CAUSES OF HIGH FAILURE RATE OF THE 2003 TO 2007 GRADE 12 LEARNERS IN THE NORTH WEST SECONDARY SCHOOLS (CENTRAL REGION)

BY

LOLLY REBECCAH MOGOBYE

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By

LOLLY REBECCAH MOGOBYE

A DISSERTATION SUBMITTED IN FULFILLMENT OF THE

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In the

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At the

NORTH WEST UNIVERSITY

(MAFIKENG CAMPUS)

SUPERVISOR:

PROF. G.P. LOUW

JULY 2011

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DECLARATION

I declare that **"Causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Secondary Schools (Central Region)"**, is my own original work and design. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I, Lolly Rebeccah Mogobye, declare that this research for the degree of Masters of Educational Psychology in the School of Post Graduate Studies in the Faculty of Education, North West University, Mafikeng Campus, hereby submitted by me, has not previously been submitted.

Name : LOLLY R. MOGOBYE
Signature : LRMogobye
Date submitted : 08 JULY 2011

ACKNOWLEDGEMENTS

The work of this nature cannot be accomplished without the support of other people.

My sincere thanks and gratitude are extended to the following people:

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- Above all, I am grateful to the good Lord who gave me wisdom and strength to pursue and succeed with this study.

DEDICATION

I dedicate this study to my whole family, particularly my mother Mrs Betty Mary Margaret Mogobye and my late father, Mr Ntlhe Samuel Mogobye (May his soul rest in peace), for the foundation they laid in my life and the emphasis that they placed on educational achievements.

ABSTRACT

SUPERVISOR : Prof. G.P. Louw
DEPARTMENT : Educational Psychology
DEGREE : Masters in Educational Psychology

This study investigated the causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West secondary schools (Central Region). The improvement of grade 12 results, particularly in disadvantaged secondary schools of the North West Province, is a burning issue which needs to be addressed with urgency. This study attempts to investigate factors contributing towards the causes of high failure rate of the Grade 12 learners.

According to the researcher's opinion, the high failure rate of Grade 12 learners is a cause for a serious concern for every educator, school manager, learner, parent, politician and relevant stakeholders. According to the findings from the literature review, the high failure rate is caused by, *inter alia,* inadequate and/or lack of resources, over-crowded classrooms, inexperienced and under-qualified educators, the Post Provisioning Model, insufficient departmental support, poor infra-structure, poor socio-economic background of learners, poor parental involvement in learners' academic work, inconducive environment for both learning and teaching at most schools and inadequate role played by most educators, departmental officials (such as Subject Advisors and Institutional Curriculum Support Coordinators) and learners.

Under normal circumstances, one expects that the researched schools would probably have achieved beyond 70% as the pass rate benchmark in the final Grade 12 examinations. However, in most schools in the disadvantaged areas, this is not the case.

As indicated in the afore-mentioned statements, and the complexity of the study in consultation with variables employed, the researcher opted to use both qualitative and quantitative research designs with the aim to attempt to obtain consistency, validity and reliability of the research results. The analyses of the results reveal that most schools in the disadvantaged areas still experience a poor culture of teaching and learning. This is evident by the low Grade 12 final results in the North West Province, particularly in Central Region.

The study revealed that the factors impacting on the performance of learners at schools are subjected to a complexity of integrated activities. Apparently an issue of concern is lack of passion that is expected from most educators working at secondary schools.

It could be concluded from many responses that the high failure rate of the Grade 12 learners is directly linked to poor teaching which may be the result of poor qualifications, lack of discipline, poor support systems, lack of resources, and most importantly, lack of commitment and dedication required to ensure a professional approach towards teaching and good classroom management.

The researcher concluded that certain serious measures must have to be adopted to ameliorate this sorry state of affairs. These included, *inter alia,* sufficient qualified and competent educators; the Department of Education's intervention to assist the poor performing schools; reduction of over-crowded classrooms; regular visit by Subject Advisors to schools; parents' involvement in their children's school-work; implementation of stringent discipline; and so forth.

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ACRONYMS

APO	Area Project Office
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
CESA	Christian Education South Africa
COLTS	Culture of Learning & Teaching in Schools
COSAS	Congress of South African Students
DoE	Department of Education
EAP	English for Academic Purposes
ELRC	Education and Labour Relations Council
ESL	English Second Language
FAL	First Additional Language
HoD	Head of Department
ICSC	Institutional Curriculum Support Coordinators
IQMS	Integrated Quality Management Systems
ITUSA	Independent Teachers Union of South Africa
LTSM	Learner-Teacher Support Material
NAPTOSA	National Professional Teachers Organization of South Africa
NCS	National Curriculum Statement
OBE	Outcomes Based Education
PPM	Post Provisioning Model
RNCS	Revised National Curriculum Statement

SACE	South African Council of Educators
SADTU	South African Democratic Teachers Union
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
WSE	Whole School Evaluation

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 Background of the study

The South African matriculation examination, historically and even today, is the barometer with which parents, critiques and South African society judge the Department of Education and its custodians in respect of success or failure. Similarly, the former Minister of Education Kader Asmal correctly once noted that Grade 12 examinations are the only means of determining the performance of learners so far: "The senior certificate examination results are still regarded as one of the main indicators of performance and assuring standards in the South African education system" (*Sowetan,* 29 December 2000:7).

The poor performance of Grade 12 learners has been a matter of concern to government, the private sector and the public in general. Various attempts have been made to try and address this challenge. The issue of low performance among Grade 12 learners in South Africa in general has affected several provinces, hence again the then Education Minister Kader Asmal issued the following statement on the problem: "There are still considerable inefficiencies in the system on account of high failure rate of Grade 12 learners. This results from low rates of success in the learning and teaching across the system and the need to address the causes of high failure rates remains as important priority throughout." (*The Educator's Voice*, 2000:14).

The North West Province has been one of the poorest performers of the eight provinces regarding matriculation pass rate. In 1996, in the North West Provincial Department of Education, the matriculation pass rate was 68% (*as indicated in the MEC's press statement release of the January 1997 Grade 12 results).* However, there was a drop to 50% in 1997 and this was a cause for grave concern. This attracted criticisms from all relevant stakeholders such as the Premier (Mr P.S Molefe), MEC (Mr P.Z. Tolo), Departmental Senior Officials, Site Managers, School Governing Bodies, educators, parents and learners. In a nutshell, all these stakeholders were unanimous that the poor state of affairs of the 1997 Grade 12 results should not be left unattended as it spells disaster not only for the entire province, but also country wide.

This study focuses on the main causes which led to the high failure rate of Grade 12 learners with particular reference to the years 2003 to 2007 in the Central Region (North West Province).

1.2 The statement of the problem

Over a ten year period of 1996 to 2006 the matriculation pass rate has fluctuated from bad to worse, and this has always been a cause for concern as depicted in the above introduction. Therefore, the statement of the problem is as follows:

Why have we had this poor pass rate regarding our matriculation passes?

1.3 Key research questions

1. Which problems did the Grade 12 educators encounter in the implementation of the prescribed grade 12 syllabus?

2. What kind of resources (e.g. textbooks and other learner support materials) and educational facilities were useful in the implementation of the grade 12 syllabus?

3. What effects did absenteeism and truancy have on the overall performance?

4. i. The question was asked how you would measure the level of educators' commitment in their work. Given that: 1 = strongly committed
2 = moderately committed
3 = poorly committed

ii. Give reasons for the above measurement.

5. What effects did the medium of instruction have on the learners' academic performance?

6. Did educator-union meetings, strike actions and go-slow have adverse effects on teaching and learning?

7. i. How would you rate the learners' motivation to learn?
Given that: 1 = highly motivated
2 = moderately motivated
3 = poorly motivated

ii. Give reasons for the above ratings.

8. How closely were the disciplinary codes for both learners and educators followed?

9. What role did the parents play in their children's academic work?

10. What effect did the promotion criteria have on the pass rate of Grade 12 learners?

11. Were there any incentives (e.g. recognition of excellence, promotion, certificates, trophies, medals, etc) and appraisals for educators and learners?

1.4 Aims and objectives of the study

The aim of this study is ***to highlight the real problems that led to the high failure rate of the Grade 12 learners from 2003 up to 2007, with particular reference to the Central Region of the North West Province***. This can enable curriculum planners to search for appropriate interventions or solutions to the problems.

1.5 Purpose of the study

The main purpose of this study is to identify and investigate the major causes of the high failure rate of the Grade 12 learners (matriculants) from 2003 to 2007, and recommend corrective measures to improve the situation.

1.6 Significance of the study

The significance of this study is to investigate the major causes of high failure rate of the Grade 12 learners from 2003 to 2007 that led to the poor results of the ten researched schools (also known as "trapped" schools) in the Central Region; and to try to get a solution to the problem and/or identify challenges to produce good Grade 12 results in future.

It is through this investigation where the specific problematic areas, which are a hindrance to successful teaching and learning, are identified. Hence, educators, learners and the whole education fraternity are going to benefit.

- The Department of Education will be able **to review its policies** on how to improve, develop and motivate the demoralized educators, for example:
  - Providing enough Learning and Teaching Support Materials (LTSM) in under-performing schools;
  - empowering educators of such schools through regular (and continuous) training and workshops; and

- regular visits by Subjects Specialists to provide guidance in the implementation of subject policies, learning programmes and assessment programmes.

- **The School Management Team (SMT)**
  Every School Management Team's management plan must adhere to the reviewed policies of the Department of Education. On the other hand, the individual plans must suit the needs (as well as the circumstances such as the social environment) of schools.

Parents must be encouraged to be involved in not only the academic performance of their children, but also in their discipline.

1.7 Delimitations of the study

The study focused on the major causes of high failure rate of the 2003 to 2007 Grade 12 learners in ten secondary schools of the Central Region in the North West Province.

The following are delimitations:

a) The study focused on ten secondary schools and particularly on Grade 12 learners which are on the highest grade at senior level.
b) The study focused on poor performance of learners.
c) Only those present during the time the study was conducted had a chance to be selected for the research.

1.8 Limitation of the study

The following factors were seen as limitations of the study:

i. There are limited literatures related to the study local for South Africa.
ii. Only Grade 12 schools investigated at secondary level.
iii. The research work was very costly and time consuming as the investigated schools are situated in different and long distant areas.
iv. Language was also another limitation as most parents cannot speak, write or understand English. Therefore, the researcher had to explain certain issues in their mother-tongue for better understanding.
v. Few participants were uncertain about the intentions of the study.

1.9 Delineation of the study

The North West Province is divided into four (4) regions, namely:

a) Bojanala Region - (Brits, Moretele, Moses Kotane East &West and Rustenburg).

b) Bophirima Region - (Greater Taung, Kagisano-Molopo and Taledi).

c) Central Region - (Greater Delareyville, Lichtenburg, Mafikeng, Setlakgobi and Zeerust).

d) Southern Region – (Matlosana, Maquassi Hills and Potchefstroom).

This research work will focus mainly on the poor performing secondary schools in the Central Region for practical purposes. The researcher was a former Grade 12 senior educator at various secondary schools, and currently works for the Department of Education in the Central Region as an Education Specialist in the Directorate of Professional Support Services. She was granted permission to conduct the research by the Department of Education: Central Region and investigated schools (see attached permission letters – Appendices 4 & 5). In terms of financial support, it was easier for the researcher to conduct the research in the area in which she was based.

1.10 Sampling

The Central Region comprises of five (5) Area Project Offices (APOs), formerly known as District Offices, namely:

a) Mafikeng APO;
b) Lichtenburg APO;
c) Setlakgobi APO
d) Greater Delareyville APO; and
e) Zeerust APO.

Each of the above-mentioned Area Project Offices has several schools from which a convenient, purposeful sampling was done based on constant poor performance of schools. Therefore, a total number of ten (10) schools were selected to represent the Central Region.

The above-mentioned schools are the focus of study as to why the Grade 12 performance rate remained more or less unchanged. From each of the five APOs a convenient purposeful sampling was as follows:

a) Greater Delareyville APO	1.Gothata Secondary School 2. Boschpoort Combined School
b) Lichtenberg APO	1. Bophirima Secondary School 2. More Secondary School
c) Mafikeng APO	1.Maselwanyane Secondary School 2. Sejankabo Secondary School
d) Setlakgobi APO	1.Tshoganyetso Secondary School 2. Madibogo Secondary School
e) Zeerust APO	1.Sakalengwe Secondary School 2. Phatlhoso Secondary School

1.11 Background information on research sites

Preliminary observation has indicated that there are common challenges faced by the following ten schools:

1. Boschpoort Combined School;
2. Gothata Secondary School;
3. Bophirima Secondary School;
4. More Secondary School;
5. Maselwanyane Secondary School;
6. Sejankabo Secondary School;
7. Tshoganyetso Secondary School;
8. Madibogo Secondary School;
9. Sakalengwe Secondary School; and
10. Phatlhoso Secondary School.

These common challenges occur irrespective of the geographic location of the different learning sites (schools), i.e. whether the school is in the rural, urban or suburban area. They include:

- Child-headed families:
  - in which either the parents have died of HIV/AIDS related ailments/diseases;
  - parents may be working far from home:

i. negligence by parents who are unemployed and or are alcoholics;
ii. lack of parental involvement.

- Lack of discipline in schools, e.g. absenteeism and truancy, substance abuse among learners;
- teenage pregnancy;
- the introduction of Post Provisioning Model (PPM) has created imbalance in the allocation of different learning areas;
- attitude of educators towards the New Curriculum Statement (NCS) – educators feel that the training is inadequate;
- high rate of illiteracy; and
- insufficient/lack of learner commitment in their schoolwork.

1.11.1 GREATER DELAREYVILLE APO

1.11.1.1 BOSCHPOORT COMBINED SCHOOL

Introduction and location

The school was established in 1961, under the leadership of Mr P.Boihang. From the year 2000 to 2005 Mr W.D.M. Mmoloke headed the school and was succeeded by Mr L. Khumalo from 2006 to date. It is located on a farm called Boschpoort, lying 35km from the small town of Ottosdal, 41km from Coligny, 72km from Lichtenburg, 73km from Klerksdorp, and 145km from the capital town, Mafikeng.

Growth and development

The learner-enrolment gradually escalated from one year to the other. For example, in 2000 it was 427, in 2001; 445 in 2002; 448 in 2003; 474 in 2004; 462 in 2005; 521 and 540 in 2006. The school is divided into two streams, i.e. sciences and humanities. Learner transport has also contributed towards the growth of the school since learners staying far from school are now able to travel to the school on a daily basis. The enrolment of learners from Grade 1 to 12 is currently at 577.

Resources and facilities

The school comprises of two administration offices, nine classrooms and one ablution block. It also has four porter-cabins, which are utilized as classrooms. There are only two computers and two photocopiers for the whole school. There is no library, laboratory, computer-centre, sport-grounds/facilities. The classrooms are insufficient to accommodate the learners.

The learners at the foundation classes are over-crowded and this has a direct bearing on curriculum delivery at school.

Socio-economic factors

The level of illiteracy in that area is very high - to such an extent that parents are not able to assist their children with schoolwork. Fifty-five percent of the parents are farm workers, others are unemployed and some are mine workers in and around the Klerksdorp area. Most of the children are left at the care of grandparents or are sometimes left alone, while parents go to work far away from home. Learners' life-world is at stake due to lack of some basic services such as water and electricity. Some learners are from single-parents headed homes.

Academic performance

When the school presented their first matriculants in 2003 there were 23 candidates and none of them passed; this means a shocking 0% pass rate.
This was a great disappointment to the school, the department as well as the community. In the following year 2004, there were only 17 matriculants and the school obtained an 18% pass rate; in 2005 there were 18 matriculants and the school got a 29% pass rate; and in 2006 there were only 7 Grade 12 learners and the school obtained a 14.3% pass rate. Since its inception the school has been obtaining these shocking results.

Departmental issues

According to the School Management Team a number of factors contributed to the poor performance of the school, reason being the department's negligence. Other factors range from educator-shortage to lack of support from the Institutional Curriculum Support Coordinators (ICSC). For a number of years the School Management Team component was defective with three heads of department (HoD) heading the languages department, hence the shortage in other learning areas. This was a problem that was supposed to have been long solved by the ICSS for the sake of the smooth running of the school. Eventually this problem has been solved, and Mathematics, Science and commercial subjects have been introduced in 2007. However, the major challenge is accommodation of the combined classes. This is negatively affecting the school's plan for 2008. Since 2006 the department has been promising to

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provide the school with more porter-cabins, but to date of the study nothing has happened and accommodation of learners is still a problem.

Challenges

- Lack of support from the ICSS;
- few visits from the subject advisors for curriculum issues;
- insufficient number of classrooms and overcrowded learners;
- lack of parental involvement in their children's schoolwork;
- lack of commitment from the learners;
- insufficient resources such as computers;
- shortage of educators;
- lack of technological equipments; and
- lack of general security in the school.

Conclusion

The headmaster stated that it is a serious concern to the entire community, that despite the annual increase in learner enrolment, the North West Department of Education shows no intentions of assisting the school in terms of the infrastructure to assist with the growth. The situation at the school is not improving but instead, is deteriorating. The staff is working productively to produce quality results but the odds are against them.

1.11.1.2 GOTHATA SECONDARY SCHOOL

Introduction and location

The school is located in the Mofufutso village, which falls under the Barolong-Boo-Ratlou tribe of Chief Moshoette. It is about 15km from the Atamelang township and 87km from the capital town, Mafikeng. It was established in the year 1990 under Mr K.S. Lebethe, who is still the present headmaster.

Initially it was a middle school, operating from Grade 7 to Grade 9. In 1997 the parents requested that the school be converted to a secondary institution because their children were moving to neighbouring villages for secondary school education, and this was costly for parents as they had to pay transport for their children. Eventually approval was made by the Department of Education.

Resources and facilities

There is a lack of resources and facilities to assist in the processes of teaching and learning. The school does not have a library, laboratory, over-head projector, media and computer centres. There is no administration block for proper administrative duties. The principal's office is utilized as a typing room as well as a storeroom. This hampers the management and administration of the

school. The physical resources (buildings) are very poor and dilapidated, e.g. unhealthy pit-toilets. There is a toilet project, but it was left incomplete for the past three years by the contractor. There is also lack of human resources such as administrative assistants.

Growth and development

The school started in 1990 with only four classes, and it now has ten classes. It operates from Grade 7 to Grade 12. In terms of learner-enrollment, there has been a slight decrease because of intakes by new middle schools which have been established in the neighbouring villages, (e.g. Sione and Kejakile Middle Schools). The enrolment ranges between 230 and 250 learners, and the number of educators has also increased to 12 with one administrative assistant. When the school started there was no fence for security, but now the school is fenced.

Socio-economic factors

The school is situated in a remote area. Most of the parents are unemployed while some are pensioners, depending solely on government social grants. Most learners are from child headed-families because their parents are working far away from their homes in cities such as Johannesburg, Pretoria, Mafikeng and Rustenburg. There is also a high rate of teenage pregnancy in the school.

Academic performance

The school's matriculation results had been poor for many years. This was affected by various reasons such as lack of parental support. Most of the parents are migrant labourers and learners are alone at home sometimes without even a guardian.

The school does not have transport therefore learners have to travel long distances. This affects their academic performance since they are tired and hungry.

The dilapidated buildings, poor sporting facilities and poor sanitation also have a negative impact on learners' academic performance.

The Post Provisioning Model also has a negative impact on the matriculation results because the number of educators allocated against the curriculum needs of the school does not correspond. The school had two temporary educators for two years, and those educators had to leave for greener pastures because the Department terminated their contracts. This severely affected the learners' academic performance.

Departmental issues

The headmaster vigorously complained that the school was greatly affected by the new system in the department called the Post Provisioning Model (PPM). This model reduced the number of educators; currently the school qualifies for six Post Level 1 posts, two Post Level 2 posts and one principal's post. It is stated that the model had an adverse effect on the implementation of the curriculum because the institution has a complex curriculum operating from Grade 7 to Grade 12.

Challenges

- Insufficient support from the Curriculum Division;
- lack of resources and facilities;
- lack of parental support;
- poor infrastructure;
- ill-disciplined learners;
- lack of transport for traveling learners from neighboring villages; and
- substance abuse.

Conclusion

The above challenges have been submitted to the relevant departmental divisions and Area Project Office for intervention. However, to date of the study, the department has taken very little interest or no initiative to help meet the challenges encountered by the school.

The name "Gothata" in Setswana literally means: "It is difficult" - this reflects well in the investigation as seen in the poor performance of Grade 12 learners.

1.11.2 LICHTENBURG APO

1.11.2.1 BOPHIRIMA SECONDARY SCHOOL

Introduction and location

Bophirima Secondary School was established in 1983 under the leadership of Mrs J.L. Mareletse. She headed the school until 1994 and was succeeded by Mr S.M. Tlhagale. In the last quarter of 1998 Mr O.S. Rabotho was appointed the headmaster of the school to date. The school is located on the outskirts of a small township called Itsoseng. It is 37km from the small town of Lichtenburg, 55km from the capital, Mafikeng, and close to a small village called Verdwaal.

Growth and development

The school started with an enrollment of 520 learners and 21 educators, but currently it has a teaching staff of 15 with 383 learners.

When Science schools were introduced in the Bophuthatswana era, Bophirima Secondary School was not amongst them. In the late 1990s Science and Mathematics subjects were introduced. The enrolment in 1998 was 726 and since then there had been a decline in enrolment. This was more specifically caused by poor academic results. Parents also preferred to send their children to well resourced, formerly Model C schools.

The increase in the number of secondary schools in the area also contributed to the decline of the enrolment. There were previously four secondary schools in Itsoseng, but they are now five.

Resources and facilities

The school has a sufficient and modern infrastructure. It is very attractive learning institution for learners. There are four laboratories and a library. There is also a soccer field and makeshift netball and volleyball fields.

Socio-economic factors

Most of the learners come from a poor socio-economic backgrounds. Many parents work far away from their homes. Therefore, learners ended up heading the households, or some of them live with their grandparents or guardians. There is no parental involvement in learners' schoolwork; as a result there is a lot of absenteeism and truancy among learners. Most learners depend on the government social grant for survival which is not enough to cater for the basic needs of families. The environment is not healthy and not conducive for proper learning at home. There are some learners who were involved in criminal activities and those who indulged in the use of drugs, especially dagga, cigarettes and alcohol. There is also a high rate of teenage pregnancy. Parents are unable to attend school-meetings because they work far from home. Very few grandparents seldom attend meetings.

Academic performance

Learners who did Mathematics and Physical Science in Grade 11 did not have an educator from May to November 2006. In 2007 they were taught from January to February and then the educator left the school; for the greater part of the first term learners were without a Mathematics and Physical Science educator.

The other educator for those subjects was appointed in May 2007. Learners who were in Grade 12 in 2007 did not have the background of grade 11-subject framework. As a result they struggled with the Grade 12 syllabus. Only one learner managed to pass both subjects because he was doing grade 11 at another school.

The Post Provisioning Model, according to the principal, did not favour their school, the same as in other investigated schools. Learners are thus not motivated or encouraged by their parents because they do not get support from parents who are semi-literate if not illiterate.

Departmental issues

Provision of human resource by the department is a problem. There is a shortage of mathematics and science educators. The School Management Team stated that the Post Provisioning Model did not favour their school due to low number of learners. There is the principal and only two Heads of Department. There is minimal support from the department. For example from 31st May 2006 until the end of that year, there was no educator for mathematics and physical science. The learners of those subjects wrote the final examinations without being taught the whole syllabus. The major cause of the decline in results was redeployment. In 1999 twenty educators were declared to be in addition and this demoralized most educators, and again caused a big conflict amongst educators.

The school offered seven subjects up to 1998; from 1999 six subjects were offered. This change also contributed to the low pass rate.

Challenges

The school has encountered many challenges such as:

- Shortage of human resources

Due to a low enrolment of learners, the school qualified for fourteen educators including the principal. There is only one educator for Mathematics and Science, who is also an HoD from Grades 10 to 12.

Thorough supervision and internal monitoring of educators are difficult because there are some subjects without HoDs.

The introduction of the Revised National Curriculum Statement (RNCS) aggravated the situation because Mathematical Literacy and Mathematics are compulsory, but there is a shortage of manpower.

- Vandalism

The school is located on the outskirts of the township hence the high rate of vandalism of the school property. Due to the PPM the school does not have a security guard.

- Teenage pregnancy

It has already been stated that the majority of the learners were from child-headed families. Therefore, there was lawlessness and ill-disciplined learners who did what they want, anywhere and at anytime.

- Poverty and illiteracy

There is high rate of illiteracy in that area which in most cases led to unemployment, and the latter to poverty.

- Crime

There were learners who were involved in criminal activities, and also those who indulged in the use of drugs, especially dagga and alcohol.

Conclusion

Shortage of human resources in the above-mentioned learning areas and subjects contributed negatively to the Grade 12 pass rate.

Non-appointment of relevant staff on time by the Department of Education also played a major role in poor performance of matriculation results. The site manager indicated that the PPM negatively affected them as their school is unable to attract suitable and sufficient manpower.

1.11.2.2 MORE SECONDARY SCHOOL

Introduction and location

More Secondary School was established in 1993 and officially opened by the then MEC for Education, P.Z. Tolo. It is situated in the Coligny township area, near a small town also called Coligny, which is 30km from Lichtenburg and about 92km from Mafikeng. The first principals were Mr I.S. Molale in 1993 and Mr Z.K. Mmatladi from 1994 to 2003. From February 2003 to date of study Mr P.W. Sokhupha was the principal.

Growth and development

The school started with an enrolment of 345 learners and 16 educators. The number of learners has since been increasing yearly. In 2004 it peaked at 1435 with a total teaching staff of 46.The school currently comprises of a principal, the deputy, and 7 heads of departments, 21educators, 4 support staff and 745

learners. It offers four streams, i.e. Humanities, Commerce, Mathematics and Science.

Resources and facilities

The school has an excellent infrastructure with an administration block, twenty-nine classrooms, five centres used for consumer studies, computer application technology, media-centre, laboratory and library. It is well- fenced, and the garden is well-maintained.

Socio-economic factors

Coligny township, where the school is located, is surrounded by an extensive white farming community, sporadic migrations, poor and inadequate settlement. The majority of the learners still commute to school by statefunded buses. About 98% of the community depends on government social grants, which is inadequate to meet the basic needs of families.

Academic performance

The academic performance for grade 12 learners of this institution has been dwindling throughout the years. The lowest result was during the year 2005 with 31% and the peak in 2007 with 81.4% (see attached Grade 12 Regional Results Analysis). The principal stated that the unstable results were caused by the following factors:

a) *School Governing Body (SGB)*

The SGB, whose term of office ended in 2005, was very hostile to management as they did not approve the appointment of the current principal. As a result, the body influenced the community negatively because they wanted the acting principal to be appointed permanently.

b) *Teacher-Unions*

The teacher-unions also had a negative influence by defending the conduct of educators who resisted transformation. Some members went to the extent of influencing learners to embark on strike.

c) *Grade-Age Norm*

The age of most learners was also a contributory factor as some learners were 25 years. Some of those "older" learners participated in community political structures, which were also hostile to the appointment of the current principal. They would do as they please, e.g. absenting themselves regularly, being involved in theft, using drugs, and committing other criminal activities.

d) *Learner Discipline*
Due to the mentioned factors, learner discipline was very poor. In some instances they rioted, intimidated and insulted educators. They actually showed no respect for the principal at all.

