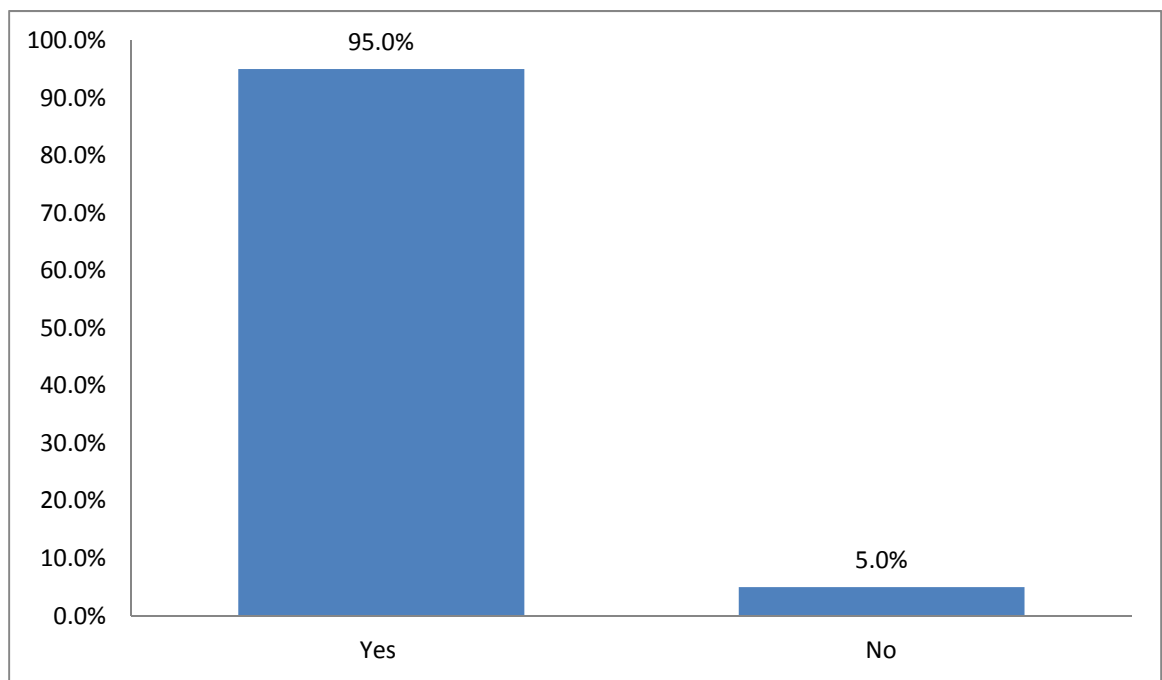


As can be seen from Figure 3, majority of the respondents, 93 (77.5%) “disagreed” while 27 (22.5%) “agreed” that subjects offered in classrooms motivated all learners. The respondents were further asked a follow up question to suggest possible reasons for their response. Out of the 93 (77.5%) of the respondents who “disagreed”, 69 (57.5 %) of them said that certain learners did not like some subjects due to inappropriate teaching methods some teachers were using while 18 (15.0%) of the respondents indicated that some learners did not like the teachers who taught such subjects for their own reasons whereas 6 (5.0%) of them explained that certain learners seemed to be forced taking certain subjects. On the other hand, 27 (22.5%) of the respondents who “agreed”, 3 (2.5%) of them indicated that learners were making academic progress and 24 (20.0%) of them did not give any response to this issue.

4.2.3 Whether teacher's teaching styles enhanced motivation in the learners

Respondents were further asked whether teaching styles enhanced motivation in learners. Figure 4 demonstrates their responses.

Figure 4: Teacher's teaching styles enhanced motivation in learners

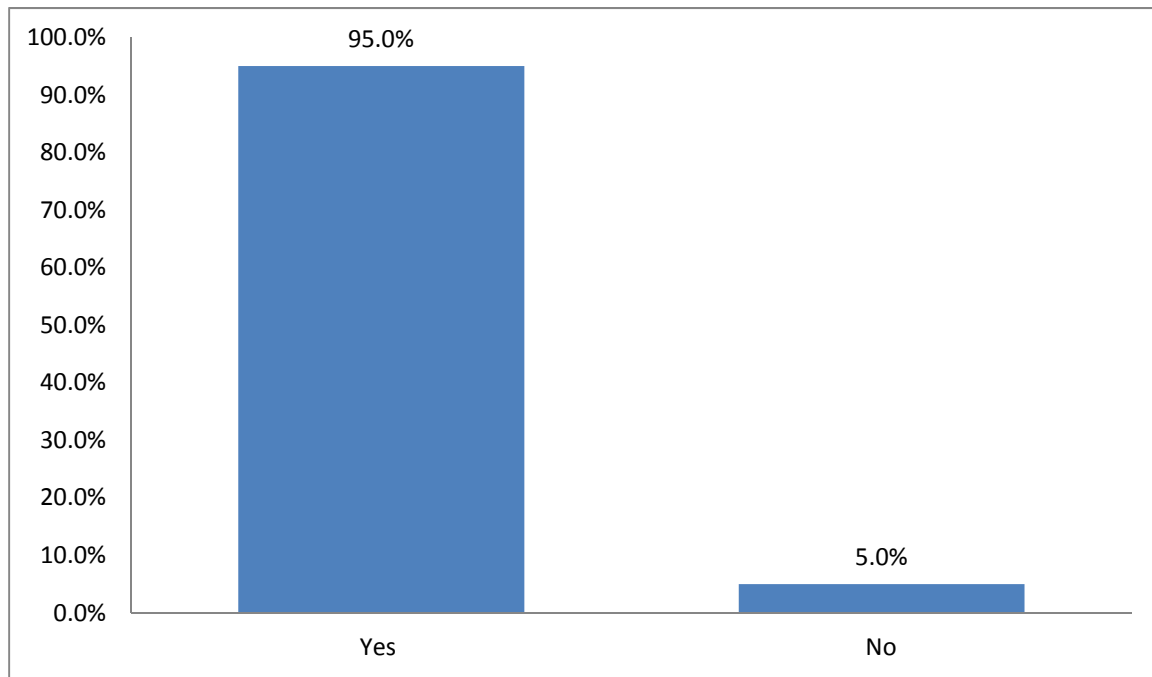


As illustrated in Figure 4, majority, 114 (95.0%) of the respondents “agreed” while 6 (5.0%) of them “disagreed” teacher’s teaching styles enhanced motivation in the classroom. For the respondents who said “yes” or “no”, a follow up question was asked for them to provide reasons for their response. It was observed that 114 (95.0%) of the respondents who “agreed” said that good teaching methods stimulated learners’ interests while 6 (5.0%) of the respondents who “disagreed” indicated that some teachers used the teaching styles that did not stimulate the learners’ interest in the classroom.

4.2.4 Whether rewards are a source of learners' motivation in the classroom

The respondents were asked whether rewards were a source of learner's motivation in the classroom. The figure 5 illustrates the distribution of their responses.

Figure 5: Rewards are a source of learners' motivation in the classroom



As demonstrated in figure 5, majority, 114 (95.0%) of the respondents “agreed” and 6 (5.0%) “disagreed” that rewards motivated learners in a classroom. For the respondents who said “yes” or “no”, a follow up question was asked for them to give reasons for their response. It was found that 114 (95.0%) of the respondents who “disagreed” indicated that rewards encouraged learners to work hard, while 6 (5.0%) of the respondents who “agreed” said that rewards promoted conflicts amongst the learners in the classroom.

4.2.5 Whether good teacher- pupil relationship motivated learners in the classroom

Respondents were asked to state whether good teacher-pupil relationship motivates learners in a classroom. Figure 6 shows their views.

Figure 6: Good teacher- pupil relationship motivates learners

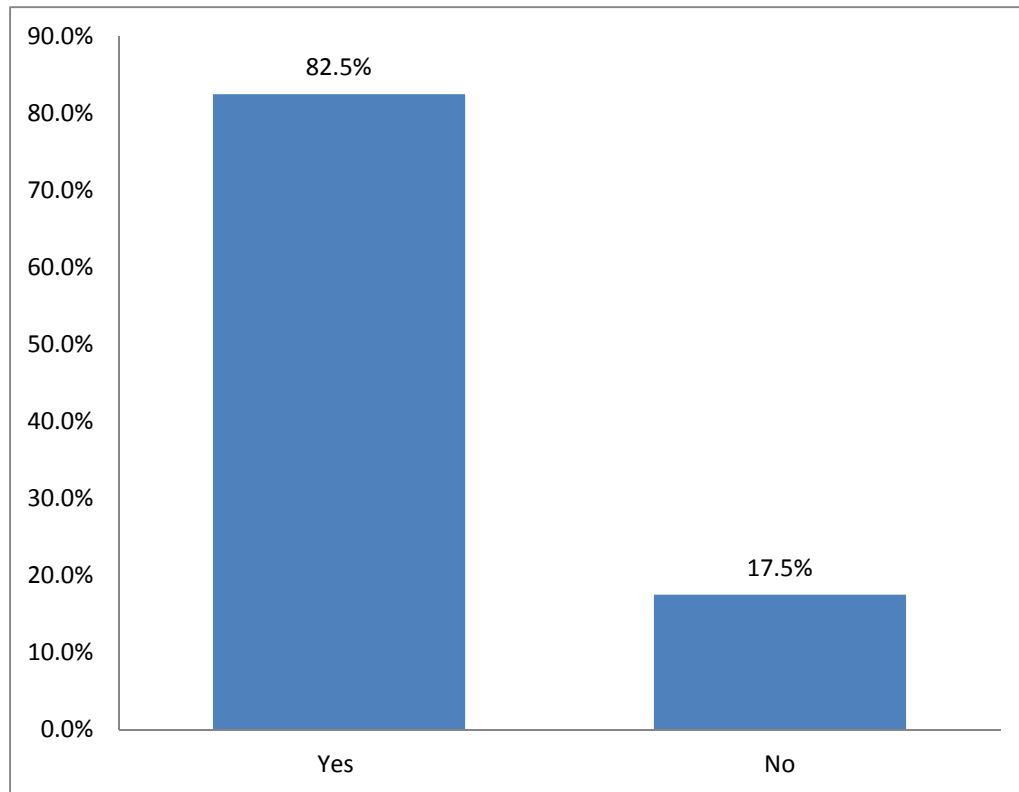


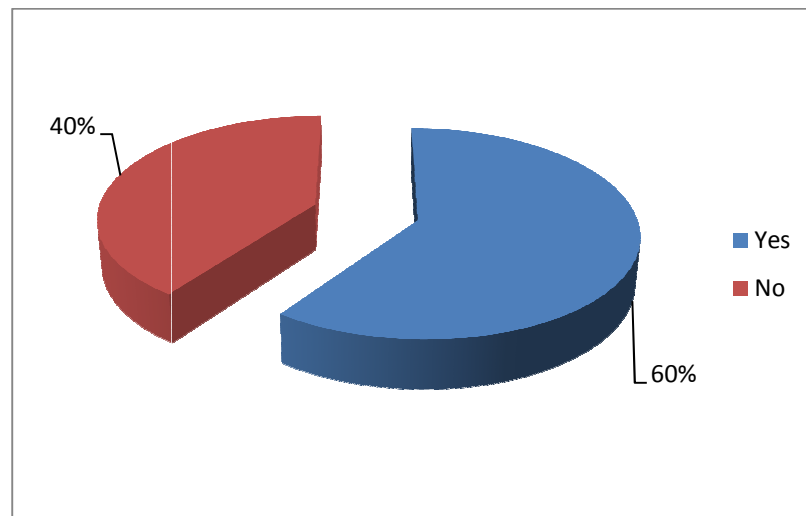
Figure 6 shows that majority, 99 (82.5%) of the respondents “agreed” while 21 (17.5%) “disagreed” that good teacher- pupil relationship motivates learners in a classroom. For the respondents who said “yes” or “no”, a follow up question was asked for them to suggest reasons for their response. Out of 99 (82.5%) of the respondents who “agreed”, 81 (67.5%) of them said that good teacher-pupil relationship promotes interaction between the teacher and learners, whereas 18 (15.5%) of the respondents indicated that good teacher-pupil relationship enables learners to open up to their respective teacher and encourages them to seek clarifications from teachers where possible and 21(17.5%) of the respondents who “disagreed” said that good teacher- pupil relationship promotes laziness amongst learners.

