

**The relations between self-determination, achievement
motivation and academic achievement**

by

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My M.A. group (1999) --- Friends come and go, but you will remain with me wherever I go, I'm proud of having known you.

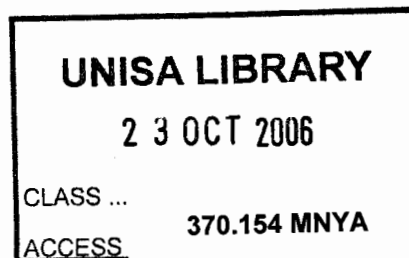
The three principals of the schools where I conducted my research.

All the participants in research. I depended on you to make my study a success.

This work is dedicated to my beloved son Andisani Underson Mkhwanazi

Dear son, you owe it to yourself, self-determination will take you to wherever you want to be. Please be all you can be and always fall forward.

And to my mother Agrineth Thathile Mnyandu; If it weren't for your unique parenting skills, I wouldn't be where I am today.



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Preface

I declare that this whole thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Abstract

This study's aim was to investigate whether self-determined behaviour and achievement motivation impact learner's academic performance.

Convenient geographic sampling was used to select three primary schools in Soshanguve. A likert type questionnaire was used to collect data from 120 learners. Item analyses were performed to investigate the reliability of subscales.

Three hypotheses were tested using analysis of variance and Pearson product moment correlations. The first, which predicted that intrinsic motivation is positively related to academic achievement, was not supported. Both intrinsically and extrinsically motivated learners achieved better in academic tasks than amotivated learners. The second, which predicted a negative correlation between extrinsic motivation and academic performance, was also not supported. The third, which predicted that there is a negative correlation between amotivation and academic performance, was confirmed.

General conclusions, recommendations, and limitations of the study are discussed.

KEY WORDS: Self-determination, intrinsic motivation, extrinsic motivation, amotivation, achievement motivation, academic performance, academic achievement.



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CHAPTER 1

AIMS OF THE STUDY

In South Africa there is currently an outcry over the quality of education offered in black schools. Educators and concerned parents are protesting about the level of education in these schools in comparison with that of historically white schools. It is also claimed that children attending black schools are unable to cope effectively in classroom situations. The poor quality of such education has been attributed to various factors, for example, to a lack of learner's motivation which often results in educators exerting minimal effort into their work, as well as to external factors that are beyond learner's control (e.g. inadequate training of teachers, lack of educational facilities such as libraries and laboratories). These inadequacies are thought to inhibit children's opportunities to explore concepts on their own and obtain hands-on experience and thus negatively affect their motivation. Lack of motivation often results in learners exerting minimal effort into their work.

My personal experience in disadvantaged educational settings suggests that, although there are many black learners who lack motivation, there are also many who succeed in their academic lives despite the obstacles that are mentioned above. For this reason, it was my intention to investigate whether these two categories of learners - those who succeed and those who do not - differ in terms of motivational behaviours.

Existing theory and research (Deci & Ryan, 1985) have shown that self-determination (intrinsic motivation, extrinsic motivation and amotivation) and achievement motivation play a prominent role in the academic

performance of learners. It is assumed that intrinsic motivation and achievement motivation lead to increased effort thereby improving performance.

The main aim of the present study is to determine whether self-determination and achievement motivation impact positively on the academic performance of black learners. Such knowledge may offer suggestions as to how educators may, despite lack of resources, improve the self-determination and achievement motivation of their learners.

This study was intended to:

- a) Examine various theoretical perspectives and past findings related to the variables of interest, and to establish what they suggest about self-determination and achievement motivation and the impact thereof on learners (both those who succeed and those who do not).
- b) Collect and analyse data from learners in black schools; and to test four hypotheses based on theory and past findings.
 1. Intrinsic motivation is positively related to academic achievement amongst black learners in grade 6
 2. Extrinsic motivation is negatively related to academic achievement amongst black learners in grade 6
 3. There is a negative correlation between amotivation and academic performance black learners in grade 6
 4. There is a positive correlation between achievement motivation and academic performance amongst black learners in grade 6

The respondents for this study were grade six learners from three schools in Soshanguve, who differ in terms of socio-economic status. Convenient geographical homogenous sampling was used to select participating schools, whereas the respondents from each school were randomly selected from class registers. Grade six - as the highest grade in the primary school - was selected on the assumption that these learners would have a better understanding of the questionnaire items than learners in the lower grades.

Chapter two discusses the theory and past findings as they relate to the parameters of this study, namely, self-determination and achievement motivation, and their impact on academic performance. Chapter three describes the method of the study, which includes questionnaire construction and data collection. Chapter four discusses the results and their implications for the present study; chapter five presents the general findings and conclusions derived from the study.

CHAPTER 2

SELF-DETERMINATION AND ACHIEVEMENT MOTIVATION

INTRODUCTION

Several decades of research have demonstrated that motivation is an important contributor to school performance. The complex and multifaceted concept of 'motivation' is interpreted by various theorists in different ways. This study focuses on self-determination and achievement motivation in an academic setting. Self-determination and achievement motivation are the two facets of motivation that are derived from the broad concept of 'motivation' and interpreted by theorists such as Deci and Ryan (1985) (self-determination) and Ball (1977) (achievement motivation).

The concept of motivation in general will be discussed first, in order to provide an overview of the field. This is followed by a discussion on self-determination theory and its main components, namely, intrinsic/extrinsic motivation and amotivation. Achievement motivation and its relation to self-determination will then be discussed.

MOTIVATION

The word 'motivation' is derived from the Latin words *moveo* (out of) and *movere* (to move). To be motivated means to be 'moved to do something'. Motivation in the learning context is defined by Woodbridge and Manamela (1992) as the willingness to engage in meaningful tasks. If learners are motivated to attain a given goal, their activities will involve

moving in the direction of achieving that goal. A person who feels no inspiration to act is viewed as a person who is unmotivated, whereas someone who is energised or activated towards an end is considered to be motivated (Deci & Ryan, 2000).

Similarly motivation, according to Van Vuuren (1988), implies setting in motion, to stir, work upon, excite, and inspire. For example, learners are motivated when they experience pleasure in tackling schoolwork. In other words learners are driven to do more work since they enjoy the feeling that they experience when they are engaged in a task. When learners are motivated, they tend to develop inner confidence and generally expect to succeed. They tend to portray adaptive motivational patterns, which are defined by Dweck (1986) as those behaviours which demonstrate the seeking of challenges as well as persistence in the face of obstacles. Children displaying these patterns appear to enjoy exerting effort in the pursuit of task mastery.

The opposite is true for learners who are unmotivated. Such learners tend to exhibit maladaptive behavioural patterns in that they do not value or establish reasonable goals, nor maintain striving towards these goals. They tend to avoid challenging tasks and show little persistence in the face of difficulty. For learners to become motivated by their learning activities, educators therefore need to provide a context that will inspire motivation.

SELF-DETERMINATION

The main proponents of self-determination theory are Deci and Ryan (1985), who focus on qualitative, rather than on quantitative, differences in motivation. Deci and Ryan's self-determination theory is motivational,

rather than cognitive in nature in that it addresses the energisation and direction of behaviour and thus uses motivational constructs to organise cognitive, affective and behavioural variables. Deci and Ryan's self-determination theory distinguishes between intrinsic motivation, extrinsic motivation and amotivation. They posit that these different types of motivation are based on different reasons that may give rise to action (for example internal and external reasons). According to Deci and Ryan, a person who engages in an activity for an internal reward (e.g. satisfaction) is considered to be intrinsically motivated (i.e. autonomous). On the other hand, when the reason for engaging in that particular task is to obtain something outside the activity itself, the motivation is said to be extrinsic. They further postulate that human development can be described in terms of movement towards greater autonomy, and that this movement depends in part on the continual acquisition of a variety of competencies. In other words, a learner must be able to have the necessary skills to control his environment. That is, he must possess the internal impetus that will drive him towards a desired goal regardless of obstacles in the environment.

Self-determination also refers to the experience of freedom in initiating behaviour (autonomous behaviour). Deci and Ryan (1985) also see the need for self-determining behaviour as an important motivator inherent in intrinsic motivation which is closely intertwined with the need for competence. Learners who are driven from within (intrinsically motivated) tend to possess a self-generated energy for a task, and do not depend on constant urgings from significant others in their environment for motivation to accomplish a task. Deci and Ryan contend that opportunities to be self-determining enhance intrinsic motivation, and that lack of such opportunities undermines intrinsic motivation.

The different types of motivation mentioned above will now be discussed in more depth.

Intrinsic motivation

All definitions of intrinsic motivation indicate that intrinsically motivated students are driven from within; show signs of having psychological needs to be competent; have curiosity to learn; are willing to explore learning activities on their own; and undertake tasks in order to fulfil their quest to know more (Deci & Ryan, 1992). It will also be made clear from the definitions below, that intrinsic motivation is influenced by the degree of interest and the nature of the challenge.

Stipek (1998) claims that human beings are born with the disposition to develop skills and engage in learning-related activities. However these intrinsic tendencies tend to decline with age, and with the interference of the external reinforcements (rewards). She argues that external reinforcements are superfluous since the desire to learn is inherent within individuals (Stipek, 1998). That is, human beings are naturally inclined to seek opportunities to develop competencies, and have an innate need to be autonomous and to engage in activities of their own volition (Stipek, 1998).

Corno and Rohrkemper (1985) also define intrinsic motivation as an internal facility within the individual, which sustains the desire to learn. They contend that a learner who considers learning as a personal tool to increase knowledge is intrinsically motivated, whereas the learner who learns in order to meet the requirements of others is extrinsically motivated. They also view intrinsic motivation as the need to deal effectively with the environment in order to become more competent. In

the school setting, this means that learners who are intrinsically motivated tend to take full responsibility for their learning actions. They devote energy to achieve their learning goals, and thus tend to perform well on cognitive tasks. And when learners succeed at school, they are likely to view academic performance as a controllable outcome.

Deci and Ryan (1985) use the term *intrinsic motivation* to describe motivation arising from the innate human need for continuous feelings of competence and self-determination. Such feelings are experienced when individuals are successful in handling self-selected challenges. They also contend that since human beings are capable of conscious choices (autonomy), true feelings of competence can only arise from self-determined behaviour. It follows that only when external rewards are not expected after a task, can individuals feel competent after accomplishment of the task. To be truly intrinsically motivated, an individual must be free from outside pressure. Intrinsic motivation is operative when action is experienced as autonomous, and it is unlikely to function under conditions involving controls or reinforcements (Deci & Ryan, 1985).

