

Rina Grobler

Learning motivation and time concept of learners from low socio-economic environments

First submission: 14 July 2008

Acceptance: 6 March 2009

Due to an unsatisfactory learner performance in many schools in South Africa a need was identified to explore some of the factors that might influence learner performance. The objective of this investigation was first to study school learners' concept of time, coupled with their learning motivation, in secondary schools located in low socio-economic environments in Gauteng and, secondly, to investigate whether there were differences between the perceptions of learners in schools located in both informal and formal housing environments.

Leermotivering en tydkonsep van leerders uit lae sosio-ekonomiese omgewings

Weens die onbevredigende leerderprestasie in baie skole in Suid-Afrika is 'n behoefte geïdentifiseer om sommige van die faktore wat leerderprestasie mag beïnvloed te ondersoek. Die doelstelling van hierdie ondersoek was eerstens om skoolleerders se tydkonsep, tesame met hulle leermotivering, in hoërskole geleë in lae sosio-ekonomiese omgewings in Gauteng te bestudeer. Tweedens, om ondersoek in te stel na moontlike verskille tussen die persepsies van leerders in skole geleë in informele en formele behuisingsomgewings.

Dr R Grobler, Dept of Education Studies, Faculty of Education, University of Johannesburg, P O Box 524, Auckland Park 2006; E-mail: rinag@uj.ac.za



Acta Academica
2009 41(4): 92-112
ISSN 0587-2405
© UV/UFS
<<http://www.ufs.ac.za/ActaAcademica>>

SUN MEDIA
BLOEMFONTEIN

According to Padayachee (2000: 18), educationists, in general, agree on the major areas of concern in the schooling system, including socio-economic conditions, ineffective management, inadequate resources, low standards of teaching and a demise of the culture of teaching and learning.¹ In addition, Legotlo *et al* (2002: 113) mention that all major stakeholders in the education system, namely learners, educators, parents, employers and even the National Ministry of Education, are concerned about the poor learner performance in the grade 12 examinations in South Africa. Although the South African education system currently endeavours to address the poor culture of teaching and learning resulting in poor learner performance in many schools, further investigation into factors that may contribute towards unsatisfactory learner performance in schools, in particular those located in low socio-economic environments, is essential.

Education authorities, researchers, teachers and parents are expressing an increasing need to identify factors that might influence learner performance. Myburgh *et al* (1999: 165) identified learning motivation and a future-oriented time concept as factors that could contribute towards a learning culture and scholastic achievement in secondary schools.

Certain time restrictions are set for assignments, tests and examinations, and it is crucial to learn to work towards deadlines by completing assignments on time. Therefore, time is "... inseparably associated with achievement and success" (Ben-Baruch *et al* 1990: 3). A future-oriented time concept seems to be intimately linked with a person's capacity to delay gratification and to work for future goals by setting and assuming responsibility (Myburgh *et al* 1999: 165). In fact, learners with a high average in scholastic achievement are more future-oriented, more conscientious in their time management, experience less anxiety regarding the future and are less focused on the present than learners with a low average in scholastic achievement (Grobler 2003: 160).

1 I wish to acknowledge the Statistical Consulting Services (STATKON) of the University of Johannesburg for their help in analysing the data. My sincere thanks go to my colleagues, C P H Myburgh and M P van der Merwe, for their valuable input in the design of this project.

Motivation involves the internal processes which serve to activate, guide and maintain our behaviour (Finestone 2004: 73). Therefore, it influences the rate of learning, the retention of information and performances (Vander Zanden 2000: 319). Pintrich & Schunk (1996: 3) indicate that teachers are challenged to foster a productive motivational climate in their classrooms so that the learners can value a high standard of learning motivation. Hence, improving learners' learning motivation could be viewed as a worthwhile goal of schooling and could help to foster a culture of learning in the school environment.