Departmental issues
According to the principal, the fluctuation of the results is attributed to various factors, such as the Post Provisioning Model (Resolution 2 of 2003) which in most instances (according to interviews with various headmasters), robbed the school of its best educators. The resolution stated that the educator-posts-establishment is determined by learner enrollment and not by curriculum dynamics.

One other factor that caused friction at the school was that the hostile community environment was spearheaded by the SGB. The educators' morale was very low, and as a result they did not go the extra mile in their work. There were no longer afternoon classes, no Saturday and holiday classes as it used to be done. The principal said that he tried all means to solve those problems amicably but in vain.

While there was an attempt by the department to support the institution, this effort was sabotaged by some newly appointed officials who were former office-bearers of a labour movement. They colluded with active union members to try and make the new principal fail.

Challenges
- There is a dire need for advanced resources;
- learners' absenteeism;
- lack of parental involvement in their children's education;
- child-headed homes;
- teenage pregnancy;
- use of drug; and
- learner drop-out.

Conclusion
In the case of the school above, it is obvious that there is a hidden conflict between the SGB and the site manager; thus hampering the progress of the school, and rendering him inefficient.

1.11.3 MAFIKENG APO

1.11.3.1 MASELWANYANE SECONDARY SCHOOL

Introduction and location

Maselwanyane Secondary School is situated in the rural area of Madibe-aga-Kubu. It is approximately 30km away from Mafikeng, the North West Province's capital city. The school was established in 1998 under the leadership of Mr K.S. Manyaapelo, who is still the principal to date of the study.

Growth and development

The school started in 1998 with two streams of Mathematics and Sciences with an enrolment of 366 learners. The following year, 1999, it increased to 385 learners. However, from the years 2000 to 2007 the enrollment dwindled.

According to the headmaster, the enrolment decreased due to various socio-economic reasons, such as teenage pregnancy, poverty, etc. (See socio-economic factors and challenges as stated below).

Resources and facilities

The school has excellent structured buildings with facilities appropriate for education in the new millennium. There is an administration block, three laboratories, two centres for needle-work and home-economics, seventeen classrooms and toilets which are sometimes not functioning due to the scarcity of water.

Despite this excellent structure, the department has not taken enough initiative to provide relevant equipment and materials such as stoves, sewing machines, etc., in order for the building to be utilized fully. The laboratory was only equipped in 2006. However, due to lack of running water, laboratories are not properly functioning.

Socio-economic factors

Since the school is located in the rural area most people living there and in the vicinity of the school, is unemployed or unemployable; thus there is a high rate of unemployment. Therefore, most households find it very difficult to make ends meet. Another factor is that most households are child-headed families because one or both parents have passed away, or both parents are migrant labourers.

A high rate of teenage pregnancy had been experienced, particularly with learners in Grade 11 and 12. During pension payout most learners are absent

from school with the excuse of assisting their grand-parents to collect their pension money.

On entering secondary school learners are given a special high status by the community, because most of the parents are semi-literate (i.e. they never went to school up to secondary level).

Most of the learners are above the secondary school going age, i.e. they are in their mid-twenties, which qualifies them to be learners at the Adult Basic Education and Training centres (ABET). Therefore, they put their social responsibilities before schoolwork, and schoolwork is not their first responsibility. They never attend Saturday or holiday classes as requested by their educators. They do not have a mission and a vision of why they should attend school.

When the School Governing Body (SGB) convenes meetings, most of the parents do not attend. The principal is always faced with a mammoth task of both managing and governing the school, as community members are less interested in committing themselves to their school.

Although there are burglar-proof securing the whole yard, the school is sometimes burglared or vandalized during weekends and school-holidays.

Academic performance

Due to shortage of teaching staff the school depended much on the services of temporary educators. In 1998 the principals of Letsholonyane Middle and Maselwanyane Secondary Schools tried to integrate both schools, but met with a tight opposition group from the community and the Area Project Office. However, the immediate results of that quasi-integration were good:
the grade 12 results were 69.8%. However, years after 1998 the results of the grade 12 at Maselwanyane Secondary School were poor. (Attached please find Appendix 7: Grade 12 Regional Results Analysis).

Challenges

According to the principal, the following are some of the challenges they are faced with:

- Dependency on services of inexperienced temporary educators to teach Grade 12, due to staff shortage;
- Post Provisioning Model (PPM) does not address the human resources of the school, even after getting rid of some subjects;
- lack of commitment of certain staff members – absenting themselves unnecessarily from work;

- lack of water in the school premises, reduces the amount of contact time, since learners spend most of their time between toilets in the village and classrooms;
- demoralized learners;
- learners placing their social responsibilities before their education;
- high rate of late-coming amongst learners, since most of them stay more than 6km away from the school;
- high rate of absenteeism amongst learners, especially during the pension pay-out days or social grants payment days;
- lack of the necessary support from the APO;
- insufficient budget allocated to the school; and
- lack of parental involvement.

Conclusion

- Request by the principal has been made to the local municipality to provide water to the school. A temporary water tank has been installed, but that does not satisfy the school's needs, since toilets are still not functioning.
- The school is still depending on the services of temporary educators for teaching Grade 12 learners even after reducing the number of subjects.
- Motivational speaker invited to motivate learners.
- Extended teaching-hours; school starts at 07h50 and knocks off at 16h30 on Mondays and Thursdays.
- Teachers teamed with a better performing school, such as Mococoe Secondary. Learners of Maselwanyane Secondary School attended holiday classes there as well.

1.11.3.2 SEJANKABO SECONDARY SCHOOL

Introduction and location

The school is located in Mocoseng village, 8km from Mafikeng. It was established in 1994 under the principalship of Ms L Peega. Thereafter, Mr L.W. Mogokonyane was appointed the headmaster of that school with effect from 1st January 1995 to 2006.

Growth and development

The school started with 162 learners in Grade 10 only; and reached 1000 by the beginning of 1996 with three grades starting from Grades10 to 12. There were 60 matriculants, comprising of three classes in two different streams, i.e. the Sciences and Humanities.

Resources and facilities

The school has twenty-five classrooms and a fully-fledged administration block, four laboratories – two for Life Sciences and two for Physical Sciences. There is also a hall for Arts & Culture and Geography; one centre for Home-economics which is equipped with cupboards, stoves, refrigerators and stools; and a library.

The laboratories and the library are not well-resourced and toilets were also posing health threats because they are supplied with insufficient septic tanks.

There are no sporting facilities in terms of grounds that could be used by the school.

Socio-economic factors

The school is based in a rural area where there is a high rate of unemployment amongst the community. Most of the learners are staying with the grand-parents, guardians or alone while the actual parents are away on migratory labour system. The level of illiteracy and unemployment amongst members of the community is high, hence the high rate of vandalism, teenage pregnancy, substance abuse, truancy, absenteeism, etc.

Academic performance

At the end of the 1996 academic year, the school obtained an 85% pass rate in Grade 12. However, the performance of the school dropped drastically because of learners who were admitted with unknown academic backgrounds, crippling the discipline of the school in general. (See attached Annexure for Regional Analysis of Grade 12 Results).

Departmental issues

The influx of the learners who were not attending school prior to 1995 brought a shortage of manpower to manage the school. Seventeen teaching posts were created in addition to the eleven posts which were in existence.

The School Management Team (SMT) posts were filled in 1999 to strengthen the management of the school but concerned educators within the school's personnel raised challenges of how the posts were filled.

Since then the human relations amongst the educators were affected. The performance of the school dropped continuously until the worst ever results in 2006 when the school obtained a dismal 9.2% pass rate in Grade 12.

According to the School Management Team the intervention by the Department of Education and other stakeholders never reached the actual problem that was causing the school to deteriorate. The solution to the problem was to address

problems raised satisfactorily and normalize the school so that concentration could be based on teaching and learning, and not personal and social problems.

Challenges

- Lack of parental support;
- learner absenteeism;
- truancy;
- substance abuse;
- teenage pregnancy; and
- vandalism.

Conclusion

The Department took it upon itself to normalize the school by disbanding the staff and transferring the School Management Team to other institutions in the vicinity.

According to the former headmaster, this initiative did not directly address the problem because no sufficient evidence was gathered to address the prevailing problems surrounding the personal problems of the educators.

The situation of under-performance is therefore persisting and has increased animosity among the stakeholders.

It is incumbent upon the Department to revisit the problems existing at this school to reach a permanent solution rather than transferring educators with their status to other schools. The problem is thus perpetuated by the short-sightedness of the Department in this matter.

1.11.4 SETLAKGOBI APO

1.11.4.1 MADIBOGO SECONDARY SCHOOL

Introduction and location

The school was established in 1997 under Mr T. Mojadibe, and was succeeded by Mr K.Matshidiso from 1998 to 2002. From 2003 Mr J. Kekana acted as the school principal until the end of the year. Thereafter, Mr M.S. Moruti was appointed as the permanent principal from 2004 to date of the study.

The school is located in a big village called Madibogo, in the Dikgatlhong Section under the chieftainship of Mr Phoi. The village lies 43km north of a small town known as Delareyville; and 100km west of Mafikeng.

Growth and development

The school started with an enrolment of 721 Grade 10 learners and 21 educators of which two acted as members of the SMT.The school was established as a result of the split of the two schools, namely: Utlwanang Barolong and Madibogo Secondary Schools also situated in the same village of Madibogo. This resulted in an increase of 42 educators.

The school grew gradually with an enrolment of 1120 learners in 1999, which was spread in Grades 10, 11 and 12 respectively. From 2000 to 2007 there had been 100 to 120 Grade 12 learners.

Resources and facilities

Although the school buildings are still in good conditions, there is no library, computer, media- and home-economic centres. There is also an ill-equipped laboratory. There are facilities such as a telephone, a facsimile and a photocopier, but no overhead-projector. There are no sport-fields. There are toilets in the administration block for staff members and visitors, and also learners' toilets in the schoolyard, but the main problem is lack of water. This resulted in unhygienic situation for the school community. The principal said that he had tried several times to seek for assistance from the headman, who promised to help the school, but unfortunately nothing happened. The SGB thought of installing big water-tanks to alleviate the situation whilst the principal is seeking for municipal assistance.

Socio-economic factors

Generally Madibogo is a very poor community. Like in most villages, the parents and learners depend on government social grants because most of the parents are unemployed while some are domestic and migrant labourers who do not come home regularly. In most cases learners stay alone or with their grandparents. This resulted in absenteeism and truancy that is uncontrollable both at home and at school, more especially since corporal punishment was abolished.

The school has also encountered a serious problem of teenage pregnancy, particularly amongst Grade 10 and 12 learners.

Academic performance

The first Grade 12 results of 1999 were a dismal pass rate of 13% from 250 candidates. This was an unacceptable percentage which amazed the community, the education officials as well as the staff. The results of the subsequent years were also not satisfactorily, but improved gradually in subsequent years (see attached Grade 12 Regional Results Analysis: Appendix 7).

Departmental issues

There were no officially appointed Heads of Department when the first batch of Grade 12learners sat for examinations in 1999. The acting principal was lacking manpower as he had no Senior Management Team for assistance. The then Department of Education (Atamelang District) was supportive. However, non-teaching staff received their salaries from the school's coffers, which crippled the school's finances.

The other main factor which is a common problem in most of the schools is the introduction of Post Provisioning Model. Again, as in most other instances, the school encountered an exodus of good permanent educators who left the school system for greener pastures elsewhere. This resulted that the department appointed temporary educators. These migrations negatively affected both educators and learners.

Challenges

- In most cases the school depends on temporary educators who ultimately leave the school for permanent greener pastures;
- inadequacy of subject advisors in learning areas such as Agriculture and Biology;
- exodus of permanent educators to greener pastures.
- lack of parental support;
- lack of water;
- use of substance abuse;
- teenage pregnancy;
- school vandalism;
- families headed by learners for various reasons (e.g. poverty, death); and
- lack of transport for traveling learners.

Conclusion

For the entire period of the school's existence it has always had a supportive SGB. However, the school also needs the support of the Department.

1.11.4.2 TSHOGANYETSO SECONDARY SCHOOL

Introduction and location

The school is located 45km from Mafikeng in a village called Disaneng. The school was officially opened on 14 January 1987 under the principalship of Mrs Mathibi.

During that time the school was called Disaneng High, with seven staff members including the principal. There were no completed buildings for classrooms. As a result learners were accommodated at Jan Masibi Middle School, which is also situated in Disaneng village. The second principal was Mr Kotu in 1991 to 2006. Mr Sekgweleo was appointed on the 2nd November 2007as principal.

Growth and development

On the 06th October 1987 learners moved from the Jan Masibi Middle School to Tshoganyetso Secondary School. There were only four classrooms and two side-rooms attached to the classrooms which were used as the principal's office and as a staffroom.

By then the enrollment of the learners was 166. This was for grades 10 and 11 respectively.

In 1988 the number of staff was increased by nine, and four other classrooms were on construction. The roll went up to 231 and the school had its first matriculants of 17 learners in this year. Out of the initial 17 Grade 12s eight learners managed to pass at the end of their examinations – only one learner obtained an exemption.

Resources and facilities

At that time the school did not have a library, laboratory, photocopying and fax machines, telephone, administration block, electricity, etc. The staff used cyclostyling machine. The completion of the other four classrooms created an opportunity of turning one classroom into a library and the other one into a laboratory. The National Library Manager of the then Bophuthatswana government donated the school with steel shelves and some books. The school also bought few books to augment the library. At present, the temporary library does not have updated materials; it is still operating with outdated materials.

The school initially had one manual borehole, using diesel. Later in 2002 the school got another electrical borehole, but at the moment, none of the boreholes are working. The school is still suffering and operating without water.

NWU LIBRARY

After three years, two laboratories were erected – one for Biology and the other one for Physical Science.

Flushing toilets were also built, though they are not properly functioning due to lack of water.

Socio-economic factors

Like the mentioned schools, most learners of Tshoganyetso Secondary are not staying with their parents due to various reasons such as labour-migration, parents' separation, death, etc. Some stay with their grand-parents who depend on government social grants which is little to make ends meet.

Most of the grand-parents and parents cannot afford to pay school fees because they are unemployed or unemployable as there is high level of illiteracy. They mostly appeared to be from poor families by the look of their attire and appearance; and even few families, which some educators visited, indicated that they are poverty stricken.

Academic performance

From its inception the school's Grade12 academic performance was uncertain. In 2002 the percentage was below 50%; in 2003 it obtained 66%; in 2004, 30.3%; 2005, 27.4% and 2006 the school obtained a dismal 4.2%. According to the headmaster the problem with the performance started when some of the educators were identified in excess. No proper declarations were made and the right procedures were not followed. The school ended up with wrong teacher placements for the subjects offered; eventually most educators taught subjects which they have not majored in.

According to the headmaster another main factor that led to the poor academic performance of the grade 12 learners was that the curriculum was very broad to be completed by the present under-staffed educators. The Post Provisioning Model (PPM) caused this problem.

The issue of age cohort led to the problem of discipline, as most learners particularly boys, were stubborn and ill-mannered (i.e. by absenting themselves regularly or dodging lessons; and also not doing their school-work properly or not at all). This is one of the reasons that affected the matriculation results. Most of the learners were promoted undeservedly to the next grade because of age; and the period they stayed in that grade ultimately affected the results negatively.

Departmental Issues

Initially, Tshoganyetso Secondary School did not have a full component in the School Management Team (SMT). There was only one Head of Department (HoD) who was also acting as a principal since September 2006. To date there is still a vacant post of HoD for Sciences. The vacancy for principalship was filled in November 2007 (after a year).

The issue of Post Provisioning Model has negatively affected the school because it is done according to the enrollment of the learners. The principal stated that the Department of Education (DoE) did not consider the issue of curriculum, based on the extra-compulsory learning areas such as Life Orientation (LO) and Mathematical Literacy (ML) introduced during National Curriculum Statement (NCS) in the year 2005. The principal's view was that the PPM should include both the roll and the learning areas offered at that particular school.

Challenges

- Shortage of teaching staff;
- pack of water in the school-yard;
- most learners are from child-headed families;
- teenage pregnancy; and
- poverty.

Conclusion

Despite all the challenges listed above, the relevant stakeholders took minimal action to address them. Nevertheless, the school still exists and survived those challenges. It needs Departmental support as well as all relevant stakeholders to participate in building the future of learners of this province.

1.11.5 ZEERUST APO

1.11.5.1 PHATLHOSO SECONDARY SCHOOL

Introduction and location

The school is situated in a deep rural area of Lobatla in Lehurutshe, 60km from the small town called Zeerust. It was established in 1982 under the principalship of Mr N.R. Mogajane up to 1987. His successor was Mr J.P. Pule from 1988 to 1993. Mr S.J. Tsile took over in June 1993 to date. The school started with three educators and a principal.

Growth and Development

When the school began to operate, there were only four classes without any administration block. However, today it has an administration block and eight classrooms. The enrolment of the school in 1982 with only Grade 7 learners was 56 and 196 learners in 2007. In 1992 the Grade 10 was introduced. The school presented its first Grade 12 examinations in 2003.

Resources and facilities

The school buildings are not in proper condition. The buildings are dilapidated; roofs are leaking and this makes teaching and learning ineffective and uncomfortable for both learners and educators during adverse weather conditions. Furthermore, there is a shortage of classrooms partly because of the two streams at Further Education and Training (FET). To circumvent this problem some classes are conducted in the staffroom but the situation is by no means conducive to create a good learning environment. Toilets are in a very poor condition.

Socio-economic factors

Most of the learners stay alone at home because their parents are working in urban areas and eventually there is lawlessness. This created a lot of problems such as absenteeism, crime, truancy, teenage pregnancy, lawlessness, drug abuse, etc.

There is also high rate of illiteracy and unemployment in that area. This contributed more to the lack of supervision of learners' schoolwork by parents or guardians as most of them are not illiterate.

Academic performance

The introduction of PPM has a negative impact on the general performance of learners, and this severely affected the Grade 12 results from 2003 to 2006.

The conclusion is that the issue of having temporary educators at Grade 12 level especially those with no experience of Grade 12 class at all, however, will find it challenging to improve matriculation results.

Departmental issues

Like most of the above-mentioned researched schools, the principal of Phatlhoso Secondary also complained about the introduction of Post Provisioning Model. The school has been allocated seven educators for GET (Grade 7-9) and FET (Grade 10-12) with two streams at FET level.

Following the principal's request to the Regional ICSC and APO manager, the school was granted three temporary educators over and above the seven

educators due to the insufficient PPM allocation impertinently between 2004 and 2006. In June 2006 two temporary educators allocated to the school were moved to other schools that had permanent vacancies. This left the remaining educators with unmanageable workload.

From 2007 to 2008 the school identified one educator in addition. This created a challenging situation as how the school is going to be managed with a principal, one head of department and five post level one educators from Grade 7 to 12.

Challenges

- Shortage of classrooms;
- dilapidated school-buildings, leaking roofs (poor infrastructure);
- learner absenteeism;
- child-headed families;
- high rate of illiteracy; and
- teenage pregnancy.

Conclusion

To conclude, the principal felt that the question of PPM should be seriously reviewed.

Physical resources must be provided and the school should be given adequate money to run it properly. The Department should cater for deep-rural disadvantaged learners of our province because they also deserve a better future.

1.11.5.2 SAKALENGWE SECONDARY SCHOOL

Introduction and location

The school is situated in Mmasebudule village, about 80km north of Zeerust town along the Gaborone road in the North West Province. The school was established in January1995 under principal Mr L.K Moeng. From March 1995 to March 2003 Mr S.G. Monamodi was the headmaster. In 2003 Mr T.V. Maropeng was appointed principal. In 2004 till 2006 Mr G. Taupedi succeeded him. Mr L.K. Moeng was reappointed to head the school from January 2007 to date.

Growth and development

When the school was established, the enrolment was promising as there were three Grade 10 classes and three Grade 11 classes. The school started with nine educators (including the principal) and 195 learners. The first Grade 12 class was in 1996 with 58 learners. This was the only large matriculation registration ever of the school.

Early 2006 all the stakeholders decided to merge the local middle schools with Sakalengwe. The main purpose of this merger was to overcome the problem of the dwindling number of learners whose parents can afford to send them to the so-called "better" (former Model C) schools in towns or cities. For example, in mid 2006 there were only 64 learners at Sakalengwe Secondary for Grades 10, 11 and 12.

Resources and facilities

Since its establishment in 1995 the school has only eight classrooms of which one is used as a staffroom and one as an office. The school toilets are not in good condition for learners and without privacy. There is no library, laboratory, computer-centre, photocopier, telephone and facsimile. The principal stated that he has made several requests from the department year-in and year-out, but in vain.

Apart from buildings, there are no sport-grounds. The schoolyard is not conducive for sporting activities due to rocks and shrubs, which need a loader to clean but cannot be provided by both the municipality and the Department of Public Works.

Lack of electricity is the main problem because teaching and learning resources in the present curriculum needs lot of materials for learners. This is a shortfall that cannot easily be turned into strength.

Communication with the departmental officials on a daily basis is essential for the smooth running of the school. There are no telephone-lines in the entire village and this hampers the school development.

Since the merger of certain schools in our province in January 2007, the School Management Team and the School Governing Body of Sakalengwe Secondary, with the assistance of the APO manager, were able to provide learners with LTSM (Learner-Teacher Support Material) for all the grades.

Socio-economic factors

The population of this small deep-rural village comprises of divergent groups, i.e. migrant labourers, stock-farmers, senior citizens and a large number of unemployed parents and youth. Like in many poor and rural communities, most homes are child-headed families. The above scenario poses a serious problem to learners and the school. Learners' work is not supervised, most of them do not do their school-work and there is no supervision. There is lawlessness and the behaviour of some of the learners leaves much to be desired. Few learners who are trying their level best are demotivated.

About 5% of the parents earn a living salary; the majority depends on the government for social grants.

Academic performance

At the end of 1996 until 2000 the results were far much better than the recent years. From the year 2001 the results were on a downward scale and the school was trapped up to date of the study. The general academic performance of the school since 2001 was not good. Learners were made to register for examinations at standard grade level. This means that there were no endorsements. Although some learners managed to pass matriculation examinations, it was just an "S" pass – which means that those learners could not get entry at universities.

Departmental issues

According to the principal, the following problems, *inter alia*, led to mismanagement and under-performance:

- The Departmental officials in charge of the school in the past years forced the school to employ or keep educators who had problems in other institutions. Those educators were "dumped" to Sakalengwe Secondary School where they continued with their problematic behaviour. Actually, since 1999, most of the educators in the school were not competent to give learners quality education.
- The PPM does not favour the school because of the size of the school.
- The kind of support that is given to the school is always verbal and no real action is taken to bring needed infrastructure and quality education.
- After the merger of the school with the local middle school, the new merged school itself encountered problems that hampered the academic performance of the learners. More specifically, the role of educators who were not prepared to accommodate change or who felt they were not recognized, sabotaged progress.

Challenges

There are various challenges the school have encountered, and which need urgent attention. Among others are:

- Lack of infrastructure, resources and facilities;
- educators and learners not committed to their schoolwork;
- absenteeism by some educators and learners was the order of the day;
- school leadership seemed to be having problems;
- there was no instructional leadership;

- no internal monitoring of the behavior of learners because the school did not have officially appointed heads of departments: this situation led to ill-disciplined behaviour by most of the learners; and
- most of the educators were not conversant with the departmental policies.

Conclusion

As the school, the SMT hoped that with the support from the Department, APO, parents and other stakeholders, the school's academic performance would gradually improve with time.

1.11.6 OVERALL CONCLUSION

In the light of the above, it is clear that the Department has a lot of work to do in its quest to have all public schools' performance on par. In order to achieve that, it has to support and develop School Management Teams, capacitate all School Governing Bodies and ensure that there is a minimum qualification for SGB membership.

Another challenge is to ensure that the declaration of educators in addition policy is brought in line with the grading of schools' policy (once in 3 years).

The continued motivation of educators, in-service training and the support of schools cannot be over-emphasized.

The above-mentioned ten researched learning sites display almost similar challenges as far as non-performance of Grade 12 results is concerned.

Many public schools do not have basic amenities. While the Department of Education has taken a good stand in trying to supply resources and facilities in good teaching and learning, there are still incentives that are lacking to motivate educators and learners. A good learning atmosphere which needs to be promoted by all structures involved with education, include, departmental officials, teacher-unions, SGB's, politicians, religious sectors, business communities as well as the learners themselves.

1.11.7 GENERAL PERFORMANCES OF RESEARCHED SCHOOLS

The 2003 to 2007 Grade 12 (matriculation) Regional Results Analysis of the general performances of all the researched schools are reflected in Appendix 7.

1.12 RESEARCH METHODS

1.12.1Face-to-face interviews

Face-to-face intensive interviews were conducted with school managers, heads of departments, educators and learners.

1.12.2 Observations

The researcher was sitting at the back of the classrooms of grade twelve learners during teaching sessions, and took notes regarding the quality of teaching and learning.

1.12.3 Documents analysis

The researcher looked for all documents and studied them for purposes of understanding the process before the study began.

1.12.4 Self-administered questionnaires

This was administered on the same day as the face-to-face intensive interviews.

1.12.5 Conclusions and recommendations

On the basis of the outcomes of the above, conclusions and recommendations were drawn.

1.13 DEFINITION OF TERMS (CONCEPTS)

1.13.1 Absence from school and truancy

"Absence from school" is defined as a failure to attend school irrespective of reason, whereas "truancy" is unjustifiable absence from school without parental knowledge or consent (Harre & Lamb, 1986:13).

Van Den Aardweg & Van Den Aardweg (1993:245) define "truancy" as the absenting of oneself from school without the school's permission. They further explained that among older children truancy is the result of a dislike of school, frustration and a disillusionment of what it has to offer, usually because of poor achievement, constant failure, rejection by peers and punishment.

According to school regulations a learner is not supposed to absent him/herself from school for a period of fourteen consecutive days without notifying the school. In this study "absence from school" is explained as learners absenting themselves regularly. This is contrary to the school policy which stated that a learner is not supposed to absent him-/herself from school for a period of fourteen consecutive days without notifying the school (South Africa, 1997a:12).

1.13.2 Adolescence

The transition from childhood to adulthood brings dramatic intellectual, social, emotional and physical changes. Generally, this transition occurs between the ages of 12 and 20 years, a period known as *adolescence* (Lefton &Valvante, 1983:316).

