

**MOTIVATIONAL CHALLENGES EXPERIENCED BY  
ECONOMICS TEACHERS**

**PRECIOUS FUNIWE LUGAYENI**

**MOTIVATIONAL CHALLENGES EXPERIENCED  
BY ECONOMICS TEACHERS**

**BY**

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**B.A. (UZ); B.Ed. (UZ); HDE (UN)**

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REQUIREMENTS FOR THE DEGREE OF**

**MASTER OF EDUCATION**

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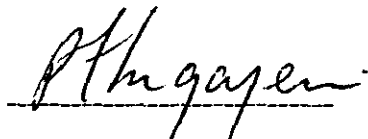
**AT THE**

**UNIVERSITY OF ZULULAND  
DURBAN-UMLAZI CAMPUS**

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Date submitted : January 1999**

### DECLARATION

I, Precious Funiwe Lugayeni do hereby declare that this dissertation which is submitted to the University of Zululand for the degree of master of Education has not been previously submitted by me for a degree at any other university, that it represents my own work both in conception and in execution, and that all the sources that I have used and quoted have been indicated and acknowledged by complete reference.

A handwritten signature in cursive script, appearing to read 'P.F. Lugayeni', is written over a horizontal line.

P.F. LUGAYENI

DURBAN

JANUARY 1999

## DEDICATION

*This work is humbly dedicated to my mother,*

*Ida Daka*

*for her vision that saw me through school,  
and to my children,*

*Nomakhwezi and Feziwe*

*May this piece of work be a source of  
encouragement and inspiration  
throughout their lifetime*

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Lastly I humbly thank God the provider of love, health and perseverance, who has given me the strength and determination to continue on this rather lonely, yet highly rewarding road of self-actualization.

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**TO WHOM IT MAY CONCERN**

This is to certify that I have, in my personal capacity, on a freelance basis and given the constraint of a very short period of time, edited Mrs P F Lugayeni's M.Ed. dissertation and can, to the best of my knowledge, declare it free from grammatical errors. The changes I have indicated concerning the dissertation have been made by Mrs Lugayeni.

Yours faithfully



**E.M.F. Mkhize, BA (Communication Science UniZul, BA (Hons) UDW,  
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TABLE OF CONTENTS

<b>CHAPTER ONE</b>	<b>Page</b>
<b>ORIENTATION</b>	
<b>1.1 INTRODUCTION . . . . .</b>	<b>1</b>
<b>1.2 ANALYSIS OF THE PROBLEM . . . . .</b>	<b>2</b>
<b>1.3 STATEMENT OF THE PROBLEM . . . . .</b>	<b>3</b>
<b>1.4 ELUCIDATION OF CONCEPTS . . . . .</b>	<b>3</b>
1.4.1 Motivation . . . . .	4
1.4.2 Invitational learning . . . . .	5
1.4.3 Economics . . . . .	6
1.4.4 Challenges . . . . .	7
1.4.5 Life-world . . . . .	8
1.4.6 Career guidance . . . . .	9
1.4.7 Self-concept . . . . .	9
<b>1.5 AIM OF STUDY . . . . .</b>	<b>10</b>
<b>1.6 METHOD OF RESEARCH . . . . .</b>	<b>10</b>
<b>1.7 CHAPTER DELIMITATION . . . . .</b>	<b>11</b>

**CHAPTER TWO**

**Page**

**MOTIVATION AND INVITATIONAL LEARNING**

<b>2.1</b>	<b>INTRODUCTION</b>	<b>12</b>
<b>2.2</b>	<b>MOTIVATION</b>	<b>12</b>
2.2.1	Extrinsic motivation	12
2.2.2	Intrinsic motivation	14
<b>2.3</b>	<b>STRATEGIES TO ENCOURAGE MOTIVATION AND INVITATIONAL LEARNING</b>	<b>16</b>
2.3.1	Involvement	15
2.3.2	Creating a motivating classroom environment	18
2.3.3	Meaning attribution	19
2.3.4	Building confidence and positive expectations	21
<b>2.4</b>	<b>MOTIVATION AS A DIDACTIC PRINCIPLE</b>	<b>23</b>
2.4.1	Motivation as a component of teaching practice	23
2.4.2	Intensity of involvement	30
<b>2.5</b>	<b>INVITATIONAL LEARNING</b>	<b>31</b>
2.5.1	The invitational approach to teaching and learning	31
2.5.2	Theoretical foundations for invitational learning	31
2.5.3	Basic qualities of the invitational stance	35
2.5.4	Inviting skills	38
<b>2.6</b>	<b>DIDACTIC PRINCIPLES AS CONDITIONS FOR INVITATIONAL LEARNING</b>	<b>41</b>
2.6.1	The principle of individuality	42

<b>CHAPTER TWO (<i>continued</i>)</b>	<b>Page</b>
2.6.2 The principle of perception . . . . .	43
2.6.3 The principle of participation . . . . .	44
2.6.4 The principle of totality . . . . .	45
2.6.5 The principle of scientism . . . . .	47
2.6.6 The principle of control . . . . .	47
2.6.7 The principle of planning . . . . .	48
2.6.8 The principle of socialisation . . . . .	51
<b>2.7 SUMMARY . . . . .</b>	<b>52</b>

### CHAPTER THREE

#### MOTIVATIONAL CHALLENGES IN THE LIFE-WORLD OF THE ECONOMICS TEACHER

	Page
3.1 INTRODUCTION . . . . .	53
3.2 THE CHARACTERISTIC STRUCTURE OF ECONOMICS . . .	53
3.2.1 The field of study of Economics as a school subject . . . . .	54
3.2.2 Methods of teaching Economics . . . . .	56
3.2.3 Careers and job opportunities in the field of Economics . . . . .	62
3.3 THE CHALLENGES IN THE LIFE-WORLD OF THE ECONOMICS TEACHER . . . . .	63
3.3.1 The Economics teacher's relations with himself . . . . .	63
3.3.2 The Economics teacher's relations with others . . . . .	66
3.3.3 The Economics teacher's relations with economic concepts . . . . .	73
3.4 SUMMARY . . . . .	78

<b>CHAPTER FOUR</b>	<b>Page</b>
<b>PLANNING OF THE RESEARCH</b>	<b>v</b>
<b>4.1 INTRODUCTION</b> . . . . .	<b>79</b>
<b>4.2 PREPARATION AND DESIGN OF THE RESEARCH</b> . . . . .	<b>80</b>
4.2.1 Permission . . . . .	82
4.2.2 Selection of respondents . . . . .	83
<b>4.3 THE RESEARCH INSTRUMENT</b> . . . . .	<b>85</b>
4.3.1 The questionnaire . . . . .	86
4.3.2 Construction of the questionnaire . . . . .	86
4.3.3 Characteristics of a good questionnaire . . . . .	89
4.3.4 Advantages and disadvantages of the questionnaire . . . . .	91
4.3.5 Validity and reliability of the questionnaire . . . . .	93
<b>4.4 PILOT STUDY</b> . . . . .	<b>94</b>
<b>4.5 ADMINISTRATION OF THE QUESTIONNAIRE</b> . . . . .	<b>95</b>
<b>4.6 PROCESSING OF DATA</b> . . . . .	<b>96</b>
4.6.1 Descriptive statistics . . . . .	96
4.6.2 Inferential statistics . . . . .	96
<b>4.7 LIMITATIONS OF THE INVESTIGATION</b> . . . . .	<b>97</b>
4.7.1 Limitations of the scope . . . . .	97
4.7.2 Limitations of the design . . . . .	97
4.7.3 Methodological limitations . . . . .	98
<b>4.8 SUMMARY</b> . . . . .	<b>98</b>

## CHAPTER FIVE

### PRESENTATION OF DATA

<b>5.1 INTRODUCTION</b> . . . . .	99
<b>5.2 ANALYSIS OF DATA</b> . . . . .	99
5.2.1 Gender . . . . .	100
5.2.2 Age . . . . .	101
5.2.3 Qualifications . . . . .	102
5.2.4 Experience in teaching Economics . . . . .	103
5.2.5 Rank . . . . .	104
5.2.6 Rank (Acting) . . . . .	105
5.2.7 Grade(s) to which Economics is taught . . . . .	106
5.2.8 Suitability of qualifications . . . . .	107
5.2.9 Enrichment courses . . . . .	108
5.2.10 Contact between the school and the commercial sector . . . . .	109
5.2.11 Excursions . . . . .	110
5.2.12 Organising of career exhibitions . . . . .	111
5.2.13 Motivating learners to choose Economics as a subject . . . . .	112
5.2.14 Attitude towards Economics as a school subject . . . . .	113
5.2.15 Adopting of an inviting approach when teaching Economics . . . . .	114
5.2.16 Perception of the self (Economics teacher) as a resourceful teacher . . . . .	115
5.2.17 Awareness of own shortcoming as an Economics teacher . . . . .	116
5.2.18 Awareness of job opportunities in the field of Economics . . . . .	117
5.2.19 Professional acceptability to Colleagues . . . . .	118
5.2.20 Economics teacher's contribution to the vocational choices learners make . . . . .	119
5.2.21 Support from the principal . . . . .	120

**CHAPTER FIVE** *(continued)*

5.2.22	The principal's acceptance of innovations from the Economics teacher . . . . .	121
5.2.23	Evaluation of the Economics teacher's work by the senior . . . . .	122
5.2.24	Feedback after evaluation . . . . .	123
5.2.25	Contribution made by teachers of other subjects to the teaching of Economics . . . . .	124
5.2.26	Application of team-teaching in the teaching of Economics . . . . .	125
5.2.27	Keeping parents informed about their children's academic progress in Economics . . . . .	126
5.2.28	The relationship between the Economics teacher and the learners is based on authority . . . . .	127
5.2.29	Understanding the backgrounds of learners . . . . .	128
5.2.30	Difficulties experienced by the learners in the study of Economics . . . . .	129
5.2.31	Perceiving Economics as meaningful . . . . .	130
5.2.32	Relationship between the Economics teacher and learners is based on mutual trust . . . . .	131
5.2.33	Making objectives clear to the learners . . . . .	132
5.2.34	The teacher-learner's interactions are predetermined by the Economics teacher . . . . .	133
5.3.35	Awareness that contemporary technology poses new challenges to the Economics teacher . . . . .	134
5.2.36	Interdisciplinary approach to the teaching of Economics . . . . .	135
5.2.37	The textbook used covers all the topics in the Economics syllabus . . . . .	136
5.2.38	Linking Economics to the life-world of the learner . . . . .	137
5.2.39	Access to teaching media needed in the teaching of Economics . . .	138
5.2.40	Importance of Economics for all careers . . . . .	139

**CHAPTER FIVE** *(continued)*

5.2.41 Access to other sources of information besides the prescribed  
textbook . . . . . 140

5.3 SUMMARY . . . . . 141

## CHAPTER SIX

### SUMMARY, FINDINGS AND RECOMMENDATIONS

<b>6.1</b>	<b>INTRODUCTION</b> . . . . .	143
<b>6.2</b>	<b>SUMMARY OF FINDINGS</b> . . . . .	143
6.2.1	Statement of the problem . . . . .	143
6.2.2	Motivation and invitational learning . . . . .	143
6.2.3	Motivational challenges in the life-world of the Economics teacher . . . . .	144
6.2.4	Planning of the research . . . . .	145
<b>6.3</b>	<b>FINDINGS</b>	
6.3.1	Minimum qualifications . . . . .	146
6.3.2	Enrichment courses . . . . .	146
6.3.3	Commercial sector . . . . .	146
6.3.4	Economic theories . . . . .	147
6.3.5	Career exhibitions . . . . .	147
6.3.6	Positive attitude . . . . .	147
6.3.7	Job opportunities . . . . .	147
6.3.8	Teaching media . . . . .	148
6.3.9	Sources of information . . . . .	148
6.3.10	Economics as a school subject . . . . .	148
6.3.11	Vocational choices . . . . .	149
6.3.12	Feedback . . . . .	149
6.3.13	Teachers of other subjects . . . . .	149
6.3.14	Team-teaching . . . . .	150
6.3.15	Teacher-learner interactions . . . . .	150
6.3.16	Authority, trust and understanding . . . . .	150
6.3.17	School principal . . . . .	150

<b>CHAPTER SIX</b> <i>(continued)</i>	<b>Page</b>
6.3.18 Parents . . . . .	151
<b>6.4 PURPOSE OF STUDY</b> . . . . .	151
<b>6.5 RECOMMENDATIONS</b> . . . . .	151
6.5.1 Subject enhancement programmes for Economics . . . . .	151
6.5.2 Regular educational audit . . . . .	153
6.5.3 Further research . . . . .	154
<b>6.6 CRITICISM</b> . . . . .	155
<b>6.7 FINAL REMARK</b> . . . . .	155
<b>LIST OF SOURCES</b> . . . . .	156

<b>LIST OF FIGURES</b>	<b>Page</b>
Figure 1 Gender . . . . .	100
Figure 2 Age . . . . .	101
Figure 3 Qualifications . . . . .	102
Figure 4 Teaching Experience . . . . .	103
Figure 5 Rank . . . . .	104
Figure 6 Acting Rank . . . . .	105
Figure 7 Grade(s) . . . . .	106
Figure 8 Suitably Qualified . . . . .	107
Figure 9 Enrichment courses . . . . .	108
Figure 10 Contact with the commercial sector . . . . .	109
Figure 11 Excursions . . . . .	110
Figure 12 Career Exhibitions . . . . .	111
Figure 13 Motivating learners to select Economics . . . . .	112
Figure 14 Attitude towards Economics . . . . .	113
Figure 15 Adopting of an inviting approach when teaching Economics . . . . .	114
Figure 16 Perception of the self . . . . .	115
Figure 17 Awareness of our shortcomings as the Economics teacher . . . . .	116
Figure 18 Awareness of job opportunities in the field of Economics . . . . .	117
Figure 19 Professional acceptability to colleagues . . . . .	118
Figure 20 Economics teacher's contribution to the vocational choices learners make . . . . .	119
Figure 21 Support from the principal . . . . .	120
Figure 22 Principal's acceptance of innovations from the Economics teacher . . . . .	121
Figure 23 Evaluation of the Economics teacher's work by the senior . . . . .	122
Figure 24 Feedback after evaluation . . . . .	123

<b>LIST OF FIGURES</b> <i>(continued)</i>	<b>Page</b>
Figure 25 Contribution made by teachers of other subjects to the teaching of Economics . . . . .	124
Figure 26 Application of team-teaching in the teaching of Economics . . . . .	125
Figure 27 Keeping parents informed about their children's progress in Economics . . . . .	126
Figure 28 Relationship between the Economics teacher and the learners based on authority . . . . .	127
Figure 29 Understanding the backgrounds of learners . . . . .	128
Figure 30 Difficulties experienced by learners in the study of Economics . . . . .	129
Figure 31 Perceiving Economics as meaningful . . . . .	130
Figure 32 Relationship between the Economics teacher and learners based on mutual trust . . . . .	131
Figure 33 Making objectives clear to the learners . . . . .	132
Figure 34 The teacher-learner interactions . . . . .	133
Figure 35 Awareness that the contemporary technology poses new challenges to the Economics teacher . . . . .	134
Figure 36 Interdisciplinary approach to the teaching of Economics . . . .	135
Figure 37 The textbook used covers all the topics in the Economics . . .	136
Figure 38 Linking Economics to the life-world of the learner . . . . .	137
Figure 39 Access to the teaching media needed in the teaching of Economics . . . . .	138
Figure 40 Importance of Economics for all careers . . . . .	139
Figure 41 Access to other sources of information . . . . .	140

**APPENDICES**

<b>APPENDIX A</b>	:	Letter requesting permission from the Circuit Office to conduct research. . . . .	162
<b>APPENDIX B</b>	:	Letter granting permission from the district manager.	163
<b>APPENDIX C</b>	:	Application to school principal to conduct research.	164
<b>APPENDIX D</b>	:	The questionnaire. . . . .	165

## SUMMARY

The two major employers in South Africa are the government and the commercial sector. Owing to problems faced by government, jobs in the public sector are shrinking and this makes the commercial sector the only potential employer. Most jobs in the commercial sector are in the field of Economics and this poses a challenge on Economics teachers. They are faced with a challenge of teaching Economics affectively and meaningfully so that learners are made aware of the careers and job opportunities in the field of Economics. Much then can be done by the Economics teacher to help learners towards embarking on a career in the field of Economics.

Research with regard to this study will be conducted as follows:

- \* A literature study of available literature will be done.
- \* An empirical study comprising a structured questionnaire to be completed by Economics teachers of high schools. A Likert-type scale questionnaire with these response categories, namely Agree, Uncertain and Disagree, was constructed.

Fifty respondents representing Economics teachers were randomly selected from 16 high schools in Umlazi. The data was in the form of a response to one of the three response categories (Agree, Uncertain, Disagree). Scores of the responses to each of the three categories were calculated. The descriptive technique was employed for the quantitative analysis of data.

This investigation has the value that it will provide an image of Economics teachers' perceptions of motivational challenges facing them as Economics teachers.

Certain recommendations have been made. The aim of these recommendations is to encourage the Economics teachers to improve the teaching of Economics in schools by:

- \* Subject enhancement programmes for Economics
- \* Regular educational audit
- \* Further research

### **Key Concepts**

Motivation.

Invitational learning.

Life-world.

Challenges.

Career Guidance.

Economics.

Relations.

Didactic Principles.

## OPSOMMING

Die twee vernaamste werkgewers in Suid-Afrika is die staat, handel en nywerheid. As gevolg van probleme wat die huidige regering ondervind is die werksgeleenthede in die publieke sektor besig om te krimp met die gevolg dat handel en nywerheid die enigste moontlike werkgewer word. Meeste van die werksgeleenthede in handel en nywerheid is ten nouste verbind met die Ekonomiese sektor en die feit stel juis 'n uitdaging aan Ekonomie onderwysers. Die uitdaging het te make met die effektiewe en sinvolle onderrig van Ekonomie sodat leerlinge bewus gemaak sal word van werksgeleenthede sowel as loopbane wat in die Ekonomiese sektor bestaan. Daar kan baie gedoen word deur die Ekonomie onderwyser om leerlinge te motiveer om 'n loopbaan in die Ekonomiese sektor te volg.

Navorsing rakende die studie word onderneem deur:

- \* 'n Literatuurstudie van beskikbare relevante navorsingsliteratuur.
- \* 'n Empiriese ondersoek wat bestaan uit 'n gestruktureerde vraelys wat deur Ekonomie onderwysers verbonde aan hoërskole voltooi moet word. 'n Likert-tipe skaal vraelys is gekonstrueer met die volgende kategorië om te verseker dat die keuse van respondente binne een van die kategorië val.

Vyftig respondente, wat die ekonomie onderwysers verteenwoordig, is lukraak geselekteer vanuit 16 Hoërskole in Umlazi. Inligting is verkry deur die antwoord verskaf uit een van die drie responderende kategorië (Stem saam, Onseker, Stem nie saam nie). Die aantal antwoorde en elk van die drie responderende kategorië is bereken. Beskrywende tegniek is gebruik vir die kwantitatiewe analisering van die inligting.

Die ondersoek het die volgende waarde:

- \* 'n Voorstelling van die persepsies van Ekonomie onderwysers oor die uitdagings wat motivering aan hulle stel sal voorsien word.
- \* Sekere aanbevelings word gemaak. Die doel van die aanbevelings is om Ekonomie onderwysers aan te moedig om die onderrig van Ekonomie aan Skole te verbeter deur middel van:
  - Vakgerigte programme vir die verryking van Ekonomie aan skole.
  - Instelling van 'n gereelde onderrig audit.
  - Verdere navorsing.

### **Slutel Begrippe**

Motivering.

Oop onderrig klimaat.

Lewenswêreld.

Uitdagings.

Beroepsleiding onderwys.

Ekonomie.

Relasies.

Didaktiese prinsiepe.

**ORIENTATION**

<b>1.1</b>	<b>INTRODUCTION</b>	<b>1</b>
<b>1.2</b>	<b>ANALYSIS OF THE PROBLEM</b>	<b>2</b>
<b>1.3</b>	<b>STATEMENT OF THE PROBLEM</b>	<b>3</b>
<b>1.4</b>	<b>ELUCIDATION OF CONCEPTS</b>	<b>3</b>
1.4.1	Motivation	4
1.4.2	Invitational learning	5
1.4.3	Economics	6
1.4.4	Challenges	7
1.4.5	Life-world	8
1.4.6	Career guidance	9
1.4.7	Self-concept	9
<b>1.5</b>	<b>AIM OF STUDY</b>	<b>10</b>
<b>1.6</b>	<b>METHOD OF RESEARCH</b>	<b>10</b>
<b>1.7</b>	<b>CHAPTER DELIMITATION</b>	<b>11</b>

## **CHAPTER ONE**

### **ORIENTATION**

#### **1.1 INTRODUCTION**

Bekker (1996:44) states that South Africa, like other industrialised countries, has a shortage of skilled manpower. He further states that a good grounding in the Economic sciences at school will enable learners with necessary aptitude to embark on their tertiary studies in economic sciences with confidence.

Our daily lives are characterised by economic activities, for example demand for and supply of goods, because of this economic understanding is indispensable. A knowledge of Economics helps one to make meaningful choices. It will also help learners to understand the economic dimensions of the environment in which they live, as a consumer and at some stage as a producer.

Bekker (1996:42) states that another educational goal claimed for Economics is of a vocational nature. Completion of an Economics course will make people better at their jobs. In other words knowledge of Economics will provide learners with economic independence.

Economics teachers are faced with a challenge of teaching Economics in a manner which will enable learners to gain an understanding of economic issues and thus gain economic independence.

In these changing times, when South Africa is entering international markets, knowledge of Economics is very important. The knowledge of Economics will also help learners, as citizens of South Africa, make a positive contribution towards the provision of manpower and the economic development of the country.

## 1.2 ANALYSIS OF THE PROBLEM

The researcher has in her teaching experience observed that once learners pass grade 12, most of them do not want to study Economics at all in tertiary institutions. This is very unfortunate because the commercial sector is the only sector in the South African economy that holds some promise for future employment. Naidoo (1997:3) states that the commercial sector boasts entrepreneurial successes, and as the profit motive dominates and investment potential exists, a career in commerce becomes important.

Burkhardt (1976:4) states that Economics teaching must be based on a sound understanding and practice of theories of teaching and learning. He further states that in the past there has been an exaggerated concern with the order in which Economics topics should be treated. This means that the Economics teacher focused on the order of topics and not on the learner and the learning environment.

Burkhardt (1976:4) states that one of the major tasks of the Economics teacher is to motivate learners to study Economics. He further states that the Economics teacher must arouse interest in learners about the subject. He may do this by informing them about careers and job opportunities in the field of Economics.

It is then incumbent on the Economics teacher to focus his learner's aspirations towards a career in commerce as this is likely to provide him with meaningful and gainful employment.

Bekker (1996:44) states that it is an indictment of the standard of Economics at school level that faculties of economic sciences at many universities require newly enrolled students to have no Economics background of any kind. He further states that if teachers at school level succeed in teaching Economics as a science that poses intellectual challenges, gifted pupils would be encouraged to study it. This means that there are challenges facing Economics teachers in their teaching of the subject.

This study is aimed at examining the motivational challenges experienced by Economics teachers. Economics teachers are supposed to teach Economics such that it provides a vigorous intellectual training and thus enable learners to cope with economic problems in the real world. In some schools Economics is not compulsory to all learners and yet economic knowledge is indispensable.

### 1.3 STATEMENT OF THE PROBLEM

When one considers the fact that Economics may be defined as either the science of the production and distribution of wealth or as the condition of a country as regards material prosperity, Economics teachers are indeed faced with a demanding task of empowering pupils (learners) so as to ensure that they participate fully in the global economy. The learner's involvement in the learning act, which will depend on various factors, definitely determines his success.

This intensity of involvement is also known as **motivation**. In essence the problem to be investigated will be guided by the following questions:

- \* What is the nature and extent of possible difficulties faced by Economics teachers in achieving the goals of Economics?
- \* What do Economics teachers do to motivate learners to study Economics?

### 1.4 ELUCIDATION OF CONCEPTS

HSRC (1981:3) claims that there is little uniformity in the terminology generally used in commerce as different authors assign different meanings to similar concepts and terminology. These different meanings of concepts cause confusion in concepts and cause different bodies to interpret and use such concepts differently. In order to avoid this confusion, the concepts are explained to

illustrate the context in which they are used in this research project. The elucidation of concepts here is done in order to provide operational definitions of the concepts as they are used in this study. The researcher is quite aware that there may be other definitions of these concepts in various contexts.

#### 1.4.1 Motivation

Motivation is usually defined as an internal state that arouses, directs and maintains action (Woolfolk, 1995:332). Psychologists studying motivation have focused on three basic questions. Firstly, what causes a person to initiate an action? For example, why do some students start their homework as soon as they can while others wait until the last minute? Secondly what is the level of involvement in the chosen activity and thirdly, what causes a person to persist or to give up?

The answer to all these questions is motivation. Motivated learners will start their homework as soon as they can, the intensity of involvement will keep the learner focused and the meaningfulness of the task will keep the learner absorbed.

Allen (1990:661) defines motivation as "a supply of motive to cause a person to act in a particular way and to stimulate the interest of the person in an activity". It also defines motivation as a process involved in arousing, directing and sustaining actions.

Adair (1990:93) states that motivation consists of reasons including negative ones which cause a person to act, fear and more positive motives, such as money, promotion or recognition.

According to Mwamwenda (1994:181), motivation is a concept used as an explanation or rationale for the way a person behaves. It is an energiser or driving force, a device or an urge that causes an individual to engage in certain actions.

Davis (1993:28) views motivation in two different ways, namely as a trait and as a situational state. As a trait, motivation is not only stable, but also permanent in every person. People have different interests, values, achievements and stimulations which have an impact on their education careers, hobbies and entertainments. Viewing motivation in a situational state means that the extent to which motivation is or is not stimulated depends on the nature of the environment - whether it is exciting / inciting or dull. For example, whether a lesson is perceived as interesting or dull and boring, will depend on how the teacher presents it. Teachers can influence the motivation of pupils through the material they use for teaching and methods adopted in communicating information, as well as the content that is being taught.

Common to all these definitions is the fact that motivation causes a person to act. Motivation will cause a learner to learn. Learners are likely to be motivated if the subject matter is meaningful to them. It is therefore the duty of the Economics teacher to make Economics as meaningful as possible so that learners may be motivated to learn it.

The above theory forms the foundation on which this study is based (cf Chapter 2).

#### 1.4.2 Invitational learning

Purkey and Novak (1984:2) claim that the term invitational education was chosen because the two concepts have a special meaning. They further state that the English word *invite* is derived from a Latin word *invitare*, which means "to offer

something beneficial" or to "summon cordially". The word education comes from the Latin word, *educare*, which means to "draw out" or call forth something potential.

According to the above definition, invitational education is an act by which learners are cordially summoned by the teacher to realise their potential (Purkey & Novak, 1984:3).

Van den Aardweg and Van den Aardweg (1988:131) describe invitational learning as meaningful learning. They define meaningful learning as the learning act which is not arbitrary, and is related to the learner's present knowledge. They further state that the learning material should possess logical meaning for the learner. They also state that the learner's cognitive structure should contain relevant anchoring ideas or structures to which the new material can be related.

For the purpose of this study, invitational learning refers to the learning environment which encourages the learner to learn more and motivates him to be involved in his education.

#### 1.4.3 Economics

Bekker (1996:16) states that the term "Economics" actually has two related meanings. It may refer to the *reality* namely the "economic system" or it can refer to the *science* that concerns itself with the study of the system. Because of these two related meanings, Bekker (1996:18) define Economics as a science which studies aspects of human behaviour that are concerned with acquiring and utilising limited means. These limited means are used in various ways.

Economics then as a school subject, focuses on scarcity and choice, production of goods and services and distribution thereof (Mohr & Fourie, 1995:14).

Allen (1990:371) claims that the term Economics can be used to refer to the condition of a country as regards material prosperity; for example, one may talk about the Economic situation in South Africa. Mohr and Fourie (1995:10) define Economics as a study of how people behave in an attempt to satisfy their needs and wants with limited resources. He further states that a distinction can be made between positive and normative Economics. The aim of positive Economics is to explain how decisions are made about production, consumption and the exchange of goods and to aid predictions about responses to changes in Economic circumstances. Normative Economics prepares courses of action based on value judgements. Normative Economics explains what "ought" to be, whereas positive Economics explains what really is.

Dunnill and Hodkinson (1988:40) claim that the purpose of teaching both positive and normative Economics is to create Economic awareness among learners.

For the purpose of this study, the term Economics is used as defined by Keenan and Maier (1995:94) with particular reference to Economics as school subject. Bekker (1996:18) states that since Economics is highly abstract and theoretical, it is only taught from Grade 10 upwards to gifted and advanced pupils.

#### 1.4.4 Challenges

Allen (1990:185) defines a challenge as an act of summoning another person to take part in a contest or in a trial run. White (1995) defines a challenge as a demanding task of initiating someone to participate. He further states that a challenge is a demanding and stimulatingly difficult task which is meant to cause a person to act.

For the purpose of this study, challenges will be used to refer to the difficulties experienced by the Economics teacher in summoning or initiating learners to learn

Economics. These challenges are found in the Economics teacher's relations with himself, colleagues, learners and the subject matter and in the methods used by the teacher to help learners see Economics as meaningful for them.

#### 1.4.5 Life-world

Van den Aardweg and Van den Aardweg (1988:141) define life-world as everything that has meaning for a person, not only the person's geographical world but all his relationships with the objects, ideas, others and even himself. They further state that this *gestalt of meaningful relationships* constitutes the child's life-world.

Janse van Rensburg (1994:32) states that it is important for the child to orient himself to his life-world. He further states that for this orientation to take place, it is important for the child to understand the significance of other people, objects, ideas and himself.

Vrey (1990:77) states that involvement with one's life-world, will help one to obtain knowledge of the world around him. Van den Aardweg and Van den Aardweg (1988:32) states that knowledge of the life-world implies an effective assignment of meaning, and they further state that this affective assignment of meaning calls for educational support and explanatory teaching.

For the purpose of this study, life-world refers to the whole of the child's environment, his relationships with himself, ideas and others. Life outside the school is included in the life-world of the learner. When Economics is related to the life-world of the child it means the use of examples taken from the day-to-day life of the learner.

#### 1.4.6 Career guidance

Naidoo (1997:7) states that *career guidance* indicates the guidance to learners directed towards the future career of a learner. He further states that it includes self-knowledge (clear knowledge of the self and the potentials) and vocational knowledge with a view to meaningful choice of a career. Good (1963:146) defines vocational or career guidance as a continuous occurrence of helping an individual through interpersonal relationships and a reliable fund of information to understand himself and his role in the world or work, to test this concept of himself against reality, and to change it into reality with satisfaction to himself and benefit to society. This involves assisting the person in problems connected with his choice of occupation, training for that occupation and obtaining employment.

In this study *career guidance* will be used to refer to the assistance and guidance offered by the Economics teacher to the learners on possible careers and job opportunities in the field of Economics.

#### 1.4.7 Self-concept

Van den Aardweg and Van den Aardweg (1988:84) define self-concept as self-image, the way one sees oneself. They further state that the self-concept includes three mutually dependant components, namely, identity, action and self-esteem. Self-esteem is very important because it relates to how a person is perceived by others.

Woolfolk (1995:350) states that the self-concept is meaningful to the individual who will vigorously defend it by standing up for himself. Vrey (1990:202) states that the self-concept lies at the core of personality. He further states that the self-concept becomes the focal point of meaningful relationships.

For the purpose of this study the self-concept is used to refer to the self-concept of the Economics teacher. How he sees himself? How his self-concept and personality contribute towards invitational learning.

### **1.5 AIM OF THE STUDY**

The aims of this study are:

- \* To pursue a study of **relevant literature** on motivation and invitational learning.
- \* To undertake an **empirical investigation** of Economics teachers' perceptions of their task in involving pupils (learners) in the meaningful learning of Economics.
- \* To provide certain **recommendations** pertaining to motivational strategies for Economics teachers.

### **1.6 METHOD OF RESEARCH**

Research with regard to this study will be conducted as follows:

- \* A literature study of available and relevant literature will be undertaken.
- \* An empirical study comprising structured questionnaire to be completed by Economics teachers of high schools.

A Likert-type scale questionnaire with three response categories, namely, Agree, Uncertain and Disagree, will be constructed. The three response categories will ensure that the respondents' selections fall into one of the

three categories enabling the measurement of the direction and intensity of their perceptions of the motivational challenges experienced by Economics teachers.

## **1.7 CHAPTER DELIMITATION**

Chapter two will provide a conceptual framework regarding motivation and invitational learning.

The motivational challenges in the life-world of the Economics teacher will be discussed in chapter three. The Economics teacher's relations with himself, others and the subject matter will be discussed in detail in this chapter.

The planning of the research will be described in chapter four. Research methodology and research issues will also be clarified in this chapter.

Chapter five will present the data which involves analysis of the data from the *empirical study through questionnaires*.

A summary, findings and recommendations will be given in chapter six.

