UNIVERSITY OF ZULULAND

THE EFFECTS OF LEARNER MIGRATION ON ACADEMIC PERFORMANCE AT PRIMARY SCHOOLS IN THE LWAMONDO CIRCUIT

FOR THE FULFILMENT OF THE DEGREE OF THE MASTER OF EDUCATION

MUNYAI ALILALI KONE FLORENCE

IN THE FACULTY OF EDUCATION

UNIVERSITY OF ZULULAND

SUPERVISOR: PROF KUTAME A P

CO-SUPERVISOR: DR TSOTETSI C

2020

DECLARATION

I, Munyai Alilali Kone Florence, hereby declare that this Dissertation on “The effects of learner migration on academic performance at primary schools in the Lwamondo circuit” which is submitted to the University of Zululand in fulfilment of the academic requirement for the award of Master of Education, is my work, both in conception and in execution. I also declare that the work has not been presented for the award of any degree at any other university. All the sources that I have used or quoted have been indicated and acknowledged both in the text and in the list of references.

Signature: Date:…….

DEDICATION

In dedication to my husband, Gilbert and children Nduvho, Ipfi and Maano who supported and encouraged me throughout this whole journey. Ndo Livhuwa.

ACKNOWLEDGMENTS

I would like to express my appreciation to

- my supervisor Prof AP Kutame for the continuous support, useful critique and immense knowledge and his guidance;
- my co- supervisor Dr Tsotetsi C for guidance and knowledge in the subject;
- all principals and teachers who participated in this study which facilitated its completion;
- Freddy Madilonge who took his time and assisted me in typing, may the God Almighty bless him;
- the support and great love of my family who kept me going and provided unending inspiration.

ABSTRACT

The rural schools have been losing learners to urban schools which placed them in danger of closing down. This study investigated the effect of learner migration in a rural school on learner academic performance at Lwamondo Circuit. This qualitative study collected data through interviews from teachers in five primary schools in the Lwamondo Circuit. The findings reveal that learners migrate due to lack of resources in schools, and the need to be taught English as a home language. Learner migration leads to multi-grade having a negative impact on learner performance. Learner migration leads to negative financial implications and results in the redeployment of teachers. To combat migration and enhance the academic performance of learners, the study recommends that stakeholders must be involved in the improvement of physical facilities in the rural schools, parents must be deeply involved in assisting their children and extra-mural activities must be introduced in those schools. The study concludes that if conditions are improved in rural schools, learners may not migrate to other schools.

Keywords: migrate; redeployment, rural schools; learner performance; learner migration.

LIST OF ABBREVIATIONS AND ACRONYMS

DBE_ Department of Basic Education

DoE_ Department of Education

LTSM_ Learning and Teaching Support Material

OECD_ Organisation of Economic Co-operation and Development

PPN_ Post Provision Norm

SGB_ School Governing Body

TABLE OF CONTENTS

DECLARATION ii

DEDICATION iii

ACKNOWLEDGEMENTS iv

ABSTRACT v

LIST OF ABBREVIATIONS AND ACRONYMS vi

TABLE OF CONTENTS vii

CONTENTS

LIST OF TABLES xi

CHAPTER 1. 1

1.1 BACKGROUND TO THE STUDY 1

1.2. PROBLEM STATEMENT 2

1.3. AIM OF THE STUDY 3

1.4 OBJECTIVES 3

1.5 RESEARCH QUESTIONS 3

1.6. RESEARCH DESIGN AND METHODOLOGY 4

1.6.1 Research paradigm 4

1.6.2 Research Methodology 4

1.6.3. Research Approach 4

1.6.3 Research Method 5

1.6.3.1 Population 5

1.6.3.2 Sampling procedure 5

1.6.3.3 Data collection procedure 6

1.6.3.4 Data analysis 6

1.7 ETHICAL CONSIDERATION 6

1.8 CONTRIBUTION TO THE BODY OF KNOWLEDGE 6

1.9 CHAPTER DIVISION 7

CHAPTER 2 9

LITERATURE REVIEW 9

2.1 INTRODUCTION 9

2.2 THEORETICAL FRAMEWORK 9

2.3 DEFINITION OF KEYWORDS 10

2.3.2 Academic performance 11

2.3.2 Learner 11

2.3.3 Learner migration 11

2.3. 5. Primary school 11

2.3.6. Rural areas 11

2.4 MIGRATION AND LEARNER PERFORMANCE AT INTERNATIONAL AND NATIONAL CONTEXT 12

2.5.1 CAUSES OF LEARNER MIGRATION FROM RURAL SCHOOLS TO URBAN SCHOOLS. 14

2.5.1.2 Causes of migrating from a rural school to urban schools 15

2.5.2. The effect of learner migration on academic performance 20

2.5.2 3. The effect of learner migration on academic performance. 21

2.5.2.3.1. Shortage of resources 22

2.5.2.3.2. Withdrawal of social capital. 23

2.5.2.3.3 Closing of schools 24

2.5.2.2 Factors that influence academic performance 25

2.6 STRATEGIES TO COMBAT LEARNER MIGRATION AND ENHANCE ACADEMIC PERFORMANCE RURAL SCHOOLS 29

2.5.3.1. Resourcing rural schools 31

2.5.3.2. Recruitment, retention, and development of teachers 31

2.5.3.3. Small schools in rural areas 32

2.5.3.4. Time management 33

2.6 Summary of the chapter 34

CHAPTER 3 35

RESEARCH DESIGN AND METHODOLOGY 35

3.1 INTRODUCTION 35
3.2 RESEARCH PARADIGM 36
3.3 RESEARCH METHODOLOGY 36
3.4 RESEARCH DESIGN 36
3.5 RESEARCH METHOD 37
3.5.1. Population 37
3.5.3 Sampling procedure and sample 38
3.5.4 Access to the sites 38
3.5.6. Data collection procedure 38
3.5.6.1 Data collection instrument 38
3.5.6.2: Recruitment of participants 39
3.5.6.3 Data collection process 39
3.6. DATA ANALYSIS AND PRESENTATION 40
3.7 ISSUES OF TRUSTWORTHINESS 40

3.7.1 Credibility 40

3.7.2 Dependability 41
3.7.3 Conformability 41
3.7.4 Transferability 41
3.8 ETHICAL-CONSIDERATION 41
3. 8.1: Permissions from gatekeepers 42
3.8.2 Confidentiality 42
3.8.3 Informed consent 42
3.8.4 Respect 43
3.8.5 Anonymity 43
CHAPTER 4 44
PRESENTATION OF RESULTS AND ANALYSIS 44

4 .1 INTRODUCTION 44

4. 2 DEMOGRAPHIC DATA 44

4.2.1 Gender 44

4.2.3 Teaching experience 45

4.2.4 Highest qualification 46

4.2.5 Academic Position 46

4.3 THE CAUSES OF LEARNER MIGRATION AT PRIMARY SCHOOLS IN THE LWAMONDO CIRCUIT 47

4.3.1 Quality of education 47

4.3.2 Lack of infrastructure..... 48

4.3.3 Lack of resources..... 51

4.3.4 Need to be taught English as a home language..... 52

4.3.5 Parents competition..... 54

4.4 THE EFFECT OF LEARNER MIGRATION ON LEARNERS' ACADEMIC PERFORMANCE .....
55

4.4.1 Multi-grade classes 56

4.4.2 Financial implication 58

4.4.3 Redeployment of teachers 59

4.5 INTERVENTIONS FOR COMBATING LEARNER MIGRATION. 60

4.5.1 Involvement of different stakeholders 61

4.5.2 Parents involvement in education for their children 62

4.4.3 Improvement of infrastructure 64

4.4.4 Introduction of extramural activities 65

4.5 Summary of the chapter 66

4.6 CHAPTER 5 67

4.7 SUMMARY, CONCLUSION AND RECOMMENDATION 67

5.1 INTRODUCTION 67

5.3 SUMMARY OF THE RESEARCH FINDINGS 68

5.4 CONCLUSION 71

5.4 RECOMMENDATION 71

5.5 RECOMMENDATION FOR FURTHER STUDIES. 72

5.6 SUMMARY OF THE CHAPTER 73
REFERENCES 74
ANNEXURE A 86
ANNEXURE B. 87
ANNEXURE C 88

LIST OF TABLES

TABLE 4.1 Biographical characteristics of the participants 41

TABLE 4.2 Summary of the results 43

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 BACKGROUND TO THE STUDY

The quality of education is determined by various factors including the area where the school is situated and size of the school (Van der Merwe, 2011). To offer quality education, the school needs to have adequate resources including human resources, material resources and financial resources (Van der Mescht, 2008,). In the schools where some of these factors are absent, learners have migrated to different schools. The migration of learners is more common in rural schools. This is because, in numerous rural schools, learners are not performing well as compared to most urban schools (Van der Mescht, 2008). The poor performance of learners is affected not only by the school environment but also by the poor motivational level of both learners and parents towards academic work. It appears the issue may be ascribed to a low-quality education because of the absence of human and physical resources (Van der Mescht, 2008). Learners end up migrating to schools that are better resourced, especially urban schools. Such movements may be affecting learner academic performance, however the extent the effect is not known.

Learner migration is the movement of learners from schools that give low-quality education to affluent schools (Maile, 2004). These learners move to previously Model C and private schools because they want to go to town schools where they figure they may get a better education. This migration is started by parents who expect that in affluent schools, their children may get quality education to secure their future with a decent vacation (Kruger & Van Schailkwyk, 1997).

Considerable parents appear to be adding to the movement of learners from one school to the other, roused by the quest for quality education, which is believed to be given by most schools in town. Ajayi (2012) established that poor decision making by parents and imperfect data adds to learner movements to different schools. Nishimura and Yamano (2008) found that the migration of children into public primary school had a

negative impact on the quality of education in public schools. As per Nishimura and Yamano, (2008), numerous parents have communicated their stresses over the quality of education in overcrowded schools and some have since moved their children to other schools that are considered better in terms of availability of resources. These circumstances are stressing as considerable schools in rural areas are losing learners to urban schools. Movement of learners may prompt schools to be shut-down and educators being declared surplus to prerequisites of the staff establishments.

1.2. PROBLEM STATEMENT

Rural schools, including those in the Lwamondo Circuit, which are in a rural village with most parents just realizing that education is important for the survival of their children, are losing learners to urban schools that place them at risk of shutting down. Such movement affects the distribution of resources, both human and physical. The more the learners move, the number of teachers in the schools are affected. The existing classrooms, despite their condition, that were available for more learners end up unused. Learners and parents in this area seem to be keen that their children should get the best education. The movements may be negatively affecting those who cannot afford to move and therefore remain in the school. These movements should have an impact on learner academic performance which I could not find documented in the literature I reviewed. The effect of learner migration on learner academic performance is not being researched and therefore little is known especially in the Lwamondo Circuit where it seems to be massive.

1.3. PURPOSE OF THE STUDY

The study aimed to investigate the effect of learner migration in rural schools at the Lwamondo Circuit on learner academic performance.

1.4 OBJECTIVES

This study was guided by the following research objectives:

- To determine the cause of learner migration in rural primary schools of the Lwamondo circuit;
- To explore the effect of learner migration on learner academic performance in the rural schools of Lwamondo Circuit;
- To establish strategies for controlling learner migration in the rural schools of Lwamondo Circuit.

1.5 RESEARCH QUESTIONS

The following research questions guided this study:

- What are the causes of learner migration in rural primary schools of the Lwamondo circuit?
- How does learner migration affect learners' academic performance in the rural schools of the Lwamondo circuit?
- How can learner migration in the rural schools of the Lwamondo Circuit be controlled?

1.6. RESEARCH DESIGN AND METHODOLOGY

The research methodology is how the researchers want to conduct their study and they will collect the data (Simanu, 2015). According to Leady and Omrod (2001) philosophical framework that research activity is guided on is the methodology. In this

chapter the following subheadings were discussed; research paradigm, research approach, and research design.

1.6.1 Research paradigm

Maree (2005) characterizes a paradigm as a lot of presumptions or conviction about basic parts of reality which offer ascent to a specific world view. A paradigm addresses ontological just as epistemological assumptions of reality. Paradigm fills in as the focal point or arranging guideline the truth/reality is deciphered (Maree, 2005) For this study, interpretivism will be adopted.

1.6.2 Research Methodology

The methodology is how the researcher wants to conduct his study and how he will collect his data (Simanu, 2015). A qualitative methodology was used in this study. Through qualitative methodology, the experiences of teachers and principals in understanding the effect of learner migration on learner academic performance were established.

1.6.3. Research Approach

A qualitative approach was followed in this study. A qualitative approach is more concerned with the comprehension of the procedure, the social and cultural context which determine the various behavioural pattern and is mostly concerned with exploring the why question in qualitative research (Maree, 2005). The research approach used should be related to the research design. An approach is an arrangement and strategy that is comprised of steps of expansive assumptions to nitty-gritty technique for information assortment, examination, and translation. An approach is separated into two classifications, information assortment and information analysis (Chetty 2016).

1.6.3 Research Method

Murray and Hughes (2008) stated that methods allude to the various methods in which information is constructed and analysed. The qualitative research method has been adopted as a guide for this study which is discussed in the sub-sections that follow. In this section the following subsection is going to be discussed; population, sampling procedure, data collection and data analysis.

1.6.3.1 Population

As per Neuman (2006), the population is the theoretical thought of an enormous gathering of numerous cases from which the analyst draws a sample and to which results from a sample are summed up. The population of this study was comprised of teachers and principals in primary schools at the Lwamondo Circuit.

1.6.3.2 Sampling procedure

The sample was composed of teachers and principals from the Lwamondo circuit. Purposeful sampling technique was used. Participants were sampled on the basis that they have been school principals for a period of five years and more. They must be heading a primary school that is located in an area that is regarded as rural. These are schools that are found in the Lwamondo area where road infrastructure is still poor.
`

1.6.3.3 Data collection procedure

l interviewed participants face to face guided by an interview schedule. I requested authorization to interview and to record every one of the interviews with an audio recorder. The full details of the interview are given in Chapter 3.

1.6.3.4 Data analysis

Researchers approach data analysis in different ways (Masondo, 2010). In this study, I used interpretive data analysis while the interview process was still on.

1.7 ETHICAL CONSIDERATION

McMillan and Schumacher (2001) expressed that ethical consideration becomes possibly the most important factor in the following three phases of the research project: when candidates are enlisted Ethical issues were considered, informed consent, confidentiality, respect, anonymity.

1.8 CONTRIBUTION TO THE BODY OF KNOWLEDGE

Research envisage impact contribution to issues relating to learner migration. The significance and contribution of the present study for a master's degree are envisioned.

The study revealed empirical evidence on the effect of learner migration in rural schools on learner academic performance at Lwamondo Circuit. The findings might assist the government in planning the kind of immediate support needed as an intervention strategy to mitigate the effect of learner migration in rural schools on learner academic performance at Lwamondo Circuit. Furthermore, it is envisaging that the finding of the study will benefit stakeholders in education at various levels through combating learner migration and enhancing academic performance in rural schools.

1.9 CHAPTER DIVISION

The following chapter outlines the structure of research according to chapters

Chapter One: This chapter starts with the introduction. It includes background to the topic. It provides the problem statement, aim of the study, research question, research method and ethical consideration, the contribution of the study to the body of knowledge, chapter division and definition of the concept. Study outline and conclusion'

Chapter Two: In this chapter, the existing literature on the topic is reviewed. The theory that underpins the study is also discussed. The existing literature is discussed using themes and sub-themes concerning the study objectives.

Chapter Three: This chapter presents the methodological procedure I followed during collection data, data analysis, and ethical procedure. The research method employed in this study is explained in detail. The final section covers measures taken to ensure confidentiality.

