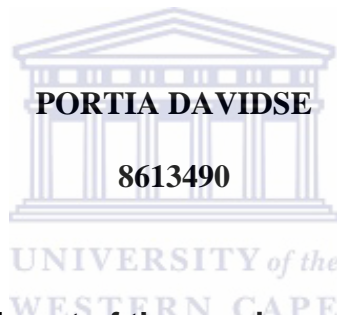


UNIVERSITY OF THE WESTERN CAPE

**AN EXAMINATION OF THE RELATIONSHIP BETWEEN
LEARNER AND TEACHER MOTIVATION AND SELF-
EFFICACY IN RELATION TO THE INTENTION OF
LEARNERS TO DROP OUT OF SCHOOL**



**Full Thesis submitted in fulfilment of the requirements for the degree MA (CFS) in
the Department of Social Work, Faculty of Community and Health Sciences,
University of the Western Cape**

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ABSTRACT

Learner and teacher motivation are vital to the study of learner retention or dropout rates in schools. Together with self-efficacy of both teachers and learners, its effect on learner retention rates in South African secondary schools can no longer be ignored. The aim of this research was to examine the relationships of learner and teacher motivation and self-efficacy with learners' intention to drop out of high school. The Self-Determination Theory (SDT) and Bandura's Theory of Self-efficacy were adopted to explain the relationship between studied variables. A quantitative methodology was used with a cross-sectional comparative design. The sample consisted of 625 learners and 111 teachers from 5 randomly selected high schools in the Metro North (from 43 government high schools) and 5 randomly selected schools in Metro East (from 42 government high schools) Education Districts in the Western Cape. Fifty percent of the schools were considered low income schools based on the school fees requirement. The data were collected using self-report questionnaires consisting of four sections, Demographic Information, the Motivational Index, Self-efficacy and Dropout Perceptions. The data were analysed with the Statistical Package for Social Sciences (SPSS V23). The current study found no significant relationships between teacher and learner motivation and self-efficacy. However, there was a significant negative relationship between teacher self-efficacy and learners' intention to drop out of school. There was also a significant positive relationship between learner motivation and learners' intention to drop out of school. Further research should be conducted to establish the reasons why there are a negative relationship between teacher self-efficacy and learner self-efficacy. Also why a large number of learners, especially those from low socio-economic schools, seem more motivated to leave school than to persist. A further investigation is also required into the predictive factors which lead to learner vulnerability to drop out of school.

KEYWORDS and DEFINITION OF TERMS

Intrinsic motivation

It is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence (Ryan & Deci, 2000).

Extrinsic motivation

It is a construct that pertains whenever an activity is done in order to attain some separable outcome (Ryan & Deci, 2000).

Amotivation

Amotivation is the absence of the intention to act and this may be because the learner does not feel competent, cannot see the contingencies between behaviours performed and expected results, or does not value the activity (Deci, Pelletier, & Ryan, 1991).

Self-efficacy

Individuals possess a self- system that enables them to exercise a measure of control over their thoughts, dealings, and actions (Bandura, 1986, 2004, 2008).

Learner Retention

It is the continued participation of a learner in the formal schooling system until the completion of the compulsory schooling phase. Learner retention is the complement of dropout. It is an indicator of the quality of the schooling education system (Ministerial Committee on Learner Retention in the South African Schooling System, DOE, 2008).

Dropout

Dropping out has been seen as leaving school or a group for practical reasons, necessities or disillusionment with the system from which the individual in question leaves (Branson et al., 2013; Kalkhali et al., 2013; Burrell & Roberts, 2012).

Self-Determination Theory

It is a macro theory that looks at human motivation, wellness and development (Deci & Ryan, 2008). The theory puts forward that individuals are able to motivate themselves to their fullest potential and to work towards a cohesive self (Deci & Ryan, 2004).



DECLARATION

I declare that AN EXAMINATION OF THE RELATIONSHIP BETWEEN LEARNER AND TEACHER MOTIVATION AND SELF-EFFICACY IN RELATION TO THE INTENTION OF LEARNERS TO DROP OUT OF SCHOOL is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.



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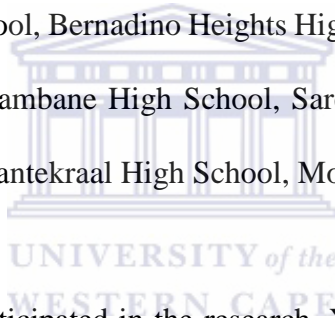
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CHAPTER 1

INTRODUCTION

1.1 Background and Rationale

Education has long been seen as the cornerstone of nation building and economic progress for all countries (UNESCO, 2015). Twenty years into democracy, South Africa has now come to a crossroads within the education domain where the alarmingly high dropout rates from its high schools can no longer be ignored (Carm, 2013). The stark reality is that more learners are leaving the educational system than those remaining in the system (Education Statistics SA, 2006-2013). Learner retention and dropout rates in South African high schools represent a significant problem that affect thousands of children each year. Statistics show that there has been a consistent drop in the retention rate of about 50% over the last decade within South African schools (Education Statistics in South Africa 2002-2013; SNAP Survey 2006-2013).

The learners' intention not to complete their high school career is not just an educational problem but a significant social problem as well (Branson et al., 2013; Burres & Roberts, 2012; Khalkhali, Sharifi & Nikyar, 2013). It has enormous psychological, economic and social ramifications (Khalkhali et al., 2013). There is strong evidence that dropouts may undergo a loss of self-esteem, are unemployed, sick, succumb to anti-social behaviour, turn to drugs, and become a financial burden to society (Khalkhali et al., 2013). According to Khalkhali et al. (2013), within a South African context, this phenomenon spells slow death as the nation is already charged with alarmingly high levels of unemployment and illiteracy. Learners, who drop out of school, seem not to have the desire to carry out the academic tasks required of them and lack the perseverance

or motivation to complete their school career (Barron & Darling-Hammond, 2008). Learners who lack motivation could feel frustrated, discontented and eventually unproductive. (Bosman, 2012; Eggan & Kauchack, 2007; Green-Demers & Pelletier, 2003; Santrock, 2008; Woolfolk, 2007; Woolfolk, 2010).

According to Bosman (2012), motivation is a process or a force that maintains, directs and sustains behaviour towards a goal. An absence of academic motivation could be termed educational amotivation (Hidi & Harackiewicz, 2000). Self-Determination Theory states that, behaviour can be affected through intrinsic motivation (pleasure and interest related motives), extrinsic motivation (parents, teachers, friends) and amotivation (Bosma, 2012; Deci & Ryan, 1985; 2002). In addition to amotivation, learners who drop out of school could also experience low levels of self-efficacy (self-confidence) (Mojavezi & Tamiz, 2012). All these critical factors of intrinsic motivation, amotivation and self-efficacy also known as confidence, may play a crucial role in understanding why a learner considers dropping out of the education system.

Researchers are of the opinion that self- efficacy is important for the ability to apply appropriate strategies in order to execute a task (Claysen & Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2004). According to Bandura (1991, p.568), when perceived self-efficacy is high, more ambitious challenges are pursued, and a greater goal commitment is applied but when self-efficacy is low or absent, then failure is viewed as a likely outcome. It has been suggested that students who are most detached from school, have little belief in their academic ability (Skinner, 1995) and that students attribute their academic difficulties to their low perceived competence (Newhart, 2014; Sultan, 2012). Reflecting on the perceptions of Bandura (1991), regarding the positive effects of self-efficacy, it can be hypothesized that increased levels of self-confidence

within learners and their teachers, could have a positive impact on the retention rates within South African high schools.

Together with learners, teachers are arguably the most valuable asset to any academic institution. (Magno & Sembrano, 2007; Santrock 2008; Schunk, 2008). According to Woolfolk (2010), teachers could be perceived to be the midwives of the South African young democracy with its very young educational aspirations. Thus placing an intense demand for teachers to create a healthy environment conducive to growth and untapped potential (Barr, 2011). According to researchers (Magno & Sembrano, 2007), teachers need to be motivated to not only teach but ensure that they offer support to keep learners. This support, by teachers, could have a positive effect on learner retention in schools (NASP, 2009).

According to Sylvia and Hutchinson (1985) teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. They explain that true job satisfaction is derived from the gratification of higher order needs, -social relations, esteem, and actualisation, rather than lower order needs such as pay incentives. Magno and Sembrano, (2007) suggest that personal teacher self-efficacy has been defined as the confidence in one's ability to teach efficiently and that appropriate teaching methods would achieve desired academic outcomes. Research on efficacy of teachers suggests that behaviours such as persistence on task, taking risks, and use of innovations could relate to degrees of effectiveness (Claysen & Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2001). Scientists confirm that the more teachers are allowed to remain on task and be innovative in their approach, the higher their levels of self-efficacy (Mojavezi & Tamiz, 2012). Motivation and self-efficacy of both learners and teachers may be necessary to improve learner retention in schools and subsequently reduce learner dropout. However, what the relationship is between these variables

are unclear. The purpose of this study will therefore be to examine the relationship between teacher motivation and self-efficacy and learner motivation and self-efficacy in relation to the learners' intention to drop out of school.

1.2 Theoretical Framework

This study adopted Self-Determination Theory (SDT) as the conceptual framework for the study of motivation among learners and teachers as it explores those factors crucial to optimum educational performance and the achievement of the individual's goals (Deci & Ryan, 2004; 2008). Self-Determination Theory is a theory of motivation. It is concerned with supporting natural or intrinsic tendencies to behave in productive and healthy ways. The theory was initially developed by Deci and Ryan (2004). The theory states that people are centrally concerned with motivation and how to move others to act (Deci & Ryan, 2004-2008). According to Deci and Ryan (2004), motivation is proven to be an essential ingredient in achieving desired outcomes regardless of the field of interest, especially in education (Deci & Ryan, 2004-2008).

Banduras Theory on Self-Efficacy (1994; 2002) was employed in the study of self-efficacy of learners as well as self-efficacy of teachers (Walker & Slear, 2011; Wolters & Daugherty, 2007). Self-determination theory proposes that both learners and teachers with high levels of self-confidence could have a positive effect on goal orientated educational behaviour and performance of both learners and teachers (Mojavezi & Tamiz, 2012).

1.2.1 Self-Determination Theory (SDT)

SDT is a macro-theory that looks at human motivation, wellness and development (Deci & Ryan, 2008). The theory indicates that individuals can motivate themselves to their fullest potential and

to work towards a cohesive sense of self (Deci & Ryan, 2004). According to Deci (2004) an individual can develop to his/her fullest potential when their needs are fulfilled or satisfied. Within SDT, there is a set of requirements that need to be met to achieve optimal functioning and psychological health (Deci & Ryan, 2008). The theory looks primarily at three such innate human needs: the need for competence, relatedness and autonomy (or self-determination) (Deci & Ryan, 2000; Roman, 2008). According to Deci and Ryan (2008), competence involves comprehending how to achieve various external and internal outcomes and being active in performing the required actions; relatedness means developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's actions. (Deci & Ryan, 1985, 1991, Vallerand & Pelletier, 1991). The satisfaction of all of these needs is required to achieve the desired results (Deci & Ryan, 2000).

Self-determination theory distinguishes three kinds of motivation: intrinsic motivation, extrinsic motivation, as well as amotivation (Eggen & Kauchek 2007; Omrod, 2008; Reeve 2005; Ryan & Deci, 2000; Woolfolk, 2007). Scientists believe that motivation is situated along a continuum ranging from high to low self-determination, and which vary according to the degree of behavioural regulation (Deci & Ryan, 2000). Amotivation could therefore be seen as the absence of the intention to act (Eggen & Kauchek 2007). The absence of motivation to act in a positive way towards realising their academic goals, may be because these learners do not feel competent, cannot see the contingencies between behaviours performed and expected results (Deci, Pelletier, & Ryan, 1991). On the continuum, intrinsic motivation represents the highest degree of self-determined motivation (Deci & Ryan, 2000). Scientists are persuaded that intrinsic motivation occurs in situations in which people feel free to perform activities they find stimulating and that offer them a chance to learn (Deci, Pelletier, & Ryan, 1991).

Extrinsic motivation, in contrast, takes place when people carry out a task because they value the results associated with it (for example public acknowledgement, extrinsic rewards) more than the activity itself (Deci, Pelletier, & Ryan, 1991). Researchers found that many learners cannot predict the outcome of their behaviour nor can they see the motive behind it (Legault, Green-Demers & Belletere, 2006; Woolfolk, 2010). According to Legault (2006), learners who are amotivated feel detached from their actions and would invest little time and effort into its effects. This detachment from their actions, could resulting in individuals who perceive their actions as beyond their control (Legault, Green-Demers & Belletere, 2006). The state of amotivation has been likened to learned helplessness (Abramson, Seligman, & Teasdale, 1987). In the classroom, amotivation could associated with boredom, poor concentration and higher stress levels at school (Baker, 2004; Vallerant, 1997). Motivational deficit and a lack of self-efficacy (low self-confidence) may prove to be key ingredients in maintaining high levels of learner retention rates in high schools (Legault, Green-Demers & Belletere: 2006,; Vallerand & Bissennette, 1992; Vallerant 1997).

According to Deci and Ryan (1985, 1991), Self-Determination theory, when applied to education, is concerned primarily with encouraging learners to value education and to esteem themselves worthy of academic achievements and excellence. These outcomes are revelations of being intrinsically motivated and internalising values and regulatory processes (Deci, Pellertier, & Ryan, 1991). Research suggests that these processes of valued education and a healthy self-esteem, result in high –quality learning and conceptual understanding as well as enhanced personal growth and adjustment (Deci, Pellertier, & Ryan, 1991).

According to Hines (2013) the belief that teachers possess about their competency or self-efficacy to impact student learning, changes teacher performance. Science is of the opinion that teachers who believe that they can make a difference will do just that (Hines, 2013). Findings show that

teachers with a strong sense of self-efficacy may portray a greater sense of instructional resilience. (Walker & Slear, 2011). This feeling of resilience in instruction may cause an increased possibility that the pursued instructional strategy will be performed successfully (Hines, 2013). Research suggests as teacher self-efficacy increases, learner self-efficacy and performance also increases (Walker & Slear, 2011).

Findings suggest that teacher effectiveness and self-efficacious behaviours are based on years of teaching experience (Walker & Slear, 2011). Wolters and Daugherty (2007) found significantly low levels of self-efficacy among less experienced teachers. According to Wolters and Daugherty (2007), when teachers feel competent to execute a task and can administer changes, they would be motivated to assume responsibility for their actions. According to Wolters and Daugherty (2007) teachers could also take on more complicated and challenging tasks when their self-efficacy levels are high. Walker and Slear (2011) are also of the opinion that an atmosphere of power and competence is a strong catalyst for teacher satisfaction, learner productivity and lower learner dropout rates. Teachers who are confident in their ability to execute their subject objectives and positively influence their learners may be better equipped to see changes within learner behaviour. Early detection of changes in the behaviour of a potential dropout is crucial to sustainable retention rates within South African high schools (Walker and Slear, 2011)

Dropping out has been seen as leaving school for reasons that may seem to justify leaving the system (Branson, 2013; Burres & Roberts, 2012; Kalkhali., 2013). According Branson (2013), the results of dropping out of school may impose a tremendous cost on the economy, not just on those who fail to obtain a Senior Certificate. Scientists (Branson, 2013; Burres & Roberts, 2012; Kalkhali, 2013) believe that the risks of a troubled education system and high dropout rate may lead to:

- Low self-esteem
- Dropouts may have a harder time finding and maintaining jobs
- Lower earnings
- Dropouts are less likely to be active labour force participants
- Higher criminal activity and incarceration rates
- A life of poverty
- Vulnerable to abusive relationships
- Single parenting
- Teen pregnancy
- More likely to draw on public funds for health care and welfare
- Less liable to contribute to tax revenues over their lifetime
- Financial obligation to society (Branson, 2013; Burres & Roberts, 2012; Kalkhali , 2013).

The high dropout rate in schools may have a knock-on effect on the economy of a country and could stunt economic and social growth (Green, King, and Miller-Dawkins, 2010). The reality of the adverse effect of weak learner retention within South African Schools has called for an urgent enquiry into the causes of the dropout problem within its high schools.

Learner dropout from high schools could be a critical feature in eradicating poverty by 2030 as planned by the South African government (Statistics SA, 2014). Managing poverty within South African borders have proven to be a challenge of mammoth proportions as poverty levels dropped slightly between 2006 and 2011, reaching a low of 20.2% for extreme poverty and 45.5% for moderate poverty, according to the Poverty Trends in the South Africa (Statistics SA, 2014). The report suggests three measures of poverty, with extreme poverty defined in terms of a "food poverty line" below which people are unable to purchase enough food for an adequate diet. Less

extreme poverty is defined in terms of a "lower-bound poverty line" below which, people can afford an adequate diet but would have to sacrifice food to purchase non-food items; and an "upper-bound poverty line" marking the level at which people can buy both enough food and non-food items (Statistics SA, 2014).

Trading Economics (2016) reveal that high school dropouts place tremendous pressure on an already alarming 24.50 percent unemployment rate in South Africa. With a population of 52 98 million and with a life expectancy of 56.10 years, it is most likely that these dropouts become the responsibility of the state and taxpayers for their basic needs, thus condemned to a life of poverty (Statistics SA, 2014).

Reducing poverty is seen as the world's greatest challenge and in South Africa it is seen as one of the countries three most major threats, the other two being unemployment and inequality (Triegaardt, 2006). According to the latest statistics, more than 12 million people in South Africa live in poverty (Statistics SA, 2015). A report by the International Labour Organisation (ILO) claims that South Africa is projected to have the 8th highest unemployment rate in the world by the end of 2015 (Business Tech, 2015). It is, therefore, imperative that education be seen as an integral tool to eradicate poverty, inequality and unemployment in South Africa and that the gradual reduction of learner numbers be viewed intensely and objectively.

As this study mainly focuses on the causes and implications of high school dropout rates in South Africa, it is important to look at a comparative analysis of the class of 2003 to 2013 in South African schools. Statistics reveal (refer to Table 1.1) that these cohorts show a relatively steady decrease in learner numbers from Grade 8 and every year thereafter with a drastic decrease in learner retention from Grade 11 through to Grade 12.

Table 1.1 Enrolment figures from Grade 8- 12 from 2003 to 2013

<i>Year</i>	<i>GRADE 8</i>	<i>GRADE9</i>	<i>GRADE 10</i>	<i>GRADE 11</i>	<i>GRADE 12</i>
2003	952488	880683	1073009	714639	452048
2004	985132	891930	1034145	806554	480646
2005	1023329	905393	1043081	814589	511884
2006	991555	942340	1063915	862900	538972
2007	904565	931510	1086865	891318	593667
2008	899097	877143	1047874	873152	566460
2009	958564	8980178	988207	851525	570849
2010	965394	974521	1006549	808997	5434498
2011	6713502	1049904	1094189	847738	534498
2012	934885	1058852	1065329	835932	512303
2013					562112

Sources:

- Education Statistics in South Africa 2002-2013
- SNAP Survey 2006-2013
- Statistics Education South Africa at a Glance 2003-2005
- Department of Education South Africa

The 2011 cohort in Table 1:1 shows an alarming decrease in matric enrolment (Grade 12 - 534498) than when they started their high school career in Grade 8 in 2007 (904565) (Education Statistics in South Africa, 2002-2013; SNAP Survey, 2006-2013). The Grade 12 cohort of 2013 had an enrolment of 958564 in 2009 (Grade 8) and a completion roll of 562112 in their final matric examination (Education Statistics in South Africa, 2002-2013; SNAP Survey, 2006-2013). These

statistics are a clear indication that strategies to improve learner retention in South African high schools should be looked at urgently and should therefore be top on the priority list of intervention strategies. Dropout statistics and trends have to be evaluated objectively in order to fully grasp the magnitude of the challenge at hand.

Table 1.2 below is a National Income Dynamics Study of the Learner dropout rates by grade. The table depicts the dropout rate per one thousand learners per grade from grade one to grade 12. The table displays a gradual drop in the learner numbers in every grade. However, after grade nine, the dropout rate spikes with more than two hundred learners per thousand. Between Grade 11 and Grade 12, the learner roll crashes even more with a higher than fifty percent difference in learner totals than when their cohort started school in grade one twelve years earlier.



Table 1.2 Learner dropout rates by Grade Source: Presidency, National Income Dynamics Study, and Wave 1 (2008) and Wave 2 (2010)

GHS	2003-2005		2006-2008		2009-2011	
Grade	Retention Rate per 1000 (%)	Dropout rate %	Retention Rate per 1000 (%)	Dropout rate %	Retention Rate per 1000 (%)	Dropout rate %
Zero education	1000	2.0	1000	1.8	1000	1.1
Grade 1	980	0.3	983	0.2	989	0.2
Grade 2	977	0.4	980	0.4	987	0.3
Grade 3	973	0.9	976	0.5	985	0.6
Grade 4	964	1.3	971	1.1	979	0.9
Grade 5	951	1.8	961	1.6	970	1.3
Grade 6	935	3.1	945	3.1	957	1.9
Grade 7	906	5.2	916	5.2	939	3.7
Grade 8	858	7.5	868	7.4	904	5.7
Grade 9	793	11.1	804	11.3	853	9.9
Grade 10	705	18.5	713	17.5	769	17.5
Grade 11	575	27.6	588	28.3	634	28.3
Grade 12	416	38.2	422	39.34	455	39.34

Source: General Household Surveys (GHS): 2003-2011; Basic Educator, Macro Indicator Report, 2013

For the most recent cohort in Table 1.2, shows that 989 children per 1000 completed grade 1. As seen in Table 1.2, the dropout rate increases with each grade level. The dropout rates peak in

Grades 10 and 11: 17.5% of those who attain Grade 10 achieve no more education, and 28.3% of those who attain Grade 11 do not attain matric. This estimate of 28.3% is probably a slight underestimation because in the last couple of years the matric pass rate has been above 70%. This underestimation could be due to participants indicating that they have attained Grade 12 when in fact they participated but did not pass Grade 12. Table 1.2 also highlights the critical grades where learner dropout seem to peak. Furthermore, the statistics also suggest that not much progress has been made to decrease learner dropout rates within South African schools regardless of amendments in educational policies or curriculum changes. It may therefore be an imperative to begin understanding the underlying factors, which may increase learner dropouts in schools. Thus, the purpose of the current study was to examine the relationship between teacher and learner motivation and self-efficacy in relation to learners' intention to drop out of school.

1.3 Problem Statement

Motivation is essential to education because it provides the energy and direction that learners need to be successful at school (Mojavezi & Tamiz, 2012). If all activities that learners had to undertake in the classroom were fun and interesting, there would be no need to study motivation. Unfortunately, learners have to do many tasks that they do not like, are not interested in, do not feel competent in (Bosman, 2012). The lack of interest by learners requires that teachers should ensure that learners feel capable that they can do the task, and that they find tasks meaningful, exciting and purposeful (Boekarts, 2010). Such positive self-efficacy, according to Boekarts (2010), is considered to be a predictor of learner success and ultimately, remaining in school. The high learner dropout rate in South African high schools may be a strong indication that learners who leave school prematurely may lack the motivation and self-efficacy to remain in schools. The

high levels of learner exodus from schools may indicate that teachers may lack the motivation and self-efficacy to believe that they can make a difference in the lives of these learners in order to keep them in schools (Reeve 2005; Woolfolk, 2007). The high dropout rate in high schools may be a strong call to further research in the area of teacher self-efficacy in relation to learner motivation and academic achievement (Wolters, 2007).

1.4 Research Questions

- What are the motivation levels of learners and teachers?
- What are the self-efficacy levels of learners and teachers?
- What is the intention for learners to drop out of school?
- Is there a relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school?

1.5 Aim and Objectives

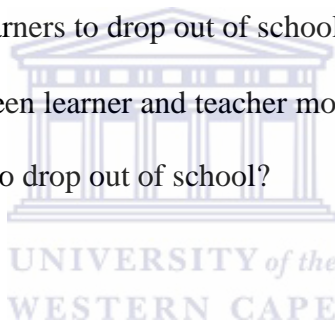
1.5.1 Aim

The aim of the study was to determine the relationship of learner and teacher motivation and self-efficacy with intention of learners to drop out of school.

1.5.2 Objectives

The objectives of the study were to:

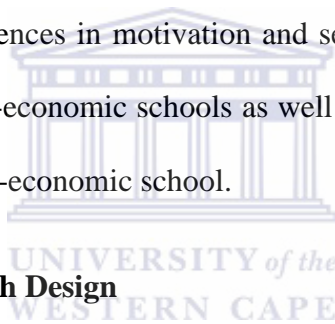
- Establish the motivation and self-efficacy levels of high school learners and teachers;
- Assess the intention of learners to drop out of school;



- Determine the relationship of learner and teacher motivation and self-efficacy with the intention of learners to drop out of school.
- Compare learner and teacher motivation, self-efficacy and the intention of learners to drop out of school between low and high socio-economic schools.

1.5.3 Hypotheses

1. There will be a significant relationship between learners and teachers motivation, self-efficacy and learner' s intention to drop out of school.
2. There are significant differences in motivation and self-efficacy levels between teachers and learners at high and low socio-economic schools as well as significant differences in learner dropout rates at high and low socio-economic school.



1.6 Methodology and Research Design

The study used a quantitative approach with a cross-sectional comparative research design to compare in terms of motivation and self-efficacy of learners as well as teachers and its effect on the learner retention rate in high schools. Denzin and Lincoln (2000) state that quantitative research tends to highlight the measurement and analysis of various cause and effect relationships between variables. It is also a method where data is gathered in the form of numbers and are analysed using statistical measures (Terre Blanche, Durrheim, & Painter, 2006). In a cross-sectional comparative design, the time dimension is considered as only providing a snapshot of the current status of an issue and does not consider the issue longitudinally (Babbie & Mouton, 2007). Since the study

aimed to compare motivation and self-efficacy of both teachers and learners within South-African schools and, at a given point in time, a comparative cross-sectional design has been implemented.

1.7 Significance of the Study

The results from this research study may help a number of individuals; (i) parents and guardians, (ii) schools as well as (iii) Community Organisations (iv) Curriculum Advisors (v) area and circuit managers. Parents, guardians and teachers will be aware of the role learner and teacher motivation and self-efficacy could play in their learners' intrinsic ability to be task orientated and ultimately complete their school career. Schools will be able to recognise potential learners with low levels of motivation and self-efficacy and those learners who are at risk to drop out of school. Teachers with low motivation levels and with a low sense of self-efficacy could be identified and given the necessary support by School Management Teams (SMT), and Curriculum advisors in order to ensure that all learners and teachers perform to their full potential and produce work of high standard and excellence. Community organisations will have an idea of the collective views that learners foster concerning their educational future. These views, positive or negative in nature, may be the springboard for future vocational training and intervention strategies. This research may also add to current international debates in this area of research.

1.8 Structure of Thesis

Chapter One

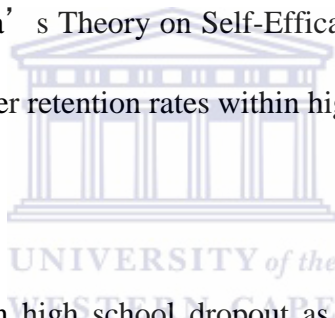
This chapter is an introduction to the study of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school. It also looks at the research questions, aims, objectives, definitions, the significance of the study and ethical questions.

Chapter Two

This chapter examines and explores the theoretical framework of this study. The purpose of this chapter is to build a theoretical perspective of Self-Determination Theory and its influence on motivation of learners and teachers as well as the adverse effects of amotivation within education. This chapter also explores Bandura's Theory on Self-Efficacy. Both theories will be employed to examine their influence on learner retention rates within high schools.