Mwamwenda (2004:479) defines the term *adolescence* as the transition period between childhood and adulthood during which boys gradually become men and girls women. He further explains that *adolescence* stands out as a fascinating, interesting and challenging period of human growth and development. It is a period of great physical, social, emotional, physiological and psychological change. The *adolescent* is neither a child nor an adult, but is on the threshold of adulthood (Mwamwenda, 2004:60).

According to Van Den Aardweg & Van Den Aardweg (1993:13), "*the adolescent* is the youth at the stage between childhood and adulthood, termed adolescence."

In this study the Grade 12 learners are children who are in the adolescence stage.

1.13.3 Attitude of learners

The attitude of learners refers to the way the learners view something or tend to behave towards it, often in an evaluative way (Sharma & Sharma, 2005:4).

According to Blake & Hanley (1995:12) an attitude is manifested through a pattern of settled behaviour or habitual reaction and is an extremely important factor in the learning process.

Attitude is a general predisposition or mental set with regard to any person, beliefs, or other entities; educational systems typically seek to encourage the development of certain attitude in their students, in addition to inculcating knowledge (Hawes & Hawes, 1992:23).

In this study most of the Grade 12 learners had a negative attitude towards learning.

1.13.4 Corporal Punishment

Corporal punishment is punishment inflicted on the body in order to cause physical pain, usually for the purpose of modifying behaviour (Van Den Aardweg & Van Den Aardweg, 1993:56).

Van Zyl & Duminy (1979: 51), defines corporal punishment as a correction that is done for the child and not to the child. The child is the beneficiary of the correction, not the school or the parent.

According to Mwamwenda (2004:484) corporal punishment is punishment of the body such as a whipping or beating.

In this study corporal punishment is defined as punishment administered with great care that usually has positive end-results particularly in stubborn learners. For example, if a stubborn learner fails several times to do his/her homework, and he/she gets some lashing, which when administered with caution, may lead

to positive reinforcements, therefore, making the learner more responsible to his/her school-work.

1.13.5 Curriculum

The word "*curriculum*" originally meant "a race-course". It actually meant "the whole way" that had to be completed by the race-chariot, from the starting point to the goal. The word is derived from the Greek word '*curere*' which means "to run" (Van Zyl & Duminy, 1979:59). Curriculum is thus the whole study programme to be followed to reach a certain goal. Mwamwenda (2004:484) defines curriculum simply as a course of study in a school.

In this study curriculum actually means the whole way the learner has to go in order to complete a particular programme of study.

1.13.6 Delinquency

This refers to conduct disorder in young persons involving offences against law (Van Den Aardweg & Van Den Aardweg, 1993:123).

Mwamwenda (2004:485) defines delinquency as a term used to describe repeated behaviour that is considered as socially unacceptable especially in children.

In this study delinquency is defined as excessive "looseness" in some learners, which leads to negative behaviours such as house-breaking, car theft, assault and even rape.

1.13.7 Discipline

Discipline as a process by which learners' desirable behaviour in the classroom is fostered so that effective learning can occur Mwamwenda (2004:485).

Alswang &Van Rensburg (1988:230) define discipline as controlled behaviour, orderliness, or to punish in order to control or train.

In this study discipline refers to the system by which order is maintained in the school.

1.13.8 Drugs

a) Alcohol and marijuana
These are drugs, which act on the central nervous system and brain. They possess anaesthetic qualities and impair the level of performance of skilled tasks. They cause disorganized thoughts and disruption of body coordination and interfere with driving ability (Van Den Aardweg & Van Den Aardweg, 1993:19).

b) Marijuana (Dagga)
This is drug which is usually smoked in the form of cigarettes, but it can also be eaten in food. Physical dependence is rare and many adolescents never progress beyond the use of marijuana (Van Den Aardweg & Van Den Aardweg, 1993:74).

According to Mwamwenda (2004:494) marijuana is a drug which is smoked and causes pleasant feelings.

In this study, most of the ill-disciplined matriculants used drugs such as marijuana. Many marijuana users are young and the educator's worry is that if used frequently, the adolescent will not learn to cope with the stresses and problems of everyday life and perpetual immaturity may result with greater dependence on alcohol and other drugs in order to cope with challenges in life.

For this study alcohol and marijuana are defined as drugs, which are detrimental to effective studying of learners, which eventually becomes a setback to their academic performance.

1.13.9 Education

The word "*education*" refers to the bringing up of young persons. To educate literally means to teach or bring out what is latent. Education implies a relationship between at least two persons: an educator (who educates) and an educand (who is educated) (Van Zyl & Duminy, 1979:2).

Van Den Aardweg & Van Den Aardweg (1993:77) defines education as a purposeful, conscious intervention by an adult in the life of a child with the specific purpose of bringing the child successfully to adulthood.

Education can be defined as another term for pedagogy. It is further referred to as scientific education; for example, education in the school. This means that education is the science of teaching at school or in other formal educational

institutions, which means the conscious process of enlightening by way of equipping and empowering the learners with knowledge, skills and behavior (Matshe, 2005:3).

In this study education is defined as a process in which the practice of education is involved where a responsible adult (an educator) leads, helps, supports and accompanies a child (an educand) to self-actualization and ultimate adulthood.

1.13.10 Educator

The South African Council of Educators or SACE (South Africa, 1997b:1) describes an educator as any person who teaches, educates or trains other persons or provides professional therapy at any school, technical college or college of education.

Van Den Aardweg & Van Den Aardweg (1993:77) define an educator as a person who voluntarily elects to follow a profession which seeks to help youth to become equipped for life, to realize their potential and to assist them on their way to self-actualization and to ultimate adulthood.

Farrant (2008: 216) explains the educator as the successful instructor who knows thoroughly what he/she is teaching and those whom is teaching and has the ability to link the two through a mastery of communication.

In this study an educator is a professional person who educates, who takes the responsibility of leading the child successfully into adulthood at school.

1.13.11 Grade

It is a term used in the Schools Act to indicate a particular school year. There are now twelve grades, from Grade 1 to Grade 12 (South Africa, 1997b:3).

In this study there are now twelve grades, from grade one to grade twelve (South Africa, 1997b:3).

1.13.12 Guidance and Counseling

This is a comprehensive, pedagogical, ancillary service involving, and the goal-directed, conscious, purposeful effort of an educator to support and advise the learner in all aspects of his/her becoming so that he/she can reach his/her potential (Van Den Aardweg & Van Den Aardweg, 1993:105).

In this study guidance is an activity in which an educator brings learners into contact with the world and helps them to make choices wisely in their day-to-day lives. Counseling is personal assistance for the learner in a private interview situation (Lindhard, Dlamini, & Barnard, 1987:3).

1.13.13 Integrated Quality Management System (IQMS)

This system is a Collective Agreement No. 8 of 2003 of the National Department of Education. It is the official teacher-performance management tool which stipulates that all teachers will be evaluated on a yearly basis with those deemed to have performed satisfactorily receiving an additional **one percent** pay increase on top of the increases agreed to in normal bargaining processes. The system allows for peer evaluation among teachers who assess each other according to performance (South Africa, 2003:1).

1.13.14 Learner

A learner is a pupil or student who is taught or trained by an educator (South Africa, 1997b:3) or a child, one who needs to be educated (Van Den Aardweg & Van Den Aardweg, 1993:141).

In this study a learner is a pupil who is taught by a qualified teacher.

1.13.15 Learning

Learning is the act or process which enables a person to acquire or modify his/her behaviour. Learning usually occurs when an educator intervenes (Van Den Aardweg &Van Den Aardweg, 1993:137).

According to Gerdes (1988:171) the traditional view of *learning* is that it is a change in behavior brought about by experience. Adults are constantly exposed to new situations from which they are expected to learn.

Mwamwenda (2004:493) views learning as a change in behaviour or performance due to practice or experience.

Learning is when information, received through senses, is stored in the memory; it can be formal and informal (Lindhard, *et al*, 1987:132).

In this study learning is knowledge or information obtained through study by the pupil (educand) with the assistance of the teacher (educator).

1.13.16 Matriculation Exemption

It is a benchmark to qualify for university to study or qualify for degree studies in South Africa.

1.13.17 Motivation

Van Den Aardweg &Van Den Aardweg (1993:140) define motivation as the driving force, the impetus of the personality, which is put into effect by an act of the will in accordance with what a learner wants to do.

Motivation is an energizer or a driving force, a desire or an urge that causes an individual to engage in certain behaviour (Mwamwenda, 2004:231).

In this study motivation is what makes the learner want to do something even when it is very difficult, tiring or boring.

1.13.18 Parent

The word "parent" means the parent or guardian of a learner; or the person legally entitled to custody of a learner (South Africa, 1997b:3).

The South African Schools Act states that a 'parent' refers to a biological parent of a learner or a guardian (South Africa, 1997b:11).

In this study a parent is a person who undertakes to fulfill the obligations of a learner.

1.13.19 Post Provisioning Model (PPM)

This model was introduced in schools by the National Department of Education (Resolution 2 of 2003). Its aim was to allocate affordable educators posts to schools in line with the Medium Term Expenditure Framework and learner enrolment per school. This is determined by the ratio of learners against educators (that is, one educator is to 35 learners). Usually the PPM of the school is lower than the school's posts-establishment which results in some educators declared in excess or in addition (South Africa, 2003a:2).

1.13.20 Secondary Education

It is post-primary and pre-tertiary education. It succeeds primary education and will, for successful completers of the secondary course, precede tertiary education (Van Zyl & Duminy, 1979:82).

In this study the secondary education caters for standards 6-10 (now grades 8 to 12) and learners of approximately 13 to 18 years of age. The learner enters secondary school as a child, a pre-pubescent, and leaves it as a youth (Van Den Aardweg & Van Den Aardweg, 1993:222).

1.13.21 Skills

Skills are capabilities to perform particular tasks or to achieve particular goals. Many skills can be acquired, sometimes after a long period of training and practice (Harre & Lamb, 1986:69).

A skill is the level of proficiency attained in carrying out sequences of action in a consistent way. It is a practical knowledge combined with ability and shows a degree of expertise, competence and even cleverness (Van Den Aardweg & Van Den Aardweg, 1993:222).

In this study skills are defined as abilities in which learners have gained competence.

1.14 PLAN OF THE STUDY

This study consists of five chapters and they are arranged as follows:

Chapter One: This chapter is the general introduction to the study; followed by a statement of the problem; key research questions; aims and objectives of the study; purpose of the study; significance of the study; delimitation of the study; limitation of the study; research assumptions; and definition of concepts as well as plan of the study.

Chapter Two: This chapter provides a literature review pertinent to the research topic at hand and the theoretical perspective to the study. The literature focused on identifying the major problems that contributed to the poor performance of the grade twelve learners. The literature review helped the researcher to identify solutions that were applied to the problem at hand.

Chapter Three: The researcher outlines the research and strategies for data collection. It covers research design, population and sampling for the research, data collection instruments, data collection and analysis. It also involves the methodology used in the research for data collection and the study participants are introduced.

Chapter Four: In this chapter the researcher presents the data collected with the appropriate analytical tools already specified and adopted under methodology.

Chapter Five: This will be the summary, findings, conclusion and recommendations. The final chapter of the dissertation is a summary of the major findings, as well as summing up together of the various issues raised by the study.

Appended are a number of relevant references; a copy of General Grade 12 Regional Results Analysis from the year 2003 to 2007; copies of questionnaires and interview questions used in this study; letter to the Regional Education Office; letters to school managers of researched schools; and letter of permission to conduct research.

1.15 CONCLUSION

This study is set to identify the major causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Secondary Schools (Central Region). This chapter outlined the background of the study, the statement of the problem, key research questions, aims and objectives of the study. It went further by outlining the significance of the study, delimitation and limitation of the study, definitions of terms related to the study, sampling and how this study was planned.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In chapter one we focused on explanations and provided a summary of the literature review. In this chapter a detailed study is made on the literature review. The high failure rate of Grade 12 learners attracted the attention of the eminent educators and research scholars all over the nation. However, publications relating to high failure rate in Grade 12 in the North West Province have so far been limited to newspaper articles (*Mirror*, 1999:3). However, the limitations of schooling, lack of motivation and adequate education would be explored in order to understand the factors affecting performance of Grade 12 learners.

Unionism has gained strength and disruptions by striking educators have become frequent. Those strikes and stay-away contributed to the incomplete school programme that led to the poor performance of the Grade 12 learners (*Mirror*, 1999:3).

2.2 Historical Background

Since 1976 education in black communities has seen tremendous changes. Before then, many communities simply did not have schools, particularly those in rural areas. In the 1980s political instability destroyed what little culture of learning and teaching there was. Schools were closed, children were arrested, many never returned to formal learning. With the political changes of the early 1990s, trade unionism has gained strength, and disruptions by striking educators have become frequent. Those strikes and stay-away contributed to the incomplete school programme which led to the poor performance of the grade 12 learners (*Sunday Times*, 1999:5).

In 1996 the first year of amalgamated, non-racial exams only 54, 4 percent of matriculates passed. The 1997 result was even worse with only 47.4% passing. In 1998, out of 834 726 learners who sat, a mere 50.7% passed (*Sunday Times*, 1999:5).

The best-known work in this area of investigation into school performance is Ken Hartshorne's book *Crisis and Challenge: Black Education 1910-1990*. He

stated that June 1976 marked the beginning of a long period of protest and resistance on the part of secondary school learners that is not yet over.

The early slogans and rhetoric in the mouths of ordinary secondary school learners were saying: "We want a good education; "we want an education as good as the whites get;' "when we've got it we want the opportunity to use it;' 'we want an education that will make sure that we get good jobs;' *apartheid*[1] education must go!" (Hartshorne, 1992:79). These slogans changed into much more sophisticated political statements as the revolt continued and the learners began to organize themselves more effectively, but the deep dissatisfaction with the schools remained.

There was a great deal of criticism, not only by the government and the department, but also by the educators and their inability to relate to the needs and aspirations of their learners. The lack of discussion and question time in the classroom was often brought up, together with the abuse of corporal punishment and the general authoritarian nature of the school, which prevented learners from feeling free to express their ideas and have a say in what was going on in the classroom.

In a survey of secondary school youth in the Transvaal in 1983, called "Indicator South Africa," found that learners considered educators as the main obstacles to progress, and that dissatisfaction with educators was likely to be the main cause of boycotts or demonstrations. They saw many of their educators as unhelpful, lacking in commitment and effort, failing to explain new work, drinking too much and being absent from school. Only one-third of those interviewed felt that the school was doing all it could and were satisfied with their progress (Hartshorne, 1992: 80).

Hartshorne (1992:80) further explained that as the periods of protest and revolt continued and intensified, through 1976-1980, 1984-1986 and finally from 1988 onwards, the learning environment in the secondary schools, first in the metropolitan urban areas, then in other urban and rural areas, slowly but surely began to crumble and disintegrate. Even when the calls to return to schools were accepted there was no guarantee that any learning was taking place. Learners came to school at different times, left when they felt like it, did not bring their books to school, refused to do homework or writing tests and, generally, increasingly began to reject any kind of authority.

Nowhere is this more clearly reflected than in the collapse of secondary schooling, with its deteriorating learning environment, demotivated and 'burnt-

[1] **Apartheid:** The political policy in South Africa aimed at the separation of the various races in the country, with emphasis on separate development.

out' educators, unsettled conditions in which violence and intimidation are rife, haphazard and spasmodic school attendance, all leading to disastrous senior certificate and matriculation results at the end of the secondary schooling phase (Hartshorne, 1992: 81).

2.3 Curriculum 21

Since 1994 the education department has introduced a vast array of policies. Some, such as Curriculum 2005, had its numerous flaws.

Although *Curriculum 2005* seemed promising for the new education system of South Africa, it was revised in June 2000 to Curriculum 21 in order to improve educators' classroom practice (Chisholm, 2000:5).

In June 2000 the former Minister of Education in South Africa, Kader Asmal, accepted the Review Committee of *Curriculum 2005's* recommendation that *Curriculum 2005* will be replaced by what is called a **National Curriculum Statement** (Curriculum 21), which will entail clear-cut guidelines, in plain language on what skills and knowledge educators have to teach each grade and when educators have to test learners on what they know and what they can do (Chisholm, 2000:6).

The key proposals of *Curriculum 2005* namely, the principle of Outcomes Based Education (OBE) and child-centred activities will remain. Technology and Economic and Management Sciences will be left out for the time being as there are a shortage of teachers and a lack of resources. Only six learning areas will be used, namely: Languages, Mathematics, Natural Sciences, Social Sciences, Arts & Culture and Life Orientation.

The shortcomings of *Curriculum 2005* are based on the following:

- Educators were not involved in large numbers in the development of *Curriculum 2005* and this contributed to insecurity and initial lack of confidence.
- Lack or insufficient resources in schools.
- Redeployment and retrenchments of educators demotivated educators who remained in the system.
- Educators did not have time to consider the effect of Curriculum 2005 on classroom practice to build on good practices that may already have been in place.
- Inadequate teacher-training.
- Learning outcomes are not clearly stated as educators do not always know what concepts, content and skills learners should learn.

- The incremental approach for implementation is based on time lines and not on the experience of educators (educators are thrown in at the deep end).
- Textbooks are unaffordable in many schools.
- The education budget does not provide transport to officials to enable them to provide adequate support to educators at their schools.
- Inadequately trained officials are used to support educators with well-informed facilitators at universities, colleges and technikons are not used to aid the successful implementation of *Curriculum 2005* (Chisholm, 2000:6; South Africa, 1999:1-8).

Curriculum 2005 can be considered as a drastic and rushed change in the education system and was not thoroughly planned to ensure successful implementation (Chisholm, 2000:6). The success of a new approach not only requires a great deal of planning but also assistance to educators so that they will be able to implement such an approach.

2.4 The School

Historical Definition
The word 'school' is derived from the Greek *schole*, which means 'free time.' Originally school thus conveyed the meaning: to be free to take part in, and relax with, learning and study (Van Zyl & Duminy, 1979:73). For the Greeks, gradually, *schole* came to mean being busy with spiritual matters, while at the same time *schole* became known as the place, the area or building where people – men and boys only in Ancient Greece – came together for spiritual and intellectual activities (Van Zyl & Duminy, 1979:73).

Through the centuries this learning and study became a more serious business and the development of the Western school can be traced via the Greek gymnasiums, the Roman schools, the catechetical schools of the old Christian Church, the convent schools and city-schools of the Middle Ages, to schools as we know them today.

2.5 The role of schools

In the broad history of mankind, societies without schools have been the rule rather than the exception. In tribal education, as found in primitive societies, the home, peer groups, religious organizations and occupational societies were responsible for the education of the young. Life and learning were so close to

each other that it was often not at all necessary to establish special institutions (schools) to train the young (Van Zyl and Duminy, 1979:73).
However, today, South Africans live in society in which it is unthinkable to be without schools. Since schools have proved useful and are today inseparably bound up with society, it is important to trace the basic reasons for their existence.

2.6 Why schools have become necessary?

It has been mentioned that even in primitive societies intentional education is essential if functional education is to be truly meaningful. Tribal communities realize that no education is complete without organized didactic situations. The tribal initiation schools indicate that mere informal education in the home is not enough. It has to be supplemented by intentional formal teaching. In an uncomplexed society this organized schooling could be limited, but as communal life became more complex, schools became more essential.

During the nineteenth century the Industrial Revolution emphasized the need for schools in England. To protect young children who were ill-treated as means of cheap labour in the factories, compulsory education was introduced. All over the world the age of Industrial Revolution cried out for trained and educated men. A variety of vocational schools were erected in almost century (Van Zyl and Duminy, 1979:76).

We live in an age of differentiation and specialization as a result of scientific knowledge and technological progress. The world of today demands well-educated men and women. Without the assistance of the school, parents cannot help their children to find their niche in the world. Vocational guidance is essential to direct children and their parents as far as the choice of a school and a course is concerned.

Education, be it at primary, secondary or tertiary level, opens up fields for children and young people quite unknown to their elders. Without educational institutions there is no future for the present generation in this complex world. The school forms a part of the world of the child. It is the way which leads him/her to the world of the adult. This is why there is so much interest in improving national school system all over the world. Personal and national interest must be considered in the planning of a national schooling system.

2.7 The importance of the school

One of the functions of the school is to prepare young people to be "free" and responsible in a free society. But trying to make schools free, even when they are compulsory, may lead to a number of difficulties: For example, in secondary schools choice is usually built into the opinion system for fourteen year old learners, although it has often been pointed out that the basis of this choice is frequently ill-founded or even irrational (Lawton, 1988:64).The minds of human beings at birth are empty. They are clean slates or empty rooms gradually to be filled up with the furniture provided by experience from sensation derived from their environment. The educator's job is to fill learners with useful information which should be learned. The Afrikaans word "*opvoed*" literally means to feed so as to reach a higher level. Another word that is often used in this connection is *pedagogue* (Van Zyl & Duminy, 1979:3).

2.8 The meaning of the word "education"

The word "education" refers to the bringing up of young. To educate literally means to educe or to bring out what is latent. Education implies a relationship between at least two persons: an educator (who educates) and an educand (who is educated). The word pedagogue is a Greek word which means "the adult who accompanies the child." The child is on the way to adulthood, and the pedagogue has to accompany him/her on his way, so as to protect and direct him (Van Zyl & Duminy, 1979:2).

The latent possibilities of the educand should be awakened and directed by the educator according to norms which he/she will need in adult life. This guidance towards adulthood is called education. All education includes teaching by the educator/teacher and learning by the learner/ educand.

2.9 The necessity for education

At birth the baby is entirely dependent. He/she will not even be able to live unless human hands assist his/her and give him/her security. However, it is not only his/her biological wants that must be satisfied by his/her fellow beings. Van Zyl & Duminy (1979:3) indicate that the baby also needs motherly and fatherly love and attention. In addition, children need to identify with men and women who display the quantities of manhood and womanhood.

Van Zyl & Duminy (1979:3) further explain that a child does not know instinctively what ought to be. His/her openness to influences of all kinds,

his/her plasticity and his /her absolute dependence on human assistance demands that he/she should be protected against himself/herself and against his/her world which is not always a friendly one. Man has a long youth during which he/she needs intimate educative care to assist him/her on his/her way to adulthood.

Being a child implies having a future and becoming an adult who should be relatively independent. The child does not have skills, the knowledge and the norms to find his/her own way in life. He/she needs adults to interpret his/her past, to make his/her present meaningful and to awaken future prospects.Human life demands a personal choice, for which the child must be prepared by education. Without this he/she would be delivered to the dangers of life, which he/she knows nothing about (Van Zyl & Duminy, 1979:3).

The child is born into a human world prepared by others. The world is meaningless to the newborn baby. He/she can learn to understand the meaning through the educative help of those who welcome him/her as a fellow being.

Without education the adult-to-be would be the victim of his/her own biological wants. He/she must learn self-control. He/she must be disciplined by others before self-discipline is possible.

A child can be trained in all kinds of skills. He/she can be taught all kinds of knowledge, and he/she may even know the norms for good behaviour and yet still be at loss. If he/she does not have the will to choose according to norms of decency, he/she will be delivered to ill-winds. A person needs education to make life better as a human being.

Education influences the educand's attitude towards life. It is essential to cultivate respect for people, and a taste for that which is valuable (truth, beauty, nobility and a belief, conviction or philosophy that makes life meaningful (Van Zyl & Duminy, 1979:4).

The powerful message of Emperor Haile Sillassie1 confirms the above-mentioned paragraphs when he said: "To give birth to a child is an act of nature, but to educate a child is a human improvement in nature" (*Edunews, Sept. 2009 – March 2010:23*).

Education has always been, and will always remain an important catalyst in our general development and prosperity as individuals, communities and a nation. No one on Planet Earth can question the importance of education, particularly in this era when the world is fast becoming one global village. To even think that a person can live without education will be what Mahatma Gandhi calls 'sincere

ignorance and conscientious stupidity'. We should all learn to leave our lives with a purpose as Michel de Montaigne correctly said: "The greatest and glorious masterpiece of humanity is to know how to live with a purpose" (*Sowetan*, 2011:17). No one of us should leave education in the hands of one stakeholder. Government has its role to play, as well as educators, learners and parents. If we all play our part, then we will be sure of success.

Matshe (2005:15) states that education is important in the sense that "*curriculum*" refers not simply to a course of study, content or subject matter, a list of goals or objectives or a programme of planned activities that takes place in the school environment, but that it actually encompasses the total sum of the learning experiences learners are exposed to at or under the direction of the school. It involves the development of attitudes, skills and knowledge and includes activities generated by the school or by a higher authority, which take place inside and outside of the classroom.

2.10 Skills, Knowledge and Attitudes

Education implies the attainment of skills, knowledge and attitudes. One is not born with these capabilities. They must be attained through teaching and learning. Two people may manage the same skills and knowledge, yet the one may be a hooligan. The attitude makes the difference.

Though the development of attitudes needs special attention in education, a person cannot fulfill his/her human task without skills and knowledge. He/she is not born with skills, knowledge and attitudes. He/she has the ability of attaining them. To realize the possibilities he/she needs a fellow human-being. An educator must teach him/her how human-beings should live. Human life implies norms (Van Zyl & Duminy, 1979:11).

2.11 Aims of education

The purpose of all rational activity, including education, is to increase happiness and to diminish pain. In his message when advising the youth few days before *The World Youth Week* event which was held in Tshwane from 13 – 19 December 2010, the former president of South Africa Mr Nelson Mandela stated: "Education is the great engine of personal development" (*Sunday Sun*, 2010:4).

Van Zyl & Duminy (1979:29) further explained that the particular aim of education is to produce the kind of people whose behaviour will increase not

only their own happiness but also that of other human beings. The educated person would, therefore, have virtues such as temperance, generosity and knowledge sagacity.

Education aims at a way of living that is worthy of man's dignity. Therefore, education should awaken an attitude of preference to values. Education aims at influencing the adult-to-be also that he/she may grow up to be a man or woman of noble character. The adult-to-be needs guidance to learn the skills, the knowledge and the norms that he/she will need in adult life. All education includes teaching by the educator/teacher and learning by the educand/learner.

In a democratic society it is necessary for individuals to become autonomous: That is, to be able to make decisions for themselves over a wide range of activities rather than simply to follow orders, or to be conformists. The aim will be to produce not simply autonomous, but autonomous individuals living in a society, knowing their duties and responsibilities are well as rights and privileges (Van Zyl & Duminy (1979:30).

The educated person in a democratic society should be a cooperative individual, not a selfish individualist. The aim of education will be to introduce all members of society to the common culture of that society.

Social justice in education must mean equality of access to worthwhile knowledge and experience. The purpose of education is to protect children from an evil corrupting society, and to allow them to develop 'naturally'.

The best method of allowing children to become educated is to enable them to follow their own interests and merely to assist them, without interfering too much in their naturally developing maturity (Van Zyl & Duminy, 1979:18).

In this study attempt was made to match performance and aims of education as discussed.