4.2.6 Whether punishment motivates learners in a classroom

Respondents were asked to state whether punishment motivates learners in the classroom.

Figure 6 confirms their responses.

Figure 7: Punishment motivates learners in the classroom

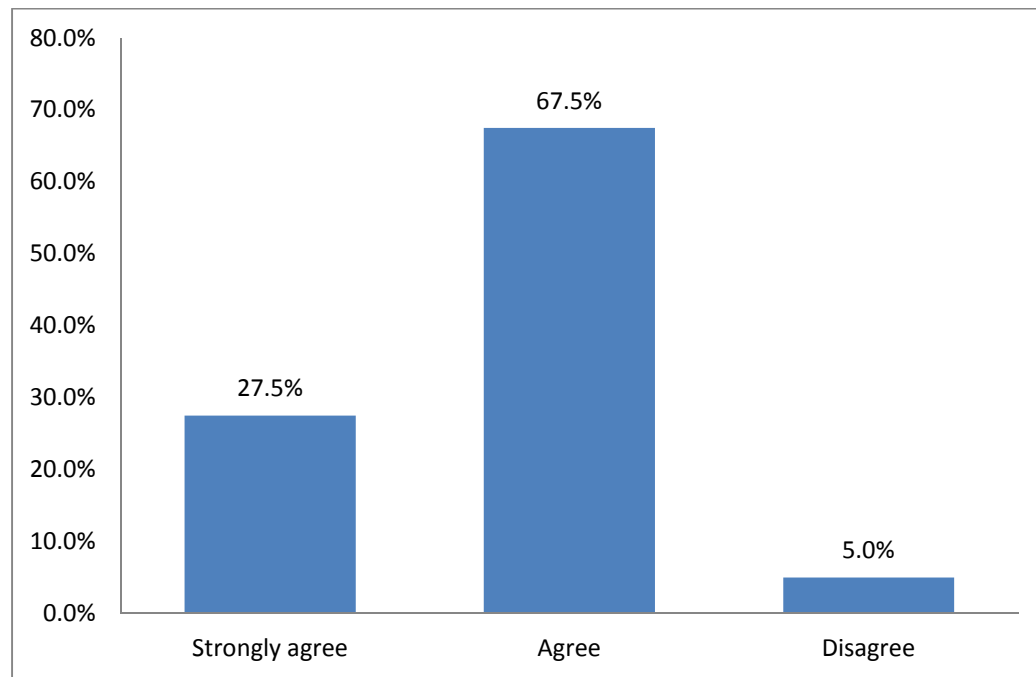


As demonstrated in figure 6, 72 (60.0%) of the respondents “agreed”, while 48 (40.0%) “disagreed” that punishment motivates learners in the classroom. The respondents were further asked to provide reasons for their response. Out of 72 (60.0%) of the respondents who “agreed”, 51 (24.5%) of them said that punishment encouraged learners to improve on their classroom performance, while 21 (17.5%) of the respondents explained that punishment instills fear in learners which serves as a drive or motivator to do classroom activities. It was further noted that 48 (40.0%) of the respondents who “disagreed”, 27 (22.5%) of them suggested that punishment had negative psychological effects on learners, while 12 (10.0%) of the respondents explained that punishment enabled learners to hate the teachers that administered punishment in the classroom and 9 (7.5%) of them indicated that punishment developed fear in learners.

4.2.7 Whether teacher knowledge of subject matter motivates learners in the classroom

Respondents were asked to indicate whether teacher knowledge of subject matter motivates learners in the classroom. Figure 7 shows the distribution of their views.

Figure 8: Teacher knowledge of subject matter motivates learners in the classroom

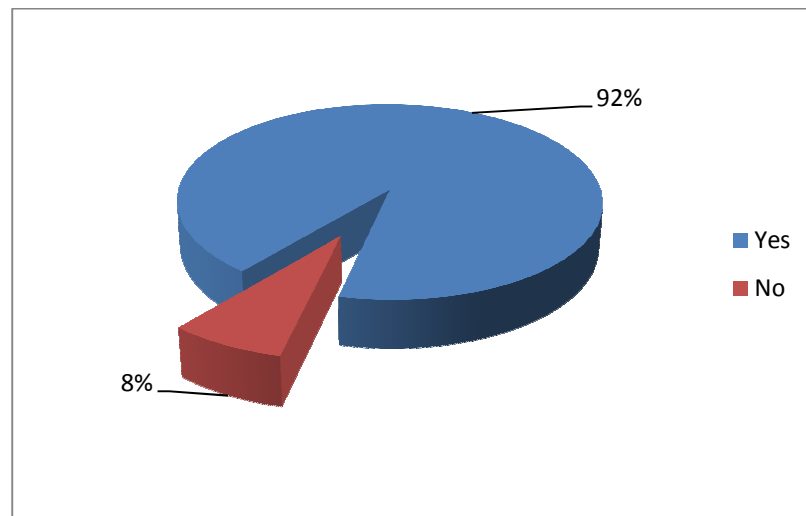


As evidenced in figure 7, majority, 81 (67.5%) of the respondents “agreed” while 33 (27.5%) “strongly agreed” and 6 (5.0%) “disagreed” that teacher knowledge of subject matter motivates learners in the classroom. Respondents were also asked to indicate reasons for their response, 71 (67.5%) and 33 (27.5%) of the respondents who “agreed” and “strongly agreed” respectively, supported their view by providing a justification that teacher knowledge of the subject matter motivates learners and further enables them to develop trust in the teacher while 6 (5.0%) of the respondents who “disagreed”, indicated that certain learners did not like school.

4.2.8 Whether the home environment contributed to learners' motivation in the classroom

Respondents were asked to indicate whether the home environment motivates learners in the classroom. Figure 8 shows their responses.

Figure 9: Home environment contributed to learners' motivation in a classroom.

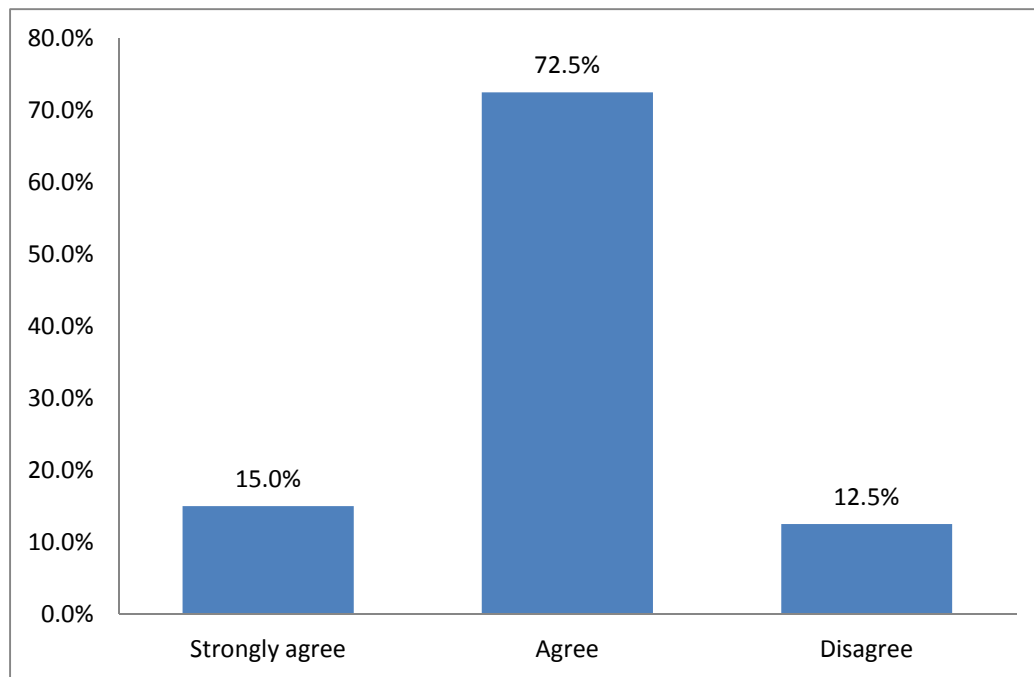


It was evident from the results in figure 8 that majority, 111 (92.5%) of the respondents “agreed” and 9 (7.5%) “disagreed” that home environment motivates learners in the classroom. For the respondents who said “yes” or “no”, a follow up question was asked for them to give reasons for their response. Out of 111 (92.5%) of the respondents who “agreed”, 87 (72.5%) of them indicated that the stimulating home environment was a motivating factor to learners in a classroom, while 15 (12.5%) of them said that a hostile home environment has some negative psychological effects on a learner and cited fear as an example, whereas 9 (7.5%) of them indicated that the rewards provided by parents and guardians in the home motivated learners to work hard in the classroom. Out of the 9 (7.5%) of the respondents who “disagreed”, 6 (5.0%) of them explained that the classroom at times can have its own factors that can increase the level of motivation in learners and 3 (2.5%) of them did not give any reason for their response.

4.2.9 Whether pupils in the classroom were motivated by their career choices

Respondents were asked whether career choices generated learners' motivation in the classroom. Figure 10 shows the distribution of their responses.

Figure 10: Pupils in the classroom were motivated by career choices

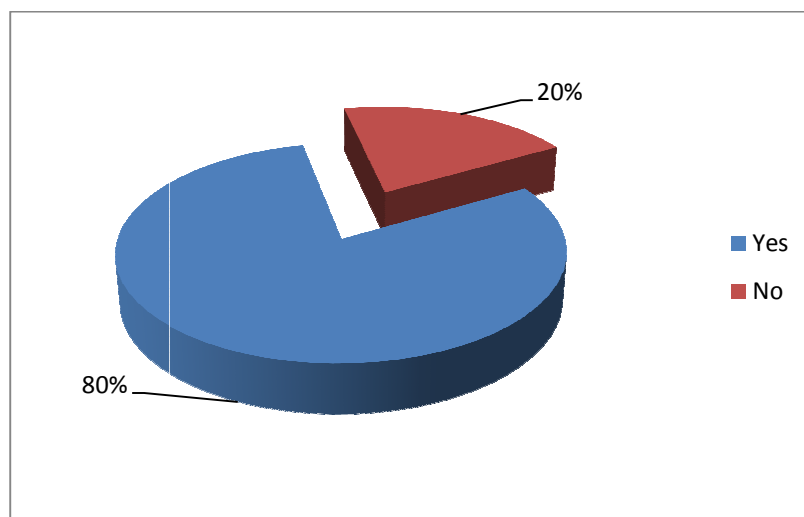


In relation to career choices as a learners' motivation factor in a classroom, figure 9 reveals that 87 (72.5%) of the respondents "agreed", while 18 (5.0%) "strongly agreed" and 15 (12.5%) "disagreed" that career choices motivated learner in the classroom. Respondents were further asked a follow up question to state reasons for their response. Out of 87 (72.5%) and 18 (15.0%) of the respondents who "agreed" and "strongly agreed" respectively, 99 (82.5%) of them indicated that career choices motivate the learners to work towards achieving their goals, while 6 (5.0%) of the respondents did not provide any justification for their response. Out of the 15 (12.5%) of the respondents who "disagreed" that learners were not motivated by their career choices, 6 (5.0%) of them said that many learners did not have their careers yet. The rest of the respondents, 9 (7.5%) did not respond to this statement.