Chapter Three

This chapter explores literature on high school dropout as well as possible causes of learner dropout and its effects in South African education and various other countries. The chapter also explores the gradual drop of learner numbers and the potential reasons for the progressive fall of learner numbers in schools. Furthermore, the chapter examines the Push, Pull and Falling out Framework and its effect on learner dropout in high schools. The chapter also looks at the predictive factors of learner dropout as well as possible vocational programs. In addition, the chapter explores the effects of dropout on the economy of a country by studying its influence on unemployment and poverty. Finally, the chapter examines those factors contributing to teacher motivation, job satisfaction of teachers, job dissatisfaction of teachers as well as possible sources of job satisfaction for teachers.



Chapter Four

Chapter four of the study commences with a description of the methodology and research design that were employed to answer the research questions. This is followed by an in-depth investigation into the different data collection methods that were used by the researcher. The chapter progresses on to examine the concepts, trustworthiness and ethics. In conclusion, an analysis of the manner in which the data was collected through the various questionnaires and the focus groups which were teachers and learners.

Chapter Five

This chapter provides an analysis of the findings as well as presentation using tables. Descriptive quantitative results are analysed. Using the Statistical Package for the social Sciences 22 (SPSS) as these are presented. The statistical presentation represents the descriptives of learner and teacher demographics, teacher and learner motivation and self-efficacy. Furthermore, the chapter presents the correlations between teacher and learner variables as well as comparisons between low and high socio-economic schools. Finally, this chapter presents a summary of the findings of this study.

Chapter Six

The quantitative study is an examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school. The current study is a presentation of the comparative study of the relationship between the motivation and self-efficacy of learners and teachers and their influence on the high school dropout rate in South Africa. The findings of Chapter 5 are examined in relation to the aims and hypotheses of the thesis discussed in Chapter 1 and integrating the theoretical framework discussed in Chapter 2. This

chapter also elaborates on Motivation and self-efficacy of learners and teachers and learner dropout as well as the impact of socio-economic schools. Finally, the limitations and recommendations of the study are discussed and presented.

The next chapter, Theoretical Framework as Chapter 2, follows.



CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Introduction

This chapter examines and explores the theoretical framework of this study. The purpose of this chapter is to build a theoretical perspective of Self-Determination Theory and its influence on motivation of learners and teachers as well as the adverse effects of amotivation within education. This chapter also explores Bandura's Theory on Self-Efficacy. Both theories will be employed to understand the possible influences on learner dropout rates within high schools.

2.2 Self-Determination Theory

Self-Determination Theory is a theory of motivation. The theory focuses on supporting natural or intrinsic tendencies to behave in efficient and healthy ways. The method was initially developed by Deci and Ryan (2000). The theory states that people are primarily concerned with motivation and how to activate themselves or others to action. Parents, teachers, coaches and managers everywhere, are concerned with how to motivate those people they mentor. Regardless of race, creed or gender, all individuals struggle to find the energy, get mobilized or persist at a task or work. Often people are moved by external factors such as rewards, grades, appraisals, or the opinions of others. However, just as well, people tend to be motivated from within, by curiosity, interest, or values. These intrinsic motivations might not be externally rewarded or supported, but they have sufficient inherent energy to sustain passions, creativity and sustained efforts (Deci & Ryan, 2000).

SDT gives a detailed explanation of the basic psychological needs that are inherent in human life and focuses primarily on three such innate needs: the need for competence, relatedness and autonomy (or self-determination) (Deci & Ryan, 2000). Research claims that competence involves understanding how to achieve various external and internal outcomes and being efficacious in performing the required task or action (Deci & Ryan, 2000). According to Deci and Vallerand (1991), relatedness involves developing secure and satisfying connections with others in one's social sphere, and autonomy refers to being self-initiating and self-regulating of one's behaviour. Occasions to gratify any of these three basic human needs contribute to people being motivated as opposed to amotivated. Furthermore, opportunities to satisfy the need for autonomy are fundamental for people to be self-determined rather than controlled (Deci & Ryan, 2000).

Self-Determination Theory indicates that (a) people are inherently motivated to internalize the management of seemingly irrelevant but valid activities; (b) there are two different ways through which such internalization can be expressed, resulting in qualitatively various ways of self-regulation; and (c) the social milieu influences in which the internalization process and regulatory style occur (Deci & Ryan, 1985). According to Deci & Ryan (2000) the two types of internalization processes are introjection, which involves taking in a value or regulatory process but not accepting it as one's own e.g. when a learner prepares for an examination using only the notes given to him in class. Integration occurs through which the regulation is integrated with one's core sense of self e.g. when a learner uses more material than what was given in class because of interest in the subject matter (Deci, 1994). Introjection leads to internally controlling regulation, whereas integration results in self-determination (Deci, 1994). Deci et al. (1994), conducted an experiment, which confirmed their hypothesis that three facilitating contextual factors such as, providing a meaningful rationale, acknowledging the person's feelings, and conveying choice,

all promote internalization (Deci, 1994). The subsequent self-regulation of behaviour is evidence of this (Deci & Ryan, 2000). Deci & Ryan (2000) concluded that integration seems to take place when the social context, in this case, the classroom, supports self-determination and introjection happen when the social context does not support self-determination (Deci, 1994). Thus creating a classroom environment where both learner and teacher have space and time to explore beyond the boundaries of prescribed texts and curriculum pace setters. Researchers believe that teachers and learners can be actively engaged in an activity such as the enjoyment of solving algebraic equations or be passively disengaged such as following pre-set steps of how to solve algebraic problems but never learning how to employ the same rules elsewhere in mathematics (Ryan & Deci, 2000). Scientists believe that learners will operate in either sphere, of full engagement or passive engagement, if the social environment lends itself to whichever scenario (Ryan & Deci, 2000).

Specific factors have been investigated that reinforce versus thwart intrinsic motivation, self-regulation, and well-being. These factors include the basic psychological needs for competence, autonomy, and relatedness (Deci & Ryan, 2000). Deci and Ryan (2000) suggest that these needs will either be satisfied or frustrated due to a supportive or non-supportive/controlling environment. This central aspect of SDT has been studied within contexts such as health care, education, work, sport, religion, and psychotherapy (Ryan & Deci, 2000). The current study will focus primarily on motivation within education.

2.2.1 Motivation

The construct “motivation” has been described in various ways by authors and researchers over the years. According to Baron, Henley, McGibbon and McCarthy (2002), “Motivation” is derived from the Latin term “movere” which means “to move”. The question is, what “

moves” individuals to behave in a particular way and what fuels their actions? Motivation is also perceived on a continuum starting at intrinsic motivation on the one end of the spectrum and amotivation on the opposite end of the spectrum (Baron, Henley, McGibbon, & McCarthy, 2002). Deci and Ryan (2002) defines amotivation as motivational deficit or feelings of helplessness and alienation. Amotivated individuals cannot see a link between their actions and subsequent outcomes of these actions (Pelletier, Fortier, Vallerand, & Briere, 2001). These individuals may feel disconnected from their actions and may lack self-control and invest little or no effort into accomplishing the task. Within a class set-up, amotivation has also been associated with boredom (Vallerand & Pelletier, 1991), poor concentration as well as high stress levels (Baker, 2004). Boredom and poor concentration may be key indicators of early symptoms of the intention to drop out of school (Pelletier, 2001). There are convincing evidence that amotivation is multidimensional in nature, suggesting that there are different sources that may lead learners to be amotivated (Pelletier, Fortier, Vallerand, & Briere, 2001). Learners may feel that a particular behaviour might not be effective in achieving their goals, or learners may not have the self-confidence (self-efficacy) about their ability to achieve their objectives (Bandura, 1997). Pelletier, Fortier, Vallerand, & Briere, (2001) also reiterates the notion that some learners may be reluctant to perform a task as they may feel that they are unable to sustain the necessary effort needed to maintain the required behaviour. Resulting in amotivation that in turn may lead to the first stage of dropout also seen as the stage where learners consider the possibility of dropping out. Research shows that these thoughts of consideration to dropping out start long before the actual intention is acted upon by the learner (Pelletier et al., 2001).

Graham and Weiner (1992) grappled with probing questions like, why some learners achieve their goals regardless of extreme adversity while others give up at the slightest provocation and why

some learners set such high goals for themselves that failure is inevitable? Or how do some teachers manage to achieve their professional goals regardless of adverse working conditions (Graham & Weiner, 1992). This study, therefore, seeks to find a relationship between intrinsically motivated learners as well as their teachers. The researcher will also seek to find reasons why seemingly capable learners and teachers may display an inability to muster the courage to perform in challenging circumstances. Lacking the drive to persist and persevere at a given task, regardless of their potential and natural abilities (Graham & Weiner, 1992).

Applying Self-Determination Theory (SDT) to an educational framework is concerned primarily with motivating learners' enthusiasm and interest in learning, esteeming education and portraying confidence in their potential and attributes (Gagné & Deci, 2005; Reeve, Deci, & Ryan, 2002). Deci, Vallerand, Pelletier and Ryan (1991) proposed that these manifestations and outcomes are evidence of being intrinsically motivated, internalizing values and regulatory processes. Research within the academic framework seem to indicate that enthusiasm, confidence and interest in learning could be a highly beneficial undertaking (Gagné & Deci, 2005; Reeve, Deci, & Ryan, 2002). Research suggests that these processes result in high-quality learning and conceptual understanding as well as boosting personal growth and adjustment (Deci et al., 2005).

SDT expounds why autonomously-motivated learners flourish, and why learners benefit when teachers support their autonomy (Gagné & Deci, 2005; Reeve, Deci, & Ryan, 2002). Reeve (2002) has observed that autonomy-supportive teachers assist optimum performance by anticipating which academic approaches enhance self-determination and competence within learners. SDT has further shown that individual's motivating style is pliable and subject to change and that teachers can learn how to be more autonomy supportive with learners (Deci & Ryan, 2002). Researchers

are of the opinion that the effort to integrate learners' motivational resources such as self-determination into the school curriculum may require asking teachers to acquire new teaching methods and skills and to embrace conceptual change (Clift, 2005; Ward, 2002;). In South Africa, where change within education is the order of the day, new methods may prove to be a daunting task for both teachers and learners. Implementing major changes within education, too quickly, could be risky and too demanding for South African teachers and learners. Which may lead to amotivation (Clift, 2005; Ward, 2002). Only extensive research may alleviate the stresses of academic change.

2.2.2 Learner Motivation

According to Shen, Wingert, Li, Sun, and Rukavina (2008), learners lacking motivation could be classified into four categories: their ability beliefs, effort ideas, the value placed on tasks and characteristics placed on a task. In his interview sessions with learners, Carlson (1995) found that alienated learners felt that acquiring an education was not personally important and that those learners had a small perception of competence and adherence. Carlson (1995) believes that those learners are most likely to be passive in class, fake illness, or absent. These findings were confirmed by Ntoumanis (2004) who studied British School children, and reported that amotivation resulted from learned helplessness beliefs and was often evident in non-attendance, little involvement in class, and low intention and self-determination to pursue educational goals. All these factors may be an indication of an overall state of alienation and helplessness (Deci & Ryan, 2002). Research by Deci & Ryan (2002) confirms that the dimensions of amotivation may be negatively correlated with teacher in-school effort and class setup. Thus reinforcing the notion that learners' amotivation status are directly associated with their class environment (Shen, 2008).

In their early years of development, learners spend more than 15,000 hours in schools (Jusoff, 2009). Schools, therefore, play an imperative role in socializing that in turn has a significant influence on the course of people's lives and ultimately on society (Jost, 2000). According to Jost (2000), ideal school systems are ones that succeed in promoting in students a genuine enthusiasm for learning, accomplishment and a strong sense of voluntary involvement in the educational enterprise. Research (e.g.,) indicates that it is this interest and free will that lead to students' display of greater flexibility in problem-solving and more efficient knowledge acquisition. These qualities also invoke a strong sense of personal worth and social responsibility (Butler-Kisber, 2011).

Researchers are of the opinion that learning is about conceptual understanding and being flexible in the application of knowledge (Ryan, 1991; Tuckman & Monetti, 2012). Tuckman and Monetti (2012) are convinced that the acquisition of facts are important but by no means enough for excellent education. Researchers maintain that the central features of optimal adjustment are feeling good about oneself and acting volitionally to satisfy one's needs while being fully aware and concerned about the social environment (Sullivan, 2012; Assistance, 2012; Casner-Lotto, 2006; Futures, 1999). Sullivan et al (2012) confirms that to just fit in or conform to social demands is a non-optimal form of adjustment and may even suppress social development.

SDT (Ryan & Deci, 2000) indicates that work is at its optimal potential when the educational context stimulates a strong sense of motivation in its learners. According to Ryan (1991), Tuckman and Monetti (2012), the greatest conceptual learning seems to occur under similar motivational conditions that endorse and foster personal growth and adjustment. These conditions empower

learners to rise above social challenges and regulate their behaviour to achieve their personal goals (Ryan, 1991; Tuckman & Monetti, 2012).

2.2.3 Teacher Motivation

Together with learners, teachers are arguably the most valuable assets to any academic institution (Magno & Sembrano, 2007; Santrock, 2008; Schunk et al., 2008; Woolfolk, 2010). Woolfolk (2010) believes that teachers need to be motivated to not only teach but ensure that they offer support and continuous encouragement to keep learners in school. Another reason for using SDT especially in the arena of teacher motivation is that it makes explicit predictions concerning motivational consequences. According to Woolfolk (2010) SDT can be used to examine important outcomes such as the impact of motivated teachers on the academic performance of the learners in their care. Woolfolk (2010) could convey that self-efficacious teachers may be able to detect early in the dropout process (Refer to figure 6.1) which learners show a decline in self-confidence levels and who may be at risk of dropping out of school.

Frederick, Manning, Ryan, and Deci (1996) clearly reveal that the two self-determined forms of motivation (intrinsic motivation and self-determined extrinsic motivation) result in positive outcomes, positive feelings, relatedness and autonomy respectively. DeCharms (1968) confirms that the need for autonomy refers to people's need to feel they are the source of their actions, and it represents the notion of choice. The necessity of competence refers to individual's desires, in this case, teachers, to interact proficiently or effectively with their social milieu (Martin & Sugarman, 1993). The need for relatedness refers to individuals desire to feel connected with others and to experience a sense of belonging in a particular social context (Baumeister, 1995). Scientific evidence conveys that when teachers are not entirely engaged in an activity or does not

feel that what they do have lasting value, they might feel disillusioned and even be at risk of completely opting out and thus losing interest to employ creative strategies to intervene destructive behavior in their learners (Baumeister, 1995).

2.3 Teachers

2.3.1 Motivation to Work

Maslow (1943) sought to understand what motivates people. He was of the opinion that people are motivated by a set of rewards or unconscious desires. He identifies a hierarchy of needs of which includes five motivational needs (Maslow, 1943, 1954). The five -stage model can be divided into basic (or deficiency) needs e.g. physiological, safety, love and esteem and growth needs (self-actualisation). The five-stage needs could be described as 1) *biological and physiological needs* – air, food, drink, shelter warmth, sex, sleep; 2) *Safety needs* – protection from elements , security, order, law, stability, freedom from fear; 3) *Social needs*- belonging, affection and love – from work group, family, friends, romantic relationships; 4) *Esteem needs* – achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others; 5) *Self-actualisation needs*- realising personal potential, self-fulfilment, seeking personal growth, and peak experiences (McLeod, 2007). According to Maslow, the deficiency needs seem to motivate people when they are unmet. He also conveys that when one need is satisfied, an individual would seek to fulfil the next one (Maslow, 1943). He believes that the need to fulfil those needs will become stronger the longer they are not granted. McLeod (2007) reiterates that each person is capable of achieving the highest level of self-actualisation provided that all the other needs are met. We could assume that teachers would be motivated to teach and be able to meet all their academic goals if their needs (as mentioned above) are met.

2.3.2 Motivation to Teach

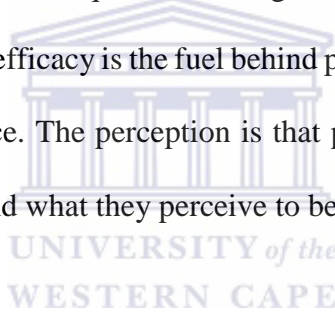
Research findings have affirmed that people are intrinsically motivated to work hard, are dedicated and always want to feel proud of their accomplishments (Beck, 1983; Roos, 2005). Sylvia and Hutchinson (1985) have reiterated that given the ideal circumstances, in this case the classroom, there would be no limit to what could be achieved and produced. It is thus crucial to investigate and determine which factors promote teacher motivation and which factors have an adverse influence on their ability to achieve their academic goals. According to Sylvia and Hutchinson (1985) teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. High levels of teacher motivation and self-efficacy may prove to be essential components for teacher productivity regardless of external factors such as pay incentives or resources (Sylvia and Hutchinson, 1985).

2.4 Bandura's Theory on Self-Efficacy (SE)

Self-efficacy, an element within social cognitive theory, is also seen as a person's belief that he/she is capable of executing a particular task successfully (Bandura, 1977, 1997). Bandura believes that the subjects have confidence in themselves that they have the capability to achieve whichever goals they have set out. Self-efficacy is thus supported by the notion that it is a form of self-confidence (Kanter, 2006) or even a task-specific version of self-esteem (Brockner, 1988). Bandura believes that Self-efficacy has three dimensions: (1) magnitude, the level of task difficulty a person believes he or she can attain e.g. a learner will attempt more difficult reading material as he/she increase in his ability to read more difficult texts; (2) strength, the conviction regarding magnitude as strong or weak e.g. a learner will press on to achieve a matriculation certificate regardless of the inevitable challenges in the various grades leading up to Grade 12; and (3)

generality, the degree to which the expectation is generalized across situations e.g. learners will attempt challenging activities in relation to their expectation of success and goal achievements.. Thus, learners can do whatever they put their mind on, and they can realise any goal that they perceive as possible (Bandura, 1977, 1997).

Albert Bandura's (1986) theory on self-efficacy revolves around the opinion that people's beliefs in their ability are based on how they perceive themselves as opposed to how others see them. He believes that the basis for all human functioning is rooted in the concept of self-efficacy. Kanter (2006) believes that self-efficacy refers to people's judgment of their capabilities to organise and execute courses of action required attaining designated types of performance show According to Bandura (1977), self-efficacy is the fuel behind personal achievement, personal well-being, motivation, and perseverance. The perception is that people are the authors of their truth about who they believe they are, and what they perceive to be reality (Bandura, 1977).



2.4.1 Self- Belief

Researchers (Claysen & Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2004) show that appropriate strategies are needed to perform a task successfully. Claysen and Shaffet (2006) are certain that self-efficacy is of the utmost importance to achieve ones goals. According to Bandura (1991), with increased levels of self-efficacy, more resourceful challenges are pursued, and subjects become more goal orientated. However when self-efficacy is low then failure is seen as inevitable Bandura, (1991). Mojavezi and Tamiz (2012) believe that people with low self-efficacy lack the strength and motivation to attempt to succeed as their perception of eminent failure clouds their judgement. Among the mechanisms of personal agency, none is more

central than people's beliefs in their capabilities to exercise control over their level of functioning and environmental demands (Bandura, 1995).

The various psychological processes through which self-efficacy beliefs exert their influence are inseparably linked to the development of cognitive competencies (Claysen & Shaffet, 2006). Learner's beliefs in their efficacy to regulate their learning activities and to master complicated challenges affect their academic motivation, interest and scholastic achievement (Bandura, 1993; Schunk, 1989; Zimmerman, 1995). Moreover, efficacy beliefs shape career aspirations and pursuits during early formative years (Claysen & Shaffet, 2006). The stronger the learners' beliefs in their efficacy, influences the career options they consider (Bandura, 1996; Schunk & Zimmerman, 1994). Over the years, humans and their self-perceptions have invoked intense interest especially during the past decades, self-efficacy has emerged as an extremely useful predictor of learners' motivation and learning (Claysen & Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2004). Some researchers began to assess self-beliefs in a more task-specific way that gave birth to the concept of self-efficacy. In 1977, Bandura proposed various dimensions of self-efficacy. He claims that it is an all-encompassing theory of the origins, mediating mechanisms and the diverse effects of beliefs and self-efficacy (Bandura, 1997).

2.5 Self-efficacy and its origins

Evidence confirm that self-efficacy can have powerful effects on schools and their academic performance therefore it is important to identify its origin (Lunenburg, 2011). Bandura (1997) has identified four principal sources of self-efficacy: past performance, vicarious experience, verbal persuasion, and emotional cues (Lunenburg, 2011).

2.5.1 Past Performance

Past Performance, according to Bandura, is the most influential source of self-efficacy (Lunenburg, 2011). Lunenburg believes that employees who have succeeded in job-related tasks are likely to feel more able to complete similar tasks in the future (high self-efficacy) than employees who have been unsuccessful (low self-efficacy) (Lunenburg, 2011). He is of the opinion that managers or supervisors can enhance self-efficacy through careful employment, providing challenging assignments, professional development, coaching, goal setting, supportive leadership, and rewards for improvement (Lunenburg, 2011).

2.5.2 Vicarious Experience

Lunenburg suggests that seeing a co-worker succeed at a particular task may boost a teacher's self-efficacy and belief in their own performance (Lunenburg, 2011). It is thus advantageous for inexperienced teachers to have mentors whom they could model and look up to (Lunenburg, 2011). He is convinced that mentors who could lead by example and who could create an atmosphere of comradery instead of competition could do more for teacher self-efficacy. Much like a win-win situation. Vicarious experience is most useful when an individual sees themselves as similar to the person they find inspiration from (Lunenburg, 2011).

2.5.3 Verbal Persuasion and Affirmation

The third source of self-efficacy for teachers is through verbal persuasion (Eden, 1984). Primarily this involves convincing people that they have the ability to succeed at a particular task (Lunenburg, 2011). The best way for a leader to use verbal persuasion is through the Pygmalion effect (Eden, 1984). Lunenburg (2011) expounds on the Pygmalion effect as a form of a self-fulfilling prophesy in which believing something to be true can make it real. Rosenthal and Jacobson's (1968) classic study is an excellent example of the Pygmalion effect. Their supervisor

told teachers that one group of students had very high IQ scores (when, in fact, they had average to low IQ scores), and the same teacher was told that another group of students had low IQ scores (when, in fact, they had high IQ scores). Consistent with the Pygmalion effect, the teachers spent more time with the students they thought were smart and gifted. Gave them more demanding tasks, and expected more of them, thus leading to higher student self-efficacy and better student grades (Rosenthal & Jacobson, 1968). Research confirms that assistants perform to their maximum potential when they are treated with confidence and respect (Rosenthal & Jacobson, 1968). However, the power of the conviction would be dependent on the leader's credibility, a previous relationship with employees, and the leader's influence in the organization (Eden, 2003).

2.6 Self-Efficacy and Dimensions

Bandura (1977a, 1997) formally defined perceived self-efficacy as a personal conviction of one's capabilities to organize and execute courses of action to attain goals. Zimmerman (2015) sought to assess its level, generality, and strength across activities and contexts. The standard of self-efficacy relies on the difficulty of a particular task (Springer, 2015). It refers to the transferability of self-efficacy beliefs across activities, such as from algebra to statistics (Zimmerman (2015). Bandura believes that the strength of self-efficacy is thus measured by the amount of one's certainty about performing a given task. Concerning their content, self-efficacy measures focus on performance capabilities rather than on personal qualities such as one's physical or psychological qualities (Zimmerman, 2015). Zimmerman (2015) states that "self-efficacy beliefs are not a unique attribute but rather multifaceted in form and deviate on the basis of the area of how it operates within variations of self-efficacy. For example, efficacy beliefs about performing on a history test may differ from the views of a mathematics examination (Zimmerman, 2015).

2.6.1 Variations of Self-efficacy

Zimmerman (2015) suggests that self-efficacy measures are designed to be sensitive to variations in the performance context, such as learning in a noisy and overcrowded rural home than to the tranquil and quiet library. He also believes that perceptions of efficacy depend on a mastery criterion of performance rather than on normative or other rules. For example, students may score their conviction about solving a crossword puzzle of a particular difficulty level, not how well they expect to do the puzzle or in comparison to other students (Zimmerman 2015). Each challenge is thus approached by their personal concept of themselves (Zimmerman, 2015). He suggests that if the self- concept is highly efficacious, then the problem is approached with confidence. The contrary may also true, that if a person' s self-concept is low, any challenge may seem like an impossibility (Zimmerman, 2015). Finally, scientists suggest that self-efficacy judgments specifically refer to a future functioning and are assessed before learners perform the relevant activities therefore the antecedent property positions self-efficacy judgments to play a causal role in academic motivation (Zimmerman, 2015; Springer, 2015).

2.6.2 Self-Concepts and self-Efficacy

Research confirms that there is evidence that although self-efficacy beliefs are correlated with domain specific concepts, self-efficacy measures offer predictive advantages especially when a task is familiar and can be specified precisely (Harter, 1979; Marsh & Shavelson, 1985). Marsh & Shavelson, (1985) defined self-concept as a hierarchical construct, with a holistic self-concept at the peak of a self-hierarchy but added subcategories such as academic self-concept in the middle of the hierarchy and educational domain-specific self-concepts at the bottom. The latter self-concepts measures emphasize self-esteem reactions by formulating self-evaluative questions, such

as “How are you in English?” On the contrary, self-efficacy items focus primarily on task-specific performance expectations, such as, “How certain are you that you can diagram this sentence?” Bandura (1997) provided guidelines to measure self-efficacy beliefs for different domains of functioning, distinguished it from related concepts in literature and embraced its role in academic motivation and learning. He particularly emphasized that learners are capable of regulating their learning if their levels of self-confidence are high enough to facilitate autonomous behavior (Harter, 1979; Marsh & Shavelson, 1985).

2.7 Role of Self-Efficacy in Academic Performance

Self-efficacy beliefs have shown validity in influencing key indices of academic motivational choices of activities, the level of effort, persistence, and emotional reactions (Zimmerman, 2000). There is evidence that self-efficacious learners participate more freely, work harder, persist longer and have less emotional reactions when they encounter challenges than those who do not trust their abilities (Bandura, 1977). In terms of choice of actions, self-efficacious learners undertake difficult and challenging tasks more readily than do inefficacious learners (Harter, 1979; Marsh & Shavelson, 1985). Bandura and Schunk (1981) found that the higher a learner's sense of self-efficacy the greater their choice of arithmetic activity. Zimmerman and Kitsantas (1997; 1999) also found self-efficacy to be high with learners' rated intrinsic motivation in a motoric learning task as well as in a writing tasks work. Self-efficacy thus relate significantly to learners' subject choices at high school, university majors, and perseverance (Hackett & Betz, 1989; Lent, Brown, & Larkin, 1984; Zimmerman, 2015).

Evidence reveal that when learners struggle to engage within the classroom, they find it hard to believe that they can achieve their academic goals and usually do not attempt to try new challenges

(Skinner, 1995). These learners often perceive themselves as academically incompetent (Newhart, 2014; Sultan, 2012). This broad sense of incompetence may reveal itself through boredom, lack of focus on the task at hand, lethargy, non-engaging or behavioural challenges and ultimately, dropout. These low levels of self-competence may be an indication of a lack of motivation to learn, anxiety, familiarity and a lack of perceived control (Hackett & Betz, 1989; Lent, Brown, & Larkin, 1984; Zimmerman, 2015).

