AN INVESTIGATION OF SOME SOCIO-EDUCATIONAL FACTORS CONTRIBUTING TO HIGH FAILURE RATE IN MATRIC IN KWAZULU.

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KWADLANGEZWA

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- It is hereby declared that the opinions expressed or conclusions reached are those of the author and are not to be regarded as a reflection of the views of the above mentioned persons or organisations.

L J KHATHI

KWADLANGEZWA

JANUARY 1990

DEDICATION

This work is dedicated to my parents,
Absalom and the late Flora Khathi, to
my wife Nonhlanhla and to our children
Nkosingiphile, S'busiso, and Londiwe.
May it be a source of encouragement
throughout their lifetime.

DECLARATION

I HEREBY DECLARE that this dissertation
represents my own work both in conception
and in execution. All the sources that I
have made use of or quoted have been
acknowledged by means of complete reference.

L J KHATHI

KWADLANGEZWA

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CHAPTER ONE

1.   THE PROBLEM OF FAILURE IN MATRIC

1.1   INTRODUCTION

This study looks into the problem of failure in Matric in Black schools in KwaZulu. Some researchers have focused on causes for academic failure before. Some of these researchers are: Souper, (1976); Bryant, (1978); Havinghurst, (1979); Donald, (1980); Simons, (1980).

Failure is rarely, if ever, attributable to one simple cause. There are likely to be a multiplicity of interrelated causes. Some of these causes are : family disorganisation; family size and education; poor study facilities at home and teacher-pupil ratio.

Failure at school may imply that one may fail in life. Society believes that school subjects are the means of equipping pupils with the knowledge of understanding certain socio-economic and political demands. School subjects, it is believed, reveal the realities that they should know in their society. It is through these school subjects that the child will know how to live comfortable with other people (Social Studies); how to look after his/her body, (Physiology and Hygiene); how other organisms are important in her/his life, (Biology/Ecology; how to adapt to his environment, (Geography).

From the above exposition, it would mean that failure to master school subjects which are regarded as important tools for proper orientation, implies failure in life generally.

Bryant (1978 : 9) links failure at school with the actual performance in life:

> Failure in school leads to failure in life.
> Failure is not good for children or other
> living things. It is not good for the
> siblings or parents of children who fail.
> It is not good for the communities in which
> they live.
>
>   (Bryant 1978 : 9)

Arising from the above argument, it is clear that failure should be prevented at all cost, because, it lowers the self-esteem of a child which leads to self doubt of his or her integrity and ability. Parents and others tend to be disappointed and frustrated and regret the effort and other forms of support they have provided for the education of their children.

In breeding feeling of self-doubt, failure makes the child's attention to dwindle in class. Whatever motivation from the teacher will scarcely help a failing child who doubts his ability to understand anything taught in class.

This leaves the teacher with the only viable option, to attempt individualisation in which he will also resort to the therapy to change the child's attitude towards himself. This change of attitude towards himself may facilitate the change of attitude towards his abilities and is likely to help him put more effort in his school work, which is likely to make him master his subjects.

The teacher's success in developing a positive selfesteem in a child will eliminate uncertainty, sense of guilt and shame, resentment, despair, inadequacy, worthlessness and a wish to blame others for his failures.

Morris (1980 : 40), argues that whatever cause of failure, parents and school have responsibilty to investigate those causes to find a solution to the problem children are experiencing. Parents will discover that it is not the child alone who has to grapple with the problem of his failure but they also have a part to play.

Parents can render assistance to their children, providing suitable study conditions at home, assist in doing homework and by providing reading material at home. From the child's point of view it is his teacher's responsibility to make learning exciting and to interest him in the surprises concealed in each topic which is worth studying, he expects the teacher to reveal his own enthusiasm for it. It is also

important that a teacher, because of his experience, should
advise pupils to choose subjects that are relevant to their
abilities and their future needs. Teachers should also
realise that they should render assistance in such a way that
pupils' learning would be facilitated and this becomes
meaningful and relevant to their desires.

Teachers can be a source of failure in various ways. Souper
(1976 : 33) for instance argues that teachers are to blame
for failure pupils are experiencing since at times teachers
avoid teaching certain sections of the syllabus they find
difficult to treat. This problem of overlooking certain
sections of the syllabus is common amongst those teachers
whose knowledge is limited; who are lazy to read and explore
further about the subjects they are handling. (The question
of teacher-qualification will be discussed in detail in
Chapter Three).

Failure is painful. That is why no child would like to fail
or fails interntionally.

> The hurt caused to a child by failure,
> often removes any grounds or incentives
> for his continuing his studies seriously
> and encouraging him/her to drop out and to
> long for his first job, which he hopes,
> status school denies him.
>
> (Souper, 1976 : 33)

Failure at the end of year examination discourages a pupil and frustrates his future plans. In fact failure wipes out a year off his life causing him to lose his/her friends and breaking up his/her world. Studies have shown that a repeated year is often less rewarding than the first time round. That is why Souper strongly asserts that failure is hurting.

The researcher would like to comment briefly on the situation in KwaZulu Department of Education and Culture, for this study will be conducted in KwaZulu. The problem of failure in KwaZulu has been a continuous occurrence, but little attention has been given to investigate its causes. The researcher is therefore inspired by the need to provide some kind of empirical framework within which some of the complexities of the process of failure in school can be conceptualised.

At this juncture, the writer feels it necessary to point out that those who are involved and interested in the education of the pupils, should be aware of the central purpose of education. This will enable them to eliminate some of the problems which cripple education unnecessarily. Clark (1968 : 35) argues that the primary objective of education should be the cultivation of the rational powers of the pupils.

The contention here is that the rational powers are the hub around which all other qualities of the human spirit revolve. This, therefore, implies that the schools must make the development of the rational powers the central purpose of education in order to make it possible for the pupil to develop his other qualities to their fullest potential.

The school should assist the child to achieve his personal goals and to fulfil his obligations to society.

1.2 THE STATEMENT OF THE PROBLEM

The high failure rate in Black education, especially in Matric examination has caused a great concern among the Black community. This position reached a critical point in the years, 1982, (36,0%); 1983, (32,3%); 1984, (34,2%); and 1985, (36,5%); when the pass rate was generally low.

These results generated a general outcry from different sections of the South African community especially within the Black community. Reacting to this poor African results, Nkondo as quoted by Mathonsi said:

> If this shocking pass rate continues,
> black education will be heading for a
> disaster.
>   (Nkondo in Mathonsi, (1985 : 5)

The disaster that was predicted by Nkondo could be realised in schools today, where pupils stay away from schools, complaining about the type of education which they regard as inferior to that of other racial groups. Pupils are also complaining about the qualifications of teachers. Taunyane, (1983) as cited by Murphy (1985 : 95) commenting about pupils' dissatisfaction about teacher qualification said:

> It is very sad to listen to our
> children tell us. We don't want
> you to teach us. You are not
> properly qualified.
>
> (Taunyane 1983 in Murphy, 1985 : 95)

Murphy, (1985 : 96) responding to Taunyane's statement, points out that the quality of Black education will continue to lie low as long as there is such a severe shortage of adequately qualified black teachers with professional approach to their careers. This problem of poor qualification of teachers makes one believe that in the secondary schools there are some incompetent teachers who ought not to be teaching pupils at this important stage in their educational growth. When the researcher considers the growing of the sub-standard teachers the education system has, and the large number of teachers it will turn out in future, the fear that the quality of education will be greatly diluted as years go by is not altogether unjustified.

One may say with little doubt that there are certain fundamental features of the educational dispensation in South Africa that contribute substantially to the present crisis. The school curriculum for instance is not in the hands of the Black community who would design it according to the needs of the people which it serves. These needs among others are:

- developing the ability to adapt to his environment;
- providing basic tools for further educational advancement, including preparation for the trades and crafts of society.
- the laying of a sound basis for scientific knowledge and skills.

The question is whether the knowledge and skills gained at school will be of benefit to the pupils and their community. This implies that the secondary education should be designed so as to relate to the needs and problems both of the pupils and their local communities. This may be the possible way to avoid the frustration and unfulfilled expectations of school leavers, and also of parents who have been led to believe that investment in education will yield good and tangible dividends.

Murphy (1985 : 66) in support of the aforementioned fundamental features argued:

> As long as ideological separation and
>
> racial discrimination are entrenched,
>
> there can be no genuine reform, since
>
> the system fails to satisfy the needs
>
> of the people it is supposed to serve.
>
> (Murphy 1985 : 66)

While parents of pupils attending secondary schools would like to see their children make progress in education, they seem to overlook the role they should play in making the goals of their children achievable. Parents are expected, among other things, to see to it that their children attend school regularly; that they come to school well fed and properly dressed, that they get a suitable place and enough time in which to do their homework. Parents in the presence of their children should display a good attitude towards the school. Parents' co-operation therefore is of vital importance and a prerequisite for the successfull implementation of educational provision for their pupils.

1.3 BACKGROUND OF THE STUDY

The current high level of academic failure in Matric especially in KwaZulu indicates considerable underachievement amongst Black scholars. The poor results are being criticised by pupils themselves, parents, teachers, community leaders and educationists. In 1985, for instance, only 5% of the year group gained a pass in Senior Certificate examination and only 10% gained a level

of matriculation which would enable them to apply for University entrance (Dostal and Vergani, 1984 and Vos, 1986 in Walace and Adams.)

These figures sharply contrast with those for the government for White High Schools where for instance, in Natal the pass rate in Senior Certificate examinations approached 100% and almost 50% achieved Matriculation (Natal Education Department Annual Report, 1986).

It should be obvious that a considerable share of the educational budget in KwaZulu was, and still is, spent on pupils who fail and repeat standards. This is certainly not promoting development, instead a severe loss is incurred by the Government. To illustrate this, Edplan Consulting Group (1989) have provided the following figures of wastage:

Of 1 393 386 pupils at school in KwaZulu during 1988, 330 733 (or 23,7%) wasted that school year by either repeating the same standard or droping out of school.

Through observation, this problem of failure in standard ten in KwaZulu will take some years to be minimised or eliminated completely. As long as there is overcrowding in the classrooms, underqualified teachers, inadequate facilities such as laboratories and libraries, the standard

of education in the schools will remain poor.

The teacher-pupil ratio especially in KwaZulu schools is a problem. The drastic increase in the number of African pupils in school, is hampering the quality and provision of relevant education. Pupil-teacher ratio for 1987 for example, calculated from statistics supplied by the central statistical services, were as follows:

AFRICANS	41	TO 1
COLOUREDS	25	TO 1
INDIANS	21	TO 1
WHITES	16	TO 1

Source : Race Relations Survey 1987.

From the above figures, it is clear that for an African child, no individual effective teaching can be applied, unlike with other races who are always at the advantage of receiving all the teacher's attention at all times.

According to du Plessis (1984 : 66) the drastic increase in the number of African pupils is hampering the quality and provision of African education. He further said that

Unless the African communities in South
Africa can also combine forces with the
government to embark upon a suitable family
planning scheme, eventually we will simply
not have the resources to provide education
of the quality that is needed for a suitable
community.

(du Plessis, 1984 : 66)

This could emanate from the fact that the birth rate for th
Blacks is increasing faster that their means of sending thei
children to colleges in order to increase the teache
quantity and thereby decreasing the teacher-pupil ratio fo
effective teaching and meaningful learning.

In some schools in KwaZulu, the average teacher-pupil rati
is as high as 60 : 1 Malherbe (1975) in Shabalala, (1987
313) commented:

In so far as this pupil-teacher ratio,
is an index of the quality of teaching
in the classroom, Bantu schooling compares
very unfavourably with that provided with
the other racial groups, where not only are
the teachers better qualified but where also
the average pupil-teacher ratio is much lower.

(Malherbe 1975 : 551 in Shabalala 1987)

The situation in KwaZulu is also worsened by poorly qualified teachers. The conditions are so bad that schools are staffed with unqualified teachers who are expected to perform with excellence. These teachers find it difficult to teach matriculants. In some cases, the Department of Education and Culture finds itself bound to employ unqualified teachers. Evidence has shown that such teachers find it difficult to cope with the requirements of the syllabus. Most teachers who teach standard 10 in KwaZulu have no University qualifications as it can be seen in the summary tabled below.

The following table shows the qualifications of teachers in KwaZulu schools in 1988 in Secondary phase only.

(a) Professionally qualified with   No.

Standard 6	2
Standard 8	60
Technical Certificate	1
Standard 10 P.T.C.	1486
Standard 10 with J.S.T.C.	1246
Standard 10 with M + 3	2731
Degree	1171
SUB TOTAL	6679

(b)   No professional qualifications   No.

      but with:

      Standard 8   6

      Technical Certificate   9

      Standard 10   884

      Degree   92

      Sub Total   6679

      GRAND TOTAL   7679

      Source : Edplan Consulting Group

             Preliminary Working Document, November 1988.

The above analysis clearly shows that in the secondary schools there are more ill-qualified teachers than those who are better qualified. From this background, it becomes apparent that these poorly qualified teachers lack sufficient subject knowledge which leads to lack of self confidence and self-esteem. This is one of the contributory factors to the problem of high failure rate among African pupils.

A number of sources indicate that in KwaZulu schools, unrests have contributed tremendously to the poor scholastic achievement amongst Black Pupils. Shabalala (1987) quoting the Natal Mercury comments as follows about the unrests and consequences thereof:

> Africans are no longer prepared to
>
> tolerate apartheid education, because
>
> they see it as unequal and inferior.
>
> this resentment has found fertile soil
>
> in pupils at schools, where it is largely
>
> expressed in class boycotts and violence.
>
> Pupils are discontented with poor examination
>
> results, inequalities in expenditure,
>
> departmental inefficiencies and communication
>
> breakdowns.
>
> (Shabalala, 1987 : 242) - The Natal
>
> Mercury, Saturday Man 12, : 4)

Whilst pupils are highly involved in the problem of their education, less teaching and learning take place and hence poor matric results at the end of the year.

In the context of KwaZulu, the gap between the pupils home background and the imported western style of education is immense. Black pupils come from a non-western background which is also non-technological and non-scientific. The major issue here is not what pupils learn in the school, but the circumstances from which they come. Inspite of the poor background from which they come, these pupils are expected to write examinations from a western, scientific, and technological background. What is worse, is that the whole syllabus is western (Chernis, Sowetan January 1989).

The language as a medium of instruction is also a problem in Black schools. Black pupils are sometimes taught by teachers whose mother tongue is neither Afrikaans not English. In some instances English and Afrikaans could be their third language. For an example, English speaking child learns Maths, Biology and Science in English and writes the examination in English, whereas a Black child learns these subjects in a foreign language and is expected to write examinations in a foreign language.

On these grounds it is difficult for Black pupils to have the same pass rate as White South Africans. It is not possible to expect children with the problem of English as a medium of instruction to attain a high pass rate.

Parents of many pupils in the African community work away from home for extended periods. Children are often cared for by elderly grand parents or relatives who have received little or no formal education, hence there is little mediation of experiences which fully develops those cognitive functions necessary for school performance within the current curriculum. This means, pupils do not receive extra tuition at home and assistance in doing their homework. Because of this, pupils fail to work from the background of their own experiences and language.

Luthuli, (1981 : 62) expressing dissatisfaction about the role of the family especially the parents in the education of their pupils says:

> It can be concluded that the capitalist economy with its new demands had a destructive effect on the family. Many children cannot become what they ought to become, because they lack a sound home background. This state of affairs demands that the school be adapted to meet the child on his way to adulthood. As an agency of education, the school is instituted to supplement and complement the work of the family. When the home is lacking, the school must step in and Black education should today emphasise this task.
>
> (Luthuli, 1981 : 62)

1.4 ASSUMPTIONS

It is assumed that

-   behind the failure of a child, often lies the failure of a home;

- poor performance for some children is related to inadequate planning and organisational skills;

- pupils need their teachers to help them by ensuring that they understand their real problems which may contribute to their failure;

- pupils in senior secondary schools have inter alia standard ten as their goal to attain.

1.5 THE PURPOSE OF THE STUDY

The purpose of the study is to investigate the causes of failure in Black schools in KwaZulu from the socio-educational point of view.

It is also to look into available alternatives and determine some factors related to the problem of failure in Matric in order to gain a clear perspective possible problems.

This study also aims at providing recommendations that will assist all concerned in the education of a Black child to minimise failure rate and to seek ways of promoting effective teaching and meaningful learning which will be relevant to the child's societal needs.

1.6 THE SIGNIFICANT OF THE STUDY

This study intends providing means to combat failure problems. Investigating factors such as social and educational, the study, hopefully, will reveal the relationship between the home and the school, between the role of the parent and that of a teacher.

The researcher through this study, aims at providing the schools with programmes which could be implemented to reduce failure.

> Education is, after all designed, instituted
> and maintained for the pupil so as to meet his
> particular educational needs, and in the final
> analysis, also those of the community and society
> of which he forms part. The universal principles
> of education must therefore be applied in such a
> way that they meet the educational expectations
> of the pupils and their parents.
>   (Badenhorst, 1987).

The above quotation suggests that the teacher should realise that he has to perform his task within many boundaries and limits. He cannot therefore always do as he pleases, but must be guided by his given circumstances, the expectations enterntained and the demands that are made by principles and norms.

It is important to remind the teachers that they ought to interpret the curriculum in such a manner that pupils become interested in what they learn and motivated to acquire as much knowledge as possible from school which will enable them to actualise their potentialities and apply this knowledge relevantly to the society.

This study, hopefully, is going to be of great help for all educational authorities, especially those that are involved in Black education.

1.7 DEFINITION OF TERMS

1.7.1 School Curriculum

Marks (1978 : 457) in Carl et al (1988 : 21), sees the curriculum as:

> the sum total of the means of which a
> student is guided in attaining the
> intellectual and moral discipline
> requisite to the role of an intelligent
> citizen in a free society. It is not
> merely a course of study nor is it a
> listing of goals or objects, rather,
> it encompasses all of the learning
> experiences that students have under
> the direction of the school.

(Marks 1978 : 457 in Carl 1988 : 21)

Tanner and Tanner (1975 : 48 - 49) in Carl (1988 : 21) see a curriculum as:

> The planned and guided learning
>
> experiences, under the auspices
>
> of the school, for the learner's
>
> continuous and willful growth in
>
> personal - social competence.
>
> (Tanner and Tanner 1975 : 48-49 in Carl 1988 : 21)

it is important at this point, to mention that a curriculum involves not only learning experiences which take place during the day only, but includes all after-school planned activities such as societies and sports.

Arising from the above exposition, Carl et al (1988 : 21) argue that the school curriculum must be thoroughly planned and ought to make provision for compulsory and optional pupil activities in the form of examination and non-examination subjects as well as for suitable after-school activities. They say the eventual purpose of this would be to accompany the child to adulthood.

The school curriculum is organised into specific study areas called subjects, for example, Biology, Zulu, English and Geography. Details of the content of a syllabus to be taught in any school year are set out in the document called the syllabus.

Curricula both reflect and lead to cultural changes in a society. It is for this reason that the school curriculum should undergo a change just to reflect cultural change, yet they need to prepare pupils to live in tomorrow's world, adult world for today's pupils.

Clark (1968 : 39) in support of the above opinion argues:

> Today's curriculum must change to reinforce
> and further the skills and attitudes of the
> child in the culture in which he will live.
> The school's responsibility is to help the
> student to function effectively as a member
> of a society while at the same time help
> him preserve his integrity as an individual.
> (Clark, 1968 : 39)

To live fully in today's world, one must be able to cope with today's technology. New machines need new skills to displace old ones. This ever changing picture, requires an on going change in schools if schools are to help pupils, to live in today's and tomorrow's environment.