Intrinsic motivation is often referred to as an independent ego energy. This term is used to refer to the ego energy as a portion of the personality structure responsible for volitional response to rational processes, exploration and play (Deci & Ryan, 1992).

White (1959) argues that intrinsically motivated behaviours can be usefully understood in terms of the need of persons to feel competent or effective in dealing with their environments. Seeking to master the environment, people take interest in, and willingly approach novel stimuli

and challenging tasks. Hull (1943) maintains that people who are intrinsically motivated experience interest and enjoyment, feel competent and self-determined, and perceive themselves as having an internal drive. DeCharms (1968) adds that in these mastery attempts people need to feel like causal agents. Hence Deci (1975) has proposed that the innate psychological needs for competence and self-determination underlie intrinsically motivated behaviours.

Even though intrinsic motivation exists within individuals, Deci and Ryan (2000) suggest that in another sense it exists in the relation between individuals and activities. That is, people are intrinsically motivated for certain activities and not others, and not all persons are intrinsically motivated to do a given task. They further claim that human beings are by nature information-processing organisms who, for the most part decide their behaviours based on their cognitive assessment of the situation in which they find themselves.

Deci and Ryan (1985), Gottfried (1985) and Dev (1998) also define intrinsic motivation as the motivation that arises from the need to know more about chosen topics, the need to excel out of curiosity or interest, and the desire to engage in activity purely for the sake of participating in and completing the task at hand. It has also been defined as a process which results in commencing, persisting with, and even enjoying challenging tasks.

Wigfield (1994) explain intrinsic motivation as the intense and highly energised state of concentrated attention which every individual seeks to attain. This definition is related to the one of achievement motivation as

will be later seen, in the sense that a learner requires intrinsic energy to persevere with, and complete a task.

Vallerand, Pelletier, Blias, Brière, Sénécal and Vallières (1993) differentiate between the three types of intrinsic motivation.

Intrinsic motivation to know and understand

To do something for the pleasure and satisfaction experienced while learning. This can happen, for example, when a learner decides to read a book, not for the accumulation of factual knowledge on which testing can be based, but for the pleasure derived from discovering something new through reading.

Intrinsic motivation to accomplish things

To do something for the pleasure and satisfaction of accomplishment. Here a learner can be motivated to read beyond what is prescribed to read for a test or examination, for the sheer pleasure of acquiring more knowledge than required.

Intrinsic motivation to experience stimulation

To do something in order to experience stimulating sensations. For example, a learner may decide to read, purely for the sake of stimulation and refreshment of the mind.

In sum, intrinsically motivated behaviours are those engaged in for their own internal rewards such as satisfaction and pleasure. A person is internally driven to engage in an activity in the absence of any external rewards. That is, intrinsically motivated individuals do not need any type of reward or incentive to initiate and complete a task.

However, in an academic setting many tasks are not inherently interesting (e.g. learning the alphabet). Therefore intrinsic motivation cannot always be relied upon to foster learning. It is imperative therefore that educators acquire a broader understanding of the other forms of motivation a learner might possess, in order to help the learner use that particular type of motivation towards success in achieving goals.

Extrinsic motivation

In contrast to intrinsically motivated behaviours, extrinsically motivated behaviours are performed for the sake of external rewards offered for participation in, or completion of, a task. Learners who are extrinsically motivated may, for example, engage in tasks to receive teacher approval, or to obtain high marks, or to avoid punishment. In other words, extrinsic motivation occurs when the reason for doing a task is other than interest in the activity itself (Deci & Ryan, 1992). Learners who lack the internal drive to accomplish tasks, and rely on external incentives for motivation (intrinsically motivated behaviours), are therefore said to be extrinsically motivated. This type of motivation is said to be non-autonomous as external, rather than internal, factors guide behaviour.

Although many researchers and theorists maintain that extrinsically motivated behaviours are non-autonomous (i.e. not self-determined), Deci and Ryan (1992) argue that these behaviours can become autonomous. They contend that behaviour can initially be driven by extrinsic factors, but may after a time become autonomous. Woodworth (1985) refers to this type of progression as 'functional autonomy', that is regardless of its initiating motive, a behaviour can eventually become intrinsically motivated.

However, Deci and Ryan (1987) further suggest that controlling strategies (e.g. external rewards) reduce feelings of autonomy and undermine later intrinsic motivation for these activities.

De Charms (1968), in his classic view of extrinsic motivation, described extrinsic motivation, in contrast with intrinsic motivation, as a pale and impoverished type of motivation. On the other hand, self-determination theorists claim that there are various types of extrinsic motivation, some of which actually represent impoverished forms of motivation while some of the others represent active, agentic states (Deci & Ryan, 2000). For example, learners can perform actions either with resentment, resistance and disinterest, or with an attitude of willingness that reflects inner acceptance of the utility of the task at hand. The former view illustrates the traditional view of extrinsic motivation in self-determination theory, where the motive for engaging in an action is a sense of external propulsion, while in the latter case, the extrinsic goal is self-endorsed and thus pursued out of volition.

Deci and Ryan (1992) describe a process of internalisation in the development of motivational behaviours. Irrespective of whether the behaviour was initially induced by external motivational considerations, once the behaviour has been internalised it may be transformed to intrinsic behaviour. Grolnick, Deci, Ryan and Avery (1991) argue that since the domain of internalisation consists of all the behaviours that do not occur spontaneously, but are required by the social world, the process of internalisation involves developing abilities to master external demands.

Deci and Ryan (1992) suggest four different forms of extrinsically motivated behaviours, namely external regulation, introjected regulation, identified regulation and integrated regulation. These behaviours differ in their degree of autonomy and behavioural consequences. In this regard Deci and Ryan (1992) suggest that it is important to consider not only the *quantity* but also the *quality* of the behaviours. The four types of extrinsic motivation as distinguished by Deci and Ryan will now be discussed.

External regulation

External regulation occurs when behaviours are initiated and sustained by external factors in order to attain desirable consequences (e.g. a pat on the back from a teacher) or to avoid negative consequences (e.g. mocking by peers). There is very little spark of self-determination (autonomy) in this type of behaviour as it is largely influenced by pressure from others. A learner may, for example, be motivated to do homework due to fear of punishment from parents.

Introjected regulation

Introjected regulation refers to the type of motivation where individuals respond not only to pressure from without, but also to pressure from within. For example, learners who are reluctant to produce an assignment, will do so because they are driven not only by external pressure, but also by feelings of guilt. This kind of motivation may be viewed on a superficial level as 'intrinsic' as it has internal origins. It is, however, not self-determined since the behaviour is initiated by the feelings of guilt which are introjected from without.

Identified regulation

Identified regulation refers to behaviours that arise when learners evaluate the implications of a possible behaviour and judge the behaviour as important. The decision is then taken to perform the behaviour, even though any personal interest may be absent. Although the behaviour is extrinsically motivated, it tends to be freely chosen without any external pressure. It is autonomous in the sense of self-discovery of the internal value of engaging in the selected behaviour. For example, learners may decide to study for examinations because they believe that studying hard will lead to academic success.

Integrated regulation

According to self-determination theory, this integrated regulation style is the most volitional, autonomous form of extrinsic motivation. Together with intrinsic motivation, it represents the basis for self-determined functioning. Self-determination theorists use the qualities associated with intrinsically motivated behaviour, such as cognitive flexibility, depth of processing, and creativity as indicators of whether an extrinsic regulation has been fully integrated.

It is important to mention that the two fundamental forms of motivation (intrinsic and extrinsic) differ in that intrinsically motivated behaviours are autotelic whereas extrinsic behaviours are primarily influenced by extrinsic factors. However, integrated regulation (a form of extrinsic motivation) is similar to intrinsic motivation in that it is self-initiated. Consequently they are both expected to lead to higher quality learning than external and introjected regulation.

Amotivation

Amotivation, which is the third type of 'motivation' described by Deci and Ryan (1992), occurs when there is an absence of both intrinsic and extrinsic motivation. It is usually equated with what is termed 'learned helplessness'. Learned helplessness is a state in which learners feel helpless (Stipek, 1998) or lack of intention to act (Deci & Ryan 2000). This usually occurs when learners perceive outcomes of their behaviour as caused by factors beyond their control, for instance when they interpret their failure as caused by lack of ability. Some learners simply give up trying, because they feel they do not possess sufficient intelligence to deal with tasks. When they do succeed, they are quick to deny responsibility and tend to attribute their success to variables over which they have little or no control (e.g. *I was lucky, these sums were easy*). Amotivation may also result from not valuing an activity (Ryan, 1995), or not believing it will yield a desired outcome (Seligman, 1973). Amotivation falls on the lowest level of autonomy on the self-determination continuum as depicted in Figure 2.1 below.

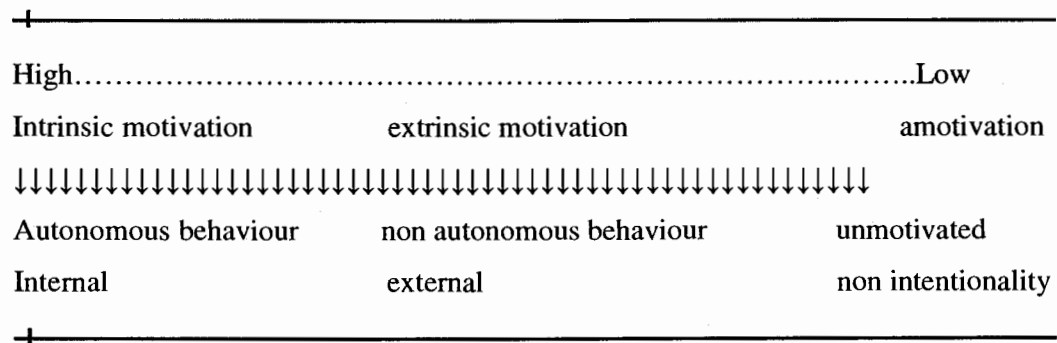
Amotivated learners tend to react to failure by falling into a state of helplessness, especially when they see others doing better in the classroom than they are (Stipek, 1998). According to Deci and Ryan (1985) such amotivated learners lack confidence in their ability to exert further effort after failure. The performance of the amotivated learner therefore tends to deteriorate in the face of failure. Boggiano and Pittman (1992) postulated that amotivated learners tend to use maladaptive learning strategies, such as lack of persistence with their tasks which generally results in decreased performance. They are not sufficiently diligent to modify strategies in accordance with the demands of changing tasks. Their poorly formed strategies are likely to be ineffective and to

inhibit motivational development, which eventually leads to diminished academic achievement.