2.7.1 Motivation to learn

Researchers believe that Self-efficacy beliefs are predictive of two measures of learners' effort rate of performance and expenditure of energy (Hanson & Cox, 1987, Schunk & Hanson, 1985; Salomon, 1984). Salomon (1984) has found that self-efficacy is positively related to self-rated mental effort and achievement during learners' learning of text material that are perceived as difficult. Researchers confirm that perceived self-efficacy on persistence, show that motivation to learn positively influences learners' ability to acquire skills and may have a positive effect on their capacity to persist regardless of academic challenges (Hanson & Cox, 1987, Schunk & Hanson, 1985; Salomon, 1984). The direct impact has shown that perceived self-efficacy influences learners' methods of learning, as well as their motivational processes. A strong sense of self-efficacy may also decrease anxiety and stress (Milton, Brown, & Lent, 1991).

2.7.2 Learner anxiety

Learners' beliefs about their efficacy to manage academic task demands can also influence them emotionally by decreasing stress, anxiety, and depression (Bandura, 1977). For example, Pajares and Kranzler (1995) have studied the relationship between self-efficacy and learners' anxiety

reactions regarding mathematics. Although the two measures were negatively related, evidence shows that learners' performance in academically challenging situations depends more on efficacy beliefs than on anxiety arousal (Siegal, Galassi, & Ware, 1985). Studies provide clear evidence of the predictive validity of self-efficacy measures, and they suggest particular benefit if educators foster a positive sense of personal efficacy within their learners as well as themselves than merely diminishing scholastic anxiety (Zimmerman, 2000). This strong sense of personal efficacy and creativity with teachers may combat boredom and familiarity with learners (Zimmerman, 2000).

2.7.3 Familiarity

As mentioned before, Bandura (1997) notes that it is possible to have a high self-efficacy about a capability that one does not particularly value or esteem. There is growing evidence that, although self-efficacy beliefs are related with arena-specific self-concepts, self-efficacy measures offer predictive advantages when an exercise is familiar and can be specified precisely (Pajares & Miller, 1994). As an example, Pajares and Miller (1994) used path analysis procedures to examine the predictive and mediational roles of these two constructs in Mathematical problem solving by college students. Math self-efficacy was more predictive of problem solving than was Math self-concept or perceived usefulness of Mathematics, prior experience with mathematics, or gender. The effect of prior math experiences on problem-solving was mediated primarily by self-efficacy beliefs. Self-concept, however, played a small but significant role. Researchers found that when self-concept and self-efficacy beliefs are both included in regression equations, self-efficacy beliefs display indisputable validity by independently predicting future academic performance (Pajares & Miller, 1994). A strong sense of self-efficacy with learners may ignite academic

ambition and create a strong sense of perceived control which is invaluable for improved learner retention rates in schools (Pajares & Miller, 1994).

2.7.4 Perceived control

A related belief to self-efficacy is perceived control, which emerged from research on locus of control (Rotter, 1966). Rotter believes that perceived control refers to general expectancies about whether outcomes are influenced by one's behaviour or external forces. The scientist is of the opinion that an internal locus of support should be self-directed courses of action whereas an external locus of control should discourage them (Zimmerman, 2000). Locus of control scales are neither task nor area specific in their item content but rather refer to general perceptions about the internality or externality of causality. Bandura (1986) had reservations about the value of general control beliefs because learners may feel stressed about mastering one type of subject matter (e.g., solving mathematical problems in a limited period) but not others. In support of these conflicting ideas, Smith (1989) found that locus of control measures did not predict improvements in academic ability or decrease in stress levels in high self-anxious learners who underwent an intensive coping skills training program. According to Zimmerman (2000), Self-efficacy scales prove to be more reliable as it tends to predict more accurately how a learner will cope with academic challenges. Research suggests that self-efficacy has strong validity in predicting a variety of educational outcomes (Zimmerman, 2000).

2.8 Conclusion

In examining the two theories, it becomes clearer that learners and teachers with high levels of self-efficacy possess self-motivating and coping mechanisms that should serve them well through challenging and vulnerable periods in their school career. Evidence show that teachers with high

levels of self-efficacy may be better equipped to identify learners at risk of dropout, and efficacious learners are better equipped to handle inevitable stressful seasons within their academic development. These periods of extreme challenges are part and parcel of growth and progress and, therefore, important to embrace to complete the school program. These coping mechanisms may be highly effective in ensuring that a learners, as well as teachers, maintain high levels of motivation and self-efficacy in order to achieve their academic goals and to reduce the high dropout rate in high schools. The next chapter, Chapter 3, presents the research on the variables for the current study.



CHAPTER 3

LITERATURE REVIEW

3.1 Introduction

This chapter explores literature on high school dropout as well as possible causes of learner dropout and its effects on education. The chapter also explores the gradual drop of learner numbers and the potential reasons for the progressive fall of learner numbers in schools. Furthermore, the chapter examines the push, pull and falling out framework and its effect on learner dropout in high schools. The chapter also looks at the predictive factors of learner dropout as well as possible vocational programs. Furthermore, the chapter explores the effects of dropout on the economy of a country by studying its influence on unemployment and poverty. Finally, the chapter examines those factors contributing to teacher motivation, job satisfaction of teachers, job dissatisfaction of teachers as well as possible sources of job satisfaction for teachers.

3.2 High School Dropout of learners

High school dropout displays a critical educational challenge that affects thousands of learners each year. Dropping out has been defined as leaving school or a group for various reasons, necessities or disillusionment with the system from which the person moves (Branson, 2013; Burren & Roberts, 2012; Kalkhali et al., 2013). The term dropout is also appropriately defined as any student (learner) who left the school system before successfully completing the final or highest grade in school (Hammack, 1986). Bridgeland (2006) calls this crisis the silent epidemic. Dropping out of school is not only an academic challenge but a significant social problem as well.

It has obvious psychological, economic and social ramifications (Branson, 2013; Burrell & Roberts, 2012; Kalkhali et al., 2013).

Dropout rate by grade, within a South African context, could be defined as the proportion of learners from a cohort in a given grade at a given school year who are no longer enrolled in the following school year (UNESCO Institute of Statistics, 2009). The purpose of the indicator is to measure the phenomenon of pupils leaving school without completion, and its effect on the internal efficiency of the education system. The dropout rate is also a key indicator for analysing and projecting learner flow from grade to grade within the education cycle (Department of Basic Education: Report on Dropout and Learner Retention Strategy, 2011). In South Africa, the dropout rate by grade is calculated by subtracting the sum of promotion rate and repetition rate from 100 in the given school year (UNESCO Institute of Statistics, 2009). Learner retention on the other hand, the report on Learner Retention in the South African Schooling system, defined learner retention as the continued participation of a learner in the formal schooling system until the completion of the compulsory schooling phase. Learner retention is the complement of dropout. It is the indicator of efficiency or quality of the schooling system (Department of Education, 2008).

The report on Learner Retention in the South African Schooling system defined learner retention as the continued participation of a learner in the formal schooling system until the completion of the compulsory schooling phase. Learner retention is the complement of learner dropout. Learner retention could also be seen as an indicator of the efficiency or quality of the schooling education system. (Department of Education, 2008). There is strong evidence that dropouts may undergo a loss of self-esteem, turn to drugs, and become a financial obligation to society (Mensch & Kandel, 1988; Tidwell, 1988). In South Africa, the dropout rate by grade is calculated by subtracting the sum of the promotion rate and repetition rate from 100 in the given school year.

There may be various reasons for the high drop-out rate. Some pupils go to colleges for further education and training (FET Colleges), some exit school to start work to support a family, pregnancy, and others clash with the law and end up in prison (Heystek, 2014). He also claims that others leave school because they are bored and have lost interest and do not see the value in acquiring an education. Other reasons include home schooling and deaths. According to Heystek, (2014), an education expert at North West University, it may also be possible that some learners do not cope with the demands of the curriculum and feel that they do not stand a chance to pass the grade. The decision to drop out of school is not just a once-off, spur of the moment incident but may be a culmination of emotional and psychological reasons (Bridgeland, 2006; Burke, 2008; Tuck, 2012; Lewis & Moore, 2014). According to Bridgeland, (2006), these reasons have to be investigated as it is imperative that those learners at risk are identified and supported early in the dropout process. Research shows that learners who drop out of school are more likely to be unemployed or even underemployed (Green, King, Miller-Dawkins, 2010). Underemployment results in a person, who do not work at their full potential, but has to settle for less because of a lack of education (Green, King, & Miller-Dawkins, 2010). The nation with a high percentage of underemployed workers lose out on skilled labourers, and ultimately economic growth could be stunted (Green, King, & Miller-Dawkins, 2010).

Research indicates that dropouts are more likely than their peers to be unemployed, poor, receiving public assistance, in trouble with the law, unhealthy, divorced, and single parents with children who drop out from high school themselves (Bridgeland, 2006; Burke, 2008; Tuck, 2012; Lewis & Moore III, 2014). According to Bridgeland (2006), communities and nations also bear the burden of the dropout crisis because of fewer productive workers. Increased incarceration, medical

support and social grants, may pose a challenge to the taxpayer (Bridgeland, 2006; Burke, 2008; Tuck, 2012; Lewis & Moore III, 2014).

Balfanz (2004) and Tucci (2009) conducted a study examining a school's learner population in Grade 9 and compared it to the learner population in Grade 12. They found that schools who show a drop in learner roll of more than fifty percent and who had above 50% deficit in matriculation numbers, were at risk of being termed dropout factories. Tucci (2009) defines dropout factories as schools who have over a period of three years failed to produce a promotion rate of more than 60%. According to Tucci (2009), these schools usually show very little improvement in their matriculation results and should be identified as high-risk schools.

Every year, over 1.2 million students drop out of high school in the United States. These statistics suggest that the American education system loses a learner every 26 seconds or 7,000 learners a day (Balfanz, 2004; Tucci, 2009). Research suggests that about 25% of high school freshmen fail to complete high school on time. The U.S., which had some of the highest graduation rates in any developed country, now ranks 22nd out of 27 developed countries. Their dropout rate has fallen 3% from 1990 to 2010 (12.1% to 7.4%). Current statistics shows that more high school learners in the USA are staying in school. These statistics are according to newly released data from the Census Bureau, as their national dropout rate reached a record low in 2014. Just 7% of the nation's 18-to-24-year-olds had dropped out of high school. Continuing a steady decline in the country's dropout rate since 2000, when 12% of youth were dropouts (Balfanz, 2004; Tucci, 2009).

Within a South African context, where the nation has progressed more than 20 years into democracy, quality education now demands a full enquiry into the alarming high learner dropout rates (Carm, 2013). As one of the stronger economies in Africa, South Africa has now reached the

stage where the education system face the possibility of more learners dropping out of school than learners who started school 12 years earlier (Education Statistics SA, 2006-2013). A large number of South African schools may now be vulnerable to dropout factory status (Tucci, 2009). Statistics show that more than 50% of learners in South Africa who started Grade 1 in 2002 managed to complete their Grade 12 year in 2014 (Education Statistics SA, 2006-2013).

A comparative analysis of the class of 2007 to 2013 in South African schools (refer to Table 1.1), shows that these cohorts show a relatively steady decrease in learner numbers from Grade 8 and every year thereafter with a drastic decrease in learner retention from Grade 11 through to Grade 12. The 2011 cohort shows an alarming decrease in matric enrolment (Grade 12 - 534498) than when they started their high school career in grade 8 in 2007 (904565) (Education Statistics in South Africa 2002-2013; SNAP Survey 2006-2013). The cohort of 2013 had an enrolment of 958564 in 2009 (Grade 8) and a completion roll of 562112 in their final matric examination (2013) (Education Statistics in South Africa 2002-2013; SNAP Survey 2006-2013). These statistics are a clear indication that strategies to improve learner retention in South African high schools should be looked at urgently.

3.3 Learner Retention and Possible Causes of Dropout

Studies reveal that learners who have more self-determined forms of motivation for doing school work were less likely to drop out of school than learners who had less self-determined motivation (Daoust and Vallerand, 1991; Vallerand, & Blais, 1988; Vallerand & Bassonette, 1991). Grolnick, (1990) have also linked intrinsic motivation and autonomous form of extrinsic motivation to positive academic performance. Vallerand and Bassonette (1991) found that learners who had greater intrinsic motivation and identified regulation showed more positive emotions in the

classroom, more enjoyment of academic work and more satisfaction with school than learners whose motivational profiles are less autonomous. They display innovative ways to regulate behaviour, and curriculum demands (Daoust and Vallerand, 1991).

Ryan and Connel (1989) revealed correlations between independent regulatory styles and enjoyment of school. They found that more controlling organizational styles to be associated with greater anxiety and poorer coping with failures. These learners may lack the confidence to initiate tasks because of the fear of failure and criticism from their teachers (Ryan and Connel, 1989). It appears that there is a definite link between learners' intrinsic motivation and their ability to achieve their goals (Connell & Wellborn, 1990). According to Connell and Wellborn (1990), these learners also display deeper conceptual understanding and appear to be well adjusted than learners with fewer self-determined types of motivation. Research also shows that these self-determined types of motivation have a strong influence on learners' intrinsic motivation and self-efficacy and their drive to persevere through educational challenges (Doll, Eslami, & Walters, 2013). Findings affirm that learners who feel more competent take more risks and are less fearful of mistakes and that they are more open to advice and guidance than the learner with low self-efficacy levels and who sees advice as criticism (Doll, Eslami, & Walters, 2013).

Regardless of the efforts of scientists to determine the exact reasons why learners drop out of school, gaps are still found in the results and learners still drop out of school to this day (Doll, Eslami, & Walters, 2013). Researchers suggest that the push, pull and falling out factors could be a valuable tool to comprehend the universal problem of learner dropout in education (Jordan, 1994; Watt & Roessingh, 1994). High efficacious learners may prove to be more immune to the push, pull or falling out factors plaguing the South African education system.

3.3.1 The Push Factors

Scientists are of the opinion that some learners may be negatively affected by factors inside the school. These factors may be identified as those elements within the natural academic process which may have a negative impact on some learners. Elements like assessments, tests, examinations, homework, daily attendance, and adherence to school rules. Jordan (1994) explains that some learners tend to show vulnerability to push pressures from within the school especially if they struggle to meet the academic demands that are placed on them. The inability of these learners to cope with academic demands may lead to their intention to drop out of school (Jordan 1994; Watt & Roessingh, 1994).

3.3.2 The Pull Factors

Researchers believe that learners can also be pulled out of the education system. According to Jordan, Watt & Roessingh (1994), Pull factors may include out-of-school attractions like jobs and family. Research show that innate factors may cause learners to lose interest in learning and abort their schooling career. Dropout, therefore, may occur when factors, such as financial concerns, out-of-school employment, family needs, or even family changes, such as marriage or childbirth, pull learners away from school (Jordan, 1994; Watt & Roessingh, 1994).

3.3.3 Falling out factors

Watt and Roessingh (1994) represented a third component called falling out of school. They state that falling out, happens when a learner does not show significant academic advancement and becomes apathetic with school completion. According to Roessingh (1994), it is not necessarily an active or conscious decision, but rather a symptom of a lack of personal and academic support.

Also, more than push or pull factors, falling out factors signifies a process in school dropout whereby the learner gradually excels in actions of academic disengagement, yet without being forced out by the school (by push factors). These learners could also be enticed out of school by things they need or want (by pull factors) (Finn, 1989; Finn & PannoZZo, 1995). Eventually, these learners disappear or fall out from the education system.

3.3.4 Key Differences between Push, Pull and Falling Out Factors

Doll (2013) suggests that the key difference between push, pull, and falling out factors has to do with an agency that is employed to get the effect. With push factors, the school is the agent whereby a learner is removed from school as a result of a consequence. With pull factors, the learner is the officer or agent. Those attractions or distractions lure them out of school. Finally, with falling out factors, neither the learner nor school is the agent. Instead, circumstances exist that neither the school nor the student can change or improve, and as a result, the bond the learner has with the school gradually disintegrates (Doll, Eslami, & Walters, 2013). Although there seems to be a similarity between pull and falling out factors in terms of both involving an action of the learner, the distinct difference is that pull factors have a definite force working as an attraction or distraction that learners seek after, thus leading to dropout. Whereas falling out elements lack this attraction or distraction (Doll, Eslami, & Walters, 2013).

According to research, pull factors revealed themselves differently for males and females (Doll, Eslami, & Walters, 2013). From this study, pull factors, such as “Got married or Had to work” , played the most defining role in the dropout. With women, pregnancy seems to be the most common reason for dropping out of school. Evidence show that more women suggested marriage as a dropout cause than men. Evidence also suggested that marital obligations and childbearing

had a stronger effect on dropout for young mothers (Doll, Eslami, & Walters, 2013). However, research shows that more men indicated that they did not enjoy school and wanted to find a job. Overall, evidence suggests men reported push factors at a rate more than double than that of women. Quite similar evidence regarding academic performance was gathered for males and females (Doll, Eslami, & Walters, 2013).

Studies suggest that pull factors play the strongest role in dropout with females leading in this category (Cunningham, 2007; Glennie & Stearns, 2002). Doll et al. (2013) suggests that pull factors are mostly related to family and parenting that mostly lead to dropout. In this case, females usually score the highest as opposed to males scored higher relating to the push factors like failing tests, cannot cope with workload or not performing according to academic standards. Scientific evidence reveals that dropping out is thus a cocktail of influences exercised on learners and not just one reason (Doll, Eslami, & Walters, 2013).

3.4 Dropout: A result of Interrelated Factors

Research by Strassburg (2010) has found that dropping out of schools is not a once-off occasion but could be the outcome of several inter-related elements that lead up to a learner eventually dropping out of school (Strassburg, 2010). Fleisch (2009) claimed that poverty alone did not explain why learners were not in school. He selected other factors (such as disability, family structure, i.e., not living with biological parents or grandparents, orphan hood, being eligible for social grants, but not accessing social welfare and living in isolated communities) which, combined with poverty, make children more prone to dropping out of schools (Fleisch, 2009). Strassburg (2010: 40-41) found that financial pressures and intricate social factors (such as teenage pregnancy and substance abuse) combined with in-school factors (such as lack of stimulation and support)

result in youth disengaging from their education and eventually dropping out of school. For many years, the Department of Education had limited ability to determine accurately dropout rates due to the limitations of administrative data. The recent National Income Dynamics Study (NIDS) has, however, proved to be a useful source for this indicator. Research shows that learners with low motivation and self-efficacy, may not always be seen as a risk to drop out of school. However, the symptoms may present themselves over time and not just as a once-off occurrence (Doll, Eslami, & Walters, 2013). Thus posing the risk of gradual reduction in learner numbers (Heystek, 2014).

3.5 Gradual Drop in learner numbers

According to Heystek (2014), all schools in South Africa experience a gradual drop in the learner numbers. This gradual decrease in numbers could be because of various reasons beyond their control. Some of the reasons may be, transport, financial constraints, health and nutrition, and job opportunities. Heystek (2014) also believes that parents' perception of education has a major influence on the child's opinion of the importance of education. Research showed that if the mother is uneducated, the children would more likely not complete school or lack the motivation to perform at their best as they see no value in school. The possible reasons for the gradual dropout rate in South African schools can only be speculated as there are not enough research to pinpoint exactly why learners fail to complete their senior year at school. The following important points may be a good place to start looking for much needed answers: 1) Systemic Pressure 2) Standardised Assessments and External Examination, 3) Pressure on Principals, 4) Lack of Curriculum Support (Rudner & Schafer, 2002).

3.5.1 Systemic Pressure

Experts feel the high drop-out rate in South Africa after Grade 10 has more to do with systemic pressure being applied on principals to perform and produce results (Rudner & Schafer, 2002). The notion that learners do not have to be in school after they have turned 15 or Grade 9 poses an enormous problem as most of those learners who choose to exit the system do not have a clear plan as to what they are going to do after they leave the system. Some of these learners enrol at Further Education and Training Colleges (FET) or choose to look for work (Education Statistics in South Africa, 2002-2013).

3.5.2 Standardised Assessments and External Examination

From Grade 10 to 12 the pupils are assessed primarily by tests and projects. Van Rooyen and Joubert (2009) said teachers' knowledge also played an important role. In many districts, exam question papers are drawn up by school groups whereas the final examination that learners write at the end of Grade 12, are drawn up by external assessors. The stress of standardised assessments throughout high school and then the final external examination lead to many pupils dropping out between Grades 10 and 12.

3.5.3 Pressure on principals

According to Heystek (2014), politics also had an influence on the pass rate. He claims that principals' salaries are linked to the number of pupils they have. Heystek (2014) argues that principals' salaries increase as their learner numbers increase. It is therefore to their advantage to have as many pupils as possible. However, the schools also do not want a poor pass rate, so pupils who did not pass Grade 12 are not welcome back at school. Heystek (2014) is of the opinion that if learners do stay on, it might make the minister of education and the provincial department' s

statistics look bad. She confirms that district managers had the final say on the promotion of candidates and guided principals to be a lot stricter with the pass requirements in Grades 10 and 11 hence the lower learner numbers in Grade 12.

3.5.4 Lack of Curriculum Support

Fleisch (2014) suggests that some learners struggle to cope with the workload as they failed to master the curriculum. Academics believe that the problem within the South African education system is primarily a curriculum problem as scores of learners reach high school and not able to master basic literacy and numeracy (Fleisch, 2014). According to Fleish (2014) these learners do not just need health or social support, but substantial curriculum support. Academics firmly believe that the problem within our education system is primarily a curriculum problem as scores of learners reach high school and not able to master basic literacy and numeracy (Fleisch, 2014).

The central message is that while some learners drop out because of significant academic challenges, most dropouts are learners who could have, and believe they could have, succeeded in school (Bridgeland, DiIulio, & Morison; 2006). The notion, as mentioned earlier, that learners do not have to be in school after they have turned 15 or Grade 9 also pose a significant challenge as many of those learners increase the ranks of unemployment (Bridgeland, DiIulio, & Morison; 2006). South African schools are losing capable learners who could have been productive, skilled professionals like doctors, nurses, lawyers, engineers, accountants, scientists and teachers. We have to assume that given the support and early detection of danger signs as mentioned earlier for example depression, amotivation, low self-esteem, hopelessness and despair, these dropouts could have been given the opportunity to overcome whatever obstacles they faced order to achieve their academic goals (Bridgeland, DiIulio, & Morison; 2006). Bridgeland et al. (2006) are therefore

concerned with learner promotions and the pressure of examinations on the confidence levels of learners and their ability to cope during stressful times in their academic career.

3.6 Learner Promotions and Examinations

Bush (2009) claims that educational experts at the University of Pretoria, said that the government's policy of promoting pupils to the next grade played a very important a role. Promotion means that a learner can progress to the next grade even if he/she did not meet the pass requirements for the last grade (Bush, 2009). Furthermore, provided that he/she has not yet repeated a year in that phase or if that learner is too old to remain in the grade. Up until Grade 9, pupils may only fail each teaching phase once and pupils who fail again are promoted to the next phase. These phases consist of a) Foundation Phase: Reception to Grade 3; b) Intermediate Phase: Grades 4-6; c) Senior Phase: Grades 7-9; d) Further Education and Training Phase: Grades 10-12 (matriculation certificate, non-compulsory); e) Higher Education (Anglo Info, SA). District managers had the final say on the promotion of candidates and guide principals to be a lot stricter with the pass requirements in Grades 10 and 12 (Anglo Info, SA).

From Grade 10 to 12 the pupils are assessed primarily by tests and projects. As mentioned earlier, Van Rooyen and Joubert (2009) claims teachers' knowledge and expertise also played a paramount role in the quality of the assessments. It seems that in many districts, exam question papers are drawn up by school groups. However, the final examination that learners write at the end of Grade 12 is produced by external assessors. The stress of standardised assessments throughout high school and then the last external examination may lead to many pupils dropping out between Grades 10 and 12 (Heystek, 2014).

The message is thus that while some learners drop out because of significant academic challenges, most dropouts are learners who could have, and believe they could have, succeeded in school (Bridgeland, DiIulio, & Morison; 2006). Therefore, a positive step in the right direction of the improving learner retention rates in high schools may be enhanced by recognizing some predictive factors regarding learner dropout and which programs would be most effective in eradicating learner dropout.

3.7 Predictive factors of learner dropout

Scientific evidence suggests that where accurate predictions could be made about future behaviour, successful intervention strategies could be formulated to remedy and even eradicate negative behaviour (Durlak, Weissman, & Pachan, 2010). Research finds that quality afterschool programs can positively affect a number of key school success factors. In a meta-analysis, Durlak, Weissman, & Pachan, (2010) found that programs that include emotional, social, and academic development components, demonstrated a positive impact in many key areas: school grades, school attendance, self-perception, reduction in problem behaviours, academic achievement (test scores), positive social behaviour, and school bonding.

Research reveals that classroom and teacher feedback regarding community engagement in learning, states that it assisted learners to stay committed to their education regardless of eminent challenges (Durlak, Weissman, & Pachan, 2010). Teachers usually reported a positive impact on the following areas: Greater homework completion, Better school attendance, Better grades, More positive engagement, Less misbehaviour, Improved test scores (Learning Point Associates, 2012). Research confirms that when the help of the family and the community are enlisted to assist

in dropout prevention an apparent improvement is seen in the area of the Predictive Factors of dropping out of school (Bridgeland, DiIulio, & Morison; 2006).

Table 3.1 displays the predictive factors for dropping out of school compared to the impact of quality afterschool and vocational programs (Durlak, Weissman, & Pachan, 2010).

Table 3.1 Predictive factors of Learner Dropout and the positive impact of Vocational Training

Predictive factors of dropping out of school	Impact of Quality afterschool Programs	Results from 21 st Century Community Learning Centers
Failing grades in reading and/or math	Improve grades in reading and mathematics	Better grades in reading and mathematics
Poor attendance	Improved school attendance	Better school attendance
Misbehaviour	Reduction in problem behaviours	Less misbehaviour
Very low test scores	Improved academic achievement	Increased test scores
Lack of effort/motivation	Positive social behavior	More positive engagement.
Not engaging in class or school work	More positive school bonding	Greater homework completion and academic performance

According to Durlak, Weissman, & Pachan (2010), quality after school and vocational programs may have a positive impact on early warning indicators for learners with a high risk for dropping out of school. These vocational programs may serve as a step in the right direction regarding increased learner retention rates in South African high schools and may be an excellent initiative to minimize the negative implications of learner dropout (Durlak, Weissman, & Pachan, 2010).

3.8 Implications of learner dropout

The implications of the high dropout rate from South African high schools cannot be underestimated and should be of critical concern (Bridgeland, 2006; Burke, 2008; Lewis & Moore, 2014; Tuck, 2012). According to researchers, the dropout rate from schools implies that South

Africa is losing capable learners who could have been productive, skilled professionals like doctors, nurses, lawyers, engineers, accountants, scientists and teachers and even entrepreneurs (Bridgeland, 2006; Burke, 2008; Lewis & Moore, 2014; Tuck, 2012). We have to assume that given the support and early detection of danger signs as mentioned earlier e.g. depression, amotivation, low self-esteem, hopelessness and despair, these dropouts could have been given the opportunity to overcome whatever obstacles they faced in order to achieve their academic goals. Research shows that learners who drop out of school are more likely to be unemployed. The nation with a high percentage of unemployed workers lose out on skilled labourers and ultimately economic growth could be negatively impacted (Bridgeland, 2006; Burke, 2008; Lewis & Moore, 2014; Tuck, 2012). These researchers are of the opinion that dropouts are more likely than their peers to be unemployed, living in poverty, receiving public assistance, in prison, unhealthy, divorced, and single parents with children who drop out from high school themselves. The risk of economic decline is too severe, and any attempt to increase learner retention in schools might be a good place to start with economic growth, reduce unemployment and eradicate poverty. (Bridgeland, 2006; Burke, 2008; Lewis & Moore, 2014; Tuck, 2012).