1.7.2   SECONDARY EDUCATION

Secondary education is viewed by the society as preparation for the middle-level vocational and technical positions or as intellectual training for admittance to higher education. According to Nxumalo (1980 : 37) in Black educational set up, the average age group of pupils attending secondary schools is between 13 and 16.

Curriculum in the secondary education is strongly characterised by the academic disciplines, and in secondary school education are strongly influenced by the academic disciplines and most subjects offered could be easily classified under humanities, social science and natural sciences. Sometimes there is less attention given to practical subjects such as arts, music and physical education in Black schools.

Education at a secondary level is regarded as a passport to employment, symbol of social status and a means to the social and economic advancement of the individual (Ozigi and Ocho, 1981 : 125).

From the above statement, it is clear that education is increasingly becoming part of common education and therefore serves general citizenship objectives as well as preparation for advanced education. The curriculum for secondary education should also include experiences directly related to employment.

1.8   DELIMITATIONS OF THE STUDY

In a study of this nature, it cannot be possible to evaluate effectively all the problems that pertain to the high failure rate in KwaZulu. Consequantly, a few problem areas have been selected to highlight their effect on the education of the child. The problem areas thus selected are the following:

(i) SOCIAL FACTORS

(ii) EDUCATIONAL FACTORS

This study was conducted in the Mehlesizwe and Enseleni Circuits in KwaZulu. It was directly concerned with the pupils who were doing standard ten, a few teachers and principals of schools with standard ten pupils.

1.9   METHODOLOGY

The method of collecting data used in the present study has been based on the study of relevant literature on pupil failure in secondary schools. This literature provided concepts upon which the problem was analysed and clarified.

The questionnaire method was employed. Questionnaires were handed out to school principals, teachers and pupils. Responses were collected for analysis. In addition the researcher interviewed the respondents to clarify certain points.

Both primary and secondary sources were used in this research.

1.10 PROGRAMME OF THE STUDY

Chapter One

Provides an introduction to the problem of failure; statement of the problem, background of the study; assumptions; purpose of the study; significance of the study; definition of the terms; delimitation of the study; methodology; programme of the study and conclusion.

Chapter Two

This chapter deals with the historical background of Black Education in South Africa.

Chapter Three

This chapter consists of literature review. It discusses the factor related to failure in Senior Secondary School.

Chapter Four

The methodology and the research design applicable to the study will be discussed.

Chapter Five

Here the presentation and analysis of data of the main study will be made.

Chapter Six

This chapter presents the summary, conclusion and recommendations to alleviate the present problem of failure.

1.11   CONCLUSION

The motivation for undertaking this investigation has been described in terms of the increased concern with the astonishing high failure rate in Matric amongst Black pupils in KwaZulu.

The purpose of this chapter has been to examine the condition underwhich the present system of education is operating and to highlight the backlogs affecting it.

In this chapter a brief outline of some of the socio-educational problems which beset the education for blacks has been made. Some of these problems as raised in this chapter are:

- Parental attitude towards education
- Poor teacher qualifications
- High pupil-teacher ratio
- Poor study facilities at home.
- School unrests and poverty.

These conditions which exist in Black schools make it difficult to secure effective transmission and acquisition of knowledge, proper development of skills and gain insight and understanding of the purpose of education.

This data is discussed at length in the next chapter.

CHAPTER TWO

2. THE HISTORICAL BACKGROUND OF BLACK EDUCATION IN SOUTH AFRICA

2.1 INTRODUCTION

In order to understand the present system of education and its problems, it is necessary to look back at the historical determinants of the present situation. The education of the Black people is briefly going to be discussed in the light of precolonial, colonial and apartheid era. This will help in understanding how the system started and grew, and what influenced it to change. And, hopefully, it will give some picture of how the education system of the Blacks came to what it is today.

The present system of education is rejected by parents, pupils and the Departmental Officials who regard it as a tool of perpertuating social, economical and educational inequality and segregation in the Multi-Cultural set up. Christie, (1985 : 11) emphasising segregation in education, states:

"There are different education systems for different population (registration) groups. In fact there are fifteen different education departments. The facilities like school buildings, classrooms,

libraries and laboratories are not of equal quality. Much more money is spent on schools for white children, so that they have better schooling. Black children certainly don't have it.

(Christie, 1985 :11).

This is an old phenomenon. It can be traced as far back as the period of the Dutch East India Company and British Government at the Cape.

2.2 PRE-COLONIAL PERIOD AND EDUCATION

Before the arrival of the white immigrants in South Africa, the sub-continent was inhabited by the Khoisan and other communities who were speaking African languages. There was a close link between these communities. This interaction is emphasized by Davenport, (1980 : 50 when he states:

"Apart from linguistic evidence of culture contact, there are traditions of intermarriage between the Khoikhoi and the Cape Nguni.

(Davenport, 1980 : 5)

The word Khoisan refers to two different groups of people. speaking different but related languages. Khoi stands for Hottentots and San for Bushmen.

The Khoisan people depended on gathering and hunting for survival. They were mobile without a distinct religious and education system. Their children were taught certain skills such as hunting which was necessary for their independence when they got older.

During this period there were no formal schools. But this does not mean that there was no education going on. It is a fact, that all societies have ways of teaching and educating their young the knowledge that the society values.

Traditional African education before the arrival of the Whites in South Africa was based on the assumption that a child should be taught the entire philosophy of life which embodies culture, respect, good manners and good citizenship as well as duties that were expected of a good citizen. The main educational objective was to inculcate a sense of belonging in a child. Children learnt through participation, imitation and observation.

Elliot (1984 : 174) commenting about the beauty of the traditional system of education, says:

"At this time learning had one great
advantage over so much learning today -
it had not become separated from doing.
Too much of the teaching that goes on

in schools today appears to the child

as something remote from the practical

affairs of life.

(Elliot, 1984 : 174)

The content of learning involved the development of the child as a whole. They took into consideration the child's character, intellect and physical development. The child's character was moulded through the encouragement of honesty and integrity, the intellect through the telling of historical events and physical development through engagement in different games such as jumping and hunting.

When the Whites arrived in South Africa, the education system of Blacks changed tremendously.

2.3   THE ARRIVAL OF THE FIRST IMMIGRANTS TO THE CAPE (1652)

Jan van Riebeeck arrived at the Cape in 1652 with the sole purpose of establishing a refreshment station for the passing ships. It become apparent that he did not want to establish any bonds with the aborigines. This is evident in Smith's (1986 : 10) argument:

"the company attempting on several

occasions to prevent contact between

Whites and aboriginal people through

the demarcation of frontier boundary lines.

(Smith, 1984 : 174)

In 1652 already, contact between the white people and the indigenous people was prevented. This marked the beginning of separate development and consequently separate education systems for different population groups in South Africa. It also helps to understand why separate educational facilities are provided for four main ethnic groups to date.

The setting of frontiers greatly contributed to misunderstanding between Whites and Black which was accompanied by conflicts. Kaffir wars during this period were not only as a result of land ownership, but also of labour supply. After the emancipation of slaves, who provided labour, it meant that Whites would not get labour supply. There was then a need for an alternative to ensure a supply of disciplined labour who would be prepared to work for the Whites.

The education for Africans was provided for by Mission schools. The purpose of education under Missionaries was to educate the Africans so that they would take part in church activities. It also aimed at spreading the western way of life among the "heathen" Africans, which was pursued with vigour, had the effect of making the Africans admire Western culture with ritualistic fervour.

The purpose of education during this era, was to tame the Blacks and to bring them under the influences of the Whites. Rose and Tunner (1975 : 205) emphasising this point state that:

Sir George Grey, Governor of the Cape said:

"If we leave the natives beyond our

boarder ignorant barbarians, they will

remain a race of troublesome maranders.

We should try to make them a part of

ourselves, with a common faith and common

interests useful servants, consumers of

our goods, contributors to our revenue".

(Rose and Tunner (1975) in Christie 1986 : 51)

This shows how the curriculum for Blacks was designed by the Whites in those days. It is also the similar practice nowadays that the curriculum for Blacks is designed not to satisfy the needs of the people for whom it is intended but of those in authority.

2.4   PERIOD OF MINERAL DISCOVERY

The discovery of diamonds near Kimberley in 1867 and gold reserves along the Witwatersrand in the Transvaal in 1886 brought about changes in Southern Africa. The establishment of mines and the construction of railway

lines, resulted in the need for the employment of more labourers. In order to obtain labour supply, Whites tried to destroy the indigenous economy and the traditional social structure. The Black male was forced to leave his family in order to go to the mines to earn a living. This lowered the standard of traditional education in South Africa.

During this period education was the responsibility of the church and parents. The government only provided grants and an inspection system for those schools which met the requirements.

In the mines Black worked as unskilled labourers and received low wages. Whites, on the other hand, worked as skilled labourers who received high wages. This policy of racial discrimination was later adopted by the government hence the policy of apartheid or racial discrimination.

2.5   THE POLICY OF APARTHEID AND WHAT IT PURPORTED TO ACHIEVE

According to Smith, (1986 : 25) apartheid is an explicitly spatial planning strategy implemented by the state. At the National level apartheid involves the splitting up of the Republic of South Africa into ten homelands for the exercise of political "rights" by the Black African majority with the rest of the republic preserved for Whites. This division among ten tribal groups, reflects

the White governments strategy of devide and rule.

This apartheid policy has also led to the unequal expenditure on education of different racial groups and different homelands. The table shows per capita expenditure for the different population registration groups.

Per capita expenditure on education in South Africa 1986/87.

	Including Capital Expenditure	Excluding Capital Expenditure
Africans (in Whites designated areas only)	R 476,95 (23%)	R 368,56 (22%)
Coloured	1021,41 (15%)	887,08 (8%)
Indian	1904,20 (37%)	1714,03 (30%)
White	2508,00 (-9%)	2299,00 (-5%)

Source : Race Relations Surveys 1987/88.

The above table shows that less money is spent on Africans than on other population groups. More money is spent on both Coloured and Indians. The most expenditure is on Whites.

This explains why in black schools, there are few or no facilities. Christie (1986 : 102) commenting about the inequalities on the different population groups says;

"If I think of the poor facilities in

black schools, I can see financial reasons

for them. The Government is spending too

little money on black education. If the

Government spends as much money on educating

each Black child as it spends on the White

child, there would be a great improvement".

Per capita expenditure on education by homelands 1986/87.

	R
Bophuthatswana	N/A
Ciskei	N/A
Gazankulu	327,69
KaNgwane	279,55
KwaNdebele	N/A
KwaZulu	359,00
Lebowa	N/A
QwaQwa	N/A
Transkei	413,32
Venda	N/A

N/A refers to not available.

Source - Race Relations Survey, 1987/88.

The above table shows that different homelands get different expenditure per capita on their education.

2.6   WHAT FAILURE IN EDUCATION DOES TO THE HOPES OF BLACKS

Too many pupils fail in schools today. They fail so consistently in the crowded and impoverished rural and in urban areas. Many experts admit that education is defeated, that whatever takes place in school is not education. The editor, (Sunday Times 21, January 1990) expressing his feeling about the Black education said:

"Shocking results in black schools are the
most obvious sign of the rotness of our
school system."

(The Editor, Sunday Times 21 January 1990)

This condemned system of education can be seen in the Matric results it produces annually. In 1989, for example 58% of Black Matriculants failed. The implication here, is that there are thousands of teenagers facing a future as bleek as their past, with little hope of employment or further education.

Failure has caused Black people to lose faith in education. Kallaway quoting The Christian Express, (1986 : 76) argued:

"It is useless to send our children to
learn trades when work, the means of
livelihood is denied them."

(Christian Express in Kallaway 1986 : 76)

South Africa has great need of skilled people. The question is, how much of what they learn has direct implication to their lives. If one looks at the unemployment rate, one concludes that the school system destroys the future of the pupils.

This problem of failure has caused the Black community to believe that the existing education system only affords pupils to a certain degree to learn to read and write and to master some useful concepts and skills. But anything connected with real life either accidentally learned or is learned outside the school. Kallaway (1986 : 77) commenting about the slow progress in the Native education stated:

"Reading alone doth not make a full man.
Man has to eat to leave. It is eating
rather than reading matter that is fundamental
to the existence of man.

(Kallaway, 1986 : 77)

The high failure rate in KwaZulu is no exception. All Blacks suffer more failure casualties than Whites. In 1989 for instance the Matric results for Blacks and Whites were released on the same day and it was shocking to see the difference of the 8 960 Whites who wrote the examination in Natal, 8 494 passed (95%), 4 348 passed with exemption. There were 352 Matriculants who obtained A aggregate. On the other hand, Black Matric pupils achieved a pass rate of only 42%. Of the 195 960 who sat for the examinations, 74 249 passed. Only 17 553 achieved University entrance passes with a single candidate obtaining an A Aggregate.

These figures speak for themselves. They are a consequence of an education system that has traditionally encouraged separate and unequal standards for Whites and Blacks. According to the editor (Sunday Tribune, 31 December 1989) some members of the black society complain about the disproportionate state expenditure on black and white schools, a shortage of classrooms and equipment and environmental conditions in and beyond the schools. Others look at the high percentage of underqualified teachers. More than seven out of ten teachers in black schools have not passed matric.

Whatever the reasons, the situation calls for serious concern and action. Unless something is done about this high failure rate amongst black pupils, the youngsters will find themselves in the streets jobless and misfits in the society.

Failing matriculation is soul destroying. The regular annual mass failure of black matriculants is arresting the countries economic and political progress.
(Editor, Sunday Times, 7 January 1989).

Black education has long ceased to exist. This is evidenced by the failure of its end product, the standard 10 results. These results are a picture of what goes on down the line. The price has become too high in terms of human suffering.

Education for black people can be normalised, only if black people are the centre of that solution.
(The Editor, Sunday Times, 7 January 1989).

2.7 CONCLUSION

It can be concluded that from the word go, Black education never enjoyed the attention it deserved. It is unfortunate that Black people were segregated, which made them to be disadvantaged educationally. Black people are not planners or directors of their own childrens' education.

Their education is designed by people who think they know what is good for Blacks.

The medium of instruction in the Black high schools is a foreign language which may contribute to the high failure rate. The high pupil teacher ratio, the poor qualifications of teachers in the secondary schools and lack or inadequate school facilities are some of the causes of this high failure rate. These factors will be discussed in Chapter three.

In the next chapter, the writer is going to look at different viewpoints on aspects of socio-educational factors that contribute to high failure rate in Matric in KwaZulu.

CHAPTER THREE

3.   REVIEW OF THE LITERATURE AND RESEARCH

3.1   INTRODUCTION

The purpose of this chapter is to provide an overview of the literature and research that has some bearing on, and relevance to the present study.

It should be noted, however, that there is a paucity of literature and research directed at the socio-educational factors affecting the education of the African child in KwaZulu, and, consequently, the researcher has deemed it necessary to make a comparative reference to research studies conducted into the home backgrounds of children in other countries as well, for example, the United Kingdom and United States of America.

This chapter is primarily concerned with an examination of home background and the nature of the education system, and the relevance of these on the schooling of the African child. Chernis (1989) makes the point forcefully when he contends that the home background of children has a significant bearing on their education, for it is not what they learn in school, but rather the circumstances from which they come which affect their performance.

In the first part of this chapter specific attention is paid to the social conditions affecting the education of the child as discussed by other scholars. These scholars are, among others : Chernis, (1989); Douglas, (1964); Vrey, (1987); Craft (1972); Evans, (1970); Harris, (1967); Mlondo, (1987); Shabalala, (1987).

The second part of this chapter is used to reflect the situation pertaining to the educational factors affecting the performance and consequently the achievement of the child in the school. The following scholars, among others, have conducted studies on this aspect : Coleman, (1974); Trump (1977); Thompson (1980); Husen (1981) Silberman (1970); Peters (1989) and Shabalala (1987).

Banks (1976 : 67) further emphasises the importance of the home background when he asserts that, the influence of the family is almost overriding that of the school. She further argues that, a favourable response to school and good academic performance largely depend upon the family environment. This implies that an effort to educate the child is fruitless if the child is not motivated from the home.

3.2   SOCIAL FACTORS

3.2.1 Parental attitudes and education

Parental attitudes towards education of the child are considered to be important. Douglas, (1964 : 70), supporting the above statement, argues that, in his study of 532 children from every type of home in England and Wales, found a commulative of parental encouragement on school achievement. He concluded that the attitude of children towards their school work, is deeply affected by the degree of encouragement their parents give them, and their own level of emotional ability.

Vrey (1987 : 174) confirming Douglas's argument about the importance of the child parent relations in education says;

> A child who can rely on parental love
> feels freer to take risks, to explore,
> find himself, try out his abilities,
> develop decision making powers and
> openly compare alternatives.
> (Vrey 1987 : 174)

This implies that parents with positive attitudes towards the education of their children, encourage and motivate them to perform well at school.

According to Craft, (1972 : 82) it is not only parental love that motivates and encourages the child to perform well at school, but he believes that parents can only support their children's education if they have themselves attended secondary education, and realise what is required of the child, and have a practical insight into the part which they themselves need to play.

Evans (1970) supporting Craft above says:

> Parents who belong to the social rearguard
> in as far as their professional level, their
> residential district and their mode of life
> are concerned, cannot adequately discuss the
> educational problems of their children with
> the teachers. They have little understanding
> of the effort required from their children if
> they are to do well at school.
>
> (Evans 1970 : 306)

Craft (1972) and Evans (1970) are supported by Harris (1967) when commenting about the status of some families and their attitudes towards education.

> Unfortunately, many children come from
> homes in which the parents are either
> indifferent to the school or actually

antagonistic. Parents whose own education

in general or reading in particular, often

live in a neighbourhood in which general

attitude are anti-intellectual.

What is said by Craft (1972), Evans (1970) and Harris

(1967) may not always hold in the African situation.

There are many instances in Black communities where in

spite of parents being illiterate, motivate their children

to perform exceptionally well at school. One would hear

illiterate parents expressing their concern about

education of their children, saying that they would love

to see their children educated, and that they should never

be like their parents who because of various reasons could

not go to school.

Whether parents are educated or not, children can learn.

It cannot, however, be denied that education of the

parents serves as a facilitating instrument for the child

to learn conveniently and meaningfully. As long as

parents display love and security towards education, their

children may be motivated to learn. Mlondo, (1987 : 70),

as cited by Sibisi, (1989 : 71) states :

The parents-child relationship
characterised by love, security,
self-giving, acceptance, trust and
esteem, enable the child to venture
and explore into the world with less
tension and anxiety.

She further states that

A positive self concept encourages the
child to take risks and form further
relationship with reality, constituting
his life world.

      (Sibisi, 1989 : 71)

From the above exposition of the parental attitudes
towards education of the child, it is clear that the
attitude of parents can affect the child's performance
either positively or negatively.

Kuethe (1968) for instance says :

In homes where the child hears education
described as a waste of time, where
teachers are regarded as busy bodies,
and where the adults constantly talk
about unpleasant aspects of their school

experience the child acquires an attitude

that will give him an almost insurmountable

handicap at school.

(Kuethe, 1968 : 13)

In order to encourage efficient education amongst pupils, parents must accept such responsibilities as: ensuring that the child attends school regularly; and co-operates positively; providing favourable environmental circumstances within the family that will promote educative teaching.

3.2.2   Family Size

Evans (1970 : 307) contends that family size is said to affect the learning process of the child at home, because, it is assumed, the larger the family, the less attention the mother can give to her individual children. In the African situation, in the Black Community, it is common to find a family comprising of six or more members as a result many parents find it difficult to give their children necessary individual attention and financial support. This situation can affect the child's performance at school.

Scott (1956) as cited by Craft (1972) states, in support of the above statement :

When one examines the home background

of delinquents or even of children who

are backward at school, one cannot

help remarking how frequently they are

members of large families and recent

studies confirm that the members coming

from such families are indeed

disproportionate.