Figure 2.1 below depicts the self-determination continuum. It can be seen that intrinsic motivation and amotivation lie on the opposite ends of self-determination continuum, with extrinsic motivation in the middle.

Figure 2.1:

A self-determination model



THE RELATIONSHIP BETWEEN INTRINSIC/EXTRINSIC MOTIVATION AND AMOTIVATION

Stipek (1998) maintains that intrinsic motivation can be measured in terms of an individual's voluntary activities. She goes on to argue that although there are times when intrinsic and extrinsic motivation run parallel, they usually tend to compete. As previously mentioned she also suggests that extrinsic rewards tend to undermine the intrinsic drive to accomplish a given task. Even though children may initially be intrinsically motivated to accomplish a task, once offers of extrinsic rewards are made, the children tend to disregard their own internal drives. Stipek further suggests that children in similar classroom settings may exhibit different motivational behaviours in their responses to learning,

since their type of motivation is not necessarily the same. For example, in the same classroom some learners may show signs of intrinsic motivation while others may be extrinsically motivated to achieve.

In contrast to the above argument, Cognitive Evaluation Theory (Deci & Ryan, 2000), which is considered as a sub-theory of self-determination theory, holds that interpersonal events and structures (rewards and feedback) may enhance feelings of competence during an action and thus enhance intrinsic motivation for that action. The reason for this is that rewards and positive feedback allow satisfaction of the basic psychological need for competence. This theory predicts that freedom from demeaning evaluations can facilitate intrinsic motivation (Deci & Ryan, 2000). In other words Deci and Ryan, suggest that certain behaviours should be extrinsically motivated to prompt learners to engage in essential tasks which are not inherently interesting. This not only encourages learners who are amotivated to achieve some degree of success, but it also helps learners to accept responsibility for their actions as they grow older, since behavioural motivational orientations change as human beings develop.

THE IMPACT OF SELF-DETERMINATION ON ACHIEVEMENT RELATED BEHAVIOURS

Deci and Ryan's (1985) studies reveal that there is a positive relationship between intrinsic motivation, learning and achievement. They maintain that intrinsic motivation energises a wide variety of behaviours and psychological processes for which the primary rewards are competence and achievement. This intrinsic need for competence and achievement motivates an ongoing process of seeking and attempting to conquer suitable challenges.

Indicators of intrinsic motivation include enthusiasm for, and persistence with an assigned task, time devoted to tackling the task, and the associated feelings of self-efficacy. Deci and Ryan (1985) maintain that intrinsically motivated learners will persist with tasks even though these may be difficult. Intrinsically motivated learners are more likely to retain the concepts learned, and to feel confident about tackling unfamiliar learning situations. However, the interest learners might have for a particular task also contributes to motivational orientation. An assigned task with little or no interest value is not likely to motivate the learner.

Harackiewicz, Baron and Elliot (1998) contend that intrinsic motivation is strongly related to achievement motivation, and therefore influences academic performance. They also maintain that learners who are both achievement motivated and intrinsically motivated, enjoy challenges and persist with their learning tasks. These learners tend to show mastery and competence over their environment. Deci and Ryan (1985) and Boggiano and Pittsman (1992) agree that intrinsically motivated learners tend seek challenging tasks. They define challenging tasks as those requiring the stretching of current competencies. The more challenging the activities are, the more the inherent aspiration to independently explore and make discoveries is evoked. Although very simple activities tend to bore such learners, those that are too difficult tend to lead to frustration as well feelings of anxiety and incompetence. These authors suggest therefore, that in order to foster intrinsic motivation, educators should expose learners to tasks that are optimally challenging, that is, a few steps ahead of present ability.

Nicholls & Dweck (1985) argue that intrinsically motivated and achievement motivated behaviours are closely related. Since intrinsic motivation fosters challenge seeking and persistence with activities, it

normally leads to task mastery and competence, which are considered to be achievement motivated behaviours.

The prevalent idea among all theories of intrinsic motivation is that intrinsically motivated learners tend to use self-regulated strategies that involve internalisation of the learning content. Since intrinsically motivated learners enjoy learning, their questions to educators are more likely to concern the learning material itself rather than what content will be covered in the examination (Harackiewicz, Baron & Elliot, 1998).

Heckhausen, Schmalt, and Schneider (1985) believe that intrinsic motivation is strongly related to academic achievement. They state that intrinsically motivated and achievement motivated learners tend to perceive their achievements as the consequence of their own actions. On the other hand, learners who are extrinsically motivated tend to attribute their academic performance to external factors over which they have no control.

Harackiewicz, Baron and Elliot (1998) also suggest that intrinsically motivated learners are more likely to concentrate in class to ensure gaining adequate knowledge for what they have to do. It may be concluded that intrinsic motivation positively influences academic performance: If learners are interested in a specific task they are likely to devote time and energy to the task, including doing the reading and homework necessary for success.

RESEARCH ON THE EFFECTS OF EXTERNAL REWARDS ON INTRINSIC MOTIVATION

Boggiano and Pittman (1977) found that intrinsically motivated students who had initially been doing well on their own, decreased in intrinsic motivation after being exposed to extrinsic rewards. They concluded that the use of controlling techniques to induce extrinsic motivation in students, that is encouraging them to perform activities for external reasons, decreased their subsequent intrinsic interest in those activities. Furthermore, such decreases were maintained even when the extrinsic reason for task performance was no longer present.

Halter (1981) found that teachers who reported a preference for the use of controlling strategies over more autonomy-promoting strategies, had students with marked indications of extrinsic motivational orientation. That is, they reported a strong desire to please the teacher, in contrast to working to satisfy their own interest and curiosity. In addition they reported dependence on their educator. Furthermore, these students displayed lack of interest in their schoolwork and a preference for easy rather than challenging tasks. The opposite outcomes were observed when the same educator used more autonomy-promoting strategies.

Greene and Foster (1985) also found that external rewards decreased intrinsic motivation. However, they suggest that external rewards may enhance intrinsic motivation if they are perceived by learners as feedback regarding to their level of competence. On the other hand, when such rewards are seen as incentives to direct their behaviour (controlling), they tend to undermine the level of learner's initiative. According to Green and Foster, 1985 it is only when intrinsic motivation already exists that extrinsic rewards can give rise to detrimental effects. Woodworth (1985)

believes that extrinsic motivation tends to interfere with intrinsic motivation, in that exposure to external rewards causes learners to tend to lose interest in working on their own. This effect of rewards on motivation has been described as involving a "discounting principle" (Stipek, 1998). An individual may initially work with intrinsic interest as the reason for undertaking a given task, but if a desired extrinsic reward for the behaviour is offered, intrinsic interest is discounted and the prospects of the extrinsic reward drives engagement in the task.

Johnson and Johnson (1985) also found that intrinsic motivation may be undermined by the presence of external rewards which are viewed as controlling; a situation where feelings of autonomy are restricted. In such cases there is a shift from internal motivation for engagement in activity, to interest elicited by external reward. In the school context this may occur when learners come to expect that after each and every achievement they are entitled to a reward, and therefore see no value in pursuing their learning activities with any intrinsic interest.

RESEARCH ON INTRINSIC AND EXTRINSIC MOTIVATION, AMOTIVATION AND ACHIEVEMENT RELATED BEHAVIORS

In 1959 White (in Deci & Ryan, 2000) conducted a study with animals which showed that many organisms engage in exploratory, playful, and curiosity driven behaviours even in the absence of reinforcement or reward.

Beck, Rorrer-Woody and Pierce (1991) found that intrinsically motivated students are excited by the opportunity to acquire new knowledge, and that they find personal enrichment through academic experiences. In contrast, extrinsically motivated learners base their actions on the

instructor's evaluation procedures since the main focus is on the attainment of satisfactory grades. This tends to have a negative effect on their efforts and achievement, because when they do not achieve good grades, they are inclined to give up.

Johnson and Johnson (1979) found that intrinsically motivated learners want to work because it is fun and enjoyable. These learners engaged in activities on their own without coercion from teachers. The researchers concluded that intrinsic motivation is inherent both within the nature of the individual and the academic task relevant to learning. Boggiano and Berret (1985) and Boggiano and Katz (1991) found that extrinsically motivated learners tend to view desired outcomes as more contingent on teacher feedback and less determined by their own responses than intrinsically motivated learners do. In contrast, intrinsically motivated learners pursue activities for the satisfaction inherent in the tasks, particularly when these present a major challenge. Desired outcomes for these learners are to a large extent tied to the efforts expended in performing the activity.

Lepper and Greene (1987) found that intrinsically motivated learners tend to become deeply involved in their learning activities, attempt to use complex mental operations, and thus learn more from the activities than extrinsically motivated learners. Gottfried and Gottfried's (1996) research on intellectually gifted children showed that the gifted children possessed higher levels of intrinsic motivation, which suggested that they enjoyed the process of learning more than their peers of lesser ability.

Research conducted by Deci and Ryan (1992) also suggests that children with higher intrinsic motivation function more effectively at school than

other children. Bempechat and Drago-Severson (1991) found that, for Asian and American learners, maths achievement was highly correlated with intrinsic motivation.

Boggianno and Pittman (1992) studied various factors that led to amotivation in an academic setting. More specifically, they examined the motivational tendencies that ultimately caused learners to view themselves as helpless, lacking both intrinsic and extrinsic motivation. These researchers found that frequent and repeated exposure to controlling strategies, for example, inducing learners to learn by promising punishment if they did not, had dramatic and far-reaching effects on the formation of maladaptive achievement patterns in learners. They assert that the use of controlling techniques not only decreases learner's perceptions of autonomy and encourages extrinsic motivation, but with time also renders learners susceptible to the full range of amotivational patterns of behaviour.

