AN INVESTIGATION INTO THE EDUCATIONAL PERFORMANCE OF BLACK HIGH SCHOOL STUDENTS WHO LODGE AT PRIVATE HOMES IN THE NONGOMA CIRCUIT

by

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DEDICATION

This work is dedicated to :

1. *My late parents, ENOCK NDLONDLO and BELINAH (UMAMBATHA) KHUMALO. May their souls rest in peace.*

2. *The black parents, teachers and principals in South Africa. May this project help them to improve the quality of education for the black students.*

DECLARATION

I declare that:

"AN INVESTIGATION INTO THE EDUCATIONAL PERFORMANCE OF BLACK HIGH SCHOOL STUDENTS WHO LODGE AT PRIVATE HOMES IN THE NONGOMA CIRCUIT"

is my own work in conception and execution and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

D.B. Khumalo

JANUARY 1995

ABSTRACT

This study has investigated the relationship between lodging at private homes by some students, and their educational performance.

The researcher is of the opinion that the social environment of lodger homes creates conditions that do not help the educational efforts of the students.

The historical background in this study has identified social, economic, political as well as school factors as contributing to the history of lodging. The literature review has shown that these factors can positively or negatively affect the educational efforts of the students.

The responses to the questionnaire revealed that students at lodger homes are left to themselves. Lodger students do not enjoy parental support, care motivation and encouragement which would enhance their educational efforts.

In the light of the findings, the study recommends that the problems surrounding lodger students be tackled.

OPSOMMING VAN DIE NAVORSING

Met hierdie navorsing is daar ondersoek ingestel na die verwantskap tussen huisvesting in privaat wonings en die opvoedkundige prestasie van die studente.

Die navorser is van mening dat die sosiale klimaat nie bevorderlik is vir die opvoedkundige pogings van die studente nie.

Die historiese agtergrond in hierdie navorsing het die sosiale, ekonomiese, politieke en die skool faktore geidentifiseer as bydraend tot die geskiedenis van losies-huisvesting. Die literatuurstudie bewys dat hierdie faktore 'n positief of negatiewe uitwerking op die opvoedkundige pogings van die student mag hê.

Die reaksie op die vraelys het onthul dat studente in losies-huisvesting oorgelaat word aan hulself. Studente wat loseer geniet nie die voordele van ouerlike ondersteuning, motivering of aanmoediging vir hulle opvoedkundige pogings nie.

Na aanleiding van hierdie studie word daar aanbeveel dat daar daadwerklike pogings aangewend behoort te word wat die probleem van loserende studente ten sterkste aanspreek en regstel.

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CHAPTER ONE

ORIENTATION

1.1   INTRODUCTION

Conditions that prevail at private homes where some students lodge provide an environment that is not conducive to learning. The lack of parental supervision can lead to absenteeism from school, dodging of classes, late-coming to school by students, and poor personality and social development. This behaviour by students can provide a fertile ground for under-performance at school.

The aim of the researcher is to investigate the relationship between lodging at private homes by some students and their educational performance. The researcher will focus his attention on selected post-primary schools in the Nongoma Circuit in KwaZulu-Natal.

1.2   DEFINITION OF CONCEPTS

1.2.1   Educational performance

"Educational" is an adjective derived from the noun *"education"*. There are as many definitions of education as there are books bearing the title - EDUCATION.

The word "education" is derived from the Latin word "educare", which according to Gunter (1977: 12) means to feed, to bring up or to raise children.

According to Gabela (1986: 2) the contents of education and the type of development sought depend on the perception of what constitutes a good life to be lived individually, socially, politically, economically and spiritually in a given environment.

"Performance", according to the Concise Oxford Dictionary, refers to "achievement under test". Masilela (1988: 3) points out that achievement refers to the accomplishment or proficiency of performance in a given skill or knowledge or skills gained in academic subjects such as Geography, Biology, History and English.

In this study therefore, "educational performance" shall refer to the skills or levels of scholastic proficiency acquired by learners or students in school subjects such as English and Accountancy, as measured by achievement tests and examination results. The term "educational performance" shall be used interchangeably with the terms "scholastic performance" or "academic performance".

1.2.2 Education situation

Gunter (1977: 26) points out that an "educational situation" is a situation in which an adult (or adults) and one or more non-adults are together in an inter-subjective relation and involved in a joint activity for the sake of achieving something valuable in the lives of the latter.

1.2.3 Lodging

"Lodging" according to the Concise Oxford Dictionary, means "accommodation in hired rooms, dwelling place, abode, hired elsewhere than in residences which belong to the school".

In this study lodging shall refer to staying at private homes by students (as tenants) with the consent of the home owner.

1.2.4 Parent

"Parent", according to the Concise Oxford Dictionary, means one who has begotten or borne offspring.

According to the KwaZulu Principals Guide (ZE 31: 56) *"parent"* means the natural or legal guardian of the pupil, or any person having the lawful custody of the pupil.

In this study *"parent"* will be used to refer to both the natural guardian as well as the person having the agreed upon custody of the pupil in a private home.

1.3 STATEMENT OF THE PROBLEM

Students who lodge at private homes are left to themselves. They lack parental supervision, motivation and support. The absence of parental supervision encourages dodging of classes by students, absenteeism from school, late-coming as well as poor performance. The researcher is of the opinion that students who lodge at private homes live in an environment which does not promote a healthy positive attitude towards learning.

1.4   MOTIVATION FOR THE STUDY

The researcher is concerned about the effect of lodging on the educational performance of students; especially at a time where there is an educational crisis in black education. This crisis is manifested through, for example, the high failure rate in matric.

According to Hartshorne (1993: 7) of the 325 720 pupils who sat for final matric examinations in 1992, 130 341 or 43,8% passed. He points out that of this number 30 542 or 10,3% (1991: 28 051 or 10,2%) obtained matric exemptions, and 99 799 or 33,5% (1991: 79 779 or 29,0%) senior certificates.

According to the figures released by the Department of Education and Culture, the 1993 Standard 10 final examination results revealed that of the 46 699 entries, 19 588 or 41,95% passed of which 4 822 or 10,33% got matric exemptions.

An interesting observation is that the matric exemptions for black matriculants has, as statistics show, levelled at around a little more than a tenth or 10% at all levels, for example:

(i)   In 1993 — at Circuit level (Nongoma)   =   10,75%

(ii)   In 1993 — at Regional level (KwaZulu) =   10,33%

(iii)   In 1992 — at National level   =   10,3%

(iv)   in 1991 — at National level   =   10,2%

One can assume that these Circuit statistics form a sample reflecting the situation at regional level as well as at national level for the black matriculation results. The attached schedule for the statistical data for the

KwaZulu 1993 Standard 10 examination results bears this point. A 10% is in all accounts, a very low pass rate.

The above observation has been confirmed by Davis (1994: 132) who stated that hundreds of thousands of semiliterate pupils, apparently promoted through the system without checks, crash at the hurdle of matric in an annual massacre of young hearts and minds.

Furthermore, the researcher is interested to undertake this study in order to highlight the role of the family in education. The support of the parents is essential for the success of education.

Bowley (1946: 31) maintains that parents need to play an active supporting role in the education of their children. It does seem that lodging at private homes does not afford the parents the opportunity to fulfil this responsibility, particularly because parents at lodger homes do not have this obligation to serve as guardians to lodger students.

The importance of parental support has been recommended by others as well. Maccoby (1980: 282), for example, stresses parental vigilance and supervision as important ingredients to students' educational performance. She maintains that it is only the reasonably vigilant parent that can enforce rules firmly and consistently.

In addition, the family satisfies certain psychological needs, which according to Bowley (1946: 20), help to prevent social maladjustment. These needs are affection, security, freedom, discipline and outlets for emotional, social and intellectual needs. It is clear that such needs are hard to meet at lodger homes.

1.5   PURPOSE OF THE STUDY

The study aims at investigating social, and especially home-related factors at private homes, and how these factors reflect themselves on the educational performance of lodger students.

The researcher also aims to illustrate the influence of these factors on the educational performance of lodger students.

1.6   METHODOLOGY

Methods that will be used to gather information will include the following:

(a)   The researcher will use questionnaires to gather data on factors at private homes which affect students' performance. This data will be gathered from Standard nine and ten students and their teachers.

(b)   Literature review on home factors which influence educational performance will also be made.

1.7   LIMITATIONS OF THE STUDY AND HOW THEY WERE OVERCOME

The following limitations are noted:

(a)   The study does not make provisions for the different standards of teaching in different schools as a result of (i) teacher pupil ratio; and (ii) ineffective teaching because of the lack of suitably qualified

teachers. It merely measures educational performance on the same level and based on the same instrument, namely examination and test results.

(b)   The study also overlooks other social factors such as schools' climate and faction fights, which may affect the educational performance, but merely focuses on lodging at private homes as contributing to scholastic under-performance.

(c)   The study makes no effort to determine whether educational under-performance is a result of the absence of remediation in our schools, or is due only to factors arising out of lodging at private homes.

(d)   By focusing on Standards 9 and 10 only, the study overlooks some contributory factors in other classes, which might have contributed to educational under-performance in Standards 9 an 10.

However, these limitations can be overcome.

Firstly, the researcher will choose schools with a reputation for good administration, a record of relatively good results and schools which have no unqualified teachers. This, according to the researcher will ensure that the standard of teaching was satisfactory in all the classes.

Secondly, as far as social factors, for example, faction fights and social climate of the school, which affect the educational process are concerned, the researcher will choose schools with a relatively quiet record as far as school riots and faction fights are concerned. On the whole, schools in the Nongoma Circuit have been free from these disruptions.

Thirdly, the presence of the researcher during the administration of the questionnaire will ensure that there is a uniform understanding of the contents of the questionnaire. Those students who experience some difficulties in understanding certain questions will have questions clarified on the spot by the researcher.

1.8   ASSUMPTION

The following assumption underlies the study:

- Environmental conditions at private homes contribute to educational under-performance by students who lodge there.

1.9   PROGRAMME OF THE STUDY

The following is the layout of the chapters:

CHAPTER 1:   Orientation Chapter.

CHAPTER 2:   Historical background to lodging by black students.

CHAPTER 3:   Literature review: Factors which affect the student performance with special reference to the home.

CHAPTER 4:   Methodology or method of study.

CHAPTER 5:   Analysis and interpretation.

CHAPTER 6:   Conclusion and recommendations.

1.10   CONCLUSION

In this chapter the researcher has laid the foundations for his study by defining the concepts used in the context in which they are to be understood.

In addition, the writer stated the problem, the purpose of the study as well as the methods to be used to investigate the problem.

CHAPTER TWO

HISTORICAL BACKGROUND TO LODGING BY BLACK STUDENTS

2.1   INTRODUCTION

The history of lodging in private homes by black students in South Africa is as old as schooling itself. The roots of lodging by black students may be traced to a number of factors. The following are some of them.

2.1.1   Introduction of formal education to blacks

The introduction of formal education amongst the blacks in South Africa was pioneered by the missionaries. Mission schools were centres of learning for the converted Africans as well as 'prospective converts'. At first formal education was resisted by the recipients. With the passage of time the advantages of education, for example, better living conditions, became obvious and many blacks developed a positive attitude towards education. According to Kallaway (1984: 57) in 1905 the South African Native Affairs Commissioner reported that there was among the people themselves, a growing desire for education which cannot and need not be suppressed.

The missionary schools were few and scattered. Very few Africans could afford to send their children to mission boarding schools. The answer to this problem lay in sending children to stay as lodgers with relatives. In the Zulu sense a relative is anybody with the same surname, or who can be linked to

in one way or another. Khanyile (1990: 14) observed that among the Zulus as in most developing societies, the bounds of kinship are extensive and serve to bring together and knit into a group, people that in a European society would not be regarded as related at all. Freud (1985: 58) attributes this practice to totemism — a common ancestor of the clan. He adds that all those who are descendants from the same totem are blood-relations.

Furthermore, Mjoli (1987: 16) states that the typical black child is born into an extended family in which the term relative refers to more than just the natural parent and their immediate families. His uncles, aunts and cousins have a status equal to that of his natural father, mother, brothers and sisters. Communal life as Setiloane (1975: 31) points out, is one of the underlying features of African culture.

However, culture, according to Forster (1973: 76) and Mead (1958: 23) is also subject to change due to the influence of changed circumstances. The advent of industrialisation in South Africa brought with it changes in the lives of the black peoples. One of these changes is the status of people who are not biological parents to children.

According to Davel, Schreuder, Rautenbach and Engelbrecht (1986: 168, 169) one of the results of the discovery of diamonds was that the social structure of the black community was changed permanently. They point out that as the thousands of black labourers settled on the outskirts of the new towns permanently, their mode of life changed, and this led to the disruption of their tribal organizations and traditions. They accepted Western customs, habits, dress, food and liquor.

The communal system of life too has been affected. In the past any adult in

the black society could admonish, rebuke, and punish any child for wrongdoing without any fear of being taken to task by the biological parents. According to communal norms of the blacks in South Africa, any child is regarded as a property of the community whose upbringing must be shared by all members of the community. In support of this Setiloane (1975: 13) stated that a characteristic feature of African myth on the origin of man is that man is never considered as having come into being singly — he is in existence in company with others, other people in the community. Nowadays, however, parents resist such acts by 'strangers' on their children. Even teachers at school sometimes meet hostile resistance from the parents for punishment given to their children. Due to the above observation one can conclude that parents at lodger homes may sometimes not enjoy the same status as the natural parents of the lodger students.

2.1.2 Educational factors

There are innumerable factors which contribute to under-performance of African students. These factors have resulted in a crisis in black education which is found in almost all the facets of the system. Teachers, students, parents and other constituents of the black education system face one kind of crisis or another.

The following are indicators of educational problems experienced by black students:

(a)   Overcrowded classrooms

The shortage of classrooms in most black schools is acute. Overcrowded classrooms in most black schools are a fairly common

phenomenon. Govender (1990: 21) estimated that at least 12 650 classrooms would have to be built by the end of 1990 in KwaZulu schools to maintain the present unsatisfactory pupil-teacher ratio of 56:1. With the best intentions in the world, this backlog could not be removed overnight. It is persistent. Hartshorne (1993: 7) reported that the management consultants Deloitte and Touche for the Natal-KwaZulu Joint Executive Authority reverted that education in Natal-KwaZulu is underfunded by R215 a pupil or R580 million relative to the national average. He further observed that the region receives the third lowest expenditure per pupil and has the highest pupil-teacher ratio of 40:1.

Overcrowding in a classroom creates an unpleasant atmosphere, not only for the teacher, but for the student as well. Teaching in a crowded classroom is not beneficial to the students. Classroom control is almost impossible for the teacher and the child does not learn.

In addition, according to an existing system of black education, the rural community still builds new classrooms to ease the classroom shortages. The government meets the community on a Rand for Rand basis after the completion of the classroom. The school committee and the principal of the school are empowered to collect funds from the students for the classroom building projects.

The overcrowding of classrooms and the levy of the building fund is cause for concern for many poor rural students. To escape from this situation some students stay as lodgers near to the schools where no building fund is collected, or stay with a relative in a township

house. The problem of classroom space is found in the urban areas as well, but it is not as acute as in the rural areas.

While the Government is making some progress to ease classroom shortages in the rural areas Mtshali (1992: 2) and Govender (1990: 21) stated that the shortage was at that stage, still serious.

(b)   School funds

The school funds collection is viewed by the investigator as another factor contributing to the history of lodging by black students.

In most community schools in KwaZulu the following funds are collected from the pupils:

(i)   school fees;

(ii)   building funds;

(iii)   caretaker funds; and

(iv)   school uniform fees.

The Government Gazette No 217 and No 218 of 21 February 1964 stipulates the regulations regarding the collection, control and spending of school funds. According to the ex-KwaZulu Department of Education and Culture's Principals' Guide (ZE 31: 20) the establishment of a school fund at a government or community school is necessary in order to extend the facilities and amenities that the school provides, to improve the services that the school offers and to further the interests of the pupils.

The Guide (ZE 31) clearly stipulates that money must not be asked

of people who have difficulty in finding it; and that no child may be humiliated or in any way prejudiced if he is unable to pay school fund money.

However, this is not the case in most black schools. Some principals insist on the payment of school funds by all the students. To avoid the humiliation of their children some parents send their children to stay with relatives as lodgers near to the schools where payment of school fees is not strictly enforced. From my personal observation, many of the lodger students in the townships belong to this group.

One must add, however, that there are initiatives currently going on to transform education in South Africa as a whole. The newly installed Government of National Unity in South Africa, which took office on 10th May 1994, has pledged to improve the education of all South Africans as among its priorities.

(c)   Inadequate facilities

Another factor which may drive students away from their home schools is the lack of adequate facilities. According to Berold Cain, Cooper, Cousins, Roberts and Silverman (1981: 461) in the rural areas there are not only few trained teachers, but there is also a shortage of school buildings, books and other equipment. Most rural schools have no clean water, no clean toilets, no laboratories, no libraries, no modern teaching aids such as television, radios, videos or over-head projectors. Sometimes such basic facilities as children's play grounds are not provided.

Experience has shown that students like to identify with schools with better facilities. The overcrowding in urban schools is caused partly by the influx of students from the rural areas in search of better schooling facilities. Such students end up as lodgers in a private home.

(d)   Curriculum content

Curriculum content, is according to this study, one of the factors contributing to the history of lodging by black students. Irrelevancy of the curriculum content is a characteristic of the black system of education.

To put this matter in correct perspective, let us consider the subjects with a science and commercial bias offered in the Nongoma Circuit. The full compliment of a curriculum for a science and commercial bias is depicted in Table 3 which is supplied to all circuit offices and schools by the Department of Education and Culture as curriculum options for the secondary phase of education.

Table 2 was drawn by the investigator from the information gathered from the First Quarterly Returns of March 1994. It serves to show the subjects with a science and commercial bias offered in all the senior secondary schools whose Standard 10 students will be writing matric examinations at the end of 1994 in the Nongoma Circuit.

From the statistics given in Table 2 the following observations are noted:

All 35 schools offer Biology, 32 offer Mathematics, 28 offer Geography and 16 schools offer Agriculture. Only *one* school, namely Kwasa (situated in the Paulpietersburg area) offers Home Economics.

According to Table 2 not a single school in the circuit offers **Typing**. Information gathered by the researcher from the Cumulative Record Cards (CRC) from Dingukwazi High School on career choice showed that in a class of 86 students in Standard 10 in 1994, 14 (16,28%) have chosen Typing as a career after schooling. Taking the Dingukwazi students as a sample which translates to 556 (16,28%) students of 3 412 for the matric population in 1994 in the Nongoma Circuit, it is obvious that there are many students in this circuit who would prefer Typing to realise their job aspirations after schooling. Many of these students would be forced to seek accommodation as lodgers near to the schools that offer Typing.