## **CHAPTER TWO**

### **MOTIVATION AND INVITATIONAL LEARNING**

<b>2.1 INTRODUCTION</b>	<b>12</b>
<b>2.2 MOTIVATION</b>	<b>12</b>
2.2.1 Extrinsic motivation	12
2.2.2 Intrinsic motivation	14
<b>2.3 STRATEGIES TO ENCOURAGE MOTIVATION AND INVITATIONAL LEARNING</b>	<b>16</b>
2.3.1 Involvement	16
2.3.2 Creating a motivating classroom environment	18
2.3.3 Meaning attribution	19
2.3.4 Building confidence and positive expectations	21
(1) <i>Begin work at learner's level and move in small steps</i>	21
(2) Make sure that learning goals are clear and possible to achieve in the near future	21
(3) Stress comparison rather than competition with others	22
(4) Model good problem-solving	22
<b>2.4 MOTIVATION AS A DIDACTIC PRINCIPLE</b>	<b>23</b>
2.4.1 Motivation as a component of teaching practice	23
(1) Setting realistic and achievable goals	23
(2) Use of striking teaching media	24
(3) Use of various teaching methods	25
(4) Didactic clarity	26
(5) Active involvement of learners in the teaching learning act	26
(6) <i>Linking the learning tasks to the life-world of the learner</i>	27
(7) Cognitive conflict	28
(8) Creating the right environment for self-regulated learning	29

## **CHAPTER TWO (continued)**

2.4.2	Intensity of involvement . . . . .	30
<b>2.5</b>	<b>INVITATIONAL LEARNING . . . . .</b>	<b>31</b>
2.5.1	The invitational approach to teaching and learning . . . . .	31
2.5.2	Theoretical foundations for invitational learning . . . . .	31
(1)	The perceptual tradition . . . . .	31
(2)	The self-concept theory . . . . .	33
2.5.3	Basic qualities of the invitational stance . . . . .	35
(1)	Intentionality . . . . .	35
(2)	Respect . . . . .	36
(3)	Direction . . . . .	37
(4)	Responsibility . . . . .	37
2.5.4	Inviting skills . . . . .	38
2.5.5	Conclusion . . . . .	41
<b>2.6</b>	<b>DIDACTIC PRINCIPLES AS CONDITIONS FOR INVITATIONAL LEARNING . . . . .</b>	<b>41</b>
2.6.1	The principle of individuality . . . . .	42
2.6.2	The principle of perception . . . . .	43
2.6.3	The principle of participation . . . . .	44
2.6.4	The principle of totality . . . . .	45
2.6.5	The principle of scientism . . . . .	47
2.6.6	The principle of control . . . . .	47
2.6.7	The principle of planning . . . . .	48
2.6.8	The principle of socialisation . . . . .	51
<b>2.7</b>	<b>SUMMARY . . . . .</b>	<b>52</b>

## CHAPTER TWO

### MOTIVATION AND INVITATIONAL LEARNING

#### 2.1 INTRODUCTION

The child's learning is directly concerned with his becoming. He learns in order that he may realise all latent potentials and each level of becoming poses new demands or obstacles which require more learning.

When the child learns there is always an intention or goal to achieve. The achievement of this goal depends on motivation. A motivated learner will get involved in learning. Vrey (1990:225) argues that involvement implies a goal to be realised, one to which meaning has been attributed and which is significant. Learners can only be motivated if the teaching-learning situation is interesting or inviting. Teachers are therefore concerned about developing a particular kind of motivation in the learners, the motivation to learn. Woolfolk (1995:336) describes student motivation to learn as a student tendency to find academic activities meaningful and worthwhile and to try to derive intended academic benefits from them. In this chapter, motivation and invitational learning will be discussed.

#### 2.2 MOTIVATION

Motivation can either be extrinsic or intrinsic.

##### 2.2.1 Extrinsic motivation

Extrinsic motivation is caused by stimuli outside the learner, for example, rewards, good symbols, high marks in the examination, certificates and the end-of-the-year awards are examples of external conditions which motivate learners to perform better (Fraser, Loubser & Van Rooy, 1990:55). Learners perform better

because there is an incentive to look forward to. Woolfolk (1995:332) states that when learners do something in order to earn a grade or reward, avoid punishment, please the teacher for any reason that has very little to do with the task itself. The Economics teacher may employ extrinsic motivation to make learners aware of career opportunities in the economic field and this will motivate learners to work harder in order to advance their career opportunities.

Vrey (1990:272) states that the following ways may be used by the teacher to intensify the learner's motivation:

- \* The teacher should focus attention on the aims which are important to the learner.
- \* Encourage the development of positive aims.
- \* Set realistic objectives.
- \* Create a warm but orderly learning environment.
- \* Provide incentives.
- \* Avoid serious tensions and disorganisation.
- \* Link the unknown with the existing cognitive structures.

The desire to learn which results from extrinsic motivation is an important condition for successful learning. Cangelosi (1988:131) states that students are extrinsically motivated if they are engaged in learning activities because they desire to receive rewards or because they avoid consequences of being off-task.

The Economics teacher should motivate learners by designing for them stimulating problems and achievable tasks which will help them relate Economics to their life-world. When learners are made aware of the link between economic concepts and their life-world, they will be motivated to learn because the economic concepts will have meaning for them. Extrinsic motivation should encourage the learner to learn not for reward and fear of punishment only, but for the value derived from

learning the subject. This means that extrinsic motivation should lead to intrinsic motivation (Woolfolk, 1995:335).

### 2.2.2 Intrinsic motivation

Intrinsic motivation occurs when the learner wants to learn and is interested in the subject matter without the aim of getting rewards, or avoiding punishment. Woolfolk (1995:332) states that when learners are intrinsically motivated, they do not need incentives or punishment to make them work. Learners get involved in learning because they enjoy the subject matter and because the learning activity itself is rewarding. Duminy and Sönghe (1980:33) state that intrinsically-motivated learners are attracted by the subject matter to such an extent that they show interest in it and enjoy it without any encouragement from outside the teaching-learning situation.

When learners are intrinsically motivated, they feel the need to solve problems and work co-operatively to seek solutions to the problems. Intrinsic motivation can be achieved via the problem-solving approach where learners work together to solve problems (Cangelosi, 1988:136).

When learners are intrinsically motivated, they show spontaneous interest in learning tasks and are willing to learn more to broaden their knowledge. The Economics teacher has an important role to play in this regard; he must instil the love for the subject in learners and create a classroom environment which encourages the learners to get involved in the learning activities. Fraser, Loubser Van Rooy (1990:55) give the following three reasons why learners become actively involved in learning activities.

(1) Achievement of objectives

Learning is aimed at achieving an aim or goal. The desire to achieve this goal causes the learner to learn. For example, one of the aims of teaching Economics is to provide the learner with insight into economic concepts (subject terminology) used daily in communication and generally accepted economic laws and practices (Bekker, 1996:38).

In order to achieve this goal the learner will have to be actively involved in the learning activities in the classroom so that he can link classroom theory with practice in the learner's life-world.

(2) Social acceptability

Interpersonal interaction motivate learners to learn in order to obtain new knowledge. The need to participate in social activities and new challenges in society also motivate learners to learn. For example one of the most important challenges in societies today is the whole question of development. In order for the learner to take a meaningful part in regional development, he must be involved in learning when developmental topics are dealt with in the Economics class.

(3) Self realisation

Self realisation motivates learners to learn because they have aspirations and want to enrich themselves. Some psychologists call the need for self-realisation a *dawning of consciousness* which is a powerful force in learners' actions. Vrey (1990:229) calls this dawning of consciousness a motivational state. He further states that "A motivational state develops whenever there is any difference of any kind between the perceived-self-in-the-world and the concept of the adequate self". Once the learner has identified this difference, he then tries to eliminate it. He

then takes action which he believes will eliminate the difference and bring about the adequate self. This action is getting actively involved in learning. Once a learner has realised that in order to conceive in certain situations, economic knowledge is needed; consequently he will be interested in economic concepts because he will know that Economics is not just a school subject, but is a way of life. Economic concepts like scarcity and choice, affect our daily lives.

Motivation is one of the most important requirements of successful teaching and learning. Motivated learners are actively involved in the learning activities and co-operate in class. When the teacher motivates learners, he arouses interest and encourages them to take part in the teaching-learning situation. For successful learning to occur, both extrinsic and intrinsic motivation are important. Woolfolk (1995:359) states that "students who are motivated to learn set learning rather than performance goals and are task-involved rather than ego-involved".

Ideally, intrinsic motivation is preferred to extrinsic motivation because the results of intrinsic motivation are more lasting than those of extrinsic motivation. One of the most important tasks of the Economics teacher is to motivate and encourage learners to be actively involved in learning.

## **2.3 STRATEGIES TO ENCOURAGE MOTIVATION AND INVITATIONAL LEARNING**

### **2.3.1 Involvement**

Involvement means to be actively engaged in learning activities (Vrey, 1990:35). If the learner wants to achieve a particular objective which has meaning for him he will be actively involved in the teaching-learning situation. Involvement implies that learners should not be passive listeners in the classroom. The traditional view of the classroom activity which assigns the learners the role of passive recipients

of facts and the teacher that of the owner and presenter of knowledge has been criticised by many educational theorists. One of the critics of this view of teaching and learning is Freire who rejects what he calls the banking concept of teaching and learning (Freire, 1987:46).

Jacobs and Gawe (1996:3) call the involvement of learners in learning activities participative learning. They state that participative learning implies much more than what was previously referred to as 'pupil activity'. They claim that participative learning has a deeper meaning and is embedded in intrinsic involvement of the learner with the learning activities. This means that learners get involved in the learning activities because they want to be involved and because the learning activities have meaning for them. Vrey (1990:37) defines involvement as "the psychic vitality or vigour with which a meaningful objective is pursued and achieved". This definition implies that the learner gets involved if there is a goal to be achieved. In other words, involvement presupposes an important objective.

A learner cannot be involved if he knows nothing about the topic presented to him. This means that the teacher should first establish the learner's previous knowledge so that new knowledge can be linked to old knowledge. In this way learning will have meaning for the learner and he will choose to be involved. For example, when the Economics teacher presents information about formal businesses, reference should be made to informal businesses with which the learners are familiar (Vrey, 1990:42).

Jacobs and Gawe (1996:2) state that learners bring their own individual understanding of reality to the classroom. They further state that the new content presented by the teacher is interpreted by learners in terms of pre-existing mental structures by a process of assimilation and are transformed to new knowledge by the process of accommodation.

In any teaching-learning situation, it is incumbent upon the teacher to plan how to involve learners in learning activities. This means that the teacher should create a classroom climate that is conducive to active involvement of learners. The teacher should also remember that learners get involved because they want to know more.

### **2.3.2 Creating a motivating classroom environment**

The importance of a stable classroom environment that is conducive to learning cannot be over-emphasised. The classroom must be well-organised and free from constant disruptions. For proper classroom management clear rules and acceptable ways of behaviour are necessary. These rules should be known by learners. Rules are needed to make sure that there will be no disruptions which the lesson is on. Jones and Jones (1981:71) state that classroom rules are easily obeyed when learners are involved in their development. They state that it is an accepted principle in organisational psychology that individuals will support and participate in implementing decisions they have helped make, while they will resist obeying decisions that have been imposed on them. Once the learners are involved in designing guidelines for classroom behaviour, chances for disruptions will be minimised.

Jones and Jones (1981:80-83) state that the physical appearance of the classroom has an effect on the motivation of learners. Learners will be motivated to learn if their classroom is clean, with furniture well-arranged and adequate windows to allow in fresh air and light. The furniture in the classroom must meet the age of the learners. The teacher should determine procedures for student upkeep of desks or chairs, classroom equipment and other facilities. The teacher may set up clean-up time and he might demonstrate to learners how to keep the classroom clean by showing them how to push chairs under the desk when they leave the room, take and return materials stored in shelves, sharpen pencils, use laboratory equipment and so on.

The teacher's attitude and personality play a role in creating a motivating classroom environment (Mwamwenda, 1994:187). Teachers who display positive attitudes both towards their subject and the learners are more motivating than those who have a less positive attitude and personality. Important teacher characteristics which influence the motivation of pupils are personal appearance, pleasant manners, fairness, impartiality, a sense of humour, flexibility, patience with learners, efficiency, consistent behaviour, kindness coupled with the use of recognition and praise.

The way the subject matter is presented to learners is also a contributing factor towards motivation of learners in the classroom. For example, whether a lesson is perceived as interesting or dull and boring will depend on how the teacher presents it and the teaching media used in the process of presentation. Teaching methods that promote learner involvement should be used. In his presentation of the subject matter, the teacher should try by all means to use examples that learners know and understand (Perrott, 1982:8).

### 2.3.3 Meaning attribution

Learners will be motivated to participate in the learning activities if the subject is meaningful for them; in other words, if they can attach meaning to it. Learners can attach meaning to the subject matter if they see the relationship between it and their life-world. Meaning cannot be acquired passively; the learner has to be actively involved in a situation to which he is going to assign meaning (Jacobs & Gawe, 1996:3).

Vrey (1990:31) states that the important prerequisites for meaning attribution, are cognitive structures and functional knowledge. The subject matter can only be meaningful if it is related to other concepts that have already been assimilated. Jacobs and Gawe (1996:2) state that the new learning material that is presented by

the teacher will have meaning if it is interpreted in terms of pre-existing mental structures.

Burkhardt (1976:51) states that in order to enhance meaning attribution, the teacher should present the subject matter in such a way that learners integrate new material with their existing knowledge. For example, in an Economics lesson on scarcity and choice, the teacher can start by referring to the pocket money that learners have. He may explain that pocket money is not sufficient for all they need now. The best way to spend pocket money is to make choices reflecting the most important needs first. From this, the Economics teacher can move to scarcity of resources in the economy and choices that need to be made. In this way learners will be motivated to learn more and to search for more meaning. The search for meaning is a motivational driving force in the learner's life. In order to promote the attribution of meaning, Bekker (1996:115) states that in his presentation of the subject matter, the Economics teacher should proceed from the known to the unknown, from simple to complex, from concrete to abstract and from the whole to the parts and back to the whole.

Vrey (1990:34) states that in order to enhance meaning attribution the subject matter should be presented logically. This logical presentation of the learning material will enable the learner to see links or connections between the new information and old knowledge; in this way meaning will be given to new knowledge. Once meaning has been given to the new knowledge, the learner will learn more and in this way his life-world is widened. Vrey (1990:33) states that "meaning clears the way for further attribution of meaning — a *sine qua non* in the occurrence of becoming". This means that as the learner assigns meaning to the subject matter, he is able to construct a meaningful life-world and as his life-world becomes meaningful he is motivated to get involved in the teaching-learning situation and learn more.

#### 2.3.4 Building confidence and positive expectations

One of the most important factors in building expectations for success is previous success. Success encourages a learner to learn more because he expects to succeed. Success provides the learner with the feeling of being adequate, or what Vrey (1990:233) calls the "adequate self". When a learner succeeds in the teaching-learning situation, the motive for learning is enhanced and this leads to heightened interests and the feeling of achievement.

Woolfolk (1995:390) states that the following steps should be followed in the presentation of subject matter in order to ensure the interest and confidence of learners:

(1) Begin work at learners' level and move in small steps.

*This means that the teacher should begin with what learners know and proceed to what is new. This should be done step-by-step. The pace should not be too slow but neither should it be too fast that learners have to move to the next step before they have understood the previous one. The way in which the subject matter is presented should provide both success and a challenge for everyone. This may require assigning different tasks to different groups of individual learners, so that each group work hard to complete its assignment.*

(2) Make sure that learning goals are clear and possible to achieve in the near future

Work should be broken into small pieces that learners can handle. For example, when long-term projects are planned, work should be broken into sub-goals so that learners feel a sense of progress towards the long-term goal. In breaking a project into sub-goals, unnecessary detail which confuses the learners should be avoided.

Burkhardt (1976:43) states that when the Economics teacher sets learning goals, he should be sure about what skills he hopes learners will develop and reinforce as a consequence of a particular learning activity.

(3) Stress-comparison rather than competition with others

This means that as learning progresses, learners should be helped to see the progress they have made. Each learner should actually be helped to see the improvement he is making; that is, the teacher should point out how much each learner has improved. This sense of achievement will motivate the learner to learn more in order to achieve greater improvement. If something is incorrect, the teacher should explain why it is wrong. In this way learners will gain control of their own learning or what Stephens and Crawley (1994:176) call "self-management". It is believed that self-management is achieved when interest and engagement of the learners is enhanced. Stephens and Crawley (1994:176) further state that praise should be given for genuine effort and achievement.

(4) Model good problem-solving

Learners will learn from the example set by the teacher. To model good problem-solving, the teacher should try several approaches to get a solution. In this way learners will see that there are various methods of solving a problem and they will see that learning is not error-free even for the teacher. The teacher's example is one of the most important requirements for successful learning. Vrey (1990:207) states that the teacher should model certain behaviours for his learners. He further states that the success or the failure of encounter between teacher and learner will depend largely on the example set by the teacher. The teacher's example is one way of creating a positive relationship between the teacher and the learner.

## 2.4 MOTIVATION AS A DIDACTIC PRINCIPLE

Effective and successful teaching depends upon the motivation of both the teacher and the learner. The teacher has a task of presenting the new content to the learners. In order for the learners to learn and understand the new content, the teacher has to encourage them to participate actively in learning. This encouragement is called motivation to learn or the desire which directs the intensity of man's involvement in the learning activity (Vrey, 1990:225).

A motivated class participates actively, co-operates and attaches meaning to the learning activity.

### 2.4.1 Motivation as a component of teaching practice

The teacher can use various methods to motivate learners to learn meaningfully. Fraser, Loubser and Van Rooy (1990:56-57) state that the following methods can be used by the teacher to motivate learners:

#### (1) Setting realistic and achievable goals

Objectives set by the teacher are very important because they can motivate learners to learn or they can discourage them. For learners to be motivated, the teacher should set realistic objectives; that is, objectives that are achievable.

Objectives should be clear and specific because clear goals provide clear criteria for judging performance. An example of an achievable goal would be to learn the production factors and their rewards before the whole production occurrence is learned.

Clear objectives alone contribute very little to motivating learners if they are not accompanied by announcement of interesting learning outcomes. This means that

the teacher should make the learners realise the value of learning the material; if they see the value for learning, learning becomes meaningful for them. The learner should actually see the learning material / task as meaningful, useful and easy to complete. In this way he will be motivated to learn.

Tasks should not be too easy or too difficult but they should be challenging to the learners. Tasks should be set such that learners see the need to be involved in finding solutions (Vrey, 1990:235).

## (2) Use of striking teaching media

Teaching media include all media that will be used by the teacher to explain certain aspects of the lesson. Teaching media can be used to attract the attention of learners so that they can feel that reality has been brought into the classroom.

Duminy and Sönghe (1980:15) distinguish between teaching media and learning media. They say that when the media are used primarily by the teacher to assist him in explaining the content, it is called teaching media. When the emphasis in the learning occurrence shifts towards the learner and the media are used and handled by learners in order to assist them in learning and engage in independent activity, they are called learning media.

Whether media are of a teaching or learning nature they should encourage learners to learn. It should be attractive in make and in content. They must encourage the learner to participate in the learning occurrence. Furthermore, a teaching / learning medium should stimulate critical thinking.

One of the greatest challenges facing the Economics teacher is to encourage learners to read about economic issues. Because of this, magazines and newspapers can be used as teaching or learning media.

Burkhardt (1976:80) states that the daily newspaper is probably the most useful printed curriculum resource for the Economics teacher. Newspapers contain the latest information on economic indicators such as interest rates, the gold price, unemployment, the balance of payments and production figures. Newspapers are a striking teaching or learning medium which motivates learners and help generate the desire to learn more about economic issues — even outside the classroom.

### (3) Use of various teaching methods

Teachers should try to keep the learner's attention focused on learning tasks. This can be done in various ways and one of these ways is the use of various teaching methods. The teacher should revise all teaching strategies and approaches on a regular basis in order to adapt them to the learners' abilities and also to prevent boredom. Any method, or methods, employed by the teacher should ensure that learners are not just passive listeners; it should therefore allow for learner activity. The Economics teacher should bear in mind that there is a paradigm shift from teacher-centred methods to learner-centred methods. A learner-centred method motivates learners to learn because when they are involved in learning tasks, they assign meaning to these learning tasks.

For example, in Economics the Economics teacher may combine the discovery-learning method with the question and answer method. This combination will motivate learners to learn; for example learners will try by all means to obtain information because the teacher will probably ask questions to check whether they have found information or not. Question and answer methods may also be used also to give guidance to learners so that they may discover information on their own instead of being taught. Bekker (1996:67) states that any teaching method chosen should create opportunities for optimum interaction between the teacher and learners and also between learners.

The teacher needs to ask himself which of his own actions and which learner activities would be most motivating and lead to the attainment of lesson objectives. Instead of merely informing or telling the learners, the teacher should give learners assignments, demonstrate a point or ask questions. This will encourage learners to do research for their assignments and thus develop critical thinking skills. In Bloom's taxonomy of objectives, Economics is concerned mainly with the cognitive domain, so a combination of methods is required depending on which of the objectives need to be achieved i.e. knowledge, comprehension, application, analysis, synthesis or evaluation (Bekker, 1996:65).

(4) Didactic clarity

Fraser, Loubser and Van Rooy (1990:57) state that didactic clarity refers to the teacher's ability to use particular teaching media to transfer information or knowledge to the learner without leaving out valuable information. Didactic clarity depends on effective communication between the teacher and the learner.

If information transferred by the teacher to the learner is clear, the learner will be encouraged to learn, but if the information is transmitted indistinctly or ambiguously, the learner could lose interest in the teaching act.

Vrey (1990:33) states that the attribution of meaning to the teaching-learning activity is the primary task of learning. If in the transfer of knowledge, important information is left out, meaning attribution suffers.

(5) Active involvement of learners in the teaching-learning act

Active participation by learners in the teaching-learning activities has a positive effect by motivating them to participate more and assign meaning to the learning tasks (Fraser, Loubser & Van Rooy, 1990:57). In his preparation, the teacher

needs to plan the learner activities. In Economics learners may be required to evaluate data, compare solutions or analyze and interpret certain economic aspects. Learner activity can be promoted by withholding some information and encouraging learners to discover it through independent study (Becker, 1989:17).

Learners bring to the classroom their unique experiences of reality. The learning content that the teacher imparts to the learners is intended to enrich their existing understanding of reality. This enrichment is possible if the teacher allows the learner's experiences to surface during classroom debates and discussions (Jacobs & Gawe, 1996:9).

Role-playing activities can also be used as a means of involving learners. The issue to be role-played should be as close to reality as possible and learners are required to resolve some important economic issue.

Examples of activities that may be used for role-playing may be hypothetical; for example, a board of directors of the mining industry negotiating with the National Union of Mineworkers (NUM) for salary increases or a replication of the actual process. Another example is the problem of an increasing government deficit. The question posed could be: "what can the cabinet do to reduce government expenditure, say by 10%?" In this type of role-play learners will consider economic priority alternatives (Burkhardt, 1976:56).

It is important for the teacher to provide the learners with the outline of the role to be played, the nature of the problem involved and sources of data and background information. In this way, learners will be motivated to participate.

#### (6) Linking the learning tasks to the life-world of the learner

The learner's existing knowledge plays an important role in understanding the new information that is presented by the teacher. One way of linking the learning tasks

to the life-world of the learner is to use examples that the learner knows from real life. For example, in Economics when the teacher wants to teach the Law of Demand, he may ask the learners why a retailer will be very busy when there is a sale. learners will definitely say it is because prices are low. Then the Law of Demand states that as price decreases, demand increases. This lesson will have meaning for the learners because reference is made to what they know.

Perrott (1982:14) states that active participation by learners in the teaching-learning activities depends on the relationship between their existing knowledge and the new information presented in class. They further state that the linking of new knowledge with existing knowledge is an important aspect particularly for adult learners who have vast experience.

Vrey (1990:35) states that one cannot be involved with an issue about which one knows nothing and with which one has no concern. This means that learners will attach no meaning to the content presented by the teacher if they see no relationship between it and what they know. Failure by Economics teachers to relate economic concepts to the real life-world of the learner has contributed to giving economics the stigma of being labelled a "dry" science (Burkhardt, 1976:64).

#### (7) Cognitive conflict

Cognitive conflict develops when the problem concerning known topics are introduced to the learners continually. In this way, learners are continually confronted with problems for which they have to try to find solutions and weigh up new possibilities (Fraser, Loubser & Van Rooy, 1990:57). This means that the teacher introduces some problems that arise from known content and these problems require learners to come up with solutions or perhaps with reasons as to why these problems arise in the known content. For example, in Economics, cognitive conflict may develop from a topic like international trade. The

assumption of this topic is that all countries benefit from international trade. A problem then arises when a less-developed country and a developed country engage in international trade because less-developed countries produce primary goods which are not that expensive whereas developed countries produce manufactured goods which are more expensive than primary goods and are income elastic. This means that as income increases in less developed countries, it is spent on manufactured goods from developed countries. In this way the less developed country does not benefit from trade with a developed country.

#### (8) Creating the right environment for self-regulated learning

Malan (1997) states that the aim of education today is to produce life-long learners. This means that the ultimate goal of teaching is life-long learning. In this regard, Woolfolk (1995:366) states that one goal of teaching should be to free learners from the need for teachers so that they can continue to learn independently throughout their lives.

Self-regulated learners find the learning tasks interesting so they are motivated to learn. Self-regulated learners know why they are studying certain tasks, so their actions and choices are self-determined (Woolfolk, 1995:367).

Vrey (1990:225) states that for self-regulated learning to occur, volition is important. Volition implies the willpower to concentrate on the learning tasks despite distractions and interruptions. The learner who has the willpower to learn knows what to do when interruptions occur.

The right environment for self-regulated learning can be created in various ways. One way of creating this environment is to allow peers to work as learning partners. When learners work together, they often want to participate. They ask questions and make suggestions about each other's work. This can cause learners

to be more careful, more reflective and more thoughtful about what they are doing (Woolfolk, 1995:368).

Another way of creating the right environment for self-regulated learning is when the teacher uses learner-centred methods of teaching. In this approach, learners are allowed to handle problems in the learning task and try and get solutions. In this way the teacher gradually moves away from demonstrating what to do to provide feedback as the learners' responsibility of the learning tasks. The teacher guides and monitors. This gradual shift from teacher direction to student independence will strengthen volition. When learners are responsible for getting solutions to problems, they become disciplined because they know that the success of their learning depends on them (Bekker, 1996:36).

In order to create the right environment for self-regulated learning, the learning tasks should be interesting and inviting to learners. Besides learning tasks being interesting, they must allow for the practising of certain cognitive operations; for example, memorising, classification, application and so on (Woolfolk, 1995:368).

#### 2.4.2 Intensity of involvement

The success of any teaching-learning depends on the motivation of learners. If learners are motivated to learn they will be actively involved in the learning tasks. In order to enhance motivation therefore, learning tasks should be related to the life-world of the learner, the learner should find meaning from the learning tasks and the teacher should set achievable objectives. Motivated learners will exercise self-discipline.

Vrey (1990:225) states that the intensity of involvement in the learning tasks is called motivation. This means that motivating circumstances in the classroom invite the learner to learn. In the following section invitational learning will be discussed.

## **2.5 INVITATIONAL LEARNING**

### **2.5.1 The invitational approach to teaching and learning**

Invitational learning is a occurrence by which learners are cordially summoned to realise their potential (Purkey & Novak, 1984:3). This means that the teaching-learning situation is interesting and learners are encouraged and motivated to participate actively in it.

Purkey and Novak (1984:4-5) state that invitational learning is a self-concept approach to the educative occurrence and it implies that the teacher should help learners realise their potential. Usually learners are unaware of their potential and if they are not given opportunities to realise it, it may remain unutilized. The Economics teacher may ask learners to bring to class certain information that may require them to visit certain institutions and interview certain people. This will help them to realise their potential in proving something and seeking information.

### **2.5.2 Theoretical foundations for invitational learning**

Purkey and Novak (1984:6-11) state that invitational learning has its foundations in two theoretical perspectives, namely the perceptual tradition and the self-concept theory which constitute incredible foundations for invitational learning.

#### **(1) The perceptual tradition**

The perceptual tradition consists of all those systems of thought in which efforts are made to view learners as they typically view themselves. The term perceptual does not only refer to the senses but also to meanings learners assign to events they experience. This implies that the term perceptual also refers to the personal significance of an event for the individual experiencing it. Here meanings include

all such personal experiences as feelings, desires, aspirations, and the way learners view themselves, others, the world and their relationships with these phenomena (Purkey & Schmidt, 1990:11).

The perceptual tradition maintains that everyone behaves in terms of how they perceive their life-world. In the teaching-learning situation this means that learners will be invited to learn if they understand the nature of their perceptions — the subject matter in this case.

According to the perceptual tradition, invitational learning is based on an understanding of and respect for learners' perceptual worlds. In order to understand learner actions it is important for the teacher to understand how the subject matter appears from the vantage point of the active perceiver, the learner at the moment of action (Purkey & Novak, 1984:24).

The perceptual tradition also gives an important consideration to the belief systems of teachers. The belief system of the teacher determines his actions and also influences how learners view themselves and their abilities. Teachers with an invitational learning perspective help even the less gifted learner to like and understand the subject. Teachers with an invitational learning perspective see possibilities in learners which other teachers may not recognise (Purkey & Schmidt, 1990:13).

Good teachers can be distinguished from poor teachers on the basis of their perceptions of themselves, learners, others and the world. They see learners as able rather than unable, dependable rather than not dependable and intrinsically rather than extrinsically indicated. Thus, invitational learning has two major assumptions (Woolfolk, 1995:73):

- \* The way teachers view themselves, learners and the world around them determines how well they function.

- \* The ways in which teachers function play a major role in determining perceptions and eventually the behaviour of learners.

Purkey and Novak (1984:231) state that teachers should understand that out of all perceptions we have in life, none is more instrumental in our success or failure than perceptions we have of ourselves. The perceptions that we have about ourselves lead to the second foundation of invitational learning; the self-concept theory.

## (2) The self-concept theory

Purkey and Novak (1984:26) define self-concept as a set of attitudes towards oneself. The attitude that one has about oneself is the basic motive behind all human behaviour. The self-concept theory can be used to clarify and integrate unrelated aspects of life in the classroom. For example, learners who perceive themselves as trouble-makers may respond by manifesting this perception in discipline problems. Learners who perceive themselves as capable of learning may be motivated to work harder and spend more time on learning tasks.

The view of oneself (self-concept) develops through interactions with other people. Purkey and Novak (1984:27) state that "the development and structure of self-awareness is a life-long research prospect, and the ever-widening experiences of the developing person constantly modify the self-concept".

By experiencing the world through inviting and disinviting interactions with other people, the becoming person organises a theory of personal existence.

The components of self-concept are mainly social, obtained through interactions with people, places, policies and other important situations. For example the learner will regard himself as responsible if the teacher assigns responsibility to him. This implies that learners see themselves in the way in which the teacher

perceives them. The self-concept of learners is enhanced if the teacher treats them as able, valuable and responsible, but it is destroyed if a teacher sees them as irresponsible, unable and worthless.

The development of the learner's positive self-concept depends more on the personal and professional qualities of the teacher and the way she presents the subject matter (Purkey & Novak, 1984:28).

The self-concept of the learner is enhanced in the classroom; if he can assign meaning to the subject matter (Vrey, 1990:61). This means that it is incumbent upon the Economics teacher to present Economics meaningfully to the learner. To make Economics meaningful to the learner, the teacher should relate Economic concepts to the life-world of the learner.

The teacher who praises the child when he has done well will help the learner to regard himself as adequate. The teacher should also have a positive attitude towards the learner's failures, so that the learner does not see himself as a failure (Vrey, 1990:61).

As the learner experiences success, a sense of confidence and efficiency is built. This sense of adequacy motivates the learners to learn and explore in order to make sense of the world around them. The experience of adequacy enhances self-esteem and helps the learner to develop a positive self-concept. This means success provides the learner with additional motivation (Vrey, 1990:261).

The self-concept is important because it gives meaning to one's perception. If a person has a negative view of himself he will view all experiences negatively, but a person with a positive self-concept views experiences positively.

Self-concept provides learners with a set of expectations. If the teacher sees learners as being able, valuable and worthwhile and invites them to participate in the teaching-learning activities, they will be motivated to learn and are likely to do better than they had expected. This means that low expectations result in low performance whereas positive expectations lead to good performance (Purkey & Novak, 1984:24).

The invitational teacher sees possibilities in learners and focuses on what each learner is capable of becoming. The teacher who sees possibilities in learners will encourage them to be involved in the teaching-learning activities so that they can perform better (Purkey & Novak, 1984:31-33).

An inviting stance has four basic qualities: **intentionality, respect, direction and responsibility** (Purkey & Novak, 1984:44). These qualities will be explained in detail in the following section.

### 2.5.3 Basic qualities of the invitational stance

According to Purkey and Schmidt (1990:5) the basic qualities of the invitation stance include the following:

#### (1) Intentionality

Invitational approach to teaching and learning does not happen by accident, it is created by the teacher who wants to adopt it in his teaching style. Purkey & Novak (1984:45) define intentionality as a "statement of commitment and convictions".

In developing an inviting stance, the teacher should organise his teaching activities such that learners are motivated to learn and are helped to realise their potential.

He may do this by using various methods of teaching, involving learners in the learning activities, using striking teaching media and relate the subject content to the life-world of the learner. The inviting teacher is flexible, trustworthy and dependable and he can defend what he does. According to Vrey (1990:37) intentionality stresses purposefulness. The teacher has an intention and purpose of inviting learners to learn.

The Economics teacher can be inviting if he presents Economic concepts in an interesting way. He will have to make learners see meaning in Economics. Learners will be able to find meaning in Economics if it is related to their life-world. This means that the teacher will have to use examples that learners know and can identify with, Vrey (1990:35) states that a person will not be involved in an issue he knows nothing about.

## (2) Respect

A second quality of an inviting stance is respect. In the teaching-learning situation, there should be mutual respect between teachers and learners. The teacher will respect learners only if he views them as able, valuable and trustworthy. A respectful stance, therefore, means that when the teacher presents the subject matter in an inviting way, he should accept that the act of inviting is fluid and that the needs of learners are as important as his own needs (Purkey & Schmidt, 1990:5).

Teachers who maintain an inviting stance choose all the teaching activities in a way which shows respect for the learners. This means that the classroom should not be a place where learners are humiliated and embarrassed. A classroom which is characterised by embarrassment and humiliation is disinviting.

(3) Direction

Purkey and Novak (1984:46) state that every inviting action involves direction, the coming together for some worthwhile purpose. Human beings come together for an important purpose, learners come to class to learn and teachers to teach. The teacher is aware that the learner has a desire to learn, it is then the duty of the teacher to help the learner to satisfy his desire.

Vrey (1990:60) states that the learner starts off weak and inadequate and all he has is the potential and will to learn under the proper guidance and inviting approach of the teacher. The teacher should indicate the direction to the child.