Socio-economic factors can also affect learners' motivation to learn and do well in school. Meece (2002: 425) states that economically disadvantaged learners find it difficult to understand the relevance of schoolwork for their future goals, due to high rates of unemployment in their communities and lack of financial resources to further their education. Many of these low socio-economic status (SES) learners often lack positive parental influences and examples (Gouws *et al* 2000: 145), Many of these parents do not encourage their children to achieve or to complete high school. According to Radebe (2001: 3), these learners do not have the necessary skills to succeed because they lack home and community resources. It is clear from a study by Pillay (2004: 8) that learners living in informal settlements find it difficult to study at home due to overcrowding, noise and lack of resources such as electricity.

Previous investigations regarding the contribution of self-concept and time concept in scholastic achievement in various schools in the inner city of Johannesburg have recommended that further research in this area be undertaken.² After consultation with senior colleagues in the Faculty of Education at the University of Johannesburg, a need to investigate the time concept and learning motivation of secondary school learners in their specific educational contexts, such as townships and informal settlements located in low socio-economic areas, was identified.

2 Cf Grobler *et al* 1998, Myburgh *et al* 1999, Grobler & Myburgh 2001, Grobler 2003 & 2005.

1. Research questions

The following research questions encapsulate the research problem: What are the perceptions of time and learning motivation of secondary school learners living in low socio-economic environments? Are there differences in the perceptions of learners from secondary schools located in an informal housing environment (informal settlement area or squatter camp) and in those of learners from secondary schools located in a formal housing environment (township) regarding time concept and learning motivation?

2. Objectives

The objectives of this investigation are to study the issue of time concept and learning motivation as perceived by secondary school learners in townships and informal settlement areas in Gauteng, and to investigate possible differences between the perceptions of learners from secondary schools located in an informal housing environment and those of learners from secondary schools in a formal housing environment, regarding their time concept and learning motivation.

3. Theoretical framework

3.1 Time concept in educational perspective

Jaques (1982: 15) distinguishes two dimensions of time, namely chronological time and experiential time. Chronological time refers to the sequential characteristic of time which is measurable by means of chronometers or watches. In everyday life we call this "clock time" or "calendar time" which refers to the time of events with a definite beginning, middle and end. An inevitable implication of this dimension is that time as such is divided into past, present and future (Burger 1993: 29). People tend to plan from the past in the present for the future. Experiential time relates to people's intentions, needs and aims (Jaques 1982: 14-6). Ben-Baruch (1985: 25-34) made a further distinction of this experiential time by indicating three basic ways of viewing time. First, time can be viewed as cyclic, implying

that time is rhythmic and repetitive. People with this conception of time tend to think that there is no reason to haste because time is plentiful. Therefore, there is hardly any productive inclination. Secondly, time can also be perceived as linear and infinite (unlimited or endless)—time is experienced as flowing in one direction. Those who understand time this way tend to plan in haste to obtain certain results within an irreversible, though prolonged and extensive period. Thirdly, time can also be perceived as linear and limited. In this instance, time is measured and restricted, and consequently a person is placed under the pressure of time limits to meet the demands that are set.

These three experiential views of time are not necessarily mutually exclusive. Normally, one of these modes is more prominent at a specific point in time but at another occasion one of the other two modes of experiencing time is more dominant. However, it should be clear that the dominant way of viewing time on a specific occasion will definitely play a role in the way in which the individual experiences and treats the demands of time restrictions.

Managing time is a very important factor in life (Morulane 2006: 15) and, therefore, the learner should be “taught” in the home (Grobler 2005: 20) and, in particular, in the school to organise time, plan effectively and utilise time purposefully. The best use of time lies in effectively setting goals. Working towards a goal will help to stay focused and motivated (Morulane 2006: 18). According to Ben-Baruch (1985: 32), the school purposefully acquaints the learner with the linear and limited time mode according to which learning tasks should be completed within a specified time limit.

3.2 Learning motivation in educational perspective

Motivation can be regarded as the attitude of wanting to exert oneself to reach specific goals, for example, learning objectives (Pretorius 1998: 210). Pintrich & Schunk (1996: 3-4) view motivation as the process whereby goal-directed activity is instigated and sustained. According to Gouws *et al* (2000: 59), motivation refers to the “needs, goals and desires that spur an individual to action”. Therefore, students who are motivated to learn are more inclined to engage in activities they believe will help them learn (Pintrich & Schunk 1996:

6). Motivated learners can be expected to display interest in learning activities, work diligently, feel self-confident, stick with tasks, and perform well.