The table also shows that only 5 schools offer Physiology in this huge circuit. All these five (5) schools are situated around the Pongola area of the Nongoma Circuit.

Most of the schools do not offer a full complement of either a science or a commercial stream, as suggested by Table 3. It is obvious that students from these schools can pursue neither a science nor a commercial degree at the university level.

Table 2 shows that for the Pongola area, only Dwaleni and Ophongolo have a full complement of subjects for the commerce and science bias.

For the Nongoma area Table 2 shows that, apart from the two government boarding schools of Mlokothwa and Bhekuzulu, only Kwa-Denge and Phumzuzulu offer a full complement of subjects for the commerce and science tendency.

Table 2 also shows that for the Paulpietersburg area, only Kanyekanye and Khanyiseluzulu offer a full complement of subjects for the science and commerce streams.

In addition the table shows that some schools in the circuit, for example, Fundukhaliphe offer Agriculture and Biology without Mathematics, while schools like Nkowane, and Nqabayembube offer Geography and Biology without Mathematics. This is bound to frustrate many students since many avenues for admission and employment after matric recommend a knowledge of Mathematics,

The information gathered by the writer from most principals of these schools revealed that the availability of suitably qualified teachers is a determining factor in the inclusion of subjects in the school curriculum despite the well-intentioned suggestions given in Table 3 by the Department of Education and Culture.

Lastly, Table 2 also shows that although many schools offer Agriculture as a subject, it cannot lead students to a degree in Agricultural Science because such a degree requires both theory as well as practice in the subject. All the schools in the Nongoma Circuit doing Agriculture specialise in theory only.

It is a fact that the content of the curriculum should reflect the

needs and aspirations of the community it is serving. Most post-primary schools offer a general stream. The aspirations of students, who may be technical, science, agricultural or commercial-oriented, are ignored. The students whose aspirations are frustrated, must move to schools which can satisfy their needs. These students end up as lodgers in private homes.

As an example, one can perhaps highlight that among other things in KwaZulu, curriculum irrelevancy has shown itself in the neglect of agriculture and technical education.

Zulus are an agrarian nation. According to King Zwelithini (1988) the Zulu nation has deep roots in agriculture. The need to have agriculture occupying its rightful place in the school curriculum for the Zulus was stressed by Maré (1989).

Another field where curriculum irrelevancy has shown itself is technical education. The lack of technical education is viewed by the investigator as having a bearing on the history of lodging by black students. Students wanting to satisfy their technical aspirations have to look for accommodation as lodgers near to the schools where technical education is offered.

In linking the shortage of technical education to the history of lodging by black students one must consider available statistics.

There is an alarming shortage of schools offering technical education in the KwaZulu part of KwaZulu-Natal. For example, in Nongoma, where this study was conducted, there is only one technical college,

namely Nongoma Technical College (NTC). Nongoma is a huge circuit which in 1993 had a post-primary school student population of 31 896 (statistics supplied by the First Quarterly Returns of March/April 1993, Nongoma Circuit).

The situation at Nongoma Technical College (NTC) is as follows: The year is divided into 3 sessions called 'trimesters'. There are boarders and day-scholars. The enrolment for 1993 and 1994 is reflected below:

(i)   1st trimester the enrolment was 368 (Table 4)

(ii) 2nd trimester the enrolment was 314 (Table 5)

(iii) 3rd trimester the enrolment was 268 (Table 6)

(iv) 1st trimester enrolment for 1994 was 260 (Table 7)

The 1993 statistics for the third trimester at the Nongoma Technical College is 268. This figure is 0,84% of the 1993 post-primary school student population of 31 896 in the Nongoma Circuit.

The statistics for the first trimester in 1994 (Table 7) show a total enrolment of 260. This is 8 or 3% less than the closing figure for 1993 (Table NTC 6).

According to the Deputy Head of the college (Mrs G. Winter), the enrolment figure at the college is determined by the shortage of classroom space and the availability of tutors to handle technical subjects. According to the principal of the college, however, plans to enlarge the college to the capacity of ± 1 000 (one thousand) students are in an advanced stage. This will be realised in five years

time. But at present, according to the researcher, and with the backing of the above statistics, many students from Nongoma who wish to pursue technical education cannot be accommodated in their home college. The alternative is to seek accommodation somewhere else, away from home near to the school where technical education is offered. This leads to lodging at private homes.

(e)   The teacher as a factor

The investigator believes that there is a link between the history of lodging by black students and the experiences of the students with their teachers within the classroom. In this study the teacher's application of excessive corporal punishment, his ineffective teaching and lastly, his indifference to students' problems have been identified as factors which have a bearing on the history of lodging by students.

Harsh corporal punishment is viewed by the investigator as having a bearing on the history of lodging by students. The teacher's application of harsh corporal punishment is humiliating and degrading on the part of the student. Unjustified form of punishment is not well accepted by the students. It only makes students feel insecure. In this way there can be no affective learning. According to Lovell (1964: 193) pupils need to feel secure, to receive appreciation as individuals in their own right, to be able to contribute to the group life through cooperative enterprise.

The teacher enjoys a position of trust by his pupils and must reciprocate the trust to the students. This position of trust is

damaged or broken if the teacher employs unnecessary and unjustified forms of punishment such as harsh corporal punishment. To escape this humiliation some pupils will go to other schools which are less stringent on corporal punishment. They end up as lodgers in private homes.

According to Regulation 7 of Government Notice No. R2258 of November 1977, corporal punishment is allowed in schools but only for serious offenses, such as theft, dishonesty, bullying, indecency, truancy and assault. Only principals, their representatives or a teacher in their presence may administer a caning, and not in the presence of other pupils. A full enquiry must first establish the pupil's guilt and he must be allowed to state his case. Full record must be kept of all the canings.

Often, contrary to school regulations, no records are kept by the principals on canings. Dachs (1990) who examined corporal punishment in schools discovered that even in the ex-white Natal Education Department (NED) not even a simple tally of caning in schools is kept.

The situation is worse in ex-KwaZulu schools. Culturally the blacks (and Zulus in particular) have regarded beating as a necessary part of children-upbringing and would like to maintain the status quo.

Another factor which has given rise to lodging is ineffective teaching. Ineffective handling of the subject matter by the teacher is seen by the investigator as having a link to the history of lodging by the students.

Educationists have stressed the fact that students mistrust and sometimes hate a teacher who cannot deliver the goods. Teachers should be above their pupils in subject knowledge. Thembela (1987) remarked that the status of the teaching profession is rather low because we have allowed people who are not truly professional to practice as teachers. According to Mtshali (1992: 2) the rural areas of KwaZulu-Natal are the hardest hit by the shortage of adequately qualified teachers – especially in the primary schools. The effect of this situation is ineffective teaching. The results of ineffective teaching shows itself in the pupils' frustration with their schooling and consequently it leads to educational under-performance.

The effect of ineffective teaching was further stressed by Ndaba (1993: 3) who stated that the crucial factor in education is what happens in the classroom. He stressed that one can have the best facilities in the world, but if one does not have quality teachers, that effort is in vain. Mathew (5: 13,14) who likens teachers to the salt of the world maintains that salt should be thrown away if it loses its saltiness. Studies by Musgrave and Taylor (1969: 17) support this view.

Children's dislike of ineffective teaching leads to lodging in private homes near to the schools where teaching is effective.

Another factor which has a bearing on the subject of lodging by students is the indifference of the teachers to the students' learning problems. Students need to feel that the teacher is sympathetic to their learning problems. The teacher must be seen to be helping the students with their learning problems. Piek (1989: 266, 267) states

that the teacher should know his pupils so that he can anticipate some of their problems. Piek maintains that if pupils' difficulties are not recognized or are overlooked the pupils do not make as much progress as when their difficulties are recognized and they are helped to overcome them.

Students who feel that their problems are ignored by their teachers will be frustrated. This frustration will eventually lead the students to decide to go to other schools. They end up as lodgers in a private home near to the school with teachers who are perceived to be sympathetic to students' problems.

2.1.3   Socio-cultural factors

Another factor associated with the history of lodging by black student can be traced to socio-cultural practices among blacks. A socio-cultural practice is an unwritten national heritage that is handed down from one generation to another.

Mbili (1975:28) points out that African religion has been largely responsible for shaping the character and culture of African peoples throughout the centuries, and even if it has no books, it is written everywhere in the life of the people. This view is shared by Khanyile (1991: 12) who maintains that a tradition in a Zulu society is strongly influenced by religious traditions or traditional beliefs.

According to Zulu custom and tradition, a girl falling pregnant before marriage is tabooed. She is socially isolated from other 'pure' girls *(izintombi nto)*

because she has lost her virginity. She is labelled as *'igqabulambeleko'* — a name with some derogatory connotations.

There are no school rules stipulating that a girl falling pregnant in school A should not continue in the same school, but social pressure coupled with cultural practices will compel the girl to continue schooling in school B, which is away from the gossiping neighbours. Accommodation for the girl is usually secured as a lodger among relatives or in a private home. It is interesting to note that, in most cases, the boy who made her pregnant does not suffer the same fate.

2.1.3.1 Superstitious beliefs

Lodging by black students may be a result of a superstitious belief. Sometimes the blacks' cultural beliefs are founded on superstition. A superstition is impossible to prove and hard to remove. After consulting an 'isangoma' — usually as a result of an illness — the parent of the affected child may be convinced that his child is bewitched.

Isangoma consultation is a fairly common practice among the blacks, especially the illiterate. The culprit is usually a jealous neighbour or a rival wife in a polygamous family. A parent convinced that his child is bewitched will send him to some distant relatives to continue his schooling away from the threatening enemies. The child will end up being a lodger student.

2.1.4   Socio-economic factors

There is a link between the history of lodging and the socio-economic factors. In the rural areas large families are a rule rather than an exception. In addition

blacks in South Africa have extended families, as Khanyile (1990) points out. The fact of life is that the larger the family, the greater are the economic, social and educational responsibilities the family faces.

Resources in the rural areas are very scarce, and poverty is a fairly common phenomenon. This observation was confirmed by Hunt (1990: 77, 78) and more especially by Berold, Cain, Cooper, Cousins, Roberts and Silverman (1981: 7) who bluntly stated that most people in the rural areas are poor and short of food and land.

Rural people cannot easily find suitable employment in their areas. Many of the working male population work as migrant labourers in the big cities and in the mines. Some male workers eventually establish a 'second home' near to their places of work. The 'second home' in some instances result in the neglect of the mother and children who stay in rural areas. Consequently the family, in most cases, breaks up.

To escape from the hard socio-economic conditions of the rural home, some students follow their elder brothers and their fathers to the urban areas to continue schooling in a township school. These students cannot stay in the 'hostels' where most migrant labourers stay. They stay as lodgers in the township houses near to the places where their relatives are employed.

Poverty at home has already had a crippling effect on the educational performance of these rural children as pointed out by Banks (1976) and supported by Jacobs (1990). Educationally therefore these students from the rural areas are at a disadvantage.

In addition, staying in a township house, especially for female students, has

its own social problems, the nature of which is likely to affect the educational performance in a negative way. Female lodger students become easy fodder for the moneyed migrant male hostel dweller. Ngema (1987) conducted research on cohabitation (staying together as husband and wife without or before marriage) among secondary school girls at Esikhawini location. She made the following observations:

(i) Cohabitation generally is an urban phenomenon which is a result of industrialisation and urbanisation and the migratory labour system.

(ii) This problem is also manifesting among black secondary school girls who leave their families to seek education.

(iii) Black secondary school girls have become the victims of this problem.

Her observations were supported by Kanyongo and Onyongo (1984) who argued that the high density of population in urban areas allow people who wish to deviate from the norm of good family living to do so quite easily because they are hidden in a largely anonymous environment. They maintain that African 'sugar daddies' or 'hommies' are more common in urban areas than in rural areas because their actions are easily concealed. From my personal observation, cohabitation and education are an 'unholy mix': The educational performance of students who cohabit is bound to suffer.

2.1.5 Socio-political factors

According to the investigator the history of lodging by black students can also be linked to socio-political factors.

Politics is supposed to be a game for the adults, but children have been drawn to it willingly or unwillingly. Willing students have been highly politicised. Zwane (1991) points out that some students and teachers have abandoned education and focused their attention on politics. Berold, Cain, Cooper, Cousins, Roberts and Silverman (1981: 461); Buthelezi (1991) and Louw (1992: 28) further confirmed Zwane's belief.

In South Africa there is intense rivalry among political parties. This rivalry is characterised by intolerance which results in faction or political fights. The violence resulting from these fights affects the lives of children caught up in violent areas. These fights have some traumatic psychological-effect on the lives of the students. Moyet (1990), focusing on faction fights in the Ndwedwe district stated that children are worried, therefore they cannot pay full attention to their work. It is obvious that poor educational performance by the students affected is the logical outcome.

In order to escape from this painful experience, students move away from home to stay in areas that they perceive to be free of violence. They end up as lodgers in private homes. A lodger home cannot be an effective substitute for a true home. Ngor and Warner (1989) point out that the family is the glue that holds society together.

One can conclude that the longing for home, the worries about the family members left behind and the uncertainty about their future will affect the educational performance of these students in a negative way.

2.1.6 Geographical factors

The investigator believes that the geographical placement of the school does

contribute to the history of lodging by black students. Geographical factors associated with lodging by students have been isolated as follows:

    (i)   long distances;

    (ii) farm schools;

    (iii) absence of secondary/high schools; and

    (iv) lack of transport.

2.1.6.1 Long distances

The long distances between the home and the school make it impossible for the students to reach the school in time in the morning, and to reach their homes before sunset. Students who travel long distances to school are too tired to concentrate in class and too tired to attend to their homework in the evenings. This experience by the students will frustrate them in their learning efforts. The frustration can result in a general dislike of schooling. To overcome the problem of long distances, students usually seek accommodation in the homes surrounding the schools. They end up as lodgers in private homes.

2.1.6.2 Farm schools

The investigator believes that the non-existence of post-primary schools on the farms contribute to the history of lodging by black students. Most farm schools usually go as far as standards 3, 4 or 5. The aim is usually to satisfy the farmers' needs of having people with little basic knowledge to be able to handle expensive farming machinery on the farms. In Unterhalter, Wolpe and Botha (1991: 226) Gaganakis and Crawe (1987) point out that African farm schools are more likely to be exposed to the whim of farmer control, since

farmers own the school and the land on which it is built. They observed that the farmer has the power to decide if and when it will close and whether children from neighbouring farms may attend.

Parents who want to improve the educational qualification of their children send them to neighbouring homelands or Department of Education and Training schools. Unterhalter, Wolpe and Botha (1991: 224) refer to Groenewald (1985) whose interviews in the Karoo around Beaufort West revealed farm workers and their children aspiring to be nurses and police: the 'uniformed' occupations. Accommodation for such students is usually acquired in private homes as lodgers.

2.1.6.3 Absence of secondary/high schools

The absence of enough secondary or high schools contribute to the history of lodging by black students. There are some communities in parts of KwaZulu-Natal where there are not enough secondary or high schools, or sometimes none at all. For example:

(a)   The Khambi tribe (which is isolated and surrounded by white farms in the Nongoma circuit) has only *one* senior secondary school, namely Hamu. This school only opened Standard 10 in 1994. Before 1994, students wishing to continue senior secondary school education went either to Ngoje High in the North-West, or Vryheid High School in the North, or Pumzuzulu High School in the South. None of these high schools is less than 30 km. from Hamu.

(b)   The Mandlakazi Tribe (the largest in the Nongoma district) has only seven high schools, namely Sibusiso, Banzana, KwaZwide,

Phumanyova, Nhlanhlayethu; Bhokwe and Bongokuhle. These high schools are far apart.

It is obvious that students from such educationally impoverished communities wanting to further their education must go to areas where there are high schools to accommodate their aspirations. This leads to lodging at private homes by those students.

2.1.6.4 Lack of transport

Busing of students to and from school is the responsibility of the parents in the black community. Transport, even in the urban areas, is unreliable. Sometimes students come to school late or do not come to school at all, because of transport. In some areas there is no transport at all because there are no roads. The only solution for many of the students is to seek accommodation in the homes surrounding the schools. They end up being lodgers in those homes.

2.1.7 Religious factors

The investigator believes that religious affiliation is a factor in the history of lodging by black students.

There is a tendency for members of the same religion to keep together. Members encourage their children to attend schools of their religion. As a child my Catholic parents encouraged me to attend Catholic schools. Catholic parents who had the means sent their children to Catholic boarding schools. Poor parents sent their children to lodge at private homes near to Catholic mission schools.

Sometimes, refusal to conform to the school practices because of some religious beliefs can also be linked to the history of lodging by black students, for example:

(i)   refusal by students to cut their hair (students from the Church of Nazareth or the Shembe sect);

(ii) refusal by students to attend morning assembly prayers (students from the Jehovah's Witness sect).

Rather than conform to these school practices, sometimes the parents of these students will opt to send their children to the schools where their refusal will be tolerated. In most cases, accommodation for these students is through lodging at private homes.

2.1.8   The peer group factor

Some students merely seek accommodation in private homes as lodgers in order to conform to peer group demands. At school children stay together, play together, debate issues and communicate together. In this way they come to know each other better. It is common for an adolescent student to associate and identify with a peer group. As a member of the group he learns to argue, conform, cooperate and join the group in attempts to experiment. Ezewu (1985: 45) identifies, among other things, unity and collective behaviour among the group which eventually comes to see itself as interacting with one voice. Thus, if an influential member of the group opts for lodging in a private home, he is likely to be followed by some members of his peer group.

2.2 CONCLUSION

It is clear from the discussion above that there are many factors contributing to the history of lodging by black students. According to the investigator, these factors are not only social, cultural, political, religious, geographical or peer group influences, but they are educational as well. It has been pointed out that the school and the atmosphere prevailing in the school can be linked to the history of lodging by black students.

The effects of lodging on the educational performance of the students will be investigated in the following chapters.

CHAPTER THREE

LITERATURE REVIEW – FACTORS WHICH AFFECT STUDENTS' PERFORMANCE WITH SPECIAL REFERENCE TO THE HOME

3.1 INTRODUCTION

Educationists, such as Bloom (1982: 7); Ezewu (1986: 28) and Banks (1987:69, 70) maintain that there are many factors which affect the educational performance of students. The home background; the quality of the teacher; the availability of resources; the level of motivation of the students; and political disturbances are some of them.

In Masilela (1988: 9) Cohen and Marion group educational attainment factors into *four groups, namely: social class factors; pupil factors; classroom factors; as well as school factors.* Each factor can further be divided into a number of aspects. For example *pupil factors* include ability, personality, achievement, motivation and self concept; *school factors* cover school climate with regard to pupils and teachers; *classroom factors* include classroom environment, teacher instruction and expectations, informal class groups and group complexity; and *social factors* involve family size, occupation and social class.