(Scott 1956 in Craft, 1972 : 77)

This is further stressed by Craft who asserts that children from small families at all social levels, tend on the average, to perform better both on intelligence tests and at school, but he takes it further by stating that some recent investigation says: there is little doubt as to whether the presence of a large number of siblings is an adverse element as far as educational attainment is concerned, quite apart from the low intelligence usually associated with large families.

Contrary to Craft's (1972 : 77), argument above, Evans (ibid) states that the argument put forward by Western sociologists that in a larger family a child gets less material care, leading to situated physical, mental and emotional growth and affecting the child's performance at school is of doubtful validity in African societies. It may, on the contrary, be argued that in a large family the child is likely to receive adult company and guidance

3.2.3 Poverty and education

The majority of the educationists agree that the school in the Black community does not satisfy the expectations and are unsuccessful in coping with the problems of poor children. Studies have shown that there exists a relationship between poverty and education. Birch and Gusson (1964 : 6) support the above statement by stating:

> Poverty produces educational failure, and since lack of education reduces opportunity for employment, it in turn contributes to the perpetuation of poverty. Poverty and ignorance are thus mutually reinforcing.
>
> (Birch and Gusson 1964 : 6)

This is further stressed by Johnson (1970) who assets that:

Because of economic strain, and lack

of education, the parents of culturally

disadvantaged children do not own books,

subscribe to newspaper or magazines, or

participate in activities that supplement

education.

(Johnson, 1970 : 23)

The above exposition clearly indicates that pupils who grow up in a home environment that is both economically and educationally deprived, may inherit poor attitude towards education. This may lead to poor performance and eventually failure.

Johnson, (ibid) further contends that, such culturally disadvantaged pupils will never begin the cycle of achievement. This implies that their expected failure diminishes their chances to experience achievement success that could generate the motivation to produce more achievement success.

According to Smith (1984 : 24) parents suffering from poverty may be aware of the importance of education for their children, but may be unable to provide the necessary physical care supervision and encouragement required for their pupils to progress at schools. He further argues that :

> Poor living conditions, lack of
> financial security, the lack of
> stimuli in the home and difficulty
> in integrating traditional and
> Western cultures, all result in the
> school child being unable to cope
> with the demands made upon him at
> school.
>
> (Smith 1984 : 24)

As Smith, (1984 : 24) puts it, the provision of stimuli will amongst other things help in alleviating the problem of poor achievement. But Craft (1972) on the other hand strongly maintains that even if those children who are from poor families can be given educational aids such as scholarships, and maintenance allowances, the authorities must be prepared for wastage in the form of underachievement and a more or less substantial refusal in respect of place offered in the school.

Bloom, Davis and Hess (1967) stated that studies repeatedly show that the home has the single most important influence on the intellectual and emotional development of children. They maintain that the objects in the home, the amount of parental interest in the home, the amount of practice and encouragement the child is given in conversation have been found to be significant on language and cognitive development. In most cases

these favourable conditions in a poor family are not found. Instead, one finds overcrowding and noise. Toys and other educational objects are not available which help in developing concepts.

Ginsburg, (1972 : 190) diametrically opposes the above notion by Bloom et al (1967) that the home is the single most important influence on the intellectual development. Instead he argues:

> The children's intellectual processes are
> not simple shaped by the environment just
> as they are not fully or largely determined
> by heredity. Instead biological processes
> guarantee that the child himself takes an
> active part in the learning process so that
> he shapes the environment as much as it
> shapes him.
>
> (Ginsburg, 1972 : 190)

This implies that poor pupils can learn, because according to Ginsburg above, these pupils are not necessarily intellectually different or poorly motivated to learn. Joyce and Weil (1972) supporting Ginsburg say:

> Many poor youths are truly talented,
>
> but because of the disadvantages that
>
> accompany poverty, they might find
>
> school or schooling different
>
> (Joyce and Weil 1972 : 120)

Joyce et al (1972 : 120) further argue that children of poverty do not ordinarily like school. In the first place their experience has taught them that school is one humiliation and failure after another. They see no point in striving to learn what is taught. Most of the curriculum seems irrelevant to their lives. It is difficult for such pupils to perform and achieve success at the end of year examination.

The writer agrees with Ginsburg (ibid) that the home is not a single factor which constitutes failure.
There are other factors for poor performance at school. For instance, overcrowding and insufficient supply of books.

According to Mncwabe, (1985 : 174) most pupils in KwaZulu come from poor families and they are culturally disadvantaged. This leads to stunting their intellectual growth. The environment from which these children come, fails to provide sufficient stimulation.

3.2.4 Poor study facilities at home

For the school child to do his/her school work including homework, he/she must have a suitable place in which to operate. According to Shabalala (1987) the inadequate study facilities at a pupil's home is a contributory factor to high failure rate.

Through observation, in the African situation especially in Black community, pupils often find that there are no proper places where they can do their school work at home. It may be due to poverty that parents fail to provide for a quiet room where pupils can work without being disturbed. This may also be as a result of localisation. In the Black community parents are located in the small houses where it is impossible to reserve a room for study purposes. The space available is used for multiple purposes.

Allen (1977) expressing the importance of a quiet place and proper study facilities says:

It is better to use a cold bedroom.
using a table as a desk, than in the
warmth of a comfortable sitting room where
is constant noise and talking.
(Allen, 1977 : 60)

The above exposition suggests that the amount of homework done by pupils, the physical conditions of home and the amount of reading done at home are important determinants for pupils achievement at school.

According to Nagural, (1978) research studies have shown that there is a relationship between pupils who have their own rooms and those who share rooms and academic performance. Studies indicated that amongst the promoted group, 19% boys and 17% girls had their own rooms, whereas amongst the failure group, only 2% boys and 1% girls had their own rooms.

It can be argued that studying is a job, and that a workshop where it takes place should be a quiet place in which one can concentrate. To support this view, Allen (1977) says:

> It is not important how many hours you
> have spent studying, but how much you
> have learnt.
> (Allen 1977 : 60)

This suggests that a suitable place, and an atmosphere which is conducive to study at home are essential for better academic performance in school.

3.2.5 School Unrest

Black education has been thrown into turmoil by the escalating riots, that have become common practice in the Black schools. This has become a dorminant factor in class disruption and in rendering schools uncontrolable. This is further emphasised by Nkosi (Natal Mercury 1989) when he says:

The problem of violence in KwaZulu has

become an epidemic.

(Nkosi, Natal Mercury, 1989)

When tracing the cause of the school unrests, one parent quoted by the reporter, (Daily News, 1988) alleged,

Violence among Black children could

be traced to schools where corporal

punishment is meted out and child

abuse is rife.

(Parent, Daily News, 1988)

Arising from the above argument, it is evident that the cause as alleged by the parent above, emanates from the school itself with teachers in focus.

Murphy (1985) argues that the root cause of school riots remains the expression of the children's extreme frustration and hatred of a system of education based on ideological separation which they consider discrimination against them.

Ngcobo (Natal Mercury, 1989) confirms the above idea when he says:

> The central Government was responsible for
> the misharps in KwaZulu schools, because the
> facilities in these schools were not on a par
> with those in White, Coloured and Indian
> institutions.
>
> (Ngcobo, Natal Mercury, 1989)

Murphy (1985) in the same light does agree that school unrests are politically inspired by groups such as banned organisations, who use the children to create political instability and by criminal elements who can operate freely in the turmoil created.

It is evident that if such problems of riots continue unsolved, there is little hope for proper teaching and meaningful learning hence failure. Bold steps in education are therefore urgently needed to curb these undesirable practices.

3.3 EDUCATIONAL FACTORS CONTRIBUTING TO POOR PERFORMANCE IN CLASS AND ACADEMIC FAILURE

There are many educational factors which are conceived to be responsible for poor academic performance. The following brief discussion focusses on these factors.

3.3.1 Education System

According to the KwaZulu Education and Culture Annual Report 1984, the main objectives of a secondary education system are:

- to equip pupils for an academic career
- to prepare pupils for training in certain skills required for employment. This is characterised by a variety of subjects offered in the secondary school education course.

Coleman (1974) as cited by Husen, (1981 : 133) in the light of the above exposition suggests that secondary education, must prepare pupils for adult responsibilities which it has failed to do. He further argues that:

the school is information rich but action

poor. The school is a place where conceptual

and verbal skills are taught but where little

concrete action can take place.

(Coleman in Husen 1981 : 133)

This design will avoid the fetish of uniformity that often plagues todays schools.

This argument by Coleman (1981) should be based on the curriculum of the secondary school which is the core of the enrichment for the pupils for the future. Thomson, (1980) argues that the curriculum has failed, as he states:

The curriculum of the secondary school

system is bookish, oriented towards higher

level of education and beyond the reach of

the majority of the people, divorced from

the life and culture of the local people

and consequently unsuited for preparing

the child for life in his own community.

(Thompson, 1980 : 133)

Husen (1981) while agreeing with Thompson (1980) above that abstract and verbal tools are indispensable in enabling young pupils to cope intellectually and technically with their life situations; he, however

regretably notes that the weakness in this practice is the tendency to make verbal abstractions as ends in themselves.

Silberman (1970) as cited by Husen (1979 : 131) further emphasises the weakness of the secondary education system

> Secondary education tends to transmit
> values of docility, pacifity, conformity
> and lack of trust.
>
> (Silberman in Husen, 1979 : 131)

The arguments by Thompson, (1980), Coleman, (1974), Husen (1979) and Trump (1977) are reinforced and become evident when one looks at the conditions of schools system in KwaZulu. In some secondary schools in KwaZulu, there are a few or no teaching and learning aids.

There are no libraries. Textbooks are insufficient. There is a number underqualified teachers. In many time, pupils are doing subjects which are not according to their choices, the reason being that the curriculum is limited. These conditions often fail to motivate a child to study and learn with interest in order to achieve his goals. The only way out from this unbecoming situation, the child resorts to rote learning, plays truant, withdraws from working enthusiastically and ultimately drops out of the school or fails at the end of the year.

Murphy (1985 : 63) states that in recent years the education system in South Africa has come under close scrutiny and has become a cause of a great concern to those directly involved in education. He further argues that the inadequacies of the Black education system have given rise to much debate educational forums such as The Senate Special Lectures in 1978 of the University of the Witwatersrand on South Africa's crisis in Education. He asserts that, there has since been great concentration and discussion on the core problems and the direction to be taken to solve them.

Murphy's (ibid) argument has given rise to a lot of responses towards looking at how to solve educational problems by constructing its curriculum and changing the system of education. Graham (1989 : 6) furthering the suggestion by Murphy above, states that the education system should have the following broad categories.

- The provision of education should equip people to take part in constructing a new South Africa.

- It should be designed to enable the greatest possible participation of those affected by it in decisions about curriculum, financial priorities and general policy.

- It should ensure that the division which threatens to cripple South Africa now and in the future are overcome.

- It should support the right of professionals in education to associate freely and encourage them to take initiatives to communicate with all who are interested in future provision of education.

3.3.2   The Curriculum

There is a wide spectrum of definitions of the term "curriculum". The idea "curro" (I run) is of Latin origin and suggests a race, a track or a racecourse (Songhe, (1977 : 38, in Carl et al 1988 : 21). Where one refers to the educational course which is followed, under the teachers' guidance, by the pupil on his way to adulthood, it can be linked with "curro". This function of accompanying in the curriculum, together with curriculum itself serves as preparation for life.

Carl et al (1988 : 21) contend that the school curriculum should be thoroughly planned and ought to make provision for compulsory and optional pupils activities in the form of examination and non-examination subjects as well as for suitable after school activities. They say the eventual purpose of this would be to accompany the child to adulthood. This implies that when preparing the curriculum one needs to note the nature and needs of the persons being educated.

Arising from the above contention Clark (1968 : 133) asserts:

> Todays' curriculum must change to
> reinforcement and further the skills
> and attitude of the child in the
> culture in which he lives.
>
> (Clark, 1968 : 133)

This indicates that through a well planned education curriculum, the accumulated skills and wisdom of the society are preserved and perpertuated through the generations. Elliot (1984 : 178) emphasising the importance of a good curriculum says:

> The school curriculum is in fact,
> the tool which has been shaped,
> moulded by society towards the
> realisation of these aims and
> purposes. Society determines
> the aims and objectives of
> education, and in turn determine
> the content of the curriculum.
>
> (Elliot, 1984 : 178)

It is apparent from the above exposition that the curriculum should be designed in accordance with man's wants and needs which he endeavours to satisfy through proper education without any difficulties. This further suggests that the curriculum should be dynamic and not static. It needs to adapt to the changing times at a point in time. If this is not the case, pupils become restless and chaotic since they are aware that their education is no longer meaningful but outdated. This is evidenced by a number of school boycotts.

Souper (1976 : 27) commenting about a meaningful type of curriculum says:

> An important aspect for a curriculum is
> its direction, whether or not it is
> directed primarily towards future
> employment.
> (Souper, 1976 : 27)

It stands to reason, therefore that what is taught and learnt at school should be what is regarded by the society as worthwhile, otherwise the whole exercise of educating the child is futile.

3.3.3 Teacher Qualification

Murphy (1985) discussing the problem of teacher qualification in KwaZulu stated that, in 1981, 85% of all teachers in the Black teaching corps were either unqualified or underqualified. He further indicated that the quality of provision, as well as lack of resources to meet the demands of the rapidly growing Black school population was contributing to the acute crisis that exists. He pointed out that Black education is in the hands of teachers who are to a certain extent unqualified and underqualified and for this reason who possess a limited academic and professional training.

This can be seen in the table below, which shows the teachers' qualifications for 1988 (secondary phase).

(a) No professional qualifications but with   NO

	NO
− Standard 8	6
− Technical Certificate	9
− Standard 10	884
− Degree	92
SUB TOTAL	991

(b) Professionally qualified with   NO

- Standard 6	2
- Standard 8	60
- Technical Certificate	1
- Standard 10 and P.T.C.	1486
- Standard 10 and J.S.T.C.	1246
- Standard 10 and M+3 (STD/PTD)	2731
- Degree	1171
- SUB TOTAL	6679
GRAND TOTAL	7679

From the above table, it can be deduced that there is still a large number of teachers who teach in the secondary schools without teaching qualifications. The above table shows that there are 991 unqualified teachers.

This serious state of affairs is confirmed by Dhlomo, (Natal Mercury, 1989) when he says:

> There are teachers who have never
> seen a classroom of a teacher-training
> college.
>   (Dhlomo, Natal Mercury, 1989)

This still confirms what Murphy (1985) said earlier on in this chapter when he argued that Black education is in the hands of unqualified and underqualified teachers. Surely, under these circumstances one would expect failure in the school.

The statistics from the above table also indicates that there is still a comparatively large number of underqualified teachers, viz : 1695 teachers, in the secondary section. Dhlomo (Sunday Tribune, 1989), confirming the situation, says:

> A recent survey found that more than
> 70% of Black teachers in KwaZulu have
> a standard ten or a lower qualification
> while for most of the remainder of professional
> qualifications means only a two-year course at
> a training college.
>
> (Dhlomo, Sunday Tribune, 1989)

Nxumalo (1980 : 102) commenting about the qualifications of teachers says:

> Theoretically teachers who have passed the
> Higher Primary Teachers Course (H.P.T.C.)
> (minimum academic qualification standard 8)
> are not supposed to teach classes above
> standard 6. In practice, as a result of
> shortages, such teachers handle classes
> up to standard 8.
>
> (Nxumalo, 1980 : 102)

Through observation, it is worthwhile to mention that these teachers with their minimal academic qualification and H.P.T.C. teach classes up to standard 10. It is evident, that these teachers undoubtedly contribute to high failure rate, prevailing in Black schools.

Their limited knowledge of the subjects they are teaching, their lack of motivation and interest in reading further about the subjects for which they are responsible, results in poor teaching or ultimately staying away from class.

Their incompetence to teach and to teach effectively frustrates them and renders them useless in the eyes of the children they are supposed to teach.

Shabalala (1987 : 254) emphasising the importance of a wide knowledge on the subject a teacher teaches says:

> There are fewer teachers in African
> education who take the trouble to
> read widely on the subject they
> teach at schools. For this reason,
> every headmaster is faced with a
> problem of motivating them to
> improve their qualifications and to
> show more dedication to their class
> work so that pupils should benefit.
> (Shabalala, 1987 : 254)

This problem of unqualified and underqualified teachers makes it difficult if not impossible for the education system to provide pupils with the quality of education. The poor quality of teachers inevitably produces poor quality of citizens.

3.3.4 Pupil Teacher Ratio [1]

The serious and frustrating problem that faces the teachers in KwaZulu, is the high pupil-teacher ratio. According to Edplan Consulting Group (1989) the pupil-teacher ratio at present is 41 : 1. This is a clear indication that secondary schools in KwaZulu are understaffed. Viljoen (Natal Mercury, 1989) commenting about the pupil-teacher ratio said:

> Pupil-teacher ratio in D.E.T. schools
> have been reduced from 1 : 38 to 1 : 34
> in the past five years. In the same period,
> the ratios in the primary schools have been
> reduced from 1 : 45 to 1 : 38. This is not
> the case in the self-governing homelands where
> ratios of 1 : 50 in the primary schools are
> still commonplace.
>   (Viljoen, Natal Mercury, 1989)

Dhlomo, (Tribune, 1989) further highlighting the problem of pupil teacher ratio says:

> These comparatively underqualified
> teachers are obliged to teach classes
> which are often more than double the
> size of those which their White, Coloured
> and Indian Colleagues have to contend with.
>
> (Dhlomo Sunday Tribune, 1989)

In the light of the above discussions, it becomes clear that Black education is far from being meaningful and useful to those who offer it and those who receive it, if it is still in the hands of the unqualified teachers, who are faced with large numbers of pupils.

In 1987, it was estimated that KwaZulu Department of Education and Culture employed 2565 teachers while pupils in the secondary phase were 266 052. The pupil-teacher ratio according to the Race Relations Survey in 1987 was as follows:

AFRICANS   41 : 1

COLOURED   25 : 1

INDIANS   21 : 1

WHITES   16 : 1

From the above figures, it is clear that teachers in KwaZulu carry a heavy work load. Under these circumstances, no effective teaching and learning can take place.

According to the Headmaster interviewed by Shabalala (1987) expressing his feelings about the difference that exists between the pupil-teacher ratio in different racial groups said:

> It is very unfair that the pupil-teacher
> ratio is not the same. African teachers
> suffer, and cannot give their best of
> their abilities because of big numbers.
> Individual attention becomes impracticable.
>   (Shabalala, 1987 : 312)

3.3.5 Teacher Motivation and Demotivation

Motivation for academic achievement should be seen as a desire and incentive to achieve a higher standard of excellence in academic learning.

Steyn et al (1987 : 21) argue that motivation is one of the keys to successful learning. He further asserts that, if a class is not motivated, it does not co-operate, participate or learn. This implies that a less motivated teacher can cause pupils to be less motivated and ultimately develop a negative attitude towards school and this eventually causes them to fail.

Waetjen (1973 : 151) supports the above argument and maintains that motivating the child is the teacher's responsibility. He mentions stimulation through animated speech, the use of films and interesting drama as some of the means the teacher can employ in motivating the child to learn. Trymier (1970 : 31) cited by Froshing and Maslow (1973 : 151) emphasises the role of a teacher in motivating pupils to learn, suggests the teachers style as an important facet in motivation.

According to Steyn et al (1987 : 21) a teacher should cultivate motivation by constructing the didactic situation in such a way that the child wants to learn. The presentation of the subject matter should be such that a climate for wonder and eagerness is created in the child in the classroom. The child must be interested in the subject matter. This interest can be evoked by the sheer enthusiasm of the teacher towards his work and the challenges set by the teacher.