3.8.1 Effect on the Economy

As mentioned earlier, eradicating poverty within South African borders have proven to be a challenge of mammoth proportions as poverty levels dropped slightly between 2006 and 2011, reaching a low of 20.2% for extreme poverty and of 45.5% for moderate poverty, according to the Poverty Trends in South (Statistics SA, 2014). The report applies three measures of poverty, with extreme poverty defined in terms of a food poverty line. According to Statistics SA (2014) people who live below the food line, are unable to purchase enough food for an adequate diet. Less extreme poverty is defined in terms of a lower-bound poverty line, below which people can afford

an adequate diet but would have to sacrifice food to purchase non-food items; and an upper-bound poverty line marking the level at which people can purchase both adequate food and non-food items (Statistics SA, 2014). This daily struggle to survive is exacerbated by unemployment, inequality, a lack of basic education and high school dropouts. Evidence reveals that these dropouts place tremendous pressure on an already alarming 25.4 percent unemployment rate in 2013 and a reduced rate of 24.3% by the end of 2014 (Trading Economics, 2015). With a population of 52 98 million and with a life expectancy of 56.10 years it is most likely that these dropouts become the responsibility of the state and tax payers for their basic needs, thus condemned to a life of poverty (Stats SA, 2014).

3.8.2 Learner Dropout and Poverty

Reducing poverty is seen as the world's greatest challenge and in South Africa it is seen as one of the countries three greatest threats. The other two being unemployment and inequality (Triegaardt, 2006). According to the latest statistics more than 12 million people in South Africa live in poverty (Stats SA, 2015). A report by the International Labour Organisation (ILO) claims that by the end of 2015 South Africa is projected to have the 8th highest unemployment rate in the world (Business Tech, 2015). Evidence reveals that these dropouts place tremendous pressure on an already alarming 25.4 percent unemployment rate in 2013 and a reduced rate of 24.3 percent by the end of 2014 (Trading Economics, 2015). Education is undoubtedly the most important tool to foil the destructive effects of unemployment and ultimately poverty. Van Den Aardweg (1988) claims that redressing the dropout problem in South Africa, has now become highly imperative. To look at the role of teachers in relation to learner dropout, may be a good place to commence

nation building and ultimately reduce learner dropout (Van den Aardweg & Van den Aardweg, 1988:225).

3.9 The Role of Teachers in Learner Dropout

Teachers are undoubtedly the most important professionals for the economic advancement of any nation and its future in education. (Magno & Sembrano, 2007; Santrock, 2008; Schunk et al., 2008; Woolfolk, 2010). In order to comprehend the educational domain and factors that influence teacher motivation, it is imperative to understand and define the term ‘teacher’ as well as ‘motivation’ within the school context (Magno & Sembrano, 2007). Teachers can be seen as educators, tutors, instructors, coaches and trainers, according to the thesaurus function of Word. Van den Aardweg and Van den Aardweg (1988:225) state that a teacher are those who voluntarily elect to follow a profession which seeks to help youth to become equipped for life, to realize their potential and to assist them on their way to self-actualization and to ultimate adulthood. In the context of this study, ‘teacher’ refers to someone who provides curricular knowledge, skills, attitudes and values to learners at school (Santrock, 2008). According to Aardweg (1988), observing the highly valuable professional function of teachers, it is of utmost importance that the maintenance of high levels of motivation, self- efficacy (self-confidence), skills and the value placed on teachers are top on educational priority lists and policies.

Lewis, Goodman and Fandt (1995) claims that the vigour and energy of any institute is not only dependent on the skills and abilities of its employees but also the motivational levels that those employees exert. It is scientifically proven that people perform according to their intrinsic drive and not just from their physical abilities and that a highly motivated employee can acquire the skills, through training and dedication, necessary to accomplish a task (Pinder, 2008). The plan of

action for educational authorities should be to assess which factors promote teacher motivation and which factors smother and foil teacher motivation in order to promote best practices and therefore increase learner performance and learner retention with South African schools (Pinder, 2008).

3.10 Factors Affecting Teacher Motivation

Teacher motivation plays a cardinal role in the promotion of teaching and learning excellence. Pinder (2008), substantiates that work motivation is a set of internal and external forces that initiate work-related behaviour and determine its form, direction, intensity and duration. Within the school context, both environmental (contextual) factors such as curriculum changes, learner discipline and those factors inherent in teachers themselves, would dictate teacher motivation and work behaviour (Pinder, 2008; Roos, 2005; Beck, 1983).

It is widely accepted that highly motivated teachers are more likely to motivate learners to engage in learning in the classroom (Beck, 1983; Roos, 2005). Highly motivated teachers may also ensure that the implementation of reforms in the curriculum produce satisfaction and fulfilment within their learners (Kemunto & Nyakundi, 2012). While teacher motivation is central to the teaching and learning process, it seems that several teachers experience a lack of educational passion and motivation (Beck, 1983; Roos, 2005). They may feel overwhelmed by the workload and high targets for learner results, set by circuit managers (Kemunto & Nyakundi, 2012). This observation should be taken seriously and an investigation into the factors affecting teacher motivation is therefore necessary to achieve the educational goals of every learning institution (Kemunto & Nyakundi, 2012).

Employers in organizations and learning institutions always hope that their employees value their jobs and are internally motivated to perform efficiently (Kemunto & Nyakundi, 2012). According to Kemunto & Nyakundi (2012), the general challenge for principals and administrators are to develop highly motivated teachers who are actively engaged in teaching and learning. Teachers who are open to new ideas and approaches, may be more committed to implement changes in the curriculum and the progress of their learners (Owens, 2004).

Compared to other professions, Dai and Sternberg (2004) are of the opinion that teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms such as depression, burnout and chronic fatigue. Dai and Sternberg (2004) claims that high levels of job dissatisfaction such as stress, and burnout can negatively influence motivation and job performance. These teachers do not perform to their full potential and therefore transfer that same sense of helplessness on to their learners. According to Gorham and Millete (1997), teachers who report low levels of motivation also tend to perceive their students' motivation levels as low. Resulting in low performance expectancy from their learners and ultimately low results (Gorham and Millete, 1997).

In her study of key determinants of teacher motivation in the developing country context, Michaelowa (2002) found that large class size, rural location, high educational attainment and lack of active parental involvement, negatively influence teacher job satisfaction. In her study she also found that communication levels between teachers and school managers had very little significant effect on teacher motivation levels and job satisfaction (Michaelowa, 2002). A study among 167 teachers in the USA showed that pay incentives, for example, have also been found to be unsuccessful in increasing teacher motivation (Michaelowa, 2002). In a study done by Sylvia and Hutchinson (1985) in the USA, a study among 167 teachers, showed that actual teacher motivation

was more related to their freedom to be creative and autonomous within their classrooms. They explain that true job satisfaction is derived from the fulfilment of higher order needs rather than lower-order needs (Michaelowa, 2002).

In a study done by Ofoegbu (2004) in Nigeria on: Teacher motivation as a factor for classroom efficiency and school improvement; he found that teacher motivation enhances teacher self-efficacy to execute the curriculum as well as classroom effectiveness. This strong sense of self-efficacy may improve teacher competence, discipline, and class management and ultimately contribute to job satisfaction (Ofoegbu, 2004).

3.11 Teacher Self-efficacy

Research has shown that self-efficacious teachers take risks, are innovative, inspires and guides their learners to academic excellence (Claysen& Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2001). Magno, (2007) reported that teachers with high levels of motivation and self-efficacy believe that they can teach effectively and that their teaching can have a positive impact on their learners' performance. All behaviours such as innovations, risk taking, persistence and on task are all degrees of self-efficacy (Claysen& Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2001). An employee' s sense of capability influences his perception about his capabilities, motivation, and performance (Bandura, 1997). Evidence confirms that we rarely attempt to perform a task when we expect to be unsuccessful (National Forum, 2015). Scientists believe that teachers with high levels of self-efficacy, (a) set goals for themselves, and (b) can handle stress and negative expectations. Not enough research has been done to reveal possible solutions to low motivation and self-efficacy levels of teachers. Thus leaving a possible gap for future research into factors that may contribute to job satisfaction for

teachers (Claysen & Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2001).

3.12 Job Satisfaction for Teachers

Job satisfaction can be seen as those levels of satisfaction employees experience in their jobs that would see them through the different seasons of challenge and change (Nyakundi, 2012). According to Locke (1976) job satisfaction is derived from a state of pleasure and positive emotions that are linked to one's job experience or reward. Some of the factors that influence job satisfaction are income, fairness, promotion systems, and quality of working environment, social interaction, leadership and the job itself (Nyakundi, 2012). According to Claysen & Shaffet, (2006), when an employee, in this case teachers, are dissatisfied with their job, these negative emotions have a domino effect on almost everything and everyone they are in contact with for example with learners, co-workers, parents and ultimately the community. Research reveal that teachers are more and more dissatisfied with, their jobs due to reasons known and unbeknown to their superiors (Claysen & Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2001).

The last few decades have seen a gradual decay in teacher popularity and status which spiked interest of researchers to investigate job satisfaction within the education sphere (Gendin & Sergeev, 2002). Research focused around job satisfaction, teacher turnovers and teacher replacements specifically pertaining to job satisfaction (Buckley, Schneider & Shang, 2005; Gendin & Sergeev, 2002; Kotterman, 2000). According to Ingersoll, (2001), changes in education policies, the children's rights movement and legislation changes have contributed to teachers becoming more and more dissatisfied with their jobs and even cases of burnout have contributed

to teachers considering to leave their profession. These feelings of despair have left teachers world-wide vulnerable and sitting ducks for criticism (Ingersoll, 2001; Tye & O-Brien, 2002). Teachers seem to be negatively impacted by the constant demands to produce better results and higher educational objectives (Ingersoll, 2001; Tye & O-Brien, 2002).

Research shows a wide crevice in teacher analysis of job satisfaction within the South African context (Ingersoll, 2001; Tye & O-Brien, 2002). The last twenty years since democracy in 1994, the education system in South Africa has gone through several changes from a) an exclusive to an inclusive race related framework, b) The New Curriculum based on the principles of Outcomes Based Education (OBE, Curriculum 2005), c) the Revised National Curriculum Statement (RNCS) which later became the National Curriculum Statement (NCS), d) and currently the Curriculum and Assessment Policy Statement (CAPS) as we know it (UNISA, 2015). Several teachers have verbally expressed their concerns and that they experienced these changes as stressful because of the frequency of the curriculum changes (UNISA, 2015). Teachers seem to be concerned by the fact that they had not been prepared for the immense impact of these changes. Which in turn, affected their ability to cope with the new demands (Ingersoll, 2001; Tye & O-Brien, 2002).

In Gauteng more than 4000 teachers resigned over the last five years, 526 teachers left teaching in the Western Cape in 2013. In 2014 this number almost doubled to 910 in the Western Province with the highest in November of 2014. In the North West 600 teachers exited the system in 2014 which spiked the national total to 14000 (UNISA, 2015). Professor Lumadi (UNISA, 2015) terms this phenomenon as “a smoke with burning fire” . The exodus of these teachers from the teaching profession is leaving large numbers of learners in need of teachers. Teacher shortages may perpetuate the problem of illiteracy, overcrowded classes, disciplinary issues and increased stress

levels of remaining teachers. These statistics alone are reason for concern and therefore imperative to look beyond obvious reasons of Pension Fund discrepancies', lack of discipline at schools or over-crowded classrooms. More research should be done to determine those intrinsic reasons as to why teachers are feeling increasingly disengaged in their jobs. (UNISA, 2015)

Research reveals that the attitudes and performance of employees play a significant role in the overall wellbeing of a company (Peretomode, 1991; Whawo, 1993). The perception that. “a happy worker is a productive worker” has become readily accepted as true (Hawthorne, 1930; Spector, 1997). It has become apparent that job satisfaction is different for every employee (Peretomode, 1991; Whawo, 1993). Some employees are motivated by the prestige of the job while others find deep satisfaction from just the job itself, they only love what they do (Peretomode, 1991; Whawo, 1993). As mentioned earlier, job satisfaction is a state of mind and varies from one individual to another (Peretomode, 1991; Whawo, 1993). According to Peretomode(1991) and Whawo, (1993) an employee's, satisfaction in their job can be influenced by several factors such as a) the quality of one 's relationship with their supervisor b) the quality of the physical environment in which they work, and c) the degree of fulfilment in their work According to Warr (1998) it is highly beneficial for any company to involve five critical dimensions within its employees such as variety of skills, task identity, task value, autonomy and task feedback. He claims that productivity, accountability, and skills development can be greatly enhanced if these core dimensions are fulfilled and maintained (Warr, 1998).

A study done by Mwangi (2002) on issues relating the morale of agriculture teachers in the Machakos District, found that the factors affecting the teachers' morale included: dissatisfaction with school authorities, little turnover and constant shortage, inadequate pay, poor career structure,

lack of promotion opportunities, poor school facilities, inadequate school disciplinary policies, attitudes and behaviour of the school principal, other teachers, pupils ' poor work attitudes and lack of interest in school. Mwangi (2002) claims that these factors prove to be reliable indices of teacher morale. If ignored, these factors could have dire ramifications for any educational system and may be a strong contributor to low self-esteem and job dissatisfaction of teachers (Mwangi, 2002).

3.13 Possible Sources for Job Satisfaction for Teachers

South Africa still battles the scars of segregation which was based on race and colour as these two elements still seem to be a determining factor in the educational sphere (Hammett, 2007). Researchers also finds that white and black teachers derive their job satisfaction from different sources (George, Louw, & Badenhorst, 2008). Factors influencing job satisfaction among white teachers in South Africa were aspects pertaining to working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style; and community involvemen (George, Louw, & Badenhorst, 2008). Factors influencing job satisfaction among white teachers covered a broad spectrum, and included intrinsic as well as extrinsic factors (George, Louw, & Badenhorst, 2008). Research conducted by Van der Westhuizen and Du Toit (1994) found that all of their job satisfaction revolves around their learners, their teaching and their security. Non-white teachers find their satisfaction within their classrooms. Some of these teachers also indicated that their private lives and their relationships with colleagues play a pivotal role in their job satisfaction (George, Louw, & Badenhorst, 2008). These factors show that intrinsic factors play significant role in both white and black teachers.

In areas like the Transkei where teaching is still seen as a fine and challenging profession, researchers reported an improved relationship between teachers and principals, colleagues, learners, and parents; holidays; learner results and achievements (Mwamwemba, 1995). The Southern Africa Consortium for Monitoring Education Quality (SACMEQ, 1998) conducted a survey of Namibian Schools. In this survey teachers pondered the following factors as the "most important" for their work satisfaction: the provision of study opportunities, seeing their learners learn, quality of school management and administration, level of teacher salary, and the quality of classroom supplies. Based on these findings a policy suggestion was made to introduce financially sustainable measures to improve job satisfaction with particular emphasis on the factors mentioned previously (George, Louw, & Badenhorst, 2008).

Self-appraisals and role clarity seem to be the main issue in Zimbabwe (Nhundu, 1994). In Botswana, Chimbanga (1999) found that working conditions, workload such as extra-curricular activities, and class size proved to be a factor in teachers finding satisfaction in their jobs. Lesotho found that factors such as compensation, recognition, institutional policies and practices, working conditions, supervision and human relations were significantly associated with job dissatisfaction (George, Louw, & Badenhorst, 2008). In the Busia District in Kenya, research reveals that, public secondary school teachers with high levels of job satisfaction tend to create an improved social, and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer in the teaching profession (Sirima & Poipoi, 2010). It has been proven by several research attempts that job satisfaction for teachers regardless of demographic differences, is nestled in intrinsic and extrinsic needs (George, Louw, & Badenhorst, 2008).

At the turn of the century, the United Kingdom found itself in a teaching predicament where teachers complained of burnout, and as a result they struggled to retain their most valuable work force (Borgen, 1993; Borg & Riding, 1991; Carr, 1993; Crossman & Harris, 2006; Kotterman, 2000). Urgent support for practicing teachers were devised. It soon became clear that burnout and job satisfaction walked hand in hand (Borgen, 1993; Borg & Riding, 1991; Carr, 1993; Crossman & Harris, 2006; Kotterman, 2000). Crossman and Harris (2006), indicated that numerous factors causing burnout and job satisfaction and its effects on the teaching profession appeared to correspond. They perceived that teachers were satisfied with one aspect of teaching but indifferent and unhappy with other aspects of their jobs (Crossman and Harris, 2006). This might be the reason why teachers choose to remain in the profession despite the discomfort or the desire to leave. Scientists believe that this situation results in low levels of motivation, best practice and performance; obviously hoping that policies and decisions would change in their favour (Neuman, Reichel, & Saad, 1988). Research clearly shows that the value of finding insight into job satisfaction factors cannot be underestimated and should be pursued by matter of urgency (George, Louw, & Badenhorst, 2008). According to George, Louw, & Badenhorst, (2008), educational policies should be revised and assessed as to how they can best serve the interest of their employees. They claim that in order to boost teacher morale, recognition should be given to teachers' efforts and dedication. This positive response from educational authorities towards teachers, may play a crucial role in enhancing teacher productivity and ultimately increase motivational levels (George, Louw, & Badenhorst, 2008).

3.14 Conclusion

Learner dropout is proven to be significant factor to not only human capital but also to the economic growth of any nation. Various studies show that where education policies ensure learner

and teacher well-being, educational advancement was inevitable. This in-turn has a knock-on effect on community building, teacher and learner morale and enhancing self-confidence. It is understandable that one of the most important relationships within education is the bond between teachers and their learners, thus requiring special care and attention. This bond could be crucial in the early detection of risk factors and signs of dropout tendencies in learners. Educational advancement may be the catalyst of increased employment rates, poverty eradication and ultimately positive nation building. The following chapter (Chapter 4) presents the methodological approach used for this study.



CHAPTER 4

METHODOLOGY

4.1 Introduction

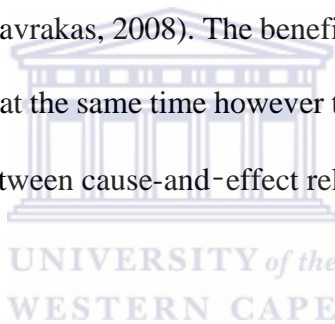
Chapter four of the study commences with a description of the methodology and research design that were employed to answer the research questions. This is followed by an in-depth investigation into the different data collection methods that were used. The chapter progresses to examine the concepts and ethics. In conclusion, an analysis of the manner in which the data was collected through the various questionnaires and the focus groups which were teachers and learners.

4.2 Methodology

A quantitative approach was used in the study. De Vos (2005) stated that the quantitative approach's main aims are to measure objectively the social world, to test the hypothesis and to predict and control human behaviour. Denzin and Lincoln (2000) further state that quantitative research tends to highlight the measurement and analysis of various cause and effect relationships between variables. The study therefore used a quantitative methodological approach with a cross-sectional correlational research design to determine the relationship between motivation and self-efficacy of learners as well as teachers and its effect on the learner dropout rate in high schools. It is also a method where data is gathered in the form of numbers and are analysed using statistical measures (Terre Blanche, Durrheim, & Painter, 2006).

4.3 Research Design

Research designs are procedures for collecting, analysing, interpreting and reporting on data in research studies (Creswell & Clark, 2007). Research designs also guide the methods and decisions that researchers must make during their studies and set the logic by which they make interpretations at the end of their studies (Creswell & Clark, 2007). Furthermore, the construction of the research questions and the choice of methodology that were employed in this study, required a cross sectional design to examine the findings of the study. A cross sectional study is an observational study which seeks not to interfere or influence participants to react in a certain way (Lavrakas, 2008; At Work, Issue 81, 2015). In a cross-sectional relational design, the time dimension is considered as only providing a snapshot of the current status of an issue and does not consider the issue longitudinally (Lavrakas, 2008). The benefit of a cross sectional study design is that it can compare many variables at the same time however the cross sectional study design may not provide definite information between cause-and-effect relationships (Lavrakas, 2008)



4.4 Sample

The population of participants were high school learners from Grade 9 and Grade 11 as well as their teachers. The reason for the focus of these grades is that learners in these grades have many decisions to make such as subject choices in order to progress to Grade 10 and exiting at the end of Grade 9. The study focussed on two education districts, Metro North (43 schools) and Metro East (42 schools), within the Western Cape as these are geographically convenient to the researcher. The population of 625 Grade 9 and Grade 11 learners were drawn from two districts (Metro East and Metro North) together with a teacher population of 111. Five schools were randomly selected from each district. The schools were identified by either a high socio-economic status or low socio-economic status (Refer to Table 4.1). Quintile 1 schools from low socio-

economic schools were identified. Quintile1, also known as No fee schools, receive extra state support where contributions in the form of school fees are not possible (DBE, 2012).

Table 4.1: List of schools in Metro North and East

School	SES	Grades	Females	Total Learners
Metro North	1 & 2	Grade 11: 46	Grade 11: 54	Grade 11: 100
		Grade 9: 150	Grade 9: 202	Grade 9: 352
				352
Metro East	1 & 2	Grade 11: 77	Grade 11: 98	Grade 11: 167
		Grade 9: 146	Grade 9: 127	Grade 9: 273
				273
TOTAL SAMPLE				
Learners	625	The ratio of teacher to learner is 30.4 to one (DBE,		
Teachers	111	2012) which allowed for an estimate of 57 teachers		

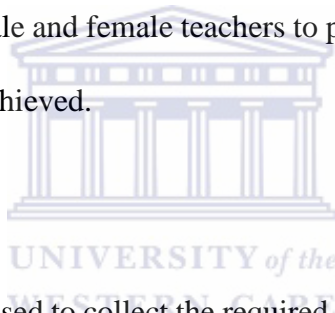
Source:

General Household Surveys (GHS): 2003-2011
Basic Educator, Macro Indicator Report, 2013

In Metro North, five schools out of the 43 government high schools were selected and in Metro East five schools out of the 42 government high schools were selected. The grade nine and eleven learners of the ten schools participated in the study with a total number of 352 learners in Metro East and 273 Learners in Metro North. With an overall total of 625 learners. The teachers of these selected schools were invited to participate in the study. The total number of teachers who participated in the study were 111. The participants were invited to participate voluntarily in the

study and were assured that their identity would be kept anonymous and their information would remain confidential. The classes were used as a sampling frame and the questionnaires were administered by the class teacher. The researcher discussed the questionnaires with the teachers at a pre-determined staff meeting set by the principal of the school. The researcher arranged a staff meeting to discuss the questionnaire with the teachers. The teachers were afforded the opportunity to ask questions and to raise their concerns. They were assured that the questionnaires were optional and that their information would be kept confidential. Teachers were allowed to complete the teacher questionnaires at home as not to infringe on contact time at school. Their responses were placed in a sealed box in the staff room. . The study aimed for an equal gender split among the participants by inviting both male and female teachers to participate in the study. In this way a more heterogeneous sample was achieved.

4.5 Instruments of the study



Self-reported questionnaires were used to collect the required data from the participants. A battery of assessments was collated into a questionnaire for both teachers and learners respectively.

4.5.1 Instruments for Learners

The questionnaires for learners consisted of (a) Demographic details (such as age, gender, race, home language school and Grade; (b) Motivation; (c) Self-efficacy; (d) Intentions to persist in schools. All measures were in English in order to maintain validity. Even though all participants understood English, some learners in the English Additional classes needed extra assistance with understanding difficult words. The learners who had difficulty understanding certain words in the questionnaires, were given a relevant synonym by the teacher. Possible synonyms were discussed

with the facilitator prior to the test. Care was taken not to give too much information as to influence the results of the research.

1. Demographic Information of Learners

This study focused on two Grade groups e.g. Grade 9 and Grade 11 from 5 schools with a high Socio-economic status (School 1) and 5 schools from a low Economic status also known as Quintile 1 (Q1) schools (school 2). Learners were asked to indicate their sex, age, school name, race, home language, living arrangements and status of parents. The researcher wished to acquire deeper insight into the background of the participants and therefore subdivided the section of ‘living arrangements’ into nine sub-sections ranging from (1) *“I live with both my parents, (2) mother, (3) father (4) sister, (5) brother, (6) grandmother/grandfather, (7) other relatives, (8) live alone, (9) other”*. The section about the marital status of parents were sub-divided into six sections ranging from *“ My parents are (1) married, (2) live together but not married, (3) Single and do not live together because they have never been married, (4) Single because he/she is divorced, (5) Single because he/she is widowed, (6) both my parents have died”*. The demographics were expanded further by asking participants about: *“How many children under 18 live in your house?”*, *“How many people older than 18 live in your house?”*, *“how many people are working in your house?”* *Do you have your own bedroom?”* If *“no”* *how many share a bedroom with you?”* The demographic questionnaire concludes by questions relating to education ranging from A1 to A12. With A1 consisting of *“Name your favorite subject, A2 - Name your least favourite subject, A3- Do you get extra classes? (Yes/No), A4 - Who provides extra classes? A5 - Do you think the extra classes will help to improve your grades? (Yes/No), A6*

- Do your teachers make the lessons exciting? (Never, Sometimes, Always), A7- Can you tell the teachers that you do not understand the work? (Never, Sometimes, Always), A8 - Can you cope with the workload? (Yes/No), A9 - Is there someone you can ask for assistance? (Yes/No), A10 - Are you able to concentrate in class? (Yes/No), A11 - A list of nine reasons were given if the participant responded "No" to A10, A12 - Do you have all your textbooks? (Yes/No) .

2. Motivation for learners (Appendix F)

The Perceived Locus of Causality Scale (PLOC: Goudes, Biddle, & Fox, 1994) were used to measure the motivation of learner participants. The questionnaire begins with, *"The reason I go to school..."*, and provides a list of 16 different reasons to go to school, each with its own 1-4 response scale. Each motivational regulation contains four items. Subscales in the questionnaire are intrinsic motivation (e.g., *"Because I enjoy learning new things"*), Identified regulation (e.g., *"Because I think that a high school education will better prepare for the career I have chosen"*), Introjected regulation (e.g., *"To show myself that I am an intelligent person"*), external regulation (e.g., *"Because I need at least a high school certificate in order to find a high paying job later on"*), and amotivation (e.g., *"I can't see why I go to school and frankly I can't care less"*). Previous research suggests that there is good reliability with Cronbach's alpha coefficients ranging from .85 (external regulation), to .81 (amotivation) (Khalkhali, Sharifi, & Nikyar, 2013).

3 Self-Efficacy for learners (Appendix I)

In measuring self-efficacy beliefs, individuals were presented with items portraying different levels of task demands, and they rated the strength of their belief in their ability to execute the requisite activities (Bandura, 2006). Participants recorded the strength of their efficacy beliefs on a 4-point scale, ranging in single-unit intervals from 1 (“*Not at all true*”); through intermediate degrees of assurance, 2 (“*Untrue*”) to 3 (“*True*”), to complete assurance, 4 (“*Very True*”). Suggested alphas were .87 in previous research.

4 Learner Intention to Drop out of School (Appendix K)

Intentions to persist in, versus drop out of, school were assessed using the three-item scale from Hardré and Reeve (2003), adapted from Vallerand, Fortier and Guay (1997). The items were: “*I sometimes consider dropping out of school*”, “*I intend to drop out of school,*” and “*I sometimes feel unsure about continuing my studies year after year*” (4-point Likert-type scale, 1 = “not at all true” to 4 = “very true”). This scale might predict the actual dropout behaviour one year later (Vallerand et al., 1997), and is sensitive to participants’ motivational states (Hardré & Reeve, 2003). Alphas were reported in previous research as $\alpha = .78$ (Khalkhali, Sharifi & Nikyar, 2013).

4.5.2 Instruments for Teachers

The instruments used for teachers were as follows:

1. Teacher Demographics (Appendix D)

As mentioned earlier, the Dictionary, Thesaurus, Translate refers to demographics as the statistical data of a population, especially those showing average age, income, education etcetera. It also

refers to demographics as the science of vital and social statistics or a specific segment of the population having shared characteristics.