These factors are linked to one another. The home, for example, is an organ of society. Social factors directly or indirectly affect the home conditions. Consequently the home conditions have a bearing on the educational performance of students.

This study aims to expose conditions at private homes that affect the educational performance of students in a negative way. This chapter will therefore pay special attention to the home factors.

3.2 HOME FACTORS AND EDUCATIONAL PERFORMANCE

Green (1968: 14) reported that a great deal of what the teachers try to do in the schools is wasted because they have too little understanding of their pupils' environment. He maintains that teachers' speech, their dress and their values, set them apart from their pupils and their homes.

Griffiths (1971: 3) on referring to Fraser (1959) points out that the home background is more closely related to the children's schooling attainment than to measured ability. This observation was confirmed by studies carried out by Wiseman (1964, 1966, 1968); Abel-Smith and Townsend (1965) and by Coates and Silburn (1970).

Canant (1961: 12) in agreement with Griffiths (1971) states that it has been established that community and family background play a large role in determining scholastic aptitude and school achievement.

Tlale (1991: 16, 17) lists the family related causes of scholastic under-achievement as follows: excessive parental pressure; unrealistically high parental expectations; parental indifference and neglect; parental negative attitude to learning and academic accomplishment; and adverse home climate showing itself in authoritarianism, over-protectiveness and poor family relationships. Tlale maintains that all these factors affect the educational performance of students at school in a negative way.

Maseko (1987) concludes that the family background plays a profound role in the development of achievement not only through the social and economic well-being of the family, but through the values its members hold with regard to education and in the activities that parents engage in with their children to make these values operational.

In this study literature review on home factors that influence educational performance will be grouped as follows:

(a)   Family size and educational performance.

(b)   Social class of the family and educational performance.

(c)   Parental involvement and educational performance.

(d)   Parental discipline and educational performance.

(e)   Distressing circumstances at home and educational performance.

3.2.1   Family size and educational performance

Studies show that there is a link between the size of the family and the performance of the students.   Generally in the Third World countries, especially in Africa, large families are a rule rather than an exception.   In addition, as Khanyile (1990) has shown, blacks in South Africa have extended families.   Illegitimate children, sometimes by school going children, further extend the already large family.

Lawton (1968) has observed that children from smaller families have greater contact with the adults.   This leads to well developed linguistic skills characterised by 'elaborated' verbal code, which is fundamental to school success. Craft (1970) further maintains that children from smaller families do better at school and stay longer.   The Crowther Report (1959) and studies

undertaken by Douglas (1968) and the School Council (1968), further lend support to this observation.

According to Jacobs (1991) a high birth rate results in low productivity. Compared to a gross domestic product (GDP) in the United States of America of R39 750 per person, in Kenya it was R643 per person; in Tanzania R605; in Malawi R349 and in Zaire R213. Low productivity is associated with poverty. According to Nasson (1994:105), supported by Hunt (1990) and Berold, Caine, Cooper, Cousins, Roberts and Silverman (1981) and the Carnegie inquiry have confirmed overwhelmingly that it is in the rural areas that poverty is most concentrated and acute. Poverty, as has been pointed out by Banks (1976) and Jacobs (1991), affects the educational performance of students in a negative way.

However, Craft (1970: 43) cites Flouds (1957) who holds the view that there is some evidence to the effect that the educational disadvantages of a large family are less marked for the children of Catholic parents, even at the bottom of the social scale, a fact which is largely attributed to *'La famille educogene'*, namely parental attitude and religious principles which provide a positive educational environment for the children. Cullen (1969: 71) concurs by stating that previous research suggests that the family size is *inversely related to educational attainment but there is also evidence that its importance is less marked for Roman Catholic families.*

3.2.2   Social class of the family and educational performance

Educational sociologists, such as Banks (1987); Macleod (1989) and Grambs (1965), maintain that the social class of the family has a strong bearing on the educational performance of the students.

It must, however, be stated that social class of the family does not determine the level of educational performance. For example, a child born into an upper-class family is not automatically guaranteed high educational performance. Social class creates conditions which determine the level of educational performance. Craft (1979: 32) cites Floud (1957) who stated that in all modern western societies the phenomenon of social class is the prime source of 'unnatural' inequalities which do not rest on differences of endowment. This is confirmed by Lareau (1989: 2, 3) who believes that social class shapes the resources which parents have at their disposal to comply with the teachers' requests for assistance.

In addition, social class has a powerful influence on parent involvement patterns. Lareau (1989: 61, 97) undertook studies among the parent community of Colton (working-class), and the parent community of Prescott (upper-middle-class). She observed that the upper-middle-class parents of first grade children, particularly mothers, monitored their children's schooling, intervened in their children's classroom program, criticized the actions of teachers, and worked to supplement and reinforce the classroom experience of their children. Such dedication was not found in the working-class community of Colton.

Furthermore, studies show that there is a strong correlation between the student's educational performance and social class of the family. According to Banks (1987: 67) there is a consistent tendency of working class or manual workers' children to perform less well in school, and to leave school sooner than the children of non-manual workers.

Ezewu (1986: 28) states that the socio-economic status of the family has been acknowledged to affect positively or negatively the schooling of children. He further states that experience and research findings show that

the higher the socio-economic status of the family the more likely it motivates its children to learn and consequently to succeed in learning. He observed that there is a tendency for high socio-economic status families to reproduce themselves and thus maintain the *status quo.*

Craft (1970: 34) undertook demographic and contextual studies and documented that the working class children are unrepresented in selective secondary and high education at the same ability levels as the middle-class children; and that they deteriorate in performance and leave school at the earliest permitted age. In Green (1988: 99); studies by the Central Advisory Council for Education (1954, 1959) and the Robbins Report (1963) confirm Craft's findings.

The Plowden Report (1967) as cited by Macleod (1989: 150) states that the higher the socio-economic group, the more parents attended Open Day concerts and parent teacher association meetings, and the more often they talked with head and class teachers. Manual workers and their wives were more likely to feel, when they visited the school, that they had learnt nothing fresh about their children, or that teachers should have asked them more.

Grambs (1965: 21) observes that a child form the middle-class is rewarded for a high score when he comes home; when he reports that he is to take a test his parents admonish him to do well and encourage him in his efforts to succeed. In a low-class home, he adds, the test scores are relatively meaningless.

According to Macbeth (1989: 66) the home provides a very powerful learning environment. A study by Davie, Hutt, Vincent and Mason (1984) of 165 pre-school children in their homes, found that not only did middle-class children

perform better in the Stanford-Binet-Intelligence Test, but also that their parents provided more books and educational toys, gave more praise to the children and involved them in more 'real' daily tasks than did working-class parents.

Drabrick (1971: 192, 194) cites Betrand (1959) whose study linked characteristics of the family social system with the school attendance and attainment. His study found that low attendance and attainment correlated with low social class and high attendance as well as attainment correlated with a high social class.

Jacobs (1991), however, maintains that the pupils' social class in the Third World countries had no effect on their achievement. She states that almost 30 investigations confirmed that pupils' social class affect achievement much less in the Third World than it does in the developed countries.

3.2.3   Parental educational standard and educational performance

Banks (1987:67) links the social class of the family to the educational standard of the parents. Many black parents have low or no educational qualifications. The hard economic realities have made many parents to attach great value to education. Many black parents regard high education qualifications as an objective in bringing up their children. However, educational sociologists maintain that there is a close correlation between the educational standard of the parents and the educational performance of the students.

Craft (1970: 74, 75) refers to Dale and Griffiths (1957) who analyzed the entry of a co-educational grammar school over a period of 5 years and

identified 39 deteriorates who had suffered a demotion from a high to a low academic stream — namely form A — B — C. They correlated the deterioration with the parent educational level. The case study involved 108 families out of 181 with one or more parents who were taught at grammar schools. They noted that whereas 83% of children in the A stream had at least one parent who was educated in a grammar school, this proportion declined to 63% in the B form and only 28% in the C form.

3.2.4   Parental involvement and educational performance

Numerous studies maintain that there is a close relationship between parental involvement and the student's educational performance. Before dealing with literature supporting this relationship, the researcher feels that it is necessary to first define parental involvement.

Lareau (1989: 2, 3) defines involvement as preparing children for school, for example, teaching children the alphabet, talking and reading to children to promote language development, attending school events and fulfilling any requests teachers make of parents. Others like Epstein (1987); Epstein and Baker (1982) and Van Galen (1987), include in their definitions of parental involvement providing children a place to do homework and ensuring the completion of homework.

Lareau maintains that researchers, such as Epstein (1988); Stevenson and Baker (1987) and Henderson (1981) argue that this kind of parental involvement improves school performance, as measured in reading scores or standardised test scores.

Craft (1970: 76) refers to Metcalfe (1950) and Frazer (1959) who hold the

view that parental involvement in their children's education shows itself in the provision of good books at home because these are conducive to academic progress.

Wolfendale (1989: 52) refers to the Durkheinis Education Act of 1981 in Britain which supports parental involvement in schools and gives the following as its objectives:

(a)   To promote learning across the whole curriculum and the whole range of ability.

(b)   To take advantage of the deep concern and wide-ranging skills of the parents and the community.

(c)   To acknowledge and value the importance of the home in the forming of attitudes.

(d)   To support the rights of parents to participate in, and in part, to determine the course of their children's education.

(e)   To resist the deficit model of special needs provision, that is, to deny that the thinking and learning processes of low-achieving pupils are of a special and distrust order.

(f)   To persuade all our pupils to feel good about themselves as learners.

Alkin, Bastiani and Goode (1988: 6, 7) state that it is both an educational and a professional nonsense to schools (or individuals within them) to operate in ignorance of, and in isolation from families they serve and the neighbourhood

in which they have been located. They maintain that such a claim has considerable roots in evidence and experience because, when parents understand what the school is trying to do; identify with its main goals and support its efforts; understand something of their role as educators; take an active interest in, and provide support for their children's school work, then the effects can be both dramatic and long lasting.

Green (1968: 75, 83) points out that the educational reason for parent-teacher cooperation is that it helps children to learn better. His investigation over 3 years confirmed this as shown in the statistics below.

Effects of Parents' attitude on the child's development

Attitude of parent	Child's progress	1961	1962	1963
Cooperative	Average or above	36	54	70
	Below average	39	55	65
Uncooperative	Average or above	32	28	17
	Below average	39	50	38

In support of the above findings, Green reports that there is a general agreement among teachers that it is much easier to deal with children of cooperative parents.

Furthermore, Morrish (1978: 131) states that children whose parents are interested in their educational welfare tend to pull ahead of the rest irrespective of their starting ability.

Rutherford and Edgar (1979: 141) caution that when teachers, parents and adolescents cooperate in setting goals and planning strategies for reaching

those goals, the chances for the adolescent's success are greatly enhanced, and when they do not cooperate the adolescent is the potential loser.

3.2.5   Parental discipline and educational performance

Educationists, such as Ottoway (1962), Lovell (1964) and Mashau (1979) maintain that there is a link between discipline and the educational performance of students. They hold the view that good discipline is a necessity for good educational performance.

Studying, which is a prerequisite for educational success, depends on self-discipline. Self-discipline is inculcated at home by the parents during the child's pre-school years. Discipline inculcated at home is transferred to school and it affects the educational effort of the student in a positive way. Lovell (1964: 191) points out that an atmosphere in which a child is left to do as he likes may well contribute to maladjustment. Maladjusted students do not subject themselves easily to school rules. Disobedience of school rules creates an atmosphere that is not conducive to effective learning. The obvious result is poor scholastic performance by the student.

Ottoway (1962: 162) observes that the early years at home, before the child goes to school, already determine many attitudes and modes of behaviour. He maintains that the effect of conflict between the teaching at home and at school may be the root of a child's problem, and a cause for his difficulties in discipline.

According to Mashau (1979) discipline is thus a high standard of educational development towards which each person gladly strives in order to attain happiness for himself and his community. Discipline must have a purpose,

and must be applied in a consistent manner in order to produce the intended result. As far as the exercise of discipline by the parent is concerned, Lovell (1964: 191) maintains that there must be sound reasons for the rules as far as the level of the child's mental development permits. There must also be a consistent exercise of authority, but this must operate in an atmosphere that is cooperative and democratic. Tlale (1991) points out that authoritarianism, which manifests itself in restrictive, and severity of punishment, may be rewarded by under-achievement on the part of the student. In support of this observation Rutter (1979) found that rigid discipline, punishment and teachers who were negative models tended to produce depressed achievement scores, regardless of the student's potential at entry; while Hentoff (1973) concludes that punishment causes deterioration in the learning process and leads to the inhibition of learning rather than the acquisition of skills.

Farrant (1986: 267) who investigated truancy in Nigeria found, among other things, that students resort to truancy because of authoritarian methods in the school and dislike of certain subjects or teachers. Truancy is one of the causes of under-achievement in schools.

3.2.6   Distressing circumstances at home and educational performance

Research studies point out that distressful conditions at home affect the educational effort of a student in a negative way. Educational sociologists, such as Van der Ross (1976); Lucas and Henderson (1981) and Hunt (1990) cite poor acceptance of the child by the parents, poor communication (no real contact) between the parent and the child, extreme poverty at home and unpleasant experiences within the family context as among the distressing circumstances in the home.

Sometimes, the unpleasant and distressful experiences of the children are accompanied by violence. Winship (1990) points out that violence, and particularly the physical abuse of children, is common among socially deprived families, and children often become involved in adult quarrels and are injured incidentally during the general turmoil. As Berold, Caine, Cooper, Cousins, Roberts and Silverman (1981); Hunt (1990) and Nasson (1990) observed, socially deprived families are more common in the rural areas.

Van der Ross (1976: 54) recognizes that many children grow up under conditions which do not allow them to develop fully during the pre-school years. He argues that if a child grows up under such unfortunate conditions he will not be able to benefit fully from normal schooling when he reaches school going age.

Mlondo (1987) states that the parent-child relationship characterised by love, security, self-giving, acceptance, trust and esteem enables the child to venture and explore into the world with less tension and anxiety. Bearing Mlondo's view in mind, one can conclude that a child who lacks confidence is unable to engage in self-help projects which is beneficial to the educational effort. Studying and consulting books, for example, are good examples of self-help projects by individual students.

According to Ezewu (1986:79) the foundations for educational under-performance may be laid even before birth. Ezewu maintains that a family where the mother struggles to have a single meal a day, can hardly be expected to produce healthy children with good mental capabilities and stable behaviour.

Lucas and Henderson (1981) underpin Ezewu's observation by stating that a

child's intellectual development is fastest during the first four-and-a-half. years. This is therefore the stage when he needs a benign environment in which he can learn, and secondly that many children are so disadvantaged during their early years that they cannot function well when they enter the educational system.

Hunt (1990: 77, 78) on the other hand states that parents who appear to be greatly disadvantaged in managing their children's schooling include parents who remained in circumstances of deprivation, suffering, unemployment, poverty, poor housing and bad health. Hunt (1990) went a step further and pointed out that rural people are at a double disadvantage. He argues that: "... the poorer people in rural areas can experience isolation or remoteness from facilities in addition to limited understanding of what is entailed in school work and in the operation of educational arrangements."

According to Raven (1980: 9, 10) evidence gathered by the 1957 National Children Bureau pointed out that certain disadvantaged children, even below the age of seven years, were more prone to maladjustment, were more likely to speak unintelligibly and have poor oral ability, were more likely to have poor knowledge and were poor at arithmetic. In contrast Raven (1980: 10) reports that educationally advantaged children were able to demonstrate a more extensive use of language (which is more conducive to good educational performance), such as predicting and anticipating events, seeing casual relationships, problemising imaginatively, creating symbolic representations and reflecting on their own and other people's feelings.

3.3 THE STUDENT AS A FACTOR

Home factors, that influence educational performance, cannot act in isolation

without the actions of the main actor, namely the student. Not down-grading the effects of home conditions on educational performance, the student is the 'key' to his poor or good educational performance. The researcher feels that some factors which affect the educational performance on the side of the student, merit some mentioning. Some of these factors are the following: student's affects, attitude, attendance and motivation.

3.3.1 Student's affects and educational performance

Bloom (1982: 73) views educational performance as closely related to the students' affects. Affects may be taken to mean the student's perception of the task to be mastered. If the task is approached with interest there is the desire to learn and *vice versa*. Sometimes the student's affects may result in a negative self-perception in relation to the task to be learned. Drabrick (1971: 164) points out that the student's conception of his academic ability largely determines his behaviour within the school setting.

3.3.2 Student's attitude and educational performance

The attitude of the student also affects the educational performance. Stone (1981: 104) holds that the tradition of a particular race may make it to adopt a certain attitude to life which may have a detrimental effect on the student's educational performance. Stone (1981: 104) observed that in the traditional Zulu community the child for instance, was not considered to be a proper person before he had passed through the necessary ceremonies, while Badenhorst (1979) concludes that this attitude must have an especially detrimental influence on the Zulu child presenting a stumbling block to his progress in school where he is expected to become actively involved in the didactic situation.

3.3.3 Student's attendance and educational performance

In the classroom the teacher and the child are in a particular relationship to each other. Their involvement is purposely directed towards the child's goal of achieving success. Constant guidance of the child by the teacher is a prerequisite for educational success. Irregular attendance severely disrupts this relationship. The loss caused by irregular attendance, in terms of time and learning material, is hard to recover. The damage is, sometimes, irreparable. The damage done will manifest itself in educational under-achievement and eventually in social maladjustment. Drabrick (1971: 192, 194) maintains that there is some correlation between social-class and school attendance. His findings associated low attendance with low social-class and high attendance with high social-class.

3.3.4 Student's motivation and educational performance

A Student's achievement or success can be correlated to the student's motivation. Peters (1959) believes that motivation is a psychological drive pushing a person or an animal to behave in a certain way. In human beings this depends on what the person wants to achieve.