Chapter Four: The chapter presents the data analysis, presentation of results according to themes and interpretation of the findings.

Chapter Five: This chapter presents the summary of the findings of this study, the conclusion, and recommendations that were guided by the study findings.

1.10 Summary of the chapter

This chapter served as an introduction and background, aim and design, approach, method and generation methods were also discussed. The chapter division was also done indicating how the whole study on how migration affects learner academic performance. IN the next chapter the theoretical framework underpinning this study and review of related literature is presented

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter presented the background and introduction to the study. This chapter focuses on the theoretical framework and literature reviewed guided by the research question. The key questions are:

- What are the causes of learner migration in a rural primary school of the Lwamondo circuit?
- How does learner migration affect learner academic performance in rural schools?
- What strategies are used to combat learner migration and enhance learner academic performance?

2.2 THEORETICAL FRAMEWORK

Organizational theory by Fligstein (2001) underpinned this study. Fligstein (2001) states that organizational theory agreed with how the internal organizational structure attempts to influence participants and produce results, based on the objectives of the individuals in power at the organization. A school as an organization can impact on how learners perform academically. At the point when the school system is inefficient, learners may leave the educational system. When learners perform poorly, they end up leaving the school to look for better schools where the system encourages learning.

Fligstein (2001) states that all organizations need to get resources to make a positive impact on their environment. The relationship of an organization to its environment can decisively affect its survival opportunities. Organizations that endure or survive are those that fit well into their environment. Indeed, even the school as an organization can succeed if they have adequate resources in the school or and in the community around them. As per Fligstein (2001), each organization can check its environment, identify what their concerns are, and change their internal organization to promote organizational survival, which is called adaptation. The school as an organization, the principal and the School Governing Body (SGB) can take a look at the issue around their school that can make a learner perform effectively and to address any challenges in an attempt to improve their school.

For a manufacturing plant to create a great item Barnard (1968) and Fligstein (2001) found that, in the way, management was general, whereby managers needed to get individuals with various skills to work together. The organization must assist the manager to screen individuals and ensure that they work proficiently for the success of the organization. The principal should make all teachers, learners and stakeholders feel that they are a part of the development of the school. According to Weber (1978), for the factory to be proficient, labourers must work as indicated by what the owners wanted. This implies that for teachers to promote teaching and learning, teachers and other stakeholders need to abide by what governs them in the school environment. The product would be cheaply and dependably produced and the factory can undoubtedly compete with which may include policies and regulations. This may result in a school promoting learning in such a way that learners may not leave the school to other areas. Competition between schools results in some doing well while others fail to attract learners.

2.3 DEFINITION OF KEYWORDS

The following concepts are defined; academic performance, effect, learner, learner migration, primary school and rural areas

2.3.2 Academic performance

Academic performance alludes to how students manage their schooling and achieve various tasks given to them. It refers to the quality and amount of information, abilities, and uplifting frame of mind and reasoning that a learner gains (Ferguson,1990).

2.3.2 Learner

The learner is a child who learns from a teacher and takes up knowledge (Tshifularo, 2018)

2.3.3 Learner migration

Maile (2004) define learner migration as the movement of learners from their schools to different schools. Van der Merwe (2011) depicts learner migration as the movement of learners from schools that provide low-quality education to schools with good performance.

2.3. 5. Primary school

Primary school is a school that offers all grade from Grade R to 7(Government Gazette 2017)

2.3.6. Rural areas

Farms and traditional areas characterized by low populace densities, low level of economic activity and low level of infrastructure in rural areas is the place where the people who live there are middle class (Government Gazette 2017).

2.4 MIGRATION AND LEARNER PERFORMANCE AT INTERNATIONAL AND NATIONAL CONTEXT

As indicated by Rafig, Fatima, Sohail, Saleem and Khan (2013), the relocation of students from black schools to model C schools is a circumstance that is happening universally. In New Zealand, the Labour Government came into power in 1989 and rebuilt the educational system which brought about self-administering schools (Rafig, Fatima et al, 2015). The decision regarding where a child should go is mostly the decision of the parents. Parents pick a school for their children, dependent on a wide range of thought the guardians/parents can make the decision based on the distance from community to school (Nelson, Calson & Palonsky, 2005.). Research in the United States of America and the United Kingdom shows that guardians/parents consider educational quality as the most significant factor in choosing the school (Sugarman & Kremer, 2011)

Tsang (2003) states that in China, schools are partitioned into districts and the policy of government expresses that every learner must go to schools in their district. Parents can decide to send their children to other areas. A survey conducted by Zhang, Xin Li and Jin (2015), in China, 2009 and 2010 indicate that the educational performance of rural learners is fundamentally lower than their urban counterparts.

As shown by Michael (2002), in Hungary and Turkey, there is a huge difference in the execution of teaching between schools in urban and rural areas. In Germany Belgium, the Czech Republic, Austria, Italy, Japan, and the Netherlands, similarly as in Uruguay and Hong Kong, the extent of learners changing school about one-and-a-half times higher than the organization of Economic Co-operation and Development normal level (Michael, 2002). Where there is extensive fluctuation in the performance among the schools and less variety between students inside schools, students will be grouped according to performance. Simelane (2014).This may reflect school choices made by families or as arrangements based on school enrolment plans or different instructive plans and frameworks.

Simelane (2014) researched on the migration of the learners across the African continent. This study was an expansion of research conducted in Nigeria, Ghana, Morocco, and the Democratic Republic of Congo by Jonson (2009). Findings from both studies indicated that learner migration occurred because of the migration of parents to other countries for business or political reasons. Jonson (2009) states that migration of individuals from their countries into other African countries because of wars, influenced the migration of children who were going to schools in their countries of birth since they needed to find a new school in a new country.

In South Africa, a study conducted by Mtima (2017) indicated that the Department of Education in the Eastern Cape is aware of some schools in township and rural areas that are overcrowded while some schools in the same vicinity have low enrolment. These discrepancies in enrolment are not because of the provinces' Department of Education has insufficient schools, but the issue is learner migration.

2.5.1 CAUSES OF LEARNER MIGRATION FROM RURAL SCHOOLS TO URBAN SCHOOLS.

This section is divided into two sub-headings; the first explains what learner migration is and then causes of learner migration.

2.5.1.1. What is learner migration?

Van de Merwe (2011) portrays learner migration as the movement of learners from schools that give low-quality education to affluent schools. This involves the movement of learners from their very own residential schools to schools that are viewed as superior to those in their environment (Maarman,2006). Migrant learners are characterized as learners dwelling outside the catchment area of a school and living over 30 minutes' travel time from a school (NHTS: Statistics South Africa 2006). As indicated by Maile (2014), learners move to model C schools to connect the racial gap

as yet tormenting society and to improve their quality by getting to the quality education offered in those schools.

Migration from rural to urban areas is a universal pattern in Pakistan and as an outcome, it is one of the significant parts of urban development (Maile,2014). Around 70% of individuals are the individuals who migrate for educational purposes only. Individuals decide to move with the goal that they can give a superior learning and educational environment for their children. Maile (2014) states that parents think that if their children get a great education, it might open entryways for better openings for work. Learner migration presents both comprehensive and integrated appreciation about both short and long-haul learner migration (Bista, Krishma, 2015). Radebe (2015) states that impacts of the social-economic backgrounds of learners and disappointment of government in giving adequate help to black learners and migration from township to suburb schools show a test to the administration/management of these schools.

Learners leave schools with poor performance. Parents practice their entitlement to choose a school that can enhance their children's learning needs. If the school does not meet parents' expectations, they take their children to a school where there is a high pass rate (Mtima, 2017). Both Simelane (2014) and Ajayi (2013) are of the view that learner migration alludes to learner movement to get a better education. Learner migration can likewise make schools have poor education in both urban and rural schools. If more learners move to urban schools, schools can become stuffed, and in rural schools, enrolment drops, and both this causes learning to become troublesome.

Migration is not just a pattern powered by an absence of local access to educational opportunities (Sekete, 2000) or by the motivation to access open educational opportunities. Venter (1997) contends that migration happens because nothing changed in rural and township schools. Learners are pulled in to schools with programs that offer specialization (Maile, 2014), innovation and the capacity to increase the value of the pool of imminent labourers, and those things are what most likely make these schools appealing (Sayed, 1999).

2.5.1.2 Causes of migrating from a rural school to urban schools

There are several reasons which lead to the migration of learners. Some learners move to schools which show high academic quality, schools where there is the safety of learners, schools that are within their area; schools that are picked by individuals' companions; schools where other siblings are already attending, and now and again they think about religious reasons to pick a school (Lombard, 2007). Maile (2004) documented that occasionally, learners pick schools because teachers are helping them, different occasions, if the transportation for learners is advantageous, this adds to the school getting picked. On the off chance that learners' desires for the quality of education are not met, and on the off chance that they are disappointed with the school, they will leave that specific school (Lombard, 2007).

In the province of Limpopo, Van der Merve (2011) conducted qualitative research where she utilized individuals and concentrated on group interviews. Her discoveries are in agreement with those of Lombard (2007). Lombard (2007) and Van der Merve (2011) express that learners change schools for reasons which include; how close the schools are to their homes; the school's academic record; how great the schools discipline is; its environment; good decision of subject offered; teaching quality; educator expectations; companion or family members recommendations; the schools facilities; the schools ethos and whether they are single-sex schools or not. Van der Merve (2011) found that various elements impact parents to enable their children to change schools.

Van Der Merve (2011) found that various variables impact parents to enable their kids to change schools. She conducted an empirical study in Limpopo Province. First, the analyst was worried about the expulsion of social capital from such a large number of schools and their communities and wished to discover why this was occurring. The study found that for the most part, parents' level of education impacts their decision about school for their kids, alongside different components identifying with character, language, culture and religion. Van Der Merve's (2011) study likewise found that the

other motivation why learners move schools, from rural to previous model c schools, was with the goal that kids become proficient in English Home Language. Numerous non-English-speaking parents believe that proficiency in English is helpful for their kids' educational development and inevitable monetary achievement (Van Der Merve, 2011).

Previous Model C schools and strong leadership from the principal are seen in connection, they have a common/shared feeling of purpose, they additionally have a high respect of learner accomplishment, sound home-school relationship put accentuation on basic skills, they have a recurrent and methodical assessment of students, they have high expert guidelines among educators, they have a methodical environment, they have an arranged and intentional curriculum and they have neat and clean structures and facilities (Kadt, 2011; Van Der Merwe, 2011).

Maile (2004) acquires another discernment to this marvel of learner migration. As indicated by Maile (2004), explanations for learners migrating other than getting a quality education and the upgrade of job opportunities in the future, later on, is ranting to go to suburban schools that have green gardens, delightful blooms and quite lavish structures.

Bisschoff and Koebe (2005) express that the other explanation that makes parents move their learners to urban schools is that rural schools lack pastoral care, and they are undependable. It is significant that during the day, learners have a sense of security inside the school with the gates bolted. Yet in rural schools, you find that some schools lack proper fencing and their entryways are not lockable which puts the lives of younger learners at danger.

Maile (2004) additionally expressed that according to the views of the general population, rural and townships schools are failing to meet expectations and in the ongoing years, schools in townships or rural regions have become sullied. Parents gripe about the deteriorating quality of education their children get in rural schools.

Parents are progressively worried about perils their children would be presented to when taken to country and township schools. The monstrosity of this issue is caught in the thought of the decrease in the culture of educating and learning (Maile,2004). Simelane (2014) additionally shows that parents, who want their children to get quality education, keep on removing them from rural schools to enlist them in urban schools. In his conclusion, Maile (2004) mentioned that no parents would want to see their children in the schools which are uncommitted and offering poor quality of education. Thus, these guardians enlist their children in schools that they deem to have better quality in education and learning.

Ajayi (2013) established that poor decision making, and defective data adds to learner movements to another school. Nishimura and Yamano (2008) documented that the migration of children into public primary schools caused the quality of education in public schools to be poor. Numerous parents have communicated their stresses over the quality of education in overcrowded schools. Subsequently, some parents moved their children from such overcrowded schools.

Simelane (2014) expressed that if enrolment drops, the school spending, which is a school's capacity to give quality education, is affected. This makes the schools give low-quality education to enlisted learners. As per Lambard (2007); Kadt (2011), Van der Merve (2011) and Zengele (2013), quality education is the fundamental driver of learner migration. Practically 60% of children go to a school outside the area closest to their homes.

The facts demonstrate that migration can cause management of schools to be so testing since it can prompt the redeployment of educators and this can prompt poor management of schools which leads to the lacklustre performance of learners. The findings show that motivated educators, committed principals, an efficient parents' inclusion and using English as the language of learning and teaching were the most noteworthy elements in the migration tendencies of learners to previous white schools (Van der Merwe, 2011).

Bisschoff and Koebe (2005) found that one reason that leads to learner migration is that few parents do not see the significance of choosing a school for their children when they are still in primary school. Their teachers generally have explicit primary schools that they like, and they wind up impacting parents to send their children to those schools that they suggest. At the point when the family has relatives who are more educated, they will, in general, depend on them for advice on school matters. It is just learners who live with grandmothers who keep to the conventional methods for choosing the local schools (Bisschoff & Koebe, 2005).

School decision is a wide subject, and it needs more prominent thought (Khoza, 2012). Swift (2003) places that parents must be restricted to decide for their children because occasionally what they choose is not useful for their children. The discussion about whether parents ought to be permitted to move their children around looking for quality education is a worldwide phenomenon, and a few parents do not love learner migration.

Hanson and Woodruff (2003) additionally gauge the general effect of migration on education in Mexico the 2000 Mexican census and takes a gander at the effect on several school grades finished of 10. They used to 15-year-olds. Their principal finding is that migration to the United States of America is related to more years of finished education for 13 to 15-year-old young ladies, yet just for those whose parents have three years or less education. Parents need to pick schools for their children. Learners move from low-economic schools to high socio-economic schools (Fiske & Ladd, 2003). In different countries like Wales and England selection of schools is accessible to those families who can manage to pay for tuition for private schools (Walford, 2003).

Wienar (2017) expressed that learner migrants in Cape Town ordinarily spend over 30 minutes or more, making a trip from disadvantaged areas to go to better schools in upmarket zones. Even though financial requirements are troublesome, parents make the commitment and penance to give an ideal education to their children. Analysts have noticed that it is fairly normal for families to make holidays and other extravagance sacrifices to bear the cost of a better school (Kennedy, 2008).

This study investigates the impact of learner migration by rural migrant students to another urban school. As these students come into urban schools, their personalities are often seen as not complementary to their academic success. This study contends that they do not relinquish their rural personalities.

As indicated by Neluvhola (2007), school decision is based on the nature of academic accomplishment. In England and New Zealand, the nature of schools is made known to the public by naming and disgracing low performing schools. In England, they called these schools downwardly spiralling and in England, they called them sinking schools (Ladd, 2003) so parents remove their kids from these schools to better academic performance.

2.5.2. The effect of learner migration on academic performance

Academic performance is characterized as a set of elements that impact students' accomplishments in a school. These incorporate intellectual abilities and affirmative or contrary frames of mind, affirmative or contrary academic practices, and academic accomplishment. Then again, academic accomplishment incorporates regulated trial scores in subject areas such as perusing, science, and language arts; study hall trial scores; and other proper evaluations. Scholastic achievement is treated as the conclusive outcome of scholarly performance. Poor scholarly performance is the delayed consequence of poor scholastic achievement.

