

A SOCIO-PEDAGOGIC DESCRIPTION OF FACTORS THAT INFLUENCE
SCHOLASTIC ACHIEVEMENT OF SECONDARY SCHOOL PUPILS
IN KWANDEBELE

by

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It is hereby declared and placed on record that opinions expressed or conclusions reached, are those of the author and should consequently not be regarded as reflections of the views of the above-mentioned persons and institutions.

P.J. MASILELA

KWA-DLANGEZWA

JANUARY, 1988

DEDICATION

This dissertation is mainly dedicated to my late father and my mother Mrs M.H. Masilela (NaNdala), who are my pioneer teachers and for their devotedness and sacrifices towards my tertiary education. May the work be a source of inspiration to my younger brothers and sisters as well as my son, S'bonelo.

v

DECLARATION

I declare that the dissertation is my own work in conception, design and execution, that it has not been previously submitted at this or any other institution for the degree Master of Education and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.

Sonaselela

KWA-DLANGEZWA

JANUARY, 1988

Since life means growth, a living creature lives as truly and positively at one stage as at another ... education means the enterprise of supplying the conditions which insure growth or adequacy of life, irrespective of age ... Living has its own intrinsic quality, and ... the business of education is with that quality.

- Dewey.

APPENDICES		PAGES
APPENDIX A	: Pupils' Questionnaire	1
APPENDIX B	: Standard 7 Class teachers' Questionnaire	14
APPENDIX C	: Headmasters' Questionnaire	18
APPENDIX D	: School Committees' Interview	27
APPENDIX E	: Circuit Managers' Interview	33

LIST OF TABLES

TABLE	PAGES	
2.1	Direct, Indirect and Total Effects of Parental Involvement, Homework, TV Time and Background Variables on Grades.	36
2.2	Per Capita Expenditure on Education in South Africa.	53
4.1	Number of Subjects According to Schools.	80
4.2	Number of Pupils According to Age and Sex Distribution in relation to scholastic achievement	81
4.3(a)	Home language by African Language taken at School.	84
4.3(b)	Home Language by scholastic achievement in the African Language taken at school.	85
4.4	Father's Occupation by Scholastic Achievement.	87
4.5	Number of Subjects According to Father's Educational Level in Relation to Scholastic Achievement.	88
4.6	Number of Siblings in Relation to Scholastic Achievement.	89
4.7	Birth Order and Academic Achievement.	90
4.8	Father's Occupation, Place of Study at Home (for pupils) and Scholastic Achievement.	92

4.9	Type of Light Used and school Achievement	93
4.10	Type of Furniture Used and Scholastic Achievement	94
4.11	Home Disturbance and Scholastic Achievement	95
4.12	Experience of Hunger at School by Standard 7 Pupils.	96
4.13	Use of Personal Time-Tables by Pupils and Achievement at School.	97
4.14	Pupil - Parent Relationship on Receiving an Unsatisfactory Report from School.	98
4.15	Parental Encouragement in Regard to Schoolwork and Academic Achievement.	100
4.16	Parents' Attitudes to Homework Exercises and Scholastic Achievement.	101
4.17	Parental Monitoring of the Child's School Work.	102
4.18	Pupils' Self-concept, Educational Aspirations and Scholastic Achievement.	104
4.19	Number of Subjects According to Time they want to Leave School in Relation to their Scholastic Achievement.	106
4.20(a)	Number of Times, Subjects Repeated Standard 6 in Relation to Scholastic Achievement.	107
4.20(b)	Number of Times Subjects Repeated Standard 7 in Relation to Scholastic Achievement.	108

4.21	Standard 7 Pupils' Reasons for Failure in 1986 (from Failure Group)	109
4.22	Number of Days Subjects were Absent from School in Relation to Scholastic Achievement.	110
4.23	Communication Between the Home and the School.	112
4.24	Time Pupils Register at School at the Beginning of the Year.	113
4.25	Effects of Transfer(s) (Standard 6 to 7) on Scholastic Achievement.	114
4.26	Effect of Transfer(s) (Standard 7 to 8) on Scholastic Achievement.	114
4.27	Number of Subjects in Respect of Lesson Periods Attendance and Scholastic Achievement.	115
4.28	Number of Pupils in Respect of Distance Travelled to School and scholastic Achievement.	116
4.29	Type of Transport used by Pupils when Travelling to School.	117
4.30	Examination Results of Standard 7 Pupils in 1986 in 8 Sample Schools.	118
4.31	Buying of Prescribed Books and Stationery by Pupils.	119
4.32	Payment of School Fees by Pupils	120
4.33	Number of Homework Exercises given by Teachers in their Subjects per week on Average.	121

4.34	Main Problem Experienced by Teachers with regard to Homework Exercises.	122
4.35	Main Reasons given by pupils for absenteeism	123
4.36	Number of Pupils that Performed Badly Owing to Attendance	123
*4.37	Enrolment of Pupils and Teachers	124
4.38	Number of Teachers in the sample Schools According to Sex Distribution	125
4.39	Appointment of Teachers	126
4.40	Number of Teachers According to Professional Qualifications.	127
4.41	Number of Unqualified Teachers According to Sex Distribution.	128
4.42	Teachers Teaching Subjects not Trained for.	129
4.43	Reasons Advanced for Appointing Teachers who are Teaching Subjects other than those Trained for.	129
4.44	Average Teaching Periods for Teachers Per Week.	130
4.45	Resource Centre and other Facilities.	131
4.46	Pupil Sitting Accommodation	132
4.47	Summary of Classroom/Pupil Ratio (C/P)	133

PAGES

4.48	Summary of Classroom/Pupil Ratio in Secondary Schools (1986).	134
4.49	Supply of Departmental Textbooks (Adequacy)	135
4.50	Number of Subjects in Regard to Whether Supplied Textbooks Covered the Syllabi	135
4.51	Closing Date for Admission of new Pupils	136
4.52	Attendance of Morning Studies	137
4.53	Types of School Time-Tables Frequently Used	138
4.54	Average Number of Homework Exercises Given Per Week.	139
4.55	Analysis of 1986 Standard 10 Results of the Sample schools According to Sex of the Pupils	140
4.56	Summary of Standard 10 Results (1982 to 1986)	141
4.57	Pass Percentages Obtained by Standard 8, 9 and 10 (1986) of the Sample Schools.	142
4.58	Principals and head of Departments Perceived reasons for Failure of some Standard 10 Pupils.	143
4.59	Methods used by the School to Communicate with Parents.	<u>151</u>
X4.60	Parental Visit to the School to Check the Child's Progress	152

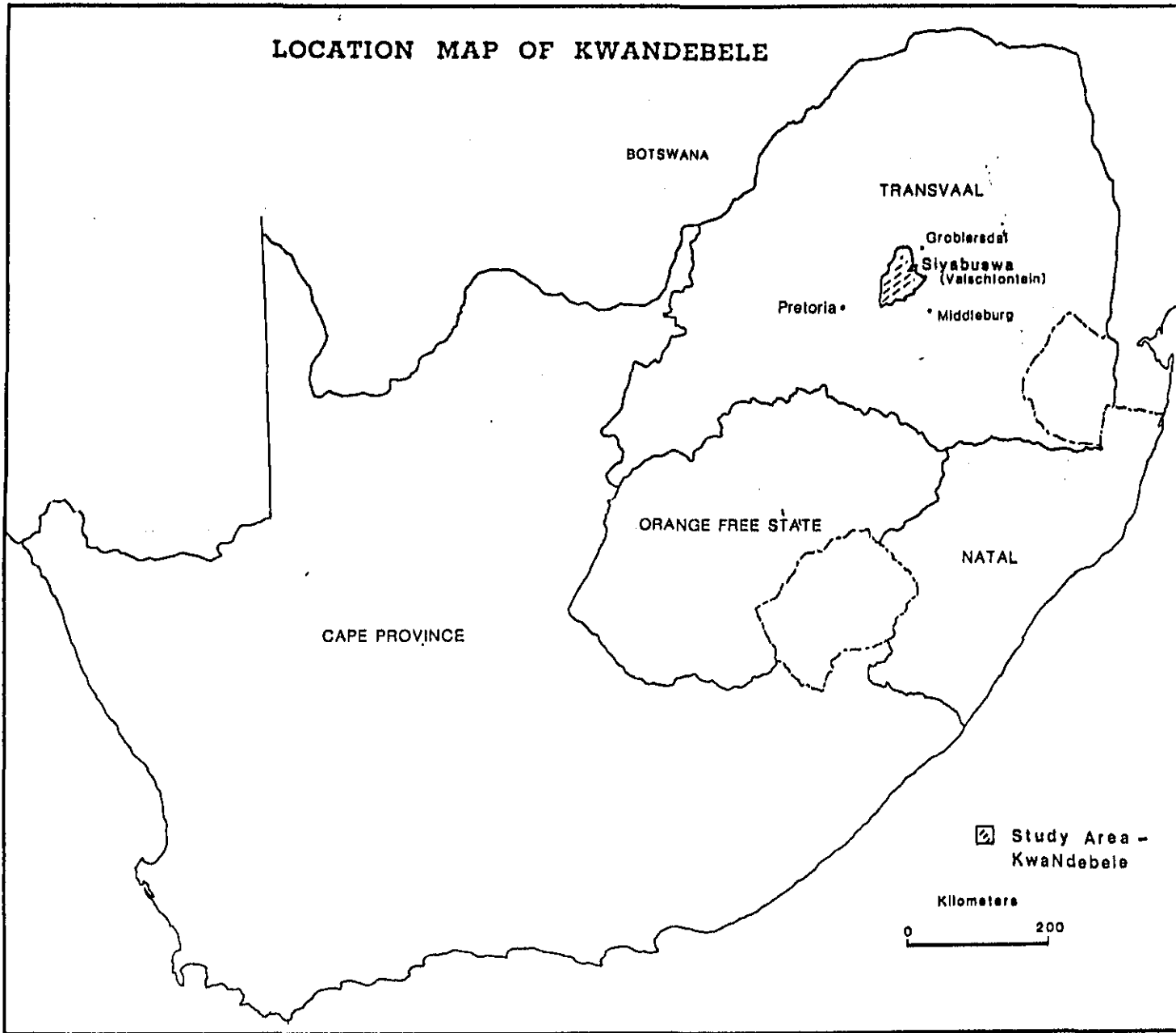
4.61	Joint Family Income per Month.	153
4.62	Number of Subjects in Regard to Housing Material.	153
4.63	Parental Western Educational Level.	154
4.64	Parental Assistance with Homework.	155
4.65	Parental Request for Assistance from School with Regard to the Child's Schoolwork.	155
4.66	Time Estimated by Parents for the Pupils to Leave School.	156
4.67	Type of teachers Preferred by Parents for Secondary Schools.	157
4.68	Rankscore, and Rank Position of Respondents' Replies to Characteristics in Teachers likely to Influence Scholastic Achievement.	165
4.69	Number of Secondary Schools.	167
4.70	Complaints Received by Circuit Office(s) about learning Conditions in Various Schools	168
4.71	Complaints received by Parents Concerning Poor Performance in Certain Secondary Schools.	169
4.72	Additional Factors in the Opinion of the Inspectorate that Contributed to Poor Performance.	171
4.73	Teachers' Qualifications - March 1987 Quarterly Returns (Q.R).	172

	PAGES	
4.74	Number of Registered Students at Ndebele College of Education.	174
4.75	Attendance of In-service Courses Organised by Head Office.	176

LIST OF FIGURES

FIGURE		PAGES
(i)	Location Map of KwaNdebele	xxv
(ii)	Secondary Schools in KwaNdebele	xxvi
2.1	Educational Attainment Model	12
2.2	Influence of Ethnicity, Family Background, Intellectual Ability, Parental involvement, Homework and TV Time on High School Seniors' Grades.	35

Fig (i): Location map of KwaNdebele



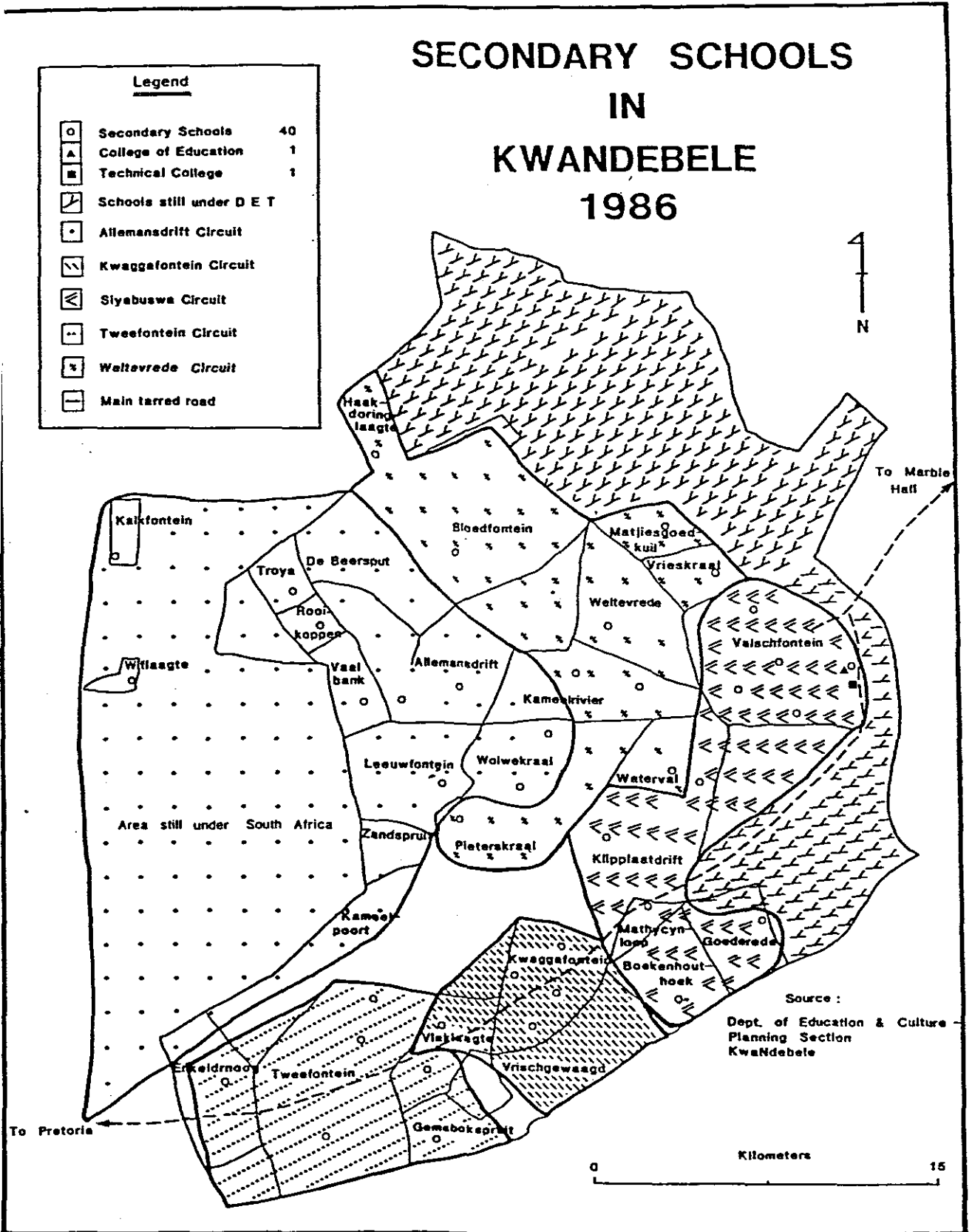


Fig. (ii): Map showing distribution of Secondary Schools in KwaNdebele 1986.

SOURCE: Educational Planning Section - Department of Education and Culture - KwaNdebele

SUMMARY

1. OUTLINE

The investigator had noted that performance of secondary pupils, especially in standard 10, had not risen to expectations despite the application of measures such as supervision, inspection, guidance, in-service training, circulars and distance training of teachers.

It became clear to the researcher that factors within society in relation to achievement of secondary school pupils should be researched so as to form a basis on which measures at guidance, pupil assistance, instruction, teaching and supervision can be carried out.

2. METHOD OF INVESTIGATION

For the present study two research instruments were mainly used; namely, literature review and an empirical field investigation. There were five distinct samples to which questionnaires and interviews were administered. In order to reveal home background factors that influence scholastic achievement of secondary school pupils, a questionnaire was administered to 399 standard 7 secondary school pupils. Questionnaires were also administered to principals and standard 7 class teachers. Interviews were administered to 28 school committee members and 5 circuit managers in order to collect additional data on factors that influence secondary school pupils' scholastic achievement. Data were collected from all the subjects during the empirical study, tabulated, and duly discussed. Percentages were mainly used to analyse the pupils' responses whilst statistical methods such as means, weighted means, variance and standard deviation, apart from percentages, were employed in the analysis of data from the school committee members, teachers, principals and inspectors' responses respectively.

3. PRINCIPAL FINDINGS OF THE STUDY

3.1 The following factors were found to be associated with secondary school pupils' scholastic achievement.

3.1.1 Pupils' self-concepts play an important role in education. Experience of failure lowers a pupil's self-concept as well as his attempts at future tasks. If parents and teachers do not appropriately come to the rescue of such a child, he is likely to experience more failure in the future.

- 3.1.2 Parental educational level is positively related to academic success at school. Pupils from educated families are more likely to be successful at school than children whose parents are uneducated.

3.1.3 A place of study and a desk with sufficient light is likely to promote a pupil's scholastic performance.

3.1.4 First born pupils tend to perform better at school than later borns.

3.1.5 Regular school attendance is positively related to success at school in general.

3.1.6 Boys seem to pass at a higher qualitative rate than girls throughout the secondary course. Stereotyping by society seems accountable for lower performance of girls.

3.1.7 Absenteeism from school by both teachers and pupils lowers the standard of work. Furthermore, such tendencies lower images of teachers in society.

OPSOMMING

1. HOOFTREKKE

Die ondersoeker het bevind dat die prestasie van sekondêre leerlinge, spesifiek dié in matriek, nie na verwagting verbeter het nie ten spyte van maatreëls soos toesighouding, inspeksie, leiding, indiens-opleiding, omsendbriewe en afstand opleiding van onderwysers.

Dit het duidelik geblyk dat faktore binne die gemeenskap in verhouding tot die leerlinge nagevors moet word om sodoende 'n basis te vorm vir effektiewe leiding, hulpverlening, onderrig en toesighouding.

2. METODE VAN ONDERSOEK

Vir hierdie ondersoek is hoofsaaklik twee navorsingsinstrumente gebruik te wete 'n bronnestudie en 'n empiriese veld ondersoek. Daar was vyf afsonderlike groepe aan wie vraelyste gegee is in met wie onderhoude gevoer is. Om huislike agtergrondskennis te verkry wat die skolastiese prestasie van sekondêre leerlinge beïnvloed is 'n vraelys aan 399 standerd 7 leerlinge verskaf. Vraelyste is ook aan skoolhoofde en standerd 7 onderwysers voorsien. Onderhoude is met 28 skoolkomitee lede en 5 kringbestuurders gevoer om bykomende inligting te bekom oor faktore wat die sekondêre skoolleerlinge se skolastiese prestasies beïnvloed. Gegewens is ingewin van al die vakke gedurende die empiriese studie en getabuleer en deeglik bespreek. Persentasie is hoofsaaklik gebruik om die leerlinge se respons te analiseer terwyl statistiese metodes soos gemiddeldes, beswaarde gemiddeldes, afwyking en standard afwyking en persentasie gebruik is in die analisering van data van skoolkomitees, onderwysers, skoolhoofde en inspekteurs se response.

3. DIE BELANGRIKSTE BEVINDINGE IN DIE STUDIE

- 3.1 Die volgende is faktore wat geblyk het verband te hou met die skolastiese prestasie van sekondêre skoolleerlinge:
- 3.1.1 Die kind se selfbeeld speel 'n belangrike rol in die onderwys. Ervaring van mislukking versleg 'n leerling se selfbeeld en plaas 'n demper op sy bereidwilligheid om toekomstige take aan te pak. Indien ouers en onderwysers nie betyds ingryp nie is sodanige kind gedoen tot verdere mislukking in die toekoms.
- 3.1.2 Die skolastiese opleidingspyl van die ouer korreleer positief met die akademiese prestasie van sy kind op skool. Kinders van skolasties opgeleide ouers neig om beter te presteer op skool as die kinders van ongeskoolde ouers.
- 3.1.3 'n Studeerplek en 'n lessenaar met genoegsame lig blyk 'n leerling se skolastiese prestasie te verbeter.
- 3.1.4 Eersgeborenes neig om beter te presteer op skool as ander kinders.
- 3.1.5 Getroue skoolbywoning korreleer in die algemeen met sukses op skool.
- 3.1.6 Dit blyk dat seuns se kwalitatiewe slaagsyfer hoër is as dié van meisies deur die hele sekondêre fase. Stereotipering deur die gemeenskap blyk verantwoordelik te wees vir die meisies se laer prestasie.
- 3.1.7 Afwesigheid deur sowel onderwysers as leerlinge verlaag die standaard van werk. Wat meer is, sulke neigings versleg die beeld van die onderwysers in die gemeenskap.

CHAPTER TWO

A REVIEW OF LITERATURE

2.1 INTRODUCTION

The study of literature pertaining to factors that influence scholastic achievement indicates that, not only a wide range has been covered, but also that to a large extent such factors are intertwined and interact with one another as a complex whole or 'gestalt'. Generally other variables such as social class and ethnicity have a tendency of being intertwined by gender. In other words boys of working class parents have more in common with girls of this class too. Meighan, (1986:303) however argues that a distortion may be produced by looking at gender in isolation.

For the sake of convenience researchers often group a limited number of variables and consider them for investigation purposes in regard to scholastic achievement. The truth of the matter is that several factors such as parental attitude to education, occupation, educational level, family size, birth order and material circumstance of the home, to mention a few, have an influence on academic performance. In fact the Plowden Committee researchers investigated not less than 120 variables (Cohen and Manion, 1981:67).