French and Thomas (1959) hold the view that the higher the motivation, the higher the success and *vice versa*. French and Thomas presented a problem to 47 subjects with high achievement motivation and to 45 subjects with low-achievement motivation. Their findings were graphically illustrated:

Subjects with high-achievement motivation

subjects with low achievement motivation

25
Solvers

22
Non-solvers

14
Solvers

31
Non Solvers
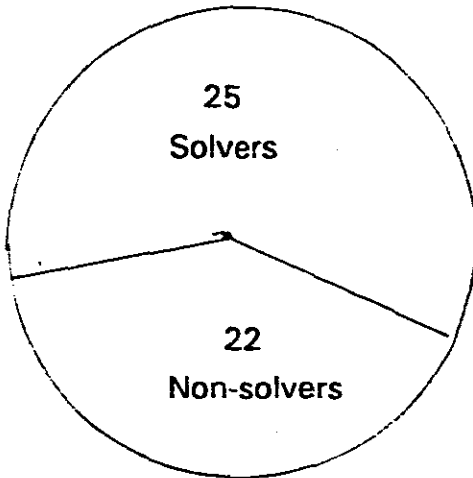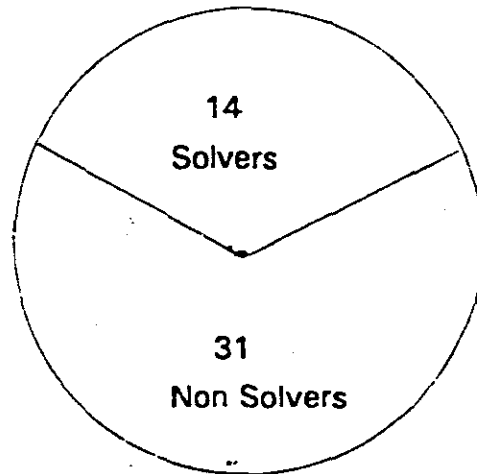
Klansmeier and Goodwin (1982: 223)

3.4   CONCLUSION

There are many factors which affect the educational performance of the students. Social factors, economic factors, cultural factors, political factors, and school factors have a direct bearing on the educational performance of the student.

Literature reviews have shown that educational sociologists such as Banks (1987) Bloom (1982); Macleod (1989); Sibisi (1989); Lareau (1989); McKendrick and Hoffmann (1990) and others point out that there is a close correlation between home conditions and the educational performance of students. Educational psychologists such as Lovell (1964) and Van der Ross

(1976) cite distressing circumstances within the home environment as having a crippling effect on the educational performance of the students.

Research studies, such as those by French and Thomas (1959); Drabrick (1971); Peters (1959) and Bloom (1982) have also shown that the student's perception of the task to be learned, his attitude, his attendance and motivation, if characterised by negativism, can bring about a crippling effect on his educational effort.

CHAPTER FOUR

METHODOLOGY USED IN THE COLLECTION AND PRESENTATION OF DATA

4.1   INTRODUCTION

A description method of research was used for the purpose of collecting data with regard to the conditions at lodger homes that influence the educational performance of the students. The rationale for the choice of a method of this nature is given below:

4.2   RATIONALE FOR CHOICE OF METHOD

The information needed, namely the effect of the part played by the existing conditions at lodger homes on the educational performance of students, could in the opinion of the researcher be best secured through a questionnaire.

Furthermore, the researcher is of the opinion that the survey method is not only a reproduction of existing conditions and relations but, as Best (1977) points out, the value of the survey as a research method lies in the possibility of making recommendations and likely future demands.

4.3   PERMISSION TO CONDUCT THE STUDY

Permission to administer the questionnaire to students and teachers of selected schools in the Nongoma Circuit was requested from the Secretary of the Department of Education and Culture in KwaZulu. It was granted. A

personal request was made to the Circuit Inspector in charge of Nongoma. The researcher requested permission to administer a questionnaire to Standards 9 and 10 students and teachers in various schools in the Nongoma and Simdlangetsha Magisterial districts, the latter comprising of schools around Pongola area. The purpose of the study was clearly stated. In like manner, permission for visiting schools was sought telephonically with the principals of the schools (where applicable), and by personal visits where phones were not available. The schedule of visiting and times were arranged with the principals. Permission was granted and the researcher visited the schools to administer the questionnaires to the students and teachers.

4.4   SAMPLING

According to Sibaya (1989) a researcher tries to understand a segment of the world on the basis of observing a smaller segment, namely a sample.   To ensure the validity of the study the researcher considered a number of factors in sampling in this study.   One of these was representativeness.   Leedy (1980: 152) maintains that the most important requirement for a sample is 'representativeness', which depends on 3 important factors, namely:

(a)   Randomisation of the sample which ensures that every member of the population has an equal chance of being selected.

(b)   Sample size: for example an increased sample is more representative of the population and yields better results   (Mulder, 1989: 59). According to Walizer and Wienir (1978: 433) a sample of 20% has the lowest level of risk and is more accurate.

(c)   High level of significance

Bearing this in mind, the researcher proceeded to draw up his students sample population, and the teachers sample population.

4.4.1   Sample of students

Five (5) out of 24 (1992 statistics) schools with standard 10 were chosen for the sample. Of the five schools chosen, three were purely rural, one was urban and the last one was semi-rural. For the sake of confidentiality the names of the schools will not be given but only numbers will be assigned to them, namely schools 1, 2, 3, 4 and 5.

Bearing in mind the factors given in 4.4 (a), (b) and (c) above, the researcher decided to select a student sample population of a fifth ($^1/_5$) or 20% of the total class population in all the five schools he visited.

There are two factors which made the researcher to choose Standard 9 and 10 classes for this study. They are the following:

(a)   Language factor

The questionnaires were in English, because most black students in Standard 9 and 10 understand English better. Saslow (1982: 140) points out that if one decides to use written questionnaires, one is limiting oneself to surveying people who are literate. To facilitate understanding by the respondents, Sidaki (1987: 82) believes that

language, vocabulary and sentence structure used must be simple and should relate to the respondents current level of information so that they can respond easily.

(b)   Economy

Walizer and Wienir (1978: 433) maintain that sample size must be made on the basis of practical considerations, like money and the staff to do the study. The whole post-primary school population of standards 6, 7, 8, 9 and 10 would be too big a population. Such a population would be un-economical in terms of time, money and administration.

The tables below illustrate how the researcher made his sample from the five schools.

Table of Standard 9 population and sample

School	1	2	3	4	5	Total
Class population	105	115	120	106	91	537
Sample (20%) of class population	21	23	24	21	18	107

Table of Standard 10 population and sample

School	1	2	3	4	5	Total
Class population	69	88	102	76	96	431
Sample (20%) of class population	14	18	20	15	19	86

The sample was constituted in the following manner.

In accordance with a suggestion by Mulder (1989: 58) the researcher wrote numbers according to the class population on arrival in each school he visited. For example, the numbers for Standard 9 students in school 5 ranged from 1 to 91, while the numbers for Standard 10 students in school 2 ranged from 1 to 88.

Each number was written on 2 pieces of paper. One piece of paper was given to each student and the other piece of paper was retained by the researcher. The pieces of paper retained by the researcher were put into a container and thoroughly shuffled by the researcher. Then the researcher took the papers out of the container one by one. The student whose number matched the one taken out of the container was included in the sample. The researcher continued until the pre-determined sample number was obtained. For example, in Standard 9 the predetermined sample number was 21 for school 1; 23 for school 2; 24 for school 3; 21 for school 4 and 18 for school 5. In standard 10 the predetermined sample number was 14 for school 1; 18 for school 2; 20 for school 3; 15 for school 4 and 19 for school 5.

These students then constituted the required samples. This method of sampling avoids a deliberate selection of subjects who will confirm the hypothesis because it allows chance alone to determine what elements in the population will be in the sample (Ary, Jacobs and Razavich, 1979: 132). Sample size varied from school to school according to the 20% of the class population.

4.4.2   The teacher sample

To avoid a one-sided view on the question of lodger students, the researcher decided to have questionnaires for teachers as well.

Because the number of class teachers was small, the researcher decided to take all class teachers from the five schools to form a sample. From the five schools the researcher got a sample of fifteen teachers: ten males and five females.

4.5   RESEARCH INSTRUMENT USED FOR THE COLLECTION OF DATA

The researcher used a questionnaire to collect data from Standard 9 and 10 students and their teachers. A questionnaire, as stated by Sibaya (1989), is essentially a scientific instrument for measurement and collection of particular kinds of data.   Labovitz and Hagedorn (1981: 69) believe that the questionnaire is an instrument which comprises a series of questions that are filled in by the respondents themselves. Leedy (1980: 135) supports Labovitz and Hagedorn by stating that a questionnaire is a commonplace instrument for observing data that sometimes lie buried deep within the minds or within the attitudes, feelings or reactions of men and women.

In preparing a questionnaire, Leedy (1980: 136) suggests the criterion that the questionnaire should be designed to fulfil a specific research objective. Sibisi (1989: 87) on the other hand suggests the following criteria.

- To what extent might a question influence respondents to show themselves?

- To what extent might a question influence respondents to be unduly helpful by attempting to anticipate what the researchers want to hear or find out?

- To what extent might a question be asking for information about respondents that they are not certain of, and perhaps not likely to know about themselves?

In preparing his questions the researcher kept in mind the foregoing suggestions.

There are two types of questionnaires, namely, open-ended and close-ended questionnaires. Babie (1989: 159) states that in an open-ended question respondents supply their own answers, while in a close-ended question the respondents select from a list of answers provided to them.

In this study the questions were of the close-ended type. The presence of the researcher during the administration of the questionnaires was intended, among other things, to eliminate uncertainties and confusion by helping respondents who experienced difficulties with the questionnaires.

4.6   THE PILOT STUDY

In order to find out whether the questions were well understood, and whether the questions elicited the information needed the researcher undertook a pilot study. The pilot study aims to test the meaningfulness of the draft questions (Thembela, 1975: 104).

The researcher undertook his pilot study with a small group of 12 students in standards 9 and 10 from Hambangendlela High School in the Nongoma Circuit. This school was not included in the actual study.

Marshall and Rossman (1989: 84) point out that questionnaires are usually tested through administering them to a small group to determine their usefulness and, perhaps, reliability.

Through a system of simple random sampling the researcher decided to select six students from Standards 9 and 10 each to form a sample. In a simple random sample, which is a probability sample, every element of the population has an equal and independent chance of being selected (Walizer and Wienir, 1978: 433).

The researcher assigned numbers to each of the 87 student population in Standard 9 and counted every thirteenth (13th) person starting from the fifth position to get the six desired members. Again the researcher assigned numbers to each of the 59 student population in Standard 10, and counted every ninth (9th) person starting from the seventh position to get the six desired members. This method ensures a broad sampling throughout the population and it avoids bias by selecting the first element from a table of random numbers (Kich, 1965).

As a result of the pilot study, clear and well understood questions were retained, unclear ones were deleted, and new ones were added.

4.7   THE ADMINISTRATION OF THE QUESTIONNAIRE

On the arranged date, the researcher visited the schools. The selected

students were given questionnaires to answer. The researcher enlisted the help of the class teacher to arrange seating order of the students and to distribute the questionnaires among the students. A quiet classroom was used for the administration of the questionnaire. Each student had to provide himself/herself with a lead pencil. The researcher explained the purpose of the questionnaire, and how they were to proceed.

No time limit was stipulated. Once the student was through with the questionnaire he/she was allowed to quietly leave the classroom. When all the students were through, the researcher collected the questionnaires.

The administration of the questionnaire was done in the afternoons. This was done to avoid interfering with the morning learning activities in the schools.

The questionnaire consisted of two sections, namely:

(a) Section A — dealing with personal particulars; and

(b) Section B — dealing with information on lodging.

In this study the researcher used only 31 questions for both students and teachers. Lovell and Lawson (1970: 94) regard questions which number a little over 30 as being optional.

In the construction of the questionnaires, the researcher bore in mind the relevance of factors affecting the educational performance of the students. These factors were born out of both the historical background to lodging and literature review.

The teachers' questionnaire was administered on the same day as the students'. This was pre-arranged with the principals of the 5 schools.

After helping the researcher to properly seat the students and distribute the questionnaires among the students, the class teacher was requested by the researcher to complete his questionnaire in the same quiet classroom with the students. On completion of the questionnaire the teacher handed it over to the researcher.

4.8   CONCLUSION

This chapter has given an account of the method used in this study. Data collected from the students and the teachers will be analyzed and interpreted in the next chapter.

CHAPTER FIVE

THE ANALYSIS AND INTERPRETATION OF DATA

5.1   INTRODUCTION

This chapter aims to provide analysis and interpretation of data that has been collected from a sample of Standards 9 and 10 students as well as their class teachers.

5.2   DATA COLLECTED FROM STUDENTS

5.2.1   Section A: General and personal information

Item 5.2.1.1

Locality of the respondents' schools

Locality	Rural	Urban	Semi-urban	Total
Schools	1-2-3	4	5	-
Total	3	1	1	5

The item above shows that of the five schools chosen, three (3) were purely rural; one was from an urban area and the last one from a semi-urban area.

Item 5.2.1.2

Number of children in respondent's family

Number in the family	1	2	3	4	5-7	8-10	11+	Total
Number of respondents	5	15	25	50	76	19	3	193
Percentage	2,6	7,8	13	26	39,4	9,8	1,6	100

The item above indicates that the majority of the respondents come from large families, for example, in some cases the number of family members ranges between 4 and 7. Of the 193 respondents 50 or 26% have 4 members in the family, and 76 or 34,4% have between 5 and 7 members in the family.

Nineteen or 9,8% of the 193 respondents have members of the family ranging between 8 and 10. Three or 1,6% of the 193 respondents come from families where the number of members is more than 11. Probably this is the case where the father has more than one wife.

Research findings by Lawton (1968) and Douglas (1968), for example, have indicated that children from small families perform better in school than children from large families.

Of the 193 respondents, 25 or 13% have 3 members in the family, 15 or 7,8% have two members in the family, and 5 or 2,6% have 1 member in the family.

Item 5.2.1.3

Accommodation of the respondents

	Lodgers	Non-lodgers	Total
Total	64	129	193
Percentage	33,2	66,8	100

In this item 64 (33,2%) of the 193 respondents are lodgers while 129 (66,8%) of the 193 respondents are non-lodgers.

Item 5.2.1.4

Occupation of the respondent's parent/guardian

	Unemployed	Self-employed	Labourer	Artisan	Professional	Total
Father	23	15	68	31	10	147
Mother	59	19	79	-	09	166
Total	82	34	147	31	19	313
%	26,2	10,9	47,0	10,0	6,1	100(2)

The item above indicates that the majority of the parents are labourers. Out of a parent population of 313, one hundred and forty seven (47%), are labourers. This shows that the majority of the parents of the respondents have little or low educational qualifications. Research findings (Ezewu, 1986; Craft, 1970; Banks, 1986) point to a tendency for children whose parents have low educational qualifications to under-achieve in school.

The item also shows that out of a total parental population of 313, eighty two (26,2%) parents are unemployed. This indicates poverty and consequently distressing conditions within the home environment. Research findings in van der Ross (1976); Lucas and Henderson (1981); Hunt (1990) and others shows that children who experience distressing circumstances at home perform poorly in school.

Out of a parental population of 313, 31 (10,0%) males (fathers) are employed as artisans, while 34 (10,9%) are self-employed. The responses given varied from shop-owners to selling anything to make a living.

This item again indicates that 19 (6,1%) of the parents work as nurses, teachers, ministers of religion, policeman or clerks.

Item 5.2.1.5

Number of years of respondent in this class

	1st	2nd	3rd	4th	Total
Std 9 Responses	83	19	5	-	107
Std 10 Responses	67	19	-	-	86
Total	150	38	5	-	193
Percentages	77,7	19,7	2,6	0	100

According to the figures released by the foregoing item a total of 150 (77,7%) out of a total sample of 193 students in Standard 9 and 10 are in their classes for the first time.

The item shows that 38 students (19,7%) out of 193 are in their classes for the second time. Five (2,6%) are repeating Standard 9 for the third time, and there are no fourth (4th) year repeaters.

The sample shows a large number of repeaters. Out of a total sample of 193, 43 (22,3%) are repeaters. Statistically this figure is 2,7% less than a fourth (4th) of the whole sample.

The problem of repeating classes is common among the black students. There are a number of factors which contribute to this phenomenon. Firstly, there are no teachers for remedial education in black schools. Without remediation, an uncorrected subject-related problem will be carried through all the classes by the child. This problem will affect the educational effort of the child in a negative way.

Secondly, the unfavourable teacher-pupil ratio of 56:1 (Govender 1990) and 40:1 (Hartshorne 1993) renders it impossible for teachers to pay individual attention to pupils learning problems. The importance of this was underpinned by Piek (1989: 266, 267).

Thirdly, the near total absence of pre-primary classes/créches in the rural areas of KwaZulu-Natal renders children admitted into Sub-Standard A (SSA) ill-prepared for the school's environment. Hence, there is a high failure rate all along the way up to post-primary school level.

A study undertaken by Van Buuren, Letuma and Daynes (1990: 16-18) in junior primary schools in Madadeni and Osizweni to establish why so many

Zulu children were failing to progress from school entry grade (SSA), yielded the following.

Among other things, they observed that only one junior school had a pre-primary school attached to it. Its sub A pupils had 50% less repeaters than at the other schools.

Sibisi (1991: 12), supported by Macdonald (1994: 129) contend that children from pre-primary schools adapt easily to a formal environment and do better at school.

5.2.2   Section B: Information on lodging

Item 5.2.2.1

Do lodger students usually come from large families?

	Never	Sometimes	Always	Total
Responses	25	67	101	193
Percentages	13,0	34,7	52,3	100

The item above shows that the majority of the respondents, namely 101 (52,3%) out of a total population of 193 maintain that lodger students always come from large families. Educationally, children from large families are at a disadvantage. According to Craft (1970:21) children from smaller families do better at school and stay longer. Studies by Douglas (1968) and Jacobs (1991) support this assertion.

The responses of 67 (34,7%) of the students show that lodger students sometimes come from large families.

Twenty five students or 13% of the total of 193 believe that lodger students never come from large families.

Item 5.2.2.2

Are children at lodger homes overcrowded?

	Yes	Sometimes	No	Total
Responses	102	70	21	193
Percentages	52,8	36,3	10,9	100

The statistics provided by the above item show that the majority of the respondents, namely 102 (52,8%) out of 193, maintain that lodger homes are overcrowded. Overcrowded homes do not offer an environment that is conducive to learning. According to Luthuli (1976) the inadequate environment influences the pupils learning capacity.

The responses of 70 students, which is 36,3% of the total of 193 maintain that children of lodger homes are sometimes overcrowded.

The figures also indicate that 21 (10,9%) out of 193 believe that there is no overcrowding at lodger homes.

Item 5.2.2.3

Are homes where students lodge usually noisy?

	Never	Sometimes	Always	Total
Responses	9	55	129	193
Percentages	4,7	28,5	66,8	100

Figures given by the above item show that the majority of the respondents, 129 (66,8%) out of 193 believe that lodger homes are always noisy. Studying, which is a prerequisite for educational success, demands a quiet environment.

Data shows that 55 (28,5%) of the total population of 193 hold the view that lodger homes are sometimes usually noisy.

Only 9 (4,7%) out of 193 deny that lodger homes are usually noisy.

Item 5.2.2.4

Do parents at lodger homes pay attention to physical, social and spiritual needs of lodger students?