Performance in the West Africa Senior Secondary Certificate Examination (WASSCE), which qualifies SHS graduates to find a good pace/training in Ghana, depends upon the geographical region or district of the auxiliary school, a scholarly program offered, and the nature of educators in the school (Atuahene & Owusu-Ansah, 2013). Academic performance is alluded to as how students manage their examinations and achieve various undertakings given to them. It alludes to the quality and amount of information, abilities, and positive attitude, conduct and reasoning that a learner acquires (Ferguson, 1990). It alludes to what learners recall after they have been taught and

how to impart that verbally or in writing and how educators and learners accomplished their educational goals (Yashaya, 2003).

Academic performance is affected by the socio-economic status of parents, parent's educational level, learner frame of mind towards learning, school environment factors and residential experience (Yahaya, 2003; Abdallah, 2014). Mwamwenda (1995) states that academic performance has continued to be the main reasonable channel for deciding student and school achievement. In the past, academic performance was estimated and dependent on what individuals think regarding, the school as was imparted by educator's perceptions that made up the majority of the evaluation.

Educators and schools assume significant functions towards the learning capacities of learners through advancing active learning, creating thinking abilities and making a successful learning zone (Yahaya, 2003). Learners perform well when these elements are great yet perform inadequately if those elements are not present (Makabu, 2016).

Comparable perceptions have been made in Ghana on the scholarly performance of school kids (Okyerefo., 2011; Abdallah., 2014). For example, research on elements that advance scholarly performance in exclusive Junior High Schools (JHSs) in Accra, it was highlighted that socio-demographic such as the school environment; the home environment and social groupings and the impact of role models affect the scholarly performance of learners (Okyerefo, 2011). In addition, Abdallah, (2014) clustered such elements into the home level, school level and a blend of both. by testing which assumes a significant job in any instructive framework all over the world, It is unprofessional to consider instructing without tests, evaluation, and assessment. Assessment of educational accomplishment is fundamental for compelling formal and even non-formal education‖ (Kpolovie, 2014).

The Joint Committee of the American Association of School Administrators (1962); the Joint Committee on Testing Practices (2004) and the Joint Committee on Standards for Educational Evaluation (2003) in the United States have underscored that to instruct

without testing to discover the students' insightful achievement is unbelievable (Kpolovie, 2014)

Van der Merve (2011), the study which tests the issues of migration in Limpopo, mentions that in rural schools, learners' migration influences learner performance. The author highlighted that those rural schools become incapable and powerless because of learner migration. Learners' migration infers that the schools are failing to meet expectations. On the off chance that any open doors/ opportunities for entering schools that offer quality education emerge most parents would accept those open doors to take their children from rural to urban schools (Maile, 2004; Van der Merve, 2011), Schools today are given assets as indicated by their enrolments and administration. Learner migration prompts African rural schools to be stuck in a poverty cycle, where the offspring of African rural families end up not having financial resources.

2.5.2.3.1. Shortage of resources

The deficiency of resources that are provided by the Department can be because of learner migration. In schools that are positioned in quintiles one up to five, the financial support is mainly from the Department of Education (Prinsloo, 2005). These financial resources given to the schools by the Department of Education empowers them to give appropriate facilities, learning material, equipped staff and school governing bodies who guarantee that the learners get valuable and sustainable teaching and have structures which foster parental commitment (Van der Merve, 2011; Gray, 2012)

Schools that have encountered learner migration, cannot produce their very own income to enlist additional assistance in the form of teachers, infrastructure and playgrounds or to purchase additional computers. Van der Merve (2011) called attention to the fact that spotless and engaging school premises and solid hardware is exceptionally valued by learners.

Schools that endure learner migration become less appealing because they need resources to look after them. As demonstrated by Simelane (2014), that situation could intuitively demotivate learners' aspirations to higher ideals. They recommended that an unattractive school environment could demotivate learners (Maile, 2004; Van der Merve,2011). Msila (2008) demonstrated that when a learner migrates from a rural school to an urban school, the school in the rural is left under-resourced, and this has a negative impact on learner's academic performance.

2.5.2.3.2. Withdrawal of social capital.

Social capital is portrayed by Catts and Ozga (2005) as those factors which bind individuals together and encourages them to make interfaces past that of their quick companions and neighbours. It is a social paste. Van der Merwe (2011) stated that learner migration brings about the withdrawal of social capital in rural schools. The small size of rural networks makes the provision of education considerably costlier per capita than in cities and suggests high fixed expenses to maintain a small school with low learner-teacher proportions (Van der Merwe, 2011). Particularly single educator schools with hardly any learners per instructor and building can be increasingly costly on a for every learner premise. School funding systems may likewise put rural schools at a disadvantage.

As indicated by Organisation of Economic Co-operation and Development (2017), portions for current consumption that are fundamentally funded on learner enrolment frequently do not adequately mirror the greater expenses of conveying practically identical programmers and services in a low density and remote environments. While the cost structures among rural and urban schools might be comparable, financing levels should be different (Catts & Ozga, 2005).

Funding mechanisms may involve cost alterations, yet these may belittle the real impact of variables, for example, poverty and costs in rural areas (Baker & Duncombe, 2004). In certain systems, school funding by local authorities is profoundly reliant on the local tax base, which may likewise put rural communities with fewer resources at a

disadvantage (Baker & Duncombe, 2004). In small rural schools, spending plans are less steady and unpredictable.

Because enrolment continues to change, it leads to extraordinary changes in costs per the institution. Rural schools face significant pressures to evade school closures when enrolments decrease (Mathis, 2003; Showalter, 2017). Likewise, investments in infrastructure and maintenance might be progressively hard for small rural communities where such funds are appropriated on an aggressive premise (OECD, 2018).

As per Government Gazette (2018), there is a significant discussion about the monetary ramifications of No Child Left Behind (NCLB). Even though one's perspective on the issue, of principle concern, is whether rural schools have sufficient financial resources to effectively consent to the Act's necessities. Like all schools, rural schools get a lot of their funding through state funding formulas. Lately, states have assumed more noteworthy liability for financing schools. With tightening state spending plans, officials are looking for approaches to diminish public education costs. Rural schools become easy targets as a result of higher per-learner costs in the smallest schools and districts.

Some schools still have buildings that are not reasonable for learners to attend. Some do not have clean running water and sanitation. This leads to poor participation and can prompt poor academic performance. Poor quality of infrastructure likewise implies poor participation of teachers, which will prompt a low quality of education (Government journal, 2018).

On the off chance that there is a decision between utilizing a constrained increment in the financial plan to lessen class size by four learners and utilizing that equivalent increment to refine the physical conditions of the classroom and buy better Learning and Teaching support materials, some teachers may well pick the last as the best

alternative for upgrading quality. We essentially cannot apply similar criteria to all schools (Department of Education, 2009).

2.5.2.3.3 Closing of schools

Bisschoff and Koebe (2005) state that some schools have needed to converge to cover the necessary enrolment by the Department of Education. Some of the schools are confronted with a test to transform their schools into learning associations that produce quality education (Simelane, 2014). Principals that engage in developing their schools into learning organisations stand to benefit from their efforts. Other principals form multi-grade classes in their schools to mitigate the impact of learner migration (Bisschoff & Koebe, 2005). Once in a while, to have multi-grade teaching as a practice is certainly not a good option; however, a need to instruct students in remote regions (Du Plessis, 2014). In the North West Province, other schools were closed down while others were resourced (Msila, 2008). According to Simelane (2014), in KwaZulu-Natal, the government has allocated R460 000 000 for improving facilities and quality of education in rural schools to make them more attractive and to offer quality education.

The challenge which is faced by schools with more migration is that financial allocations are reduced, which also makes it impossible to maintain the school's infrastructure (Simelane, 2014). Some schools are greatly affected by learner migration such that their enrolment has dropped drastically, and the Department of Education has decided to merge them with other schools. The merging of different schools gives rise to problems to the community around the school, which has shut down because this means that their children must walk long distances to get the education. In the Eastern Cape, empty schools are being turned into Further Education and Training centres to cater to grades 10 to 12.

2.5.2.3.4 Factors that influence academic performance

Nolunda (2004), commented that the learners' performance intensely relies upon the head educator of the school since they are the central system of a school through which significant capacities rest and are in this way the controller of all resources that may impact learners' performance in a school. Sushila (2004), claims that the head educator plays a huge role in school administrations and that the performance of the school relies upon administration of the head instructor. The study further found that the head instructor is the decision-maker and think tank of a school.

Mthethwa (2018) states that the infrastructure for rural schools should remain the government's investment priority towards accomplishing great outcomes. The absence of proper infrastructure is a peculiarity that is diminishing the quality of education in Kwazulu-Natal. Rural learners across Kwazulu-Natal require inspiration and proper infrastructure to address learning issues (Mthethwa, 2018).

As indicated by Khoza (2012), head educators who use a working procedure of collaboration usually get a high academic accomplishment. In this way, the performance of a school is evaluated against the performance of the head teacher. Another study conducted by Tamanya (2016) at public schools in Uganda found that school performance is likewise impacted by the attributes, for example, experience, age, capability, in-administration preparing and residency of administration in the school. In his thesis about the headteacher's demeanours towards the inclusion of learners in administrations, he specifies that several elements appear to impact the degree that the head educator can enable learners to participate in governance.

As indicated by Khudadad (2018), the significance of utilizing teaching resources is they offer improvement variety and helps with supporting learners' attention throughout the lesson. They explain data, simplify complex ideas that words alone would not be sufficient. Learning resources increment learning, produce more interest and they make a circumstance where the learner is completely engaged in the classroom. The

use of learning resources likewise gives a pragmatic encounter to a learner which helps those select learning ideas all the more easily.

The absence of relevant encouraging materials causing grim learners' performance in Kenya Certificate of Secondary Education was shown in the study of Love (2009) on effective teaching and learning in South Africa. Different researchers have called attention to a connection between teacher's experience, capability, and learner performance. A study conducted by Olembo, Wanga, and Karangu (1992) indicated that learner performance relies upon the teacher planning and implementation of curriculum, classroom management and general curriculum that may improve learner performance.

Schools are not decisively known and could be multivariate. They may incorporate learners' conduct towards school, enthusiasm for learning, study propensity, attribution, self-viability, knowledge, and motivation (Udoh, 2012) documented that the scholarly performance of learners is a marvel that has educational, mental and sociological undertones. Accordingly, learners' academic performance' is determined by numerous factors.

Since learners 'scholarly performance' relies upon various factors, most learners come to class prepared and ready to learn. How schools can best encourage and reinforce their inclination and guarantee that learners leave school with the motivation and ability to keep learning throughout life, has stayed a matter of incredible concern. Without the advancement of the correct frames of mind, learners may not be solid and steady to acquire the new information and aptitudes fundamental for fruitful adjustment to changing conditions and the important circumstance to accomplish in their academic pursuit (Kasanen & Raty, 2007).

In school, educators oversee a lot of learners 'learning. Learning may be improved if learners can oversee it themselves. Besides, when learners leave school, people need to oversee the vast majority of their learning. To do this, they should have the option to

build up objectives, to continue to screen their learning progress, to change their learning systems as fundamental and to conquer challenges in learning (Maile, 2014).

Academic accomplishment is along these lines a measuring stick for determining the capacities of a learner from which this unmistakable, incognito, and intrinsic or unrevealed capacities could be gathered. Scholarly performance is commonly used to determine how well a person can acclimatize, hold, review, and convey his insight into what has been realized. Knowles (1978) states that academic performance is the shown accomplishment of learning rather than the potential for learning. It is information accomplished or aptitudes created in school subjects as a rule assigned by scores informal tests or examinations. Academic accomplishment alludes to the observed and estimated part of an understudies' dominance of aptitudes and subject substance as estimated with substantial and dependable tests (Kpolovie, 2014).

Academic accomplishment cooperates with scholarly performance. It is significant in each formal educational institution. It relates to academic human exercises conducted in a formal educational environment. Academic accomplishment can be estimated, and it can portray some of the learner's cognitive, full of feeling and psychomotor areas in an educational setting. Learner's academic accomplishment is identified by testing which assumes a significant job in any instructive framework all over the world It is unprofessional to consider instructing without tests, evaluation, and assessment. Assessment of educational accomplishment is fundamental for compelling formal and even non-formal education‖ (Kpolovie, 2014).

The Joint Committee of the American Association of School Administrators (1962); the Joint Committee on Testing Practices (2004) and the Joint Committee on Standards for Educational Evaluation (2003) in the United States have underscored that to instruct without testing to discover the students' insightful achievement is unbelievable (Kpolovie, 2014).

In schools, accomplishment is evaluated by scholarly performance, or how well students deal with their examinations, how they adapt to or accomplish different errands specified to them by their educator, and how much a student, educator, or establishment has achieved their educational aims (Ankomah, 2005). Academic performance in school is evaluated in different ways, including appraisals as a factor of value training (Adams, 2015,). As a result of education, academic performance implies the capacity to achieve when one is evaluated on what one has been taught (Oduro, 2007). These relate to educational program content, the student's knowledge, and student's ability. In like manner suggested as scholastic achievement or educational, the scholarly performance of student, is not only an indicator to the ampleness or by and large of schools anyway a noteworthy determinant of things to come of youngsters explicitly and countries all in all (Miller, 2003).

2.6 STRATEGIES TO COMBAT LEARNER MIGRATION AND ENHANCE ACADEMIC PERFORMANCE RURAL SCHOOLS

In this section, I will present the available strategies that are currently used to reduce learner migration and improve learner academic performance.

2.6.1 Good school management

The school management likewise assumes a huge job in deciding students' scholarly performance (Obilor & Kpolovie, 2014). The management chooses the utilization of resources, obtaining of instructional materials and teaching assistants, work of both the amount and nature of educators, in truth, all materials and human resources that go into the school premises. Poor scholarly performance may likewise be signs of unsuccessful policies (Kpolovie, 2014) in Nigeria. Resolutions lay in revising such policies, notwithstanding starting new ones in conformity with needs examination and normal utilitarian assessment that would make the educational framework work all the

more viably and effectively for the most extreme advantage of the considerable number of stakeholders (Kpolovie, 2010; Kpolovie & Ololube, 2013; Kpolovie, 2012).

As indicated by the Department of training (2003), great administration in schools. Studies have indicated that improving school administrations is one the best method for realizing quality education in schools. Educators in well-overseen schools are increasingly fulfilled as labourers and experts. Great time management in a school, and specifically a decent timetable, implies outstanding burden among instructors is reasonably and adequately spread, and students concentrate on suitable things on the various occasions of the day and the week (Goodie, 2017). Thus, we trust it is in light of a legitimate concern for everybody for the Government to be attentive to the management training, the compensation of administrators, creation of emotionally supportive networks for administrators, and the establishment of a corps of education administrators, or school principals, that are trustworthy and that have earned the regard of educators and districts (Department of training, 2003).

According to Bisschoff and Koebe (2005), a productive school becomes more popular than underperforming schools. This results in underperforming schools losing their learners and ultimately close down. As the schools improve, the general standard of education in rural schools will go higher. To improve the image of a school. Management could design a logo which could be put in a conspicuous position with the goal of the school that individuals can notice it. They can also write their goals on their letterhead or advertise their school by sending pamphlets, outline, flyers, and blurbs to regions before the years' end (Bisschoff & Koebe, 2005). As indicated by the Department of Education (2003), class size and student educator proportion are additionally significant in improving student academic performance to ensure post provisioning framework encourages the circulation of more educators' positions to impoverished schools than to affluent schools.

Rural education difficulties have prompted poor academic performance. Drawing on a suggestion from the Ministerial Report on Rural Education (MCRE) for the Department

of Education (DoE, 2005), the analyst considers the contention that the shortfalls in rural education, including poor scholarly performance, are just challengeable given deficiency models to tending to accumulations that are checked using resource-based methodologies. These include moving from thinking about the legislature as the main supplier of all resolutions and recognizing that rural schools and their districts have their very own tremendous amount of resources for use in managing educational difficulties (Nelson Mandela Foundation [NMF], 2005).