In order to produce greater pupil activity, and learning, the pupil's aroused interest must be maintained.

Kruger et al (1988 : 65) in the light of the above argument, asserts that every teacher is faced with the challenge of what he can do in order to inculcate in his pupils an interest and love for his subject.

In order to motivate pupils in their school work Kruger, et al
(ibid) suggest the following:

-   The teacher should have a thorough knowledge of his
    subject matter. The more thorough and extensive the
    teacher's knowledge of his subject matter, the greater the
    possibility that he will be able to present it
    interestingly and captivatingly.

-   A sound knowledge of his pupils i.e. he should know their
    potentialities, limitations, aspirations and values in
    order to adapt his presentation accordingly. If the
    teacher has an inadequate understanding and knowledge of
    his pupils, there is a real danger that he will not be
    able to communicate effectively with them as he will
    present learning content beneath their level of
    comprehension, which causes boredom, disinterest,
    rejection and ultimately failure.

-   The teacher who succeeds in motivating his pupils, also
    sets a good example. Enthusiasm arouses enthusiasm. The
    inspired teacher also inspires his pupils.

Farrant (1986 : 7) argues that motivation is closely linked
with aims and goals of pupils. Teachers, should be mindful of
the fact that pupils' goals are different from theirs,
therefore, teachers should use their skills and abilities to
use pupils' aims to motivate their learning and to direct their
full energy towards worthwhile learning.

Murphy (1987 : 100) is aware of the importance of a teacher as a motivator, but he raises certain issues which may cause a teacher to be demotivated in his work. Amongst others, he highlights the following:

- the remuneration teacers receive
- the status accorded to teachers in the community
- the housing and standard of living that they are able to maintain.

All these, he maintains should be taken into account if proper and effective teaching is to be expected from them.

3.3.6 Examinations

External examinations and academic achievement or failure

Elliot (1984 : 62) in describing external examination says:

> The external examination is so called
> because the examination is set and
> marked by an outside authority
> according to a prescribed syllabus.
>   (Elliot, 1984 : 62)

He further maintains that, an external examination sets and maintains standard common to all over a wide area, and enjoys general acceptance.

Souper (1962 :32) tends to differ from Elliot's (ibid) assertion that external examinations are generally accepted. He states:

> Public examinations can have a marked
>
> and often depressing influence upon
>
> the quality of the education provided
>
> by a school,
>
> (Souper, 1962 : 32)

Page (1970 : 221), cited by Souper, (ibid) in support of the above argument states:

> So long as higher education is not
>
> available to all who want it, there
>
> will be some test or other instruments
>
> to determine who may have it, and there
>
> will be a consequent distortion in the
>
> schools.
>
> (Page 1970 : 221 in Souper 1976 : 32)

Dhlomo (1983) in Murphy (1985 : 66) expressing his dissatisfaction about the excessive emphasis put on the examination says:

Students have a fixation with certification

and value success by means of examination

which reduces the enjoyment of the learning

experience.

(Dhlomo, 1983 in Murphy, 1985 : 66)

Entwistle (1981 : 261) also expressing the shortcomings of the
examination states;

Examinations are more threat provoking

than most educational settings. The

formality and time-pressures conspire

with the importance of good results

to shift the balance between hope

for success and fear of failure

firmly towards the latter. Only

with highly confident pupils will

the anxiety and tension enhance

performance.

(Entwistle, 1981 : 261)

Abercrombie,   (1970) in Souper, (1976) says:

In the present climate of dissatisfaction

and distrust about the whole system of

examination, whether for entrance to

secondary education or to a profession

it is essential that we re-consider the

role of assessment in education.   Given

a sound educational environment in which

collaboration in the learning task is

based on mutual respect, and competitiveness

is not destructive, red in tooth and claw,

but a spice that enhances individual differences,

assessment by students of their own and others

work can be well integrated into the educational

process.

(Abercrombie 1970 : 12) in Souper 1976)

Members   of   the   Black   community   also   expressing   their

dissatisfaction about the external examination say:

- Some   markers   take   more   than   200   papers   overnight   and

  return with them all marked the next morning, a physically

  impossibility   unless   the   marker   received   help   from   the

  family or friends.

- Some markers are frequently unqualified teachers and mark

  subjects they do not teach; primary school teachers will

  mark matric scripts and in some cases they say scripts are

  marked by students.

(Sunday Tribune Reporter, 1990)

These conditions among others, make external examinations to be unreliable. They promote failure among pupils.

From the above exposition about the external examination, it becomes evident that examinations can cause pupils to fail.

3.4   CONCLUSION

This chapter has attempted to provide an overview of the relevant research in the area of conditions and factors contributing to academic failure in the school. The first part of this chapter identified the social issues that make it difficult for education to proceed smoothly. The second part of the chapter offered an outline of the educational problems which cripple the pupil's desire to achieve their goals. These goals, among others, are:

- acquisition of relevant skills to be utilised in their society
- The acquisition of useful knowledge, technical and scientific knowledge
- To develop personality which is accepted to the community in which he lives to mention just a few

In the following chapter an account is offered of the research methodology used to elicit data, the analysis of which is employed in an attempt to offer some solutions to the problems affecting the education of a Black child.

CHAPTER FOUR

4. RESEARCH METHODS AND PROCEDURES

4.1 INTRODUCTION

This chapter is concerned with the procedures employed in collecting data. In chapter one an indication was made that a descriptive method would be used. To meet this requirement, quesionnaires were handed to matric pupils, teachers and principals, in order to obtain an objective view of the problem of failure in Black schools. Matters such as the selection, preparation and administration of the research instruments used, and a detailed discussion of the questionnaire are covered.

4.2 PERMISSION

Permission was obtained to do research in schools under KwaZulu Department of Education and Culture.

4.3 THE PILOT STUDY

Researchers generally agree that pilot or trial run is important because it helps the researcher to decide whether or not the study is feasible and whether or not it is worthwhile to continue.

According to Ary, Jacobs, Razavich (1979 : 83) pilot study does the following:

> It provides the opportunity to
> assess the appropriateness
> particularly of the data collection
> instrument. It permits a preliminary
> testing of the hypothesis which may
> give some indication of its tenability,
> and suggests whether or not further
> refinement is needed.
>
> (Ary et al, 1979 : 83)

A pilot study according to Borg and Gall (1981 : 101) has various advantages which prompted the researcher to use it in the project under study. These advantages, among others, are that it:

- permits a thorough check of the planned and statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data;

- provides the research worker with ideas, approaches and clues not forseen prior to pilot study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study.

   (Borg and Gall, 1981 : 101)

Fox (1969 : 130) like others, favours the practice of a pilot study because according to him, pilot study is designed to provide a trial run of the data collection approach. It may be intended to test out the data collection method or an instrument to see if it is in need of revision.

The pilot study was done at a senior secondary school at Mahlabathini Circuit. This was done by a researcher himself. A sample of 20 matric pupils, five teachers and 1 principal was obtained. The sample was drawn from the group of pupils who failed the previous year and from those who were doing standard 10 for the first time.

When analysing the pupils' responses, it became apparent that there were some questions which were wrongly structured. They were ambiguous, for example question ten (10) read as follows:

Does your school have laboratory facilities? If yes, tick the type that your school has.

- Biology Laboratory
- Physical Science Laboratory
- Language Laboratory

This question requires two answers from one question. This was put right in the final draft of the questionnaire.

The pilot study proved to be a worthwhile instrument which helped in anticipating problems that would otherwise have not been discovered.

4.4. SAMPLING

4.4.1 Selection of Schools

Gay (1981 : 85) defines sampling as follows:

> Sampling is the process of selecting
> a number of individuals for a study
> in such a way that the individuals
> represent the group from which they
> were selected. The individuals
> selected comprise a sample and the
> larger group is referred to as a
> population.
>
> (Gay, 1981 : 85)

The purpose of sampling as given by Gay (ibid) is

> to gain information about a
> population.
>
> (Gay, 1981 : 85)

The drawing of a small sample from a large target population has an advantage in that it saves the researcher the time and expense of studying the entire population.

In KwaZulu there are 25 circuits. In each circuit there are on the average 15 senior secondary schools. It was therefore not feasible to visit all the schools in the circuits. The researcher used random sampling.

Borg and Gall (1981 : 224) agree with the above idea when they say;

> If the researcher is done properly
> the researcher can reach conclusions
> about an entire target population
> that are likely to be correct
> within a small margin of error
> by studying a relatively small
> sample.
>   (Borg and Gall, 1981 : 224)

In order to arrive at accurate results of this research study, it was necessary to involve schools in the urban and rural areas. This could give a true picture of how schools and home conditions of these areas affect school performance and achievement in school.

The researcher decided to use two circuits from which the sample was drawn. These circuits were Mehlwesizwe and Enseleni.

Schools in the township were regarded for this study as urban schools and those outside township as rural schools. At Enseleni there was one urban school and three rural schools. At Mehlesizwe there were two urban schools studied and two rural. The selection of schools was done randomly. The total number of pupils involved in the study was 179, and the total number of assistant teachers was 44 and that of Principals was 8.

4.5 DRAFTING OF THE QUESTIONNAIRE

Mason and Bramble (1978 : 303) argue that, the researcher in conducting an investigation should select from among a variety of procedures available, those most supportive of the research objectives. It is usually advisable to explore several existing measurement instruments before · selecting one or designing a new one to use in a research investigation.

Ary et al (1979 : 193) list and discuss some methods of data collection viz: interviews, questionnaires, tests sociometrics techniques, and the direct observation.

In this study it was decided to use the questionaire method to obtain the information. According to Behr (1983 : 68) the questionnaire method continues to be, if properly constructed and administered, the best available instrument for obtaining information from widely spread course.

The advantages of the questionnaire for this study were as follows:

(a)   The population was widely distributed across the length and breadth of KwaZulu, and it was not feasible, either economically or in terms of time that would be required to approach these people in any other way.

(b)   Since field work had to be completed within a short period of time in order not to disturb the normal school programme, it was necessary to use this method because a well constructed and properly administered questionnaire should not take more than an hour.

(c)   The questionnaire method affords a good measure of objectivity in soliciting and coding the responses of the population sample.

Ary et al (ibid) summarise the advantages of the questionnaire as follows:

As compared with the interviewing the
written questionnaire is typically more
efficient and practical and always for
the use of a larger sample. It is
widely employed in the educational
research. Further the standard
instructions are given to all subjects,
and the personal appearance, mood or
conduct of the investigator will not
color the results.

(Ary, et al, ibid)

A well constructed questionnaire is more likely to elicit a
good response than is a poorly constructed one:

4.6   COLLECTION OF DATA

Questionnaires were administered personally to the population
sample selected. Before visiting the schools selected, Circuit
Inspectors, Principals affected were written letters of
notification about intended visits.

4.6.1 Administration of Questionnaire

The researcher used between 20 and 25 pupils from each senior
secondary school. Female and male pupils were involved in the
project.

The principal introduced the researcher and explained the purpose of the whole project. The researcher read through the questionnaire to the respondents in order to clarify sections of the questionnaire which would be unclear to pupils.

A total number of 179 pupils were selected from the 8 sample schools. Since the study was about secondary school pupils, all the pupils in a selected school had to be represented in the sample. The researcher had to ask for class lists (where it was possible to do so) and pupils were randomly selected from different streams in a particular school viz : commercial, science, and general. To determine the subjects to be selected from the alphabetical list of standard ten pupils, a table of random numbers (according to the class list) was used. Each name was assigned a distinct identification number (Ary : 1979 : 132).

Ary (1979 : 132) points out that random sampling is purposeful and methodical. He further asserts that a sample selected randomly is not subject to biases of the researcher. When researchers employ this method they are committing themselves to selecting a sample in such a way that their biases are not permitted to operate. They are pledging themselves to avoid a deliberate selection of subjects who will confirm the hypothesis. They are allowing chance alone to determine which elements in the population will be in the sample. The advantage of random sampling which led the researcher to use

it, is that it does guarantee that any differences between the sample and the parent population are only a function of chance and not as a result of the researcher's bias.

A very important issue to be considered when drawing up a questionnaire is the size of the sample. Technically the size of the sample depends on the precision the researcher desires in estimating the population parameter at a particular confidence level. (Ary 1979)

According to Best (1977 : 269) the size of the sample may or may not be significantly related to its adequacy. A large sample carelessly selected, may be biased and inacurate, whereas a small one, carefully selected, may be relatively unbiased and accurate enough to make satisfactory inference possible.

Out of 2861 pupils doing standard ten in the two circuits, 179 pupils were selected for the sample which was an acceptable representation of the parent population.

4.6.1.1   Principals' and Teachers' Questionnaires

Principals and teachers had no problem with the questions in the questionnaires. It was, however, necessary to explain the reason and purpose of the project. Some questions asked in the principals' and teachers' questionnaires were asked to   verify   information   supplied   by   pupils.

In all cases, data was processed manually.

4.6.1.2 Pupils' Questionnaire

There were 179 pupils' questionnaires. Each questionnaire contained 7 pages and a total of 42 questions. The data was processed manually.

In some cases, some pupils experienced problems of understanding questions. It was therefore necessary to explain those questions inorder to secure as accurate responses as possible from the respondents. Questions 10, 11, 13 and 23 were explained to pupils.

In question 11, respondents were required to rate the equipment in the school laboratory under the following headings:

Ill-equipped - moderately equipped - well-equipped. They could not tell when is a laboratory ill-equipped, moderately-equipped or well-equipped. This had to be explained.

In question 13, respondents were expected to tick the type of teaching aids they had at their schools. In some cases, pupils could not even understand what teaching aids were. In other cases you could hear pupils asking how to respond

if the teaching aids used by the teacher were borrowed from other schools. This was also well explained.

In question 23, respondents were required to tell if teachers were ever using other books for the additional information rather than from the prescribed text books. Here, pupils could not respond, because some would say, teachers are reading from the prescribed text books.

The medium of instruction was also a problem to some pupils.

Very few questions were asked verbally after the respondents had finished answering the written questionnaires. This was done to cover some questions which could not be included in the questionnaire.

4.6.4   Problems Experienced During Administration

The only problem which could be observed during the administration was that of disrupting the normal programme of the school. Sometimes it was not possible to be on time because of transport and at times being delayed at one school. It was, however, pleasing to realise that the principals, teachers and pupils were highly co-operative throughout the project in all the schools affected.

4.6.5   Data Processing

The data was processed manually.

4.7   CONCLUSION

The purpose of this chapter has been to examine the composition of the population utilised in the present study and to describe and discuss the research instrument, and its administration, employed in obtaining the data. This data is analysed in the next chapter.

CHAPTER FIVE

5. ANALYSIS OF DATA

5.1 INTRODUCTION

The primary purpose of this chapter is to discuss the data collected from the questionnaires of two hundred and thirty one respondents, and to provide some comment on, an interpretation of, the apparent trend they reflect.

In chapter one, it was mentioned that the purpose of the study is to investigate the socio-educational factors contributing to high failure rate in Matric in KwaZulu schools. In order to achieve this goal, the following research instruments were administered to respondents to elicit information pertaining to the project: questionnaires which were administered to standard ten pupils, teachers and principals of schools.

5.2 PROCEDURE EMPLOYED IN THE CHARACTERISATION OF RESPONSES AND THE ANALYSIS OF DATA

As mentioned in the previous chapter, the questionnaire consisted of both open and closed questions. (See apendix A). The closed questions constituted the greater number of questions in the questionnaire.

The analysis of data was conducted on the basis of examination and simple comparison of relative frequences of responses. The procedure followed in analysing data was to examine the overall response to a particular question and then to compare the similarites and/or differences as reflected by the data.

As far as closed questions were concerned, though respondents were expected to choose the correct answer among the possible answers given, it appeared that some of them had a problem of understanding questions in order to respond accurately. For example in question 13 which read:

TICK THE TYPE OF TEACHING AIDS YOU HAVE AT YOUR SCHOOL.

- OVERHEAD PROJECTOR
- TAPE RECORDER
- RADIO
- OTHERS (SPECIFY)

It was noticed that most of the respondents did not know the concept "teaching aids". This could be attributed to the problem of language experienced by many pupils since they use English as a second language. It was therefore necessary to give verbal assistance, explaining what the question meant.

5.3   DISCUSSION OF DATA : PUPILS" QUESTIONNAIRE

5.3.1   Sex of the Respondents

SCHOOL	A	B	C	D	E	F	G	H	TOTAL %
FEMALE	16	10	9	10	11	12	8	12	88 (49%)
MALE	8	10	15	10	9	13	16	10	91 (51%)
TOTAL	24	20	24	20	20	25	24	22	179

The above table reflects the number of male and female
pupils in the sample. Although no special request was made
to the principals for an equal balance in number between
sexes, it is interesting that the sample consisted of almost
an equal number of males and females. In three of the
schools, there were large discripancies between the number
of males and females, but overall the sample recorded 49%
males and 50% females. It is worth mentioning that the sex
of the respondents was not identified as being a factor at
Matric level. Marland (1983 : 83) emphasises the sex
difference in achievement by stating that, girls tend to
enter novel situations of intellectual achievement with
lower expectations of success; when success is achieved,
girls are less likely than boys to interprete it as a
reflection of their ability. He further asserts that, girls
are more likely to avoid the tasks on which they have
previously experienced difficulties, and their expectations

of future success are less likely than boys' expectations to recover following failure.

Brophy and Good (1974) in contrast say:

> Although girls do mature earlier than boys in some areas, there is little reason to postulate maturational difference in capacity for learning to read in the early grades. Boys can learn to read just as well as girls if, they are properly motivated and taught by teachers who expect them to do well.
>
> (Brophy and Good 1974 : 200)

The above statement shows clearly that sex does not determine performance.

5.3.2   Age of the Respondents

SCHOOLS	A	B	C	D	F	G	H	TOTAL	%
16 - 20	18	13	5	11	11	14	14	95	53
21 - 23	6	6	16	8	8	11	7	66	37
24 - 25			2	1	1	3	4	13	7
26+ OVER		1	1			2	1	5	2
TOTAL	24	20	24	20	20	25	24	179	

The table above shows that in all cases except schools C and F, the majority of respondents fall in the youngest age group. The difference in C and F, is not apparently caused by siting, because one is rural and the other is in urban. From the above table it is noticeable that 37% of the respondents are still at school (full time) and are between 21 and 23 years of age. Although not questioned as to the reasons for being so old and at school, one can speculate that some started school at a late age, perhaps some may have repeated one or more standards or some may have dropped out and returned after a few years.

It has been a common practice with black pupils to start schooling at the age of seven whereas Whites, Indians and Coloureds commence schooling at the age of six. One can hardly find a White pupil still doing standard ten at the age of 20. According to this study, age is not an important factor which measures achievement. Young pupils have been seen passing or doing well at school and others doing badly. Old pupils can either do well or never. Performance and achievement at school depend on other factors such as motivation, attitude and goals to be achieved through education.

5.3.3 Area Residence of the Respondents

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
URBAN	9	13	–	5	6	18	2	12	65	36
RURAL	11	5	23	13	14	7	22	10	105	59
URBAN-RURAL-FRINGE	4	2	1	2	–	–	–	–	9	5
TOTAL	24	20	24	20	20	25	24	22	179	

The table above shows that 59% of the respondents were in the rural areas, 36% in the urban area and 5% in the area which had urban and rural characteristics.

Pupils living in rural areas experience the problem of poor or no electrical facilities which would facilitate the usage of electrical aids. The absence of these facilities hinder effective studying at home.

It is a general observation that rural pupils travel long distances before they get to school. This limits their time to study both at school and at home.

In the urban area it is common that the average family members are six who live in a very small house. This also contributes to the unfavourable conditions for pupils to study, hence poor performance in their studies.

5.3.4   Distance Travelled by Pupils to and from School

Table Four

Distance in km.