	Yes	Sometimes	No	Total
Responses	18	15	160	193
Percentages	9,3	7,8	82,9	100

The majority of the respondents, namely 160 (82,9%) out of 193 maintain that lodger parents do not pay attention to physical, social and spiritual needs of lodger students. Insecurity experienced by a child at home does not

support the educational effort in a positive way. Educational sociologists such as Van der Ross (1976); Lucas and Henderson (1981) and Hunt (1990) support this view.

The item, in addition, shows that 15 (7,8%) of the 193 students stated that parents at lodger homes sometimes pay attention to physical, social and spiritual needs of lodger students.

Data above shows that 18 (9,3%) of the 193 respondents are of the opinion that parents at lodger homes do pay attention to physical, social and spiritual needs of the lodger students.

A comparison between a lodger student and a boarding student indicates that the principal or the boarding master is, according to Principal Guide (ZE 31:2), duty-bound to pay attention to the child's physical, social and spiritual growth.

Item 5.2.2.5

Is hunger common among lodger students?

	Yes	Sometimes	No	Total
Responses	117	51	25	193
Percentages	60,6	26,4	13,0	100

According to the item above 117 (60,6%) of the 193 respondents point out that hunger is common among lodger students. Hungry students cannot concentrate in class. A student who cannot concentrate does not benefit

from the lesson being offered in the classroom. This results in poor educational performance at the time of the examinations. Studies by Jacobs (1991) indicate that school feeding programmes enhance pupil achievement. Jacobs' observation was supported by Banks (1976:73) and Ezewu (1986:79).

A number of students, for example, 51 (26,4%) out of 193 maintain that hunger is sometimes common among the lodger students.

The item shows that 25 (13%) of the 193 respondents deny that hunger is common among lodger students.

Item 5.2.2.6

Do parents at lodger homes love lodger students as their children?

	Never	Sometimes	Always	Total
Responses	131	59	3	193
Percentages	67,9	30,6	1.6	100

Figures provided in the above item show that the majority of the respondents, namely 131 (67,9%) out of 193 believe that parents at lodger homes do not love the lodger students as their own children. The absence of love cause students to feel insecure and uncertain. Mlondo (1987) maintains that parental love, trust and esteem enables the child to venture and explore into the world with less tension and anxiety. Studies by Van der Ross (1976); Raven (1980) and Wolfendale (1989) support this view.

The item also shows that a total of 59 or 30,6% of the 193 respondents are

of the opinion that lodger parents sometimes do show parental love to lodger students.

In addition this item indicates that 3 or 1,6% of the 193 respondents believe that lodger parents always display an attitude of love towards their lodger students.

Item 5.2.2.7

Are lodger students prone to aggressiveness?

	Yes	Sometimes	No	Total
Responses	99	31	63	193
Percentages	51,3	16,1	32,6	100

Statistics shown in the above items indicate that the majority of the respondents, namely 99 or 51,3% out of 193 believe that lodger students are prone to aggressiveness. Aggressiveness does not support the educational effort in a positive way. Lovell (1964:193) maintains that a friendly school environment is helpful to the educational effort.

The item, moreover, shows that 31 (16,1%) of the 193 students are of the opinion that lodger students are only sometimes prone to aggressiveness.

Lastly, 63 (32,6%) of the 193 respondents believe that lodger students are not prone to aggressiveness.

Item 5.2.2.8

Do children at lodger homes steal from each other?

	Yes	Sometimes	No	Total
Responses	111	42	40	193
Percentages	57,5	21,8	20,7	100

The above item shows that more than half of the 193 respondents, namely 111 (57,5%) maintain that lodger students steal from each other. Stealing indicates that lack of effective control on the part of the lodger parents and self discipline by lodger students could contribute to this problem. Stealing is linked to insecurity of the victim. Studies by Mlondo (1987); Wolfendale (1989) and Raven (1980) point out that insecurity leads to educational under-performance by students.

Of the 193 students, 42 or 20,7% maintain that lodger students steal from each other sometimes.

Figures above, also indicate that 40 (20,7%) of the 193 respondents believe that children at lodger homes do not steal from each other.

Item 5.2.2.9

Do parents at lodger homes help students with homework?

	Never	Sometimes	Always	Total
Responses	171	20	2	193
Percentages	88,6	10,4	1,0	100

Figures in the above item show that the overwhelming majority, namely 171 (88,6%) of the 193 respondents maintain that parents at lodger homes never help students with homework. Parental involvement shows itself among other things in the parent helping his child with homework. Educational sociologists such as Wolfendale (1989:7) and Rutherford and Edgar (1979:141) point out that parents who involve themselves in their children's school work greatly enhance the educational efforts of their children.

These figures also show that 20 (10,4%) of the 193 respondents maintain that parents at lodger homes do sometimes help students with homework.

Two (1,0%) out of 193 stated that parents at lodger homes do always help students with their homework.

Item 5.2.2.10

Do parents at lodger homes motivate students to learn?

	Yes	Sometimes	No	Total
Responses	9	28	156	193
Percentages	4,7	14,5	80,8	100

The overwhelming majority, namely 156 or 80,8% of the 193 students maintain that parents at lodger homes do not motivate the lodger students to learn. From a practical point of view a student who does not get support and motivation from home is bound to under-perform at school. It would appear that the natural parent of the student is inclined to motivate his child to learn. Mzoneli (1991:161) argues that a child who lives with his/her

family members has a minimal chance of performing badly at school as well as dropping out of school early.

Data also shows that of 9 or 4,7% of the 193 sample students believe that parents at lodger homes do motivate the lodger students to learn.

Twenty-eight (14,5%) of the 193 students stated that parents at lodger homes sometimes motivate their lodger students to learn.

Item 5.2.2.11

Which word in the following best describes the attitude of parents at lodger homes?

	Responses	Percentage
Indifferent	138	71,5
Concerned	-	-
Sympathetic	03	1,6
Authoritative	52	26,9
Total	193	100

According to the statistics provided by the foregoing item, the majority of the students, namely 138 (71,5%) of the 193 respondents believe that lodger parents display an attitude of indifference towards the lodger students. Furthermore, about a fourth of the 193 respondents, for example, 52 (26,9%) perceive lodger parents as displaying an authoritative attitude towards the lodger students. According to the responses of the students in the foregoing item, the overwhelming majority of the students have a negative perception of their lodger parents.

Educationally speaking, this perception is disturbing. This negative perception does not support the educational effort of the lodger students in a positive way. A friendly and caring atmosphere characterised by love and trust must prevail at home in order to enhance the educational effort of the child. This observation has been effectively stressed in item 5.2.2.4. above.

The item also reflects that 3 or 1,6% are of the opinion that lodger parents do show sympathy towards the lodger students.

Item 5.2.2.12

Do children at lodger homes get enough time to attend to their homework?

	Yes	Sometimes	No	Total
Responses	21	14	158	193
Percentages	10,9	7,3	81,8	100

The figures provided by the above item depict that students at lodger homes do not get enough time to attend to their homework. Out of a total of 193 students, 158 or 81,8% deny the existence of this condition at lodger homes. The necessity of having time set aside for homework and study cannot be over-emphasized. Homework is essential for progress in learning. Without homework no student can hope to master the content of his school subjects. Macbeth (1989:61) points out that homework is set to consolidate work done in class and to encourage independent study. A child who does not do his homework only increases his/her chances of failing his grade at the end of the year. In item 5.2.2.3 the majority of the students agreed that

lodger homes are noisy. Studying, which is essential for success in the examinations requires a quiet place and time set aside for it.

In addition, 14 (7,3%) of the 193 students believe that students at lodger homes sometimes get enough time to attend to their homework.

Twenty-one (10,9%) of the 193 students are of the opinion that children at lodger homes get enough time to attend to their homework.

Item 5.2.2.13

Do parents at lodger homes visit the schools to monitor the progress of children under their care?

	Yes	Sometimes	No	Total
Responses	0	6	187	193
Percentages	0	3.1	96,9	100

The statistics given in the above item indicate that the overwhelming majority of the respondents, namely 187 or 96,9% maintain that parents at lodger homes do not visit the schools to monitor the school progress of children under their care.

On the whole, from personal experience, black parents seldom visit the schools to monitor the progress of their children. However, as has been pointed out by the data gathered above, parents at lodger homes never bother to pay school visits for the above stated purpose.

Lareau (1989) has observed that school visitation by parents to monitor the progress of their children helped to enhance the educational performance of those children. On the strength of the above observation, it would appear that lodger students will therefore have a poor academic record.

The item also shows that 6 (3,1%) of the 193 respondents maintain that lodger parents sometimes visit the schools to monitor the progress of children under their care.

No student responded positively to the question on whether lodger parents visit the schools to monitor the progress of children under their care.

Item 5.2.2.14

Do lodger homes provide enough learning material such as books, radio and television for students?

	Yes	Sometimes	No	Total
Responses	14	33	146	193
Percentages	7,3	17.1	75,6	100

The question must be viewed within the context of largely rural conditions where the majority of the schools in this study were situated. It must be taken into account that most families in the rural areas do not provide such learning material even for their own children. The absence of learning material such as those mentioned above, denies these student the opportunity of a good educational performance. The responses of the majority of the students, namely 146 or 75,6% suggest that lodger homes do not provide learning material such as books, radio or television for the students.

Canant (1961:12) points out that the family background plays a large role in determining scholastic achievement. Studies by Green (1968); Wiseman (1964, 1966, 1968); Macbeth (1989) and Griffiths (1971) largely confirm this observation.

In addition, this item shows that of the 193 students, 33 (17,1%) maintain that lodger homes sometimes provide enough learning material such as books, radio and television for students. A total of 14 (7,3%) of the students agree that such material is provided for at lodger homes.

Item 5.2.2.15

Are lodger students disciplined?

	Yes	Sometimes	No	Total
Responses	23	49	121	193
Percentages	11,9	25,4	622,7	100

According to the figures in the above item the majority of the students, namely 121 (62,7%) maintain that lodger students lack good discipline.

It is a universally accepted truism that discipline is an essential element of success in learning. Learning at school is heavily dependent on self-discipline. It is therefore obvious that children who lack good discipline will not perform well at school. According to the statistics above lodging students suffer from lack of good discipline.

The above item also shows that a fourth of the respondents, namely 49 (25,4%) of 193 maintain that lodger students are sometimes disciplined. The data also depicts 23 (11,9%) of the 193 students confirming that lodger students are disciplined.

Item 5.2.2.16

Can parents at lodger homes exercise their authority over lodger students?

	Yes	Sometimes	No	Total
Responses	6	28	159	-- 193
Percentages	3,1	14,5	82,4	100

Out of a total of 193 sample students the majority of 159 (82,4%) believe that lodger parents cannot exercise their authority over lodger students. This does not auger well for discipline over the lodger students.

According to Ottoway (1962:162) the effect of a conflict between the teaching of the home and the school may be the root of a child's problem, and a cause of his difficulties over discipline.

The item also shows that 28 students which is 14,5% of 193 believe that parents at lodger homes can exercise their authority over lodger students. Only 6 students (3,1%) of 193 agree that parents at lodger homes can exercise their authority over lodger students.

Item 5.2.2.17

Girls who fall pregnant change schools and end up as lodgers. Which word best describes their educational performance?

	Responses	Percentages
Good	4	2,1
Average	83	42,5
Poor	107	55,4
Total	193	100

The statistics above show that the majority, namely 107 (55,4%) of the 193 students regard the performance of such female students as poor. This is not surprising. As mothers their attention is divided between motherhood and school work. As a result the latter is adversely affected as proved by the responses of the majority.

The figures also show that 82 (42,5%) of the 193 students regard the performance of these students as average. Only 4 which is 2,1% of 193 maintain that the school performance of these students is good.

Item 5.2.2.18

In your opinion, where does the majority of lodger students come from?

	Responses	Percentages
Working class families	132	68,4
Middle-class families	48	24,9
High-class families	13	6,7
Total	193	100

According to the responses of 132 sample students, which is 68,4% of the total population of 193, the majority of lodger students come from working class families.

Evidence presented by Lareau (1989:61) point out that working class families have not only low educational qualifications, but that they also show little interest in the educational progress of their children. Studies by Grambs (1965); Craft (1970); Ezewu (1986); Hunt (1990); Lucas and Henderson (1981) and others, as cited in Item 5.2.2.13 and Item 5.2.2.17 above support this view.

It is therefore, clear that since the majority of lodger students come from working class families, they are likely to lack family support which enhances academic performance..

The figures also show that 48 (24,9%) of the 193 respondents maintain that lodger students come from middle-class families.

In addition, the item also depicts that 13 (6,7%) of the 193 respondents believe that lodger students come from high-class families. Studies quoted above put children of such families among high achievers in scholastic work. But given the conditions which prevail in lodger homes as depicted by the majority of the respondents from Item 5.2.2.1 to Item 5.2.2.16 above, it is hard to see how these high-class children can maintain the status of high achievers in scholastic performance. Macbeth (1989) has pointed out that the home provides a very powerful learning environment.

Item 5.2.2.19

Which of the following groups would you associate with lodging at private homes?

	Responses	Percentages
Children from large families	161	83,4
Children from small families	32	16,6
Total	193	100

Data provided by Item 5.2.2.19 show that a large majority of the respondents, namely 161 (83,4%) out of 193, believe that children from families with many children display a tendency for lodging at private homes.

Studies by Craft (1970); the Crowther Report (1959); Douglas (1968); Luthuli (1976) and Jacobs (1991) point out that there is a link between the size of the family and the performance of the students. They all concur that children from smaller families perform better at school and they show a tendency for staying longer at school than children from large families.

Bearing the above evidence in mind it can be inferred that since the majority of lodger students come from families with many children, their scholastic performance will be poor.

The figures also show that 32 (16,6%) out of 193 maintain that children from families with few children have a tendency for lodging at private homes.

Item 5.2.2.20

Harsh corporal punishment at school may be rewarded with absenteeism.
Which group of students is prone to this practice of absenteeism?

	Responses	Percentages
Non-lodger students	73	37,8
Lodger students	120	62,2
Total	193	100

Data depicts that of the 193 respondents, 120 (62,2) believe that it is lodger
students who are prone to absenteeism because of harsh corporal
punishment.

The item also shows that 73 (37,8%) of the 193 respondents, maintain that
absenteeism resulting from harsh corporal punishment at school is also
practised by non-lodger students. The effects of absenteeism is poor
educational performance, irrespective of whether one is a lodger student or
not. However, the statistics show that the practice of absenteeism is
prevalent among lodger students.

Item 5.2.2.21

An attitude of indifference to students' learning problems on the part of the
teacher leads to dislike of schooling. Which group of students suffer most
from this attitude?

	Responses	Percentages
Non-lodger	92	47,7
Lodgers	101	52,3
Total	193	100

The statistics of the responses of the 193 student sample show that almost all the students suffer from this negative attitude on the part of the teachers. The difference between the lodgers (101) and the non-lodgers (92) is 9, which is 4,7% of the 193 total student sample, and is very small.

However, the tabulated responses show that lodger students suffer most from this negative attitude since 101 respondents which represents 52,3% of the total population point out. Rutter (1979) found out that not only rigid discipline and punishment, but also teachers who were negative models tended to produce depressed achievement scores, regardless of the student's potential at entry.

Basing my conclusion on the above figures, all students suffer from the teachers' indifference to their problems, but lodger students suffer most from this negative attitude. This can lead to the dislike of schooling.

Item 5.2.2.22

Some students prefer lodging at private homes because their home schools do not offer subjects they need as future job seekers. How would you rate the educational performance of such students?

	Responses	Percentages
Good	03	1,6
Average	85	44,0
Poor	105	54,4
Total	193	100

According to the data presented above, 3 (1,6%) out of 193, regard the performance of lodger students as being good.

A total of 85 which represents 44,0% of the total of 193 respondents believe that the scholastic performance of these lodger students is average, while 105 (54,4%) regard their educational performance as poor.

Considering the above responses, one can deduce that the educational record of lodger students is poor.

Item 5.2.2.23

Motivation is essential for success in learning. Which group of students lacks self-motivation?

	Responses	Percentages
Non-lodgers	75	38,9
Lodgers	118	61,1
Total	193	100

The majority of the respondents, namely 118 (61,1%) out of 193 believe that more lodger students lack self-motivation than non-lodgers. French and Thomas (1959) point out that motivation is an essential element of success in learning.

Data also shows that 75 (38,9%) of the 193 respondents believe that non-lodger students also lack self-motivation.

Item 5.2.2.24

Late coming disturbs the educational effort of the students. Is this practice common among lodger students?

	Yes	Sometimes	No	Total
Responses	113	47	33	193
Percentages	58,5	24,4	17,1	100

The item above suggests that more lodger students are susceptible to late coming to school.

Data provided by item 5.2.2.24 shows that 113 or 58,5% of the 193 respondents, indicate that late coming to school is common among lodger students. One can therefore assume, on the strength of the statistics above, that since lodger students are associated with late coming to school, they can be affected in their learning and subsequently their performance.

In addition, almost a quarter namely 47 which is 24,4% of 193 maintain that the practice of late coming to school is sometimes common among lodger students. The figures also shows that 33 (17,1%) of the 193 respondents, believe that late coming is not common among the lodger students.

Item 5.2.2.25

Female lodger students sometimes engage in cohabitation. Which word best describes their educational performance?

	Responses	Percentages
Good	-	0,0
Average	30	15,5
Poor	163	84,5
Total	193	100

According to the data supplied by the above item, the overwhelming majority of 163 or 84,5% of the 193 students rate the educational performance of such students as poor. Only 30 or 15,5% of the 193 students give such students an average rating. According to Ngema (1987) and Kanyongo and Onyango (1984) such students present a social problem. This social problem coupled with what is expected of them as students is beyond their capacity as adolescents to face. The problem is transferred to the school environment. It is bound to reflect itself on the educational efforts of these students. From the above evidence it would appear that such students will have a poor educational performance.

No student rated the educational performance of female students who cohabit as good.

Item 5.2.2.26

Students who lack self-confidence under-perform at school. Are lodger students associated with this tendency?

	Yes	Sometimes	No	Total
Responses	101	53	39	193
Percentages	52.3	27,5	20,2	100

According to the data in the above item 101 (52,3%) of the 193 respondents, agree that lodger students are associated with lack of self-confidence. According to Lovell (1964) and supported by Mlondo (1987); Hunt (1990) and others; love, security, encouragement and acceptance accorded to the child by the parents, are the main elements which arm the child to face the world with confidence.

Item 5.2.2.27

Alcohol abuse and dagga smoking is a fairly common problem facing many schools. Which of the following groups would you associate with this problem?