In an attempt to appraise factors that influence scholastic achievement in a modest way, Cohen and Manion (1981:67) have identified four groups of educational attainment factors, viz. social class factors, pupil factors, classroom factors as well as school factors. Each factor can further be divided into a number of aspects, for instance:

- Pupil factors : include ability, personality, achievement motivation and self-concept.
- Classroom factors : encompass the following: classroom environments, teacher instruction, teacher expectation, informal class groups and complexity of class groups.
- School factors : refer inter alia., to school climate in regard to pupils and teachers.
- Social factors : inter alia., include family size, fathers' occupational and social class.

2.2 Models used by researchers to determine factors that influence academic achievement

Research into factors that influence academic performance is normally adapted to one or more of the following models designed by sociologists, especially if educational attainment issues are being investigated from the sociological point of view. Many researchers do not indicate or state any model in these projects but their work or research designs may conform to or be associated with one of the following models as explained by Byrne and Williamson (1974) in Eggleston (1974:111-113).

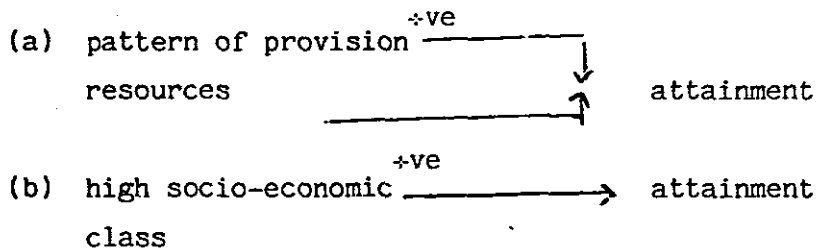
- (i) Bernstein (1970) in Eggleston (1974:111) invalidly used socio-linguistics to reinforce a model which runs as follows:

Social class Familial socio-cultural variable attainment

- (ii) Taylor and Ayres model centred on educational ecology. It radically departed from the concern with cultural factors. The material environment was regarded as the major determinant on education. According to Byrne and Williamson in Eggleston (ed.) (1974) the resultant model can be expressed as follows:

material environment $\xrightarrow{+ve}$ attainment

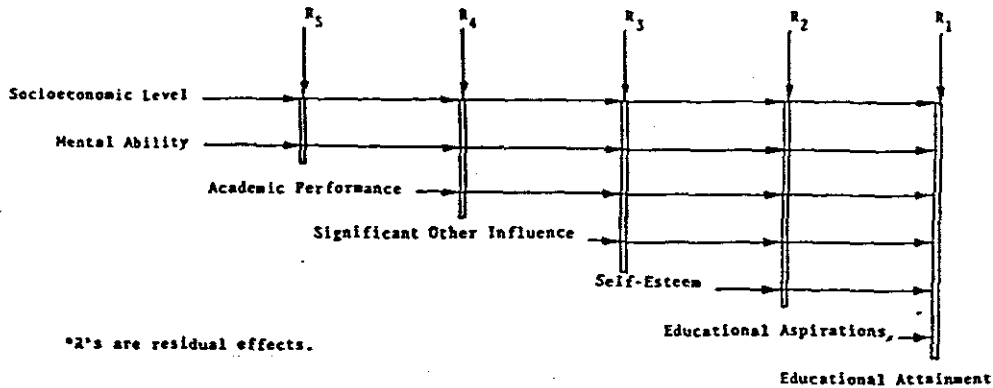
- (iii) Eggleston (1966) introduced the notion of variation in provision as a determinant of attainment. Variables were labelled as administrative. Provision as used by Eggleston refers to the availability of the resource secondary education and its various patterns or systems, e.g. selective, grammar or technical (Swift, 1970:160). The patterns of provision were regarded as the main concern. The variable age of buildings was viewed as a resource too. The resultant model was dualistic with pattern of provision and high socio-economic status running side by side. It can be expressed as follows:



- (iv) Educational attainment model:

The original model was designed by Sewell, Haller and Haller (1969) as cited by Portes and Wilson (1976). It consists of all the main variables for educational attainment, e.g. socio economic level, mental ability, self esteem, significant other influence and educational aspirations. It can be diagrammatically expressed as follows:

Fig 2.1 The Model of Educational Attainment.



Source: Portes and Wilson in *American Sociological Review*:
1976 (41): 428

The model was an extension of those models developed by Sewell and his co-workers, i.e. Sewell, Haller, Portes (1970), Sewell, Haller, Ohlendorf (1970); Sewell and Hausa, (1972). Portes and Wilson (1976), in this model anticipated to show that the depressent effect of being black disappears when variables such as self-esteem, significant influence of others, inter alia, as reflected in fig. 2.1 when controlling for them. It further anticipated that, the net of parental status and mental ability, being black will have a positive effect on educational aspirations and educational attainment in terms of Jencks' findings (1973) as cited in Portes and Wilson (1976).

2.3 The home and scholastic achievement

Bloom (1981:33, 89-90) states that larger studies were conducted by educational researchers of the International Association for the Evaluation of Education Achievement (IEA) (1962 and 1967). The studies were at international level including seven countries, and at national level in twenty two countries. They indicated that the home is the most powerful factor that determines the students'

scholastic achievement. Although the effect of the home, however, might differ from one country to another, there is no doubt that the home environment accounts for more of the students variation in learning than the school curricular or quality of instruction do. Home environments may differ as far as parental assistance, guidance, motivation and supervision of school related activities such as home-work and study habits of pupils are concerned.

The findings of Bloom (1981) on the role of the home are consistent with those of Watts (1971) and Banks (1976). Watts (1971) says the home is an active force helping to shape the child's abilities and attitudes. To support her findings Watts (1971:85) cites research findings of Wiseman (1967) which showed that major forces associated with educational attainment can be located within the home circumstance of the children. Banks (1976:7) also stressed the profound influence the home has on the child's response to school. According to Banks (1976) sociologists have consequently turned to consider the home influence on the child. Their approach has been characterized by a description of those family environments which are likely to encourage favourable responses to school and good performance.

On the basis of the results of the General Certificate of Education (GCE) and the Certificate of Secondary Education (CSE), Cornelius and Cockburn (1978) argued that, whereas sex and birth month can be measured, we cannot claim, with some measure of certainty knowledge of the home area. Cornelius and Cockburn's study attempted to relate attainment in the two examinations as mentioned above to home background, age and sex. It concerned sixteen year old boys and girls and its findings indicated that children from 'best' areas had significantly done better than those from

'worst' areas. The concepts 'best' and 'worst' areas refer to different types of home-backgrounds. The study revealed that there is a clear link between the home and the school in the western societies (Cornelius and Cockburn, 1983: 48-53).

From 18 studies Iverson and Walberg (1980) has reported 92 percent correlations between home environment and school achievement.

2.3.1 Social class and academic achievement

The term social class is an ambiguous concept that may assume various meanings depending on its usage (Meighan, 1986:376). For our purpose its sociological meaning will be used. Lightfoot (1978:117) describes social class as a significant number of people who hold similar positions in society. He further introduces the concept socio-economic level which is used for social class by scholars to mean a statistical aggregate of people in the same income or occupational level. A third term closely related to the two discussed above is socio-economic status. Whereas social class refers to the social stratification of society, socio-economic status has a material or economic position contextual meaning (Entwistle, 1978:31).

✓ Studies undertaken by researchers such as Brembeck (1966), Simons (1980), Armstrong (1983) and Naguran (1978) indicate that the social background of a child affects his scholastic performance. The main home-background these authorities consider is the socio-economic status of pupils and their parents. Brembeck (1966:183) maintains that the socio-economic status of a student (in our case pupil) rather than his ability, determines the curriculum he enrolls for in the high school. Conveniently, it may be asserted that social

class of a pupil affects his ability to learn. Van Til (1979:90) says there are simply six social classes, i.e. upper, middle and lower class, each is further divided into upper and lower. A more comprehensive division of social classes has been suggested by Nisbet (1970) on the basis of occupations. This is discussed later under 2.3.1.1.

When we consider the two major social classes viz. middle class and lower class, we note that they have different attitudes to education. Whereas a middle class child is urged to read more books and watch less television, to do better in his studies and not to neglect his homework, the lower class child is taught to survive. Unlike the middle class child the cumulative pressure to achieve from parents as well as the school (to a certain extent) is absent (Brembeck, 1966:183-184). The indicators used above except for those in Naguran's study (1978) refers to a White society. With the necessary modification they can be used to investigate scholastic achievement in an African environment, i.e. Ndebele communities. The feasibility of using socio-economic level is limited by the fact that social classes amongst Black people, especially the Ndebele, are not so distinct.

Banks (1973) and Van Til (1979) have respectively laid down variables that can be used as indices of social class, viz. father's occupation, economic or material circumstance of the home, family size, birth order, level of parental education, (as an index of socio-economic status i.e. SES) home expenditure, (Banks, 1973:92-93) place of residence and quality of housing (Van Til, 1979:90). Research indicates that indices mentioned by Banks are often used. A discussion of the indices in research context in relation to academic achievement follows.

3.1.1 Parental occupation and academic performance

Our concern here is the effect of social class, using parental occupation as its index, on scholastic achievement.

In a number of studies, social class to which a child belongs is usually measured by father's occupation, e.g. Banks (1970) and Adele (1982) and Bankcroft (1962) in Martin and Macdonnel. Mothers in most cases serve the role of house-wives especially if they are not professional. This has been noted in Marjoribanks' study (1984) where over half of the mothers were not employed in any job outside home. Amongst other things this has been caused by society's stereotyping of the sexual roles (Foster, 1981:158-159).

In KwaNdebele most women are housewives and consequently father's occupation may be used as an index of social class to determine academic achievement. Nisbet (1970:70) maintains that occupations can be conveniently classified in terms of the Registrar-General (1960). This book provides a comprehensive list of occupations in Britain and explains procedures. Such occupations can be divided into five classes ranging from managerial occupations to unskilled occupations. Most researchers conveniently group occupations into professional, non-manual skilled and unskilled (Nisbet, 1970:70-71) or simply manual occupations (working class) and non-manual ('middle' class) (Ross, Burton and Evison, 1972:32). A number of studies have confirmed correlation between father's occupation and educational achievement.

Whereas Ross et al. (1972:32) has stated that for survey purposes father's occupation has proved to be a simple measure of home background, Banks (1973:92-93) stressed that there is a very consistent relationship between father's occupation and school achievement (for the child) throughout the educational system with exception of the higher education.

These scholars (1972) also indicated that father's occupation is a simple measure of social class especially in the 4th year of the secondary school career. Other studies that have found a correlation between father's occupation and educational attainment include the following: Bankcroft (1962), National Survey of Health and Development study undertaken by Douglas and Bankcroft (1960) as cited by Cohen and Manion (1981), Craft (1970) and Adele (1982).

Bankcroft (1962) in Martin and Macdonnel (1982:274-275), examined occupational status mobility and educational attainment among a sample of 552 Southern Ontario males. He found mobility to be differentially distributed. Greater mobility occurred amongst sons whose fathers were clerical or skilled than among higher social class. Sons of semi or unskilled fathers were unlikely to inherit the status level. It has to be realized that social status can be achieved through education and work-role in society. His major finding was that mobility may be upward or downward. A child who achieves a higher status than his or her father undergoes upward mobility; mobility was found to be dependent on the fathers' occupation. Of particular interest to us is that the researcher noted that the father's occupational status strongly determined the son's educational attainment. The emphasis of this study was on occupational status mobility.

According to Cohen and Manion (1981), Douglas (1960) and his co-workers, in a National Survey of Health and Development (a longitudinal study) has shown that literacy and numeracy are associated with family size and father's occupation. Such differences persist throughout secondary schooling. Douglas (1960), therefore, confirmed the finding of other researchers that father's occupations is related to scholastic achievement, especially literacy and numeracy.

Of significance is that from his findings it is clear that the relationship is within restriction that may be placed by family size.

A more modest study on socio-economic status (SES) and academic achievement was conducted by Adele in Soweto in 1980. He used a correlation matrix to indicate a significant relationship between father's occupational level, mother's age and child's age as measure of SES in relation to achievement. Black children with parents of higher status fared better than those whose parents were on lower social class scale. In order to emphasize the impact of SES on achievement Adele (1980:70) quoted Kohn (1976):

... the higher a person's social class position, the greater is the likelihood that he will value self-direction for his children and himself, and that his orientational system will be predicated on the belief that self-direction is possible and efficacious.

Van Niekerk (1976:149) also observed the above mentioned patterns and confirmed them in a study concerned with career decisions of White Senior High School pupils in Cape Town when he stressed in his findings, that there is a great self-direction in middle-class occupations, which in turn leads middle class parents to value self-direction in their children.

Craft (1970:39-40; 170-172) confirmed a closer significant relationship between father's occupation and success in school in terms of the model of Taylor and Ayres. He stressed that the material circumstance of the home mainly depends on the father's income as an important determinant of education success.

Most studies on the relationship between fathers' occupation and academic achievement have kept IQ constant. One notable study that used IQ in conjunction with other variables was the Report of the Committee on Higher Education (Robbins Report) in 1963. Robbins (1963) as cited in Banks (1976:70-71) had set forth to investigate the relationship between measured ability (IQ - intelligence quotient) socio-economic status (as measured by father's occupation) and educational achievement. It was found that social class differences cannot be eliminated even at IQ levels of 130. In other words a middle class child will achieve better scores at school than a child from the non-manual class even if they possess the same IQ.

The father's occupation is thus a valuable index to determine social class. The latter has been used significantly in studies concerned with academic achievement. Banks (1976:39) points out that it may be argued that by concentration upon the relationship between education and occupation, the possible significance of change of attitude and values may be overlooked.

2.3.1.2 Economic or material circumstance of the home

Some researchers have conducted surveys on factors related to academic performance in line with Taylor and Ayre Model.

Poverty is one of the main environmental factors with a serious handicap on school performance. It can be experienced in many situations in the home, e.g. low income, unemployment, loss of the breadwinner, etc. To the scholar, poverty imposes serious repercussions: malnutrition, overcrowding in the home and the failure to pay prescribed school fees, to mention but a few examples (Banks, 1976: 71-72; Craft, 1970:39).

Luthuli (1976:24-25) has stressed that the impact of the inadequate environment does not only influence the pupils' learning capacity, it affects the philosophy of education with an effective bearing on the philosophy of life. Referring to Umlazi 4 roomed houses with 8-12 occupants, he pointed out that in many areas like Umlazi, approximately 2/3 of the Blacks were still earning below the poverty datum line.

The picture portrayed in Luthuli's deliberation is not as grim as the home conditions in KwaNdebele. In this homeland a number of families live in shanties or tin houses. Some of these establishments were constructed by the government at the time of the removal of a number of families in about 1978, from a spot known as Doornkop near Middelburg and their subsequent resettlement in and around Valschfontein. In the Tweefontein, Kwaggafontein and Vlaaklaagte areas houses have mushroomed almost overnight. Although in most cases the sizes of a large number of the self-built homes in these areas are modest, their quality leaves much to be desired. Poverty is 'mirrored' by settlements found especially in rural areas. It is against such a background the child has to face his or her tasks at school. According to Banks (1973:93) bad housing has an indirect negative influence on school achievement.

Luthuli's (1976) remarks that the child who is culturally deprived and deficient, will bring to school such a background from the foundation institution or home, has also been confirmed by Jencks (1972) who explained that community class extends to the school (Martin and Macdonnel, 1982:274).

Thembele (1975:47) also wrote on poverty in general and on its effect on the quality of African education in Natal and KwaZulu. He showed that many pupils use poor light for studying and that many experience hunger at school.

The ill-effect of poverty on academic achievement is not only experienced in the African continent, it is rather a world-wide phenomenon. Jeffrey (1978:16) cites studies conducted by Coleman (1966) in America, which indicate that children from deprived background attending segregated schools in most cases, missed out on the stimulating classroom or learning environment provided by other students from other higher social and economic classes. The argument put forth by Coleman, was that racial mixing per se would not enhance academic performance. He further states that evidence supports the view that higher achievement of all ethnic groups in a school with a greater proportion of White students may result. He explained that such a state of affairs is largely or perhaps wholly related to effects associated with the student body educational background and aspirations. This implies that a student from the deprived minority group mainly Black Americans, West Indians, and Mexicans would benefit from the stimulating educational background and aspiration of his White class mates.

Ginsburg (1972:8) cites a study conducted by Coleman (1966) and colleagues which indicates that Blacks are performing quite poorly on approximately all academic achievement measures. Ginsburg (1972) also states that academic failure in areas characterised by poverty increases as the culturally underprivileged child progresses through the school system. Failure of underprivileged pupils as they progress through the school system is caused by what Ginsburg (1972:7) refers to, as obvious facts: schools do not function properly nor can they cope with problems of the poor, for instance the Ralph Junior High and Miss Daley were characterized by violence, boredom, dull curriculum and unintentional unimaginative and sterile teaching with the poor children often locked into a cycle of academic failure from the earliest grades of the school.

The impact of poverty on the underprivileged child has been ably summed up as follows:

"Academic failure is not just getting low grades on tests. For the child, it often means frustration, guilt and despair. It means waste of many years in a painful situation" (Ginsburg, 1972:10).

It can be added that in extreme socio-cultural conditions the child will consequently be coerced to leave school prematurely, entering the labour market as a confused ill-equipped person.

2.3.1.3 Family size, birth order and scholastic achievement

Researchers have paid considerable attention to family size and birth order as indices of social class in relation to academic achievement. Research done on family size generally indicates that a large family is detrimental to scholastic achievement, e.g. Himmelweit, in Craft (1970), Nisbet, (1953) and Walberg and Majoribanks (1976). The findings are consistent except for Catholic families as explained in a study conducted by Floud, Halsey and Martin (1956) in Craft (1970). Concerning birth order very inconsistent and inconclusive results have been reported e.g. Schachter (1963), Farley (1967) and Sampson (1962) in Craft (1970); Zajonc (1976), and Burton, (1978) in Havighurst and Levine (1979).

In general, family size is viewed as part of poverty i.e. it is related to socio-economic status. Larger families are associated with lower status. Douglas (Banks, 1973:94) has reported that family size seems to affect intelligence especially in the lower social class. Himmelweit, (1951); in Craft (op.cit) found that working class boys from small families (one to three children) had a better chance of gaining admission into grammar schools than working class

boys from larger families (Craft, 1970:185). It is well known that admission in grammar schools was dependent on the grades of the pupils (i.e. standard of work as determined by scores obtained in examinations expressed as symbols, e.g. A, B, D, etc.).

Pupils, therefore, with lower achievement in specific subjects would not be admitted in British grammar schools. African pupils in South Africa (including KwaNdebele) are often not subject to any grade restrictions at their entry to the secondary schools. Discrepancies in the form of self-promotion, i.e. when a pupil personally progresses to the next standard at school despite failure in the lower class, especially in newly opened schools or when pupils (in a large number) are being transferred from one school to another, is common. It is quite possible that pupils from large families may easily gain access to secondary schools and with a poor educational background their scholastic achievement is likely to be below the expected standard. Walberg and Marjoribanks (1976) found that, after controlling for socio-economic status small families were not only conducive to learning but provided a stimulating learning environment.

Studies conducted by Nisbet, (1953); as cited by Craft (1970), supported and confirmed Himmelweit's (1951) findings and further revealed that large families are a handicap to language development. Language development is instrumental to effective learning and therefore scholastic achievement. Nisbet (1953) wrote that a child learns to use the language more effectively with the adult model (Lawton, 1970:11). An explanation of Nisbet's finding can be found in Craft's work who explained that a child of a small family experiences a closer 'touch' with his parents 'and habitually learns more grown up language and ideas, than he would if he were lost in a cloud of siblings.' In addition to this, Nisbet (op.cit.), has pointed out that a child of a large family

learns verbal skills, so decisive in intelligence tests and in school performance, less effectively from the peer group. This has deeper implication because the child carries such handicap into the school and it remains with him at least until he turns 11 years old (Craft, 1970:41).

An interesting finding with regard to family size and scholastic achievement is that of Floud, Halsey and Martin (1956) in Craft (1970:43) who found that a large family was not a disadvantage to education for Catholics as it was the case among the Protestants. Floud et al. (1956) claimed that the notion herein described holds even at the lowest social class among Catholics. Craft (1970:43) reacted by pointing out that if this finding was found to be general it would cast a doubt on the repeatedly claimed advantage of a small family environment in relation to scholastic achievement. He said this would imply the relative size of a family in relation to parental attitude and social pressures on the child would then be the best index of la famille éducatrice in all circumstances where religious beliefs do not prohibit a favourable attitude in regard to family size restriction.

Ill-effects of large families on educational attainment are more experienced by the Islamic countries (Afro-Asian bloc). Family sizes in most homes are large. In addition to this problem Islamic countries suffer from illiteracy especially among women hence the large families.

Minkovich, 1977; as cited by Lombard (1981:11), has described their general level as 'woefully inadequate' their literacy was assessed at 40 percent. Birth order has also received attention as a variable of social class in relation to academic performance. As stated earlier the findings in this research field have been very inconsistent.

Perhaps one of the earliest studies on birth order is that of Galton, (1874) as referred to by Craft, 1970 . He found that to be the eldest son and sometimes the only child was an advantage, educationally. Douglas (1964) partially supported Galton in finding that the eldest child tended to exceed expectations based on measured ability. With regard to the only child he stated that only children did not do better owing to absence of rivalry in the family.

Until then the accepted view was that the eldest were more scholastically able than intermediates and youngsters but not necessarily more intelligent than them. Possibly, first borns are more disposed to use their intelligence in school settings. The latter view is held by Craft (1970:187).

Lee (1955), in Craft (1970), like Douglas (1964), in Craft (op.cit), had found that first borns are scholastically superior owing to rivalry from their younger brothers and sisters. This finding was incomplete; it did not cater for the position of the only child. Consequently, Lee and Stewart (1957), in Craft (op.cit), in their later work advanced the explanation that the first born child has a lonely position of eminence, is possibly responsible as he receives early training to handle situations that demand individual initiative, and should incidentally cope with intelligence and examinations situations at 11⁺ years.