4.2.10 Whether nature of the physical environment such as furniture motivates learners

Respondents were asked to state whether nature of the physical environment such as furniture motivates learners in a classroom. Figure 11 demonstrates their responses.

Figure 11: Nature of the physical environment motivates learners



The results in figure 10 showed that majority, 96 (80.0%) of the respondents “agreed” while 24 (20.0%) “disagreed” that the nature of the physical environment motivates learners in the classroom. For the respondents who said “yes” or “no”, a follow up question was asked for them to indicate reasons for their response. Out of 96 (80.0%) of the respondents who “agreed”, 69 (57.5 %) of them explained that good physical environment motivates learners and make them feel comfortable, while 12 (10.0%) of them stated that learners do not remain for too long in classrooms that have bad furniture and 15 (12.5%) of them did not provide any explanation for their response. Out of the 24 (20.0%) of the respondents who “disagreed”, 15 (12.5%) of them said that learners were motivated by so many factors in the classroom and 6 (5.0%) of them stated that learners were motivated even when the physical environment was not conducive, whereas 3 (2.5%) of them did not respond to this question.

4.2.11 Whether classroom rules help in motivating pupils to learn in a classroom

Respondents were asked to indicate whether classroom rules help in motivating learners to learn in a classroom. Figure 11 illustrates the distribution of their responses.

Figure 12: Classroom rules motivate learners in the classroom.

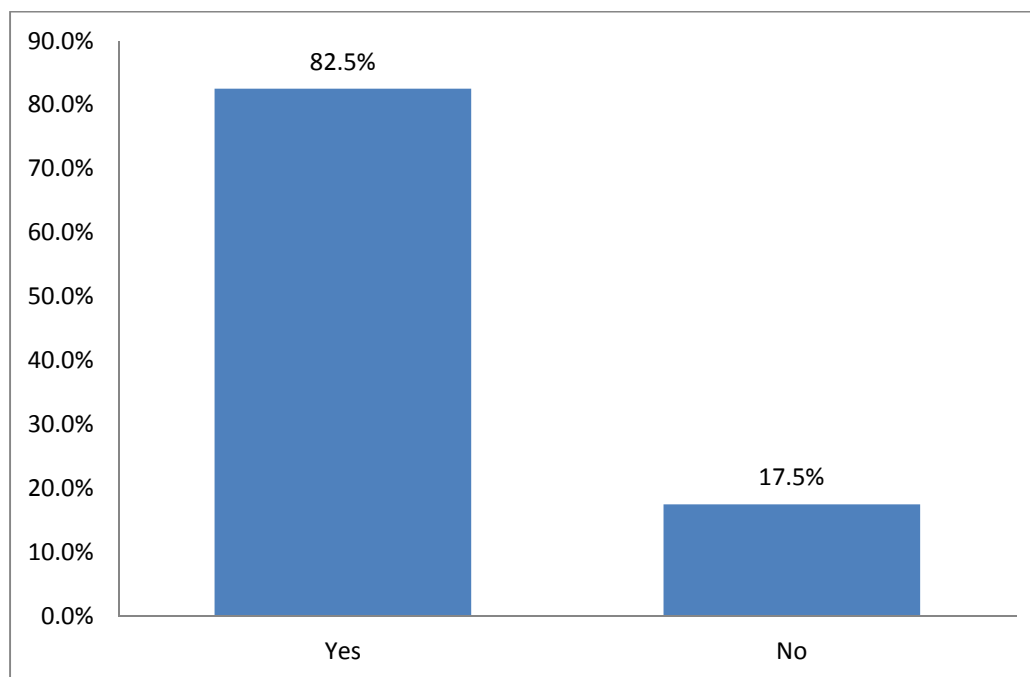


Figure 11 reveals that 99 (82.5%) of the respondents “agreed”, while 21 (17.5%) “disagreed” that classroom rules motivated learners in the classroom. Respondents were further asked a follow up question to give reasons for the “yes” or “no” response. Out of 99 (82.5%) of the respondents who said “yes”, 51 (42.5%) of the respondents said that some classroom rules encourage learners to work very hard, while 27 (22.5%) of them indicated that classroom rules motivated learners to develop a sense of belonging and 15 (12.5%) of them said that classroom rules enhanced freedom of learners, whereas 6 (5.0%) of the respondents did not respond to the question. Out of the 21 (17.5%) of the respondents who “disagreed”, 6 (5.0%) of them explained that certain rules did not promote learners’ independence, while 15 (12.5%) of the respondents stated that classroom rules were aimed at reinforcing discipline and not to motivate learners.

4.3 Other factors teachers perceived as motivators in a classroom

4.3.1 Knowledge of results

The findings of the study revealed that 111(92.5%) of the teacher respondents perceived the knowledge of results as a learner motivator in the classroom. It was explained by the teacher respondents that when learners were presented with the results of their performance in tests and other classroom assignments, for example, they got encouraged regardless of the grade they scored. The respondents stated that learners with outstanding results wanted to maintain their good performance while those with low grades were equally motivated to improve on their performance.

4.3.2 Teachers' teaching styles

The results of the study showed that 103(85.5%) of the teacher respondents perceived certain teaching styles as motivating factors to learners in a classroom, among them included, the group work, home work and assignments. The respondents pointed out that the above teaching styles were a motivating factor to the pupils in a classroom and enhanced the social interaction amongst the pupils as lessons proceeded. The respondents further said that the same teaching styles promoted active pupil participation in the classroom activities.

The study demonstrated that 90% of the teacher respondents perceived motivation talks as a classroom motivator. It was stated by the teachers that learners were highly motivated when motivation talks concerning their careers and school subjects were discussed within the classrooms. Teachers further said that motivation talks acted as a drive and raised learners' interest to participate in classroom activities.

As research evidence shows, 114(95.0%) of the teacher respondents said that adequate teaching and learning materials motivate learners in a classroom setting. The teacher respondents reported that learners enjoyed the lessons that were practical in nature. Teachers also said that pupils were able to perform experiments on their own with less teacher participation when necessary equipment were made available in a classroom.

4.3.5 Teacher behaviour

It was found out from this study that 118 (90.0%) of the teacher respondents perceived the teacher behaviour as a motivating factor in the classroom. The respondents mentioned that a teacher with passion for the pupils motivated learners because this kind of behaviour enabled learners to develop a sense of belonging and increased their participation in classroom activities.

The study captured the perceptions of both teachers and pupils on the subject. This section presents the findings that emerged from the Focus Group Discussions held with selected pupils in all the schools that participated in the study. The discussions were captured using the voice recorder and were presented in narrative form as they emerged.

4.4 What factors do pupils perceive as motivators in a classroom setting?

4.4.1 Rewards and positive teacher comments

The findings of this study revealed that pupils perceived the rewards, praises or positive teacher comments as motivating factors in the classroom. Pupils said that the rewards that parents and teachers provided following their outstanding performance were a powerful motivator to them. The pupils further indicated that rewards provided by both the teachers and parents made them work extra hard in the classroom. For example, pupil X said, *“I got motivated when my father bought a cell phone for me”*. Another pupil said, *“We feel motivated when you receive a reward from the teacher”*. Another pupil further said, *“Rewards make us to work very hard”*.

For the pupils who said that positive teacher comments were a motivating factor, a follow up question was asked for them to cite some examples of teachers’ comments that motivated them. Pupil R said, *“Comments like this is good effort! Motivate us a lot”*. Another pupil said, *“I also feel encouraged when the teacher says, continue with this performance”*. Another pupil said, *“We are also motivated by statements like you are the highest in this test”*.

4.4.2 Family economic status

It was found from the study that pupils got motivated by the poverty levels which their families were going through. Pupil A during the discussion said, *“The poverty in my family motivates me so much”*. The respondent was further asked to give an explanation as to how the poverty the family was going through motivated him in the classroom. Pupil A further said, *“I concentrate in class so that one day my family can be rich”*. Pupil B also stated that *“And also those from the well to do families are motivated by their background to avoid being misfits in their families”*.

4.4.3 Subjects of interest

It was evident from the findings that pupils were motivated by different subjects that they were taking. Pupil F said for instance, *“some subjects are really interesting”*. Another pupil indicated, *“I only enjoy six subjects in that class”*.

A follow up question was asked for the pupils to mention subjects that were motivating in their classrooms. Pupil R said, *“I am motivated by Biology”*. Pupil C also said, *“Biology is very interesting”*. Another pupil said, *“Biology is really a motivating subject”*. The pupils were further asked to explain how Biology motivated them. Pupil Y said, *“Biology has motivating or interesting topics such as reproduction and genetics”*. Pupils also said that the key subjects which they named as Mathematics, Sciences and English were a motivating factor in the classroom. Another pupil stated that, *“My most interesting subject is English”*. Another one further said, *“For me, Civic Education is a motivating subject”*. Others named Accounts as their motivating subject. Pupils were again asked to give reasons why they were not motivated by certain subjects. Pupils indicated factors such as; inappropriate teaching styles by some teachers. For example, pupil V said, *“Some teachers do not know how to teach”*. Others stated that certain subjects did not relate to their career choices.

4.4.4 School and individual pupil performance

The results of the study indicated that pupils were heavily motivated by the good performance other peers/pupils demonstrated in tests and other classroom assignments. One pupil, for instance stated that, *“I got encouraged by the results of the previous grade twelve pupils”*. Another pupil categorically said, *“I was motivated by the former Head girl’s results”*.

Pupils were further asked to explain how they were motivated by the performance of other pupils. In response to the above question, pupil M, for instance, said, *“I want also to get good points like my friends”*. It was also found that pupils were motivated by the general school results at grade twelve. For the pupils who said that they were motivated by the general school performance, a follow up question was asked for them to explain how they were motivated by the school results. In response to this statement, pupil G said, *“We want to maintain the school standards”*. Another pupil said, *“We want to maintain the school History”*

4.4.5 Successful people in life /role models

The study showed that pupils were motivated by significant others or role models. Pupils mentioned that successful people in life motivated them to work extra hard in the classroom. For example, Pupil T pronounced that, *“Iam motivated by our female Zambian Chief Justice”*. Another pupil further said, *“I really get motivated when I see a Medical Doctor and it makes me to work very hard”*. The pupils were further asked to mention other examples of people they regarded as role models who motivated them in the classroom. Pupils cited the following as role models: Lawyers, Television News Casters, Bankers, and Pilots to name a few.

4.4.6 Teachers’ teaching styles

It was evident from the findings that pupils were highly motivated by some teaching techniques or methods some teachers employed in a classroom. Pupil L, for instance, said that, *“group work is interesting”*. Another pupil said, *“Group work is more interesting than home work”*.

The pupils were further asked to give reasons why home work was not a motivating teaching style in a classroom. In response to this, Pupil J said, *“We are ever punished because we have no time to do homework”*. Another pupil said, *“Home work promotes punishment from teachers”*. Pupils further stated that home environments lacked electricity and were compounded by noisy and inadequate facilities to allow them do home work. For instance, pupil D said, *“Our house has no electricity so I fail to do home work”*. Another pupil said that, *I do not enjoy home work because there is nobody to help me at home”*.

4.4.7 Institutions of higher learning

The research established that pupils were highly motivated by higher institutions of learning such as the University of Zambia, Mulungushi and Copperbelt University. One pupil said, *“I feel motivated when I visit my sister at the University of Zambia”*. Respondents were further asked to explain how institutions of higher learning were a motivating factor to them in a classroom. The following were the pupil’s responses: Pupil S, for instance, said that, *“I want to score good points so that I can go to Copperbelt University”*. Another pupil said, *“The course that I want to do is at the University of Zambia so I need to get good points”*. Another pupil also said that, *“I work hard so that I can go to the University of Zambia and not to a college”*.