	Responses	Percentages
Lodgers	1 15	59,6
Non-lodgers	78	40,4
Total	1 93	100 --

The statistics reflected in the above data reveal that the majority of the students, namely 115 or 59,6% associate lodger students with this habit. The number for non-lodgers is 78. This is 40,4% of the total of 193. To the researcher it indicates that this problem is almost fairly evenly distributed among lodger and non-lodger students. However, data from the item depicts lodger students as being slightly more prone to this problem.

The problems of alcohol abuse and dagga smoking are many. The school whose students engage in this problem has severe disciplinary problems. The problems emanating from lack of discipline and how these affect the educational process have been enumerated in Items 5.2.2.3/7/8/15 and 16 above.

Item 5.2.2.28

Poverty in the rural areas drives many students to stay as lodgers in township houses. How is the educational performance of these students?

	Responses	Percentages
Good	-	0,0
Average	77	40,0
Poor	116	60,0
Total	193	100

According to the figures shown in the above item, 116 or 60% of the 193 respondents, maintain that the educational performance of lodgers who transfer from rural to urban areas is poor, while 77 (40%) rate them as average educational performers.

Winship (1990) supported by Berold Caine, Cooper, Cousins, Roberts and Silverman (1986) point out that in the rural areas of South Africa poverty is a very common phenomenon.

Item 5.2.2.29

Some students may lodge in private homes in order to escape social unrest from political factions in their own areas. How would you describe the educational performance of these students?

	Responses	Percentages
Good	-	0,0
Average	69	35,8
Poor	124	64,2
Total	193	100

Statistics in item 5.2.2.29 reflect that 124 (64,2%) students out of 193

believe that the educational performance of students from politically violent areas is poor. Moyet (1990) reported that political violence had a traumatic psychological impact on the children caught up in violence-torn areas. He stated that these children worried a lot, they could not pay full attention in class and as a result, their scholastic performance showed some deterioration.

In view of the above it would appear that lodger students from politically violent-torn areas would show a tendency to under-achieve academically.

Data also depicts that 69 (35,8%) of the 193 students describe the educational performance of students from politically violent areas as average. No student rated the performance of these students as good.

Item 5.2.2.30

Mutual cooperation between the school and the society which the school is serving is beneficial to the educational efforts of the students. How would you describe the cooperation between lodger homes and the community schools?

	Responses	Percentages
Good	-	0,0
Average	62	32,1
Poor	131	67,9
Total	193	100

Data from item 5.2.2.30 reflects that 131 (67,9%) of the 193 students describe cooperation between the lodger homes and the schools as poor.

Atkin, Bastiani and Goode (1988: 6, 7) point out that there is evidence that when parents take an active interest in, and identify with the school's main

goals and support its efforts, then the effect can be both dramatic and long lasting. From the above observation, it would appear that since the cooperation between the lodger homes and the schools is poor, the educational efforts of lodger students would be negatively affected.

Statistics from the above item also reflects that 62 (32,1%) of the 193 students regard the cooperation between the lodger homes and the schools as fair.

Item 5.2.2.31

Society benefits from the educational success of its children, and the high failure rate in matric among the black students is a cause for concern for the black society. In your opinion which of the following groups in this circuit contributes more to the high failure rate phenomenon?

	Responses	Percentages
Non-lodgers	84	43.5
Lodgers	109	56,5
Total	193	100

According to the figures in the above item, the majority of the respondents namely 109 (56,5%) out of 193 students maintain that it is lodger students who contribute more to the high failure rate in matric in the Nongoma Circuit. In items 5.2.2.4, 9, 12, 13, 14 and 15, the majority of the responses depict conditions at lodger homes as unsuitable to provide a good learning environment for the students.

Data from the above item also reflects that 84 (43,5%) of the 193 students believe that non-lodgers as well contribute to the high failure rate in matric.

5.3 DATA COLLECTED FROM THE TEACHERS

5.3.1 Section A: Personal particulars

Item 5.3.1.1

Sex of the respondents

Sex	Male	Female	Total
Responses	10	5	15
Percentages	66,7	33,3	100

The above item shows that the ratio of male to female teachers in the five (5) selected schools is 10:5 or 2:1. This suggests that teaching at post primary school level is still a male dominated territory.

It is important to note that students at post primary schools are at an adolescent stage. At this critical stage of their development, they need guidance and counselling from both male and female teachers. Thus, the teachers ratio in any school, especially the post-primary school, must be in keeping with the ratio of the male and female student population.

Item 5.3.1.2

Age distribution of the respondents

Age level	Less than 25	26-30	31-35	36-40	Above 40	Total
Responses	3	6	3	2	1	15
Percentages	20	40	20	13,3	6,7	100

According to the statistics shown above, six teachers (40%) are between the age range of 26 and 30; 3 teachers (20%) are between the ages of 31 and 35; while 3 teachers are below 25 years. There are only 2 (13,3%) teachers who are between 36 and 40 years, and only one teacher (6,7%) is above 40 years.

Since the age range of the majority of the teachers is between 25 and 35 years, as the item above shows; the age gap between them and their students is not too great. At this age most of the teachers are better able to understand and appreciate some of the problems of their adolescent students. Thus, their guidance and counselling can be effective.

Item 5.3.1.3

Academic and professional qualifications of respondents

	Std. 10 without professional certificate	Std. 10 plus professional certificate	University degree plus certificate	Total
Responses	1	5	9	15
Percentages	6,7	33,7	60,0	100

The above item shows that the majority of the teachers, namely 9 or 60% hold university degrees and a certificate. This places the majority of the teachers in a better position to be effective teachers. It is assumed that the better the qualifications the better the handling of the subject they are teaching. This will help the students to understand and adopt a positive attitude towards their school subject. Educationists, such as Thembela (1987); Ndaba (1993) and Musgrave and Taylor (1969) maintain that effective handling of the subject matter by the teachers yields better results among the students.

The item also shows that 5 or 33,7% of the 15 teachers have a Standard 10 and a professional qualification.

Item 5.3.1.4

Experience as a teacher

Years	Less than 5	6 - 10	11 - 20	21 and above	Total
Responses	1	7	5	2	15
Percentages	6,7	46,7	33,3	13,3	100

Data above shows that the majority of the teachers are well experienced teachers in terms of years that they have had in the profession. Seven (46,7%) have been teachers for more than 5 years; 5 (33,3%) have taught for more than 11 years; and 2 (13,3%) have taught for more than 21 years. Only one (6,7%) has experience of less than 5 years.

5.3.2   Section B: Information on lodging

Item 5.3.2.1

Do lodger students usually come from large families?

	Never	Sometimes	Always	Total
Responses	1	3	11	15
Percentages	6,7	20,0	73,3	100

Data provided above reflects that the majority of 11 (73,3%) of the 15 teachers maintain that lodger students always come from large families. In item 5.2.2.1 the majority of students also maintain the same view. Studies by Craft (1970); Douglas (1968) and Jacobs (1991) state that children from large families do not perform as well as children from small families.

The figures also show that 3 (20%) of the 15 teachers believe that lodger students sometimes do come from large families. Only one teacher respondent, which is 6,7% of the total of 15 denies that lodger students usually come from large families.

From the above data, it appears that lodger students usually come from large families. Their educational performance is likely to be poor as supported by studies quoted above.

Item 5.3.2.2

Are children at lodger homes overcrowded?

	Yes	Sometimes	No	Total
Responses	8	5	2	15
Percentages	53,3	33,3	13,3	100

The statistics provided in item 5.3.2.2 show that the majority, namely 8 (53,3%) of the 15 teachers agree that children at lodger homes are overcrowded. In item 5.2.2.2 the responses of 102 (52,8%) of the students depicted the same view.

Overcrowdedness leads to uncontrolled behaviour, and hampers the educational effort of the students.

The item also shows that 5 or 33,3% of the 15 respondents maintain that sometimes children at lodger homes are overcrowded.

In addition, this item also depicts that 2 (13,3%) out of 15 believe that there is no overcrowding of children at lodger homes.

Item 5.3.2.3

Are homes where students lodge usually noisy?

	Never	Sometimes	Always	Total
Responses	2	6	7	15
Percentages	13,3	40,0	46,7	100

The responses of 7 (46,7%) of the 15 respondents show that lodger homes are usually noisy. Six teachers, (40%) of the total of 15 maintain that lodger homes are sometimes usually noisy.

However, 2 (13,3%) of the 15 teachers deny that lodger homes are usually noisy.

Item 5.3.2.4

Do parents at lodger homes pay attention to physical, social and spiritual needs of lodger students?

	Yes	Sometimes	No	Total
Responses	0	3	12	15
Percentages	0,0	20,0	80,0	100

This item shows that the majority of 12 (80%) of 15 respondents deny that lodger parents pay attention to physical, social, and spiritual needs of children under their care.

In item 5.3.2.4 the responses of 160 or 82,9% of the 193 students expressed the same view. This leads to insecurity on the part of lodger students. Insecurity at home, as Van der Ross (1976); Lucas and

Henderson (1981) and Hunt (1990) point out, does not support the educational effort of the child in a positive way.

The data also shows that 3 (20%) of the 15 respondents believe that lodger parents do sometimes pay attention to physical, social and spiritual needs of lodger students.

Item 5.3.2.5

Is hunger common among lodger students?

	Yes	Sometimes	No	Total
Responses	9	4	2	15
Percentages	60,0	26,7	13,3	100

According to the figures reflected above, 9 (60%) of the 15 respondents believe that hunger is common among lodger students. Added to this, 4 or 26,7% of the 15 teachers maintain that hunger is sometimes common among lodger students.

Jocobs (1991) observes that school feeding programmes enhance pupil achievement. It is therefore obvious that since hunger is common among lodger students, the academic record of students who lodge may be affected.

The item also shows that 2 or 13,3% of the 15 teachers deny that hunger is common among lodger students.

Item 5.3.2.6

Do parents at lodger homes love lodger students as their own children?

	Never	Sometimes	Always	Total
Responses	13	2	-	15
Percentages	86,7	13,3	0,0	100

Data reflected in this item shows that the overwhelming majority, namely 13 (86,7%) of the 15 teachers maintain that parents at lodger homes do not love the lodger students as their own children. Parental love, among other things, enables the child to venture and explore into the world with less tension and anxiety (Mlondo, 1987; Van der Ross, 1976; Raven, 1980 and Wolfendale, 1989). Insecurity resulting from lack of parental love, as stated in item 5.3.2.4, leads to poor educational performance.

In addition, the item reflects 2 (13,3%) of the 15 teachers as stating that parents at lodger homes sometimes love lodger students as their own children.

Item 5.3.2.7

Are lodger students prone to aggressiveness?

	Yes	Sometimes	No	Total
Responses	7	4	4	15
Percentages	46,7	26,7	26,7	100

This item reflects that 7 (46,7%) of the 15 teachers believe that lodger students are prone to aggressiveness. Four (26,7%) of the 15 teachers maintain that lodger students are sometimes prone to aggressiveness.

Unfriendly behaviour, such as aggressiveness, is not helpful to the educational efforts of those who practise it as well as those who experience it. Lovell (1964) points out that a friendly school environment is helpful to the educational efforts of the students.

Data in this item also shows that 4 (26,7%) of the 15 respondents deny that lodger students are prone to aggressiveness.

Item 5.3.2.8

Do children at lodger homes steal from each other?

	Yes	Sometimes	No	Total
Responses	8	5	2	15
Percentages	53,3	33,3	13,3	100

According to the figures in the foregoing item, the majority of the 15 respondents, namely 8 (53,3%) agree that lodger students steal from each other.

In addition, 5 or 33,3% of the 15 respondents believe that lodger students sometimes steal from each other. Stealing leads to insecurity on the part of students whose property has been stolen. This can adversely affect educational performance.

The item also shows that 2 or 13,3% of the 15 teachers deny that children at lodger homes steal from each other.

Item 5.3.2.9

Do parents at lodger homes help students with homework?

	Never	Sometimes	Always	Total
Responses	13	2	-	15
Percentages	86,7	13,3	0,0	100

Data reflected above depicts that 13 (86,7%) of the 15 respondents maintain that parents at lodger homes never help students with their homework. Educational sociologists such as Wolfendale (1989), and Lareau (1989) point out that parents who involve themselves in their children's school work greatly enhance the educational effort of their children.

The figures also show that 2 or 13,3% of the 15 teachers maintain that lodger parents do sometimes help students with their homework.

Item 5.3.2.10

Do parents at lodger homes motivate students to learn?

	Yes	Sometimes	No	Total
Responses	-	1	14	15
Percentages	0,0	6,7	93,3	100

This item shows that the general feeling among the majority of 14 (93,3%) of the 15 teachers is that parents at lodger homes do not motivate the students to learn.

Macbeth (1989) and supported by Mzoneli (1991) argue that the parents and the home provide a powerful learning environment for the child. Data also

shows that only one (6,7%) of the 15 respondents maintains that lodger parents do sometimes motivate students to learn.

Item 5.3.2.11

Which word in the following best describes the attitude of parents at lodger homes?

	Responses	Percentages
Indifferent	13	86,7
Concerned	-	0,0
Sympathetic	-	0,0
Authoritative	2	13,3
Total	15	100

Data emanating from the foregoing item shows that 13 (86,7%) of the teacher sample point out that lodger parents display an attitude of indifference towards the lodger students.

Data also shows that 2 or 13,3% of the 15 teachers maintain that lodger parents are perceived as authoritative towards the lodger students.

Tlale (1991), supported by Lovell (1964); Ottoway (1962) and Farrant (1986) points out that authoritarianism may be rewarded by under-achievement on the part of the students.

Item 5.3.2.12

Do children at lodger homes get enough time to attend to their homework?

	Never	Sometimes	Always	Total
Responses	11	3	1	15
Percentages	73,3	20,0	6,7	100

According to item 5.3.2.12 the majority of 11 or 73,3% of the 15 respondents believe that children at lodger homes never get enough time to attend to their studies. Homework is set to consolidate work done in class and to encourage independent study (Macbeth, 1989 and Lareau, 1989). It would appear that lodger students will under-perform at school since they do not get enough time to attend to their homework.

In addition, the item also shows that 3 (20%) of the 15 teachers maintain that lodger students do sometimes get enough time to attend to their homework.

Data also reflects that 1 (6,7%) of the 15 teachers believes that lodger students always get enough time to attend to their homework.

Item 5.3.2.13

Do parents at lodger homes visit the schools to monitor the progress of children under their care?

	Yes	Sometimes	No	Total
Responses	-	-	15	15
Percentages	0,0	0,0	100	100

Data provided by this item shows that all the 15 respondents (100%) maintain that lodger parents do not visit the schools to monitor the progress of children under their care. In item 5.3.2.13 it was pointed out that black parents seldom visit the schools to monitor the progress of their children. But with the lodger parents the non-visitation of schools is total. Lareau (1989) supported by Morrish (1978) points out that school visits by

parents to monitor children's progress in school enhances the educational performance of those children.

It would appear, from the statistics reflected above, that in this regard, lodger students are more disadvantaged than non-lodger students.

Item 5.3.2.14

Do lodger homes provide enough learning material such as books, radio and television for students?

	Yes	Sometimes	No	Total
Responses	-	3	12	15
Percentages	0,0	20,0	80,0	100

The above data shows that the majority, namely 12 or 80% of the 15 respondents deny that parents at lodger homes provide enough learning material such as books, radios and television for students. Green (1968); Wiseman (1964, 1966, 1968); Canant (1961) and others point out that the provision of learning material helps the students greatly in their education.

The item also shows that 3 or 20% of the 15 respondents maintain that lodger homes sometimes do provide enough learning material as stated above.

Item 5.3.2.15

Are lodger students disciplined?

	Yes	Sometimes	No	Total
Responses	3	3	9	15
Percentages	20,0	20,0	60,0	100

Figures released by the foregoing item reflect that the majority, namely 9 or 60% of the 15 teachers indicate that lodger students are not disciplined. Educationists, such as Ottoway (1962), and Mashau (1979) argue that good self-discipline is a necessity for good educational performance.

Secondly, the data also shows that 3 or 20% of the 15 teachers observed that lodger students are disciplined. An equal number (3 or 20%) maintain that lodger students are sometimes disciplined.

Item 5.3.2.16

Do parents at lodger homes exercise their authority over lodger students?

	Yes	Sometimes	No	Total
Responses	1	3	11	15
Percentages	6,7	20,0	73,3	100

The data above shows that parents at lodger homes are not seen to be exercising their authority over lodger students. The majority, namely 11 or 73,3% of the 15 teachers hold this view. In item 5.3.2.15 it was pointed out that Ottoway (1962) and Mashau (1979) stress the importance of discipline on the educational efforts of the students.

Data also depicts that 3 (20%) of the 15 respondents believe that parents at lodger homes do sometimes exercise their authority over lodger students. In addition, 1 (6,7%) of the 15 respondents agrees that parents at lodger homes do exercise authority over lodger students.

Item 5.3.2.17

Girls who fall pregnant change schools and end up as lodgers in other schools. Which word best describes their educational performance?

	Responses	Percentages
Good	-	0,0
Average	3	20,0
Poor	12	80,0
Total	15	100

According to the respondents, the educational performance of such girls is poor. This is the view of the majority, namely 12 or 80% of the 15 teachers. In item 5.2.2.17 the responses of 107 or 55,4% of the 193 student respondents reflected the same view. On the strength of the above evidence one is inclined to believe that the educational performance of girls who change schools because of pregnancy and end up as lodgers in another school is poor.

This item shows that 3 or 20% of the 15 respondents maintain that the educational performance of those girls is average.

Item 5.3.2.18

In your opinion, where does the majority of lodger students come from?

	Responses	Percentages
Working class families	11	73,3
Middle-class families	4	26,7
High-class families	-	0,0
Total	15	100

Data provided by these figures show that the majority, namely 11 or 73,3% of the 15 respondents believe that lodger students come from working class families.

Educational sociologists such as Banks (1987); Macleod (1989); Grambs (1965) and others maintain that children from working class families have a tendency to under-perform in school.

It can be assumed that since lodger students come from working class families, as the responses reflect, they are likely to under-perform in school.

In addition, data shows that 4 or 26,7% of the 15 respondents maintain that lodger students come from middle-class families.

Item 5.3.2.19

Which of the following groups would you associate with lodging at private homes?

	Responses	Percentages
Children from large families	14	93,3
Children from small families	1	6,7
Total	15	100

According to the figures displayed in this item, the overwhelming majority, namely 14 or 93,3% of the 15 respondents, believe that lodger students come from large families.

According to Craft (1970) supported by Douglas (1968) and Jacobs (1991),

family size is associated with the social class of the family. Working class families have a tendency to have large families. Working class families, as has been pointed out by Lareau (1989); Macleod (1989) and Banks (1987) in item 5.3.2.18 produce children who under-achieve in school.

In addition, 1 (6,7%) of the 15 respondents maintain that children from small families are associated with lodging at private homes.