Educators were asked to indicate their gender, age, years of teaching experience, grade/s teaching, and name of school. The section on “race” were sub-divided into 5 sections e.g., *White, Black, Coloured, Indian/Asian and other*. The “language” component was also sub-divided into *English, Afrikaans, IsiXhosa, and Other*. The section on “Marital Status” was sub-divided into 5 sections e.g., *Married, Living together but not married, Divorced, Single and Widowed*. To ascertain a deeper understanding of the participants, more personal questions were asked like: “*How many children do you have?*”, “*How many people older than 18 live in your house?*”; “*How many People are working in your house?*”; “*Do you own your own home?*”; “*Do you own your own car?*”; The questionnaire concludes by asking 5 work related questions to determine work satisfaction whereby educators responded either “YES” or “NO”. These questions ranged from: A1 - “*Was teaching your first choice?*” A2 - “*Are you satisfied in your job?*” A3 - “*Do you feel that you are appreciated as a teacher?*” A4- “*Have you been overlooked for promotion in the past?*” A5 - “*Have you improved your qualifications over the last 3 years?*”

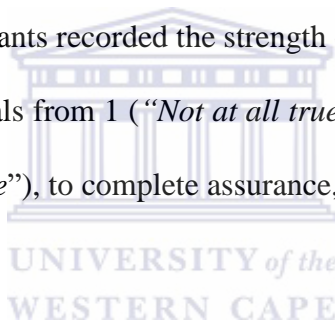
2 Motivation for teachers (Appendix F)

The Intrinsic Motivation Inventory (IMI) was completed by teachers to assess their motivation. The instrument aimed to assess teachers’ interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, and perceived choice while performing a given activity, thus yielding six subscale scores. Recently, a seventh subscale has been added to tap the

experiences of relatedness, although the validity of this subscale has yet to be established (Deci, Eghari, Patrick, & Leone, 1994; Ryan, Koestner, & Deci, 1991). Examples of items included “*I enjoy doing this job very much*” and “*This job is fun to do*”. Responses were written on a scale of 1 to 4 with 1 (“*not at all true*”) and 4(“*very true*”). The Alphas in previous research suggest good reliability ranging from .83 to .86.

3 Self-efficacy for Teachers (Appendix H)

In measuring self-efficacy beliefs, individuals are presented with items portraying different levels of task demands, and they rate the strength of their belief in their ability to execute the requisite activities (Bandura, 2006). Participants recorded the strength of their efficacy beliefs on a 4-point scale, ranging in single-unit intervals from 1 (“*Not at all true*”); through intermediate degrees of assurance, 2 (“*Untrue*”) to 3 (“*True*”), to complete assurance, 4 (“*Very True*”). Suggested alphas were .87 in previous research.



4 Learner’s Intention to Drop out of school (Teachers’ perspective) (Appendix J)

The questionnaire was designed to get a better understanding of the teacher’s perception of the challenges learners face to remain in school. The educator questionnaire was designed to determine how certain teachers are that they can identify learners at risk of dropping out of school. They were asked to rate their degree of confidence by recording a number from one to four by using the four point scale. Participants were asked to rate the questions on a four point scale (1-Not at all true, 2- Untrue, 3- True, 4- Very True) as “*How true it is for you*”. The teachers were asked to respond to a four item questionnaire consisting of 12 statements where six statements relate to question one: “*Why do learners sometimes consider to drop out of school?*” and six statements relating to question two: “*When do you think learners drop out of school?*”(Appendix J)

4.6 Pilot Study

A pilot study is used in the further development of a larger study as it may be used in order to test study measures, testing validity of tools and estimation of outcome variables (Campbell, Cooper, & Lancaster, 2010). The pilot was administered to determine any flaws in the actual data collection plan while giving the researcher enough time to rectify any errors before the actual research began. A pilot study is thus used by using a small sample of subjects, preferably using 10% of the main study (T.C.D Guidelines, 2010). The pilot was also used to measure the reliability of the instrument, explore language options within the questionnaire and to consider the data collection process.

After permission to conduct the study was provided by Senate Committees, the Western Cape Education Department and the respective principals, a verbal summary was provided to the participants in terms of the aims, objectives and the research process (Refer to Appendix A). Initially, the learners took the consent forms as well as the Information forms home but the return of the completed consent forms were sporadic and few. Working with a handful of learners per class proved to be time-consuming and interfered with the school program. A decision was made to ask the principal to agree that the research could be done in class and that the subject teacher would serve as facilitator. The principals determined a subject where the test could be performed that would not interfere with the school program. The researcher then met with the facilitators to discuss the research instruments and times given by the principal. Only when the researcher was confident that the facilitators understood the purpose of the study and the importance of acting within the code of ethics, permission was granted to commence the study. Participants were allowed to ask questions or raise any concerns that they had regarding the study. The

questionnaires were administered to the class, within one period, in a classroom setting with minimal disruption to the school timetable.

Ten percent of the sample for teachers was invited to participate in the study. All volunteer participants were issued with consent forms and information sheets. Participants were assured that their responses would be kept confidential and that they would remain anonymous. The participants were allowed to ask questions or raise any concerns that they had regarding the study. Teachers were asked to complete the questionnaire at home and not during school time. A window period of 48 hours was given to the teachers to complete the questionnaire after which teachers were asked to place their completed questionnaires in a sealed box that was placed in the staff room by the researcher.

As part of the pilot study, the questionnaires were administered to a second group of learners and teachers that was similar to the sample to allow for a test-retest method. The test-retest method also assisted in measuring the internal consistency of the questionnaire. It was used to establish any challenges or limitations that might occur. After the pilot study, the research participants for the main study were selected. The questionnaires were administered to both learners and teachers, but the researcher provided assistance on request. The completion of the questionnaires took approximately 25-30 minutes for the Grade 11 group, 35-40 minutes for the Grade 9 group and 15-20 minutes for the teachers. Some English Additional classes required extra time as the teacher needed to give some assistance with difficult words in the questionnaires.

4.6.1 Challenges identified during the pilot study

A few challenges were experienced during the pilot phase of the study. As mentioned earlier the initial decision was that the consent form together with the Information form would be sent home

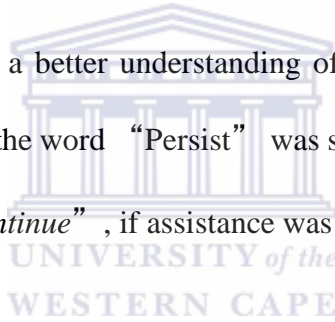
with the learners to be completed at home. The response rate was poor and did not seem like a viable option as this method proved to cause huge disruptions to the school program. Reasons for the disruptions were (a) most learners did not return the consent forms on time (b) parents were absent or not interested to complete the consent form (c) Some parents were illiterate and could not read the consent forms and Information Sheet (d) some learners lived alone or with a sibling or other family members (e) some learners had responsibilities after school and did not have the time to complete the forms and questionnaires. As mentioned earlier, the principals of the schools were approached to approve class-based investigation. After consent had been given by the respective principals, the study was conducted in the class with the teacher as a facilitator and the researcher as a support, if required. No disruptions or complaints were recorded, and the research was completed with hardly any hiccups or interference to the school program.

4.6.2 Changes made to the instruments

A few issues were highlighted in the questionnaire for learners (1) a suggestion was made to broaden the demographic section (2) to amend words that are not used in South Africa (3) to simplify the language in order to accommodate learners who are not English Home Language (4) to simplify the five point scale by omitting the third point “Somewhat true” (5) questions were written in numerical order. For educators a few changes to the demographics were made by adding more fields in order to gain a deeper understanding of the teachers. All errors were corrected and amendments were made to the demographics in order to gain a better insight of participants. The following questions were added to the demographics:

1 Learners:

The following questions were added to the demographic (Appendix E) section: “*I live with my sister, brother, other relatives e.g. aunty, uncle cousin and I live alone*” . For this section learners had to select who they live with. The following changes were made to the Self-efficacy(C) questionnaire: The word *self-confidence* was added to explain Self-efficacy. Social problems (#3) were explained by examples such as *bullying, peer pressure and making friends*. Basic Mathematics (#5) were explained by adding *addition, subtraction, multiplication*. Extra-curricular Activities (#15) were explained by adding examples such as *sport, music, drama, and youth*. School newspaper activities (#19) were explained by “*write stories*” , “*write articles*” , “*read other articles*” and “*interviews*” . Examples were added to several other key words as the need presented itself, in order to create a better understanding of the questions. In the D document (Appendix K) of the questionnaire the word “Persist” was simplified to the learners by verbally providing a synonym such as “*continue*” , if assistance was required by the participants.



2 Teachers:

The following changes were made to the demographics: an extra section for “Age” was added. With Marital status, “*living together but not married*” , was added. Please see the revised questionnaire attached (see Appendix: D)

4.7 Data Collection Procedure for the Main Study

After permission to conduct the study was provided by Senate Committees, the Western Cape Education Department and the respective principals. A Pro-forma consisting of all the relevant documents were given to the respective principals: (a) the letter of approval by the WCED, (b) the Information Form, and (c) instruments for both learners and educators. Verbal as well as a written

and a written summary were provided to the participants and facilitators in terms of the aims, objectives and the research process. The study commenced with the approval of the date and period determined by the principal and his management team (SMT). Some principals requested that the researcher brief the staff of the research process during a staff meeting and other principals preferred to inform the staff themselves. Grade 9 and Grade 11 learners from selected and higher income schools were involved in the research. The researcher worked with a subject teacher appointed by the principal, to administer the test. The questionnaire was administered with the appointed class groups within one period in a classroom setting to ensure minimal disruption to the school timetable. The schools that were identified to conduct the test for the teacher component were approached by the researcher and the study was conducted with the principal's consent. The study was administered by distributing the questionnaires to teachers to complete at home and to drop the completed questionnaires in a sealed box stationed in the staffroom. It was re-iterated in all correspondence that all participation are voluntary and that all information shared would remain confidential and identities would remain anonymous.

4.8 Data Analysis

Data analysis is an ongoing process which may occur throughout the research with earlier analysis often informing later data collection. Analysis is about the search for explanation and understanding in the cause of which concepts and theories will likely be advanced, taken in account and developed. Analysis is meant to be a meticulous process using data that has been carefully produced and managed (Blaxter, Hughes, & Tight, 2008). According to Mouton (2008), analysis involves “breaking up” the data into manageable themes, trends, patterns and relationships. Therefore, the aim of the analysis is to comprehend the various integral components of the data by

investigating the relationships between components, constructs and variables. Themes and patterns in the data have to be identified and established. The aim of the data in this study was to provide answers to the questions raised in the first chapter.

Once the data is collected, it needs to be sorted, coded, reduced and summarized so that it could be interpreted (Blaxter, Hughes, & Tight, 2008). This study employed a quantitative research method and administered to three groups of participants: (1) Grade 9 learners (2) Grade 11 learners and (3) teachers. The information on the questionnaires was manually entered into Microsoft Excel. Once the data was entered, a process of cleaning was done. According to Houghton and Stevens (2010) data cleaning involves working methodically, question by question, to ensure the data is as accurate as possible. In this study the cleaning process involved checking whether the data was within the expected parameters and ranges.

The raw data collected from the research conducted was entered into the Statistical Program for Social Science V23 (SPSS). The data was then coded, cleaned and checked for errors. The data was analysed by using descriptive and inferential statistics. Descriptive statistics included frequencies and means, while inferential statistics included correlations and a regression analysis. An independent t-test was conducted to test for significant differences between groups for socio-economic status.

4.9 Reliability and Validity

According to Neuman (2006:188, 190), Wellington and Szczerbinski (2007:43) reliability and validity are central issues in all forms of measurement and are widely used to discuss the quality of research. Both reliability and the validity help to establish the truthfulness, credibility and believability of findings. Johnson and Christensen (2008:144) claims that reliability refers to the

consistency and stability of test scores. Reliability of a measure thus refers to participants obtaining the same score on a measure if it is repeated (Evans & Rooney, 2011). Reliability for this study was done by a re-test method as indicated in the pilot study. Previous research findings for reliability were used as markers for the reliability for the current study (Bandura, 2006; Khalkhali, Sharifi, & Nikyar, 2013).

Validity suggests truthfulness and is the strength of our conclusions, inferences or propositions. Blaxter, (2008) state that validity refer to whether the researcher' s methods, approaches and techniques relate to or measure the issues that are being explored. More formally, Cook and Campbell (1979) defines it as the “best available approximation to the truth or falsity of a given inference” and is thus concerned with the integrity of the conclusions that are generated from the research. The validity of the instruments was thoroughly conducted in previous research and therefore formed the basis of the current study (Bandura, 2006; Khalkhali, Sharifi, & Nikyar, 2013).

4.10 Ethical considerations

Research reveals that in maintaining the ethics of psychological research the following ethical guidelines were applied in this study (Forrester, 2010). Permission to conduct the study was provided by Senate Ethics Committee and the Western Cape Education Department. Once permission was attained, principals, learners and teachers were informed about the study. To ensure that participation is voluntary, a verbal and written summary of the aims, objectives and the process of the study, voluntary participation, confidentiality of information and reporting of results were given to all relevant parties. The pro-forma was explained and a time for question-asking was provided. Consent, either verbally or written, was provided by the principals of the

schools whereby the permission was granted that the research could be conducted at their schools. Principals were assured that they could speak with the researcher or the appointed supervisor should they have any concerns.

Participants (learners and teachers) were issued with consent forms (refer to relevant appendices) and information sheets (Appendix A) as part of their voluntary participation in the study. Learners only participated in the study once the principal has consented to their participation. Once participants agreed to voluntarily participate in the study, they completed the consent form which was separated from the questionnaire. Participants (learners and teachers) were assured of the following (1) that they will remain *anonymous* by the use of codes instead of names on the questionnaires and (2) that all information provided in the questionnaires will remain *confidential* and will be used for research purposes only (3) that they are under no obligation to answer any question that makes them feel uncomfortable. A referral list was made available to participants if they needed any assistance due to being affected by their involvement in the study. Feedback was provided to Western Cape Education Department (WCED) and the participating schools regarding the findings at the end of the study.

4.10.1 Protecting Vulnerable Research Participants

When doing research, the protection of the participants should be a priority. Vulnerable populations such as those under the age of nineteen (children), mentally handicapped, illiterate and those with low social status need to be respected (Blaxter, Hughes, & Tight, 2008). The anonymity of individuals, roles and incidents have to be guarded. Researchers ensure the protection of vulnerable participants by using coding. Coding, according to Blaxter (2008), is the process by which items or groups of data are assigned codes an example of this is when characteristics like

age or gender are replaced by numbers (Krathwohl, 2009). An accurate account of the information should also be provided by the researcher (Creswell 2003, Mouton 2001). Throughout this investigation process every effort was made to avoid placing participants at risk and to ensure that all participants were treated with respect and dignity. To ensure anonymity, participants did not put their names on the questionnaires but was referred to as ‘Learner 1’ or ‘Teacher 1’ and so on. Thus protecting their identity as well as their opinions (Mouton, 2001: 243-244; Neuman 2006:138-139).

4.11 Conclusion

Research reveals that inner perceptions of oneself are key contributors to constructive behaviour. Research also suggests that people are in control of their own growth, progress and destiny and therefore have the power to make decisions that would destroy or ultimately realise their dreams. Scientists suggest that this awareness and control is directly related to their sense of motivation and self-efficacy. The more motivated people are to achieve a goal the more effort they would employ. Motivation within the educational domain, is thus instrumental in academic excellence and achievement. Highly motivated and self-efficacious teachers may have a positive effect on the motivation and self-efficacy levels of their learners and ultimately contribute to academic advancement which may have a positive influence on learner retention rates within high schools. The next chapter, Chapter 5, focuses on the analysis of the data that was collected for this study.

CHAPTER 5

RESULTS

5.1 Introduction

This chapter presents the results of the analysis for this study. The analysis was conducted using the Statistical Package for the Social Sciences version 23 (SPSS). The chapter presents the results as **A**: Overview of the Aims, Objectives and Hypothesis; **B**: Demographic Profile of Learners and Teachers; **C1**- Teacher Motivation & **C2**- Learner Motivation; **D1**- Self- efficacy for teachers and **D2**-Self-efficacy for learners; **E1**- Teachers’ perspective regarding learner dropout and **E2**- Learners’ perspective regarding dropout; **F1**-Correlations between variables relating to Overall Learner Intention to Drop Out, Overall Learner Motivation, and Overall Learner Self-Efficacy; **F2** Correlations between teacher variables relating to the teachers’ perspective on: Overall Teacher Motivation Score.; Overall Teacher Self-Efficacy SE (Instruction SE, Discipline SE, Effort SE, Choice SE, Value SE), and Reducing Dropout SE.; **G1** - Comparisons of Socio-Economic Status of teachers, **G2** - Comparisons of Socio-Economic Status of learners; and **H**- The summery of the findings.

Table 5.1: The following is a coding guide to the variables

ABBREVIATION	VARIABLE
SES	School Economic Status
Yrs Exp	Years’ Experience Correlations
Gr/St	Grade/s Teaching
NoChild	Number of Children
SD	Standard Deviation
M	Mean Score
SE	Self –Efficacy
TSE	Teacher Self-efficacy
LIDO	Learner Intention to Drop Out

5.2 Section A: An overview of the study

5.2.1 The aim of the study

The aim of the study was to determine the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school.

5.2.2 The objectives of the study

The **objectives** of the study were to:

- Establish the motivation and self-efficacy levels of high school learners and teachers;
- Assess the intention of learners to drop out of school;
- Determine the relationship between learner and teacher motivation, self-efficacy and the intention of learners to drop out of school.
- Compare learner and teacher motivation, self-efficacy and the intention of learners to drop out of school between low and high socio-economic schools

5.2.3 Hypothesis

The hypothesis proposes that learners and teachers with high motivation levels and a strong sense of self-efficacy will link to reduced levels of learners' intention to drop out of school.

5.3 Section B: Demographic Profile of Learners and Teachers

Tables 5.2 and 5.3 present an overview of the demographic profile of learners and teachers.

Table 5.2 Biographic information of learners and teachers

Variables		TEACHERS		LEARNERS	
		N=111	%	N=625	%
GENDER	MALE	47	42.3	303	48.5
	FEMALE	64	57.7	322	51.5
RACE	WHITE	35	31.5	201	32.2
	BLACK	20	18.0	207	33.1
	COLOURED	56	50.5	215	34.4
LANGUAGE	ENGLISH	52	46.8	81	13.0
	AFRIKAANS	49	44.1	349	55.8
	ISIXHOSA	9	8.1	180	28.8
SES	LOW	51	45.9	313	50.1
	HIGH	60	54.1	312	49.9
N		Minimum	Maximum	<i>M</i>	<i>SD</i>
Age of learners	625	13	25	16.01	1.41
Age of Teachers	111	21	64	42.19	10.91

The results for Table 5.2 show that the **learner participants** were almost equal in terms of gender with the female participants [322(51.2%)] slightly more than the males at [303(48.5%)]. The $Mean_{Age}$ of the learners was 16.01 ($SD = 1.41$) years. The race classification shows a fairly equal split between white, Black and Coloured [215 (34.4%)]. The majority of the learners indicated that their home language was Afrikaans [349 (55.8)]. There was also an equal split between participants attending schools in low [313 (50.1%)] and the high [312 (49.9%)] socio-economic schools. For teacher participants, the $Mean_{Age}$ of the teachers was 42.19 ($SD = 10.91$) years. The

majority of teachers identified themselves as Coloured [56 (50.5%)] and female [64(57.7%)]. The main home language of teachers was English [52 (46.8%)]. The majority of teachers taught at schools classified as high socio-economic status [60 (54.1%)].

Table 5.3 Demographic information of learners

Variables		N=625	%		
Living Arrangements	Both Parents	346	55.4		
	Mother	158	25.3		
	Father	37	5.9		
	Sister	23	3.7		
	Brother	11	1.8		
	Grandparents	13	2.1		
	Other Relatives	24	3.8		
	Live alone	1	.2		
	Other	6	1.0		
Parent Marital Status	Married	373	60.6		
	Live together – not married	64	10.4		
	Never married	72	11.7		
	Divorced	68	11.0		
	Widowed	22	3.6		
	Double orphaned	17	2.8		
	N	Minimum	Maximum	<i>M</i>	<i>SD</i>
Number of children in the house	604	0	12	2.08	1.32
Number of adults in the house	623	1	7	2.40	1.11
How many people work in the house?	615	0	7	1.83	.94
How many people share a bedroom with you?	623	0	18	.90	1.65

The results in Table 5.3 show that the majority of the participants live with both parents [346(55.4%)]. Of the 625 participants 373 (60.6%) said that their parents are married.

Table 5.4 Demographic Information of Teachers

Variables		N=111	%			
Own House	Yes	71	64.0			
	No	40	36.0			
Own Car	Yes	100	90.1			
	No	11	9.9			
Teaching as first choice	Yes	51	45.9			
	No	60	54.1			
Job satisfaction	Yes	85	76.6			
	No	26	23.4			
Appreciation for teachers	Yes	47	42.3			
	No	63	56.8			
Overlooked for promotion	Yes	43	38.7			
	No	66	59.5			
Qualification improvement	Yes	41	36.9			
	No	67	60.4			
Marital Status	Married	62	55.9			
	Live together - not married	3	2.7			
	Never married	27	24.3			
	Divorced	12	10.8			
	Widowed	5	4.5			
		N	Minimum	Maximum	M	SD
Years of experience		111	0	45	17.71	10.30
Number of children		111	0	4	1.24	1.10
Number of adults in the house		111	1	6	2.14	1.07
How many people work in the house?		111	1	6	1.85	.89

The results in Table 5.4 show that the majority of participants [62(55.9%)] indicated that they were married and the participants had on average 17.71 ($SD= 10.30$) years teaching experience. Most of the participants own their own home [71 (64.0%)] and have their own car [100 (90.1%)]. Teachers also indicated that on average 1.85 ($SD= .89$) adults were working in their home. Of the

111 participants 66(54.1%) indicated that teaching was not their first choice. More than half of the participants [66(60.4%)] said that they did not improve their qualifications in the last three years. The majority of the participants [85(76.6%)] indicated that they are satisfied in their job. In terms of feeling appreciated, the majority of participants [63(56.8%)] indicated that they were not appreciated by their seniors and 66(59.5%) felt overlooked for promotions.

Table 5.5 show the results of school related information by learners ranging from lesson interest to sufficient textbooks.

Table 5.5 School related factors for learners

Variables		N=625	%
Teachers make lesson interesting	Never	93	14.2
	Sometimes	265	42.4
	Always	270	43.2
Able to indicate when not understanding	Never	46	6.7
	Sometimes	326	52.2
	Always	256	41.0
Cope with workload	Yes	412	66.3
	No	218	33.5
Unable to cope but can ask for assistance	Yes	412	66.3
	No	218	33.5
Able to concentrate in class	Yes	409	65.8
	No	212	34.1
If not able to concentrate, why not	Too noisy in class	105	16.9
	Too many other distractions in class	99	16.0
	Class too full	20	3.2

	Classroom too small	1	.2
	Bored	37	6.0
	Hungry	22	3.5
	Scared	1	.2
	Yes I can concentrate	293	47.3
	Other	42	6.8
Do you get extra classes?	Yes	289	46.2
	No	326	52.2
Who provides the extra classes	School	264	42.2
	Parents	17	2.7
	Someone else	265	42.4
Do the extra classes help to improve your grades?	Yes	564	90.2
	No	61	9.8
Do you have all your textbooks	Yes	564	90.2
	No	61	9.8

The results for Table 5.5 show the majority of the participants [270(43.2%)] indicated that their teachers ‘always’ make lessons interesting and 265(42.4%) participants indicated that their teachers ‘sometimes’ make lessons interesting. Most of the learners [412(66.3%)] indicated that they can cope with the workload with 524(83.8%) of the participants responded that there is someone that they could ask for assistance. Most of the participants [431(69.3%)] also responded that they have all their textbooks. The results also reveal that 293(47.3%) of the learners said that they ‘can concentrate in class’ however, most learners [105(16.9%)] gave their reasons why they cannot concentrate in class. There was a fairly equal split with information regarding extra classes with most participants [326(52.2%)] indicating that they do not get extra classes, and 293(46.2%) stating that they do get extra classes. The majority of the participants [264(42.2%)]

said that they get extra classes from their school and most of the learners [564(90.2%)] also indicated that they think that extra classes will help improve their grades.

5.4 Motivation for teachers and learners

This section of the study provides descriptive statistics which addresses one of the objectives which is to determine Teacher and Learner Motivation. The Means (M) and Standard Deviations (SD) for the total sample of teachers (N=111) and learners (N=625)

5.4.1 C1: Teacher Motivation

The results for teacher motivation are presented in Tables 5.6 and 5.7

Table 5.6 Means and SD for Teacher Motivation for Job Interest/ Enjoyment (n=111)

Variables	N	Minimum	Maximum	M	SD
I enjoy doing teaching very much	111	1	4	3.25	.73
Sometimes teaching is fun to do.	111	1	4	3.22	.65
I think teaching is very boring.	111	1	4	1.59	.61
I would describe this job as very interesting.	111	1	4	3.09	.76
Teaching does not hold my attention at all.	111	1	4	1.70	.68
While I am teaching, I think about how much I enjoy it.	111	1	4	2.83	.73

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.6 suggest that within teacher motivation the majority of participants claim that “*I enjoy doing teaching very much*” ($M = 3.25, SD = 0.73$). The results also suggest that the least of the participants indicated that they “*think teaching is very boring*” ($M = 1.57, SD = 0.61$).

Table 5.7 Mean and SD scores for Teacher Motivation

Variables	N	Minimum	Maximum	<i>M</i>	<i>SD</i>
COMPETENCE	110	1.75	4.00	3.10	.45
JOBINTEREST	111	1.83	3.33	2.61	.31
MOTIVSCORE	110	2.20	3.30	2.81	.27

The results in Table 5.7 suggest that within teacher motivation the majority of the participants experience high levels self-competence ($M = 3.10, SD = 0.45$) with a good sense of motivation ($M = 2.81, SD = 0.27$) and job interest ($M = 2.61, SD = 0.31$).

5.4.2 C2: Learner Motivation

The results for learner motivation represent the means and standard deviations for the ten items for learner motivation, are presented in Tables 5.8 and 5.10.

Table 5.8 Means and SD for Learner Motivation (n = 625)

Items	N	Minimum	Maximum	M	SD
I really don't know why I attend school.	624	1	4	1.59	.77
I don't see why we should attend school.	624	1	4	1.56	.72
I really feel I am wasting my time at school.	625	1	4	1.61	.73
I don't see what I get out of school.	625	1	4	1.69	.83
I do my activities because I will get into trouble if I don't.	622	1	4	2.76	.93
I do my activities because that is what I am supposed to do.	624	1	4	3.10	.81
I do my activities so that the teacher will not shout at me.	624	1	4	2.74	.95
I do my activities because that is the rule.	625	1	4	2.96	.93
I do all my activities because I want the teacher to think that I am a good student.	625	1	9	2.87	.99
I do all my activities because I would feel guilty if I don't.	625	1	4	2.80	.92
I do all my activities because I would feel bad about myself if I don't	625	1	4	2.88	.94
I do all my activities because it bothers me if I don't.	625	1	4	2.95	.94

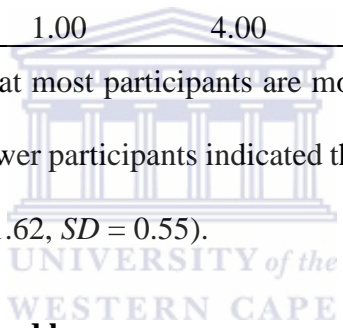
Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.8 suggest that the majority of participants related that “*I do my activities because that is what I am supposed to do*” ($M = 3.10, SD = 0.81$). The mean scores suggest that more than half of the learners are motivated by rules ($M = 2.96, SD = 0.93$) by relating that “*I do my activities because that is the rule*” Furthermore the scores reveal that fewer participants state that “*I really don't know why I attend school*” ($M = 1.59, SD = 0.77$), and “*I don't see why we should attend school*” ($M = 1.56, SD = 0.72$).

