THE INFLUENCES OF SUBSTITUTE CARE ON LEARNER MOTIVATION

by

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Nelson Mandela Bay

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This research study is dedicated to my parents, Dawid and Mina (Poppie) Johannes. Thank you for your love, support and encouragement. Thank you for being there in times when I needed it most. Thank you for showing me the real value and importance of parenthood.
DECLARATION

I, Arnold Marius Johannes, declare that the dissertation entitled: The influences of substitute care on learner motivation is my own work, and was not previously submitted at another university. All sources used or quoted have been indicated and acknowledged by means of complete references.

............................................
A.M. Johannes
December 2006

............................................
Marthie Nel
(Language supervisor)
ACKNOWLEDGEMENTS

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“Character is the attitude of the mind”

(Arnold M. Johannes) 19/12/2006
SUMMARY

Substitute care is a temporary or permanent placement of children under the supervision of an adult person due to the absence of their biological parents. The escalating divorce rate, increase in extramarital births, high incidence of family violence, the growing number of children orphaned by HIV/AIDS, and the increasing career-orientatedness of parents have led to the development of diverse family structures. Grandparents and other family members are increasingly becoming the primary caretakers for children.

Whilst it is generally assumed by society that children's well-being is better served when they are raised by their biological parents, the purpose of this study is to:

- explore what influence substitute care has on learners’ motivation;
- formulate guidelines and recommendations for educators to improve the current levels of motivation of learners in substitute care.

The literature related to substitute care and motivation were reviewed, with the aim of providing a firm theoretical basis for the study. Concepts related to motivation discussed, included types of and sources of motivation. Concepts related to the second focus of this study included forms of substitute care.

Motivational theories related to this study were briefly discussed, namely: the Attribution Theory, the Drive Theory, Goal Theory, and the Self-worth and Self-efficacy Theories. Factors that have a motivational influence on learners, such as acceptance versus rejection, praise versus criticism, success versus failure and positive self-concept versus negative self-concept, were also discussed. A link was then drawn between motivation and substitute care.
The research design chosen for this study can be described as qualitative, interpretive and constructive in nature. The research study was conducted in two phases:

**Phase One** provided an investigation of the research problem by means of the following open-ended question:

*What is the influence or impact of your status as a child in substitute care on your motivation?*

Data were collected by means of eleven unstructured, in-depth personal interviews. Purposeful sampling was undertaken, which included high school learners all in substitute care. Data were analysed, as proposed by the eight steps of Tesch. Discussions between the observer, moderator and an independent re-coder took place to determine the final results of the research through a consensus principle. Key and related concepts were clustered together to formulate themes, categories and sub-categories.

The following three themes emerged, based on the results of the data analysis.

I. Problems in the close family circle have profound effects on learner motivation.
II. Certain motivating forces help learners in substitute care to cope.
III. Substitute care does influence learner motivation.

**Phase Two** offered recommendations, derived from the findings of Phase One, to empower teachers in effectively supporting and motivating learners in substitute care.

The conclusion was reached that substitute care does have an influence on the motivation of learners. This motivation can either be positive, which means
encouraging learners towards their goal, or negative, which implies that it moves learners away from their goal.

**Key words:**

Environment  
Family  
Foster care  
Kinship care  
Motivation  
Substitute care
OPSOMMING

Plaasvervangersorg behels die tydelike of permanente plasing van kinders onder die toesig van 'n volwasse persoon, weens die afwesigheid van hul biologiese ouers. Die stygende egskeidingsyfer, die toename in buitehuwelike geboortes, die hoë voorkoms van gesinsgeweld, die groeiende aantal kinders wat deur MIV/VIGS wees gelaat word en die toenemende beroepsgerigtheid van ouers het tot die ontwikkeling van diverse gesinstrukture aanleiding gegee. Grootouers en ander familielede word toenemend die primêre versorgers van kinders.

Hoewel die samelewing die algemene opvatting huldig dat dit beter vir kinders se welsyn is om deur hul biologiese ouers grootgemaak te word, is die doel van hierdie studie om:

- die invloed wat plaasvervangersorg op die motiversingvlakke van leerders het, te ondersoek;
- om riglyne en aanbevelings vir opvoeders te formuleer ten einde die huidige motiveringsvlakke van leerders in plaasvervangersorg te verbeter.

'n Oorsig van die literatuur oor plaasvervangersorg en motivering is onderneem, met die doel om 'n stewige teoretiese grondslag vir die navorsing te lê.

Konsepte wat met motivering verband hou, is bespreek, waaronder soorte en bronne van motiverings. Konsepte wat met die tweede fokuspunt van hierdie navorsing verband hou, het onder meer vorme van plaasvervangersorg ingesluit.

Motiveringsteorieë wat met dié navorsing verband hou, is kortliks bespreek, naamlik die attribusieteorie, die dryfveertesteorie, die doelwitteorie, en die
iewaarde- en selfgenoegsaamheidsteorieë. Faktore wat 'n motiverende invloed op leerders het, soos byvoorbeeld aanvaarding teenoor verwerping, loph teenoor kritiek, sukses teenoor mislukking, en 'n positiewe selfkonsep teenoor 'n negatiewe selfkonsep, is ook bespreek. 'n Verband is tussen motivering en plaasvervangersorg geleë.

Die navorsingsontwerp wat vir dié navorsing gekies is, kan as kwalitatief, interpretief en konstruktief van aard beskryf word. Die navorsing is in twee fases onderneem:

**Fase een** het 'n ondersoek van die navorsingsprobleem deur middel van die volgende ope vraag behels:

*Watter invloed of impak het die feit dat u 'n kind in plaasvervangersorg is, op u motivering?*

Data is by wyse van elf ongestruk tureerde, persoonlike diepte-onderhoude ingesamel. Doelgerigte monsterneming is onderneem, wat hoërskoolleerders wat almal in substituutsorg was en lae motiveringsvlakke vertoon het, ingesluit het. Data is ontleed, ingevolge die acht stappe wat Tesch voorgestel het. 'n Bespreking het toe tussen die waarnemer, modereerder en 'n onafhanklike herkodeerder plaasgevind om die finale navorsingsuitslae by wyse van 'n konsensusbeginsel te bepaal.

Sleutel- en verwante konsepte is saamgegroepeer om temas, kategorieë en subkategorieë te formuleer. Die volgende drie temas het na vore getree, gebaseer op die uitslae van die data-ontleding:

1. Probleme wat met die intieme gesinskring verband hou, het 'n baie groot uitwerking op leerders se motiveringsvlakke.
2. Sekere motiveringskragte help leerders in plaasvervangersorg om hul situasie te hanteer.

3. Plaasvervangersorg het ’n invloed op die motivering van leerders.

In **Fase twee** is aanbevelings gedoen wat op die bevindings van Fase een gebaseer is, ten einde onderwysers te bemagtig om leerders in plaasvervangersorg doeltreffend te ondersteun en te motiveer.

Die gevolgtrekking wat getrek is, is dat plaasvervangersorg wel ’n invloed op die motivering van leerders het. Hierdie motivering kan óf positief wees, wat beteken dat dit leerders aanmoedig om hul doel te bereik, óf negatief, wat beteken dat dit leerders van hul doel weghou.

**SLEUTELWOORDE:**

Familie
Familiesorg
Motivering
Omgewing
Plaasvervangersorg
Pleegsorg
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<td>FET</td>
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<td>HIV</td>
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CHAPTER 1
RATIONALE, PROBLEM STATEMENT, PURPOSE OF STUDY, CLARIFICATION OF CONCEPTS, RESEARCH DESIGN, METHODOLOGY AND RESEARCH PLAN

1.1 RATIONALE

The post-apartheid educational system in South Africa is faced with numerous new challenges. The key challenge is to ensure quality education for all. This vision of the South African Department of Education will become a reality only when a new culture of teaching and learning has been developed and entrenched (Education White Paper 6, 2001:18). The phasing in of OBE (Outcomes Based Education) into the FET (Further Education and Training) band in 2006 is part of the Department of Education’s strategy to ensure quality education and that the kind of learners envisaged for the future, namely innovative, active and critical thinkers, emerge from the educational system (Education White Paper 4, 1998:36).

However, factors influencing the child present an even greater challenge for the Department of Education in achieving its ultimate goal of providing educational opportunities for learners. Many South African learners have to contend with and experience major barriers to learning and development. Barriers to learning are often created by the life experiences of learners (Education White Paper 6, 2001:17). These can influence the child’s behaviour patterns, which may lead to learning barriers that can prevent the child from reaching his full potential (the masculine form will henceforth be used in this study to represent both genders). Experiences of inappropriate emotions and behaviour can hamper a learner’s goals, values or desires.

The learner’s life experiences and behaviour cannot be interpreted or understood properly without investigating the different settings in which he functions and the influence these have on him. The dynamics of a person are always closely
related to the dynamics of the *environment* in which he finds himself. This includes the learner’s family; the community; church; school; and peer group. It is clear that a close relationship exists between an individual and the different systems in his environment (Bronfenbrenner, 1979:16) and that this relationship co-determines the behaviour of the person (Tyler, 1992:22). Achieving a barrier-free environment for learners is the ultimate goal of the Department of Education.

In society, the *family* is seen as the primary environment in which the child is educated; it is the basic nucleus of society, consisting of a father, mother, and child. Pretorius (1998:39) refers to the family as “the centre of education and co-existence”. Dickinson and Leming (1995:39) describe the family as the primary agent of social control, considered as the core of the community.

In the family, the father is normally regarded as the stronger, dominant figure and has traditionally been responsible for economic provision for the family (Pretorius, 1998:44). The mother has traditionally been the nurturer of the children. Children are strongly dependent on their parents for their physical, psychological, spiritual and social well-being. Families are expected to provide the child with care, protection and financial and emotional support, and to generally meet all the child’s basic needs, such as food, shelter, clothing and affection (Crosson-Tower, 1998:29). The family may therefore be regarded as a unit of growth, experience and fulfilment of needs and possibilities (Pretorius, 1998:39). Hence, a family structure is essential for the wholesome development of the child’s personality (Pretorius, 1998:39).

Families may have different roles, rules and communication patterns, depending on the *context* and *culture* in which they reside (Anyan & Pryor, 2002:308; Crosson-Tower, 1998:29). Le Roux, as cited in Pretorius (1998:104), defines culture as “the universal, distinguishing characteristics, products, values, traditional customs, symbols and acquired aspects of a specific human society”.

The family has the responsibility of helping and educating children to behave, conform to cultural norms and values, and generally respond to the expectations of their community (Van de Linde, Evers & Smale, 2001:3). Therefore, according to Maehr & Pintrich (1995:41), family and community can be regarded as important influential contextual factors affecting learner motivation (Schunk, 2000) and achievement.

Unfortunately, some cultural groups and specific communities are deprived and therefore challenged in terms of basic needs, because of severe problems, such as poverty (Bezuidenhout, 1998:165; Le Roux, 1994:29) and unemployment. In such communities, teenage pregnancy rates and births out of wedlock are generally unacceptably high, alcoholism and drug abuse is rife, there is little prospect of employment or a liveable wage, whilst AIDS is a frightening daily reality (Coombe & Kelly, 2001; Bezuidenhout, 1998:32).

Social change and family and community instability generally increase stress in the family, which renders it increasingly vulnerable. The family is a dynamic form of social life (Pretorius, 1998:42) and has therefore always been seriously affected by social upheavals and change. Furthermore, families are becoming much more diverse in structure and form (Bengtson, 2001). Families today include nuclear families, sexual cohabitation, single-parent families, remarried and step-families, foster and adoptive families, childlessness, non-secretive extramarital relationships, and multi-adult households (Sanson & Lewis, 2001). These new family dynamics and types of family forms can also be classified as risk factors to which the child is exposed (Engle, Castle & Menon, 1996). According to Edwards (2002), children are in need of stability for a successful upbringing.

Changes and disruptions in society and families greatly affect family life, particularly for the child, creating what Le Roux (1992:79-112) refers to as an “anti-child culture”. Child abuse, low parental care, crime and violence, family
disintegration full-time career mothers, serve to contribute to the level of social
disorientation currently evident among children (Pretorius & Le Roux, 1998:258-
259). Cohen and Casper (2002), explain: “Understanding the household status
of any population is critical, because households serve as a platform from which
other elements related to individual well-being and the maintenance of life
chances are channelled”.

Coping difficulties experienced by these children could result in behavioural
problems that may impede scholastic development and negatively affect other
areas of their lives. Such problems could even extend into the child’s adulthood.
Since ‘family time’ is vital for building healthy and strong family relationships
(Tubbs, Roy & Burtons, 2005:77), the opposite also holds true, namely that no or
little family time weakens family ties. Research has proven that lack of control,
supervision and attention is clearly linked to the negative behaviour displayed by
teenagers, such as alcohol and drug abuse, crime, and indiscriminate and

In South Africa, various phenomena such as the escalating divorce rate and the
increase in extramarital births, family violence and HIV/AIDS orphans have, *inter
alia*, led to the development of *alternative* family structures (Steyn, 1994:22).
Many children are cared for by relatives other than a parent, either on a
temporary basis or throughout the full term of their childhood. The phenomenon
of children orphaned by HIV/AIDS had led to child-headed households, in which
the older siblings commonly care for the younger ones. Another family structure
that is becoming increasingly common in South African society is that of
grandparents – usually grandmothers – raising grandchildren (Crosson-Tower,
1998:28). There are many reasons why grandparents become the primary
caretakers for their children’s children, such as the death of the parents due to
AIDS; the inability of teenage parents to cope with the demands of parenthood;
or the exclusive focus of parents on their careers. An interesting finding by
Richter (2001:32) is that children become more vulnerable to emotional distress if cared for by very aged relatives.

With the emergence of all these diverse family structures, substitute care has become an everyday phenomenon. Regrettably, many children who are put in the care of their grandmothers or uncles and aunts, are accepted primarily for financial reasons; in other words, to qualify the caregiver for a social security grant (Ramadikela & Bongela, 2003). There are also many reasons why some adult relatives may be unwilling to take on the responsibility of raising a child. Some simply cannot afford another mouth to feed, especially if their only income is a social security grant.

Given the growth in the phenomenon of substitute care of children, the quality of care given needs to be considered. South African youth are facing many daunting challenges. To address life's challenges successfully, they need a loving and supportive home environment. The proper training of caregivers in parental skills of guidance is therefore vital. Giving a child food, clothing and shelter is simply not enough. A supportive emotional atmosphere is far more important for good upbringing than the physical care of the child (Le Roux, 1992:41). When children are attended to emotionally, they are better able to use the opportunities for education, health and other aspects available to them. The family cannot properly fulfil its role in the provision of support and education when the child is continually exposed to experiences of failure and the negative reactions of people in his environment.

Knowledge of substitute care and its impact on learners' motivational patterns is crucial. An unsupportive emotional home atmosphere could become a barrier to the child's learning. This study proposes to investigate the phenomenon of substitute care and its impact on learners' motivational patterns, to add to the small body of knowledge currently available on this subject. Cook (2003:42) mentions that motivation must first be stimulated externally before it can develop
internally. According to Müller and Louw (2004:170), there is still not enough knowledge about which environmental conditions are connected to motivation, but that the need nevertheless exists to design learning environments that could promote intrinsic motivation.

The ecology theory highlights the interactions that give meaning to the child’s experience and contribute to his motivation, as firstly, the interaction between the child and his immediate family and, secondly, the interaction between the different social systems in the child’s environment (Engle et al., 1996:621). Efforts to improve learning and academic success, such as more time spent on homework, and the development of favourable attitudes towards schoolwork, are more effective when the family is actively involved (Gonzalez-DeHass, Willems & Holbein, 2005). According to Tavani and Losh (2003:141), macrosocial influences, jointly with learners’ own motivation and expectations, influence their academic performance.

One important attribution that affects motivation, is the beliefs or perceptions children have about themselves (Kruger & Adams, 1998:141). Beliefs are so powerful that they can change a person’s behaviour (Margolis & McCabe, 2006:219). Children define themselves in terms of their appearance, actions, name and possessions (Soares, Lemos, Almeida, 2005:132-133).

Having said all this, the question arises what happens to the child’s motivation if the traditional family structure is broken and new family structures need to be formed. What social influences and roles are being shifted to other members who are not part of the closer family? Whilst it is generally assumed that children’s well-being is better secured when raised by their biological parents, the purpose of this study is to explore what influence substitute care has on learners’ motivation.
Against the background of the rapidly-changing family structures, the classroom remains an important environment for the child. A critical element in the classroom is, of course, the teacher (Wallbrown & Wallbrown, 1990:6). Children spend most of their day at school. Teachers are faced with the enormous task to help learners who come from hugely diverse family settings and structures to learn and to keep them motivated for learning (Wright, 2006:35-39; Kruger & Adams, 1998:139-140). According to Schunk (2000), the primary responsibility of teachers is to help learners to cultivate their personal qualities of motivation that can help them to cope with the demands of their life situation.

However, it is important to note that teachers cannot accommodate all learners effectively without improving their own skills and knowledge, and developing new ones (Ginsberg, 2005:218-225; Education White Paper 6, 2001:18). The vision of quality education of the Department of Education can only be accomplished when educators familiarise themselves with the different kinds of obstacles and barriers that exist, not only within the classroom, but also outside it, which might impede learners’ motivation to learn. Knowledge about motivation can promote the learning and performance of the learners (Ginsberg, 2005:218). Hence, the purpose of this study is also to suggest guidelines to teachers in dealing with learners who grow up in substitute care.

1.2 PROBLEM STATEMENT

Against the background of the above line of thought, the following research question is formulated:

- What are the influences of substitute care on learner motivation?
From the above statement, follows the next logical question:

- What guidelines can be provided to educators to enable them to effectively motivate learners in substitute care?

1.3 PURPOSE OF STUDY

The primary purpose of this study will be to:

- investigate how substitute care is impacting on learners’ motivational patterns, especially with regard to their schoolwork.
- formulate guidelines and recommendations for educators to improve the current forms of motivation of learners in substitute care.

1.4 CLARIFICATION OF CONCEPTS

For the purpose of this research, the following terms are regarded as important and are defined as follows:

1.4.1 Family

A family, the smallest unit in society, consists of a father, mother and children, united by blood relationship, marriage or adoption, with the key function of nurturing socialisation (Steyn, 1994:5; Le Roux, 1992:9). For the purpose of this study, two family types have been identified:

(a) The nuclear family, which refers to a family where the married couple and their children are the only members of the household (Scarpitti & Anderson, 1992:452); and
(b) the extended family, which refers to a large group of related households, that can include uncles, aunts and grandparents, living together in the same household (Scarpitti & Anderson, 1992:452).
1.4.2 Substitute care

*Substitute care* refers to a temporary or permanent setting of care for children due to the absence of their biological parents. It may include: kinship care; foster care; and adoption (Rendell & Richman, 2005a). According to Pretorius (1998:56), substitute care entails a situation of care in which the child is placed under the supervision of an adult person – *in loco parentis* (in the place of the parent) – other than the biological parent(s), either on a temporary or permanent basis. Permanent care includes adoption and legal custodianship, whilst temporary care includes kinship care and foster care (Rendell & Richman, 2005b). Unlike all the other terms referring to care other than by the biological parent, the term substitute care is not popularly used by researchers. Rutter (2000:685) refers to substitute care as alternative care. Minkler and Roe (1996) and Van den Akker (2003:145-161) refer to substitute care as surrogate parenting/motherhood.

For the purpose of this study, the term *substitute care* will refer to all those children under the care of any adult person other than the biological parent, either on a temporary or permanent basis.

1.4.3 Foster care

In terms of Sections 194 and 195 of the *Child Care Act* (No. 74 of 1983), foster care means that, by a court order, a child is placed, either permanently or temporarily, in the care of a person who is not his parent or guardian. Foster care excludes the placement of a child:

- (a) in court-ordered kinship care;
- (b) in temporary safe care; or
- (c) in the care of a child or youth care centre.
1.4.4 Kinship care

According to Johnson (2000:624), ‘kinship’ and ‘family’ are similar terms and refer to a range of social units, covering nuclear families, household units or extended families.

For the purpose of this study, *kinship care* will refer to the care of children undertaken by any kind of family member.