To attach importance to learning motivation, learners should be able to expend effort to succeed in and persist with their tasks, in particular when they encounter obstacles (Pintrich & Schunk 1996: 15). To seek success and to fear failure in learning tasks are basic achievement motives (Pintrich & Schunk 1996: 71-2) which act as part of the learning motivation. The success-oriented learner who is highly motivated to succeed will be engaged in achievement activities. S/he will not be anxious or concerned about performance, will expect to do well in tests and/or examinations, and will experience pride in accomplishment.

Learning motivation also includes achievement task value (Pintrich & Schunk 1996: 293-5) which comprises components such as attainment value, intrinsic interest and extrinsic utility value. Attainment value can be defined as the importance of doing well on a task; intrinsic interest refers to the enjoyment learners experience when they perform a task, and is directly related to their subjective interest in the content of the task, and extrinsic utility value is the usefulness of the task for individuals in terms of their future goals. This usefulness of the task is closely related to the future orientation of learners. Therefore, if learners are led to value learning motivation and set long-term goals for themselves, it may contribute to their performance.

The following empirical investigation was undertaken to determine the perceptions of time and of learning motivation among secondary school learners in township schools.

4. Methodology

An empirical investigation was undertaken with reference to the theoretical framework in order to determine learners' perceptions of time and of learning motivation. The author developed a structured questionnaire, on the basis of the theoretical framework. The aim was to obtain information regarding the learners' time concept and learning motivation. This questionnaire included thirteen items

relating to time concept and ten items relating to learning motivation. Each item was measured on a five-point Likert scale where the maximum scale value (5) refers to a “large extent” and the minimum scale value (1) refers to a “small extent”.

The questionnaire included the following biographical variables: gender, age, grade, mother tongue/vernacular, name of school, language of tuition, type of caregiver in the home, religious affiliation, and area where they attended primary school.

Grades nine, ten, eleven and twelve learners from six secondary schools in various townships in Gauteng were the respondents for this investigation. The six schools were purposively selected, a method described by De Vos *et al* (2003: 334) as follows: “In purposive sampling a particular case is chosen because it illustrates some features or process that is of interest for a particular study”. Many studies have shown that parental socio-economic status and education levels are extremely predictive of children’s developmental and academic outcomes (Moletsane 2004: 169-70). In addition, Berns (2007: 52) states that children from families with low income are likely to believe that they have little control over their future and, therefore, try less hard in school, accomplishing less than children from families with a higher income. To be able to compare these two groups, it was decided to select schools from formal and informal housing environments.

Three of the selected schools are located in informal housing environments (so-called informal settlements or squatter areas) and three schools in formal housing environments (well-established township areas). Grades nine to twelve learners were chosen as respondents for this investigation because in these groups the “heightened cognitive abilities enable adolescents to assign more profound meanings to the future, learning content, people and their own abilities and shortcomings” (Gouws *et al* 2000: 62).

4.1 Description of the sample

A total of 1 734 questionnaires from respondents at the six schools were used for data analysis. Of these respondents, 1 236 and 498 were selected from schools located in an informal and formal housing

environment, respectively. Of the questionnaires 46.6% were completed by boys, and 52.3% by girls. The ages of the learners ranged from 13 to 24 years with an average of 17.8 years, a mode of 17 years and a median of 18 years. Of the learners 25.6% were in grade 9; 7.6% in grade 10; 40.6% in grade 11 and 26.2% in grade 12.

It was reported that 37.7% of the learners' vernacular was Zulu; 17.5% Northern-Sotho; 14.8% Xhosa; 9.4% Tswana, and 7.5% Southern-Sotho. Of the learners 78.8% were taught in English; 19.6% in an African language, and 0.6% in Afrikaans, while 1.0% did not respond to the question.