Table 5.9 Mean scores of Learner Motivation (n=625)

Variables	N	Minimum	Maximum	M	SD
Reason Attend	623	1.00	3.50	1.62	.61
Activities	620	1.00	4.00	2.89	.55

The results in Table 5.9 suggest that most participants are motivated to complete their activities ($M = 2.89, SD = 0.61$). However, fewer participants indicated that they do not fully grasp the value of regular school attendance ($M = 1.62, SD = 0.55$).



5.5 Self-efficacy for teachers and learners

This section of the study provides descriptive statistics which addresses one of the objectives which is to determine teacher self-efficacy of the total sample of teachers. The Means (M) and Standard Deviations (SD) for the total sample (N=111) of teachers, are presented in Tables 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16, 5.17.

5.5.1 D1: Self- efficacy for Teachers

Table 5.10 to 5.16 represent the Means and Standard Deviations for each of the 39 items for Self-efficacy for teachers. It is categorized in 9 dimensions separately as, Efficacy to influence decision making, Instructional self-efficacy, Disciplinary self-efficacy, Effort importance, Perceived

choice, Value / Usefulness, Efficacy to enlist community involvement, Reduce school dropout, Self-efficacy to Meet Expectations.

Table 5.10 Mean and SD of Teacher Self-efficacy in relation to Decision Making (n=111)

	N	Minimum	Maximum	M	SD
Influence the decisions that are made at school	110	1	4	2.67	.79
Express my views freely on important school matters	111	1	4	2.82	.77
Get the instructional material and equipment I need	111	1	4	2.97	.69

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.10 suggest that within **Self-efficacy in relation Decision Making** most participants have “*access to instructional material and equipment*” ($M=2.97, SD = 0.69$) while fewer participants feel that they have the ability to “*influence the decisions that are made at school*” ($M = 2.67, SD = 0.79$).

Table 5.11 Means and SD for Instructional Self-Efficacy (n=111)

Items	N	Minimum	Maximum	M	SD
Get through to the most difficult learners	111	1	4	2.78	.67
Get learners to learn when there is a lack of support from the home	110	1	4	2.85	.69
Keep learners on task with difficult assignments	111	1	4	2.92	.54
Increase learners' memory of what they have been taught in previous lessons	111	2	4	2.96	.54
Motivate learners who show low interest in schoolwork	111	1	4	3.09	.67

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True



The results in Table 5.11 suggest that within **Instructional self-efficacy** most participants indicated that they are confident that they can “*motivate learners who show low interest in schoolwork*” ($M = 3.09, SD = 0.67$) while the least participants indicated that they have the confidence to “*get through to the most difficult learners*” ($M = 2.78, SD = 0.67$).

Table 5.12 Means and SD for Class management and Learner Discipline (n = 111)

Items	N	Minimum	Maximum	M	SD
Get learners to follow classroom rules	111	1	4	3.07	.61
Control disruptive behaviour in class	111	1	4	3.07	.60
Prevent problem behaviour on the school grounds	110	1	4	2.85	.63
I struggle to meet the demands of teaching	111	1	4	1.98	.81

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results of Table 5.12 suggest that within class management and learner discipline and control, most participants are confident that they “*can get learners to follow classroom rules*” ($M = 3.07$, $SD = 0.61$) and perceived themselves competent to “*control disruptive behaviour in the class*” ($M = 3.07$, $SD = 0.60$). The lowest mean score suggests that fewer participants perceive themselves to “*struggle to meet the demands of teaching*” ($M = 1.98$, $SD = 0.81$).

Table 5.13 Means and SD of items for Teachers’ effort Self-Efficacy (n = 111)

Items	N	Minimum	Maximum	M	SD
I put a lot of effort into my work	111	2	4	3.52	.52
I can put more effort into my job	111	1	4	2.63	.88
It is important to me to do well at my job	111	2	4	3.56	.57

I do not feel motivated to improve my performance	111	1	4	2.15	.87
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Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.13 suggest that within self-efficacy within effort importance, the majority of participants indicated that “it is important to me to do well at my job” ($M = 3.56, SD = 0.57$), followed closely by I put “a lot of effort into my work” ($M = 3.52, SD = 0.52$). The mean scores suggests that the least participants indicated that they “do not feel motivated to improve my performance” ($M = 2.15, SD = 0.87$).

Table 5.14 Means and SD for Teacher Self-efficacy and Perceived Choice (n= 111)

Items	N	Minimum	Maximum	M	SD
I believe I have choices other than teaching	111	1	4	2.87	.81
I feel like teaching is my only option	111	1	4	1.99	.83
Changing my profession is not an option	110	1	4	2.55	.92
I am doing this job because I choose to	111	1	4	3.11	.85
I feel like I am stuck	111	1	4	2.13	.92

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.14 suggest that within Self-efficacy and Choice the majority of participants indicated that “I am doing this job because I choose to” ($M = 3.11, SD = 0.85$). Scores suggest

that a vast number of participants indicated that they “*I feel like teaching is my only option*” ($M = 1.99, SD = 0.83$).



Table 5.15 Means and SD for Self-efficacy and Value/ Usefulness of teachers (n= 111)

Items	N	Minimum	Maximum	M	SD
I believe this job could be of some value to me	111	1	4	3.18	.61
I think that doing this job is useful for others	111	1	4	3.31	.67
I think it is important to do this job because it can improve my community	111	2	4	3.46	.58
I would be willing to do this again because it is of much value to me	111	1	4	3.16	.80
I think doing this job could help me to make a difference	111	1	4	3.41	.59
I believe doing this job is very beneficial to me	111	1	4	2.94	.80



Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.15 suggest that within the dimension of Value/ Usefulness, the majority of participants reported “*I think it is important to do this job because it can improve my community*” ($M = 3.46, SD = 0.58$) while the least number of participants responded that “*I believe doing this job is very beneficial to me*” ($M = 2.94, SD = 0.80$).

Table 5.16 Means and SD for Teacher Self-efficacy and Reduce School Dropout (n= 111)

Items	N	Minimum	Maximum	M	SD
Reduce school absenteeism	111	1	4	2.86	.69
Get learners to believe they can do well in school work	111	2	4	3.26	.57
Reduce truancy	109	1	4	2.95	.67
Reduce bunking	111	1	4	3.06	.65

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in table 5.16 suggest that within the dimension of To Reduce School Dropout, the majority of participants are confident that they can “*get learners to believe they can do well in school work*” ($M = 3.26, SD = 0.57$). While the least participants reported that they are confident that they can “*reduce school absenteeism*” ($M = 2.86, SD = 0.69$).

Table 5.17 Mean and Standard Deviation scores of Teacher Self-efficacy (n=111)

Items	N	Minimum	Maximum	M	SD
Decision-making	110	1	4	2.82	.54
Instruction	110	2	4	2.92	.47
Discipline	110	1	4	2.75	.41
Effort	111	2	4	2.97	.34
Choice	110	2	4	2.53	.34
Value	111	2	4	3.24	.54
Reducing dropout rates	109	1	4	3.03	.54

The results of Table 5.17 suggest that most participants find value in their profession ($M = 3.24$, $SD = .54$). The scores also suggest that a vast number of participants perceive that they have other choices other than teaching ($M = 2.53$, $SD = 0.34$).

5.5.2 D2: Self-Efficacy for Learners

This section of the study provides descriptive statistics, which addresses one of the objectives which is to determine learner self-efficacy. The scores below present the Mean (M), and Standard Deviation (SD) of the total sample ($n=625$) of learners presented in Tables 5.18; 5.19; 5.20; 5.21; 5.22 in order to evaluate this objective.

Table 5.18 represents the means and standard deviations for each of the 34 items for learner self-efficacy for the total learner sample ($n=625$). It is separately categorised in six dimensions, Self-Efficacy in Enlisting Social Resources; Self-Efficacy for Academic Achievement; Self-Efficacy for Self-Regulated Learning; Self-Efficacy for Leisure (spare, free) Time Skill; Self-Efficacy for Leisure Time Skill; Self-Efficacy for enlisting Parental and Community Support.

Table 5.18 Means and SD for Self-Efficacy in Enlisting Social Resources (n=625)

Items	N	Minimum	Maximum	M	SD
Get teachers to help me when I get stuck on schoolwork	625	1	4	2.94	.78
Get another learners to help me when I get stuck on schoolwork	625	1	4	2.92	.77
Get adults to help me when I have social problems e.g. bullying, peer pressure, making friends etc.	625	1	4	2.69	1.02
Get a friend to help me when I have social problems	624	1	4	2.69	.97

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very

The results in Table 5.18 suggest that within the dimension of self-Efficacy in enlisting social resources, the majority of participants are confident that they can *get teachers to help them when they get stuck* ($M = 2.94$, $SD = 0.78$) while fewer learners indicated that they can ask a friend to assist them with social pressures ($M = 2.69$, $SD = 0.97$).

Table 5.19 Means and SD for Self-Efficacy for academic achievement (n=625)

Items	N	Minimum	Maximum	M	SD
Learn basic mathematics e.g. addition, subtraction, multiplication etc.	624	1	4	3.16	.75
Learn algebra	625	1	4	2.92	.90
Learn science e.g. physics, biology etc.	624	1	4	2.71	1.00
Learn reading, writing, and language skills	624	1	4	3.28	.78
Learn to use computers	623	1	4	2.99	.96

The results of Table 5.19 suggest that within the dimension of Self-Efficacy for Academic Achievement, the majority of the participants are confident that they can acquire *reading, writing and language skills* ($M = 3.28$, $SD = 0.78$), while fewer participants indicated that they are not confident to “*learn science*” ($M = 2.71$, $SD = 1.00$).

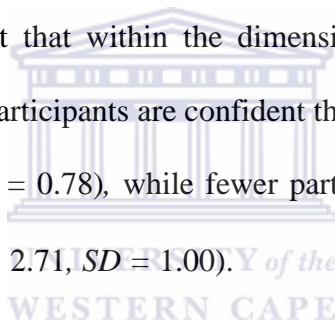


Table 5.20 Means and SD for Self-Efficacy of self-regulated learning (n=625)

Items	N	Minimum	Maximum	M	SD
Finish my homework assignments by the date that the teacher gives	625	1	4	3.16	.82
Get myself to study when there are other interesting things to do e.g. watch television, go out with friend etc.	620	1	4	2.76	.88
Always concentrate on school subjects during class	624	1	4	2.85	.81
Take good notes during class instruction	624	1	4	2.83	.80
Use the library to get information.	625	1	4	2.64	1.03

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very true

The results for Table 5.20 suggest that within the Self-Efficacy for Self-Regulated Learning dimension, the majority of participants are confident that they can “*finish my homework assignments by the date that the teacher gives*” ($M = 3.16, SD = 0.82$), while fewer participants indicated that they are not confident to “*use the library for information*” ($M = 2.64, SD = 1.03$).

Table 5.21 Means and SD for Self-Efficacy for leisure (spare, free) time skill

Items	N	Minimum	Maximum	M	SD
With Extracurricular Activities e.g. sport, music, drama, youth	622	1	4	3.06	.84
Learn sports skills well	624	1	4	2.96	.89
Learn dance skills well	625	1	4	2.59	.96
Learn music skills well	624	1	4	2.72	.98
Do the kinds of things needed to work on the school newspaper e.g. write stories, write articles, read other newspapers, interviews etc.	625	1	4	2.38	1.01
Do the things needed to serve in school government e.g. RCL, prefect, class monitor etc.	625	1	4	2.56	.96
Do the kinds of things needed to take part in school plays	625	1	4	2.46	.95
Do regular physical education activities e.g. jumping, skipping, games, catching balls etc.	625	1	4	2.96	.89
Learn the skills needed for team sports (for example, soccer, netball, cricket etc.)	625	1	4	3.06	.93



Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very true

The results in Table 5.21 suggests that within the dimension of Self-Efficacy for Leisure (spare, free) Time Skill, the majority of the participants show confidence *With Extracurricular Activities e.g. sport, music, drama, youth* ($M = 3.06, SD = 0.84$) while fewer learners indicated that they “do the kinds of things needed to work on the school newspaper e.g. write stories, write articles, read other newspapers, interviews etc. ($M = 2.38, SD = 1.01$).

Table 5.22 Means and SD for Self-Efficacy for leisure-time skill

Items	N	Minimum	Maximum	M	SD
Resist peer pressure to do things in school that can get me into trouble	623	1	4	2.73	.99
Stop myself from skipping school when I feel bored or upset	625	1	4	2.90	.97
Resist peer pressure to smoke cigarettes	623	1	4	2.88	1.11
Resist peer pressure to drink alcohol	625	1	4	2.78	1.62
Resist peer pressure to smoke dagga	625	1	4	2.89	1.11
Resist peer pressure to use drugs e.g. tik	625	1	4	2.96	1.12
Resist peer pressure to have sexual intercourse	625	1	4	2.87	1.95

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very

The results for Table 5.22 suggest that within the dimension of Self-Efficacy for Leisure Time Skill, the majority of the participants are confident that they can *Resist peer pressure to use drugs* e.g. tik ($M = 2.96$, $SD = 1.12$), while the least of the participants indicated that they have the confidence to “*resist peer pressure to do things in school that can get me into trouble*” ($M = 2.73$, $SD = 0.99$).

Table 5.23 Means and SD for self-efficacy to enlist parental and community support

Items	N	Minimum	Maximum	M	SD
Get my parents to help me with a problem	623	1	4	3.00	.86
Get my brother(s) and Sister(s) to help me with a problem	624	1	4	2.71	.94
Get my parents to take part in school activities	623	1	4	2.50	.95
Get people outside the school to take an interest in the school (for example, community groups, churches etc.)	625	1	4	2.53	.97

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.23 suggest that within the dimension of Self-efficacy for enlisting Parental and Community Support, the majority of the participants reported that they can “*Get my parents to help me with a problem*” ($M = 3.00, SD = 0.86$), while less participants indicated that they can “*get my parents to take part in school activities*” ($M = 2.50, SD = 0.95$).

Table 5.24 Mean and SD scores of Learner Self-efficacy (n=602)

Variables	N	Minimum	Maximum	M	SD
SOCRES	624	1	4	2.81	.57
ACADEMACH	621	1	4	3.11	.56
SRLEARNING	618	1	4	2.85	.58
LEASURE	616	1	4	2.80	.51
PARENTSSUPP	620	1	4	2.79	.69
Overall Self- efficacy	602	1	4	2.83	.39

Table 5.24 suggests that for the section on self-efficacy for academic achievement, the majority of participants indicated that they are confident that they can perform academically well ($M= 3.11$, $SD = 0.56$), while the least number of participants indicated that they are confident to enlist parental support ($M= 2.79$, $SD = 0.69$).



5.6 Learner Intention to Drop Out of High School

This section of the study represents the descriptive statistics which addresses one of the objectives which is to assess the intention of learners to drop out of school. The results are presented from the teachers' perspective as well as the learners' perspective. The findings are from the total sample of teachers ($N=111$) and learners ($N=625$). The Means (M) and Standard Deviations (SD) for the total sample of teachers represented in Tables 5.25, 5.26, 5.27, 5.28, 5.29.

5.6.1 E1: Teachers' perspective regarding learner dropout

The results in Tables 5.25 to 5.29 represent the means and standard deviations for each of the 18 items for The Teachers' Perspective on Learner Dropout. It is categorized in three dimensions as *why do learners sometimes consider to drop out of school, when you think learners drop out of*

school, why do you think learners sometimes feel unsure about continuing their studies year after year.

Table 5. 25 Means and SD for learner consideration to drop out of school (n= 625)

Items	N	Minimum	Maximum	M	SD
When they feel stressed	111	1	4	2.85	.59
When they are not supported by their teachers	111	1	4	2.67	.73
When things are not well at home.	111	1	4	3.38	.66
When their results are poor.	111	1	4	3.13	.73
They hardly consider dropping out.	111	1	4	1.95	.71
They never consider dropping out	110	1	4	1.79	.78

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.25 suggest that the majority of learners consider dropping out of school “*when things are not well at home*” ($M= 3.38, SD = 0.66$), while the least number of participants indicated that they “*never consider dropping out*” ($M = 1.79, SD = 0 .78$).

Table 5.26 Means and SD for teachers' perspectives on learner dropout (n=111)

Items	N	Minimum	Maximum	M	SD
At the end of the term	111	1	4	2.57	.71
At the end of the year	111	1	4	2.78	.76
As soon as they have the chance.	111	1	4	2.73	.70
Before exams	111	1	4	2.69	.67
When the pressure gets too much for them.	111	1	4	3.04	.59
They never intend to drop out of school.	111	1	4	1.95	.76

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.26 suggest that within the dimension of “*Why learners drop out of school*” the majority of the participants reported that learners drop out of school “*when the pressure gets too much for them*” ($M = 3.04, SD = 0.59$). Fewer participants indicated that they “*never intend to drop out of school*” ($M = 1.95, SD = 0.76$).

Table 5.27 Means and SD of learner uncertainty about their studies

Items	N	Minimum	Maximum	M	SD
When they struggle to understand the work	111	2	4	3.09	.51
Fear for examinations	111	1	4	2.87	.61
When their teachers expect too much of them.	111	1	4	2.56	.68
When their friends do not support them.	111	1	4	2.66	.72
When their parents do not support them.	111	1	4	3.23	.68
They rarely feel unsure about their studies.	111	1	4	2.16	.77

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.27 suggest that within the dimension of why learners feel unsure about continuing their studies, the majority of the participants reported that they are unsure about continuing their studies “when their parents do not support them” ($M= 3.23$, $SD = 0.68$) while fewer participants indicate that “they rarely feel unsure about their studies” ($M = 2.16$, $SD = 0.77$).

Table 5.28 Mean and SD of teacher’ s ability to recognize and influence learner dropout

Variables	N	Minimum	Maximum	M	SD
CONSIDER	110	1.67	3.50	2.63	.36
TIME	111	1.50	3.33	2.63	.32
REASONS	111	2.00	4.00	2.76	.36

The results of Table 5.28 suggest that the majority of participants are able to recognise the reasons why learners consider dropping out of school ($M = 2.76$, $SD = 0.36$). A large number of participants suggest that learners have various reasons why they consider to drop out of school ($M = 2.63$, $SD = 0.32$)

5.6.2 E2: Learners' intention to drop out

Tables 5.29 to 5.31 represent the Means and Standard Deviations for each of the 11 items for Learner Intention to Drop Out of School for the total sample. It is categorized in two separate dimensions (1) *I sometimes consider dropping out of school* and (2) *I intend to drop out of school*.

Table 5.29 Means and SD of reasons for learners considering dropping out of school

Variables	N	Minimum	Maximum	M	SD
When I feel stressed	625	1	4	1.96	.97
When I am not supported by my teachers	622	1	4	1.93	.92
When things are not well at home.	625	1	4	2.10	1.00
When my results are poor	625	1	4	2.05	.98
I hardly consider dropping out	623	1	4	2.56	1.15

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5.29 suggests that within the dimension of I sometimes consider dropping out of school, the majority of participants reported that " *I hardly consider dropping out* " ($M= 2.56$, $SD=1.15$) while the least number of participants suggested that they " *consider dropping out when they are not supported by their teachers* ($M=1.93$, $SD=0.92$).

Table 5.30 Means and SD of Learners' intention to drop out of school

Variables	N	Minimum	Maximum	M	SD
At the end of the term	625	1	4	1.48	.71
At the end of the year	623	1	4	1.54	.79
As soon as I have the chance.	625	1	4	1.52	.79
Immediately	622	1	4	1.51	.79
Not sure if I would persist to grade 12.	624	1	4	1.66	.90
Would love to finish Grade 12 but cannot handle the pressure	624	1	4	2.08	1.07

Responses were on a Likert scale of 1= Not at all true, 2= Untrue, 3 = True, 4 = Very True

The results in Table 5:30 show that within the dimension of “I intend to drop out of school” , the majority of the participants reported that they “Would love to finish grade 12 but cannot handle the pressure” ($M = 2.08$, $SD = 1.07$) The least number of participants suggested that they intend to drop out of school at the end of the term ($M = 1.48$, $SD = 0.71$).

Table 5.31 Means and SD of Learners' Intention to Drop out of school (n=613)

Variables	N	Minimum	Maximum	M	SD
Consider dropping out of school	620	1	4	2.12	.66
Intending to drop out of schools	618	1	4	1.63	.67
Overall intention to drop out of school	613	1	4	1.85	.58

The results in Table 5.31 suggest that a large number of learners do consider dropping out of school ($M = 2.12$, $SD = 0.66$) while fewer learners indicated that they intend dropping out of school ($M = 1.63$, $SD = 0.67$).

5.7 Relationships between variables

This section presents the correlations between the variables as indicated in Table 5.32. The variables included in Table 5.32 are for the teacher sample (N= 111) and the learner sample (N=625). For teachers the variables are Self-efficacy (SE) with subscales of Instruction Self-Efficacy (ISE), Discipline SE, Effort SE, Choice SE, Value SE and Reducing Dropout SE; Motivation and the Teacher' s perspective on Learner Dropout. For learners the variables are Learner Intention to Drop Out, Learner Motivation and Learner Self-efficacy.



Table 5.33 Correlations between the variables

Variables	1	2	3	4	5	6	7	8	9	10
1 Teacher Motivation						---				
2 Teacher SE Score	.18									
3 Instruction SE	.30**	.47**								
4 Discipline SE	.26**	.15	.25**							
5 Effort SE	-.02	-.03	-.02	.06						
6 Choice SE	.10	.04	.06	.19*	.30**					
7 Value SE	.44**	.32**	.51**	.08	.19*	.04				
8 Reducing Drop out SE	.17	.34**	.42**	.35**	-.12	-.00	.24*			
9 Intent to Drop Out	-.04	-.00	-.07	-.11	-.06	.07	-.00	.05		
10 Learner Motivation	-.07	.01	.14	.01	.10	.14	.17	.10	.22**	
11 Learner SE	.08	.09	.21*	.17	-.27**	.04	.17	.11	-.13**	.23**

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)



The results in Table 5.32 show there are significantly positive relationships between teacher motivation and the self-efficacy of teachers to implement instruction ($r = .30^{**}$), discipline ($r = .26^{**}$) and values ($r = .44^{**}$) being significant at $p < 0.01$. Furthermore, the self-efficacy of a teacher to implement instruction was significantly positively related to learner self-efficacy ($r = .21^*$) being significant at $p < 0.05$. The self-efficacy of a teacher to implement effort was significantly negatively related to the self-efficacy of learners ($r = -.27^{**}$). In terms of dropping out of school, the intention to drop out of school was significantly positively related to the motivation of learners ($r = .22^{**}$) and significantly negatively related to learners' self-efficacy ($r = -.13^{**}$). There was also a significantly positive relationship between the motivation and self-efficacy of learners ($r = .23^{**}$).

5.8 A comparison of teachers and learners based on socio-economic status

This section provides a comparison in terms socio-economic status for the variables of teachers and learners in order to determine if there is a significant difference in their responses. The results are presented in Tables 5.33 Table 5.34

5.8.1 G1: Socio-economic status of teachers

Table: 5. 33 A comparison of low and high socio-economic groups for teacher variables

Variable	<i>Low SES</i>		<i>High SES</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Teacher Motivation	2.77	.26	2.83	.29	8.12	1	.12	1.57	.21
Teacher Self-Efficacy (SE)	2.97	.48	2.70	.56	31.69	1	2.01	7.26	.008*
Instruction SE	2.89	.50	2.95	.44	23.67	1	.08	.36	.55
Discipline SE	2.74	.45	2.76	.38	18.44	1	.02	.09	.77
Effort SE	2.98	.35	2.95	.34	12.86	1	.03	.23	.64
Choice SE	2.56	.37	2.51	.32	12.67	1	.08	.69	.41
Value SE	3.23	.56	3.24	.51	30.91	1	.01	.01	.91
SE Reduce Dropout	3.03	.58	3.03	.51	31.22	1	.01	.008	.93

*p<0.05

5.8.2 G2: Socio-economic status of learners

Table: 5.34 A comparison of low and high socio-economic groups for learner variables

Variable	<i>Low SES</i>		<i>High SES</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Learner Motivation	2.57	.36	2.35	.41	97.43	1	6.85	46.61	.00*
Learner SE	2.82	.38	2.85	.40	91.34	1	.14	.89	.35
Learner Intention to Dropout	2.10	.56	1.63	.50	202.63	1	31.22	111.27	.00*

* $p < 0.05$



The results in Table 5.33 suggest that the only significant difference between low and high socio-economic status groups was for overall teacher self-efficacy with a small effect size ($F(df = 1) = 7.26, p < .05, \omega = 0.03$). Teacher self-efficacy was significantly higher for teachers in low socio-economic groups ($M = 2.97, SD = .48$) than in high socio-economic groups ($M = 2.70, SD = 0.56$).

For learners, Table 5.34 shows that socio-economic status had an effect on learner variables. The differences were for learner motivation ($F(df = 1) = 46.61, p < .05, \omega = 0.14$) and learner intention to drop out of school ($F(df = 1) = 111.27, p < .05, \omega = 0.31$). The effect size for learner motivation was small, while the intention to drop out of school had a medium effect size. In low socio-economic schools, both learner motivation ($M = 2.57, SD = 0.36$) and intention to dropout ($M = 2.10, SD = 0.56$) were higher than in high socio-economic groups.

5.9 Summary of findings

The results show that the motivation of teachers was related to the self-efficacy of teachers in implementing instruction, learner discipline as well as the value they place on their work. The results show that learners respond positively to self-efficacious teachers and that increased levels of instructional self-efficacy in teachers may relate to increased levels of self-efficacy in learners. In contrast, the results also show that when learners have low levels of self-efficacy, they seem to be more vulnerable to drop out of school. Learners with low self-efficacy also seem to respond negatively to extra efforts that teachers may invest to improve learner performance. However, the results show a positive relationship between learner motivation and learner self-efficacy. Significant differences were found between low and high socio-economic groups with differences found in teacher self-efficacy and learner motivation and intention to drop out of school. These

predictive indicators of learner vulnerability to drop out of school, especially low socio-economic schools, could be valuable tools to support principals and circuit managers in formulating intervention strategies. Strategies that could be instrumental in increased learner retention rates in high schools. The next chapter, Chapter 6, will focus on the discussion, conclusion and recommendations based on the findings of this study.

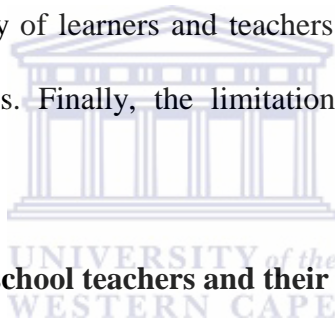


CHAPTER 6

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study is an examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school. In this chapter, the findings of Chapter 5 are examined in relation to the aims and hypotheses of the thesis discussed in Chapter 1 and integrating the theoretical framework discussed in Chapter 2. This chapter also elaborates on the motivation and self-efficacy of learners and teachers and learner dropout as well as the impact of socio-economic schools. Finally, the limitations of the study are discussed and recommendations are offered.