1.4.5 Motivation

Motivation refers to the energy of wanting to exert oneself to reach certain goals. It is one of the crucial factors that influence a learner’s learning and behaviour (Pretorius, 1998:210). Hamachek (1995:275) refers to motivation as “the ‘go’ of personality; what a person wants to do”. Mwamwenda (1996:259) describes the term motivation as an energiser or driving force, a desire or an urge that causes an individual to engage in certain behaviour.

For the purpose of this study, the term *motivation* will describe the “drive” that causes the behaviour of a person; he is motivated by his needs and eagerness to achieve his goals (Le Roux, 1992:12).

1.5 RESEARCH DESIGN

1.5.1 Philosophical foundation

The research design followed in this study will be grounded in interpretive theory. Information will be gained from a literature study and learners in substitute care.

This approach aims to understand and interpret the meaning people give to their everyday lives (Mcfarlane 2000:27; Schurink in De Vos, 1998a:240). An important characteristic of the interpretive approach is that it aims to explain the
subjective reasons and meanings behind people’s actions (Terre Blanche & Durrheim, in Terre Blanche, Durrheim & Painter, 2006:7). Robson (2002:24) states that the behaviour of human beings has to be interpreted in the light of the ideas they have about their world, the meaning they attach to what is happening around them, and the factors that affect their motivation. The researcher will enter the participants’ world and place himself in their shoes to better understand their experiences.

The research design was chosen to determine the influence substitute care has on children’s level motivation, especially with regard to their schoolwork. Guidelines and recommendations will subsequently be formulated as support material for teachers.

1.5.2 Research approach

This research will follow a qualitative approach. Qualitative research follows the naturalistic style, which means that the researcher is responsible for collecting data in a natural setting or context (Wellington, 2000:19). It further means that the meaning we attach to social issues lies in the participants’ perspectives (McMillan & Schumacher, 1993:373). To understand these meanings, the researcher needs to study the feelings, beliefs, ideals, thoughts and actions of participants and the way in which they give meaning to their surroundings (Denzin & Lincoln, 1998:3). The goal of qualitative research is therefore to understand more about the meaning of human behaviour rather than to explain it (Schurink, in De Vos, 1998a:243).

According to researchers (Wisker, 2001:138; Schurink in De Vos, 1998a:242-243), qualitative research is extremely effective in determining the meaning of human experiences and in providing a broad description of the specific phenomenon under investigation. This design will therefore be appropriate to investigate the stated research problem. A definition of the ‘problem’ will first be given, and then data will be gathered and examined on a case-by-case basis, i.e.
each interview transcript will be reviewed to test a provisional explanation of the problem, as Goldenberg (1992:142) advises. The research will therefore be descriptive, explorative, evaluative and contextual in nature (Olivier, Myburgh & Poggenpoel, 2000:214).

The research will also be open; it will not be directed by a conceptual framework, preconceived notions or any hypothesis. The participants will be met in their own world in an attempt to obtain an overall picture of the research problem and to determine their views holistically. This is what Schurink, in De Vos (1998b:260) refers to as an ‘insider’ view. The emphasis will be on the discovery and confirmation of existing theories related to the problem (Denzin & Lincoln, 1998:9).

### 1.6 RESEARCH METHODOLOGY

The methodology of this study will be explained in detail in Chapter 3. For the sake of clarity, however, a brief summary will be provided below:

The research will be conducted in two phases, namely:

- **Phase One**: The influence of substitute care on learners’ motivation will be investigated.
- **Phase Two**: Guidelines and recommendations will be generated from the research findings in order to enable educators to motivate learners in substitute care more effectively.
1.6.1 Phase One

1.6.1.1 Demarcation

The area where this research will be conducted, falls within the Uitenhage/Humansdorp District of the Eastern Cape Province of South Africa. Since the phenomenon of substitute care is very prominent amongst the learners of the researcher’s local school, it is justified to conduct the research at that specific school. It also allows an acceptable scope in terms of the requirements for a treatise.

1.6.1.2 Sampling of participants

A high percentage of the learners at the relevant school reside with family members other than their own parents. Therefore, what McMillan and Schumacher (1993:378) call *purposive* sampling, will be undertaken, because of its informative nature. The school’s social worker will help in the selection and the identification of these learners. The selection of participants will be based on characteristics suitable to the research topic, as discussed in Chapter 3.

1.6.1.3 Data collection

The actual data collection will commence after the Uitenhage District Office, the school governing body, the Senior Management Team, staff and principal of the relevant school have granted permission, based on documentation that would logically yield information about the problem statement for the investigation. Data will be collected by means of individual phenomenological interviews and observations. Interviews will be used as a tool, because they produce a much deeper and more detailed response than questionnaires, especially regarding topics that concern personal qualities or feelings (McMillan & Schumacher, 1993:251).
When interviews are to be used, McMillan & Schumacher (1993:252) recommend a pre-test as a check to establish bias in the procedures, the interviews, or the questions. The pre-test, in the form of a pilot interview, will also provide a means of assessing the approximate length of the interview and will give some idea of the ease with which the data can be collected. Two researchers will participate in the research, one as the moderator, and the other as an observer. The moderator will facilitate the discussion, while the observer will take field notes, in order to accomplish triangulation (Denzin and Lincoln, 1998:97). A tape recorder will also be used in all interview sessions to record the information provided, comprehensively and objectively.

The following open-ended research question will be put to the participants to gather information on the topic:

**How does substitute care influence your motivation towards your schoolwork and the actualisation of your life goals?**

A context in which participants feel encouraged to speak freely and openly will be created, by making use of clarification, paraphrasing, summarising, probing and minimal verbal as well as non-verbal responses. The interviews will proceed until definite patterns or themes become evident and information becomes saturated (Schurink, Schurink & Poggenpoel, in De Vos, 1998:314).

**1.6.1.4 Data analysis and description**

Data will be analysed through regular, frequent, interim analysis (Poggenpoel, in De Vos, 1998:338-339) during and after data collection, according to the steps suggested by Tesch (Creswell, 1994:155). Interim analysis will assist in making data collection decisions and identifying emerging topics and recurring meanings (McMillan & Schumacher, 1993:488). Emerging categories and themes will be identified during the analysis. Strategies to be followed that will illuminate the
patterns in the data collection include triangulation, analysis of discrepant or negative evidence, gauging data trustworthiness, and logical cross-analysis (McMillan & Schumacher, 1993:495-500).

1.6.1.5 Literature control

A literature study will be undertaken to provide a theoretical framework for the study and to compare the results of the research with the results of similar, relevant research studies previously undertaken, in order to determine which differences, similarities, gaps and unique contributions have emerged during the investigation (Poggenpoel, 1993).

1.6.2 Phase 2

In Phase 2, guidelines and recommendations to teachers will be presented, based on the results of Phase 1 with regard to improving the motivation of learners in substitute care. The results of Phase 1 will therefore be used as data for Phase 2.

1.6.2.1 Data verification

A literature control will again be undertaken to verify the practicability of the suggested guidelines. Appropriate professionals, as well as the independent qualitative researcher used, will be consulted to gain more insight in the research study. If possible, teachers and educational authorities will also be consulted to ensure the implementation value of the guidelines.

1.6.2.2 Measures to ensure trustworthiness

Guba’s model, as explained by Krefting (1991:214-222) and Schurink et al., in De Vos (1998:331), will be applied to ensure that the findings of this study are valid
and reliable. Guba’s model includes the following criteria: *credibility* (checking the truth); *transferability* (ensuring the applicability of the findings); *dependability* (ensuring the consistency of the findings); and *confirmability* (using the criteria of neutrality or freedom of bias).

### 1.6.2.3 Ethical measures

In order to secure the safety and respect the rights of participants in a study of this nature, the researcher one has to be aware of his ethical responsibility and legal constraints in collecting and reporting data (McMillan & Schumacher, 1993:397-400). The ethical measures taken, will include obtaining the informed consent of the relevant District Office, the school governing body, staff, parents and learners, as well as voluntary participation, anonymity of participants, confidentially, and providing feedback to participants.

### 1.7 RESEARCH PLAN AND OUTLINE

**Chapter 1:** The first chapter presents the rationale, problem statement and purpose of the study, and a clarification of concepts, research design and methodology, and research plan.

**Chapter 2:** Theoretical perspectives on the motivation of children in substitute care are examined.

**Chapter 3:** A theoretical and practical explanation of the chosen research design and method of investigation is presented.

**Chapter 4:** The research results are discussed and a literature control is undertaken.
Chapter 5: The final chapter of the study presents conclusions, guidelines, shortcomings and recommendations.

1.8 CONCLUSION

This chapter gave an overview on the background of the research, problem statement, research aims, a clarification of concepts, the methodology, and the research outline.

In the next chapter, theoretical perspectives on the motivation of children in substitute care will be reviewed.
CHAPTER 2

THEORETICAL PERSPECTIVE ON MOTIVATION OF CHILDREN IN SUBSTITUTE CARE

“… And what do we teach our children in school? We teach them that two and two make four and that Paris is the capital of France. We should say to each of them, ‘Do you know what you are? You are a marvel. You are unique. In the millions of years that have passed, there has never been another child like you’.”

Pablo Casals (Unknown author)

2.1 INTRODUCTION

The above quotation suggests that the educational system should change from being knowledge based to becoming more learner-centred. It implies that learners learn better if they feel good about themselves. Since the school can be seen as executing an important influence on learners’ behaviour, educators need the appropriate knowledge, attitudes and skills to elicit and direct positive behaviour. The behaviour of learners can be corrected and directed through motivation; therefore, the motivational level of learners directly affects the manner in which they learn (Pretorius, 1998:212). Low motivation amongst learners may result in poor performance. Educators have the ability to influence learners’ motivation, whether through praise, rewards, love and respect. Therefore the educator not only teaches, but also purposefully motivates his learners (Pretorius, 1998:210).

According to Dreyer (1978:10), one might find a child with extremely high potential, a very low motivation and personal initiative, but who is raised by uninterested adults in a stimulating milieu. On the other hand, one may find a child with extremely interested and available parents/adults, reared in a normal stimulating milieu, but although the child himself may be highly motivated, he
may have very low potential. Many more such permutations are feasible, which illustrates the complexity and uniqueness of each child.

Although children differ much in their thoughts, their behaviour is generally almost predictable. All of them experience and display emotional behaviour related to their surroundings and circumstances. According to O’Neil and Drillings (1994:14), humans are goal-seekers, and one common goal is to be happy. People generally express their inborn behaviour patterns and culturally gained characteristics in ways that are restricted by the demands and custom of the society in which they live (Laming, 2004:8). When they experience events that sabotage the achievement of their goals, they normally react in an unpleasant way.

According to Le Roux (1992:94), each individual is to be understood in the context of the whole family. The neglect of the child’s upbringing as a result of increasingly tense marital relationships or an impending divorce, changing family structures and a poor parent-child relationship, may cause that child to become emotionally unstable. Drug abuse (Pretorius & Le Roux, in Pretorius, 1998:262), youth suicide (Bezuidenhout, 1998:74), eating disorders, such as anorexia nervosa (Le Roux, 1992:120), satanism (Pretorius & Le Roux, in Pretorius, 1998:333) and juvenile delinquency (Bezuidenhout, 1998:106) are examples of strategies employed by youngsters in an attempt to escape from unbearable situations, caused by the ecosystemic structures (e.g. the family) in which they have to function. Such behaviour can be considered as a desperate cry and plea for help, also from educators.

The goal of this chapter is to establish a theoretical basis to account for the motivational status of learners in substitute care. Firstly, concepts are clarified and related theories on motivation are discussed.
2.2 CLARIFICATION OF CONCEPTS

The clarification of concepts include motivation and related terms, such as need, drive, motive, goal, will, attitude, self-esteem and self-efficacy. Substitute care and its related terms are also clarified.

2.2.1 Motivation

The word ‘motivation’ is derived from the Latin word *movere*, which means ‘to move’. Hamachek (1990:261) refers to motivation as ‘what a person wants to do’. He also refers to it as the ‘go’ of personality (Hamachek, 1995:275).

Colman (2001:464) defines motivation as a *driving force*, an *energiser* (Reber & Reber, 2001:447), directing particular behaviour in order to achieve a set goal. A drive helps to maintain a feeling of balance or satisfaction (Hollyforde & Whiddett, 2002:56).

Pretorius (1998:210) describes motivation as an *attitude* of wanting to reach a goal. Hence, motivation influences learner’s behaviour and the need of wanting to learn. Covington (1998:48) suggests that parental involvement is critical in the development of either a positive or negative attitude toward achievement. It is difficult to design boundaries for human behaviour, since a large number of aspects affect why people choose or do not choose to engage in a particular life event (Lumsden, 1999:107).

Evans (1999:7) defines motivation as a *state*, or the creation of a state, that contains all those factors that determine the extent of fondness towards the engagement in an activity. Similarly, Reeve (1996:2) states that motivation includes internal events (needs, thoughts, beliefs, expectations and emotions) that give the actions of a person its drive in achieving a goal.
Another characteristic of motivation is the approach-avoidance effect (Hollyforde & Whiddett, 2002:16), meaning that a person can either be motivated towards or away from something (Hamachek, 1995:277). This implies that he or she may be motivated to avoid a negative or undesirable situation, or to seek a positive or desirable situation.

For the purpose of this study, I will define motivation as a driving force that influences a person’s attitude either towards or away from something. This motivation, which can either be created by external events or come from within the person, directs the behavioural patterns he adopts to achieve his goal.

2.2.1.1 Types of motivation

Two types of motivation can be identified, namely Intrinsic and extrinsic motivation.

- **Intrinsic motivation**

Intrinsic motivation is when a person engages himself in an activity or applicable behaviour solely because of the enjoyment and internal feelings of satisfaction he gains from it (Mwamwenda, 1995:260; Kolesnik, 1978:179). According to Lumsden (1999:9), aspects associated with learner motivation include the accomplishment of goals; expression of interest in and effort towards schoolwork; self-confidence in one’s own ability; and persistence in the face of difficulty. In other words, intrinsic motivation arises from within a person. Intrinsic motivation is important, because it is that ‘inner drive’ that propels one forward and onward in achieving the goals and objectives one sets for oneself. Intrinsic motivation is needed to activate, guide and maintain efforts (Baron, 1995:335). The more successful people are when they engage in an activity, the more intrinsically motivated they will be to persist in that activity (Raffini, 1996:6).
• **Extrinsic motivation**

*Extrinsic* motivation is so called because it arises from a source *outside* a person. Extrinsic motivational factors, such as praise, rewards and encouragement, can be powerful forms of recognition that stimulate learners’ self-esteem and self-worth (Hamachek, 1990:267); in other words, the judgment of merit or value that an individual places on the various facets of the self (Raffini, 1996:9). Positive self-esteem is establishing a sense of identity, which evolves from the feedback people receive from others and from their own self-evaluation (Raffini, 1996:10). A number of environmental factors can influence motivational states (McClelland, 1987:6-7). For many researchers, however, the most powerful agents in the environment are other people (O’Neil & Drillings, 1994:2-4). According to Lumsden (1999:15), children’s initial associations with learning are primarily based on what they experience and observe in their home environment.

### 2.2.2 Sources of motivation

Motivation is concerned with our wants, desires, wishes, strivings, hopes, goals, aspirations, longings, feelings and emotions and how these impact on our lives (Reeve, 2001:479). These can be classified and will be discussed under four categories, namely needs; cognitions; emotions; and external events.

#### 2.2.2.1 Needs

Good and Brophy (1990:362) describe a *need* as a tension that leads to the pursuance of one’s goal. A need is a motivational state that is important and necessary for a person’s life, growth, and well-being (Reeve, 2001:50). According to Colman (2001:479), it is a desire that springs from a lack of something. People’s behaviour tends to be directed in an attempt to satisfy this lack or need. All needs generate energy (Reeve, 2001:51). The environment in which the child finds himself can either facilitate or be a barrier to the
satisfaction of a need (Mwamwenda, 1995:261). According to Maslow’s hierarchy of needs, as cited in Donald, Lazarus and Lolwana (2002:122-123), needs are the primary sources of motivation in human behaviour. Maslow identified the following needs: physiological needs, and the need for safety, belonging and love, self-esteem and self-actualisation. These needs form a hierarchy in which a new need emerges when the lower levels of needs are adequately fulfilled.

2.2.2.2 Cognitions

Cognitions refer to specific mental activities, such as beliefs and expectations, i.e. the way in which a person thinks (Reeve, 2001:6). For the purpose of this study, the following cognitions will be highlighted and discussed: goal, self-efficacy, drive and will-power.

- Goals

Reeve (2001:188) describes a goal as anything a person is determined and motivated to attain or achieve. Specific goals provide clear standards for judging performance, and goals of moderate difficulty provide realistic challenges and add force to confidence, thus enhancing efficacy perceptions (Good & Brophy, 1990:362). Goals can be seen as motivators, providing reasons for human actions. Locke and Latham, in O’Neil and Drillings (1994:14), refer to it as ‘purposefully directed actions’. Goals are therefore desired outcomes, meaning that the greater the success a person experiences the greater the satisfaction with performance (Locke & Latham, in O’Neil & Drillings, 1994:21).

- Self-efficacy

Self-efficacy refers to our ability to respond to life’s challenges with assurance and in a meaningful way (Kleinke, 1998:34). Eccles and Wigfield (2002:110),
defines self-efficacy as ‘individuals’ confidence in their ability to organise and execute a given course of action to solve a problem or accomplish a task.’ Self-efficacy is an important factor in understanding learners’ motivation, since it increases the confidence they have in themselves (Pongrow & Londer, in O’Neil and Drillings, 1994:269). A lack of self-efficacy may result in emotional and behavioural problems (Skinner, in Schwarzer, 1992:102), hence influencing the motivation and performance of learners.

• **Drive**

*Drive* ensures that behaviour satisfies the body’s needs. According to Baron (1995:336), a drive occurs when a biological or psychological need stimulates behaviour in an attempt to have the need satisfied. This implies that behaviour is motivated to such an extent that it serves the needs of the organism and restores a constant internal environment (Reeve, 2001:44). Colman (2001:221) refers to drive as any form of internal motivation that pushes an organism to pursue a goal in order to satisfy a need. Drives determine whether some individuals engage in certain activities with enthusiasm (Covington, 1998:13-14).

• **Will-power**

The *will*, also known as a person’s will-power, refers to the deliberate decision of a person to perform an action, i.e. a controlled action. ‘The will motivates all actions’, explaining why we do what we do (Reeve, 2001:26). Will is essential for maximum motivation (McCombs, in O’Neil and Drillings, 1994:55).

**2.2.2.3 Emotions (as motives)**

*Emotions* can be defined as subjective feelings, biological reactions, or agents of purpose and social phenomena (Reeve, 2001:403). Basic emotions include fear, anger, disgust, sadness, joy, and interest.
Emotions are also a type of *motive*. McClelland (1987:590) defines a motive as a ‘recurrent concern, conscious or unconscious, for a goal state, based on a natural incentive.’ According to Hamachek (1995:276), motives refer to the needs or desires that cause people to act and feel motivated.

Human action is partially guided by subconscious motives (Locke & Latham, in O’Neil & Drillings, 1994:14). Pretorius (1998:210) claims that a motive is the reason for behaviour; the inspiration that gives direction to human activities (Pretorius, 1998:210). According to McClelland (1987:604), motives are learnt. Eccles & Wigfield, (2002:121) supports this notion by arguing that a person’s values, which are forms of motives, influence the attractiveness of various goals and hence his motivation to achieve these goals.

### 2.2.2.4 External events

- **Social context**

Motivation is not situated solely and exclusively within the individual himself; the social and cultural contexts within which individual actions take place, should also be considered (Rueda & Moll, in O’Neil & Drillings, 1994:120). Research has confirmed that social contexts, such as socio-economic conditions, ways of life, and cultural patterns, have an enormous impact on the development and behaviour of the child (Donald *et al.*, 2002:41).

Culture involves the values, understandings, norms, beliefs, and traditions of a group of people (Donald *et al.*, 2002:24). “What a person finds motivating may depend on the culture in which the individual develops and the situation in which he acts” (O’Neil & Drillings, 1994:5).

Another important social aspect that affects the state of an individual’s motivation is exposure to an inspirational role model (Reeve, 2001:476). “A parent is a good
example of a good role model for a child.” (Mwamwenda, 1995:205-206). Children surrounded by social contexts that support and nurture their needs show greater motivation and personal growth than those whose social contexts show no such support (Reeve, 2001:482).