SCHOOLS:

	A	B	C	D	E	F	G	H	TOTAL	%
Less than 1 km	5	4	5	2	5	9	6	4	40	22
1 km	4	2	5	3	4	6	2	3	29	16
2 km	2	2	1	1	–	4	5	3	18	10
3 km	3	–	3	1	–	4	3	3	17	9
4 km	5	–	3	2	1	2	3	–	16	9
More than- 4 km	5	12	7	11	10	–	6	8	59	33
TOTAL	24	20	24	20	20	25	24	22	179	

The above table shows that 33% of the respondents travel a distance of more than four kilometers from home to school, while only 16% travel a distance of 1 km. The consequences of travelling long distances are that pupils arrive late at school. This was witnessed by the researcher himself when he was waiting for the school to start and administer questionnires.

Mncwabe (1985 : 119) in a study on drop outs in KwaZulu, argues that long distance to school, particularly when walking may encourage truancy. He further states that long distance travelled usually leaves the pupils tired and unmotivated by the time they begin with their lessons. A child who is subject to this experience may find school boring and tiresome because he has lost all energy and interest. It is apparent that long distance to and fro the school is a disturbing factor among secondary pupils residing in rural areas. It should, however, be pointed out that long distance travelled from home to school, is not the only factor but there are other factors such as lack of motivation and interest in the subject, poor study facilities at school and at home and high pupil-teacher ratio. There are many other pupils who, inspite of the long distance travelled, pass at the end of the year.

5.3.5   Means of Transport

SCHOOLS:	A	B	C	D	E	F	G	H	TOTAL	%
ON FOOT	17	6	10	6	6	24	21	10	100	56
BY BICYCLE	–	–	–	–	1				1	1
BY BUS	7	14	4	13	13	–	4	12	67	37
BY CAR	–	–	10	1	–	–	–	–	11	6
BY TRAIN	–	–	–	–	–	–	–	–	–	
OTHER	–	–	–	–	–	–	–	–	–	–
TOTAL	24	20	24	20	20	24	25	22	179	

The above table reflects that 56% of the respondents reported that they walk from home to school, and 37% travel by bus and 6% by car. Pupils who foot the distance to school experience problems of arriving late to school. Absenteeism also encourage truancy among pupils. These problems may culminate in pupils losing some subjects which are taught during the early hours of the day. What further worsens the situation is that teachers, too like their pupils, come late to school because of transport problems. These pupils who travel long distances to school with or without permission from the school authorities leave the school before the closing time. Perhaps that is why Ndlala (1985 : 103) concluded that pupils travelling by bus lower the discipline and examination results of a school.

5.3.6   The Class, Pupils were doing during the Period of Study

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
STD 10	24	11	12	4	7	3	18	18	97	54
REPEATERS		9	12	16	13	21	7	4		46
TOTAL	24	20	24	20	20	24	25	22	197	

Table 6 shows that 46% of the respondents were repeatersand 54% were doing standard ten for first time. The 46% of the repeaters show beyond doubt that the rate of failure in KwaZulu schools is high as compared to that of other races. This can be illustrated by the table below which shows the failure rate in four different groups in 1987.

	AFRICANS	COLOUREDS	INDIANS	WHITES
ENTRY	137600	18029	12429	66658
PASSED	77454	12423	11575	63135
%	56	68,9	93,1	94,1
FAILED	60146	5606	854	3423
%	44	31,1	6,9	5,3

SOURCE: RACE RELATIONS SURVEY 1987/88

This information indicates that the highest percentage of failure rate is amongst the Black pupils.

5.3.7.   Laboratory Facilities at School

Only 36% of the respondents reported that there were no
laboratory facilities at their schools and 64% indicated
that they had laboratory facilities. This statistics
show that schools do have laboratory facilities.
Souper (1976) argues that, there is no school which can
function properly without adequate laboratory
facilities. It is for this reason that the Department
of Education and Culture is making the effort to provide
the schools with laboratory facilities.

Oberholzer et al (1983: 267) state that the reason for
the use of teaching facilities in lessons is that
experience promotes successful learning and retention of
learning content.

The principle of experience means that pupils learn more
efficiently and remember better when they see, hear and
handle the objects about which they learn.

5.3.8   The Rating of the Laboratory Facilities

The findings reflect that 46% of the respondents in 8
schools had ill-equipped laboratories, 34% indicated
that they had moderately equipped laboratories and only
20% confidently pointed out that their schools had well

equipped laboratories. The 46% of schools with poorly
equipped laboratories indicated that this could
contribute to the poor performance by pupils and
ineffective teaching by teachers. It is worth
mentioning that many aspects of reality cannot be
brought into the classroom in their concrete form, and
these aspects therefore have to be presented by means of
laboratory facilities and other aids.

5.3.9   Frequency in Using Laboratory Facilities

The statistics show that in some schools, laboratory
facilities were never used whereas 47% indicated that
these were seldom used. Only 27% reported that they did
utilise the available laboratory facilities in their
schools.

Engelbrecht et al (1983: 80) argue that creative use of
a variety of media increase the probability that pupils
learn and improve the performance of the skills they
are expected to develop.

The above statement confirms that proper use of
laboratory facilities would help aleviating the problem
of poor scholastic performance and achievement. What
aggravates the situation too is that some teachers lack
the skill of handling some of the laboratory equipments.
Souper (1976 : 33) maintains that equipment in school
should be used and not flatter the ego of the teacher.

5.3.10   The Type of Teaching Aids used at School

The analysis shows that 90% of the respondents indicated that they had no teaching aids in their schools.

Ten percent of the respondents indicated that they had a limited variety of teaching aids. It is surprising that at some schools pupils did not even know what teaching aids were.   Kruger et al (1983 :   265) say:

        Teaching aids include all aids

        which the teacher can use in his

        teaching, e.g. chalkboard, pictures

        and which the pupils can use in

        learning e.g. text books and

        assignments.

                (Kruger, 1983 : 265)

The above statement shows that pupils are not even made aware that the available aids can be of assistance in their learning programme and facilitate their understanding in their studies.

5.3.11   The Usage of Teaching Aids in the Classroom

From the aforementioned findings, it is apparent that in most schools, teaching aids are seldomly or never used.

According to the Researcher, teaching aids help pupils to form mind pictures for lessons taught and they also facilitate comprehension. Teaching without teaching ideas is doomed to fail.

Kruger et al (1983: 266) strongly support the use of teaching aids in class. He says:

> Teaching aids also assist pupils to form accurate and vivid images of reality. These aids represent more concretely than words and they then support the teacher's explanation.
>
> (Kruger et al, 1983 : 266)

Effective teaching aid draw pupils' attention and create a desire to know more about the objects. As it has been shown in this study that few schools use teaching aids, it is apparent that what pupils learn at school is abstract and has no impact and meaning to the real life All what is taught is strange and foreign to their daily experience.

It is important for teachers to make a correct choice and use of the appropriate teaching aids for successful teaching in respect of each subject taught.

Kruger et al (1983: 268) supporting the use of teaching aids in a didactic situation say:

Teaching aids can arouse pupils'
interest and induce them to ask
questions, comment debate, request
information or make comparisons.
As a result of pupils' participation
much misunderstanding confusion and
vagueness, which can result from the
teachers verbal exposition, can be
avoided.

(Kruger et al, 1983 : 268)

It should be remembered that poor use of teaching aids can
never serve its purpose well. It should be in good working
order, and it should be a good respresentation of reality.

5.3.12   Education Stream Pupils Are Following

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
GENERAL	9	16	22	12	7	14	17	15	112	63
SCIENCE	11	4	2	8	6	4	7	4	46	26
COMMERCE	4				7	7		3	21	12
TOTAL	24	20	24	20	20	25	24	22	179	

The table shows that 63% of the respondents were pursuing the general stream 26% were following the science stream and only 12% were doing commercial stream.

5.3.13 Stream of Own Choice

The findings reveal that most pupils were in the stream of their own choice and interest. It is surprising to have such a revelation that inspite of pupils choosing subjects of their interest, failure rate remains high. This shows that there may be other factors other than this that may impair the pupils' learning progress.

5.3.14 Choice of Stream

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
PERSONAL	18	17	19	15	17	21	17	16	140	78
PARENTAL	3	–	–	1	3	–	2	1	10	6
SCHOOL	2	3	4	2	–	4	3	5	23	13
NO OTHER	1	–	1	2	–	–	2	–	6	3
TOTAL	24	20	24	20	20	25	24	22	179	100

The table above indicates that 78% of the respondents had chosen subjects of their interest, 6% were influenced by their parents to choose the subjects to study, 13% were

persuaded by their teachers and only 3% indicated that they had no other alternative except the subject package available at school. The statistics show that parents and teachers do have influence in the choice of subjects by pupils.

5.3.15   Do Teachers Encourage Questions from Pupils?

The use of the question technique is an effective teaching strategy to achieve objectives such as, among others, testing pupils' knowledge, understanding of the ground covered, retaining an active interest in the lesson and further stimulating thought.

Investigation showed that 56% of the respondents asserted that the use of the question technique in class was not a casual factor to the failure rate. However, counter productive factors such as a teacher's ineffective teaching style and poor handling of pupils questions may work towards causing pupils to be left out of the lesson and thus consequently failing to give correct responses.

According to Oberholzer (1983 : 172) it is the teachers' responsibility to create a situation in which pupils feel free to ask questions. He further maintains that if a teacher suceeds in making his lesson interesting, arousing and maintaining his pupils' interest and keeping them

involved by means of questions, they will respond spontaneously and ask questions.

Oberholzer et al (1983 : 171) supporting the use of questions technique say:

> Only when a teacher understands why
> it is important that his pupils should
> ask questions will he be continually
> encouraged and create opportunities for
> questions. Pupils' activity is probably
> one of the most important principles of
> teaching.
> (Oberholzer et al, 1983 : 171)

It is true that by asking questions a child proves that he is thinking, participating and progressing because he is making objects, facts and ideas part of himself.

5.3.16   Sharing of Subject Problems with Teachers

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
NEVER	15	–	1	2	–	3	15	–	22	12
SOMETIMES	9	13	17	11	4	15	15	16	100	56
OFTEN	–	7	6	7	16	7	8	6	57	32
TOTAL	24	20	24	20	20	25	24	22	179	

The table indicates that only 12% of the respondents had not been given an opportunity by their teachers to share subject problems, fifty six percent pointed out that they were sometimes given a chance to share subject problems with their teachers and 32% reported that they share problems related to their subjects with their teachers.

Studies have shown that there is a close relationship between sharing and performance e.g. 56% shows that where pupils positively and constructively share their subject problems with teachers, this interdependence and cross pollination lead to a conducive learning atmosphere and a consequent experience of success. On the other hand poor pupil teacher relations, teacher domination, lack of knowledge of subject matter, lack of motivation and passivity on both sides might compound learning problems. This may lead to pupil tension and failure as shown by the respondents in the 11% subgroup.

5.3.17   The Availability of a School Library

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
YES	23	18	8	20	18	22	19	18	146	82
NO	1	2	16	–	2	3	5	4	33	18
TOTAL	24	20	24	20	20	25	24	22	179	

A well catered for school library, which is the nucleus of the school, together with the professional guidance of the (teacher) librarian, is the heart of learning and of amassing information of all kinds, and thus the 82% statistics show that informed/and reading pupils are likely to be more successful than a less reading subculture e.g. 18% group. Absence of a library, lack of library orientation and motivation to read beyond the textbook, shortage of (wealthy collection) reading materials might lead to less excitement to read and thus a high failure rate.

5.2.18   Number of Pupils in Class

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
LESS THAN 30	12	–	1	4	5	–	–	–	22	12
30	6	–	2	–	2	1	–	2	13	7
40	6	–	2	6	7	6	–	3	28	16
50	–	–	1	6	4	3	2	3	19	11
MORE THAN 50	–	20	18	18	20	10	22	14	97	54
TOTAL	24	20	24	20	20	25	24	22	197	

The above table shows that out of 179 respondents 97 or 54% reported that they had more than 50 pupils in class, 19 or 11% revealed that they had 50 pupils in standard ten, 28 or 16% reported that their classes consisted of 20 pupils; 13 of 7% indicated that their school had 30 pupils in class and 22 or 12% indicated that there were less than 30 pupils in class.

Ngcobo (1985) points out that the teacher-pupil ratio in Black schools has always been a source of irritation for a Black teacher. Thembela (1984 : 8) as cited by Ngcobo asks a question:

How does one teach a class of 70
pupils, through a medium of a foreign
tongue, subject that one has hardly
mastered himself, under drab and dreary
conditions with no aids at all?
(Ngcobo, 1985 : 103)

Ngcobo in response to the above question says:

A question of this nature does reveal
that the situation in Black education
is such that the poor Black teacher
is placed in a serious predicament.
It goes without saying that a teacher
who teaches a class of more than 60 pupils
has a problem of individualisation.

It is not easy for a teacher handling more than 50 pupils to employ effective teaching methods and skills in order to promote optimal learning. In some cases in KwaZulu schools, a teacher teaches more than 80 pupils throughout the year and offering more than one subject. This problem and many others still to be discussed contribute to the high failure rate in Matric.

5.3.19   Do Teachers Present Information for Sources Outside the Prescribed Books?

The 56% group has confidence in stating that their teachers read beyond the prescribed textbooks and can lead them to the world of information. This stems from the fact that the teacher is able to master his subject matter or may have better qualifications in the subject.

The opposite proves true if the teacher has limited knowledge of the subject matter or lack interest in the subject he handles, lack motivation to read, or he may even lack effective teaching approaches and strategies.

Vrey (1987 : 204) argues that adequate knowledge in a teacher is a prerequisite for good teaching. He further states that a century ago a teacher still acquired enough knowledge during initial training to last his whole teaching life but the contemporary technology and knowledge

explosion, has brought about such a mushrooming of information in all spheres that no teacher can ever consider his training as complete. That is why a teacher must know factual content of his subject, the general knowledge thrown up by a progressive culture and the correct method of teaching. Kruger et al (1983 : 114) argue that no single textbook can be seen as an only authentic source. Using one textbook limits the child's knowledge which leads to failure.

5.3.20 Are you Given Guidance on How to Study School Work?

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	5
NO	2	6	10	13	5	8	8	5	57	32
SOMETIME	14	11	11	6	8	12	10	12	84	47
OFTEN	7	2	3	–	6	2	2	3	25	14
VERY OFTEN	1	1	–	1	1	3	4	2	13	7
TOTAL	24	20	24	20	20	25	24	22	179	

The above table shows that 33% of the respondents reported that they were not given any form of guidance as to how to study school work. It is reflected from the table that 47% reported that study skills were sometimes given to pupils and only 14% and 7% indicated that they were often and very

often given lessons as to how to study effectively in order to pass examinations.

It is doubtful whether a child can do well in his/her studies without given proper guidance as to how to study meaningfully. To study is a skill or an art. Studying does not mean reading a piece of work given without understanding it, but it means comprehending the material read and be able to implement the message contained in what one is reading or studying.

Kruger et al (1983) maintain that the child must first know which are the best methods to adopt in studying specific learning content and he must use these methods regularly before they become part of his study habits. It can be said that learning how to study is one of the most fundamental forms of learning.

Kruger et al (1983) further state that a child who uses incorrect study methods is likely to fail at school. As a result of his failure he may experience schooling as unpleasant, develop a negative study attitude and drop out from school at an early stage.

On the other hand a child who uses correct study methods is likely to achieve success at school and to enjoy schooling

He will be prepared to put a greater deal of effort into his study.

5.3.21 Number of Tests Given Per Subject

Do you think the number of tests per subject is enough.

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
DONT KNOW	2	3	4	1	7	8	6	5	36	20
NO	7	7	4	12	2	3	7	6	48	27
YES	15	10	16	7	11	13	12	11	95	53
TOTAL	24	20	24	20	20	24	25	22	179	

The table above indicates that out of 179 respondents 36 or 20%. reported that they did not know if the number of tests given per subject was enough or not, 27% indicated that the number of tests was not enough, and 95 or 53% were satisfied with the number of test given per subject.

5.3.22 PLACE OF STUDY AT HOME

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
SPECIAL ROOM	1	7	4	5	9	3	2	9	40	22
ROOM USED BY OTHERS	20	12	18	15	9	18	23	13	128	72
OTHER	3	1	2	–	2	3	–	–	11	6
TOTAL	24	20	24	20	20	24	25	22	179	

Out of 179 respondents 40 or 22% reported that they studies in a special room used by them only. 128 or 72% studied in a room shared with the others at home and only 6% indicated that they studied at places other than mentioned above, for example, some pointed out that they were using schools after hours and others visiting their friends with quieter places than their homes.

Mncwabe (1985 : 110) argues that for a child to have the motivation to do his school work including homework he must have a proper place in which to operate. A place shared with others engaged in occupations not having the same requirements will always present problems for a school child who wants to do his school work. Mncwabe further stated that persistance of unconducive circumstances will make the child feel that home is not the right place to do school work.

Kuethe (1968) says:

> The parent can provide a place for
> study that is both quiet and free
> from distractions.
>   (Kuette 1968 : 13)

The above argument proves that a child who does not have a comfortable and convenient place to study at home, may find himself at a disadvantage in relation to other pupils who may have a suitable place to do their school work at home.

5.3.23   Type of Furniture Used by Pupils at Home

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
TABLE &										
CHAIR	18	20	20	17	15	18	14	17	139	78
DESK	1	–	2	–	2	2	5	1	13	7
CHAIR	4	–	–	3	1	4	6	4	22	12
BOOKSHELF	1	–	2	–	2	–	–	–	5	3
OTHER	–	–	–	–	–	–	–	–	–	–
TOTAL	24	20	24	20	20	24	25	22	179	

The table reflects that 78% of the respondents had a table and a chair to do their homework; 7% used a desk when doing homework, 12% made use of a chair only and 3% had a bookshelf to keep school books at home.

From the above information it looks as if pupils are using proper and desirable kinds of furniture at home when studying.

5.3.24   Type of Light Used For Studying

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
CANDLES	8	7	16	11	16	4	14	11	87	49
PARAFFIN										
LAMP	1	1	4	3	1	1	4	2	17	9
ELECTRIC										
LAMP	15	12	4	6	3	19	7	9	41	42
TOTAL	24	20	24	20	20	24	25	22	179	

The table shows that 49% of the respondents used candles when doing their studies at home, 9% indicated that they use paraffin lamp and 42% used electricity. It is believed that the majority of pupils using candles and paraffin lamps reside in the rural areas.

This type of light i.e. candles and paraffin lamps is not comfortable for the eyes, and it cannot be used for longer period without damaging the eye sight of a person using it. It is for this reason therefore that it can be assumed that pupils using this type of light may not spend enough time doing their school work at home, hence poor performance and scholastic achievement.

5.3.25 Hours Spent for School Work at Home

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
LESS THAN										
1 HOUR	4	5	6	6	2	6	4	6	39	22
1 - 2	17	10	10	8	10	12	13	12	92	51
2 - 3	2	1	5	5	5	5	5	2	30	17
3 - 4	–	4	2	1	2	–	3	2	14	8
MORE	1	–	1	–	1	1	–	–	4	2
TOTAL	24	20	24	20	20	24	25	22	179	

The statistics above reveal that the majority of matriculants spend between less than an hour and two hours in doing their school work at home, this revealed by the statistical information of 22% and 51% = 73%. 17% spend between 2 - 3 hours, 8% and 2% spend between 4 and more than 4 hours a day doing their homework.

There seems to be little time spent by pupils for their school work at home. This may as a result of the amount and nature of work pupils are expected to do at home before studying. It was also established that some pupils are lodgers. Such pupils usually are not free to use the facilities at home as they would wish to do school work to their satisfaction. It is also true that some parents cannot afford to buy volumes of paraffin and large quantities of candles to be used for lengthy periods throughout the year.