Dweck (1975) found that amotivated learners do not respond to failure with the effort required to succeed, even though they may be capable of doing so. Her study also revealed that these learners tend to give up in the face of failure; to take less personal responsibility for their actions; and to blame their underachievement to lack of ability than to insufficient effort expenditure. She also found that the more amotivated learners are, the less instrumental they are in determining their performance outcomes, tending to view their adverse situation as insurmountable.

The above literature suggests that it is important for learners to be intrinsically motivated in order to make progress with their academic careers, especially in the face of adversity. Although inadequate

educational resources can play a role in the lack of motivation in children at schools, the research findings provide evidence that intrinsically motivated learners are likely to do better than extrinsically motivated learners in academic tasks because of the high level of enjoyment they derive from their classroom activities. In this study I wanted to find out whether the above holds for black learners.

The following hypotheses were derived from the foregoing:

- **Hypothesis 1**

Intrinsic motivation is positively related to academic achievement amongst black learners in grade 6

- **Hypothesis 2**

Extrinsic motivation is negatively related to academic achievement amongst black learners in grade 6

- **Hypothesis 3**

There is a negative correlation between amotivation and academic performance amongst black learners in grade 6

ACHIEVEMENT MOTIVATION

In contrast to self-determination theories which are concerned with the *quality* (type) of motivation, achievement motivation theories focus on the *quantity* (degree) of motivation. Achievement motivation theorists attempt to explain people's choice of achievement tasks; persistence on those tasks; vigour in carrying them out, and their performance in them (Eccles & Wigfield, (1995) & Shiefele, (1991) & Pintrich (1991) & Schunk, (1996).

Ball (1977) defines achievement motivation as a pattern of planning actions connected with striving to achieve a chosen standard. Achievement motivation is not the search for observable accomplishments such as obtaining a high score in a test, but has as its focus, a drive within the individual to attain desired standards.

Heckhausen, Schmalt, and Schneider (1985) define achievement motivation as an internal process in which individuals are motivated to achieve success and avoid failure in their tasks and activities. These theorists view achievement motivation as energy inside the individual, which drives an individual from within to succeed. The above definitions are closely related to that of intrinsic motivation in Deci and Ryan's (1985) self-determination theory, in that they emphasise an individual's internal drive towards achievement.

Atkinson and Raynor (1974) states that the propensity to achieve success is indicated by performance of the individual in achievement related behaviour. He suggests that the tendency to achieve is more readily aroused by tasks linked to an intermediate degree of difficulty, as opposed to the very easy or very challenging task (Atkinson, 1985). He further contends that when the given task is perceived to be difficult, the tendency to succeed on that task depends on the strength of achievement motivation.

On the other hand, extrinsically motivated learners tend to lack achievement motivation. Once such learners fail and believe that they can no longer gain the approval of significant others, persistence with activities and achievement motivation subsides. Atkinson (1985) goes on to argue that when the motive to avoid failure is stronger than the motive

to achieve, a motivational deficiency exists which hinders achievement oriented activities. Learners who are achievement motivated tend to engage in achievement related behaviours. For example, they tend to choose tasks that require the application of higher cognitive strategies and to persist in performing such tasks, without being pushed by parents and teachers. When there is a propensity to seek approval or to comply with authority (the attributes of extrinsically motivated individuals), the tendency to avoid failure, which may inhibit performance, should be overcome by concentrating more on tasks that are inherently interesting to learners. Achievement motivated learners tend to persist until they succeed since pleasure is derived from working through activities, particularly when these are viewed as challenging.

THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION, SELF-DETERMINATION, AND ACHIEVEMENT RELATED BEHAVIOURS

Achievement motivated learners are likely to show initiative in and enthusiasm for academic tasks, and are more likely to display continuous progress on the path to success, as well as persistence in the face of failure (i.e. achievement motivation) (Bar-Tal & Bar-Zorah, 1977). On the other hand, extrinsically motivated learners do not usually show any determination to improve their academic performance and have little reason to exert more effort on their academic tasks, unless they are persuaded by the offer of extrinsic rewards (Bar-Tal & Bar-Zorah, 1977).

According to Atkinson (1985) and Deci and Ryan (1991), intrinsic motivation and achievement motivation are positively related since learners who are intrinsically motivated, tend to persist with tasks even after having experienced failure.

In sum, the above literature raises a general expectation that both intrinsically motivated learners and achievement motivated learners tend to do better in academic tasks than extrinsically motivated learners. It can therefore be assumed that achievement motivation is positively related to academic performance.

The following hypothesis is derived from the foregoing:

- **Hypothesis 4**

There is a positive correlation between achievement motivation and academic performance amongst black learners in grade 6.

CONCLUSION

It is important that educators within the classroom setting have a good understanding of the motivational aspects of their learners. Educators should be skilled enough to be able to use cues in the classroom to encourage intrinsic motivation. This will help learners to do their work diligently, and to keep persevering even in the face of obstacles. In essence, educators must help learners to create an internal legacy of learning that will sustain itself regardless of the external environment thus helping them to develop the necessary internal drive to propel them to achieve greater heights in learning.

Educators must also help learners to develop extrinsic motivation so as to prompt learners to engage in uninteresting tasks and routine tasks such as learning of the alphabet and time tables.

CHAPTER 3

METHODOLOGY

INTRODUCTION

This chapter, which outlines the methodology of the present study and the methods used to test the hypotheses (see Chapter 2), describes the following:

- The measuring instrument to assess scholastic achievement
- The measuring instrument to measure self-determination and achievement motivation
- The pilot study
- The selection and composition of the sample
- The data collection procedure
- The basic statistics, used to describe the biographical information collected
- The statistical techniques used to test hypotheses
- Item analysis of the responses obtained from the sample of learners.

MEASURING INSTRUMENT TO ASSESS SCHOLASTIC ACHIEVEMENT

For the purpose of this study the learners' marks in English and Maths were selected as measures of scholastic achievement as these are the core subjects that enable primary school learners to pass on to the next grade if their performance is adequate. The June examination marks, which were obtained from class teachers, were used as measures of performance.

MEASURING INSTRUMENT TO MEASURE SELF-DETERMINATION AND ACHIEVEMENT MOTIVATION

A questionnaire was constructed to measure the following variables:

- Intrinsic motivation
- Extrinsic motivation
- Amotivation
- Achievement motivation

In the process of constructing the questionnaire, attention was given to the three assumptions that Keaves (1988) cited in Mashimbuye (1978) discusses with regard to the characteristics of a good questionnaire:

- The respondents should be able to read and understand the questionnaire items.
- The respondents should possess the information to answer the questions or items.
- The respondents should be willing to answer the questions or items truthfully.

Furthermore, to ensure reliability the following recommendations by Mouly (1978) cited in Mashimbuye (1978) were taken into account:

- The items must be formulated in such a way that they say what they mean.
- The items must retrieve information necessary to the aims of the research.
- The items must not suggest a particular answer.

The preliminary questionnaire for this study was adapted from one constructed by Moore (1998). Modifications based on the recommendations above were made to suit the level of the learners to whom the questionnaire was to be administered. The questionnaire contained:

1) Questions relating to biographical information such as:

- a) Names and surname
- b) Age
- c) Name of school

2) A five-point Likert scale containing 20 items previously designed for measuring:

- a) Intrinsic motivation (*items 1,4,7,11,12,13,20*)
- b) Extrinsic motivation (*items 6,8,10,14*)
- c) Amotivation (*item 2,3,5,9*)
- d) Achievement motivation (*items 15,16,17,18,19*)

(See Appendix 2)

The following modifications of Moore's (1998) items were made for the present study:

- Some items were simplified to make them more appropriate for younger learners. For example, "I never allow social activities to affect my studies" was changed to "I do not allow playing with friends to delay my studies".
- Certain items were changed to make them more applicable to the present study. For example, "I study for the satisfaction I feel when

I master a difficult academic task” was changed to “I study for the satisfaction I feel when I finish a task”.

Owing to language diversity across the selected schools, and to accommodate learners who were not sufficiently proficient in English, two educators whose primary languages are Zulu and Northern Sotho translated the questionnaire into these languages. They also translated the responses back to English.

The calculation of indices for the self-determination subscales: intrinsic motivation, extrinsic motivation, amotivation and for achievement motivation

Scores on items pertaining to each of the four subscales were summed separately. For intrinsic/extrinsic motivation and amotivation high scores indicated high levels of each type of motivation while low scores indicated low levels. No items of these subscales were reverse scored. In the case of achievement motivation, items marked with an asterisk on the questionnaire were reverse scored. A high overall score indicated high achievement motivation and a low score indicated low achievement motivation.

THE PILOT STUDY

A pilot study was conducted on grade six learners at a Soshanguve primary school and grade nine learners at a high school also situated in Soshanguve. It should be noted that these schools were not the same schools where the final questionnaire was administered. The aims of the pilot study were to determine whether:

1. Both ‘young’ and ‘old’ learners could follow instructions.

2. They could respond to them without difficulty.
3. They understood the items.

Learners were told that if there were any statements that they did not understand they should speak up so that an explanation could be offered.

The responses of the learners in the two schools indicated that they had a good understanding of the questionnaire items. Furthermore the time that both grades took to respond to the questionnaire was almost the same. Minor errors in the questionnaire were also identified and rectified.

THE MAIN EMPIRICAL STUDY

The main study was conducted in three schools situated in Soshanguve. Convenient geographical homogeneous sampling was used to select these schools. The three schools differ in terms of socio-economic status:

- School 1 is situated in an advantaged area with adequate resources
- School 2 is situated in an economically disadvantaged area, serving squatter camps
- School 3, which was a former Model C school, is situated in an economically advantaged area.

DESCRIPTION OF THE SAMPLE

The sample consisted of 120 black grade six learners. Forty respondents were randomly selected from the class register in each school. Each school was given 40 questionnaires, with the intention that data would be collected from 20 boys and 20 girls. However, the demographics did not allow this distribution as the numbers of boys and girls were not equal. Of the 120 questionnaires handed out 113 were correctly completed. The data analysis was therefore based on these 113 questionnaires (i.e. a response of 94 percent).