2.2.3 Substitute care

Substitute care is a very broad term that covers many types or forms of the care-giving of children. Terms that are used more frequently in literature and are maybe better known, are kinship care (i.e. when children are put in the care of any relative who is not his biological parent), and foster care (i.e. when the child is put in the care of adults other than his biological parents who will act as his legal guardians). Surrogate parenting or adoption is also terminology frequently used (Van den Akker, 2003:145). Another unpopular but interesting term, used by Thomas and Mabusela (1991) is informal foster care, which means that an informal arrangement exists between the parent and the caregiver.

For the purpose of this study substitute care can be defined as the care of children by any adult person who is not the biological parents of the child. This study will not be bounded by or restricted to just one form of care-giving, but will examine substitute care in general.

2.2.3.1 Forms of substitute care

- Kinship care

"Kinship care refers to a formal arrangement in which care for a child is legally transferred through a court order to the child welfare system, and in which the child’s kin or family becomes his foster parents" (Grogan-Kaylor, 1999). The placement of a child in kinship care is usually related to factors connected to the
communities in which children live. Formal kinship care is popular, especially in the case of the death of the parents.

In informal caregiving arrangements, no court procedures are involved and the parents retain all legal rights. Circumstances that could lead to informal caregiving include the increased employment of women and mothers, divorce and single parenthood. Grandparents raising their grandchildren are the most common example of informal kinship care. Grandparents are usually pleased to help, providing supplementary childcare to their grandchildren without any compensation (Bass & Garo, 1996). Grandparents act as communicators of family values. They often provide the religious orientation to family members. They emphasise the importance of racial pride and strong family ties, of education, self-respect, discipline and hard work (Urrutia, 2002). Grandparental care is generally caused by the needs or problems experienced by parents, i.e. parents may no longer be willing or able to take care of their children (Pebley & Rudkin, 1999).

- **Adoption**

Adoption refers to the placement of a child in the care of a responsible adult, due to the incapacity of the biological parents to provide in the needs of their child (Rutter, 2000:692). When there are serious problems in parenting, intervention is required. Although some adopted children may achieve a remarkable level of recovery from the severe abuse or neglect they may have suffered at the hands of their biological parents, the incidence of physical or psychological problems among them is very high.

**2.2.3.2 Family**

The family is a microsystem, consisting of a mother, father and their children. The family shapes its members through patterns of daily activities, roles, and
relationships (Donald et al., 2002:47). According to De Witt and Booysen (1995:8), the relationship that the child forms with his parents, and especially the mother, forms the blueprint for all his subsequent relationships. Western cultures place great emphasis on the nuclear family, namely the core unit of parents and children, whereas African cultures traditionally not only include the immediate family, but also relatives, such as aunts, uncles, grandparents, cousins, nieces, who may live under the same roof as part of the extended family (Mwamwenda, 1995:429).

Pretorius (1998:39) refers to the family as “the centre of education and co-existence”. The role of the family is often seen as an essential motivating factor (Hawkins, in O’Neil & Drillings, 1994:102). The family is responsible for shaping the child’s social and emotional development and acts as the main vehicle through which community and broader social values are transmitted to him (Donald et al., 2002:259-260).

2.3 THEORETICAL PERSPECTIVES ON MOTIVATION

Motivation is not located solely within the individual, without any reference to the social and cultural context within which individual actions take place (O’Neil and Drillings, 1994:120). The source of a problem may be within an individual or in his environment, or in the interaction of the two (Mwamwenda, 1995:478). Below is an exposition of the ecosystemic approach to explain the human interactions between individuals and between different levels of the social context, as well as its value in understanding the dynamics of motivation, which will guide the formulation of guidelines for motivating learners in substitute care in this study.

2.3.1 Ecosystemic approach

The ecosystemic approach, which has its roots in family therapy, recognises the central role that families and other systems play in the lives of their children with
regard to motivation. The key principle of the ecosystemic approach is that people are goal orientated; they act upon outside stimuli instead of simply responding to it unilaterally.

The ecosystemic approach can be seen as a blend of the systems theory, ecological psychology and phenomenology (Tyler, 1992:20). It offers a new perspective on learners' problems, by focusing on the interdependence of the environmental elements and an analysis of interactional patterns in social systems (Cooper & Upton, 1991:301). The ecosystemic approach takes into account all elements of the environment, the relationships between these elements and the learner's interaction with them (Termini, 1991:388).

The interplay or influence of various agencies on the development and motivation of a child has been discussed by Donald et al. (2002:51-53), as illustrated below in Figure 2.1:
FIGURE 2.1: Diagrammatic illustration of the relationship that exists between the child and the different systems in his environment.
The four systems distinguished by Bronfenbrenner the micro-, meso-, exo-, and macro-systems (Shaffer, 1993:60, Donald et al., 2002:51):

- The *microsystem*, which consists of the family and other immediate relationships in which the learner is continually engaged.

- The *mesosystem*, which refers to the links or interrelationships among microsystems, and is the next level of relationships, e.g. the community, church, school and peer-groups.

- The *exosystem*, which comprises social structures that the child does not experience directly, but which also have an influence on the learner's life, e.g. the media, the government, the transport system, and local industry.

- The *macrosystem*, which is the broader culture of the learner, including the social values reflected in social policies, e.g. how the child should be treated and what he should be taught.

Bronfenbrenner (1979:3) and Donald et al. (2002:51) refer to the learner’s environment as a “nested arrangement of structures”. In other words, the child finds himself in different environmental systems, ranging from his immediate setting to the broader environment or community (O’Connor, 1999:245). These structures can be represented as concentric circles, where each system forms a semi-permeable boundary through which access to the other circles (systems) can occur (Shaffer, 1993:60). The boundaries represent the structured nature of the child’s environment relationships, which is gradually carried over from the area of the child’s actions on the environment into his thinking, feeling and actions (Valsiner, 1987:231).

It is clear that a reciprocal relationship exists between an individual and the different systems in his environment. Each individual belongs to various groups
and autonomous systems. Therefore, both the system and the individuals in it are considered to be important (Tyler, 1992:24). We cannot try to interpret a learner’s behaviour without an investigation of the influence of the different settings in which he functions. The dynamics of a person are always closely related to the dynamics of the environment in which he finds himself.

Hence, the overall systemic environment determines the behaviour and motivation of the person, while the environment in turn is dependent on the individuals within it and the interactions and relationships between them (Tyler, 1992:22). According to Reeve (2001:118), people do not always generate their own motivation, but sometimes turn to their environment to supply them with motivation. External events and influence generate motivational states.

### 2.3.2 Attribution theory

The role of attributions (efforts of people) is to explain why certain life events happen the way they do (Hamachek, 1995:292). People tend to remain motivated if they feel that they have more control over the events in their lives, but become less motivated if they believe that matters are beyond their control (Hamachek, 1995:293). The central assumption of the attribution theory is that people attempt to understand the causes for their successes and failures, and that their attributions determine their future actions (Driscoll, 1994:307). Attribution is defined as a person’s interpretation of the causes of his successes and failures in learning tasks. Experiences are important sources that guide the attributions that are made (Kruger & Adams, 1998:101). Motivation to learn, is affected by learners’ beliefs and attributions about their successes and their failures (Kruger & Adams, 1998:141).

This theory is based on the fact that people attribute reasons for their performance and that those reasons determine their performance (O’Neil & Drillings, 1994:4–5). Attribution theorists emphasise that attribution judgements
are phenomenological meanings and that the individual's interpretations and perceptions of social experiences determine his achievement strivings (Eccles & Wigfield, 2002:117). The most important achievement attributions identified by Eccles and Wigfield (2002:117), are ability, effort, task difficulty, and luck. Ability and task difficulty have a stronger influence on motivation and future success than effort and luck, because of their stability dimensions.

2.3.3 Drive theory

The drive theory suggests that human behaviour is mainly determined or driven by needs (Baron, 1995:335) and the only way for people to satisfy these needs, is to act upon it. According to Locke and Latham, in O'Neil and Drillings (1994:13), not all motivation stems from physiological needs. People are often motivated to engage in purposeful human activities that increase rather than decrease tension. Kline (1993:88) explains that attitudes reflect drives, because the strength of an attitude determines the strength of an action in response to a need. Baron (1995:335) further explains that behaviour that reduces an appropriate drive tends to be repeated, whilst behaviour that increases drives will generally not be repeated.

2.3.4 Goal-setting theory

There are needs that people constantly try to satisfy. These needs create tensions in people and motivate them to move towards goals that could satisfy the needs (Kruger & Adams, 1998:140). Goals are powerful motivators (O'Neil & Drillings, 1994:4). According to the goal-setting theory, all human action is purposeful, because it is directed by goals (O'Neil & Drillings, 1994:14). The goals of a person tend to be relevant to his personal needs (Maehr & Pintrich, 1995:19). Goals can either be assigned by others, or can be set by the individual himself (Brewer & Hewstone, 2004:167). Goals are influenced by needs and wishes (Brewer & Hewstone, 2004:168). That which is causing a person to
approach or avoid something is always a need that that person has (Reeve, 2001:184). According to Eccles and Wigfield (2002:117), research has proved that in adolescents both social and academic goals promote good school performance and behaviour. The purpose of mastery goals is to develop one's competence, whilst the purpose of performance goals is to demonstrate one's competence (Deemer, 2004:4).

2.3.5 Self-worth theory

Donald et al. (2002:129) describe self-worth as a person's sense of his value and an essential part of his self-concept. Covington (Eccles & Wigfield, 2002:122) defines the motive for self-worth as ‘the tendency to establish and maintain a positive self-image, or sense of self-worth’.

A feeling of self-worth helps children to feel good about themselves and enable them to engage actively and positively with the people around them (Donald et al., 2002:223). Some children develop ‘failure avoiding strategies’ in an attempt to protect their self-worth, which include: making excuses, avoiding challenging tasks, and refusing to try. According to Hamachek (1995:292), these learners tend to take few risks, because of their negative perception regarding their own ability and self-worth.

Individuals are motivated by personal goals, self-constructions of reality, and personal evaluations of their worth (O’Neil & Drillings, 1994:56). A person may be more motivated to avoid failure than to seek for a situation in which success is more likely (Hollyforde & Whiddett, 2002:16).

2.3.6 Self-efficacy theory

Eccles & Wigfield, (2002:110) defines self-efficacy as ‘individual’s confidence in their ability to organize and execute a given course of action to solve a problem
or accomplish a task’. Kleinke (1991:25) states that self-efficacy comes from life experiences and from the people around one. People develop self-efficacy by observing how other people successfully deal with life challenges. The most effective way to enhance self-efficacy is successful action, but this requires both skills and self-belief (Garmezy & Masten, in Cummings, Greene & Karraker, 1991:155). According to Eccles and Wigfield (2002:110), self-efficacy relates to the expectancy of success and is based on beliefs about how well a person performs in different activities. Self-efficacy signifies a person's belief that he needs to effectively cope with the diverse demands of situations (Reeve, 2001:242). Self-efficacy makes a difference in how people feel, think and act (Schwarzer, 1992:1).

2.4 FACTORS THAT IMPACT ON LEARNER MOTIVATION

2.4.1 Approaching success versus avoiding failure

All individuals can be characterised by two learned drives, namely a motive to approach success, and a motive to avoid failure (Covington, 1998:33). Experiences of success develop interest, while conversely, experiences of failure result in a decline in interest, and avoidance (Mwamwenda, 1995:262). When faced with obstacles and failures, a person who doubts his capabilities relaxes or stops his efforts in advance (avoidance motivation) and settles for average solutions, whereas those who believe in themselves will apply greater effort (approach motivation) to master the challenge (Bandura, in Schwarzer, 1992:20). This is called the approach-avoidance strategy (Hamachek, 1995:292).

2.4.2 Acceptance versus rejection

All children have a need for affection, respect, acceptance and recognition (De Witt & Booysen, 1995:1). According to Maslow (Donald et al., 2002:122), “the
fulfilment of needs is seen as the primary source of motivation in human motivation."

Parents or caregivers may engage in emotional abusive patterns, which are destructive to the emotional and physiological well-being of the child (Donald et al., 2002:267). Emotionally abuse factors include rejection (emotionally pushing a child away and making the child feel unwanted); isolation (cutting the child off from a relationship); neglect (failing to care about a child’s emotional needs); and negating (making a child feel worthless). This can influence the child’s confidence and motivation to engage in learning (Donald et al., 2002:122). According to research, people who can handle rejection tend to view interactions as an opportunity to develop closeness with others, whereas shy and lonely people see social interactions as a threatening experience (Kleinke, 1998:110).

2.4.3 Praise versus criticism

Praise is used by people to show their appreciation and is therefore rewarding (Kleinke, 1998:67). Praise is especially used to control the behaviour of or to inform the competence of children (Reeve, 2001:133). It is a more powerful motivational tool than criticism in trying to enhance learners’ performance (Hamachek, 1995:283). Furthermore, according to Hamachek (1995:284), introverts tend to achieve better when praised, while extroverts respond best when their work is critically assessed.

2.4.4 Positive self-concept versus negative self-concept

Self-concept implies the way in which a person perceives himself, and may be positive or negative (Donald et al., 2002:223; Mwamwenda, 1995:363). Self-concept does influence learner performance. According to Mwamwenda (1995:365), a person with a positive self-concept normally performs better than a person with a negative self-concept. People define the self from their specific
life experiences (Reeve, 2001:277). The emotional climate in his family is very important for the development of self-concept within the child. For example, a child from a fatherless home is seriously disadvantaged, since the male identification figure is lacking (De Witt & Booysen, 1995:130).

2.5 RELATIONSHIP BETWEEN MOTIVATION AND SUBSTITUTE CARE

According to research (Maqsud & Coleman, 1993), parents have a strong influence on the development of their children’s motivation. Children view their parents as role models and trusted partners in helping them assess their own capabilities and performance. They construct beliefs about their competence and independence by interacting with the people around them (Soares et al., 2005:132). Children exhibit greater wellbeing, achievement, socially responsible behaviour and social competence and, conversely, fewer behavioural problems and psychological disorders, when they are raised in a harmonious, supportive family environment (Sanson & Lewis, 2001:8).

Kaplan, Xiaoru and Kaplan (2001) further emphasise the importance of parental support of children in a wide range of socialisation outcomes, including self-esteem, physiological well-being, educational goals and future plans. Warm and supportive parent-child interactions make a positive difference in children’s social, emotional, and educational development. Therefore the presence of parents creates a positive environment for learning and motivation for future achievement (Kaplan et al., 2001).

Raising non-biological children has much in common with raising children in the more familiar “natural” family setting, but generally also poses many additional challenges. Substitute parents are often confronted with stresses for which few of them are prepared, whether the physical and emotional outcomes of abuse, or financial burdens (Schwartz, 1995). These stresses can be passed on to the
children and influence their motivational status, since children need happiness to flourish (Johnson, 2000).

Children who live away from their parents for substantial periods due to the dynamic nature of modern society may have a lower level of achievement motivation (Maqsud & Coleman, 1993). Children from non-traditional (non-nuclear) family backgrounds tend to perform worse, both educationally and behaviourally, than those from intact families (Sanson & Lewis, 2001:7). A lack of parental involvement and encouragement has significant negative impacts on children’s motivation to academically perform (Tavani & Losh, 2003:141).

2.6 CONCLUSION

In Chapter 2, a theoretical perspective on motivation and substitute care was given. Concepts related to motivation that were discussed, included types of and sources of motivation. Concepts related to the second focus of this study included forms of substitute care.

Motivational theories related to this study were briefly discussed, namely the attribution theory, the drive theory, the goal theory, the self-worth and the self-efficacy theories. Factors that have a motivational influence on learners, such as acceptance versus rejection, praise versus criticism, success versus failure, positive self-concept versus negative self-concept, were also discussed. Finally, a link was drawn between motivation and substitute care.

Chapter 3 will present a detailed theoretical explanation of the research design and methodology chosen for this research study.
CHAPTER 3
THEORETICAL AND PRACTICAL EXPLANATION OF CHOSEN RESEARCH DESIGN AND METHOD OF INVESTIGATION

3.1 INTRODUCTION

In Chapter 1, a brief summary was presented of the research design and methodology that will be used in this research. The aim of this chapter is to give an extensive overview of the research design and methodology in order to ensure the reader’s acquaintance with the methods that will be used.

Social research is undertaken to enhance our understanding of how society operates (Bailey, 1982:39). The research design of this study will provide a detailed layout of how the researcher intends to conduct the research regarding the motivation of learners in substitute care. The term methodology refers to the explanation of the scientific methods and techniques that will be used by the researcher in order to obtain valid information regarding the research topic (Hart, 1998:28; Schurink, in De Vos, 1998a:240-242).

Denzin and Lincoln (2002:22) define a research design as a set of guidelines compiled to address a research problem. Durrheim, in Terre Blanche, Durrheim and Painter (2006:34), refers to a research design as a planned structure for actions that forms a link between the research questions and the carrying out of the research. This implies that the researcher should plan and structure his research project in such a way as to increase the authenticity of the research findings.
A qualitative research design was chosen for the purpose of this study.

The following steps indicate how the research was planned and executed:

- The statement of the research problem;
- Type of research design suitable for addressing the research topic;
- Data collection through interviews;
- The recording and transcribing of interviews;
- The analysis and interpretation of the transcriptions;
- The verification of the results;
- The reporting of the findings of the research study (Kvale, in Denzin & Lincoln, 2002:309-310).

3.2 STATEMENT OF RESEARCH PROBLEM

3.2.1 Orientation and problem formulation

On perusing the 2006 records of the school at which I am currently teaching, the following information regarding the learner population distressed me: less than 30% of our learner population were staying with both their parents; about 40% were staying with a single parent (i.e. either mother or father), while more than 30% were staying outside the care of the biological mother or father. The latter were either in the care of their grandparents, other relatives, or non-relatives, while a small percentage were living alone.

It was clear from the above percentages that these children were exposed to different family structures and that traditional family units no longer existed as the only form of family in the community that the school served. This raised concerns and led to the following questions: “What is the implication of being raised or taken care of by someone other than the biological parent of the child?” “Can a link be drawn between the child’s motivation and substitute care?” My
concern in this research is not to understand society’s perceptions about substitute care, but rather to find out if this is really of concern to the child. Does it impact on him in terms of his social interactions? Secondly, I would like to provide educators with the necessary guidelines for dealing with these learners effectively. Hence, against this background, the following research problems were formulated:

Primary problem statement:

- What are the influences of substitute care on learner motivation?

Secondary problem statement:

- What guidelines can be provided to educators to enable them to motivate learners in substitute care more effectively?

3.2.2 Purpose of research

The primary purpose of this study will be to explore, describe and explain (De Vos, Schurink & Strydom, in De Vos, 1998:7) the following:

- The impact of substitute care on learners’ motivational patterns, especially with regard to their schoolwork.
- Guidelines and recommendations for educators to improve the current forms of motivation provided by them to learners in substitute care.
3.3 RESEARCH DESIGN

3.3.1 Introduction

A research design involves flexible guidelines (Wiersma, 1995:213) that connect theoretical paradigms, firstly, to strategies of inquiry (research design) and, secondly, to methods (research methods) for collecting empirical material (Denzin & Lincoln, 2005:25). The research process can be described as a linear, logical sequence, starting with a problem and the formulation of an objective, then planning, collecting, analysing and interpreting data, and ending with conclusions and writing up the research (Wellington, 2000:46). According to Denzin and Lincoln (2005:25), a researcher tries to address two critical issues: one of representation (i.e. connecting himself or herself to specific sites, persons, groups, institutions) and the other of legitimating (i.e. bodies of relevant interpretive material, including documents and archives).

The research design for this study can be described as qualitative, interpretive and constructive in nature (Durrheim, in Terre Blanche, Durrheim & Painter 2006; Robson, 2002:27; McFarlane, 2000:24; Cresswell, 1998:1-2).

3.3.2 Philosophical foundation

This research is interpretive and constructive in nature, because it focuses on human action and the ideology that help people in constructing their own reality (Robson, 2002:27; McFarlane, 2000:24).