Of the learners 71.3% were in schools located in an informal housing environment, while 28.6% were in schools located in a formal housing environment. The majority of the learners (77.7%) were in the care of their parents, while 11.9% were in the care of other family members.

Most of the learners (81.5%) were Christians while 15.9% had no religious affiliation. Of the learners 55.2% had attended a primary school in an urban area; 28.4% in a rural area, and 14.4% in both a rural and an urban area.

4.2 Validity and reliability of the research instrument

The investigation reported in this article formed part of a group investigation regarding factors affecting adolescents' learning performance in secondary schools in townships and informal settlements.

The researcher, with the assistance of more senior researchers in the field, evaluated the different items of the research instrument. It was decided that the instrument measures the concepts it was meant to do and that the instrument provides an adequate sample of items that represent the concepts (De Vos *et al* 2003: 167). Therefore, content validity was established in terms of the instrument's potential contribution towards the aim of the investigation (Creswell 2003: 157). In addition, these items were formulated on the basis of a theoretical framework which was developed by means of a comprehensive literature study. Construct validity involves determining the degree to which an instrument successfully measures a theoretical construct (De

Vos *et al* 2003: 167, Creswell 2003: 171). The construct validity of the instrument was evaluated by using various consecutive factor analyses. From the overall factor analysis of all the items using a principle component analysis and orthogonal axes, followed by a principle factor analysis and varimax rotation, one factor emerged after applying the Kaiser's Eigenvalue cut off of "1" and the Scree test (Child 1973: 43-5). This single factor structure indicated unison of formulation although five separate scales were used in the overall scale. The item analysis gave a Cronbach *alpha* reliability coefficient of 0.9405, rejecting none of the 67 items, thus indicating a fairly high reliability (NP50 1974). Similar analyses were conducted on the two separate sub-scales involved in this article, with the following results:

- Time concept: factor analyses on the 13 items indicated one factor, in association with a Cronbach *alpha* reliability coefficient of 0.8158.
- Learning motivation: factor analyses on the 10 items indicated one factor, in association with a Cronbach *alpha* reliability coefficient of 0.8152.

5. Hypotheses and statistical data analysis

Multivariate and univariate hypotheses (Conrad & Serlin 2006: 383-6) were tested to investigate differences between the various categories of learners (cf Table 1). Multivariate hypotheses were tested by using the Hotelling *T*² test and univariate hypotheses were tested by using the Student *t*-test. These analyses were applied to both response variables of interest, namely time concept and learning motivation.

Grobler/Learners' motivation to learn and time concept

Table 1: Hypotheses regarding multivariate and univariate analyses

Dimension	Variable	Symbol	Description	Test
Multivariate analysis	Type of school	$H_0 T$	The vectors of the average item scores for two groups tested together do not differ statistically significantly	Hotelling T^2
		$H_a T$	The vectors of the average item scores for two groups tested together differ statistically significantly	
Univariate analysis	Type of school	$H_0 t$	The average item scores when two groups are compared do not differ statistically significantly	Student t
		$H_a t_1$	The average item scores of the first group are statistically significantly higher than the second group	
		$H_a t_2$	The average item scores of the first group are statistically significantly lower than the second group	

5.1 Differences regarding time concept

Table 2 shows the differences regarding time concept between learners from schools in an informal settlement environment and learners from schools in a formal environment. The findings are as follows:

- Multivariate differences. From Table 2 it follows that H_0T was rejected in favour of H_aT on the 1% level of significance. Therefore, there is a statistically significant difference ($p=0.000$) between the time concept of learners from schools located in both informal and formal housing environments.
- Univariate differences. H_0t was rejected and the alternative hypothesis H_{a1} is followed on the 1% level of significance regarding “postpone tasks/assignments to be completed today, to tomorrow” ($p=0.001$) and “work” under pressure ($p=0.000$). Therefore, there is a statistically significant difference in the perceptions of learners from the two different school environments of their tendency to postpone tasks and assignments, and of their requirement to perform under pressure.

The lower socio-economic status experienced by learners in an informal housing environment compared to those from a formal housing environment might elucidate this finding. Learners from an informal housing environment have less resources available than learners from a formal housing environment.