2.12 Education in the Republic of South Africa (RSA)

As enshrined in the Constitution of the Republic of South Africa, Clause 29 states that: "everyone has the right:

- to a basic education, including adult basic education; and
- to further education, which the state, through reasonable measures, must make progressively available and accessible".

It further states that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable in order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account:

- equity;
- practicability; and
- the need to redress the results of past racially discriminatory laws and practices (South Africa, 1996:14).

The value of education can be expressed in many ways. It is said: "Education pays, because you will be poorer without it." (Lindhard, *at al,* 1987:119). In the same breath, the former President of South Africa, Mr Nelson Mandela, recently advised the youth when he emphasized that: "Education is the most powerful weapon which you can use to change the world" (*Sunday Sun*, 2010:4).

A good education really means a good start in life. Education is the foundation on which you build a life which is not only richer in money (because the educated person is normally better paid than the person who is less educated) but also richer in quality. A life of quality is found by people, old and young, men and women, who have wide interests, and who are strongly aware of culture and people. Education brings this awareness.

Education gives a person skill. There are basic skills which you use at work and which you get at school such as reading, writing and arithmetic plus memory and reasoning skills.

Education, particularly with a good guidance system, will provide the student with social awareness and social skills such as the ability to get on with others, the ability to communicate well, to make good decisions, to choose a career and to get on successfully in the first job. Education in a good school, with a school manager (principal) who is a good leader and has an enthusiastic team of educators, also provides the learners with maturity at an early age. They will also gain confidence and competence to meet the outside world. Education therefore, provides readiness for future responsible citizenship. And also, although it is the role of the home to provide the first instruction in the knowledge of the family's particular culture, values and religion, it is the task of the school to reinforce these values. However, the learner must make his/her personal choice in these matters, and decide what place certain values, cultural influences and religion should have in his/her personal life.

Education does not stop at the end of the school career. Education after school provides for those who want to get ahead, added opportunities to reach their goals. It supplies the need for professional and technically trained manpower in our progressive community (Lindhard, *et al*, 1987:120).

Educational awareness is the basis for learners' motivation. A learner who cannot see the purpose of his/her studies will not study. Fortunately, many young people are fully aware that the road to opportunity is through a good education.

2.13 What is learning?

Learning is the primary reason for the existence of schools and a means by which socialization is effected. Learning is a continuous process lasting from the moment a person is born to the end of his/her life on this planet. It occurs both consciously as a result of deliberate and conscious effort and subconsciously (Mwamwenda, 2004:170).

Mwamwenda (2004:170) further stated that learning occurs not only at school through the educator's conscious effort to transmit information, but also at home as mothers and fathers interact with each other and their children. What happens at school is a continuation of the learning process that started a number of years before the child saw the four walls of a classroom.

According to Mwamwenda (2004:170) learning involves a change of behaviour as a result of what one has experienced, and this may be shown in

the way a person thinks (cognitive), acts (psychomotor) or feels (affective). Hilgard and Rower (1975) [as cited in Mwamwenda, 2004:170] stated that:
"*Learning refers to the change in subject's behaviour to a given situation brought about by his repeated experiences in that situation, provided that the behaviour change cannot be explained on the basis of native response tendencies, maturation, or temporary state of the subject (e.g. fatigue, drugs, etc.).*"

This definition claims that there are certain behaviours that may not be the result of learning, but that of the normal and natural or biological development of a person, for example, seeing or walking. The behaviour observed could be due to drunkenness, or to the use of a certain type of drug which makes a person behave in an unusual fashion. Such behaviour is not the result of learning or experience. Other definitions of learning are that it is

a change in performance due to experience, and that it is a process whereby a person's behaviour changes as a result of experience. Learning may also be defined as a relatively permanent change in behaviour following practice or experience of some kind (Mwamwenda, 2004:170).

In this study an attempt was made to relate performance with learning.

2.14 What is teaching?

Teaching is the process by which a person helps other people learn (The World Book Encyclopedia, Vol. 19, 1985:69). It is one of our most important activities.

Teaching helps people gain the knowledge and attitudes they need to be responsible citizens, earn a living, and lead a useful, rewarding life. It also provides the chief means of passing knowledge to the next generation. Without teachers, people would have to learn everything by themselves. Few people could learn enough on their own to get along in the world. Much teaching takes place informally – that is outside school environment. In the home, for example, parents teach their children skills everyday, as well as values and habits. But when people speak of teaching, they usually mean formal teaching – the kind provided in schools by professional educators.

Effective teaching can be defined as the extent to which teaching leads to increased learning on the part of learners. Such learning and teaching is also referred to as *quality teaching.* Effective teachers are those who design lessons, utilize appropriate teaching strategies, and implement management techniques to optimize learning for all students (Mwamwenda, 2004:388).

Teaching in this study refers to all activities that educators undertook to provide knowledge, skills and attitudes to write matriculation examinations. The results indicated the extent of teaching success.

2.15 Aims and functions of secondary school

Secondary education is post-primary and pre-tertiary education. It succeeds primary education and will, for successful completers of the secondary course, precede tertiary education.

While the aim of the primary school is to impart the basic skills, that of the secondary school is to train in the use and application of these skills. The

learner is in a period of rapid intellectual growth and development, and want to approach his/her school work in a more academic, logical and scientific way. It is the aim and function of the school to supply this opportunity for advanced academic training: training particularly necessary to learners who will go on to tertiary education (Van Zyl & Duminy, 1979:83).

The secondary school must, as far as possible, cater for the wide variety of interests of its learners. This is done only through offering a wide range of subjects, but also through the manner in which enthusiastic specialists educators can open up views on the subject so as to capture the imagination of learners at a most receptive age. By these means the child is led to discover his/her own interests, talents and limitations; and he/she should be assisted to make the best selection from the learning area offered (Van Zyl & Duminy) .

At the end of the secondary school period most learners will be looked upon as socially useful citizens, aware of their civic duties. The school must supply the preparation and training that will achieve this end.

The secondary school has also a cultural task. Learners must be educated in such a way that they will act in the community as cultured, refined human beings, whether at play or when generally pursuing free-time activities (Van Zyl & Duminy, 1979:84). The learners of the secondary school are adolescents and it is quite normal that the final question of human existence will keep them busy.

What is the origin and destiny of life? What is death? Questions of this nature are of pressing importance to them. Making suggestions and discussing answers to these questions will form part of their moral-religious training.

In this study an attempt was made to establish whether there was any relationship between the achievements and aims of the ten secondary schools mentioned in chapter 1.

2.16 Classroom control/management

However good an educator's lesson preparation and planning may be, he/she is likely to encounter one or two learners in a class who will be disruptive and spoil the lesson for the rest of the learners. He/she must have some means of dealing with these learners in order to make life tolerable for the rest of the class either temporarily or on permanent basis.

Some schools have now developed a variety of means of coping with "disruptive" learners: this may be in a form of a temporary "sanctuary" or a more permanent unit inside or attached to a school. In particularly difficult cases it may be better to have totally separate arrangements made for the education of a tiny minority of learners (Lawton, 1988:71).

In this study the impact of classroom control management on achievement was exploited.

2.17 Some major causes which led to the high Grade 12 failure rates

Sear (1983:611) stated that in favour of the influence of factors common to all levels of education such as health, poverty, lack of human and material resources which undoubtedly could have an influence on the results that one obtains at Grade 12.

Sear (1983:617) further argues that achievement cannot be measured only by examinations because results vary from one marker to the other, board, year which examinations were written, and the learning areas enrolled for.

2.17.1 Departmental issues

a) ***Insufficient departmental support***
Most educators continued to work in dilapidated, under-resourced schools. School managers and educators were suffering from "policy overload" and have to come to grips with the new ways of doing things – often with little departmental support.

A veteran educator, Fanyana Mazibuko who is a Programme Director for the Trust for Educational Advancement in South Africa, indicated that the "image of teaching has been greatly devalued". He further stated that afterthe 1976 Soweto uprising, educators were denigrated and were often seen as part of an illegitimate system. This contributed to a power shift in the classroom, to one where learners called the shots, rendering educators powerless. The problem has persisted in most schools *(True Love Magazine - Special Report,* 2000:102).

b) Teacher shortage
A teacher shortage has been predicted since 1996, especially in subjects such as Mathematics and Science. Subsequently, the situation has worsened and enrolments for teacher training have plummeted to half of the 1994 entries.

It is deeply perturbing that more educators are leaving the profession while fewer are entering the field.

The Department of Basic Education indicated that 13 417 educators left the profession in 2009. In 2010 new entrants into the profession are approximately 7000 (*Sowetan,* 2010:12). The government's short-sighted policy of closing training colleges is partly to blame. It will take many years to replace or bring the number up to par at a time when the county desperately needs qualified and dedicated educators. Low educator salaries and unsatisfactory working conditions, *inter alia*, have compelled many educators to seek greener pastures.

Most matriculants with good Mathematics and Science results, in particular, do not want to go into teaching because they can pick and choose from well-paid career opportunities.

Educators are the bedrock of the nation. They can assist to eradicate the high levels of illiteracy and poverty.

South Africa is a developing country that has not reached a stage where we can relax and expect the profession to correct itself. The government must act swiftly to solve these problems.

c) Lack of physical resources

Most educators continue working in dilapidated, under-resourced schools. Some of the above-mentioned investigated schools have no laboratories, libraries or media-centres. However, educators could have encouraged learners to join the local public library.

According to Lindhard *et al.* (1987:129) a school library plays a vital role in education. It has been found that where there is a good collection of books available, the educator can get them to reach a much higher level of reading ability. The learners' interest in reading and the habitat of reading can be achieved only when many books are available. In providing them with a wide range of books and encouraging them to see reading as an enjoyable activity, we make them into natural readers at a most impressionable age.

d)Textbooks and other teaching and learning materials/aids

The government delayed to fulfil its promise of supplying schools with relevant textbooks and other teaching-learning materials on time. Therefore ,some parents had to struggle to buy textbooks for their children, while others were so poor that they could not even afford to buy even one textbook.

The other challenge is that textbooks used in grade 12 to teach English put more emphasis on BICS than CALP. The skills that these textbooks teach only serve to develop the oral communicative abilities of the learner at the expense of the academic abilities. This is not to say that the oral communication abilities are not crucial and should not be developed. The problem rather is that those textbooks tend to put more emphasis on BICS to the extent that CALP is completely ignored. Educators and learners tend to put more emphasis on speaking at the expense of writing. The challenge here is that in the examination the proficiency of the learners in the language is determined by what they can write rather than what they can speak. The idea of whether examinations should be used or not to measure the success of the learners is another issue which is not the focus of this study.

e) Right-sizing and redeployment of educators

Rationalization and redeployment has destroyed teacher morale over the past five years. It created job uncertainty, bigger classes, increased the workload and the mistaken belief among young people that there are no teaching jobs available.

Right-sizing and redeployment process aimed to bring about equity by redistributing educators from schools with too many educators, to those with too few.

Initially the authorities awarded severance packages to educators to enhance the process, but this resulted in what some experts call "the biggest loss of educational expertise in the history of world education" (*True Love Magazine – Special Report*, 2000:102).

Furthermore, the process generally demoralized most educators, particularly those who were identified as in excess. This affected the effectiveness of teaching.

Eventually most good educators left the school system for greener pastures.

f) Leave replacements

There were no leave replacements for educators who were on leave, particularly those who went for maternity leave. The department failed to replace the educator in this situation. Therefore, the learners had to suffer for four months without an educator. This has been the departmental policy which aims at reducing lost time and furthering the aims of right-sizing and redeployment.

g) Promotion criteria of learners

One of the major causes of the poor performance of grade 12 learners in most of the above-mentioned schools is a promotion criterion from grade to grade. The new promotion system that affected most public schools (Department of Education, Circular No.1, 1996) has caused a serious problem for both learners and educators. For instance, a grade eleven learner would be promoted to grade twelve with 34 percent. This was not good for our learners because this percentage is very low; and what could an educator expect from such a learner who was supposed to repeat grade eleven? (South Africa, 1996: 2).

h) Transport to and from school for both learners and some educators

Most farm and rural school learners, as well as some educators were commuting by bus. In most instances the school buses would come late or would not come at all. Therefore, educators and learners would resort to buses which come a bit late or request lifts from any means of transport. This matter has been reported several times to the bus service authorities but nothing has been done yet.

i) Education language policy

Unlike other countries in the world, African countries have experienced serious problems in identifying a single language as a medium of instruction at the various levels of education. There are a variety of historical, cultural, linguistic and political reasons for this, including the fact that most African countries are multilingual. Most countries use the mother tongue as a language of instruction for the first three or four years of basic education, which is followed by the official medium of instruction both at secondary and tertiary levels of education. It is noted that most children find it difficult to follow instruction in a foreign language, which may account for their poor academic performance (Mwamwenda, 2004:150).

Mwamwenda (2004:151) further states that in Southern Africa there is language populations that are culturally and linguistically homogeneous and, as such, the language issue is less serious. The child's mother tongue is used as the medium of instruction during the first three or four years of education, then English becomes the medium of instruction while the mother tongue is retained as a subject. However, in practice, some educators continue teaching in the mother tongue when they should be using English. There are several reasons for this practice, one of which is a lack of confidence in the efficient use of English on the part of educators. Another reason is that a considerable number of learners have not mastered English and therefore have problems in following and grasping what is being taught. For some, this problem persists throughout secondary school. For example, in the case of secondary schools where the

researcher has taught, a number of learners are reluctant to express themselves during class because they lack confidence in English.

Language policy in South Africa is a rather complex issue. There are 25 languages spoken in South Africa but only eleven have been given official status because 98% of South Africans are conversant with such languages (Robinson, 2003, cited in Mwamwenda, 2004:152). The official languages are English, Afrikaans, isiZulu, isiXhosa, Sepedi, Setswana, Sesotho, Xitsonga, SiSwati, Tshivenda and isiNdebele. While these languages are accorded equal status, South Africans regard English as the most important since it pertains to education, socio-economic mobility and prestige (Robinson, 2003, cited in Mwamwenda, 2004:152). An educational policy with regard to language has not yet been settled although language rights are entrenched in the Constitution. Most blacks in South Africa prefer English to Afrikaans or their mother-tongue as a language of instruction. In their view, the study of the mother-tongue is associated with Bantu Education, the inferior form of education imparted to black South Africans during the *apartheid* era.

2.17.2. Educator-related issues

a) Educator-learner ratio

The challenge of over-crowding in the classrooms was aggravated by a large number of repeaters. Over-crowded classrooms discouraged educators to work properly. Thus teaching and learning process became ineffective and inefficient.

b) Educator-unionism

Educators today have a great deal of political power through their unions or organizations. Politicians who court educators' votes have been cautious in their censure, if at all of some of the excesses committed by educators – for example, going on strike at the drop of a hat and leaving learners stranded. For years, educators wielded little power and influence in our society, except that which they wielded in their own classrooms. Until about a decade ago, when South Africa Democratic Teachers' Union (SADTU) came into the picture with its brand of teacher-unionism, educators were considered a quiet and docile occupational group (*City Press, 1999:13).*

Educators became more unionized and vocal in the late 1980s. The coming into power of a democratic government in 1994 which was sympathetic to the educators' cause helped them to assert their rights, particularly labour rights, in a society that still believed educators had to place emphasis on the service they were rendering more than on their financial rewards.

Today, whether the general public likes it or not, educators have gained power. They can strike, or, as some euphemistically say, "withhold their professional services," (like they did during the June-July 2007 and August-September 2010 National Public Servants Strikes). This capacity to close down schools through strikes and work stoppages are their sources of power. But the question is whether this new power is being used to direct benefit of children, whose education society has entrusted to the educators (*City Press*, 1999:13).

The study attempted to investigate whether the series of meetings held by different educator unions contributed not only to the poor grade 12 results of the past five years in the ten mentioned schools but also in different schools around the country. For instance, it was a common occurrence that once or twice a week members of SADTU have gone to attend meeting from 09H00 to 12H00 and they will not be able to go back to school because it would be too late for lessons. The other week would be members of Independent Teachers Union of South Africa (ITUSA), also held meeting at the same time. In this situation, the poor learners would have to go back home without being taught. Sometimes those meetings led to strikes, stay-away or go-slow which affected the school programme adversely.

d) Integrated *Quality Management System (IQMS)*

1. What it is IQMS?

IQMS is an Integrated Quality Management System that consists of three programmes, namely:

- Development Appraisal
- Performance Measurement
- Whole School Evaluation

2. The aim of IQMS

It is aimed at enhancing and monitoring performance of the education system by:

- Appraising individual educator in a transparent manner so as to determine the areas of strengths and weaknesses. Programmes for individual development are later drawn;
- evaluating individual educators for salary progression, grade progression , rewards and incentives; and
- evaluating the overall effectiveness of a school as well as the quality of teaching and learning.

3. The purpose of IQMS

- to identify specific needs of educators, schools and district offices for support and development;
- to promote accountability; and
- to evaluate an educator's performance (South Africa, 2003b:1).

d) Low educator commitment and morale

Educator motivation remains a neglected area, despite being widely acknowledged as a crucial factor influencing educator productivity and the achievements of learners (*City Press,* 1999: 1).

Speculations and anecdotal evidence of educators' morale raises as much passion as do educator absenteeism. The results of a recent report of educator motivation by an industrial psychologist, Louise Holman (in *City Press,* 1999:1) have once again fuelled these passions. Louise Holman's survey of 354 educators, mainly from Gauteng Province, revealed a number of stark factors contributing to the low level of educator motivation. The study found disturbingly that of those surveyed, 68% of educators ready to leave the profession today are those who opted to stay in service and decline the severance packages the government offered when it began the rationalization of the public education sector.

Holman's survey required participants to rate different factors that influence motivation on a scale of 1-10. Rating level and percentage changes were determined through a comparison with a similar study conducted last year.
Criteria used to determine motivation included violence at schools, resource availability, job security, salary administration, workloads, stress and morale *(City Press,* 1999:1).

The study's findings suggested that most educators had lost confidence in the education department. On average, educators gave the department four out of ten for providing job security, controlling corruption and looking after educators' rights. According to the research, criminal activity and violence in schools have increased by almost 14 percent. Work stress has increased by seventeen percent in secondary schools (*City Press*, 1999:1).

Most educators indicated that the education authorities have themselves to blame for undermining the profession.

All the findings impact on learning and teaching. The study attempted to establish the extent to which these factors contributed to dismal performance at those ten secondary schools of the Central Region.

Disadvantaged schools report a drop of ten percent in the effectiveness of salary administration. Holman (in *City Press,* 1999:1) noted that many educators complained that their salaries were not being paid on time and their queries were not being answered. Disadvantaged schools had fared worse than other schools and they appeared to have fewer resources to fall back on as educational authorities become less effective. Holman (in *City Press,* 1999:1) conceded that her study had not followed scientific protocols and depends solely on the subjective views of a non-representative group of educators. Nevertheless, the findings had received support from the educators' union and resonate with the perception that educators are increasingly demoralized.

Rose (1997:32) reported that one of the reasons some grade 12 learners fail or drop out were that the way they were taught at school did nothing in preparing them for studying on their own. They were usually spoon-fed: many teachers emphasized learning the parrot-fashion way and the learners were drilled, as it was. By the time they came to tertiary level, they could not cope with the workload, and could not possibly remember everything by heart, because they were then expected to learn with understanding.

In this study the teacher's style of teaching and how it impact on learning was investigated.

2.17.3 Learners related issues

a) Discipline

According to Van Zyl & Duminy (1979:50) discipline is the means by which the educand comes to self-discipline. In any social group discipline is essential. Some order must be obeyed. The social character of the school needs control by some authority or other. Discipline is essentially a commitment to a certain way of doing things according to norms of decency. A child with no discipline is a child with no road to follow and will end up wandering the streets with nowhere to go and no clear direction.

Most learners of the above mentioned ten secondary schools were ill-disciplined even if punishment was applied to them. To cite an example with one school which is on the same level with the above ten research sites in terms of poor matriculation results is S.C. Kgobokoe Secondary. A case in point: On the first day of the first term of January 1999 when schools were re-opening, the former MEC for education, Mr.P.Z Tolo, together with his entourage, decided to take a surprise visit to S.C. Kgobokoe Secondary School (also one of the poor performing secondary schools) to get first hand information about problems that might be experienced at that school (*Mirror*, 1999:2).

NWU LIBRARY

According to this visit, the following emerged: When they arrived there, it was about 08H00. There were very few learners who came to the the opening of the first school day. Another few who came, arrived at around 09H00, despite the starting time of 07H45 and they were not in their prescribed uniforms. Learners, who talked to the MEC and his entourage, told the reporter that they were still looking for alternative space somewhere because they did not want to attend that school anymore. Some blamed educators, saying they did not teach them during the year. Others said they did not have educators in Mathematics and Science subjects. Educators from their side blamed learners, saying they did not take their studies seriously. They said most of the learners had a tendency of arriving late or stayed away from school for no apparent reason. They also blamed parents for not being active in terms of enforcing discipline on their children. They said most of the parents did not show interest in the work of their children (*Mirror,* 1999:2).

Another most recent example of such visits took place during the first day of the academic year of 2007 in some of the above-mentioned poor performing schools. The North West Province's most powerful politicians swapped politics for administration task in schools to express a good start for schooling (*Kitso Thuto News,* 2009:2).The purpose of their visits was to ensure that teaching and learning take place right from the start on day one.

Premier Edna Molewa and her entourage visited Morupisi Secondary School and F.M. Maboa Commercial and Technical School respectively at the North West dusty township of Itsoseng outside Lichtenburg. MEC Tselapedi also with his entourage headed for under-performing Tshoganyetso and Sejankabo Secondary Schools respectively (*Kitso Thuto News,* 2009:3).

Members of the Executive Council (MECs), Councillors as well as top senior government officials were briefed about the problems which hampered the smooth running of schools during their visits. They had an opportunity to interact with educators, SGBs, and learners from various schools. Premier Edna Molewa with education MEC O.J. Tselapedi and other MECs got involved hands on during the first day of the teaching and learning in schools.

Among other things, Premier Molewa and her education lieutenant wanted to ensure the smooth passage into 2007 school curriculum. The latter happened against 4% improvement of the last year's matriculation results in the province.

During his visit at Tshoganyetso Secondary School, MEC Tselapedi listened to the school management and educators' problems pertaining to the poor performance of the school. He also encouraged them to unite and work hard to improve this year's Grade 12 results. He said non-factionalism causes poor

performance and derailed progress of the school. The MEC's visits ended at Sejankabo Secondary School where he pledged to adopt the school during this academic year and resolve administration problems. He has also adopted one of the under-performing schools in Bophirima region, Huhudi Secondary School. The school has been performing badly in several years. The North West Department of Education has since intervened in the administration of the school in a bid to address the existing problems at school.

Mafikeng Local Municipality Executive Mayor, Cllr Mosa Sejosingoe also pledged to adopt Sejankabo Secondary School in an attempt to generate a complete life to the educators and learners.

During her visit Mayor Sejosingoe, who was accompanied by members of Mayoral Committee, found that the assessment report revealed that the school had a potential to become one of the best schools around the area. They discovered that a lot has to be done to improve the learning and teaching at the school and its general pass rate has deteriorated in the past five years (*Kitso Thuto News,* 2009*:* 3).

As has already been indicated above, there was a high rate of learner absenteeism and truancy at the above-mentioned ten researched schools. Most of the learners were staying with their grandparents and some are staying alone at their homes because their parents are migrant labourers. Therefore, there was looseness and no parental guidance from home; hence it was really difficult for the school to reinforce which learners considered restrictive (South Africa, 1996).

In addition to that, late coming and dodging were habits. Educators had tried by all means to minimize bad habits by applying different forms of punishment, but it did not help.

In this study the relationship between truancy, absenteeism and achievement at grade 12 level was exploited.

b) Corporal punishment

It has been reiterated that corporal punishment had been "outlawed", was unconstitutional and was not accepted in schools because it tends to develop aggressive hostility as opposed to self-discipline; it generates feeling of revenge and anti-social aggressiveness and increases vandalism (*Sunday World,* 2000:16).

CESA also stated that corporal punishment discourages the search for alternative means of discipline; it becomes a crutch supporting poor teaching; it

narrows the options of the educator, tunnels the vision and tarnishes the image of teaching. By striking a learner, the educator provides a living that violence is an acceptable way to express dissatisfaction and a legitimate way of resolving tensions. It teaches that inflicting pain and instilling fear is the proper way to power. Some studies have pointed to the correlation between corporal punishment and wife battering as well as child abuse. The victims of beating and abuse often become the perpetrators.

CESA argued that corporal punishment causes a general aversion towards schools. It reduces the ability to concentrate, causes distant learner-educator relations, and restricts emotional development, self-esteem and self-confidence. It has been found to be an important cause of truancy and dropping out. However, a major concern of many educators is that corporal punishment has been banned amid deteriorating discipline in schools (*Sunday World*, 2000:16).

Drugs and weapons are rife at some schools and educators have been injured, some even murdered, in front of their learners. One educator who left after four years of teaching said: "When you go into the classroom, it is like war". She said outlawing corporal punishment was a big mistake. Other methods, such as extra homework, a demerit system or keeping a learner during break simply did not work, leaving educators with no "last-resort punishment" (*True Love Magazine – Special Report*, 2000:103).

The corporal punishment debate is still continuing, with educators split between those for and against the cane and divided over the effectiveness of alternatives.

c) ***Commitment by learners***

Most of the learners were not committed to their schoolwork. They did not take their work seriously. As has been stated above, they lacked parental guidance to encourage them with their schoolwork at home because most elderly people had no power and knowledge to encourage or assist with their grandchildren's schoolwork. They were not keen to learn; they did not have interest in learning, instead they concentrated too much on pastimes such as watching television, parties, concerts, movies, etc.

This study attempted to link commitment to interest in academic work and achievement.

d) ***Proficiency in the medium of instruction***

The other factor was that most learners had difficulty in understanding the medium of instruction. Generally the medium of instruction in South Africa is English. At home most learners usually speak their mother-tongue (vernacular), (in this case, Setswana). The latter dominated English and thus resulted to low

understanding of the language and it is difficult for them to communicate and express themselves in English.

As most Grade 12 subjects are taught in English, learners are expected to answer questions in the examination using English. In Grade 12 the writing of examinations plays an important role because as Kasanga (1999:125) pointed out, referring to undergraduate students (mostly first year university students with a profile comparable to that of Grade 12 learners), students' knowledge and academic performance are mainly assessed through it. The type of English that learners use in writing is cognitively demanding as compared to the type of English that they use for oral communication both in and outside the classroom.

The low pass rate can also be attributed to, inter alia, the fact that Grade 12 learners perform poorly in content subjects such as Chemistry, Biology, Geography, History, Physical Science and others because they lack competence in the medium of instruction, particularly English for Academic Purposes.