Interpretation can be defined as a process through which the researcher compares his results and findings to existing theoretical frameworks or models and draws conclusions, according to his views (Mouton, 2001:109). The interpretive view contends that people are constantly interpreting the world they live in. They are always trying to understand their world and to instil it with meaning (Gibbs, 2002:2). Humans interpret and attribute meaning in order to
decide how to act (Jones, 2003:102). The interpretive approach is also sometimes referred to as the phenomenological approach, which seeks to emphasise the experiences of the research participants and to understand their world. In this study, the insight given by learners is thus provided through empirical phenomenology (Babbie & Mouton 2001:76; Struwig & Stead, 2001:222).

Reality is socially constructed and the research participants can be seen as helping the researcher to construct it (Robson, 2002:27,102). Social constructionist qualitative researchers value data collected in context and with little disturbance in the natural setting (Kelly, in Terre Blanche et al., 2006:287).

Since interpretive and constructionist theories follow an inductive approach, the researcher will make use of creative reasoning mode, allowing for adding to an existing knowledge base (De Vos & Fouché, in De Vos, 1998:91).

### 3.3.3 Qualitative paradigm

Qualitative research is defined by Creswell (1994:1-2) as “an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting”. Schurink, in De Vos (1998a:240), describes a qualitative approach as a multi-perspective approach. This means that different qualitative techniques and data collection methods are used to interpret social interaction and the meanings that the subjects attach to it. Qualitative researchers believe that man’s behaviour, thoughts, feelings and perceptions of matters are vital (Burns, 2000:388). Qualitative researchers are concerned primarily with process, rather than outcome or product; they are interested in the meaning people attach to their lives and experiences (Creswell, 1994:145).
In qualitative research, the researcher becomes the primary research instrument for data collection. This research type uses narrative styles of reporting, illustrating the way things are and what they mean from the perspectives of the research participants (Mills, 2003:4). The flexibility of field research allows theory development to proceed in a highly effective and economical manner (Silverman, 1993:28).

For that reason, a qualitative approach will be used in this research to establish the feelings and experiences of learners in substitute care and how this influences their motivation. Apart from its interpretive and constructive nature, qualitative research can also be described as: naturalistic, descriptive, explorative, inductive, contextual, and holistic (Wilkinson & Birmingham, 2003:129; Mills, 2003:4,79; Mouton, 2001:109; Burns, 2000:397; Schurink, in De Vos, 1998a:242). These characteristics are described in the following sections.

### 3.3.3.1 Naturalistic approach

*Naturalism* claims that people’s behaviour depends on the natural social setting in which they find themselves (Burns, 2000:397), and aims to understand their experiences in their natural settings (Silverman, 1993:27). Qualitative researchers use various methods, but especially interviews, to meet participants in their natural environment (Wisker, 2001:165).

In terms of the naturalistic approach, the researcher can observe what is happening as it naturally occurs; in other words, there is no manipulation with variables, or interference (Wiersma, 1995:251) of what goes on in these social processes. As this approach has limited impact on events only, the trustworthiness of the findings is maximised (Burns, 2000:397). Data occur naturally and can be regarded as neutral, unbiased and representative (Silverman, 1993:106). It is for this reason that in research focusing on people,
naturalistic methods are more authentic than artificial methods (David & Sutton, 2004:104).

In this study, research will be conducted at the school at which the researcher is currently (2006) teaching. According to Wellington (2000:19), this can be regarded as a natural setting, since learners spend most of their day at school.

3.3.3.2 Descriptive approach

A descriptive approach explores and portrays the occurrence of events (Wilkinson & Birmingham, 2003:129). According to Bailey (1982:38), descriptive studies attempt to describe phenomena in detail, in other words, it explains what is happening (Wellington, 2000:88) and why this is happening.

In this study, most of the field notes will be obtained during observation and interaction with participants, and assembled after the event (Wiersma, 1995:135). Information will be gathered and carefully selected to enable the researcher to make accurate and unambiguous statements based on his findings (Singleton, Straits & Straits, 1993:93).

3.3.3.3 Exploratory study

Qualitative research is exploratory in nature (Mills, 2003:4), because it embarks on a journey of discovery, rather than the confirmation of speculated truths or hypotheses. During this venture, new areas and dimensions are discovered of the subject matter (Kvale, 1996:100). One of the broad purposes of exploratory research is to explore a research question or field through investigation (David & Sutton, 2004:12).

In this study, the motivation for exploring the phenomenon or topic is to become familiar with it and to gain insight and understanding about it (as relatively little is
known about it) (Singleton et al., 1993:91). During the research process, the researcher tries to uncover trends and generate hypotheses, which can be investigated and tested later by other researchers, when better insight and knowledge has been gained (Fouché & De Vos, in De Vos, 1998:124). The research plan in an exploratory study is more open and emerging in comparison to other kinds of research (Singleton et al., 1993:91) and will provide the researcher with good leads in conducting the research.

### 3.3.3.4 Inductive reasoning

Qualitative research uses an *inductive* form of reasoning (David & Sutton, 2004:77; Schurink, in De Vos, 1998a:242), meaning that conclusions are made about a phenomenon based on observations of instances of that phenomenon (Hart, 1998:82). An important aspect to note is that the conclusion reached, is not completely certain or definite, but only tentative or possible (Singleton et al., 1993:45).

Induction can be regarded as a form of creative reasoning, since new thoughts are constantly added to the existing scientific knowledge base (Fouché and De Vos, in De Vos, 1998:91). Inductive research sets out to delve into a field, hence it allows for explanation and greater insight into the lives of those studied.

When the researcher embarks on a research project, he has no detailed conceptual framework, but only vague guidelines to help him during the research process (Poggenpoel, in De Vos, 1998:336). This implies that theory should be developed from the interpretation of reality, and not used to predict it in advance.

Hart (1998:192) describes the procedure of inductive research as follows: firstly, the researcher gathers information and data by asking questions about the phenomenon. Secondly, once the data have been generated, patterns are looked for in the data and potential theories are proposed. Lastly, the theories
and patterns developed are tested and compared with other patterns and theories.

3.3.3.5 Contextual approach

Qualitative researchers contend that everything they study, is context bound (Mills, 2003:79). Context is the key for determining meaning (Denzin & Lincoln, 2005:982). This implies that we cannot separate components from the larger related context (Schurink, in De Vos, 1998d:281) and can only understand events and people when we consider the wider social and historical context in which they find themselves (Silverman, 1993:31). Since knowledge is content-based, the researcher should clearly understand the contextual conditions under which the knowledge has been created, as well as the contextual conditions of the new setting when knowledge is transferred (Denzin & Lincoln, 2005:54-55). All data should then be interpreted only in the context of the situation or environment in which they were collected (Wiersma, 1995:251).

For the purpose of this study, the interviews will be conducted and interpreted in an educational context which, in this case, is the social worker’s office on the relevant school premises.

3.3.3.6 Holistic view

The researcher focuses “on the entire context and thus maintains a holistic view, rather than focusing on bits and pieces” (Wiersma, 1995:252). Any preconceived opinion or views that might have an influence on the outcomes of the research, are sidelined, which is also called “bracketing”. The objects of study are seen as a whole and not as separate entities (Schurink, in De Vos, 1998d:281). In this study, a holistic view will therefore be obtained when the whole being is studied in his natural setting in order to understand the kind of influencing factors
impacting on him. I want to know where, how and under what circumstances learners in substitute care are moulded.

3.4 RESEARCH METHODOLOGY

Research methodology refers to the actual techniques of data collection (David & Sutton, 2004:134; Mills, 2003:4-5) that will be used in the research.

In this study, the research will be conducted in two phases:

Phase one

This phase tries to investigate what influence substitute care executes on motivation amongst learners, which investigation will be executed through the following steps:

3.4.1 Population sampling

The selection of the population sample and setting depends greatly on the purpose of the investigation (Schurink et al., in De Vos, 1998:317) and the provision of information that is rich in answering the formulated research question best (Struwig & Stead, 2001:111; McMillan & Schumacher, 1993:378). This kind of sampling is known as purposive or judgmental sampling, and it offers the advantage that the researcher can use his own research skills and prior knowledge to choose participants (David & Sutton, 2004:152).

During the selection of participants, the following criteria were considered by the researcher:

- Are there a sufficient number of learners from which a sample can be selected?
• Will the selected sample be representative of the population? (Burns, 2000:83)
• Are all learners from the same selected school?
• Does the sample consist of learners from both genders?
• Will all learners be available and accessible throughout the research process?
• Does the sample include learners from Grades 10-12?
• Are all learners currently in substitute care, i.e. not staying with either of their biological parents?
• Are all learners from a similar background?
• Do all learners speak the same language (isixhosa)?
• Are all learners from the same race group?

Below is the biographical information of the participants, which adhered to the above-mentioned criteria and were considered conventional and appropriate for this research:
# TABLE 3.1: Overview of biographical information of all participants in substitute care interviewed

<table>
<thead>
<tr>
<th>Interview number</th>
<th>Age</th>
<th>Grade</th>
<th>Race</th>
<th>Gender</th>
<th>Staying with whom?</th>
<th>Information on parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>10</td>
<td>Black</td>
<td>Female</td>
<td>Alone</td>
<td>Doesn't know father. Mother drinks excessively.</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>10</td>
<td>Black</td>
<td>Male</td>
<td>Grandmother</td>
<td>Father died. Mother alive, but is staying elsewhere.</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>10</td>
<td>Black</td>
<td>Female</td>
<td>Aunt</td>
<td>Mother alive. Does not know father.</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>10</td>
<td>Black</td>
<td>Female</td>
<td>Aunt</td>
<td>Mother passed away when she was in St. 2 (Grade 4) and father when she was still a baby.</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>10</td>
<td>Black</td>
<td>Female</td>
<td>Brother</td>
<td>Both parents alive and staying in Cape Town.</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>10</td>
<td>Black</td>
<td>Male</td>
<td>Grandmother</td>
<td>Both parents deceased.</td>
</tr>
<tr>
<td>7</td>
<td>19</td>
<td>10</td>
<td>Black</td>
<td>Female</td>
<td>Aunt</td>
<td>Both parents deceased.</td>
</tr>
<tr>
<td>8</td>
<td>16</td>
<td>10</td>
<td>Black</td>
<td>Male</td>
<td>Aunt and grandmother</td>
<td>Father passed away. Mother lives in Cape Town.</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td>12</td>
<td>Black</td>
<td>Female</td>
<td>Grandmother</td>
<td>Both parents still alive.</td>
</tr>
<tr>
<td>10</td>
<td>21</td>
<td>12</td>
<td>Black</td>
<td>Female</td>
<td>Sister</td>
<td>Mother passed away. Does not know father.</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>12</td>
<td>Black</td>
<td>Male</td>
<td>Uncle</td>
<td>Mother lives in Cape Town. Father deceased.</td>
</tr>
</tbody>
</table>
3.4.2 Method of data collection

Data refers to “what is actually recorded by the researcher” (David & Sutton, 2004:27). According to Kelly, in Terre Blanche, Durrheim & Painter (2006, 286), data in qualitative research refers to material that is richly related to its context. Collecting of data entails using the appropriate methods necessary for the study in a systematic and professional way (Robson, 2002:385).

The aim of qualitative researchers is to understand and interpret the world of the research participants. They achieve this by making use of various data-gathering methods. Qualitative researchers will use phenomenological interviews, participation observation, field notes and tape recordings. These will assist the researchers in obtaining information from the participants.

3.4.2.1 Phenomenological interviews

An interview is an interaction between the interviewee and the interviewer, with the purpose of creating an understanding of a set situation (Kvale, 1996: 296). Open-ended interviewing, or in-depth interviewing, is used to clarify the purpose of the study. No standardised list of questions is used, to allow free flow of the conversation and to make it as natural as possible. The direction of the conversation is controlled by the research question only, and probing is used to provide additional information (Schurink, in De Vos, 1998c:310) to ensure that the focus stays relevant to the problem, yet without leading the participants.

For the purpose of this study, data were collected by means of unstructured, in-depth personal interviews. Interviews were conducted in the school office of the social worker, because of its acceptable atmosphere and high privacy status. The researcher introduced the research question and topic, motivated the interviewees to participate spontaneously, stimulated them through probing, and
led them back to the question in a tactful manner when they diverted from the topic (Schurink, in De Vos, 1998c:300).

In order to ensure the accuracy, quality and trustworthiness of the data gathered, a tape-recorder was used, in addition to the field-notes taken during interviewing. Written recordings were archived in three files: firstly, the transcript file, which contains the records of the interviews; secondly, the personal file, which contains the perceptions of the observer and the researcher and a description of the setting; and then thirdly, the analytic file, which identifies and discusses the conceptual issues and emergent themes, trends, patterns and relationships (Burns, 2000:430).

3.4.2.2 Participation and observation

“Qualitative research is more humanistic, holistic, and relevant to the lives of human beings, because they co-create their reality through participation, experience, and action” (Denzin & Lincoln, 2005:384). Participant observation for triangulation purposes was also used as a data collection method (Wiersma, 1995:260). Observation is used to observe what is actually going on in the social setting one is researching (Wilkinson & Birmingham, 2003:135-141).

The researcher is regarded as a participant-observer. Interviews were conducted and data collection was interactive, which implies that the researcher interacted with the subjects being studied (Wiersma, 1995:215). The researcher made use of recorded observations, i.e. he made notes of what was directly observed during the interviews with learners, for example: positioning, body posture, non-verbal actions, facial expressions, dress, and other relevant non-verbal reactions.
3.4.2.3 Field notes

Field notes can be defined as the recordings made by the observer or researcher while conducting the research (Mills, 2003:55). The field notes may contain abbreviations, short sentences, phrases, the positions and movements of subjects, diagrams or anything the researcher thinks might add value to the research (Wilkinson & Birmingham, 2003:135; Wiersma, 1995:261-262). Although a tape-recorder captures data more accurately, field notes are valuable, since they contain impressions on the interviewee’s position facial, expressions, disposition and attitude (Wellington, 2000:84-85).

3.4.3 Role of researcher

The main instrument for the collection of data in qualitative research is the researcher himself (Holloway & Wheeler, 2002:93). All research is interpretive, meaning that it is steered by how the researcher sees, understands and interprets the world (Denzin & Lincoln, 2005:22). The researcher will also be a participant-observer, which implies that he will act as an ‘insider’ (Schurink, in De Vos, 1998b:259-261).

Two researchers were used in this study: myself, as the moderator who was facilitating the research process, and the selected school’s social worker, who acted as an observer and took down field notes, which were used for the purpose of triangulation (Denzin & Lincoln, 1998:46). According to Bloem (2001:28) and Wood (2000:17), the moderator’s main role is to stimulate discussions during the interview through the probing of new questions and maintaining a conducive atmosphere by keeping eye contact with the interviewee and reducing disturbances. Since the researcher is known to most of the learners, it was not difficult to win their trust and to blend in with the setting. The researcher is responsible for the design of the study, planning, preparation, collection, analyses and the interpretation of data (Burns, 2000:455).
During the phenomenological interviews the researcher posed the following open-ended question to learners:

*What is the influence or impact of your status as a child in substitute care on your motivation?*

3.4.4 Data analysis procedures

After the fieldwork was completed, the data were analysed and interpreted. The data analysis that occurs throughout the data collection period can be divided into three interrelated tasks. Firstly, data are organised and broken down into manageable themes, patterns, trends and relationships (Mouton, 2001:108), better known as coding (Mills, 2003:105; Burns, 2000:432). Secondly, ideas are developed through the writing of memo's and the constant questioning of data; thirdly, conclusions are drawn and verified by identifying the larger meaning of findings against existing theoretical frameworks take place (Singleton *et al.*, 1993:346-347). Computer programs can facilitate the managing of the coding system, i.e. recognise persistent words, phrases and themes within the data for later retrieval and sorting (Poggenpoel, in De Vos, 1998:335-336).

According to Robson (2002:459) and Terre Blanche, Durrheim and Kelly, in Terre Blanche, Durrheim and Painter (2006:321-326), the following can be regarded as important considerations during interpretive data analysis:

- *Familiarisation and immersion*. Reading through your data repeatedly.
- *Inducing themes*. Label your categories. Organise the material in terms of events. Develops main themes and identify sub-themes under each.
- *Coding*. Break the data up in analytically relevant ways.
- *Elaboration*. Explore themes more closely.
- *Interpretation and checking*. Reflect on your own role in the collection of data.
As recorded by Poggenpoel, in De Vos (1998:343-344) and also by Creswell (1994:155), the following eight steps, as proposed by Tesch, were followed during Phase 1 of this study:

**Step 1:** The researcher carefully read through all transcriptions and noted ideas that came to mind.

**Step 2:** The researcher selected the interview with the richest information. He tried to uncover the meaning within the information and wrote down his thoughts.

**Step 3:** The researcher made a list of all the topics and grouped similar ones into the following categories: ‘major’, ‘unique’ or ‘leftovers’.

**Step 4:** The researcher used abbreviations to code the topics. The codes were then written next to the applicable segments of the text in an attempt to identify additional categories.

**Step 5:** The researcher grouped related topics into categories.

**Step 6:** The researcher made the final decision on the most appropriate categories, which were then coded alphabetically.

**Step 7:** The researcher undertook a preliminary analysis of each category.

**Step 8:** The researcher coded existing data.

The formulation and analysis of knowledge did not cease after the interaction of the researcher with the participants, but continued through the interpretation and the comparing of the findings of the interview with other research (Kvale, 1996:296). Discussions between the observer, the moderator and an independent re-coder took place to determine the final results of the research through a consensus principle. The triangulation by researchers ensured the authenticity of the data analysis process.
3.4.5 Literature control

A literature control was performed in order to compare findings with other research and relevant literature (Holloway & Wheeler, 2002:257). The advantage of a literature control is that it not only surfaces the shortcomings of previous research on the topic, but also indicates that the researcher is demonstrating a deep understanding of the research topic (Mills, 2003:28; De Vos & Fouché, in De Vos, 1998:104).

Phase Two

During this phase educators will be provided with guidelines and recommendations based on the findings of Phase One, in order to obtain deeper understanding of the world of learners in substitute care.

3.4.6 Data collection, analysis and literature control for Phase Two

Guidelines will be formulated from the findings of Phase One. A literature control will again be undertaken to verify the practicability of the suggested guidelines. Appropriate professionals and other persons who can make a positive contribution will be consulted to gain more insight in the research study. If possible, teachers and educational authorities will also be consulted to ensure the implementation value of the guidelines.

3.5 MEASURES TO ENSURE TRUSTWORTHINESS OF RESEARCH

The ethical responsibility of the researcher is to verify that all information is truthfully gathered during the research process (Holloway & Wheeler, 2002:254; Babbie & Mouton, 2001:276; Kvale, 1996:111). According to Denscombe (2002:2), one of the ‘ground rules for good research’ is the need for precise and valid data.
Mills (2003:78) ties the trustworthiness of a research with the criteria of credibility, transferability, dependability, and confirmability. These criteria, which allow the researcher to make sound judgements, are discussed below. Table 4.2, presented at the end of the discussion, also provides a brief summary of the strategies used to ensure the trustworthiness of this study.

3.5.1 Credibility

Credibility, also known as truth-value, measures the truth of the goals and findings of the study (Holloway & Wheeler, 2002:252; Poggenpoel, in De Vos; 1998:349). Credible research produces findings that are convincing and believable (Van der Riet & Durrheim, in Terre Blanche et al., 2006:90).

Credibility is enhanced in this research through the researcher’s familiarity with the topic; a sufficiently in-depth data collection; the existence of systematic comparisons between observations and categories; strong logical links between data and the researcher’s argument; and the presence of enough evidence (Denzin & Lincoln, 2005:528).

The following five main activities, proposed by Bloem (2001:36), were used to ensure credibility:

- Prolonged engagement and continued observation ensured the credibility of findings and interpretations.
- Triangulation increased the reliability of interviews conducted. Observation field notes by a second researcher and the re-coding by an independent coder also ensured triangulation.
- Peer examination provided external control.
- Reference adequacy; the findings and interpretation of the research were compared to the raw data.
Member control; the accuracy and correctness of the data collected was checked with participants.