The resource-based methodology is thus recommended as a school administrative strategy that could be utilized in improving academic performance in rural schools. Class size is a significant factor in the academic performance of students. There is agreement among analysts and educational researchers that students' accomplishment diminishes as class size builds (Babatunde & Olanrewaju, 2014). Essentially, congested (Morrow, 2007) homerooms make it complex for educators to oversee.

Stand out enough to be noticed and utilize different educating and evaluation techniques. Where an educator is restricted by space and cannot give singular consideration and supervision, students who are unattended will, in general, upset the class and disturb other students during exercises (Squires, 2002) Scott (2004) noted that the degree of distractibility inside the study hall, the class size, and social connection with a particular student or staff are potential boundaries to high academic performance. According to Goodie (2017), the following are the strategies' which can be followed to maintain good academic performance in rural schools:

2.5.3.1. Resourcing rural schools

As per the Department of Education (2018), the cooperation of role players in rural communities in accessing assets to upgrade educating and learning is a requirement in mobilizing communities to facilitate initiatives of education and development that are relevant in place-based education in these areas.

2.5.3.2. Recruitment, retention, and development of teachers.

The government journal (2017) documented the trouble in selecting, holding, and creating educators that are qualified in rural settings because of separations of schools from towns, poor infrastructure, and restricted help conveyance. Intending to the above-expressed difficulties, there are a couple of things required to save the situation such as the production of a package of educator motivations that go past money and incorporates educator advancement, vocation, movement, transport, settlement, diversion and other fundamental administrations. Motivations ought to be offered to educators on a premise of working in rural schools (Department of Education, 2018) The foundation of educator towns that have educator advancement focuses as centre points for school improvement, including sheltered accommodation, diversion, and other basic administrations for educators (Goodie, 2017). The Edutowns could shape centre points for school advancement and the arrangement of administrations for educators and another workforce in the area. The commitment will not just improve the quality of education in a rural setting, but also add to a supportable provincial advancement by giving extra openings for work and administrations to rural communities and schools. Giving different kinds of help to specific teachers (Department of Education, 2017).

2.5.3.3. Small schools in rural areas

According to Government Gazette (2018) division of training communicates that the consequences of closing down little schools in rural are far more noteworthy than closing down small-scale schools in urban regions. For instance, in scantily populated regions where distances among schools and poor street conditions are not conducive to public transport use, small-scale schools can be the main methods for access to education (Goodie, 2017). In those instances, it is essential to prescribe a base package for small-scale primary and auxiliary schools to help in supporting learning and education. In an elementary school, at least six educators are required, that is barring the head and Grade R expert, with the goal that schools don't have multi-grade classes across stages and the base number of educators who are required in grade schools, are eight in number. (Goodie, 2017)

As per Myende (2014), utilizing the asset-based methodology could be another procedure that could be utilized to improve rural schools' academic performance. The above methodology is bolstered by the Ministerial Committee on Rural Education (DoE, 2005) as it has overwhelmed the government master plans that tend to rural educational difficulties including the issue of poor academic performance. It has been battled that the government of South Africa since 1994 has committed endeavours of improving rural education status through tending to social efforts associated with scholarly performance (Nkambule, Balfour, Pillay & Moletsane, 2011).

Hasbullah (2011) stated that in ensuring the quality of teaching and learning, school facilities play a vital role in achieving a quality of education. Learner achievement is significantly affected by school facilities' performance. Yusoff, (2014) alluded that facilities management affects the performance of organisations. This was confirmed by Mthethwa (2018) who stated that the standard of education is reduced by the absence of proper infrastructure in Kwazulu-Natal. A province needs motivation and proper infrastructure to meet learning needs.

2.5.3.4 Parent's involvement

Simelane (2014) states that other strategies for improving learner performance are to have good communication with the parents. Schools with high learner migration must have good communication with parents to build good parental involvement. Parental involvement helps parents to make a positive contribution to support the school. Parents as an important stakeholder in the school can give the school needed support to maintain its stability. Lava and Saracostti (2019) say parental involvement in school has demonstrated to be a key factor for children's academic outcomes. During the first years of learning the parental involvement is very important in the academic improvement of learners Lava (2019) Mahuro and Hungi (2016) state that parental involvement is very significant in the academic improvement of the learner as schooling should not be only left to the learner-educator relationship, but should also include parents. Durisic and Bunijev, (2017) see parental involvement as an important factor for a successful education.

2.5.3.5. Time management

According to Tshifularo (2018), if time can be successfully managed, it can be a necessary tool for educational improvement and academic performance. Green and Skinner (2005), the school that gives their tasks attention on time always shows a higher outcome. Better time management will improve the workers' efficiency and empowers them to work more astutely.

Jamal (1985) also indicated that effective time management minimizes job stress and increases employees' job performance, which can be useful in small schools in rural areas where teachers are supposed to teach multi grades. Better time management gives control to teachers for their time and lessens the work apprehension, thus leading to higher job performance. Poor time management can contribute to the poor performance of a school and learner academic performance.

2.6 Summary of the chapter

This chapter presented issues related to learner migration. It outlined the theory of the study, the definition of keywords, migration international and national, causes of learner migration, the effect of learner migration and strategies of combating learner migration.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter presented the theoretical framework and the literature review relevant to the study topic and research objectives. This chapter deals with the methodology that was used in the study. It included research paradigm, research design, research methodology, data collection procedure, data analysis procedure, trustworthiness, ethical consideration

The following objectives guided the study:

- To determine causes of learner migration in the rural primary school of the Lwamondo circuit,
- To explore the effect of learner migration on learner academic performance in rural schools of the Lwamondo circuit.
- To establish strategies of controlling learner migration in rural schools of Lwamondo circuit

The study was guided by the following research questions:

3.2.1 What are the causes of learner migration in rural primary schools of the Lwamondo circuit?

3.2.2 How does learner migration affect academic performance in rural schools of the Lwamondo circuit?

3.2.3 How can learner migration in the rural schools of the Lwamondo circuit be prevented?

3.2 RESEARCH PARADIGM

A research paradigm is the basis of the investigation. It is the philosophy of social science (Wong, 2014). Kaushik (2019) stated that a paradigm is a tool that is used to solve research problems. A paradigm addresses ontological as well as epistemological assumptions of reality. Paradigm fills in as the focal point or guideline of viewing the reality or as a worldview (Maree, 2005). This study was underpinned by the interpretive paradigm. Interpretive research focuses on understanding how participants interpret their environment and their experience in the situation they find themselves (Denzin & Lincoln.1994). In this study, I interpret how the participants understand and interpret their experience in schools where a learner is migrating to other schools. McMillan and Schumacher (2010) stated that interpretivism uses systematic but maintains that there are multiple socially constructed realities.

3.3 RESEARCH METHODOLOGY

Research methodology refers to the methods that are used in the process of implementing the research design (Babbie, 2001). I used a qualitative research methodology in this study. Qualitative methodology is about comprehending the procedure, the social and cultural setting, which underscore various behavioural pattern and is mostly concerned with exploring the why question in qualitative research (Maree, 2005).

A qualitative research approach was used in this study. The approach offered natural observation rather than controlled measurement (Malterud, 2001). The qualitative

research approach was more fitting for this study: qualitative answers question about experience and perspective most often from the standpoint of a participant, which is what I needed for this study. I came face to face with the participants, which helped me to understand better the participants. Qualitative research gives a better understanding of how participant's feel about the situation.

3.4 RESEARCH DESIGN

The research design refers to the general master-plan that a researcher decides to incorporate in the various parts of the study in a cognizant and consistent manner, consequently guaranteeing what will adequately address the research problem (Lombard, 2007)As indicated by Babbie and Mouton (2008) research design is how the research will be directed. The research design alludes to the general methodology that the researchers decide to coordinate into the various parts of the study in a cognizant and intelligent manner, in this way guaranteeing they will adequately address the research issue. (Lombard, 2007). It comprises the outline for the assortment, estimation, and analysis of information. Maree (2005) characterizes the research design as an arrangement or procedure which moves from the fundamental philosophical suspicions to determine the choice of respondents, the data gathering methods to be utilized, and data analysis.

3.5 RESEARCH METHOD

The research method focuses on the technique used to respond to two major questions in research which are: how the data was gathered, and how it was analysed? (Kaushik, 2019). The face to face method, as used in this study, covers t the population, sampling, data collection procedure, and data analysis.

3.5.1. Population

Mogorosi (2017) defined population as all possible cases, subjects or objects of what a researcher is interested in studying, not necessarily people. It could be records, cases, or activities. The target population is the total group of the individual from which the specimen might be withdrawn (Neuman, 2006). The population comprised of teachers from primary schools around the Lwamondo circuit.

.

3.5.3 Sampling procedure and sample

Sampling is the way of choosing a sample from the population under study (Mcleod, 2014). Mcleod (2014) a sample is a group of people who are identified to take part in the investigation. A purposeful sampling technique was used to select the sample of participants from primary schools in the Lwamondo Circuit. Principals were selected for interviews because they were the ones who know about the overall performance of the learners and they give learners removal letters. The teachers sampled were the ones who have been in those particular schools for more than ten years with vast experience as they were the ones who work with learners daily, and they know the performance of the learners. Ten participants were purposively selected from ten purposely selected primary schools. There were five principals and five teachers who were purposively selected: only those who have ten or more years working in that particular school were selected. Teachers with some experience would have experience regarding learners who migrate.

3.5.4 Access to the sites

Before conducting the research, I asked for permission from the district office of the Department of education. I asked for permission from the Lwamondo circuit office and from the principal of schools where I conducted the interview.

3.5.6. Data collection procedure

This section presents the data collection instrument, recruitment of participants and the process of data collection.

3.5.6.1 Data collection instrument

Schulze (2009) described the design of the research instrument in the survey. I used an interview schedule. The questions were developed based on the research question. Before using the interview guide, I tried to ensure validity. The validity, according to Peersman (2014), is the amount in which the study reflects what the researcher was attempting to measure. To make sure that the instrument was valid, it was pre-tested by discussing it with peers. The interview guide was divided into two sections: sections: the demographic data section and the interview questions. The questions were based on the objectives of the study. This preliminary analysis guides how to redesign a question to focus on central themes as I went on with the interviewing process.

3.5.6.2: Recruitment of participants

Once permission was granted, I went to the primary schools and approached the principal and teachers. Before collecting data, I asked for consent to interview and also to audio record all the interviews with a cell phone. Before the interview, the aim and the significance of the study were explained to the participants. The procedure of the interview was explained to the participants making them aware that the interview was voluntary, and they can withdraw any time they feel uncomfortable. The participants were also told that there were no incentives after the interview. The participants had to sign a consent form before the interview.

3.5.6.3 Data collection process

Data was collected employing interviews. An interview is described as a way of sharing ideas between two or more people (Kgomo, 2016). The interviews were audio-recorded. I took notes during the interview. I used the same question for all the participants. The interview was scheduled for 45 minutes, but in some cases, it takes a longer time was busy with the phone. In some cases, it took less time because the participant was in a hurry. The question was phrased according to the situation of the respondent to the respondents to understand the question clearly concerning their context and to increase reliability. I repeated the question where there was a need, a follow-up question was asked. I asked a leading question to support a particular point. The audio recorder was used with permission from the participant. This was to keep a record of the verbatim accounts and to ensure the reliability of data collected I transcribe the interview I gave the participants transcript to read to verify if what I wrote is what they said after that I organised the findings under the thematic heading

3.6. DATA ANALYSIS AND PRESENTATION

Data analysis is the procedure of bringing -consuming but the fascinating process (Des Vos, 2008). According to Holloway (1997), data analysis implies separating the information and scanning for codes and classifications which are then gathered to structure topics. Data analysis was done while the interview is still underway. When I was done with data collection. I transcribed the recorded interview. I read the transcripts. I gave the participants the transcripts to read so that they can verify if what I have written is what they mean during an interview. After that, I printed out the transcript, gathered my notes and other documents I used during the interview. I reviewed and explored my data. I revised the data I collected and arranged them into objectives, themes, and sub-themes. I arranged the findings according to the themes and sub-themes and discuss the findings relating them with literature and the theoretical framework underpinned the study and then wrote the recommendation

3.7 ISSUES OF TRUSTWORTHINESS

Anney (2014) states that trustworthiness seeks to answer the following questions whether the study is credible, transferable, dependable and conformable. To ensure that, I followed the following principles of ensuring trustworthiness: credibility, dependability, conformability, and transferability by Lincoln and Guba (1989).

3.7.1 Credibility

Credibility alludes to the degree to which research is authentic and fitting concerning data collection and data analysis (Lincoln & Guba, 1989). I used first to face interview to collect data. The benefit of the qualitative approach according to Swart and Cash (2012), is that it enables the researcher to have interaction with the participant and to construct knowledge and data during the interview. Since the interview took place in the participant place, I first asked for permission from the principal, and the participant completed the consent form. I used face to face interviews at the pre-arranged times.

I audio record the data.

3.7.2 Dependability

Dependability is the magnitude that other researchers could repeat the study and that the findings would be constant (Morrow, 2005). I used similar interview questions and respondents were given enough time to respond based on the research question.

3.7.3 Conformability

Conformability means achieving the same result even when a different researcher conducts the research, the degree of neutrality in the exploration study`s finding

(Creswell, 2014). In this study, I avoided being biased by encouraging the participant to be free when providing information and also clarifying the reason for the study.

3.7.4 Transferability

Transferability is how qualitative researcher demonstrates that the study findings apply to other contexts (Korstjens & Moser, 2016). The interview schedule was structured in such a way that it can be used in other similar areas of study.

3.8 ETHICAL-CONSIDERATION

McMillan and Schumacher (2001) expressed that ethical consideration becomes possibly the most important factor in the following three phases of the research project: when candidates are enlisted during the intercession, identification, and implementation of research method and, in the arrival and presentation of the outcomes acquired. I observed the following ethical issues: permissions from gatekeepers, informed consent, confidentiality, respect, and anonymity.

3.8.1: Permissions from gatekeepers

I got the Ethical clearance from the University, permission to conduct the study from the District offices of the Department of education, and permission from the Lwamondo circuit, and from the school principal and teachers.

3.8.2 Confidentiality

Confidentiality implies that although the researcher realizes who has given the data, they ensure that when publishing the findings, there are no identifying elements which may lead to the association of the participants with the data where the public may identify the source (Cohen, Manion & Morrison, 2014; Macmillan & Schumacher, 2006). To guarantee confidentiality, no name was indicated on the questionnaire, transcripts, and presentation of the results. Audio recordings were kept safe under locked cupboards to prevent unauthorized access to raw data.

3.8.3 Informed consent

I informed the participants about the study including the purpose and objectives of the study, possible risk entailed in the study. I also informed the participants about voluntary participation and that and as a major aspect of the privilege of self-assurance, and they have the option to decline to participate or to pull back once the research has started. Every one of the participants was approached to sign a consent form.

3.8.4 Respect

Respect. The rule of equivalent respect requests that we respect the equivalent worth everyone (Cohen, Manion & Morrison, 2014). This expects us to see individuals as free and normal and to acknowledge that they are qualified for indistinguishable fundamental rights as others. Privacy includes a privilege to control data about oneself and shields individuals from baseless impedance in their issues. To guarantee that the principle of research is upheld, I promoted uniformity, open self-determination.

3.8.5 Anonymity

Anonymity refers to keeping secret by not identifying the cultural background of participants not referring them by their names (Osodo, 2016) Though during the interview I have interacted with the participants making them known to me, I ensure

that no other person knew who the participants are. To ensure anonymity, I made sure that no names are mentioned during the interview.