It should, however, be pointed out that some pupils lack motivation to do their work at home, they come uninterested in their school work, or at times find it difficult to work independently. To be able to work independently, well motivated and interested in the work depends on various factors, for example, the work must be presented in an interesting manner to pupils, the presenter must show motivation and warmth in the subject he is presenting.

All this may pass on to the child who will in turn do his work with interest and motivation for quite reasonable period of time, even under unfavourable conditions. Poor study conditions at home are accelarated by poor presentation of the subject matter at school.

5.3.26   Regular Time for School Work at Home

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
YES	6	8	15	8	11	12	9	12	81	45
NO	5	3	4	4	3	5	4	3	31	17
NOT ALWAYS	13	9	5	8	6	7	12	7	67	37
TOTAL	24	20	24	20	20	24	25	22	179	

The table shows that 45% of the respondents indicated that they set aside time for doing school work at home, 17% clearly indicated that they did not put aside regular time for studying or doing homework and 37% indicated that they did not always set aside regular times for doing homework. This indicates that the pupils only do their homework when the teacher has set them homework, or if they feel like working.

Kruger et al (1983 : 100) assert that pupils in order to benefit from studying should draw up a time table for studies and adhere strictly to it and must plan their study carefully.

5.3.27   Disturbance While Studying at Home

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
NEVER	2	3	9	2	6	2	1	5	30	17
SOMETIMES	16	12	11	5	11	18	18	12	103	58
OFTEN	6	5	4	13	3	5	5	5	46	26
TOTAL	24	20	24	20	20	25	24	22	179	

The table shows that 17% indicated that they were never disturbed when studying, 58% indicated that they were sometimes disturbed and only 26% reported that they were often disturbed by noise at and around home when doing homework.

Mncwabe (1985 : 113) argues

Disturbance while studying leads to shorter periods of concentration.
(Mncwabe, 1985 : 113)

It is common knowledge that noise during study is bound to disrupt the concentration that each subject deserves during study. A noisy environment has got to have a negative effect on the child's performance.

5.3.28   Studying as a Group

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
NEVER	7	2	10	3	6	5	6	–	39	22
SOMETIMES	15	14	10	16	10	18	14	16	113	63
OFTEN	2	4	4	1	4	2	4	6	27	15
TOTAL	24	20	24	20	20	25	24	22	179	

The above table shows that 22% indicated that they never studied as a group, 63% reported that they sometimes studied as a group and 15% indicated that they often studied as a group.

Stubbs and Delamont (1984) commenting about the necessity of studying as a group say:

        Friendship groups become an important

        element in the organisation of schoolwork

        both through the differentiation and

        allocation of tasks.

            (Stubbs and Delamont, 1984 : 301)

Therefore the teacher should give pupils some latitude to display initiative. He should guide them to find solutions or master learning content and his guidance should be geared to their level of readiness.

5.3.29 ― Availability of Television Set at Home

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
YES	13	11	8	7	5	13	5	11	73	41
NO	11	9	16	13	15	12	19	11	106	59
TOTAL	24	20	24	20	20	25	24	22	179	

The table shows that 41% of the respondents indicated that they had T.V. or possessed T.V. sets at their homes and 59% reported the opposite. It became necessary to explain to the respondents that the concern here was the presence of a T.V. set at home or places where they were conducting their studies only. It is evident that some pupils had T.V. sets at home not where they were staying during school period, thus there was no need of indicating that they had T.V. sets while they were not affecting or disturbing their study pattern.

5.3.30   The Frequency of Using T.V. Sets by Pupils

It become obvious that those pupils who indicated that they had T.V. sets at home spend a lot of time watching T.V. which of course has an adverse results on their studies because there are programmes that they do not want to miss at the expense of the school work.

Surveys have revealed that watching television occupies many pupils longer than the time spent on school work. Under these circumstances pupils' performance may deteriorate.

It is obvious that constant watching of television disturbs the study programme of the child. Pupils if not guided by parents and teachers have a tendency of watching T.V. longer than it is necessary, thus neglecting school work. This results to poor performance and failure.

5.3.31   The Number of Children in the Family

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
1	–	–	2	–	–	4	–	1	7	4
2	–	2	–	1	2	2	2	3	12	7
3	2	4	2	6	3	3	3	3	26	15
4 & MORE	22	14	20	13	15	16	19	15	134	75
TOTAL	24	20	24	20	20	25	24	22	179	

The table shows that 75% indicated that they had 4 and more children in their families, 15% revealed that they had 3 children at home, 7% indicated that they had 2 children and only 4% reported that they had only 1 child in the family.

According to Masilela (1988 : 90) pupils from large families perform better at school than those from small families.

Craft (1970 : 41) argues that children from small families at all social levels tend on the average, to perform better both in intelligence tests and at school. He further states that there seems to be little doubt that the presence of a large number of siblings is an adverse element in as far as educational attainment is concerned.

Research findings have shown that the child from a large family learns the verbal skills, so decisive both in intelligence tests and in school performance, less effectively from his peers than does a child of a small family from adults. (Craft : 1970 : 42)

It may also be true that pupils in a large family may be, while doing their homework be interrupted by others in the family and this may result in the deterioration of the childs performance and scholastic achievement of the child's performance and scholastic achievement.

Child (1981 : 202) argues that family size has been found to correlate negatively with measured intelligence, which suggests that children who belong to large families tend to have lower I.Q. than those of smaller families. He maintains that it could be that children with several brothers and sisters have less opportunity for adult contact and therefore are restricted in their linguistic exchanges. Smaller familes might enjoy greater economic and educational advantage than larger families.

It appears that very few pupils if any would experience the neglect which sometimes arises from a large family. Pupils from small families are likely to receive the full co-operation and attention of their parents. The possibility of failure are small in a small family.

5.3.23   The Level of Education of Parents

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
L.P.	5	3	7	6	6	8	4	5	44	25
H.P.	7	7	8	6	5	4	7	8	52	29
J.S.	8	5	6	7	–	7	6	6	45	25
STD/SSTD	4	5	2	1	4	2	5	3	26	15
OTHER										
SPECIFY	–	–	1	–	5	4	2	–	12	7
TOTAL	24	20	24	20	20	25	24	22	179	

The table shows that the number of parents have obtained primary education (54%), secondary education 40% and the 7% consisted of parents who had not attended school at all.

Craft (1972 : 77) believes that parents can only support their children in their education only if they (parents) have attended secondary education. This will enable them to be aware and know the requirements of their pupils' education and help them in doing homework. They also provide extra tuition for their children at home.

It is evident from the above information that parents have low educational qualifications. It is therefore likely that they are in a position where they cannot successfully help their pupils with their school work.

Fletcher (1984 : 384-385) emphasises the importance of parental education in order to support and motivate their children to learn successfully says:

> If we are able to educate parents
> about education - making them aware
> of the profoundly important effects,
> for good or ill, of the kind and degree
> of the encouragement they give their
> children - then this might be to a
> significant extent achieved.
>
>   (Fletcher, 1984 : 384-385)

Educated parents, in most cases, have positive attitudes and imagination about the education of their children. This could be the most immediate influence in maximizing educational opportunity and improving the quality of education throughout the society.

It is common that parents with low educational qualifications, lack the ability, knowledge and sometimes interests in the education of their children.

5.4 TEACHERS QUESTIONNAIRE

5.4.1 Sex of the Respondents

SCHOOLS	A	B	C	D	E	F	G	H	TOTAL	%
MALES	3	3	4	3	3	4	3	4	30	68
FEMALES	3	1	4	-	2	2	3	2	14	32
TOTAL	6	4	8	3	5	6	6	6	44	

The table above shows that there were more male teachers teaching matric pupils than female teachers. 68% were males and 32% were female teachers.

5.4.2 Age of the Respondents

AGE	A	B	C	D	E	F	G	H	TOTAL	%
20 - 25	1	1	2	-	1	2	3	4	14	32
26 - 30	1	2	2	2	3	1	1	1	13	30
31 - 40	3	1	2	1	1	1	1	1	11	25
41 - 45	1	-	2	-	-	2	1	-	6	14
46 & OVER	-	-	-	-	-	-	-	-	-	
TOTAL	6	4	8	3	5	6	6	6	44	

The age profile of the respondents reflected in the above table shows that the majority of teachers teaching standard 10 are between the ages 20 and 40. As indicated in the table 32% were between 20 and 25 years; 30% between 26 and 30; 30% between 26 and 30; 25% between 31 and 40; 14% between 41 and 45 and only 14% were teachers between 41 and 45.

5.4.3   Place of Residence

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
RURAL	–	–	3	1	2	2	3	2	13	30
URBAN	2	2	5	2	3	4	3	4	25	57
URBAN-										
RURAL-										
FRINGE	4	2	–	–	–	–	–	–	6	14
TOTAL	6	4	8	3	5	6	6	6	44	

Schools in townships were regarded by the researcher as urban schools and those outside the township as rural schools. Having used this criterion, the statistics in the table above shows that the majority of the respondents (57%) reside in urban areas and 30% in the rural areas. It was established during the research period that some of the teachers in the rural areas do reside in urban areas. These teachers use public transport to and from schools.

This does not allow them to stay behind after school, to supervise studies and to conduct extra classes when necessary. This handicaps pupils in their studies and contribute to the high failure rate.

5.4.4   Teaching Experience

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
BETWEEN										
0 - 3	1	2	3	-	3	2	1	2	14	32
4 - 7	1	2	2	2	-	2	1	1	11	25
8 - 14	1	-	2	1	2	2	1	1	10	23
15 - 20	3	-	1	-	-	-	2	1	7	16
21 AND										
OVER	-	-	-	-	-	-	1	1	2	5
TOTAL	6	4	8	3	5	6	6	6	44	

The table above indicate that the highest percentage of teachers have 3 years or less teaching experience (32%). Nearly half of the respondents i.e. 48% have between 4 and 14 years teaching experience. A smaller proportion of 21% have 15 or more years of experience.

It can be deduced from the analysis in the table above that standard ten pupils are taught by inexperienced teachers 32% - 0 - 3 years. Clark (1968 : 113) argues that when an

experienced teacher is faced with a child at the back of the room, who apparently does not want to learn, he calls upon knowledge of human behaviour and his experience to motivate the child. He further states that an experienced teacher knows when the child does not learn of participate.

It is apparent from Clark's (1968) argument that he supports the idea that a teacher ought to be experienced in order to render relevant assistance. An experienced teacher will also realise that a child's poor performance in school is not necessarily because he is inferior.

inexperienced teachers may find it difficult to observe pupil's problems in order to render assistance and thereby facilitate the learning process of the child. Instead they promote failure.

5.4.5   Teachers Willingness in Solving Pupil's Problems

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREED	2	3	4	2	3	3	2	2	21	48
AGREED	4	1	4	1	2	3	4	4	23	52
UNDECIDED	-	-	-	-	-	-	-	-	-	
DISAGREED	-	-	-	-	-	-	-	-	-	
TOTAL	6	4	8	3	5	6	6	6	44	

The above table reveals that the majority of the respondents indicated that they agreed that pupils should be assisted when experiencing problems in their subjects. This is indicated by 48% who strongly agreed and 52% who agreed.

Souper (1976 : 50) supports this idea of helping pupils with their problems when he states that,

> pupils need their teachers to help
> them by ensuring that they discover
> the important aspects of life, and
> also by showing that they understand
> their pupils' real difficulties.
>
> (Souper, 1976 : 50)

5.4.6   Competition Among Pupils Leads to High Standard of Work

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	4	2	4	3	3	3	4	5	28	64
AGREE	2	2	4	–	2	3	2	1	16	36
UNDECIDED	–	–	–	–	–	–	–	–	–	
DISAGREE	–	–	–	–	–	–	–	–	–	
TOTAL	6	4	8	3	5	6	6	6	44	

The above analysis indicates that 64% and 36% of the respondents agreed that competition among pupils does contribute to the high standard of work in the classroom.

It is, however, worth noting that competition should enable pupils to learn from one another by sharing ideas and ways of solving problems. Teachers should guard against letting the more able pupils dominate the competition as this may discourage the less able pupils to participate.

5.4.7   Pupils Need to be Encouraged to Co-operate and Discuss the Work with one Another

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	5	3	4	2	3	4	5	4	30	68
AGREE	1	1	4	1	2	2	1	2	14	32
UNDECIDED	–	–	–	–	–	–	–	–	–	
DISAGREE	–	–	–	–	–	–	–	–	–	
TOTAL	6	4	8	3	5	6	6	6	44	

The table above illustrates that 68% strongly agreed and 32% agreed that pupils should work together as a team. This will enable them to achieve a common objective. Duminy and Steyn (1984) support class discussion. They assert that

discussion has an important didactic value. Personal views and experiences are enriched and corrected by others who take part. This new insight and knowledge are acquired.

5.4.8   Teachers Should Be Encouraged to Attend In-Service Courses

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	4	3	1	2	3	4	3	5	25	57
AGREE	2	1	4	1	2	2	2	1	16	36
UNDECIDED	–	–	2	–	–	–	–	–	2	5
DISAGREE	–	–	1	–	–	–	–	–	1	2
TOTAL	6	4	8	3	5	6	6	6	44	

The table shows that 56% strongly agreed that teachers should attend in-service courses, 36% agreed, 5% undecided and only 2% disagreed. Teachers do realise that they should be updated with the new information brought into light by investigators.

Ysell et al (1983 : 138) assert that the main aim of in-service training is to develop the teacher. This is to the extent that the quality of tuition which the pupils receive in the classroom is thereby improved. In the writer's view, in-service course helps teachers to review and modify their

teaching methods. To gain recent and probably relevant knowledge. The one who disagreed with the motion above might have a fear that pupils might suffer in his absence. If no proper arrangements are made to substitute the teacher attending in-service course, pupils remain untaught which may lead to failure in the examination.

5.4.9   Standard Ten Teachers Should be in Possession of University Qualifications

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	1	1	–	2	3	4	3	5	19	43
AGREE	3	2	4	1	2	2	3	1	18	41
UNDECIDED	1	1	2	–	–	–	–	–	4	9
DISAGREE	1	–	2	–	–	–	–	–	3	9
TOTAL	6	4	8	3	5	6	6	6	44	

The picture reflected in the table above, is that the majority of respondents (84%) believe that a standard ten teacher should be in possession of university qualifications, 9% were undecided and only 9% disagreed. It would seem that teachers value a higher and broader knowledge of their subjects. However, the 1988 KwaZulu statistics (see Chapter 3) show that 15% of secondary

school teachers were not degreed. Thus the value of possessing a degree does not indicate that they have it. Poor qualifications lead to poor quality of work by teachers which leads to poor performance by pupils. This promotes academic failure.

5.4.10 Teachers Should Teach Subjects in Which They Professionally Qualify

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	3	3	6	2	3	4	3	4	28	64
AGREE	2	1	2	-	2	1	3	2	13	30
UNDECIDED	-	-	-	-	-	1	-	-	1	2
DISAGREE	1	-	-	1	-	-	-	-	2	5
TOTAL	6	4	8	3	5	6	6	6	4	

The analysis from the above table shows that the majority of the respondents (94%) agreed that teachers should teach subjects in which they professionally qualify. These teachers agreed that for best results, they should know how to present their subjects.

5.4.11   Teaching Aids are Important and Essential When Teaching

Standard Ten

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY										
AGREE	2	2	1	–	3	4	2	2	16	36
AGREE	4	2	5	3	2	2	2	4	24	56
UNDECIDED	–	–	2	–	–	–	1	–	3	7
DISAGREE	–	–	–	–	–	–	1	–	1	2
TOTAL	6	4	8	3	5	6	6	6	44	

The analysis from the above table shows that the majority of respondents (92%) still believe that teaching aids are indispensable in the teaching learning situation. Only 2% showed a negative opinion about the idea. From the information retrieved, it is clear that teachers are aware of the fact that teaching aids assist pupils to form clear, accurate images of reality. However, when visiting these schools, the researcher did not see teaching aids in some of them. This is confirmed by pupils' responses on the questionnaire about teaching aids. In some cases, pupils did not even know the concept teaching aids.

5.4.12 No Effective Teaching can Take Place Without Thorough Preparation ✓

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	5	4	4	2	3	5	5	4	32	73
AGREE	1	–	4	1	2	1	1	2	12	27
UNDECIDED	–	–	–	–	–	–	–	–	–	
DISAGREE	–	–	–	–	–	–	–	–	–	
TOTAL	6	4	8	3	5	6	6	6	44	

Out of 44 respondents 12 (27%) agreed and 32 (73%) agreed strongly that preparation is the prerequisite for the effective and meaningful learning. The responding subjects support the statement by Steyn et al (1985 : 55) where they states that successful lesson depend on planning beforehand.

5.4.13 A Teacher Should Keep to His Time Table

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	4	2	5	2	4	4	4	3	28	64
AGREE	1	1	3	–	1	2	1	3	12	27
UNDECIDED	1	–	–	–	–	–	1	–	2	5
DISAGREE	–	1	–	1	–	–	–	–	2	5
TOTAL	A6	4	8	3	5	6	6	6	44	

The data reflected in the above table show that a large number of the respondents 91% see the need of observing the school time table. Only 5% disagree with the idea. It is important to note that in order to be consistent and continuous in teaching, teachers should observe their class time tables. Teachers who stay away from their classes may not complete the subject syllabi thus causing pupils to fail at the end of the year. Shabalala (1987) for instance, asserts that teachers who stay in the staffroom contribute heavily to the high failure rate espectially in the external examination.

5.4.14 Teachers Should Have an Annual Set of Objectives for Which They Strive to Achieve.

Out of 44 respondents 24 (55%) strongly agreed that teachers should have a set of objectives for which they strive to achieve. Each teacher should, in his teaching, aim at revealing the meaning of life to pupils through the subject matter. It should be his objective to see to it that pupils after completing secondary education relate to the subject matter they mastered in class to the real world or their lives.

5.4.15   <u>Familiarity With Pupils Spoils the Teaching and Learning</u>
          <u>Tone at School</u>

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	2	1	1	–	1	2	4	1	12	27
AGREE	2	1	2	1	2	2	2	1	13	30
UNDECIDED	1	–	2	–	2	2	–	2	9	20
DISAGREE	1	1	2	2	–	–	–	2	8	18
STRONGLY DISAGREE	–	1	1	–	–	–	–	–	2	5
TOTAL	6	4	8	3	5	6	6	6	44	

The above table reveals that 57% respondents indicated that they strongly agreed that to be involved in the love affairs with pupils spoil the reputation of the teacher, the child as well as of the school. 23% strongly disagreed and disagreed respectively that such an act can disrupt effective teaching. Engelbrecht et al (1985 : 12) maintain that a teacher is both a friend to his pupils and their superior. This implies that he should be friendly with pupils but he should avoid degrading his superiority and authority by involving herself into love affairs with pupils.

5.4.16   Teaching a Small Class (Number) is Encouraging ✓

This question was trying to find out from the respondents (teachers) whether they do realise the effect of a high pupil-teacher ratio or overcrowding in classroom in their teaching. Responses obtained from the respondents revealed that teachers are fully aware of the outcome of this overcrowding in class. 95% strongly agreed and agreed that teacahing a small class is more encouraging and motivating than teaching a large class. Shabalala (1987 : 312) pointed out as indicated in Chapter 3, that where there is overcrowding in class, effective individual attention may not be possible. In this situation, it becomes difficult to help each child to develop according to his own ability.

Duminy (1985 : 51) put it clear that a very large class leaves little opportunity for the principle of individualisation. He further argues that certain pupils who escape the teacher's notice seldom have the opportunity to answer questions and do not enjoy the stimulation of the teacher's personal attention. As indicated in chapter 3, the current pupil-teacher ratio is. KwaZulu secondary schools is 41 : 1.