Schachter (1959) came with a diametrically opposite view from that of Lee and Stewart. He showed that first borns are less able than is believed, to cope with their own problems. They are further far from being individualistic, instead they have a tendency of solving their problems in group situations. To corroborate this observation, he cited a case wherein first borns undergoing therapy were seen to remain longer than the later borns who dropped out before expected time.

Schachter (1959) explained that later borns turn out to be alcoholics and handle their anxiety in non-social ways. Whereas mothers tend to be fussy (attentive treatment) over the first born child and come to his side whenever he feels discomfort or, fear, they are bloose (tired of) towards later borns, who are often left to solve problems on their own. Later borns are thus accustomed to handling their anxieties in solitude (Craft, 1970:185-188).

Up to 1959 it can be noted that there was no agreement amongst sociologists with regard to the sociology of affiliation for the first borns, intermediates and later-borns, and of importance, their views on the relationship between birth order and academic achievement differed. For educational purposes these research findings were of little value. The greatest weight of evidence however indicated that first born children were superior in scholastic achievement as shown in the study of Galton (1874), Lee and Stewart (1957), and Douglas (1964), although reasons advanced differed from one study to another.

In the investigation for the relation between birth order and academic achievement, Sampson (1962) in Craft (1970:186-188) found that first born children are at least inclined to greater social conformity, and in most cases fall within social pressure. They have a strong need for achievement than later borns. A further analysis of data revealed that first born girls, have greater independence than boys. Schachter's study (1963) soon followed and aimed at investigating birth order in relation to higher education. After reviewing literature on birth order and especially the work of Murphy (1927), Schachter (1963:757-758) refuted differential intelligence and postulated that motivation was causative to the explanation for differences in high school grades. He consequently demonstrated that first born persons exceed later-borns in academic attainment.

Farley (1967:256) hypothesized that first borns have a higher need-achievement than later borns. The hypothesis was based on Schachter's findings (1963). He found that the Genetic Potential Ability (GPA) scores for first borns had a mean of 3.00 and did not differ significantly from that of later borns; mean 2.94. The hypothesis was rejected and as his sample was small he stated that within limits set by the size of the sample and its structure (composition) birth-order and relative academic achievement in university is unrelated. Negative results were also found in regard to ordinal differences in achievement motivation and academic achievement.

The explanation of academic performance on the basis of birth order was still subject to controversy by 1970 when Craft after evaluating research starting from that of Galton (1874) suggested that Sampson's findings and explanations, that first borns are inclined to conformity and easily fall in line with social pressures imposed on them by teachers and parents, should be accepted. He simultaneously rejected all other explanations e.g. first borns are individualistic and lonely.

The work of Steelman (1983) has also not made any further contribution and clarification to previously done research concerning the relationship between birth order and academic achievement. His findings revealed that birth order is unrelated to verbal and non-verbal IQ performance of either Black or White (Steeleman, 1983:241). Zajonc (1976) and Burton (1978) in Havighurst and Levine (1977) also studied birth order and related it to cognitive development. Zajonc found that children born early in the family are usually the brightest in small families, owing to the undivided attention the parents can pay, for example, to the two early children in a family of four children. He

also found that birth spacing appears to help cognitive development because the younger child may have a 'teacher' in the home. Again this is subject to controversy, as it will depend on the age gap between the two children. It has also been noted that a child learns verbal skills more effectively from the adult model (Nisbet, 1953). Burton (1978) collected data to the effect that performance among later borns was not lower as predicted by Zajonc (Harvighurst and Levine, (1977:174-175).

The fact that researchers have found inconsistent results in regard to birth order indicates the complex operation of birth order as a variable within social class. It might imply that other variables operate at a higher level than birth order, e.g. socio-economic status, hence it becomes difficult to single out birth order for investigation. Other factors for each child such as his study habits, motivation, IQ and self-control may count more as measures of scholastic achievement than the order of birth. Family size on the contrary seems a reasonable differentiation measure in academic performance amongst pupils. It is intelligible that a large family depending on the social class, is economically disadvantaged by the financial burden of the large family. In this context we may understand why an extended African family or a polygamous marriage is subject to have few children attaining higher standards of education owing to the home financial handicaps where this is the case.

2.3.1.4 Parental attitude to education

From the school's point of view, parental attitude to education constitutes the principal ingredient in the subculture, represented by social class. The French people have coined the phrase la famille éduco-gène for the purpose of describing homes or families that provide an educational environment, which mainly includes supporting and intellectual pressures on the learning child in the same

direction as the school (Craft,1970:40). The phrase literally means a favourable learning atmosphere in a family. As early as 1945, Glassey (Evans 1965:124) raised the notion that attitudes did not lead to interest. He further argued that what might cultivate interests in children is the methods used at school, the system of education and teachers. On the basis of these premises, he concluded that neither interests per se nor attitudes in particular are related to school success. He felt that general and special abilities are more important than interests and attitudes.

From evidence of subsequent research there is no doubt that la famille éducoène is largely accepted as one of the main factors that influence scholastic achievement. Possibly during Glassey's time too much stress was put on intellectual ability. Most studies confirm the value of measured ability, but simultaneously indicate that even if intelligence is controlled (Bankcroft, 1962), other aspects of social class variable tend to be related to academic achievement.

Differences with regard to children in school work (academic work) have been noted in various social class levels in relation to parents' educational level and attitude to education.

Douglas (1968), in Banks (1976:76-77), found that middle class parents take interest in the educational progress of their children especially as they advance to higher levels of education. They frequently visit the school to check their children's progress, are likely to request to see the principal and class teacher. Many fathers, he reported, display a tendency of paying the school a visit. The working class in contrast lacks motivation, rarely visits the school. If a member of the working class does visit; he

or she is satisfied to have consulted only the class teacher. The roots of these differences lie in the communication break down between the school and the home.

Fraser (1959) in Swift (1970:183) found that parental education and reading habits, income, occupation and living space are significantly related to education. He further indicated that in the motivational sphere, their educational attitude and future employment of the child, together with the extent to which they felt they were encouraging the child towards school work, were all significantly related to measured ability or IQ as well as scholastic performance. He added that existence of any abnormality in the home resulted in poor performance at school. The Plowden Committee (1967) in Meighan (1986:97) confirmed Fraser's findings and added that besides encouragement, interest was another main factor in promoting academic performance. The Plowden Committee results (1967) were based on the study of primary school children but could be generalised to secondary school pupils because Conklin (1981) found that a consistent parental encouragement of the student was related to college entry. The extent of parental encouragement was positively associated with student's educational activity (Conklin, 1981:254-264). The limitation of Conklin's study however is that his data do not show how the parent communicated his encouragement to the student.

Besides encouragement other researchers explored parental aspirations and educational values as aspects of la famille éduco-gène which are related to academic achievement. It has to be noted that parents' aspirations for their children are determined by their educational values. A parent who regards education as a means of upward mobility will aspire that his child spends more years at school, later goes to an institution where he can train for a career.

According to Finlayson (1971-1972:61-64) parental aspirations represent an element featuring prominently among parental attitudes which may be related to educational attainment. A number of studies have indicated that parental aspirations for their children's achievement and school leaving age are related to social class and attainment (Hyman, 1954; Inkeles, 1960; Douglas, 1964 and Plowden, 1967, in Finlayson 1971).

Children of parents who have cultivated working class values, usually do less well at school than children of parents with middle class values. The middle class parents foster behaviour and attitudes considered conducive to learning in the child. The middle class child is urged to use his time appropriately by studying and reading books in the face of indulgence in other activities. He is also taught to think more in the long term than in the short term. Behaviours and attitudes conducive to learning and success are continuously urged by the parents who actually give them a normative force. The child learns that he must take behaviours and attitudes expected by the parent from him as behavioural 'oughts'. In other words he knows he ought to read, study, do his homework and attend school regularly.

Research work conducted by Kahl (1957) as cited in the work of Westby-Gibson (1965:104); indicates the differences in values between social classes, as well as the impact of the social class values held by different parents on the child's scholastic achievement.

Kahl (Westby-Gibson 1965, *ibid*) investigated differences in motivation between two groups of common man boys viz.

- (i) those whose fathers were semi skilled workers, and
- (ii) those whose fathers were doing pretty white collar jobs (skilled).

He also mentions that all these boys were academically talented, yet one half were college oriented, another half were not. In terms of fathers' occupations they differed on the social class and on the values held by parents of each social class. One group believed in 'getting ahead'. These values were reflected in attitudes related to education. Boys in the 'getting by' group found education boring, the other group 'getting ahead' strove for success at school. Kahl quotes a father from the first group, a bread salesman saying, the high school diploma in his mind was not important because it had never done him any good. A father in the second group, a factory salesman, said he would have advanced more in life if he had college education (Westby-Gibson, 1965:104).

This study clearly indicates that parents' attitudes depending on their social class values, influence the attitude children adopt to education and finally their academic achievement. Pupils who are positively disposed, with high ambitions will strive for success. It appears pupils are influenced by parents' values and attitudes as there is no mention of the fact that some boys whose fathers belonged to the less ambitious group were college oriented in Kahl's study.

Earlier on we referred to parental socio-economic status, usually measured by fathers' occupations, as one of the variables researchers correlate with scholastic achievement. Dave (1963) and Wolf (1966) in Bloom (1981:92), however, adopted a different view and stressed that it is actually what parents do rather than their status that accounts for learning and development of children. They studied the following variables:

- (i) Family working habits-routine duties in home management with stress on regularity in time and space usage and priority given to school work over other pleasurable activities like going to a cinema, watching T.V. etc.

- (ii) Academic guidance and support - to help and encourage the child with school work, provide place of study at home.
- (iii) Stimulation in the home - where the child was given an opportunity to explore ideas - discussion of books, T.V. programmes, etc.
- (iv) Language development - parents' role in helping the child to learn the language effectively especially mother tongue.
- (v) Academic aspirations - parents must know what children are doing at school and help the child plan his high school education and future career (Bloom, 1981:92-99).

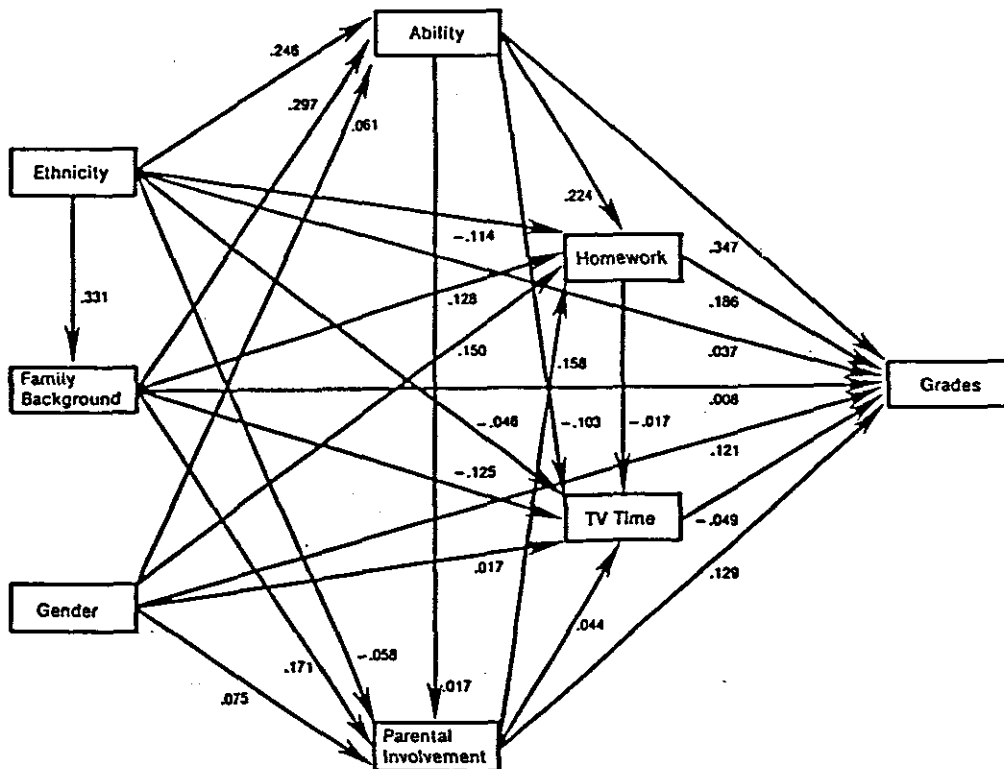
Dave (1963) and Wolf's studies (1966), as cited by Bloom (op.cit) have an implication which suggests that parents should be involved in the education of the children. Parental involvement in education may be used to describe various ways in which the parent takes part in the school activities. Taking part in school activities may have several meanings: Cemana (1984:205) maintains that parents have a potential power to supplement, support and cement the school's efforts. Citing from the work of other researchers and educationists, Fehrmann, Keith and Reimers (1987:330) suggest the following as variables of general parental involvement: their role in interacting and assisting the child with school work by offering him verbal encouragement, general academic guidance and support, parents' expectations of school success, and student perceptions of the degree to which these parents influence their plans for high school and monitored their routine and school progress .

The researchers referred to above, have indicated that parental involvement, in addition to positive attitudes to education, enhance the child's academic achievement.

Keith et al. (1986:373-379) using a large sample of high school seniors, conducted a national study in the United States to determine the role of parental assistance with home work. They found that assistance with homework has a powerful impact on achievement at school. The study also revealed that T.V. viewing time had a slight negative effect on performance, on condition that the parent was monitoring this leisure. Keith et. al (1986) also showed that time spent in leisure television has a negative effect on achievement.

Since the American education has recently stated categorically its concern for improving students' academic progress, Fehrmann et al. (1987:300-337) stepped up their previous research of 1986 and investigated those manipulative influences that can affect academic learning. The purpose of the study was, therefore, to determine the direct effects of parental involvement on school grades through homework and television viewing time. To fulfil their purposes, they analysed data from a large sample of contemporary high school seniors, path techniques were used for analysis. The path revealed the following patterns:

Fig 2.2: Influences of Ethnicity, Family background, Intellectual Ability, Parental involvement, Homework and TV Time on High School Seniors' Grades.



SOURCE: Fehrmann et al. (1987) in Journal of Educational Research, 80(6): 333

- (i) Parental involvement was indeed meaningful (path = .129, suggesting that an increase in parental involvement may contribute to more success at school).
- (ii) Indirect parental effects (T.V. time and homework) the path of the arrow is first directed to the T.V. time block and homework blocks respectively. These are manipulable variables. The path finally reaches grades. The indirect effects of parental involvement on grades through T.V. (.044 x -.049 = -.0021) was not meaningful. Parental involvement on grades through time spent on homework were also not meaningful (.029).
- (iii) The path diagrams clearly portrays that the strongest direct influence on grades is ability path (.347); only other background factor directly influencing grade is gender.

- (iv) Three other variables viz. ethnicity, family background and gender (not manipulable) variables are included in Fehrmann et.al study. The path indicates that, of these three variables only gender has a direct meaningful influence on grades (path .121), with girls obtaining higher grades. The direct influence of ethnicity and family background on grades after controlling homework and T.V. time variables, is small, i.e. .037 and .008 respectively. A table in conjunction with the path diagram indicates that ethnicity and family background have an important indirect influence on grades (.123 and .175) respectively. In the total effect column it appears homework has the second meaningful effect on grades (.186) after ability.

TABLE 2.1: DIRECT, INDIRECT AND TOTAL EFFECTS OF PARENTAL INVOLVEMENT, HOMEWORK, T.V. TIME AND BACKGROUND VARIABLES ON GRADES

VARIABLE	DIRECT EFFECT	INDIRECT EFFECT	TOTAL EFFECT
T.V. time	-.049	-	-.049
Homework	.186	.001	.187
Parental involvement	.129	.041	.157
Ability	.347	.049	.396
Family background	.008	.175	.183
Gender	.121	.063	.184
Ethnicity	.037	.123	.166

Source: Fehrmann et al. (1987) Journal of Educational Research Volume 80 No.6 (page 335).

The following conclusions were inferred from Keith's et.al. study:

- (i) Parental involvement does have an important direct effect of grades (path .129).
- (ii) Contrary to expectations, the indirect effect of parental involvement on grades through homework and TV was negligible.
- (iii) Although parental involvement (.186) is smaller than ability (.396) its effect was considered as positive and meaningful.
- (iv) More parental involvement accompanied by encouraging students to spend more time on homework might improve the grades.

The path diagram clearly shows the relationship between certain variables and academic attainment, ably and systematically depicts the relationship to the reader.

The preceding discussions indicate that there is a considerable urge to involve the parents in the learning experiences of the child. Keith et.al. (1986) have suggested that parents should monitor their children's daily activities. It has been further emphasized that parental involvement through homework can help to raise the grades obtained by pupils in the examinations (Fehrmann et al., 1987).

In African education lack of communication and poor social relations between the school and parents make parental involvement not so feasible. In most cases schools communicate with parents through children and the school committee. In many societies the PTA is something parents have never heard of. This is especially the case in KwaNdebele.

Communication as discussed here is considered as an aspect of parental attitude to education and not as an administrative component. Ndlala (1985:101) points out that parents do not contribute positively to the schools' efforts in educating the child. He points out that many parents only come to the school on the day they are looking for admission for the child. They never come to school thereafter to check the child's progress or simply whether the child attends school regularly. Those that do come on very rare occasions are trouble makers. From observation the writer has noted that some pupils are not accompanied by their parents to the school when they report for admission in schools in KwaNdebele. This especially refers to day scholars.

In many instances lack of communication is promoted by poor relations between the school and parents. Attitudes that teachers have towards parents may affect parental relations with the school. Basing his argument on research findings, Connel (1983:53) maintains that there is a "class pattern of involvement and expulsion". According to Connel working class parents drop out of school involvement immediately after transition to high school because they lose interest in the school for the following reasons as reported by Connel's field researchers: they feel they are frozen out, promises of action are not followed up by teachers, phones are not returned, and some principals hide behind bureaucratic rules, insinuation of ignorance and uncouthness. Evidence about helpful teachers and principals was also advanced in the data collected. However, the general impression gained by the researcher (Connel) was that the working class was facing large difficulties in building up a healthy communication with the school.

In KwaNdebele most parents have a low level of education. This is reflected by the pupils' responses. They may interpret the negative attitudes which have been stated above as rejection by the school and may consequently not co-operate with it. Parents should be made to feel that they are accepted and have a valuable contribution in the educational system. Gabela (1983:92) points out that some parents may refrain from involvement in the school activities owing to their concern about their educational inadequacies because they may feel teachers would not listen to them. He suggests that the school should make meetings open forum for parents.

Parental attitudes to education may either contribute to success or failure at school. In African education it has more often contributed to poor performance in many schools.

The poor matriculation results have attracted research from time to time. Recent studies have been done by Rikhotso, (Catu, 1985) and Simon and Beard (1985). To sum up parental attitudes to education and the resultant poor performance, we may conveniently list the following reasons for poor performance of the African matriculation pupils in terms of Catu's report, as edited by Rikhotso (1985:43):

- (i) Parents lack interest in the progress of their children; they do not check their books daily.
- (ii) They do not attend parents' days and meetings.
- (iii) The home conditions are not conducive to learning.
- (iv) They are dishonest in their dealings with the school, for instance, some parents may keep some vital information to themselves, e.g. reasons for pupils' absenteeism.

2.3.1.5 Home expenditure

Toomey (1969) as cited by Banks (1973:97) investigated the effect of home expenditure on scholastic achievement. To achieve this goal he studied families with similar income. He found that families with a higher home expenditure, showed a higher degree of interest as well as participation in their children's education. It was found that such an attitude was associated with higher academic attainment for the child. By providing facilities such as study desk, books, parents show interest in the education of the child. Further participation by parents for instance, by guiding, supporting and helping the child with homework, (Dave, 1963) parents may promote the child's scholastic performance.

2.3.1.6 The other view

The survey of literature indicates that social class and socio-economic status in relation to academic achievement have been repeatedly researched. The volume of research that has resulted from these variables implies they have been regarded as the most important factors that influence scholastic achievement besides ability. Furthermore, it has been noted that throughout the preceding sections social class featured directly or indirectly. For example in the discussion of family size, the starting point is social class. It was generalized that lower social classes have many children and are more likely to experience poverty.

A number of researchers have criticised stress placed on social class as a factor influencing scholastic achievement. Family background has also received criticism.

Jencks 1972, in Martin and Macdonnel (1982:274) showed that family background is the most important factor that influences scholastic achievement. He then explained that social class extends to school, and therefore plays a vital role on academic achievement. He further argues that although emphasis is placed on social class, the fact that schools can also exert independent influence on student achievement should not be undermined. Schools develop particular social characteristics based on the composition of its constituents and have a modifying effect on influence of some kind which operates. This can be alternatively stated as follows:

Even though the school is subject to the influence of society, "it develops an ethos of its own kind which is at work in all facets of the socialization within its walls".

To corroborate this, Martin and Macdonnel (ibid) cited a study by Sterzer (1977), on a small group of high school students from single parent homes which were matched with a similar group that had both parents alive. The results indicated that there was no significant difference between academic performance of the two groups.

Sterzer's findings imply that the school exerts considerable influence on scholastic performance of students irrespective of the home background. In other words students may enter the school with different backgrounds, i.e. one group having both parents, another group from single parent home, no difference in scholastic achievement will be noted. Although it is true that the school also exerts influence on the child's scholastic achievement, Jencks' argument as corroborated by Sterzer should be accepted with caution because Clarke-Stewart (Harvighurst, 1977:174), after reviewing literature on parent absence and child development concluded that a one parent family is not necessarily

harmful to a child's cognitive development. She also found evidence to the fact that husband-wife families may be more effective because both parents will be in a position to exert positive influence on the child. As research findings on father absentee in relation to scholastic achievement, have been inconsistent (Harvighurst, 1979:15), Jencks' argument may be tentatively accepted as valid. Despite this limitation social class has remained a powerful variable in assessing and predicting students' academic performance.