3.9 Summary of the chapter

This chapter presents the research paradigm and covered the issues of methodology. It also covered the methodological approach of this study An account on data generation, sampling method, data analysis technique, ethical issues and limitation of the study was also presented. The next chapter deals with the presentation and analysis of the data.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF DATA AND DISCUSSION OF FINDINGS

4 .1 INTRODUCTION

The previous chapter presented a research methodology, measures taken to ensure trustworthiness and ethical consideration. This chapter presents the findings of the study, showing the effect on learner migration on academic performance in the primary school of the Lwamondo circuit. The results are discussed based on the aim and objectives of the study.

The objectives of the study were:

- To determine the cause of learner migration in rural primary schools of Lwamondo circuit
- To explore the effect of learner migration on learner academic performance in the rural schools of Lwamondo circuit
- To establish strategies of combating learner migration in the rural schools of the Lwamondo circuit.

4. 2 DEMOGRAPHIC DATA

The demographic data of the participants who were interviewed are presented in Tables 4.1.1 to 4.4 in the sections that follow:

4.2.1 Gender

Table 4. 1 presents the gender distribution of respondents in this study.

Table 4.1: Gender

Gender	Frequency (N)	Percentage (%)
Male	4	40%
Female	6	60%
Total	10	100%

Table 4.1. Shows that respondents interviewed consisted of 6 females and 4 males.

4.2.3 Teaching experience

Table 4.2 presents the teaching experience distribution of respondents who were interviewed.

Table 4.2: Teaching experience

Years	Frequency (N)	Percentage (%)
10__15	2	20%
16__20	1	10%
21__25	2	20%
26__	5	50%
Total	10	100%

Teachers who have 10-years' experience and more were interviewed. Teachers and principals who have more experience who participated in this study are very good at knowing how learner migration from a rural school to urban schools.

4.2.4 Highest qualification

Table 4.3 Highest qualification of the participants

Qualification	Frequency (N)	Percentage (%)
Teaching Diploma	2	20%
Diploma +BA	4	40%
BED Hons	3	30%
Masters	1	10%
Total	10	100%

Table 4.3 shows the qualification of a respondent interviewed this implies that teacher who has more qualification are compelled to use new skills to teach this will help to minimize migration of learners to urban schools

4.2.5 Academic Position

Table.4 4 Academic positions of participants

Position.	Frequency (N)	Percentage (%)
Teacher	5	50%
Principal	5	50%
Total	10	100%

Table 4.4 shows the academic positions of teachers and principals who were interviewed. Each of the participants provided their opinion on the effect of learner migration on academic performance.

Teachers teach learners, they are the ones who spend most of the time with learners These are teachers who have more than ten years' experience and should, therefore, know the history of learner are migrating. The principals who participated in the study also had more than ten years' experience. They are the ones who give parents letters of transfers to and may have d why parents remove their learners.

4.3 THE CAUSES OF LEARNER MIGRATION AT PRIMARY SCHOOLS IN THE LWAMONDO CIRCUIT

Causes of learner migration are presented according to the themes identified during data analysis. The themes include the quality of education. Lack of infrastructure, lack of resources, use of English as the medium of instruction, and parent's competition.

4.3.1 Quality of education

The purpose of teaching is to produce learners who are well educated which is possible through effective and efficient teaching. If teaching is not effective and efficient this result in learners migrating to school where the teaching is effective. Some parents believe that rural schools offer poor quality education, so they move their children to other schools in urban schools hoping to get a better education. Some of the parents take or move their learners from one school to another because some of the parents are believed that rural areas do not have quality educators, and some parents want the status just to say my child attends school in urban areas. Parents believe that if children get a quality education is the key to succeed in the world of work. The following remark by one of the participants confirms:

> Teacher 5: "Some parents move their children because they believe that rural schools offer poor quality education"

These results are agreeing with those of Neluvhola (2007) who found that school choice is based on the quality of education. Parents, therefore, choose schools where learners are progressing well. Since some learners in rural schools are performing poorly, such schools end up losing learners who move to schools where they hope to do well. It was found that most learners from rural areas cannot read and write at grade-appropriate levels, these lead to children move from rural schools to urban schools (Spaull, 2013).

The quality of education changes the lives of children. The objective of the school is to equip children with knowledge and skills (OECD, 2012).

According to Feinstein's (2001) organizational theory, suggests that the internal organizational structure works to influence participants and produce the outcome. This implies that the school structure should be able to influence learners to pass their grades by offering quality education. Under organizational theory, participants are motivated by the internal structure to achieve the outcome that is in line with the goals of those who are in charge of the organization. Consequently, if the learners' results are unacceptable to the parent, they come to the conclusion that the quality of education provided by the school is poor. As a result, the parents then enrol their children in a school they believe provides education of better quality.

Parents were under the impression that urban schools are capable of giving a superior quality of education than provincial and township schools (Maile, 2004); Lombard (2009). Msila (2008) and Van der Merwe (2011) agree that great matric results play a crucial part in pulling in students to urban schools. Then again, Simelane (2014) calls attention to those black guardians who were looking for quality education for their youngsters have carried on enlisting their children in far off urban schools which were in bygone days saved for whites. All the more critically Nishimura and Yamano (2008); Harma (2009); Gray (2012); and Sua, Ngah, and Darit (2012) censure the standard of education in national government schools which serve the lion's share in that they are disintegrated. That is the motivation behind why a few guardians chose to move their students from these schools. Most parents believe that quality education is only found in urban areas where there are big buildings, parents no longer trust rural schools

4.3.2 Lack of infrastructure

Infrastructure is one of the factors that may attract or repel the learners to attend a particular school. The infrastructure of a school must be the primary priority of the government. The government must see to it that all rural schools are in good condition

and conducive for learning (Mthethwa, 2018). Some of the participants mention that the infrastructure is not in good condition, some of the building is collapsing, windows are broken even the surrounding of the school is not presentable. In other schools, the condition of infrastructure is so poor that they even lack the ablution blocks. The ablution block is one of the very critical infrastructures in rural areas. In Limpopo, one of learner fell into the pit toilet and cost the government lots of money (water research commission, 2015). So parents remove their learners and send them to schools where there have no pit toilets. The rural schools do not have security which means they are easily vandalized. Lack of security is also unacceptable as this is a risk factor for the learners. Parents find this unacceptable and end up removing their children to schools that they think are safer. This alluded by some of the participants in this study:

> Principal 3 "Some parents move their children to urban areas schools because they say that in rural schools, infrastructure is not in good condition and some buildings are collapsing, and the surroundings are not good and clean. Their children can be hurt easily while they are playing."

Results show that the reasons parents move their children from rural schools to urban schools is because of the quality of the infrastructure. Parents raised some concerns that poor quality infrastructure in rural schools can put their children's lives in danger. They raised examples about how buildings can collapse and also about how there could be sharp objects lying around that could easily hurt the child while they play. It is therefore not surprising to see parents moving their children to schools where such facilities would be better as compared to what they have in rural schools. In rural schools most of them do not have playgrounds where learners can play during a break, they play in places where they can be in danger, some play inside classes running on top of the desks.

> Principal 2: "Another thing is poor infrastructure and lack of ablution area. some infrastructure in rural schools is not good for learners. Windows are broken and some have no doors"

Some rural schools do have toilets and those that do either have pit toilets or toilets that have broken windows and doors. This meant that the child's hygiene and sanitary needs are compromised. Also pit toilets are known to be very dangerous to children, some end up falling into them which results in injuries that are very severe or even fatal. These results suggest that parents regard these conditions as unsafe and would, therefore, move their children to schools where they have better facilities.

> Principal 4" Some parents remove their children because of saying that the infrastructure in rural schools is not in good quality. Most of the buildings in rural schools' windows are broken. Because they do not have security, the building is vandalized"

One of the issues causing poor quality infrastructure is the lack of security at schools. This lack of security makes it easy for criminals to vandalise the infrastructure as indicated by the above principal. Results suggest that if security was available this vandalism would be avoided, saving a lot of money. Children are moved to schools that parents regard as safer. Parents move their children from schools where the is no good security because it makes their children in danger of being kidnaped or lost.

> Principal 5 "Some parents need the ablution blocks that are not pit. Some need the infrastructures which have an air conditioner, and which are conducive to live in. Which shows no cracks on them? And some need strong security where learners cannot run away or dodge school. If there is no way out, learners cannot run away or bunk. This shows that some parents need an infrastructure with a learning centre because if there is a learning centre, learners will be kept busy, and spend a lot of time busy reading. Learning centres are very important structures at school and they are supposed to be available at any school."

Some of the participants raised concerns about the use of pit toilets at schools. They think that pit toilets endanger the lives of learners as they might fall into the pit toilet. Some parents mentioned the need for air-conditioned classrooms. These air

conditioners might help create a more child-friendly environment in the classroom especially in very hot areas. These parents move their children to schools where there are such facilities.

Some of the participants mention that they want their children to be at school where there are different infrastructure and buildings. Where there are libraries where their children spent time reading. They also want a school where there is tight security where their children can be safe:

> Principal 6, "Learners and parents need an infrastructure which has got a computer room, schools with computer room people like it because we are living in a technological world. So, people are used to technology."

Some of the participants mention that they want their children to attend the school where they can have access to computers because we are living in a world of technology. This is in line with Simelane (2014) who confirmed that learners move to attend suburb schools which have green lawn, beautiful flowers and notable luxurious building. Most of the above participants agree that, the unavailability of infrastructure in provincial schools made students relocate to different schools. According to Figstein (2001), every organization should check their environment, interpret what their problems are, and change their internal organization to promote organizational survival and this is called adaption. The school as an organization the principal and SGB can look at the problem of infrastructure around their school that can cause the learner to perform poorly and cause the learners to migrate to other schools. How can they improve the infrastructure in their school as an organisation so that they can retain the learners what can change it to improve their organization? Parents believe that this is the fourth industrial revolution and therefore want their children to be well equipped for the world; they therefore move their children to schools where there learn computers and other technology they think would equip them for changes in this world.

4.3.3 Lack of resources

Department of basic education is committed to the provision of LTSM to all schools in the country. This provision is done through the provincial department. However, some of the school in the rural areas do not receive the LTSM and this lead to migration of students from rural to urban schools. In other schools in rural areas, they do not have enough teaching and learning materials. In some schools, even textbooks are not enough leading two or more learners to share one textbook. These can lead to the poor performance of the learners. The intermediate and senior classes do not have a science kit to help them to do a science experiment. The lack of LTSM is revealed in the findings whereby some participant who took part in the current study for instance.

> Principal 2" Some schools do not have teaching and learning materials. Some schools do not have enough textbooks"

> Principal 3" Some parents move their children because they say that in rural school there is a shortage of teaching and learning materials like books and Science kit."

Some of the participants mentioned that one of the issues facing rural schools is the lack of teaching and learning materials. Some schools do not have sufficient textbooks, notebooks and in some cases chalks. Lack of have a negative impact on teaching and learning as they hinder or slow down the whole process of learning in rural schools. This may be one of the factors contributing to parents moving their children from rural schools to urban ones. Some of the participants believe that parents move their children from rural schools because in rural schools there is a lack of teaching and learning material.

This finding related to a shortage of learning material agrees with Maile (2004) who documented that lack of resources can lead to learner migration from rural schools to urban schools.

Fligstein (2001) indicates that if organisations are facing difficulties should involve other stakeholders to survive. To schools, the important stakeholder is the parents. It must involve parents when dealing with the problem of learner migration and to improve the academic performance of learners, parents may come up with solutions.

4.3.4 Need to be taught English as a home language

In some schools the medium of instruction is English. However, even though the medium of instruction is English, some teachers in rural are teaching using their mother tongue. These lead learners not to have a good command of English. When parents compare their children with those who attend schools in urban areas, they realise that theirs are not doing well as such they take their children to urban areas. Parents want their children to have a good command of English, they believe that if their children have a good command of English they have a good chance to enter the world of working. The following remarks from the participants confirm:

> Teacher 3" Parents move their children to urban schools where the teachers use English as a medium of instruction so that their children can communicate very well in English."

One of the participants thinks that parents want their children to have a command of the English language. Parents therefore move their children from rural schools to urban schools where English is used as a medium of instruction.

> Principal 3" Some parents move their children because they want their children to be taught English as a first home language parents believe that if their children speak good English is a good education.

One of the participants thinks that some parents believe that if their children have a good command of English then that has received a good education. They also believe

that a good command of English gives their children a competitive advantage when they go into the workplace. This is one of the reasons parents move their children from rural schools to school that teach English as a first home language. Parents believe that if their children speak English it is sufficient, and without checking whether they know the content of other subjects or not.

In support, it allied with Van der Merwe (2011) who also found that other causes of learner migration from rural schools to urban schools so that children can have proficient in English as a home language. English is regarded as international language parents think that if their children are fluent in speaking English it gives them opportunities to compete with others in the world of work.

As indicated by the participants, the yearning to learn English as a Home Language caused students to relocate from rural schools to urban Schools. As far as Van der Merwe (2011) English was seen as essential for business accomplishment in a knowledge-based economy. As indicated by Weber (1978) in Fligsteinís organisational hypothesis (2001) associations were at the core of present-day economy and nation which is the general public as a political unit. On the off chance that one draws from this, it implies that effective associations in the economy are served by skilled human resources who are eloquent. Schools were liable for building up the human asset for the nation. On the off chance that a provincial school is falling through in teaching English Home Language to the students successfully, parents prompted students to move to urban schools.

All things considered, schools were seen as restricting the learners' possibilities of profiting in educational development and in the possible monetary achievement on the off chance that they were unsuccessful in teaching English Home Language. As indicated by Maile (2004) parents who sent students to urban schools needed their children to speak English which would empower them to work universally. As per Msila (2008), participants in his research offered remarks which proposed that parents might want their children to be educated in formal English urban schools

In support, it allied with Van der Merwe (2011) who also found that other causes of learner migration from rural schools to urban schools so that children can be proficient in English as a home language. English is regarded as an international language

4.3.5 Parents competition

We are living in a world of competition where parents compete with what they have, and they don`t want their children to feel inferior to their neighbour. In the case where the neighbour takes their children to urban schools, the neighbour will also do the same. Sometimes parents send their children to urban areas just to show off that they can also afford to pay transport for their learners. Other parents enrol their children in urban areas just to show that they have enough money this was indicated by three of participants:

> Teacher 3" Parents what to show off their status that they can afford to pay transport for their children to go to urban schools."

> Teacher "If you are working and you do not enrol your child in the school in town, you are perceived as a failure in the community and do not belong to the working class"

Some of the participants think that moving their children to urban schools by some parents is perceived as an indicator of one's economic and social status. This is because if you can afford the transport fees and urban school fees you are perceived is a higher member of the social class in your community. Those who are working but choose not to enrol their children in school in town are perceived as having failed.

> Teacher 2" Financial freedom, parents who have money take their children to urban schools to have a good reputation."

Another reason for parents taking their children to urban schools is because it is a form of conspicuous consumption. It is one way in which parents can demonstrate their financial muscle to the whole community, showing members of the community that they are in a good standing. I also attest to this in the place where I am living most of these working-class children attend school in an urban area. As far as my concern there are little studies about this

4.4 THE EFFECT OF LEARNER MIGRATION ON LEARNERS' ACADEMIC PERFORMANCE

This section presents the experience of the participants on the effect of learner migration on learners' academic performance. The findings are presented under the following headings: formation of multi-grade, financial implication and Redeployment.

4.4.1 Multi-grade classes

Multi-grade is a combination of different grades in one class. In the case where learners are migrating to urban areas, the few learners remaining learners are forced to combine to form multi-grade. In some schools, there are three grades in one class. This could be difficult for teachers to prepare for such classes. It can also be difficult to assess the learners who are on different levels at the same time.