(4) Responsibility

The fourth quality for developing and maintaining an inviting stance is responsibility. It is important for teachers to understand and accept the responsibilities involved in inviting learners to learn. Inviting and disinviting acts are often soon forgotten by the teacher, but are not forgotten by the learner. When dealing with learners, teachers need to be careful about what they do and how they treat learners because learners will not forget whatever teachers did to them. As one student said, "I would rather have my teacher say 'no' than make all those phoney promises. She thinks just because we are students we do not remember anything" (Purkey & Novak, 1984:47).

When teachers send inviting messages to learners to learn they need to do that in a responsible manner and they should also take responsibility for seeing that learners accept these invitations and act upon them successfully. The motivation to learn and participation of learners in the teaching-learning activities indicate that learners have accepted the invitation and that the invitation itself was successful (Purkey & Novak, 1984:40).

Invitational approach involves choices and taking risks. This means that in the process of inviting learners, the teacher may receive rejection. For example, a teacher who tries to involve learners in the teaching-learning activities may be rejected by some learners who want to be passive. In order to be inviting, the teacher should make the right choices, he should choose inviting methods, inviting teaching media, and inviting content. The teacher should always try to adapt the subject content to the level of the learners and relate the subject matter to the life-world of the learners so that learners may find it meaningful (Purkey & Novak, 1984:52).

Using an inviting approach to learning is not sufficient for successful learning. Successful learning also needs an inviting approach to discipline. Teachers need to use an inviting approach to discipline their learners. Teachers should not humiliate learners when they discipline them. Purkey and Novak (1984:51) state that learners are likely to do unto teachers as teachers do unto them. This means that teachers should practise some courtesy in encouraging good behaviour. Learners who are treated with respect and dignity will cause less problems in the classroom. Teachers will be able to use an inviting approach to discipline if they view learners as capable and valuable. Good discipline should be maintained in order to make learning as interesting and involving as possible (Walker & Shea, 1984:40).

#### 2.5.4 Inviting skills

The success of the invitational approach depends on the inviting skills practised by the teacher. Purkey and Novak (1984:57-68) suggest the following inviting skills:

##### (1) Preparing oneself

The teacher should prepare the subject matter, make objectives clear and achievable and choose striking teaching media. The inviting teacher should be

dependable and respect individual differences and cultural diversity. In case the classroom is made of learners from varying backgrounds, the teacher should try and avoid biases and stereotypes.

(2) Reaching each student

Invitations are a means of motivating each learner to get involved in his education. Teachers who use the invitational approach should make sure that invitations are distributed fairly and received by each student. The inviting teacher makes sure that each learner is given an opportunity to participate in class. This can be done through rotating assignments, seating charts, class rosters, check-sheets, card files, or other means. It is also important that the teacher's attention is equally spread and time is taken for some personal contact with each learner each day. This will motivate learners to participate more in learning activities because they will see that the teacher knows them and has interest in them. This personal contact with each learner is important in relating to the quiet and shy learner who can easily be overlooked and ignored.

(3) Making invitations attractive

The teacher should send messages in such a way that they are accepted by learners. These messages include body language, physical communication and oral communication.

This does not mean that the teacher has to overdo invitations. He should invite learners in a proper way. For example, praise should be given when it is due, in other words it must be realistic and honest. Honest praise motivates the learner to participate more in learning activities.

(4) Ensuring delivery

Unless invitations are received by learners, they do not count. Teachers who are inviting keep on checking whether their invitations are received and acknowledged by the learners.

A good way of ensuring delivery is through clarity. The teacher should send clear and direct invitations to the learners. Clear and direct invitations are easily recognised and accepted.

Checking whether invitations have been received or not is important because learners do not respond to invitations in the same way. For example, learners with special problems will perceive the teacher's invitations in an unusual way and may not respond to them. For example a shy learner will be afraid to read out a story if asked to read by the teacher. But a learner with a positive self-concept may find the same invitation appealing (Purkey & Novak, 1984:54).

It is important for the teacher to keep checking to see whether invitations are accepted so that good invitations may be used regularly and unattractive invitations avoided.

(5) Handling rejection

Teachers who use the inviting approach should understand that in the process of inviting learners, they may be rejected. The fact that learners reject invitations does not mean that they reject the teacher. Teachers need to be patient in inviting learners and they should not feel dejected when one invitation has not been accepted.

### 2.5.5 Conclusion

In this chapter it has been made clear that the inviting approach depends on seeing the learners valuable, capable and worthwhile. The position from which the teacher operates is built around the importance of intentionality, respect, direction and responsibility. It has also been pointed out that successful learning depends on invitational approach to discipline.

Jones and Jones (1981:11) state that the majority of classroom discipline problems can be alleviated by effective teaching. The inviting teacher should be properly prepared, reach each learner, develop trust and be able to handle rejection. Learning can also be invitational if it is based on didactic principles. Didactic principles are requirements or conditions for effective teaching and learning. In the following section, didactic principles as conditions for invitational learning will be discussed.

## 2.6 DIDACTIC PRINCIPLES AS CONDITIONS FOR INVITATIONAL LEARNING

Teaching is a practice based on theory. It is not enough for the teacher to know what to teach and how to teach it, but he should also know why he is teaching what he is teaching. Successful teaching and learning is based on the successful application of didactic principles (Bekker, 1996:115). It is therefore important for the teacher to apply these didactic principles in his teaching strategies. In order to apply these principles successfully, the teacher needs to understand them and also understand why the particular principle is applied.

Van der Wal (1993:35) states that didactic principles are intertwined and no principle can stand on its own. He further states that one principle forms part of the next principle. The application of relevant didactic principles is a requirement for successful teaching and learning in all subjects.

Like all other kinds of teaching, the teaching of Economics is based on certain didactic principles. These didactic principles will now be discussed.

### 2.6.1 The principle of individuality

The didactic principle of individualisation acknowledges the fact that learners differ from each other. Successful learning depends on how the teacher caters for individual differences, planning and presenting the subject matter. Fraser, Loubser & Van Rooy (1990:57) state: "failure to provide for individual differences among students is perhaps the greatest single source of inefficiency in education".

Duminy and Sönghe (1980:26) state that individual teaching implies attempts used by the teacher to allow the development of the unique talents and abilities of each learner as effectively as possible. When the teacher tries to reach each learner, he starts to know them better and they may be motivated to learn.

According to this principle, each learner must be encouraged to perform to the best of their ability. For example, a gifted child gets bored when facts are repeated, whereas the less gifted child needs repetition and drilling. The teacher should then plan how to cater for both gifted and less gifted learners (Duminy & Sönghe, 1980:26). For example, the teacher may design challenging tasks for gifted learners and give more attention to less gifted learners.

Economics is usually started in high school in grade ten. The teacher should differentiate in respect of such matters as presentation methods, pace, quality and quantity of assignments because learners progress at different paces, and some may even have difficulty in understanding the Economic concepts. If the teacher gives individual attention, learners will be motivated to learn and they will get involved. Duminy and Sönghe (1980:28) state that this form of teaching is known as "teaching in a more flexible class relationship" or "differentiation within the class relationship".

### 2.6.2 The principle of perception

Perception as a didactic principle implies that teaching and learning can be effective only if representative facets of reality are placed within the reach of the learner (Fraser, Loubser & Van Rooy, 1990:60). According to this principle, the teacher tries to present abstract concepts to learners in the form of concrete and observable examples. When the learner perceives certain illustrations, he must assign meaning to them.

*In the teaching / learning situation, the principle of perception is actualised by means of teaching-learning media. Knowledge has expanded to such an extent that though first-hand experience may not be available, observation has to be implemented by means of teaching media. It is important to mention that thought plays an important part in observation, and thought needs language for expression (Bekker, 1996:118).*

Fraser, Loubser and Van Rooy (1990:60) argue that though perception is important, too much observation may retard thinking. This means that teachers should not overuse teaching media. Learners who learn Economics are not very young children, so they can think abstractly, but teaching and learning are made easier and inviting by the use of diagrams, structures, pictures and photographs. In designing the teaching media prominence must be given to essentials and unnecessary details should be avoided.

Learners should be given an opportunity to handle or touch any medium used. For example learners may be asked to discuss each aspect of the production process while pointing at the relevant part in the given diagram.

Duminy and Sönghe (1980:41) state that the learner of today is being educated in a world which is socially and economically very complicated. In order to simplify the teaching and learning content and make it easier and more meaningful, audio-visual aids should be used.

An important role is played by perception in the learning and thinking of learners, and the sense organs of sight, hearing and touch are of great importance. It is not easy for a learner to forget what he saw, heard and touched.

### 2.6.3 The principle of active participation

The principle of activity or active participation, as a condition for effective instruction and invitational learning stresses that teaching and learning will be effective only if the learner is given an opportunity to become actively involved in the teaching-learning tasks (Fraser, Loubser & Van Rooy, 1990:62). This means that the learner should be given an opportunity to do things himself. While the learner is performing an activity, the teacher should provide necessary guidance and supervision.

Economics learners must be required to think, approach problems analytically using various sources. Compare solutions, evaluate data and defend their solutions. Activity can be promoted by withholding some information and obliging learners to discover it through research and independent study (Bekker, 1996:117). Involving learners should not occur by accident, the teacher should plan how to involve learners and which activities they will perform.

According to Fraser, Loubser and Van Rooy (1990:63) learner activity should comply with the following conditions:

- \* The activity should be aimed at achieving a clearly formulated objective.

- \* Learners should be motivated to be actively involved.
- \* A clear problem to be solved through active learner participation should be formulated.
- \* Sufficient time should be given for the development of the learner's creative abilities.
- \* In planning learning activities, individual differences should be taken into account.
- \* Learner activities should allow for the development of understanding of others' point of view.

The principle of involvement can be identified in a number of teaching methods. The best known of these methods is the discovery method of teaching. Through the use of this method learners are expected to discover new facts and possible solutions to problems by themselves (Bekker, 1996:36).

#### 2.6.4 The principle of totality

According to the principle of totality, the learner should be seen as a unit or a totality. The principle of totality is a reaction to the atomistic psychology which believed that a person's intellect, his emotions and his will are separate entities, and that one of these entities can be singled out during the educative occurrence (Duminy & Sönghe, 1980:22).

Selecting one aspect of the learner and concentrating on it may cause the subject matter to be so fragmented and specialised that learners may no longer be able to identify the relationship between the underlying components of reality (Fraser, Loubser & Van Rooy, 1990:64).

The principle of totality requires that the learning content should be exposed in such a way that the learner is able to identify the mutual relationships between different components. A global view of the learning content will occur when the learning content is interwoven with different facets of the life-world and the learning environment. For example, in Economics, parts of the economic cycle should not be taught and learned as isolated components, instead the teacher should indicate that the whole is made of different parts. The whole should be exposed before the parts. Once the learners are familiar with the economic cycle as a whole, they may be better able to see the parts thereof (Fraser, Loubser & Van Rooy, 1990:64-65).

According to Gestalt psychology, it is important that the learner should obtain a complete or global view of a certain task before he attempts to master it. According to the principle of totality, the learner as a total person should be involved in the learning activities. In order to involve the whole learner, as many senses as possible should be stimulated during teaching.

The learner's particular requirements, abilities and skills should be taken into consideration. The learner's cognitive, psychomotor and affective characteristics should be involved in teaching (Fraser, Loubser & Van Rooy, 1990:65).

Fraser, Loubser and Van Rooy (1990:65) state that psychomotor development refers to the development of the learner's intellectual ability. This entails not only memorising information but also the ability to execute complicated cognitive tasks such as the interpretation of results, the assessment of data, sorting, classification analysis of information and presentation of the learned content in his own words.

Fraser, Loubser and Van Rooy (1990:66) claim that affective development implies that teaching should enable the learner to develop and grow emotionally. The teacher must select and use teaching methods that will lead to the development of certain affective functions. Some examples of affective functions are:

- \* To make the learner aware of the contributions of previous scientists.
- \* To show respect for one another and to respect the opinion of fellow-students.
- \* To strive for academic excellence.

#### **2.6.5 The principle of scientism**

According to this principle, the teacher should be well acquainted with the nature and structure of the science that he practices (Fraser, Loubser & Van Rooy, 1990:66). In this regard, the Economics teacher needs to understand that Economics is a social science because it mostly deals with aspects of human behaviour. When the teacher understands the nature of the science he practices, he will be able to select the relevant method and relevant teaching media.

The teacher should also be acquainted with the science learning psychology. He should know how the child learns and which factors contribute to effective teaching and learning. Understanding these factors will assist the teacher in selecting appropriate teaching strategies.

It is important for the teacher to understand that science is not static, but it is dynamic. Economics, like other sciences changes. For example, previously there were four factors of production but current authors have included technology as the fifth factor.

#### **2.6.6 The principle of control**

The purpose of control as one of the principles of the didactic situation is to monitor the sequence and progress of the didactic events, that is teaching and learning (Fraser, Loubser & Van Rooy, 1990:67).

Control is one of the functions of management. The teacher, as a classroom manager has a task of controlling and assessing class activities. During assessment, the teacher will be able to see if there are any learning problems and if they are identified, remedial work is done immediately. –The nature of the teaching-learning content and the age of the learner will determine the nature of control and assessment. It is important to mention that control is more than setting a test (Fraser, Loubser & Van Rooy, 1990:68).

Bekker (1996:156) explains that the purpose of control, assessment and evaluation is to evaluate the learner's insight. The teacher evaluates his success in transmitting the subject content. He further explains that for the learner, evaluation or assessment as a means of control, provide him with an opportunity to find out whether his knowledge is adequate or not, whether he can solve problems, apply knowledge, spot relationships and make inferences.

These various methods of assessment, like tests, assignments, projects and debates are commonly used in Economics. The content will determine the method of assessment. For example, in Economics, the teacher may teach the learners about the objectives of a balanced economic policy framework. After this lesson, learners may be given a project or an assignment of designing an economic policy for South Africa according to this country's priorities.

#### **2.6.7 The principle of planning**

Invitational learning and successful instruction depends on good planning on the part of the teacher. Fraser, Loubser and Van Rooy (1990:69) state that the teacher will have to plan how individual differences will be taken into account, how learners will be involved in the teaching-learning activities, when assessment will take place and the structure of each lesson, in order to achieve successful learning. The teacher must plan both for the short-term and long-term.

(1) Long-term planning

Successful teaching and learning depends upon long-term planning by the teacher. The teacher can plan for the long-term through the scheme of work. Usually the scheme of work is the teacher's annual planning. Fraser, Loubser and Van Rooy (1990:71) list the following functions and advantages of the scheme of work:

- \* It indicates the amount of learning content to be taught over a given period of time. In this way it gives direction to the teaching act, determines the teaching pace and ensures a proportional distribution of learning content and teaching time.
- \* It indicates the subject themes and suitable reference work.
- \* The subject teacher can compare his progress with that of the previous years. This comparison will help in avoiding problems that occurred in the previous year.
- \* The scheme of work makes monitoring easier.
- \* The scheme of work provides a valuable overview of a variety of planning activities such as early ordering of teaching material, the identification of important dates and the arrangements that have to be made in advance. For example, the Economics teacher may want to link a certain lesson with an important economic event.

Long-term planning will help the teacher organise his teaching activities properly. This long-term planning will give the teacher a general overview of what he intends to do in that particular year. Stephens and Crawley (1994:53) define long-term planning as the top level of planning. They further state that the key to long-term planning is to know what the students are expected to have covered during the year.

(2) Short-term planning

Stephens and Crawley (1994:53) state that short-term planning includes all the daily activities of the teacher. Lesson planning is an example of short-term planning. Lesson planning is one of the most important activities of any teacher. The success of any teaching-learning activity depends upon proper planning. Lesson planning includes *inter alia* the following aspects:

- \* Formulation of objectives.
- \* Reduction of subject content to the essentials and arranging it logically.
- \* The choice of teaching media.
- \* The selection of evaluation methods.
- \* The planning of the phases of a lesson, introduction, presentation and conclusion.
- \* The implementation of the plan.

It is important for the teacher to plan how he will involve learners, that is, which activities will they perform. In Economics, the economics teacher should also decide on how to relate the subject content to the real world or which economic issues to refer to.

Claxton (1990:29) emphasises the importance of planning as follows. "Planning gives direction. For the beginning teacher it is a necessary step in the refinement of the art of effective teaching".

### 2.6.8 The principle of socialisation

Van der Stoep and Louw (1984:4) define socialisation in the didactic situation as the individual's adaptation to his psychological and social environment through interaction with other people (friends, family, peers and teachers). Interaction with other people contribute to effective learning. In the classroom situation the learner can interact with the teacher and with other learners. Through working with other learners, a learner will learn more.

Fraser, Loubser and Van Rooy (1990:74) state that learners will learn more effectively when their individual achievements are stimulated by social support, acceptance and encouragement.

Socialisation is so important to such an extent that the opportunities should be created for socialisation at class or group level. Examples of activities that promote socialisation in the classroom are group discussions, debates, group projects, buzz groups and dramatisations.

The aim of the above activities is to promote interaction between learners. During group-work learners learn from each other and they learn to respect other people's opinions. Through group discussions learners learn to communicate their views properly in order to convince others and finally reach a joint decision. What is also important about group-work is that learners realise that there are various ways of solving a problem (Fraser, Loubser & Van Rooy, 1990:75).

The principle of socialisation is very meaningful for Economics due to the fact that Economics is regarded as a social science because it studies aspects of human behaviour. In the economic world there is a lot of interactions, for example, there will be interactions between buyers and sellers. During the interaction between buyers and sellers there is negotiation about prices and quantities. Sellers need to convince buyers about prices, on the other hand buyers negotiate quantities.

When group-work is used, the teacher should plan how to supervise so that the class does not become chaotic. The teacher should make sure that all group members have an opportunity to talk and that the group is not dominated by a few group members.

## 2.7 SUMMARY

In this chapter, motivation and invitational learning were discussed. Motivation will cause a person to act. This means that learners will learn if they are motivated to learn. Motivation can be extrinsic when it is caused by external factors like rewards, avoiding punishment or any incentive that causes a learner to learn more. Motivation can also be intrinsic when the learner wants to learn because he is interested in the subject matter without any aim of getting a reward or avoiding punishment. Learners will be motivated to learn if they find learning activities meaningful.

Learners will be motivated to learn if the teaching strategies employed by the teacher are inviting. Invitational learning occurs when the teaching and learning situation is interesting and learners are encouraged to participate in it. Invitational learning has two theoretical foundations, namely, the perceptual tradition and the self-concept theory. Invitational learning also depends on the application of relevant didactic principles. Economics teachers are then faced with a challenge of motivating learners to learn Economics. Then successful learning depends on the teacher's relationships with learners, parents and the subject matter. The effectiveness of teaching and learning depends on these relationships. In the following chapter these relationships will be discussed.

## **CHAPTER THREE**

### **MOTIVATIONAL CHALLENGES EXPERIENCED BY ECONOMICS TEACHER**

<b>3.1</b>	<b>INTRODUCTION</b>	<b>53</b>
<b>3.2</b>	<b>THE CHARACTERISTIC STRUCTURE OF ECONOMICS</b>	<b>53</b>
3.2.1	The field of study of Economics as a school subject	54
(1)	Economic history	54
(2)	The current economic situation in South Africa	55
(3)	Theoretical Economics	55
3.2.2	Methods of teaching Economics	56
(1)	The lecture method	56
(2)	The discussion method	57
(3)	Discovery learning	59
(4)	The question and answer method	60
3.2.3	Careers and job opportunities in the field of Economics	62
<b>3.3</b>	<b>THE CHALLENGES IN THE LIFE-WORLD OF THE ECONOMICS TEACHER</b>	<b>63</b>
3.3.1	The Economics teacher's relations with himself	63
(1)	Qualifications	63
(2)	Positive self-concept	64
(3)	Attitude that enhances meaningful learning	65
(4)	Teacher's ability to win the trust and interest of learners	65
3.3.2	The Economics teacher's relations with others	66
(1)	Relations with authorities	66
(2)	Relations with colleagues	66
(3)	the Economics teacher's relations with parents	68
(4)	The Economics teacher's relations with learners	69

## **CHAPTER THREE** *(continued)*

<b>3.3.3</b>	<b>The Economics teacher's relations with economic concepts . . . . .</b>	<b>73</b>
(1)	Knowledge of the subject . . . . .	73
(2)	Selection of the subject matter . . . . .	75
(3)	Use of relevant teaching media . . . . .	76
<b>3.4</b>	<b>SUMMARY . . . . .</b>	<b>78</b>

## CHAPTER THREE

### MOTIVATIONAL CHALLENGES IN THE LIFE-WORLD OF THE ECONOMICS TEACHER

#### 3.1 INTRODUCTION

Teaching in today's classroom demands a range of skills and expertise far beyond the knowledge of the subject matter. Many teachers find themselves daily facing challenges and frustrations which their training had not equipped them to handle. When teachers are faced with these challenges and frustrations, effective teaching and learning cannot take place. Kyriacou (1986:9) states that until the 1960s the research on effective teaching was largely dominated by attempts to identify attributes of teachers, such as personality traits, sex, age, knowledge and training which might have an impact on their effectiveness.

Kyriacou (1986:17-18) states that current studies on teaching and learning indicate that successful teaching and learning depend on the teacher's relationships. In this chapter the teacher's relationship with himself, with others, with concepts / subject matter will be discussed. Because these teachers' relationships will be referred to the Economics teacher, it will be important to give a brief explanation of the characteristic structure of Economics as a school subject.

#### 3.2 THE CHARACTERISTIC STRUCTURE OF ECONOMICS

The main issue in Economics is the problem of *scarcity*. People's needs are unlimited but the resources are limited. The scarcity of resources needs people to establish priorities. The second important issue in Economics is the *problem of choice*. This means that because of the scarcity of resources a choice has to be made as to which goods to make available first. The problem of choice bring

about the third issue in Economics, the issue of *production*. Production of goods is the actual making of goods and services. For production to take place, factors of production are required (Mohr & Fourie, 1995:309).

Bekker (1996:17-18) states that Economics is a science which studies the aspects of human behaviour that are concerned with acquiring and utilising limited means. These limited means are used in various ways to provide goods and services which are to be divided among individuals and groups in such a way that maximum satisfaction of their wants is obtained.

### 3.2.1 Field of study of Economics as a school subject

Economics as a school subject is done from Grade 10 (standard 8). The reason for this is that Economics is abstract and theoretical.

According to Bekker (1996:18), Economics as a school subject falls into three categories.

#### (1) Economic History

This part consists of a cursory study of economic development in Western Europe. It also consists of economic development in South Africa from the arrival of Jan van Riebeeck at the Cape up to the present time.

The saying "to know where we are going, we must know where we come from" is just as true for Economics as in any other area. Because we want to know where we came from, economic history has an important place in Economics as a school subject. Economics teachers should however be careful of undue attention to irrelevant and unimportant details. Learners should not be bombarded with facts that do not relate to Economics. This means that the Economics teacher

should be able to link history with Economics. For example, Jan van Riebeeck arrived at the Cape in April 1652: that is history and not Economics. Van Riebeeck's brief was to provide for the needs of trading ships. This brief should be the teacher's point of departure because the central theme in Economics is the satisfaction of needs by utilising goods and services produced using scarce resources.

### (2) The current economic situation in South Africa

This part of Economics looks at the current economic situation in South Africa which is characterised by change. Bekker (1996:19) is of the opinion that we live in changing times and production norms of the years ago are no longer valid today. The study of the current economic situation in South Africa enables learners to understand economic problems and accept the challenge to resolve them.

### (3) Theoretical economics

Different economic theories provide the learners with the views of different schools of thought. For example, the classical theory states that the market mechanism is perfect and there is no need for government intervention in the economy. This theory is abstract and then the learners will have to relate it to the real world in order to verify its relevance (Fourie & Van den Bogaerde, 1992:22). It is important that these abstract theories must be related to the learner's experience so as to develop the ability to think abstractly. Economic theories usually employ technical terminology which is important in the study of Economics because in writing or speaking about Economics, terms acquire a specific meaning that differs from their everyday meaning. For example, the term "satisfaction" in ordinary use is replaced by the term "utility" in Economics. There are many similar examples.

Different lessons in Economics will need different theories. It is important for the Economics teacher to use a specific theory for a specific lesson otherwise Economics will have no meaning to the learner.

### 3.2.2 Methods of teaching Economics

Brookfield (1990:43) states that the method employed by the teacher determines how successful the didactic situation is in achieving aims and objectives. It is important to note that there is no one method which is ideal to all lessons and teaching-learning situations. The choice of a teaching method will be determined by the teacher, the theme and the level of the learners. Such factors as physical facilities, time available, size of the group and the teaching media must also be taken into account.

According to Bloom's taxonomy of objectives, Economics is concerned mainly with the cognitive domain. Different methods are required depending on which of these objectives in the cognitive domain are being pursued: knowledge, comprehension, application, analysis, synthesis or evaluation. Bekker (1996:65) suggests the following methods of teaching Economics:

#### (1) The lecture method

This method is sometimes called the narrative method. During the lecture, the teacher speaks and accepts full responsibility for the progress of the lesson. Bekker (1996:96) states that the lecture in Economics, has the same function as the demonstration in Biology. Learners are expected to listen while the teacher informs, narrates, expands, describes or explains.

The lecture method is more suitable for motivated learners than for unmotivated learners. Burkhardt (1976:70) states that when the lecture method is used, it has to comply with the following requirements:

- \* The language must be adapted to the learner's level of comprehension.
- \* The lecture must not be long.
- \* The lecture should not be an exact reproduction of the book.
- \* The lecture should have a beginning and a climax.
- \* Aspects such as tempo, emotional value and body language should be used correctly.

Duminy and Sönghe (1980:66) state that if the lecture method is not used correctly, it may inhibit initiative and keeps learners passive. In order to avoid this, the teacher should have a thorough knowledge of the facts, and he must be able to find suitable examples that illustrate the connection between theory and practice. This means that during the lecture the teacher must get the learners involved. Learners can be involved if the teacher creates opportunities for learners to take down their notes instead of writing down what is being written by the teacher. The teacher should present the lecture in such a way that it can be followed up by a study of reference work, class discussion, role interpretation or any other form of discovery learning.

## (2) The discussion method

Duminy and Sönghe (1980:67) states that class discussion as a method belongs to those categories of teaching and learning which came as a result of modern didactic insights and as a reaction against the old stereotyped presentation and recitation methods. In the discussion method, teaching is not seen as a one-way occurrence running from the teacher to the learner.

Bekker (1976:73) states that the class discussion is the ideal method for developing an appreciation of the characteristic structure of *Economics* since different views about a particular aspect surfaces. For example, a class discussion may be held about the merits and demerits of the annual budget that has just been announced. During a class discussion, as many learners as possible are involved. The teacher still initiates the discussion but tries to remain in the background and only guides the discussion.

Stephens and Crawley (1994:95) state that in order to make a class discussion effective, learners need to do their own research in advance using a variety of additional sources. In *Economics*, learners may read relevant Economic books, journals and newspapers in preparation for a discussion. During the discussion, learners should be willing to listen attentively to follow others and they should also be willing to participate in the discussion. Learners can only participate meaningfully if the objective of the lesson is clear.

During the discussion the teacher remains in control to make sure that the learners keep to the point. He keeps the discussion on track by contributing remarks and questions, encouraging participation, recognising positive contributions by learners, providing clues, indicating progress and guarding against deviation (Stephens & Crawley, 1994:97).

The teacher should also make sure that each learner gets an opportunity to speak and that the discussion is not dominated by certain individuals. The teacher is also responsible for drawing loose ends together towards the end of the discussion. A class discussion offers the teacher an ideal opportunity to get to know the learners (Bekker, 1996:75).

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(3) Discovery learning

Discovery learning means that learners are actively collecting and processing information under the guidance of the teacher. The characteristic structure of Economics compels the teacher to involve learners in such activities as independent research, and criticism (Bekker, 1996:77).

Keenan and Maier (1995:84) state that discovery learning needs a thorough preparation on the side of the teacher. He should know what the learners should discover and offer proper guidance. For example, water resource is a typical issue in South African economics. Learners may be required to research the problems encountered in the supply of water in this country. Learners' activities may include reading literature from the library about water supply, publications of the Department of Water Affairs, interviews with responsible officials at dams in the area. All the information collected from the above sources will be consolidated and presented.

Discovery learning offers learners the opportunity to acquire lasting knowledge through independent research. Discovery learning also help learners to acquire the capacity for independent and critical thought. For discovery learning to be successful, the role of the teacher has to change from lecturer to motivator and planner. This means that the task of the Economics teacher centres on the creation and organisation of a stimulating and rewarding environment (Keenan & Maier, 1995:86).

White (1995:81-85) states that discovery learning as a method of teaching may have certain problems like the following:

- \* Not all themes are suited for discovery learning.

- \* Lack of time and of flexibility in the school time-table.
- \* Teachers are reluctant to use this method because of the demands imposed by the examination.
- \* Suitable information is not always available.
- \* Not all learners have the ability of independent research.
- \* Evaluation becomes a problem.

A skilful teacher will try to solve the above problems.

#### (4) The question and answer method

In this method the teacher and the learners are equally active partners in the teaching-learning situation. This method is also known as the Socratic method and as *heuristic method* (Duminy & Sönghe, 1980:670). In this method the teacher asks questions to check understanding. Questions are well-planned and logically arranged.

Bekker (1996:95) states that every teacher has to master the questions-answer technique. He further states that the ability to ask questions and deal correctly with answers is regarded as one of the most important characteristics of good teaching. This means that questions must be clear, limited to the level of the learners and leading questions should be avoided. Becker (1989:34) states that the teacher should not discourage those learners who give incorrect answers, instead they must be helped by means of further questions until they give the correct answers.

Malan (1997:49) state that it is important that the teacher asks questions that require thought and present a challenge. These questions encourage learners to apply knowledge, analyse information and make a decision. This is in line with the outcomes-based education. An example of a productive question is: explain how low demand causes unemployment?

Stephens and Crawley (1994:76) states that questions are important in every kind of lesson. For questions to be effective and meaningful they have to be arranged logically around a definite area and with a specific aim. Duminy and Sönghe (1980:99-101) state that at the beginning of the lesson the aim of asking questions is to determine previous knowledge of the learners about the subject matter to be presented. Finding out what learners know about the subject matter to be presented will help the teacher to present the subject matter accordingly. For example, in Economics when scarcity and choice lesson is to be presented, the teacher may first find out from learners what a person will do if he wants to buy certain goods but does not have enough money to buy all the goods he needs. Learners may respond by saying that the person will prioritise his needs. The teacher will then introduce the lesson. This will stimulate interest in learners and motivate them to learn because they will realise that there is something they know about the subject.

During the presentation the aim of asking questions is to establish whether the learners are following the course of the lesson. During this phase of the lesson questions to the learners will help to reveal the nature and extent of possible misconceptions (Duminy & Söhnghe, 1980:100).

During the conclusion of the lesson questions are asked to find out whether the lesson was understood or not. A very important function of conducting questions during the conclusion is to require learners to state the main issues of the lesson using their own words (Duminy & Sönghe, 1980:102).

### **3.2.3 Careers and job opportunities in the field of Economics**

Brown (Naidoo, 1997:9) states that career refers to a course or progress in life or history, an occupation or profession engaged in as a life-work, a way of making livelihood and advancing oneself.

The economic climate of a country and of the whole world changes almost overnight and this needs informed people, particularly leaders. A person who has studied Economics may follow a career in Commerce and Economics will enable him to understand economic changes. Bekker (1996:20) states that economics enables people to evaluate their moves and options more effectively. For example, government decisions need to be economically justifiable. He further states that a knowledge of economics is indispensable for anyone who wishes to make a success of his career. This means that a knowledge of Economics is important in almost all careers.

As far as job opportunities are concerned, Bekker (1996:20) states that the government employs the finest economists to serve on the President's Advisory Council. This Council advises government on the economic implications of government action.

Economists are employed by such parastatal institutions as Iscor, Eskom and South African Broadcasting Corporation.

Bekker (1996:20) states that in the private sector, large enterprises employ well-trained economists. Independent economic advisory services play an important role in the business world. Financial institutions employ economists who are going to advise their clients about important economic issues such as Banker's Acceptance Rate, budget, inflation and other important and current economic issues.

Bekker (1996:21) also states that since everyone is continually obliged to make decisions based on economic considerations, the value of Economics as a school subject cannot be underestimated.

Naidoo (1997:157) states that guidance teachers should make the learners aware of the job opportunities in the commercial sector and motivate them to study commercial subjects of which Economics is one.

### **3.3 THE CHALLENGES IN THE LIFE-WORLD OF THE ECONOMICS TEACHER**

#### **3.3.1 The Economics teacher's relations with himself**

The following are some of the vital components of the teacher's relations with himself:

##### **(1) Qualifications**

In order for the teacher to be effective, he needs to be adequately qualified for the subject he is teaching. His qualifications will enable him to have adequate knowledge of the subject and the correct methods of teaching the subject. In the case of Economics, the Economics teacher needs to be qualified to teach Economics, he needs to have the knowledge of Economics content and Economics didactics.

Kyriacou (1986:179) states that there are three most important pressing professional concerns challenging teachers, namely the need to develop curriculum so that it meets the educational aspirations held for it, secondly is the need to develop systems of teacher appraisal which will foster more effective in-service professional development and thirdly is the need to develop ways in which the

levels of stress experienced by teachers can be reduced. He further states that these concerns can be addressed if the teachers are adequately qualified.

(2) Positive self-concept

Though qualifications are important, Vrey (1990:202) states that learners are not impressed by the teacher's academic qualifications. They are concerned about the person, and one thing they expect from him is that he should be able to impart the subject matter. This means that the teacher's personality plays an important role in the teaching-learning situation. The teacher will have adequate personality if he has a positive self-concept. The teacher must see himself as adequate. Comles (Vrey, 1990:202) describes the adequate teacher's personality as follows:

- \* He views himself realistically and without self-deception and look at the world frankly and without distortion.
- \* He perceives and empathises with others in their circumstances and problems. This identification manifests itself as a feeling of oneness. This means that the Economics teacher should be approachable and understand that Economic concepts are new to some learners so he should relate them to examples in the real life-world of the learner.
- \* He is well-informed as far as his subject is concerned.