Figure 3.1:

Average ages of respondents in the three schools (N=113)

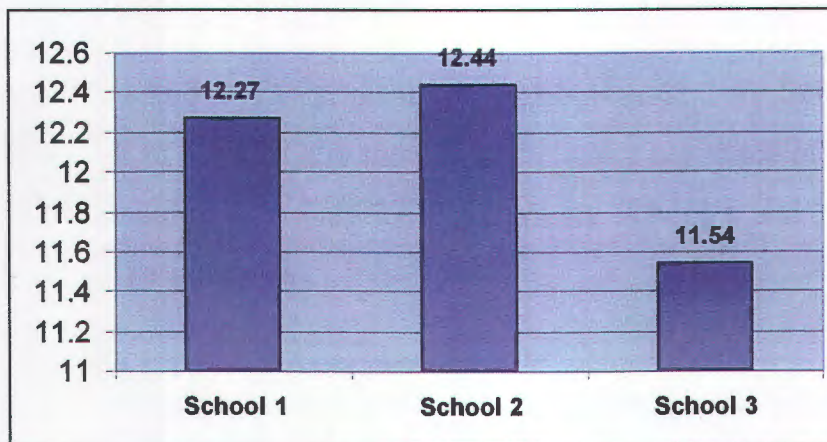


Table 3.1 indicates that the mean age of the learners in the sample was 12.3 for School 1; 12.4 for School 2, and 11.5 for School 3. As shown above the average age of the participants in School 3 was slightly lower than that of Schools 1 and 2.

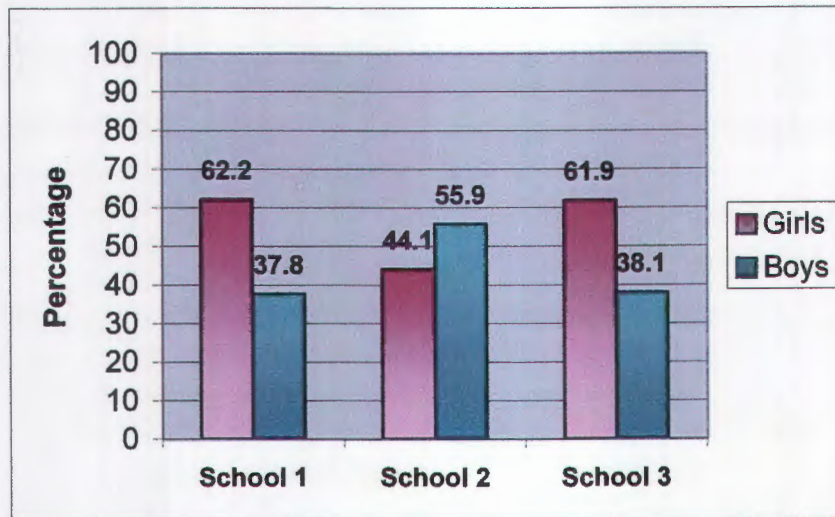
Figure 3.2:**Gender distribution of respondents in the three schools (N=113)**

Table 3.2 shows that there were more girls than boys in the sample for Schools 1 and 3. The percentage of girls was 62.2 for School 1; 61.9 for School 3. In contrast, the sample for School 2 consisted of 55.9 percent of boys compared with only 37.8 percent for School 1 and 38.1 percent for School 3 respectively.

ETHICAL CONSIDERATIONS

Prior to conducting the empirical part of the study, permission to conduct the research was obtained from the Gauteng Department of Education (see Appendix 1) as well as from the principals of the schools concerned.

METHOD USED TO COLLECT DATA

In School 1 I administered the questionnaire to the learners myself. In Schools 2 and 3 I trained the deputy principal and the principal respectively to administer the questionnaires on my behalf.

INSTRUCTIONS TO LEARNERS

Prior to completing the questionnaire learners were informed that:

- They were going to be used as research subjects.
- They had the right to withdraw from the study at any time should they feel uncomfortable.
- Individual results would be kept confidential.
- Their teachers would not evaluate their answers.
- They were to give their own answers and to be as honest as possible.
- They would be informed about the overall research findings once the study was completed.

BASIC STATISTICS

After the data had been captured, descriptive statistics (such as frequencies and means) were calculated to describe the biographic information (gender and age) and other variables in the study.

LEVEL OF STATSTICAL SIGNIFICANCE

In choosing the level of statistical significance for the present research the following points were taken into consideration:

- a) In the human sciences researchers are concerned with missing a significant result or making a type II error when they falsely conclude a significant result. Hays (1963) and Wiener (1971) point out that when both types of errors (type I and type II) are equally important, significance levels such as 0.20 (and possibly even 0.30) are more appropriate than the conventionally used 0.05 and 0.02 levels.
- b) As the total number of statistical tests performed on the same data increases, the probability of type I error also increases. One

approach to counter this effect is to set the level of significance smaller for the individual statistical test so as to compensate for the overall type I error effect. Suppose the overall research significance level is 0.30 then the significance level for the individual test might be 0.05 or 0.02. There is no easy way to come to a decision as to what the level of significance should be. In view of all these considerations, it was decided to use the significance level of 0.05 for the present study.

ANALYSES OF VARIANCE

Analyses of variance (Anovas) and Scheffé post hoc comparisons (PROC GLM of SAS) were used to determine significant differences between the means of various schools with regard to psychological scales. The variables gender and age were included as covariates (additional independent variables) with a view to control for the possibility that these may be confounding variables.

PEARSON PRODUCT MOMENT CORRELATIONS

Numerous Pearson Product Moment correlations were performed not only to test the hypotheses but also to explore possible relations between various variables. The most important results concerned the relationships between psychological scales and school subjects as they were used to test the hypotheses. These correlations were computed for each school separately. Age and gender once again were partialled out of the correlation matrix to control the effects of these two variables.

ITEM ANALYSIS

As mentioned previously the questionnaire used to collect data for this study was based on the one developed and refined by Moore (1998). For

this reason it was decided to accept Moore's (1998) self-determination and achievement motivation subscales as they stood, since they proved to be adequate and reliable in her study with a sample consisting mainly of black students in South Africa.

Nonetheless, item analyses of subscales (i.e. intrinsic, extrinsic motivation and amotivation) were performed to ascertain the internal consistency of each of the subscales. A statistical analysis system (SAS) was used for each subscale since it provides the correlation of each item with the total score. Cronbach Alpha coefficients were also calculated.

Tables 3.1 to 3.4 below show the results of the item analyses of each individual subscale.

Table 3.1:
Single factor loadings and Cronbach Alpha coefficient for intrinsic motivation

Intrinsic motivation	
Item	Factor loading
7	0.80
13	0.74
11	0.54
4	0.50
20	0.37
1	0.29
12	0.25
Cronbach Alpha = 0.668	

Table 3.1 indicates that all the intrinsic motivation items had loadings of equal to, or greater than 0.25, which shows that the factorial reliability of the subscale is adequate. The Cronbach alpha coefficient yielded 0.67, demonstrating factorial reliability of the subscale.

Table 3.2:

Single factor loadings and Cronbach Alpha coefficient for extrinsic motivation

Extrinsic motivation	
Items	Factor loading
14	0.60
10	0.52
8	0.43
6	0.40
Cronbach Alpha = 0.549	

As shown in Table 3.2 all the items measuring extrinsic motivation had loadings greater than 0.25, and the Cronbach Alpha coefficient for the subscale was 0.549, which indicates adequate reliability of the subscale.

Table 3.3:**Single factor loadings and Cronbach Alpha coefficient for amotivation**

Amotivation	
Item	Factor loading
5	0.69
3	0.62
2	0.62
9	0.61
Cronbach Alpha = 0.728	

Table 3.3 shows that all items of the amotivation subscale had loadings of equal to, or greater than, 0,61. The Cronbach Alpha coefficient of the subscale was 0.73, which constituted the highest score of all the self-determination subscales. Together these findings indicate that the subscale is reliable.

Table 3.4:**Single factor loadings for achievement motivation**

Achievement Motivation	
Item	Factor loading
18	0.64
17	0.61
19	-0.47
15	-0.40
16	0.09

From Table 3.4 it can be seen that (a) all the items had loadings greater than 0.25 in absolute values except for item 16, and (b) that items 15 and 19 loaded negatively rather than positively. This left only two items which could be used as a subscale. This was considered too few and it was decided to discard the above scale. Therefore hypothesis 4 had to be eliminated from the study.

CHAPTER 4

RESULTS AND DISCUSSION

INTRODUCTION

The main goal of this research was to establish the relations between the psychological constructs, namely, intrinsic/extrinsic motivation, amotivation, achievement motivation and academic performance and to test the hypotheses that were derived from theory. As mentioned previously hypothesis 4 could not be tested as the achievement motivation scale did not perform well in the item analysis (see chapter 3). It was therefore eliminated from the study.

COMPARISON OF SCHOOLS REGARDING INTRINSIC, EXTRINSIC MOTIVATION AND AMOTIVATION

Table 4.1 presents the comparison of Schools regarding the above psychological subscales. Gender and age were controlled by including them as independent variables

Table 4.1:
Analysis of variance and Scheffé groupings regarding intrinsic, extrinsic motivation and amotivation for the three school

Psychological construct	Schools			P-value	Scheffe test
	School 1 Advantaged	School 2 Disadvantaged	School 3 Former Model C		
	Mean	Mean	Mean		
Intrinsic motivation	4.17	3.84	3.97	0.1360	ns
Extrinsic Motivation	4.24	4.17	3.80	0.0123	
Amotivation	2.36	2.51	1.58	0.0001	(3,1) (3,2)

Note: ns indicates non significant values

(3,1) and (3,2) indicate which groups are different from each other regarding their means. For example (3,1) indicates that School 3 is different from School 1 and 0.05 level and (3, 2) indicates that School 3 is different from School 2.

Table 4.1 indicates that there was no significant difference between the schools with regard to intrinsic motivation. In the case of extrinsic motivation, however there was a significant difference between schools at the 0.05 level although it was not displayed by the Scheffé test. Learners in School 3 were less extrinsically motivated than learners in Schools 1 and 2. In the case of amotivation, the Scheffé test indicated that there was a significant difference between School 1 and 3, and between School 2 and 3 at 0.05 level (there was no significant difference between Schools 1 and 2).

The above results showed that although learners in all three schools were reasonably intrinsically motivated, learners in Schools 1 and 2 were also somewhat more extrinsically motivated than the learners in School 3. With regard to amotivation learners in School 3 were significantly less amotivated than learners in both School 1 and 2.