Poor proficiency in English, especially in English for Academic Purposes (EAP), can be disastrous as Dekker and Lemmer (1993:24) correctly point out: "Students who have a limited proficiency in the language of instruction are at most risk of failing and dropping out of school because they have not mastered the language required to cope with the learning material". There is no way in which learners and educators will know the language skills that are required for a specific subject or across the curriculum until a needs analysis on the language required for academic success, particularly in the examinations is conducted.

This study attempted to investigate the relationship between language instruction and achievement in Grade 12.

e) ***Over-aged learners in grade 12***

Some of the learners were over-age for the grade they were in. For instance, an educator would realize that a learner aged 23-26 was in Grade 12. He/she was old enough to be completing a diploma or even degree at tertiary institution. This shows that educators were teaching adults who were supposed to be attending classes at adult learning centres. Their ages were one of the reasons that made them not to obey school instructions, and became stubborn; some of them were even older than some younger educators.

The issue of over-aged learners in formal schooling and its impact on achievement in Grade 12 is important.

a) Choice of learning areas (subjects)

Another major factor which influenced poor performance of the Grade 12 learners in the research sites was that they were afraid to challenge school subjects and therefore, they usually made wrong choice of subjects even if they were guided by the guidance counsellor.

Learners had the wrong impression that some learning areas were more difficult than others. For example, most learners were, and are still afraid to learn Science subjects such as Mathematics, Physical Science, Chemistry, etc. and flocked to non-Science subjects, e.g. History, Agricultural Science, Geography, etc., which they also failed.

The relationship between subjects' choice and achievement at Grade 12 examination is a strong point of emphasis in this study.

b) Drugs and alcohol abuse (substance abuse)

Juvenile crime remains unacceptably high. Youth involvement with gangs and associated gang-related criminal activities, such as drugs and substance abuse, continue to be a problem in many communities. According to research conducted by the Department of Health in Gauteng Province, drug abuse had grown among secondary school learners, from 16 percent in 1994 to 35 percent in 1998 (*City Press*,1999:2).

The study claimed that marijuana and alcohol were substances mostly abused by secondary school learners. More than 40 percent of learners said they had smoked marijuana, compared to 28 percent two years ago who admitted it.

Law enforcement authorities and substance-abuse research concur that the nature and scale of illicit drug trafficking, consumption and related problems increased dramatically in schools during 1990s as the country emerged from the political isolation, open itself up to worldwide travel and travel links.

Joseph Polori, a social worker at Christiana Prison, stated that the fight against drugs is being waged daily (*City Press,* 1999:2). He said that this problem of drugs in secondary schools was a national problem and must be addressed in a short space of time. Drugs and alcohol do not mix. Today in our country's public schools, despite our best effects, we are loosing the war against drugs. There is a drug problem in schools and our teachers deal with it daily. It is serious and not only hinders learners' studies but destroys their lives (*City Press,* 1999:2).

One school manager stated that there were many reasons why some children and teenagers started smoking marijuana in schools. He said most youngsters, particularly boys, smoke marijuana just because their friends, brothers, or sisters are smoking; or some may feel the need for marijuana and other drugs to escape from problems at home, at school or with friends.
According to a psychologist at the University of the North West, Abel Nkosi, marijuana affects memory judgment and perception (*City Press,* 1999:2). He further stated that the drug could make the learner mess up in school, in sport or with his/her friends. The school managers and educators of the ten research sites lodged this complaint in their meetings with their School Governing Bodies (SGBs).

In this study the issue of drug abuse and its impact on learning achievement was exploited.

2.17.4. Parent-related issues

*a) **Inadequate parental involvement***
It has already been mentioned that most of the learners of the ten institutions of this study were not staying with their parents, but with their grandparents/guardians, who are unable to participate actively in the school matters. Therefore, this made it difficult for the educators to communicate with parents/guardians. The school managers and the SGBs had tried their level best to hold meetings during parents' convenient time but in vain. Only few would attend.

The participation of parents in the education of their children is imperative. The reason for general lack of parental participation has also to do with the fact that we have generally stopped talking with one another in our communities to address our common problems.

Parents have shed their personal obligations with regard to education. They usually say they do not have time to check assignments given to their children by educators.

According to them, education is the educators' responsibility and they (parents/guardians) care very little about the progress of their children at school.

Section 8 of the South African Schools Act (SASA) of 1997, as amended by Educational Laws Amendment Act No.31 of 2007, states that the ultimate responsibility for learners' behaviour rests with their parents or guardians. It is expected that parents will:

- ❖ Support the school, and require learners to absorb all school rules and regulations and accept responsibility for any misbehaviour on their part;
- ❖ Take an active interest in their children's schoolwork and, make it possible for the children to complete assigned homework" (South Africa, 1997a:14).

Parents should attend meetings which the School Governing Body convenes for them. The observation the researcher has made is that most parents behave the same way. When the SGB invites parents to a meeting, most of them do not attend. A parent only comes when he/she wants to complain or query his/her child's failure at the end of the year. This does not do the children's education any good. Most parents do not bother to check whether their children do their homework or study at home. In most instances, parents do not see progress reports. Learners receive them, but most of them destroy those reports when they discover that they have failed. Most parents seemed not to care at all. How can educators manage when parents distance themselves from their responsibilities?

Financial support was also not available. Most parents are reluctant to pay school-fees for their children, even those who can afford to pay. This is aggravated by the belief and understanding which parents have of Section 5 (2) of the South African Schools Act (1997) which states that the state has to finance certain schools: No learner shall be refused admission to a public school on the grounds that his/her parent "has not paid the school-fees determined by the governing body under Section 25 for which the parent is liable" (South Africa, 1997a:15). This does not mean that parents who can afford to pay school-fees need not pay. Without financial support, schools cannot function properly.

Indifferent parents and ill-disciplined learners sap the vocation of educators.

Parents should provide the necessary support in any way they can for their children's education. Education is about parents assisting schools in leading a child towards a responsible adult life.

The issue of parental influence on academic achievement was given prominent in this study.

2.17.5 Conclusion

The above literature research clearly highlighted a number of issues which impact negatively on the academic achievement of the grade 12 learners:

- Transformation from one curriculum to the other such as: OBE, Curriculum 2005, RNCS to the NCS.
- Schools are too liberal leaving educators helpless and unable to administer discipline to learners.
- Too many education policies are politicized, e.g. there is COSAS (Congress of South African Students), a student organization which allows learners to impose their rights to education over that of educators to nurture them.
- IQMS is not properly monitored hence some educators become demoralised and demotivated.
- Introduction of PPM in which many schools are disadvantaged as the model does not take into consideration the number of subjects taught in the school.
- Lack of parental involvement in the academic performance of learners.
- Very few educators still have passion for teaching, but majority whose passion for the profession has declined are leaving to pursue other careers.

In the next chapters these issues would form the basis on which data would be collected and analyzed in an attempt to address the statement of the problem, namely, the causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Secondary Schools (Central Region).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to discuss the methodology that the researcher used to investigate the high failure rate of the Grade 12 learners. It provides a summary of the research design, population and sample, information, data collection and how data was gathered. This chapter ends with a summary and a discussion of the plan for methods of data analysis.

3.2 The Research Design

Research design is a plan of how one intends conducting a research (Mouton, 2008:55). Research design focuses on the end product: what kind of study is being planned and what kind of result is aimed at? Its point of departure is the research problem or question. It also focuses on the logic of research: what kind of evidence is required to address the research adequately (Mouton, 2008:55).

This study's research design consists of qualitative and quantitative approaches. Qualitative research refers to any information that the researcher gathers that is not expressed in numbers (Struwig & Stead, 2001:13). Qualitative research is an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed view of information, and conducts the study in a natural setting (Maree, 2008:257).

In quantitative research method the researcher makes clear statements of the problem and the hypotheses, with the aim of testing the hypotheses (Mouton & Marais, 1988:57). Quantitative research method involves or relates to considerations of amount or size (Mouton, 2008:107). Qualitative research is a form of conclusive research involving large representative samples and fairly structured data collection procedure (Mouton, 2008:56). Quantitative research requires that the data collected can be expressed in numbers (Struwig & Stead, 2001:4).

It is noted that an advantage of the quantitative method is the fact that it relies on measurement to compare and analyze different variables (Bless & Higson-Smith, 2000:37-38).

Quantitative method is based on descriptive and inferential statistics that were used in this study. These were chosen in this research because the researcher tends to keep field notes in numbers as participants participate in the field work. The other reason for choosing quantitative method is because the researcher was interpreting data in percentages; moreover, the population size and sampling is interpreted in numbers as well as in percentages.

The researcher therefore used both qualitative and quantitative research methods because of numbers of population and sample, and also the research occurred in the natural field settings of the participants. The study is realistic or naturalistic because it took place in a real-life situation. The researcher collected data by direct contact with the participants (educators, principals and relevant officials in their natural settings).

3.3 Population and Sample

3.3.1 Population for the research

Ramajan (1994:65) defines population of a study as a group to which the results of the study are to be generalized. The ideal target population is ten (10) secondary schools of the Central Region in the North West Province. Two poor performing schools were chosen from each of the five Area Project Offices (APOs) of the Central Region, thus making a total of ten schools. Those schools were chosen because their Grade 12 results were for the past few consecutive years in a shocking state. They are also located in the areas that the researcher is familiar with hence it was convenient for her to conduct the research. Moreover, the language used in that region is the researcher's home language namely, Setswana. The population number is over 200 comprising educators, principals, and Grade 12learners.

3.3.2 Population sample

A sample is a small group from which the population was observed (Growns, 2002:29). Sampling is defined as the process used to select a portion of the population for study (Maree, 2008:79). The sampling approach was purposive in nature (Rossouw, 2003:113). Bless and Higson-Smith (2000:2) argue that purposive sampling is valuable, especially if an expert who knows the population under study is involved.

The study was conducted in ten secondary schools of the Central Region, chosen in a purposive convenient sampling method in the five Area Project Offices of the Central Region in the North West Province.

Compared with probability samples, non-probability samples are quick and feasible. In this study all the data were collected from all ten schools within a month. An additional advantage of the convenience sample was that the researcher did not need a sampling frame. Buckingham and Saunders (2004:83) state that if there is no list of names and addresses of the individuals who make up a given population, there may be no way of constructing a reliable sampling frame from which to draw a probability sample. In such a situation, convenience sampling could be used instead.

Many strategies are available for selecting a convenience sample. Based on this study, n = 10 poor performing schools were used to sample the study. According to Burns and Grove (2004:350), convenience samples are inexpensive and accessible, and they usually require less time to acquire than other types of samples. They further state that convenience samples provide the means to conduct studies on those topics that cannot be examined by using probability sampling. Thus, convenience sampling provides a means of acquiring information in unexplored areas. Burns and Grove (2004:350) are of the opinion that convenience sampling is probably not deficient when it is used with reasonable knowledge and care when implementing a study. As was stated earlier in this chapter, there was no sampling frame used in this study – it was one of the major reasons for the researcher to choose convenience sampling design.

All the researched ten secondary schools are amongst the schools that have serious problems of poor performance of grade 12 results. A sample of 30 grade 12 educators (i.e. three Grade 12 educators in each of the ten schools) from these schools took part in completion of research questionnaires and 10 school managers (principals) also took part. The researcher also interviewed 20 former Grade 12 learners of the researched sites.

3.3.3 The sample size of the study

The quality of a sample is considered to be dependent largely on its size (Babbie, 2004:409). The belief is that the larger the sample, the more likely the data will accurately reflect the population. An interesting factor about sampling size seems to be that there is no set size that a sample should be. The sampling size is the result of several factors such as:

- How accurate the sample must be;

- the availability of requisite variables;
- economic feasibility; and
- accessibility to the target population (Babbie, 2004:410; Nardi, 2006:79).

Denscombe (2000:19) defines the response rate as "the proportion of the total questionnaires distributed which are successfully completed and returned as requested". Hundred (100) questionnaires were distributed to schools by the researcher. The researcher received eighty questionnaires (80) back and the response rate was 80%. Babbie and Mouton (2001:256) indicate that in a mail survey, a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and a rate of 70% is very good. This allows the researcher to claim a very good response rate in this study. According to Babbie and Mouton (2001:256), a response rate of 50% is adequate for analysis and reporting.

3.3.4 The demographic profile

The demographic profile of the participants and the work-related characteristics of the sample will be examined in order to get a profile of the survey group. Data analysis was done through frequency distribution. Howell (1999:25) describes a frequency distribution as a distribution in which the value of dependents variable are tabled or plotted against their frequency of occurred. Therefore, it is used to describe a set of values on a single variable. Although a good frequency distribution will show a fairly even spread of scores across all groups, Mark (1996:306) states that this might not always be possible, i.e. when there is an uneven distribution of groups in the population from which the sample was taken. Babbie (2004:401) indicates that a frequency distribution is a description of the number of times the various attributes of a variable are observed in a sample. Consequently, frequencies describe the characteristics of the sample.

In this study, cumulative percentages will also be included in the frequency tables presented for the demographical variables at issue. These percentages were obtained by successively adding up the individual percentages. The primary purpose of the cumulative percentage column in a frequency table is to ascertain the percentage of values falling below (or above) a given score or class interval in the distribution (Theron, 1992:374). It gives an indication of what percentage of value is "greater than" or "less than" a specified value.

3.4 Data collection instruments

3.4.1 Questionnaires

The research instrument that was used is a questionnaire. According to Woolfolk (1998: 102) a questionnaire is a formalized and styled interview or interview by proxy. A questionnaire is an instrument that enables respondents to answer questions (Mouton, 2008: 104). The research focused on structured questionnaires. The questions were on aspects of grade 12 performance and other main issues that led to the high failure rate. Participants' opinions on Grade 12 issues were also being sought.

The type of questions used in the questionnaire was both open and close ended questions. The advantages of the close-ended questions are that they are easy to tabulate and analyze, whereas open-ended questions accorded the respondents the liberty to answer in a way that was most appropriate for them (Ramajan, 1994:12). Open-ended questions are questions that the respondents are free to answer in their own words and to express any ideas they think apply. No choices or alternatives are offered hence the researcher used this instrument for data collection. These questions are appropriate for opening questions since they introduce the subject and elicit general reactions. They are also useful when one requires further clarification (Struwig & Stead, 2001:92).

Sixteen close-ended statements on major causes that led to the high failure rate of the 2003 to 2007 Grade 12 learners in Central Region were presented. In some questions the respondents were given the option, e.g. to select a response on a scale to determine whether educators were: Strongly committed, moderately committed and poorly committed. The respondents were expected to state reasons for their answers. Furthermore, there were three open-ended questions for respondents to give their specific opinions on some crucial areas such as: What could be the major causes of poor academic performances of Grade 12 learners?

The questionnaires were hand delivered to the respondents in schools. They were distributed to educators and school managers to give information on causes of high failure rate of Grade 12 learners. The questionnaires were hand collected.

The researcher waited for the respondents to respond to the questions. In some instances, respondents took longer time to attend to questionnaires. The researcher took efforts to find out what might be the delay. The respondents indicated that they had some commitments to attend to, but ultimately they got the chance to respond.

After all the questions had been answered, the researcher thanked all the respondents for their time and suggestions. The researcher also invited comments regarding the topic. Finally, collected data was interpreted in the form of percentages, graphs and tables.

3.4.2 Advantages of questionnaires for this study

The researcher used a questionnaire technique because it has a number of notable advantages. A questionnaire is an instrument that enables respondents to answer questions. It can be completed at a time convenient for the respondents. According to Ramajan (1994:12) questionnaires also give a broader spectrum of views because more people can be reached. As a method of investigation, the questionnaire has the advantage that it is less time consuming. A broader sample of people can be reached through questionnaire data collection method (Legotlo, 1994:32). The researcher chose a questionnaire as an instrument to collect data, because a questionnaire empowers the respondents and it is also confidential.

In terms of costs, questionnaires are inexpensive because they can be administered in groups or mailed to respondents. These are some of the reasons why the researcher chose this instrument as there was no funding provided for this study.

Questionnaires allow for anonymity of the respondents and that gives them freedom to express their views freely, more especially on controversial or sensitive issues. Again, this is one of the reasons why the researcher decided to use this instrument for data collection because the researcher wants the responses to remain anonymous.

3.4.3 Disadvantages of questionnaires in this study

Bell (1993:26) argues that although questionnaires may have the advantage of giving the respondents the freedom to reveal their views, they are difficult to analyze and quantify. Sometimes important items may be omitted. A questionnaire has the disadvantage of forcing the respondent to choose from a number of pre-selected answers to questions or to an alternative that does not really reflect the respondent's point of view (Ramajan, 1994:14). In all types of questionnaires the danger of misinterpretation of questions exists, as it is difficult to formulate questions which convey the same meaning to all readers (Ramajan, 1994:14). The other disadvantage in the use of a questionnaire was

that some respondents misinterpreted the questions, which the researcher has overcome by availing herself for any clarifications that might be needed by the respondents.

In this study the limitation of questionnaire is that questionnaires are relatively brief and most respondents may not take their time to complete them. Another challenge regarding questionnaire studies is the risk that someone other than the selected respondent might complete the questionnaire because the researcher left the questionnaires with the respondents and collected them after few days to give respondents ample chance to complete them. Despite the disadvantages of questionnaires pointed out by researchers, the researcher used this instrument to collect data because the researcher wanted to cover more participants within a short space of time. The researcher eliminated or overcame the disadvantages of the questionnaire by explaining the objectives of the study to the relevant respondents.

3.4.4 Interview

An interview is a two-way conversation in which the interviewer asks the interviewee (participant) questions to collect data and to learn about the ideas, views, opinions, beliefs and behaviours of the participant (Maree, 2008:87). The aim is always to obtain rich descriptive data that can help the researcher to understand the participant's construction of knowledge and social reality. Interviewing is about the conversation between two people (interviewer and interviewee). If the people the researcher interviewing think the topic is important and they trust the researcher, they give the researcher information which the researcher is not able to collect by any other instruments of data collection. The researcher therefore used the interview, as it enabled her to get much information on major causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West.

A structured interview was used to interview ten site managers, ten Grade 12 educators as well as ten Grade 12 learners of each of the researched schools. Interview arrangements were done telephonically for the interviewees.

3.4.5 Advantages of interview for this study

This research regarding the causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West, with particular reference to Central Region, used the structured interviews. The advantages of the interview data collection method are that the researcher asks a series of structured questions

and then probes more deeply, using open-ended questions. Matshe (2001:25) states that the structured interview has the advantage of being, to some extent, objective whilst permitting a more thorough understanding of the respondent's opinion.

In addition, and in support of this move, the interview allows the researcher flexibility and some freedom to ask questions depending on the development and the direction of the interview (Matshe, 2001:25). Therefore, the researcher used the interview in order to obtain deep and appropriate information about causes of high failure rate of the 2003 to 2007 Grade 12 learners.

The researcher need to have deep knowledge about causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Province with particular reference to Central Region – therefore, the interview instrument of collecting data was advantageous. The researcher was able to ask in-depth questions about the areas she was interested on this research.

3.4.6 Disadvantages of interview for this study

The limitations based on the interview method of data collection as the instrument used in this study to collect data is firstly that, a person-to-person interview is time consuming. It was also costly in terms of travelling expenses as fewer people were interviewed in a day, unlike questionnaires where many respondents could be obtained within a short period of time. The researcher managed to interview only ten site managers, ten educators and ten learners out of a total of 30 of the researched schools, because of financial constraints to cover transport cost as the study was not funded.

The researcher created sufficient time for conducting interviews; this eliminated the disadvantages of interview in this study. Appointments for interviews were pre-arranged by the researcher with the participants telephonically. She requested the respondents to choose the suitable time for them to be interviewed.

3.5 Data Collection

The research focused on structured questionnaires and structured interviews, whereby two Grade 12 educators and two learners in each school answered,

and then site managers (ten site managers from ten researched schools) also answered. A structured interview was used to interview twenty Grade 12 learners.

In a questionnaire a respondent fills out and returns to the researcher a self-administered "interview" in which the questions and instructions are complete and understandable that the respondent can act as his or her own "interviewer" (Mouton, 2008:104).

The questionnaires were hand-delivered to the respondents in schools. They were distributed to targeted educators, site managers and learners to give information about causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Secondary Schools with particular reference to Central Region.

Interviews were face-to-face between the researcher and the respondents. The researcher used structured self-administered questionnaires for interviewing.

The permission to carry on with this study was done by seeking permission from the site managers of the ten researched schools. Necessary arrangements such as person-to-person encounter as well as telephonic contacts to educators and site managers were used in order to proceed with this research.

Before the questionnaires were given to respondents, the researcher explained the purpose of the study and assured the respondents about confidentiality, as the information gathered was presented in an anonymous way. The questionnaires were distributed to educators and site managers, as well as learners. The researcher collected them after five days, thus answered questionnaires were expected to be ready in five days. Necessary arrangements were made for interviews.

3.5.1 Validity

Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Taole, 2005:46). Therefore, validity of a questionnaire is the extent to which the questionnaire measures what it purports to measure. The researcher was very careful when developing the questionnaire, ensuring that all questions were relevant to what was supposed to be investigated, that is: Causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Secondary Schools with particular reference to Central Region.

Questionnaires were reviewed by a panel of experts and by using rich descriptions of the participants and contexts to facilitate validity as in the sample proposal. The researcher ensured reliability by triangulating the data. Triangulation is the use of two or more methods of data collection in the study of some aspect of human behaviour (Cohen, Manion & Morrison, 2002:112). Triangulation is critical in facilitating interpretive validity and establishing data trustworthiness (Maree, 2008:39).

In this study triangulation was done through close-ended questionnaires, open-ended questionnaires and interviews.

3.5.2 Reliability

Taole (2005:47) defines reliability as the degree of consistency or accuracy with which an instrument measures the attribute it is designed to measure; whereas Strydom, Allen & Nassiotis (2002:8) define reliability as the extent to which independent administration of the same instrument yields the same result under comparable conditions.

In this study the research is reliable because the questionnaire and interviews were structured and have the same format and sequence of words and questions for each respondent. All respondents were given the same time to answer questionnaire and interview questions to maintain reliability in this study. The researcher ensured that all respondents understood the questionnaire and interviewed questions.

3.6 Piloting (pre-testing)

A pilot study is a small-scale preliminary investigation designed to test for flaws and any problems that need attention before the study (Mokgoetsi, 2008:68). It offers the researcher the opportunity to pretest the instrument. The major purpose of a pilot study is to detect the problem before the major study is undertaken.

Pre-testing the questionnaire and the interview questions are the final stages of the questionnaire and the interview schedule development process (Dingwe, 2007:103). The initial effort is merely a rough draft. It can be administered to a few respondents so that its flaws can be identified and be corrected.

The questionnaire and interview questions were pre-tested by using a sample of 4 educators and 2 school managers. Those sampled respondents were given an

opportunity to comment on the questions that might need to be considered to improve both instruments. The researcher checked the pre-test results and the suggestions made by the respondents were taken into consideration in preparing the final form of the instrument.

The pilot study was conducted to check whether the instrument that the researcher used was suitable, and if the questionnaires were well-presented with clear language and interview questions.

3.7 Ethical Considerations

It is imperative to understand the ethical responsibilities of conducting research because most of education researches deal with human beings. Neumann (1997:450) states that the law and various research ethical codes protect access to certain special "populations" in society. Therefore, data collection instruments possess certain characteristics such as anonymity and confidentiality.

Anonymity and confidentiality is about names of the participants not been shown and participants identified by a number, instead of names. Since many participants regard anonymity as essential, the researcher convinced them that it is respected in this study. Therefore, a biased response from participants was avoided.

3.8 Data Analysis

According to Miles & Huberman (1994:10) data analysis consists of three current flows of activities: Data reduction, data display and a conclusion. Data analysis is primarily an inductive process of organizing the data into categories and identifying relationships among categories (Strauss & Corbin, 1990:19). The data was analyzed in the form of percentages and tables by the use of frequency distribution tables. In the analysis of data, statistics such as frequency distribution and percentages were used to calculate the results of this study.

3.9 Conclusion

This chapter dealt with the research design and methodology used to collect data. The chapter explained the population and sample used in this study. To collect data, the questionnaires and interviews were used. It ended with how collected data was analyzed.

In this study, the purpose was to identify the major causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Secondary Schools with particular reference to Central Region.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter data collected from the questionnaires and interviews were analyzed and interpreted using both qualitative and quantitative methods. The data was analyzed and descriptive statistics was done. Frequency tables were generated, displaying counts with their corresponding percentages and graphs.

4.2 Response rate of the questionnaire and interviews

One hundred (100) questionnaires were distributed to schools and the researcher managed to collect eighty (80) (i.e. 80%).

The following various options were given to the participants to choose from:

- Dropped gradually
- Dropped drastically
- Was bad

and

- Strongly committed
- Moderately committed
- Poorly committed

and

- Highly motivated
- Moderately motivated
- Poorly motivated

and

- Performed well
- Performed averaged
- Performed poorly

and

- Adhered to
- Fairly adhered to
- Not followed at all

and

- Pass rate percentage improved
- Pass rate percentage dropped

and

- Yes
- No

4.3 Analyses and interpretation of data

According to Mouton (2008:108) analysis involves "breaking up" the data into manageable themes, patterns, trends and relationships. Interpretation means relating one's results and findings to existing theoretical frameworks or models, and showing whether these are supported or falsified by the new interpretation. Interpretation involves the synthesis of one's data into large coherent wholes (Mouton, 2008:109).

The analysis was done using frequency distribution tables and percentages to compare the data collected from educators and school managers because their questions were all the same.

The data analyzed was categorized by the use of the following research questions:

4.4. Main Research Question

Why have we had this poor pass rate regarding our matriculation passes? Relevant questions from close-ended questions are as follow:

Question 1: Which problems did the Grade 12 educators encounter in the implementation of the prescribed Grade 12 syllabus?

Question 2: What kind of resources and educational facilities were useful in the implementation of grade 12 syllabus?

Question 3: Were the textbooks and other learner-support-materials distributed on time? (i.e. in the final quarter of the year for use in the subsequent year).

Question 4: Did learners attend classes regularly? (i.e. at least four times in five days a week).

Question 5: What effects did absenteeism and truancy have on the overall performance?

Question 6: In your opinion, how would you measure the level of educators' commitment in their work?

Question 7: How would you rate the learners' motivation to learn?

Question 8: What effects did the learners' choice of learning areas (subjects) have on their performance?

Question 9: What effects did the medium of instruction have on the learners' academic performance?

Question 10: a) Did educator-union meetings have adverse effects on teaching and learning?
b) What effects did the strike actions and go-slows have on teaching and learning?

Question 11: How closely were the disciplinary codes for both learners and educators?

Question 12: a) What role did the parents play in their children's' school-work?
b) What effects did that role played by parents have on teaching and learning?

Question 13: What effect did the promotion criteria have on the pass rate of grade 12 learners?

Question 14: Were there competent and experienced educators leaving the school system? Give reason(s) for your answer.

Question 15: What was the promotion criterion from one grade to another?

Question 16: Were there any incentives and appraisals for educators and learners? Please specify.