Mackinon, 1978; in Meighan (1986:318) has also challenged the use of social class as a factor influencing scholastic achievement. He argued that the tendency of the middle class students to perform better is well known. The question, he continued, is how and why? His main argument is that researchers have not proved that social class cause better academic performance moreso the correlation between social class and academic achievement is less smaller than that of other variables such as intelligence, parental education and parental attitude to education. He concluded that since variables such as social class and parental attitudes can be correlated to themselves, the interpretation of educational research tricky.

Mackinon's argument can be viewed in this light: To say middle class children perform better at school because of their social class influences, poses a problem. It has to be noted that middle class children are intelligent, and normally have parents with positive attitude to education. It becomes difficult to regard social class as a factor influencing scholastic achievement in isolation of other factors (Meighan, 1986:318).

Another criticism has been levelled against the relationship between socio-economic status and academic performance. This was done by White (1980:79-80) who conducted a meta-analysis of the research which has examined the relationship between these two variables. His first finding was that the type of socio-economic status measure employed (e.g. income, educational, occupation and home atmosphere) only accounted for 30 percent of the variance in the correlation effects. Naguran (1978:37) also points out that The Plowden Report on Primary Education shows that socio-economic factors accounted for only 9 percent of the variance in the individual performance of primary school children. White (1980) further found out that the expected relationship between traditional measures of SES and academic achievement when individuals are a unit of analysis (i.e. when results of an individual are analysed), is much more weaker than it is normally assumed. It is only $r = .22$, and is weak to such a degree that these tools of SES are of little usage as research tools in relation to academic achievement. He further showed that the correlation between SES and academic achievement decreases with age (whilst in the primary grade it is .25 late in the high school it decreases to .15).

Miller (1970) as cited by Naguran (1978:37) further states other limitations of social class and socio-economic status. He argued that a person's social class or socio-economic status per se is not accountable for a person's poor achievement; in other words, one cannot explain one's failure in terms of the influence of social class from which a person originates, the answer lies in the characteristic of a person and his environment which influences his attainment.

Another criticism of socio-economic factors, Naguran (1978:22) pointed out, is that occasionally they are used as a scapegoat by both teachers' and pupils. In support of this Naguran (ibid) quoted Peter Wilby (1975) by then a London Correspondent of Natal Mercury as saying:

The teacher who uses poor social conditions as an excuse for poor teaching is the cause of greater deprivation than the home background itself.

Despite these flaws socio-economic status and social class are still vital tools to researchers. The value of the criticisms as shown is that they serve as eye-openers to the researchers.

Self-concept and educational attainment

Self-concept may be viewed as the image we have of ourself as a result of our interactions with important people in our lives; for the learner such people includes his parents, teachers and his peers. The image a child holds of himself, mainly depends on the way his parents react to his attempts at development task of infancy and early childhood. Parents' reactions determine how the child sees himself as capable and successful or inept and clumsy. From home experience with his parents, the child develops an image of himself which may include attitudes, abilities and assumptions he holds concerning himself. His self-image can also be regarded as self-judgement, i.e. he may judge himself as a capable person or clumsy someone. By the time he comes to school he already possesses an image of himself (Watts, 1971:87 and Cohen, 1981:72).

Another term closely related to self concept, is self-esteem, an aspect of self concept, defined by Coopersmith, 1967; (Cohen, 1981:73) as the amount of worthiness an

individual perceives himself; it can also refer to evaluative or degree of satisfaction with self, e.g. a person who attributes his success to internal or ability causes has a high self esteem (Robinson et al 1986:179).

A number of studies indicate a correlation between self concept and academic achievement. Whereas the relationship between ability and academic achievement is very high, Cohen (1981:74) has stated that the relationship between self-concept and academic achievement is moderately high.

Bodwin 1957; in Johnson (1970:88), found the correlation between immature self concepts and reading ability to be 0,72 for the third grade and 0,62 for the 6th grade pupil. This implies younger children have low self-concepts in regard to their reading ability. Shaw 1961; Shaw and Alves 1963; Johnson (loc.cit) also noted sexual differences with respect to achievement. They reported that bright underachieving males have more negative self-concepts. For the high school level of education the most important research finding is that of Rosenberg (1965) who found a positive correlation between high school achievement and self-esteem among eleventh and twelfth grade students in ten New York schools.

Miller (1970) has pointed out that in general, both self-concept and sense of control prove to be better predictors of school outcome than other variables.

It is clear that a child with a high positive self-concept, coupled with self-control and dedication to his school work is generally speaking likely to experience success at school. It is thus essential that parents help children to develop positive self-concepts. This can be best done by creating positive self-images in the child as early as possible in life.

Fantini, 1979; in Smith and Cox (1976), hypothesized that motivational level, aspirations and self-concept of minority (Black) and majority (White) students are critical factors in their different levels of achievement. In order to test this hypothesis data were collected from middle class students (Whites) and from the inner city students (largely Blacks).

He found contrasts between educational expectations of middle class and inner city students. Most White students, it was noted, attend schools with high expectations of learning subject matter that will contribute directly to further educational and occupational aspirations. They have an apparent healthy and positive self-concept and approach these tasks with considerable tolerance and presumptions to succeed. For the inner city Blacks it was noted that the home atmosphere was presumably one of negative expectation.

Banks 1972; (Smith and Cox 1976:46-47) further explains that Black students ordinarily displayed lower aspiration towards further education. Their task to school was not buoyed by a healthy self-concept in anticipation of success. Irrespective of the slogan "Black is beautiful", Banks (1972) argued that most children lived in a world where Black "connotes evil and shame". He said Black students were trapped in delusion of worthlessness (lack of self-esteem) so carefully engineered by larger society (American White society).

In conclusion, Banks said Black students approached the school with an indifferent attitude as people doing a worthless task for worthless purpose.

Bank's findings that Blacks lacked self-esteem and that they viewed education as a worthless purpose was possibly not acceptable to the Blacks in America. A study conducted by Ogbu (1974) showed that poor or lower performance of Blacks was an adaptation maintained by two proceses. Firstly,

Blacks occupied social and occupational positions that did not require high educational credentials. Secondly, owing to job ceilings and caste barriers, Blacks had doubts about the value of higher education (Smith and Cox, 1976:46-47).

Shavelson, Richard and Bolus (1982:3-17) on the basis of a sample of 99 middle class students concluded that:

- (i) Self-concept is a multi-faceted construct.
- General self-concept - can be interpreted as distinct but correlated with academic self-concept, e.g. a child may say I am happy (descriptive) and I do well at school (evaluative).
 - Subject-matter - self-concept and specific subject-matter self-concept.

e.g. self-concept in history, mathematics, etc., can be interpreted as distinct but may be correlated with another and with academic and self-concept.

- (ii) Self-concept is a hierarchical construct. It has general self-concept at the apex and situation specific self-concept e.g. subject matter specific self-concepts (mathematics).
- (iii) There is a causal predominance of self-concept over achievement. This implies among factors that influence scholastic achievement, self-concept predominates and rightly causes rather than influences achievement. As the sample was only 99 students they pointed out that the results were a tentative generalization.

Earlier on we stated that in reality the relationship between self-concept and academic achievement is moderately high (Cohen, 1981:74). A number of researchers (Ligon, Hester, Baenen, and Matuszek, 1977) in Havighurst and Levine, (op.cit:201) however, stated that a number of

research relating self-concept to achievement has a tendency to report a small association between measures of these variables. A number of factors contribute to this limitation (Havighurst, 1979:201-202):

1. It is difficult to measure self-concept accurately; there is a tendency among respondents to give positive responses even if they extremely doubt their abilities.
2. Self-concept is comprised of many dimensions or aspects, e.g. self-image in general, specific subject matter self-image, competence in sports, etc.
3. A child's self-concept is dynamic - changes from day to day, year to year in accordance with maturation factors. We noted earlier that younger children have an immature self-concept in relation to their ability to read (c.f. Bodwin, 1957).
4. It is related in complex ways to other classroom attitudes and behaviour. A child who has a low self-concept on account of previous failure in the classroom, is likely to feel that he stands no better chance to do better in the future. Such feelings may result in a further lower self-concept, reduced effort and a lower self-control.
5. It becomes more multi-faceted as an individual develops from infancy to adulthood (Shavelson, et al., 1982:16).

Researchers have also paid attention to self-attitude "attributional" theory and self-fulfilling prophecy in relation to academic performance.

It has been noted that a child whose self-attitude is that he cannot read or solve a mathematical problem may fulfil his own prophesy. It is thus the teacher's task to break such a cycle of self-fulfilling prophesy and create positive self-fulfilling prophecies to increase the level of performance (Johnson, 1970:88-90; Havighurst, 1979:202).

Teachers' attitudes may also contribute to self-fulfilling prophecies. From staff room comments, the writer is quite familiar with the following remarks: "After all I have a dull group this year, there is nothing I can do to uplift them; in this area pupils do not value education". Teachers with such negative attitudes will do very little to help the child realize his academic goals. Concerning such attitudes Brickman (1972:273) points out that, growing evidence shows that there is a "self fulfilling prophecy", i.e. people's expectations have a great deal to do with actual accomplishment. If teachers "expect little from children as is often the case with culturally disadvantaged children, then they do very little in reading as well as anything".

The "attribution" theory suggests that students who regard themselves responsible for their failures may benefit from self-control over their experience in the school. Students who unfairly blame teachers or other factors like environment are not likely to work hard to achieve success even if teachers may encourage them. According to Weiner 1976; (Havighurst and Levine, 1979:201-202). "Internal attributions for success augment pride in accomplishment and thus the reward for goal attainment ... (also increasing) the probability of future achievement related actions". In addition Ames and Felker (Havighurst and Levine (1979:ibid) have stated that, whereas students who have a high self-concept tend to regard their own ability as the cause of their success, the low self-concept students are less likely to explain their success in terms of "personal causation" (Havighurst and Levine, ibid).

The preceding discussion has shown that pupils' self-concepts are related to their school achievements. It appears teachers cannot easily manipulate pupils' self-concepts for success as they are hierarchical and multi-faceted constructs. However it is quite evident that both teachers and pupils have to cultivate positive attitudes (positive expectations and "attribution theory") to one another for the sake of success at school.

1.5 RACE, ETHNICITY, HOME ENVIRONMENT AND INTELLECTUAL DEVELOPMENT

Research findings on race, ethnicity and intellectual development are inconsistent.

Havighurst, (1979:177) has stated that innate differences in intelligence are very slight and difficult to determine. It has been pointed out in the preceding sections that factors influencing scholastic achievement are interwoven and interact with one another. In line with this thought he argued:

... it does not appear possible to make definite statements about the relationship between race or ethnicity, social class home environment and intellectual development, but it is possible to conclude that home environment, and social class are related to the cognitive and scholastic performance of children within most if not all ethnic groups.

Jensen examined scores on the Junior Eysenck Personality Inventory (JEPI) of 2 000 White, Negro and Mexican - American school children in relation to measures of intelligence and home environment as predictors of scholastic achievement. The (JEPI) scores indicated a low but systematic correlation with achievement. The findings also showed that from correlations of ENL no systematic pattern over grades or ethnic groups could be discerned. (E stands for extraversion correlates, N for neuroticism and L the lie scale, Jensen, 1973:115-125). The research sample consisted of young children between 9 years and 13 years.

In Britain where "Non-Whites", as they are called here, are in the minority the popular belief that "non-Whites" were not doing well in the 1970's was corroborated by research. According to Allan Little (1975); (Arnot, 1985:40), West Indians were considerably doing worse than average. The testing of primary school children revealed that only 8 percent of the non-Whites performed at the upper quartile,

53 percent were in the lowest quartile in tested English achievement. In addition to Little's findings Bernard Coord, 1971; (Arnot, loc.cit) few non-Whites pursue studies beyond secondary school.

Poor performance of the non-White in Britain often led to racial hostility and conflicts. Between 1969 and 1977 the Race Relations Board removed discrimination but unlike in America racial mixing in society and school has been challenged as racial discriminatory (Arnot, 1985:40).

Meighan (1986:326) has reacted to Little's (1975) findings as follows:

- Members of the minority (non-White) often share general disadvantage as working class.
- For most children in the working class the highest aspiration is to achieve same life chances as mainstream working classes.

This implies that low performance among non-White children might be ascribed to their social class rather than ethnicity.

A study conducted by Laosa (1984:1178-1198) amongst very young Chicano and Non-Hispanic White children used the following variables: ethnicity, socio-economic status and home language and related them to early performance on measured ability. In this study Laosa cited sources in support of the view that ethnic group differences or disparity in achievement begin early and are experienced through all levels. They can be observed at the 4th grade and they continue through high school, college and beyond. (These findings were also confirmed in other studies: Brown, Rosen and Hill, 1980; Carter, Segura, 1976 and Duran 1983), as cited by Laosa (1984).

His study further reveals that ethnic group differences cannot be considered in isolation to explain or predict

ethnic group differences in academic performance of children.

Portes and Wilson (1976) similar to the findings of Laosa found differences in the Black-White scholastic achievement. It was found that educational attainment amongst Blacks was not only feebly inarticulated, but differed in interpretable terms from that of the Whites. For Whites, it was noted, attainment is viewed as exemplifying "dominant orientations in a contest-oriented society" whilst Blacks' attainment reflects sponsored mobility of a selected few of the minority (Portes and Wilson, 1976:428).

It therefore appears that ethnicity or race is not directly related to achievement level of pupils at school. One's social class with its inherent material circumstances rather than ethnicity is accountable for the scholastic performance achieved. It is of interest to note that Portes and Wilson (ibid) in addition to the findings explained above, also found that Black students tend to have a higher educational attainment than White students whose parents have similar status and ability. This gives us the impression that Black educational attainment is lower than that of Whites owing to parental characteristics.

EXPENDITURE ON EDUCATION IN SOUTH AFRICA AND ITS ECO-POLITICAL IMPLICATION ON EDUCATION AND ATTAINMENT

The consideration of expenditure on education and its implications with reference to scholastic achievement of the African child, is currently one of the topics being focussed by educationists in South Africa.

Over the past thirty years there has been an increase of per capita expenditure i.e. expenditure per school child in RSA. The per capita expenditure in education for Whites, Africans, Indians and Coloureds still indicates differences. Expenditure in African education has lagged behind as is

shown in table 2.2. The table indicates that on average R146 was spent on African child, R498 on Coloured, R711 on Indian child and R1 211 on a White child in 1982-3.

TABLE 2.2: PER CAPITA EXPENDITURE ON EDUCATION IN SOUTH AFRICA

YEAR	AFRICAN	COLOURED	INDIAN	WHITE
1953-4	R17	R40	R40	R 128
1969-70	R17	R73	R81	R 282
1975-6	R42	R140	R190	R 591
1977-8	R54	R185	R276	R 657
1989-1	R139	R253	R513	R 913
1982-3	R146	R498	R711	R1 211

(Sources: Christie P: 1986:98).

From the table it is clear that expenditure on Black education by the central government, on the whole, has a disadvantage to the learning African child. It is clear that crowded classrooms, shortage of facilities, furniture, teaching aids and textbooks can be attributed to inadequate expenditure in education and this in some instances has resulted in poor performance in schools (Christie, 1985:100). It has been observed that besides inadequate facilities, the event of unqualified teachers and automatic promotion of pupils in Black education may lower academic standards (Kallaway, 1986:173).

A study on perceived reasons for high failure rate of matriculation pupils conducted by Simon and Beard (1985: 80-82) in three schools viz. Emtshezi, Abantungwa and Wembezi in the Bergville Circuit in Natal displayed all the effects of Black education in South Africa, reflecting the history of political ramification and chronically inadequate expenditure.

These researchers found that in the three schools there was no electricity and regarded such conditions as extremely unideal for any scholastic enterprise. They further stated that libraries, laboratories, teaching aids, playing fields were notably absent, and that some pupils used one another's backs as substitute for desks when they responded to the questionnaire.

The inadequacies described by Simon and Beard (1985) also feature prominently in the KwaNdebele schools. Electricity is notably absent in many schools, to such an extent that "have nots" might regard a school having electricity as enjoying a "luxury".

Expenditure in Black education has not remained unchallenged. One notable educationist who clearly gave an illumination of expenditure on education is Dr Hartshorne as quoted by Ndaba (1980) in Dlamini (1984:18).

The difference in per capita expenditure on a Black pupil and on a White pupil reveals not only where our national priorities lie but are also expressions of a political viewpoint. A decision to spend R80 million on a tunnel between Paarl and Worcester at a time when several school programmes are in critical need is inevitably a political decision in its implications, because it is an expression of what we as a nation regard as being important. We are saying in fact that a more convenient road is more important than improving education facilities available to Black children.

KwaNdebele, like any other homeland in South Africa largely depends on the central government for the education budget. It is in any case a welcome sign that the budget for African education has been tremendously increased in the eighties (from about 1980 onwards). The budget for KwaNdebele, as it can be noted in the subsequent discussion increased by 108 percent in 1986.

A recent study conducted by the South African Institute of Race Relations (SAIRR in City Press, November 15, 1987; issued a revealing report entitled a "Spotlight on education backlog", through the press.

The institute has pointed out at least R850 m will be required for the purpose of eliminating the backlog in the classrooms for Africans. Estimates done in the institute's latest social and economic up-date for the third quarter of 1986 indicate a shortage of 38 641 classrooms for Africans (the figure includes "independent" and non-"independent" homelands).

Whilst the shortage of classrooms for Coloured and Indians were 5 400 and 587 respectively, for Whites there was a surplus of 3 840 classrooms, implying that 153 637 places were empty. The up-date publication also revealed that the Department of Education and Training (DET) (City Press-loc.cit) in 1986 built 435 new classrooms at existing schools and 1 361 at new ones.

The backlog on education is further reflected by the per capita spending. The expenditure was R2 746 on each White, R1 952 per Indian, R 1 330 per Coloured and R395 per African child. Despite the increased budget, the backlog in Black education still features prominently. For KwaNdebele the 108 percent budget increase made construction of a number of classrooms possible, although the shortages in classrooms, laboratories, libraries and even administration blocks are still prevalent in some schools. Shortages in library and laboratory facilities are still the order of the day. In fact the few libraries that exist in some schools are almost empty.

The education budget for 1986 indicates that state spending has increased by 8,77 percent for Whites, 16 percent for Coloureds, 10,46 percent for Africans outside the homelands.

The budget provision for the "non-independent homelands" was as follows:

Gazankulu	-	an increase of 65 percent,
KaNgwane	-	48,98 percent,
KwaNdebele	-	108 percent,
KwaZulu	-	50,27 percent,
Lebowa	-	66 percent,
Qwaqwa	-	43,3 percent.

The overall increase for the non-independent homelands was 65 percent. (Spotlight on education backlog - City Press - November 15, 1987).

2.7 CONCLUSION

From the preceding deliberations it has been noted that factors that influence scholastic achievement are interwoven and complex. Whilst the researcher may single out a number of factors from the complex whole, it should be borne in mind that other factors do play a role as well. The fact that most variables that have been researched, resulted in inconsistent findings, implies each case should be judged on its own merits.

CHAPTER THREE

METHODS AND PROCEDURES

INTRODUCTION

In Chapter one it was stated that a descriptive method of research would be used for the purpose of collecting data with regard to factors that influence performance of secondary school pupils in KwaNdebele. Behr (1983:90) maintains that this type of research method precedes others on account of the fact that before any progress can be made in solving the problem under investigation, the researcher should know the prevailing conditions and facts of the area to be studied. Of the various types of descriptive research available, viz. surveys, development studies and case studies, in the present study the survey research or school survey was used. Best (1977:126) concludes that the value of the survey research lies in the possibility of making recommendations on the basis of existing conditions and likely future demands. In this study, the researcher adhered to this principle.

Methods and procedures

In conducting the survey the following procedures were adhered to:

- (i) The problem was, firstly, identified and clearly defined (Chapter one).
- (ii) Literature relating to previous research similar to the problem under investigation was carefully scrutinized (Chapter two.)
- (iii) After the review of literature attention was given to the design of the survey. This step involved decision on sample size, research instruments, e.g. questionnaires and interviews and methods to be followed in executing the plan.

- (iv) Before the actual survey was administered, a pilot study was undertaken.

It has been argued by Mason and Bramble (1978:302) that the researcher should select instruments that would be supportive of the research objectives from those available besides constructing his or her own instrument. In line with this thought after a considerable in-depth study of the various research tools, inter alia, observation techniques, interviews, questionnaires, sociometry, opinionnaires and social distance scale, it was realized that questionnaires and interviews would be suitable both to the nature and purpose of the study. One major instrument for collecting data is the questionnaire (Good and Scates, 1954:606). In fact both interviews and written questionnaires are used to collect data for surveys (Orlich, 1978:8).

3.2.1 The Drafting of Questionnaires

Considerable attention was paid to the design of the questionnaires. The following received major attention, content of the questions, wording order, form of the response, e.g. a tick, multiple response as well as format and presentation of the questionnaire (Burroughs, 1975:106-107; Behr, 1983:151-152; and Best, 1977:159-162). Furthermore, the language in each questionnaire instrument was adjusted both to the level of the group to which it would be administered and the precision of the data needed (Helmstadter, 1970:173). For instance language level used on the pupil questionnaire was lower than that of the principal's questionnaire.

Three sets of questionnaires were designed for pupils, teachers and principals respectively. The teachers' questionnaire was designed as a device to cross-check answers given by pupils, in general. This would be used in generalising about certain items of the responses of the pupils (Behr, 1983:157).

.2.1.1 Advantages of the questionnaires for this study

The choice to use questionnaires was based on the following reasons:

- They are typically more efficient, practical and allow the researcher to reach a large sample.
- All respondents would receive identical instructions (Ary, 1979:174-5). This would reduce bias of the investigator.
- Respondents, such as principals and teachers would be in a position to respond at their convenience.
- A written questionnaire would provide a vehicle for expression without fear of embarrassment to the respondent. This is especially the case if the respondents are assured that their answers would be kept in confidence.
- There would be no need to train interviewers and this would imply considerable savings in costs (Orlich, 1978:3-4).
- Their use would permit a wide coverage at minimum expense in both money and effort (Mouly, 1970:189).