According to the above description the teacher should have a realistic self-image and self-esteem which does not need constant defence. The teacher with a positive self-esteem will disclose and forget himself while helping the learners with their own self-actualization. The teacher with adequate personality can expose himself to criticism without feeling threatened, he can accept the learner's viewpoints and certain behaviour without feeling that he is sacrificing an important part of himself.

(3) Attitude that enhances meaningful learning

Kasper (1996:61) claims that the teacher with adequate qualifications and a positive self-concept is likely to have the right attitude that will enhance meaningful learning.

Hemmer (Gumbi, 1991:65) states that one way of developing a teacher's ability is through the creation of certain attitudes which will enhance meaningful learning. The teacher should enjoy teaching. Teaching brings many rewards and satisfaction, but it is a demanding, exhausting and sometimes frustrating job. It is hard to do well unless one enjoys it. Teachers who enjoy their work will show this in the way they handle their classes. They will come to class well-prepared for the day's lesson and present the subject matter in such a way that learners are motivated to learn. Difficulties and confusion experienced by learners will be perceived as challenges to be met with professional skills and not with irritation. Teachers who enjoy their work see themselves as resource persons to their learners and not as owners of knowledge (Gumbi, 1991:67).

Eksteen (Gumbi, 1991:67) states that Economics as a social science is abstract and therefore the Economics teacher needs to have patience. This patience will originate in the love of the subject and the learners. When teachers have the appropriate attitude towards school-work, they will present it in such a way that learners see it as enjoyable and interesting. Teachers with the positive attitude allow for activity-centred teaching which allows learner involvement. Learner involvement gives learners an opportunity to participate in their own learning.

(4) Teacher's ability to win the trust and interest of learners

Kasper (1996:64) states that the teacher should have the ability to win the trust and interest of learners. Economics is viewed as difficult by most learners so the Economics teacher faces a challenge of teaching this subject in a meaningful way.

One meaningful way would be for the teacher to communicate his trust in the learners from the start. Gumbi (1991:61) states that trust implies faith that the learners have the potential to learn. When the teacher trusts the learners he will give them opportunities to be involved in the learning process even if they do not make the expected progress.

The teacher who has trust in the learners will encourage their cognitive and affective development as far as their abilities allow.

### 3.3.2 The Economics teacher's relations with others

#### (1) Relations with authorities

Stephens and Crawley (1994:152) states that good schools are characterised by common purpose between teachers and the headmaster. It is important for the teacher to behave professionally in the working relation with the headmaster.

The headmaster is the nearest authority that the teacher relates with. It is important for the teacher to get acquainted with the routine protocol. For example, is the headmaster addressed on first name terms by all staff? What is the method of communicating with the headmaster? The Economics teacher needs a lot of support from the headmaster and the head of the department. When he wants to organise excursions for learners, the headmaster will have to approve and he will also have to buy the support material for Economics. All this needs a good and healthy relationship between the Economics teacher and school authorities (Stephens & Crawley, 1994:152).

#### (2) Relations with colleagues

Stephens and Crawley (1994:152-154) state that no teacher can afford to be self-sufficient, effective teaching needs teamwork and good relationship with the

colleagues. Colleagues include other teachers and other people in the school like caretakers, cleaners, office staff and technicians.

- \* The Economics teacher needs to work with other Economics teachers and other teachers in the school. Burkhardt (1976:111) states that to work successfully in Economics, team teaching is necessary. Team teaching is when different teachers teach one group of learners and each teacher specialises in those areas in which he excels. Team teaching cannot be possible if there is a bad relationship between the Economics teacher and other teachers. Burkhardt (1976:112) states that team teaching has the following benefits:
- \* Teachers can specialise in those talents and skills which they know best. For example, one teacher may specialise in co-ordinating students work groups. Another teacher who has special skills in the construction of audio-visual resources may specialise in organising this material.
- \* Teachers working in turns can attempt and experiment new and different learning methods.
- \* Teachers in a team relationship tend to be more creative because of their interaction among team members. They have time to evaluate course content.
- \* With three or four teachers pooling their ideas, resources and classroom space, there is greater scope for better and more specialised utilisation of spare and other resources.
- \* Team teaching provides an administration framework for teaching interdisciplinary studies in which a theme is chosen requiring curriculum

inputs from two or more disciplines. For example, Economics teachers and history teachers plan co-operatively to teach a theme such as society and business. Burkhardt (1976:119) gives other examples where team teaching is possible, for example, a lesson on 'limits to growth' can be done in Economics and in History.

It is then clear that good relations between the Economics teacher and other teachers of other disciplines is indispensable.

### (3) The Economics teacher's relations with parents

As an adult, the teacher must assert himself in relation to parents. Vrey (1990:204) states that effective teacher / parent communication will always be necessary if the child is not to suffer. The parent should feel free to discuss the child's problems without any fear of unjust treatment.

The teacher on the other hand, should feel free to discuss the child's progress with the parent. For example, if the learner's progress is unsatisfactory, the teacher needs to communicate that to the parent in a mature way which will not offend the parent.

Some parents have valuable knowledge of Economics, so the teacher should not be threatened to use them as an important resource. Good relations between the teacher and parents promotes good relations between the teacher and the learners (Kasper, 1996:78).

Effective teachers build good relations with parents by meeting them in a sociable friendly setting. Home visits and parent-teacher associations provide such settings (Stephens & Crawley, 1994:153).

(4) The Economics teacher's relations with learners

Kyriacou (1986:130) states that the relationship between the teacher and the learners is of fundamental importance and is a condition for effective teaching and learning. He further states that a sound relationship between the teacher and learners need to be based on two qualities. The first is the learner's acceptance of the teacher's authority. Unless learners accept the teacher's authority to organise and manage the teaching-learning activities, effective teaching and learning is likely to be undermined. It is important to note that the teacher's authority needs to be based on effective teaching rather than on coercion.

Kyriacou (1986:131) states that there are three factors involved in establishing and maintaining authority.

(a) Status

The teacher derives status from the fact that he is a teacher and from the respect that is given to teachers by the whole society. If the society respects teachers, children from that society will respect the teacher.

Kyriacou (1986:133) states that teachers can use actions which signify their status to establish their authority. He further states that status is conveyed through action when the teacher appears to be relaxed and self-assured and by communicating his expectations in a calm and relaxed manner.

(b) Teaching Competence

Kyriacou (1981:133) states that there are three main elements involved in teaching competence which contribute to the teacher's authority; subject knowledge, interest in and enthusiasm for the subject and the ability to set up effective learning experiences.

Many learners will accept the authority of the teacher if they see that the teacher has expertise in his subject. The economics teacher has to possess a thorough knowledge of the subject in order for his authority to be accepted in the Economics class.

Interest in and enthusiasm for the subject is a major contributor to establishing authority and it also helps to create a classroom climate which emphasises the worthiness of the learning activities. It is important that interest and enthusiasm is shared with learners and not merely demonstrated by the teacher in a way that learners find hard to understand. This means that the teacher should not present the subject matter in a way that learners find hard to understand. The teacher should present the subject matter in a way that will arouse the learner's interest and enthusiasm. Use of examples that are found in the life-world of the learner may be one way of arousing interest in learners and make them see that the subject has meaning for them (Kyriacou, 1986:134).

One way of capturing the learner's interest is to use various teaching methods. The teacher should also monitor the learner's work, praise when necessary and offer help to those learners who have some difficulties. In this way learners will see that the teacher cares for them and his authority will be accepted (Kyriacou, 1981:132).

Perrott (1982:26) argues that the ability to set up effective learning experiences is the core of the teacher's ability to teach. Learning experiences should be made to meet the needs of the learners so that the learners may find them meaningful. When learners find learning experiences meaningful, they are motivated to learn. Kyriacou (1981:134) states that if the learning activities do not meet the needs of the learners, the school will be experienced as an unreal world with outdated activities. He further states that the feedback from learners, in the form of lack of interest and motivation provides the teacher with a continuing critique of the quality of the matching between learning experiences and needs.

Burkhardt (1976:51) states that one way in which the Economics teacher can make economics more relevant to the real world situations is to devise quantitative activities where students are required to measure, calculate and observe the changing economic variables in their local or national context.

(c) Exercising control in the classroom

Walker and Shea (1984:187) state that control over the classroom means the way in which the teacher manages the classroom activities. This means that the teacher should control how lessons are commenced, how the lessons are ended and how will learners be involved in the lesson. Teacher-learner interactions must be pre-determined by the teacher. Lessons should start on time and learners who come late should be dealt with immediately and effectively. The teacher should ensure that the start of the lesson is not delayed by matters that could be dealt with at some other time. The introduction of the lesson should be interesting in order to motivate the learners and capture their interest (Kyriacou, 1981:135).

During the lesson, the teacher needs to regulate classroom activities particularly circumstances under which learners can speak and move from their seats. At the end of the lesson the teacher should evaluate whether the learners understand the work or not. If evaluation is oral, all learners should be given an opportunity to speak and no noise should be allowed.

Control over classroom activities requires vigilance. The teacher needs to monitor learners' action because it is easier to regain control if the teacher acts quickly rather than trying to tackle undesirable action that has been going on for some time. Kyriacou (1981:137) states that vigilance on the side of the teacher is required to ensure that rules and procedures are kept.

Good classroom control minimises discipline problems in the classroom and helps in creating an environment that is conducive to learning.

The second quality upon which sound relationship between the teacher and the learner is based is mutual respect and rapport. The teacher's knowledge of the subject, his competence and his ability to control the class will encourage learners to respect him. Good rapport between teacher and learner refers to having an harmonious understanding of each other as individuals (Kyriacou, 1981:137).

He also states that respect for learners means that the teacher should respect and accept their views. When learners play an active role in class, their self esteem is improved and they are motivated to learn. Purkey & Novak, (1984:46) states that the teacher who has respect for his learners will see them as worthwhile and having the potential to learn.

Vrey (1990:205) states that the educator's first task is to take notice of the encounter with the educand, accept his support and encourage him to learn. This means that at the outset, the teacher should learn the learners' names and should create opportunities for social conversations. He further states that the pedagogical encounter will succeed if the learner feels secure and is aware that educator intends looking after him.

Though good interaction between the teacher and learners is important, it should be treated with caution and should interfere with the teacher's role in effective teaching. It is thus important for the teacher to continue to periodically check if the interaction does not go out of hand.

Oliver (1998:61) states that teaching can be effective and produce desired outcomes if the teacher-learner interaction is kept under check. Finally, the Economics teacher's relations with learners is based on the fact that the teacher should act as the manager and facilitator of learning. Gumbi (1991:73) states that in a teacher-learner relationship, the teacher is a motivator, a catalyst and a sustainer. She further states that the first task of the teacher is to establish some

communication with the learner so that motivation can occur. The teacher should extend an invitation to learn in such a way that the learner accepts it. This invitational role is paramount to the teaching-learning situation because it provides stimuli through a variety of activities and through a well-planned environment. Wherever possible the teacher should examine learner strengths, interests and limitations in order to choose the learning activities more appropriately.

### 3.3.3 The Economics teacher's relations with Economic concepts

#### (1) Knowledge of the subject

Kyriacou (1986:133) states that adequate knowledge of the subject matter by the teacher is the prerequisite for effective teaching. In the past years, the teacher could obtain this knowledge from his training and this knowledge would last him his whole life. The contemporary technology and knowledge explosion have brought about new information in all fields and because of this, no teacher can consider his training complete (Vrey, 1990:204).

An effective teacher is required to keep abreast with new developments. This requires an intense involvement of the teacher in information areas related to his subject.

It is important for the Economics teacher to know the relationship between Economics and other subjects. Reference to other subjects during an Economics lesson will give meaning to Economics and thus motivate learners to learn. His interdisciplinary approach will help learners see meaning in the subject and thus get involved. The teacher who knows his subject will find it easy to practise this interdisciplinary approach to the teaching of Economics (Burkhardt, 1976:37).

For the Economics teacher to increase his knowledge of the subject, he should improve his knowledge and skills and grow professionally. In order for the

teacher to grow professionally, he needs to attend conferences, seminars and workshops that can provide exciting ways to sharpen skills, learn new techniques and develop new understanding of the subject.

Purkey and Novak (1984:76-84) argue that there are many ways to grow professionally and they suggest the following:

- \* *Spend time reading.* There are many professional books, journals, magazine articles and newsletters that are written to help teachers develop professionally. These materials are rich in economic knowledge that can help the Economics teacher to keep abreast. It is important then for the teacher to find time to read because in reading, the teacher may find new and important information which will enhance his teaching competence.
- \* *Join professional groups.* Professional groups are an important source of knowledge. It is therefore important for the teacher to be active in professional societies. In these groups various aspects of the subject are discussed, like the new methods of teaching and new information that has come. At times these professional organisations invite a subject specialist to come and address them. In this way, some problems surrounding the subject are eliminated. One of the most important activity of these groups is research, members conduct research on problem areas and the information they obtain from research is important and it helps them grow both academically and professionally.
- \* *Conduct projects.* Some teachers might assume that research should be left to scientists in laboratories, surrounded by computers and data sheets. But bigger is not necessarily better. A teacher's quiet investigation of some question or subject area can have a long-term influence. Conducting of projects is very important for Economics teachers. Information they obtain from these projects is very important.

- \* *Write papers.* One of the best ways to grow professionally is to write for professional publications. Not everything written should appear in national journals, there are various local and regional newsletters, journals and related publications that welcome contributions from educators in the field. The Economics teacher can even initiate an Economics journal in the school and other teachers can contribute to it.
- \* *Seek feedback.* At the end of a particular section of work, seek suggestions from the learners. Find out how they evaluate your teaching and what you can do to make it better. The teacher who knows the subject will seek this evaluation from learners without fear of being shot down. Woolfolk (1995:368) states that an important characteristic of the teacher who is an expert in his subject is that he is a lifelong learner. He will learn something from what the learners say.

(2) Selection of the subject matter

The teacher should choose learning experiences that will lead to more effective teaching and learning. In selecting the learning activities, the teacher has to have clear objectives. Burkhardt (1976:43-44) suggests the following criteria for the selection of learning activities in Economics:

- \* The objectives of the unit of work.
- \* What skills does the teacher hope students will develop as a consequence of the learning activity? For example, should the learning activities encourage problem-solving, critical thinking or creative thinking, and interpretative skills in economic statistics?
- \* What motivational stage is most suitable to ensure eager co-operation of learners and enthusiasm in their tasks?

After the subject matter has been selected, the Economics teacher should choose a suitable textbook. The teacher should choose a textbook that covers all or some topics common to the Economics syllabus. It should be well illustrated and easy to read, that means it should use ordinary language that is easy to understand.

Much argument has been offered in favour of doing away with a single textbook because too much adherence to single prescribed textbook produces narrowness of outlook and approach to the subject. Learners tend to accept uncritically the authority of a single textbook (Burkhardt, 1976:82).

It is the responsibility of the teacher to encourage learners to read other books, articles, magazines, journals and newsletters. The Economics teacher should make sure that these other sources are available either in the school library or his Economics library that he has created. The teacher should read these sources to that he knows what they contain and which one learners should be referred to.

### (3) Use of relevant teaching media

Fraser, Loubser and Van Rooy (1990:145) define teaching medium as any object or person which is used purposefully to convey learning content in the didactic situation.

According to this definition, teaching media are used to explain certain parts of the topic so as to enhance understanding. In order for the teaching media to achieve this objective, they should be selected carefully. Bekker (1996:133) states that the following guidelines should be kept in mind when choosing teaching media:

- \* The choice of a teaching medium has a direct relation to the expected activity.

- \* When a teaching medium is chosen, the teacher should be clear as to what method he will use to ensure that the teaching medium is used effectively.
- \* The relationship between the teaching medium and the lesson should be clear.
- \* The chosen media should provide opportunities for cognitive and effective development.

The teaching media should guide learners towards independent activity and thus invite or encourage the learner to participate actively in the teaching-learning process.

Duminy and Sönghe (1981:155) distinguishes between teaching media and learning media. When these media are going to be handled by the teacher for demonstrating purposes, they are called teaching media. When they are going to be handled by the learners as they perform some activities, they are called learning media. Learners need to know what it is that they are expected to achieve when they use learning media.

Burkhardt (1976:88) states that teaching media, like motion films, film strips, recordings, overhead projectors and other items of educational technology are indispensable in teaching Economics. He further states that the justification of using films, charts, recordings and diagrams is that a multi sensory appeal is more effective than a single sensory appeal in promoting understanding. For example, in explaining the concept of the division of labour in Economics, a film or collection of photographs showing a variety of assembly line production sequences is a reinforcement of the teacher's oral exposition or textbook's explanation. Teaching media help learners to move from concrete examples to underlying principles.

## SUMMARY

Chapter three gives an overview of the field of study of Economics as a subject. Under this heading the current economic situation in South Africa, various methods of teaching Economics, careers and job opportunities in the field of Economics are discussed.

This chapter also emphasises the importance of the Economic teacher's relations with himself with the colleagues, with parents, with learners and with the Economic concepts. Effective teaching and learning depends on these relationships. The teaching media are also discussed in this chapter.

The major contribution of carefully prepared and well organised teaching media is their success in providing concrete examples illustrating evidence of an economic problem. In other words, teaching media should bring reality to the classroom.

Teaching media should capture the interest of the learner and stimulate critical thinking and promote the understanding of the concepts. This means that they should be well selected. Burkhardt (1976:89) states that after analysing the subject matter and the learning tasks, the teacher should then select those materials and media which are best suited to each activity and topic.

Teaching media are not substitutes for the teacher. They are curriculum resources and become relevant and effective only in the context of learner's motivation to use them in the search for information and illustrative samples. Their effectiveness depends on the proper planning by the teacher.

The research design will be discussed in the following chapter.

**CHAPTER FOUR**

<b>PLANNING OF THE RESEARCH</b>	<b>Page</b>
<b>4.1 INTRODUCTION</b> . . . . .	<b>79</b>
<b>4.2 PREPARATION AND DESIGN OF THE RESEARCH</b> . . . . .	<b>80</b>
4.2.1 Permission . . . . .	82
4.2.2 Selection of respondents . . . . .	83
(1) Sampling . . . . .	83
(2) Simple random sampling . . . . .	84
(3) The size of the sample . . . . .	84
(4) Choice and size of the sample for this study . . . . .	85
<b>4.3 THE RESEARCH INSTRUMENT</b> . . . . .	<b>85</b>
4.3.1 The questionnaire . . . . .	86
4.3.2 Construction of the questionnaire . . . . .	86
(1) Closed-ended questions . . . . .	87
(2) Open-ended questions . . . . .	88
(3) Scaled-items . . . . .	88
4.3.3 Characteristics of a good questionnaire . . . . .	89
4.3.4 Advantages and disadvantages of the questionnaire . . . . .	91
(1) Advantages of the questionnaire . . . . .	91
(2) Disadvantages of the questionnaire . . . . .	92
4.3.5 Validity and reliability of the questionnaire . . . . .	93
(1) Validity . . . . .	93
(2) Reliability . . . . .	93
<b>4.4 PILOT STUDY</b> . . . . .	<b>94</b>
<b>4.5 ADMINISTRATION OF THE QUESTIONNAIRE</b> . . . . .	<b>95</b>

<b>4.6</b>	<b>PROCESSING OF DATA</b> . . . . .	<b>96</b>
4.6.1	Descriptive statistics . . . . .	96
4.6.2	Inferential statistics . . . . .	96
<b>4.7</b>	<b>LIMITATIONS OF INVESTIGATION</b> . . . . .	<b>97</b>
4.7.1	Limitations of the scope . . . . .	97
4.7.2	Limitations of the design . . . . .	97
4.7.3	Methodological limitations . . . . .	98
<b>4.8</b>	<b>SUMMARY</b> . . . . .	<b>98</b>

## **CHAPTER FOUR**

### **PLANNING OF THE RESEARCH**

#### **4.1 INTRODUCTION**

Melville and Goddard (1996:36) define research as an occurrence of expanding knowledge. They further state that research is about answering unanswered questions or creating that which does not currently exist. It is not just information-gathering. The discovery and creation of knowledge lies at the heart of research. Effective teaching depends on research since research is a systematic quest for undiscussed knowledge. True learning is also an occurrence of discussing new aspects of our universe that we know nothing about.

Schumacher and McMillan (1993:8) define research as a systematic occurrence of gathering and logically analysing information.

These definitions are rather general because there are various methods of investigating a problem or question. Research methods (sometimes called "research methodology") are the ways of collecting and analysing data.

Van den Aardweg and Van den Aardweg (1988:197) state that research methodology is systematic and purposeful. All procedures and activities in research are well-planned to provide information on a particular research problem.

In a broader context, research methodology refers to the methods used by the researcher to collect data and all procedures and activities of analysing data. It is possible to have a methodology that provides no valid or reliable data on the problem, but careful choice of the research method increases the likelihood that the data will yield reliable information on the research question.

Wiersma (1991:8) identifies five steps that characterise the nature of the research occurrence. These are:

- \* Identifying the problem.
- \* Reviewing information.
- \* Collecting data.
- \* Analysing data.
- \* Drawing conclusions.

This chapter is about collecting data.

Aspects that are discussed in this chapter include:

- \* Preparation and design of the research.
- \* Permission.
- \* Selection of respondents.
- \* The research instrument.
- \* The pilot study.
- \* Administration of the questionnaire.
- \* Processing of data.
- \* Limitations of the investigation.

## **4.2 PREPARATION AND DESIGN OF THE RESEARCH**

Schumacher and McMillan (1993:31) define research design as a plan and structure of the investigation used to obtain evidence for conducting the study. The research design includes; when, from whom and under what conditions will the data be obtained. According to this definition, research design indicates how the whole research is set up and what methods will be used to collect data. Bouma (1993:86) states that a research design is developed to guide the research to be undertaken.

He further states that in order to carry out a research, the concepts in the hypothesis must be defined in such a way that they can be measured.

Bouma (1993:89-105) distinguishes between the following types of research design:

- \* The case study: The **case study** can answer the question 'what is going on?'. In a case study a single case is studied for a period of time and results are recorded. The aim of the case study is description. The key element of a case study is that one group is focused on and that no comparison with another group is made.
- \* The longitudinal study: The **longitudinal research** design involves two or more case studies of the same group with a period of time between each case study. Bouma (1993:93) states that the basic question asked by a longitudinal study is "Has there been any change over a period of time?". Official records or statistics are used in longitudinal research design.
- \* The comparison: While the longitudinal research design includes the study of the same group over a certain period of time, the **comparison** involves comparing one measure of two or more groups. The aim of comparison is to find whether there is any difference between the groups (Bouma, 1993:95).
- \* The longitudinal comparison: The **longitudinal comparison** is the combination of the comparison and the longitudinal study. The aim of the longitudinal comparison is to find out whether two or more variables are different over a certain period of time (Bouma, 1993:99).

- \* The experiment: An experimental research design is used to determine the effect that a change in one variable has upon the other. Bouma (1993:105) states that the fundamental requirement of an experimental research design is that the researcher has some control over variation in the independent variable and is able to control the influence of other variables. Melville and Goddard (1996:28) call these other variables nuisance variables. They say that these should be controlled so that they have no effect on the dependent variable. The choice of one or the other research design depends on what is being researched. In designing a research, it is important for the researcher to bear in mind that each design provides the answer to a particular question.
  
- \* Survey research: Schumacher and McMillan (1993:37) state that in research survey, the investigator selects a sample of subjects and administers a questionnaire or conduct interviews to collect data. Surveys are used frequently in educational research to describe attitudes, beliefs, opinions and other types of information. For the purpose of collecting data, the research is designed so that sufficient information about a large number of people (population) can be inferred from the responses obtained from a smaller group of subjects (sample).

#### 4.2.1 Permission

A written request (cf. Appendix A) was made to the Area Circuit Inspector of Schools at Umlazi to conduct this research study amongst Economics teachers in high schools at Umlazi. The permission (cf. Appendix B) was granted and the researcher was told to also ask for permission to talk to Economics teachers from the principal of each identified school. The researcher sought permission (cf.

Appendix C) from each principal concerned. The researcher stressed that Economics teachers would be asked to complete the questionnaire during their non-teaching time. The researcher clearly explained the purpose of the study to the principal and the respondents.

#### 4.2.2 Selection of respondents

##### (1) Sampling

Fontana (1981:95) defines sampling as a "process of selecting a sufficient number of subjects (elements) from the population so that by studying the sample and understanding the properties or characteristics of the sample subjects, we will be able to understand the characteristics of the population." In other words a sample is a part of the whole.

Ary, Jacob and Razavieh (1979:139) state that inductive reasoning is the rationale for sampling. The inductive method involves making observations and drawing conclusions from these observations. Melville and Goddard (1996:30) state that the sample must be representative if one is to be able to generalise with confidence from the sample to the population. This means that the sample must all have the characteristics of the population. Representativeness means that the sample should be free from any form of bias. Melville and Goddard (1996:31) state that a sample is said to be biased if it represents only a specific subgroup of the population or if particular subgroups are over- or under-represented. They also distinguish between four basic types of sampling methods, namely:

- \* simple random sampling,
- \* stratified random sampling,
- \* cluster sampling and
- \* systematic sampling

In this study, the researcher will use the simple random sampling design in the selection of Economics teachers.

(2) Simple random sampling

Huysamen (1994:38) states in simple random sampling, each member of the population has the same chance of being included in the sample. A common type of simple random sampling with a small population is to select names from a hat. Melville and Goddard (1996:31) state that with a large population, it is necessary to use a more precise procedure to select a sample. They suggest that for a large population, it is better to use a table of random numbers. According to this procedure, one assigns numbers to each member of the population (enumerate the population). After numbers have been assigned to the members of the population, the researcher then selects a random starting point in the table and then selects numbers moving down a column or across a row. The researcher in this study randomly selected 16 high schools and submitted the questionnaire to all Economics teachers in those schools.

Melville and Goddard (1996:31) also suggest that random numbers can also be generated by a computer either by special computer programs or by using the random functions available in programming languages.

(3) The size of the sample

Bouma (1993:127) states that it is very difficult to say how large a sample should be. He further states that if the population is homogeneous, that is, the relevant characteristics are fairly evenly distributed, smaller sample can be relied on than if the population is highly variable.

Melville and Goddard (1996:30) state that a sample should be large enough to represent the population correctly. Bouma (1993:127) claims that several basic

issues need to be considered in determining the size of the sample. First, analysis of statistics and interpretation of data will determine the sample size. Second, the more accurately the data must reflect the total population, the larger will be the sample. Third, the more questions asked, the more controls introduced and the greater the detail of the analysis of data, the larger the sample will have to be.

Though large samples enhance statistical precision, it should also be borne in mind that very large samples can be costly.

In educational research, available resources, time, money, personnel and other required resources are the most important factors that determine the size of the sample. According to Gay (1987:114) for descriptive research, a sample of 10% of the population is considered minimum. For smaller populations 20% of the population may be an ideal size.

#### (4) Choice and size of samples for this study

For the purpose of this study 16 high schools out of 21 were randomly selected from Umlazi. One pre-condition however did exist, the researcher had to ensure that the selected schools offered Economics as a school subject and thus they had Economics teachers on their staff.

When it came to the selection of Economics teachers, all Economics teachers were chosen to respond to the questionnaire. Each school had approximately three to four Economics teachers.

### 4.3 THE RESEARCH INSTRUMENT

Schumacher and McMillan (1993:40) state that there are six ways of collecting data, namely observations, questionnaires, interviews, tests and unobtrusive

measures. In conducting research one or more of these ways will be used depending on the advantages and disadvantages of each. In this study the researcher selected a questionnaire. The questionnaire has been chosen because of its advantages outweigh the disadvantages (cf. 4.3.4).

#### 4.3.1 The questionnaire

Oppenheim (1992:100) defines a questionnaire as a set of well-thought questions which is meant to collect data. He further states that a questionnaire is not some sort of an official form which contains a list of questions that have been jotted down without much thought. A questionnaire is an instrument of research which has a special function to do, that is the function of measurement. Thorough planning, reading, design and pilot work are needed if the questionnaire has to be effective. The information obtained by means of a questionnaire, will be transformed into numbers or quantitative data by using attitude scaling or counting the number of the respondents who give a particular response, thus generating frequency data.

#### 4.3.2 Construction of the questionnaire

Oppenheim (1992:101) states that the construction of a questionnaire needs thorough planning. Naidoo (1997:96) states that the nature, form and the order of questions are very important if meaningful results are to be obtained. He further states that a questionnaire should not be too long because the respondents may get bored with the result that questions appearing at the end of the questionnaire are either left unanswered or are answered without much care and thought.

Khathi (1990:194-195) maintain that the questionnaire may be regarded as a form of an interview paper. Because of this, the procedure for the construction of a

questionnaire follows a similar pattern to that of an interview paper. He further states that because the questionnaire is impersonal, care should be taken when it is constructed. This means that the questionnaire should be clear in wording because there is no interviewer to explain what is not clear.

Luthuli (1990:98) states that a questionnaire is a way of obtaining data about persons by asking them rather than watching them behave or by sampling a bit of their behaviour. The questionnaire should be designed such that the respondents are willing to give information about themselves. In preparing a questionnaire the following criteria ought to be applied:

- \* To what extent might a question influence the respondents to show themselves in good light?
- \* To what extent might a question influence the respondents to be unduly helpful by attempting to anticipate what the researcher wants to hear or find out?
- \* To what extent might a question be asking information about respondents that they are not certain, and perhaps not likely to know about themselves?

#### (1) Closed-ended questions

Oppenheim (1992:112) states that questions in a questionnaire can either be open- or closed-ended. He further states that a closed questionnaire is the one in which the respondents are offered a choice of alternative answers. They may be asked to tick or underline their chosen answer(s). Closed-ended questions are easy to ask and quick to be answered and their analysis is also straight-forward. The major drawback of closed-ended questions is that they limit the respondents to the provided answers or alternatives. The respondents are deprived the opportunity of providing their own answers in their own way. In this way these types of

questions may introduce some form of a bias. In this study close-ended questions are used.

## (2) Open-ended questions

Oppenheim (1992:112) states that open-ended questions are not followed by any kind of choice and the respondent's answers are recorded in full. In the case of a written questionnaire, the amount of space or the number of lines provided for the answer will partly determine the length and the fullness of the responses to be provided. The virtue of the open-ended question is that it does not force the respondent to adapt to the pre-conceived answers. Further, the open-ended questions are flexible, and thus enable the researcher to clear up misunderstandings.

Oppenheim (1992:112-113) states that the chief advantage of the open-ended question is the freedom it gives to the respondents. Once they have understood the intent of the question, they can respond freely without being influenced by a prepared set of answers. The main disadvantage of open-ended questions is that they are difficult to answer and difficult to analyze.

## (3) Scaled items

Schumacher and McMillan (1993:244-245) state that scales are used extensively in questionnaires because they allow a fairly accurate assessment of beliefs or opinions. This is because our beliefs and opinions are thought of in terms of gradations. It is either we believe something very strongly or we have a negative opinion of something.

The usual format of scaled items is a question or statement followed by a scale of potential responses. The subjects check the place on the scale that best reflects

their beliefs or opinions about the statement. The most widely-used example is the Likert-scale. A Likert scale is the one in which the item includes a value or direction and the respondent indicates agreement or disagreement with the statement. Likert-type items use different response scales, the stem can either be neutral or directional.

The researcher employed both open-ended and closed-ended questions, as well as the Likert-type scaled responses, in the construction of a questionnaire.

#### 4.3.3 Characteristics of a good questionnaire

Ary , Jacobs and Razavieh (1979:345) say that developing a good questionnaire is difficult and time-consuming. These authors offer eleven suggestions for writing items that constitute a good questionnaire:

- \* Construct the instrument in such a way that it reflects quality.
- \* Keep the questionnaire as brief as possible so that it requires a minimum of the respondent's time.
- \* Make sure that the respondents have the information necessary to answer the questions.
- \* Phrase questions so that they can be understood by every respondent.
- \* Keep individual questionnaire items as short and simple as possible.
- \* Phrase questionnaire items so as to elicit unambiguous responses.
- \* Phrase the questionnaire items so as to avoid bias that might predetermine a respondent's answer.

- \* Avoid questionnaire items that might mislead because of unstated assumptions.
- \* Make sure that the alternatives to each questionnaire item are exhaustive; that is express all the possible alternatives on the issue.
- \* Avoid questions that might elicit reactions of embarrassment, suspicion or hostility in the respondent.
- \* Avoid double-barrelled questions that attempt to answer two questions in one.

Oppenheim (1992:128-129) adds the following suggestions:

- \* Avoid double negatives.
- \* Use simple words, avoid acronyms, abbreviations, jargon and technical terms.
- \* The questionnaire must provide some depth, so as to avoid superficial replies as responses.

The researcher has taken the above suggestions into consideration in designing a questionnaire. A good questionnaire design is the culmination of a long process of planning and thought. The researcher ensured that at all times she was aware of the specific goals and objectives of the research when formulating questions. All questions were well-thought-out and included because of their relevance to the aims of the study.

#### 4.3.4 Advantages and disadvantages of the questionnaire

##### (1) Advantages of the questionnaire

According to Tuckman (Naidoo, 1997:90-91) the obvious advantage in using the questionnaire rather than the interview is economy in cost, time and labour.

Dyer (Luthuli, 1990:196) cites the following benefits of a questionnaire:

- \* It is usually less costly to the researcher.
- \* It is easy to administer.
- \* It does not have problems of interview turnover and training.
- \* It may create more trust in the anonymity of the respondents' answers to personal aspects of the topic being researched.
- \* It is not affected by the halo effect of the interviewer because the interviewee completes the questionnaire in privacy.
- \* It is not affected by the premise of on-the-spot replied.

Mouly (Luthuli, 1990:200) maintains that the use of questionnaire permits a wider coverage at minimum expense in both money and effort. A written questionnaire provides a vehicle for expression without fear of embarrassment to the respondent. Respondents will express themselves freely if they are assured that their answers will be treated as confidential. All respondents receive identical instructions and this reduces bias of the investigator.