The following measures were taken to ensure the credibility of his research:

As a subject teacher of most participants at the particular school where the research was conducted, the researcher was no stranger to them. This relationship strengthened the basis of trust and understanding during the interviews. Triangulation was applied to contribute to the authenticity of the qualitative analysis. Observation field notes were taken by the fieldworker during interviews. Interviews were recorded on audio cassettes, and were later transcribed verbatim. All raw data have been kept on file as an audit trail to compare against the research findings. Re-coding was done by an independent coder and a consensus meeting was held to confirm the findings.

3.5.2 Transferability

Transferability refers to the fact that all findings of the research should be applicable to other contexts and settings, ensured through the collection and development of descriptive data (Schurink et al., in De Vos, 1998:331). Denscombe (2002:150) describes it as an ‘imaginative’ application of findings to other settings. He further contends that the more information one has about the original research, the better conclusions can be drawn from it. Poggenpoel, in De Vos (1998:349), refers to it as the ability to apply the findings to the larger context.

For the purpose of this research, transferability was ensured as follows:

- Firstly, purposive or judgmental sampling was undertaken. This kind of sampling was selected because of the richness of information generated by it while answering the formulated research question, and
- Secondly, the detailed and in-depth description of the research process – this research study provides a detailed and accurate account of the methodology and design used.

3.5.3 Consistency

Consistency, also known as dependability, refers to the yielding of research results or data that are consistent and accurate (Wellington, 2000:200). It refers to the outcome that the reader is convinced that the findings of the research did indeed occur as explained by the researcher (Van der Riet & Durrheim, in Terre Blanche et al., 2006:93). According to Denscombe (2002:100), consistency refers to the fact that the methods of data collection should be consistent, should not distort the findings, and should be dependable.

In this research, interviews and observation indicated an accurate and authentic representation of reality and were used to ensure the trustworthiness of the data collected. All field notes, recordings and other relevant data were stored, to ensure that an audit trail is available for cross-checking. With the help of in-depth interviews with participants, the researcher has provided a detailed description of individuals’ experiences and the meaning they attached to those experiences. These interviews were independently coded and recoded. An evaluation of the methods and techniques was also constantly done by the researcher’s supervisor as data were collected.

3.5.4 Confirmability

Poggenpoel (De Vos, 1998:50) refers to confirmability as neutrality, meaning that the research procedures and findings are free from bias. If information can be traced back unchanged to its original source, then confirmability does exist (Holloway & Wheeler, 2002:255; Struwig and Stead, 2001:124).
In this research, confirmability of the data collected was ensured through the practice of triangulation, which implies that data sources and methods were compared with each other (Mills, 2003:80). The researcher was not influenced by preconceived notions and did not influence the study.
TABLE 3.2: Overview of strategies used to guarantee trustworthiness of this research study

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strategy</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credibility (Truth value)</td>
<td>Prolonged engagement</td>
<td>- The researcher spent adequate time with participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A relationship of trust already existed between the researcher and participants, which formed the basis for data gathering.</td>
</tr>
<tr>
<td></td>
<td>Triangulation</td>
<td>- All interviews were audiotaped.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Field notes were taken during the interviews.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Observation took place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The raw data were transcribed verbatim.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- An independent coder was used.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Recoding was performed.</td>
</tr>
<tr>
<td></td>
<td>Peer examination</td>
<td>- Regular discussions were held with an experienced researcher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Findings of the research were discussed with other teachers and comparable learners in substitute care.</td>
</tr>
<tr>
<td></td>
<td>Reference adequacy</td>
<td>- Raw data are available for comparative and verification purposes.</td>
</tr>
<tr>
<td>Transferability (Applicability)</td>
<td>Contextual approach</td>
<td>- The context was a secondary school, from which participants were selected.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Findings and guidelines were interpreted in an educational context.</td>
</tr>
<tr>
<td></td>
<td>Purposive sampling</td>
<td>- Participants were carefully selected to enrich the study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The setting was clearly outlined.</td>
</tr>
<tr>
<td></td>
<td>Comprehensive description</td>
<td>- Detailed descriptions from the participants’ experiences were given.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Direct quotations were given.</td>
</tr>
<tr>
<td></td>
<td>Time and context</td>
<td>- Adequate time was spent on data collection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All participants were learners in substitute care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All interviews took place at the school, in the social worker’s office.</td>
</tr>
<tr>
<td>Confirmability (Neutrality)</td>
<td>Scientific distance</td>
<td>- The researcher tried to remain neutral and unbiased throughout the research process, so as not to influence the participants and hence the outcomes of the study.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Consistency (Dependability) | Code-recode         | - Interviews were coded and re-coded.  
- Coding and recoding took place under the supervision of both the independent coder and the supervisor. |
|                           | Audit trail         | - The field notes and voice recordings are preserved for cross-checking.                                                      |
|                           | Triangulation       | - Information gathered from individual interviews was subjected to literature control.  
- Observation was done. |
|                           | Consistency         | - The research, data collection, data findings, interpretations and recommendations were constantly controlled by the supervisor. |
|                           | Description of research method | - The selected research method was fully described and used throughout the study. |
|                           | Preservation of raw material | - All field notes, audiotapes and other material used in the research have been preserved. |

Source: An adapted and revised version from Bloem (2001)
3.6 ETHICAL CONSIDERATIONS

Ethics are defined by Strydom, as cited in De Vos (1998:24), as a “set of moral principles widely accepted by an individual or group that indicate rules on the right and correct conduct”. Ethics guide decision-making. The responsibility for ethical conduct rests with the researcher; he will be accountable for the positive and negative consequences of every decision. The researcher honoured ethical guidelines in the following manner:

(a) Awareness of the fact that the topic of investigation is a very sensitive one and can easily create feelings of humiliation, embarrassment, stress and even anger amongst the participants. The researcher therefore protected participants from any kind of harm (Singleton et al., 1993:476-478). Every participant was repeatedly reminded, both before and during the interview, about the potential impact the investigation might have on him or her and that the issue under discussion might have the potential to upset and disturb sensitive participants. For this reason, Strydom, as seen in De Vos (1998:25), advises that the extraction of sensitive and personal information from subjects be done on the basis of solid scientific reasoning.

(b) The researcher gave a full explanation of the total investigation, the goal/reasons of the investigation, and the possible advantages and disadvantages and dangers to which participants could potentially be exposed (Kvale, 1996:110-112). Participants fully understood the investigation and made a voluntary decision to participate, in the awareness that they could withdraw from the investigation at any time. Participants were also allowed to ask questions before the study commenced, to clarify any uncertainty.

(c) The researcher assured the participants by verbal communication and in covering letters that their anonymity would be maintained throughout the
process. The use of a tape-recorder during the interview occurred with the knowledge and full consent of the participants (Burns, 2000:20-21).

(d) Guardians and participants had to give their written consent, which indicated their participation out of free will.

(e) As an expression of recognition and gratitude to the participants and their guardians for their participation, they will be informed about the findings of the research.

(f) The cooperation and full participation of participants were ensured and secured by the friendly self-presentation of the interviewer and his constant assurance of confidentiality, which all served to put the participants at ease.

(g) Permission letters from both the District Office and the school principal were obtained before the start of the investigation process.

All these reflected the efforts of the researcher to ensure that the research was conducted in an ethical and reflective manner (Mouton, 2001:238-245; Wellington, 2000:66).

3.7 CONCLUSION

In this chapter, a theoretical outline was given of qualitative research and the methodology used during the investigation. The available literature, broadly and specifically relevant to the research and the research topic, guided the researcher in keeping a balance between creativity and science. This confirmed the credibility of the research, the researcher’s thorough understanding of the chosen research method and his role during the investigation, with reference to data collection procedures, data analysis and the recording of information.
Chapter 4 will focus on the findings of the interviews (using direct quotations) and the literature control thereof.
CHAPTER FOUR
FIELDWORK RESULTS AND LITERATURE CONTROL

4.1 INTRODUCTION

The purpose of this study was to explore the influence of substitute care on learner motivation. This chapter provides the results obtained during the investigation of the research question, with verbatim quotations from all the participants, and substantiated with literature references.

4.2 DISCUSSION OF FINDINGS

An overall impression of the data was gained through reading through all the transcriptions with attention and understanding. Key and related concepts were clustered together to formulate themes, categories and sub-categories. Through refining and re-clustering, the following three main themes emerged from the data:

**Theme One:** Problems in the close family circle have a profound effect on learner motivation.

**Theme Two:** Certain motivating forces/factors are helping learners in substitute care to cope.

**Theme Three:** Substitute care does influence learner motivation.

A summary of identified themes, categories and subcategories are provided in Table 4.1, presented at the end of this chapter.

A detailed discussion will now be given of the above-mentioned themes.
4.3 **THEME 1: PROBLEMS IN THE CLOSE FAMILY CIRCLE HAVE A PROFOUND EFFECT ON LEARNER MOTIVATION**

“The family is an irreplaceable anchor in the life of the child” (De Witt & Booysen, 1995:34). The family is regarded as the primary socialisation agent helping the child to realise who he is and where he fits into life, what is right and what is wrong, and what he can expect from life and what life can expect from him (Pretorius, 1998:43). Therefore, any instability within the family either caused by external factors or the parents themselves will rub off onto the child and can have a disturbing effect, particularly on the child’s motivational patterns. The participants in this study expressly also referred to various issues relating to their biological family that had had a disturbing effect on their motivation.

4.3.1 **Parents**

Young children, who are still heavily dependent on their parents, are particularly vulnerable to any negative influences in family life. Social issues affecting learning and development in children range from disadvantages of social context to social and interpersonal problems, such as alcohol abuse, violence, child abuse, divorce or separation and parent-child conflict (Donald *et al.*, 2002:10). The participants in this study recounted how their biological and step-parents had affected their lives.

4.3.1.1 **Biological parents**

Children are born into a ‘family’ of biological parents. However death, divorce, separation, alcohol abuse, violence and parents are factors disowning some children, as experienced by participants.

“Yes, she (mother) passed away when I was in Std 2 …”

“My father passed away, perhaps I was still small.”
“… my mother is drinking a lot and cannot support us with money.”

“My mother is one of those people who are drinking. And she is staying with a man who is not my father. They are drinking and fighting a lot.”

“My father has denied his fatherhood to us, saying that we are not his children.”

“Children benefit from parents who accept them as individuals and communicate this warmth and affection” (Good & Brophy, 1990:104). Research has proven that if children experience acceptance as a person, they normally feel good about themselves (Good & Brophy, 1990:466).

The quality of being a good parent depends mainly upon the quality time parents and children spend together (Tubbs et al., 2005:78). Hence, the absence of their parents provokes feelings of longing and anxiety amongst children. Work and personal related commitments absorb much of parents’ time, but children can still enjoy some of their parents’ company. Unfortunately, events such as death, divorce or separation and the disowning of children by parents could cut off all existing relationships between child and parent.

Children experiencing changes in the family structure may view families in different ways. The loss of a parent, whether through death or divorce, can lead to many self-concept problems in the child. Children in a destructive family may fear rejection, which can lead to problems regarding identity and motivation (Pretorius, 1998:386).

The phenomenon of parents who refuse to take up their responsibility as parents is very prominent in the research findings. Pretorius (1998:63) refers to this as “cold parenting”. This includes things like lack of any interest in the child, having no time for the child, and lack of support of the child. This reaction from parents has a destructive influence on the child’s emotional and psychological well-being (Donald et al., 2002:267), including his attitudes and motivational level.
4.3.1.2 Step-parents

Another issue that may well have some disturbing effect on the child's motivation is living with step-parents. Participants stated that they experienced conflict with their step-parents. The pervasive rejection of children by their step-parents made their families very unstable.

“I am not in good relationship with my stepfather and his family.”

The formation of step-families involves changes, which could jeopardize the children’s feeling of stability (Edwards, 2002:156). The step-family relationship is normally not seen in the same way as the biological parent-child relationship. Children in step-families are more likely to display behavioral problems, *inter alia*, since step-family relationships are harder to cope with than biological relationships (Jenkins, Simpson, Dunn, Rasbash & O'Connor, 2005:26). There is often a lack of an intimate relationship between the step-parent and his step-child. In addition, the step-parent finds it extremely difficult to discipline a child who is not biologically related to him (Pretorius, 1998:386).

Children who experience acceptance from parents tend to develop a sense of security, a positive self-esteem, and a positive attitude and motivation. Conversely, children who are rejected as a result of family conflict may feel threatened by others, have a low self-esteem, experience self-concept problems, and may be anti-social (Good & Brophy, 1990:504), and possibly also less motivated.
4.3.2 Grandparents

A prominent finding of this study is that the number of grandparents currently (2006) serving as substitute parents to grandchildren and great-grandchildren is steadily increasing and this is therefore becoming an important phenomenon.

4.3.2.1 Grandmothers

Although the grandmother traditionally plays an important matriarchal role in holding the family together, the question is how successful she is in stabilising her children's families. Financially, it is often difficult for grandmothers to support their grandchildren, since their only form of income is usually the South African state grant. Participants commented that they did not find their grandmothers easy approachable.

“When you are coming with a problem to my grandmother, she will chase you away.”

“I was raised by my grandmother and she could not afford the high amount of school fees paid …”

“… my grandmother is not educated … and now I have to go out into the neighbourhood for assistance with school work.”

Parents who are well educated generally value education and expect their children to become well educated, too (De Witt & Booysen, 1995:29). Although grandparents might show interest in their grandchildren’s schoolwork, the fact that many South African grandparents are illiterate means that they cannot be of much practical academic assistance to their grandchildren.
4.3.2.2 Grandfathers

Grandfathers normally assume the role of the father, in the latter's absence. They support and provide in the basic needs of the family. The participants in this study stated that they would often approach them for advice.

"My grandfather was the one who worked and supported us all the way."

"My father (grandfather) always gives us some advice and when I wanted to know something, I will prefer to go to and ask him …" 

Grandfathers may act as mentors to grandchildren in giving them a proper perspective on life (Covington, 1998:148).

4.3.3 Siblings

Brothers and sisters growing up in the same house will have some influence on each other. Participants described the kind of experiences they had with their brothers and sisters with whom they lived in the same household:

4.3.3.1 Brothers

In the absence of parents, the older child will normally take on the parental role. Sometimes these children may feel obligated and become overprotective, to the extent that they neglect their own needs and interest. Some of the participants relied heavily on their older brothers to provide in their needs.

"I will say my brother is the one who is my motivation, because he is very proud of me. He even decided to leave school and work for us because he want [sic] me to get better education."
4.3.3.2 Sisters

The participants in this study mentioned constant conflict with sisters and found it difficult to live under the same roof with them. The disturbed relationships may be due to the refusal to submit under the discipline and authority of a sibling (De Witt & Booysen, 1995:152).

"It is not the same, because my sister always blames me for everything wrong that is happening in the house. I don't have a good relationship with my sister."

4.3.4 Family members

According to the participants, family members played an important role in their lives, particularly their uncles and aunts. The uncles represented the role of fathers, while the aunts assumed the role of mothers.

4.3.4.1 Aunts

Unlike Western cultures, that place great emphasis on the nuclear family, which include the parents and children only, Africans traditionally have extended families, which include relatives such as aunts, uncles, grandparents, cousins and nieces (Mwamwenda, 1995:429). An aunt or uncle may therefore agree to take on the responsibility to care for and assist children if the biological parents are unable. However, sometimes these children may become trapped in family conflicts, where it is unfairly expected that they should choose between the people they love most. Family members may also be unwilling to take on extra responsibility, for personal reasons. The child is then left to take major decisions himself, for which he may not be ready.
"My aunt told me not even to think about her (child's mother)."

"I am staying with my aunt and my aunt is strict ... I like the way she is. My mother, when I was staying with her, she was not as my aunt [sic]."

"My 'sisi' (aunt) then said I must look for a place to rent, because her husband also does not want any person there in Port Elizabeth and she does not want to fight with her husband ..."

"Sometimes I don't feel happy, but when looking back again the way I was living, then I told myself that I am right here with my aunt, because I am happy."

"My father said, before he passed away, I must not leave school and must go and stay with my aunt, and then he told this to my mother's sister [sic] that she must look after me."

4.3.4.2 Uncles

Even with multiple risks in the family, children can succeed if they are able to connect with caring and competent teachers or other adults who provide support, set positive expectations, and encourage them to find a purpose in life (Seita, 2005:81). The unfortunate situation is that family members can be so busy with their own life commitments that they hardly make time for what they may consider as “not really their responsibility”. Children in their care will go astray and they will not even be aware of that.

"For me, there is no difference between staying with my grandmother or with my uncle, it is the same."

"I also wanted to go with my mother, but my uncle has offered to take me ... but since my mother, the fact that my uncle know that my mother is not financially well, then he offered ..."

"No, the thing is, I don't want to say, but I never show them (uncle and his wife) my report. Never. They don't
4.4 THEME 2: CERTAIN MOTIVATING FORCES HELP LEARNERS IN SUBSTITUTE CARE TO COPE

Kleinke (1998:211) describes coping as an attitude of wanting to take control of your life, the willingness to tolerate pain and the ability to find ways to distract oneself from painful feelings. Self-motivation, rationalisation of the situation, maturity, ignorance, responsibility, influence of family members and ambitions were among the coping strategies displayed and/or identified by the participants.

4.4.1 Self-motivation

Although the learners involved in the study, sometimes found it extremely difficult to cope with the idea that they had to live life without the love and encouragement of their parents, they still displayed a lot of courage and self-motivation. Participants mentioned that they wanted to learn, they wanted prove to themselves to their parents, and did not want to disappoint their family.

4.4.1.1 Want to learn

It was clear that although the participants might struggle to cope with many emotional problems, they had not allowed themselves to become victims of their circumstances. They realised the importance of school and education and showed an eagerness to learn and change their circumstances. Although their parents might not be there to render any assistance, they had found other means of support. Learners expressed their self-motivation through their acknowledgement that they had a need to learn.

"I want to learn, regardless of what, and I don't want to stay in one place."
“I want to learn and finished [sic] my matric.”

Even a person exposed to inadequate recognition, inadequate approval and a lack of external motivation, may still want to learn (Good & Brophy, 1990:436-437). According to Covington (1998:12), positive reasons for learning are non-competitive and intrinsic in nature, meaning that they attract individuals into action for its own sake. Motivation is the attitude of wanting to exert oneself to reach certain goals (Pretorius, 1998:210).

4.4.1.2 Determined to prove self to parents

Negative external events can have a positive influence on motivation and behaviour. People can be motivated by the very things in life that cause them pain and sorrow. The anger they experience, can motivate them towards, instead of away from, their goal. When the learners in this study began to believe in themselves, they became self-determined and developed certain motives and drives directing their behavioural patterns. They felt determined to prove to their parents that their situation would not become a stumbling block for them, but rather a stepping stone.

"… I want to prove a point to my parents, as they have left me while I was still young …"

"I want to prove to them that I will become what I want to be, without their involvement."

A belief in self-efficacy influences how people feel, think and act (Bandura, in Schwarzer, 1992:3). Reeve (2001:14) further mentions that our motives affect our behaviour by directing our interest to choose some behaviour over others (Reeve, 2001:14). The determination of participants to prove themselves serves as a motivating factor for them.
4.4.1.3 Do not want to disappoint family

Another form of self-motivation evident amongst some participants was a sense of obligation and commitment towards the family. Participants had often sacrificed their own needs and desires for the sake of a family member. This was their way of showing their appreciation for all the support they had received.

“I also don’t want to disappoint him. I try all the best I can do with my studies, especially now that he did not finish school, I want to be the best [sic].”

To avoid feelings of guilt, people tend to stick to their commitments (De Witt & Booysen, 1995:115). Since success is associated with acceptance, and failure with rejection, learners may put pressure on themselves to achieve. Achievement has a positive influence on learner motivation.

4.4.2 Rationalisation of situation

Through an analysis of their social context and various social issues, some participants had clearly drawn conclusions regarding their specific life situation. They had come to terms with the existence of major social and interpersonal problems within the family context. They dealt with their situation by telling themselves that they were taken good care of; they felt happy despite the absence of their parents; they needed to accept their circumstances; and they were better off in their existing care.

4.4.2.1 Taken good care of

Regardless of the fact that their parents might have failed in their duty to provide parental care, participants remained focused and positive about their future. They found comfort in the fact that someone did care about and provided for them, although that might not be the person they would have preferred.
“… my aunt is taking good care of me …”

“My mother used not to care, but I told myself I am not going to give up, and I am not going to leave school.”