4.4.8 Career choice

Additionally, the study indicated that pupil’s were motivated by their career choices. For instance, pupil F said, *“We are motivated by our different careers”*. Another pupil said, *“Each one has a career that he or she wants to fulfill”*. A follow up question was asked for the pupils to indicate the reasons why career choice was perceived as a motivating factor in the classroom. One Pupil mentioned that, *“My career involves calculations and this makes me to work hard in Mathematics and Sciences”*. Another pupil said, *“We work hard so that we achieve our future careers”*. Pupil X further said that, *“I want to score good points so that I can do Law at the University of Zambia”*.

4.4.9 Knowledge of results

The results seemed to show that pupils were motivated by the marks they scored in tests and other school assignments. Pupil T said, for instance, *“I was motivated when I got the*

highest mark in a geography test". Pupil Z also said, *"I get motivated when I receive results regardless of the grade"*. Respondents were further asked to explain as much as possible how the results they were obtaining in tests and other classroom activities influenced their motivation to learn in a classroom. Pupil Z, for instance, stated that, *"Low marks give me morale to aim high"*. Another pupil said, *"Better results encourage me to continue working hard"*. Another pupil further explained that, *"I compare results with my friends so that I assess my position"*.

4.4.10 Teacher knowledge of the subject matter

The study showed that teacher knowledge of the subject matter was a very good learner motivator. Pupil E, for instance, said, *"We are motivated by the teachers who know their subjects very well"*. Another pupil stated that, *"our interest in a subject depends on teacher's knowledge of the subject"*.

For the respondents who said that teacher knowledge of the subject was a motivating factor in a classroom, a follow up question was asked for them to explain how teacher knowledge of subject matter influenced their interest to learn in the classroom. One pupil respondent said that, *"The teacher who knows the subject gives us hope, confidence and removes fear in pupils"*. It was also mentioned by the pupils during the discussion that a teacher who demonstrated inadequacy knowledge of the subject matter de-motivated learners and encouraged them to dislike the concerned subject. For example, one pupil pointed out, *"We loose interest if the teacher cannot deliver well"*. Another pupil further said that, *"I dropped History because my teacher was failing to deliver"*.

4.4.11 Good teacher-pupil relationship

The findings indicated that a friendly teacher motivated learners in a classroom. Pupils explained that a cheerful and approachable teacher motivated the learners in the classroom. Pupil X said, for example, *"We are motivated by a teacher who is friendly to his or her pupils"*. It was also mentioned by another pupil that, *"We are open to a teacher who is friendly and cheerful"*. Pupil W further indicated that, *"A friendly teacher makes pupils to ask questions where possible"*. It was found that pupils enjoyed a classroom teacher- pupil

relationship where a teacher avoided criticisms and punishment as much as possible. Here is what pupil Y said, *“Pupils are close to the teacher who does not punish pupils”*.

Going by the findings of this study, it was revealed that pupils perceived the availability of teaching and learning materials as a motivating factor. It was found that pupils were highly motivated by the modern equipment such as computers. One pupil, for instance, categorically said, *“Computer creates interest in the pupils”*. Another pupil also said, *“We enjoy working on the computer because of music”*. Pupils stated that computer made life much easier for them that is, in the answering of assignments and other tasks teachers were administering. For example, one pupil mentioned that, *“Computers help us to learn so many things and answer questions”*.

Following the investigation carried out on pupils’ perceptions of classroom motivators, it was noted that pupils were motivated by their parental status. Respondents were asked to clarify this view by explaining how parental status stimulated their interest to learn. Pupil R for example, alluded that, *“I am a single orphan, therefore, it motivates me to work extra hard”*. This pupil further said that, *“I want to make use of this opportunity of being at this school”*.

The study showed that pupils were highly motivated by their home environment. It was stated by the pupil respondents that their parents and family members provided motivation that contributed to their good performance in a classroom. In relation to home environment as a classroom motivator, a follow up question was asked for the respondents to explain and cite practical examples on how home environment motivated them in a classroom situation. One pupil during the discussion said, *“My sister encourages me to revise mathematics”*. It was further demonstrated from this interview that some parents and guardians were setting academic targets for their children which was a motivating factor to certain children while in the classroom. For instance, pupil M said, *“my mother wants me to score less than ten points”*.

4.4.15 Field trips

There was evidence from the findings that field trips reinforced motivation in learners while in the classroom. The pupils said that it was quite motivating when teachers

organised for trips to visit places such as banks. For example, Pupil B during the discussion said, *“I felt motivated when the Commerce teacher took us to Zambia National Commercial Bank”*. Another pupil categorically said, *“My wish is to work at the bank one day”*. Pupil U also said that, *“I have developed a lot of interest in Commercial subjects”*.

4.4.16 Examinations and tests

In this study, the findings showed that pupils perceived examinations and tests as factors that enhanced motivation in a classroom. One pupil, for instance, stated that, *“We concentrate a lot in class when we are about to write tests and examinations”*. Respondents were asked to explain in details how their motivation in the classroom was influenced by tests and examinations. Pupil G explained that, *“We fear tests and examinations as a result we put in a lot of effort”*. Pupil E further pointed out that, *“I fear tests and examinations so this motivates me to work hard in class”*.

4.5 Are there similarities and differences in teachers’ and pupils’ perceptions of factors that motivate learners in a classroom?

(a) Similarities

5.5.1 Rewards and positive teacher comments

The study showed that 124 (95%) of the teacher respondents said that rewards, praises and positive comments teachers made motivated the pupils in a classroom. Pupils also stated that rewards, praises and positive teacher comments were motivators in the classroom. One pupil, for instance, said that, *“Rewards from teachers motivate us to work hard”*. Pupils further revealed that rewards from parents were equally a powerful motivating factor in the classroom. For example, pupil X said, *“I got motivated when my father bought a cell phone for me”*.

4.5.2 Knowledge of results

The findings showed that both teachers and pupils perceived the knowledge of results as a motivating factor to learners in a classroom. It was observed that 92.5% of the teacher respondents explained that knowledge of results motivated the outstanding learners to maintain their good performance while those learners with low grades were equally

motivated to improve on their low grades. Pupils also stated that they were motivated by the results they obtained from tests and other school assignments. For instance, pupil T indicated that, *“I was motivated when I got the highest mark in a Geography test”*. Another pupil said, *“Low marks give me morale to aim higher”*. Another pupil categorically said that, *“Better results encourage me to continue working hard”*.

4.5.3 Teaching and learning materials or equipment

The findings demonstrated that both teachers and pupils perceived the availability of the teaching and learning materials as a motivating factor in the classroom. It was revealed that teachers and pupils cited computers as the best equipment that motivated learners in a classroom. It was found that 95% of the teacher respondents said that adequate equipment, for example, in science made learners to perform experiments on their own with less teacher participation. Pupils also said that they enjoyed working with a computer because it made the answering of the assignments easier. One pupil, for instance, stated that, *“Computers help us to learn so many things and to answer questions given by the teachers”*.

4.5.4 Teachers’ teaching styles

The research established that both teacher and pupil respondents perceived teachers’ teaching methods as a powerful motivating factor to learners in a classroom. Teachers reported that group work motivated learners in the classroom. Pupils also supported group method as the most appropriate way of motivating learners. Here are their responses, pupil L, for instance said, *“Group work is more interesting than home work”*. Another pupil further said that, *“Group work is interesting”*

4.5.5 Teacher knowledge of the subject matter

The study revealed that 114 (95%) of the teacher respondents said that teacher knowledge of the subject matter motivates learners in a classroom. The teacher respondents further said that pupils develop trust in a teacher who demonstrates knowledge of the subject matter. Pupils also stated that the teacher who demonstrated the knowledge of the subject matter increased learners’ motivation, hope and confidence. For example, pupil E said,

“We are motivated by the teachers who know the subject very well”. Another pupil said that, *“Our interest in subjects depends on the teacher’s knowledge of the subject”*.

4.5.6 Subjects of interest

The research evidence showed that pupils were motivated by the subjects of their interest. For instance, pupil F said, *“Some subjects are really interesting”*. Another pupil further stated that, *“I only enjoy six subjects in that class”*. Another pupil said, *“I am motivated by Biology”*. Teachers also reported that some pupils did not show any interest in particular subjects for example, mathematics.

4.5.7 Home environment

It was found that pupils perceived home environment as a motivating factor. Pupils said that parents and family members motivated them. For example, pupil M said, *“My mother wants me to score less than ten points”*. Another pupil categorically said, *“My sister encourages me to revise Mathematics”*. The study also revealed that, 111(92.5%) of the teacher respondents perceived home environment as an agent of pupil motivation in a classroom. The teacher respondents said that home environment was an agent of motivation as parents were highly involved in rewarding their children for the good performance they demonstrated.

4.5.8 Motivation talks

The study demonstrated that both teachers and pupils said that motivation talks were important classroom motivators to learners. Pupils stated that they were motivated by motivation talks from teachers on their careers and importance of the subjects that were offered in school. Pupil X, for example said, *“I was motivated when the Careers teacher talked about Engineering courses”*. It was further observed that 85.5% of the teacher respondents said that pupils were motivated when motivation talks concerning their future careers and school subjects were conducted.

4.5.9 Career choices

It was revealed from the study that pupils mentioned career choice as an aspect of motivation to them while in the classroom. For example, pupil F said, *“We are motivated by our different careers”*. Another pupil said, *“Each one has a career that he or she wants to fulfill”*. It was also noted that 77.5% of the teacher respondents mentioned that pupils were motivated by their future careers and worked towards achieving of such goals.

4.5.10 Good teacher-pupil relationship

The study showed that both teachers and pupils perceived good teacher pupil relationship as a reinforcer of learner motivation. Pupils stated that a friendly teacher motivated learners in a classroom. Pupil X said, for example, *“We are motivated by the teacher who is friendly to his or her pupils”*. It was also mentioned by another pupil that, *“We are open to a teacher who is cheerful and friendly”*. The study also demonstrated that 82.5% of the teacher respondents perceived a good teacher-pupil rapport as a classroom motivator. The teachers said that good teacher-pupil relationship promoted interaction between the teacher and pupils and it further encouraged learners to seek clarifications from teachers where possible.

(b) Differences

4.5.1 Punishment

The study demonstrated the 72 (60%) of the teacher respondents said that punishment motivated the learners in classroom. The teachers said that punishment instills fear in learners which acts as a drive to perform. The findings indicated that all pupils were not motivated by any form of punishment that was administered by particular teachers. Pupils further said that punishment created conflicts between teachers and pupils and also disturbed the good teacher-pupil relationship that existed in the classroom. For instance, Pupil Q stated that, *“Punishment causes conflicts between teachers and pupils”*. Another pupil said, *“We fear classrooms where teachers punish pupils”*. Another pupil categorically said, *“We do not enjoy the subjects taught by teachers who punish pupils”*.

4.5.2 Classroom rules

The study found that 99 (82.5%) of the teachers respondents perceived classroom rules as the source of pupil motivation. Teachers stated that classroom rules played a big role in motivating learners because it enhanced their self-esteem. However, the study also revealed that pupils did not perceive classroom rules as a source of learners' motivation. The findings showed that pupils perceived classroom rules as a factor that affected their freedom in a classroom and encouraged punishment. For instance, one pupil pointed out that, *"some teachers make rules which are difficult to follow"*.

4.5.3 Institution of higher learning

The findings showed that learners were motivated by institutions of higher learning. Pupils indicated that they wanted to obtain good points to meet entry qualifications for higher institutions of learning. It was found that pupils cited the University of Zambia, Copperbelt University and Mulungushi as examples of institutions that motivated them. For instance, pupil S said that, *"I want to score good points so that I can go to Copperbelt University"*. Another pupil said, *"The course that I want to do is at the University of Zambia so I need to get good points"*. Another pupil said that, *"I work hard so that I can go to the University of Zambia and not to a college"*. When asked the teacher respondents to state the factors which they perceived as motivators in a classroom, the study revealed that none of the teacher respondents mentioned this as a motivator to learners in a classroom.