Teaching two or more grades at the same time is very challenging. In multi-grade teaching is difficult because it is not easy for a teacher to keep track of learners being taught. Some schools in rural areas have adopted a multi-grade system due to lower school enrolments. Multi-grade in school affects the performance of the learners because teachers may not have the skills to teach multi-grade and it demotivates the teacher. Multi-grade leads to the poor performance of the learners because teachers become confused by not knowing which grade to prepare for when they go to class. These results are confirmed by three teachers and one principal who took part in the interview:

Teacher 3 "When learners migrate, the school is forced to form multi-grade classes. You may find that grade R, 1 and 2 are taught in one class."

Teacher 5 "In some schools there are forced to form multi-grade classes."

Principal 3 "Learner migration does affect the academic performance of learners because if more learners are moving, fewer learners are left behind, and this will cause multi-grade."

Results show that learner migration is a contributory factor to the formation and increase of multi-grade classes. In some instances, where a school does not have enough learners in certain grades, these children are combined in one class though they are in different grades. The school is then forced to practice multi-grading. For example, Grade 1 and 2 may be taught in one class. This then affects the quality of education that each learner receives becomes compromised and negatively affects the quality of the academic performance of learners.

Principal 4 "Multi-grade can stop educators to do individual teaching, one cannot be successful in doing individual teaching."

One of the participants noted the negative effects of multi-grade classes on the quality of teaching and learning. The participant mentions that the multi-grade classes make it difficult to perform individual teaching. This lack of individual teaching might affect the pace at which some learners learn; some children learn best with individual teaching.

Principal 2 "Schools may be left with few teachers and schools can be forced to have multi-grade teaching and teachers are forced to teach more subjects which make it difficult to prepare."

Results suggest that multi-grade classes have a negative impact on teachers. More learners move away from rural schools the rural schools where they are forced to hire fewer teachers. The decrease in the number of teachers mean that some teachers are forced to teach more subjects. This makes it difficult for teachers to have enough time to adequately prepare for the class. It is also possible that one teacher may have qualifications for one subject and may find it difficult to teach subjects where they are not adequately qualified. Multi-grade also causes confusion between learners and teachers. Learners can become bored and dodge classes. On the other hand, teachers may be demotivated which resulted in poor quality teaching and learning and more learners migrating to other schools.

These results agree with Kgomo (2016) who found that because of the widely varying children of different ages, multi-grade teaching can be seen as a challenge. These are challenges that encourage parents to move their children from rural schools when they observe that learners in such schools are not performing as they would have liked to. Teaching multi-grade classes is a challenge because the government does not provide any training for teachers teaching multi-grade classes. In multi-grade classes, when the teacher is explaining the task to one group of learners, the other group is making noise, and that affects the teaching and learning. It also indicates that teachers do not have the skills and knowledge to teach multi-grade classes (Taole, 2014). Kgomo (2017), point out that even if the learners are taught the same topic, they should be assessed differently according to their level. It is also supported by Fligstein (2001) who said that the manager of organisation must study the challenges. The organisation is facing devise strategies the procedure that will help to minimize the effect. This is what the principal must do when he saw that the enrolment has dropped, and the mono-grade classes are impossible.

4.4.2 Financial implication

This theme addresses the financial implication of learner migration at schools. Funding at schools is dependent on norms and standards. The norms and standard for public school funding had been first released in 1998 and implemented from 2000 onwards

(Parliamentary monitoring group, 2005). Norms and standards are allocated according to the enrolment of the school thus for rural schools that experience learner migration, that would mean that they get fewer norms and standards which at the end negatively affect them. When the enrolment is low the money allocated to the school is also little. This creates challenges that have a negative impact on learner performance. The money is allocated according to enrolment. In the case where the school does not have money, it also has an impact on learners. Funds at schools are used to purchase school equipment without which learners may find it challenging to master some subjects. Academic performance as the school cannot buy LTSM. In line with the participants

> Teacher 7 "Low enrolment also affect the money which school receive from the department because they are given according to the enrolment"

One of the participants noted the impact that enrolment levels have on the amount of money that a school receives from the department. Results suggest that the low enrolment in rural schools may lead to a small amount of money being received by these schools. This has a negative impact as schools may not buy sufficient learning and teaching materials.

> Teacher 3 "When it comes to norms and standards that they are supposed to receive, they are going to receive less amount of money. This means that school will no longer afford to buy whatever that is necessary for learners to have."

When money received due to fewer number of learners is little, it may negatively impact on the quality of the education that the learners in the affected school will receive. The finding concurs with Van der Merwe (2011) who stated that learner migration drained school resources and led to social capital withdrawal from schools.

Maile (2004) demonstrates that when students left rural schools to join up with urban schools; there was a monetary misfortune in rural schools. Msila (2008) show that the migration of students from them home-school left their schools in a monetarily tricky

position. Msila (2008) agrees and includes that customarily black schools became more impoverished while urban schools became more prosperous due to learners crowding on account of migration. Musset (2012) suggested that ineffective schools lost students and assets like customers, who were parents, and students picked different other options. Simelane (2014) also points out that as a result of learner migration schools end up depending on hands out.

.4.3 Redeployment of teachers

Staff establishment is allocated according to learner enrolment. The fewer the learners in school, the fewer the educators allocated. In South Africa the ratio is 1: 40, meaning one teacher to 40 learners the school with few learners are allocated fewer teachers. Some teachers are redeployed to other schools where there are more learners. The closing of some schools leads to the redeployment of teachers. Those teachers who are redeployed are the ones who have experience in their subject.

> Teacher 5 "When the enrolment drop, the government is forced to merge schools and when schools are merged, some teachers are redeployed to other schools"

Leaner migration can lead to the merging of schools which leads to other school building to remain unused. Those learners who are left behind suffer and it leads to poor performance. Parents are not interested to take their children where there are few educators

> Teacher 4 "Learner migration affect academic performance negatively because school enrolment will drop and when it drops, some of the teachers will be in access"

> Teacher 7" Learner migration can make the school to have low enrolment. If the enrolment is low, the teachers must be redeployed to other schools that have more learners."

Some few the participants think that learner migration has an impact on the number of teachers that each school receives. They both note that learner migration from rural schools leads to the redeployment of teachers. If a school has a small number of learners, then some of the teachers in that school may be moved to other schools that have more learners. This decrease in the number of teachers in the school can then negatively affect the quality of academic performance in that school.

Redeployment of teachers affects the academic performance of learners negatively because you can find that teachers who are redeployed are teachers who teach scarce subjects and those who have experience. Only a few teachers in rural areas bear the burden of all subjects they teach regardless of whether they are qualified or not. Thus in the end it negatively affects the learners and also the morals of teachers.

4.5 INTERVENTIONS FOR COMBATING LEARNER MIGRATION.

This section presents strategies that can be done to combat learner migration and improve the academic performance of the learners who are left in the rural areas. The participants come out with the following ways which can be used to limit the migration; involvement of stakeholders and parents' involvement in the education of their learners, improvement of infrastructure and introduction of extramural activities.

Participants mention different ways in which to combat learner migration.

4.5.1 Involvement of different stakeholders

For a school to succeed, it needs all stakeholders to work together. Stakeholders, which include chiefs, indunas, and businessmen in the community should work together to improve the school.

> Teacher 5 "Chiefs and induna in the community must be also be involved in the development of schools in their villages, even businessman must be involved"

The SGB should go out and apply for donations from different stakeholders to boost the finance of a school. This helps a school to purchase teaching materials. This may help the school to improve the academic performance of the learners. The stakeholders like civic and local government must also be involved in supporting the school by teaching the local community how to support the local schools. This may also help to reduce the vandalism of the infrastructure. Stakeholders should be informed about the importance of schools in their community.

> Principal 1 "The SGB and business people in the area must work hand in hand towards bringing some financial aid to the schools so that these schools can be able to purchase relevant LTSM to improve the quality of education"

> Principal 2 "All stakeholders must be involved to improve the schools in the community like chiefs, headman, and businessman and civic must be told the importance of school in the community"

Some of the participants think that it is important for all stakeholders to work together with community members to improve the quality of teaching in the schools. They mention that the SGB and some of the business people in the community can come together and raise some funds that will enable schools to buy the relevant resources to improve the quality of education. Apart from raising funds, results suggest that it is also critical to raise awareness of the different stakeholders about the importance of good quality schools in the community. Stakeholders such as chiefs, headmen, businessman and members of the civic must continuously be reminded of the importance of school in the community. Chiefs can call ‘imbizos’ and tell the community about the importance of school around their areas, they can also invite some of the former learners who attend the same school, and who are now doing well to motivate the community.

This is also alluded to by the Department of Basic Education (2018) that deploying communities to encourage education and advancement of school activities is significant. Spot-based education in the rural community requires the interest of role players in those communities to get access to assets to improve educating and learning. The government gazette of the Department of Basic Education(Goodie, 2017) also states the need for establishing a partnership with the local community to support teaching, learning, and wellbeing in the school. Community, business, local government, service provider, faith-based organisation and the traditional council can help to improve the education of learners.

4.5.2 Parents involvement in education for their children

Schools should be able to serve the community. For the school to serve the community well, it must have parents meeting and explain its vision and mission. This may make parents send their children to that school. Schools should have parents' meetings where they discuss the performance of the learners. Parents should be fully involved in the education of their children even if it means to call parents to come individually. The teacher, parent and learner meeting can help to improve the performance of the learners. Parents may come up with good suggestions to curb learner migration. Participants support parent involvement the same way as the state as indicated in the following quotations:

> Teacher 5 "Parents must be involved in the education of their kids, parents must be called to discuss the performance of their children"
>
> Principal 1 "Parents must be fully involved in the educational matters of their children"
>
> Principal 5 "Parents must be fully involved in the education of their children through parents' meetings. They should be told about the importance of their children attendance of local schools"

Some of the participants mentioned the importance of parents being involved in the education of their children. It is critical for parents to be part of the educational journey of their children. Parents should be willing to be called to the school to discuss the performance of their children. Parents should also be actively involved in ensuring that the child attends school and also has all the necessary resources to be able to be successful academically. Parents should also be encouraged to come up with ideas of improving the education of their children and the school as a whole including the infrastructure and lack of learning materials.

This attests to the findings by Lava and Saracostti (2019) who documented that parental involvement in school is a key factor for children's academic outcomes. During the first years of learning the parental involvement is very important in the academic improvement of learners (Lava & Saracostti, 2019). Mahuro and Hungi (2016) state that parental involvement is very significant in the academic improvement of the learner. Learning should not be only left to the learner-educator relationship, but should also include parents. Durisic and Bunijev (2017) see parental involvement as an important factor for a successful education. Fligstein (2001) indicates that organisations facing difficulties should involve other stakeholders to survive. For the school, the important stakeholders are parents. Schools should involve the parent when dealing with the problem of learner migration and finding ways of improving the academic performance of learners.

4.4.3 Improvement of infrastructure

The infrastructure of schools is one of the factors that attract learners to a school. The SGB must ensure that the infrastructure of the school is attractive. The government should make sure that the infrastructure of rural schools in good condition and that there are good ablution blocks. It is the primary duty of the government to make sure that every rural school has a good ablution block and does away with a pit toilet. If the buildings are attractive and clean, they will attract more learners to enrol in such schools. Parents believe that if the infrastructure and the surrounding area clean, even

the education which is offered in that school is of good quality. The school management should ensure that the schools are clean.

Teacher "SGB must work hard so that infrastructure will be attractive."

Teacher 5 "Community leaders must be involved in the development of school infrastructure."

Principal 1 "The SGB and business people in the area must work together to develop school infrastructure."

Principal 2 "Government must improve infrastructure in rural schools."

Some of the participants think the importance of different stakeholders being involved in the improvement of the schools' infrastructure. It is not just the responsibility of the government to improve the infrastructure of the school but also community leaders, SGB and business people in the community can also help in this regard. The improvement of the school infrastructure may help improve the quality the academic performance. The school must be clean and parents can be attracted by the surrounding of the schools and encouraged to enrol their children. Learners must also be told that clean environments mean clean minds.

Hasbullah (2011) alluded that school facilities play a significant role in ensuring the quality of teaching and learning to achieve the quality of education. School facilities' performance significantly affects learner achievement. Yusoff, (2014) states that facilities management affects an organisations performance thus it has become a major issue. The same accolades identified by Mthethwa (2018) saying that the quality of education is reduced by the absence of proper infrastructure in Kwazulu-Natal. To meet the learning needs of learners in rural areas, the province should supply proper infrastructure.

4.4.4 Introduction of extramural activities

Extra-mural activities play an important role in the development of a child. Therefore, the school should introduce different types of sports codes as learners spend most of their time at school. Learners' participation in sports assists them to develop both physically and mentally (Kaydee, 2016). Learners like to play and if they find that the school organises different games, they may enjoy being at that school. Some of the parents mentioned that schools must also organise educational tours where learners can enjoy and learn at the same time. Educational tours play an important role in educating the learner practically and interestingly. Learners must also participate in different educational competitions with other schools. The participants had this to say:

> Teacher 2 "Children like to play when they have the freedom to do so. Playing make learners to enjoy being in that school."

> Teacher 3 "School must have many sports activities. School trips must be organised, and learners must participate in different educational competitions like FFLC."

Results show that it is important that learners be involved in extra-curricular activities. They mention that schools must not just have teaching activities but should also have many sports activities. These sporting activities give the children the freedom to play and also keep them physically fit. These participants also note that playing makes the learner enjoy being at school. Not just sports activities at schools, the school must also organise school trips and also enable learners to participate in different educational competitions like FFLC. This may allow the learners to participate in different competitions where they can learn while playing.

Fredricks and Eccles (2008) said that if learner participates in extramural activities, the child self–esteem increases. This also assists with positive development and improved academic performance. Kaydee (2016) supported this by saying that extra-mural activities teach children important life lessons. It promotes a child`s emotional and

physical wellbeing. It also provides intellectual stimulation and has a positive influence on the academic performance of children.

4.5 Summary of the chapter

In this chapter, data were presented and discussed concerning existing literature. of the findings were presented. The findings were discussed according to themes related to the study objectives. Under each theme, a discussion of data was presented with relevant literature and theoretical framework. In the next chapter, a summary, conclusion, and recommendation will be presented.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with the presentation of the discussion of the information. This chapter presents a synopsis of findings followed by recommendations based on the study findings. The outline of the study is presented based on the research objectives.

The study aimed to investigate the effect of learner migration in a rural school on learner academic performance in the Lwamondo Circuit. The study was guided by the following research questions:

> What are the causes of learner migration in rural schools of the Lwamondo circuit?
>
> How does learner migration affect academic performance in a rural school of the Lwamondo circuit?
>
> How can learner migration in rural schools of the Lwamondo circuit be prevented?

The study is outlined in five chapters:

Chapter one outlines the introduction, problem statement, aim of the study, objectives, research question, research methodology, data collection, data analysis, ethical-consideration, trustworthiness, contribution to the body of knowledge, knowledge-dissemination and the structure of the entire dissertation.

Chapter two presented the report of a literature review related to the effect of learner migration on learner academic performance. The theoretical framework which underpinned the study which is organizational theory was also presented.

Chapter three: Research methodology was discussed in this chapter. The study is qualitatively underpinned by the interpretive paradigm. The data was generated through face to face interviews with ten purposively selected participants. Data collection and analysis are also presented. The chapter also highlighted measures taken to ensure trustworthiness and ethical-consideration.

Chapter four provided the results of the study and discussion. A discussion of the findings was done concerning the existing literature.

Chapter five demonstrates the summary of the findings, conclusion and recommendations. The findings are presented using themes that were guided by research objectives.