Section A

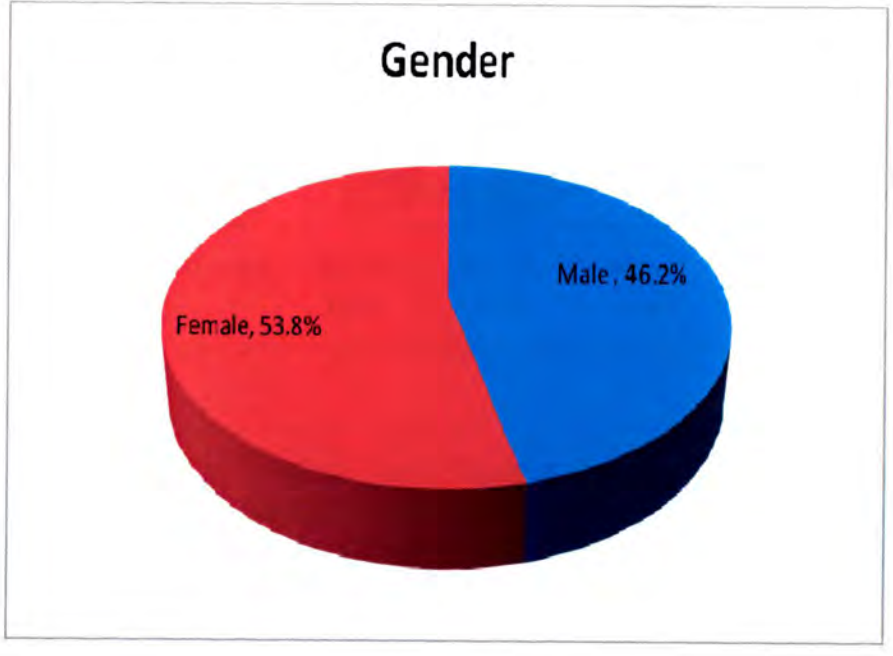
This section deals with the demographic information of the participants.

Gender: The gender distribution of the participants appears in Table 4.1 and Figure 4.2

TABLE 4.1 Gender distribution of the participants

Gender	Frequency	Percentage	Cumulative percentage
Female	42	53.8	53.8
Male	38	46.2	100

FIGURE: 4.1 Gender distribution of the participants



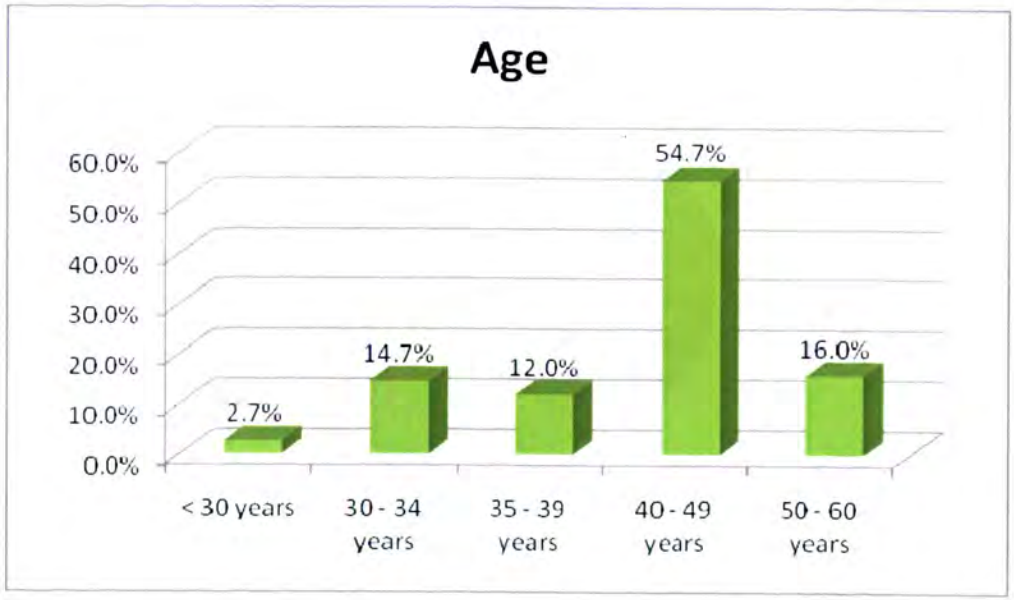
NWU LIBRARY

The majority of respondents were female and represents 53.8% (42) of the sample, while males constitute 46.2 % (38) of the sample.

TABLE 4.2 Age distribution of the participants

Age	Frequency	Percentage	Cumulative percentage
< 30	2	2.7	2.7
30 - 34	11	14.7	17.3
35 - 39	9	12.0	29.3
40 - 49	41	54.7	84.0
50 - 60	12	16.0	100.0
Total	75	100	

FIGURE 4.2 Age distribution of the participants



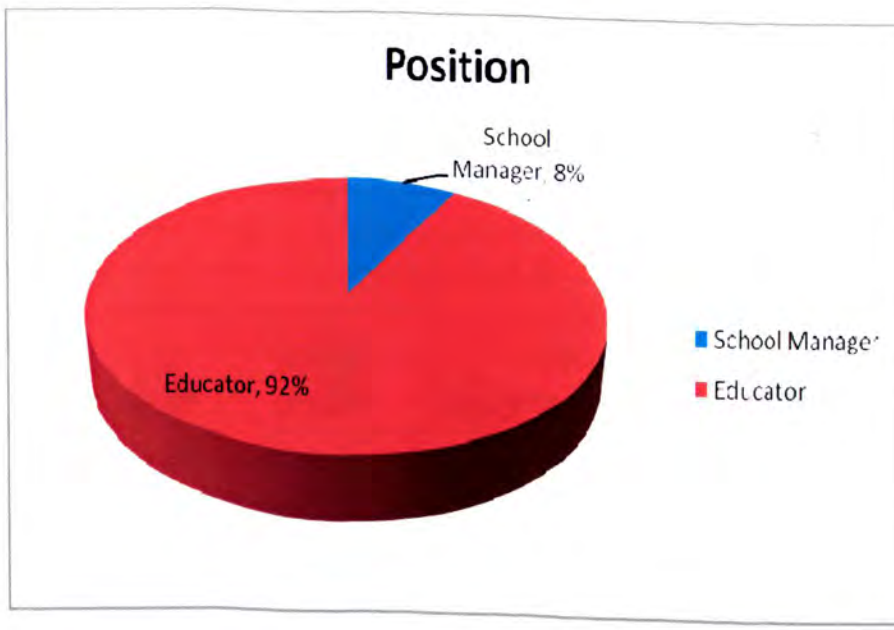
Age: As indicated in Table 4.2 and Figure 4.2, the age distribution of participants was as follows: 2.7%(2) fell into the 30 years-of-age category; 14.7%(11) fell into the 30 to 34 years-of-age category; 12.0%(9) fell into the 35 to 39 years-of-age category; 54.7%(41) fell into the 40 to 49 years-of-age category and 16.0%(12) fell into the 50 to 60 years-of-age category. The largest group is in the age group of 40 to 49 years with 54.7%. This indicates that the majority of educators aged 40 to 49 participated in this study.

TABLE 4.3 Position – School Manager or Educator

Position: The position distribution of the participants appears in Table 4.3 and Figure 4.3.

Position	Frequency	Percentage	Cumulative percentage
Educators	69	92%	92%
School Managers	6	8%	100%
Total	75	100%	

FIGURE 4.3 Position - School Manager or Educator

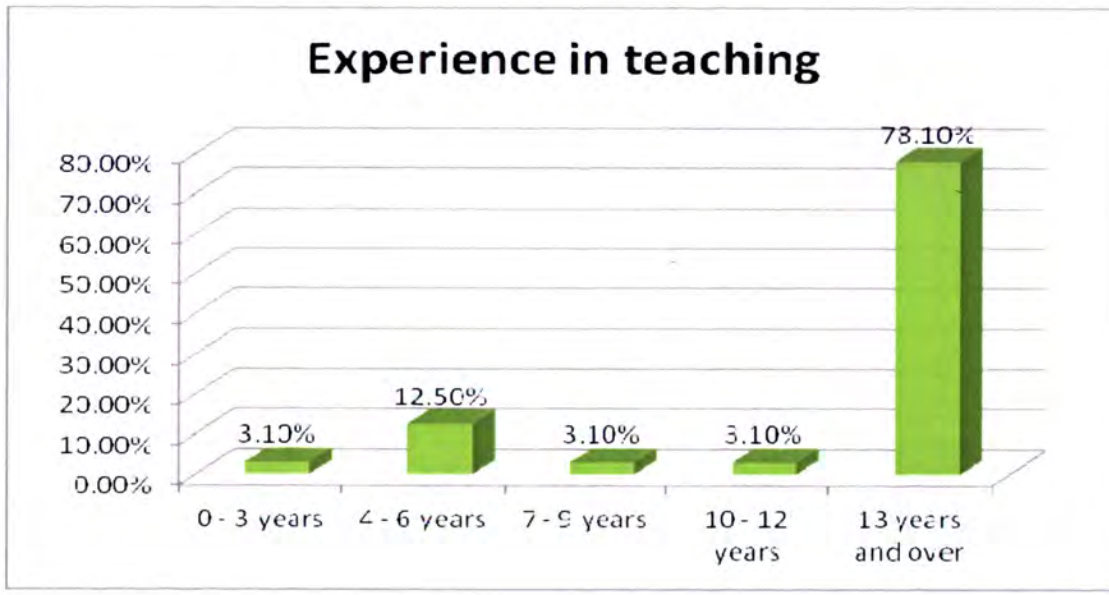


The majority of respondents were educators and represents 92% (69) of the sample, while school managers constitute 8 % (6) of the sample.

TABLE 4.4 Experience in years as a School Manager or Educator

Experience	Frequency	Percentage	Cumulative percentage
0 – 3 years	2	3.1	3.1
4 – 6 years	8	12.5	15.6
7 - 9 years	2	3.1	18.8
10 -12 years	2	3.1	21.9
13 years and over	50	78.1	100.0
Total	64	100	

FIGURE 4.4 Experience in years as a School Manager or Educator

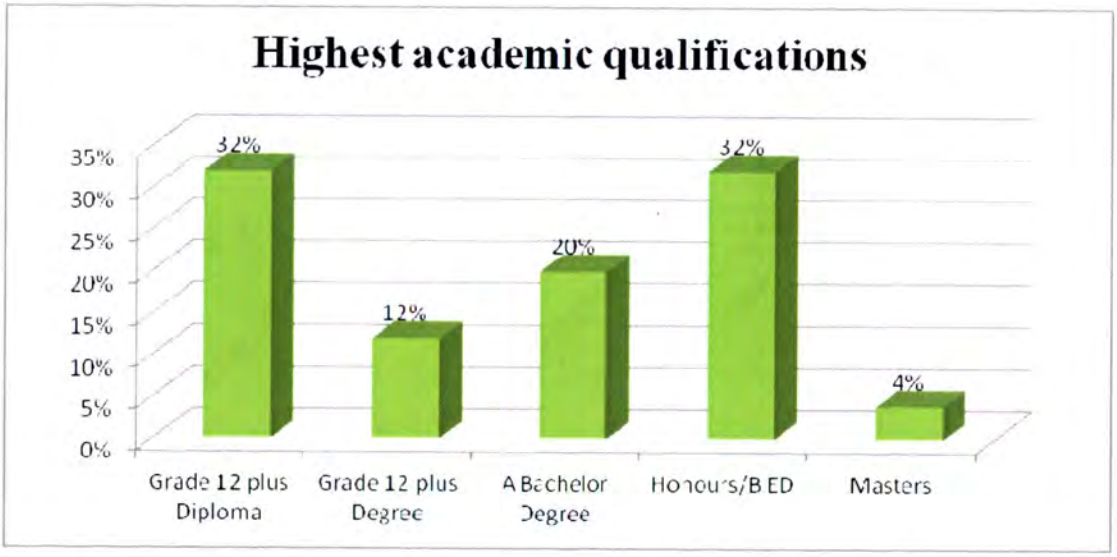


Experience: The highest years in experience is found in 13 years and over which is 78.10% (50), followed by 4 to 6 years 12.5% (8); then 0 to 3 years; 7 to 9 years and 10 to 12 years reflect 3.10 % (2) each.

Table 4.5 Highest Academic Qualifications

Highest Academic Qualifications	Frequency	Percentage	Cumulative Percentage
Grade 12 + Diploma	16	32	32
Grade 12 + Degree	6	12	44
Bachelor Degree	10	20	64
Honours / B.ED	16	32	96
Masters	2	4	100
Total	50	100	

FIGURE 4.5 Highest Academic Qualifications

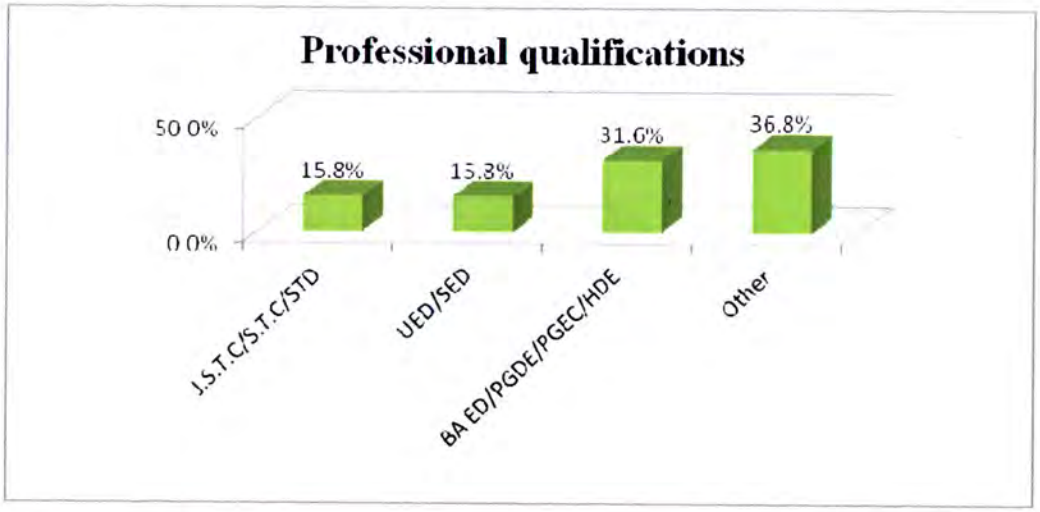


Academic Qualifications: The highest academic qualifications is found in Grade 12 plus Diploma (32%) and Honours/B.ED (32%) with the same percentage, followed by a Bachelor Degree (20%), then Grade 12 plus Degree (12%) and the least is Masters (4%).

TABLE 4.6 Highest Professional Qualifications

Highest Professional Qualifications	Frequency	Percentage	Cumulative Percentage
J.S.T.C. / STC/STD	3	15.79	15.79
UED / SED	6	15.79	31.58
BA ED / PGDE / PGEC / HDE	6	31.58	63.16
Other	7	36.84	100
Total	19	100	

FIGURE 4.6 Highest Professional Qualifications



Professional Qualifications: The highest unspecified qualifications (other) are 36.8%. Respondents did not specify their professional qualifications. Then followed by BA ED/PGDE/PGEC/HDE (31.6); and J.S.T.C./S.T.C./STD and UED/SED reflect 15.8% each.

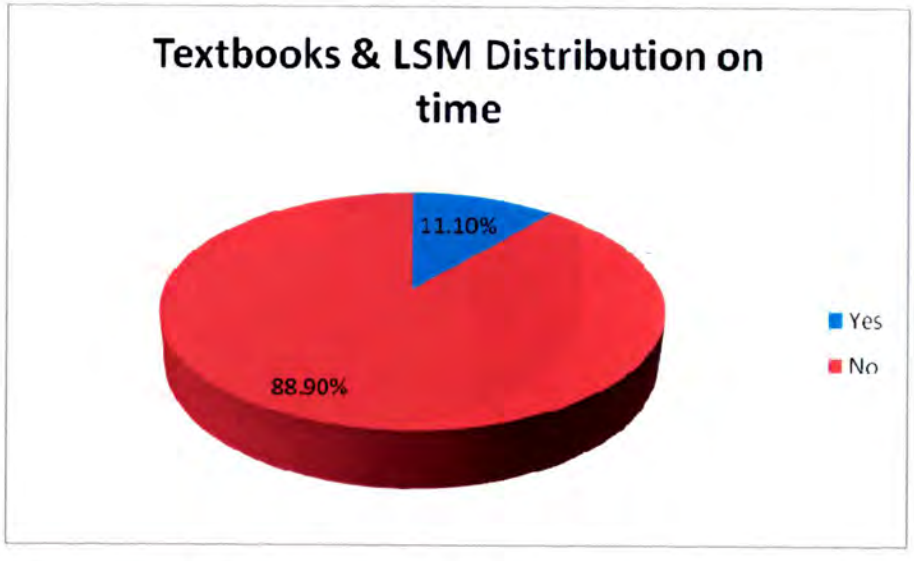
Section B

The following Tables and Figures cover some of the percentages from the questions in the questionnaire:

TABLE 4.7 Distribution of textbooks and LSM on time

Textbooks & LSM Distribution on time	Frequency	Percentage	Cumulative Percentage
Yes	2	11.1	100
No	16	88.9	88.89
Total	18	100	

FIGURE 4.7 Distribution of textbooks and LSM on time

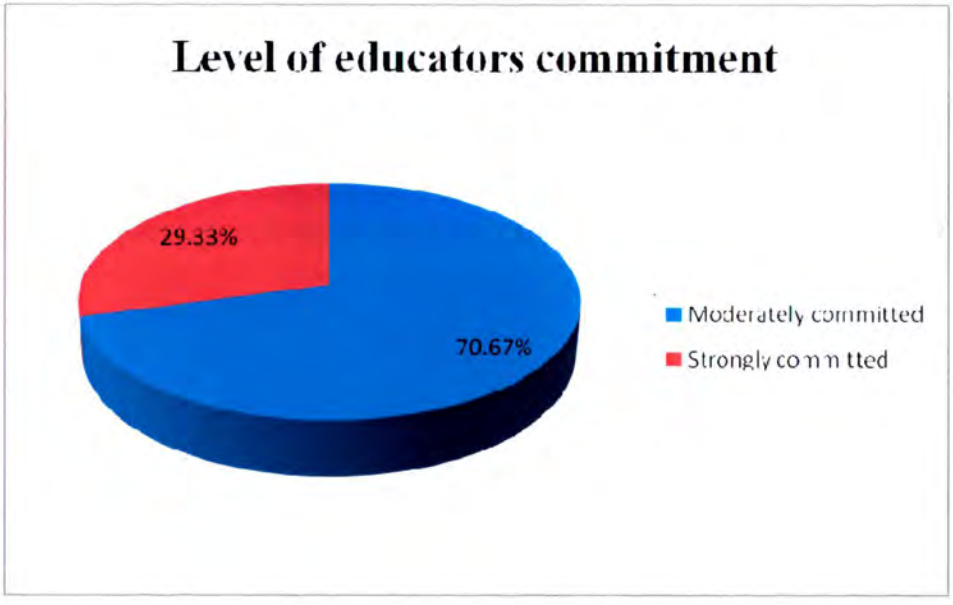


Distribution of textbooks and LSM on time: Most respondents (88.9%) disagree that textbooks and Learner Support Materials were distributed on time. The second category shows that 11.1% agree that the distribution of textbooks and Learner Support Material were on time.

TABLE 4.8 Level of educators' commitment

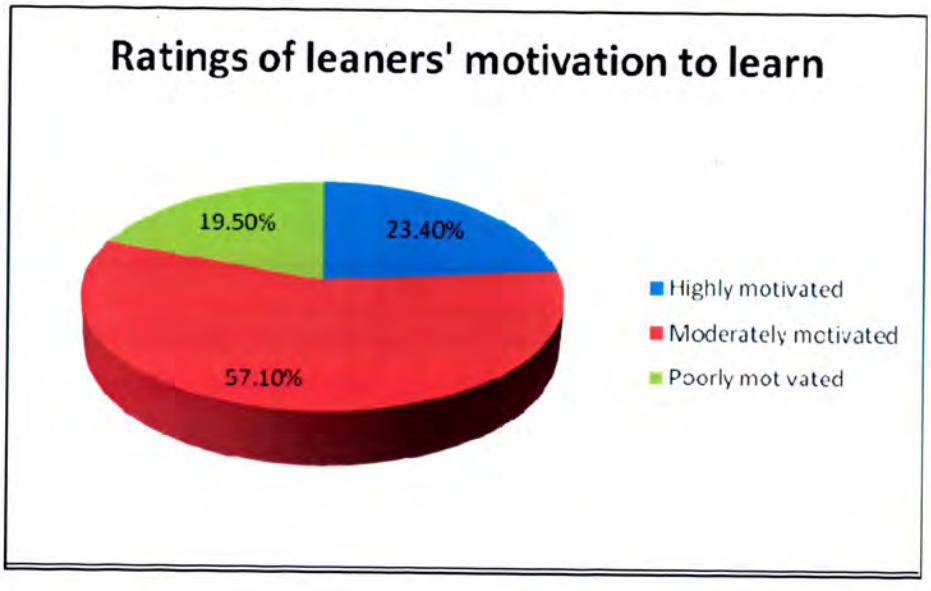
Level of educators' commitment	Frequency	Percentage	Cumulative Percentage
Moderately committed	53	70.67	70.67
Strongly committed	22	29.33	100
Total	75	100	

FIGURE 4.8 Level of educators' commitment



Educators' commitment: As indicated in Table 4.8 and Figure 4.8 above, the level of educators' commitment is as follows: The percentage of strongly committed educators is 29.33; while the percentage of moderately committed educators is 70.67.

FIGURE 4.9 Ratings of learners' motivation to learn

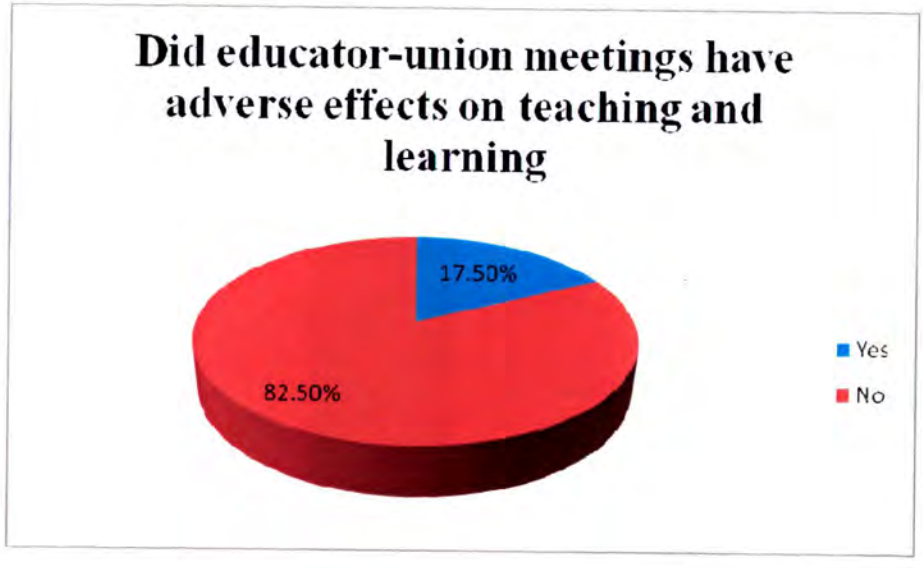


Ratings of learners' motivation to learn: Table 4.9 and Figure 4.9 indicate that 57.10% of learners were moderately motivated to learn; followed by 23.40% who were highly motivated; the last category shows that 19.50% of the learners were poorly motivated to learn.

TABLE 4.10 Effects of educator-union meetings on teaching and learning

Effects of educator-union meetings on teaching and learning	Frequency	Percentage	Cumulative
Yes	14	17.50	17.50
No	66	82.50	100
Total	80	100	

FIGURE 4.10 Effects of educator-unions on teaching and learning

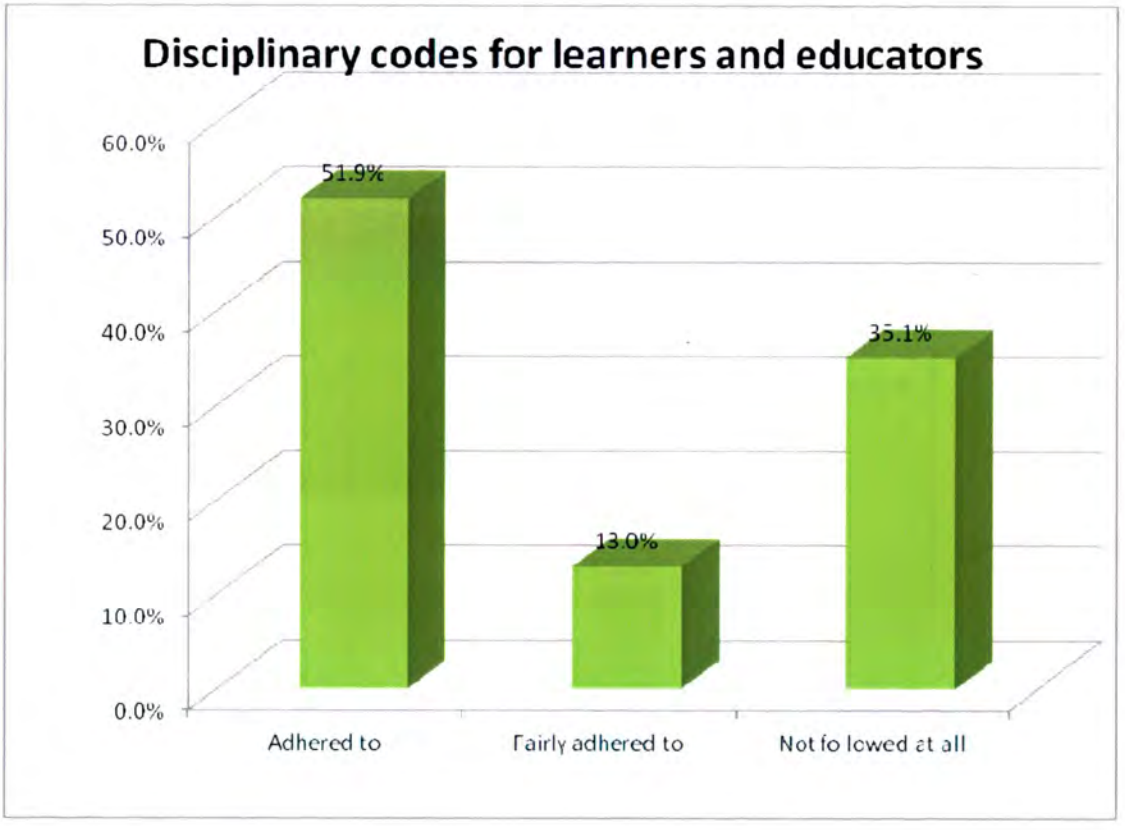


Educator-union meetings: The above Table 4.10 and Figure 4.10 indicate that most respondents (82.50%) agree that educator-union meetings have no negative effects on teaching and learning; whereas few respondents 17.50% of the respondents said that educator-union meetings have adverse effects on teaching and learning.