.2.1.2 Disadvantage of questionnaires in this study

Besides many advantages, the researcher was also aware of the potential flaws of the questionnaire instrument. According to Sax (1979) a mailed questionnaires poses a number of problems.

- * It is not easy to check on the respondents' motivation nor can rapport be established. Ary (1975:175) further adds that the disadvantage of mailed questionnaires is the low returns which results in biased sampling as well as results.

None of the above disadvantages were experienced in this study because the questionnaire for the pupils was personally handed to the students by the researcher. During the planning session, the researcher had to consider the following disadvantages of the questionnaire instrument:

- Missing data items to which subjects would not respond, owing to failure to understand the question or to the controversial nature of the issue.
- Free expression by respondents might be curtailed because of the design of the questionnaire.
- Possibility of misinterpretation of some questions by the respondents (Mouly, 1970:190; Ary, 1979:174).
- There would be no assurance that the intended respondent actually completes the questionnaire (Orlich, 1978:7).
- Other reasons which might cause respondents not to answer some questions completely could be due to faulty memory, faulty perception and lack of interest (Turney and Robb, 1971:130).

3.2.1.3 How did the researcher plan to solve Problems experienced in administering a questionnaire - missing data/incomplete responses

Each question was read slowly and explained by the researcher before pupils had to respond. Questions were treated one by one. During the pilot study, discussed under 3.3.2 it was noted that pupils would not be in a position to respond to item number 7 and 9. Plans were made therefore to elucidate the questions. Procedures for this task are explained under 3.3.2.

- The design of the questionnaire allowed optional responses at the end of the given responses. The

measure was intended to remove sources of limiting respondents as discussed above. This was done as follows: "Other reasons (kindly specify ...)".

- The face-to-face administration of the questionnaire reduced possibility of misinterpretation of questions, because the researcher explained each item thoroughly and encouraged respondents to ask questions where necessary. Since much effort went into the design of the questionnaire the incidence of misinterpretation of questions was greatly reduced.
- To help respondents answer truthfully, they were assured that their responses would be held in strict confidence. To appeal to the interest of the respondents considerable attention was paid to the design of the questionnaire instrument.

1.2.2 Construction of interviews

In this study interviews were administered to school committee members and circuit managers. Since these two populations were smaller representative samples, the interview became an appropriate tool (Orlich, 1978:8). Considerable attention was paid to the interview design.

3.2.2.1 Advantages of the interview method in this study

- The method would be easily used with near illiterate and illiterate subjects (i.e. some school committee members, in schools, cannot read or write.)
- It became a useful instrument to obtain an in-depth data on personal information, perceptions and attitudes. This was the case especially with the circuit managers.
- It allowed the investigator to clarify questions,

especially to the school committee members. This consequently enhanced the validity of the responses as the respondents answered without misinterpretations of the questions.

- It gave the researcher an opportunity to observe verbal as well as non-verbal behaviour.
- It became possible to the interviewer to make a follow-up to the responses by probing leads.
- Interview assured a 100 percent response in this study. This was in accordance with what Orlich (1978:8) recommends.

3.2.2.2 Disadvantages of the interview technique for this study

Experienced researchers have noted a number of pitfalls of the interview technique.

- The first discrepancy is the interview bias. The main source of of the bias is the interviewer. Mouly (1970:204) pointed out that "No matter what he does, the interviewer is bound to have some effect upon his data". According to this writer, bias may depend on the age, sex, education, race socio-economic level and religious background of the interviewer.
- Taking notes during the interview might present some problems. Its major disadvantage, Mouly (1970:206) observed, lies in that attention of the respondent is distracted and some might even be curious. Using a tape recorder, is equally not a good method, because some respondents owing to certain beliefs might object or even suspect that the information will be used in purpose other than for research.
- It has been noted that interviews are costly in time and effort.

- During an interview the interviewer becomes part of the instrument. This implies that the respondents would have to react to the interviewer as well as to the questions posed. Consequently, spontaneity, frankness and honesty are reduced (Vockel, 1983:88).

3.2.2.3 How did the researcher overcome inherent disadvantages of the interview instrument?

The researcher was fully aware of the interview bias and tried to follow all ethics of research to reduce bias.

- A coding system was designed to record responses of the respondents. This reduced interruption to the communication flow between respondents and the interviewer.
- To reduce costs, school committee members, in most cases were organised to report at their schools for the interview, through their principals. This reduced research costs on this level.
- The researcher tried to establish rapport with each respondent to promote frank and spontaneous responses from the interviewee.

3.3 FIELD INVESTIGATION

3.3.1 Permission

Before undertaking the field investigation, permission had to be secured from the Department of Education and Culture.

A letter endorsed by the University, requesting for permission to conduct research, together with copies of the research instruments were personally handed over to the Secretary for Education and Culture. In the letter, the purpose of the study was clearly stated.

Permission was granted on condition that all information pertaining to the project would be made available to the Department of Education and Culture at a later date. Having obtained permission from the Secretary of Education and Culture, the next step was to secure permission of the circuit managers. Permission of secondary school principals for the sampled schools was obtained after administration of the pilot study discussed underneath in 3.3.2.

3.3.2 Pilot study

Experienced researchers are of the opinion that before a researcher administers his research instruments in the field, it is essential that he undertakes preliminary trial of the research measures.

The trial out is actually a small-scale version of the anticipated study, with restricted sample of subjects (Mason and Bramble, 1978:62). If the researcher employs questionnaires, Good (1972:234) has argued; validation in terms of their use should be ascertained through a try-out. A pilot test has many advantages. It can uncover a number of failings, it can detect discriminability, ambiguity, poor wording of instructions as well as areas that might be sensitive to the respondents (Tuckman, 1972:199-200; Mouly, 1970:69; Borg and Gall, 1983).

Since the researcher could not reach the actual population for whom the instruments were designed at the time of the construction of the instruments, the pilot-study questionnaire was initially given to friends (the measure is recommended by Mouly, 1970:191) and few pupils. The pupils came from Dlangezwa and Ongoye High school situated in the vicinity of the University of Zululand. The draft research instruments were also given to the persons who are familiar with the construction of the questionnaire and interview instruments.

On arrival at the investigation area in KwaNdebele, a field investigation was carried out to reaffirm the validity of the research instruments. This was conducted in two senior secondary schools. In each school 10 pupils, 5 males and 5 females from the 1986 standard 7 group formed a sample. This group included 2 pupils who had failed their end of the year examinations in 1986, i.e. a male and a female pupil. The principal and one standard 7 (1986) class teacher formed two smaller samples. Two school committee members in each school i.e. 1 male and 1 female formed a smaller sample. All these subjects were subjected to the pilot-test.

From the pupil's questionnaire the following were noted after an analysis of their responses:

- (i) Three out of ten pupils had not fully completed questions 39 and 46 respectively. The questions required information regarding the number of occasions a pupil repeated a standard and the number of times he was transferred from one school to another.
- (ii) It was also noted that all the pupils could not answer item No. 9 on the questionnaire. This might be ascribed to faulty memory.
- (iii) Only two pupils were uncertain as to how to classify job categories of their fathers and mothers respectively.

It was noted that problems in numbers (i) and (iii) could be avoided through repeated explanations and checking that pupils had responded appropriately. With regard to item number (ii) above, it was decided that information for each pupil in the sample would be obtained from the examination schedule and supplied to the pupils with the aid of a teacher. The researcher would also check whether the information which had been supplied was completed accurately and truthfully.

It was realized that principals would need assistance in item number 27 of the questionnaire which requested them to rank their responses. With regard to the standard 7 class teachers, it appeared no problems would be experienced in the actual field investigation.

For the school committee members it was noted that difficulties would be experienced in responding to items 16 and 17 which also required the respondents to rank their responses. Consequently, the researcher prepared small response cards for this item. In the actual administration respondents with at least primary education would be assisted through these cards in ranking their responses. For other respondents with no formal education at all, a slow reading of each question and repetition would assist to elicit responses.

During the pilot study it also emerged that the duration for the administration of each instrument to the relevant sample would be apparently as follows:

- (i) Pupils would take about 1 hour 40 minutes to complete the questionnaire. It must be remembered that this would include time when information for items 7 and 9 would be individually given to a pupil by a teacher assisting the researcher. Despite the length taken in terms of time, no pupil reported to suffer from what Black and Champion (1976:393) term 'testweary'. These writers further argue that tired respondents have a tendency of answering carelessly to some items on the questionnaire and this might lower the validity of the questionnaire instrument as a data collecting tool.
- (ii) Principals and teachers reported that their questionnaires, on average would take 1 hour and 30 minutes respectively.
- (iii) Concerning school committee members it was noted that the administering of the interview to each member, would take about 20 minutes.

Information of the duration of each investigation with the group or individual proved valuable when making appointments with principals of schools whose first question in many cases was "how long will it take pupils to complete the questionnaire?" This question in most cases was asked for the purpose of determining the time when the researcher would be allowed to conduct the research with pupils. In order not to interfere with teaching time most schools preferred allowing the researcher to conduct the survey in the afternoon.

As stated above only two of the instruments would take 30 minutes and less to administer. According to Goode and Hatt (1952:134) administration of both the interview and the self-administered questionnaire should not take beyond half an hour of the respondent's time. These authorities argue that the longer the administration of the instrument the more difficult it is to get the work done, without fatiguing the informant. Considering the nature of this study, devotedness, interest and loyalty revealed by the respondents, the time factor became a non-important issue.

3.3.3 Sampling

3.3.3.1 A brief description of the population characteristics

Behr (1983:15) states that before a researcher compiles a sample, he should know the characteristics of the population. Such knowledge is essential to ensure that the researcher draws up a representative sample. He further argues that the results of the sample should be equal to those of the population if it were to be examined. The principle was adhered to in this study.

At the time of investigation, records of 1986 show that there were 44 secondary schools with a pupil population of 28 962. These schools were distributed in 5 circuits. The ratio between schools in rural and semi-urban environments was about 3.4:1. Very few areas have

developed to what is known as 'townships'. Most of these areas were actually villages (mainly with Afrikaans names, as the map reveals) and are being developed to become 'urban centres'. So far many have limited urban function like commercial banks, post offices, police stations and industries. Areas like Leeufontein, Vaalbank, Kwaggafontein, Tweefontein and Valschfontein or Siyabuswa have some 'urban' character. Please refer to the map (fig. (ii) on page xxvi.

In a study conducted by Race Relations in 1968 it was found that Black matriculation pupils attending boarding schools in 1967 performed better at school than pupils residing in urban communities (Muriel, 1968:223). Some of the reasons advanced for poor performance of pupils residing in urban areas are:

- (i) There are greater distractions in towns than in the country. Entertainments may entice pupils away from books.
- (ii) Urban schools are overcrowded and understaffed.
- (iii) Many pupils find it difficult to give attention to their homework in overcrowded, ill-lit homes (Muriel, Ibid.)

Since the preceding study points out that pupils in Urban environments are likely to perform less well owing to factors as discussed, it would have been of interest in this study to have stratified the school population according to rural and semi-urban residential areas. As stated earlier it was noted that the distinction between urban and rural is minimal. Even areas that are classified as rural do have urban influence because most 'breadwinners' work in urban areas e.g. workers in Pretoria commute daily between their homes and the city by bus. Their homes are situated in these areas: Tweefontein, Valschfontein, Vaalbank and Leeufontein to mention a few. These workers bring with them urban influences. Thus, in drawing up the sample of pupils the rural-urban distinction was not considered.

KwaNdebele consists of heterogenous ethnic groups, viz. South Ndebeles, Zulus, Swazis, Northern Sothos and Tswanas. Few schools offer Tswana and one school offers only Northern Sotho because the majority of pupils in that village belong to that ethnic group.

All the facts discussed above were taken into cognizance in drawing up the various samples.

3.3.3.2 Selection of schools

Since there were only 5 circuits at the time of investigation, participating schools were chosen in such a way that they covered a broad distribution across the entire region. The number of schools per circuit were proportionally determined in terms of the total secondary school pupil population. In each of the following circuits two schools were selected; Siyabuswa, Weltevrede and Allemansdrift. These circuits have a higher secondary school population than the other circuits and are incidentally older. From the two remaining circuits, namely, Tweefontein and Kwaggafontein, one school in each was selected. In all, 8 schools formed the sample. The selection of the schools was done randomly.

3.3.3.3 Selection of population samples

There were 5 independent samples in this study, viz. pupils, teachers, principals, school committee members and circuit managers.

3.3.3.3.1 Pupils' sample

The purpose of this study was to describe socio-pedagogic factors that influence scholastic achievement of secondary school pupils. Although the main concern on low academic standards is solely focussed on the matriculation candidates, the objective of the researcher was to survey

factors at home and at school which influence scholastic achievement of secondary school pupils in general. Consequently, the standard seven group for 1986 was used to study factors that influence scholastic attainment of secondary school pupils. To achieve this goal the pupils' sample comprised the promoted and failure group.

A total number of 399 pupils, i.e. 198 males and 201 females were selected from the 8 sampled schools through a systematic method. In drawing up the sample, in each school every i th member from the population was selected into sample. In other words from the alphabetical list of the pupils the 3rd, 6th, 9th pupils were chosen to form a sample (Johnson, 1977:164-165).

In the present study the researcher had to contend with pupils from a heterogenous population in terms of ethnicity. It was essential to ensure that each group was adequately represented.

Ary (1979:135) points out that systematic sampling from an alphabetical list will probably not give a representative sample e.g. certain groups might tend to cluster under certain letters and might be omitted. In this study, since the sample was drawn up from a small population of usually not more than 150 in each school, it was felt that certain pupils whose surnames appear under a particular letter might be over represented. To avoid this, admission numbers of pupils which appear next to the name of each pupil in the attendance register were first arranged in a descending chronological order. In designing the list of pupils according to their admission numbers those that had been transferred to other schools or had dropped out were excluded. To determine the first subject to be selected from the random list (according to admission numbers), the table of random numbers was entered. This was necessary to avoid bias (Sax, 1979). If one starts at random, every

member of the population has an equal chance of being selected, consequently systematic sampling is generally an accepted strategy (Mouly, 1970:144).

A pertinent issue that had to be considered in drawing up the pupils' sample was:

- the extent to which the sample was proportional representation of the entire population being studied. This also indirectly relates to the size of the population. In drawing up a sample of 399 pupils out of 28 962 pupils, it may be realized that 1 out of every 72 pupils was selected to form the sample. Since the respondents would be contacted by questionnaires and proofs for the findings would be by sex, socio-economic status, educational standard of parents, etc., a large sample was desirable (Mouly, 1970:140).

According to a table of Estimated Population and sample sizes prepared by the National Education Association, it has been suggested: e.g. for a population size of 30 000, a sample size of 379 should be selected and from a population size of 100 000 only 383 subjects should be selected to form the sample (Orlich, 1978:89). It should be noted that these figures are not a "blue-print" but only serve as a guide. What actually led to the desire of a large sample in this study, is the heterogeneity of the various variables as explained earlier. According to Cohen and Manion (1980:78), 'the greater the heretogeneity on a particular variable, the larger the sample that is needed'. It has been further argued that the larger the sample size the less the possibility of committing type II error. A type II error in research is a mistake of not rejecting a false null hypothesis (Dominowski, 1980:218). A large sample, it was hoped, would increase the power of the test, or the null hypothesis.

3.3.3.3.2 Principals and standard seven class teachers

Principals of the eight schools from where the pupil sample was drawn formed an independent sample of eight subjects. From the same schools a sample of 8 class teachers for the standard 7 academic group (1987) was drawn. In doing this the teacher's teaching experience was considered. In each school the most experienced teacher who was a standard 7 class teacher in 1986 was chosen to become a member of the teachers' sample. Experience was essential so as to help the subject to respond to some of the items on the teachers' questionnaire. If the teacher knew his pupils well and was observant, depending on his honesty, objective responses would be given to the benefit of the investigation.

3.3.3.3.3 School committee members

It was planned that all school committee members of the sampled schools would form a distinct sample, representing parents. Owing to disturbances in schools from May 1987, it was discovered that not all school committees could be contacted through the headmasters of their schools.

In many schools, these subjects were either inactive, i.e. reluctant to participate in school matters or had resigned. Through effort and assistance of principals, a sample of 28 subjects in seven schools was eventually drawn. The eighth school had no school committee at all. Since the selection of schools had been proportionally done, and the fact that other schools in the circuit had no school committee members as well, it was not possible to substitute it with members from another school.

3.3.3.3.4 Circuit managers

The study was about the relationship of certain variables at home and school to academic performance. All circuit managers were selected to form a sample for the purpose of

providing an overview perspective on certain factors at school. The researcher hoped to describe how performance of secondary school pupils with regard to academic attainment could be comprehended. Five circuit managers formed a sample from which data was collected.

3.3.4 Administering the questionnaire and interviews

3.3.4.1 The Questionnaire

As stated earlier three sets of questionnaires were used to tap data from pupils, teachers and principals.

3.3.4.1.1 The pupil questionnaire

The pupil questionnaire was administered face to face to the respondents. They had to answer or respond to the questions in the presence of the researcher.

At the time agreed upon with the principal, mainly in the afternoon, the researcher would arrive at the school. The pupils, initially not at ease, would be told of the purpose of the study. This would be followed by telling a joke or two, which in many instances made the pupils to 'thaw' and relax. Pupils would thereafter be requested to pay special attention as the researcher read and explained each instruction on the covering letter that accompanied the research instrument. The following items were emphasized; accuracy and neatness when answering; information would be kept confidential; therefore they had to be truthful and honest when answering questions. Pupils were also shown how to answer by placing a cross in the appropriate column. They were then told that each question would be read slowly and explained before they would attempt to answer it. They were also told they could ask any question.

The first item on the questionnaire was tackled and the researcher checked whether pupils had answered properly. After this the teacher read percentages for items 7 and 9 for each pupil. The researcher assisted as well as checked whether pupils were putting crosses in the appropriate columns. After this the teacher departed, leaving the respondents with the researcher in order to promote frank and spontaneous responses.

In general, the response to the pupil questionnaire went as planned. This might be attributed to the following:

- The straight-forward, unambiguous items and instructions on the questionnaire.
- Co-operation displayed by the respondents.

3.3.4.1.2 The principals' and teachers' questionnaires

Questionnaires were handed over to these subjects on the day the researcher arrived at a particular school to request permission to conduct research. Owing to statistical information required on these two sets of questionnaires, respondents were allowed to complete them privately. It was agreed that they would be collected on the day the researcher would administer questionnaires to pupils and the interviews to parents, as per appointment. Owing to problems revealed during the pilot run, item number 27 was explained to each principal.

All the questionnaires were completed by the principals and teachers and were handed over to the researcher at the time agreed upon.

.3.4.2 The interviews

As stated earlier, interviews were administered to two smaller samples, viz. school committee members and circuit managers.

.3.4.2.1 School committee members

In the actual administration of the interview the researcher started by pointing out the purpose of the study to the interviewee. It was also explained that the information collected would be used solely for research and advancement of education. This was followed by a sigh of relief from the interviewee in many occasions.

The questions were read from schedules prepared in the languages of the respondents. These were in South Ndebele or Northern Sotho (most people, even if they do not belong to these groups, can converse in one of these languages or both). Responses were recorded in the English version. As explained earlier illiterate subjects especially, as well as almost all others, had to be assisted to rank their responses for item numbers 16 and 17 respectively, through the aid of response cards. On the whole, the interviews with school committee members were a success.

3.3.4.2.2 Circuit managers

Since items 1 to 6 on the interview instrument required statistical information, e.g. number of pupils, pupil-teacher ratio etc., it was planned that the respondents would attend to them at their own convenient time. Items 7 to 14 actually formed the real interview. These were administered face-to-face to respondents.

The response to the open-ended questions were rich and elaborative. The responses were edited and had been discussed in Chapter four.

3.4 PROBLEMS EXPERIENCED DURING THE ADMINISTRATION OF THE SURVEY

3.4.1 Pupils Questionnaire

In items 7 and 9 of the questionnaire, pupils were requested to furnish marks for the African Language(s) and the aggregate examination mark expressed as percentages. In one school, 17 pupils out of 150 had not sat for the final examination. These pupils were excluded from the sample in that school. As learning was not so conducive in the other schools in that circuit at the time of the investigation, the school could not be replaced by another one.

3.4.2 School committee members

It must be pointed out, that to interview these subjects needed patience, perseverance and devotion. In some of the schools more than one visit had to be paid in order to interview school committee members. In certain schools it was arranged that members who are working in urban areas should be interviewed during week-ends.

Owing to some commitments in their homes, some of the potential subjects did not attend meetings arranged by their principals. The principal of one school was kind enough to sacrifice personal time and to take the researcher 'around' to the homes of some of the school committee members. Very few school committee members were visited at their homes; this was only done in the initial stages. Later the method was dropped because it was realized that subjects felt uneasy when interviewed at their homes. Possibly, they feared other members would not be consulted and the member who supplied information to the researcher would be blamed by his colleagues. In certain cases the researcher had to make more than one trip to a school to interview those members still active in school affairs and willing to be subjected to the interview.

3.4.3 Principals and Inspectors

Initially, it became a problem to meet these officials at their schools or circuit offices. This was due to various meetings that were held in the region. Emergency meetings, on few occasions, meant postponement of interview and other arrangements personally made with circuit managers.

Nevertheless none of the experienced problems threatened viability of the project. The field investigation was carried out successfully.

3.5 COLLECTION OF REPLIES

3.5.1 Pupils' questionnaire

In section 3.3.3.3.1 it was stated that a sample of 399 pupils was selected from eight schools. With reference to table 4.1 in Chapter four it can be noted that 399 questionnaires were received from pupils. This implies the response was 100 percent. This is one major advantage of the personal administration of the questionnaire.