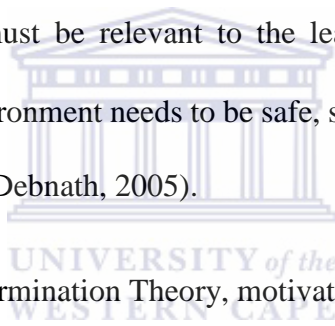


6.2 Motivation levels of high school teachers and their learners.

The current study showed similarities to research done by Pelletier et al., (2001) where they presented that learners who are amotivated fail to perceive the connection between their actions and the consequences of their actions. A large percentage of participants responded that they were not completely sure why attending school is important or necessary. These participants seemingly perceived school as a time or process to tolerate. Most participants fail to connect school as a means to achieve their academic goals and ultimately create a brighter future.

Research indicates that motivational levels of both teachers and learners are at the heart of any educational advancement (Olson, 1997; Webster, 1997; DuBrin, 2008). As mentioned in Chapter 2, people are primarily concerned with motivation and how to activate themselves or others to

action (Baron, Henley, McGibbon, & McCarthy, 2002). How do we know when learners and teachers are motivated? They begin to show interest in their work, they start initiating questions and answers, teachers display creativity; they seem content and eager to act on the task at hand (Palmer, 2007). Research confirms that very little can be accomplished in class when learners and teachers are not motivated (Palmer, 2007). This current research also leans strongly towards the theory that very little learning takes place when the five key ingredients of learner motivation are not met, the learner, the teacher, the content, the method/process, and environment. For example, the learner must have access to quality education; have the ability and interest to achieve their goals. Teachers should be well trained, must focus, be dedicated, inspirational, and facilitate the education process. The content must be relevant to the learner's current and future needs, accurate, and stimulating. The environment needs to be safe, supportive, and positive (D'Souza & Maheshwari, 2010; Palmer, 2007; Debnath, 2005).



Within the framework of Self-Determination Theory, motivation focuses on supporting natural or intrinsic tendencies to behave in an efficient and healthy way (Deci & Ryan, 2000). These individuals may either feel connected or disconnected from their actions. Participants may either have the motivation or lack self-control to invest little or no effort into accomplishing the task. Ultimately, being motivated or amotivated to pursue their goals.

Within a class set-up, amotivation has also been associated with boredom (Vallerand et al., 1993), poor concentration as well as high stress levels (Baker, 2004), and ultimately school dropout (Pelletier et al., 2001). There are convincing evidence that amotivation is multidimensional in nature, suggesting that there are different sources that may lead learners to be amotivated (Pelletier, Fortier, Vallerand, & Briere, 2001). Learners may feel that a particular behaviour might not be

effective in achieving their goals, or learners may not have the self-confidence (self-efficacy) about their ability to achieve their objectives (Bandura, 1997). Pelletier et al. (1999) also reiterates the notion that some learners may be reluctant to perform a task. He also perceives that learners may feel that they are unable to sustain the necessary effort needed to maintain the required behaviour. This sense of incompetence may result in amotivation that could lead to the first stage of dropout. The first stage of dropout may be seen as the stage where the learner considers the possibility of dropping out of school.

This research confirms that a large number of learner participants fail to recognize the importance of intrinsic motivation. These participants display an inability to perform a task out of self-determination. Many learners conveyed that they do their tasks to avoid punishment and to please their teachers and are therefore extrinsically motivated. This need to continuously be rewarded with external stimuli, may lead to learners feeling discouraged during times of high academic demands such as examinations or poor academic results. These learners may thus consider giving up on their academic dreams and goals. Research confirms that these thoughts of consideration to drop out of school start long before the actual intention is acted upon by the learner (Pelletier, Fortier, Vallerand, & Briere, 2001).

The international research literature supports the findings that when all psychological needs are met (the need for competence, relatedness and autonomy), the individual is said to be whole and able to perform at their maximum potential (Deci & Ryan, 2000, 2003; 2008; Kasser & Ryan, 1996; La Guardia & Ryan, 2002). One could assume that the social context, in this case the classroom, become most conducive to learning, when it supports needs satisfaction of both teachers and learners and could be a key ingredient in increased learner motivation and reduced learner vulnerability.

6.1.2 Learner motivation and dropout vulnerability

International research conveys that when learners are extrinsically motivated, they do activities not from personal satisfaction or from the joy of the activity itself but from external affirmation and recognition (Pelletier, Fortier, Vallerand, & Briere, 2001). The findings of the current research are similar to the international research as many of the participants indicated that they do their activities because it is expected of them. These learners indicated that they do their activities in order to appease their teachers and to avoid punishment. Many of these learners, especially those learners from low socio-economic schools, could not give concrete reasons why education is of any value to them. The lack of intrinsic motivation may be the catalyst for feelings of despair which may lead to learner dropout from schools. The results of this study also suggest a positive relationship between learner motivation and learner intention to drop out of school. Many learners seem highly motivated to leave school and to pursue other attractions. Learners in the low socio-economic schools show increased vulnerability to drop out of school.

This vulnerability of learners especially at low socio-economic schools may best be explained within the Push, Pull and Falling Out Framework (Jordan et al., 1994; Watt & Roessingh, 1994). As mentioned previously, The *Push factor* suggests that learners are pushed out of school by factors like examination stress, high workload or discipline at school. The *Pull factor* suggests that learners are pulled out of school by factors like family responsibilities, pregnancies or to find a job. The *Falling Out* factor implies that learners leave school as they cannot cope with the demands

of school either because of learning disabilities or other disabilities beyond their control (Jordan et al., 1994; Watt & Roessingh, 1994).

The results of this study show that learners from low socio-economic groups show a stronger vulnerability to the Pull factors. An assumption could be made that these learners who attend low-socio-economic schools may experience financial and social challenges within the home or community. These socio-economic needs may be the motivating factor for them to drop out of school (Doll, Eslami, & Walters, 2013). These learners may experience a stronger *Pull* out of the system because of socio-economic reasons beyond their control (Jordan et al., 1994; Watt & Roessingh, 1994). This scientific evidence places a much heavier burden on teachers to identify early, those learners who are most at risk of dropping out of school. Early detection of learner vulnerability is especially crucial for teachers at low socio-economic schools.

6.2.2 Teacher motivation and their perception on learner dropout

The findings regarding teacher motivation indicate that most teachers feel competent to meet the demands of teaching. Most of the participants also indicated that they find teaching stimulating and interesting. This research reveals that the high motivation levels of teachers may have a positive impact on instructional self-efficacy, learner discipline as well as the value teachers place on their jobs.

6.3 Self-efficacy levels of high school learners and teachers

A person's belief that he/she is capable of performing a particular task successfully could also be seen as self-efficacy (Bandura, 1977, 1997). Self-efficacy can also be seen as a kind of self-confidence (Kanter, 2006) or a task-specific version of self-esteem (Brockner, 1988). Self-efficacy

has various dimensions: magnitude, the level of task difficulty a person believes he or she can attain; strength, the conviction regarding magnitude as strong or weak; and generality, the degree to which the expectation is generalized across situations (Bandura, 1977, 1997). Albert Bandura's theory on self-efficacy revolves around the opinion that people's beliefs in their ability are based on how they perceive themselves as opposed to how others perceive them (Bandura, 1986). He believes that the basis for all human functioning is rooted in the concept of self-efficacy. Lent et al. (1996, p. 83) states that self-efficacy actually refers to "people's judgement of their capabilities to organize and execute courses of action required attaining designated types of performance". Scientists therefore firmly believe that self-efficacy is the fuel behind personal achievement, personal well-being, motivation, and perseverance (Claysen & Shaffet, 2006, Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2004). The perception is that people are the authors of their own truth about who they are and about what they perceive to be reality (Bandura, 1977). When appropriate strategies are needed to perform a task successfully, then self-efficacy is of the utmost importance (Claysen & Shaffet, 2006; Mojavezi & Tamiz, 2012; Muijs & Reynolds, 2001; Nauta, 2004). According to Bandura (1991), with increased levels of self-efficacy, more resourceful challenges are pursued and subjects become more goal orientated. However, when self-efficacy is low then failure is seen as inevitable.

6.3.1 Self-efficacy of learners

The results of this study suggest that the Self-efficacy levels of the majority of the learners are high and that most of them feel that they are competent to achieve their academic goals. The majority of these learners suggest that they are able to self-regulate their behaviour and learning styles in order to achieve the desired results. Most of the participants displayed confidence to enlist

social resources like friends, siblings, family members, library and the internet to support them on their educational journey. Most participants also display a healthy balance between academics and leisure time skills like sport, music, drama or community projects. However, a large percentage of learners revealed low levels of Self-efficacy for enlisting parental support.

The findings of this research show a positive correlation between teacher instructional self-efficacy and learner self-efficacy. Thus, suggesting that teachers who are confident in their field of instruction may have a positive influence on their learners. In addition, the results also show that teachers who have high levels of intrinsic motivation also show high levels of self-efficacy. Suggesting that teachers and learners who are intrinsically motivated to perform a task may have confidence in their own ability to complete the task successfully. This research also revealed a significant negative relationship between learner self-efficacy and learner intention to drop out of school. Suggesting that low self-efficacious learners may be vulnerable to dropping out of school.

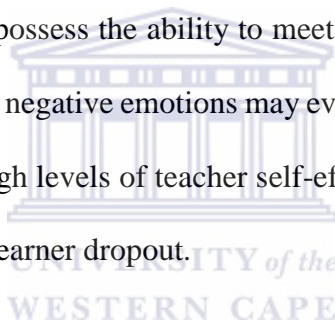
This research also shows that there is a significant negative relationship between teachers' effort self-efficacy and learners' effort self-efficacy. This negative relationship may be that learners perceive excessive workload and increased academic expectation from their teachers as a suggestion that they are not competent or capable. Thus, leading to feelings of despair and hopelessness in their learners. Instead, it may be more advantageous for self-efficacious teachers to find creative and alternative ways to stimulate their learners as opposed to high academic demands.

6.3.2 Self-Efficacy of Teachers

The current study reveals that a large number of participants have high levels of self-efficacy as they feel that they are able to influence decisions at school and are able to express their opinions without fear of being victimized. Regarding their learners, most teachers display high levels of confidence that they are able to motivate those learners who show low interest in their school work and that they have what it takes to get through to the most difficult learners. The results reveal that most teachers are able to keep learners on task and goal orientated throughout the lesson. Regarding classroom management and discipline most participants are confident that they can get learners to follow class rules, manage disruptive behaviour and prevent problem behaviour on the school grounds.

Most teachers displayed a strong sense of self-efficacy and conveyed that it is very important for them to do well and put in the extra effort in order to improve their performance. In addition, this quantitative study reveals that most of the participants feel that education is valuable for improving the community. These teachers feel that they can inspire their learners, are able to reduce absenteeism, bunking and reduce truancy of learners. This research strongly suggest that self-efficacious teachers may have a positive influence on instruction, learner discipline and the value they place on education. Teachers at low socio-economic schools displayed higher motivation levels to walk the extra mile with their learners. These teachers displayed an eagerness to assist with extra classes and academic assistance after school or weekends. It should be considered however, that learners are complex beings who are dependent on multiple influences in order to function at their optimum potential (Debnath, 2005; D' Souza & Maheshwari, 2010; Palmer, 2007).

This research has shown that there is no significant relationship between teacher self-efficacy and reducing learner dropout. The results implied that increased levels of teacher self-efficacy had a negative effect on learner motivation to perform academically and to remain in school. This may also imply that already vulnerable learners may feel overwhelmed if their teachers expect too much of them. Teachers should rather consider applauding small achievements by their learners more frequently as opposed to pushing them too hard (Palmer, 2007). Praise for effort and for improvement may be valuable to the improvement of learner self-confidence and perseverance (Palmer, 2007). In an already dense curriculum, with extremely high standards, most learners may feel overwhelmed by the high expectations of their teachers, parents and community. Those learners may feel that they do not possess the ability to meet those high demands and ultimately give in to feelings of despair. These negative emotions may eventually cause learners to abort their academic aspirations and goals. High levels of teacher self-efficacy may therefore not be enough to cause a significant reduction in learner dropout.



6.4 Learner Dropout from School

As mentioned previously, dropping out has been perceived as leaving school or a group for various reasons, necessities or disillusionment with the system from which the individual in question leaves (Branson et al., 2013; Kalkhali et al., 2013; Burrell & Roberts, 2012). The term dropout is also appropriately defined as any learner who left the school system before successfully completing the final or highest grade in school (Hammack, 1986). Bridgeland (2006) calls this crisis the silent epidemic.

Within the South African context which has progressed more than 20 years into democracy, new and innovative measures have been employed to improve the curriculum such as access to basic

education (Carm, 2013). The eminent high school dropout rate of about 50 percent, can therefore no longer be ignored (Education Statistics SA, 2006-2013). As one of the stronger economies in Africa, the South African Education System have now reached the stage where it faces the possibility of more learners dropping out of school than learners who started school 12 years earlier. Statistics show that little more than 50% of learners in South Africa who started grade one in 2002 managed to complete their grade twelve year in 2014 (Education Statistics SA, 2006-2013). Educationists argue that the dangerous drop-out figures mean these learners are swelling the ranks of the unemployed, perpetuating poverty and increasing the crime rate (Education Statistics SA, 2006-2013). Research confirms that dropouts are more likely, than their peers, to be unemployed, living in poverty, receiving public assistance, in prison, unhealthy, divorced, and single parents with children who drop out from high school themselves (Bridgeland, 2006; Burke, 2008; Lewis & Moore, 2014; Tuck, 2012). According to Bridgeland (2006) communities and nations also suffer from the dropout epidemic due to the loss of productive workers and the higher costs associated with increased incarceration, health care and social services. This research sought to enquire from teachers of their opinion on learner dropout from schools.

6.4.1 Teacher perspective of why learners drop out of school

The current study suggests that teachers are of the opinion that most learners consider to drop out of school when things are not well at home and that learners consider dropping out of school when they do not get the support from their parents, friends and siblings. In addition, results of this study reveal that teachers feel that most learners drop out when the pressure to perform gets too much for them, usually before examinations. Participants also suggested that learners are most vulnerable at the end of the term or year. As mentioned earlier, learners are complex beings and seem to be influenced by various stimuli (Debnath, 2005; D' Souza & Maheshwari, 2010; Palmer,

2007). This research also deemed it important to ascertain the perspective of the learners on the dropout phenomenon.

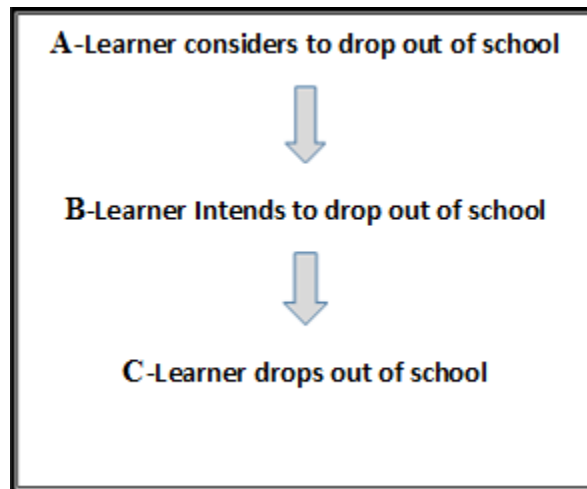
6.4.2 Learner perspective of why they drop out of school

The majority of learners reported that they hardly consider dropping out of school. However, a large number of learners indicated that they do consider dropping out of school when things are not well at home and when they are not supported by their parents. Furthermore, a large percentage of learners suggested that they would love to finish Grade 12 but that they cannot handle the pressure. These learners also displayed an inability to cope with the workload.

One study that was conducted in Philadelphia public schools, found that most learners who drop out of school do so by the 9th or 10th Grade (Allensworth, 2005; Neild & Balfanz, 2006). This study confirms these findings as it revealed that vulnerable participants already show signs of dropout in these grades and even earlier grades. This research confirms increased levels of vulnerability in learners from Grade 9 to Grade 11. These results are similar to research done by Neild and Balfanz (2006) which indicate that dropping out of school is not just an impulsive, spur of the moment decision by learners, but a process that progresses over a period of time and that culminates into the actual deed of dropping out of school.

The diagram below shows that dropping out of school is a process:

Figure 6.1 Dropout Process



The dropout process suggests that learners leave school for reasons as unique to themselves (Debnath, 2005; D' Souza & Maheshwari, 2010; Palmer, 2007). These learners may be influenced by several factors ranging from a lack of parental support, alienation from teachers, the school itself, their peers, family as well as the pressure to perform academically. However, not sufficient research has been done to determine exactly when the dropout process commences, how the dropout process could be traced, and why learner dropout from school. The significant negative impact of learner dropout on the wellbeing of a community and ultimately the nation, can no longer be ignored. The ability of teachers to detect early dropout signs like absenteeism, lack of interest, lack of coping mechanisms, may be a valuable intervention tool to eradicate the dropout crisis.

6.5 Motivation, self-efficacy and the intention of learners to drop out of school

As mentioned earlier, Self-Determination Theory (SDT) is a macro-theory that looks at human motivation, wellness and development (Deci & Ryan, 2008). The theory indicates that individuals are able to motivate themselves to their fullest potential and to work towards a cohesive sense of self (Deci & Ryan, 2004). According to Deci (2004) an individual can develop to his/her fullest

potential when their needs are fulfilled or satisfied. Within SDT there are a set of needs that have to be satisfied to achieve optimal functioning and psychological health (Deci & Ryan, 2008). SDT addresses the energising issue of basic psychological needs that are inherent in human life (Deci & Ryan, 2000; Roman, 2008). The theory focuses primarily on three such innate human needs: the need for *competence*, *relatedness* and *autonomy* (or self-determination). Competence involves understanding how to attain various external and internal outcomes and being effective in performing the required actions; relatedness involves developing secure and satisfying connections with others in one's social milieu; and autonomy refers to being self-initiating and self-regulating of one's own actions (Deci & Ryan, 1985,1991; Vallerand &Pelletier,1991). The satisfaction of all of these needs is required in order to achieve the desired results (Deci & Ryan, 2000).

The current study revealed that the motivation and self-efficacy levels of most of the teachers are at an acceptable level and that most teachers are confident that they have the ability to meet the academic goals set for them. Most learners also indicated that they possess the ability to make a success of their school career. Furthermore, most teachers communicated that they do put in the necessary effort and have the required skill to execute tasks necessary to produce excellent results. In addition, the results in the current study suggest that the high levels of teacher motivation and self-efficacy has no relation to the motivation levels of learners and that there seem to be no relationship between the self-efficacy levels of teachers and self-efficacy levels of learners.

Research suggests that humans are relational beings who function optimally in a healthy and supportive environment (Reis & Berscheid, 2000). The search for answers should thus be broadened. Other role players in the lives of learners such as parents, siblings, peers, extended family members, community members as well as the school community should be called upon for

research purposes in order to reach a viable reason for the dropout epidemic. The quantitative evidence are therefore inconclusive about a relationship between teacher motivation and self-efficacy and learner motivation and self-efficacy. More research should be conducted to effectively determine those exact factors that influence learner dropout from South African high schools.

Regardless of the efforts of schools to assist with learner academic performance like extra after-school classes, Winter Schools and Summer schools and community projects, all these efforts do not seem to improve learner retention rates in high schools. The quantitative results suggest that teacher' s motivation and self-efficacy levels do not relate to the motivation and self-efficacy levels of their learners. The study also suggests that these high levels of motivation and self-efficacy do not relate to ultimately dropout reduction. It seems that the solution to the dropout problem facing South Africa may require much more research and academic remediation. Research may have to focus on other influences outside the school environment. These influences could entail socio-economic conditions, which may seem to exercise a stronger influence on academic resilience and retention rates.

6.6 Comparing low and high socio-economic schools

6.6.1 Learners

Research confirms that one of the indicators of learner vulnerability is challenging socio-economic conditions (Shen, Wingert, Li, Sun, & Rukavina, 2008). These learners may experience a stronger *Pull* out of the system because of socio-economic reasons beyond their control (Jordan, 1994; Watt & Roessingh, 1994). In an interview with learners, Carlson (1995) found that alienated learners felt that acquiring an education was not personally important and that those learners had a low

perception of competence and adherence. These findings were confirmed by Ntoumanis et al., (2004) when they observed British School children. They perceived that amotivation resulted from learner helplessness beliefs and was often evident in nonattendance, low involvement in class, and low intention and self-determination to pursue educational goals. All these factors may be an indication of an overall state of alienation and helplessness (Deci & Ryan, 2002).

Furthermore the results of this research reveal that learner motivation in low socio-economic schools are higher than the motivation levels of learners at high socio-economic schools. This may be that learners at low socio-economic schools may be more motivated to achieve goals other than academic goals like finding a job. This research also display evidence that learners in low socio-economic schools show a stronger sense of vulnerability to drop out of school than learners from high socio-economic schools. These results are similar to scientific findings that learners from low income families are most at risk of dropping out of school (Allensworth, 2005; Roderick, 1994; Rumberger, 2004). However, the scores of self-efficacy levels in both low and high socio-economic schools do not show a significant difference which indicate that learners at both low and high socio-economic schools are equally confident in their ability to succeed academically. More research, however, has to done in this field as there are not enough scientific evidence as to why learners from low socio-economic schools show higher levels of motivation to drop out of school. It may be valuable to determine what their teachers perceive as causes for dropout.

6.6.2 Teachers

Together with learners, teachers are arguably the most valuable asset to any academic institution. (Magno & Sembrano, 2007; Santrock 2008; Schunk et al., 2008; Woolfolk, 2010). In a sense, teachers need to be motivated to not only teach but ensure that they offer support and continuous encouragement to keep learners in school (NASP, 2009). Another reason for using Self

Determination Theory, especially in the arena of teacher motivation, is that it makes specific predictions concerning motivational consequences. It can be used to examine important outcomes such as the impact of motivated teachers on the academic performance of those learners in their care.

There are some evidence that teachers from high socio-economic schools showed higher levels of motivation. These increased levels of motivation may have a positive effect on the instruction of their subject matter, learner discipline and the value they place on their work. In relation to teacher self-efficacy, teachers from low socio-economic schools show higher levels as opposed to teachers at high socio-economic schools. Teachers from high socio-economic schools seem to accept the possibility that parents may have the financial resources to pay for extra tuition for their child. However, this study reveals that teachers from low socio-economic schools may be aware that parents may not have the financial resources to pay for extra tuition outside the school. Hence the higher levels of effort self-efficacy by teachers from low socio-economic schools. These high levels of self-efficacy of teachers at low socio-economic schools, may be valuable to reduced learner dropout rates in low socio-economic schools.

The hypothesis suggested that teachers and learners with high levels of motivation and self-efficacy are associated with reduced levels of learners' intention to drop out of school. The results convey that increased levels of teacher motivation may have a positive effect on learner motivation and academic performance. However, high levels of teacher motivation do not seem to have a positive effect on reduced levels of learner dropout rates in schools. In fact, high levels of teacher self-efficacy seem to have a negative effect on learner motivation and academic performance. This

may be as a result of continuous pressure placed on learners to perform academically as discussed earlier. Thus calling for further studies.

The research also suggests that there are no significant differences in teacher and learner motivation and self-efficacy in high and low socio-economic schools. In fact, teachers in low socio-economic schools showed slightly higher levels of motivation than teachers at high socio-economic schools. This may be that teachers at low socio-economic schools are more driven by the magnitude of the socio-economic needs of their learners. The learners at low socio-economic schools also showed a greater vulnerability to forces drawing them out of school as opposed to learners in higher socio-economic schools. As mentioned earlier, these pulling out factors may range from family needs, financial and social needs (Jordan et al., 1994; Watt & Roessingh, 1994).

6.7 Limitations

No research is without its limitations. This study in particular encountered challenges and limitations which may impact the findings of this study.

1. This study was conducted by means of self-reported questionnaires. The learners may have responded in a way that would not reflect negatively on them although the study was done within the safe and confidential environment of the classroom. If learners were given the questionnaires to complete at home the outcomes may have been different for all variables as parents may have been able to give their input. Parents or guardians may not necessarily want to admit that their child experiences low levels of motivation, self-efficacy or are at risk of dropping out of school.

2. Many teachers completed their questionnaires in class or in the staff room even though they were asked to complete the questionnaires at home. The results may have been different for teachers as many of them may have been influenced by their colleagues or distracted by their learners.
3. The sample size is not large enough to generalize the findings to the entire population and the majority of participants identified themselves as “coloured” therefore these findings cannot be generalised across other racial groups.
4. Conducting a study within low and high socio-economic schools is also a limitation as socio-economic status is not static. The schools may have been classified for this study as low or high socio-economic schools by the R1000 and below school fees for lower income schools and R1000 and above for higher income schools, but may not be valid in the bigger scheme of society, considering all the various other factors which make up socio-economic status.
5. The full impact of the relationship between teacher and learner motivation and self-efficacy and its influence on learner dropout may not be fully identified as there are other role players surrounding the learners and their academic achievements. More research has to be done to determine other factors that may play a role in the causes of learner dropout in high schools.

6.8 Recommendations

This study merely focused on learner and teacher motivation and self-efficacy as influential factors on learner dropout from school. These variables proved to be limited as determining components of dropout. Further research are recommended to determine the effects of other factors on learner dropout from high schools. Research could also be done in the area of teacher support and possible

strategies to improve teacher autonomy and creativity regarding curriculum practice. These research processes may prove to be valuable in erasing inconsistencies and obstacles within education (Briefing Note, European Centre for the Development of Vocational Training, 2012)

6.8.1 Learner Research

Future studies could look into components such as parental influence and community intervention strategies. Parents and immediate primary care-givers play a pivotal role in the life of the learner. Therefore, when conducting future studies it could benefit to gather information from all key role players in the life of a learner. A successful learner in the 21st century is expected to matriculate with adequate results, be prepared for the workplace, additional post-secondary education, is able to participate in society as a well-adjusted and productive member, one who votes, pay taxes and serves his fellow citizens. As a Matric certificate is a basic requirement for almost any credible job in South Africa, the high dropout rate from high schools reveal that more than 50% of young people are not afforded the opportunity to access a decent job to sustain a humane and dignified lifestyle. These young people consequently lack basic skills desperately needed for future success.

This quantitative research suggested that a large percentage of learners provided viable reasons as to why they feel helpless in school. These reasons include: *I do not know why I attend school, I do not see the value in the school work, I had family issues, I do not get along with my teachers, and Peer pressure.* Research also confirms several other risk factors associated with dropping out of school (Smink & Schargel, 2004). **A.** Individual Factors (referring to the learner) **e.g.** *Lacks future orientation, Low academic, achievement levels, Low attendance, and Special learning needs;* **B.** Family Factors like *Low socioeconomic status, Low expectations for schooling, Mobility of family, and Language and literacy levels* **C.** School Factors like *Lack of alternatives for learning*

opportunities, No individual learning plans for learners, Unfair behavior and disciplines issues, and Retention policies, D. Community Factors, Lack of community involvement, Lack of support for schools, High levels of violence and drug abuse, and Few recreational facilities.

6.8.2 Teacher Research

As mentioned previously, teachers are one of the most important tools in learner motivation, learner self-efficacy and ultimately learner retention (Aardweg, 1988:225). International research shows that a highly motivated and self-efficacious teacher inevitably has a positive effect on curriculum practice as well as classroom management (Pinder, 2008). Thus putting teacher well-being and self-confidence top on the priority list. Within curriculum practice, teacher creativity and autonomy may be an important area for future research. Mentorship programs to support younger teachers could also be a valuable asset in future teacher development.