TABLE 4.11 Disciplinary codes for learners and educators

Disciplinary codes for learners and educators	Frequency	Percentage	Cumulative Percentage
Adhered to	40	51.95	51.95
Fairly adhered to	10	12.99	64.94
Not followed	27	35.06	100
Total	77	100	

FIGURE 4.11 Disciplinary codes for learners and educators

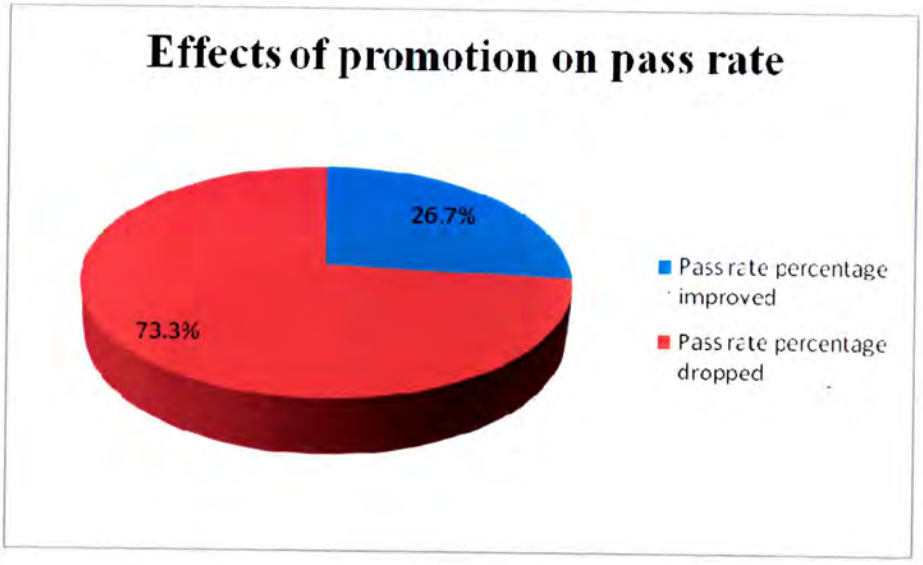


Disciplinary codes for learners and educators: The above table and figure show that 51.9% of learners and educators adhered to disciplinary codes; followed by 35.1% who did not follow the codes at all; 13% of learners and educators fairly adhered to disciplinary codes.

TABLE 4.12 Effects of promotion criteria on pass rate

Effects of promotion criteria on pass rate	Frequency	Percentage	Cumulative Percentage
Pass rate percentage improved	20	26.67	26.67
Pass rate percentage dropped	55	73.33	100
Total	75	100	

FIGURE 4.12 Effects of promotion criteria on pass rate

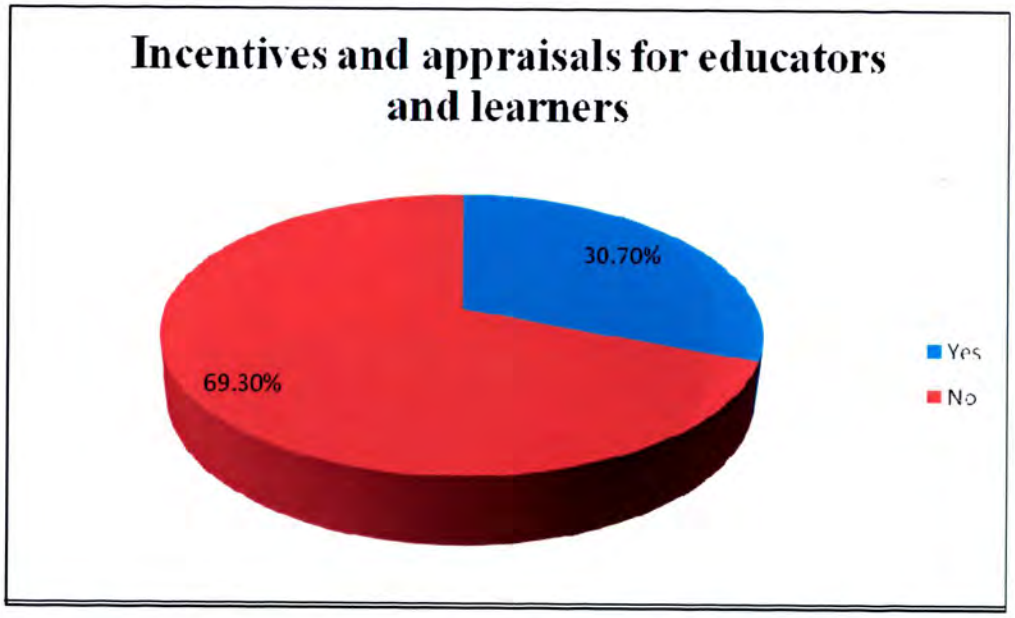


Effects of promotion criteria on pass rate: As indicated in Table 4.12 and Figure 4.12 the highest percentage (73.3%) of respondents agreed that effects of promotion on pass rate dropped. The second category shows an improvement of 26.7%.

TABLE 4.13 Incentives and appraisals for educators and learners

Incentives and appraisals for educators & learners	Frequency	Percentage	Cumulative Percentage
Yes	23	30.70	30.70
No	52	69.30	100
Total	75	100	

FIGURE 4.13 Incentives and appraisals for educators and learners

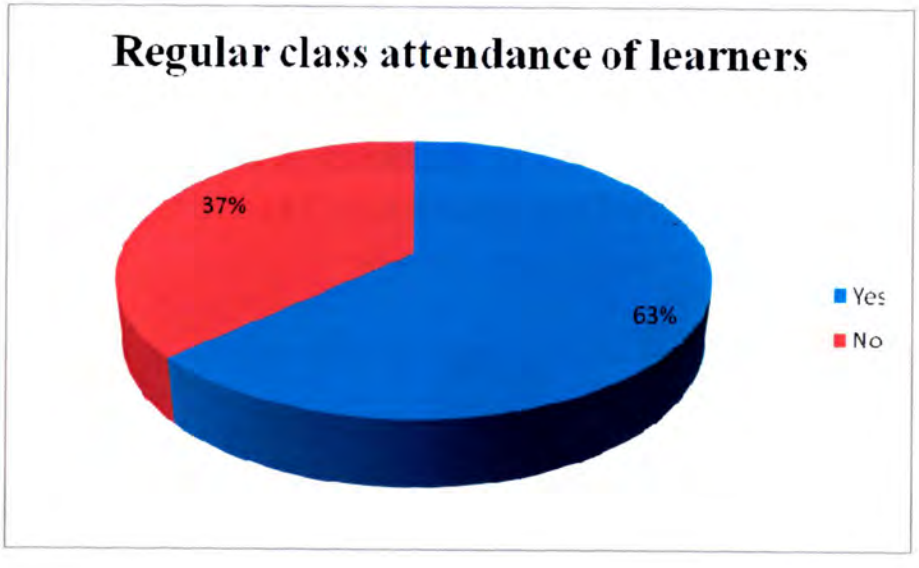


Incentives and appraisals: Table 4.13 and Figure 4.13 indicate that most respondents (69.30%) agree that there were insufficient incentives and appraisal for learners and educators; much fewer respondents (30.70%) indicated that there were incentives and appraisals.

TABLE 4.14 Regular class attendance of learners

Regular class attendance of learners	Frequency	Percentage	Cumulative
Yes	47	63	63
No	28	37	100
Total	75	100	

FIGURE 4.14 Regular class attendances of learners

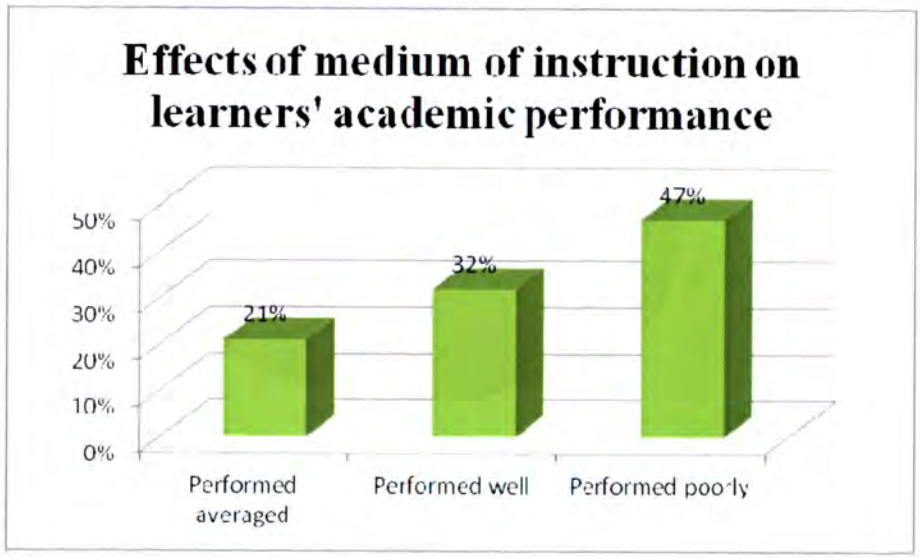


Learners' class attendance: As indicated in Table 4.14 and Figure 4.14, learners' class regular attendance was 63%. A total of 37% learners absented themselves regularly from classes.

TABLE 4.15 Effects of medium of instruction on learners' academic performance

Effects of medium of instruction on learners' academic performance	Frequency	Percentage	Cumulative Percentage
Performed averaged	16	21	21
Performed well	24	32	53
Performed poorly	35	47	100
Total	75	100	

FIGURE 4.15 Effects of medium of instruction on learners' academic performance

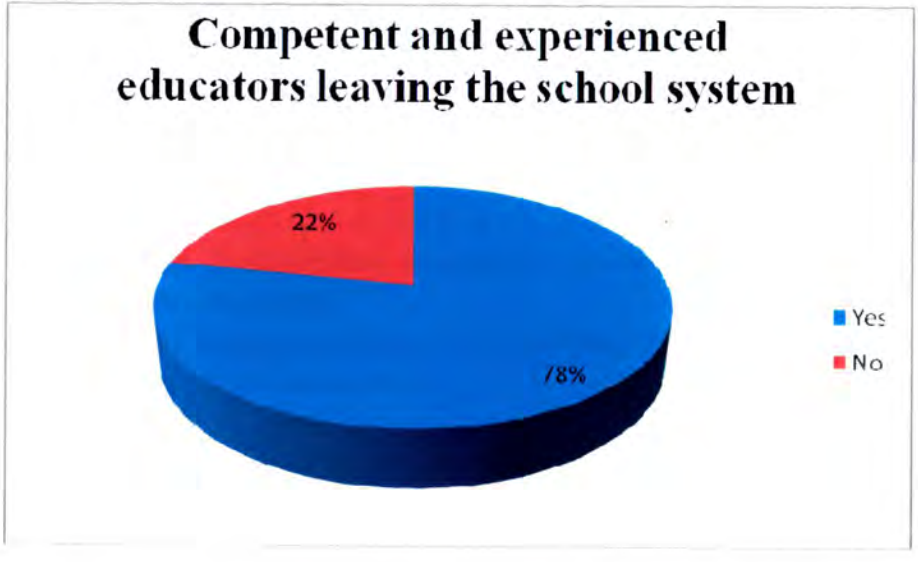


Effects of medium of instruction on learners: Table 4.15 and Figure 4.15 revealed that most respondents showed that there were poor effects of medium of instruction on most learners (47%). The positive results are measured by 50% upwards and negative by 49% downwards. The above table and graph indicate that the effects of medium of instruction on learners' academic performance who performed well are 32%; those who performed average are 21%. The results show that the effects of medium of instruction on learners' academic performance in general are negative.

TABLE 4.16 Competent and experienced educators leaving the school system

Competent & experienced educators Leaving the school system	Frequency	Percentage	Cumulative
Yes	56	78	74.7
No	19	22	100
Total	75	100	

FIGURE 4.16 Competent and experienced educators leaving the school system



Competent and experienced educators: Table 4.16 and Figure 4.16 indicated that the respondents show that a majority of 78% of competent and experienced educators had left (or are still planning to leave) the school system; respondents indicated that only 22% of competent and experienced educators had stayed on in the teaching profession.

Section C

In this section of the questionnaire there are three high-order open-ended questions.

The following are those open-ended questions and their responses:

Question 1:
In your opinion, what could be the major causes of poor academic performances of Grade 12 from 2003 to 2007?

Response:
a) Introduction of OBE at secondary school level:
   - Not enough training and workshops were for educators to make understanding of the new curriculum easier.
   - The transition from OBE to RNCS, and then to the current NCS, created a lot of confusion in the interpretation and implementation of the syllabus.

b) Lack of learner-commitment and no parental involvement in their children's school-work:
   - Due to migrant labour system, most of learners were left on their own, hence ill-discipline leading to absenteeism, teenage pregnancies and school-dropouts;
   - Some learners indulged in substance abuse (e.g. alcohol, drugs such as dagga, marijuana, etc.).

c) Post Provisioning Model: The introduction of this model created problems in management and educators as it was not clearly explained. For example, the model does not take into cognizance the number of learning areas offered by the school; rather it takes into consideration the ratio of learners per educator.

Question2
In your opinion what factors contributed to good performance (in some schools)?

Response:
a) Good management system:
   - Effective and efficient leadership;
   - Competence and experienced educators;
   - Regular class attendance of learners as well as educators;
   - Availability of resources, e.g. infrastructure, LTSM, stationary, etc.

b) Conducive environment for teaching and learning – school discipline:
   - School policy must be in place, e.g. Code of Conduct for learners, educators and support staff.
   - Regular visits by Departmental Officials such as Institutional Curriculum Support Coordinators (ICSC) and Subject Advisors for the purpose of monitoring, mentoring and giving support to educators.

c) Incentives and appraisal:
   Good performing educators and learners must be acknowledged and rewarded.

d) Parental involvement in their children's education.

Question 3
Suggest what could be done to improve learner performance in secondary schools.

Response:
a) Intensive workshops and training of educators to equip them with information and skill in the implementation of the NCS (New Curriculum Statement);
b) introduction of afternoon studies with effective supervision;
c) continuous intervention of learners by parents and educators; and
d) the PPM must be reviewed as most of the time there are insufficient number of educators.

The responses from some of the close-ended and open-ended questions together with the interview questions agreed on two aspects:
- That there are still problems and challenges in Grade 12 performance, particularly in disadvantaged secondary schools; and
- that the Department of Education must implement a serious *'turn-around*
- *strategy'* in order to improve Grade 12 results in future.

4.5 Conclusion

From the data gathered through both the questionnaires and interviews, most of the respondents agreed that there are serious problems regarding Grade 12 performance in most disadvantaged secondary schools of Central Region. However, the respondents showed that there are still some educators, learners and very few parents who are trying their level best in their school-work. The respondents also showed that the department must fully support all schools.

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter briefly outlines the findings of the research conducted. It provides the findings and recommendations on causes of high failure rate of the 2003 to 2007 Grade 12 learners in the North West Secondary Schools with particular reference to Central Region.

This research was based on the following:

- The statement of the problem and the research questions of the study;
- literature review which revealed that education is very important, and has a positive impact on the future of our learners,
- questionnaires were distributed and interviews were conducted to identify the causes of the high failure rate of the 2003 to 2007 Grade 12 learners,
- an analysis of data collected from questionnaires distributed and interviews conducted, and
- summary, findings, recommendations and conclusion.

The findings of this study are based on the following research questions:

- What problems did the Grade 12 educators encounter in the implementation of the prescribed Grade 12 syllabus?
- What kind of resources (e.g. textbooks and other learner support materials) and educational facilities were useful in the implementation of the Grade 12 syllabus?
- What effects did absenteeism and truancy have on the overall performance?
- How would one measure the level of educators' commitment in their work?
- Given that: 1 = strongly committed
  2 = moderately committed
  3 = poorly committed

  Reasons for the above measurement were given.
- What effects did the medium of instruction have on learners' academic performance?

- Did educator-unions meetings, strike actions and go-slows have adverse effects on teaching and learning?

- How would one rate the learners' motivation to learn?
  Given that:

  1 = highly motivated
  2 = moderately motivated
  3 = poorly motivated

  Reasons for the above ratings were given.
- How closely were the disciplinary codes for both learners and educators followed?
- What role did the parents play in their children's academic work?
- What effect did the promotion criteria have on the pass rate of Grade 12 learners?
- Were there any incentives (e.g. recognition of excellence, promotion, trophies, certificates, medals, etc.) and appraisals for educators and learners?

5.2 Summary of important findings

The literature review revealed that there were serious problems and challenges faced by school managers, educators, learners and parents that led to various causes of high failure rate in the 2003 to 2007 Grade 12 learners in most secondary schools in Central Region. According to the findings, it is not easy to single out one major cause of high failure rate as those issues were interrelated.

Findings revealed that the high failure rate is caused by, amongst others, lack or insufficient of educational resources; over-crowded classrooms; inexperienced and under-qualified educators; competent educators leaving the school system; the Post Provisioning Model; inadequate role and support played by most educators, departmental officials; poor infra-structure, lack of incentives for few hard-working learners and educators; absenteeism of most learners and some educators; non-conducive environment for both learning and teaching at most schools and poor socio-economic background of learners' parents.

The Department of Education must attend to these issues as soon as possible.

5.3 Research Findings

5.3.1 Findings with regard to research question 1

In terms of research question 1, which states that: *Which problems did the grade 12 educators encounter in the implementation of the prescribed grade 12 syllabus?*

The following findings were made:

- The new grade 12 curriculum was still in its early stages of being
- implemented, and educators had to adapt to it. Minimal training and workshops of educators in the implementation of new Grade 12 syllabus. The new curriculum also needs a lot of time and paperwork which becomes difficult in instances where resources are limited or not available at all;
- most schools are under-staffed, especially those who have specialized with scarce learning areas (subjects) such as Mathematics and Science subjects;
- lack of educational facilities such as libraries, media-centres, laboratories, internet cafés, etc. in most schools for learners. Due to poor socio-economic background of learners' parents, they could not afford transport money for their children to go to town to access information from the internet;
- shortage of teacher-learner-support materials (e.g. text-books, study guides, etc.);
- the introduction of new learning areas such as Mathematical Literacy as a compulsory subject had a negative effect on learners' performance as most of them did not have any mathematical background;
- most learners chose learning areas that they feel comfortable with, which however, do not contribute in any way in the career they would like to choose in future (e.g. Mathematics, Physical Science, Chemistry, etc.); and eventually they might fail. This might be because they received career guidance when they were already in Grade 12 instead of receiving it in lower grades, or it might also be due to peer pressure; and
- the academic year of grade 12 is always short compared to the syllabus (approximately 4 months actual teaching and learning and the rest of the academic period is dedicated for preparatory examinations and practicals.

5.3.2 Findings with regard to research question 2

Concerning research question 2, which is: *What kind of resources and educational facilities were useful in the implementation of grade 12 syllabus?*

The following findings were made:

- Resources like photocopying machines, over-head projectors, and computers are essential for all schools. Handouts and newspapers were useful in the implementation of the new syllabus.
- Language educators had to improvise text-books (set-works) with regard to literature for the language component.
- The examples of question papers supplied by the Department of Education were useful.

5.3.3 Findings with regard to research question 3

In terms of research question 3 which is: *What effects did learners' absenteeism and truancy have on the overall performance?*

The following finding was made:

- The learners' performance became very poor and affected the general performance of the school hence the low pass rate.

5.3.4 Findings with regard to research question 4

Research question 4, which is: *In your opinion, how would you measure the level of educators' commitment in their work? Given that:*

1 = strongly committed
2 = moderately committed
3 = poorly committed

Give reasons for the above measurement.

The following findings were made:
2 = moderately committed due to the following:

- Today educators' roles are fast changing and their time to focus on their core function is taken by many issues bedeviling education and society;
- overload of classes and more periods for each educator add to additional pressure;
- educators' work, especially of paper-work load (e.g. administration of portfolios) imposed on them – there is too much administrative work;
- confusion by the new syllabus;
- lack of commitment by most grade 12 learners;
- lack of resources in most schools;
- some educators transferred from one school to the other in the middle of the last quarter of the year because of Resolution No. 2;

- not getting enough support from external officials, e.g. subject advisors - they only come when it is time for moderation;
- regular absenteeism and incompetency of some managers and educators
- insufficient training in the introduction of NCS; and
- lack of parental involvement in their children's school-work.

5.3.5 Findings with regard to research question 5

In terms of research question 5, which states that: *What effects did the medium of instruction have on the learners' academic performance?*

The following finding was made:

- Most learners from disadvantaged schools lack competence in the medium of instruction (in this case, English).

5.3.6 Findings with regard to research question 6

Concerning research question 6, which is: Did educator-union meetings, strike actions and go-slows have adverse effects on teaching and learning?
The following findings were made:

- More time was wasted during educator-union meetings, strike actions;
- learners lost contact time with their educators and they ultimately became demoralized;
- it had a negative impact on both learners and educators. It was time consuming and a lot of work lagged behind. Thus educators had to arrange extra lessons on Saturdays and holidays to cover up the work, and both educators and learners had to work under pressure. However, some learners did not bother to attend those extra lessons;
- some learners became disorientated due to long stay-away from classes;
- the syllabus ended up not being finished and this negatively affected teaching and learning; and
- poor attendance by learners after the national strike.

5.3.7 Findings with regard to research question 7

Research question 7, which is: *How would you rate the learners' motivation to learn? Given that:*

1 = strongly committed
2 = moderately committed
3 = poorly committed

Give reasons for the above ratings.

The following findings were made:

- lack of learners' self discipline and commitment;
- insufficient competitive spirits within learners;
- shortage of educators;
- poor socio-economic situation of most learners' parents; and
- insufficient learning materials.

5.3.8 Findings with regard to research question 8

In terms of research question 8, which is: *How closely were the disciplinary codes for both learners and educators followed?*
The following findings were made:

- Lack of learner discipline and commitment in their school work;
- little or no commitment in some educators; and
- no Disciplinary Committee in most schools.

5.3.9 Findings with regard to research question 9

In terms of research question 9, which is: *What role did the parents / guardians play in their children's academic work?*
The following findings were made:

- Generally, no role was played by the parents of the learners. In disadvantaged areas, parents are not involved in their children's school work mainly because of their high level of illiteracy, migration labour or unemployment;
- poor attendance of parents in parental school meetings; and
- above all, most parents were guardians, and thus, they did not play a role in any way. It was as good as they were not there at all.

5.3.10 Findings with regard to research question 10

Concerning research question 10, which states that: *What effect did the promotion criteria have on the pass rate of Grade 12 learners?*

The following findings were made:

- According to promotion criterion prescribed in the National Curriculum Statement policy, a learner is supposed to pass Mathematics with at least 40% and any First Additional Language (FAL) and other content with at least 30%. Home language must be passed with 40%. A total of 6

learning areas need to be passed for achievers to be promoted to the next grade. For example:

- Mathematics = 40%
- Home Language = 40%
- English = 40%
- One content = 40%
- Any FAL = 30%
- Other content subject = 30%

The department used 'pass one, pass all system' – no learner should fail;

- performance and achievement per learning area and the policy on promotion criteria were used; and
- a learner should obtain level 3 (40%) in three learning areas of which first additional language must be amongst level 2 (30%) and the next 3. Level 1(25% - 29%) in the last subject but with proof of evidence.

5.3.11 Findings with regard to research question 11

Research question 11, which is: *Were there any incentives (e.g. recognition of excellence, promotion, certificates, trophies, medals, etc.) and appraisals for educators and learners?*

The following findings were made:

- The department's IQMS offers better performed educators a mere one percent for appraisal. This is an insult and discouraging to hard-working educators;
- very seldom awards in the form of trophies, certificates of merit and / or medals were issued to best performed learners, educators, schools and the most improved schools;
- no incentives in most schools at all as most Grade 12 learners failed dismally; and
- incentives are only for educators teaching scarce learning areas such as mathematics and sciences, and appraisals are in the form of IQMS.

5.4 Recommendations

It is beyond any doubt that the hypothesis has an effect on the poor Grade 12 results of the ten investigated secondary schools. Recommendations, as provided in terms of reference are in short-, medium- and long-term.

To improve learner performance requires a political will of the Department of Education to provide sufficient resources such as classrooms, textbooks,

teaching-learning materials, relevant, qualified and effective educators and more importantly, efficient utilization of the instructional time.

To respond effectively to these demands, the provincial government should set policies and guidelines geared at improving educator commitment and the managerial capabilities of school managers, special priority to be given to the effective mobilization of resources: and more importantly engage both universities and technikons in on-going research and evaluation of the new programmess and projects. However, some schools seem to be producing better Grade 12 results than others, depending on the location of the school, the enrolment of learners in class, educator-learner ratio and also the type of school, i.e., commercial, technical, science and humanities.

It is strongly recommended that the Superintendent-General, Chief Directors, District Managers, Area Office Managers, Institutional Curriculum Support Coordinators, Subject Advisors, educators, parents and learners should join hands and tackle challenges facing education.
It is imperative that all the stakeholders should come together to make the education system work.

In this way, these main factors in education will have no one to blame for poor Grade 12 performance, not even the trendy excuse of "the legacy of *apartheid*."

South Africa's future relies on those who are at school now. Therefore, educators are the bearers of the new value system. A culture of learning depends on them.

The following recommendations are based on the research findings:

5.4.1 Culture of learning and teaching in schools

In 1997 under the administration of Mr Nelson Mandela, the Culture of Learning and Teaching in Schools known as COLTS, was introduced in all schools in the country. Its primary aim was to inculcate COLTS in all learners.

There is a need of competent educators in knowledge – know what, how, when and why to do so. They must be able to apply skills and knowledge. The majority of Grade 12 learners were 20 years and older. The question was: How should an educator teach adults of teaching principles designed for adolescents? The educators must not only have knowledge of pedagogues but also knowledge of the basic andragogues' teaching principles; or be sent to adult centres.

5.4.2 Provision of relevant and adequate curriculum materials and Stationary

Relevant textbooks, stationary and supporting materials must be provided on time so that every learner has access to information, and can do homework, projects, assignments, etc. study other related activities. In cases of shortage of books from government, parents are encouraged to purchase textbooks and stationary.

5.4.3 Physical resources

The government should assist schools which lack resources such as libraries, laboratories, home-economic centres, computer and media centres. A good library is the heartbeat of every good learning institution. This will enhance the standard of education in schools.

5.4.4 Provision of educators / Post Provisioning Model (PPM)

A comprehensive new policy is urgently needed to recruit, maintain, develop and reward educators. It should deal with teaching subjects with shortages and should focus on attracting educators to rural and farm schools. It should also address low educator morale.