(2) Disadvantages of the questionnaire

Luthuli (1990:196) states that one main weakness of the questionnaire method is that a portion of the sample will not answer and it is difficult to discover how non-respondents differ from those who do respond. Non-respondents present a problem to the researcher. The researcher may be asked: 'How would the results have been if all the subjects had responded to the questionnaire?'

Isaac and Michael (Luthuli, 1990:196) suggest that under ordinary circumstances, percentages under twenty, can be reasonably ignored. Percentages over twenty, they argue, raise serious questions about the "hold-outs" and what they are withholding.

Mason and Bramble (Luthuli, 1990:196) state that the questionnaire has certain limitations. They state that the questionnaire tends to be less flexible and adaptable than the interview. The advantage of having an interviewer present, who is capable of adapting to the situation and the subjects' responses, is lost.

Ary *et al.* (1979:345) add the following disadvantages of a questionnaire:

- \* A disadvantage of the questionnaire is the possibility of misinterpretation of the questions by respondents.
- \* Some respondents may receive the questionnaire and lay it aside and simply forget to complete and return it.

Oppenheim (1992:113) states that the major drawback of a questionnaire if closed-ended questions are used is that they may introduce a bias, either by forcing the respondent to choose from the given alternatives or by making respondents select the alternatives that might not have otherwise occurred.

#### 4.3.5 Validity and reliability of the questionnaire

##### (1) Validity

Oppenheim (1992:144) states that each question has a function to perform and that function is the measurement of a particular variable, as laid down in the questionnaire. He further states that in trying to assess how well each question or group of questions, its job, it is important to use the concepts of validity and reliability.

Schumacher and McMillan (1993:223-226) define validity as a judgement of the appropriateness of a measure for specific inferences or decisions that result from the scores generated. In other words validity is the ability of an instrument to measure what it is intended to measure. Oppenheim (1992:144) states that validity is concerned with the factual here-and-now. He further states that validity tells us whether the question item or score measures what it is supposed to measure.

Naidoo (1997:92) states that in order to assure others that the procedures have validity in relation to the research problem, subjects and setting of the study, it is incumbent upon the investigator to describe the validity of the instruments used to collect data. The investigator should show that for the specific influences and conclusions made in their study, there is evidence that validity exists.

##### (2) Reliability

Oppenheim (1992:144-145) states that reliability refers to the consistency of measurement, the probability of obtaining the same results if the same measure were to be repeated. If the instrument is unreliable, the information obtained is ambiguous, inconsistent and useless. It is important then for the researcher to select and develop data-gathering instruments that will be highly reliable.

Oppenheim (1992:145) states that by purifying a questionnaire, we can make it highly reliable so that repeated administrations of the questionnaire will give very similar results, but how can we be sure that it really does measure what it sets out to measure? The answer to this question is not difficult as the criterion can be obtained. Oppenheim (1992:145) defines a criterion as an independent measure of the same variable to which the results of a test or questionnaire can be composed.

For the purpose of this study, the questionnaire (cf. Appendix D) is seen as the most appropriate instrument that serves best the objectives of this study. As the questionnaire is targeted at Economics teachers, they are expected to possess adequate skills to be able to respond to the questions in a responsible and honest manner. The researcher hopes that the questionnaire is valid and reliable.

#### **4.4 PILOT STUDY**

Oppenheim (1992:47) define pilot study as a process of designing and trying out the questionnaire. This pilot study is done with fewer subjects of the population to whom the whole questionnaire will be administered. He further states that the pilot study is designed to provide a trial run of the data collection approach. It may be intended to test out the data collection method or an instrument to see if it is in need of correction or revision. This means that the pilot study is done to test the research instrument and see whether refinement is needed.

According to Borg and Gall (1981:101), a pilot study has the following advantages:

- \* It presents a thorough check of the planned, statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.

- \* Provides the researcher with problems with the research instrument not foreseen prior to the pilot study. These problems are then corrected before the main administration of the questionnaire.

The pilot study helps the researcher to decide whether the study is feasible and whether or not it is worthwhile to continue.

These advantages of the pilot study have prompted the researcher to use it in the project under study.

The pilot study for this research was done amongst Economics teachers in the Montclair area and a few Economics teachers at Umlazi. This pilot study was conducted by the researcher herself. After analysing the responses and having some interviews with the respondents after the pilot study, the researcher did necessary corrections as indicated by the pilot study and was confident that all the questions in the questionnaire were relevant. At this stage the questionnaire was ready to be administered.

#### **4.5 ADMINISTRATION OF THE QUESTIONNAIRE**

Ary *et al.* (1985:352) suggests that researchers may find it useful to mail an introductory letter to potential respondents in advance of the questionnaire itself. This makes the respondents aware that a questionnaire is coming rather than overwhelm them with the questionnaire package. A covering letter addressed to the respondent by name and title must accompany the questionnaire. The covering letter serves to introduce the potential respondents to the questionnaire and encourage them to respond. The cover letter should include the purpose of study, a request for co-operation, the protection provided the respondent and the request for immediate return.

The researcher did not, however follow Ary *et al.* (1985:352) suggestion of sending introductory letters but used their suggestions as a guide in the administration act. The researcher sent an introductory letter to the principal of each school targeted. The principal in turn set up meetings between the researcher and the Economics teachers (respondents for this study) during their non-teaching time.

At these meetings, the researcher conveyed all the details of the questionnaire. These meetings created an atmosphere of trust between the researcher and the respondents. Questionnaires, together with the contact telephone number were given to each respondent and the date on which the questionnaires will be collected was agreed upon. The researcher gave the respondents a week to respond to the questionnaire so that they may have enough time to respond. The completed questionnaires were collected by the researcher on the agreed date.

## **4.6 PROCESSING OF DATA**

### **4.6.1 Descriptive statistics**

Schumacher and McMillan (1993:192) claim that descriptive statistics transform a set of numbers or observations into indices that describe or characterise the data. Descriptive statistics are thus used to organise, summarise and reduce large numbers of observations. This reduction results in few numbers, derived from mathematical formulas to represent all observations in each group of interest. The use of the descriptive statistics is the most fundamental way to summarise data and it is indispensable in interpreting the results of quantitative research.

### **4.6.2 Inferential statistics**

Schumacher and McMillan (1993:192) state that inferential statistics are used to make inferences or predictions about the similarity of a sample to the population

from which the sample is drawn. This means that inferential statistics are mainly used to report results since many research questions require the estimation of population characteristics from an available sample of subjects of behaviour. In this study use was made of descriptive statistics to process the data.

## 4.7 LIMITATIONS OF THE INVESTIGATION

### 4.7.1 Limitations of the scope

The researcher recognises that this study focuses on only one delineated aspect of a larger research problem. The scope of this study covers only those high schools in Umlazi. This restricted scope of the population resulted because Umlazi has many high schools situated next to each other, this would save costs. It would be very costly to target high schools outside Umlazi and some high schools which are easy to reach do not offer Economics as a subject. The research is further restricted to high schools only and not to other education institutions. The targeted subjects themselves are restricted to those teachers who teach Economics and not those who are qualified to teach Economics but do not actually teach it and those who once taught it and left it.

### 4.7.2 Limitations of the design

According to Schumacher and McMillan (1993:512) stating the design limitations illustrates the researcher's knowledge of the threats to internal and external validity in the proposed design. They further state that it is better for the researcher to recognise the limitations of his design rather than claim that he has the "perfect" design. In this study the researcher acknowledges that she does not have the "perfect" design, but with the time and resource constraints faced with, the present design is the most convenient and appropriate for the research under study.

#### 4.7.3 Methodological limitations

Schumacher and McMillan (1993:573) state that methodological limitations refer specifically to validity and reliability of the instrument to be used for data collection. Data collection for this study was done by means of a questionnaire. The limitations of the questionnaire are listed in section 4.3.4. Though the questionnaire has certain disadvantages, the researcher found that the advantages of the questionnaire outweighed the disadvantages for the purpose of this study. The researcher feels that the questionnaire used in this study has a reasonable level of validity and reliability.

#### 4.8 SUMMARY

Chapter four served to outline the criteria and procedure that the researcher had to consider in the planning of this research. Planning incorporated permission, selection of respondents, the research instrument used (in this case, the questionnaire), validity and reliability of the questionnaire, the pilot study, administering of the questionnaire, procuring of the data and the limitations of the investigation. All the above aspects served in the construction of a credible research design. In chapter five the presentation of the data will be discussed.

## **CHAPTER FIVE**

### **PRESENTATION OF DATA**

<b>5.1</b>	<b>INTRODUCTION</b> . . . . .	<b>99</b>
<b>5.2</b>	<b>ANALYSIS OF DATA</b> . . . . .	<b>99</b>
5.2.1	Gender . . . . .	100
5.2.2	Age . . . . .	101
5.2.3	Qualifications . . . . .	102
5.2.4	Experience in teaching Economics . . . . .	103
5.2.5	Rank . . . . .	104
5.2.6	Rank (Acting) . . . . .	105
5.2.7	Grade(s) to which Economics is taught . . . . .	106
5.2.8	Suitability of qualifications . . . . .	107
5.2.9	Enrichment courses . . . . .	108
5.2.10	Contact between the school and the commercial sector . . . . .	109
5.2.11	Excursions . . . . .	110
5.2.12	Organising of career exhibitions . . . . .	111
5.2.13	Motivating learners to choose Economics as a subject . . . . .	112
5.2.14	Attitude towards Economics as a school subject . . . . .	113
5.2.15	Adopting of an inviting approach when teaching Economics . . . . .	114
5.2.16	Perception of the self (Economics teacher) as a resourceful teacher . . . . .	115
5.2.17	Awareness of own shortcoming as an Economics teacher . . . . .	116
5.2.18	Awareness of job opportunities in the field of Economics . . . . .	117
5.2.19	professional acceptability to Colleagues . . . . .	118
5.2.20	Economics teacher's contribution to the vocational choices learners make . . . . .	119
5.2.21	Support from the principal . . . . .	120
5.2.22	The principal's acceptance of innovations from the Economics teacher . . . . .	121

<b>CHAPTER FIVE (continued)</b>	<b>Page</b>
5.2.23 Evaluation of the Economics teacher's work by the senior . . .	122
5.2.24 Feedback after evaluation . . . . .	123
5.2.25 Contribution made by teachers of other subjects to the teaching of Economics . . . . .	124
5.2.26 Application of team-teaching in the teaching of Economics . . .	125
5.2.27 Keeping parents informed about their children's academic progress in Economics . . . . .	126
5.2.28 The relationship between the Economics teacher and the learners is based on authority . . . . .	127
5.2.29 Understanding the backgrounds of learners . . . . .	128
5.2.30 Difficulties experienced by the learners in the study of Economics . . . . .	130
5.2.31 Perceiving Economics as meaningful . . . . .	130
5.2.32 Relationship between the Economics teacher is based on mutual trust . . . . .	131
5.2.33 Making objectives clear to the learners . . . . .	132
5.2.34 The teacher-learner's interactions are predetermined by the Economics teacher . . . . .	133
5.3.35 Awareness that contemporary technology poses new challenges to the Economics teacher . . . . .	134
5.2.36 Interdisciplinary approach to the teaching of Economics . . . . .	135
5.2.37 The textbook used covers all the topics in the Economics syllabus . . . . .	136
5.2.38 Linking Economics to the life-world of the learner . . . . .	137
5.2.39 Access to teaching media needed in the teaching of Economics . . . . .	138
5.2.40 Importance of Economics for all careers . . . . .	139
5.2.41 Access to other sources of information besides the prescribed textbook . . . . .	140
<b>5.3 SUMMARY . . . . .</b>	<b>141</b>

## CHAPTER FIVE

### PRESENTATION OF DATA

#### 5.1 INTRODUCTION

The researcher administered fifty self-administered questionnaires (cf. Appendix D) to Economics teachers in sixteen secondary schools located in Umlazi. The researcher was given permission by the principal in each school to have a brief meeting with the prospective respondents. During these brief meetings, the objective of the research prospect was outlined. These meetings also helped to motivate the Economics teachers to respond to the questionnaire and there were no non-responses. An analysis of the data obtained is provided in this chapter.

#### 5.2 ANALYSIS OF DATA

Each of the questions presented in the questionnaire is evaluated independently. A three-dimensional, separated pie-diagram is used to depict the responses dissected at each question. The response value (out of total of 50) of each category is indicated alongside its segmented portion of the pie.

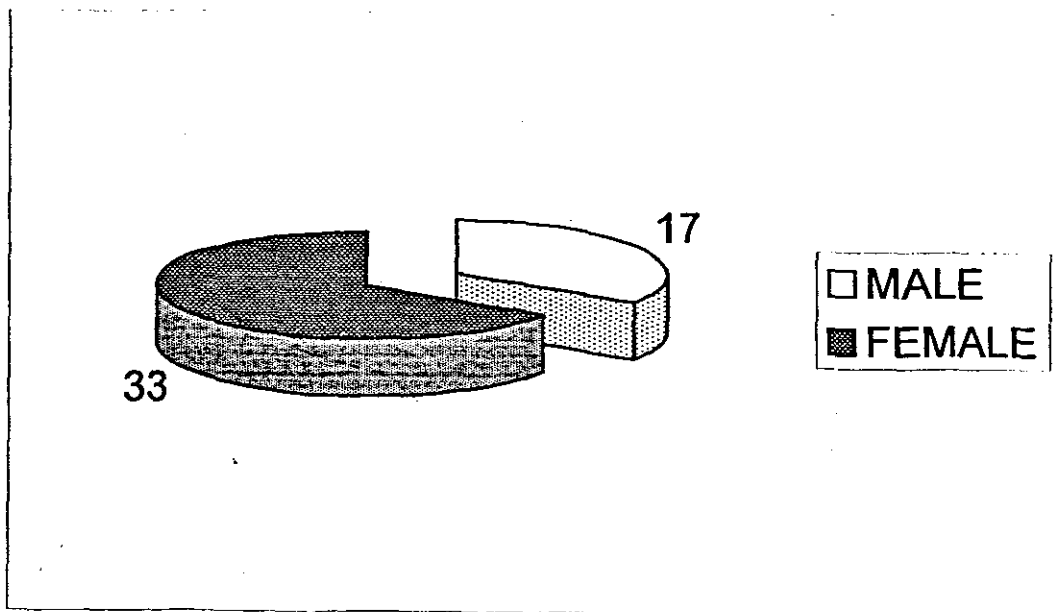
The questionnaire was divided into three sections. In part A, respondents were expected to provide idiographic information. The questions that appeared in the questionnaire have been arranged as headings and appear in bold and are italicised. The diagram quantifying the responses and a brief comment follows each question.

The following instruction preceded the questions in Section A:

*Please indicate your personal details by responding to the following characteristics.*

### 5.2.1 Gender

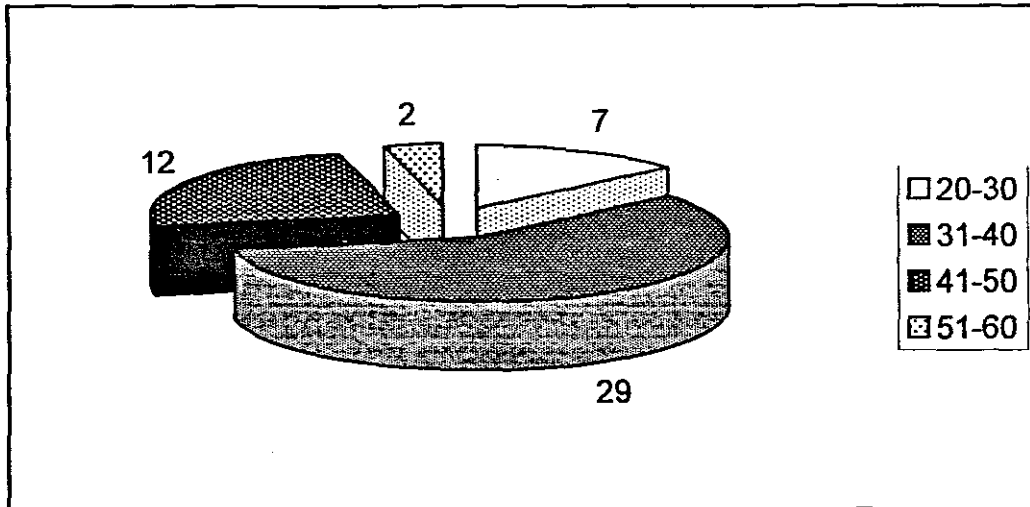
*Figure 1: Gender*



Of the 50 targeted respondents, seventeen were male and thirty-three were female. This is indicative of general trend in Education, more female teacher than males.

### 5.2.2 Age

*Figure 2: Age (years)*

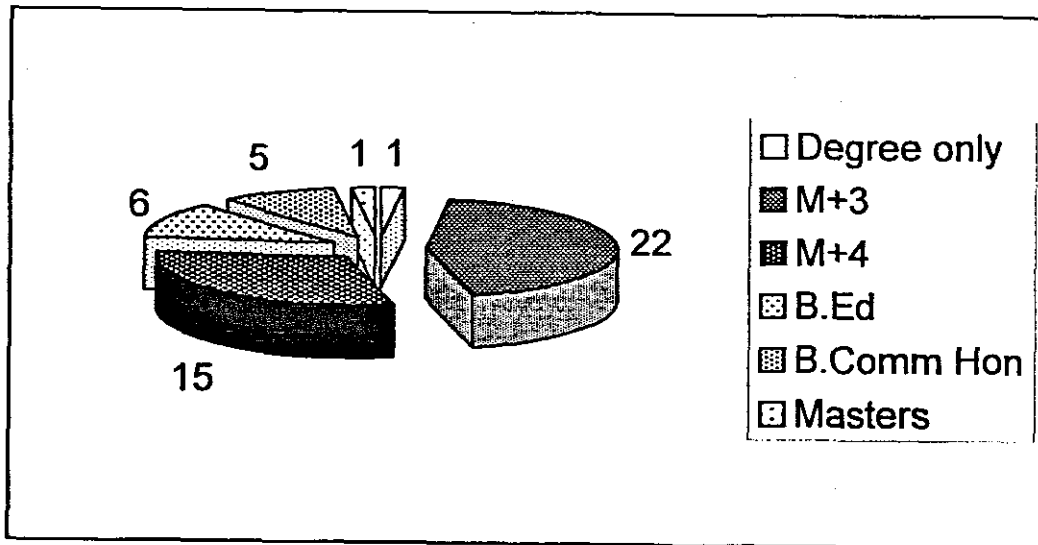


Seven teachers fell into the category of 20-30 years, twenty-nine fell into the category of 31-40 years, twelve fell into the category of 41-50 years and two fell into the category of 51-60. There were no Economics teachers who were above 60 years.

Majority (31-40 years) is indicative of the fact that the majority Economics teachers completed their qualifications  $\pm 10$  years ago.

### 5.2.3 Qualifications

*Figure 3: Qualifications*

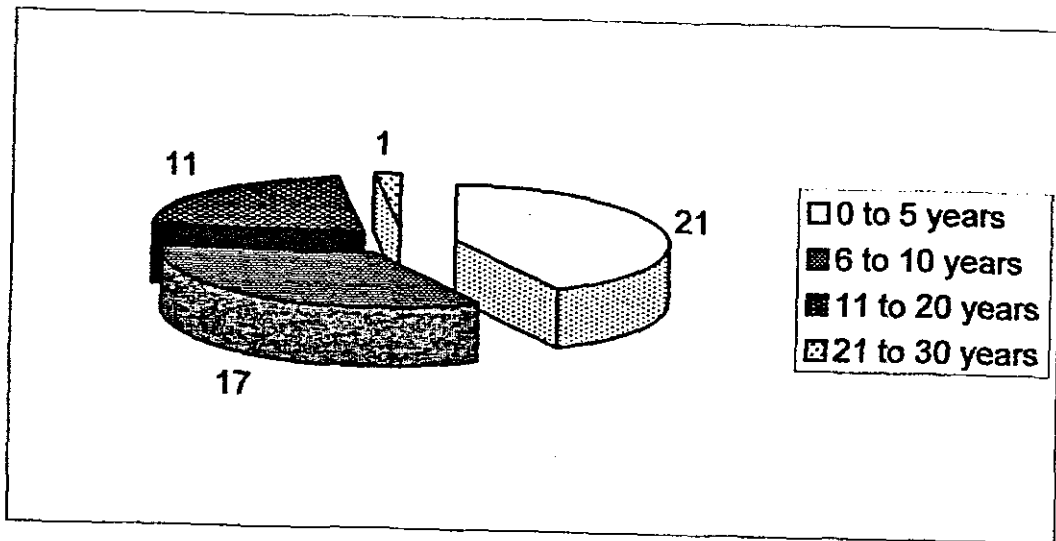


Twenty-two respondents hold matric and a teaching diploma, one respondent had a degree in Economics and no teaching qualification, fifteen respondents hold a degree and a teaching diploma, six respondents hold a Bachelor of Education and a teaching diploma, five respondents held an Honours degree and a teaching diploma and one respondent holds a Master's Degree and a teaching diploma.

The above data revealed that most persons involved in the teaching of Economics were qualified teachers. The above data also revealed that most Economics teachers have matric and a teaching diploma and very few had senior degrees.

#### 5.2.4 Experience in teaching Economics

*Figure 4: Experience in teaching Economics*

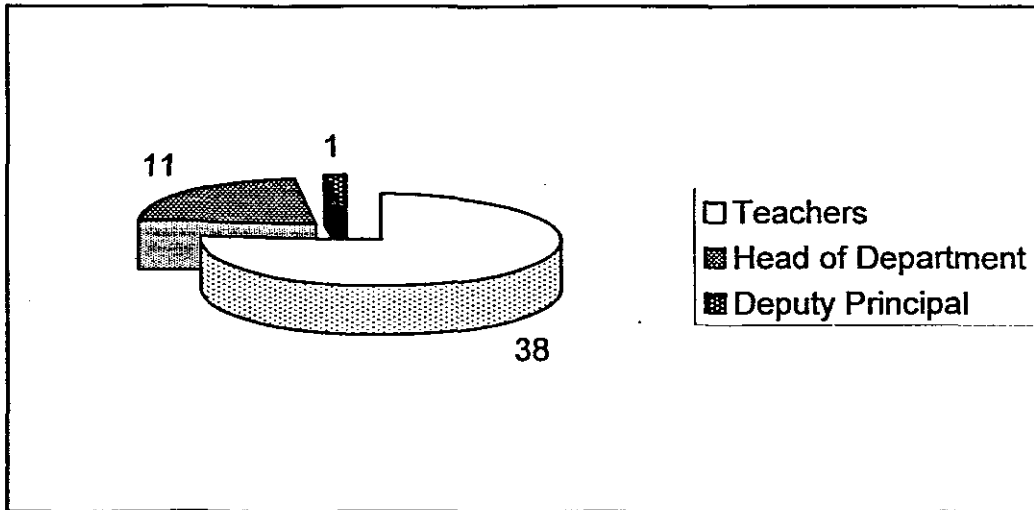


Twenty-one respondents occurred in the 0-5 year category, seventeen respondents occurred in the 6-10 year category, eleven respondents occurred in the 11-20 year category and one respondent occurred in the 21-30 year category. There were no teachers who have taught Economics for over thirty years.

The data indicates that the majority of Economics teachers have minimum experience in teaching the subject. Some of the teachers in the 0-5 year category indicated that they have just taught Economics because the teacher who used to teach it has taken a severance package and there was no one to teach it. Some of them are not even qualified to teach it.

### 5.2.5 Rank

*Figure 5: Rank*

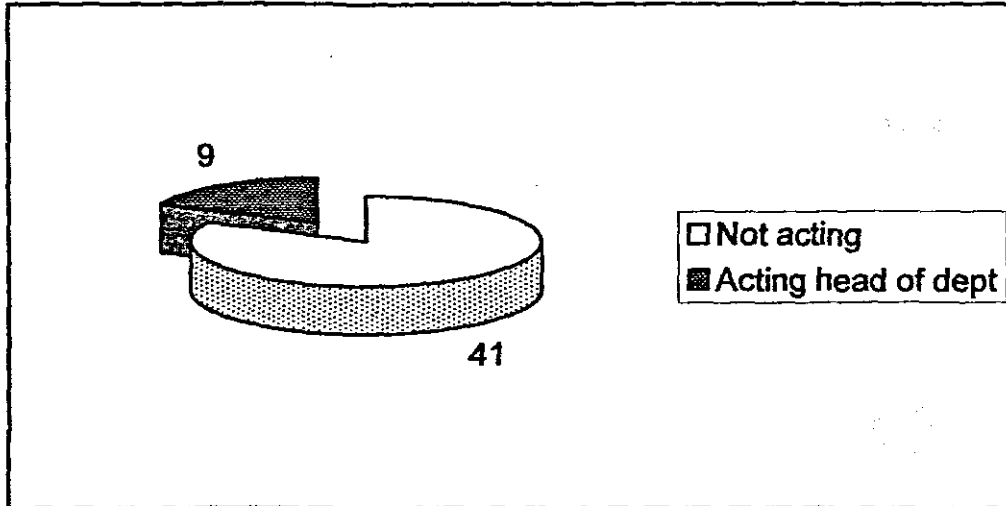


The research indicated that no principal was involved in the teaching of Economics. Thirty-eight respondents fell in the rank of teacher, eleven respondents fell in the rank of head of the department and one respondent fell in the category of deputy principal.

This is indicative of the fact that Economics is taught mainly by ordinary teachers and that top management does not teach Economics.

### 5.2.6 Rank (acting)

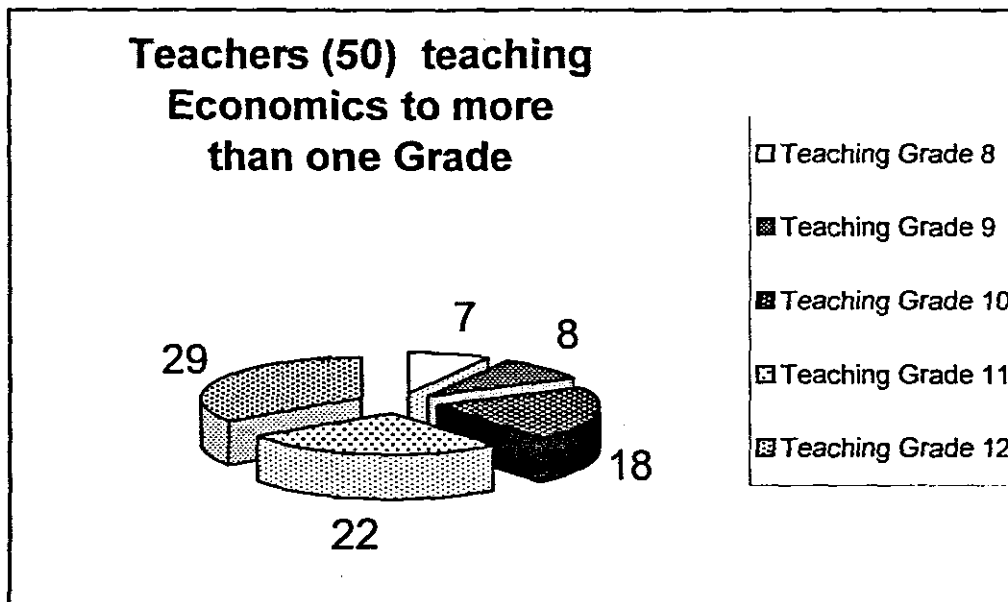
*Figure 6: Rank (acting)*



Forty-one respondents were not acting in any rank, eight respondents were acting as heads of departments. It was however noted that these acting heads of the departments were the heads of the departments of commercial subject generally, and some of them have no qualification in Economics.

**5.2.7 Grade(s) to which Economics is taught**

*Figure 7: Grade(s) to which Economics is taught*

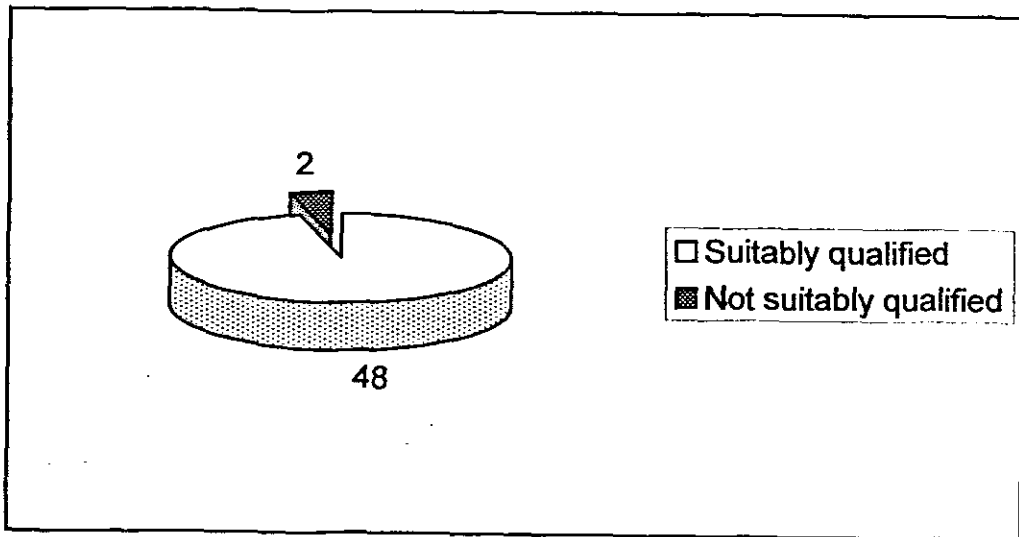


Data collected indicated that some Economics teachers teach more than one grade. Most respondents teach grade twelve.

In section B of the questionnaire, the respondents were given the following instruction:

*Answer the following questions by drawing a cross (X) in the appropriate block according to your experience.*

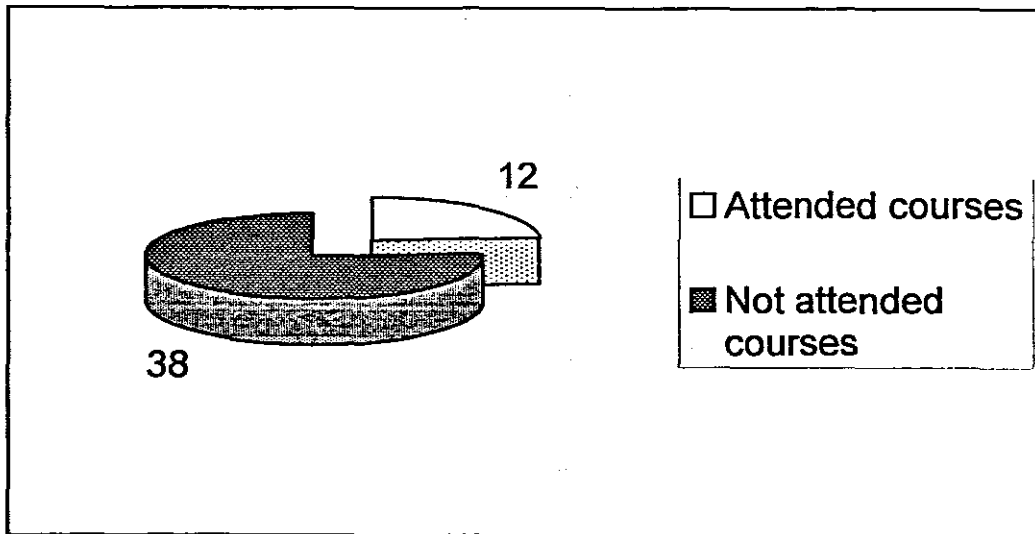
5.2.8 *Figure 8: Suitability of qualification*



Forty-eight respondents considered themselves suitably qualified to teach Economics and two respondents indicated that they were not suitably qualified to teach Economics. The response to this question indicates that the majority of Economics teachers are suitably qualified to teach the subject. This also shows that they have the knowledge of the subject. The few that indicated that they are not suitably qualified to teach the subject indicate that there are Economics teachers who have no thorough knowledge of Economics as a subject and particularly Economics didactics. Qualifications play an important role in determining their self-concept and relations with the self as indicated in 3.3.1.

### 5.2.9 Enrichment courses

*Figure 9: Enrichment courses*



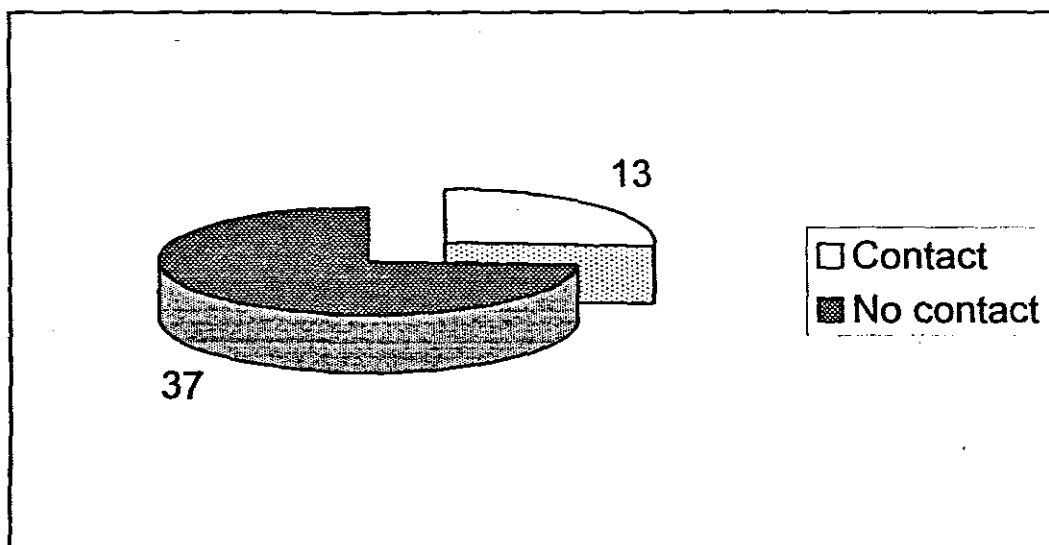
Thirty-eight respondents indicated that they have not attended any enrichment course in the past year and twelve respondents indicated that they have attended an enrichment course in the past year.