3.5.2 Teachers' and Principals' Questionnaire

According to the sampling design, in 3.3.3.3.2 eight teachers and eight principals from the schools in which the sample of 399 pupils was drawn formed two distinct samples. Sixteen questionnaires were collected from these samples. The response was 100 percent.

3.5.3 School committee's interview

Under the sample design, it was stated at the time of investigation there were only 28 'active' school committee members in the sample schools. All these members were interviewed. The response was again 100 percent.

3.4 Circuit managers' interviews

As planned, 5 circuit managers were interviewed. This also resulted in a 100 percent response. The administration of both instruments in this research, viz. questionnaires and interviews was on the whole, a complete success. This may be attributed, inter alia., to the following:

- (i) Easy and straight-forward nature of the pupil questionnaire items.
- (ii) Clear, precise and concise instructions given or written in all questionnaire instruments.
- (iii) Well constructed questionnaire and interview items.
- (iv) Wonderful co-operation of all respondents who participated in the study during the field investigation.
- (v) The fact that the researcher is also a school principal in one of the schools of the region wherein the study was carried out.

3.6 CONCLUSION

All the data which were received were first checked to ascertain whether all items have been attended to by the respondents. The data had been categorised, interpreted and discussed in the next chapter.

CHAPTER 4

TREATMENT OF DATA

4.1 INTRODUCTION

It was stated earlier, that the primary purpose of the study was to examine socio-pedagogic conditions that affect scholastic achievement with special emphasis on the secondary education in KwaNdebele.

To achieve the goal, the following research instruments were administered to respondents to elicit information pertaining to the project: questionnaires - which were administered to standard seven pupils (1986), principals and teachers; and interviews - which were administered to circuit managers or inspectors of education and school committee members.

Owing to the fact that there were three questionnaires and two sets of interviews, it became necessary to require services of a qualified computer programmer to process the responses on the pupils' questionnaires. Since the questionnaires were not pre-coded, they were first coded before being sent to the computer centre for the processing of the data.

EXAMPLE: ITEM 16 ON THE PUPILS' QUESTIONNAIRE

What is the order of your birth?

FIRST BORN	INTERMEDIATE	LAST BORN
1	2	3

Each column was given a code number as indicated. All items in all the questionnaire and interview research instruments were likewise coded and analysed manually by the researcher except for the pupils' questionnaires. Since there were 5 different sets of research instruments, data from each as well as findings will subsequently be discussed.

4.2 ANALYSIS AND INTERPRETATION OF DATA - PUPILS' QUESTIONNAIRE

4.2.1. Age, sex and scholastic achievement

TABLE 4.1 : NUMBER OF SUBJECTS ACCORDING TO SCHOOLS

SCHOOL	FREQUENCY	PERCENT
A	50	12.5
B	50	12.5
C	49	12.5
D	51	12.5
E	50	12.5
F	50	12.5
G	50	12.5
H	49	12.5
TOTALS	399	100

Table 4.1 indicates that there were 399 subjects from 8 schools to whom a questionnaire was administered.

.2.1.1 Biographical Data

TABLE 4.7 : NUMBER OF PUPILS ACCORDING TO AGE AND SEX
DISTRIBUTION IN RELATION TO SCHOLASTIC ACHIEVEMENT

AGE	SEX	LESS THAN		30-39%	40-49%	50-59%	60-69%	70% ⁺	TOTAL
		20%	20-29%						
13-15	M	1(3.45)	1(3.45)	2(6.90)	9(31.03)	12(41.38)	4(13.79)	0	29(100.00)
	F	1(2.22)	1(2.22)	6(13.33)	17(37.78)	14(31.11)	5(11.11)	1(2.22)	45(100.00)
	T	2(2.70)	2(2.70)	8(10.81)	26(35.14)	26(35.14)	9(12.16)	1(1.35)	74
16-18	M	2(1.46)	2(1.46)	33(24.09)	46(33.58)	34(24.82)	19(13.87)	1(0.73)	137(100.00)
	F	1(0.74)	4(2.94)	33(24.26)	50(36.76)	39(28.68)	7(5.15)	2(1.47)	136(100.00)
	T	3(1.1)	6(2.20)	66(24.18)	96(35.16)	73(26.74)	26(9.52)	3(1.1)	273
19 AND ABOVE	M	1(3.12)	3(9.38)	4(12.50)	13(40.62)	2(6.25)	7(21.88)	2(6.25)	32(100.00)
	F	0	0	7(35.00)	8(40.00)	4(20.00)	1(5.00)	0	20(100.00)
	T	1(1.92)	3(5.77)	11(21.15)	21(40.38)	6(11.54)	8(15.38)	2(3.85)	52
TOTAL		6	11	85	143	105	43	6	399

*Figures in brackets are percentages.

An analysis of the table reveals that from the ages of 13 to 15 years there is a slight difference in performance between male and female pupils at 60-69 percent aggregate. The table further reveals that between 16 and 18 years the difference in achievement between boys and girls was small. The table depicts that 100 or 73 percent of the boys who are between 16 and 18 years obtained 40 percent and above on aggregate. The corresponding figure for girls at this age category was 98 or 72,05 percent.

From 19 years and above, boys clearly outnumber girls in obtaining higher scores. Whereas 24 or 75,01 percent of the boys who are 19 years and above scored 40 percent and above on aggregate, the corresponding figure for girls over 19 years of age is 13 or 65 percent.

A comparison of the performance of pupils who are between 13 and 15 years and those who are 19 and above indicates that a higher percentage from the younger group passed at 60 percent aggregate and above with boys slightly outnumbering girls. It can be concluded that boys qualitatively perform better than girls and clearly outnumber girls as they become older. It is quite possible that older girls in the late teens become more concerned at an earlier age with adolescent problems than boys do.

Meighan (1986:303) maintains that the discussion of sex, independent of other factors such as socio-economic status, is a distortion because girls and boys share many experiences such as social background. The analysis of the

4.2.2. Ethnic language spoken at home, African language taken at school and academic achievement

TABLE 4.3(a): HOME LANGUAGE BY AFRICAN LANGUAGE TAKEN AT SCHOOL

LANGUAGE	N. SOTHO	TSWANA	ZULU	TOTAL
S. Ndebele	21	0	150	171
N. Sotho	94	1	9	104
Zulu	4	1	59	64
Swazi	1	0	17	18
Tswana	19	0	1	20
Other	15	7	0	22
TOTAL	154	9	236	399

TABLE 4.3(b): HOME LANGUAGE BY ACADEMIC ACHIEVEMENT IN THE
AFRICAN LANGUAGE TAKEN AT SCHOOL

LANGUAGE	20-29%	30-39%	40-49%	50-59%	60-69%	70% ⁺	TOTAL
S. Ndebele	6 3.51	11 6.43	63 36.84	64 37.43	22 12.87	5 2.92	171 100
N. Sotho	1 0.96	10 9.62	17 16.35	41 39.42	24 23.08	11 10.58	104 100.00
Zulu	7 10.94	1 1.56	19 29.69	27 42.19	7 10.94	3 4.69	64 100.00
Swazi	1 5.56	0 0.00	8 44.44	3 16.67	4 22.22	2 11.11	18 100.00
Tswana	0	1 5	6 30	8 40.00	4 20.00	1 5	20 100.00
Other	0	0	11 50	7 31.82	4 18.18	0 0.00	22 100.00
TOTAL	15	23	124	150	65	22	399

An analysis of Table 4.3 (a) and 4.3 (b) reveals that a number of pupils are doing a different African language at school than the one spoken at home. Ndebele pupils mainly take Zulu. Table 4.3 (b) shows that whereas 48.78 percent of the 171 Ndebele speaking pupils obtained less than 50 percent on aggregate, the corresponding figure was 26.95 percent or 27 pupils of the 104 pupils taking Northern Sotho at school that obtained less than 50 percent on aggregate. It should be noted that most North Sotho speaking pupils mainly take Northern Sotho at school. It can be concluded that the incidence of taking a different language at school from that spoken at home is detrimental to success at school.

4.2.3 Social class and scholastic achievement

Data on father's occupations were classified in line with Glass's classification, (Boudin, 1973:123).

LOW STATUS	HIGH STATUS
Manual workers	Professional workers (lawyers, teachers, doctors)
Shop assistants	
Factory workers	Civil servants
Other (night watchmen)	Business
	Technicians
	Salesmen

TABLE 4.4: FATHER'S OCCUPATION BY SCHOLASTIC ACHIEVEMENT

AGGREGATE	LESS THAN					TOTAL
	40%	40-49%	50-59%	60-69%	70% ⁺	
HIGH STATUS	26(25)	45(43.27)	22(21.15)	9(8.65)	2(1.92)	104
LOW STATUS	76(25,76)	98(33.22)	83(28.14)	34(11.53)	4(1.36)	295
TOTAL	102	147	105	43	6	399

Table 4.4 shows that 75 percent or 78 pupils of the 104 pupils whose fathers are employed in the high status occupations, obtained 40 percent and above on aggregate. It also reveals that 74,25 percent of the 295 pupils whose fathers are employed in low status occupations obtained 40 percent and above on aggregate. The difference in performance between the two groups is too small to warrant any significant distinction.

The findings in this study that father's occupation is not related to academic achievement, is not in harmony with Marsden's finding in Banks (1976:91) who pointed out that manual work parents generally lack self-esteem, ability and often transfer such concepts to their children. In the present study there appears to be no difference between performance of pupils whose parents are employed in low status occupations and those whose parents are doing white-collar-jobs, or high status occupations.

It appears other factors play a more influential role on academic performance of pupils than fathers' occupation per se. It can also be postulated similar to Naguran's findings (1978) in a study on failure in Indian education, that the use of fathers' occupation as an index of social class in relation to academic performance only holds true for western oriented societies.

4.2.3.1 Parental educational level and attitudes in relation to scholastic achievement

TABLE 4.5: NUMBER OF SUBJECTS ACCORDING TO FATHERS' EDUCATIONAL LEVEL IN RELATION TO SCHOLASTIC ACHIEVEMENT

Parental Educational level	LESS THAN					TOTAL
	40%	40-49%	50-59%	60-69%	70+	
a) Never went to school	34(28.1)	41(33.9)	29(24,0)	16(13.2)	1(10,8)	121(100)
b) Incomplete primary education	40(25,3)	60(38)	41(35,9)	15(9,5)	2(1.3)	158(100)
c) Standard 6	18(23,4)	31(40,2)	18(23,4)	8(10,4)	2(2,6)	77(100)
d) Standard 8	7(28)	7(28)	9(36)	2(8)	0	25(100)
e) Standard 10	0	2(25)	5(62,5)	1(12,5)	0	8(100)
f) College, University etc.	3(30)	2(20)	3(30)	1(10)	1(10)	10(100)
TOTAL	102	143	105	43	6	399(100)

Table 4.5 shows that more pupils whose parents have some measure of education, i.e. between standard and 8 and 10, perform better than pupils whose parents have low education

or even never went to school. For instance, whilst 44 percent or 11 pupils out of 77 pupils whose parents went as far as standard 8 obtained 50 percent and above, of the 121 pupils whose parents never went to school, 38 percent or 46 obtained an aggregate of 50 percent and above. The study thus shows that parental educational level is associated with the pupils' scholastic achievement although the difference between the two groups is rather small to signify a strong association. The findings of this study are consistent with those of Swift (1965), Conklin, (1981) and Wolf, (1966).

4.3.2 Family Size and scholastic achievement

TABLE 4.6: NUMBER OF SIBLINGS IN RELATION TO SCHOLASTIC ACHIEVEMENT

NUMBER OF SIBLINGS	LESS THAN 40 %	FROM 40% TO 70%	TOTAL
1-3 children	32(33.68)	63(66.32)	95
4-6 siblings	70(23.03)	234(76.97)	304
TOTAL	102(25.56)	297(74.44)	399

According to Table 4.6, out of 95 pupils from small families of 1-3 siblings, 63 or 66,32 percent obtained an aggregate of more than 40 percent. The table further shows that of the 304 pupils from large families (4-6 siblings) 234 or 76,97 percent on aggregate obtained more than 40 percent. From these figures it can be deduced that pupils from large

families perform better at school than those from small families. The findings in this study are thus contrary to findings in studies conducted by Nisbet (1953) and Douglas (1964). Nisbet (1953) for instance, found that a large family was a handicap to verbal development because the child who is cast in the cloud of siblings will tend to learn and acquire verbal skills less efficiently from his peers than from the adult model. For the present findings it could be speculated that elder brothers and sisters who have some measure of education may be of assistance to younger siblings in larger families.

4.2.3.3 Birth order and scholastic achievement

TABLE 4.7: BIRTH ORDER AND ACADEMIC ACHIEVEMENT

	LESS THAN							TOTAL
	70%	20%	20-29%	30-39%	40-49%	50-59%	60-69%	
First borns	3	0	24	48	35	11	2	123
	2.44	0.00	19.51	39.02	28.46	8.94	1.63	100
Intermediate	2	6	48	71	56	19	4	206
	0.97	2.91	23.30	34.47	27.18	9.22	1.94	100
Last borns	1	5	13	24	14	13	0	70
	1.43	7.14	18.57	34.29	20.00	18.57	0.00	100
TOTAL	6	11	85	143	105	43	6	399

An analysis of the data in table 4.7 discloses that of the 123 first borns 27 or 21,95 percent obtained an aggregate of less than 40 percent. Of the 206 intermediates 56 or 27,18 percent obtained an aggregate of less than 40 percent. It further shows that of the 70 last borns 19 or 27,14 percent obtained an aggregate of less than 40 percent. From these data it is evident that fewer first borns than last borns obtained less than 40 percent and consequently their performance is higher than that of the last borns and intermediates.

The findings in this study that first borns achieve better results than later borns confirms Zajonc's (1976) findings that children born early in small families are brighter than later borns (Havighurst, 1979:175). Zajonc's reference to children born early in families is a broad connotation. It may include children other than first borns. The present study did not investigate the influence of birth order in small families with regard to scholastic achievement. Duncan, 1967; in Boocock, (1980), found that educational attainment as well as future careers of first born sons are higher than those of the intermediate sons. Whilst the present study did not research on pupil's careers, the performance of the pupils only indicates that first borns are performing better at school than the later borns and last borns. It seems African societies, especially the Ndebele parents, tend to exert more pressure to achieve on 1st borns than on first borns. Furthermore, whilst first borns are sternly brought up, parents tend to be permissive with last borns.

4.2.4 Family material circumstanceTABLE 4.8: FATHERS' OCCUPATION, PLACE OF STUDY AT HOME (FOR PUPILS) AND SCHOLASTIC ACHIEVEMENT

FATHER'S OCCUPATION	AGGREGATE %	SPECIAL ROOM	ROOM WITH OTHER PEOPLE	BEDROOM	KITCHEN	OTHER	TOTAL
Low	Less than 40%	37(12.54)	14(4.74)	20(6.78)	6(2.03)	1(0.33)	78(26.44)
Status	More than 40%	112(37.97)	18(6.10)	71(24.07)	12(4.07)	4(1.36)	217(73.56)
High	Less than 40%	11(10.58)	6(5.77)	8(7.69)	3(2.88)	-	28(26.92)
Status	More than 40%	39(37.5)	5(4.81)	30(28.85)	2(1.92)	-	76(73.08)
Total		199	43	129	23	5	399
Percentage		49.87	10.78	32.33	5.76	1.25	100.00

In this study data on place of study were cross tabulated with fathers' occupations. This forms an index of social class for the purpose of establishing different educational patterns between the middle class and lower class pupils.

Table 4.8 shows that of the 295 low status pupils, 112 or 37,97 percent who study in a special room obtained more than 40 percent on aggregate, whilst 39 or 37,5 percent of the pupils from the high status families obtained more than 40 percent on aggregate. Of the 104 high status pupils, 30

or 28.85 percent of those pupils who study in the bedrooms obtained more than 40 percent on aggregate. Of the 295 low status pupils, 71 or 24.07 percent of those who study in the bedrooms obtained 40 percent and above on average. From these data it can be concluded that more pupils succeed at school when they have a special place of study irrespective of the social class.

4.2.4.1 Type of light and academic achievement

TABLE 4.9: TYPE OF LIGHT USED AND SCHOLASTIC ACHIEVEMENT

Type of light	Less than					TOTAL
	40%	40-49%	50-59%	60-69%	70% ⁺	
Candle light	80(24.92)	115(35.83)	86(26.79)	36(11.21)	4(1.25)	321
Paraffin lamp	17(25.00)	25(36.76)	17(25.0)	7(10.29)	2(2.94)	68
Gas lamp	4(100)	0	0	0	0	4
Electricity	1(16.67)	3(50)	2(33.33)	0	0	6
TOTAL	102	143	105	43	6	399

Responses in table 4.9 indicate that there are two main types of lights used, i.e. candle lights and paraffin lamps. It further reveals that there is no difference in the academic performance of pupils who use candle light and paraffin lamps.

4.2.4.2 Type of furniture used and academic performanceTABLE 4.10: TYPE OF FURNITURE USED AND SCHOLASTIC ACHIEVEMENT

Furniture	Achievement Group				Total
	Less than 40%		More than 40%		
	Freq.	%	Freq.	%	
Table and chair	78	24.37	242	75.63	320(100)
Study desk	5	38.46	8	61.54	13(100)
Sofa	6	33.33	12	67.67	18(100)
Bed	13	29.55	31	70.45	44(100)
Other	0	0	4	100.00	4(100)
Totals	102	25.56	297	74.44	399(100)

Table 4.10 demonstrates that the majority of pupils use a table and chair. From this table it appears the highest percentage of pupils i.e. 75,6 percent obtained 40 percent and above. Pupils who use furniture types such as the sofa and bed for study purposes obtained less marks than others.

4.2.4.3 Disturbance by other members at home and academic achievementTABLE .4.11: HOME DISTURBANCES IN RELATION TO ACADEMIC ACHIEVEMENT

Type of response	Sex	Less than 40%	40-49%	50-59%	60-69%	70% ⁺	TOTAL
	B	6 (25)	12(50)	6(25)	0(0,00)	0(0,00)	24(100,00)
Frequently	G	7(25.93)	9(33.33)	9(33.33)	1(3.70)	1(3,70)	27(100,00)
	T	13(25.49)	21(41.18)	15(29.41)	1(1.96)	1(1.96)	51(100,00)
On rare occasions	B	29(25.89)	34(30.36)	29(25.89)	18(16.07)	2(1.79)	112(100.00)
	G	31(28.44)	40(36.70)	30(27.52)	7(6.42)	1(0.92)	109(100.00)
	T	60(27.15)	74(33.48)	59(26.70)	25(11.31)	3(1.36)	221(100.00)
Never	B	14(22.58)	22(35.48)	13(20.97)	12(19.35)	1(1.61)	62(100.00)
	G	15(23.08)	26(40.00)	18(27.69)	5(7.69)	1(1.54)	65(100.00)
	T	29(22.83)	48(37.80)	31(24.41)	17(13.39)	2(1.57)	127(100.00)
Grand Total		102(25,6)	143(35,8)	105(26,3)	43(10,8)	6(1,5)	399(100,00)

Table 4.11 indicates that more pupils who reported that they were never disturbed or that they were rarely disturbed obtained 60 percent and above on aggregate. For instance, whilst 6.3 percent of the 27 pupils who reported that they are frequently disturbed obtained 60 percent and above, 19 pupils of 15,96 percent of the 127 that reported they are never disturbed obtained 60 percent and above. A disturbance free atmosphere is thus related to better academic achievement.

4.2.4.4 Hunger at school

TABLE 4.12: EXPERIENCE OF HUNGER AT SCHOOL BY STANDARD 7 PUPILS

RESPONSE	FREQUENCY	PERCENT
a) Always	62	15,54
b) Occasionally	265	66,42
c) Never	72	18,04
TOTALS	399	100.00

Table 4.12 shows that of the 399 pupils 62 or 15,5 percent reported that they always experience hunger at school whilst 66,42 percent or 265 pupils reported that they occasionally feel hunger at school. Since few pupils (15,5 percent) reported that they always experience hunger at school, it could be speculated that hunger, per se, at school is not an important contributory factor to poor performance.

4.2.4.5 The use of study time-tables

TABLE 4.13: USE OF PERSONAL TIME-TABLES BY PUPILS AND ACHIEVEMENT AT SCHOOL

Type of response	Sex	Less than 40%	40-49%	50-50%	60-69%	70% ⁺	TOTAL
Frequently	B	8(16.67)	16(33.33)	13(27.08)	10(20.83)	1(2.08)	48(100)
	G	14(30.43)	14(30.43)	12(26.09)	3(6.52)	3(6.52)	46(100)
Total		22(23.40)	30(31.91)	25(26.60)	13(13.83)	4(4.26)	94(100)
Occasionally	B	18(27.69)	24(36.92)	16(24.62)	7(10.77)	0(0.00)	65(100)
	G	14(20.59)	30(44.11)	21(30.88)	3(4.41)	0(0.00)	68(100)
Total		32	54	37	10	0	133(100)
Never	B	23(27.06)	28(32.94)	19(22.33)	13(15.28)	2(2.38)	85(100)
	G	25(28.73)	31(35.63)	24(27.59)	7(8.05)	0	87(100)
Total		48(27.91)	59(34.30)	43(25.00)	20(11.63)	2(1.16)	172(100)
TOTALS		102	143	105	43	6	399(100)

Table 4.13 reveals that: of the 94 pupils who frequently make use of their study time-tables, boys outnumber girls in better performance at 60 percent aggregate and above. Of the 94 pupils who make use of study time-tables, 17 or 18,09

percent obtained 60 percent and above. It further shows that of the 87 pupils who never use personal time-tables, 7 or 8,05 percent obtained 40 percent and above. From the data it can be concluded that the use of personal study time-tables by pupils is a valuable habit which promotes success at school.