An immediate appointment of qualified, competent and energetic educators is a must. Well-articulated recruitment strategies should be established and implemented; as well as established in-service training and upgrading programmes in collaboration with universities, technickons and colleges.

Penny Vinjevold, former education consultant, (now Western Cape Department of Education Superintendent General) argues that the teacher shortage is a global problem, even though knowledge is the hottest commodity in the world. She further emphasized the fact that educators should be among the most valued people in society. There should be a comprehensive effort, not only by the department, but by the government, to boost their value (*True Love Magazine – Special Report,* 2000:104*)*.

However, until that happens, talented educators will continue to leave the classroom.

5.4.5 Educators' attitude and personality

Educators' attitude and personality play a vital role in motivation in the classroom. The way in which educators perceive teaching is an important factor that can ultimately determine how effective they are. Educators who have positive attitudes towards their learning-areas and learners are more motivated than those who have a less positive attitude and personality. Educator personality characteristics that are motivating and which an educator should bear in mind as he/she interacts with learners are democratic attitudes, wide interests, personal appearance, pleasant manners, fairness, impartiality, sense of humour, flexibility, patience, interest in learners' well-being, consistent behaviour, efficiency, kindness and news of recognition and praise.

Learners must be sufficiently motivated to attend school regularly and to pay attention to what is going on in the classroom if schooling is to have any effect on them.

5.4.6 Right-sizing and redeployment of educators

The right-sizing and redeployment process of most educators was not a successful innovation. Therefore, more effective right-sizing redeployment strategies for educators are to be developed. The present process is more demoralizing than motivating. Right-sizing and redeployment of educators should be conducted with great sensitivity, and all strategic vacancies should be filled in immediately with qualified and competent educators.

5.4.7 Improving teaching strategies

Improving of teaching strategies can be obtained through in-service training, as well as school based, cluster and regional based in-service workshops. Educators are to be exposed to most teaching strategies as prescribed by the new curriculum. Attention must be paid to subject matters; and motivation to teach through improved working conditions, reduction of uncertainties and educators' motivation to teach could be improved.

5.4.8 Strengthening managerial capabilities

Some school managers have been promoted to senior positions without necessarily demonstrating the required managerial skills and appropriate academic qualifications. Opportunities need to be created to improve the

managerial capabilities of school leaders as it is in other countries like USA and Singapore, and effective selection procedure for school leaders must be developed.

5.4.9 High learner classroom ratios

The management should adhere to learner-educator ratios: (35:1). Admission to school in one area should be monitored, and create opportunity for learners to study at home.

5.4.10 Medium of Instruction

The issue of medium of instruction (i.e. English), particularly with regard to learners studying in a second language, should be dealt with by educators and learners themselves.

Cummins (1984:9) makes a clear distinction between two types of English: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The issue here is that learners need more CALP at the lower level (e.g. at Foundation Phase) than BICS in order to enable them to tackle tasks that are more cognitively demanding. In the examination the learner needs more than fluency in the language in order to successfully answer examination questions.

Although the difference between BICS and CALP has been identified by researchers, nothing has been done (particularly in South African secondary schools) in order to address this problem. Most of the studies on EAP are those that focused on institutions of higher learning. As Bolitho (1984:4) points out, EAP can also be applicable to the secondary level of education, especially in countries like South Africa where the majority of learners use English as a medium of instruction.

The role of language in learning

As Kilfoil (1997:48) points out: 'English is an important language for South African students, partly because it is a medium of instruction, but also because most scientific writing is in English'. It is one of the two most commonly used mediums of instruction, especially in the South African educational system.

Most of the subjects are taught in English and learners are expected to use English in answering examination questions. Therefore, learners need certain

skills in English in order to tackle examination questions successfully. The majority of learners in South African schools are learning English as a second language. Most English second language learners find it difficult to cope with the demands of using English to learn various subjects, let alone the challenging task of using the language in writing.

Dlamini (1998, cited in Von Gruenewaldt, 1999:205) has correctly indicated that when learners "have not mastered the language of instruction (in this case English), it becomes strenuous to grapple with the content of what they have to learn and the result is rote learning". This means that language plays an important role in the comprehension of the content. The learner's mastery of a language may determine his/her performance in the learning area concerned. Therefore, language plays a vital role in the process of learning. It is crucial that learners must understand the language of instruction in order to understand the content. A lack of proficiency in the medium of instruction can influence the performance of the learner in specific learning areas and across the curriculum.

Most of South African English Second Language (ESL) learners are faced with a very challenging task in as far as learning of English is concerned as noted by Von Gruenewaldt (1999:208): "To be academically literate South African students have to master EAP over and above English as a second language. They need to be able to manipulate through the medium of instruction the various discourse genres used in the academic environment".

The researcher's personal observations during the past fourteen years of teaching in various secondary schools in the North West Province indicate that above type of English standard is required for advanced academic studies such as Grade 12. It is totally lacking amongst Grade 12 learners in the North West Province, particularly in disadvantage schools. O'Malley and Chamot (1990:192) warn that lack of CALP may result in learners experiencing difficulties in learning. It is not a simple matter to include EAP skills appropriate for senior secondary learners in the curriculum, since the skills for this level themselves, as well as the teaching and learning techniques through which they are best acquired, have not been identified and described for ESL learners in the context of the under-resourced and over-crowded South African classrooms.

A plan for assisting learners should be developed on medium- and long-term basis. The policy on medium of instruction should be revisited.

5.4.11 Opportunities for learners to study at home

School Governing Bodies (SGBs), together with the assistance of the social workers, should be encouraged to investigate the home situations of Grade 12 learners to determine whether the homes are conducive to study (parent involvement). This means that the intervention of the Department of Social Development is essential.

Parent-educator-learner groups have to assist each other in the understanding of homework supervision of learners' work and how to supervise school-work at home, and make classrooms available for opportunities to study at home, or in the public library.

5.4.12 Study opportunities

It is also recommended that afternoon studies under the supervision of educators be introduced, as well as extra lessons when necessary. However, it appears that there might be a problem of transport and long distances travelled by most learners and some educators. There is a need to negotiate with local bus or taxi companies to accommodate them after 15H00.

5.4.13 Learners' attendance rates

Strict monitoring of learners' attendance has to be adhered to. Roll call should be conducted in the morning and afternoon. Each educator must keep period register in each class. No learners should leave the school premises before the official knock off time without permission. A system of subsidy for transport to school should be revised to assure that learners are having transport at the end of the teaching day.

5.4.14 Instructional time

Subjects must be taught according to the prescribed time, and direct teaching time should be increased. Educators are expected to honour their teaching responsibilities and be punctual. All meetings should be scheduled for after hours. No staff meetings to be held before 12H00 during a normal school day, so that those working hours should be utilized for teaching and learning.

5.4.15 Educators' preparation for lessons

Schools should develop a manual or schedule for educators to use for weekly preparation of lessons. The school, the subject- and departmental- heads must monitor preparation schedule. They should also develop subject policy and subject framework.

5.4.16 Educators' support / study groups

Educators should establish what is called a "Buddy System." They should form subject study groups in or between schools. They should also involve subject advisors or professional associations to improve educators' teaching experiences and knowledge in their teaching subjects.

5.4.17 Educators Integrated Quality Management System (IQMS)

Whilst interviewing most Grade 12 educators, the researcher was informed that there were disadvantages concerning this system, and they were:

- The monitoring of the effectiveness of IQMS at learning institutions is not effectively done since it is rare that a feedback is given after Whole School Evaluation component has visited schools;
- some educators score themselves high marks unnecessarily and get away with it;
- it is rare that schools are supported and developed as the aims state; and
- not all the schools are visited – few of them are rarely visited.

It is recommended that IQMS should be stopped because it is just like "chasing a wild goose". It is regarded as a waste of time and the department's resources since money is paid where it is not due.

5.4.18 Whole School Evaluation (WSE)

The purpose of Whole School Evaluation is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning. Therefore, the Head Office and the Regional Office must ensure that this system is effectively implemented in all schools.

5.4.19 Motivational Speakers

The programme to motivate speaking can be essential (not only for Grade 12 learners, FET but also for GET). The following should be taken into consideration:

- There should be a constant and continual follow-ups (i.e. at least once every school term) for consistency, monitoring, nurturing and motivation of learners;
- to enable them to make informed decision; and
- at present, most motivational speakers are employees of private sectoral companies whose main aim is only to make profit – as a result they charge schools an exorbitant price for a session.

Motivational speaking benefits only a few learners. It is dependent on:

(i) the learner's family background, including the financial and social backgrounds;
(ii) the learner's interest; and
(iii) the learner's personal goal.

It is recommended that motivational speaking be incorporated into the Life Orientation learning area, and educators should be workshopped so that they become independently acquainted with the principles of motivational speaking.

5.4.20 Parental / Family related issues

Parental involvement should be optionised

With the new dispensation in education, the school has become a shared institution in the sense that parent involvement has been extended. School Governing Bodies (SGBs) have been introduced with the aim of working together with schools. Parents or guardians need to take an active role in their children's education, even if they are unemployed or illiterate. Parents and SGBs should be workshopped quarterly by relevant Departmental Officials to be effectively involved in areas of responsibilities (e.g. school governance) and support to learners and a model to optimize parental involvement in school activities should be developed.

Parents who are part of the SGB can design means and ways of turning their children's schools into a super school by doing the following:

a) Making their children understand the main purpose of being at school is very important.
b) Instilling the culture of hard-work and discipline in their children at home before and during their school years. This will eliminate disciplinary problems for educators and no target time will be wasted.
c) Attending all school meetings and activities as this will benefit the school and their children's education.
d) Giving positive support to educators and their projects as this will boost their morale and encourage them to work more diligently and produce results of higher quality.
e) Being generous to their school with their skills and expertise.
f) Promoting love and affection for the school of your child, and making him/her believe in the school.

5.5 Conclusion

It is concluded that insufficient departmental involvement in the affairs of learners at most disadvantaged schools is one of the major reasons for the high Grade 12 failure rate. Most educators, educationalists and some parents blamed the new education system (e.g. OBE, Curriculum 2005 and NCS) and some educators for failing learners, and being unwilling to take full responsibility for the education of their children.

According to some educators some schools are still struggling to get textbooks, teaching-learning materials, competent educators and this budget puts them under pressure to buy those materials from the school. This clearly showed that the department is not doing enough to improve the education of our children in the disadvantaged areas.

Another reason that causes the high failure rate of matriculates is the inadequate number of subject advisors. The Department of Education should beef up schools with competent subject advisors. Institutional Curriculum Support Coordinators should regularly visit schools to ensure that teaching and learning activities are carried out efficiently.

Parents are also encouraged to be involved in the education of their children. This initiative will assist in building a responsible and proactive generation in the new South Africa.

NWU LIBR

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Appendix 1

QUESTIONNAIRE

(SCHOOL MANAGERS' AND GRADE 12 EDUCATORS)

(To be answered by secondary school educators and school managers)
The study aims at investigating the causes of high failure rate among grade 12 learners.
Kindly respond to all the questions below by making a cross (x) where appropriate.

Note:

- The information that you will provide will be treated with strict confidenciality.
- Do not write your name or school's name, - it remains anonymous.
- PLEASE, all questions should be answered. I merely enquire about your opinion in order to obtain reliable and trustworthy data.

The study aims at investigating the causes of high failure rate among grade 12 learners. Kindly respond to the questions below (by making a (x) cross where appropriate).

SECTION A

1. Age Category in years

Less than 30	1
30 - 34	2
35 – 39	3
40 – 49	4
50 - 60	5

2. Gender

Male	1
Female	2

3. Indicate your position

School Manager	Educator

4. Your experience as a School Manager or Educator in years

0 – 3 years	1
4 – 6 years	2
7 – 9 years	3
10 – 12 years	4
13 years and over	5

5. Highest Academic Qualification

Grade 12 plus Diploma	1
Grade 12 plus Degree	2
A Bachelor Degree (B.A., B.A. ED., BSC ED.)	3
Honours / B. ED	4
Masters	5
Doctorate	6
Other - specify	7

6. Highest Professional Qualification

P.T.C / HTTC	1
J.S.T.C / S.T.C / STD	2
UED / SED	3
BA ED / PGDE / PGEC / HDE	4
Other - specify	5

7. Settlement type of your school

Rural	1
Urban	2

SECTION B

Please tick in the appropriate block; or fill in the appropriate space.

1. Which problems did the grade 12 educators encounter in the implementation of the prescribed grade 12 syllabus?

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   .....

2. What kind of resources and educational facilities were useful in the implementation of grade 12 syllabus?

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   .....

3. Were the textbooks and other learner -support- materials distributed on time? (i.e. in the final quarter of the year for use in the subsequent year)

Yes	1
No	2

4. Did learners attend classes regularly? (i.e. at least four times in five days a week).

Yes	1
No	2

5. What effects did absenteeism and truancy have on the overall performance:

Dropped gradually	1
Dropped drastically	2
Was bad	3

6. In your opinion, how would you measure the level of educators' commitment in their work? Given:

Moderately committed	1
Strongly committed	2
Poorly committed	3

Give reasons for the above measurement:

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7. How would you rate the learners' motivation to learn? Given:

Highly motivated	1
Moderately motivated	2
Poorly motivated	3

8. What effects did the learners' choice of learning subjects have on their performance?

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.....
.....

9. What effects did the medium of instruction have on the learners' academic performance?

Performed averaged	1
Performed well	2
Performed poorly	3

10. a) Did educator-union meetings have adverse effects on teaching and learning?

Yes	1
No	2

b) What effects did the strike actions and go-slows have on teaching and learning?

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.....

11. How closely were the disciplinary codes for both learners and educators?

Adhered to	1
Fairly adhered to	2
Not followed at all	3

12. a) What role did the parents play in their children's school-work?

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

b) What effects did that role play by parents have on teaching and learning?

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.....

13. What effect did the promotion criteria have on the pass rate of grade 12 learners?

Pass rate percentage improved	1
Pass rate percentage dropped	2

14. Were there competent and experienced educators leaving the school system?

Yes	1
No	2

Give reason(s) for your answer

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15. What was the promotion criterion from one grade to another?

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16. Were there any incentives and appraisals for educators and learners?

Yes	1
No	2

Please specify:

.....
.....

SECTION C

Some schools performed well, whilst others performed badly in the 2003 to 2007 Grade 12 examinations.

1. In your opinion, what could be the major causes of poor academic performances from 2003 – 2007?

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2. In your opinion what factors contributed to good performance (in some schools)?

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3. Suggest what could be done to improve learner performance in secondary schools.

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THANK YOU FOR YOUR COOPERATION

Appendix 2

INTERVIEW QUESTIONS TO EDUCATORS AND SCHOOL MANAGERS

The following interview questions give a clear picture of causes of high failure rate of grade 12 learners in disadvantage schools:

1. Do you agree that there is high matriculation failure rate in your school? Yes or No. Substantiate your answer.
   .....
   .....
   .....

2. For how long have you been teaching grade 12 learners?
   .....

3. Which learning areas are you teaching in grade 12?
   .....

   In your opinion, what are major problems and challenges which led to poor academic performance of grade 12 learners?
   .....
   .....
   .....
   .....
   .....
   .....

4. Briefly indicate factors which you think can contribute to good performance in some schools.

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

THANK YOU VERY MUCH

Appendix 3

INTERVIEW QUESTIONS AND RESPONSES OF GRADE 12 LEARNERS

Question 1: How do you feel about being in Grade 12?

- **Response a):** Happy, but a bit scared.
- **Response b**): Not sure.

Question 2: With whom are you staying at home?

- **Response (a):** With my single unemployed mother. My father passed away seven years ago.
- **Response (b):** I am staying with my grandmother and two siblings. My single mother is a domestic worker in Johannesburg.
- **Response (c):** I am staying with my guardian (uncle) who works in a nearby farm. My mother passed away when I was a toddler and I do not know my father.
- **Response (d):** All parents working far – migrant labourers.

Question 3: Do you think you are going to perform:

- Excellently
- On the average
- Poorly

at the end of the year?
Give a brief explanation for any choice you have made in the question above.

Responses:

- *Excellently:*

- Because I have been studying very hard from Grade 11. I also attend extra lessons on Saturdays and during school holidays with my peers in another secondary school which always perform better than ours;
- Few dedicated educators who have willingness to go an extra mile most of the time; and are always punctual and time conscious;
- Timeous feedback of class-work, corrections and discussions;
- Parental support: necessary learning materials such as study guides and books.
- There is school discipline.

- *On the average:*
- Educator absenteeism;
- Low moral of some educators – not all are motivated;
- Overcrowded classes;
- Integration of new Curriculum frustrating to educators.

- *Poorly:*
- Insufficient human resources;
- Low learner commitment;
- Staying far from the school and no transport to and from the school;
- Child-headed families, parents working far (migrant labourers) and had to take care of siblings (responsibility);
- Bad socio-economic conditions at home (poverty = AIDS and other diseases, e.g. malnutrition, TB, etc.).

Appendix 4

A LETTER TO THE REGIONAL EDUCATION OFFICE

North West University
Mafikeng Campus
Private Bag x2046
MMABATHO
2735
02 March 2006

The Chief Director
Central Region
Department of Education
10 Nelson Mandela Drive
MAFIKENG

Madam

SUBJECT: REQUEST TO CONDUCT RESEARCH IN SELECTED CENTRAL REGION SCHOOLS

This letter serves as request to conduct a research in ten schools from your region. The research will involve educators and school managers as the main participants.

I am a part-time Masters Degree student in Educational Psychology at the North West University (Mafikeng Campus). I believe that the research will contribute positively to matriculation pass rate.
Your co-operation will be highly appreciated.

Yours faithfully

.....
Ms L.R.MOGOBYE

Appendix 5

A LETTER TO THE SCHOOL MANAGER

North West University
Mafikeng Campus
Private Bag x2046
MMABATHO
2735
23 March 2006

School Managers
Central Region Secondary Schools
Department of Education
MAFIKENG

Sir/Madam

SUBJECT: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

This letter serves as request to conduct research in your school. The research will involve educators and school manager as the main participants.

I am a part-time Masters Degree student in Educational Psychology at the North West University (Mafikeng Campus). I believe that the research will contribute positively to matriculation pass rate.

Your cooperation will be highly appreciated.

Yours faithfully

.....
Ms L.R. MOGOBYE

APPENDIX 6

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Faculty of Education

School of Postgraduate Studies

TO WHOM IT MAY CONCERN

RE: MS LR MOGOBYE – STUDENT NO: 16369467

I wish to confirm that **Ms Mogobye LR, Student No: 16369467** is currently registered for Masters (MEd) in Educational Psychology at the North West University, Mafikeng Campus.

Ms Mogobye needs to collect data for her research studies from various schools in Central Region. I therefore, request that she be given the necessary assistance in this regard.

Thank you in anticipation of your cooperation and assistance.

PROF JR DEBEILA

DIRECTOR: SCHOOL OF POSTGRADUATE STUDIES

Appendix 7

GENERAL GRADE 12 RESULTS ANALYSIS OF CENTRAL REGION FROM 2003 TO 2007

Lefapha la Thuto la Bokone Bophirima
Onderwys Departement van Noord-Wes
Department of Education

10 Nelson Mandela Drive, Mafikeng • Private Bag X10, Mmabatho 2735 • Tel: +27 (18) 387-2000 • Fax: +27 (18) 381-7322 / 381-7345
e-mail: lmasrumbye@nwpg.gov.za

CENTRAL REGION

ASSESSMENT, CERTIFICATION AND ACCREDITATION | TEL: 018 381 4565 / 4574 / 3653 FAX: 018 381 3654 | OLD STADT CIRCUIT BUILDING CNR MODIRI MOLEMA & VRYBURG RDS

REGIONAL RESULTS ANALYSIS

SCHOOL	2003%	2004%	2005%	2006%	2007%
1. BETHEL	100	95.9	100	100	**100**
2. SANNIESHOF	64.6	93.7	96.4	100	**100**
3. BAITSHOKI	54	58	49	65	**100**
4. LICHTENBURG	97.7	96	93.3	99	**97.67**
5. ZEERUST	100	100	100	97.6	**97.53**
6. BATSWANA	87.4	87.2	96	97.5	**97.21**
7. J M LEKGETHA	82.2	73.3	55.4	82	**96.77**
8. COLIGNY	81.3	88	91	85	**95.45**
9. KAGISO BAR	64.3	31	26	63.3	**95**
10. MATTEWS MANG	33.3	31	86.4	70.8	**93.75**
11. JANGJO	73	59.1	54	60.4	**91.18**
12. DANVILLE	89.2	96.1	72.1	86	**90**
13. RAMATU	60.9	79.3	84.1	89.6	**87.69**
14. MAFIKENG	95.3	88.9	96.1	90.7	**86.84**
15. SOL PLAATJIE			86.4	94.9	**85.86**
16. KGOKE LESABE	47.4	60.5	49.1	81.6	**85.71**
17. KOPANELO	58.1	39	35.3	57.5	**85**
18. MOKGOJWA	40.6	22.2	14.8	69.2	**83.33**
19. TAU RAPULANA	56.9	84.1	67.2	66.2	**83.33**
20. TSWELELOPELE	98.6	84.2	69	84.4	**81.98**
21. MORE	55.2	32.8	24.6	52.2	**81.40**
22. ONKABETSE THUTO				78.9	**81.16**
23. MOGAWANE	18	45.2	68	76.2	**80.95**
24. MMABATHO	90.3	85.6	90.6	87.6	**80.72**
25. KUTLWANO	54.2	55.2	38	60.9	**80**
26. PHATSIMA	78	81.5	56.3	58.5	**79.71**
27. G S PHOI	40	23.2	33	82.6	**79.49**
28. GEYSDORP	69	70.5	62.5	52.6	**78.57**
29. LERETLETSE	79.4	58	51	62.3	**75.61**
30. F M RAMABOA	70.1	59	61	66.7	**74.29**
31. MOTSWEDI	73.8	71	91	96.7	**74.15**
32. MOGAKOLODI MASIBI	83	57.1	62.2	77.8	**73.53**
33. BOITSEANAPE	82	85.4	77	60	**70.59**
34. LETSATSING	79.3	69	73	84.3	**70.50**
35. MOCOCE	69.3	59.3	65.9	72.4	**70.18**
36. MOTHIBINYANE	35	45	22.2	41	**67.74**

37. NGOTOANE	40.4	69.1	84.1	92.3	66.67
38. ST MARYS	77	86.2	53.9	66	66.67
39. THUTO KE MAATLA	34.3	36	16	56.9	66.67
40. MMAJANE	65	58	15.2	56.9	64.77
41. MAANO	29.4	40.3	66.7	51	64.10
42. GAETSHO	62	75	85.5	70.7	63.53
43. NOTO	15.5	30	24	57.9	61.91
44. MADIBA			88	61.1	60
45. MOKGAKALA	76.8	72	58.6	43	59.41
46. REGOLOTSWE	68	74	59	63.6	59.37
47. RAMOTSHERE	67.3	71.4	67.4	64.9	59.28
48. REARABILE		35.9	91.5	100	58.70
49. MOSIKARE	68.4	47	42.9	40	57.35
50. REIKANNE	32	49.3	30.9	34.9	57.14
51. GABORONE		70	100	82.4	56.52
52. KEBONANG	85.1	96	58.1	48.1	56.10
53. GA-KHUNWANA	42	32.7	58.8	58.1	55.84
54. BAKOLOBENG	66	62	44.6	33.6	55.72
55. LERUNTSE	52	64.6	39.7	52.5	53.19
56. IKOPANYENG	37	57.1	52.7	45.8	52.81
57. RAMAINE	64.8	77.6	41.6	38.4	52.63
58. NTEBOGANG	51.1	67	57	55.3	52.17
59. MOSEKAPHOFU	73.3	48	49	63	51.16
60. REALEKA		86.4	75.3	80	50
61. MARUAPULA	51.7	43	38	66.7	50
62. RAKGWEDI	22	37.2	82.1	59.5	50
63. TLHAOLE	65.2	47.4	42.2	57	50
64. PHATLHOSO	20.2	47.8	50	29.4	50
65. TLHOAFALO	76.2	66.7	83.8	42.5	49.13
66. SEJANKABO	29.6	48.5	27.6	9.2	48.45
67. SELEJE	61.1	55.6	31.9	51.7	47.37
68. MMAMORATWA	72.4	50	57.6	38.5	46.81
69. BADIBANA				34.6	45.46
70. Z. M. SEATLHOLO	60	42.6	63.7	55.6	44.89
71. SETLOPO			16.7	67	43.66
72. IKAGELENG	66	67.4	66.3	69.9	43.23
73. KEBALEPILE	68	43	33.1	44.2	42.75
74. MPOLOKANG	44.1	36	63.2	57.7	41.98
75. N R MANDELA	56.6	80.5	58	58.8	41.43
76. BATLOUNG	51	36	32	61.4	41.18
77. BAROLONG	75.1	77.4	48.1	50	40.77
78. MMAKGAJE	40.8	24	25	53.8	40.32
79. BOPHIRIMA	51.7	46.2	32.9	41.2	37.93
80. UTLWANANG BAROLONG	71	45.8	56.1	37	37.85
81. LETEANE	86.6	77.2	59.3	46.4	37.78
82. MOTSAALORE	26.7	18.2	70	48.6	37.04
83. PHAKEDI	41.6	62.4	48.4	33.8	35.24
84. SETUMO	79.1	58.6	66.5	47.6	34.87
85. LAPOLOGANG	51	60	30	28	32.50
86. MMOLEDI	65.2	27.4	56.4	32	32.23
87. TSHOGANYETSO	66	30.3	27.4	4.2	30.65
88. GOTHATA	20	55.6	26.9	30.2	27.66
89. SAKALENGWE	37.5	35.5	20	30	27.27
90. MASELWANYANE	37.9	33.3	12.7	26.8	26

91. BOITHAOPO	57	58.7	42.3	34.7	25.72
92. R A KOBUE	34	41.7	24	42.7	25.33
93. TLAMELANG		30	78	83.3	25
94. MOTUBA	64.7	41.5	37.8	32.7	24.64
95. ONKGOPOTSE-TIRO					24.32
96. BOSCHPOORT	0	16.7	29.4	14.3	20
97. MADIBOGO	40	32.3	26.3	31.6	18.18
98. DOORNLAAGTE	75	25	5.3	31	16.67
99. S C KGOBOKWE	84.9	45.8	33.9	38.1	5.97

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

CERTIFICATE OF LANGUAGE EDITING

The dissertation entitled

CAUSES OF HIGH FAILURE RATE OF THE 2003 TO 2007 GRADE 12 LEARNERS IN THE NORTH WEST SECONDARY SCHOOLS (CENTRAL REGION)

Submitted by

LOLLY REBECCAH MOGOBYE

For the degree

MASTER OF EDUCATION

In the

SCHOOL OF POSTGRADUATE STUDIES

FACULTY OF EDUCATION

NORTH-WEST UNIVERSITY

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23/3/11

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