4.5.4 Family economic status

The study findings indicated that some pupils were motivated by the poverty that their families were going through. For example, pupil A said that, *"The poverty in my family motivates me so much"*. Pupil A further said, *"I concentrate in class so that one day my family can be rich"*. Pupil B also stated that *"And also those from the well to do families are motivated to avoid being misfits in their families"*. However, the study further showed that teachers did not indicate this as a factor that motivated learners in a classroom.

4.5.5 Successful people or role models

The study indicated that pupils perceived successful people as role models and these were a motivating group to the pupils in a classroom. Pupils stated that their motivation was influenced by successful people or the role models. For example, Pupil T pronounced that, *“I am motivated by our female Zambian Chief Justice”*. Another pupil further said, *“I really get motivated when I see a Medical Doctor and it makes me to work very hard in class”*. However, the study further showed that teachers did not state the role models as a possible factor that motivates learners in a classroom environment.

4.5.6 Examinations and tests

The findings of the study showed that pupils perceived examinations and tests as motivating factors in a classroom. The pupils stated that examinations and tests induced fear in them which served as a drive to actively participate in learning activities. One pupil, for example, said that, *“We concentrate a lot when we are about to write tests and examinations”*. Pupil G also said that, *“We fear tests and examinations as a result we put in a lot of effort”*. Pupil E further pointed out that, *“I fear tests and examinations so this motivates me to work hard in class”*. However, when the teacher respondents were asked to mention possible factors they thought were motivators to learners in a classroom, none of the teacher respondents said that examinations and tests were learner motivators in a classroom situation.

4.5.7 Parental status

As shown by the findings, pupils were motivated by their parental status. Pupil R, for example, said that, *“I am a single orphan, therefore, it motivates me to work extra hard”*. This pupil further said that, *“I want to make use of this opportunity of being at this school”*. However, it was found that the teacher respondents did not indicate this as a motivator to learners in a classroom environment.

4.5 What do teachers' and pupils' perceive as possible factors which can increase learners' motivation in a classroom?

When asked teacher respondents to suggest possible factors which can increase learners' motivation in a classroom situation, the following were their views:

- Teachers should award more learners in a classroom to increase the level of motivation in many learners.
- The government should offer bursaries to the outstanding pupils in both primary and secondary schools to increase learners' motivation.
- Teachers should be very friendly with learners as much as possible.
- Teachers should ensure that bullying, mockery and labeling are removed from classrooms to enable learners enjoy the classroom environment.

Furthermore, pupils also suggested that abolishing of all forms of punishment and punitive rules in a classroom can increase the level of motivation amongst learners. Respondents were asked to indicate why they perceived punishment as a de-motivating factor. Pupil Q for instance, stated that, *"Punishment causes conflicts between teachers and pupils"*. Another pupil said, *"We fear classrooms where teachers punish pupils"*.

The pupils also suggested that outstanding pupils needed to be given big rewards and also more learners to be rewarded too. Pupils further said that rewards were only given to very few pupils yet, a lot more deserved. Pupil X said, for instance, *"Some teachers do not appreciate good scores"*. It was indicated by this pupil that only those who scored above ninety percent (90%) or more in the tests were recognised as hard working pupils in a classroom and are the ones that received rewards. Pupils also said that such a rewarding system lowered the level of motivation in certain learners. For instance, one pupil said, *"I feel discouraged because very few pupils receive rewards"*.

It was further suggested by the pupils that the Ministry of Education needed to introduce scholarships for outstanding pupils at grade twelve to go and study from outside Zambia after completing school. Pupil J, for example, categorically said that, *"The Ministry of Education should start giving us scholarships to go and study outside Zambia"*. Pupils were asked to explain in details how the scholarships were going to stimulate their interest

to learn in a classroom setting. Pupils said that, such a system may influence high motivation in learners as each one may strive to attain such an opportunity. For instance, pupil H said, *“The idea of scholarships will motivate many pupils”*.

In addition, Pupils said that parents also needed to be rewarding children for the good performance that they demonstrate as a way of encouraging them to perform better in the classrooms. Here is what one pupil said, *“Our parents should also be giving us rewards”*. Pupils suggested that teachers needed to administer tests regularly to enhance motivation in learners as tests and examinations were perceived as factors that reinforced their motivation to learn in classroom activities. It was further found that pupils were driven by the fear of the tests hence, gained the interests to actively participate in lessons. One pupil said, for example, *“We fear tests and examinations as a result we put in a lot of effort”*.

4.6 Summary

The study has shown that, both teacher and pupil respondents perceived the following as factors that motivate learners in a classroom: rewards and positive teacher comments, knowledge of results, teaching and learning materials, teachers’ teaching styles (pupil centred), teacher knowledge of the subject matter, subjects of interest, home environment, motivation talks, career choices, field trips, teacher behaviour and good teacher-pupil relationship. In addition to the above teachers’ and pupils’ perception of factors that create motivation in learners, teachers further perceived the following as classroom motivators: punishment, physical environment, classroom rules and teaching styles (home work and presentations). It was further established from the study that besides the above factors on teachers’ and pupils’ perception of classroom motivators, pupils also perceived the following as motivators: examinations and tests, knowledge of results (school performance and individual results), targets set by family, economic status of the family, successful people in life or role models and institutions of higher learning.

The study further revealed that teachers perceived the following as possible factors which can increase learners’ motivation in the classroom for instance the introduction of bursaries to the outstanding pupils at both primary and secondary levels. Pupils further said that scholarships may increase the level of motivation in the learners.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings based on the subject of the study. The discussion has been presented in line with the objectives that guided the study.

5.2 Teachers' and pupils' perceptions of factors that motivate learners in a classroom

5.2.1 Teacher as a source of learners' motivation

The results regarding teachers as the source of learners' motivation showed that 90% of the teacher respondents stated that teachers were a source of learners' motivation in the classroom, while a minority of them said that teachers were not a source of learners' motivation. Following this analysis, it can be said that teachers were aware of their key role in motivating learners in a classroom. Pupils also said that teachers were a major source of learners' motivation. Pupils were further requested to indicate how teachers raised their motivation in the classroom. The pupils mentioned that some teachers motivated learners particularly those that were cheerful, approachable and avoided criticisms as much as possible. It was established that pupils were against criticisms that were used by certain teachers which they described as de-motivating. For example, one pupil said that, "*A friendly teacher makes pupils to ask questions where possible*".

These findings are in agreement with Plessis (2002) who asserts that social interaction between teachers and pupils plays a fundamental role in creating a suitable learning environment. The teachers with high expectations for their students provide confidence in students and enhance their motivation to learn the intended material. It is very important for the teacher to remain friendly to learners to enhance their willingness to learn and participate in all the classroom activities.

5.2.2 Subject offered in classrooms

As regard subjects offered in classrooms as a motivating factor to the pupils, the findings showed that the majority of teachers (78%) said that pupils were not motivated by all the

subjects offered in the classrooms. When asked pupils to state whether all the subjects they were taking in the classrooms motivated them, the responses showed that individual learners received motivation from different subjects. For example, Pupil R said, *“I am motivated by Biology”*. Pupil C also said, *“Biology is very interesting”*. Another pupil said, *“Biology is really a motivating subject”*. Another pupil indicated that, *“I only enjoy six subjects in that class”*. Another pupil further said, *“For me, Civic Education is a motivating subject”*. The results further revealed that pupils did not like certain subjects for various reasons which among them included; teacher’s behaviour, low interest, nature of methods used when teaching the subject and low teacher support. For example, pupil V said, *“Some teachers do not know how to teach”*. Others stated that certain subjects did not relate to their career choices.

Consistent with the above findings, Kimaro (1981) suggests that rarely are pupil’s considerations and interests included in the preparation and presentation of the subject matter. In such cases, some pupils are in the classroom because they are required to be there and bearing in mind that the subjects offered are compulsory and not optional. The teachers’ role may not be simply to teach the subject but to ensure that they maximise learners’ motivation to learn all the subjects in the classroom. The study further showed that teachers were already aware of the fact that certain learners were not interested in some subjects offered in classrooms, therefore, it requires teachers’ exploration of how best pupils’ interest may be cultivated to maximise their full participation in all the subjects.

5.2.3 Teachers’ teaching styles

The study showed that 95% of the teachers pointed out that teachers’ teaching styles in the classroom increased the level of motivation in learners. When asked the teachers to explain how the teaching styles promoted learners’ interest. The findings indicated that a teacher who engaged suitable teaching styles that reinforced motivation in learners attained higher learner’s interest to learn the intended material as opposed to the one that employed instructional styles which did not motivate learners. It was further found that learners’ preference learning method was group work. When asked the pupil respondents to state the best teaching style they preferred to be used by their teachers in the classroom, pupils supported group learning instructional technique as opposed to home work, assignment and

presentation methods. For instance, Pupil L said that, “*group work is interesting*”. Another pupil said, “*Group work is more interesting than home work*”.

These findings agree with that of Myers (1998) who reports that, in a study by Michael and associates (1992), expert pool players who made 71% of their shots when alone made 80% when four people came to watch them. The study also showed that homework was not supported by learners especially pupils in day schools. It was indicated by the pupils that home work was coupled with potential confounding challenges such as; inadequate facilities in certain homes which made it difficult for learners to complete the home work assigned by the teachers. One pupil said, “*Our house has no electricity so I fail to do home work*”. Another pupil said that, “*I do not enjoy home work because there is nobody to help me at home*”.

Although teachers continued giving homework to learners and asking them to make presentations in the classrooms, pupils categorically stated that these methods were not motivating them. They further explained that homework simply encouraged punishment from the teachers. For example, Pupil J said, “*We are ever punished because we have no time to do home work*”. Another pupil said, “*Home work promotes punishment from teachers*”. From the above findings, it can be concluded that parents remain major key stakeholders in creating suitable conditions at home that should allow learners to do the home work with less difficulties.

5.2.4 Rewards

Regarding to whether rewards were a source of learner’s motivation in the classroom, 95% of the teachers agreed to the question. The teachers said that rewards and other classroom incentives which teachers and parents provided to learners based on their outstanding performance increased their level of motivation and encouraged them to continue performing better. It was further found that pupils perceived rewards from both parents and teachers as a powerful reinforcement of learners’ motivation. Pupils were asked to indicate instances when rewards from the parents influenced their motivation to learn in the classroom. One pupil, for instance, categorically said, “*I got motivated when my father*

bought a cell phone for me". These findings confirmed that teachers and parents were key partners in the provision of motivation to learners in a classroom.

According to Myers (1998), highly motivated children often have parents who encourage their independence from an early age, praise and reward them for their successes. Such parents encourage the children to do well in school and they often express delight when their children attain high scores. These findings also meant that parents needed to be informed of their children's performance through report forms, progress reports among others. These findings further suggested that the teacher should not reduce learner's intrinsic motivation to learn the desired material. It is necessary for the teacher to ensure that a considerable conducive learning atmosphere is sustained to help learners achieve their goals and expectations as most learners come to the classroom with high inner drives. In addition, Alber and Heward (1997: 277) as cited in Woolfolk (2010) confirm that, "the systematic application of praise and attention maybe the most powerful motivational and classroom management".

However, five percent of the teacher respondents indicated that rewards contributed to the cause of conflicts amongst learners. This analysis revealed that perhaps some teachers were not aware of how to use rewards. Teachers might have lacked the full knowledge of when to reward, type of reward to administer and who to give the reward.