4.2.5 Family climate in relation to the school

TABLE 4.14: PUPIL-PARENT RELATIONSHIP ON RECEIVING AN UNSATISFACTORY REPORT FROM SCHOOL

TYPE OF RESPONSE	BOYS		GIRLS		TOTAL
	FREQUENT	%	FREQUENT	%	
Punish	45	22.73	48	23.88	93
Scold	75	37.88	103	51.24	178
Consult teachers	32	16.16	28	13.93	60
Don't bother	18	9.09	9	4.48	27
Other (e.g. advice)	28	14.14	13	6.47	41
TOTALS	198	100	201	100	399

Although the data in table 4.14 are not related to scholastic achievement, a number of reflections indirectly related to scholastic achievement can be noted. The table reveals that whilst exercising authority and discipline, parents tend to practise sex stereotyping. Many parents still adhere to coercive disciplinary measures such as punishment. Whilst more boys reported that their parents

offer advice, more girls than boys reported that parents scold them on receiving unsatisfactory school reports. The coercive measures practiced by parents who belong to a lower social class supports Havighurst (1979:196). Havighurst stated that whereas middle class parents tend to help the child internalize norms that would lead to success, the lower class parents resort to corporal punishment whenever the child's actions are not up to expectations. According to Boocock (1980:33-43) citing Kohn (1959), the lower class parent simply wants the child to conform to authority whilst the middle class parent teaches the child to internalize life expectations. In the present study it seems most parents still believe in the old traditional expression, "spare the rod and spoil the child".

4.2.6 La famille éduco-gène

Dave (1963) has shown that parental attitudes such as assistance, guidance and consistent encouragement of the child are related to scholastic achievement. In a dissertation project he reported that middle students receive tutorial help in algebra equal in time to that spent in class.

TABLE 4.15: PARENTAL ENCOURAGEMENT IN REGARD TO SCHOOL WORK
AND SCHOLASTIC ACHIEVEMENT

	LESS THAN							TOTAL
	20%	20-29%	30-39%	40-49%	50-59%	60-69%	70% ^f	
a) Encourage, assist and motivate	3	3	24	42	31	10	2	115
%	2,61	2,61	20,86	36,52	26,96	8,70	1,74	100
b) Only tell pupils to be serious	3	7	58	97	70	32	4	271
%	1,11	2,58	21,40	35,79	25,83	11,81	1,48	100
c) Are satisfied as pupils go to school			3	4	4			11
%			27,27	36,36	36,36			100
d) Any other (specify)		1				1		2
%		50				50		100
TOTAL	6	11	85	143	105	43	6	399

In the present study it was found that 73,91 percent of pupils who reported that their parents encourage, motivate and assist them obtained 40 percent and above. Most pupils (271) reported that their parents only tell them to be serious. Of this group 74,91 percent of the pupils obtained 40 percent and above on aggregate. The small difference in the performance of the two groups indicates that parental influence on pupils' education in KwaNdebele, at the time this research was done, was minimal.

Table 4.15, further indicates that of the 11 pupils that reported that their parents are satisfied as long as they go to school, none obtained more than 60 percent on aggregate. It would seem some communication on school matters between the parent and the child is related to success unlike the attitude of parents who care less.

4.2.7 Parents' attitude to homework exercises

TABLE 4.16: PARENTAL ATTITUDES TO HOMEWORK EXERCISE AND SCHOLASTIC ACHIEVEMENT

TYPE OF RESPONSE	LESS THAN							TOTAL
	20%	20-29%	30-39%	40-49%	50-59%	60-69%	70% ⁺	
a) Interest and helpful	2(1.79)	0	25(22.32)	47(41.96)	29(25.89)	6(5.36)	3(2.68)	112
b) Interested, cannot help; low education	4(1.49)	11(4.09)	58(21.56)	93(34.57)	67(24.91)	33(12.27)	3(1.11)	269
c) Care less	0	0	2(13.33)	3(20)	6(40)	4(26.66)	0	15
Other					3(100)			3
TOTAL	6	11	85	143	105	43	6	399

Table 4.16 shows that of the 112 pupils, 27 or 24,01 percent obtained an aggregate of less than 40 percent. Of the group of pupils who reported that their parents are interested but cannot help them with school work 73 or 27,14 percent obtained less than 40 percent. In this study it was therefore found that more pupils whose parents are interested in their school work and helpful, are successful at school than those whose parents are not. The findings in this study confirm findings of Keith, Reimers, and Aubey, (1985) that there is a positive relationship between parental assistance with homework and success at school.

4.2.7.1 Parent's monitoring role of the child's school work

TABLE 4.17: PARENTAL MONITORING OF THE CHILD'S SCHOOL WORK

Type of response	LESS THAN							TOTAL
	20%	20-29%	30-39%	40-49%	50-59%	60-69%	70% ⁺	
Frequently	2	2	21	30	27	10	2	94
%	2.13	2.13	22.34	31.91	28.72	10.64	2.13	100
Occasionally	3	7	56	94	64	25	3	252
%	1.19	2.78	22.22	37.30	25.40	9.92	1.19	100
Never	1	2	8	19	14	8	1	53
%	1.89	3.77	15.09	35.85	26.42	15.09	1.89	100
Total	6	11	85	143	105	43	6	399

Table 4.17 shows that only 94 pupils reported that their parents frequently requested to see what they were doing at school. More pupils in this group obtained between 50 and 70 percent. Their aggregate was higher than that of the group that either reported that their parents occasionally or never requested to see their work. In this study it was therefore found that regular checking of the child's school work by his parents is positively associated with success at school. It is, however, possible that whilst checking the child's work, uneducated parents might simply look at what the child was doing at school without rendering assistance.

4.2.8 Pupils' self concept to learn and educational aspirationsTABLE 4.18: PUPILS' SELF CONCEPT, EDUCATIONAL ASPIRATIONS AND SCHOLASTIC ACHIEVEMENT

		Less than						Total
		30%	30-39%	40-49%	50-59%	60-69%	70% ⁺	
1. Professional	B	7(5.47)	24(18.75)	37(28.91)	35(27.34)	23(17.97)	2(1.56)	128(100)
	G	3(2.44)	22(17.89)	48(39.02)	36(29.27)	11(8.94)	3(2.44)	123(100)
	T	10	46	85	71	34	5	251
	P	3.98	18.33	33.86	28.29	13.55	1.99	100
2. Manual	B	1(5.88)	1(5.88)	12(70.59)	1(5.88)	1(5.88)	1(5.88)	17(100.00)
	G	1(33.33)	0(0.00)	2(66.67)	-	-	-	3(100.00)
	T	2	1	14	1	1	1	20
	P	10	5	70	5	5	5	100.00
3. Clerical	B	0	2(28.57)	3(42.86)	2(28.57)	0	0	7(100)
	G	2(4.35)	18(39.13)	15(32.61)	10(21.74)	1(2.17)	0	4(100)
	T	2	20	18	12	1	0	53
	P	3.77	37.74	33.96	22.64	1.89	0	100.00
4. Business	B	0	2(25)	4(50)	1(12.5)	1(12.5)	0	8(100,00)
	G	1(20)	0	3(60)	1(20)	0	0	5(100)
	T	1	2	7	2	1	0	13
	P	7.69	15.38	53.85	15.38	7.69		100.00
5. Other specify)	B	2(15.38)	1(7.69)	5(38.46)	3(23.08)	2(15.38)	0	13(100,00)
	G	0	1(100)	0	0	0	0	1(100,00)
	T	2	2	5	3	2	0	14
	P	14.29	14.29	35.71	21.43	14.29		100.00
6. I do know yet	B	0	9(36.00)	7(28.00)	6(24.00)	3(12.00)	0	25(100)
	G	0	5(21.74)	7(30.43)	10(43.48)	1(4.35)	0	23(100)
	T		14	14	16	4	0	48
	P	0.00	29.17	29.17	33.33	8.33		100.00
G. TOTAL		17	85	143	105	43	6	399

Where B - Boys G - Girls T - Totals - P - Percentage.

Table 4.18 demonstrates that of the 399 pupils, 251 i.e. 123 girls and 128 boys aimed at professional careers. Hallingshead (1949) in Donald and Gerstel (1967:121) found that high school adolescents has a vocational choice pattern that was based i.e. in their adult work world they tend to select similar occupations as those of their parents.

In this study the vocational choices of adolescents were not class based as most adolescents aimed at higher careers than those of their parents. Their choices seem unaffected by class and confirms Stephenson's findings (1956) in Hansen and Gerstel (1967:125) that aspirations are relatively unaffected by class unlike plans or expectations which are more class based. The table further shows that the majority of girls who selected clerical careers had a performance of 30-39 percent on aggregate contrary to the general pattern in all other tables i.e. most pupils perform between 40 and 49 percent on aggregate. If one considers that the clerical course can be completed in one year after standard 8, it can be inferred that such girls have low esteem of themselves as well as low self-concepts in their ability to continue with education at a higher level.

From this table it can be further noted that 25 boys and 23 girls respectively do not know what future careers to follow. This may imply parents do not consistently discuss the student's work nor do they give guidance about future careers to the pupils. Furthermore, it implies the effective teaching of vocational guidance in some schools is questionable. Alternatively, if guided such pupils could be having low self-concepts to value self-direction with less concern for their future careers owing to lack of motivation.

In this study it was therefore concluded that pupils' self-concepts and educational aspirations were related to scholastic achievement. Pupils who have low self-concepts aimed at professions that can be attained with less effort or simply do not know or have any future in mind and perform lower than other pupils at school.

4.2.8.1 The time pupils want to leave school

TABLE 4.19: NUMBER OF SUBJECTS ACCORDING TO TIME THEY WANT TO LEAVE SCHOOL IN RELATION TO THEIR SCHOLASTIC ACHIEVEMENT

Type of response		Less than 30%	30-39%	40-49%	50-59%	60-69%	70% ⁺	Total
At standard 8	B	2(33,33)	-	-	1(16,67)	2(33,33)	1(16,67)	6(100)
	G	1(100)	-	-	-	-	-	1(100)
	T	3(42,86)	-	-	1(14,29)	2(28,57)	1(14,29)	7(100)
After passing standard 10	B	-	10(23,25)	24(55,81)	5(11,63)	3(6,98)	1(2,33)	43(100)
	G	4(7,02)	22(38,6)	20(35,09)	7(12,38)	3(5,26)	1(1,75)	57(100)
	T	4	32	44	12	6	2	100(100)
After quali- fying for a trade	B	5(4,35)	27(23,48)	35(30,43)	27(23,48)	20(17,39)	1(0,87)	115(100)
	G	1(0,84)	21(17,65)	48(40,34)	39(32,77)	8(6,72)	2(1,68)	119(100)
	T	6(2,56)	48(20,51)	83(35,47)	66(28,21)	28(11,97)	3(1,28)	234(100)
Do not know yet	B	3(8,82)	2(5,88)	9(26,47)	15(44,12)	5(14,71)	0	34(100)
	G	1(4,17)	3(12,5)	7(29,17)	11(45,83)	2(8,33)	0	24(100)
	T	4(6,90)	5(8,62)	16(27,59)	26(44,83)	7(12,07)	0	58(100)
Total		17	85	143	105	43	6	399

Most pupils reported that they want to leave school after post standard 10 training. Of the pupils that indicated that they would leave school at standard 8, 42.56 percent obtained less than 40 percent on aggregate. Only 2.56 percent of the pupils who reported that they would leave school after post standard 10 training obtained less than 40 percent. It can be concluded that pupils who want to leave school earlier do not value education much and consequently their scores are lower than those of their peers. Such pupils could be thinking more about entering the job world rather than being occupied with school work (Table 4.19). It is further speculated that family background might be a limiting factor to some pupils' aspirations, hence the low performance.

4.2.8.2 Number of times -subjects repeated standard 6 and 7 in relation to academic achievement

TABLE 4.20(a): NUMBER OF TIMES SUBJECTS REPEATED STDANDARD 6 IN RELATION TO ACADEMIC ACHIEVEMENT

Type of Response	LESS THAN							TOTAL
	20%	20-29%	30-39%	40-49%	50-59%	60-69%	70%	
Passed std 6 (0 times)	6(1.64)	10(2.73)	65(17.76)	131(35.79)	105(28.69)	43(11.75)	6(1.74)	366(100)
(1 time) (repeated once)	-	1(3.13)	20(62.5)	11(34.37)	0	0	0	32(100)
(2 times)	-	-	-	1(100)	-	-	-	1(100)
TOTALS	6	11	85	143	105	43	6	399

TABLE 4.20(b): NUMBER OF TIMES SUBJECTS REPEATED STD 7 IN
RELATION TO SCHOLASTIC ACHIEVEMENT.

Type of response	Less than							TOTAL
	20%	20-29%	30-39%	40-49%	50-59%	60-69%	70% ⁺	
0 times (passed at once)	5(1.57)	2(0.63)	40(12.58)	126(39.62)	99(31.13)	41(12.89)	5(1.57)	318(100)
1 time (repeated once)	1(1.30)	9(11.69)	44(57.14)	15(19.48)	6(7.79)	1(1.30)	1(1.30)	77(100)
2 time (repeated twice)	-	-	1(25.00)	2(50.00)	0	1(25.00)	0	4(100)
TOTALS	6	11	85	143	105	43	6	399

Table 4.20 (a) and 4.20 (b) indicate that the majority of pupils who failed once in their secondary school career obtained between 30-39 percent when repeating the class. In standard 6, for instance, the group of pupils who obtained between 30 and 39 percent on aggregate included 62,5 percent or 20 of 32 repeaters. A further analysis of the standard 6 results indicate that the top 6 pupils who obtained 70 percent and above were those who never experienced failure in the secondary career. The findings that previous failure lowers a child's future performance at school;

confirms Havighurst's findings (1979:196-197) that failure at school damages the student's chances to learn and understand later material as well as his self-perception (self-concept).

4.2.8.3 Reasons for failure at school given by repeaters

TABLE 4.21: STANDARD 7 PUPILS' REASONS FOR FAILURE IN 1986

TYPE OF RESPONSE	FREQUENCY	PERCENT
(a) Failure to understand school work	32	8.0
(b) Tendencies of playing truant	23	5.8
(c) Was discouraged by previous failure	7	1.8
(d) No suitable place of study at home	33	8.3
(e) Had no interest in school work	5	1.2
(f) Any other (specify)	5	1.2
(g) Not applicable	294	73.7
TOTAL	399	100

Table 4.21 shows that there are almost two equally important reasons, i.e. lack of suitable place of study at home as well as difficulty to understand school work. The third reason for failure is truancy reported by 5.76 percent of the pupils.

4.2.9 School attendance and academic achievementTABLE 4.22: NUMBER OF DAYS SUBJECTS WERE ABSENT FROM SCHOOL
IN RELATION TO SCHOLASTIC ACHIEVEMENT

Type of Response	Less than							TOTAL
	20%	20-29%	20-39%	40-49%	50-59%	60-69%	70% ⁺	
(a) Absent between 0-9 days	6 1.79	6 1.79	68 20.24	120 35.71	90 26.79	40 11.90	6 1.79	336 100
(b) Absent between 10-19 days	- 0.00	3 5.36	17 30.36	20 35.71	14 25.00	2 3.57	- 0.00	56 100
(c) Absent between 20-29 days	-	2 28.57	- 0.00	3 42.86	1 14.29	1 14.29	0	7 100
TOTAL	6	11	95	143	105	43	6	399

Table 4.22 tells us that fewer pupils who were absent for a shorter period (0-9 days) obtained an aggregate of less than 40 percent, i.e. only 23,81 percent; whilst the group that was absent from 10 to 19 days or 35,72 percent of the pupils, obtained less than 40 percent on aggregate. It can be concluded that attendance is positively related to success at school. School attendance on a regular basis is important for success. The findings in this study are in harmony with Fogelman's findings (Hersov and Berg eds. 1978: 26-37). This researcher found that there is a strong relationship between attendance at 15 and attainment.

Truancy as noted in the preceding deliberations is one of the causes of failure of some pupils at school. Dewey (1945:ix-x) stated that teachers cannot solve this problem through retardation procedures. By this he meant promoting a given percentage of pupils irrespective of their standard of work or by rendering half hearted service, drill, coercion and examination. He maintained that the solution lay in a better quality of teaching that absorbs the child's interest, that gives the child's spirit a purpose of learning. According to teachers' responses two major reasons given by pupils for absenteeism are illness and being sent on parents' errands. Since the responses of the teachers and pupils with regard to absenteeism differ, it is possible, that a number of pupils do not report reasons for their absenteeism truthfully. It is quite possible that truancy features prominently as it is not uncommon to see pupils loitering in town during school hours especially for schools in the proximity of urban areas. It could thus be of interest in a study concerned with attendance and academic attainment to research these irregular tendencies as mentioned above.

4.2.10 Communication between the home and the school in regard to absenteeism cases

TABLE 4.23: COMMUNICATION BETWEEN THE HOME AND THE SCHOOL

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
a) Myself, letter written on behalf of parents	39	9.8
b) Parent	35	8.8
c) I send my classmate	281	70.4
d) Any other (specify)	44	11.0
TOTAL	399	100

Table 4.23 indicates that 281 or 70,4 percent of the pupils reported that they send their classmates to report their absenteeism at school. Only 35 or 8,8 percent of the pupils indicated that their parents report their absenteeism at school. From the data it appears most secondary school pupils enjoy some form of independence whilst the parent takes the back seat. Americans presently regard it a special mundane duty to see to it that the child attends school regularly and that he or she (parent) checks his school work regularly.

4.2.11 Time when pupils register at the beginning of the yearTABLE 4.24: TIME PUPILS REGISTER AT SCHOOL AT THE BEGINNING OF THE YEAR

Type of Response	Less than							Total
	20%	20-29%	30-39%	40-49%	50-59%	60-69%	70% ⁺	
(a) On the opening day	5 1.77	8 2.84	54 19.15	107 37.94	71 25.18	33 11.70	4 1.42	282 100.
(b) From two days to a week	-	2 2.38	24 28.57	26 30.95	22 26.19	9 10.71	1 1.19	84 100.
(c) The weeks after the reopening of the school		1 5.56	4 22.22	6 33.33	5 27.78	1 5.56	1 5.56	18 100.
(d) After month end	1 6.67	-	3 20.00	4 26.67	7 46.66	-	-	15 100.
TOTAL	6	11	85	143	105	43	6	399

Table 4.24 indicates that 70,7 percent of the pupils reported at school on the re-opening day for registration (1986). From this table it appears pupils who register in time, i.e. when school re-opens perform better than the groups that register late. For instance, whilst only 19,15 percent of the pupils who reported at their schools on the re-opening day obtained between 30-39 percent in examination, the corresponding figure is 28,57 percent of the pupils who reported at school between two days and a week.

4.2.12 Pupil transfer and academic achievement

TABLE 4.25: EFFECT OF TRANSFER(S) AT SCHOOL ON ACADEMIC ACHIEVEMENT FOR STANDARD 6 TO 7 PUPILS

TYPE OF RESPONSE NUMBER OF TRANSFERS	LESS THAN 40%		MORE THAN 40%		TOTAL
	FREQUENCY	PERCENT	FREQUENCY	PERCENT	
0 times	84	27.18	225	72.82	309
1 time	17	20.00	68	80.00	85
2 times	1	20.00	4	80.00	5
TOTALS	102	25.56	297	74.44	399

TABLE 4.26: EFFECT OF TRANSFER (STANDARD 7 TO 8) ON SCHOLASTIC ACHIEVEMENT

NUMBER OF TRANSFERS	LESS THAN 40%		MORE THAN 40%		TOTAL
	FREQUENCY	PERCENT	FREQUENCY	PERCENT	
0 times	98	25.93	280	74.07	378
1 time	4	21.05	15	78.95	19
2 times	-	-	2	100	2
TOTALS	102	25.56	297	74.44	399

Table 4.25 and 4.26 show that of the 309 standard 6 pupils and 378 standard 7 pupils who never experienced transfer, 27 percent and 25 percent respectively obtained less than 40 percent on aggregate. Of the pupils who transferred once, approximately 20 percent for Standard 6 and 7 respectively obtained less than 40 percent on aggregate. Under the present circumstances it would seem more transfers do not necessarily affect scholastic performance negatively.

4.2.13 Attendance of lesson periods and scholastic achievement

TABLE 4.27: NUMBER OF SUBJECTS IN RESPECT OF LESSON PERIODS
ATTENDANCE AND SCHOLASTIC ACHIEVEMENT

		Less than							Total
		20%	30-39%	30-39%	40-49%	50-59%	60-69%	70+	
Yes, in most cases	Boys	3	6	31	63	46	30	3	182
	%	1.65	3.30	17.03	34.62	25.27	16.48	1.65	100
	Girls	2	5	38	64	52	13	3	177
	%	1.13	2.82	21.47	36.16	29.38	7.34	1.70	100
TOTAL		5	11	69	127	98	43	6	359
	%	1.39	3.06	19.22	35.38	27.30	11.98	1.67	
No, I miss periods, go to school after break	Boys	1	0	8	5	2	0	0	16
	%	6.25	0.00	50	31.25	12.5	0.00	0.00	100
	Girls	0	0	8	11	5	0	0	24
	%	0.00	0.00	33.33	45.83	20.83	0.00	0.00	100
	T	1	0	16	16	7	0	0	40
	%	2.5	0	40.00	40	17.5	0.00	0.00	100
GRAND TOTAL		6	11	85	143	105	43	6	399

Concerning boys and girls who attend their lessons regularly, table 4.27 shows that 78.02 percent boys and 74.58 percent girls obtained aggregates of 40 percent and above. It also shows that most pupils who reported that they occasionally miss their lesson periods obtained aggregate of less than 40 percent. Attendance of lesson periods is thus of vital importance for success at school.