“I could say, maybe God wanted us to be taken care of by the people …”

Children are being neglected when their parents, or the person in whose care they are, fail to care about their needs (Donald et al., 2002:267). These needs include physiological needs, safety and security needs, love and belonging needs, esteem needs, and the need for self-actualization, as identified by Maslow (Reeve, 2001:341). All these needs are directly related to and influence learner motivation.

4.4.2.2 Happy without parents

Children share the normal human desire for happiness. The participants realised that although their life experiences might not always have been pleasant, the effect of those good and bad experiences on their well-being was also determined by the way in which they coped and dealt with them and integrated them into their lives. Although they sometimes missed their parents, they coped, realising that their happiness weighed much more than the physical presence of their parents.

“I am staying right [sic] and I am happy, although I don’t have parents. I am staying with my aunt …”

“Sometimes I don’t feel happy but when looking back again [sic] the way I was living then I told myself that I am right here with my aunt, because I am happy.”

“I feel happy, because when they were alive, I did not feel happy, because I always ask myself why they are not staying together with me as their child, and I could not take it. I love them both and I wanted them to be together, but I failed. Now that they are not alive anymore
I feel like as if I am staying with both of them, and I am very happy and glad."

The establishment, maintenance and growth of close relationships and a social context that supports and nurtures the child’s psychological needs contribute to his happiness (Reeve, 2001:482). Kleinke (1998: 278-280) sees happiness as a general satisfaction with life, as well as learning to cope with dissatisfactions, which in turn serve as motivating forces.

4.4.2.3 Accept circumstances/situation

One way of coping with one’s circumstances is to accept them. It is not always easy to accept reality and to know that things will never change from the way it is. Many of the participants clearly accepted their circumstances and realised that there was little or nothing they could change about it. Important for them was the love and acceptance they experienced from other family members.

"I have accepted that my mother is in Cape Town and I have to stay with my grandmother."

According to De Witt and Booysen (1995:30) and Kleinke (1998:114), a child who experiences unconditional acceptance despite his shortcomings will also be able to accept, value and motivate himself. We learn about ourselves through concrete experiences and feedback from others; we form concepts of who we are and what we can and cannot do (Good & Brophy, 1990:466). This is what Kleinke (1998:39) refers to as healthy or rational thinking, which can contribute to self-motivation.

4.4.2.4 Better off

The participants were aware of the negative influence that their surroundings could have on them. Although they might have preferred to stay with their
parents, they realised that they were better off where they currently stayed. Stability and safety and security in their environment were what they were looking and wishing for.

"People are drinking and the environment is not right …"
"Yes I am much better off …" (without my parents).
"My mother is drinking a lot and cannot support us with money."
"Because my grandmother is not drinking, she … encourages me to go to church and be involved in church activities."

The child is constantly aware of and understands that there is a world outside that can directly or indirectly influence his life (De Witt & Booysen, 1995:94). Some participants in this study regarded the surroundings and drinking habits of their mother as destructive and harmful to their well-being. Hence, they regarded themselves better off in an environment more conducive to a healthy upbringing.

4.4.3 Maturity

Mwamwenda (1995:524) defines maturity as “the process of normal physical and psychological development, which occurs independently of particular experience”. The participants in this study were already in the adolescent stage of their lives and had lived without their parents since they were very young. They learned to manage and cope without them over many years and to take independent decisions that were in their own best interest.

4.4.3.1 Have learned over the years

Children need to be guided and mentored so that they can fulfil a meaningful role in society. But, in the absence of a mentor and guide, they can still fulfil a meaningful role by embracing those opportunities in life from which they can
learn from and build on. The participants in this study recounted experiences that provided them with information regarding themselves and their role in society, which helped them to cope.

"I don’t want my children, you see, their life to be same as mine or differently, I want to give them the best."

“I would be living a healthy lifestyle because … my mother told me not to have sexual relationships at an early age, there is a lot of things outside there, teenage pregnancy and HIV/AIDS and it is us young people [sic]."

According to De Witt and Booysen (1995:31), the objective and basis of child rearing in any society is adulthood. On the other hand, children are also to some extent responsible for their own learning.

4.4.3.2 Have taken a decision

As a further sign of maturity, some of the participants demonstrated their cognitive level of development by an ability to take constructive decisions on their own.

“… but now I have taken a decision that I will never play again, wasting my grandmother’s money.”

According to Covington (1998:52), thoughts are the basic building blocks of achievement motivation. In taking the best decision, people must use past experiences to predict the most appropriate action (Reeve, 2001:220). Mwamwenda (1995:90) refers to this as accommodation, through which the child changes his pre-existing experience or knowledge to fit a new situation or experience.
4.4.4 Ignoring

“Defense mechanisms are special strategies used by people in safeguarding them against anything that poses a treat or danger to their personality” (Mwamwenda, 1995:331). Ignorance was a defense mechanism employed by the participants in this study to cope with their situation and prevent them from hurt. They achieved this by not thinking about their parents, ignoring the teasing of their friends, and refusing to talk about their parents.

4.4.4.1 Do not think about parents

Participants expressed what Kleinke (1998:273) referred to as “beneficial to be flexible in the way you think about life”.

“No, I don't miss her, and I don't think about her.”

“My aunt told me not even to think about her (mother).”

Covington (1998:168) defines thinking as a “mental involvement in dealing with problems”. Adaptive thinking styles helped the participants to focus on the future and not to dwell on the negative experiences of the past, by controlling their negative thinking and not nursing unpleasant thoughts (Kleinke, 1998:273).

4.4.4.2 Ignore teasing of friends

Since the family and family issues form part of daily life, it is an unavoidable topic in almost all conversations. Participants stated that they were sometimes teased about their parents by their friends. It was evident that this would stir deeply buried emotions.

“When teasing each other, sometimes using our fathers’ names, they don't use my father’s name and they will ask
Participants consciously ignored the teasing of their friends, hence blocking the unpleasant experience from becoming part of their consciousness (Mwamwenda, 1995:331). This was their way of dealing with this sensitive issue.

4.4.4.3 Do not talk to friends about parents

Participants stated that they also avoided talking about their parents and their involvement, or lack of it, in their lives. Although there might be times when they were forced to talk about them, they would do this superficially and without any emotion.

“And uh, uh, we don’t talk about how your grandmother (parent) is treating you, those things we don’t talk about.”

The fact that the participants did not talk about their parents, can be regarded as a form of avoidance. According to Kleinke (1998:13), avoidance is a form of denial that reduces immediate anxiety. It is a useful strategy to ignore problems, in the hope that they will simply go away.

4.4.5 Responsibility

Responsibility means to develop a sense of mastery and internal control, rather than blaming others for the negative and unhappy events in our lives (Kleinke, 1998:12). Regardless of their circumstances, participants showed that they could act responsibly. Finding own means of earning money, like taking up a part-time job, was one such activity mentioned by the participants.
4.4.5.1 Found own means to get money

Participants shared that they realised that they could not just depend on others to support them, but also needed to do something to ease the burden. Instead of just asking and wanting from the same source, they would approach other family members.

"I make means to get the money my own way ..."

"... my father's sister is from Kirkwood and she is working there, perhaps I phone her [sic] and ask money, perhaps if she has it, she will give me or she will phone and tell me to meet her in town ... and I will also ask my father's other sisters ... my aunts."

According to Kleinke (1998:200), children become self-reliant and learn strategies (find means of making money) for exercising more control where it is possible and for coping more effectively when control is not possible.

4.4.5.2 Started a part-time job

The participants had developed a sense of control, which reinforced their commitment to take responsibility for their problems and to use their problem-solving skills to find solutions (e.g. a part-time job) for their life challenges (Kleinke, 1998:78).

"I am studying and trying very hard for me to be successful one day. I have my own job."

"I regard my grandmother as my biological mother, so my grandmother is old and I was fortunate to get a job. Nothing has pressured me to look for a job, it is only that when I was looking at my situation, then I decided to look for a part-time job, and nothing was pursuing me. I just felt I have to do something about my life and for myself."
Participants had gained personal control over their circumstances, which demonstrated to them that their efforts in life would be rewarded (Covington, 1998:146). This sense of control made them feel good about themselves and boosted their self-worth and motivation.

4.4.6 Family members

Family members played a crucial role as motivators in the lives of all the participants. Grandparents, uncles and aunts, and brothers and sisters provided participants with the basic necessities of life and emotional support. They also provided advice and guidance about moral issues, and gave encouragement and motivation. In some cases, grandmothers played the role of both mother and father.

4.4.6.1 Advice regarding moral issues

The youth today are confronted with many challenges and choices. They do need the guidance of an adult to make sure that they make sound, well-considered choices in life. Participants felt that they stood a better chance to distinguish between right and wrong when advised by family members.

"First of all, I miss them because they could advise me and, secondly, they used to assist me with my needs together with my grandmother."

"My aunt has encouraged and advised me …"

"My father (grandfather) always gives us some advise, and when I wanted to know something I will prefer to go to and ask him …"

"I will tell my (grand) father and ask him if it is right or not. He will be honest and open with me that this is right and this is wrong. He always advises me not to go and do the wrong things that others are doing, because I will get into trouble."
Guidance therefore helps to make children more defensible (De Witt & Booysen, 1995:136). Reeve (2001:358-359) refers to this as an interpersonal relationship through which one person become better informed and more mature.

**4.4.6.2 Encouragement and motivation**

Participants confirmed that they received a lot of encouragement and motivation from their family members. This was a great help to them in coping with the many challenges they faced in life. The encouragement and motivation of family members generated feelings of love and happiness and self-confidence, rendering the participants more determined to attend and finish school.

“I am happy and very happy, but my aunt encouraged me not to leave school, she will support me until the end.”

“… she always encouraged me and motivated me to go to school.”

“What also motivates me, is to know that I have stayed with my grandmother and she loves me no matter what…”

“I also wanted to stay there, because I know that his children are getting education and I will also get educated and I will be motivated to go to school.”

Academic success and accomplishments are strongly influenced by both internal and external factors (Tavani & Losh, 2003:147-149). Although the true source of motivation is increasingly seen as something that lies inside a person, to extract this natural motivation requires supportive interpersonal interactions (O’Neil & Drillings, 1994:59). If the child’s aspirations and eagerness to learn is supported and encouraged, he will benefit from education (De Witt & Booysen, 1995:129).
4.4.6.3 Grandmother plays role of both mother and father

In some cases, the grandmothers of participating learners had to play the role of both mother and father when the parents were absent. Parents put their children in the care of grandmothers, due to either the death of one parent, remarriage, working conditions, or simply because they feel incompetent to raise their own children. Even though grandmothers may find it extremely difficult to make a living, they still feel obligated to look after their grandchildren and to give them the necessary love and support.

“… I don’t have a father. I am staying with my grandmother, and everything I want, I will get it from her …”

“OK, meneer, now I am staying with my grandmother, because my parents are not there …”

Grandmothers play a critical role in the stabilisation, socialisation and survival of their families (Urrutia, 2002:27). From the interviews with participating learners, grandmothers were doing this by making sure that their grandchildren were actively involved in church activities and attended school regularly.

4.4.7 Ambitions

An ambition and a goal are related terms and refer to anything a person is striving to accomplish (Reeve, 2001:188). Participants’ ambitions were to have a career, to be independent, to study further, and to be the first in the family with a matriculation certificate.

4.4.7.1 Want to have a career

The participants shared their dreams and ideals to follow a particular career path, in an attempt to escape from their current surroundings and experiences. They
regarded a successful future career path as a way out of their dilemma and painful experiences. Some indicated they wanted to become a nurse, or a doctor. They saw people as needy and wanted to pursue a caring profession, to help others.

“\textit{I want to become a nurse}”.

“I want to become a doctor”.

According to Maehr (2001:177), “goals are closely linked to a varying role of self in determining the nature and direction of action, feelings and thought”. Because of people’s basic need for competence, they will usually engage in activities that will provide them with the best form of motivation (Eccles & Wigfield, 2002:112).

4.4.7.2 Want to be independent

The influence and interference of other family members were sometimes experienced as overbearing by participants, to the extent that they expressed the need to live on their own. Although this might simply have been an impulse born of anger and frustration, they were pretty sure that they would be able to cope.

“I want to be independent, not staying with my sister, be on my own and go on with my life.”

If a person is dependent, it means that he is in constant need of help and feels unable to risk doing things on his own (Donald et al., 2002:351). Conversely, if a person is independent, it means that he is able to cope on his own without the interference of others.
4.4.7.3 Want to study further

Another dream or ambition expressed by participants was to study further after they have passed their matric. Participants demonstrated a positive attitude towards further education, although their parents or family members were poorly educated and not in a position to provide an academically stimulating environment for them at home.

"Now my ambition is to go out passing Grade Twelve and go tertiary institution in Cape Town [sic] …"

Goals that are specifically focused on direction increase performance (Reeve, 2001:189). The goal or desire to improve one’s ability (study further) gives a feeling of satisfaction and control over one’s world (Pretorius, 1998:215).

4.4.7.4 Want to be the first in family with matric

Participants stated that they felt a responsibility not just towards themselves, but also towards their family. Becoming the first person in the family to pass matric would not only bring pride to the family name, but also self-fulfillment.

"I will be the first person in my home who will finish Matric, because most of my cousins just go up to Std.8 …"

Good and Brophy (1990:504) state that children tend to take the expectations and attitudes of their parents (or family) and apply them to their own lives. Despite the difficult circumstances, the support from family provided the participants in this study with the self-confidence to persist.
4.5 THEME 3: SUBSTITUTE CARE DOES INFLUENCE LEARNER MOTIVATION

According to De Witt and Booysen (1995:8), the relationship that a child forms with his parents, and particularly with his mother, becomes the blueprint for all his subsequent relationships. All the participants in this study were forced, due to circumstances, to live their lives without the most important persons in their lives, namely their parents. Being in the care of people other than their biological parents would inevitably influence them in some way.

4.5.1 Positive influences

It was evident from the interviews that substitute care did have some benefits. Caregivers generally served as good role models to learners, their care was in the best interests of the learners, an acceptable physical environment was created, and learners were generally receiving the necessary love and support.

4.5.1.1 Better role models

The caregivers were trying to be good role models to children by encouraging them to engage in good habits and discouraging them from bad influences.

“Because my grandmother is not drinking ..., she is not drinking, and encourages me [sic] to go to church and be involved in church activities.”

People are have influence over each other, because of man’s social nature. The attitude and relationships of family members do have a powerful shaping effect on the children in their care. Donald et al. (2002:158) refer to this as modeling, where children learn from the way their role models behave.
4.5.1.2 Best interest of the learner

Substitute care can serve the best interests of the child. The careless lifestyles, neglect and bad habits of parents can have a negative impact on the development of the child. Some participants saw the Creator’s hand in the matter.

"Because, when we use to go there she was pretending, and she does have children, but the lifestyle is not right … so I could say, maybe God wanted us to be taken care of by the people."

"She is staying with a man who is not my father. They are drinking and fighting a lot …"

The most common cause of family violence in South Africa is alcohol abuse. It is generally accepted that a person who is under the influence of liquor is more inclined to violence than when he is sober (Mwamwenda, 1995:482). This and other kinds of social and interpersonal problems negatively affect the learning and development of children (Donald et al., 2002:10,31). They are usually better off living away from such influences.

4.5.1.3 Acceptable physical environment

A contextual disadvantaged environment can cause needs that are the result of poor parenting, inadequate resources and social and interpersonal problems within the family (Donald et al., 2002:31). Participants claimed that their existing homes, away from their parents, were promoting a healthy supportive environment for their learning and development. With regard to her parents’ environment, one participant said:

"People are drinking and the environment is not right."
People are generally regarded as the most powerful agents in the environment that can influence motivational states (O’Neil & Drillings, 1994:2).

4.5.1.4 Love and support

The participants mentioned that their substitute parents gave them the necessary love and support. This served as an encouragement and helped them cope with the many challenges facing them.

“Because she was the one who encouraged and supported me, with my efforts together with her support and love, I would be a better person [sic].”

“What also motivates me, is to know that I have stayed with my grandmother and she loves me no matter what, even if the other family members pretend to love me …”

In times of need (unemployment, illness, death), the family members are generally dependent upon each other for maintenance (Pretorius, 1998:57). Uncles often serve as generative bridges, linking the concerns of parents in raising their children with the needs of cultures for responsible citizens (Milardo, 2005:1234). Parents themselves call upon family members to communicate their concerns regarding their children in their absence.

4.5.2 Negative influences

Divorce is an unpleasant experience that forces people to make significant adjustments to their lives. These adjustments include coping with loneliness; finding new meaning in life; coping with anger, guilt and low self-esteem; and seeking new sources of love and nurturance (Kleinke, 1998:182).
Step-family formation involves numerous changes and adjustments for children and is often viewed as problematic for their stability (Edwards, 2002:156). Step-family relationships are not regarded as as stable as parent-child relationships.

4.5.2.1 Lack of parental involvement and encouragement

Parents are regarded as the primary care-givers of their children (Donald et al., 2002:290). Therefore, the non-involvement of parents can inhibit the emotional, social and intellectual development of their children (De Witt & Booysen, 1995:136), with negative implications for their motivation.

"We communicate nothing and I know she did not care for us. She would never phone or come home."

"I want to prove to them that I will become what I want to be, without their involvement."

Parental educational levels and involvement significantly impact on children’s performance (Tavani & Losh, 2003:148). The lack of involvement in the child’s upbringing can lead to stress, frustration, and anxiety, which can manifest in a variety of stress symptoms and lack of motivation (De Witt & Booysen, 1995:117).

4.5.2.2 Lack of financial support

Apart from the social and emotional support that children need, financial support is also required. The general lack of adequate financial support did have a negative impact on learners, which could also have eroded their motivation. The fact that they did not have pocket money prevented them from going out with their friends. School fees and fees for school related programmes were sometimes not available. This caused them major embarrassment and unease.
“Sometimes at some other things, for example, when there is an outing to Springs and my grandmother does not have money [sic].”

“Even now that I am staying with my grandmother, I have no problem with my school work, except for school money …”

“Because things are getting tough financially, there is no financial support at my home.”

“If I could be financially well off or balanced so that I can pay my school fees, computer money, then I will be very happy.”

Before higher order needs like the need for safety and belonging and love needs can be fulfilled, the basic physiological needs, such as food, clothes and shelter, that are fundamental to human survival, must be met (Mwamwenda, 1995:345). Therefore, money plays a prominent role in providing these needs.

4.5.2.3 Lack of motivation

Participants displayed signs of lack of motivation. Some found it difficult to socialise with friends, while others showed no commitment to their books and schoolwork.

“Yes, I do have friends, but I don’t go out, I always stay at home.”

“… the thing is, here at school, I don’t read [sic] …”

According to Pretorius (1998:210), a lack of motivation, can lead to school fatigue, ‘bunking’, leaving school, underachievement and problem behaviour. When children’s needs are being fulfilled, they feel competent to engage in activities, but when their needs are not fulfilled, children tend to become distant and unmotivated (Soares et al., 2005:133). Motivation is a challenge not easily met (Maehr, 2001:178).
4.5.2.4 Negative emotions/feelings (bitterness, anger, hatred)

Participants described their feelings of hate, pain, sadness and betrayal. This gave the researcher a glimpse into the emotional lives of the participants. Most of these emotions can be associated with anger (Kleinke, 1998:133).

“After so many years that she left me without phoning so I hate her for that [sic].”

“Sometimes it means it makes [sic] me feel the pain or it is painful, because there is nothing to say about my father…”

“Sometimes I do miss her and when I told my aunt she will say I must not worry. But in reality, I am hurt and feel sad, because I miss her.”

“I will say when I started at (school) my work was fine, because there was this driving force behind me, which was my grandfather but now is taken away from me and I feel I was betrayed.”

According to Kleinke (1998:132), anger is one of the most complex human emotions and is mainly a response to frustration and neglect.

4.5.2.5 Lack of academic performance

The lost of a loved one can influence certain areas of a person’s life. The death of both one participant’s parents had definitely affected his performance at school. Participants clearly found the loss of a parent an extremely difficult emotional issue to deal with.

“… secondly, I lost both my parents, and this has also affected my performance at school…”

Academic performance and motivation are significantly related to one another (Tavani & Losh, 2003:148). Low academic performance may result if parents are
not present to provide consistent standards by which the child can judge his performance or to provide the child with the intellectual support necessary to develop efficient coping skills (Covington, 1998:49).