Item 5.3.2.20

Harsh corporal punishment at school may be rewarded with absenteeism. Which group of students is prone to this practice of absenteeism?

	Responses	Percentages
Non-lodgers	7	46,7
Lodgers	8	53,3
Total	15	100

On the basis of the figures from the above item, the general response is that both lodger and non-lodger students are prone to absenteeism as a result of harsh punishment at school.

However, 8 (53,3%) of the 15 teachers believe that lodger students are prone to this practice of absenteeism. In item 5.2.2 (20) the negative effects of harsh corporal punishment (Hentoff, 1973), coupled with the negative effects of absenteeism on the educational performance of students has been pointed out.

Due to the above observation, it would appear that lodger students will have a poor scholastic record because they are prone to absenteeism as a result of harsh corporal punishment at school

Data depicted above, also shows that 7 or 46,7% of the 15 respondents maintain that non-lodgers, as well, are prone to absenteeism as a result of harsh corporal punishment at school.

Item 5.3.2.21

An attitude of indifference to learning problems on the part of the teacher leads to dislike of schooling. Which group of students suffer most from this attitude?

	Responses	Percentages
Non-lodgers	6	40,0
Lodgers	9	60,0
Total	15	100

This item reflects that 9 (60%) of the 15 teachers believe that lodgers suffer most from the teacher's indifference to the students' learning problems. Data also, depicts that of the 15 teachers, 6 (40%) indicate that non-lodgers as well suffer from this negative attitude of the teachers which manifests itself in being indifferent to pupils' learning problems.

Item 5.3.2.22

Some students prefer lodging at private homes because their home schools do not offer subjects they need as future job seekers. How would you rate the educational performance of such students?

	Responses	Percentages
Good	-	0,0
Average	5	33,3
Poor	10	66,7
Total	15	100

From the above item, the majority, namely 10 or 66,7 of the 15 teachers rate the educational performance of such students as poor. Five (5) or 33,3% of the 15 teachers believe that these students have an average educational performance. No respondent considers the educational record of these students as good.

Item 5.3.2.23

Motivation is essential for success in learning. Which group of students lacks self-motivation?

	Responses	Percentages
Non-lodgers	7	46,7
Lodgers	8	53,3
Total	15	100

According to the above figures, there is only a difference of 1 between the responses for non-lodgers and lodgers. This shows that according to the teachers, both lodgers, and non-lodgers lack self-motivation.

Data above reflects that 8 (53,3%) out of 15 maintain that lodger students lack self-motivation. Out of 15 responses 7 (46,7%) believe that non-lodgers too lack self-motivation.

Item 5.3.2.24

Late coming disturbs the educational effort of the students. Is this practice common among lodger students?

	Yes	Sometimes	No	Total
Responses	11	3	1	15
Percentages	73,3	20,0	6,7	100

Data reflected in the foregoing item shows that the majority of the respondents, namely 11 (73,3%) out of 15, believe that late coming is common among lodger students.

This item also shows that 3 or 20% of the 15 respondents maintain that late coming to school is sometimes common among lodger students. Only one respondent, (6,7%) of the total of 15, denies that late coming is common among lodger students.

Item 5.3.2.25

Female lodger students sometimes engage in cohabitation. Which word best describes their educational performance?

	Responses	Percentages
Good	-	0,0
Average	1	6,7
Poor	14	93,3
Total	15	100

The overwhelming majority, namely 14 or 93,3% of the 15 respondents rate the educational performance of female lodger students who cohabit as poor. Only one respondent, which is 6,7% of the total of 15, rates their educational performance as average. No respondent regard the educational performance of such students as good. This rating concurs with that of students in item 5.2.2.25 where 163 or 84,5% out of 193 rated them as poor, and 30 or 15,5% out of 193 regarded them as average performers.

On the basis of the above evidence, it would appear that the educational performance of cohabitating female students is poor.

Item 5.3.2.26

Students who lack self-confidence under-perform at school. Are lodger students associated with this tendency?

	Yes	Sometimes	No	Total
Responses	8	3	4	15
Percentages	53,3	20,0	26,7	100

According to the figures depicted in item 5.3.2.26, 8 or 53,3% of the 15 respondents agree that lodger students are associated with the lack of self-confidence. In item 5.2.2.26 it was pointed out that insecurity resulting from lack of self-confidence has a negative effect on the educational performance of the students.

The figures, however, reflect that 4 (26,7%) of the 15 respondents deny that lodger students lack self confidence.

Item 5.3.2.27

Alcohol abuse and dagga smoking is a fairly common problem facing many schools. Which of the following groups would you associate with this problem?

	Responses	Percentages
Non-lodgers	6	40,0
Lodgers	9	60,0
Total	15	100

Statistics from this item show that the problem of alcohol abuse and dagga smoking is a fairly common problem among lodgers (60%) and non-lodgers (40%).

However, the majority of the responses, 9 or 60% point to the lodgers as more given to alcohol abuse and dagga smoking. This is against 6 or 40% of the 15 responses which regard non-lodgers as also prone to alcohol abuse and dagga smoking. In item 5.2.2.27 the dangers of alcohol abuse and dagga smoking and their negative effect on the educational performance were stated.

In view of the above evidence, it is likely that the educational effort of lodger students will be hindered since they are associated with alcohol abuse and dagga smoking.

Item 5.3.2.28

Poverty in the rural areas drive many students to stay as lodgers in township houses. How is the educational performance of these students?

	Responses	Percentages
Good	-	0,0
Average	5	33,3
Poor	10	66,7
Total	15	100

According to the statistics given in item 5.3.2.28, 10 or 66,7% of 15 respondents maintain that the educational performance of such students is poor. Macdonald (1994); Jacobs (1991) and Ezewu 1986) have pointed out the negative effects of poverty on the educational effort of the students.

Item 5.3.2.29

Some students may lodge in private homes in order to escape social unrest from political factions in their own areas. How would you describe the educational performance of these students?

	Responses	Percentages
Good	-	0,0
Average	4	26,7
Poor	11	73,3
Total	15	100

This item reflects that 11 (73,3%) of the 15 teachers rate the educational performance of students from politically instigated unrest areas as poor. In item 5.2.2.29 the majority of the students, namely 124 (64,2%) held the same view.

The negative effects of politically instigated violence on the educational performance of the students were pointed out in item 5.2.2.29.

Data from the foregoing item also depicts that 4 (26,7%) of the 15 teachers are of the opinion that students from politically violent areas are average scholastic performers.

Item 5.3.2.30

Mutual cooperation between the school and the society which the school is serving is beneficial to the educational efforts of the students. How would you describe the cooperation between the lodger homes and their community schools?

	Responses	Percentages
Good	-	0,0
Average	2	13,3
Poor	13	86,7
Total	15	100

Item 5.3.2.30 depicts that 13 (86,7%) of the 15 teachers describe the cooperation between the lodger homes and their community schools as poor. In item 5.2.2.30 the educational benefits of mutual cooperation between the school and their communities were pointed out.

The figures released above also show that 2 (13,3%) of the 15 teachers maintain that the cooperation between the school and the lodger homes is fair.

Item 5.3.2.31

Society benefits from the educational success of its children, and the high failure rate in matric among the black students is a cause for concern for the black society. In your opinion which of the following groups in this circuit contributes more to this high failure rate phenomenon?

	Responses	Percentages
Non-lodgers	5	33,3
Lodgers	10	66,7
Total	15	100

Item 5.3.2.31 depicts that 10 (66,7%) of the 15 teachers are of the opinion that it is lodger students who contribute more to the high failure rate in matric in the Nongoma circuit. Of the 15 teachers, 5 (33,3%) believe that non-lodgers too contribute to the high rate of failures in matric. In item 5.2.2.31 the majority of the students, namely 109 (56,5%) were of the same opinion.

On the strength of the opinions of both students and teachers in items 5.2.2.31 and 5.3.2.31 respectively, it would appear that lodger students have a poor educational performance record.

5.4   CONCLUSION

The foregoing chapter presented the analysis and interpretation of data that was gathered by means of a questionnaire from the students and the teachers of the five (5) schools.

The next chapter will give findings from the whole study as well as recommendations based on the data which has just been analyzed and interpreted.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

1.1   INTRODUCTION

This chapter will draw a final summary of the research project.   The investigator will also present conclusions and recommendations from the whole study.

6.2   THE SYNOPSIS

6.2.1   The purpose of the study

The main purpose of this study was to investigate the relationship between lodging at private homes by some students and their educational performance.

Five selected post-primary schools in the Nongoma and KwaSimdlangentsha Magisterial Districts were investigated for this purpose.

6.2.2   Restatement of the Problem

Students who lodge at private homes are left to themselves.   They lack parental supervision, motivation and support.   The absence of parental supervision encourages problems such as dodging of classes, absenteeism

from school, late coming, poor personality and social development of students. These problems adversely affect the students' performance at school.

The researcher is of the opinion that students who lodge at private homes live in an environment which does not promote a healthy positive attitude towards learning.

6.2.3 Methods used for data gathering

In this study both the historical background to lodging by black students and literature review formed the framework for the design and the construction of the empirical study instrument, namely the questionnaire. The following conclusions emanated from the data:

6.3 CONCLUSIONS

6.3.1 Findings on home factors associated with lodging and their effect on educational performance

From the review of literature, the following home factors seem to have a bearing on the educational performance of the students.

(a) **Social class of the family**

This study concluded that the majority of lodger students come from working class families. There is a tendency for children of working

class families, as shown by numerous studies, to under-perform at school and to leave school at the earliest permitted age.

(b)   **Size of the family**

This study found that many lodger students come from large families. Sometimes family members range between 5 and 7 and in some instance they range between 8 and 10.

(c)   **Distressing home conditions**

According to the findings of this project, distressing conditions are prevalent at private homes. Rooms are often overcrowded, incidences of noise and hunger are reported to be common among lodger students.

This situation leads to insecurity on the part of the students affected. The study found, in addition, that this distressing state of affairs is further aggravated by an unconcerned and authoritative attitude of some parents at lodger homes.

(d)   **Parental school involvement and educational performance**

This study has concluded that:

(i)   The majority of parents at lodger homes do not motivate their lodger students to learn. When parents take an active interest

in, and provide support for their children's school work, then the effects can be both dramatic and long lasting.

(ii)   In most cases, parents at lodger homes do not create suitable conditions for lodger students to study and to do homework. Homework enhances the chances of educational success for the students because it consolidates and reinforces work done in class.

(iii)   There is no or little contact between lodger parents and the schools where lodger students learn. The majority of the respondents maintained that parents at lodger homes never pay school visits to monitor the progress of children under their care. Thus, the teachers may not fully appreciate the problems experienced by lodger students at lodger homes.

(e)   **Parental discipline and the educational performance of the students**

According to this study discipline is lacking at lodger homes. The common perception of the respondents is that parents at lodger homes do not exercise effective discipline and that lodger students are not disciplined.

Discipline helps the students to easily adapt to the environment of the school. Eventually it leads to the development of self-discipline which is a prerequisite for studying.

The statement of the problem of this study contends that life

conditions at lodger homes provide an environment that is not conducive to learning. Evidence brought forward on home factors at lodger homes through data presented above, confirms this assumption. The prevailing of life conditions at lodger homes, as revealed above, negates the educational endeavours of the schools.

6.3.2 Findings on social factors associated with lodging and their effect on educational performance

This study has revealed that there are numerous social factors which give rise to the necessity to lodge at private homes. These factors have been grouped as follows:

(a) **Socio-economic**

This study has concluded that the scholastic performance of students lodging in the township homes, in order to escape from poverty in the rural areas, is poor.

(b) **Socio-cultural**

This study has concluded that girls who fall pregnant and then change schools, because of societal and cultural pressure, have a tendency to under-achieve educationally.

(c) **Socio-political**

This project has concluded that the educational records of students who lodge to escape from political violence in their own areas is poor.

(d)   Socio-geographical

This study has concluded that the scholastic performance of students affected by geographical factors such as long travelling distances, lack of transport, and the absence of continuation classes, and therefore forced to lodge at private homes, is poor.

Given life at lodger homes where a policy of *laissez-faire*, in most cases prevails, as confirmed by the majority of the responses, educational under-performance by the lodging students is the logical result.

6.3.3   Findings on school factors associated with lodging and its effects on educational performance

This project has shown that the school itself may provide a climate for poor educational performance by the students. This study has brought the following conclusions to the fore:

(a)   Many lodger students absent themselves from school because the school employs unnecessary forms of punishment such as harsh corporal punishment.

(b)   In addition, this research has found that lodger students suffer most from the teacher's indifference to their learning problems.

6.3.4   Findings on student factors associated with lodging and their effects on educational performance

Regarding student factors which impact on the educational efforts of the

students, this project has concluded that:

(a)   A number of lodger students lack self-motivation.

(b)   Late-coming to school is common among lodger students. Late-
        coming to school hinders the educational efforts in that lessons
        missed may not be recovered by the late-coming students.

(c)   In addition, alcohol abuse and dagga smoking is more common among
        lodger students.   Alcohol abuse and dagga smoking retard the
        educational endeavour of the students.

From these conclusions, as well as interpretations in Chapter Five, the
following recommendations flow.

6.4   RECOMMENDATIONS

6.4.1   Recommendations directed to parents

(a)   The parents should be urged to campaign for more schools in their
        areas to accommodate all the students.

(b)   The rural communities should work creatively with their local
        government authorities for improvement of their areas.   Parent
        associations should influence their local *"induna"* and even their
        tribal *"inkosi"* to have more schools and better road facilities erected

in their areas, as part of reconstruction and development. Basic necessities such as clean water, clean toilets and children playgrounds should be made available in all the schools. This will eventually eliminate the need to lodge at private homes.

6.4.2 Recommendations directed to teachers and principals

(a)   The principals of schools, the heads of departments and the class teachers should constantly monitor their students' school progress.

(b)   On admission of pupils, the principal and his staff must ensure that the number of students admitted is manageable. This will make it possible for teachers to reach out and render individual guidance to the students where this is needed.

(c)   The teachers should minimize the application of corporal punishment. Corporal punishment has a negative effect not only on teacher-pupil relations, but it may cause deterioration in educational performance.

(d)   Furthermore, the principal and the staff should commit themselves to the maintenance and strengthening of the bonds of friendship between the school and the home. In this regard the principals and the teachers should point out that the private home may not be an effective substitute for a true home.

(e)   In addition, the principals of schools should request the education authorities to grant them posts for "Guidance" and "Remedial" teachers.

The help rendered by the Guidance teacher in counselling the students in their adolescent problems, will stabilise the situation in most post-primary schools. The specialised guidance of the remedial teacher will ensure that the child's learning problems are dealt with in a professional and effective manner. The satisfaction resulting from this practice on the part of the students may eliminate the necessity to lodge in a private home.

(f)   The principals and the teachers must ensure that the subject package shown in the school curriculum reflects the needs and aspirations of the community the school is serving. The subject combination should satisfy the aspirations of students as future job seekers. In the opinion of the researcher, this may serve to minimize the need to lodge at private homes near to a school with a subject package which is meaningful to the students.

6.4.3   Recommendations directed to Government and other stakeholders in black education

(a)   The Government is urged to embark on a policy of equal distribution of educational resources. There should be a decentralization of educational institutions away from the cities to the rural and farming communities. The aspirations of the students from the rural and farming areas are the same as those of students from the cities.

Comprehensive and technical schools are a necessity for all the communities of this country. All the children of this country should be afforded an equal chance of access to these institutions.

(b) The Government is urged to play a major role in the erection of classrooms in the rural areas. Most communities cannot afford to build decent structures before the Government meets them on a Rand for Rand basis. There is a tendency for students to identify with schools with adequate schooling facilities, and consequently to lodge at private homes close to those schools.

6.5   GENERAL CONCLUSION

Education is a national asset: The challenges of convenient access to education for all, faces the nation, namely Government, schools, society and students.   This research has recommended a way forward to assist in the problems faced by lodger students.   Further research and action is necessary to make education available to all, particularly to rural students.

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APPENDIX A

QUESTIONNAIRE TO STUDENTS

You are cordially invited to complete this questionnaire. The information given will be treated as confidential.

Do not write your name on the questionnaire. There are no right or wrong answers.

Kindly make a cross (X) where applicable, in the appropriate space. Raise your hand if you need help.

SECTION A: PERSONAL PARTICULARS

1.   Locality of the respondents' school

Rural   ☐

Urban   ☐

Semi-urban   ☐

2.   Number of children in respondent;s family

1   ☐   5-7   ☐

2   ☐   8-10   ☐

3   ☐   11 +   ☐

4   ☐

3.   **Accommodation of the respondents**

Lodger   ☐

Non-lodger   ☐

4.   **Occupation of the respondent's parent/guardian**

Unemployed   ☐

Self-employed   ☐

Labourer   ☐

Artisan   ☐

Professional   ☐

5.   **Number of years of respondent in this class**

1st   ☐

2nd   ☐

3rd   ☐

4th   ☐

SECTION B: INFORMATION CONCERNING EFFECTS OF LODGING ON EDUCATIONAL PERFORMANCE

1.   **Do lodger students usually come from large families?**

Never   ☐

Sometimes   ☐

Always   ☐

2.   Are children at lodger homes overcrowded?

Yes   ☐

Sometimes   ☐

No   ☐

3.   Are homes where students lodge usually noisy?

Never   ☐

Sometimes   ☐

Always   ☐

4.   Do parents at lodger homes pay attention to physical, social and spiritual needs of lodger students?

Yes   ☐

Sometimes   ☐

No   ☐

5.   Is hunger common among lodger students?

Yes   ☐

Sometimes   ☐

No   ☐

6.   Do parents at lodger homes love lodger students as their children?

Never   ☐

Sometimes   ☐

Always   ☐

7.   Are lodger students prone to aggressiveness?

Yes   ☐

Sometimes   ☐

No   ☐

8.   Do children at lodger homes steal from each other?

Yes   ☐

Sometimes   ☐

No   ☐

9.   Do parents at lodger homes help students with homework?

Never   ☐

Sometimes   ☐

Always   ☐

10.   Do parents at lodger homes motivate students to learn?

Yes   ☐

Sometimes   ☐

No   ☐

11.   Which word in the following best describes the attitude of parents at lodger homes?

Indifferent   ☐   Authoritative   ☐

Concerned   ☐   Sympathetic   ☐

12. Do children at lodger homes get enough time to attend to their homework?

Yes   ☐

Sometimes   ☐

No   ☐

13. Do parents at lodger homes visit the schools to monitor the progress of children under their care?

Yes   ☐

Sometimes   ☐

No   ☐

14. Do lodger homes provide enough learning material such as books, radio, television for students?

Yes   ☐

Sometimes   ☐

No   ☐

15. Are lodger students disciplines?

Yes   ☐

Sometimes   ☐

No   ☐

16. Can parents at lodger homes exercise their authority over lodger students?

Yes ☐

Sometimes ☐

No ☐

17. Girls who fall pregnant change schools and end up as lodgers. Which word best describes their educational performance?