From the above Table, it can be observed that, regardless of whether learners come from an economically advantaged or disadvantaged area and regardless of whether schools have adequate resources or not, learners appear to be motivated (intrinsically or extrinsically) to learn. Their socio-economic backgrounds do not appear to have any effect on their intrinsic motivation.

Table 4.2

Analysis of variance and Scheffé grouping regarding scholastic performance in all three Schools

School subjects	Schools			p-value	Scheffé test
	Mean	Mean	Mean		
	School 1 Advantaged	School 2 Disadvantaged	School 3 Former Model C		
English	55.15	60.94	62.86	0.0035	(1,2) (1,3)
Mathematics	40.47	64.95	61.37	0.0001	(1,2) (1,3)

When means of the three schools were compared with regard to learner's scholastic performance in both English and mathematics, the data

indicated that learners in Schools 2 and 3 tended to achieve better in both subjects than learners in School 1 (see Table 4.2). The Scheffé test indicated that there was a significant difference between School 1 and School 2, and between School 1 and School 3, with regard to the learners achievement in English. And for Mathematics, the Scheffé test indicated a significant difference between School 1 and School 2 and also between School 1 and School 3. There are various factors that might have contributed to the poor performance of learners in School 1. For example, learners did not write common mid-year examinations in grade six across the three schools.

It appears however that for School 1, there was no relationship between how intrinsically motivated the learners were (see Table 4.1) and their actual academic performance.

RESULTS AND THE DISCUSSION OF THE HYPOTHESES

Pearson Product Moment Correlations were used to test the hypotheses

Hypothesis 1

Intrinsic motivation is positively related to academic achievement.

The results provided some support for the hypothesis.

No significant correlation between intrinsic motivation and learners performance in English and Mathematics was found in Schools 1 and 2. However, for School 3, a significant positive correlation was obtained between intrinsic motivation and learners' performance in Mathematics.

Table 4.3

Correlations between intrinsic motivation and school subjects for all three Schools

	School 1 (N= 37) Advantaged	School 2 (N= 34) Disadvantaged	School 3 (N= 42) Former Model C
	Intrinsic Motivation	Intrinsic Motivation	Intrinsic Motivation
English	ns	ns	ns
Maths	ns	ns	0.47 (0.002)

Note: ns indicates non significant value

These results suggest that, for School the more intrinsically motivated the learners were, the better they tended to perform. These results are in line with Deci and Ryan's (1985) self-determination theory in Chapter 2, which maintains that there is a positive relationship between intrinsic motivation, learning and achievement. They maintain that intrinsically motivated learners will persist in tasks even though they may be difficult. Therefore, the above results did provide some support for the predictions from the theory.

Hypothesis 2

Extrinsic motivation is negatively related to academic achievement.

The hypothesis was partially supported.

The results obtained in Schools 1 and 2 yielded mixed findings. For example for School 1, learner's performance in maths correlated *negatively* with extrinsic motivation.

Table 4.4

Correlations between Extrinsic motivation and school subjects for all three Schools

	School 1 (N= 37)	School 2 (N= 34)	School 3 (N= 42)
	Advantaged	Disadvantaged	Former Model C
	Extrinsic Motivation	Extrinsic Motivation	Extrinsic Motivation
English	ns	ns	ns
Mathematics	-0.43 (0.009)	0.49 (0.004)	ns

Note: ns indicates non significant values

The *negative* correlation between extrinsic motivation and Mathematics indicated that when learners were extrinsically motivated they tended to perform poorly in Mathematics. This finding confirms the theory. Bempechat and Drago-Serverson (1999) discovered that high performance in Mathematics was negatively correlated with extrinsic motivation.

However for School 2, there was a *positive* correlation between extrinsic motivation and learner's performance in Mathematics. With regard to the above correlation, it is possible that these results can be attributed to what Deci and Ryan (1992) refer to as intergrated regulation, which is most volitional, self-initiated, and autonomous.

Hypothesis 3

There is a negative correlation between amotivation and academic performance.

The hypothesis received some support.

For School 1, amotivation correlates significantly and *negatively* with performance in English. A significant *negative* correlation was also obtained between amotivation and Mathematics for School 2 and 3,

Table 4.5

Correlations between amotivation and school subjects for all three Schools

	School 1 (N= 37)	School 2 (N= 34)	School 3 (N= 42)
	Advantaged	Disadvantaged	Former Model C
	Amotivation	Amotivation	Amotivation
English	-0.36 (0.003)	ns	ns
Maths	ns	-0.52 (0.002)	-0.51 (0.000)

Note: ns indicates non significant values

The above findings suggest that the more amotivated learners were, the lower their marks. These findings are in line with the predictions of the theory in that, Boggiano (1992) postulated that amotivated learners lack persistence in tasks, which generally leads to decreased performance.

ADDITIONAL FINDINGS

Additional correlations were performed to find out whether achievement in English and Mathematics correlated with each other.

Table 4.6:

Pearson Product Moment Correlations between the school subjects for Schools 1, 2, and 3

	School 1 (N= 37) Advantaged	School 2 (N= 34) Disadvantaged	School 3 (N= 42) Former Model C
	English	English	English
Mathematics	0.48	0.53	0.58
	0.002	0.005	0.003

Table 4.6 reflects a moderate yet significant positive correlation between English and Mathematics in all schools. This indicates that in all three schools, learners who performed well in English also tended to perform well in maths.

CORRELATIONS BETWEEN INTRINSIC, EXTRINSIC MOTIVATION AND AMOTIVATION

Tables 4.7 to 4.9 present the correlations between intrinsic, extrinsic motivation and amotivation for each of the schools.

Table 4.7:

Correlations between intrinsic, extrinsic motivation and amotivation for School 1 (N= 37)

School 1	Intrinsic motivation
Extrinsic motivation	0.77 (0.000)

Table 4.7 indicates that for School 1, a significant positive correlation between intrinsic and extrinsic motivation was found ($r = 0.77 - p = 0.00$). The above results show that for School 1 the higher the intrinsic motivation, the higher the extrinsic motivation.

Table 4.8:

Correlations between psychological subscales for School 2 (N= 34)

School 2	Intrinsic motivation	Extrinsic motivation
Extrinsic motivation	0.69 (0.000)	ns
amotivation	ns	-0.37 (0.035)

Note: ns indicates non significant values

For School 2, Table 4.8 depicts a significant positive correlation between intrinsic and extrinsic motivation ($r = 0.69$ and $p = 0.00$). This finding is similar to that of School 1. Table 4.8 also shows a significant negative correlation between amotivation and extrinsic motivation ($r = -0.37 - p = 0.035$). This indicates that the higher the extrinsic motivation the learners were, the less motivated they tended to be.

Table 4.9:**Correlations between psychological subscales for School 3 (N= 42)**

School 3	Intrinsic motivation
Amotivation	-0.31 (0.048)

Unlike Schools 1 and 2, no significant relationship was found between intrinsic and extrinsic motivation for School 3. However, Table 4.9 depicts for School 3, as in School 2, a significant negative correlation between amotivation and intrinsic motivation ($r = -0.31$ and $p = 0.048$) which suggests that in School 3 the more intrinsically motivated learners were, the more amotivated they tended to be.

The findings in Table 4.7 and 4.9, do not confirm self-determination theory, which suggests that intrinsic and extrinsic motivation are antagonistic. Theory also suggests that extrinsic motivation (considered to be non-self-determined) tends to undermine intrinsic motivation (considered self-determined). For example, Woodworth (1985) postulated that extrinsic motivation tends to interfere with intrinsic motivation, in that exposure to external rewards causes learners to tend to lose interest in working on their own. The results in this study suggest that learners can be both intrinsically and extrinsically motivated.

The negative correlation between amotivation and intrinsic motivation and between amotivation and extrinsic motivation (Tables 4.8 and 4.9) support self-determination theory. Amotivation is defined by Abramson, Seligman, and Teasdale (1978) as behaviour that is neither intrinsically

nor extrinsically motivated. Therefore, negative correlations between amotivation and intrinsic/extrinsic motivation are to be expected.

CORRELATIONS OF AGE AND GENDER WITH PSYCHOLOGICAL CONSTRUCTS

Tables 4.10 to 4.13 below present correlations between:

- a) Age and gender and psychological constructs
- b) Scholastic achievement and age and gender.

Table 4.10:

Correlations between gender, age and amotivation for School 1 (N = 37)

Psychological construct	Gender	Age
Amotivation	-0.31 (0.054)	ns

Note: ns indicates non significant values

Table 4.10 above shows that for School 1, there was a significant negative correlation between amotivation and gender ($r = -0.31$ and $p = 0.05$). As gender was coded 0=boys and 1=girls, this correlation indicates that boys scored higher on the subscale “amotivation” compared to girls. These results are in line with what Fergusson and Horwood (1997) obtained when they investigated the effects of gender on educational outcomes, where they found that female learners tended to be less amotivated than male learners.

Table 4.11:
Correlations between Gender, Age and the School subjects for School 1 (N = 37)

Subjects	Gender	Age
English	ns	-0.52 (0.000)
Mathematics	ns	-0.49 (0.000)

Note: ns indicates non significant values

For school 1, Table 4.11 indicates that there was a significant negative correlation between learner performance in English and age. This suggests that the older the learners become, the more poorly they tend to perform in English. Similar results were also obtained for maths. It can therefore be concluded from these findings that the older the learners were, the more poorly they tended to perform in school subjects such as English and Mathematics. This might be due to the fact that since these learners are in grade six, and are older than the expected age to be in this grade, they may somehow academically challenged, which might make it difficult for them to performance adequately in subjects such as English.

For School 2, unlike in School 1, no significant correlations between the psychological constructs, gender and age were obtained. Also with regard to scholastic performance, there were no significant correlations between the two school subjects, gender and age and the two school subjects. These results are therefore not reported.

Table 4.12:

Correlations between gender, age and the Intrinsic, extrinsic motivation and amotivation for School 3 (N = 42)

Psychological construct	Gender	Age
Intrinsic Motivation	ns	-0.43 (0.003)

Note: ns indicates non significant values

Table 4.12 above indicates that for School 3 there was a significant negative correlation between intrinsic motivation and age, ($r = -0.43$ and $p=0.003$). These results indicated that the older the learners become, the less intrinsically motivated they are. These results are difficult to explain as they were not found in both Schools 1 and 2. An interpretation should possibly be withheld until future research confirms that a negative correlation indeed does exist.