This overcrowding is another factor which leads to failure.

5.4.17 To Teach More Than One Subject in Senior Classes Retards The Effectiveness of Teaching

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	4	2	3	2	4	3	4	3	25	57
AGREE	1	1	3	1	1	3	1	2	13	30
UNDECIDED	1	–	2	–	–	–	1	1	5	11
DISAGREE	–	–	–	–	–	–	–	–	–	
STRONGLY DISAGREE	–	1	–	–	–	–	–	–	1	2
TOTAL	6	4	8	3	5	6	6	6	44	

The above table shows that the majority (87%) of teachers are against teaching more than one subject in senior classes. Only 1% disagreed. It can be deduced from the information reflected in the table that teachers are not happy with the present situation. Through the researcher's observation teachers are found teaching more than two subjects in Matric classes. It is obvious that no justice can be given to two or more subjects in Matric, the other or all receive little attention from the teacher and in turn less information imparted to the child, hence failure.

It would seem that teachers handling two or more subjects do not give equal attention to each subject. The result of this would be that one subject receives less attention and increasing the possibility of failure among pupils.

5.4.18   Teachers Should Attend to Individual Differences of Pupils

Out of 44 teachers, 29 (66%) strongly agreed and 14 (32%) agreed and only 1 (2%) was undecided. This shows clearly that teachers are aware of the requirements of a good didactic situation. Whether they apply this didactic knowledge or not is difficult to tell. Individual differences can be attended to if pupils in class are in small numbers. Recognition of the reality of individual difference between children leads to the demand that teaching should make provision for these differences in the form of curricula, subjects, teaching methods and teaching aids. In order to succeed in meeting this requirement, it means, a teacher should evaluate the pupils' abilities, interests and skills. Then the teacher should them in accordance with the methods that are most suited to them and at a tempo at which he can make optimum progress. Kruger et al (1984 : 45)

This is an ideal situation which may not at present be possible to achieve in KwaZulu Secondary Schools. This is why, out of the total number of pupils in class only a few pass. It may also mean that the rest of the class the subject, and the methods used were irrelevant to the child's abilities and interests.

5.4.19   Schools are Overly Concerned With Academic Areas

The intention of asking this question was to trace from the teachers whether they see the curriculum as relevant and practical to the real life or is bookish. Out of 44 respondents 16 strongly agreed, 18 greed, 7 were undecided, 2 disagreed and 1 strongly disagreed. As hinted in Chapter 3, Coleman (1981 : 133) supports the findings by arguing that the school is information rich but action poor. The school is the place where conceptual and verbal skills are taught but where little concrete action can take place. Thompson (1980 : 133) also supports the empirical findings of the researcher by stating that the secondary school curriculum is bookish. He further states that it is divorced from the life and culture of the people and consequently unsuited for preparing the child for life in his own community. This type of a curriculum encourages failure since pupils do not see the reason why it is used when it does not help them to meet their goals.

5.4.20   Schools Are Not Trade or Vocation Oriented

SCHOOL	A	B	C	D	E	F	G	H	TOTAL	%
STRONGLY AGREE	3	2	2	–	4	4	3	2	20	45
AGREE	1	2	4	2	1	2	3	2	17	39
UNDECIDED	2	–	2	–	–	–	–	2	6	14
DISAGREE	–	–	–	–	–	–	–	–	–	
STRONGLY DISAGREE	–	–	–	1	–	–	–	–	1	2
TOTAL	6	4	8	3	5	6	6	6	44	

This table shows that 84% are of the opinion that schools
are not preparing pupils for trade and or suitable jobs.
According to the information from the KwaZulu Education and
Culture Annual Report (1985), one the main objectives of a
secondary education is to prepare pupils for training in
certain skills required for employment. From the findings,
it shows that this objective is not being met by the
secondary education system in KwaZulu. Craft (1972 : 32)
also maintains that, to some parents education is primarily
for getting a job and only very secondarily about personal
development. It can be deduced from the above argument
that, one of the causes of failure in Matric is that pupils
do not see the need of learning. They are aware that what
they learn is not the answer to their problems, and that it

will not satisfy their needs. This is why Trump (1977 : 3-4) asserts that a secondary school system should provide for a variety of choices with appropriated guidance. Everyone must be able to choose wisely among the available options.

5.4.21   The School System Does Not Challenge Gifted Children

The analysis provides information that out of 44 respondents, 34 (78%) strongly agreed and 5 (11%) agreed that there is no provision made in the educatvon system for gifted children. 5 (11%) disagreed. Duminy (1977 : 186) states that a gifted child is the one who has intelligence above average. The education system in KwaZulu does not grouped and taught according to their mental capabilities. This being the case, teachers should be aware that at least a class consists of 3 different groups, namely, gifted, average and slow learners. All these groups need to be attended to in order to satisfy their individual academic needs.

Under the present overcrowding conditions this may not be possible. An enrichment programme for gifted pupils is essential.

An unmotivated gifted child may even fail under this system.

5.4.22   <u>Pupils Without Text Books Are Difficult to Teach</u> ╱

Responding to this item, all respondents (100%) indicated that teaching without books renders difficulty in teaching. Pupils have no where to refer. This encourages the dictation of notes which consumes a lot of time. Eventually the syllabus is not completed. An unfinished syllabi leads to inability to answer questions, a sufficient number of questions in the examination to pass, thus failure.

5.4.23   <u>Library Facilities Are Essential To Promote Pupils Learning</u>

Information regarding the importance of library facilities at school, the respondents indicated that library facilities are essential for effective learning. In the pupils' questionnare there were questions covering such issues as availability of the library at school and frequency of using libraries. Responses to this item in the pupils questionnaire indicated that in some schools there were no libraries, not well equipped and not even properly used. Teachers' response to this issue indicate that they are aware of the importance of libraries but they are not using theme optiomaly. This promotes failure amongst pupils. Teachers are responsible for pupils' failure in this instance.

5.4.24   Causes of Failure in Matric ✓

Respondents gave reasons for failure in Matric ranging from lack of parental involvement to poor pre-secondary preparation.

CAUSES	NO OF RESPONSES
High pupil-teacher ratio	24
Unavailability of textbooks	24
Poor qualified teachers	22
Poor methods of teaching	22
Lack of interest in the subject -	22
Poor choice of subject	20
Lack of better buildings	18
Lack of parental involvement	18
Lack of boarding facilities	8
Poor pupil-staff relations	6
Mental disabilities	6
Poor pre-secondary school preparation	2

The analysis of the above table shows that the high pupil-teacher ratio and unavalability of textbooks were prime factors in Matric failure among the subject (50%). Poor choice of subjects and lack of parental involvement were also ranked high (41%) as the causes promoting failure amongst matric pupils. The importance of boarding

facilities as a means of reducing failure was also indicated (18%). Responding to the question of pupil-staff relation, the subjects seemed not regarding this as a factor promoting failure amongst pupils (17%). The poor pre-secondary school preparation was ranked the lowest factor (5%0.

5.4.25   Unrest in Schools May Contribute to Poor Standard Ten End of Year Results ✓

Response to this item indicated that all (100%) of the respondents agreed that unrests in schools disturb teaching, affect learning and promote failure.

5.4.26   The Internal Factors Contributing To On-Going Unrests In Schools

Information about internal factors contributing to unrests in the schools, the majority indicated that over-crowding and unavailability of textbooks. These responses correspond with the responses in 4.4.24 above. This may be due to the fact that the majority of principals over enroll in their schools for reasons better known to them. The issue of textbooks, although the government is supplying free books to schools, it cannot produce all the books at once. Parents and pupils are no longer prepared to buy those books which the government has not in the meantime supplied.

As indicated previously, this renders it difficult to teach
and learn successfully, hence failure is imminent.

5.5   THE HEAD MASTER QUESTIONNAIRE

5.5.1   Enrolment of Pupils

PUPILS ENROLMENT IN THE SCHOOLS SAMPLED AS AT 1988.

SCHOOL	BOYS	GIRLS	TOTAL
A	96	64	160
B	110	139	249
C	96	104	200
D	123	189	312
E	89	74	163
F	190	247	437
G	40	75	115
H	120	200	320
TOTAL	864	1092	1956

The table above shows that there are more girls than boys
in secondary schools doing standard 10. The reason might
be that girls stay longer at school than boys, who often
leave school earlier to look for employment.

5.5.2 Number of Teachers in the Sampled Schools According To Sex Distribution

GENDER	NUMBER	PERCENTAGE
MALES	104	55,3
FEMALES	84	44,7
TOTAL	188	100

The above table shows that out of 188 teachers in 8 sampled schools only 84 or 44,7 percent were females and 104 or 55,3 percent were males. The reason for more male teachers in the secondary section than female may be that a large number of women who train to become teachers choose the primary teachers course (PTD).

5.5.3 Teachers Qualifications

NUMBER OF TEACHERS ACCORDING TO THEIR PROFESSIONAL QUALIFICATIONS IN THE 8 SAMPLE SCHOOLS.

PROFESSIONAL QUALIFICATIONS	NUMBER	%
Primary Teachers Course (PTC)	23	12,2
Junior Secondary Teachers Course	34	18,8
Secondary Teachers Diploma	65	35
Senior Secondary Teachers Diploma	25	13
Primary Teachers Diploma	0	9
Higher Education Diploma	0	
University Education Diploma	16	
Bachelor of Pedagogics	25	13
TOTAL	188	100

The analysis from the above table shows that 65% of the total number (188) teachers teaching in the Secondary schools are underqualified. Ndlala (1985 : 39) is concerned with the quality of teachers in the school. He argues

> The success or failure of a school
> is determined to a large degree on
> the availability of suitable qualified
> teachers and how they are utilised.
> (Ndlala, 1985 : 39)

If the majority of the teachers in the secondary schools is underqualified, it stands to reason that failure amongst pupils is eminent.

5.5.4 Number of Underqualified Teachers In The Sample Schools

Out of 188 teachers in the sample schools only 15 teachers were unqualified. This may be due to the fact that the Department of Education and Culture is striving at eliminating these teachers. These are gradually replaced by professionally qualifed teachers. The aim being to upgrade the quality of education. ✓

5.5.5 Appointment of Teachers ✓

Principals' Manner to Recommend the Appointment of Teachers

TYPE OF RESPONSE	NUMBER	%
Teachers recommended by Inspectors	4	50
Teachers interviewed for posts for which they have applied for.	2	25
Any person who is looking for a post is appointed	2	25
Any other (Specify)	–	–
TOTAL	8	100

The table above reveals that of the Principals appoint teachers recommended to them by Inspectors. 25% indicated that they interview teachers before appointing them and 25% reported that they appoint any person looking for a post. It would seem that interviewing teachers for teaching posts is the best method. It ensures the Principal that the teacher possesses the relevant qualifications and knowledge for the post he has applied for. In the case where anyone looking for a post is appointe , this may lower academic standards.

5.5.6   Teachers Teaching Subjects Not Trained For

SEX	NUMBER
MALES	15
FEMALES	23
TOTAL	38

In response to the above item, a total of 38 teachers out of 188 in the sample schools were teaching subjects they were not trained for. This is another factor contributing to failure. There are incidents where teachers who during their training specialised, say, in Zulu and Geography, but end up teaching Afrikaans and Agriculture. This is unfair to the teacher and detrimental to the child.

According to the information derived from the table above, it is clear that the majority of teachers are overloaded with work. The work load as between 31 - 40 periods -6 (75%) and 2 Principals (25%) indicated that teachers were heavily loaded with work -40 period.

Too much work cause teachers to relax and stay in the staffroom. It is difficult for a teacher to execute, teach, mark and control pupils' work if he is overloaded. This leads to poor preparation of work and thus presentation which leads to poor learning culminating in failure.

5.6 FACILITIES IN THE SCHOOL

5.6.1 Does Your School Have A Library?

	NUMBER	PERCENTAGE
YES	5	62,5
NO	3	37,5
TOTAL	8	100

The above table shows that 5 or 62,5% indicated that their schools had libraries and 3 or 37,5% had no libraries. As indicated in the teachers' questionnaire, the absence of libraries in schools prevents pupils to read extra and secure more information from the books in the library. Textbook information limits pupils knowledge about the subject. This also increases the changes of failure among pupils in the school.

5.6.2 How Is The Library Equipped?

The majority of Principals 6 (75%) indicated that the school libraries were poorly equipped, and 2 (25%) indicated their school libraries were moderately equipped. This confirms pupils' responses in their questionnaire, where they indicated that they seldomly use the school libraries. The role of the Principal in this respect may be seen as to encourage teachers and pupils to use libraries.

5.6.3 Sitting Accommodation In Class

	NUMBER	PERCENTAGE
YES	5	62,5
NO	3	37,5
TOTAL	8	100

The analysis in the above table shows that out of 8 Principals 5 (62,5) indicated that there was not enough sitting accommodation in the classroom. 3 (37,5%) reported that they had adequate floor space. This overcrowding of pupils in classrooms makes it difficult for teachers to attend to each child's problems and interest. It encourages teachers to use a textbook method at the disadvantages of the child's problems and interest. It encourages teachers to use a textbook method at the disadvantage of the child. Under this condition, all pupils in class are treated alike. Surely, the less able children suffer throughout the year and end up failing at the end of the year.

5.6.4   Supply Of Departmental Textbooks ✓

RESPONSE	NUMBER	PERCENTAGE
YES	1	12,5
PARTLY	5	62,5
NO	2	25,0
TOTAL	8	100

The above table shows that out of 8 Principals 5 indicated that the supply of free books by the Department is partly adequate. Only 1 (12,5%) reported that he was satisfied that the supply of books was adequate, and 2 (25%) indicated that the supply was not at all adequate.

As indicated in the teachers' questionnaire teaching without textbooks retards both teaching and learning processes. It makes it difficult to complete a school syllabus. The Department of Education and Culture is making an effort to supply sufficient books to all schools and to all standards.

5.6.5   Selection Of Books To Be Used By Pupils

All responses indicated that the selection of books is done by the class teacher. He is the person who is in a position to know the suitable books for a specific subject. Newly appointed teachers may make their selection in collaboration with the Principal or an experienced teacher to ensure that the right textbook, meeting the requirement of the syllabus is secure.

5.6.6   How Often Do Parents Visit The School?

RESPONSE	NO	PERCENTAGE
NEVER	1	12,5
SOMETIMES	7	87,5
REGULARLY	-	-
TOTAL	8	100

The above table reveals that only one Principal indicated that parents do not visit schools. Seven (87%) out of 8 Principals reported that parents do sometimes visit the schools. Ysell (1985 : 32) maintains that the Principal must do all that is honourable and right to secure the goodwill of and co-operation of the parents. The Principal's office should always be open to parents.

5.6.7   Parents Contribution Towards Promoting The Standard Of Work Amongst Pupils

The majority of Principals indicated that parents should help by checking pupils work, the amount of work done at school, and by helping them with homework. This is ideal but there are various factors which can hamper this proposal by principals. Evans and Craft (1970) in Chapter three argue that in order for a parent to help his/her child with school work, he/she have been through the secondary education himself. The majority of

parents are working, and they do not have sufficient time to spend with their pupils helping them with the school work. This may cause pupils to feel that learning is a burden and thus looking for ways of eliminating it. Glasser (1975 : 15) argues that a child failing at home, feeling little love in a desperate position.

5.7   THE ANALYSIS OF STANDARD TEN RESULTS AT MEHLWESIZWE CIRCUIT

5.7.1   Failure Rate At Mehlwesizwe And Enseleni

	1984	1985	1986	1987
ENSELENI	70,3%	69,7%	60%	66%
MEHLWESIZWE	42,2	47,0%	21,1%	36,7%

Though it may appear that the failure rate at Mehlwesizwe is not alarming, it should be realised that the rate of failure includes "S" and "F" which still prevents pupils to be admitted to Universities and institutions of higher lerning.

5.7.2   Summary Of Examinations

SUMMARY OF STANDARD TEN RESULTS IN DIFFERENT RACIAL GROUPS IN 1987 - COMPARISON

	AFRICANS	COLOURED	INDIANS	WHITES
CANDIDATES	137600	18029	12429	66658
TOTAL PASSES	77454	12423	11575	63135
PROPORTION	56,3%	68,9%	93,1%	94,7%
PASSED WITH EXEMPTION	39354	3280	4625	28347
PROPORTION OF TOTAL NUMBER OF CANDIDATES	28,6%	18,2%	38,2%	42,5%
PASSED WITH SCHOOL LEAVING CERTIFICATE	38100	9143	6959	34788
PROPORTION OF TOTAL NUMBER OF CANDIDATES	27,7%	50,7%	55,9%	52,2%

From the above summary, it stands out clearly that the pass rate of Black pupils is the lowest. Although 56,3% shows an improvement in the academic achievement but the main problem lies with the rest of the pupils who fail. This is echoed in the KwaZulu journal Volume 1 No. 4 September 1989.

> Last year's percentage passes of
> 56% was an all time high.
> (Fundisa, 1989)

These pupils may not get jobs, nor admitted to colleges and Universities. It is the future of those pupils who fail, that the school, the home, the state must be concerned with.

5.7.3   Analysis Of Standard Ten Examination Results As From

1984 To 1988 KwaZulu

1984

No. of entries	19206
No. of passes	6738
No. of failures	12468
Percentage of passes	35,08%
Percentage of failures	64,92%

1985

No. of entries	19592
No. of passes	7149
No. of failures	12443
Percentage of passes	37%
Percentage of failures	63%

1986

No. of entries	21230
No. of passes	11690
No. of failures	9540
Percentage of passes	55%
Percentage of failures	45%

1987

No. of entries	22741
No. of passes	12253
No. of failures	10488
Percentage of passes	54%
Percentage of failures	46%

1988

No. of entries	27437
No. of passes	15428
No. of failures	12045
Percentage of passes	56%
Percentage of failures	44%

SOURCE : Fundisa - KwaZulu Education Journal, Vol. 1 No. 4 September 1989.

The above analysis of results shows clearly that there is a high failure rate in Matric. This situation raises various questions especially to those involved in the education of the Black child. Some of these questions go as follows:

- Why so many Black Matriculants fail?

- Is the parental guidance lacking?

- Do pupils not understand their subjects?

- Do they regard learning as not important for their future lives?

Some of these questions have been looked into in this study and discussed at length.

5.8 CONCLUSION

In this chapter findings have indicated that there are various causes of academic failure in Matric in KwaZulu schools. The matriculants themselves gave reasons which cause them to fail. The principals and teachers have also expressed their concern about this problem of failure in the schools.

This chapter has also revealed and confirmed that the academic failure is not an outcome of one single causative factor, but a number of factors that bring pressures to bear on their victim, the school child.

The nature of the present system of education emphasises failure and consequently, too many children who attend school are failing.

It has been evident from the data analysed in this chapter that it is the responsibility of the individual child to work hard to succeed in the world, to rise above the handicaps that surround him. Equally it is the responsibility of the society to provide a school system in which success is not only possible but probable.

Unless the present system of education provides schools where children through a reasonable use of their capabilities can succeed, it will do little to solve the major problems of failure in the country.

The absence of a supportive environment in homes and schools whithin which positive attitudes of pupils may develop, and the absence of means and lack of capacity by teachers to develop in their pupils qualities or creativity, originality, and reasoning powers, all add up to a situation posing serious obstacles to advancement in Black Education.

CHAPTER SIX

6. SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

The purpose of this chapter is to give a summary of the findings, conclusions and recommendations that resulted from this study.

6.2 SUMMARY OF FINDINGS

The following findings are derived from the study of literature and annual report as well as from data collected by means of a questionnaire.