Response to this question indicates that most Economics teachers do not attend enrichment courses, this will deprive the Economics teacher an opportunity to grow professionally and thus his/her competence will be affected. Enrichment courses help the teacher to keep abreast with new developments in Economics (cf. 3.3.1).

In 5.2.2 it was noted that the majority of Economic teachers completed their qualifications more than ten years ago, this makes it important that they attend enrichment courses so as to refresh their knowledge.

### 5.2.10 Contact between the school and the commercial sector

*Figure 10: Contact between the school and the commercial sector*



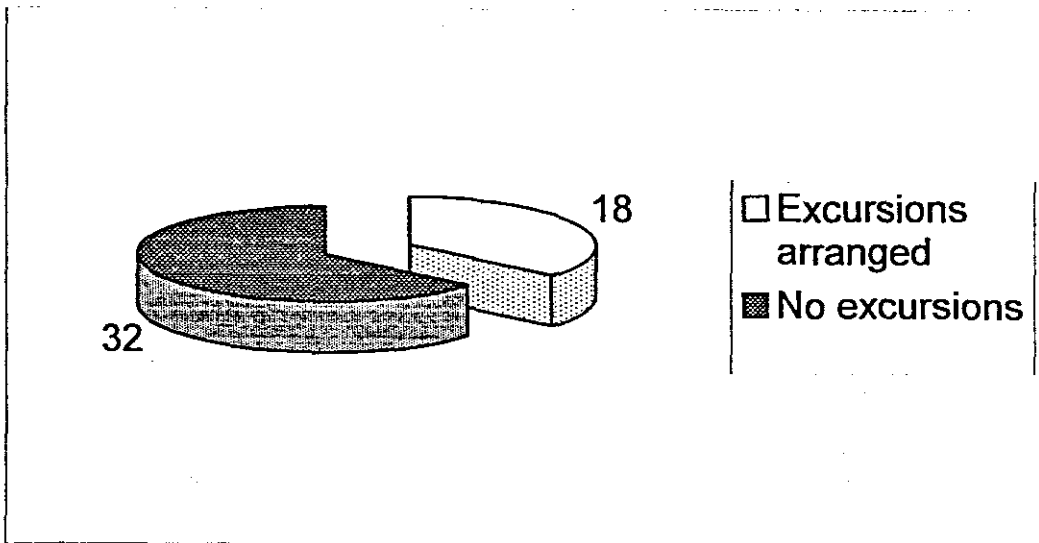
Thirty-seven of the respondents indicated that there is no contact between the school and the commercial sector. The absence of this contact indicates that learners are not exposed to job opportunities in the field of Economics and it also indicates that learners are not given an opportunity to see economic theories in practice (cf. 3.2.4).

Thirteen respondents indicated that there is contact between their schools and the commercial sector regarding courses and job opportunities in the field of Economics.

If teachers have no contact with the commercial sector, they will not have information about the commercial sector so they cannot relate Economics to what happens in the commercial sector.

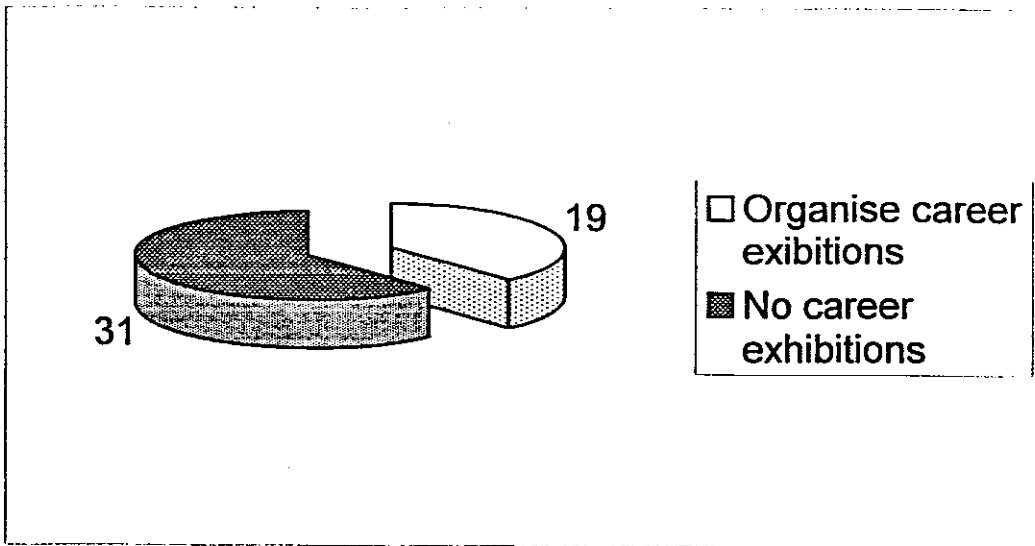
### 5.2.11 Excursions

*Figure 11: Excursions*



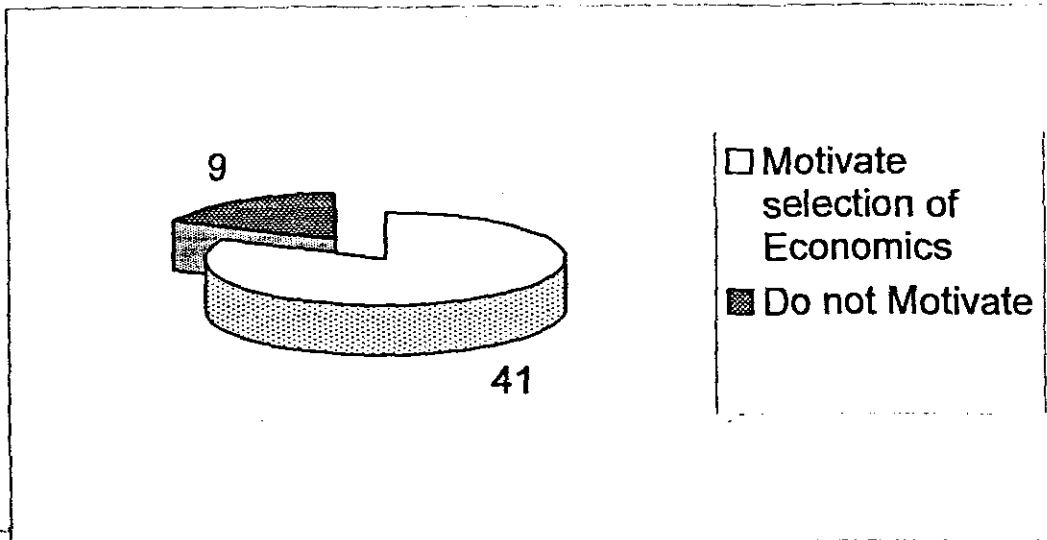
Thirty-two of the respondents indicated that they do not arrange excursions for learners to see how economic theories are put into practice. Eighteen respondents indicated that they arrange excursions for their learners. Those who indicated that they do not arrange excursions indicated that the lack of funds is the main reason of not organising excursions.

*Figure 12 Organising of career exhibitions at the school*



Nineteen of the respondents indicated that they organise career exhibitions at their schools. In an interview with some of them, they indicated that there are organisations which come to the schools to do career exhibitions and the Economics teachers play a coordinating role. Thirty-one of the respondents indicated that they do not organise career exhibitions at their schools. In an interview with them the researcher found that these respondents depended on the career exhibitions organised by Mangosuthu Technikon where all high school students are invited.

The response to the question indicates learners who do Economics are exposed to career exhibitions so that they can be aware of the careers in commerce.

**5.2.13 Motivating learners to choose Economics as a subject***Figure 23 Motivating learners to choose Economics as a subject*

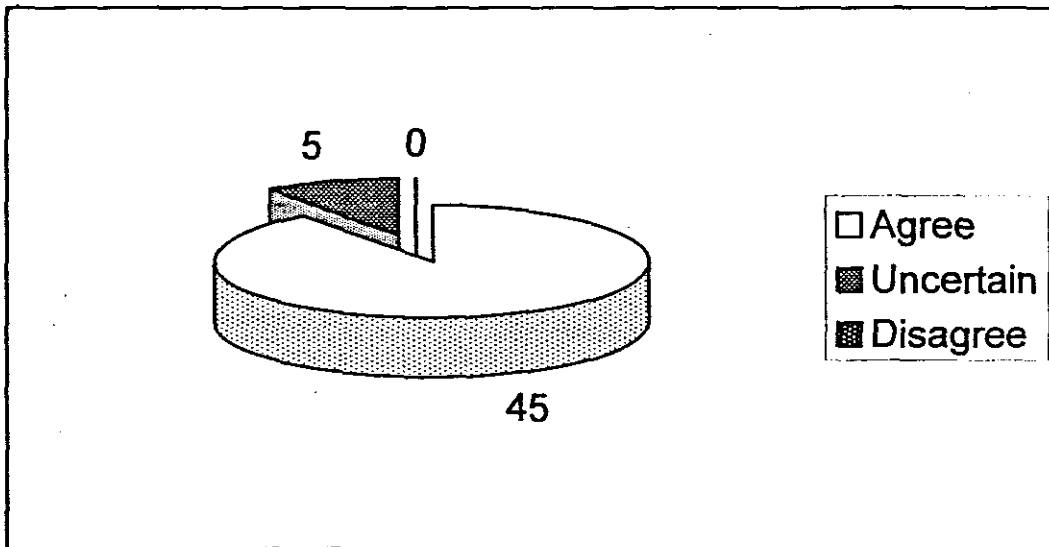
Forty-one of the respondents indicated that they motivate learners to choose Economics as a subject. Nine of the respondents indicated that do not personally motivate learners to choose Economics as a subject because Economics is compulsory and so every learner has to do it. The researcher noted that the majority of Economics teachers take it upon themselves to motivate learners to choose Economics. In a short interview with these respondents, they indicated that they motivate learners to study Economics because there are many job opportunities in the field of Economics. They also indicated that they believe that Economics is important for all careers.

In section C of the questionnaire, the respondents were provided with a grid that represented the three-point Likert scale and given the following instructions:

*For the following questions, mark a cross (X) in the block of your choice on the three-point scale according to your feelings about the appropriate response.*

#### 5.2.14 Attitude

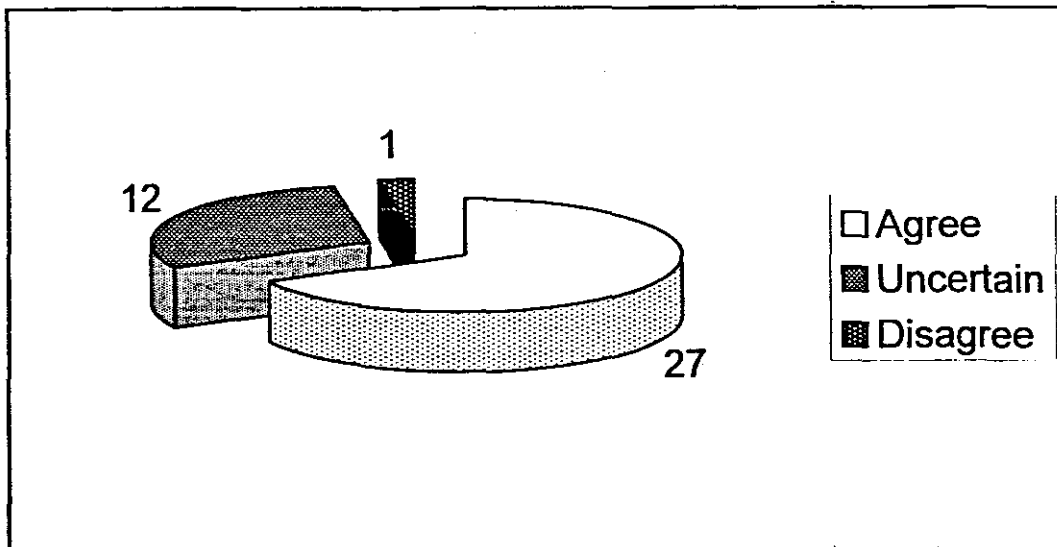
*Figure 14: Attitude towards Economics as a school subject*



The majority of the respondents (45) agreed with the statement which indicates that most Economics is taught by persons who love it and have a positive attitude towards it. If the Economics teacher has a positive attitude towards the subject, he is very likely to attribute meaning to it and help learners see it as meaningful. Only five of the respondents indicated that they were uncertain about their attitude towards the subject. Some of the five had just started teaching Economics so they have not yet formed an attitude towards it. No respondents disagreed with the statement.

### 5.2.15 Adopting of an inviting approach when teaching Economics

*Figure 15: An inviting approach when teaching Economics*

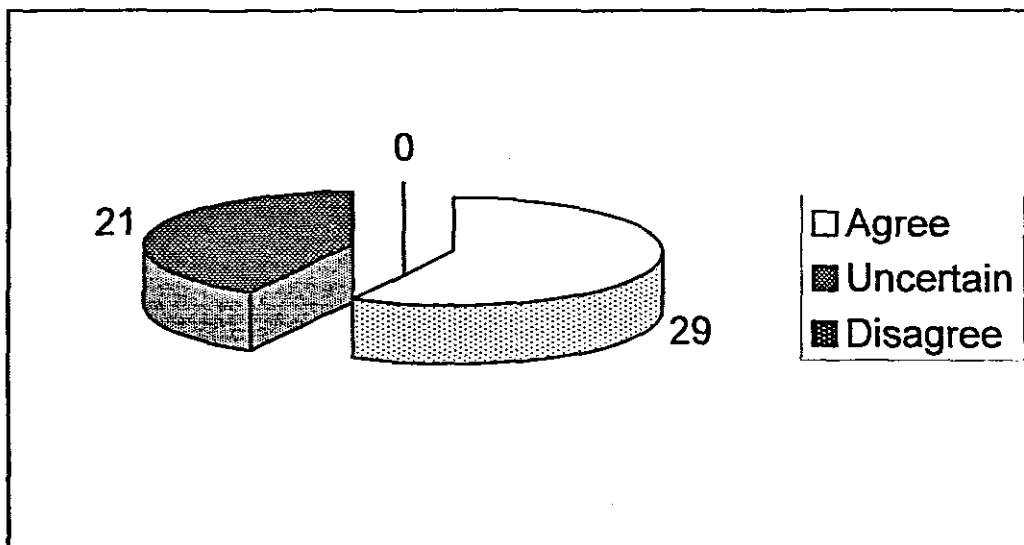


Twenty-seven of the respondents agreed that they adopt an inviting approach when teaching Economics. Twelve of the respondents indicated that they were uncertain whether they were adopting an inviting approach or not and one of the respondents disagreed with the statement.

The response to this question indicated that most Economics teachers adopt an inviting stance. As indicated in chapter two, adopting an inviting approach to teaching leads to meaningful and invitational learning.

5.2.16 Perception of the self (Economics teacher) as a resourceful teacher

Figure 16: Perception of the self



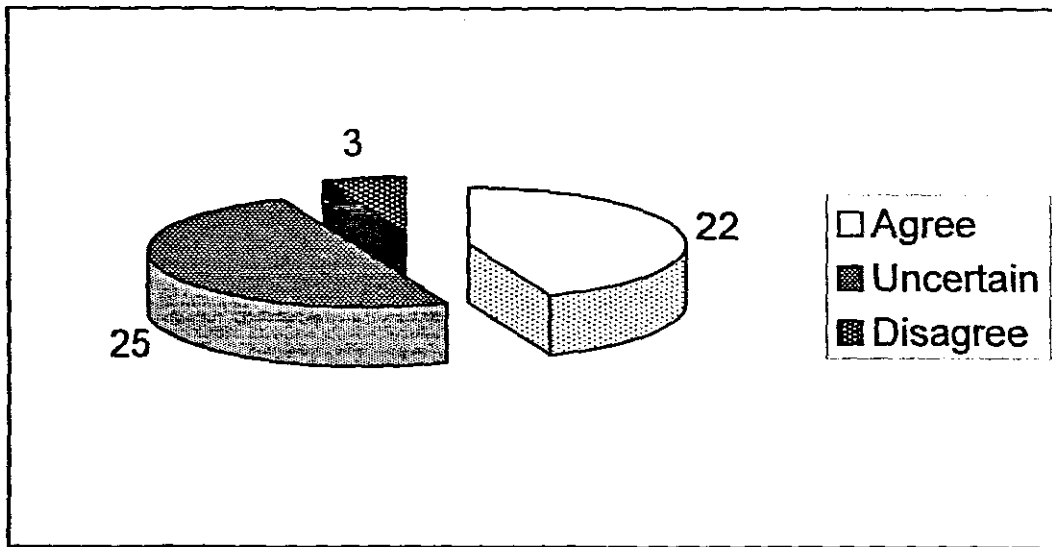
Twenty-nine of the respondents agreed with the statement which indicates that the majority of the Economics teachers perceive themselves as resourceful teachers. Resourceful teachers are effective teachers. Effective Economics teachers keep abreast with the new developments in the field and thus become resourceful.

Twenty-one of the respondents were uncertain. Most of the eleven respondents indicated that they were not certain of their resourcefulness because they did not attend enrichment courses.

No respondents disagreed with the statement.

### 5.2.17 Awareness of shortcomings

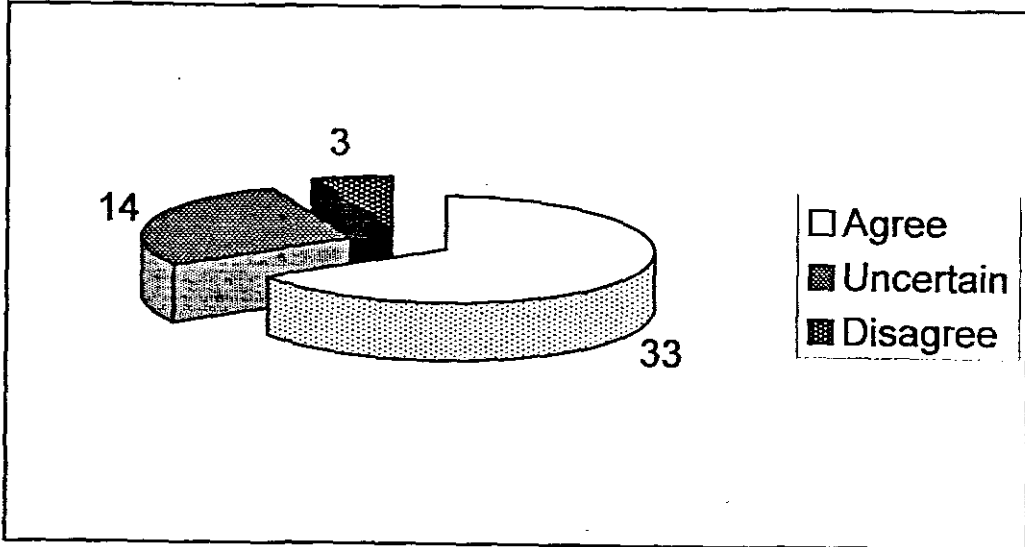
*Figure 17: My shortcomings as an Economics teacher*



Twenty-two of the respondents agreed that they were aware of their shortcomings. Twenty-five of the respondents were uncertain and three disagreed with the statement which means that they are not aware of their shortcomings.

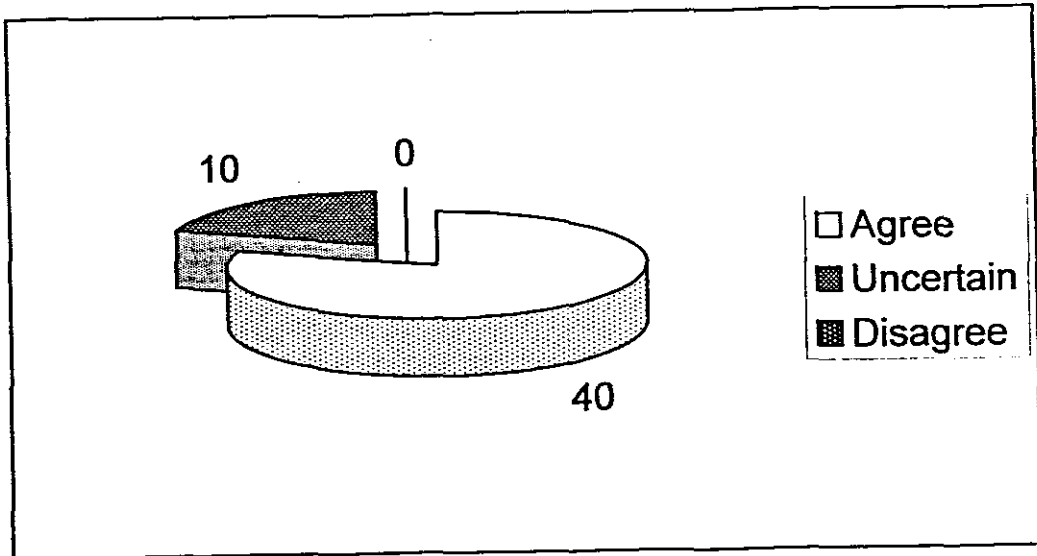
Some of the twenty-two respondents who agreed with the statement indicated that their major shortcoming was that they are unclear as to how to teach Economics so that their teaching is in line with the outcomes-based education.

Some of the twenty-five respondents who were uncertain indicated that the reason why they are uncertain of their shortcomings was that their work is not frequently evaluated by their seniors and in few cases where this was done, there was no feedback which would help them know which areas they need to improve.

5.2.18 Awareness of job opportunities in the field of Economics*Figure 18: Awareness of job opportunities in the field of Economics*

Thirty-three of the respondents agreed with the statement which means that the majority of Economics are aware of the job opportunities in the field of Economics. As indicated in chapter three (cf. 3.2.4), there are many good job opportunities in the field of Economics of which the teacher should be aware and incorporate them into the teaching of the subject.

Fourteen of the respondents were uncertain and three disagreed with the statement which indicates that they are not aware of the job opportunities in the field of Economics. All three who disagreed indicated that they were not aware of the job opportunities in the field of Economics because in fact they are Accounting teachers but are helping in Economics because there was no Economics teacher in the school.

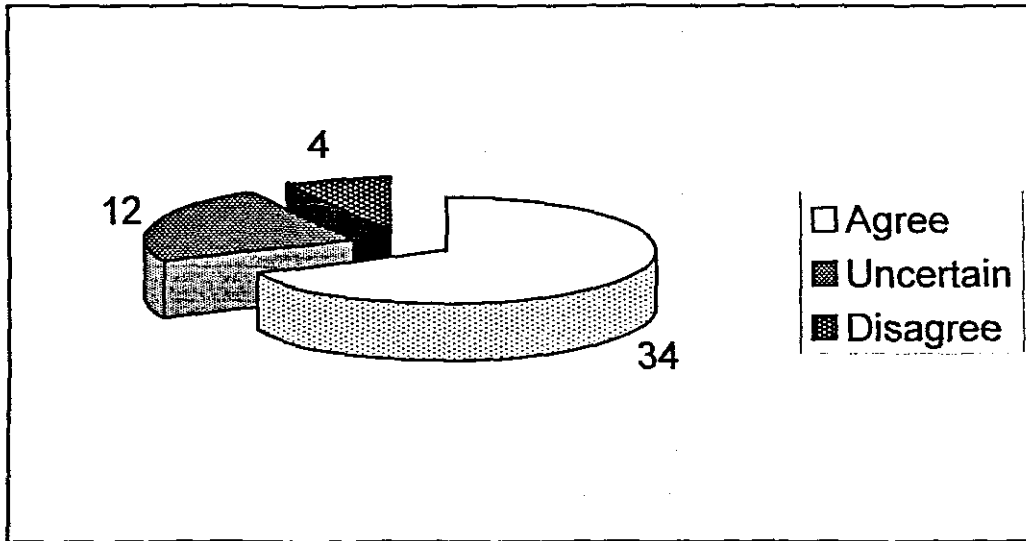
5.2.19 Professional acceptability to colleagues*Figure 19: Professional acceptability to colleagues*

Forty of the respondents agreed with the statement which indicates that the majority of the Economics teachers feel that they are professionally acceptable to their colleagues, as indicated in chapter 3 (cf. 3.5.2) that the Economics teacher's relations with other teachers is indispensable. Acceptability to colleagues leads to good relations which make team teaching possible. Burkhardt (1976:112) states that team-teaching is one way of ensuring effective learning because it brings variety to instruction.

Ten of the respondents were uncertain about their acceptability to colleagues and no respondents disagreed with the statement.

5.2.20 Economics teacher's contribution to the vocational choices learners make

*Figure 20: Economics contribution to the vocational choices learners make*

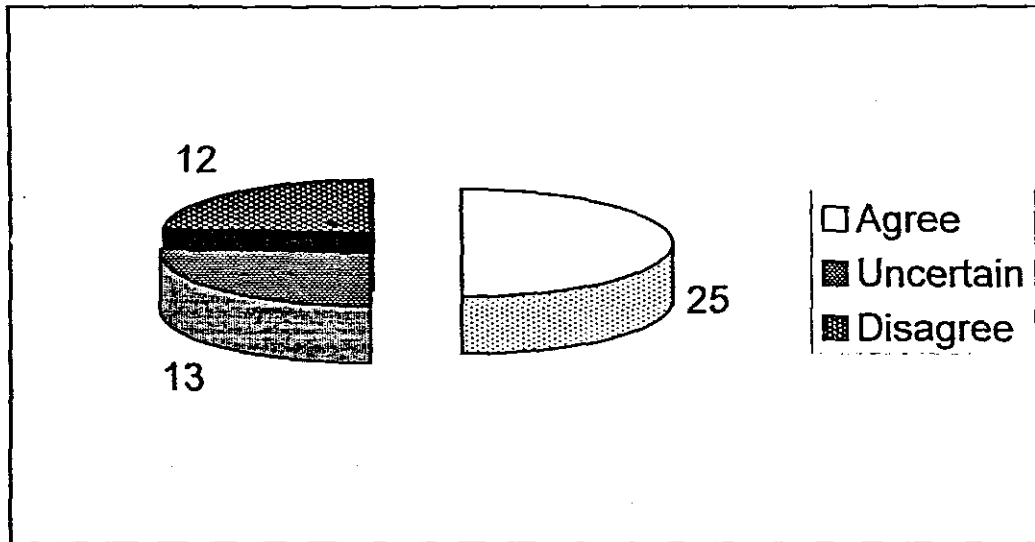


Thirty-four of the respondents indicated that they contribute to the vocational choices learners make. Twelve of the respondents were uncertain whether they do contribute towards the vocational choices learners make because career advice was the function of the guidance teacher and the Economics teacher's role was to organise learners for the guidance teacher.

Four of the respondents disagreed with the statement and indicated that they had no role to play in career guidance as this was the function of the guidance teacher and other institutions which offer career guidance to learners.

### 5.2.21 Support from the principal

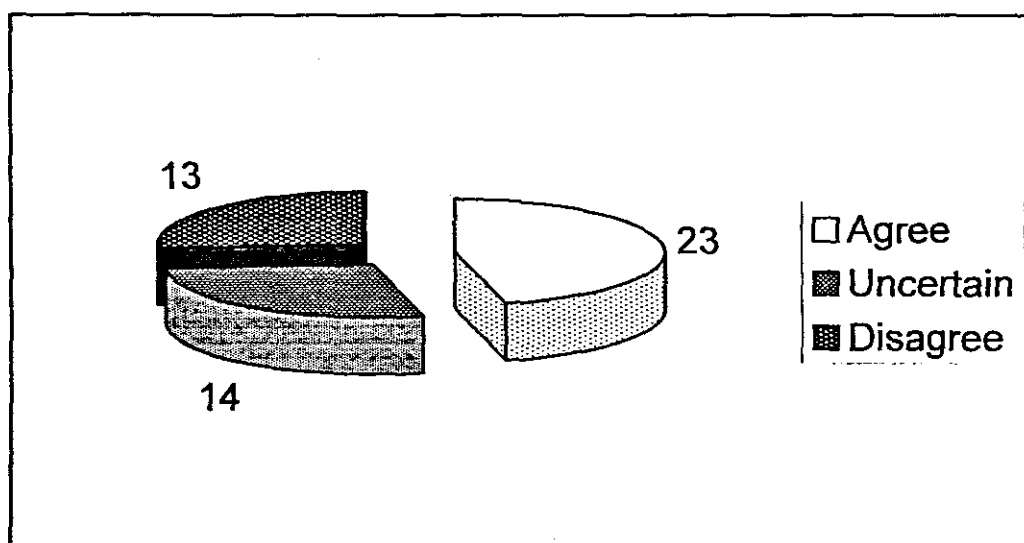
*Figure 21: Support from the principal*



Twenty-five of the respondents indicated that they get support from the principal. Thirteen of the respondents were uncertain of the principal's support and twelve indicated that they do not get any support from the school principal. The response to this question is supported by the fact that out of fifty respondents (Economics teachers) none was a school principal. This will impact negatively on excursions, exhibitions etc as the school fund is usually controlled by principal. No support from the principal may also imply no financial support.

### 5.2.22 The principal accepts innovations from me

*Figure 22: Principal's acceptance of innovations from the Economics teacher*

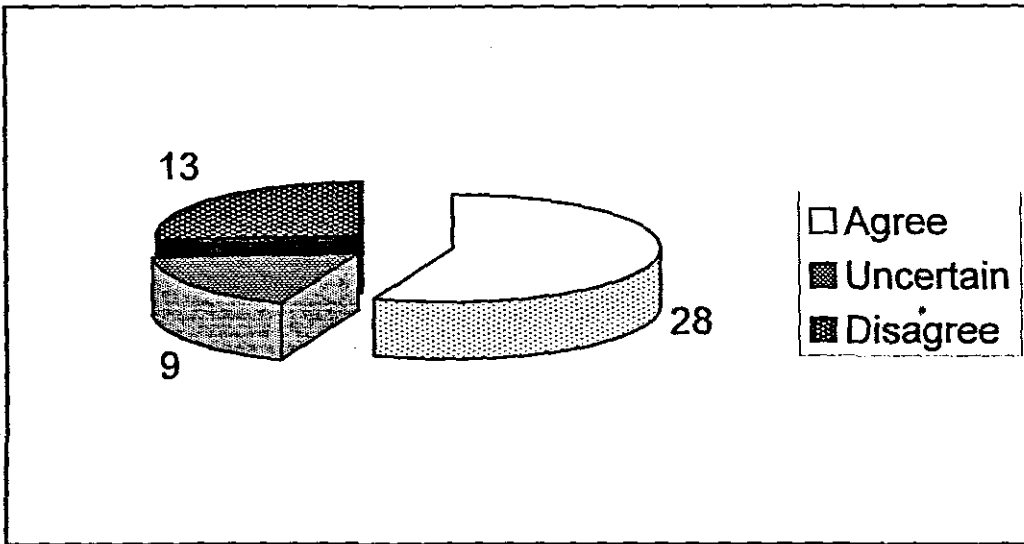


Twenty-three indicated that the school principal accepts innovations from them as Economics teachers, fourteen were uncertain and thirteen indicated that the school principal does not accept innovations from them. This statement indicates that school principals are not involved in the teaching of Economics.

This will also impact negatively on exhibitions and excursions initiated by the Economics teacher.

### 5.2.23 Evaluation of the Economics teacher's work

*Figure 23: Evaluation by the senior*

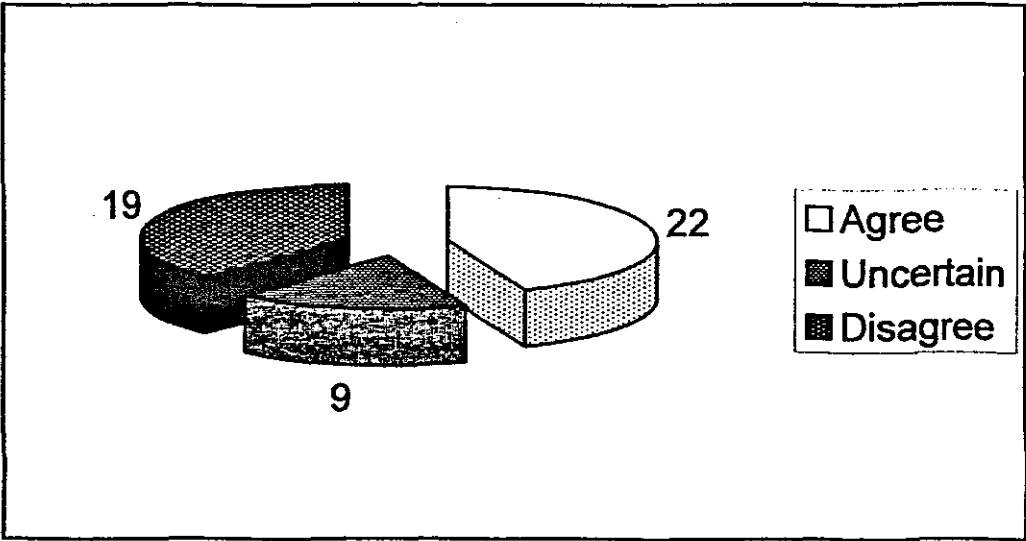


Twenty-eight of the respondents indicated that their work was evaluated by their seniors. Most seniors are heads of the departments. Nine of the respondents indicated that they were uncertain and thirteen indicated that their work is not evaluated by their seniors.

Some of the thirteen respondents who indicated that their work was not evaluated by their seniors indicated that their seniors are not qualified in Economics.