The role of the workplace in teacher job satisfaction cannot be underestimated. Research confirms that well-resourced schools with teaching aids readily available, especially in low socio-economic schools, could alleviate teacher burn-out and stress which could have a positive effect on teacher-learner relationships. This research showed that teachers at low socio-economic schools are more at risk of dropping out of school system. Thus making it highly imperative to equip teachers at low socio-economic schools with the necessary tools and training on the detection of early danger signs relating to learner dropout. Urgent research is therefore needed to investigate dropout prevention strategies in order to make the South African Education System less permeable and more secure.

6.8.3 Dropout Prevention Strategies

Unfortunately, international studies suggest that there is no exact determining factor to reduce the high dropout rate from schools (Thurlow & Johnson, 2011). According to Thurlow & Johnson (2011), a range of strategies may be needed to improve learner retention rates within high schools. Especially promising, may be quality afterschool and holiday vocational learning programs. These programs may assist in increased school attendance, continued academic progress, improved behavioural patterns, build self-esteem, and increase matriculation rates (Briefing Note, European Centre for the Development of Vocational Training, 2015)

***“ IT TAKES A VILLAGE
TO RAISE A CHILD”-***

Hillary Rodham Clinton (1996)

Research reveals a few proven strategies that may improve learner retention rates in high schools. These strategies may involve (1) After school initiatives by either the school, community projects, the church, university students or individuals with a passion to see young people excel ; (2) Vocational training such as sport , art, drama, music and academic tutoring (3) Learning Centres who may be government, private or publicly funded and who work with local schools to match local needs, focus on mentoring, tutoring and counselling (4) afterschool programs that include emotional, social, and academic development components (Briefing Note, European Centre for the Development of Vocational Training, 2015).

The solution may well be found with programs that lean towards supporting holistic development of the learners. These programs may prove to have a positive impact on learning and may play a key role in learner retention in high schools. Research confirms that with the implementation of quality after-school strategies, we may experience a rise in learner numbers especially within the FET Phase (Further Education and Training Phase). As mentioned before, the FET Phase reaches

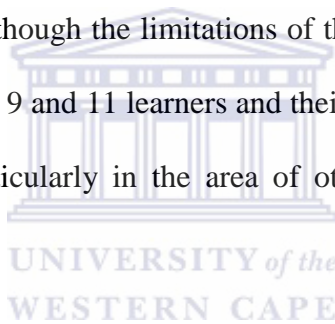
from Grade 10 to Grade 12. These quality strategies could involve: School-community collaboration, Family engagement, Mentoring/tutoring, Service learning, Active learning, Professional development, Educational technology, Individualized instruction, and Career and technical education. As mentioned earlier, Research finds that quality afterschool programs can positively affect a number of key school success factors. In a meta-analysis, Durlak, Weissburg, and Pachan (2010), found that programs that include emotional, social, and academic development components, demonstrated a positive impact in many key areas: School grades, School attendance, Self-perception, Reduction in problem behaviours, Academic achievement (test scores), positive social behaviour, and school bonding.

Research reveals that classroom and teacher feedback regarding community involvement in learning, states that it helped learners stay committed to their education regardless eminent challenges (Durlak et al., 2010). Teachers usually reported a positive impact on the following areas: greater homework completion, better school attendance, better grades, more positive engagement, less misbehavior, improved test scores (Learning Point Associates, 2012). Research confirms that when the help of the family and the community are enlisted to assist in dropout prevention, the significant improvement is seen in the area of the Predictive Factors of dropping out of school.

6.9 Conclusion

This study examined the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school. Highly motivated and self-efficacious teachers and learners create a positive classroom environment conducive to realising academic dreams and aspirations. Although the results of this study should be interpreted with caution,

findings suggest that learner motivation is a key ingredient in learner resilience and learner retention in high schools. The study shows a positive relationship between teacher self-efficacy and learner self-efficacy. When teachers show confidence in their teaching ability, learners tend to respond positively and also feel confident that they could master the subject. On the contrary, findings of this study show that learners from low socio-economic groups seem especially vulnerable to drop out of school. This may be that those vulnerable learners do not attach enough value to their education and may not see a good education as a means to a brighter future. However, no correlation was found between teacher motivation and self-efficacy to reduce learner dropout in high schools. Thus, we could conclude that there may be other factors associated with learner intention to drop out of school. Although the limitations of this study may not be generalized as the sample is limited to only Grade 9 and 11 learners and their teachers. The study does highlight the need for further research particularly in the area of other contributing factors to learner intention to drop out of school.



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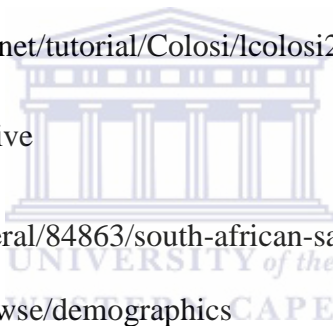
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Appendix A: Information Sheet



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-959, Fax: 27 21-959
E-mail:

INFORMATION SHEET

Appendix A

Project Title: An examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school

What is this study about?

This is a research project being conducted by Portia Davidse at the University of the Western Cape. We are inviting you to voluntarily participate in this research project because the aim of the study is to determine the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school.

What will I be asked to do if I agree to participate?

The parent participants will be asked to participate in filling out a questionnaire about learner and teacher motivation and self-efficacy. The questionnaires will be sent out to all participants, once consent has been given, and the physical measurements will be conducted during a convenient time for the participants within school time. The participants will be notified in advance of the physical measurements time slots at least a week in advance. Should, more information be required, I will consult with you and arrange a suitable time and date that will be convenient for you.

Would my participation in this study be kept confidential?

We will do our best to keep your personal information confidential. To help protect your confidentiality, the information you provide will be totally private; no names will be used so there are no way you can be identified for participating in this study. Your information will be anonymous and treated confidentially. This will be done by (1) your name will not be included on the report and (2) a code number will be placed on the report. If we write a report or article about this research project, your identity will be protected to the maximum extent possible. The reports

will be kept in a locked cabinet and only the interviewer and the research supervisor will have access to this information. The research findings will not include any personal details.

What are the risks of this research?

There are no known risks in participating in the study. However, the parents or primary caregivers may identify possible parental needs or any other need for assistance. In cases where a parent or family member presents with such a need, the researcher will liaise with appropriate resources to refer.

What are the benefits of this research?

The results from this research study will help a number of individuals; (i) parents and guardians, (ii) schools as well as (iii) community organisations (iv) curriculum advisors (v) area and circuit managers. Parents, guardians and teachers will be aware of the role learner and teacher motivation and self-efficacy could play in their learners' intrinsic ability to be task orientated and ultimately complete their school career. Schools will be able to recognise potential learners with low levels of motivation and self-efficacy and those learners who are at risk to drop out of school. Teachers with low motivation levels and with a low sense of efficacy would be identified and given the necessary support by School Management Teams (SMT), and Curriculum advisors in order to ensure that all learners and teachers perform to their full potential and produce work of high standard and excellence. Community organisations will have an understanding of the current situation of South African learner's views the value of education and see how they can assist in motivating and harnessing the learner's views of the value of education and its impact on the individual, a community and ultimately the nation. This research will add to current international debates in this area of research.

Describe the anticipated benefits to science or society expected from the research, if any.

There are limited studies done on the relationship between learner and teacher motivation and self-efficacy and its effect on the learners' intention to drop out of school. The data collected will provide valuable information about those learners with low motivation and self-efficacy. It will

also provide valuable information about teachers with low levels of self-efficacy and motivation levels and who need urgent support from their seniors.

Do I Have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

Every effort has been taken to protect you from any harm in this study. If however, you may feel affected you can be referred to your nearest community resource for assistance.

What if I have questions?

You may contact me at: 0614513855 or 02108800477 or portiadvds@gmail.com or my supervisor **Prof Roman in the Social Work Department** at the University of the Western Cape. If you have any questions about the research study itself, please contact Prof Roman at: Department of Social Work, tel. 021 959 2970, email: nroman@uwc.ac.za.

Should you have any questions regarding this study, the questionnaire and/ or your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department: Prof. C. Schenck

Dean of the Faculty of Community and Health Sciences: **Prof. J. Frantz**

University of the Western Cape

Private Bag X17

Bellville 7535

This research has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee.

Appendix B: Consent Form for Teachers/Educators



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CONSENT FORM FOR EDUCATORS

Appendix B

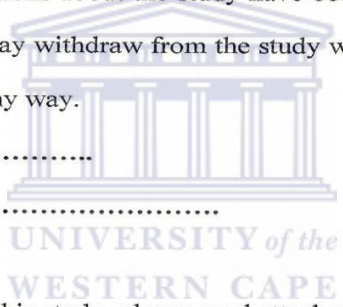
Title of Research Project: An examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school

The study has been described to me in a language that I understand and I freely and voluntarily agree to participate in the study. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

Educator's name.....

Educator's signature.....

Date.....



Should you consent to partake in this study, please send attach your email address to this consent form so that we can send you the survey as soon as possible. A hard copy will be sent home with you as well. Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Prof N Roman

University of the Western Cape

Private Bag X17, Bellville 753

Telephone: 021 959 2277/2970 Email: nroman@uwc.ac.za

Appendix C: Consent Form for Learners



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CONSENT FORM FOR PARTICIPANTS

Appendix C

Title of Research Project: An examination of the relationship between learner and teacher motivation and self-efficacy in relation to the intention of learners to drop out of school

The study has been described to me in a language that I understand and I freely and voluntarily agree to allow my child to participate in the study. My questions about the study have been answered. I understand that my child's identity will not be disclosed and that my child may withdraw from the study without giving a reason at any time and this will not negatively affect my child in any way.

Parent's name.....

Parent's signature.....

Date.....

Should you consent to partake in this study, please send attach your email address to this consent form so that we can send you the survey as soon as possible. A hard copy will be sent home with your child as well. Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

Study Coordinator's Name: Prof N Roman

University of the Western Cape

Private Bag X17, Bellville 753

Telephone: 021 959 2277/2970 Email: nroman@uwc.ac.za

Appendix D: Demographics for Teachers

A. EDUCATOR DEMOGRAPHICS				
PLEASE COMPLETE THE FOLLOWING STATEMENTS BY TICKING YOUR RESPONSE				
GENDER	Male		Female	
AGE				
YEARS EXPERIENCE				
GRADE/S TEACHING				
NAME OF SCHOOL				
RACE	1.White	2.Black	3.Coloured	4.Indian/Asian
		5.Other		
LANGUAGE	1.English	2.Afrikaans	3.IsiXhosa	4.Other
MARITAL STATUS	1.Married	2.Living together but not married	3.Divorced	4.Single
		5.Widowed		
How many children do you have?	How many people older than 18 are living in your house?	How many people are working in your house?	Do you own your own home? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you own your own car? <input type="checkbox"/> Yes <input type="checkbox"/> No
A1. Was teaching your first choice? <input type="checkbox"/> Yes <input type="checkbox"/> No	A2. Are you satisfied in your job? <input type="checkbox"/> Yes <input type="checkbox"/> No	A3. Do you feel that you are appreciated as a teacher? <input type="checkbox"/> Yes <input type="checkbox"/> No	A4. Have you been overlooked for promotion in the past? <input type="checkbox"/> Yes <input type="checkbox"/> No	A5. Have you improved your qualifications over the last three years? <input type="checkbox"/> Yes <input type="checkbox"/> No

Appendix E: Demographics for Learners

A. PLEASE COMPLETE THE FOLLOWING STATEMENTS BY TICKING YOUR RESPONSE

GENDER	MALE			FEMALE			AGE				
GRADE	GRADE 9					GRADE 11					
NAME OF SCHOOL											
RACE	1. WHITE		2. BLACK		3. COLOURED		4. INDIAN/ASIAN		5. OTHER		
Home Language	1. English		2. Afrikaans			3. IsiXhosa		4. Other African Language			
I live with	1. Both my parents	2. mother	3. Father	4. Sister	5. Brother	6. Grandmother/ Grandfather	7. Other Relatives e.g. aunty, uncle, cousin		8. Live alone	9. Other	
My parents are	1. Married	2. Live together but not Married		3. Single and do not live together because they have never been married			4. Single because he/she is divorced		5. Single because he/she is widowed		6. Both my parents have died
How many children under 18, including yourself, are living in your house?	How many people older than 18 are living in your house?		How many people are working in your house?			Do you have your own bedroom? <input type="checkbox"/> Yes <input type="checkbox"/> No		If 'No', how many people share the bedroom with you?			
A1. Name your favourite subject.	A2. Name your least favourite subject. <input type="checkbox"/> Never <input type="checkbox"/> Sometimes		A3. Do you get extra classes? <input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> School <input type="checkbox"/> Parents <input type="checkbox"/> Someone else		A4. Who provides the extra classes?			
A5. Do you think the extra classes will help to improve your grades? <input type="checkbox"/> Yes <input type="checkbox"/> No	A6. Do your teachers make the lessons exciting? <input type="checkbox"/> Never <input type="checkbox"/> Sometimes		A7. Do you feel that you can tell the teachers that you do not understand the work?			A8. Can you cope with the workload? <input type="checkbox"/> Yes <input type="checkbox"/> No		A9. If 'No', is there someone you can ask for assistance? <input type="checkbox"/> Yes <input type="checkbox"/> No			

<p>A10. Are you able to concentrate in class?</p> <p>Yes No</p>	<p>Too noisy in class</p> <p>Too many distractions.</p> <p>Class too full.</p> <p>Classroom too small</p> <p>Bored</p>	<p>A11. If "No", why not?</p>	<p>A12. Do you have all your textbooks?</p> <p>Yes, for all subjects</p> <p>For some subjects.</p> <p>No textbooks at all.</p>
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Appendix F: Questionnaire: Motivation for Teachers

B. MOTIVATION FOR TEACHERS

This questionnaire is designed to help us get a better understanding of the challenges educators face on a daily bases.

Please rate how certain you are that you have the intrinsic motivation to solve the academic problems in each of the levels below:

Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 1 to 4 using the scale given below

1 = Not at all true

2 = Untrue

3 = true

4 = Very true

Job Interest/Enjoyment				
1. I enjoy doing teaching very much	Not at all true	Untrue	true	Very true
2. Sometimes teaching is fun to do.	Not at all true	Untrue	true	Very true
3. I think teaching is very boring.	Not at all true	Untrue	true	Very true
4. I would describe this job as very interesting.	Not at all true	Untrue	true	Very true
5. Teaching does not hold my attention at all.	Not at all true	Untrue	true	Very true
6. While I am teaching, I think about how much I enjoy it.	Not at all true	Untrue	true	Very true
Perceived Competence				
7. I think I am pretty good at most activities.	Not at all true	Untrue	true	Very true
8. I think I am doing pretty well at my job, compared to other teachers.	Not at all true	Untrue	true	Very true
9. After working at this job for a while, I feel pretty competent.	Not at all true	Untrue	true	Very true

10. I am not always satisfied with my performance at a given task.	Not at all true	Untrue	true	Very true
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Appendix G: Questionnaire: Motivation for learners

B. MOTIVATION: LEARNERS

Below are five statements/questions with which you may agree or disagree. Using the 1-4 scale below, indicate your agreement with each item by placing the appropriate number in the line preceding that item. Please be open and honest in your responding:

- 1 = Not at all true
- 2 = Untrue
- 3 = true
- 4 = Very true

Why do you attend school?

1. I really don't know why.	Not at all true	Untrue	true	Very true
2. I don't see why we should attend school.	Not at all true	Untrue	true	Very true
3. I really feel I'm wasting my time at school	Not at all true	Untrue	true	Very true
4. I don't see what I get out of school.	Not at all true	Untrue	true	Very true

Complete the sentence.

I do my activities ...

5. because I'll get into trouble if I don't	Not at all true	Untrue	true	Very true
6. because that's what I am supposed to do	Not at all true	Untrue	true	Very true
7. so that the teacher won't shout at me	Not at all true	Untrue	true	Very true
8. because that's the rule	Not at all true	Untrue	true	Very true

I do all my activities...				
9. because I want the teacher to think I'm a good student	Not at all true	Untrue	true	Very true
10. because I would feel guilty if I didn't	Not at all true	Untrue	true	Very true
11. because I would feel bad about myself if I didn't	Not at all true	Untrue	true	Very true
12. because it bothers me when I don't	Not at all true	Untrue	true	Very true

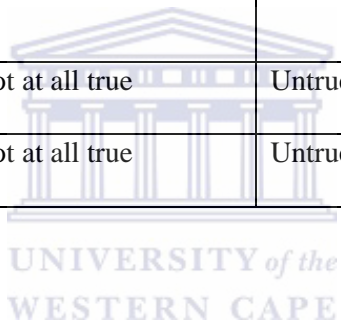


Appendix H: Questionnaire: Self-efficacy for Teachers

C. SELF-EFFICACY FOR TEACHERS				
<p>This questionnaire is designed to help us get a better understanding of the challenges educators face on a daily bases.</p> <p>Please rate how certain you are that you can solve the academic problems in each of the levels below: Your answers will be kept strictly confidential and will not be identified by name.</p> <p>Rate your degree of confidence by recording a number from 1 to 4 using the scale given below</p> <p>1 = Not at all true 2 = Untrue 3 = true 4 = Very true</p>				
Efficacy to influence decision making				
1. Influence the decisions that are made at school	Not at all true	Untrue	true	Very true
2. Express my views freely on important school matters	Not at all true	Untrue	true	Very true
3. Get the instructional material and equipment I need	Not at all true	Untrue	true	Very true
Instructional self-efficacy				
4. Get through to the most difficult learners	Not at all true	Untrue	true	Very true
5. Get learners to learn when there is a lack of support from the home	Not at all true	Untrue	true	Very true
6. Keep learners on task with difficult assignments	Not at all true	Untrue	true	Very true
7. Increase learners' memory of what they have been taught in previous lessons	Not at all true	Untrue	true	Very true
8. Motivate learners who show low interest in schoolwork	Not at all true	Untrue	true	Very true
Disciplinary self-efficacy				
9. Get learners to follow classroom rules	Not at all true	Untrue	true	Very true
10. Control disruptive behaviour in class	Not at all true	Untrue	true	Very true
11. Prevent problem behaviour on the school grounds	Not at all true	Untrue	true	Very true

12. I struggle to meet the demands of teaching	Not at all true	Untrue	true	Very true
Effort importance				
13. I put a lot of effort into my work	Not at all true	Untrue	true	Very true
14. I can put more effort into my job	Not at all true	Untrue	true	Very true
15. It is important to me to do well at my job	Not at all true	Untrue	true	Very true
16. I do not feel motivated to improve my performance	Not at all true	Untrue	true	Very true
Perceived choice				
17. I believe I have choices other than teaching	Not at all true	Untrue	true	Very true
18. I feel like teaching is my only option	Not at all true	Untrue	true	Very true
19. Changing my profession is not an option	Not at all true	Untrue	true	Very true
20. I am doing this job because I choose to	Not at all true	Untrue	true	Very true
21. I feel like I am stuck	Not at all true	Untrue	true	Very true
Value / Usefulness				
22. I believe this job could be of some value to me	Not at all true	Untrue	true	Very true
23. I think that doing this job is useful for others	Not at all true	Untrue	true	Very true
24. I think it is important to do this job because it can improve my community	Not at all true	Untrue	true	Very true
25. I would be willing to do this again because it is of much value to me	Not at all true	Untrue	true	Very true
26. I think doing this job could help me to make a difference	Not at all true	Untrue	true	Very true
27. I believe doing this job is very beneficial to me	Not at all true	Untrue	true	Very true
Efficacy to enlist community involvement				
28. Get community groups involved in getting to work with the school.	Not at all true	Untrue	true	Very true
29. Get businesses involved in working with the school	Not at all true	Untrue	true	Very true

30. Getting local colleges and universities involved in working with the school	Not at all true	Untrue	true	Very true
Reduce school dropout				
31. Reduce school absenteeism	Not at all true	Untrue	true	Very true
32. Get learners to believe they can do well in school work	Not at all true	Untrue	true	Very true
33. Reduce truancy	Not at all true	Untrue	true	Very true
34. Reduce bunking	Not at all true	Untrue	true	Very true
Self-efficacy to Meet				
35. Expectations of my colleagues	Not at all true	Untrue	true	Very true
36. Live up to what my seniors expect of me	Not at all true	Untrue	true	Very true
37. Live up to what the education department expect of me	Not at all true	Untrue	true	Very true
38. Live up to what the community expect of me	Not at all true	Untrue	true	Very true
39. Live up to what I expect of myself	Not at all true	Untrue	true	Very true



Appendix I: Questionnaire: Self-efficacy for Learners

C. Self-Efficacy (self-confidence) for learners

This questionnaire is designed to help us get a better understanding of the kinds of things that are difficult for learners.

Please rate how certain you are that you can do each of the things described below by writing the appropriate response. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by choosing a number from 1 to 4 using the scale given below

1 = Not at all true

2 = Untrue

3 = true

4 = Very true

Self-Efficacy in Enlisting Social Resources

1. Get teachers to help me when I get stuck on schoolwork	Not at all true	Untrue	true	Very true
2. Get another learners to help me when I get stuck on schoolwork	Not at all true	Untrue	true	Very true
3. Get adults to help me when I have social problems e.g. bullying, peer pressure, making friends etc.	Not at all true	Untrue	true	Very true
4. Get a friend to help me when I have social problems	Not at all true	Untrue	true	Very true

Self-Efficacy for Academic Achievement

5. Learn basic mathematics e.g. addition, subtraction, multiplication etc.	Not at all true	Untrue	true	Very true
6. Learn algebra	Not at all true	Untrue	true	Very true
7. Learn science e.g. physics, biology etc.	Not at all true	Untrue	true	Very true
8. Learn reading, writing, and language skills	Not at all true	Untrue	true	Very true
9. Learn to use computers	Not at all true	Untrue	true	Very true

Self-Efficacy for Self-Regulated Learning

10. Finish my homework assignments by the date that the teacher gives	Not at all true	Untrue	true	Very true
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11. Get myself to study when there are other interesting things to do e.g. watch television, go out with friend etc.	Not at all true	Untrue	true	Very true
12. Always concentrate on school subjects during class	Not at all true	Untrue	true	Very true
13. Take good notes during class instruction	Not at all true	Untrue	true	Very true
14. Use the library to get information.	Not at all true	Untrue	true	Very true
Self-Efficacy for Leisure (spare, free) Time Skill				
15. With Extracurricular Activities e.g. sport, music, drama, youth	Not at all true	Untrue	true	Very true
16. Learn sports skills well	Not at all true	Untrue	true	Very true
17. Learn dance skills well	Not at all true	Untrue	true	Very true
18. Learn music skills well	Not at all true	Untrue	true	Very true
19. Do the kinds of things needed to work on the school newspaper e.g. write stories, write articles, read other newspapers, interviews etc.	Not at all true	Untrue	true	Very true
20. Do the things needed to serve in school government e.g. RCL, prefect, class monitor etc.	Not at all true	Untrue	true	Very true
21. Do the kinds of things needed to take part in school plays	Not at all true	Untrue	true	Very true
22. Do regular physical education activities e.g. jumping, skipping, games, catching balls etc.	Not at all true	Untrue	true	Very true
23. Learn the skills needed for team sports (for example, soccer, netball, cricket etc.)	Not at all true	Untrue	true	Very true

Self-Efficacy for Leisure Time Skill				
24. Resist peer pressure to do things in school that can get me into trouble	Not at all true	Untrue	true	Very true
25. Stop myself from skipping school when I feel bored or upset	Not at all true	Untrue	true	Very true
26. Resist peer pressure to smoke cigarettes	Not at all true	Untrue	true	Very true
27. Resist peer pressure to drink alcohol	Not at all true	Untrue	true	Very true
28. Resist peer pressure to smoke dagga	Not at all true	Untrue	true	Very true
29. Resist peer pressure to use drugs e.g. tik	Not at all true	Untrue	true	Very true
30. Resist peer pressure to have sexual intercourse	Not at all true	Untrue	true	Very true
Self-Efficacy for enlisting Parental and Community Support				
31. Get my parents to help me with a problem	Not at all true	Untrue	true	Very true
32. Get my brother(s) and Sister(s) to help me with a problem	Not at all true	Untrue	true	Very true
33. Get my parents to take part in school activities	Not at all true	Untrue	true	Very true
34. Get people outside the school to take an interest in the school (for example, community groups, churches etc.)	Not at all true	Untrue	true	Very true

Appendix J: Questionnaire: Learners' Intention to Drop Out of School (Teachers)

D. LEARNERS' INTENTION TO DROP OUT OF SCHOOL -TEACHERS

This questionnaire is designed to help us get a better understanding of the challenges learners face to remain in school. As an educator please rate how certain you are that you can identify learners at risk of dropping out of school. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 1 to 4 using the scale given below

1 = Not at all true

2 = Untrue

3 = true

4 = Very true

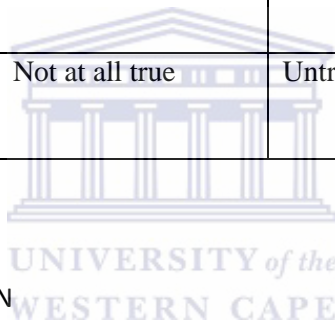
Why do learners sometimes consider to drop out of school?

1. When they feel stressed	Not at all true	Untrue	True	Very true
2. When they are not supported by their teachers	Not at all true	Untrue	True	Very true
3. When things are not well at home.	Not at all true	Untrue	True	Very true
4. When their results are poor.	Not at all true	Untrue	True	Very true
5. They hardly consider dropping out.	Not at all true	Untrue	True	Very true
6. They never consider dropping out	Not at all true	Untrue	True	Very true

When do you think learners drop out of school

7. At the end of the term	Not at all true	Untrue	True	Very true
8. At the end of the year	Not at all true	Untrue	True	Very true
9. As soon as they have the chance.	Not at all true	Untrue	True	Very true
10. Before exams	Not at all true	Untrue	True	Very true
11. When the pressure gets too much for them.	Not at all true	Untrue	True	Very true
12. They never intend to drop out of school.	Not at all true	Untrue	True	Very true

Why do you think learners sometimes feel unsure about continuing their studies year after year...				
13. when they struggle to understand the work	Not at all true	Untrue	True	Very true
14. Fear for examinations	Not at all true	Untrue	True	Very true
15. When their teachers expect too much of them.	Not at all true	Untrue	True	Very true
16. When their friends do not support them.	Not at all true	Untrue	True	Very true
17. When their parents do not support them.	Not at all true	Untrue	True	Very true
18. They rarely feel unsure about their studies.	Not at all true	Untrue	True	Very true



THANK YOU FOR YOUR PARTICIPATION

Appendix K: Questionnaire: Intention to Drop Out of School (Learners)

D. Intention to drop out of school				
<p>For each of the following statements, please indicate how true it is for you, using the following scale:</p> <p>1 = Not at all true 2 = Untrue 3 = true 4 = Very true</p>				
I sometimes consider dropping out of school...				
1. When I feel stressed	Not at all true	Untrue	True	Very true
2. When I am not supported by my teachers	Not at all true	Untrue	True	Very true
3. When things are not well at home.	Not at all true	Untrue	True	Very true
4. When my results are poor.	Not at all true	Untrue	True	Very true
5. I hardly consider dropping out.	Not at all true	Untrue	True	Very true
I intend to drop out of school...				
6. At the end of the term	Not at all true	Untrue	True	Very true
7. At the end of the year	Not at all true	Untrue	True	Very true
8. As soon as I have the chance.	Not at all true	Untrue	True	Very true
9. Immediately	Not at all true	Untrue	True	Very true
10. Not sure if I would persist to grade 12.	Not at all true	Untrue	True	Very true
11. Would love to finish grade 12 but cannot handle the pressure.	Not at all true	Untrue	True	Very true



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