5.2.5 Good teacher-pupil relationship

The study indicated that good teacher-pupil relationship was an important agent of learner motivation. When asked the teacher respondents whether good teacher-pupil relationship motivated learners in the classroom, it was found that 83% of them categorically said that a good teacher-pupil relationship increased the level of motivation in learners. The teacher respondents stated that a good teacher-pupil relationship was a powerful motivator to learners because it encouraged them to be free with their teachers.

It was also imperative to find out from the pupils whether good teacher-pupil relationship was a motivating factor in a classroom. Therefore, the same question was asked to the pupils to indicate whether good teacher-pupil relationship was a motivating factor in a classroom environment. The pupils stated that they enjoyed working with a teacher who

always cultivated good teacher-pupil rapport. Pupils further alluded that a friendly teacher encouraged learners to open up and made them seek further clarifications where necessary without any fear. One pupil said, for instance, *“We are open to a teacher who is friendly and cheerful”*. Pupil W also indicated that, *“A friendly teacher makes pupils to ask questions where possible”*.

The findings above showed that the appropriate delivery of classroom material requires a sound relationship between learners and the teacher. Therefore, teachers should ensure that all possible barriers that may reduce on the good teacher-pupil rapport in the classroom are adequately addressed. In line with the study findings, Mariette (2010:16) suggests that, “do sit down with learners, be approachable and smile, talk quietly and encourage the learner to keep on talking about his or her experiences and ideas”.

5.2.6 Teacher knowledge of the subject matter

There was evidence from the findings of the study that teacher knowledge of the subject matter was a motivating factor in a classroom. Teachers were asked whether teacher knowledge of the subject increased learners’ motivation in the classroom. It was found out that 95% teacher respondents agreed that teacher knowledge of the subject matter reinforced motivation in learners. The teacher respondents said that teachers with good knowledge of the subject matter raised hope and confidence in learners and enabled them to enjoy learning. When asked the pupils to indicate whether a teacher with knowledge of the subject matter motivated them, pupils explained that a teacher who demonstrated high knowledge of the subject matter encouraged them to like the subject and to develop confidence in such a teacher. Pupil E, for instance, said, *“We are motivated by teachers who know their subjects very well”*. Another pupil stated that, *“our interest in the subject depends on teacher’s knowledge of the subject”*.

The above findings are supported by the view of Woolfolk (2010) who asserts that the subject material possessed by the teacher and how it was imparted can motivate pupils to learn or not to learn that material. For the subject to be a motivating factor in the classroom a learner must see it either interesting or of value to him or her, that is, being useful now or in the future. Therefore, it may be concluded from the findings that teacher’s preparedness

is central before a subject is taught to ensure that learners develop keen interest in a particular subject. It may also be necessary to allow learners to take the subjects of their choice to enable them participate in learning with positive attitudes.

5.2.7 Home environment as an agent of Motivation

The research evidence showed that both teachers and pupils mentioned that home environment was a major pupil motivator in a classroom. The teacher respondents were asked whether home environment was a motivating factor in a classroom and to further indicate how it influenced learners' motivation. It was observed that 92.5% of the teacher respondents claimed that home environment was a motivating factor in a classroom. The teacher respondents further stated that rewards that parents provided coupled with stimulating home environment improved learners' interests to learn in the classroom. Similarly, pupils were also asked to explain how the home environment influenced their motivation to learn in a classroom. Pupils cited rewards from parents, the achievement targets the parents were setting for them and support from family members among others as factors that stimulated their interest to learn in a classroom. For example, pupil M said, *"my mother wants me to score less than ten points"*. This pupil further said that she was working towards achieving that target. Another pupil explained that her sister was encouraging her to revise mathematics

It is therefore, important for the teacher to ensure that parents are well informed of their children's performance so that they can help in providing the required motivation that learners may deserve in a classroom situation. This view is supported by Shirley and Solity (1987:132) in the following statement:

"When a teacher keeps parents informed of what he is doing and why, when he relates the positive aspects of children's behaviour and performance to their parents and invest time in enlisting their support and interests, he wins the important allies of all. When these two sources of reward and encouragement (parents at home and teacher in school) are working together to encourage the appropriate behaviours in class, the children receive consistent

messages from both sources are more likely to behave appropriately now and in the longer term.”

5.2.8 Career choices

The study showed that career choices were among the factors that cultivated learners’ motivation in a classroom. It was demonstrated by the findings of the study that pupil’s future careers promoted their interest to learn in a classroom as this served as a motivating drive. Pupils were asked to state how their career choices influenced their classroom motivation to learn. Pupils said that they worked towards their own goals and expectations. One Pupil, For instance, mentioned that, *“We work hard so that we achieve our future careers”*. Another pupil X further said that, *“I want to score good points so that I can do Law at the University of Zambia”*.

The teacher respondents also stated that pupils got encouraged and showed good interest in those subjects which were related to their careers. For instance, 82.5% of the teacher respondents reported that those pupils, who mentioned Engineering as their future career, demonstrated keen interest in science subjects. This confirms with what some pupils indicated. For example, one pupil categorically said, *“My career involves calculations and this makes me to work hard in Mathematics and Sciences”*.

The above findings are evidenced by Wlodkdvski (1978) who characterizes the path of motivation learning as a sequential process in which a student who is able to act makes a personal choice that includes certain purpose which results into continuation or involvement in a task. This is also in agreement with Robbins and Judge (2007: 197) who further report that, “in the late 1960s, Edwin Locke proposed intentions to work toward a goal are a major source of work motivation. That is, goals tell an employee what needs to be done and how much effort will need to be expected”. This means that learners put in a lot of efforts when they have in mind what they really want to achieve in the due course.

The findings showed that teachers have a big role to play in guiding pupils in their career choices as well as providing an enabling learning environment that may stimulate learners to engage in classroom activities and thereafter, work towards their expectations.

5.2.9 Knowledge of results

Teachers reported that knowledge of results motivated learners to work hard in the classroom. When asked teachers to indicate how the knowledge of results improved learners' motivation in a classroom, the teacher respondents further indicated that when learners were presented with the results of their performance, for instance, in tests, they got motivated regardless of the grade scored. The teachers stated that pupils with outstanding results wanted to maintain their good performance while those who had low scores were equally motivated to improve on their performance. For instance, pupil T said, *"I was motivated when I got the highest mark in a Geography test"*. Another pupil said, *"Low marks give me morale to aim high"*. Another pupil categorically said, *"Better results encourage me to continue working hard"*. The findings are evidenced by Shirley and Solity (1987) who argued that by providing feedback to the children, the teacher helps them to see how they were doing and also to check on their progress.

In addition, pupils pointed out that they were motivated by the results individual pupils scored as well as the results that the school recorded. This is confirmed in their statements, for example, one pupil stated that, *"I was motivated by the former Head girl's results"*. Pupils were further asked to explain how they were motivated by the performance of other pupils. In response to the above question, pupil M, for instance, said, *"I want also to get good points like my friends"*. It was also found that pupils were motivated by the general school examination results at grade twelve. For the pupils who said that they were motivated by the general school performance, a follow up question was asked for them to explain how they were motivated by the school results. In response to this statement, pupil G said, *"We want to maintain the school standards"*. Another pupil said, *"We want to maintain the school History"*

It was observed from the findings that it is necessary for teachers to constantly provide feedback to learners on their performance in tests and other classroom activities to see how best they were doing as this encourages them to perform better. According to Farmiton (1971), the role of a teacher in providing feedback is crucial for students to discover their own competencies. The self-esteem of the student is enhanced by the teacher's recognition, praise and tactful use of the student's strengths and weaknesses.

5.2.10 Motivation talks

The study demonstrated that motivation talks were key agents of motivation in a classroom. When asked teachers and pupils to indicate how motivation talks motivated learners. Both teacher and pupil respondents mentioned that the talks that concerned learners' future careers and the subjects they were learning cultivated their motivation to engage in learning activities in the classroom. Robbins and Judge (2007) confirm that, the specificity of the goal itself seems to act as internal stimuli. It should be noted that motivation talks influence learners to actively participate in classroom activities which in turn reduces on the teachers input as learners poses intrinsic drives. Therefore, teachers should utilise part of the classroom hours on motivation talks.

5.2.11 Field trips

The study on field trips as pupil motivators in a classroom showed that pupils felt motivated when teachers arranged for field trips. The study showed that through field trips, learners were able to develop future careers as they met important people who served as role models during such trips. The pupils were asked to cite some situations when field trips increased their level of motivation in the classroom. Pupil B, for example, during the discussion said, *"I felt motivated when the Commerce teacher took us to Zambia National Commercial Bank"*. Another pupil categorically said, *"My wish is to work at the bank one day"*. Pupil U also said that, *"I have developed a lot of interest in Commercial subjects"*. It can be concluded that pupils were motivated when their teachers arranged for tours to institutions such as Banks. Teachers should therefore, create opportunities for pupils that may help them develop interest in learning to enhance their career building.

5.2.12 Teaching and Learning Materials

The study found that teaching and learning materials were a learners' motivating factor in a classroom. Teachers were asked to indicate how the pupils got motivate by the presence of the teaching and learning materials. The teacher respondents stated that learners were motivated by the presence of learning materials because it made lessons sound practical and promoted learner involvement.

The study also demonstrated that learners were able to learn with less teacher's participation, for instance, in science. Pupils mentioned that the availability of teaching and learning materials motivated them to learn in the classroom. From the view point of the above statement, a follow up question was asked for the pupil respondents to give an explanation on how they were motivated by the availability of teaching and learning materials. Pupils further explained that they were able to conduct experiments on their own and that learning became more practical. It was observed that learners further cited computer as one of the best equipment that motivated them because it involved games and music. For example, one pupil categorically said, "*Computer creates interest in the pupils*". Another pupil indicated, "*We enjoy working on the computer because of music*". Pupils further stated that computers made life much easier for them. MOE (2004:6) says, "Games, songs enhance the learning of mathematics by making it more enjoyable and fun".

5.2.13 Teacher behaviour

The study revealed that teacher behaviour was a key factor in stimulating the learner's interest to learn in the classroom. As has evidenced by Cheeseman and watts (1985) who observed that learner motivation would include teacher praise, smiles and feedback, opportunities to sit with the learners. Cheeseman and Watts (1985) further mention that many appropriate social behaviors are strengthened and maintained by the behaviors of others. In line with this view, pupils also said that they enjoyed the teacher who demonstrated friendly characteristics to learners in a classroom. Pupil X said, for example, "*We are motivated by a teacher who is friendly to his or her pupils*". It was also mentioned by another pupil that, "*We are open to a teacher who is cheerful and friendly*". Pupils further indicated that they were motivated by the teacher who was approachable and avoided punishment and criticisms as much as possible.

It is therefore, essential for the teachers to realise that their behavior motivate or reduce learners' interest to learn the intended material in a classroom. This is also in conformity with Munsaka (2011) who states that in order to provide a good basis for modeling, a teacher should try to be exemplary in his or her conduct.

5.2.14 Punishment

It was revealed from the study that teachers perceive punishment as a motivator. When asked teacher respondents whether punishment motivated learners in a classroom, it was found that 60% of the teacher respondents agreed with the statement that punishment motivated learners. Teachers were also asked a follow up question to say how punishment motivated learners in a classroom. The teachers said that punishment administered to learners acted as reinforcement in learners to perform classroom activities. The respondents further mentioned that learners feared to be punished by their respective teachers, hence, ensured that all the assignments teachers gave were appropriately done.

The above findings were in conformity with most of the literature on punishment as a positive reinforcement, for instance, Robbins and Judge (2007:67) claimed that when the pressure for meeting numbers and deadlines is quite high, some managers rely on punishments to try to motivate employees. They further suggest that positive reinforcement is something that employees should earn. Many managers still depend on threats to motivate employees; Do it or you're fired!