5.2.24      Feedback after evaluation

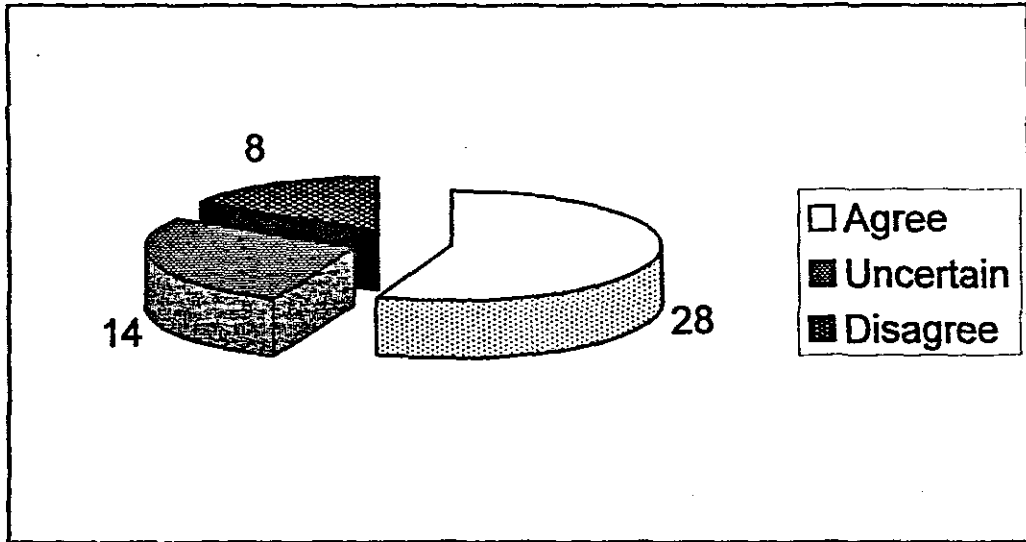
*Figure 24: Feedback after evaluation*



Twenty-two of the respondents indicated that they are given feedback by their seniors. Nine indicated that they were uncertain about feedback and nineteen indicated that they do not get any feedback from their seniors. This shows that out of twenty-eight respondents who indicated that their work was evaluated by their seniors, some do not get feedback. Evaluation without feedback does not serve any purpose.

5.2.25      Contribution made by teachers of other subjects to the teaching of Economics

*Figure 25: Contribution made by teachers of other subjects*

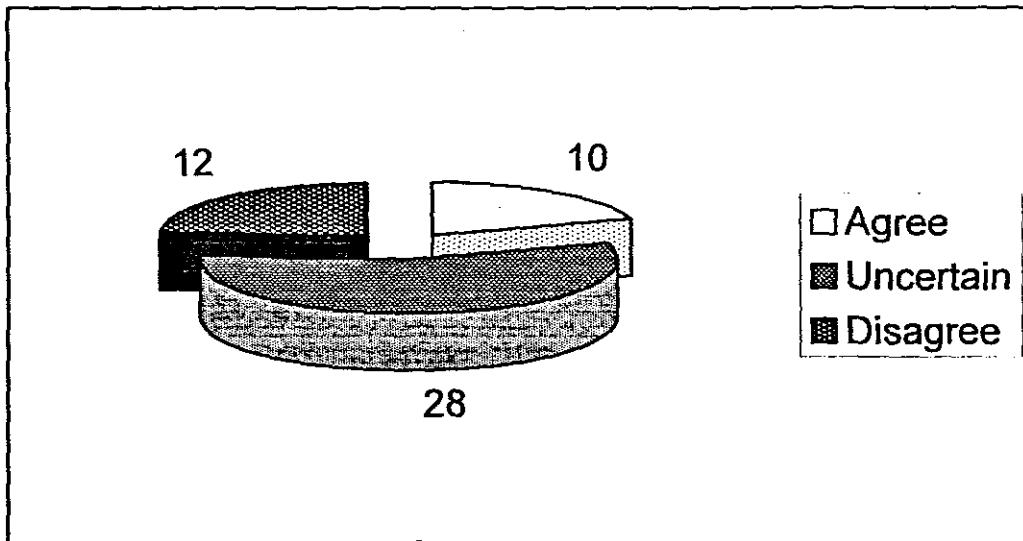


Twenty-eight of the respondents agreed that teachers of other subjects have a contribution to make towards the teaching of Economics. It has been stated in chapter three (cf. 3.3.2) that no teacher can afford to be self-sufficient. The inter-relatedness of subjects is important. No subject exists in a vacuum. They compliment one another i.e. Historical events impact on Economic events etc. This response indicates that these respondents are aware that effective teaching depends on teamwork and good relationship with teachers of other subjects.

Fourteen of the respondents were uncertain and eight disagreed with the statement.

### 5.2.26 Team-teaching in the teaching Economics

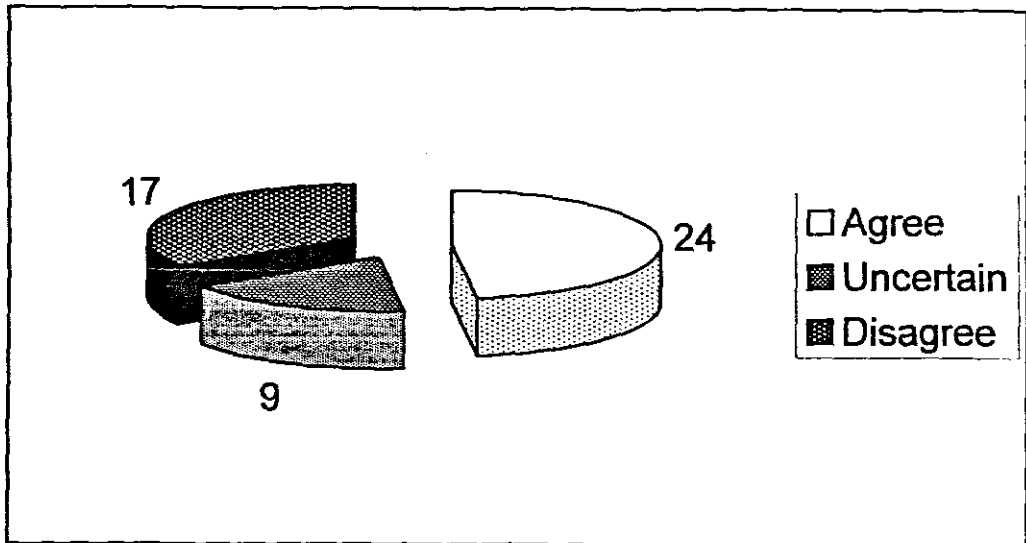
*Figure 26: Application of team teaching in Economics*



Ten of the respondents agreed with the statement, twenty-eight of the respondents indicated that they were uncertain and twelve of the respondents disagreed. This response disagrees with what Burkhardt (1976:111) states in chapter 3. He states that to work successfully in Economics, team teaching is necessary. Lack of enrichment courses makes teachers not aware of the value of team teaching.

5.2.27      Keeping parents informed about their children's academic progress in Economics

Figure 27: *Keeping parents informed about their children's progress in Economics*

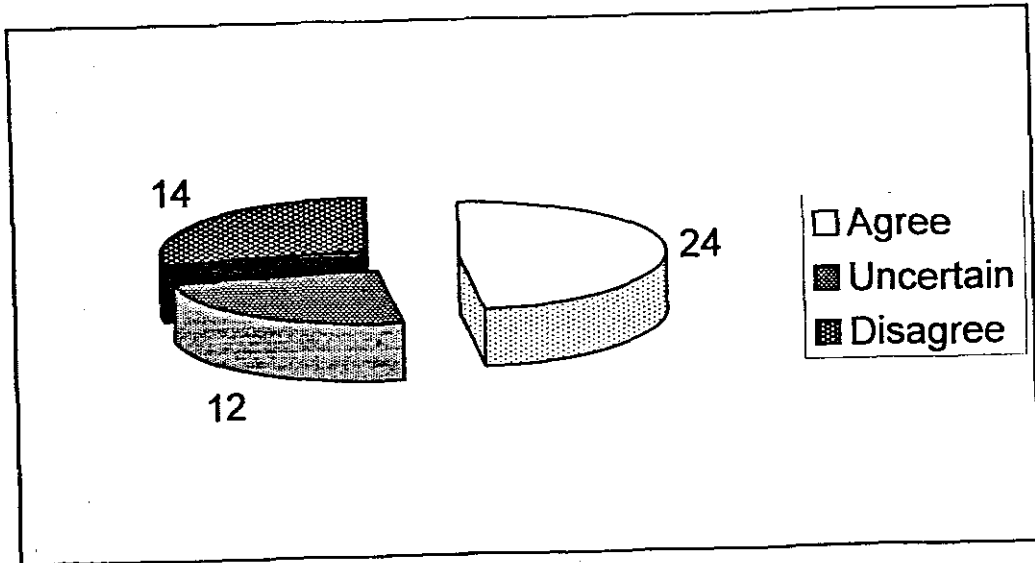


Twenty-four of the respondents indicated that they do keep parents informed. The response by these respondents agrees with what was indicated in chapter three (cf. 3.3.2). In this chapter it is stated that it is important for the Economics teacher to keep good relations with parents, and one way of doing that is to keep them informed about the progress of their children.

Nine of the respondents indicated that they were uncertain. Some of them indicated that parents are informed about the progress of their children in a general way and not per subject. Seventeen of the respondents indicated that they do not keep parents informed about their children's performance in Economics. The majority responses indicate that there is very little or no relationship between the Economics teacher and the parents.

5.2.28      The relationship between the Economics teacher and the learners is based on authority

Figure 28:      *Relationship between the Economics teacher and the learners*



Twenty-four of the respondents indicated that their relationship with learners is based on authority.

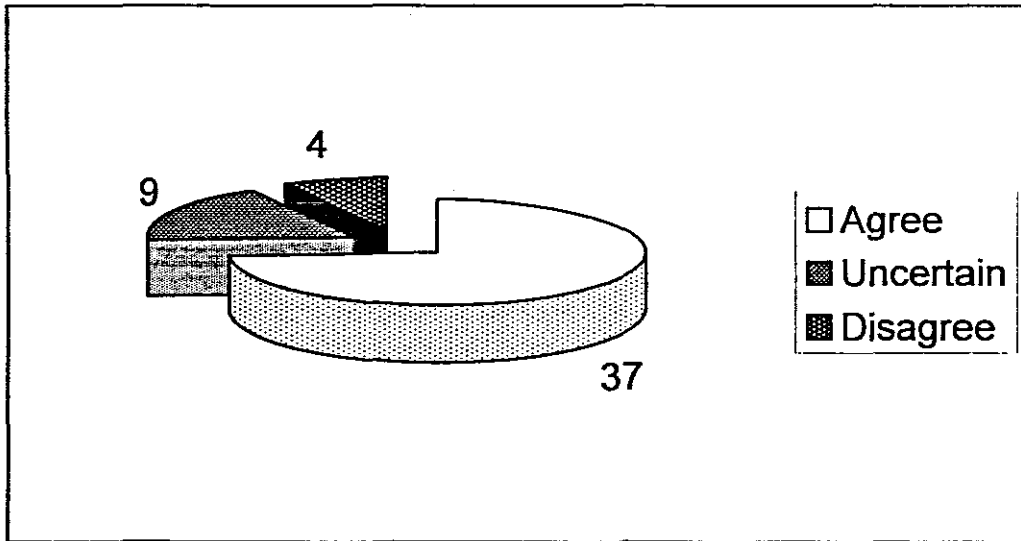
Majority of the respondents indicated that they were uncertain and fourteen disagreed with the statement indicating that their relationship with learners is not based on authority.

Majority does not believe authority should be part of the teacher-learner relationship. How can effective teaching take place if the authority of the teacher is not an acceptable norm?

It was indicated in chapter three that unless learners accept the teacher's authority, effective teaching and learning is likely to be undermined.

### 5.2.29 Understanding the backgrounds of learners

*Figure 29: Understanding the backgrounds of learners*

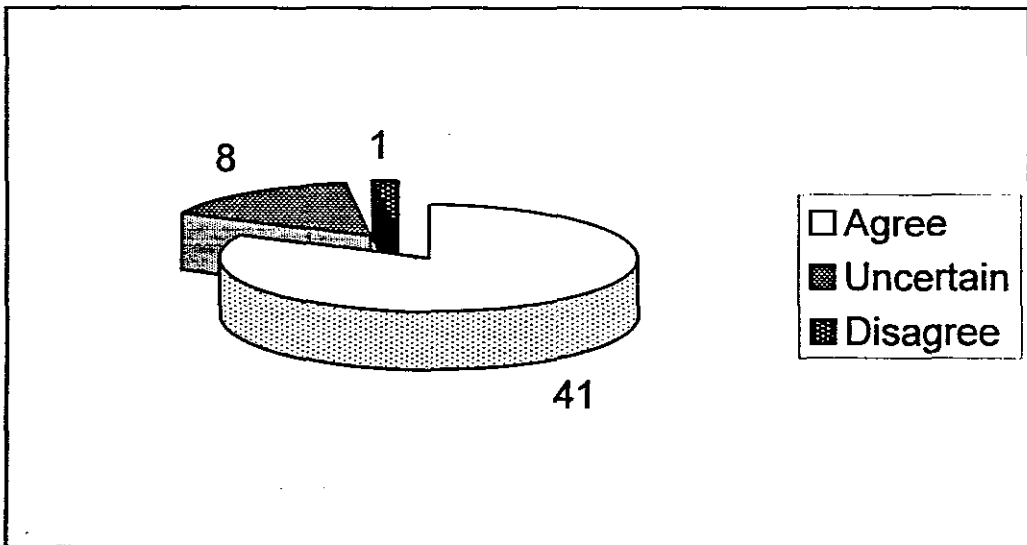


Thirty-seven of the respondents agreed with the statement. This indicates that the majority of the Economics teachers make an effort to understand the backgrounds of the learners. If teachers understand the learners' background, it is easy to relate Economics to the real life-world of the learner.

Nine of the respondents indicated that they were uncertain and four disagreed with the statement. This response indicates that there are Economics teachers who do not make an effort to understand the learners' background.

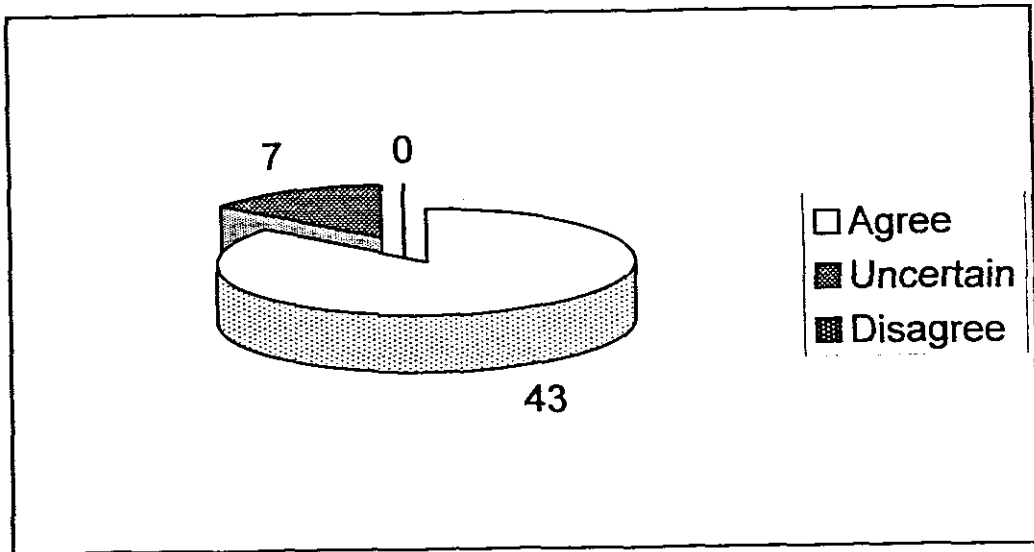
5.2.30 Difficulties experienced by the learners in the study of Economics

Figure 30: *Difficulties experienced by learners in the study of Economics*



Forty-one of the respondents indicated that they perceive difficulties experienced by learners as challenges in their careers.

Eight of the respondents indicated that they were uncertain about the statement and one of the respondents disagreed with the statement.

**5.2.31      Perceiving Economics as meaningful***Figure 31:    Perceiving Economics as meaningful*

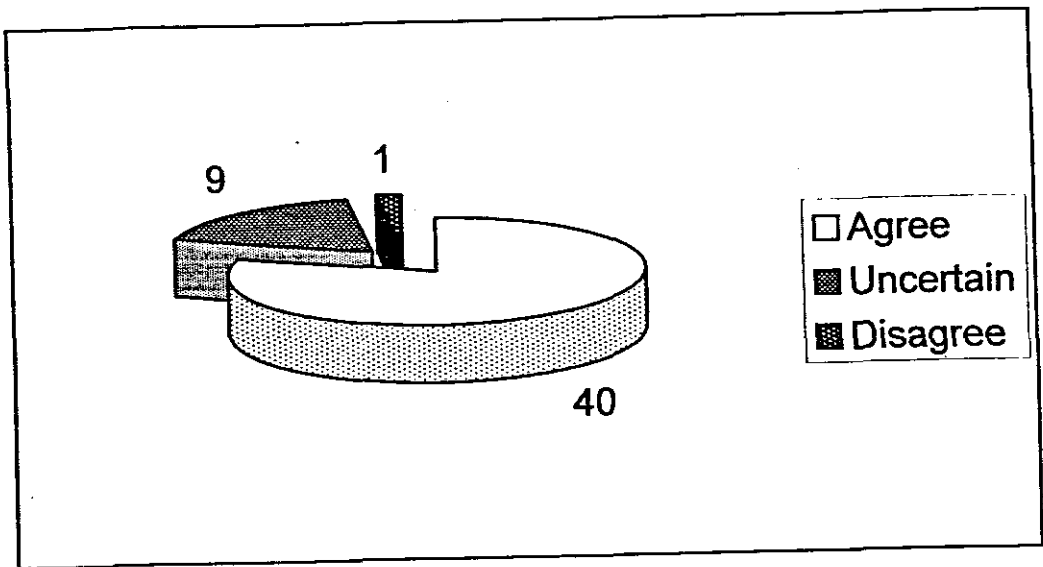
Forty-three of the respondents agreed with the statement. This response indicates that the majority of Economics teachers try to help learners to attribute meaning to the subject. It is indicated in chapter two that a learner can be motivated to learn Economics if it has meaning for him. The response to this statement agrees with this statement.

Seven of the respondents indicated that they were uncertain. Some of the seven respondents indicated that for them Economics was too abstract and it is difficult to find relevant examples that learners understand and can identify with.

No respondent disagreed with the statement.

5.2.32 Relationship between the Economics teacher and learners is based on mutual trust

Figure 32: *Relationship between Economics teacher and learners based on mutual trust*

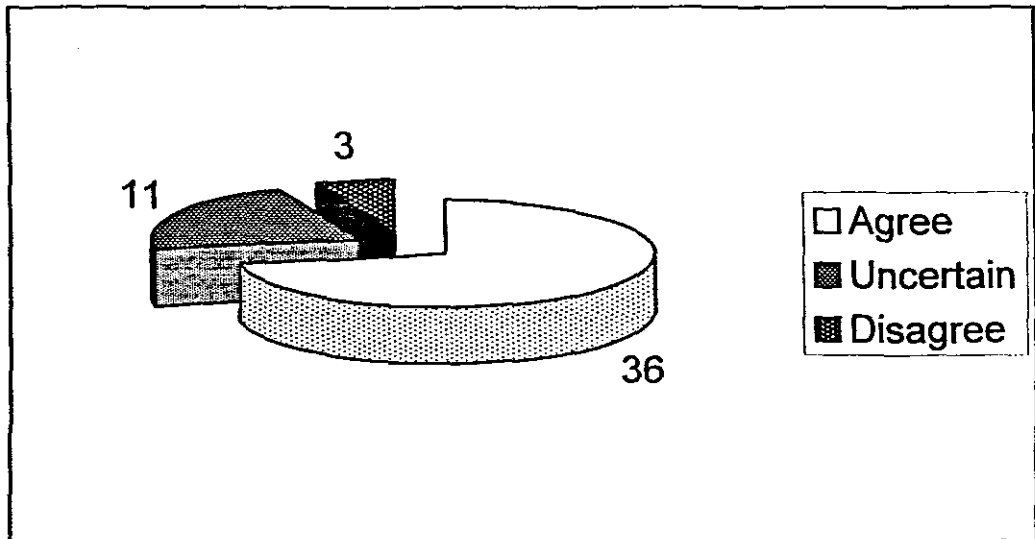


Forty of the respondents agreed that their relationship with learners is based on mutual trust. The response to this statement agrees with what is indicated in chapter two that the Economics teacher who adopts an invitational approach to the teaching of Economics should trust that the learners have the potential to learn. Once learners observe that the teacher trusts them, they are motivated to learn.

Nine of the respondents indicated that they were uncertain and one respondent disagreed with the statement. This response by these respondents indicates that they do not understand the pedagogic understanding. Relationship of mutual trust is vital for effective teaching and learning.

### 5.2.33 Making objectives clear to the learners

*Figure 33: Making objectives clear to the learners*

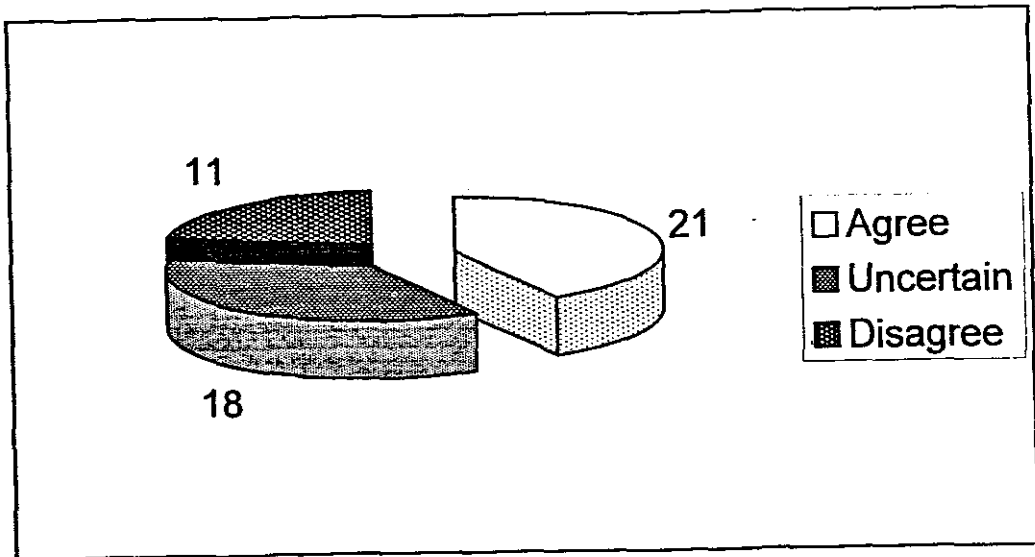


Thirty-six of the respondents indicated that they do make objectives of the lesson clear to the learners. This means that from the beginning of the lesson learners know what is expected of them at the end of the lesson.

Eleven of the respondents indicated that they were uncertain and three of the respondents disagreed with the statement indicating that they do not make objectives of the lesson clear to the learners. This response indicates that there is a small number of Economics teachers who do not make objectives of the lesson clear and this might cause confusion because learners do not know what is expected of them.

5.2.34 The teacher-learner instructions are pre-determined by me

Figure 34: *The teacher-learner interactions*

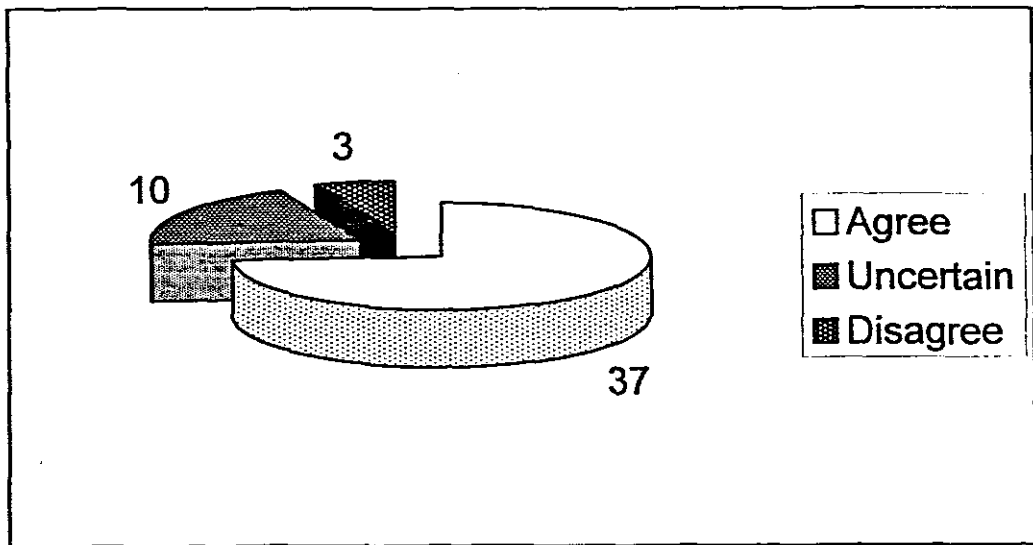


Twenty-one of the respondents agreed with the statement. These respondents indicated that they pre-determine these interactions during their preparation, they decide which activities and be performed by learners, when and why.

Eighteen of the respondents were uncertain about the statement and eleven of the respondents disagreed with the statement. The response by these respondents indicates that the majority of the Economics teachers do not plan the teacher-learner interactions. This has a risk of not involving the learners during the lesson and let the teacher be at the centre.

5.2.35 Awareness that contemporary technology poses new challenges to the Economics teacher

*Figure 35: Awareness that the contemporary technology poses new challenges to the Economics teacher*



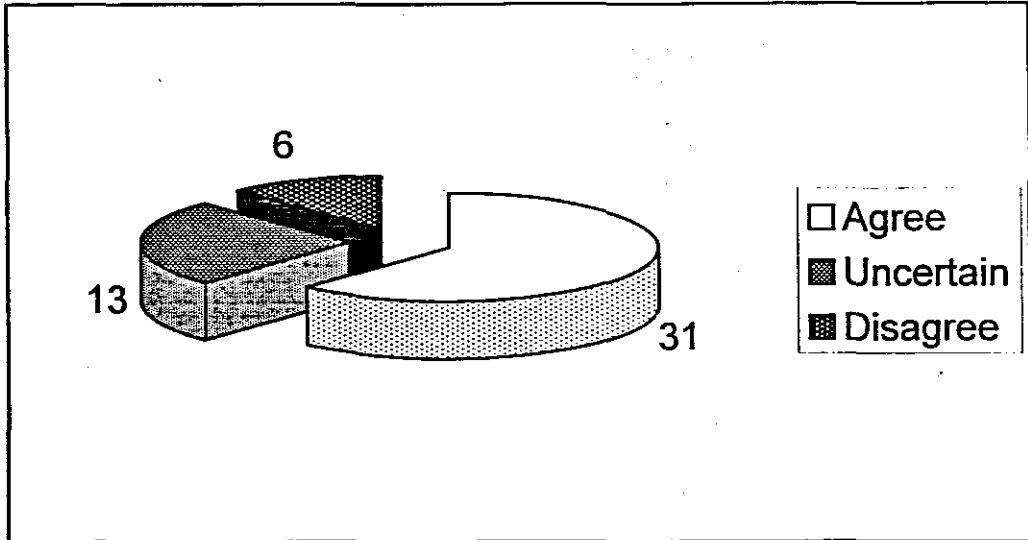
Thirty-seven of the respondents agreed that the contemporary technology poses new challenges to the Economics teacher. To meet the challenges posed by the new technology, it is important that Economics teachers keep abreast with these new development and information.

Ten of the respondents indicated that they are uncertain about the challenges posed by the new technology. The risk here is that these teachers may not keep abreast with new developments and that they may hold on to the very old ways of doing things.

Three of the respondents indicated that they disagree that the contemporary technology poses new challenges to them.

### 5.2.36 Interdisciplinary approach to the teaching of Economics

Figure 36: *Interdisciplinary approach to the teaching of Economics*

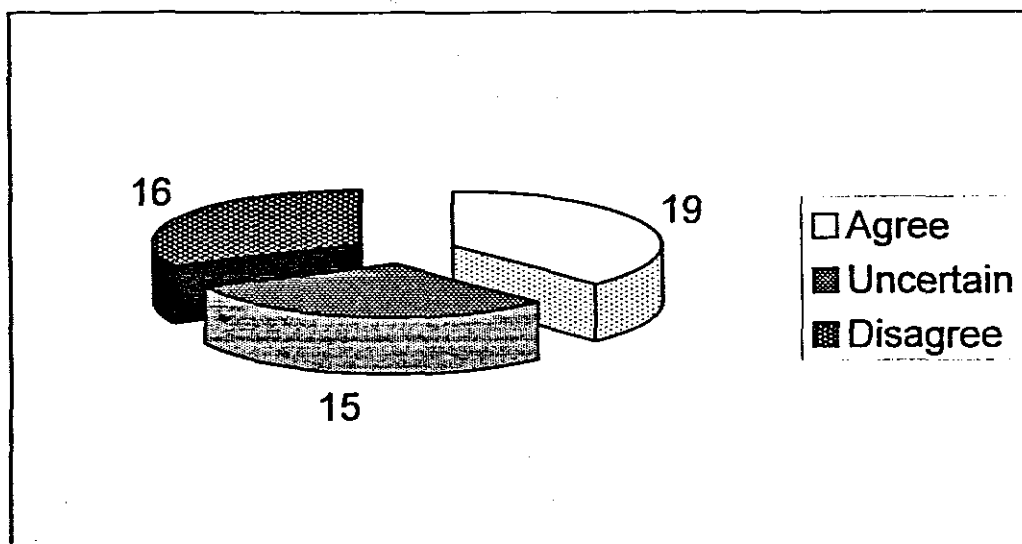


Thirty-one respondents agreed that the interdisciplinary approach to the teaching of Economics will help the learners understand the role that the subject plays in their life-world. When learners see that other subjects have a role to play Economics, they will perceive Economics as meaningful and they will be motivated to learn it.

Thirteen of the respondents indicated that they were uncertain about the application of an interdisciplinary approach to the teaching of Economics and six of the respondents disagreed with the statement. If the interdisciplinary approach is not applied in the teaching of Economics, the subject may become too abstract and thus make meaning attribution difficult.

5.2.37      The textbook used covers all the topics in the Economics syllabus

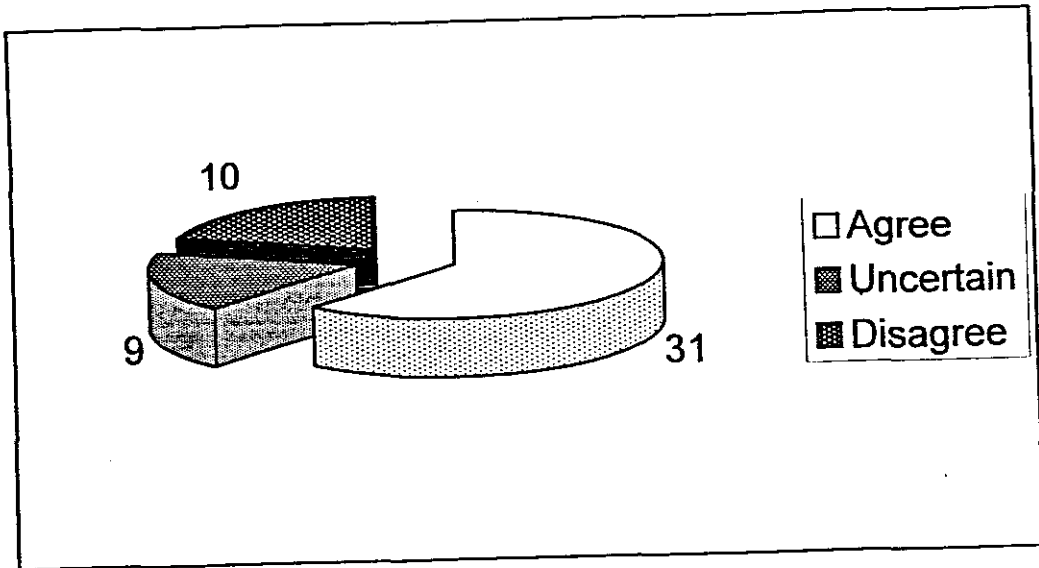
Figure 37:    *The textbook used covers all the topics in the Economics syllabus*



Nineteen of the respondents indicated that the textbook covers all the topics in the Economics syllabus. It is important to note that limiting the teaching of Economics to the textbook might be dangerous and make the subject very theoretical and abstract. The textbook may also be outdated.

Fifteen of the respondents indicated that they were uncertain and sixteen disagreed with the statement. Those who disagreed with the statement indicated that it is important to use other materials like newspapers, magazines and journals.

It was indicated in chapter three that economic journals, magazines, articles and newspapers have a lot of important information and help the teacher grow professionally.

**5.2.38      Linking Economics to the life-world of the learner***Figure 38: Linking Economics to the life-world of the learner*

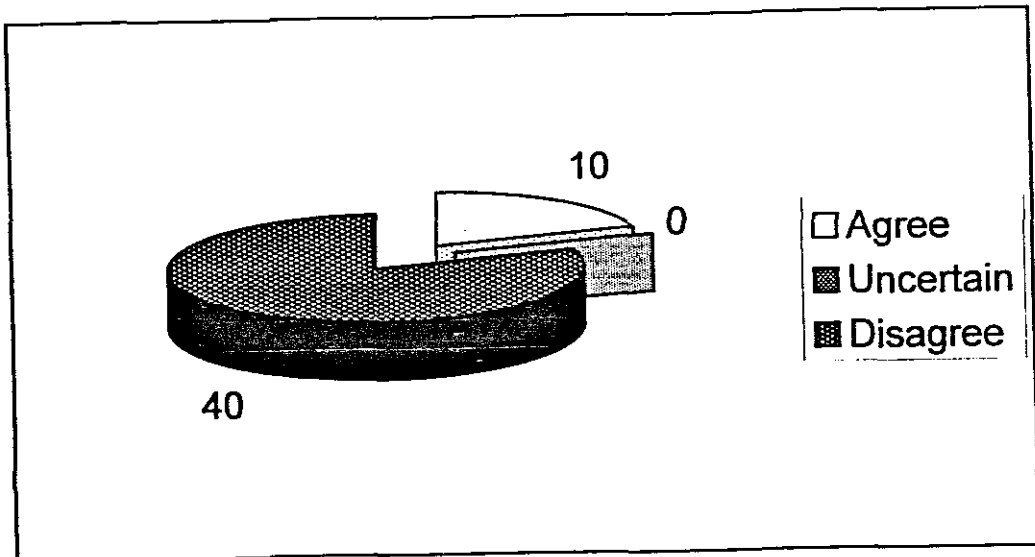
Thirty-one of the respondents agreed that they link Economics to the life-world of the learner. When examples from the life-world of the learner are used, it becomes easier for the learner to attribute meaning to the subject, once meaning has been attributed, the learner is motivated to learn.