Furthermore, H_0t is rejected in favour of $H_a t_2$ at the 1% level of significance regarding “work to fulfil your ideals in the future” ($p=0.000$) and “plan ahead” ($p=0.009$). Therefore, learners from schools in an informal housing environment perceive significantly less strongly than learners from schools in a formal housing environment that they have to work to fulfil their ideals and to plan ahead. It might be that the learners from an informal housing environment do not have much hope for the future and experience a lack of support from parents or caregivers, and therefore do not set future goals.

Grobler/Learners' motivation to learn and time concept

Table 2: Perceptions of time concept: differences between learners from schools located in informal and formal housing environments

Items To what extent do you believe that:	School	No	Mean	Std dev	Hotelling T^2 p value	Student t p value
You set long-term goals for yourself?	Informal Formal	1236 498	4.27 4.34	1.01 1.11	0.000**	0.118
You are working hard now, to benefit at a later stage?	Informal Formal	1236 498	4.39 4.44	0.95 1.05		0.140
You work to fulfil your ideals in the future?	Informal Formal	1236 498	4.35 4.56	0.97 0.94		0.000**
You work harder than is expected of you?	Informal Formal	1236 498	4.06 4.13	1.06 1.15		0.096
You postpone tasks/assignments to be completed today to tomorrow?	Informal Formal	1236 498	3.58 3.34	1.33 1.53		0.001**
You plan ahead?	Informal Formal	1236 498	4.16 4.29	1.07 1.12		0.009**
You know how to utilise time?	Informal Formal	1236 498	3.87 3.94	1.14 1.28		0.143
You do things in order of importance?	Informal Formal	1236 498	4.28 4.36	1.03 1.12		0.070
You set goals for yourself?	Informal Formal	1236 498	4.46 4.50	0.93 1.03		0.209
You work under pressure?	Informal Formal	1236 498	3.51 3.15	1.41 1.56		0.000**
You have a clear goal for your life?	Informal Formal	1236 498	4.30 4.27	1.07 1.20		0.315
You organise your homework programme?	Informal Formal	1236 498	4.04 3.93	1.21 1.39		0.056
You carry out your assignments on time?	Informal Formal	1236 498	4.21 4.17	1.12 1.26		0.278

** 1% level of significance * 5% level of significance

Table 3: Perceptions of learning motivation: differences between learners from schools located in both informal and formal housing environments

Items To what extent do you believe that:	School	No	Mean	Std dev	Hotelling T^2 p value	Student t p value
You are interested in learning/ classroom activities?	Informal Formal	1236 498	4.21 4.41	1.07 1.07	0.000**	0.000**
You make an effort to study?	Informal Formal	1236 498	4.14 4.29	1.03 1.11		0.005**
You persist in doing a task, especially when you encounter obstacles?	Informal Formal	1236 498	3.54 3.59	1.20 1.31		0.205
You seek success in your learning tasks?	Informal Formal	1236 498	3.91 4.17	1.11 1.19		0.000**
You experience pride in accomplishment of your school task?	Informal Formal	1236 498	3.89 3.95	1.13 1.27		0.183
You try to avoid failure in your learning task?	Informal Formal	1236 498	4.15 4.26	1.10 1.23		0.047*
You think that you will do well in your examination this year?	Informal Formal	1236 498	4.49 4.58	0.92 0.92		0.043*
You are enthusiastic about new school work?	Informal Formal	1236 498	4.03 4.08	1.12 1.26		0.190
You study for good grades in the examination or test?	Informal Formal	1236 498	4.35 4.46	0.96 0.98		0.012*
You participate in classroom activities?	Informal Formal	1236 498	4.15 4.09	1.09 1.20		0.193

** 1% level of significance * 5% level of significance

5.2 Differences regarding learning motivation

Table 3 indicates the differences regarding learning motivation between the learners from schools in both informal and formal environments. The findings are as follows:

- Multivariate differences. From Table 3 it follows that H_0T is rejected in favour of H_aT on the 1% level of significance. Therefore, there is a statistically significant difference ($p=0.000$) between the learning motivation of learners from schools located in both informal and formal housing environments.
- Univariate differences. H_0t is rejected in favour of H_at_2 on the 1% level of significance regarding “interest in learning/classroom activities” ($p=0.000$), “make an effort to study” ($p=0.005$), and “seek success in your learning tasks” ($p=0.000$); on the 5% level of significance regarding “try to avoid failure in your learning tasks” ($p=0.047$), “think that you will do well in your examination” ($p=0.043$), and “study for good grades in the test or examination” ($p=0.012$). Therefore, learners from schools in an informal housing environment rate several items at a statistically significantly lower level than learners from schools in a formal housing environment. These items include interest in learning/classroom activities, making an effort to study, seek success in their learning tasks, try to avoid failure in learning tasks, think they will do well in the examination, and study for good grades.

Despite the fact that these differences are statistically significant on the 1% and 5% levels, the differences are not all necessarily consequential. However, it appears that learners from schools in an informal housing environment are less motivated towards learning than learners from schools in formal housing environments. This might be due to the level of cultural capital in their specific educational environments.

6. Summary of the most important findings

The mean ratings on the different items relating to time concept and learning motivation are relatively high in both groups. This pattern indicates that both groups of learners perceive to a large extent that they work hard and set long-term goals for themselves, that they are

motivated towards learning, and that they expect to do well in the examination. One should be cautious about the tendency of the respondents' high evaluation of their perceptions of time and learning motivation. One reviewer of this article argued that one must take the reading proficiency of the respondents into account and that question comprehension might have been a considerable factor. However, some of the differences between the two groups are statistically significant and need further attention.

The perceptions of learners from schools located in an informal housing environment differed from those of learners from schools located in a formal housing environment on four (out of thirteen) of the aspects of time concept and on six (out of ten) of the aspects on learning motivation:

- 6.1 Learners from schools located in informal housing environments postpone their tasks and/or assignments more often than learners from schools located in formal housing environments. It is possible that the learners from the first group prefer more immediate pleasure to working hard for future success and that they are less conscientious in their time management than the second group (Grobler 2003: 162). Another reason might be that some of the learners from an informal settlement do not have access to electricity (Pillay 2004: 8) and that they have to do their homework by candlelight and often do not have money to buy more candles.
- 6.2 Learners from schools located in informal housing environments rated themselves more often as working under pressure than learners from schools located in formal housing environments rate themselves. Some of the reasons may be that learners from informal settlements must engage in a variety of chores (Pillay 2004: 8) that leave them with little time to complete their homework, a lack of support from the family such as housing facilities for studying, and illiterate parents (Ngidi & Qwabe 2006: 539).

6.3 Learners from schools located in informal housing environments rated themselves lower than the other group of learners on working to fulfil their future ideals and also on planning ahead. This contrast might indicate that the first group of learners is less oriented towards the future than the second group. Meece (2022: 425) states that economically disadvantaged learners find it difficult to understand the relevance of schoolwork for future goals due to high rates of unemployment in their communities and lack of financial resources.

6.4 Learners from schools located in informal housing environments scored lower than the other group of learners on seeking success in learning tasks, and interest in learning/classroom activities, making an effort to study, trying to avoid failure in learning task, thinking that they will do well in examinations, and studying for good grades in tests and examinations. This might indicate that the first group of learners is less oriented towards the future and less motivated to learn than the second group of learners. This is in line with Berns' (2007: 52) statement that children from families with low income are likely to believe that they have control over the future and therefore, they try less hard in school, accomplishing less than children from families with a higher income.

7. Recommendations for educators

Educators may consider the following recommendations:

- Assist learners more, in particular those in schools located in an informal housing environment, to assume responsibility and to complete tasks and assignments within the time limits. Help the learners to set goals and to plan the ways in which to reach their goals by managing their time effectively, setting priorities, and being organised. In adopting these practices the learners may develop an active future orientation which will motivate them to work for future goals regardless of their present circumstances and demands.
- Better time management might help learners to be more productive and less stressed (Santrock 2007: 385). Help learners to

determine what the most important activities are for each day of the week and allocate adequate time for them. To create such a to-do-list will help them to stay focused on what is important for them to do each day of the week.