4.6 CONCLUSION

In this chapter, the findings regarding the external and internal influential factors with regard to learner motivation were presented. Since all participants found themselves in substitute care, their experiences were of the utmost importance to this research study. Themes, categories and subcategories that emerged from this study were discussed. All themes were substantiated with the relevant literature. Verbatim quotations from all participants were also presented.

Table 4.1 presents a summary of the aforementioned three themes and the related categories, with their respective subcategories. These aspects will be taken into cognizance in Chapter 6, in which the conclusions, recommendations, limitations and suggestions for further studies are presented.
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CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH

5.1 INTRODUCTION

The aim of this research was to investigate the influence of substitute care on learner motivation. A qualitative research approach was followed. The recommendations and guidelines presented in this chapter to teachers on how to deal with these learners effectively, will be based on the research findings.

Chapter 1 presented the background to the study, the problem statement, the research aims, the clarification of concepts, the research plan, and the methodology.

Chapter 2 provided a detailed description and theoretical perspective on the motivation of children in substitute care.

Chapter 3 presented a detailed discussion of the chosen research design and methodology of the research.

Chapter 4 offered the findings of the study. Themes, categories and subcategories, supported by direct quotations of participants and substantiated by a literature study, were presented.

Chapter 5, which brings this study to a close, presents the research conclusions, recommendations and limitations, as well as suggestions for further research.
5.2 CONCLUSIONS AND IMPLICATIONS OF RESULTS OF STUDY

5.2.1 Global perspective

The global perspective on the influence of substitute care on learner motivation adopted in this study, revealed that:

- Family issues can have an effect on learner motivation;
- Learners in substitute care adopt motivating forces in order to help them cope;
- Substitute care influences learner motivation either positively or negatively.

5.2.2 Differentiated perspective

A more differentiated perspective on the influence of substitute care on learner motivation revealed the following:

5.2.2.1 Problems in the close family circle have a profound effect on learner motivation

(i) Biological and step-parents

With regard to the biological parents, learners were often forced to deal with issues like death, separation or divorce and disownment at an early age. The disturbing effect these problems had on the learners, was clear in that learners found it extremely difficult to accept the loss of loved ones, preferred not to socialise in some cases, easily succumbed to peer pressure, and struggled to cope in school. If the close family fails to fulfill its responsibility to raise the child
to make a meaningful contribution to society, then surely that child will find it difficult to cope in society.

With regard to step-parents, many learners had to constantly deal with conflict and rejection. Many learners did not enjoy close or loving relationship with their step-parents. Step-parents seem to generally find it extremely difficult to discipline their step-children. The friction between step-parents and step-children may cause family members to drift apart, which stimulates intolerance and feelings of rejection.

(ii) Grandparents

Grandparents played a very profound role in the lives of the participating learners. In the absence of biological parents, they were often the only mother and father known to the participants, who would confide in them and trust them with their daily problems and concerns.

Unfortunately, some issues were identified with which grandparents could not always assist. Due to their illiteracy and financial status, the grandparents could not always meet the needs of the learners, such as the need for assistance or advice with homework and the need for pocket-money. This sometimes caused frustration in learners and made them miss their parents.

(iii) Siblings

In the absence of parents, the elder brothers or sisters of the participants normally took charge of the household. He or she would find work to provide for the rest of the family, taking responsibility for all major decision-making. The child-to-child relationship sometimes made it difficult to practise authority. Good relationships were easily disturbed by friction between siblings.
(iv) Family

The parents of most of the participating learners had delegated and entrusted most of their parental duties to other family members. Uncles and aunties had agreed in many cases to assume the roles and responsibilities of substitute mothers or fathers, since they were financially more stable and could offer the child a more stable home. However, their own responsibilities and commitments often made it difficult for them to adhere to their promises.

The often harsh discipline exercised, deprived the children from their happiness. However, as they had nowhere else to turn, learners had to tolerate this behaviour, pretending that they were happy.

All of this implies that family issues and problems do a profound effect on the child’s motivation.

5.2.2.2 Certain motivating forces help learners in substitute care to cope

Even though staying with other family members was not always pleasant and even though the circumstances were not always good, learners had patently found ways to adjust and make it worthwhile. This proves that motivation is not always determined by external factors, but in many cases by the individual himself. People have the power to take control over their circumstances and not allow themselves to become victims thereof. Participants had found numerous strategies to deal with unpleasant influences and were determined that their own future children would have a better life.

(i) Self-motivation

The learners were generally self-motivated to learn and finish school. They did not want to disappoint their families by dropping out of school. Their
circumstances motivated them to prove to their parents and family that they could manage on their own and be successful.

(ii) Rationalisation of situation

Learners frequently coped by means of a rationalisation of their situation. Although they missed the company of their parents, they avowed that they were better off without them. They stated that they were happy, because the people with whom they stay stayed, took good care of them. They had therefore made peace with the fact that they had to grow up without their parents.

(iii) Maturity

The circumstances of learners had clearly made them more decisive in their life decisions and choices. They had gained a lot of insight over the years, helping them to cope with challenges.

(iv) Ignoring

Another way in which learners dealt with substitute parenting was to pretend that their biological parents did not exist. Although they never talked to friends about their parents, it was a topic that could not always be ignored. When teased by friends about their parents, they would just laugh it off, suppressing and hiding the hurt they really felt.

(v) Responsibility

Although the learners might have good reason to act irresponsibly, they chose otherwise. They earned their own pocket-money, by finding part-time jobs. This gave them the freedom to buy some of the things they desired, and even some household items.
(vi) Family members

Family members also helped learners to cope. They did this by assuming the roles of the missing mother and father. Grandmothers were prominent in this regard. Youngsters were keenly advised regarding wrong and right conduct and behaviour. All that encouragement and motivation helped the children to cope with their circumstances.

(vii) Ambitions

Regardless of their circumstances, the participating learners were generally very ambitious and harboured big dreams for their adult lives after school. They wanted to study further and have a career. They saw this as the only way out of their trapped circumstances towards a brighter future. Becoming the first person in the family to finish matric, one mentioned, made him even more determined to reach his goal.

5.2.2.3 Substitute care does influence learner motivation

Although most learners avowed that they were better off without their parents, due to lack of support and emotional stability, they still wished they could stay with them. Most of the participants mentioned that they did not miss their parents and that their absence had no influence on them. The same learners contradicted themselves later on in the interviews, when they admitted that they missed their parents. It is clear that these learners coped by suppressing their true emotions and feelings. Participants expressed their feelings in different ways, e.g. some felt angry and bitter, some cried, whilst others pretended that their home circumstances did not bother them. All this is clear evidence that substitute parenting does influence learner motivation to a certain extent.
(i) **Positive influences**

From the study, it is evident that substitute care does have certain positive influences on learners and their motivation. Children are put in the care of people other than their biological parents since it is in their best interests. The environment in which children find themselves is more conducive to their healthy development, and the substitute parents are better role models to stimulate acceptable behaviour amongst children. Children also receive the love and support they need.

(ii) **Negative influences**

Substitute parenting also has negative influences on learners and their motivation. Parental involvement, love and encouragement were what the participating learners missed most. This impacted on and was reflected in their motivational status and academic performance at school. The lack of financial support made it harder for learners to accept their circumstances. Feelings of bitterness, anger and hatred were evident in some.

### 5.3 **RECOMMENDATIONS TO ENABLE EDUCATORS TO EFFECTIVELY MOTIVATE LEARNERS IN SUBSTITUTE CARE**

Recommendations to educators are presented below, with specific reference to the themes identified in the previous chapter.
Theme 1: Problems in the close family circle have a profound effect on learner motivation

5.3.1 Recommendations to teachers: dealing with learners not staying with their biological parents

Children encounter academic, social and personal challenges every day of their lives. Death, divorce, separation and parents disowning their children are just a few of the many challenges faced by learners. Learners view their parents as role models and trusted partners in helping them assess their capabilities and performance in dealing with these challenges (Gonzalez-DeHass, Willems & Holbein, 2005:116). The teacher stands in the place of the parent when the parent is not present. The teacher can do this by providing support to boost learners’ self-confidence to persist despite the problems. The teacher can monitor homework and provide encouragement and praise. The teachers can also provide a sense of security and connectedness to further stimulate learner motivation. This can be done by making it clear to the learners that the teacher is always available to assist with any problem they may encounter.

5.3.2 Recommendations to teachers: learners stay with step-parents

Children are in need of stability to be successful (Edwards, 2002:154). Parents are directly affected by divorce, while their children are indirectly affected. Feelings of guilt, loneliness, and even anger can create barriers between step-parents and step-children (Kleinke, 1998:183). Teachers can assist these learners and bring greater stability into their lives by giving them counselling and support.

Learners faced with rejection need to be assisted to develop a positive self-concept, feeling of self-worth and strong interpersonal skills. Teach them to feel good about themselves and to engage actively and positively with others and
encourage them to express their needs, thoughts and feelings (Donald et al., 2002:223).

Learners who are constantly in conflict with step-parents need to be taught conflict management styles to help them practise a sense of self-control and self-discipline. Teach them the five ways of responding to conflict, e.g. confront, avoid, oblige, negotiate and problem-solve (Donald et al., 2002:189).

5.3.3 Recommendations to teachers: how to motivate learners staying with any family member other than the parent

Children tend to feel more secure when they have adults that they can trust (Good & Brophy, 1990:104). Adults can provide guidance and personal support (Mwamwenda, 1995:429). Teachers can offer such assistance in providing adults with the necessary skills to provide proper guidance to these learners, for example:

- Make an effort and say something supportive.
- Ask them questions related to their experiences, e.g. how they are coping at school.
- Always give a compliment.
- Ask for their opinion.
- Listen to what they have to say.
- Affirm their special place in the family.
- Assure them constantly of your help, love, advice and availability.
Theme 2: Certain motivating forces help learners in substitute care to cope

5.3.4 Recommendations to teachers: further motivating learners who are self-motivated and want to learn

The primary role of the teacher is to mediate the most effective learning possible in learners (Donald et al., 2002:184). Teachers can encourage learners to learn and generate their own self-motivation by asking them to think about topics or activities in relation to their own interests or preconceptions (Good & Brophy, 1990:436-437). Let them know that motivation to learn comes from within, not from outside. Because learners are different and learn differently, teachers are also advised not to stick to one teaching method, but use different teaching styles to help learners develop their full potential (Donald et al., 2002:184).

5.3.5 Recommendations to teachers: helping learners to sustain their rationalised thoughts

Rationalisation is defined as “justifying a disturbing or unacceptable thought or feeling by selecting a logical reason to think or feel” (Reeve, 2001:386). Teachers need to teach learners not to blame others for their personal inadequacies and life failures. Make learners aware of defence mechanisms, such as humour, which can help them cope with life’s stresses and psychological distresses (Reeve, 2001:363-364). Other defence mechanisms include:

- Constructively dealing with anger.
- Not feeling sorry for themselves.
- Not meditating about the unfairness of the situation.
- Keeping up their self-esteem.
- Staying busy with meaningful activities.
- Forcing themselves to let go (Kleinke, 1998:162-163).
5.3.6 Recommendations to teachers: helping learners to be successful

Success should lead to high, but yet realistic, goals (Good & Brophy, 1990:457). Teachers can help learners be successful by doing the following:

- Teachers can use the unique talents that learners possess or can take advantage of with the way learners’ engagement with life and its challenges.
- Let learners focus on their strengths, i.e. the things in which they excel.
- Teachers can help learners gain more self-respect and respect from classmates if they allow them to achieve public success.
- Teachers can help make learners believe that they can succeed.

5.3.7 Recommendations to teachers: enhancing and motivating learner maturity

Teachers need to consider chronological and cognitive maturity when motivating learners. Rewards given, should be related to the learner’s age and cultural background. Young children are more responsive to physical and safety rewards and improve their performance when given tangible rewards, whereas older children are more responsive to peer pressure and when given praise or other symbolic rewards (Mwamwenda, 1995:264).

5.3.8 Recommendations to teachers: helping learners to be responsible and make the right decisions or choices in life

Learners could eliminate a lot of unnecessary mistakes in their lives if they relied upon teachers for advice regarding choices and decision making. Decision making is based on the questions, *what to do?, how to do it?* and *when to stop doing it?* (Reeve, 2001:87). Allow learners who make mistakes enough
opportunities to correct their mistakes. Learners learn from their mistakes. Encourage them to take risks and overcome the power of fear.

5.3.9 Recommendations to teachers: learners have ambitions to study further and have a career

Teachers should provide opportunities for these learners to share their vision with them and the rest of the class. Send and provide them with information or any articles that you spot that would be of interest to them and their future plans. Ask many questions and push them to make the future they see, as bright as possible.

Theme 3: Substitute care does influence learner motivation

5.3.10 Recommendations to teachers: become better role models for learners in substitute care

Teachers are usually regarded as people of high status and are admired and respected by their learners (Mwamwenda, 1995:205-206). Like the parents, teachers have more influential power on a child’s development than any other person (Mwamwenda, 1995:322). Their personality traits can be influential to the child, since the child spends most of his day in their presence. Teachers can use their personality to be role models that the child can emulate and respect. These personality traits may include:

- Optimism rather than pessimism
- Self-motivation
- Sensitivity towards others
- A sound norm and value system
- A sound sense of self-esteem and a positive self-image
5.3.11 Recommendations to teachers: providing an acceptable physical environment

The teacher's role as supporter in the classroom involves all aspects of creating and supporting a healthy and classroom environment conducive to learning (Donald et al., 2002:187). This implies being able to identify and address barriers to learning, as well as specific needs.

Motivating classrooms provide learners with materials, choice, challenge and cooperation. Teachers should encourage social interaction, because children accomplish more working in a group than individually (Morrow, 2004:6). This can be done by promoting cooperative learning in allowing learners to solve problems in pairs or small groups. The success of this kind of learning depends upon the teacher:

- Knowing the different potential skills and contributions of all participants.
- Helping learners to resolve conflict.
- Constantly encouraging, praising and supporting learners (Donald et al., 2002:114).

5.3.12 Recommendations to teachers: providing love and support

Even with multiple risks in the family, children can succeed if they are able to connect with caring, loving and competent teachers, or other adults. These individuals provide support, set positive expectations, and encourage the child in finding a purpose in life (Seita, 2005:81).

Learners not experiencing love in their home environment can cope with this obstacle in life by drawing their strength from supportive and nurturing relationships with teachers (Reeve, 2001:458). Teachers need to respond to
this need with acceptance, closeness and support. This can be done by learning to listen to learners and expressing a personal interest (Kleinke, 1998:165).

Teachers can also assist by establishing support services, which can provide supportive help to learners both from within as well as outside the school (Donald et al., 2002:19). These services may include counseling from the school’s social worker and other relevant expertise, psychological and learning support, and existing community resources. This will ensure that learners have good support systems, are more successful in overcoming and dealing with life challenges, and become more optimistic about life (Kleinke, 1998:37).

5.3.13 Recommendations to teachers: lack of parental involvement and encouragement

Parental involvement offers many advantages to learners. It boosts learners’ control and competence, promotes growth and self-development in learners, helps learners to develop educational values, and also promotes and encourages motivation (Gonzalez-DeHass et al., 2005:120). Hence, a lack of parental involvement and encouragement will have the reverse effects. However, although parents might not be present to contribute to their child’s development, the teacher can still be involved and develop a sound learner-teacher relationship.

The teacher can achieve this by showing that he cares deeply for the learner, respects his individuality and accepts him just as he is.

5.3.14 Recommendations to teachers: encouraging learners with a lack of financial support

Financial and other material provision forms an important part of parenting.
There is a connection between money, motivation and satisfaction. When people work for financial gain, it is not the money itself they want, but rather the things they can buy with it (Hollyforde & Whiddett, 2002:57).

Teachers can teach learners entrepreneurial skills and encourage them to work for their own money instead of waiting for someone to give to them. This will teach learners to appreciate what they have and develop the ability to be independent.

5.3.15 Recommendations to teachers: motivating learners who lack motivation

Learners lacking motivation are in desperate need of skills to cope with life’s challenges. Teachers can help learners to cope by teaching them appropriate skills. Coping skills may include the use of support systems, problems solving, self-relaxation, maintaining an internal locus of control, talking yourself through challenges, using your sense of humour, exercising, and rewarding yourself for accomplishments (Kleinke, 1998:36-55).

Teachers can also design lessons that support learner motivation. These lessons can be fundamental to learning in that they assist in obtaining learners’ stories, opinions, values and interests (Ginsberg, 2005:220). Educators should not be bound to a formal plan, but should design new teaching strategies that will support the success of learners.

5.3.16 Recommendations to teachers: for dealing with learners with negative emotions/feelings

Learners in substitute care experience a number of different negative feelings, e.g. sadness (empty and depressed), anger (frustrated and out of control), and
loneliness (sad and anxious). Teachers can assist such learners to cope with these negative feelings in the following ways:

- For sadness, allow yourself to feel the pain of a loss before acceptance and reconciliation;
- Avoid anger against yourself and realise that you do have control over your grief;
- Recognise that we are all fallible human beings living in an unpredictable world; and
- Use coping skills to boost your feelings of self-efficacy (Kleinke, 1998:173).

5.3.17 Recommendations to teachers: dealing with learners who lack the experience of academic performance

The teacher is regarded as specialist and expert in his subject or learning area (Donald et al., 2002:188). This implies that the teacher needs to ensure that he remains up to date with the latest developments in his subject or learning area. The teacher’s interest and enthusiasm in his subject, as well as his impressing upon learners the importance of the subject matter, can also motivate learners (Mwamwenda, 1995:264).

Furthermore, teachers need to acquaint themselves with the following four categories of Keller’s motivational model, in Good and Brophy (1990:438), which stimulate classroom motivation:

- interest (learner’s curiosity),
- relevance (learner’s perception that task relates to personal need),
- expectancy (learner's perceived likelihood of success), and
- satisfaction (learner's intrinsic motivation or reaction to external rewards).
5.4 LIMITATIONS OF RESEARCH STUDY

Although this investigation was thoroughly done, the following limitations were noted:

♦ All the participants came from one school only, had the same racial and ethnic background, and spoke the same language. The findings of the research can therefore not be generalised to all situations of substitute parenting.
♦ The term ‘substitute care’ is very broad and is not popularly used in literature. That made it difficult to locate appropriate resources related to this topic.

Despite these limitations, the researcher managed to obtain a glimpse of the life experiences of learners in substitute care and how their motivation had been influenced by it.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The limitations mentioned above have generated the following suggestions for further research:

♦ Further research is needed on this research topic. Findings regarding a wider population of substitute learners are necessary in providing even more reliable outcomes.
♦ Further suggestions to educators in dealing with learners in substitute care are necessary.
♦ Guidance is needed to help learners cope successfully with substitute parenting.
5.6 CONCLUSION

This chapter presented the conclusions and implications of the results of the study. A global and differential perspective on the influence of substitute care on learner motivation was revealed. Recommendations to enable educators to effectively motivate learners in substitute care were given. Limitations and suggestions for further research were also provided.
REFERENCES


Research At Grass Roots: A Primer for the Caring Professionals. Pretoria: J.L. van Schaik.


46 Unie Street
Windsorpark
DESPATCH
6220
31 May 2006
Dear Ms. Bashman

RE: Permission to do research at Limekhaya High School

I am Head of Department for Maths and Science at Limekhaya High School in Kwa-Langa, Uitenhage.

I am also a registered M.Ed student at the Nelson Mandela Metropolitan University. My research topic is titled: “The influences of substitute care on learner motivation”.

I hereby asked for your permission to identify and interview about 20 learners from the above-mentioned school who is in substitute care (i.e. not staying with their biological parents). All information gathered will be kept highly confidential.

Data that will be collected during the research process will be used as guidelines and recommendations to improve the current forms of motivation provided by educators to learners in substitute care in their respective classes.

Thank you for your co-operation

Yours truly

..........................................

Arnold Marius Johannes

46 Unie Street
Windsorpark
Despatch
6220
31 July 2006
Dear Sir

RE: PERMISSION TO DO RESEARCH ON LEARNERS IN SUBSTITUTE CARE AT YOUR SCHOOL

I am a registered student at the Nelson Mandela Metropolitan University and am presently undertaking research for my treatise towards attaining an M.Ed degree.