Good ☐

Average ☐

Poor ☐

18. In your opinion, where does the majority of lodger students come from?

Working class families ☐

Middle-class families ☐

High-class families ☐

19. Which of the following groups would you associate with lodging at private homes?

Children from large families ☐

Children from small families ☐

20.   Harsh corporal punishment at school may be rewarded with absenteeism. Which group of students is prone to this practice of absenteeism?

Non-lodger students   ☐

Lodger students   ☐

21.   An attitude of indifference to students' learning problems on the part of the teacher leads to dislike of schooling. Which group of students suffer most from this attitude?

Non-lodger students   ☐

Lodger students   ☐

22.   Some students prefer lodging at private homes because their home schools do not offer subjects they need as future job seekers. How would you rate the educational performance of such students?

Good   ☐

Average   ☐

Poor   ☐

23.   Motivation is essential for success in learning. Which group of students lacks self-motivation?

Non-lodger students   ☐

Lodger students   ☐

24.   Late coming disturbs the educational effort of the students. Is this practice common among lodger students?

Yes   ☐

Sometimes   ☐

No   ☐

25.   Female lodger students sometimes engage in cohabitation. Which word best describes their educational performance?

Good   ☐

Average   ☐

Poor   ☐

26.   Students who lack self-confidence under-perform.   Are lodger students associated with this tendency?

Yes   ☐

Sometimes   ☐

No   ☐

27.   Alcohol abuse and dagga smoking is a fairly common problem facing many schools. Which of the following groups would you associate with this problem?

Non-lodger students   ☐

Lodger students   ☐

28. Poverty in the rural areas drives many students to stay as lodgers in township houses. How is the educational performance of these students?

Good ☐

Average ☐

Poor ☐

29. Some students may lodge in private homes in order to escape social unrest from political factions in their own areas. How would you describe the educational performance of these students?

Good ☐

Average ☐

Poor ☐

30. Mutual cooperation between the school and the society which the school is serving is beneficial to the educational efforts of the students. How would you describe the cooperation between lodger homes and the community schools?

Good ☐

Average ☐

Poor ☐

31 Society benefits from the educational success of its children, and the high failure rate in matric among the black students is a cause for concern for the black society. In your opinion which of the following groups in this circuit contributes more to the high failure rate phenomenon?

Non-lodger students ☐

Lodger students ☐

APPENDIX B

QUESTIONNAIRE TO TEACHERS

You are cordially invited to complete this questionnaire. The information given will be treated as confidential.

Do not write your name on the questionnaire. There are no right or wrong answers.

Kindly make a cross (X) where applicable, in the appropriate space. Raise your hand if you need help.

SECTION A: PERSONAL PARTICULARS

1.   Sex of the respondents

Male   ☐

Female   ☐

2.   Age distribution of the respondents

Less than 25   ☐

26 to 30   ☐

31 to 35   ☐

36 to 40   ☐

Above 40   ☐

3.　Academic and professional qualifications of respondents

Std. 10 without professional certificate ☐

Std. 10 plus professional certificate ☐

University degree plus certificate ☐

4.　Experience as teacher

Less than 5 years ☐

6 to 10 years ☐

11 to 20 years ☐

21 or more years ☐

SECTION B: INFORMATION CONCERNING EFFECTS OF LODGING ON EDUCATIONAL PERFORMANCE

1.　Do lodger students usually come from large families?

Never ☐

Sometimes ☐

Always ☐

2.　Are children at lodger homes overcrowded?

Yes ☐

Sometimes ☐

No ☐

3.   Are homes where students lodge usually noisy?

Never   ☐

Sometimes   ☐

Always   ☐

4.   Do parents at lodger homes pay attention to physical, social and spiritual needs of lodger students?

Yes   ☐

Sometimes   ☐

No   ☐

5.   Is hunger common among lodger students?

Yes   ☐

Sometimes   ☐

No   ☐

6.   Do parents at lodger homes love lodger students as their children?

Never   ☐

Sometimes   ☐

Always   ☐

7.   Are lodger students prone to aggressiveness?

Yes   ☐

Sometimes   ☐

No   ☐

8.   Do children at lodger homes steal from each other?

Yes   ☐

Sometimes   ☐

No   ☐

9.   Do parents at lodger homes help students with homework?

Never   ☐

Sometimes   ☐

Always   ☐ .

10.   Do parents at lodger homes motivate students to learn?

Yes   ☐

Sometimes   ☐

No   ☐

11.   Which word in the following best describes the attitude of parents at lodger homes?

Indifferent   ☐   Authoritative   ☐

Concerned   ☐   Sympathetic   ☐

12.   Do children at lodger homes get enough time to attend to their homework?

Yes   ☐

Sometimes   ☐

No   ☐

13.   Do parents at lodger homes visit the schools to monitor the progress of children under their care?

Yes   ☐

Sometimes   ☐

No   ☐

14.   Do lodger homes provide enough learning material such as books, radio, television for students?

Yes   ☐

Sometimes   ☐

No   ☐

15.   Are lodger students disciplines?

Yes   ☐

Sometimes   ☐

No   ☐

16. Can parents at lodger homes exercise their authority over lodger students?

Yes   ☐

Sometimes   ☐

No   ☐

17. Girls who fall pregnant change schools and end up as lodgers. Which word best describes their educational performance?

Good   ☐

Average   ☐

Poor   ☐

18. In your opinion, where does the majority of lodger students come from?

Working class families   ☐

Middle-class families   ☐

High-class families   ☐

19. Which of the following groups would you associate with lodging at private homes?

Children from large families   ☐

Children from small families   ☐

20. Harsh corporal punishment at school may be rewarded with absenteeism. Which group of students is prone to this practice of absenteeism?

Non-lodger students ☐

Lodger students ☐

21. An attitude of indifference to students' learning problems on the part of the teacher leads to dislike of schooling. Which group of students suffer most from this attitude?

Non-lodger students ☐

Lodger students ☐

22. Some students prefer lodging at private homes because their home schools do not offer subjects they need as future job seekers. How would you rate the educational performance of such students?

Good ☐

Average ☐

Poor ☐

23. Motivation is essential for success in learning. Which group of students lacks self-motivation?

Non-lodger students ☐

Lodger students ☐

24. Late coming disturbs the educational effort of the students. Is this practice common among lodger students?

Yes ☐

Sometimes ☐

No ☐

25. Female lodger students sometimes engage in cohabitation. Which word best describes their educational performance?

Good ☐

Average ☐

Poor ☐

26. Students who lack self-confidence under-perform. Are lodger students associated with this tendency?

Yes ☐

Sometimes ☐

No ☐

27. Alcohol abuse and dagga smoking is a fairly common problem facing many schools. Which of the following groups would you associate with this problem?

Non-lodger students ☐

Lodger students ☐

28. Poverty in the rural areas drives many students to stay as lodgers in township houses. How is the educational performance of these students?

Good ☐

Average ☐

Poor ☐

29. Some students may lodge in private homes in order to escape social unrest from political factions in their own areas. How would you describe the educational performance of these students?

Good ☐

Average ☐

Poor ☐

30. Mutual cooperation between the school and the society which the school is serving is beneficial to the educational efforts of the students. How would you describe the cooperation between lodger homes and the community schools?

Good ☐

Average ☐

Poor ☐

31 Society benefits from the educational success of its children, and the high failure rate in matric among the black students is a cause for concern for the black society. In your opinion which of the following groups in this circuit contributes more to the high failure rate phenomenon?

Non-lodger students ☐

Lodger students ☐

APPENDIX C
TABLE 1

NOVEMBER 1993 STANDARD 10 FINAL ANALYSIS

Circuit	Entry	Pass	Fail	A	B	100 %	PM	%	PS	%		Position
Bergville	1784	847	937	-	-	1	243	13.62	604	33.85	52.53	8
Enseleni	2156	936	1220	-	-	-	162	07.51	774	35.89	56.60	4
Hlabisa	1485	896	589	-	3	-	257	17.30	639	43.03	60.33	3
Inkanyezi	1478	777	701	-	1	-	215	14.54	562	38.02	52.56	7
KwaMashu	3008	448	2560	-	-	-	63	02.09	385	12.79	14.88	25
Madadeni	3952	2126	1826	-	12	1	619	15.66	1507	38.13	53.79	6
Mahlabathini	1595	719	876	-	1	1	235	14.73	484	30.34	45.07	12
Maphumulu	2400	952	1448	-	1	-	208	08.66	744	31.00	39.66	16
Mehlwesizwe	2327	931	1396	-	1	-	174	07.47	757	32.53	40.00	15
Mnambithi	1584	750	834	-	2	-	183	11.55	567	35.79	47.34	10
Mpumalanga	1611	436	1175	-	1	-	106	06.58	330	20.48	27.06	23
Msinga	3412	1335	2077	-	-	-	241	07.06	1094	32.06	39.12	18
Ndwedwe	1708	696	1012	-	1	-	176	10.30	520	30.44	40.74	14
Nkandla	1059	378	681	-	-	-	78	07.37	300	28.32	35.69	21
Nongoma	2829	1302	1527	-	3	1	304	10.75	998	35.27	53.97	5
Nquthu	2166	974	1192	-	1	-	207	09.55	767	35.41	44.96	13
Pholela	1714	450	1264	-	-	-	49	02.86	401	23.39	26.25	24
Port Shepstone	767	529	238	-	-	-	156	20.35	373	48.63	68.96	1
Umbombo	2027	951	1076	-	-	1	231	11.39	720	35.52	46.91	11
Umbumbulu	1951	531	1420	-	-	-	114	05.84	417	21.37	27.21	22
Umlazi North	1020	402	618	-	1	-	125	12.25	277	27.16	39.41	17
Umlazi South	1172	733	439	-	9	-	284	24.23	449	38.31	62.54	2
Umzinto	855	327	528	-	-	-	50	05.85	277	32.39	38.24	19
Umzumbe	1168	613	555	-	1	1	189	16.18	424	36.30	52.48	9
Vulindlela	1471	549	922	-	-	-	152	10.40	396	26.92	37.32	20
				1	6		4822		14766			

Total entries = 46699

Total passes = 19588

Total failures = 27111

Pass percentage = [41.93%]

TABLE 2 TABLE OF COMMERCE AND SCIENCE BIAS IN NONGOMA CIRCUIT SENIOR SECONDARY SCHOOLS

		Maths	B. Econ.	Accounting	Geography	Economics	Typing	Agriculture	Phys. Science	Biology	Physiology	Home Econ.	Total
01	Bhekuzulu	60	105	20	37	20		36	40	65			105
02	Mlokothwa	71	27	70	12	27			43	55			82
03	Bambanani	38			25			46	13	110	44		154
04	Banzana	10			12			27	10	27			27
05	Bongokuhle	22			58					80			80
06	Dingukwazi	32			86				32	42	44		86
07	Dinuzulu	75		19	52	19			56	162			181
08	Dwaleni	36	13	18		18			31	68			86
09	Falaza	28			50			28	28	78			78
10	Fundukhaliphe							43		43			43
11	Hambangendlela	30	75		82				30	115			115
12	Hamu	12			07			19	12	19			19
13	Ivuna	30			137				30	137			137
14	Kanyekanye	86	200	29		29		10	33	235			268
15	Khanyiseluzulu	102		70	162	70			32	194			264
16	Khoza	13			13			13		13			13
17	Khulumeluzulu	13			18			45		45			45
18	Kwa-Denge	20	52		47	2		18	5	50			52
19	Kwaza	46	107	26	81	26				81		35	107
20	Kwa-Zwide	9						127					127
21	Magushwa	13			13				13	40			40
22	Mbhekwa	29						71	29	71			71
23	Mshanelowesizwe	30			64			21	30	64			64
24	Nhlanhlayethu	11			23			68	11	68			68
25	Nkowane				60					60			60
26	Nqabayembube				29					48			48
27	Ophongolo	32	07	12	41	12			15	58	15		73
28	Phumanyova	54			112				54	166			166
29	Phumzuzulu	27	100	28	73	20			27	52			100
30	Sibusiso	18			133				17	150			150
31	Sigqamise	40						40	40	107			107
32	Somile	17							17	17	48		65
33	Sozama	26			47			26		26	72		98
34	Thulwana	16			46				16	62			62
35	Uzwano	49		49	122	49				122			171
	Total ——>	1095	686	341	1642	292	—	638	664	2711	223	35	3412

TABLE 3

CURRICULUM OPTIONS FOR THE SECONDARY PHASE

STANDARD	TECHNICAL	COMMERCIAL	SCIENTIFIC	GENERAL	HUMANITIES
6 and 7	1. Vernacular 2. Afrikaans 3. English 4. Maths 5. General Science 6. T D 7. Std. 6: BASIC TRAINING IN 2 TECH. SKILLS Std. 7: TECH. SUBJ.	1. Vernacular 2. Afrikaans 3. English 4. Maths 5. B. Ec. 6. Accounting 7. TY/GEO & HI	1. Vernacular 2. Afrikaans 3. English 4. Maths 5. General Science 6. HI & Geo/TD 7. HEC/AGR/TD/WW	1. Vernacular 2. Afrikaans 3. English 4. Maths 5. General Science 6. HI & Geo 7. HEC/BIB/AGR/WW	1. Vernacular 2. Afrikaans 3. English 4. Maths 5. General Science 6. HI & Geo/Arts/Mus. 7. BIB/ARTS/MUSIC
8	1. Vernacular/English 2. Afr./Vern. : Eng./Afr. 3. Maths 4. Physical Science 5. T D 6. W & M OR ANY OTHER TECH. SUBJECT	1. Vernacular/English 2. Afr./Vern. : Eng./Afr. 3. Maths 4. Accounting 5. Econ./B. Econ. 6. Ty/BEC.	1. Vernacular/English 2. Afr./Varn/ : Eng./Afr. 3. Maths 4. P.Sc./HEC/WW 5. Biology 6. HEC/WW/Agr/T D	1. Vernacular/English 2. Vernacular : Eng./Afr. 3. Maths 4. HI/Geo. 5. HEC/Bib./Agr./WW 6. Biology	1. Vernacular/English 2. Afr./Vern./Eng./Afr. 3. Maths/Art /Music 4. HI/Art/Bib./Music 5. Geo/Art/Bib/Music 6. Art/Bib/Music
9 & 10	1. Vern./Eng. : Vern./Afr 2. Afr./Eng. 3. Tech. Subjects 4. Maths 5. Physical Science 6. T.D.	1. Vernacular 2. Afr./Eng. 3. Mat/C Mat/BEC/BEC/Ty 4. Acc./BEC/Ty 5. BE/EC/Ty 6. TY/B.Ec	1. Vern./Eng./Afr. 2. Afr./Eng. 3. Mat/HEC/TD/WW/Agr. 4. P.Sc/HEC/Agr./TD/WW 5. Bio./HEC/Agr./TD/WW 6. TD/Agr.	1. Vernacular 2. Afrikaans 3. Mat.HEC/TD/WW 4. HI/Geo./Bib. 5. Biology 6. TD/HI/Bib.	1. Vernacular./Afr. 2. Afr./Eng : Vern/Eng. 3. Maths/Art/Music/Bib. 4. HI/Art/Bib/Mus. 5. Geo./Art/Bib/Mus 6. Art/Bib/Mus.

TABLE 5

N C T 2

ADVISORY COUNCIL MEETING 07 JULY 1993

PRINCIPAL'S REPORT — 02 APRIL 1993 TO 06 JULY 1993

1.   ENROLMENT

The enrolment figures for the second trimester 1993 are as follows:

SECOND TRIMESTER 1993

	1st. Years	2nd Years	STC N1	STC N2	STC N3	TOTAL
CJC.	11	12	15	6	4	48
COM.	47	31	Nil	Nil	Nil	78
CBP.	18	12	12	5	Nil	47
EL.	14	15	Nil	Nil	Nil	29
MM.	14	12	Nil	11	Nil	37
MR.	10	10	Nil	Nil	Nil	20
PDS..	Nil	7	Nil	Nil	Nil	7
TA.	7	3	Nil	Nil	Nil	10
WM.	18	4	11	4	1	38
	139	106	38	26	5	314

Number of boarders 182
Number of day-scholars 132

TABLE 4   **N C T   1**

FIRST TRIMESTER 1993

	1st. Years	2nd Years	STC N1	STC N2	STC N3	TOTAL
COMMERCIAL	51	31		.		82
BRICKLAYING	18	9	14	11	-	52
CARPENTRY	12	13	16	11	4	56
ELECTRICAL	16	14				30
MOTOR MECHANICS	15	12	17	16	10	70
MOTOR BODY REPAIRS	11	8			--	19
PLUMBING	-	8				8
TAILORING	8	4				12
WELDING	18	4	8	7	2	39
	149	103	55	45	16	368

Number of boarders 206

Number of day-scholars 162

TABLE 6

N C T 3

ADVISORY COUNCIL MEETING 10 NOVEMBER 1993

PRINCIPAL'S REPORT — 07 JULY 1993 TO 09 NOVEMBER 1993

1. ENROLMENT

The enrolment figures for the third trimester 1993 are as follows:

THIRD TRIMESTER 1993

	1st. Years	2nd Years	STC N1	STC N2	STC N3	TOTAL
BM	5	4	7	1	2	19
CBP	10	4	7	5	Nil	26
CJC	8	9	10	7	4	38
COM	51	31	Nil	Nil	Nil	82
EL	14	13	Nil	Nil	Nil	27
MM	13	10	5	7	6	41
MR	9	10	Nil	Nil	Nil	19
PDS	Nil	5	Nil	Nil	Nil	5
TA	8	3	Nil	Nil	Nil	11
	118	89	29	20	20	268

Number of boarders 140
Number of day-scholars 128

TABLE 7   N C T 4

4.   ENROLMENT

The College re-opened on Monday 10 January 1994 and the enrolment figures for the first trimester 1994 are shown in the table:

	1st Year	2nd Year	Totals
BM.	15	8	23
CBP.	13	11	24
CJC.	19	13	32
COM.	34	34	68
EL.	16	13	29
*LW.	9	-	9
MM.	30	22	52
MR.	10	4	14
TA	2	7	9
	148	112	260

*LW = Leather work = 13 week course
Number of Boarders: 142
Number of Day-scholars: 118

5.   GENERAL

Prior to/

Key to abbreviations

a) BM   = Boiler-making/Welding
b) CBP = Carpentry, Brick-laying, plastering
c) CJC = Carpentry & Joinery
d) COM = Commercial
e) EL   = Electrical
f) MM   = Motor mechanic
g) MR   = Motor-body Repairs
h) TA   = Tailoring