6.2.1 THE PURPOSE OF SECONDARY EDUCATION

In chapter three the purpose of education was described as an act of equipping pupils for an academic career and to prepare them for employment. This study has proved that the present system of education fails to achieve this purpose. This is due to the fact that it still utilises the services of unqualified and underqualified teachers to teach standard ten pupils. These teachers, according to Dhlomo, (Natal Mercury 1989) have not seen a classroom of a teacher training college.

This and other problems like

- high pupil-teacher ratio

- lack of school facilities

- parents' attitude towards education discussed in chapter three and five, make it difficult for the education system to achieve its purpose.

6.2.2   The Curriculum For Secondary Education

In this study it was established that the curriculum studied in the present system of education is bookish and irrelevant. The majority of teachers (84%) expressed the opinion that the present curriculum is not preparing pupils for trade and suitable jobs, instead it provides facts which are abstract and detached from real socio-political and economic situation. This as discussed in chapter three, is proved by violence in schools that among other things there is academic frustration and dissatisfaction amongst pupils. Thompson (1980) for instance argued in chapter three that the curriculum of the secondary education is divorced from the life and culture of the local people and consequently unsuited for preparing the child for life in his community. This has also been confirmed by teachers in the sampled schools when indicating that pupils in standard ten do not see the curriculum as relevant to their needs, interests and abilities. To a larger extent it fails to promote vocational and trade skills. It is abstract.

In the KwaZulu situation the irrelevance of the curriculum to the needs of people it is serving, is accentuated by the fact that the KwaZulu Education and Culture does not have a representative in the committee responsible for designing the curriculum for the KwaZulu pupils. In the current situation, curriculum for Black pupils is centralised and it is the responsibility of the Department of Education and Training officials to design it. This implies that the black pupils are to a large extent using a curriculum which does not directly develop attitudes, skills and understandings that form a common base required for all good citizens.

Wallace et al (1987 : 6) argue that

> the school curriculum for the pupils of
> KwaZulu should be developed from the
> basis of the pupils background and
> culture, but in the current situation
> the curriculum is Western based.
>   (Wallace, et al, 1987 : 6)

It can be concluded that poor matric results are partly a direct result of a curriculum which tends to transmit values of docility, pacifity and comformity. This type of a curriculum fails to motivate a child to learn and study with interest in order to pass and achieve his goals.

6.2.3   The Role Of Parents In Education

This study has established that parents who display love, acceptance, and security towards the education of their children, greatly motivate them to learn. This has been echoed by Vrey, (1987 : 174) in chapter three when he said

> A child who can rely on parental
>
> love feels freer to take risks, to
>
> explore, find himself, try out his
>
> abilities, develop decision making
>
> and openly compare alternatives.
>
>   (Vrey, 1987 : 174)

It has also been revealed by this study that parental attitude towards education can affect the childs' performance either positively or negatively.

Kuethe (1968 : 13) has confirmed this in chapter three when he argued that in homes where the child hears education described as a waste of time and teachers regarded as things, the child will develop an attitude which will handicap him at school.

Scholars such as Craft (1976), Evans (1970) pointed out that, parents, in order to motivate and develop positive attitudes towards education should have been through the secondary education themselves. This they argued, enable parents to understand the requirements of a secondary education.

With regards to the situation in KwaZulu, chapter five has revealed that a mojority of parents whose children are in the secondary schools have low standard of qualification. In some cases this may be a reason why pupils fail in Matric because they do not receive extra tuition and assistance in doing homework at home.

From the foregoing exposition, it may be concluded that parents who lack love, and support in the education of the child greatly handicap the childs' performance, attitude and achievement in education. A child failing at home, feeling unwanted, feeling little love and selfworth is in a desperate position.

6.2.4   Teacher Qualification

As indicated in chapter three and five, a number of schools in KwaZulu have unqualified and underqugalified personnel. In 1987 for instance, it has been established, there were 991 unqualified teachers and 2795 underqualified teachers.

The standard of teaching is bound to be low especially in senior classes. (Standard 9 and 10). This may bring us to the conclusion that due to the fact that these teachers have limited subject knowledge, they cope with the work they are expected to do at school. Duminy (1977) contends that it is seldom that a secondary teacher who is not specifically trained in a subject, becomes that sort of a teacher or master who can throw open to his pupils "window after window" on the subject.

This has a negative effect on the performance and achievement of pupils in the school.

6.2.5   Place Of Study And Study Facilities At Home

It was disclosed that the majority of pupils especially those in the rural areas do not have appropriate study accommodation and proper study facilities at home. Findings have shown that pupils who have private place to study at home, do better at school.

It has also been established that a child who does not have an appropriate furniture for study purposes is inconvenienced, and find it difficult to study for a sufficient time. This child does not do well at school.

6.2.6   The Pupil-Teacher Ratio

The study has revealed that KwaZulu education system is experiencing the problem of high pupil teacher-ratio as evidenced by the Edplan Consulting Group (1989) that the average pupil-teacher ratio is 41 : 1. The study also confirmed that under these conditions no effective teaching can take place.

It can be concluded that unless this problem of pupil-teacher ratio is addressed and resolved, the high failure rate especially in Matric will remain or even be perpetuated.

6.3   Recommendations

In the light of the present findings, the following recommendations are suggested:

6.3.1   The Goals of Secondary Education

There is a need for the Department of Education and Culture to define and formulate a statement of goals. It should develop performance criteria for pupils in the secondary school system. The following are the goals which the secondary education should aim to achieve:

- Aquisition of Occupational Competence

The secondary education should seek to prepare pupils for a successful life of work through increasing their occupational options. It should ensure that those pupils who wish to do so, acquire job entry skills before living high schools. It is recommended that more vocational high schools should be introduced in KwaZulu to meet this goal. The goal of the education system in KwaZulu should not be to turn out cogwheels, but to help each pupil to develop skills which would help him participate fully and comfortably in the world of work as well as in the society at large.

- Ability to Adjust to Change

It should be the responsibility of the secondary education system to endow pupils with the knowledge and attitudes necessary for survival in future and for coping with the explosion of knowledge.

Teachers should be aware of the goals of education, so as to be able to teach pupils with an aim of achieving these through the subject matter and through their personal behaviour. It is only when the child is aware of the goals of his education that he can make his education his own. It is therefore, recommended that teachers should strive

at understanding the educational goals and to achieve them through systematic and effective teaching. Education symposia, where these goals will be revised and introduced should be encouraged.

6.3.2   The Need For A Relevant Curriculum

It is recommended that the curriculum for black pupils be designed by the people who know and understand the social, economic, political and educational needs of the people it will serve. It should be the responsibility of the Education Planners in collaboration with other educationists, parents and teachers to design a relevant curriculum.

The most effective curriculum is the one which enables the pupils to identify and accept the purposes of the school; and then encourages him to make his effort to learn.

The Department should take it upon itself to educate principals under its jurisdiction to understand the curriculum and its implications in the school system. It has been the case in the past, that principals simply opt for subjects to be taught in their schools without knowing the usefulness and relevance of those subjects in which pupils have no ability to master and hence failure is inevitable.

It is recommended that principals and teachers should study and observe the abilities, interests and societal needs before imposing upon pupils a set of subjects from which pupils would not benefit.

6.3.3 Colleges of Education

It is recommended that colleges should revise their programmes so that prospective teachers are exposed to the variety of teaching and learning options in secondary education. New teachers should be helped to work several instructional modes.

In service programmes should be established within the college to retrain teachers presently employed to equip them with greater variety of approaches and skills. Colleges of Education should function throughout the year in order to accommodate these courses otherwise they are underutilised.

6.3.4 School Facilities

Most schools in KwaZulu, as indicated in chapter five, have few or no facilities such as teaching and learning aids. *Souper (1976 : 18)* strongly argues:

No school can function properly

without adequate teaching aids

(Souper, 1976 : 187)

In order to learn successfully a child should become actively involved in the learning content. He should experience the learning content as meaningful and related to what he already knows.

It is recommended that Colleges of Education (the lecturing staff) should endeavour to educate fully the prospective teachers how to use aids profitable for the benefit of the child. It has been pointed out in chapter three that teaching without teaching aids encourages role learning where the child lacks insight of what he/she learns.

Principals should check and encourage teachers to use relevant teaching aids during their presentation of the subject matter. This amongst other factors will reduce failure.

The KwaZulu Department of Education and Culture should equip junior and senior secondary schools offering science subjects with science apparatus. This is because the teaching and learning of science involves self discovery and this is not happening in schools

because the majority of schools do not have such aids. This results in matriculated science pupils having no practical experience.

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QUESTIONNAIRE TO STUDENTS

You are cordially requested to complete this questionnaire. The information you provide will be used in a research study on the causes of failure in Senior Secondary (Matric).

Do not write your name anywhere on the questionnaire, this will ensure that your identity is not revealed. Indicate your answer by a tick (✓) in the appropriate space.

PROFILE OF STUDENTS

SECTION A

1. Sex

   Male

   Female

2. Age

   Between 16 and 20 years

   21 and 23 years

   24 and 25 years

   26 and over

3. Place/home where you live at present.........................

4.   Is it situated in

An urban area

Rural area

An urban-rural fringe area

5.   Name of the school attended at present

6.   I attended school because ....

....

....

....

....

7.   What distance do you travel from home to school?

-less than 1 km

-1 km

-2 km

-3 km

-4 km

-more than 4 km

8.   How do you get to the school daily?

-on foot

-by bicycle

-by bus

-by car

-by train

-other (specify)

9.　What standard are you doing at present/

-Std 9

-Std 10

-Repeating Std 10

SECTION B

SCHOOL FACILITIES

10.　Does your school have laboratory facilities?

Yes

No

11.　If yes, tick the type that your school has

- 　Biology laboratory

- 　Physical Science laboratory

- 　Language laboratory

12. How would you rate equipment in the laboratory?

	ILL EQUIPPED	MODERATELY EQUIPPED	WELL EQUIPPED
Biology			
Physics			
Language			

13. How often do you use the laboratory?

	Never	Seldom	Often	Very Often
Biology				
Physics				
Language				

14. Tick the type of teaching aids you have at your school

-overhead projector

-tape recorder

-radio

-other (specify) ....

15. How often are the available teaching aids used?

-never

-seldom

-often

-very often

SECTION C

TEACHING LEARNING SITUATION

16. What education stream are you in?

General stream

Science stream

Commercial stream

17. What educational stream would you have liked to be in?

General stream

Science stream

Commercial stream

18. How did you come to this stream?

-Personal choice

-Parental choice

-School choice

-No other stream available

19. Do teachers encourage questions from students?

-never

-sometimes

-often

20. Do you share subject problems with your teachers?

-never

-sometimes

-often

21 Do you have a library at your school?

-Yes

-No

22. If yes in 20 above, do you use it?

-never

-not always

-often

-very often

23. How many students are there in class?

-less than 30 students

-30 students

-40 students

-50 students

-more than 50 students

24. Do teachers present information from sources other than from the prescribed books?

-Don't know

-No

-Sometimes

-Often

25. Are you given any guidance/assistance on how to study the material presented in class?

-No

-Sometimes

-Often

-Very often

26. Do you think the right number of tests is given in the subjects you are doing?

-No

-Yes

SECTION D: HOME FACILITIES AND CONDITIONS

27. Where do you study at home?

-in a special room used by me only

-in a room used by other people as well

-other (mention)

28. Tick type of furniture that you use for studying at home?

    -table & chair

    -a desk

    -a chair

    -a bookshelf

    -other (specify)

29. What sort of light do you use for studying at home?

    -Candles

    -paraffin lamp

    -electrical lighting

    -other (mention)

30. About how many hours a day do you spend in doing homework?

    -1 up to 2 hours

    -2 up to 3 hours

    -3 up to 4 hours

    -more than 4 hours

31. Do you set aside regular time for school work whether homework has been given or not?

    -Yes

    -No

    -Not always

32. Is there disturbing noise in your home during study time?

    -never

    -sometimes

    -often

33. How often do you study as a group?

    -never

    -sometimes

    -often

34. Do you have a TV set at home?

    -Yes

    -No

35. If yes, how often do you watch it?

    -never

    -seldom

    -often

    -very often

36. How many children are in your family including yourself?

SECTION E:

PARENTS QUALIFICATIONS AND ATTITUDE TO EDUCATION

38. What is your parents' highest qualification?

-Lower Primary Education (SSA - STD 2)

-Higher Primary Education (Std 3 - Std 5

-Junior Secondary Education (Std 6 - Std 8)

-Senior Secondary Education (Std 9 - Std 10)

-Other (specify) ....

39. What is your father's/guardian's occupation?...............

40 Do your parents/guardians read newspapers and books at home?

-never

-sometimes

-often

41. Do your parents/guardian encourage you to do homework?

-never

-sometimes

-often

THANK YOU VERY MUCH FOR GIVING OF YOUR TIME TO COMPLETE THIS QUESTIONNAIRE

TEACHERS QUESTIONNAIRE

You are cordially requested to complete this questionnaire as accurately as possible. The information you provide will be used in a research study on the causes of failure rate in Senior Secondary Schools (Matric).

Do not write your name anywhere on the questionnaire.

Indicate your answer by a tick in the appropriate space.

1. Sex

    Male

    Female

2. Age

    Between 20 and 25 years

            25 and 30 years

            30 and 40 years

            40 and 45 years

            45 and over

3. Place where you live at present.........................

4. Is this place

    -rural

    -urban

    -an urban - rural fringe?

5. Years of teaching experience

    Between 0 and 3 years

              3 and 7 years

              7 and 14 years

         14 and 21 years

         21 and over

PLEASE READ EACH STATEMENT AND INDICATE BY A TICK IN THE

APPROPRIATE SPACE.

Strongly agreed	agree	undecided	disagree	strongly disagree

1. If a student is unable to solve his problems in any subject, he/she may always get assistance.

2. Competition among
   students leads to
   higher standard of
   work.

3. Students should be
   encouraged to
   co-operate and
   discuss their
   work with one
   another.

4. Teachers should
   be encouraged to
   attend in-service
   courses

5. Teachers teaching
   standard ten
   should be in
   possession of
   University
   education with
   relevant
   qualifications.

6. For the best
   results, teachers
   should teach
   subjects for which
   they have relevant
   professional
   teaching methods.

7. Teaching in Matric
   may still be
   accompanied by the
   use of teaching
   aids.

8. No teacher can do
   well in his
   presentation of a
   lesson without a
   thorough preparation.

9. A teacher should
   make it an effort
   to keep to his
   time table.

10. Teachers should
    have a set of
    objectives for
    which they strive
    to achieve in a
    year.

11. Firmiliarity with
    pupils disturbs
    teaching and
    learning of the
    teacher and the
    child respectively

12. To teach a small
    class of pupils
    is encouraging
    and motivating.

13. To teach more
    than one subject
    in senior classes
    retards the
    effectiveness of
    teaching.

14. It is essential
to consider
individual
differences of
pupils to detect
performance and
shortcomings.

15. Schools are too
concerned with
academic areas.

16. Schools are
unconcerned with
trade and vocation

17. The school system
does not challenge
gifted students.

18. The school system
does not provide
academic prepara-
tion for College
or University
education.

19. Too large classes
    are difficult to
    teach effectively.

20. Students without
    text books are
    difficult to teach

21. Library facilities
    are essential in
    promoting pupils'
    learning.

22. The following are some of the causes of failure in Matric.
    Pick any five which you think are valid and rank them in
    order of importance.

    (a) Lack of parental involvement in school matter.

    (b) Poor choice of subjects.

    (c) Lack of interest in the subjects.

    (d) Lack of "better" buildings and facilities.

    (e) Unavailability of text books.

    (f) High pupil-teacher ratio.

    (g) Lack of boarding facilities.

    (h) Poorly qualified teachers.

    (i) Poor methods of teaching.

    (j) Mental disability.

    (k) Poor pupil staff relationship.

    (l) Poor pre-secondary education preparation.

22.1 ....

22.2 ....

22.3 ....

22.4 ....

22.5 ....

23. What reasons do students give for failure. Give them in order of importance?

23.1 ....

23.2 ....

23.3 ....

23.4 ....

23.5 ....

24. Matric pupils do not regard the present operating curriculum relevant to their daily needs.

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

25. Unrest in schools may contribute to poor standard ten end of year results.

Strongly agree

Undecided

Agree

Disagree

Strongly disagree

26. In your opinion what are the internal (within the school) factors contributing to the ongoing unrest in schools. Give two.

26.1 ....

26.2 ....

27. In your opinion, what are the external factors (outside the school) contributing to unrest in school? Give two.

27.1 ....

27.2 ....

28. Teachers who attend classes after work, their objective is to get a degree or a better qualification rather than to teach effectively.

Strongly

Agree

Undecided

Disagree

Strongly disagree

29. In the light of your own experience it would be appreciated
    if you would suggest how this problem of failure could be
    solved. (Please respond as fully as possible.)

Thank you very much for giving of your time to complete this
questionnaire.

QUESTIONNAIRE - TO BE ANSWERED BY PRINCIPALS OF SECONDARY SCHOOLS

Dear Sir/Madam

Please answer the following questions as accurately as possible. The answers you and your colleagues provide will be used in a research study of socio-educational factors contributing to high failure rate in Matric in KwaZulu. The answers you give will be kept confidential. Your name, school, teachers and pupils will not be identified.

Most answers may be answered by placing a cross (X) in the appropriate space. Few will require statistical data.

SECTION A: GENERAL INFORMATION

1. Where is your school located?

    (a) Urban area

    (b) Rural area

    (c) Semi-Urban area

2. Circuit wherein your school lies ....

3. Enrolment of Std 10 as at end of 1984, 1985, 1986, 1987, 1988

	1984	1985	1986	1987	1988
BOYS					
GIRLS					

SECTION B: STAFF AND RELATED MATTERS

4. Complete the table with regard to the number of teachers including yourself (1984 - 1985 - 1986 - 1987 - 1988)

	1984	1985	1986	1987	1988
MALES					
FEMALES					
TOTAL					

5. Please indicate in the table the number of teachers holding each of the following professional certificates

PTC		JSTC		STD		SSTD		PTD		HED		UED		B PAED		TOTAL
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	

6. Indicate the number of unqualified teachers and their qualifications.

MALES		FEMALES		TOTAL
Qualification	No.	Qualification	No.	

7. How do you appoint teachers?

(a) Teachers are recommended by inspectors

(b) Teachers are interviewed for the posts they applied for

(c) Any person who is looking for a post is appointed

(d) Any other (specify)

8. Indicate the number of teachers who are teaching the subject they are not trained for.

MALES	FEMALES

9. What is the reason of keeping unqualified teachers in your school?

(a) Most teachers have specialized in similar

subjects in their training e.g. History

and Zulu.

(b) It is difficult to find teachers who

qualify to teach certain subjects.

(c) Any other (specify)

10. Indicate the average number of teaching periods per teacher.

(a) between 21 and 30 periods per week

(b) between 30 and 40 periods per week

(c) more than 40 periods per week

SECTION C: FACILITIES IN THE SCHOOL

11. Does your school have a library?

Yes

No

12. If yes above how is it equipped?

(a) ill-equipped

(b) moderately-equipped

(c) well-equipped

13. How do pupils use the library?

    (a) Never

    (b) Sometimes

    (c) Often

    (d) Very often

14. Do pupils have adequate sitting accommodation in the

    classroom?

    (a) Yes

    (b) No

15. Were the departmental textbooks adequately supplied in the

    ff. years?

	1984	1985	1986	1987	1988
Yes					
No					
Partly					

16. Who is responsible for making the selection of books to be

    used by pupils?

    (a) Class teacher   _____

    (b) The Principal   _____

    (c) Pupils themselves   _____

17. <u>Social relations between the school and the community</u>

How often do most parents visit the school to check progress of their children?

(a) Never

(b) Sometimes

(c) Regularly