However, it was found that pupils perceived punishment as a de-motivator and not a motivating factor. When asked pupils whether punishment stimulated them to perform better in the classroom activities, it was noted that all the pupil respondents stated that it never did. Pupil Q, for instance, stated that, "*Punishment causes conflicts between teachers and the pupils*". Another pupil further said, "*We fear classrooms where teachers punish pupils*". This was in agreement with 40% of the teacher respondents who also said that punishment did not motivate learners. The teacher and pupil respondents who stated that punishment did not motivate learners in a classroom supported their position by indicating that punishment reduced the good teacher-pupil relationship that existed between a teacher and the pupils. The teacher respondents further alluded that punishment instills fear in pupils which later result into pupils not liking the classroom environment and in-turn develop negative attitude towards certain subjects.

Consistent with these research findings above, Santrock (2006) confirms that, punishment can instill fear, rage or avoidance in children. Nevertheless, teachers may use the

punishment that should be accompanied by positive feedback. For example, if the teacher provides the punishment statement, do not do that, it should be followed by a positive feedback such as, why not try this?

5.2.15 Family economic Status

The research findings showed that pupils were highly motivated by their families' economic status. For instance, one pupil categorically said that that, *"The poverty in my family motivates me so much"*. Pupil A further said, *"I concentrate in class so that one day my family can be rich"*. Pupil B also stated that, *"And also those from the well to do families are motivated by their background to avoid being misfits in their families"*. The pupils were further asked to say how the economic status of their families influenced their motivation in the classroom. In relation to this question, pupils said that the poverty that their families were going through acted as a reinforcement in them to put in a lot of efforts in the classroom. Pupils further indicated that they wanted to attain better education and subsequently get good jobs that were going to improve the economic life styles of their families. Here is what one pupil said, *"I concentrate in class so that one day my family can be rich"*. It was also observed that learners from families whose economic status was good were also motivated in a classroom to avoid being misfits in their families. For example, pupil B said, *"And also those from well to do families are motivated by their background to avoid being misfits in their families"*.

As can be seen from the findings above, it can therefore, be concluded that a learner was motivated by a continuum of factors ranging from the students personality, incentives and abilities to particular learning tasks (Slavin, 2009). The teacher's role is to sustain students' motivation to learn and attain their desired goals. It is important for teachers to understand that motivation is influenced by so many factors. Therefore, teachers should ensure that an ideal learning environment is created to sustain learners' inner drives that may promote their interest to learn the intended material in a classroom.

5.2.16 Parental status

The study revealed that pupils without parents were motivated by such positions, for instance, pupil R said, *"I am a single orphan"*. Therefore, it motivated this pupil to make

use of the opportunity of being at that school. These findings are in agreement with Sdorow (1995) who suggests that goals focus your attention, increase effort, maintain your persistence and encourage you to develop strategies for reaching them. It is important for teachers to understand that the motivation of learners may depend on their background. The learners' background can have a big bearing on his or her motivation to engage in learning the material or change behavior. When asked the teacher respondents to mention factors that motivated learners in a classroom, it was observed that this factor was not mentioned by the teacher respondents as a motivator to learners in a classroom environment.

5.2.17 Institution of higher learning

Institutions of higher learning were found to be motivating factors to learners in the classroom. The pupil respondents were asked to give an explanation as to how the institutions of higher learning motivated them in a classroom. The pupils stated that they were putting in a lot of effort so as to obtain better points to enable them enter into such institutions after completing their secondary education. Here are some of the statements from the pupils, one pupil, for instance, said that, *"I want to score good points so that I can go to Copperbelt University"*. Another pupil said, *"The course that I want to do is at the University of Zambia so I need to get good points"*. Another pupil said that, *"I work hard so that I can go to the University of Zambia and not to a college"*. It can be noted that it is not very easy to tell what really motivates learners. The pupils' motivation is influenced by so many factors therefore, teachers should ensure that conditions in the classroom environment are appropriate to sustain learners' intrinsic motivation.

In line with the above findings, Woolfolk (2010) observes that is impossible to tell just by looking if the behaviour is intrinsically or extrinsically reinforced. Woolfolk (2010) further states that the essential difference between the two types of motivation is the students' reason for acting, that is, whether the locus of causality for the action is internal or external (inside or outside) the person which come from many sources. The findings still showed that the learners were motivated by so many factors that included students own personality, home environment teacher to mention but a few. However, when asked the teacher respondents to state the factors which they perceived as motivators in a classroom, none of the respondents claimed that motivation of learners was stimulated by institutions of higher

learning. It is therefore, important for teachers to establish what really create interest in learners to engage in learning activities in a classroom environment as much as possible.

5.2.18 Examinations and tests

Examinations and tests were noted as significant factors that influence the learners' motivation to learn the required material in the classroom. Pupils were asked to explain how tests and examinations stimulated their interest in the classroom. Pupils mentioned that their fear of the examinations and tests motivated them to work hard and participate actively in classroom lessons. One pupil, for example, said, "*We concentrate a lot when we are about to write tests and examinations*". Pupil G also said that, "*We fear tests and examinations as a result we put in a lot of effort*". Pupil E further pointed out that, "*I fear tests and examinations so this motivates me to work hard in class*". However, these findings are contrary to the study by Sampa (2005) who found that in Luanshya some anxious pupils stay away from school on the day of the test when the teacher announces the test in advance. It is important for the teachers to explain to learners the role of the examinations and tests and also to ensure that tests and examinations are regularly administered to learners. Wood (1998) suggests that assessment may be seen as both intrinsically rewarding (because children learn as they prepare for tests) and externally rewarding (if success in the examinations gives success to the next step on education ladder). It was demonstrated that teachers did not perceive this as a motivator to learners as none of the teacher respondents mentioned this even after being asked to state what they thought motivated learners.

5.2.19 Classroom rules

Going by the findings of this study, 83% of the teacher respondents agreed that school rules motivated learners in a classroom. For the teachers who agreed that school rules were a motivator in the classroom a follow up question was asked for them to justify why school rules were perceived as motivators in the classroom. Teachers said that school rules promoted independent learning in a classroom and encouraged self-esteem because pupils developed a sense of belonging. Snygg and Combs (1959) cited in Suliman (2005), noted that students whose teachers are supportive and encourage autonomy in the classroom, will

feel more confident and competent at tasks than students whose teachers continuously criticize and punish.

Similarly, pupils were also asked as to why they did not support school rules as a learner motivator in the classroom. Pupils stated that classroom rules were more of punitive than motivators. For instance, one pupil indicated that, “*some teachers make rules which are difficult to follow*”. It is important for the teachers to formulate classroom rules that aim at promoting good autonomy so that learners may work independently. Sidhu (2006:139) also argues that, “child comes to school for better experiences where situations should not be worse for him/her”. This implies that the classroom rules should reinforce the self-esteem in learners hence, promoting the freedom of learners to share home and school life experiences. In addition, Cooney and Henderson (1975:23) suggest that, “it is essential that every teacher toys to establish and maintain a classroom in which students feel free to discuss”.

5.2.20 Physical environment

The study revealed that physical environment such as furniture motivated learners in the classroom. It was found that 80% of the teachers said that the physical environment motivates learners because they feel comfortable when the classroom has good furniture and remain in such classes for a longer period of time. The above findings seem to agree with Maslow (1970) cited by Kimaro (1981), who states that one cannot move up to upper level of hierarchy of needs if the motives at basic level have not been met. For the pupil to learn school material or enjoy the classroom atmosphere, his or her physiological needs which are food, water, sleep and physical and emotional security have to be satisfied.

However, 20% of teacher respondents said that the physical environment did not motivate learners. For the teachers who said that classroom physical environment was not a motivator, they stated that learners in the classroom were motivated by various factors. It was found that pupils did not perceive the physical environment as a motivator. When asked pupil respondents to state the factors that they perceived as motivators in a classroom, none of the pupils stated that the physical environment motivated them.

5.2.21 Successful people in life or role models

It was found that learners were motivated by significant others. The pupils revealed that successful people in life motivated them to work extra hard in a classroom. For example, Pupil T pronounced that, *“I am motivated by our female Zambian Chief Justice”*. Another pupil further said, *“I really get motivated when I see a Medical Doctor and it makes me to work very hard in class”*. Pupils cited successful people and among them included; Doctors, Lawyers, Television News casters, Bankers and Pilots to mention but a few. This analysis concluded that pupil’s expectations were quite high, hence, they were driven by strong inner drives to concentrate and work hard in a classroom.

The above findings agree with Sullivan and Bhagat (1992) who assert that difficult goals when accepted result in higher performance than do easy goals. Teachers may also help pupils by establishing deliberate programmes in classrooms where successful people may be invited to give motivation talks to learners on their future careers to increase their motivation. However, when asked teacher respondents to state possible factors that motivate learners in a classroom, the study showed that teachers did not mention this as a motivator. To this effect, teachers are encouraged to ensure that the classroom climate is ideal enough to help learners achieve their expectations.

5.3 What do teachers and pupils perceive as possible factors which can increase learners’ motivation in a classroom?

Teachers and pupils were asked to indicate possible factors which can raise the level of motivation amongst learners in the classroom. The teachers recommended that providing more learners with rewards was one factor that can increase the level of motivation in learners. Pupils also stated that rewards that teachers provided in the classroom were limited to very few learners. Therefore, teachers needed to accommodate as many learners as possible in their rewarding system so that the performance of learners may be optimised. As has Munsaka (2011) suggests, extrinsically motivated people pursue goals with a view to earn something good such as a good grade, praise or to avoid unpleasant consequences.

The findings further revealed that teachers perceived the introduction of bursaries by the Ministry of Education to outstanding pupils in both primary and secondary schools as one

possible factor which can increase the learners' interests to learn in the classroom. This may encourage more learners to put in a lot of efforts in their classroom activities. This is also consistent with Munsaka (2011) who states that people who are extrinsically motivated only perform tasks when they know what performing the task will lead them to. Perhaps this was a more reason why certain teachers proposed that offering bursaries to outstanding students may also be another best strategy that may increase the level of motivation in learners.

The evidence from the study showed that pupils perceived the removal of punishment as a suitable measure to reinforce the high level of motivation in learners. Pupils stated that they enjoyed a classroom environment that was free from punishment. These findings agree with those of Ryan and Grolnick (1984) who determined the extent to which students viewed their classrooms to be autonomy oriented. The study indicated that students who perceived their classroom as more autonomy oriented were higher on intrinsic motivation and perceived cognitive competence and reported higher levels of self-esteem than did the students who perceived their classroom as more control oriented.

The findings also revealed that pupils were interested in taking the subjects of their choices. The pupils expressed that the Ministry of Education needed to put up a policy in schools to allow learners choose subjects they wanted to take as a way of creating motivation in them. It was further indicated by pupils that most of the subjects in schools were compulsory as such, some learners showed very negative attitudes towards certain subjects. For example, one pupil indicated that, *"I only enjoy six subjects in that class"*. However, schools through the office of the Guidance and Counselling Department should ensure that subjects are allocated to learners based on their abilities and interests if possible.

It was found that pupils proposed the introduction of scholarships as a fundamental factor that may enhance motivation in learners. Pupils mentioned that if scholarships were to be introduced by the Ministry of Education to allow the outstanding learners at grade twelve to go and study outside the country, it may motivate most of learners in a classroom. Pupils were asked to indicate how the motivation of learners was going to be activated by the introduction of scholarships by the Ministry of Education. Here is what one pupil said, *"The scholarship system would make every one to work hard in order to earn good*

points”. Pupils further explained that this may be a very big motivational drive in many learners as each individual may strive to achieve such an opportunity. These findings agree with studies by Boggiano et al. (1987) who found that adults consistently preferred large rewards over small rewards, which they interpreted as reflecting a belief that the interest level would vary with the size of the reward. It is important for the teachers to provide necessary incentives to learners in the classroom to get them spend time on various tasks and lessons.