Nine of the respondents indicated that they were uncertain and ten of the respondents disagreed with the statement which means that they do not link Economics to the life-world of the learner.

The response in 5.2.34 indicates that the majority of Economics teachers does not plan teacher-learner interactions. It is in planning teacher-learner interactions that the Economics teacher can plan how to link Economics to the life-world of the learner.

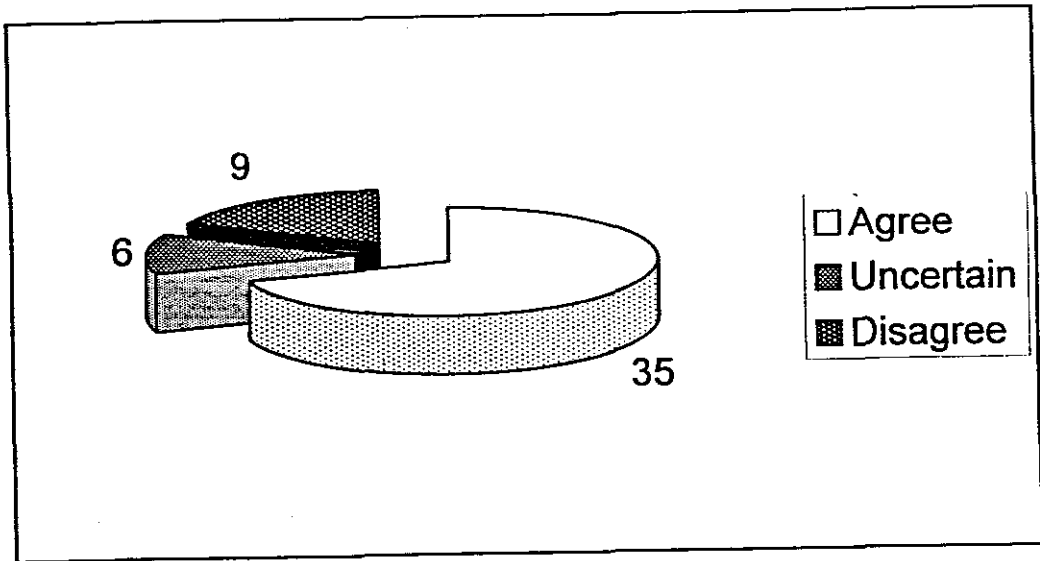
5.2.39 Access to teaching media needed in the teaching of Economics

*Figure 39: Access to teaching media needed in the teaching of Economics*



Ten of the respondents indicated that they have an access to the teaching media needed in the teaching of Economics.

Forty of the respondents indicated that they have no access to the teaching media that is used in the teaching of Economics. Some of these respondents indicated that Economics is theoretical and abstract and there is no teaching media that can be used.

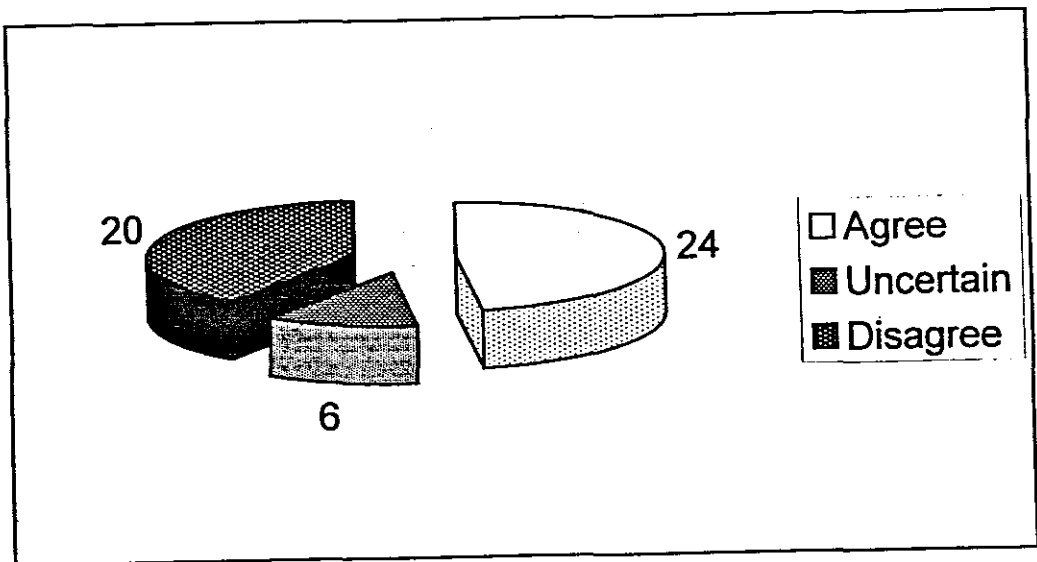
**5.2.40      Importance of Economics for all careers***Figure 41:    Importance of Economics for all careers*

Thirty-five of the respondents agreed that Economics is important for all careers. This response agrees with what is indicated in chapter three (cf. 3.2.4) that a knowledge of Economics is indispensable for anyone who wishes to make a success of his career. This means that some knowledge of Economics is important for all careers.

Six of the respondents indicated that they were uncertain and nine disagreed with the statement indicating that to them Economics is not important for all careers.

5.2.41 Access to other sources of information besides the prescribed textbook

*Figure 41: Access to other sources of information besides the prescribed textbook*



Twenty-four of the respondents agreed that they have access to other sources of information other than the prescribed textbook.

Six of the respondents were uncertain. These respondents indicated that they have no formal access to other sources except when they find something suitable.

Twenty of the respondents indicated that they have no access at all to other sources of information other than the textbook. The risk here is that these respondents limit Economics to the textbook.

### 5.3 SUMMARY

The two major employers in South Africa are the government and the commercial sector. Owing to problems faced by government, jobs in the public sector are shrinking and this makes the commercial sector the only potential employer. Most jobs in the commercial sector are in the field of Economics and this poses a challenge to Economics teachers. They are faced with a challenge of teaching *Economics effectively and meaningfully so that learners are made aware of the careers and job opportunities in the field of Economics*. Much then can be done by the Economics teacher to help learners towards embarking on a career in the field of Economics.

An analysis of data gathered during this study indicated that the majority of Economics teachers have not attended any enrichment course in the past year. If teachers do not attend enrichment courses, it becomes difficult for them to keep abreast with new developments in the field of Economics.

The data gathered also indicated that quite a number of Economics teachers have no access to the teaching media needed in the teaching of Economics. Teaching media make the lesson interesting, so if no media are used, Economics lessons may not be interesting and learners may not be motivated to learn Economics. Teaching media also "bring reality" to the classroom so that learners can attribute meaning to the subject. Meaning attribution is one of the requirements for motivation to begin.

Some Economics teachers indicated that they perceive Economics as abstract and thus difficult to find relevant examples that learners understand and can identify with. If the teachers perceive Economics as abstract, they may not link it with the life-world of the learners and the learner may perceive Economics as abstract and theoretical. The learner will not be motivated to learn an abstract subject and meaningful learning cannot take place.

In the following chapter recommendations will be formulated to provide possible actions to address the above findings.

## **CHAPTER SIX**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

<b>6.1</b>	<b>INTRODUCTION</b> . . . . .	<b>143</b>
<b>6.2</b>	<b>SUMMARY OF FINDINGS</b> . . . . .	<b>143</b>
6.2.1	Statement of the problem . . . . .	143
6.2.2	Motivation and invitational learning . . . . .	143
6.2.3	Motivational challenges in the life-world of the Economics teacher . . . . .	144
6.2.4	Planning of the research . . . . .	145
<b>6.3</b>	<b>FINDINGS</b>	
6.3.1	Minimum qualifications . . . . .	146
6.3.2	Enrichment courses . . . . .	146
6.3.3	Commercial sector . . . . .	146
6.3.4	Economic theories . . . . .	147
6.3.5	Career exhibitions . . . . .	147
6.3.6	Positive attitude . . . . .	147
6.3.7	Job opportunities . . . . .	147
6.3.8	Teaching media . . . . .	148
6.3.9	Sources of information . . . . .	148
6.3.10	Economics as a school subject . . . . .	148
6.3.11	Vocational choices . . . . .	149
6.3.12	Feedback . . . . .	149
6.3.13	Teachers of other subjects . . . . .	149
6.3.14	Team-teaching . . . . .	150
6.3.15	Teacher-learner interactions . . . . .	150
6.3.16	Authority, trust and understanding . . . . .	150
6.3.17	School principal . . . . .	150

<b>CHAPTER SIX</b> <i>(continued)</i>	<b>Page</b>
6.3.18 Parents . . . . .	151
<b>6.4 PURPOSE OF STUDY . . . . .</b>	<b>151</b>
<b>6.5 RECOMMENDATIONS . . . . .</b>	<b>151</b>
6.5.1 Subject enhancement programmes for Economics . . . . .	151
6.5.2 Regular educational audit . . . . .	153
6.5.3 Further research . . . . .	154
<b>6.6 CRITICISM . . . . .</b>	<b>155</b>
<b>6.7 FINAL REMARK . . . . .</b>	<b>155</b>
<b>LIST OF SOURCES . . . . .</b>	<b>156</b>

## **CHAPTER SIX**

### **SUMMARY, FINDINGS AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

This research study was initiated so that more information may be found regarding the motivational challenges experienced by the Economics teacher. In this chapter some of the most important findings from previous chapters will be discussed. This will be followed by recommendations and a final remark.

#### **6.2 SUMMARY**

##### **6.2.1 Statement of the problem**

The problem addressed in this study concerns the nature and extent of possible difficulties experienced by Economics teachers in teaching the subject effectively and meaningfully so as to achieve the goals of Economics. Economics teachers ought to help the learners understand the value of Economics in their life-worlds. Motivation of learners to study Economics is therefore very important.

##### **6.2.2 Motivation and invitational learning**

In order for the child to learn, he must be motivated to learn. Motivation can either be intrinsic or extrinsic. It is extrinsic when the learner learns because he expects a reward or an incentive. It is intrinsic when the learner is interested in the subject matter without the aim of getting a reward or avoiding punishment. It was also important to discuss strategies to encourage motivation and invitational learning. A discussion of motivation as a didactic principle was also done.

A detailed discussion of invitational learning was essential. Invitational learning is a process by which learners are cordially summoned to realise their potential. Theoretical foundations for invitational learning and the basic qualities of the invitational approach were dismissed. The theory of invitational learning provided a framework upon which this research is structured because the researcher believes that Economics teachers need to adopt an inviting approach to the teaching of the subject. A full discussion of didactic principles as conditions for invitational learning was essential.

The following didactic principles were discussed:

- \* Principle of individualisation
- \* Principle of Perception
- \* Principle of Participation
- \* Principle of Totality and globalization
- \* Principle of Scientism
- \* Principle of Control
- \* Principle of Planning
- \* Principle of Socialisation

### 6.2.3 Motivational challenges in the life-world of the Economics teacher

Economics is a special kind of science which studies the aspects of human actions that are concerned with acquiring and utilising limited means. The discussion of the nature and structure of Economics was essential in this study. It was also necessary to discuss the field of study of Economics as a school subject, methods of teaching Economics and careers and job opportunities in the field of Economics.

Effective teaching and learning depend on the teacher's relationships. Because of this the Economics teacher's relationship with himself, others and subject matter

were discussed in great detail. The Economics teacher is faced with challenges in these relationships. None of these relationships can stand independently. The Economics teacher has to maintain a balanced relationship with himself, others and subject matter. If one relationship is ignored, effective teaching and learning will not occur.

#### **6.2.4 Planning of the research**

This study utilised a questionnaire as an instrument for collecting data. The information sought was not available from any other source and had to be acquired directly from respondents. The questionnaire was constructed by the researcher. The reason for choosing the questionnaire was that it can easily be adapted to a variety of situations.

With the aim of administering the questionnaire to the Economics teachers of high schools in Umlazi, the researcher first requested permission from the Umlazi Circuit Office. After permission was given by the Circuit Office, permission was obtained from school principals and the arrangements were made for administering the questionnaire to the Economics teachers at participating schools.

The aim of the questionnaire was to obtain information regarding the motivational challenges experienced by the Economics teacher.

#### **6.2.5 Analysis and presentation of data**

The purpose of this chapter was to present and discuss data collected from the questionnaires completed by fifty Economics teachers in sixteen high schools in Umlazi.

An explanation and description of the methods employed in the categorisation of responses and the analysis of data were also provided in this chapter. This was

followed by the presentation and discussion of the responses to the questions in the questionnaire. A summary of findings follows in Section 6.3.

### **6.3 FINDINGS**

Through the main research instrument used in this study, the questionnaire, the researcher established the following:

#### **6.3.1 Minimum qualifications**

The majority of Economics teachers possess the minimum qualifications required for teaching Economics. Although Economics is taught by teachers who are professionally qualified, most of them have minimum experience in teaching the subject. It was also noted that the majority of Economics teachers possess minimum qualifications only and very few possess higher degrees.

#### **6.3.2 Enrichment course**

The majority of the Economics teachers do not attend enrichment courses. The lack of enrichment courses makes it difficult for Economics teachers to update their knowledge of the subject. It is through enrichment courses (in-service training) where teachers learn the methods of teaching the subject. The knowledge explosion and advance in technology makes enrichment courses indispensable.

#### **6.3.3 Commercial sector**

Although some schools are in contact with the commercial sector, the majority of schools have no contact with the commercial sector. The commercial sector is the provider of future employment for learners. It is also in the commercial sector where economic theories are put into practice. The lack of contact with this sector is a cause for concern.

#### **6.3.4 Economic theories**

Most Economics teachers do not arrange for learners to see how economic theories are put into practice in various settings. Taking learners to certain big businesses, would give them a clear idea as to how economic theory is put into practice. Through excursions, learners would be able to assign meaning to Economics.

#### **6.3.5 Career exhibitions**

Most Economics teachers do not organise career exhibitions for their learners. If career exhibitions are not arranged by the Economics teachers, little is done to expose learners to the possible employment opportunities that exist in the field of Economics. The correct choice of a career is important because it leads to gainful employment and the possibility of occupying a meaningful place in society.

#### **6.3.6 Positive attitude**

The majority of the Economics teachers agree that they have a positive attitude towards Economics as a school subject. Forty-five of the respondents indicated that they have a positive attitude towards Economics as a school subject. This is an indication of the fact that most Economics teachers have love for the subject. A teacher who has love for the subject does justice to it.

#### **6.3.7 Job opportunities**

The majority of Economics teachers are aware of the job opportunities in the field of Economics. These teachers indicated that they are aware of job opportunities in the field of Economics and are trying to make mention of them during the teaching of Economics.

### 6.3.8 Teaching media

The majority of the Economics teachers have no access to teaching media needed in the teaching of Economics. Forty of the respondents indicated that they have no access to teaching media needed in the teaching of Economics. Teaching media is meant to bring reality to the classroom and to arouse interest in learners. The lack of teaching media in the teaching of Economics makes the subject abstract. If the subject is perceived as abstract, by learners, no meaning is assigned to it and meaningful learning suffers.

### 6.3.9 Sources of information

Although the majority of the respondents indicated that they have access to other sources of information other than the prescribed textbooks there is quite a large number of respondents who have no access to other sources other than the textbook. The over-utilisation of the textbook may limit the scope of Economics to the textbook. Economics teachers need to go beyond the textbook in their teaching of the subject. Our daily lives are characterised by the economic activities we perform, for example, buying and selling and the choices we make are far more than what is written on the prescribed textbook. Limiting Economics to the textbook will make it abstract and meaningless to the learners.

### 6.3.10 Economics as a school subject

The majority of Economics teachers do motivate learners to choose Economics as a school subject. The researcher noted that the majority of Economics teachers motivate learners to choose Economics as a school subject. Some of these respondents indicated that Economics is important for all careers and as such have taken it upon themselves to motivate learners to choose it as a school subject.

#### 6.3.11 Vocational choices

The majority of Economics teachers contribute to the vocational choices learners make. Thirty-four of the respondents indicated that they help learners in choosing careers, particularly a career in commerce. These respondents indicated that they are aware that there are few jobs today and these few jobs are in the commercial sector and because of the lack of guidance teachers in some schools, Economics teachers take it upon themselves to motivate learners to choose a career in commerce.

#### 6.3.12 Feedback

Although the majority of Economics teachers indicated that their work is evaluated by their seniors, there is a small number of Economics teachers who get feedback. The aim of evaluation is to assess whether the work has been done properly. It is therefore important to give clear feedback to the Economics teacher so that he can be aware of the areas in which improvement is needed. Evaluation without feedback does not serve any purpose.

#### 6.3.13 Teachers of other subjects

The majority of Economics teachers believe that teachers of other subjects have a contribution to make to the teaching of Economics. These respondents indicated that all school subjects are interrelated, so teachers of other subjects have a contribution to make to the teaching of Economics. These teachers indicated that the degree to which teachers of other subjects can contribute towards the teaching of Economics is debated in schools.

#### 6.3.14 Team teaching

Although twenty-nine of the respondents agree that teachers of other subjects have a contribution to make in the teaching of Economics, only twelve believe that team teaching can be applied in the teaching of Economics. Team teaching is the organisation of learning activities where two or more teachers work together in the planning and instruction of a group of learners. As it is applied in Economics, the team is responsible for teaching a given group of learners in a specific area of the Economics curriculum. This kind of instruction allows teachers to specialise in those areas they can do best.

#### 6.3.15 Teacher-learner interactions

Only twenty-one of the respondents agree that they pre-determine the teacher-learner interactions during the preparation phase. This indicates that the majority of Economics teachers do not plan how learners will be involved during the lesson. It is important for the teacher to plan which activities will be performed by the learners, when and for what purpose. When learners are involved in their learning, they will find meaning in the lesson and will be motivated to learn.

#### 6.3.16 Authority, trust and understanding

The majority of Economics teachers agree that the relationship between them and learners is based on authority, trust and understanding. Meaningful learning will be possible if the learners accept the teacher's authority, if there is mutual trust between the teacher and learners and if there is mutual understanding.

#### 6.3.17 School principal

No school principal was actively involved in the teaching of Economics. Though there is an indication that Economics teachers get support from the school principals, no school principal is actively involved in the teaching of the subject.

#### **6.3.18 Parents**

The majority of the Economics teachers do not keep parents informed about their children's progress in Economics. Some respondents indicated that parents are informed of their children's progress by means of a school report at the end of each quarter and not per subject. It would be important to keep parents informed about their children's progress in Economics because the commercial sector is the only sector that still has job opportunities. Good performance will give a learner better opportunities in the commercial sector. Parents may also help in fund-raising for excursions to the commercial sector.

### **6.4 PURPOSE OF THE STUDY**

The researcher formulated specific aims of this study (cf 1.5). These aims were used to determine the course of this study. These aims were realised through a literature study, together with an empirical survey consisting of a structured questionnaire. On the basis of the aims and findings of the study certain recommendations (cf 6.4) are now offered.

### **6.5 RECOMMENDATIONS**

Based on the literature study and empirical findings, the researcher offers the following recommendations which could be used as basis for further research, debate and improvement in the teaching of Economics.

#### **6.5.1 Subject enhancement programmes for Economics**

##### **(1) Motivation**

Subject enhancement programmes are vital if Economics teaching is to be improved and teachers' knowledge enriched (cf 3.3.3).

Enrichment courses increase the teachers' knowledge of the subject. It is important for the Economics teacher to keep abreast with new developments in the field of Economics. Gaining new knowledge will enhance the teacher's competence and when teachers' competence is enhanced, effective teaching will take place (cf 3.3.1; 3.3.2).

The commercial sector is the provider of future employment for learners, particularly those who are doing commercial subjects, the link with this sector will enhance the teaching of commercial subjects in general and Economics in particular. It is also important to keep learners informed about career information in the field of Economics. A career is important for the learner because it is the profession or occupation he is going to follow and a means of making livelihood. It is important then that the right career is chosen (cf 3.2.4). In order to choose the right career, a person needs enough information. Once the learner is well informed about careers in the field of Economics, he will be motivated to learn the subject.

(2) Recommendations

The recommendations are:

- \* The Department of Education should organise a variety of enrichment courses, like seminars, workshops and in-service training for Economics teachers. Economics teachers should be given the necessary support and encouragement to attend these enrichment courses.
- \* Economics teachers in each school should organise a career day in the school at least once a year. This could serve as a motivator to learners. On the career day, representatives from the commercial sector should be invited so that they may provide relevant information about job opportunities in the field of

Economics and requirements for different careers. Inviting representations from the commercial sector will serve as a link between this sector and the school concerned. Economics teachers and learners will benefit from this link.

#### 6.5.2 Instituting regular educational audit

##### (1) Motivation

It is important for education authorities, like inspectors, subject advisors to be kept informed about the teachers' work. This makes an educational audit important. During this audit, these education authorities will advise teachers teaching methodology teaching media and all the available resources in the field of Economics (cf 3.3.3; 2.4.1).

There is a large number of Economics teachers who indicated that they have no access to other sources other than the prescribed textbook. Too much adherence to a simple prescribed textbook produces narrowness of outlook and approach. It also limits the scope of Economics to the textbook and thus makes it too abstract and meaningless to the learners (cf 3.3.3).

During the education audit, the education authority will evaluate the entire work of the teacher and this will serve as a support for the teacher. This will also encourage the teachers to work hard and know that they are accountable for all they do.

##### (2) Recommendations

The recommendation is:

\* The Department of Education should institute an educational audit whereby the

performance of teachers can be evaluated. Teachers should be informed as to which areas of their work will be evaluated and for what purpose.

### 6.5.3 Further research

#### (1) Motivation

The research for this study was conducted in a limited area, it would then be beneficial for the country if further research of this topic is conducted nationally in order to find out the motivational challenges experienced by Economics teachers in other areas other than the area in which this study was conducted.

Further research of this topic may lead to the enhancement and improvement of the teaching of Economics in the country. From further research, national policies on the teaching of Economics can be introduced.

The Department of Education should encourage further research of this topic because nowadays more job opportunities are in the field of Economics and economic understanding is beneficial for any country which aims at improving its welfare. Further research can be encouraged by making funds available to researchers or to the good Economics teachers who will be identified during the education audit.

#### (2) Recommendation

The recommendation is:

- \* That the motivation challenges experienced by Economics teachers be investigated nationally.

## **6.6 CRITICISM**

- \* This study focuses on only one delineated aspect of a larger research problem. The scope of this study covers only those high schools in Umlazi which offer Economics as a school subject. This limited the scope of the investigation (cf 4.7.1).
- \* The design of the instrument for empirical study does have limitations (cf 4.7.2).
- \* The research sample comprised only Economics teachers of the former department of education responsible for Black education. Dissimilar responses might have been elicited from parents and principals of the former department of education, responsible for White, Indian and Coloured education.
- \* The validity and reliability of the research instrument used for data collection have methodological limitations (cf 4.7.3; 4.3.4).

## **6.7 FINAL REMARK**

It is trusted that this study will be of value particularly to the various Education Departments and Economics teachers with regard to motivational challenges experienced by Economics teachers. It is also hoped that this study will contribute towards the upliftment of the status of Economics as a school subject and as a vital component of our respective life-worlds.

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## **APPENDIX A**

### **APPLICATION FOR PERMISSION FROM THE CIRCUIT OFFICE TO CONDUCT RESEARCH**

Department of Public Management & Economic  
Mangosuthu Technikon  
P O Box 12363  
JACOBS  
4026

29 September 1998

The Circuit Inspector  
Umlazi North  
KwaZulu Natal Department of Education  
Private Bag  
Durban  
4000

Sir

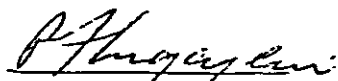
**APPLICATION FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH**

I hereby apply for permission to conduct educational research in high schools under your control. The research is essential in completion of my M.Ed. Degree with the University of Zululand.

The topic of my dissertation is: **Motivational Challenges experienced by Economics teachers.** The research itself will be conducted in high schools located in Umlazi South and North Circuits by means of questionnaires directed to Economics teachers.

I will ensure that the information elicited from the research will be treated as confidential and I am willing to make copy of the research findings available to your department if requested to do so.

Thank you

  
P F Lugayeni (Mrs)

## **APPENDIX B**

### **PERMISSION FROM THE DISTRICT MANAGER**

PROVINCE OF  
KWAZULU - NATAL

ISIFUNDAZWE  
SAKWAZULU - NATAL

PROVINSIE  
KWAZULU - NATAL

DEPARTMENT OF EDUCATION & CULTURE  
UMNYANGO WEMFUNDO NAMASIKO  
DEPARTEMENT VAN ONDERWYS & KULTUUR

Ikheli Lacingo :	Isikhwama Seposi :	Umlazi North Distri
Telegraphic Address :	Private Bag :	Private Bag X03
Telegrafiese Adres :	Privaatsak :	UMLAZI 4031

Fax. No :  
Ucingo : 031 9079082  
Telephone :

Imibuzo :  
Enquiries : B.M. MASONDO  
Naurae :

Usuku :  
Date :  
Datum :

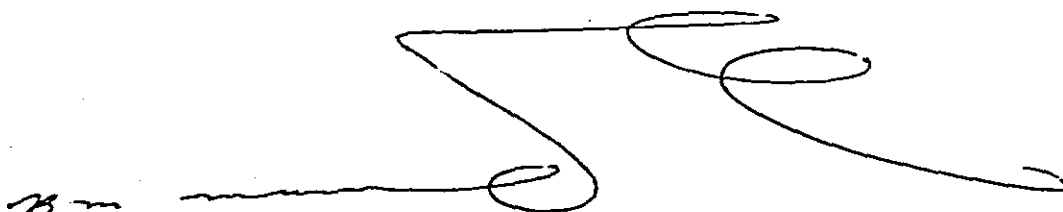
Inkomba :  
Reference :  
Verwysing :

Mrs Precious Lugayeni  
Mangosuthu Technikon

Dear Madam

Thank you for your letter dated 29 September 1998.

You are hereby granted permission to conduct research in the Umlazi North District Schools of your choice. The inordinate delay in responding is profoundly regretted. Everything of the very best.



DISTRICT MANAGER

**KWAZULU NATAL**

**UMLAZI NORTH DISTRICT**

UMNYANGO WEMFUNDO NAMASIKO  
Rt Hon. S.D.C.E. SPECIALIST  
UMNYANGO WEMFUNDO UMLAZI NORTH

**1998-09-01**

ISIKHWAMA SEPOSI BAG X03  
UMLAZI 4031 TEL: 031 9079082/3/4/5/6/7  
DEPARTMENT OF EDUCATION AND CULTURE  
DEPARTEMENT VAN ONDERWYS EN KULTUUR

## **APPENDIX C**

### **APPLICATION FOR PERMISSION FROM THE SCHOOL PRINCIPAL TO CONDUCT RESEARCH**

Department of Public Management & Economics  
Mangosuthu Technikon  
P O Box 12363  
JACOBS  
4026

29 September 1998

The Principal  
\_\_\_\_\_ High School

Sir

Re: Permission to conduct a research study at your school

I hereby apply for permission to conduct an educational project at your school. The research is essential for me to complete my M.Ed. Degree with the University of Zululand. I have applied for permission from the Education Department to embark on this project.

The topic of my dissertation is: **Motivational Challenges experienced by Economics teachers.** The research proper will be conducted by means of a questionnaire directed to Economics teachers. It is hoped that teachers could assist by responding to the survey during their non-contact time so as not to infringe on the pupils's education time. I can reassure you that no question enlisted will be incriminating, sensitive or offensive in nature.

I will deliver and collect the responses at a time that will be most convenient to you.

I seek your earnest co-operation in this matter.

Thank you

  
P F Lugayeni

**APPENDIX D**

**THE QUESTIONNAIRE**

**STRICTLY CONFIDENTIAL**

# **QUESTIONNAIRE**

**Motivational challenges**

**experienced by**

**Economics teachers**

**PRECIOUS LUGAYENI**  
**B.A. (UZ); B.Ed. (UZ); H.D.E. (UN)**

---

**QUESTIONNAIRE**  
**TO**  
**ECONOMICS TEACHERS**

---

**AIM OF THE INVESTIGATION**

The aim of this investigation is to determine the motivational challenges experienced by Economics teachers.

**TO THE TEACHER**

This questionnaire is completed anonymously and will in no way be used to identify you as a teacher. You are therefore asked to please be truthful in your answers.

**In the following questions, please place a cross (X) in the appropriate box which best represents your view.**

**EXAMPLES:**

- (i) Do you teach School Guidance in Grade 11?

Yes      ☒      No      ☐

After the following question, mark a cross (X) in the block of your choice on the 3-point scale according to your feeling about the appropriate response.

- (ii) I enjoy teaching School Guidance

Agree	Uncertain/Neutral	Disagree
X		

**QUESTIONNAIRE**  
**SECTION A (*Idiographic information*)**

---

**INSTRUCTIONS**

Please indicate your personal details.

1. Gender

Male

☐

Female

☐

2. Age (*Years*)

20-30

☐

31-40

☐

41-50

☐

51-60

☐

Above 60

☐

3. Qualifications

Matric and Teaching Diploma

☐

Degree

☐

Degree and Teaching Diploma

☐

B.Ed. and Teaching Diploma

Honours and Teaching Diploma

Masters and Teaching Diploma

Any other information about your qualifications that you feel is important:

.....

.....

.....

4. Experience in teaching Economics

0 - 5

6 - 10

11 - 20

21 - 30

31 and above

5. Rank (Official)

Teacher

Head of Department

Deputy Principal

☐

Principal

☐

## 6. Rank (Acting)

Not applicable

☐

Head of Department

☐

Deputy Principal

☐

Principal

☐

## 7. Please mark all the grade(s) to whom you teach Economics

Grade 8

☐

Grade 9

☐

Grade 10

☐

Grade 11

☐

Grade 12

☐

---

**Section B**

---

**INSTRUCTIONS**

Answer the following questions  
by drawing a cross (x) in the  
appropriate block according to  
your experience

1. I consider myself as suitably qualified to teach Economics

Yes

☐

No

☐

2. I have attended an enrichment course in Economics during the past year

Yes

☐

No

☐

3. In the field of Economics there is sufficient contact between my school and the commercial sector regarding careers and job opportunities

Yes

☐

No

☐

4. I arrange excursions for the learners to see how economic theory is put into practice.

Yes

☐

No

☐

5. I usually organise a career exhibition at my school.

Yes

☐

No

☐

6. I personally motivate the learners to select Economics as a subject.

Yes

☐

No

☐

---

**Section C**


---

**INSTRUCTIONS**

For the following questions, mark across (x) in the block of your choice on the 3-point scale according to your feeling about the appropriate response.

1. I have a positive attitude towards Economics as a school subject.

Agree	Uncertain	Disagree

2. I adopt an inviting approach when teaching Economics.

Agree	Uncertain	Disagree

3. I perceive myself as being a resourceful teacher.

Agree	Uncertain	Disagree

4. I am aware of my shortcomings as an Economics teacher.

Agree	Uncertain	Disagree

5. I am aware of careers and job opportunities in the field of Economics.

Agree	Uncertain	Disagree

6. I am professionally acceptable to my colleagues.

Agree	Uncertain	Disagree

7. As an Economics teacher, I can contribute to the vocational choices learners make.

Agree	Uncertain	Disagree

8. As an Economics teacher I receive the necessary support from the school principal.

Agree	Uncertain	Disagree

9. The School principal accepts innovations from me.

Agree	Uncertain	Disagree

10. My work is regularly evaluated by my senior.

Agree	Uncertain	Disagree

11. My senior gives detailed feedback after each evaluation session.

Agree	Uncertain	Disagree

12. I strongly believe that all teachers have a contribution to make towards the teaching of Economics.

Agree	Uncertain	Disagree

13. Team-teaching can be applied with great success in Economics.

Agree	Uncertain	Disagree

14. I keep parents informed about their children's academic progress in Economics.

Agree	Uncertain	Disagree

15. The relationship between the learners and myself is based on authority.

Agree	Uncertain	Disagree

16. I regard it as my duty to understand the various backgrounds of the learners I teach.

Agree	Uncertain	Disagree

17. I perceive difficulties experienced by the learners in the study of Economics as challenges in my career.

Agree	Uncertain	Disagree

18. I do my best to help learners perceive Economics as meaningful.

Agree	Uncertain	Disagree

19. The relationship between the learners and myself is based on mutual understanding.

Agree	Uncertain	Disagree

20. In every Economics lesson I make the objectives clear to the learners.

Agree	Uncertain	Disagree

21. The teacher-learner interactions are pre-determined by me.

Agree	Uncertain	Disagree

22. I am aware that the contemporary technology poses new challenges to the Economics teacher.

Agree	Uncertain	Disagree

23. The interdisciplinary approach to the teaching of Economics will help learners understand the role the subject plays in our day- to- day activities.

Agree	Uncertain	Disagree

24. The textbook I use covers all the topics in the Economics syllabus.

Agree	Uncertain	Disagree

25. The relationship between the learners and myself is based on mutual trust.

Agree	Uncertain	Disagree

26. I try my best to link Economics to the life-world of the learner.

Agree	Uncertain	Disagree

27. I have access to various teaching media needed in the teaching of Economics.

Agree	Uncertain	Disagree

28. I think that Economics as a school subject is important for all careers.

Agree	Uncertain	Disagree

29. I have access to other sources of information besides the prescribed textbook.

Agree	Uncertain	Disagree

— Thank you very much for completing the Questionnaire! —