Table 4.13:

Correlations between Gender, Age and the School subjects for School 3 (N = 42)

Subject	Gender	Age
English	ns	-0.31 (0.039)

Note: ns indicates non significant values

Table 4.13 reflects a significant negative correlation between scholastic performance in English and age for School 3 ($r = -0.31$ and $p= 0.039$). From these findings it can be concluded that as age increases, the learners performance in English decreases. It may also be assumed that black learners cannot cope with English adequately as it is not their native language which therefore leads to decline in performance in this subject.

CHAPTER 5

GENERAL CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

The aim of this study was to establish whether past theories and arguments with regard to self-determination (intrinsic, extrinsic and amotivation) and its relations to academic achievement, would hold for black learners in South African schools, especially those coming from different socio-economic backgrounds.

In this chapter general conclusions derived from the results in Chapter 4 are discussed and summarised. Recommendations are given, limitations of the study are highlighted and the focus of future research is outlined.

FACTORS RELATING TO INTRINSIC, EXTRINSIC MOTIVATION, AND AMOTIVATION

Stipek (1998) postulated that intrinsic and extrinsic motivation exist on opposite sides of the motivation continuum. She asserted that intrinsic and extrinsic motivation tend to compete with each other and that extrinsic rewards (which foster extrinsic motivation) tend to undermine intrinsic motivation. Given Stipek's assertion, it may be expected that learners who are intrinsically motivated cannot be simultaneously extrinsically motivated and vice versa. The results in this study did not support the above assertion, in that they showed that learners can be both intrinsically and extrinsically motivated (see Table 4.1).

Therefore educators need to achieve a delicate balance between the two types of learner motivation in their classroom practice. Careful observation and educator-learner interaction will help indicate in which learning situations the learners should be given freedom to exercise self-directed learning through motivation. Equally, this observation and interaction will help indicate when the learners should be provided with learning experience and educational opportunities involving extrinsic motivation. It is crucial to ensure that external rewards are offered in such a manner and with such frequency so as to avoid undermining the intrinsic motivation present in learners. Furthermore, this learner-centred approach implies that the needs of individual learners may differ with regard to this balancing.

Amotivation, which is defined as the absence of both intrinsic and extrinsic motivation, was found, in this study, to correlate negatively with extrinsic motivation for School 2 (see table 4.8), and correlated negatively with intrinsic motivation for School 3 (see table 4.9). These results provide support for theory, in that learners who are intrinsically or extrinsically motivated, cannot be expected to also be amotivated, since amotivation cannot co-exist with intrinsic or extrinsic motivation.

Educators should focus on developing motivation in their learners, preferably intrinsic motivation. As motivation increases, amotivation will gradually die away, without any specific attention on the part of educators to this negative aspect of learner motivation.

COMPARISON OF SCHOOLS REGARDING INTRINSIC, EXTRINSIC MOTIVATION AND AMOTIVATION

In all three schools learners did not differ significantly in terms of intrinsic motivation (see Table 4.1). In other words these results showed that intrinsic motivation occurs in all schools, regardless of their socio-economical contexts (as previously mentioned). However, School 1, intrinsic motivation did not preclude high performance compared to the two other Schools (see Table 4.2). These findings showed that although learners in School 1 were intrinsically motivated, there may be other demands and restrictions that hinder them from achieving well. It is possible that although these learners were intrinsically motivated, they were not adequately equipped with the competencies and skills necessary to improve their performance. These findings suggest that the path from motivation to achievement might be blocked.

In this study significant differences in means were obtained for extrinsic motivation (see Table 4.1). The results indicated that learners in Schools 1 and 2 were somewhat more extrinsically motivated than learners in School 3. Stipek (1998) suggests that human beings are born with the disposition to develop skills and engage in learning related activities. However, these intrinsic tendencies tend to decline with age and with the interference of the external reinforcements (see Chapter 2). It is possible therefore, that the results in Table 4.1 can be attributed to that the fact that since learners in School 3 were somewhat younger than learners in both Schools 1 and 2 (see Figure 3.1) they tended to be less extrinsically motivated compared with learners in both Schools 1 and 2. These results also indicated that learners in School 3 were somewhat less amotivated than learners in Schools 1 and 2.

This suggests that empowerment programmes should be provided to educators to enable them realise that a gap exists between intrinsic motivation and overall learner performance, and that intrinsic motivation without continued effort on the part of the learners could lead to decreased performance. This may help educators to focus on providing learners with challenging tasks to stimulate them toward peak performance.

Another striking finding was the fact that the 'advantaged' school performed poorly compared to the 'disadvantaged' school and the former 'Model C' school tended to perform approximately the same. One possible explanation is that the results in this study have revealed that self-determined behaviour is the cornerstone of academic achievement. In other words, for learners to learn and achieve, they need to be motivated (both intrinsically and extrinsically) to be able to do so regardless of the socio-economic context in which the school is situated.

Another possible explanation might be that, although these learners attend school in an advantaged area, they may come from homes that do not value education as the highest priority. There might be a lack of parental involvement in the education of these children. On the other hand the educators themselves might not be investing much effort in educating these learners. It is also possible that the instruction is not challenging, interesting and stimulating them toward proactive behaviours rather than reactive tendencies.

It is therefore advisable to investigate whether there is a relationship between home parenting influence or style and the motivation of the learner, as a contextual factor impacting in scholastic performance in black schools.

THE RELATIONS BETWEEN SELF-DETERMINATION AND SCHOLASTIC ACHIEVEMENT

Boggianno and Pittman (1992) and Gottfried (1985) argued that intrinsic motivation tends to enhance performance and lead to positive outcomes, whereas less extrinsic motivation tends to lead to negative outcomes. However, the results in this study revealed that both intrinsic and extrinsic motivation are positively related to performance (see Table 4.6). That is the results in this study showed both intrinsic and extrinsic motivation may play a role in academic achievement. In addition this study also revealed that (a) intrinsic and extrinsic motivation may co-exist within individuals, (b) that amotivated learners do not perform well on academic tasks and (c) amotivation is negatively correlated with intrinsic and extrinsic motivation. This suggests that amotivation cannot co-exist with intrinsic and extrinsic motivation. This together with the fact that amotivation correlates negatively with academic performance (see Table 4.5) suggests that amotivated learners are not likely to perform well on tasks since they lack both intrinsic and extrinsic motivation. It is important that teachers should identify learners who are amotivated and attempt to equip them with skills that assist them in increasing their performance.

IMPLICATIONS FOR EDUCATORS AND RECOMMENDATIONS

As was postulated in the literature, it is important for educators to understand the differences in motivational aspects of their learners in order to facilitate effective learning in academic settings. Since educators cannot rely only on intrinsic motivation to foster learning, they need also to encourage those learners who are extrinsically motivated to expend effort and work hard in order to achieve.

Educators can achieve the above through implementation of the following suggestions:

- Educators should encourage the learners to not only rely solely on motivation to accomplish their tasks invest effort on academic tasks in order to improve their performance.
- Educators should continually promote both intrinsic and extrinsic motivation by helping learners to focus not only on the extrinsic rewards they gain after they accomplish tasks but to also inculcate the intrinsic value of their academic subjects.
- Educators need to provide learners with optimal challenges that will stimulate them toward peak performance and to be involved proactively in their academic tasks.

The following are recommendations that are not based on the findings in this study but that can assist educators to encourage learners to expend their efforts and work hard in order to achieve better performance.

- Educators should encourage learners' feelings of competence and discourage dependency in classrooms by being giving them freedom as well as responsibility to act on their own at times. This can enable the learners to feel that their behavior is self-determined.
- Educators must also facilitate optimism in learners, which implies that they must help learners firstly to try their best and

secondly, to overcome the failure and obstacles inherent in the learning process through willingness to persist.

- Educators can enhance motivation (whether intrinsic or extrinsic) by providing them with a sense of belonging and connectedness, thus enabling them to feel part of the whole process of learning. The learners also need to feel cared for and respected by their educators. This can encourage them to internalize classroom activities and work on tasks without waiting for prodding from significant others.
- Tasks given to learners should match to the learners' cognitive levels. This implies that the tasks should neither be too difficult nor too easy, but offer sufficient interest value to facilitate improved concentration and elicit positive affective responses from the learners.

LIMITATIONS OF THIS STUDY

- The results cannot be generalized as the sample consisted only of three primary schools in Soshanguve.
- Response biases may have contaminated the results. In other words learners might have given responses that they believed would be pleasing. (Bachman & O'Malley 1984 reported that black learners were more likely to give extreme responses in the Likert-type questionnaire than white learners).
- Cultural factors may have played a role in that black learners are unaccustomed to research and to responding to research questions.

Furthermore, although the questionnaire was translated into two African languages, the manner in which the research statements were phrased might not have been meaningful to the learners.

- The statistical analyses were limited. Only correlations and Anovas were calculated in this study.

SUGGESTIONS FOR FURTHER RESEACH

The following topics are suggestions for further research that arising from the current study:

- To investigate possible factors that may influence motivation.
- To determine whether there is a significant correlation between different types of extrinsic motivation (external, introjected, identified and intergrated regulation) and scholastic performance.
- To determine whether there is a significant correlation between different forms of intrinsic motivation (intrinsic motivation to know and understand, to accomplish things, and to experience stimulation) and scholastic performance.
- To assess learners' motivation longitudinally at multiple points of individual school career to better understand how and where motivation may fluctuate.

- To investigate the feasibility of programme evaluation by the education authorities of the motivational changes produced by various educational programmes.
- To explore how the values and beliefs that learners attach to education affect the manner in which they expend effort on classrooms achievement.
- To investigate the degree to which self-concept determines the learners motivational behaviour in class.
- To establish whether there is a relationship between amotivation and dropping out of school.
- To ascertain whether there is a link between home parenting style and motivation scholastic performance in black schools.