- Facilitate learning by helping learners to set goals (Smith 2006: 3) and by establishing a climate of self-regard, in particular for learners from an informal housing environment. Learners should be assisted to be success-oriented as this may motivate them to be highly engaged in learning activities. It might help to set a challenging goal which serves as a commitment to self-improvement.
- The teacher should identify the importance of effort, and the hours spent on studying. Marulane (2006: 20-3) provides many tips on successful time management. If learners understand that they can master the study material with some effort, they are more likely to engage in the study material.
- Subject matter should be related to the learners' concerns, needs and life experiences (Mwamwenda 1995: 264). Explain to them why knowledge of the subject matter and good grades are important for them.
- Communicate high expectations for all learners and guard against stereotyping learners' potential based on their socio-economic status. Believe in every learner and let him/her know that you believe in him/her to do well (Lemmer *et al* 2006:83). Soon learners will believe in themselves and will do their best to achieve success.

8. Conclusion

Differences were identified between the perceptions of learners from schools located in an informal housing environment and those of learners from schools located in a formal housing environment, concerning various aspects of time concept and learning motivation. These differences may raise the question as to whether the socio-economic status could play a role in the perceptions of time and learning motivation of learners in secondary schools.

The findings of this study are supported by the research findings of Newstrom & Davis (1997: 93), which propose that the socio-

economic status of learners could play a role in the formation of an appropriate time concept and learning motivation, and consequently in the poor learner performance in the grade 12 examinations in South Africa.

Finally, although many of our learners are low achievers in schools because they do not see the relevance of schooling in altering and improving their life in their communities (McIntyre & O'Hair 1996: 126), this study suggests that all learners, irrespective of their socio-economic status, should be motivated towards scholastic achievement. In addition to this learning motivation, the learners should be guided to develop an active future-oriented time concept. Only then will schooling become a major instrument in assisting learners from low socio-economic environments to improve their social position in society.

Bibliography

- BEN-BARUCH E
1985. Conception of time, theoretical framework and some implications for education. Ben-Baruch & Netmann (eds) 1985: 25-34.
- BEN-BARUCH E, C P H MYBURGH, A J B WIID & E C ANDERSEN
1990. Differential time perceptions of a group of American adolescents – a study utilizing projective tests. Myburgh (ed) 1990: 60-79.
- BEN-BARUCH E & Y NETMANN (eds)
1985. *Studies in education administration and policy making*. Herzalia, Israel: Ben Gurion University of the Negev.
- BERNS R M
2007. *Child, family, school, community: socialisation and support*. 7th ed. Belmont: Thomson Wadsworth.
- BURGER H H
1993. Tydpersepsie as faktor in produktiwiteitsopvoeding. Ongepubl DEd-proefskrif in Sielkundige Opvoedkunde, Randse Afrikaanse Universiteit, Johannesburg.
- CHILD D
1973. *The essentials of factor analysis*. New York: Holt, Rinehart & Winston.
- CONRAD C F & R C SERLIN (eds)
2006. *The SAGE handbook for research in education: engaging ideas and enriching inquiry*. Thousand Oaks, CA: Sage.
- CRESWELL J W
2003. *Research design*. 2nd ed. Thousand Oaks, CA: Sage.
- DE VOS A S, H STRYDOM, C B FOUCHÉ & C S L DELPORT
2003. *Research at grass roots*. 2nd ed. Pretoria: Van Schaik.
- ELOFF I & L EBERSÖHN (eds)
2004. *Keys to educational psychology*. Cape Town: UCT Press.
- FINESTONE M
2004. Behaviour. Eloff & Ebersöhn (eds) 2004: 64-82.
- GOUWS E, N KRUGER & S BURGER
2000. *The adolescent*. 2nd ed. Sandown: Heinemann.
- GROBLER R C
1996. Selfkonsep, tydkonsep en skoolprestasie. Ongepubl DEd-proefskrif in Sielkundige Opvoedkunde, Randse Afrikaanse Universiteit, Johannesburg.
- GROBLER R
2003. Scholastic achievement: the contribution of self-concept and time concept. *Education as Change* 7(2): 147-66.