5.3 SUMMARY OF THE RESEARCH FINDINGS

The study detailed results are presented in chapter four. This section summarises the findings concerning the study objectives as follows:

5.3.1 Objective 1: To determine the cause of learner migration in the rural primary school of the Lwamondo circuit.

It was suggested by the findings that the quality of education is one of the causes of learner migration. It was found that parents move their children to urban areas in search of quality education because they believe that in rural areas there is no quality education. They believe that quality education is the key to better education.

Lack of infrastructure was another reason for parents to move their children to other schools. The infrastructure in rural schools was reported as not attractive and posing a possible danger to children. Parents want their children to attend a school that is conducive to learning. The findings also show that the lack of resources was other things that cause learner migration. It was reported that in some instances three or more learners in rural schools sharing a textbook. This makes it difficult for learners to study. This unconducive learning environment force parents to move their children to other schools.

Another finding is that parents move their children to urban schools because they want their children to be taught English as a mother tongue. It was found that parents believe that if their children have a good command of English it pave their way in the world of work. It was also found that some parents move their children because they want to portray to their neighbours that they can pay for transport or even accommodation for their children.

5.3.2 Objective 2: To explore the effect of learner migration on learner academic performance in a rural school at Lwamondo circuit

The findings indicate that when learners migrate from schools, the enrolment became low which leads to multi-grading. It was found that multi-grade affects learner performance as it is difficult for teachers to teach because the government does not organise formal training for teachers who teaches multi-grade classes. This leads to poor academic performance and subsequent migration of learners to other schools `The findings show that learner migration affects the finance of the school which leads to school that it cannot sustain itself.

The funds of school are allocated according to the enrolment of the school. If the school has a low enrolment of learners, the funds are also small. This also affects the smooth running of the school the academic performance of the learners. The findings show

that learner migration can cause the redeployment of teachers from one school to other schools with many learners. Consequently, some of the school can be closed down which affect the performance of the learners. The staff establishment is done according to the enrolment of the school. The school with low enrolment and fewer staff members are at risk of redeployment and even closure of the school.

5.3.3 Objective 3: To establish the strategies of combating learner migration and amplify the performance of the students in the rural school of Lwamondo circuit

The findings show that parents must be involved in the education of their children, the learners' academic performance must be discussed with the parents. It was found that parental involvement is very significant in the education of the kids and the improvement of academic performance. It was found that parents can have solutions to learner migration.

The findings also indicate that the stakeholders in the community such as Indunas, chiefs, and councillors must be involved in the development of the school. Schools should also introduce the extra-mural activities to attract learners. Educational tours and educational competitions need to be organised so that learners can learn while playing which can improve the performance of learners. The findings also indicate that learners like attend schools that have diverse sports codes that learners can choose to play.

Learners enjoy being a place where they are free and have time to play. Learners enjoy having educational tours and educational competitions where they can play with learners from other schools. The infrastructure should be improved. Infrastructure is very important in attracting learners to attend school. It was also found that learner performance can be improved by improving the infrastructure. The finding indicated that if the surrounding of the school is clean, even the performance of learners improves.

5.4 CONCLUSIONS

Based on the study findings, the following conclusions are made: Rural schools are losing learners through learner migration. Causes of learner migration are issues which can be solved by both school and the government. To address the lack of resources, the government can provide rural school with enough resources. School can improve the quality of education by motivating teachers to work hard showing appreciation and giving awards.

The findings also show that learner migration affects learner performance negatively because when learners migrate to urban schools, the enrolment of rural school drops and school is forced to form multi-grade classes. It is difficult for a teacher to teach multi-grade classes. These lead to the poor performance of the learners' Low enrolment also imply the finance of the school.

I conclude that rural schools should be engaged in developing their schools. The management of the schools and the SGB should ensure that infrastructure is well cared for and the surrounding is clean all the time.

5.5 RECOMMENDATION

Based on the research findings. I come up with the following recommendation which may help in addressing the effect of learner migration on learner academic performance at primary school of Lwamondo circuit:

All stakeholders in education like parents, businessmen, Indunas, chiefs, and the Department of Education should work hand in hand in ensuring that the performance of the learners improves.
The government should make sure that every primary school has enough teachers to avoid multi-grade classes.

The Department of Education should provide good infrastructure for schools.

Community and school management should ensure that the infrastructures are kept clean.

Every school must be encouraged to use English as a medium of instruction. This will make parents believe that their children will have a bright future because they believe that a good command of English will increase their children's chances of employment.

The Department of Education should review the Post Provision Norm because the current policy is destroying rural schools.

Care of staff, including a senior administrator representative, a cleaner and a security monitor. Until each of the schools are specified the vital resources, the area can develop a core for a bunch of schools. This will allow the school group instead of the individual school to turn into a regulatory and asset establishment. This will ensure logically profitable and convincing provisioning to each one of the schools. It can in like manner, license the sharing of human and physical assets, including recreational offices and specific rooms like libraries and research offices. Provision of LTSM: bundle for small-scale schools to incorporate server with preloaded subject matter for Grade R, Bands, information projector, PC equipment, and web availability; Library offices

5.6 RECOMMENDATION FOR FURTHER STUDIES.

The following are my recommendations for further studies:

Conducting a study focusing on parents' and learners' views on learner migrating from rural schools to an urban school. This is because the current study focused only on teachers and principals.

The study focusing on migration in secondary schools as this study only focused on primary schools.
Future studies can be conducted on the view of the community leaders about the learner migration.

Studies can also be conducted on the view of the Department of Education about the learner migration.

5.6 SUMMARY OF THE CHAPTER

This chapter is a summary of the whole study. It presented the conclusion from the findings of the study. It also includes recommendations to address the challenge of learner migration.

REFERENCES

Abdallah, H., Fuseini, M. N., Abudu, A. M., & Nuhu, Y. (2014). Dilemma of Basic School Pupils in Northern Ghana with respect to Their Learning Context. Education Research International, 2014, 1-13.

Adams, B. L., & Woods, A. (2015). A model for recruiting and retaining teachers in Alaska's rural K–12 schools. *Peabody Journal of Education*, *90*(2), 250-262.

Adams, J., Bartram, J., Chartier, Y., & Sims, J. (Eds.). (2009). *Water, sanitation and hygiene standards for schools in low-cost settings*. World Health Organization.

Ajayi, K F. (2013). *School Choice and Educational Mobility: Lesson from Secondary School Applications in Ghana*. Institution for Economic Development Working Paper, 259, 121-124

Ankomah, Y., Koomson, J., Bosu, R., & Oduro, G. K. T. (2005). Implementing Quality Education in Low-Income Countries (Edqual). *Accra, Ghana*, *University of Cape Coast*

Asiamah, N., Mensah, H. K., & Oteng-Abayie, E. F. (2017). General, target, and accessible population: Demystifying the concepts for effective sampling. *The Qualitative Report*, *22*(6), 1607-1621

Atuahene, F., & Owusu-Ansah, A. (2013). A descriptive assessment of higher education access, participation, equity, and disparity in Ghana. *Sage Open*, *3*(3), 2158244013497725.

Babatunde, M.M. & Olanrewaju, M.K. (2014). Class size and school climate as correlates of secondary school students' scholastic achievement in Itesiwaju Local Government Area of Oyo states Nigeria. *Global Journal of Human-Social Science, G Linguistics & Education, 14(3), 15-22.*

Babbie, E., & Mouton, J. (2001). *The Practice of Social Research* (Cape Town: Oxford University Press South Africa

Baker, B., & Duncombe, W. (2004). Balancing district needs and student needs: The role of economies of scale adjustments and pupil need weights in school finance formulas. *Journal of Education Finance*, *29*(3), 195-221.

Barnard, C. (1968). The functions of the executive. Boston, Harvard University

Bisschoff, T., & Koebe, C. (2005). School choice: challenge to Sharpeville public school principals. *South African journal of education*, *25*(3), 156-163.

Bista, K. (2015). Roles of international student advisors: Literature and practice in American higher education. *International Education*, *44*(2), 87-101.

Bless, C., Higson-Smith, C., & Kagee, A. (2006). *Fundamentals of social research methods: An African perspective*. Pretoria, Juta and Company Ltd.

Bunar, N. (2010). Choosing for quality or inequality: current perspectives on the implementation of school choice policy in Sweden. *Journal of education policy*, *25*(1), 1-18.

Catts, R. & Ozga, J. (2005). What is social capital and how it might be used in Scotland's Schools? Universities of Edinburg, Stirling and Strathclyde, AERS, www.aers. Org.uk.

Chetty, P. (2016*). Importance of research approach in a research. Retrieved March 3, 2019*, from http://www.projectguru.in/publications/selecting-research-approach-businessstudies.

Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. London, Rutledge.

Creswell, J. W. (2012). Collecting qualitative data. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth ed. Boston: Pearson*, 204-35.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. London, Sage.

Danieli, A. & Woodhams, C. (2005.) *Emancipatory research methodology and disability: A Critique International Journal of Social Research Methodology, 8(4), 281-296.*

De Kadt, J. R. (2012). *Learner mobility in Johannesburg-Soweto, South Africa: dimensions and determinants* (Doctoral dissertation).

Denzin, N. K., & Lincoln, Y. S. (2008). *Collecting and interpreting qualitative materials* (Vol. 3). Texas, Sage.

Delport, C. S. L., De Vos, A., Fouche, C., & Strydom, H. (2005). Research at grassroots. *The place of theory and literature review in the qualitative approach to research*, 261-265.

Department of Education (2000) school management Team, Managing and leading schools. Pretoria. Government Printer

DiMaggio, P., & Mohr, J. (1985). Cultural capital, educational attainment, and marital selection. *American journal of sociology*, *90*(6), 1231-1261.

Du Plessis, A., & Subramanien, B. (2014). Voices of despair: Challenges for multigrade teachers in a rural district in South Africa. *Educational research for social change*, *3*(1), 20-36

Đurišić, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, *7*(3), 137-15

Fligstein, N. (2001). Organisations. In C. Calhoun (Eds) *Handbook of Sociology. Theoretical Debates and scope of Organisational Theory* (pp. 1-42). California: Sage.

Ferguson, R. F. (1991). Racial patterns in how school and teacher quality affect achievement and earnings. *Challenge Online*, *2*(1), 1-36

Fredricks, J. A., & Eccles, J. S. (2008). Participation in extracurricular activities in the middle school years: Are there developmental benefits for African American

and European American youth? *Journal of Youth and Adolescence*, *37*(9), 1029-1043.

Goodier, S. (2017). Tracking the money for Open Educational Resources in South African basic education: What we don't know

Gray, N. L. (2012). School choice and achievement: The Ohio charter school experience. *Cato Journal.*, *32*, 557

Green, P., & Skinner, D. (2005). Does time management training work? An evaluation. *International Journal of Training and Development*, *9*(2), 124-139

Härmä, J. (2009). Can choice promote Education for All? Evidence from growth in private primary schooling in India. *Compare*, *39*(2), 151-165.

Human Sciences Research Council, Nelson Mandela Foundation, Education Policy Consortium (South Africa)., & Education Policy Consortium (South Africa). (2005). *Emerging voices: A report on education in South African rural communities*. HSRC Press.

Jonsson, G. (2009). Comparative report: African migration trends. African perspectives on human mobility programme. *International Migration Institute, University of Oxford*.

Jamal, M. (1984). Job stress and job performance controversy: An empirical assessment. *Organizational behavior and human performance*, *33*(1), 1-21.

Joyce, T. M. (2014). Quality basic education for all: Challenges in multi-grade teaching in rural schools. *Mediterranean Journal of Social Sciences*, *5*(1), 531.

Kaushik, V., & Walsh, C. A. (2019). Pragmatism as a Research Paradigm and Its Implications for Social Work Research. *Social Sciences*, *8*(9), 255.

Kasanen,K. Raty.& Eklund A.(2009) Elementary schools pupils evaluation of the malleability of their academic abilities Educational Research, 51(1),2.

Kennedy, R. (2008). Are private schools elitist. *Retrieved July*, *3*, 2008.

Kgomo, P. T. (2017). *The effects of principals' workloads in Limpopo multi-grade primary schools on learners' academic performance* (Doctoral dissertation, Pretoria, University of Pretoria).

Khoza, J. F. (2012). *The Relationship Between the School Principals' Instructional Leadership Role and the Academic Performances of Pupils in Swaziland Primary Schools* (Doctoral dissertation, University of South Africa)

Khudadad, N. B. (2018). *The Relationship between School Built Environment and Student Achievement in Pakistan* (Doctoral dissertation, Charlotteville, The University of North Carolina at Charlotte).

Korstjens, I & Moser, A.(2018) Series; Practical guidance to qualitative research . Part 4; Trustworthiness and Publishing European journal of General Practice, 24(1), 120-124

Kpolovie, P. J., & Obilor, I. E. (2013). Adequacy-inadequacy: Education funding in Nigeria. *Universal Journal of Education and General Studies*, *2*(8), 239-254

Lava, L. & Saracostti, M. (2019). Effect of parental involvement on children academic Achievement in Chile.)

Lincoln, Y. S. (2009). Ethical practices in qualitative research. *The handbook of social research ethics*, 150-169.

Lincoln, Y. S., & Guba, E. G. (1989). Ethics: The failure of positivist science. *The Review of Higher Education*, *12*(3), 221-240.

Lloyd, L. (2002). Multiage Classes: What Research Tells Us about Their Suitability for Rural Schools. *Education in Rural Australia*, *12*(2), 1-14.

Lombard, B. J. J. (2007). Reasons why educator-parents based at township schools transfer their own children from township schools to former Model C schools. *Education as change*, *11*(1), 43-57.

Lopes, M. M. P. B. (2000). *In-service training of teachers for curriculum 2005* (Doctoral dissertation, Johannesburg, University of Johannesburg).

Maarman, R., Steyn, E., & Wolhuter, C. (2006). Optimal demographic information for policy development in the South African education system. *South African journal of education*, *26*(2), 295-304.

Maile, S. (2004). School choice in South Africa. *Education and urban society*, *37*(1), 94-116.

Mahuro, G. M., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education*, *3*(1), 1264170.

Malterud, K. (2001). The art and science of clinical knowledge: evidence beyond measures and numbers. *The Lancet*, *358*(9279), 397-400.

Maree, J. G. (2005). The torn learning sprockets: stars in the ascendant. *Gifted Education International*, *20*(3), 380-390.

Masondo, S. N. (2010). *Teacher experiences of the integrated Quality Management System in Selected Secondary Schools in KwaZulu-Natal* (Doctoral dissertation, University of KwaZulu-Natal, Edgewood).

Mbili, T. P. (2018). *Expressive English language skills in the inclusive intermediate phase classroom* (Doctoral dissertation).

McKenzie, D., & Rapoport, H. (2006).Netwok effect and dynamic of migration and inequality theory and evidence journal development economy *Can migration reduce educational attainment? Evidence from Mexico*. The World Bank.

Mcleod, K. (2014). Orientating to assembling: Qualitative inquiry for more-than human worlds. *International Journal of Qualitative Methods*, *13*(1), 377-394.

McMillan, J.H. & Schumacher, S. (2001). *Research in Education: Evidence-Based Inquiry. Boston: International Edition. Pearson Education*.)

McMillan, J.H. & Schumacher, S. (2006). *Research in Education: Evidence-Based Inquiry Pearson/Allyn and Bacon (6th Ed).* Boston: Pearson Education.

McMillan, J.H. & Schumacher, S. (2010). *Research in education: Evidence – based inquiry, My Education Lab series. Pearson international Edition (8th edition) Boston Pearson Education: Education*.