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APPENDIX 1



**OFFICE OF THE SENIOR MANAGER
STRATEGIC POLIC DEVELOPMENT**

Particulars of researcher:

Ms P.T. MNYANDU
Unit 10 Claridge Place
P.O. Box 266
Philip Nel Park
0029

22 May 2000

Dear Ms P.T. Mnyandu

Request to conduct a research study

Topic: “THE RELATIONS BETWEEN SELF-
DETERMINATION, ACHIEVEMENT MOTIVATION AND
ACADEMIC PERFORMANCE”

Approval is hereby granted that you may approach the GDE schools in connection with your research study.

Permission is subject to the following conditions, and may be withdrawn if these conditions are not met:

1. The District Directors concerned are to be informed that you have received permission from the Gauteng Department of Education to approach school principals to request access to schools for research purposes. The District Directors must be approached for permission to involve District Support Staff in your project.
2. Please show this letter to the school principal and the chairperson of the School Governing Body (SGB) as proof that you have received the Department's consent to carry out the research.
3. A letter/document which sets out a brief summary of your intended research should please be made available to the principals of the schools concerned.

Tel: (011) 355-0495 Fax: (011) 355-0512

E-mail: sallyr@gpg.gov.za Web: www.education.gpg.gov.za


P.O Box 7710 Johannesburg 2000.

Room 910, 111 Commissioner Street Johannesburg, 2001

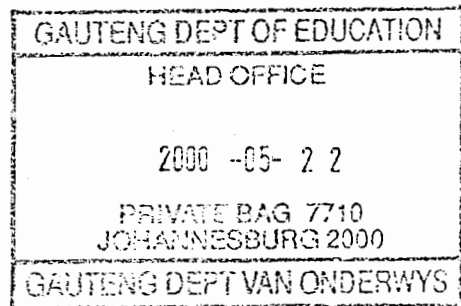
4. Please obtain the goodwill and co-operation of the principal, chairperson of the SGB, teachers and learners involved. Persons who offer their co-operation will receive no special benefit from the Department, while those who prefer not to participate will not be penalised in any way.
5. You must conduct your research after school hours, and the normal school programme should be interrupted as little as possible. The principal must be consulted as to the times when you may carry out your research.
6. In line with international practice on research, the department recommends that the maximum interview time be 35 minutes per participant.
7. You may commence your research from the third week of February, as generally permission is not granted to conduct research in GDE schools during the month of January and the last term of the year.
8. It is the researcher's responsibility to contact the parents of the learners to obtain permission for their children to take part in your study.
9. You are responsible for supplying your own research resources, such as stationery, photocopies, transport, faxes and telephone costs.
10. The names of the schools, principals, teachers and learners may not appear in your research report without their consent. Parents as partners in education should be handled in an equally sensitive manner
11. Please supply the Department via the Strategic Policy Development Directorate with a bound copy of your report. You may also be requested to give a short presentation on your findings.
12. Please supply the Director in whose districts the schools are located with a brief summary of your findings.

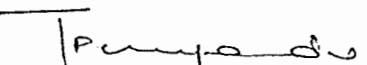
The Department wishes you well with this important project and looks forward to hearing from you in due course.

Regards

SP 

Sally Rowney (Senior Manager)
Strategic Policy Developments and Research Coordination




Ms P.T. Mnyandu
Researcher

22/05/2000
Date

APPENDIX 2

The questionnaire

Tell me about yourself

Your first name _____

Your surname _____

Your age _____

Your school _____

The research questions

Rate each of the sentences below by showing with a circle whether you strongly disagree, disagree, uncertain, agree, or strongly agree. The sentences have been given numbers as follows:

1. Strongly disagree
2. disagree
3. uncertain
4. agree
5. Strongly agree

For example: I enjoy playing with my friends.

strongly
disagree 1 2 3 **4** 5 strongly
agree

**if you agree with the statement, circle
the number 4**

1. If I read a story I feel excited.

strongly 1 2 3 4 5 strongly
disagree disagree agree

2. I am not interested in my schoolwork.

strongly 1 2 3 4 5 strongly
disagree disagree agree

3. I prefer playing with friends to doing my schoolwork.
strongly 1 2 3 4 5 strongly
disagree agree
4. I want to do well to prove to myself that I can succeed.
strongly 1 2 3 4 5 strongly
disagree agree
5. I do not want to go to school.
strongly 1 2 3 4 5 strongly
disagree agree
6. I want to do well so that my parents can see I am intelligent.
strongly 1 2 3 4 5 strongly
disagree agree
7. I like reading.
strongly 1 2 3 4 5 strongly
disagree agree
8. I want to do well to please my parents.
strongly 1 2 3 4 5 strongly
disagree agree
9. I do not do my homework until I am told to do so.
strongly 1 2 3 4 5 strongly
disagree agree
10. I do my class activities to please my teachers.
strongly 1 2 3 4 5 strongly
disagree agree
11. When I discover something new, I feel excited.
strongly 1 2 3 4 5 strongly
disagree agree
12. I study for the satisfaction I feel when I finish a task.
strongly 1 2 3 4 5 strongly
disagree agree

13. I am happy to learn new things.
strongly disagree 1 2 3 4 5 strongly agree
14. I study so that my parents can see me as a better person.
strongly disagree 1 2 3 4 5 strongly agree
15. For me there are important things than getting good marks.*
strongly disagree 1 2 3 4 5 strongly agree
16. I always try to do my schoolwork on time.
strongly disagree 1 2 3 4 5 strongly agree
17. When I feel I am wasting time, I get cross.
strongly disagree 1 2 3 4 5 strongly agree
18. I do not allow playing with friends to delay my studies.
strongly disagree 1 2 3 4 5 strongly agree
19. I can easily be talked out of studying.*
strongly disagree 1 2 3 4 5 strongly agree
20. I am happy when I am given homework to do.
strongly disagree 1 2 3 4 5 strongly agree

*Items were reverse-scored

APPENDIX 3

Imibuzo

Ngitshela kabanzi ngawe

Igama lakho _____

Isibongo sakho _____

Iminyako yakho _____

Isikole sakho _____

Imibuzo yocwaningo

Kala imisho elandelayo ngokubonisa ukuthi awuvumelani kakhulu, awuvumelani, awunasiqiniseko, uyavumelana, uyavumelana kakhulu, nalokho umusho ngamunye okushoyo.

Imisho kanye nezinombolo zayo zinikezwe ngalendlela elandelayo

1. Angivumelani kakhulu
2. Angivumelani
3. Anginasiqiniseko
4. Ngiyavumelana
5. Ngiyavumelana kakhulu

Isibonelo:

Ngiyakuthanda ukudlala nabangani bami.

angivumelani 1 2 3 (4) 5 ngiyavumelana
kakhulu kakhulu

Kokela inamba yesine uma uvumelana nokubhaliwe

1. Uma ngifunda indaba ngizizwa ngijabula
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
2. Angiwuthandi umsebenzi wami wesikole.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
3. Ngikhetha ukudlala nangani bami kunokwenza umsebenzi wami wesikole.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
4. Ngifuna ukusebenza kahle ukuze ngibone ukuthi ngingaphumelela.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
5. Angikuthanda ukuya esikoleni.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
6. Ngifuna ukusebenza kahle ukuze abazali bami babone ukuthi ngihlakaniphile.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
7. Ngiyakuthanda ukufunda.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
8. Ngifuna ukusebenza kahle ukuze ngijabulise abazali bami
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
9. Angiwenzi umsebenzi wami wesikole ngingakatshelwa ukuthi ngiwenze.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
10. Ngenza umsebenzi wami waseklasini ukuze ngijabulise othisha bami
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
11. Uma ngithola ulwazi olusha, ngiba nokujabula okukhulu
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu
12. Ngifundela ukwaneliseka engiye ngibe nakho uma sengiqede umsebenzi.
angivumelani 1 2 3 4 5 ngiyavumelana
kakhulu kakhulu

13. Kuyangijabulisa ukufunda izinto ezintsha.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

14. Ngifunda ngoba ngifuna ukubonwa ngabazali bami njengomuntu ongcono.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

15. Kimi ziningi izinto ezibalulekile kunokuthola imivuzo emikhulu.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

16. Njalo nje ngiye ngenze umsebenzi wami wesikole ngesikhathi.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

17. Uma ngibona ukuthi ngichitha isikhathi ngiyacasuka.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

18. Angikuvumeli ukudlala nabangani bami ukuba kungibambezele ezifundweni zami.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

19. Ukukhuluma kungiphazamisa kalula ekufundeni.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

20. Ngiye ngijabule uma nginikezwa umsebenzi wokwenza ekhaya.

angivumelani 1	2	3	4	5	ngiyavumelana
kakhulu					kakhulu

1. Ge ke bala nonwane ke itlwa ke thabile
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
2. Ga kena kgahlego ya mošomo wa sekolo
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
3. Ke rata go raloka le bagwera, go feta go dira mošomo wa sekolo.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
4. Ke nyka go šoma gabotse go bontšha gore nka tšwelela.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
5. Ga ke nyake goya sekolong.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
6. Ke nyaka go šoma gabotse gore batswadi baka ba bone gore ke hlalefile.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
7. Ke rata go bala.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
8. Ke nyaka go šoma gabotse gore ke thabiše batswadi baka.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
9. Ga ke dire mošomo wa ka gae gofihlela ke botšwa go go dira.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri
10. Ke dira mešomo ya ka phaphušing go thabiša barutiši baka.
ke a ganetša 1 2 3 4 5 ke a dumela
ruri ruri

11. Ge ke kopana le dilo tše diswa kea thaba.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri
12. Ke ithutile go ikwa ke kgotsofetše ge ke fetša mošomo.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri
13. Ke thaba go ithuta dilo tše diswa.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri
14. Ke ithuta gore batwadi baka ba mpone ke le motho yo mokaone.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri
15. Mo go nna, go na le dilo tše bohlokwa go feta go hwetša meputso ye e
Kgahlišago.
ke a ganetša12 3 4 5 ke a dumela
ruri ruri
16. Ke phela ke dira mošomo wa ka wa sekolo ka nako.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri
17. Ke kwa bohloko ge ke nagana gore ke ithsenyetša nako.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri
18. Ga ke raloke le bagwera go senya nako yaka ya dithuto.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri
19. Motho a ka nthibela go dira mošomo wa sekolo.
ke a ganetša1 2 3 4 5 ke a dumela
ruri ruri

20. Ge morutiši a mpha mošomo wa gae ke a thaba.

ke a ganetša	1	2	3	4	5	ke a dumela
ruri						ruri