Grobler/Learners' motivation to learn and time concept

2005. The time concept of grade eleven learners and their parents. *South African Journal of Education* 25(1): 19-24.
- GROBLER R & C P H MYBURGH
2001. Academic achievement and time concept of the learner. *Health SA Gesondheid* 6(1): 3-11.
- GROBLER R C, C P H MYBURGH & J C KOK
1998. Selfkonsep, tydkonsep en skoolprestasie. *South African Journal of Education* 18(1): 49-57.
- JAQUES E
1982. *The form of time*. New York: Crane Russak.
- LEGOTLO M W, M P MAAGA, M G SEBEGO, P C VAN DER WESTHUIZEN, M J MOSOGO,
H D NIEWOUDT & H J STEYN
2002. Perceptions of stakeholders on causes of poor performance in Grade 12 in a province in South Africa. *South African Journal of Education* 22(2): 113-8.
- LEMMER E M, C MEIER & J N VAN WYK
2006. *Multicultural education. An educator's manual*. Pretoria: Van Schaik.
- MCINTYRE D J & M J O'HAIR
1996. *The reflective roles of the classroom teacher*. Belmont, CA: Wadsworth.
- MEECE J L
2002. *Child and adolescent development for educators*. 2nd ed. New York: McGraw-Hill.
- MOLETSANE M
2004. Families. Eloff & Ebersöhn (eds) 2004: 167-86.
- MORULANE I
2006. Time management. Van Heerden (ed) 2006: 15-23.
- MWAMWENDA T S
1995. *Educational psychology: an African perspective*. 2nd ed. Durban: Butterworths.
- MYBURGH C P H (red)
1990. *Instrumentontwikkeling vir die meting van tydpersepsie (Ad hoc-ondersoek)*. Pretoria: Human Sciences Research Council.
- MYBURGH C P H, R C GROBLER & L NIEHAUS
1999. Predictors of scholastic achievement: IQ, self-concept, and background characteristics. *South African Journal of Education* 19(3):165-78.
- NATIONAL INSTITUTE FOR PERSONNEL RESEARCH, COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH (NP50)
1974. *The NIPR batch-processing program system, 3: Item analysis programme (NP50 – Special Report 211)*. Johannesburg: CSIR.

- NEWSTROM J W & K DAVIS
1997. *Organizational behaviour: human behaviour at work*. New York: McGraw-Hill.
- NGIDI D & J QWABE
2006. The partnership of parents, educators and principals in creating a culture of teaching and learning in schools. *South African Journal of Education* 26(4): 529-39.
- PADAYACHEE A D
2000. District improvement project for secondary schools in Soweto, Johannesburg. *Education Practice, The Journal of the Gauteng Department of Education* 4: 18-27.
- PILLAY J
2004. Experiences of learners from informal settlements. *South African Journal of Education* 24(1): 5-9.
- PINTRICH P R & D H SCHUNK
1996. *Motivation in education: theory, research, and applications*. Englewood Cliffs, NJ: Prentice-Hall.
- PRETORIUS J W M (ed)
1998. *Sociopedagogy 2000*. Pretoria: Van Schaik.
- RADEBE E H
2001. A differential analysis of secondary school learners' perception of self-concept in Soweto. MEd mini-dissertation. Psychology of Education, Johannesburg: Rand Afrikaans University.
- SANTROCK J W
2007. *Adolescence*. 11th ed. New York: McGraw-Hill.
- SMITH L
2006. Setting goals. Van Heerden (ed) 2006: 3-14.
- VANDER ZANDEN J W
2000. *Human development*. 2nd ed. Boston: McGraw-Hill.
- VAN HEERDEN E (ed)
2006. *Life skills: my journey, my destiny*. Pretoria: Van Schaik.