As a member of your staff and SMT I have discovered that less than 30% of our learner total are staying with both their parents, about 40% are staying with a single parent (i.e. either mother or father) and more than 30% are staying outside the care of the biological mother or father.

Against the background of the above line of thought, I formulated the following questions that I want to investigate:

- What are the influences of substitute care on learner motivation?
- What guidelines can be provided to educators to enable them to motivate learners in substitute care effectively?

I need your permission to gather information regarding learners in substitute care at your school. I have already received written permission from the Acting District Director, Ms. Bashman to undertake this research.

All information gathered will be kept highly confidential. Findings of the research will be made available to the school as guidelines and recommendations to improve the current forms of motivation provided by educators to learners in substitute care.

Thank you for your interest and support.
Yours truly
Arnold Marius Johannes
Mr. N.G.I. Bashman  
The Acting District Director  
Department of Education  
Uitenhage District  
Private Bag X64  
UITENHAGE  
6230  

Dear Ms. Bashman  

RE: Permission to do research at Limekhaya High School  

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Thank you for your co-operation  

Yours truly  

.................................  
Arnold Marius Johannes
31 July 2006

The Principal
Mr. L.E. Faltein
Limekhaya High School
Uitenhage
Kwa-Langa Location

Dear Sir

RE: PERMISSION TO DO RESEARCH ON LEARNERS IN SUBSTITUTE CARE AT YOUR SCHOOL

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All information gathered will be kept highly confidential. Findings of the research will be made available to the school as guidelines and recommendations to improve the current forms of motivation provided by educators to learners in substitute care.

Thank you for your interest and support.

Yours truly
CONSENT FORM

I, the undersigned, the participant’s guardian, being the parent or lawful guardian of learner, a minor (hereinafter referred to as the
participant) hereby consent to the learner becoming a participant of the research study of Mr. A.M. Johannes on learners in substitute care (learners not staying with both their biological parents) at Limekhaya High School for the period of this type of research.

I understand that informed consent is an ongoing process in which a (prospective) participant/learner and caregiver/guardian (if participant is a minor) is informed about the facts of a specific research study so that he/she can decide whether or not to participate or continue to participate in a specific research study.

I further understand that informed consent involves signing a written consent form, which forms the basis of the person’s willingness to participate in a research study. The informed consent form is not a contract, but it is signed to ensure that a person takes part in a research out of his/her own free will.

As a potential research participant I acknowledge that:

- Informed consent from both learner/participant and caregiver/guardian (if learner is a minor) is a necessary requirement for ethical and scientific research. This means that the right, dignity and well-being of the learner as a research participant must be protected, respected and promoted at all times before, during and after the research study;
- The learner/participant and caregiver/guardian have the right to be provided with all the necessary information before you make any decision to participate;
- Information must be given in a simple and clear style via the use of your home language (Xhosa). This is done to ensure that both learner/participant and caregiver/guardian understand and are able ask questions;
- Your decision to participate must be free of coercion, undue influence or incentives. You will not be penalised if you refuse to participate;
- Your informed consent must be handed to me both written and verbal;
- Your informed consent must be given, in writing, for access to any personal records eg. academic, health, etc.
- You are free to withdraw from the research at any time.
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INTERVIEW 1

Researcher:
What is the influence or impact of your status as a child in substitute care on your motivation?

Participant:
My Mother, my mother stay in Thambo. My Mother is one of those People who are drinking. And she is staying with a man who is not my Father. They are drinking and fighting a lot. I don’t know who my Father is, I only know my Mother. I am coming from Somerset –East. I was raised by my grandmother and she passed away and then I come to stay with my mother.............I am not in good relationship with my stepfather and his family. My Mother’s in-laws always say that I am high minded, high minded and I don’t know how. I then decided to go to my mother’s sister in Port Elizabeth and I tell her that my mother’s in-laws does not want me there. My sisi (aunt) then said I must look for a place to rent because her husband also does not want any person there in Port Elizabeth and she does not want to fight with her husband and then she will pay the rent for me. Then I look for a place to rent in Thambo. I did get the place, then she is paying the rent for me.

Researcher:
What drives you and give you power and energy to go on with life regardless these many challenges you face?

Participant:
I want to learn regardless of what, and I don’t want to stay in one place. That is going to disturb me in my studies. My mother’s in-laws does not want me to learn you see and this is what I don’t want to do just leaving the school and then I have seen that let me leave them and stay on my own

Researcher:
You are saying that you are self-motivated and driving yourself to prove to people that you can make a success of your life. The fact that these people
have sidelined you, how does that feel as a person or does it not bother you?

Participant:
I get worried when I see other children living happy life with their parents, you see.

Researcher:
How do you feel? Please elaborate.

Participant:
You see mos other children are together with their mothers, I also feel bad, because I wish I could be with my mother as well.

Researcher:
Do you want to have kids one day?

Participant:
Yes I wish to have children.

Researcher:
How do you want to raise your children? Do you want to raise them the same way you have been raised, or different from the way you have been raised?

Participant:
When I have a child I wish my child could stay with me. While staying with me I wish to see her/him learning or be at school and see her reading her books in front of me. I will also monitor and support her by asking her did you do your home work and assist her with her homework. I want my child to be always near me and not be from me and we stay together and share responsibilities together
with my husband or father of my child. I want my child to become what she want to be and what I want her to be.

**Researcher:**
**Besides what you have mentioned, what else do you want for your child?**

**Participant:**
I don’t want her to be involved or affected by the things that are happening on the streets she must be the way I am. She must not go to wrong places, must go to church and not Taverns, because they are not right.

**Researcher:**
**If you have stayed with your parents, how would that changed your life?**

**Participant:**
I was going to be happy or glad to stay with my mother and father and they were continuously going to ask me my child did you do your school work or homework or have you do that and I will say yes mum, yes dad.

**Researcher:**
**If there is one thing that you would like to have change about your past, what would that be?**

**Participant:**
If I could be financially well of or balanced so that I can pay my school fees, computer money, then I will be very happy.

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**INTERVIEW 2**

**Researcher:**
What is the influence or impact of your status as a child in substitute care on your motivation?

Participant:
Nothing is affecting me like my mother is not staying here and my father is not staying here. Don’t feel that something or somebody short in my life because of the fact that they are not staying with me. I don’t feel anything is missing. I am staying with my grandmother, my father passed away and my mother is still alive.

Researcher:
When you look at some of your friends, and you see the close relationship they have with their parents, what questions and thoughts come up in your mind?

Participant:
Sometimes you see, O know that I am not staying with my mother and father, like sometimes as friends we talk that I am going to get what I want from my father you see. The thought come at that time, but go away you see, because I know that I don’t have a father I am staying with my grandmother and everything I want I will get it from her you see. I know she will give me if she does have it. Yes is does sometimes cross my mind that I am not staying with my mother and my father, I am staying with my grandmother and I just ignore that.

Researcher:
Staying with your parents how would that have made a difference in your life, then staying with your grandmother?

Participants:
I will say maybe, because I am not sure, like my grandmother, the one I am staying with is giving me everything that I want. I am staying with her I can see
when she cannot give me something and it was going to be the same if I was staying with my mother or father they were going to do the things I want and I would have seen if they cannot do or give me something. Perhaps it was going to be the same as staying with my mother and father as staying with my grandmother. To me there will be no change.

Researcher:
If you compare yourself as someone staying with his grandmother, with your friends that are staying with their biological parents, do you find any difference between you and them?

Participants:
I don’t see any difference, but because I know that they are staying with their biological parents. Sometimes at some other things for example when there is an outing to Springs and my grandmother does not have money for me then I can see the difference. But if we are told in time I make means to get the money my own way or my grandmother will make means and give me. Therefore I don’t see a big difference between me staying with my grandmother and my friends staying with their biological parents. The difference cannot be seen even by somebody else, because there is no big difference.

Researcher:
You mentioned that sometimes you do make means to get money; can you explain?

Participant:
My father is from Kirkwood and my father’s sister is from Kirkwood and she is working there, perhaps I phone her and ask money, perhaps if she has it she will give me or she will phone and tell me to meet her in town, or if she does not have it she will tell me. And I will also ask my other father’s sisters……My aunts.
Researcher:
When you are with your friends, have you ever talk about the issue of whom you are staying with?

Participants:
Uh……….uh. Like Meneer we don’t speak as if we speak like perhaps my friend go and look for me at home and I am not there, when he told me I will ask him with whom do you talk at my house and he will say with your grandmother and the issue will start there, because I staying with my grandmother ant they will ask why are you staying with your grandmother and not your parents and I will say because I have been raised by her. Perhaps they will ask me can we visit you at your house and then I will say yes, there is no problem. And aah, aah we don’t talk about how is your grandmother treating you, those things we don’t talk about.

Researcher:
Why do you prefer not to talk about it?

Participant:
(Laughing). When teasing each other sometimes using our father’s names, they don’t use my father’s name and they will ask who your father’s name is and they will tease me by my mother’s name and her fatness, and I just ignore them.

Researcher:
When your friends are talking about their fathers, how does that make you feel?

Participant:
Sometimes it means it makes me feel the pain or it is painful, because there is nothing to say about my father and I tend to ignore them and when they are
mentioning my father’s name I will just say that person is no longer alive and I feel that they I don’t have a father anymore, but that does not make me feel angry towards them, because I realise that is was just a joke.

Researcher:
Will you get married one day?

Participant:
(Laughing and knocking his head).

Researcher:
How would you prefer your children’s life to be, differently or the same as yours?

Participant:
I grow up with my grandmother but I will prefer my children to grow up with both parents, because I have friends who grow up with both parents and I could see the difference between me and them but it was not that big difference but there were things that they could get and I could not get them. I have a friend that I started crèche with and he was taken to a school in town and I could not go to that school, because of school fees and I could not understand why now that I am old or matured I do understand that ok, I was raised by my grandmother and she could not afford the high amount of school fees paid at home. A lot of things my mother could not afford especially those that are not important, but those that are important my mother which is my grandmother will make sure that I got it. So life for me was difficult here and there, and I don’t want my children you see their life to be same as mine or differently, I want to give them the best.

Researcher:
If you would have stayed with your biological parents, would it be different from staying with your grandmother?
Participant:
Perhaps if I was staying with my parents there are things that I could get from them that my grandmother, cannot afford to give me. That I might say that life is right when you stay with your parents then staying with grandmother, because you can get all the love that is right.

Researcher:
Do you think that you would have coped better in your school work if you were staying with your parents?

Participant:
Even now that I am staying with my grandmother I have no problem with my school work, except for school money, but I managed with my school work, here and there because my grandmother is not educated, and then if my father was still alive he could have helped me and now I have to go out into the neighbourhood for assistance with school work and I will report to my grandmother that I am going to so and so to assist me with my homework.

Researcher:
So you don’t think it could have made any difference?

Participant:
Perhaps there would have been a difference because my father would have assisted me without going out looking for people who can assist me.

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INTERVIEW 9

Researcher:
What is the influence or impact of your status as a child in substitute care on your motivation?

Participant:
First of all I want to prove a point to my parents as they have left me while I was still young. I want to prove to them that I will become what I want to be without their involvement. I don’t know what was the reason for them to leave while I was very young. What motivates me is the way my father (grandfather) raised me. He has raised me in a right way. I wish he could be present now, but then he is not.

Researcher:
What do you mean, when you say that your father has raised you in the right way?

Participant:
My father (grandfather) always give us some advice and when I wanted to know something I will prefer to go to and ask him, than asking my mother. My mother (grandmother) has a tendency to be rude but my father will sit and advice me and my friends have also something at school, I will tell m father and ask him if it is right or not. He will be honest and open with me that this is right and this is wrong. He always advice me not to go and do the wrong things that others are doing, because I will get into trouble. Those are the things that make me push especially now that my father has passed away. My mother use not to care but I told myself I am not going to give up, and I am not going to leave school..

(Participant started to cry and the interview was cut of for a while).

My mother use to leave us with other people we are five and have different fathers, me and my sister our father is in Kirkwood. The father I mentioned previously is my grandfather and grandmother, but I grow up calling them father & mother. The two of us are the smallest and the other three are married with
their own children, According to my grandmother, my father, biological father has denied his fatherhood to us saying that we are not his children. My mother left me when I was nine years old, she went to look for a job and she never came back. My grandfather was the one who worked and supported us all the way.

**Researcher:**

*Have you ever seen your father?*

**Participant:**

I only saw him once, when my grandmother took as to Kirkwood to his family but we were still young, she did not tell us. I only hear people there saying these are so and so's children and they look like him and that was the end. He is also married apparently with some other children.

**Researcher:**

*When you are looking at your friends who are staying with their parents do you feel that you miss or need that?*

**Participant:**

I use to feel that when I was young, but now my grandmother told us not to worry, but I wish I can see them and wish that they can ask for forgiveness. I wish that they can ask for forgiveness. I wish to see my mother, I want her to look in my eyes and say my children are big and grown up. We use to go there but she was cold for us and she was just pretending as if she is happy to see us but she was cold. My grandmother told me not to there anymore because I also see she does not want us then I stop.

**Researcher:**

*Would you say that you are much better of with your grandmother, than your parents?*
Participant:
Yes I am much better of.

Researcher:
Why?

Participant:
Because when we use to go there she was pretending and she does have children but the lifestyle is not right. People are drinking and the environment is not right. So I could say maybe God wanted us to be taken care of by the people.

Researcher:
How is your school work, do you cope?

Participant:
I will say when I started at (school) my work was fine because there was this driving force behind me which was my grandfather but now is taken away from me and I feel I was betrayed.

Researcher:
Do you miss your grandfather?

Participant:
My grandfather was the closest person to me but also my grandmother was close to me. I do have my cousin sister and aunts, but my grandfather was the closest person I always reach him I would talk to him about anything and any problem, but my grandmother is not the same.

(The participant started crying again I could not hear properly). When you are coming with a problem to my grandmother she will chase you away, but my grand father will listen and let you sit down and talk to you.
(She started crying again and the tape stopped).

INTERVIEW 11

Researcher:
What is the influence or impact of your status as a child in substitute care on your motivation?

Participant:
Before I went to stay with my uncle I use to stay with my grandmother, Usually my grandmother used to do everything for me, she feed me, taking me to school and supported me, and my grandmother was buying clothes for me. Thus this is not the first time that my mother went to Cape Town it has been a long time that she is in Cape Town with my older sister, both of them are in Cape Town. So my grandmother told me that my mother is in Cape Town and then I have accepted that my mother is in Cape Town and I have to stay with my grandmother. My mother is working in Cape Town. I only see my mother during December holidays.

I regard my grandmother as my biological mother, so my grandmother is old and I was fortunate to get a job, Nothing has pressured me to look for a job, it is only that when I was looking at my situation then I decided to look for a part-time job and nothing was pursuing me. I just felt I have to do something about my life and for myself. Another thing that motivates me is that maybe a History but I don't want to call it a history.

I want to learn and finished my matric and I will be the first person in my home who will finish matric because most of my cousins just go up to Std.8 and I think I want to achieve that I want to do something that will say at the end of the day this was an obstacle to some of my family members, but I managed to overcome that obstacle. What also motivates me is to know that I have stayed with my grandmother and she loves me no matter what even if the other family members pretends to love me, but the two people I know that They love me and wish all the best for me.
Another thing is that, I know that people know that my uncle is well-off, and he can do everything for me, but I personally did not want to let him do everything for me, then I told myself that during the weekends and during holidays I will go to my job. For me there is no difference between staying with my grandmother or with my uncle, it is the same.

Researcher:
Where is your uncle working?

Participant:
He is a councillor, he is councillor Mali.

Researcher:
What grade did your uncle pass?

Participant:
When he talks, he talks that he has finished matric.

Researcher:
So you will be the first one in your family, besides your uncle, to pass matric?

Participant:
Yes, I will be the first one besides my Uncle’s generation.

Researcher:
Do you miss your mother?

Participant:
Yes, I miss her very much, sometimes things get tough at home and usually when she is here during December things get tough at home, she always get a
way to fight things to become right, so I miss her in times like that so sometimes my cousins are getting drunk over the weekends but she will get a way to manage them and sort them out. I also miss her for my little brother who is at Ilinge Primary currently doing Std. 4. Now my ambition is to go out passing grade twelve and go tertiary institution in Cape Town and I am worried if I go and left him behind what is going to happen, but now letting my grandmother to take him with when she is here in December. Because things are getting tough financially, there is no financial support at my home.

Researcher:
**Why are you staying with your uncle and not with your mother?**

Participant:
I also wanted to go with my mother but my uncle has offered to take me and this goes back to when I wanted to strategize I was asked to go to Cape Town, but since my mother, the fact that my uncle know that my mother, is not financially well then he offered, before he was a councilor, he was in a board for charity and doing something for board of charity. He offered my mother that he will take me to stay with him and my mother agreed with that. He promise that he will take me to school. I also wanted to stay there because I know that his children are getting education and I will also get educated and I will be motivated to go to school. I didn’t want to go to Cape Town, because I didn’t know the life of Cape Town, I wanted to stay with my uncle and still my uncle approached my mother for me to stay with him.

Researcher:
**If you would have a choice, would you prefer to be with your uncle or your mother?**
Participant:
The place I would choose is to go with my mother. Except the fact that I am doing grade 12 and when I finish grade 12 I have to go to Cape Town, Even if I was in grade 12 I would choose to go with my mother because I know she loves me and then she loves me and I also love her and she will support me even if she does not afford everything even is she does not work.

Researcher:
You say that your mother loves you. Do you experience any love where you are staying?

Participant:
I also experience love here, but the thing is, the fact that she is coming home during December, she also phones, checking on us. When she phones, when she phones she first ask for my little brother, and she will talk to her sister. We communicate nothing and I know she did not care for us. She would never phone or come home so the family that I am with, yes they give love but I don’t think there is love like the way my mother loves us.

Researcher:
Are you telling me that you would be better off with your mother then with your uncle?

Participant:
Yes, I will say so.

Researcher:
Tell me about your schoolwork, how do you think would your performance be, if you stayed with your Mom?
Participant:

My school performance would like ah ah…. Yah I can say it could been better, she also ask me sometimes about my school then I keep on telling her it's fine, I keep on saying it’s fine, but I think if I was staying with her she would encouraged me with my work, but she is away I keep on lying to her about my work.

Researcher:

Does that mean you don’t get any support where you are staying?

Participant:

No there is that concern Sir, I think where I lack is here at school, here at school I have friends you know, my friends are so influencing not think they are influencing me but I choose, I choose to go and join them you know Meneer everyday. Everyday even the day we are going home. Currently when watching news at half past seven on the t.v. My uncle tells us we are four and he tells us all to put our books on the table and we read each once, so at home I read the books the thing is here at school, I don't read, in Std. 8 they check my books I think I lack here at school.

Researcher:

The fact that you do not perform at school, have they not pick that up at home?

Participant:

No, the thing is I don’t want to say but I never show them my report, never they don't come to check my report and I know that they will not come, because they don’t have to come to school and check I know they won’t come. Then one is teaching at Mkwenkwezini high school and the other one is a councilor I know.
they won’t even come, even I keep on my June I keep, it in my jacket I know they don’t, they won’t come because they are busy.

Researcher:
The fact that they do not come to see your report means that they do not know what is happening regarding your schoolwork. Doesn’t that show that they don’t care?

Participant:
It doesn’t. I think that if the wife of my uncle would have a chance to come she would come and check, for example once before I handed in my portfolio, she had a look at them and I remember I fail economics and she ask me about economics portfolio what happened to it and I told her a long story, I think when she had a chance to come to school and check how I am doing she would come. I now because that they are educated they want me to get educated the way their children are getting education. So I think they care about education for me.

Researcher:
Are they having children?

Participant:
Yes.

Researcher:
Are they treating you the same as they do with their own children?

Participant:
No it is not different, the fact that they are at white schools that is the only difference and I don’t believe in that difference, because if I wanted to go to a white school, my uncle would have taken me when I was in grade 8 I wanted to be at Limekhaya now in terms of clothing, food, accommodation and everything
else the situation is the same. He treats me, his wife, they are treating me the same way they are treating their 16 year old.

**Researcher:**
**You still feel that, if you had been with your mom, you would be better off?**

**Participant:**
Yes, Meneer.

*(tape stopped).*

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