Mestry, R. (2014). A critical analysis of the National Norms and Standards for School Funding policy: Implications for social justice and equity in South Africa. *Educational Management Administration and Leadership*, *42*(6), 851-867.

Miller, G. E. (2003). Distance education and the undergraduate curriculum.

Mirzajani, H., Bayekolaei, M. D., Kookandeh, M. R., Razzaghpoor, S. S., Kamalifar, A. A., & Shani, H. R. (2016). Asian Journal of Education and Training. *Education and Training*, *2*(1), 11-15.

Mogorosi, L. D., & Okere, B. C. (2017). A study on gender mainstreaming: the case of a rural university in Limpopo Province, South Africa. *Gender and Behaviour*, *15*(2), 8913-8929.

Mokaya, Z. M. (2013). Influence of School Infrastructure on Students' Performance in Public Secondary Schools in Kajiado County, Kenya. *A Research Proposal Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Corporate Governance, University of Nairobi*.

Moloi, K. (2007*) An overview of education management in South African journal of education 27(3), 463-476.*

Morrice, L. (2014). *The learning migration nexus: towards a conceptual understanding. European Journal for Research on the Education and Learning of Adults* 5(2), 149-159

Morrow, S.L. (2005). Quality and trustworthy in qualitative research counselling psychology. *Journal of counselling psychology, 52(2), 250.*

Msila, V. (2005). The education exodus: The flight from township schools.

Jamal, M. (1985). Relationship of job stress to job performance: A study of managers and blue-collar workers. *Human Relations*, *38*(5), 409-4

Murray, N. & Hughes, G. (2008) *writing up your university assignments and research project: A practical handbook.* McGraw Hill: Education (UK).

Mwamwenda, T.S. (2005)). *Education Psychology: An African Perspective. (2nd edition)*.Durban Heinemann

Myende, P., & Chikoko, V. (2014). School-university partnership in a South African rural context: Possibilities for an asset-based approach. *Journal of Human Ecology*, *46*(3), 249-259.

Myende, P. E., & Bhengu, T. (2015). Involvement of heads of departments in strategic planning in schools in the Pinetown District. *Africa Education Review*, *12*(4), 632-646.

Neuman, W. L., & Neuman, L. W. (2006). *Workbook for Neumann Social research methods: qualitative and quantitative approaches*. Allyn & Bacon.

Neluvhola, T. G. (2007). *Education management implications of learner migration amongst selected secondary schools in Limpopo Province* (Doctoral dissertation). Pretoria, University of South Africa.

Nkambule, T, Balfour, R,J., Pillay, R. & Moletsane ,R (2011) Rurality and rural education .Discourses underpinning rurality and education research in South African-postgraduate education research 1994-2004 South African journal of higher Education, 25(2), 341-357.

Nkambule, G, & Amsterdam, C (2018). The realities of educator support in South African Journal of Education, 38(1), 1-8

Nishimura, M. & Yamano, T. (2008). *School choice between Public and Private Primary School under the free Primary Education Policy in Rural Kenya. Graduate school of international for advanced studies on international development, Japan.*

October,S.G (2009)The principal as curriculum leader during a time of educational change(Doctoral dissertation, Stellenbosch: University of Stellenbosch).

Oduro, Dachi, H, Fertig, M & Rarieya, J (2007 September) Examining educational leadership and quality in developing counties. In 9th UKFIET International conference on Education and Development, Oxford, OX United Kingdom.

Olembo, J. O., Wanga, P. E., & Karangu, N. M. (1992). Management in Education, Educational Research and publications. *Nairobi: East African Educational Publishers*.

Organisation of Economic co-operation and development (2018) *Education policy Outlook 2018: Putting student learning at the Centre* ORGANIZATION FOR ECONOMIC

Patton, M. Q. (2002). Qualitative research and evaluation methods. Thousand Oaks. *Cal.: Sage Publications*.

Peersman, G (2014). Overview: *data collection and Analysis methods in impact evaluation UNICEF office of Research innocent (17-21)*

Perold, a (Eds.), Education Africa forum (4th ed., pp. 38-43). Pine Gowrie, South Africa

Prieto, L. M., Flacke, J., Aguero-Valverde, J., & Van Maarseveen, M. (2018). Measuring inequality of opportunity in access to quality basic education: A case study in Florida, US. *ISPRS International Journal of Geo-Information*, *7*(12), 465.

Plank, D. N & Sykes, G (Eds) (2003), Choosing choice: School choice in international perspective. Teacher`s college press.

Prinsloo, I, J (2005). *How safe are South African schools? South African journal of education 25(1), 5-10.*

Rafiq, H. M., Fatima, T., Sohail, M. M., Saleem, M., & Khan, M. A. (2013). Parental involvement and academic achievement: A study on secondary school students of Lahore, Pakistan. *International Journal of Humanities and Social Science*, *3*(8), 209-223.

Rampaola Mokhele, P. (2006). The teacher–learner relationship in the management of discipline in public high schools. *Africa education review*, *3*(1-2), 148-159.

Thomas, R, Alfonso E, Gabriela, G & Pablo, V J (2018) Learning in rural school:Insight from pisa,talis and literature OECD *Review of school Resources: Colombia 2018 OECD Publishing*

Sayed, Y (1999) Discourses of policy of educational decentralisation in South Africa since 1994: an examination of South African schools Act (1) (2*) compare: A Journal of comparative and international Education, 29(2), 141-152*

Scott, T. M., Bucalos, A., Liaupsin, C., Nelson, C. M., Jolivette, K., & DeShea, L. (2004). Using functional behavior assessment in general education settings: Making a case for effectiveness and efficiency. *Behavioral disorders*, *29*(2), 189-204.

Sekete, P. (2000). Learner migration and the impact on schools. In *Education Africa Forum* (Vol. 4).

Simelane, I. C. (2014). *Learner migration and its impact on rural schools: a case study of two rural schools in KwaZulu-Natal* (Doctoral dissertation).

Simanu, E. H. (2015). *An investigation into the relationship between educational leadership and learners' performance in the Kavango region, Namibia* (Doctoral dissertation, Stellenbosch: Stellenbosch University).

Skinner, B. F. (2014). A world of our own. *European Journal of Behavior Analysis*, *15*(1), 21-24.

Spaull.N (2013) South Africa's Education crisis; the quality of Education in South Africa 1094-2011*. Johannesburg centre for Development and Enterprise*. 1-65.

Sua. T. Y. Ngah, K, Darit, S.M (2012) Parents choice of schooling, learning process and inter-ethic friendship pattern. The case of Malay student in Chinese primary schools in Malaysia*, International journal of Educational Development*, 33(4)325-336.

Sugarman, S. D., & Kemerer, F. R. (Eds.). (2011). *School choice and social controversy: Politics, policy, and law*. Brookings Institution Press.

Swift, A. (2003). *How not to be a hypocrite: school choice for the morally perplexed parent.* .psychology press 163-165

Tamanja, E. M. J. (2016). Child Migration a Academic Performance: The Case of Basic Education in Ghana*. Journal of Education and Practice, 7(15), 109-120.*

Tsang, M.C. (2003*). School choice in the people`s Republic of China In; choosing choice school choice in international perspective Edited by Plank D & Sykes G New York Teacher`s College, 164-195.*

Tshifularo, V. G. (2018). *The Influence of Management on Teaching and Learning at Luvhengo Secondary School* (Doctoral dissertation, KwaDlangezwa, University of Zululand).

Udoh, A.N.O (2012*). Learning Environment as correlates of chemistry student Achievement in secondary schools in Akwa- Ibom state of Nigeria. African Research Review, 6(3) 208-217.*

Van der Mescht, H., & Tyala, Z. (2008). School principals\'perceptions of team management: a multiple case-study of secondary schools. *South African Journal of Education*, *28*(2), 221-240.

Van der Merwe, H. (2011*). Migration patterns in rural schools in South Africa: Moving away from poor quality education. Education as Change, 15(1), 107-120.,*

Weber, M. (1978). *Economy and society. An outline of interpretive sociology (Vol. 1) University of California press.*

Zengele, T. (2013). Leadership within the South African education system. *Journal of Social* Sciences, 35(1), 61-69.

Zhang, D., Li, X., & Xue, J. (2015*). Education inequality between rural and urban areas of the People's Republic of China, migrants' children education, and some implications*. *Asian Development Review*, *32*(1), 196-224.

ANNEXURE A

P.O Box 2594

Thohoyandou

0950

10 April 2019

The District Director

Vhembe West District

P/BAG x2250

0970

Request for data collection permission in Vhembe West District

The above matter bears reference

I hereby seek permission to conduct my research with the University of Zululand in your District at Lwamondo circuit of which the topic is 'The effect of learner migration in rural school on leaner academic performance at Lwamondo circuit'

It is hoped that the study would benefit concerned stakeholders in the Department of Education

Hoping that my application will receive your kind consideration

Yours truly

Alilali K.F Munyai

0818460802

ANNEXURE B

P.O Box 2594

Thohoyandou

0950

05 August 2019

Circuit Manager

Lwamondo Circuit

Lwamondo

0980

Request for data collection permission in your school

The above matter bears reference.

I hereby seek permission to conduct my research with the University of Zululand in your school of which the topic is ‘The effect of learner migration in a rural school on learner academic performance at Lwamondo circuit'

It is hoped that this study would benefit concerned stakeholders in the Department of Education.

Hoping that my application will receive your kind consideration.

Yours truly

Alilali K.F Munyai

0818460802

ANNEXURE C

P.O Box 2594

Thohoyandou

0950

26 August 2019

Dear principal

Request for data collection permission in your school

The above matter bears reference

I hereby seek permission to conduct my research with the University of Zululand in your school of which the topic is **'The effect of learner migration in a rural school on learner academic performance at Lwamondo circuit.** The research process will involve interviewing the principal and one other teacher from the school. The interview process will take at 30 minutes. The aim of the interview is to get a perspective from teachers and principals, as they are the ones interacting directly with the learners.

It is hoped that this study would benefit concerned stakeholders in the Department of Education

Hoping that my application will receive your kind consideration

Yours truly

Alilali K.F Munyai

0818460802
Enquiries Munyai Alilali

Contact: 0818460802

P.O. Box 2594

Thohoyandou

0950

05 August 2019

Dear sir/Madam

INVITATION TO PARTICIPATE IN RESEARCH

I here request you to voluntarily participate in academic research which I will conduct at your school, I am a master ‘degree learner working on a dissertation with the title (The effect of learner migration on academic performance at primary schools in the Lwamondo circuit)

I would like to share your views, opinions and experiences .The results of the research will help learners and teachers to improve learner performance. There is no payment for participating in the interview .The interview will be held in the strictest confidentiality and your name will not appear in any document .The interview will be held in private and will last for approximately 30 minutes, and with your permission will be audio recorded for the verification of the findings You are also free to withdraw from the interview if you are inconvenienced without any penalty .At the end of the research you will be given the findings of the research. You are also informed that the University of Zululand gave the ethics approval for this research .If you have any question, you are free to contact me telephonically at 0818460802.

If you are willing to take part in this study, please complete the attached consent form. I will appreciate your time taken to participate in this study.

Thanking you in advance

Yours faithfully

Alilali K.F Munyai

0818460802
Enquiries Munyai Alilali

CONSENT FORM

1. I hereby give free and informed consent to participate in the above mentioned research study

2. I understand what the study is about, why I am participating and what the risks and benefits are

3. I give permission to be taped.

4. I also give the researcher permission to make use of the data gathered from my participation, subject to stipulation researcher has indicated in the above letter

Signature of the participant

Name and signature of the researcher

Date

THE EFFECT OF LEARNER MIGRATION ON ACADEMIC PERFORMANCE AT PRIMARY SCHOOLS IN THE LWAMONDO CIRCUIT

INFORMATION

1 This questionnaire is for principals and educators on the effect of learner migration on academic performance at primary schools in the Lwamondo circuit.

2 You are kindly requested to respond to all the items in the questionnaire.

3. Information obtained will be treated as confidential.

SECTION A

GENERAL INFORMATION

Please cross (x) in the appropriate space or box provided

1. Gender

Male	
Female	

2.

3. Age in years

20__30 years	30___40years	40___50years	50__60 years	60__65 years

2. Teaching Experience

5__10 years	10___15 years	15__20 years	20__25 years	25 and above

4. Highest professional's qualification

Teaching Diploma	
B.ED(honours)	
H0NS+Teachers Qualification	
Master Degree qualification	

Doctorate+ teachers Qualification	
Others specify	

Interviews schedule for Teachers and Principals

- To explore learner migration in rural school
- To determine the effect of leaner migration on academic performance
- To develop strategies of combating learner migration and enhance academic performance in rural schools

1. What are the causes of learner migration in rural schools of Lwamondo circuit?
2. What is the prevalence of learner migration in rural primary school of Lwamondo circuit taking place?
3. How does leaner migration affect academic performance in rural school of Lwamondo circuit?
4. How can learner migration in the rural school of Lwamondo circuit be prevented?

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: DlelanaM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	**UZREC 171110-030 PGM 2018/616**							
Project Title	**THE EFFECTS OF LEARNER MIGRATION ON ACADEMIC PERFORMANCE AT PRIMARY SCHOOLS IN THE LWAMONDO CIRCUIT**							
Principal Researcher/ Investigator	Alilali K.F Munyai							
Supervisor and Co-supervisor	Prof AP Kutame			Dr C. Tsotetsi				
Department	Education							
Faculty	Education							
Type of Risk	Med Risk – Data collection from people							
Nature of Project	Honours/4th Year		Master's	x	Doctoral		Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

(1) This certificate is valid for 1 year from the date of issue.
(2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-25 July 2020]
(3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
(4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
26 Jul 2019

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30
26 -07- 2019
RESEARCH & INNOVATION OFFICE

Limpopo
PROVINCIAL GOVERNMENT

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
LWAMONDO CIRCUIT

CONFIDENTIAL

Ref: 80390269

Enq: Madzivhandila M.R.

Tel: 015 965 2007

Munyai A.K.F
P.O. Box 2594
THOHOYANDOU
0950

REQUEST FOR DATA COLLECTION PERMISSION IN LWAMONDO CIRCUIT

1. This serves to inform you that permission has been granted to you to collect data for research on the topic *"the effect of learner migration on academic performance at primary schools at Lwamondo Circuit."*
2. It is hoped that your interactions with your research subjects will not disrupt teaching and learning activities.
3. Kindly inform the principal of selected schools prior to commencing your study.
4. Best wishes on your study

.....
CIRCUIT MANAGER

05/08/2019
DATE

DEPARTMENT OF EDUCATION
CIRCUIT
05 AUG 2019
PRIVATE BAG X1406
LWAMONDO, 0985
LIMPOPO PROVINCE

FICE OF THE CIRCUIT MANAGER - LWAMONDO CIRCUIT
Private Bag X1406, Lwamomdo, 0985, Telefax: 015 965 2007
The Heart land of South Africa – Development is about people.
Batho Pele, People First. Vhathu Phanda !

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

VHEMBE WEST DISTRICT

CONFIDENTIAL

Ref : 12/1/10/8 **Enq : Matibe M.S** **Contact No : 082 300 4774**

Alilali K.F Munyai
P.O.Box 2594
Thohoyandou
0950

REQUEST FOR DATA COLLLECTION PERMISSION IN VHEMBE WEST DISTRICT

1. This serves to inform you that permission has been granted to you to collect data for research on the topic "*The effect of learner migration on academic performance at primary schools at Lwamondo Circuit.*"
2. It is hoped that your interactions with your research subjects will not disrupt teaching and learning activities.
3. Kindly inform the circuit manager and principals of selected schools prior to commencing your study.
4. Best wishes on your study.

DISTRICT DIRECTOR

2019-03-08
DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288