5.4 Summary

This chapter has discussed factors that teachers and pupils perceived as motivators in a classroom. These factors included; rewards and positive teacher comments, knowledge of results, teaching and learning materials, teacher’s teaching styles (pupil centred), teacher knowledge of the subject matter, subjects of interest, home environment, motivation talks, career choices, field trips, teacher behaviour and good teacher-pupil relationship among others. The chapter has also addressed the similarities and differences in teachers’ and pupils’ perceptions of factors that create motivation in learners in a classroom. In addition, the chapter has further highlighted teachers’ and pupils’ perceptions of possible factors which can increase learners’ motivation in a classroom such as introduction of bursaries by the Ministry of Education at both primary and secondary levels.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusion of the study and the recommendations by the researcher based on the established findings of the study.

6.2 Conclusion

The study has shown that both teacher and pupil respondents perceived rewards, and positive teacher comments, knowledge of results, teaching and learning materials, teacher teaching styles (pupil centred), teacher knowledge of the subject matter, subject of interest, home environment, motivation talks, career choices, field trips and good teacher-pupil relationship as factors that motivate learners in a classroom.

In addition to the above teachers' and pupils' perceptions of factors that create motivation in learners in the classroom, teachers further perceived the following as classroom motivators: punishments, physical environment, classroom rules and teacher teaching styles (home work and presentations). It was further established from the study that besides the above similarities in teachers' and pupils' perceptions of classroom motivators, pupils also perceived the following as motivators: examinations and tests, knowledge of results (school performance and individual results), targets set by family, parental status of the family and institutions of higher learning.

The study further revealed that teachers perceived the following as possible factors which may increase learners' motivation in the classroom: introduction of bursaries by the Ministry of Education at both primary and secondary levels, the teachers should ensure that more learners are rewarded in the classroom, teachers should establish good teacher-pupil rapport as much as possible. Pupils also suggested the following as measures that may further motivate the learners in the classroom: the Ministry of Education should offer scholarships to outstanding pupils to study from outside Zambia, the abolition of classroom punishments, teachers should reward more learners, parents should reward the children for every good performance demonstrated, schools should allow the pupils to take subjects of

their interest, teachers should constantly keep parents well informed of their children's performance, teachers should remain friendly to the learners as much as possible and also administer classroom tests.

Following the findings of the study on teachers' and pupils' perceptions of factors that motivate the learners in the classroom, it has been widely observed that the learners' motivation in the classroom is reinforced by both internal and external compounding factors that surround them. The study found that there were some similarities and differences in what teachers' and pupils' perceived as motivators in a classroom. The study revealed that there is no single factor that motivates learners in the classroom. In addition, the study indicated that the teacher seemed not to be the sole source of learner's motivation in the classroom as it was noted from the findings that as learners are in the classroom, they have their own inner drives that motivate them to perform. This is in conformity with Woolfolk (2010) who postulates that, it is impossible to tell by just looking if the behavior is intrinsically or extrinsically reinforced. The essential difference between the two types of motivation is whether the locus of causality for action is internal or external.

The study also revealed that teachers and parents should establish constructive relationships as the findings showed that the two key stakeholders were a major partner in the provision of motivation to pupils in the classroom. The study further showed that teachers should aim at creating a convenient classroom atmosphere that may sustain learners' inner drives to ensure high academic achievements because the study indicated that learners' external motivators in a classroom were highly influenced by the teacher.

The findings agree with the motivation and behavioural learning theory that guided the study, which seeks to explain why people are motivated to do what they do (Slavin, 2009). As seen from the findings, the answers to the question in the theory have been provided. Empirical evidence of this research demonstrates that learners are motivated by a continuum of factors which include incentives, rewards, teacher behaviour, teaching styles and the subjects of interest, among others. This theory has further directed the study in establishing factors which can increase the level of motivation among learners in the

classroom. From the pupils view point, for example, it was found that the abolition of punishment can invite an exciting and conducive learning climate for learners in a classroom.

Finally, the learners' interest to learn is stimulated by a continuum of motivational factors that may range from the student's own personality, home environment, teacher's behaviour and classroom environment created by the teacher.

6.3 Recommendations

At the end of the study, the researcher suggests the following recommendations to the Ministry of Education (MOE), teachers and parents.

6.3.1 Ministry of Education

- The study findings showed that there were differences in what pupils and teachers perceived as factors that motivate learners in a classroom. Therefore, the Ministry of Education should take up possible strategies and procedures in narrowing up the gap in the identified differences.
- The Ministry of Education should take a full responsibility of providing bursaries to the outstanding pupils at both primary and secondary levels as a way of enhancing motivation in learners as the findings indicated that pupils perceived bursaries by the Ministry of Education as a factor which can increase the learners' motivation.
- The Ministry of Education should reinforce the Guidance and Counselling Departments in schools to guide pupils on their career choices and allocate subjects to them based on their interests to increase their motivation.

6.3.2 Teachers

- Should ensure that they create conducive classroom climate which is learner friendly to influence the learners' motivation to actively participate in learning.
- Should provide regular feedback to parents on their children's performance and behavior to enhance parental participation in increasing motivation for the learners.
- Should remove all the possible barriers in the classrooms such as punishment that reduces learner's motivation to learn.

6.3.3 Parents

- Should ensure that they reward the children for good performance demonstrated to increase their motivation to learn.
- Should see to it that they develop keen interest in the academic affairs of their children by ensuring that suitable conditions are created at home to enable the children gain greater interests to undertake school home work and other necessary assignments.

6.3.5 Recommendation for future research

- The research should be extended to all the provinces in Zambia to confirm if the conclusion drawn from this study, following the findings, is the true reflection of what is prevailing on the ground country wide.
- Another research should be conducted to investigate the views of teachers and pupils on how the differences in teachers' and pupils' perceptions of factors that motivate learners in a classroom may be addressed to narrow the gap.
- A further research should be conducted to establish the extent to which pupils' perceptions of factors that motivate learners in a classroom affect learners' academic performance.

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Appendix 1

Consent form

I am a postgraduate student in the Department of Educational Psychology, Sociology and Special Education at the University of Zambia. I am conducting a research on teachers' and pupils' perceptions of factors that motivate learners in a classroom. In order to explore these factors, I need to collect information from both teachers and pupils. The office of the provincial Education Officer and the office of the District education Board Secretary are all aware of this study.

Be assured that the information you give will be kept confidentially. If you are willing to participate in this study, please sign your name in the space provided below. Should you feel at any point that you cannot participate, you are free to withdraw from the study.

Participant

Signature:

Date:

Place:

Appendix 2:

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION**

**QUESTIONNIRE FOR TEACHERS ON TEACHERS' PERCEPTIONS OF FACTORS
THAT MOTIVATE LEARNERS IN A CLASSROOM**

I am a student at the University of Zambia in the Department of Educational Psychology, Sociology and Special Education, conducting a research on the above subject. Kindly spare a few minutes to answer this questionnaire. The information you are going to provide is purely for research purposes and will be used as such. **You are advised not to write your name on the questionnaire.** Your cooperation will be appreciated.

Instruction: Tick (✓) or write in the space provided

NAME OF SCHOOL:

DISTRICT:

LOCATION: RURAL ☐ URBAN ☐

SECTION A: PERSONAL DETAILS

1. Gender MALE ☐ FEMALE ☐

2. How long have you served as a teacher?

- 1. 0-5 years ☐
- 2. 6-11 years ☐
- 3. 12-17 years ☐
- 4. Above 18 years ☐

3. Highest level of professional qualification

- 1. Certificate ☐
- 2. Diploma ☐
- 3. Degree ☐
- 4. Master's degree. ☐
- 5. Others specify

SECTION B: TEACHERS' PERCEPTIONS OF FACTORS THAT MOTIVATE LEARNERS IN A CLASSROOM

4. How would you define motivation?

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5. Are teachers a source of learner's motivation in a classroom?

- 1. Agree ☐
- 2. Disagree ☐
- 3. Strongly agree ☐
- 4. Strongly disagree ☐

6. Do the subjects offered in classrooms motivate all pupils?

1. Yes ☐

2. No ☐

7. If your answer to question 6 is Yes or No, give reason(s).

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8. (i) Does the teachers' teaching styles enhance pupil motivation in the classroom?

1. Yes ☐

2. No ☐

(ii) If your answer to question 8 (i) is Yes or No, give reason(s).

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9. (a) Are rewards a source of learner motivation in a classroom?

1. Yes ☐

2. No ☐

(b) Give the reason(s) for your answer to question 9 (a).

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10. (i) Does punishment motivate learners in a classroom?

- 1. Yes ☐
- 2. No ☐

(ii) Give reason(s) to your answer in question 10 (i).

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11. (a). Does good teacher-pupil relationship motivate learners in the classroom?

- 1. Yes ☐
- 2. No ☐

(b). If Yes, how?

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(c). If No, why?

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12. (i) Does teacher knowledge of the subject matter motivate learners?

- 1. Agree ☐
- 2. Disagree ☐
- 3. Strongly agree ☐
- 4. Strongly disagree ☐

(ii) Give the reason for your answer.

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13. (i) Does the home environment contribute to learner motivation in a classroom?

1. Yes ☐
2. No ☐

(ii) If Yes or No to question 13 (i), please explain.

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14. (i) Would you say that pupils in the classroom are motivated by their career choices?

1. Agree ☐
2. Disagree ☐
3. Strongly agree ☐
4. Strongly disagree ☐

(ii) Give reasons for your answer in question 14 (i).

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15. (i) Does the nature of physical environment such as furniture motivate learners in the classroom?

- 1. Yes ☐
- 2. No ☐

(ii) If Yes or No to question 15 (i), give reasons.

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16. (i) Do classroom rules help in motivating pupils to learn?

- 1. Yes ☐
- 2. No ☐

(ii) If Yes or No in 16 (i) give reasons.

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17. Indicate below, as much as you can, any other factors that you as a teacher perceive as motivators in the classroom and give reasons why?

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18. Suggest other possible factors which can increase the learners' motivation in a classroom.

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Appendix 3:

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION**

INTERVIEW GUIDE FOR PUPILS ON PUPILS' PERCEPTION OF FACTORS THAT MOTIVATE LEARNERS IN A CLASSROOM

The learner's morale, interest or motivation is an important factor in a lesson.

1. Let us explain in our own way the meaning of the concept motivation
2. Let us discuss in our own view what influences the learner's motivation in a classroom.
3. Let us now look at a teacher who is directly involved in teaching of learners. Could there be certain things which a teacher does that develops the learners' motivation?
4. Let us provide our views on practices that our teachers do that may not promote the learner's motivation in a classroom environment.
5. Let us suggest the possible measures that may raise the levels of learner's motivation in a classroom.

Appendix 4:

Budget

SN	Description	Quantity	Unit Price	Total in kwacha
1	Transport from and to Kasama	4 trips	250,000	1,000,000
2	Transport in data collection		1,000,000	1,000,000
3	Stationary(realms of paper, pens	2 realms	30,000	60,000
	Flask disk and CDs	5 pens	2,000	10,000
		2 flask disks	150,000	300,000
		& 2 CDs	2,500	5,000
4	Food		1,000,000	1,000,000
5	Typing, printing & binding of proposal	1 copy	300,000	300,000
6	Printing and binding final copies	4 copies	300,000	1,200,000
GRAND TOTAL				4,875,000

Appendix 5

Research time line

Activity Plan		January March 2012	March April 2012	May June 2012	July August 2012	September October 2012	November December 2012	January 2013	February 2013
1	Review and search for literature								
2	Research proposal writing								
3	Designing of research tools								
4	Submission of final version research proposal								
5	Fieldwork: studies: and data collection								
6	Data analysis								
7	Report writing and presentation								
8	Report finalizing and submission								