4.2.14 Travelling distance to the school

TABLE 4.28: NUMBER OF PUPILS IN RESPECT OF DISTANCE TRAVELLED TO SCHOOL AND SCHOLASTIC ACHIEVEMENT

DISTANCE IN KM	LESS THAN 40%		MORE THAN 40 %		TOTAL
	FREQUENCY	PERCENT	FREQUENCY	PERCENT	
Within 1 km	75	24.5	231	75.5	306
2 km and above	27	29.03	66	70.97	93
TOTALS	102	25.56	297	74.44	399

Table 4.28 shows that of the 306 pupils staying within 1 km from the schools, 231 or 75,5 percent passed examinations at 40 percent and above on aggregate. Most pupils are staying within walking distance from their schools. This is an important consideration for academic success. Mncwabe (1985:119) in a study on drop-outs in KwaZulu found long distances to school to be a disturbing factor among secondary school pupils residing in rural areas. He points out that pupils who walk long distances to school, become exhausted and this may impair their performance in school tasks.

TABLE 4.29: TYPE OF TRANSPORT USED BY PUPILS WHEN TRAVELLING TO SCHOOL

RESPONSE	FREQUENCY	PERCENTAGE
a) Walk	382	95.7
b) Bus	9	2.3
c) Taxi	-	-
d) Hitch-hiking	2	0.5
d) Bicycle	6	1.5
TOTALS	399	100

Table 4.29 shows that only 9 pupils or 2,3 percent reported that they come to school by bus. In the past years many pupils commuted by bus from one village to attend school in another. Many schools have discouraged and stopped the system. In a study on inspection and supervision in KaNgwane, Ndlala (1985:103) concluded that pupils travelling by bus lower the discipline and examination results of a school. It is clear that such pupils arrive late at school and depart early.

3 THE TEACHERS' QUESTIONNAIRE.3.1 Introduction

The questionnaire was constructed for two purposes i.e. as a verification tool for the pupils' responses and for the purpose of collecting additional data.

.3.2 Standard 7 internal examination results of the sample schools

TABLE 4.30: EXAMINATION RESULTS OF STANDARD 7 PUPILS (1986)
IN THE 8 SAMPLED SCHOOLS

SCHOOL	NO WROTE			NO PASSED			NO FAILED			PASS %			FAIL %		
	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL	B	G	TOTAL
A	67	103	170	43	52	95	24	51	75	64.18	50.05	55.88	35.82	49.5	44.12
B	41	67	108	39	65	104	2	2	4	95.12	17.9	96.34	4.88	2.99	3.70
C	60	90	150	50	74	124	10	16	26	83.33	82.22	82.67	16.67	17.78	17.33
D	106	34	140	45	31	76	61	3	64	42.45	91.18	54.29	57.55	8.82	45.71
E	32	40	72	29	35	64	3	5	8	90.62	87.5	88.89	9.38	12.5	11.11
F	44	36	80	31	24	55	13	12	25	70.45	66.67	68.75	29.55	33.33	31.25
G	57	84	141	50	69	119	7	15	22	87.72	82.14	84.40	12.28	17.86	15.60
H	68	68	136	62	56	118	6	12	18	91.18	82.35	86.76	8.82	17.65	13.24
TOTAL	475	522	997	349	406	755	126	116	242	73.47	77.7	75.78	26.53	22.22	24.27

Table 4.30 (a summary of the internal results of standard 7 from the sample schools) shows that 73,47 percent of the boys and 77.7 percent of the girls passed. The table shows that girls pass at a higher quantitative rate than boys. Earlier on under the pupils' responses it was shown that more boys passed at a higher qualitative rate than girls.

4.3.3 Buying of prescribed books and stationery by pupils

TABLE 4.31: BUYING OF PRESCRIBED BOOKS AND STATIONERY BY PUPILS

TYPE OF RESPONSE	COUNT
Yes, the whole year	0
Partially	5
Most did not	4
TOTAL	9

The respondents mainly showed that most pupils did not buy literature books in time. This implies parents do not respond in time in carrying out their duties. Possibly many hoped books and stationery would be supplied free of charge by the Department of Education.

4.3.4 Payment of school feesTABLE 4.32: PAYMENT OF SCHOOL FEES BY PUPILS

RESPONSE	FREQUENT	PERCENTAGE
Yes, all paid in time	1	12.5
Very few paid timeously	3	37.5
Most paid late	4	50.0
TOTALS	8	100

Mean = 2,4

Standard deviation 0,74

Table 4.32 shows that the mean score for this item was 2.4. This implies a number of pupils still fail to pay school fees on registration. Schools cannot function properly with inadequate funds as they cannot be in a position to buy stationery, teaching aids, pieces of chalk as well as finance teachers when undertaking trips to attend meetings for educational purposes.

4.3.5 Amount of homework exercises given by teachers and problems experienced in assigning such tasks

TABLE 4.33: NUMBER OF HOMEWORK EXERCISES GIVEN BY TEACHERS IN THEIR SUBJECTS ON AVERAGE PER WEEK

NO OF HOMEWORK EXERCISES	FREQUENCY	PERCENTAGE
Between 1 and 2	3	37.5
Between 3 and 4	3	37.5
More than 4	2	25.0
TOTAL	8	100

Mean = 1,63

Table 4.33 shows that the mean score for the item was 1,63 indicating that on average teachers gave between 3 and 4 homework written exercises. Under 4.6.4 it has been shown that circuit managers regard the amount of written work as inadequate and irregular. Homework is a vital tool to learning. Bloom (1981:47) states that the International Association for Evaluation of Education Achievement (IEA) found homework "to be a variable favourable for learning".

TABLE 4.34: MAIN PROBLEM EXPERIENCED BY TEACHERS WITH REGARD TO HOMEWORK

<u>HOMEWORK PROBLEM</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Pupils have a chore of duties at home	3	37.5
Pupils receive little if any assistance from parents	5	62.5
TOTALS	8	100

Table 4.34 depicts that of the 8 respondents 5 or 62,5 percent reported that the main problem experienced by teachers with regard to homework exercises is that most parents cannot render assistance to the pupils owing to lack of time, and inadequate education. Bloom (1981:74) has pointed out that teachers cannot rely on parents' support but should help children themselves. Schools that have a high teacher-pupil ratio are not likely to practise Bloom's suggestion as mentioned above.

4.3.6 Pupil absenteeism in relation to achievement at schoolTABLE 4.35: MAIN REASONS GIVEN BY PUPILS FOR ABSENTEEISM

REASONS GIVEN	FREQUENCY	PERCENTAGE
Being sent on parents errands	4	50
Illness	4	50
TOTALS	8	100

Mean = 1,5

Standard deviation = 0,53

Table 4.35 shows that the respondents gave two main reasons for pupil absenteeism, i.e. being sent on parents' errands and illness. It is queer that some parents send pupils on errands during school time, resulting in grave teachers' concern.

TABLE 4.36: NUMBER OF PUPILS THAT PERFORMED BADLY OWING TO ATTENDANCE

NUMBER OF PUPILS THAT DID BADLY	FREQUENCY	PERCENTAGE
Between 1 and 10 pupils	5	62.5
Between 11 and 20 pupils	-	-
21 pupils	3	37.5
TOTALS	8	100

Table 4.36 reveals that on average 11-20 of the pupils that failed standard 7 did so on account of absenteeism.

4.4 THE HEADMASTER'S QUESTIONNAIRE

4.4.1 Enrolment of pupils and number of teachers

TABLE 4.37: PUPIL ENROLMENT IN THE SAMPLE SCHOOLS

SCHOOL	BOYS	GIRLS	TOTAL
A	516	727	1 243
B	422	451	873
C	327	367	694
D	210	200	410
E	434	479	913
F	329	338	667
G	241	246	487
H	298	315	613
TOTALS	2 777	3 123	5 900

There are more girls than boys in the secondary schools (table 4.37). It could be speculated inter alia, more girls stay longer at school than boys who drop out earlier and seek employment.

TABLE 4.38: NUMBER OF TEACHERS IN THE SAMPLED SCHOOLS
ACCORDING TO SEX DISTRIBUTION

GENDER	FREQUENCY	PERCENTAGE
Males	111	66.9
Females	55	33.1
TOTALS	166	100

Table 4.38 shows that of the 166 teachers in 8 schools, only 55 or 33,1 percent are females, the rest are males. The fact that there are more male than female teachers in the secondary schools might have several implications to pupils. This may, inter alia, imply society's stereotyping has an indelible mark on youths who later join the teaching profession. Despite the women's liberation many women have been subjected to society's sex stereotyping. A number of women who train to become teachers opt for training that leads to a primary school teacher's qualification. The proportion of teachers according to sex may also affect academic performance of pupils. Simons (1980) states that male teachers tend to positively influence male students from grade five to eight. The higher number of male teachers is likely to be mistakenly interpreted by growing girls, as meaning women have less cognitive ability.

4.4.2 Staffing and related matters4.4.2.1 Appointment of teachers

TABLE 39: PRINCIPALS' MANNER TO ADMINISTER AND RECOMMEND APPOINTMENT OF TEACHER

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Any person looking for a post is considered	3	37.5
Advertisement of vacant posts	4	50.00
Consider only teachers brought by inspectors	0	0
Teachers capability considered	1	12.5
TOTAL	8	100

Mean = 1,9

Standard Deviation = 0,99

Table 4,39 indicates that 50 percent of the principals advertise vacant posts. Of the 8 respondents 3 or 37,5 percent reported that they consider any person looking for a post. Only one respondent reported that he or she regards the teachers' ability, closely linked with experience, for appointment. The latter response had the strongest rating. The findings reflect that in some cases there are tendencies of improper staffing, i.e. taking any person looking for a post and this may lower academic standards.

4.4.2.2 Teachers' qualifications

TABLE 4.40: NUMBER OF TEACHERS ACCORDING TO PROFESSIONAL QUALIFICATIONS IN THE 8 SAMPLE SCHOOLS

<u>PROFESSIONAL QUALIFICATION</u>	<u>FREQ.</u>	<u>PERCENT</u>
Primary teacher's course (PTC)	32	22.38
Senior primary teachers' course (SPTC)	01	0.70
Junior secondary teacher's course (JSTC)	30	20.98
Secondary teacher's diploma (STD)	65	45.45
Primary teacher's diploma (PTD)	03	2.10
Senior Secondary teachers diploma (SSTD)	05	3.50
Diploma in pedagogics	01	0.70
Bachelor of pedagogics (B.Paed)	02	1.40
University of education diploma (UED)	03	2.10
No response	01	0.70
TOTALS	143	100

Table 4.40 shows that there are 63 or 44,06 percent teachers with qualifications lower than category C. Such teachers are underqualified to teach in secondary schools.

TABLE 4.41: NUMBER OF UNQUALIFIED TEACHERS ACCORDING TO SEX DISTRIBUTION IN THE SAMPLE SCHOOLS

SEX OF TEACHERS	FREQUENCY	PERCENTAGE
Males	15	65.22
Females	8	34.78
TOTALS	23	100

Table 4.4.1 demonstrates that 23 or 13,86 percent of the teachers are unqualified. Simons (1980) has stressed that teachers' qualifications and certification appear not to be important at the primary school and lower secondary classes, but seem to be more important in the senior secondary school especially in science subjects. Performance of Standard 10 science pupils in this country is rather low. In 1985 for instance, out of 374 mathematics candidates only 130 or 34,76 percent passed, the rest failed (Department of Education and Culture, Annual Journal 1985:36). Simons (op.cit) has observed that it is essential that adequately qualified teachers should be appointed for the science teaching posts.

TABLE 4.42: TEACHERS TEACHING SUBJECTS NOT TRAINED FOR

SEX	FREQUENCY
Male	35
Female	24
TOTAL	59

TABLE 4.43: REASONS ADVANCED FOR TEACHERS WHO ARE TEACHING SUBJECTS OTHER THAN THOSE TRAINED FOR

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Not easy to find teachers for certain subjects	5	62.5
Teachers have specialised in similar subjects	3	37.5
TOTALS	8	100

Table 4.4.2 shows that 35,5 percent of the 166 teachers teach subjects other than those they trained for. This is another incidence which lowers results. Three respondents (principals) claimed that it is not easy to secure teachers for certain subjects because teachers in most cases specialise in similar subjects. The majority of the respondents, i.e. five principals stated that it was not easy to find teachers for certain subjects such as science, commerce, etc. (Table 4.43).

4.4.2.3 Average teaching periods per teacher per week

TABLE 4.44: AVERAGE NUMBER OF TEACHING PERIODS PER TEACHER PER WEEK

NUMBER OF TEACHING PERIODS	FREQUENCY	PERCENTAGE
21-30	0	-
31-40	8	100
TOTALS	8	100

Table 4.44 depicts that on average teachers teach between 31 and 40 periods per week. Since most departments prescribe 35 periods per week for secondary school teachers, it seems teaching periods and division of work should be favourably disposed to learning and academic achievement at school in most cases. The study, however, did not reveal whether

teachers 'honour' their duties, i.e. attend their teaching periods. It remains questionable whether or not some teachers are not guilty of what pupils call "banking the teaching period", i.e. a teacher who deliberately sits and chats in the staff room, knowing well that he is supposed to be teaching in a particular class. Simon and Beard (1985), for instance, state that matriculation pupils perceived teachers' tendencies to sit in the staff room and not come to class to teach as one of the reasons for their failure.

4.4.3 Facilities in the school

4.4.3.1 Resource centre and other facilities

TABLE 4.45: RESOURCE CENTRE AND OTHER FACILITIES

TYPE OF RESPONSE	FREQUENCY
Library	4
Science laboratory	4
Needle-work centre	3
None	3
TOTAL	14

Of the 8 schools only one reported to have a resource centre and 5 reported to be having centres such as laboratories, libraries and needle work centres. The respondents further reported that buildings for laboratories and libraries are empty, i.e. unequipped. The teaching of subjects such as science is bound to be below par in the event of the absence of facilities. This could have contributed to lower performance especially for science subjects.

4.4.3.2 Sitting accommodation in classrooms and the classroom pupil ratio (C/P)

TABLE 4.46: PUPIL SITTING ACCOMMODATION (ADEQUACY)

RESPONSE	FREQUENCY	PERCENTAGE
Yes	0	0
No	8	100
TOTALS	8	100

All the 8 schools reported that sitting accommodation with respect to furniture is inadequate. The shortage of furniture results in crowded sitting arrangement. Christie (1986:68) has observed that learning conditions become poor in overcrowded conditions. This in turn may negatively affect the performance of the pupils.

TABLE 4.47: SUMMARY OF CLASSROOM/PUPIL RATIO (C/P RATIO)
1986 FOR ALLEMANSDRIFT CIRCUIT

SCHOOL	PERMANENT CLASSROOMS	TEMPORARY CLASSROOMS	ENROLMENT	C/P RATIO
A	8	-	424	53
B	12	-	344	29
C	12	-	410	34
D	8	-	285	36
E	8	2	919	115
F	16	-	702	44
G	8	-	364	46
H	8	-	423	53
I	12	-	498	42
J	16	-	541	43
TOTALS	108	2	4 910	

Average C/P ratio = 1,45

SOURCE: DEPARTMENT OF EDUCATION AND CULTURE PLANNING SECTION

TABLE 4.48: SUMMARY OF CLASSROOM/PUPIL RATION (SECONDARY)
SCHOOL 1986

NAME OF CIRCUIT	PERMANENT CLASSROOMS	TEMPORARY CLASSROOMS	ENROLMENT	C/P RATIO
1. Allemansdrift	108	2	4 910	1:45
2. Kwaggafontein	80	1	4 407	1:55
3. Siyabuswa	128	6	6 512	1:51
4. Tweefontein	76	-	4 062	1:53
5. Weltevrede	103	-	4 516	1:44
TOTAL	495	9	24 407	

Average C/P = 1:49

SOURCE: DEPARTMENT OF EDUCATION AND CULTURE - EDUCATIONAL PLANNING SECTION

Table 4.47 shows that of the 10 schools only 4 had a C/P ratio of about 1:35, i.e. schools number B, C and D. Table 4.48 shows that the C/P ratio for the whole region is 1:49. For the region as a whole, overcrowded classroom conditions are common and this might impair learning. Despite the establishment of additional classrooms and new schools from time to time, accommodation problems might face the country for some time. The influx of pupils in secondary schools, inter alia, might be due to pupils from urban areas and immigration of some families into the area.

4.4.3.3 Departmental textbooksTABLE 4.49: SUPPLY OF DEPARTMENTAL TEXTBOOKS (ADEQUACY)

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
Yes	0	0
Yes, partly	2	25
No	6	75
TOTALS	8	100

TABLE 4.50: NUMBER OF SUBJECTS IN REGARD TO WHETHER THE SUPPLIED BOOKS COVERED THE SYLLABI

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
No response	1	12.5
Yes	2	25.0
Partly	4	50.0
No	1	12.5
TOTALS	8	100

Table 4.49 shows that of the 8 respondents only 2 reported that the supply of departmental books was partly adequate. Six respondents reported that the supply of textbooks was inadequate. Pupils and teachers cannot work properly in the event of textbook shortages. Table 4.50 depicts that 4 respondents reported that departmental textbooks do not cover the syllabi. The difference in the responses of the respondents might be due to the fact that schools have the option to select books they prefer in some subjects. Teachers, in any case, remain responsible to ensure that they cover all aspects of the various syllabi through reference work.

4.4.4 Pupil admission and attendance

TABLE 4.51: CLOSING DATE FOR ADMISSION OF NEW PUPILS

TYPE OF RESPONSE	FREQUENCY	PERCENTAGE
No stipulated date	3	37.5
End of January	0	—
First week of the re-opening	5	62.5
A day before and on the re-opening day	0	—
TOTALS	8	100

Whilst 5 respondents reported that admission is done during the first week of the re-opening, 3 reported that admission is done as long as there is accommodation. It will seem some schools do not encourage pupils to register as early as possible and to attend lessons right from the beginning of the year. Under 4.2.11 it was shown that such tendencies lower academic performance of secondary school pupils.

TABLE 4.52: ATTENDANCE OF MORNING STUDIES

ATTENDANCE IN PERCENTAGES	FREQUENCY	PERCENTAGE
81 - 100	0	0
61 - 80	1	12.5
41 - 60	2	25
21 - 40	2	25
1 - 20	2	25
None	1	12.5
TOTAL	8	100

Table 4.52 shows that of the 8 schools visited only 1 had no attendance of morning studies by pupils in 1986. Morning studies have of late (1987) been discontinued in many schools. For pupils staying in the proximity of their schools, morning studies may be an advantage to their school work. Well supervised morning studies can be an important aid to learning as the pupils are bound to grasp less in the afternoons when they might be already suffering from fatigue.

4.4.5 Pupils' learning and academic achievement4.4.5.1 School time-tablesTABLE 4.53: TYPES OF SCHOOL TIME-TABLES FREQUENTLY USED

<u>TYPES OF TIME-TABLES</u>	<u>COUNT</u>
Class time-table	8
Composite time-table	7
Homework time-table	2
Test time-table	4
Study/supervision time-table	4
Other (invigilation time-table)	1
<u>TOTAL</u>	<u>26</u>

Table 4,53 shows that some schools do not use a number of time-tables. Whilst 4 respondents reported that they use test time-tables, another 4 reported that they use study supervision time-tables. The proper use of all relevant time-tables per se cannot necessarily improve results but may add to the smooth running of the school and may indirectly contribute to success at school.

4.4.5.2 Homework exercises given per weekTABLE 4.54: AVERAGE NUMBER OF HOMEWORK EXERCISES GIVEN PER WEEK IN EACH SUBJECT

SUBJECT	AVERAGE NUMBER OF HOMEWORK EXERCISES
Languages	3
Sciences	3
Commercial subjects	2
Social sciences	2
Mathematics	4
TOTAL	14

From table 4.54 it seems social sciences and commercial subjects get less attention in regard to homework. By giving far less work in some subjects, an impression that they are inferior might be created, this in turn is likely to contribute to failure.

4.4.5.3 Examination results: standard 8,9 and 10TABLE 4.55: ANALYSIS OF 1986 STANDARD 10 RESULTS OF THE SAMPLE SCHOOLS ACCORDING TO THE SEX OF PUPILS

ACHIEVEMENT DESCRIPTION	MALES		FEMALES	
	FREQUENCY	PERCENT	FREQUENCY	PERCENT
Exemption pass	23	11.56	22	9.17
Senior Certificate	89	44.72	88	36.67
Number passed	112	56.28	110	45.83
Number failed	87	43.72	130	54.17
TOTALS	199	100,00	240	100,00

Pass percentage = 50,57

Failure percentage = 49,43

240
100
50,57

TABLE 4.56: SUMMARY OF STANDARD 10 RESULTS 1982 -1986

YEAR	NO. OF CANDIDATES	PASSED MATRIC	PASSED MATRIC	TOTAL PASSED	TOTAL FAILED	PERCENTAGE PASSED	PERCENTAGE FAILED
1982	827	44	252	296	531	35.79	64.21
1983	1 144	NO	DATA	466	678	40.73	59.27
1984	1 361	94	457	551	810	40.48	59.52
1985	1 691	140	592	732	959	43.29	56.71
1986	1 965	151	747	898	1 067	45.70	53.30

SOURCE: DEPARTMENT OF EDUCATION AND CULTURE: EDUCATIONAL PLANNING SECTION

Table 4.55 shows that 240 girls and 199 boys respectively wrote standard 10 in 8 sample schools. Of these pupils, 11,56 percent of the boys and 9,17 percent of the standard 10 girls obtained exemption passes. The total pass percentage was higher for boys than girls. A study of table 4.56 reveals that over the period of 5 years, 1982 to 1986, there has been an increase of 9,9 percent in the entire performance of standard 10 pupils. Although there is a gradual improvement in the academic performance of the standard 10 pupils, the main concern of the writer is that a greater proportion of pupils is failing. From 1982 to 1986,

the average pass percentage has not reached 50 percent. That the results are low becomes clear if one compares them with those of KaNgwane. In 1981 and 1982 KaNgwane matriculation candidates had a pass percentage of 68,7 percent and 69,2 percent respectively (Ndlala, 1985:101). Table 4.56 further reveals that few candidates obtained matriculation exemption in KwaNdebele, e.g. only 94 or 6,9 percent of the 1 361 candidates obtained matriculation exemption in 1984.

TABLE 4.57: PASS PERCENTAGES OBTAINED BY STANDARDS 8, 9 AND 10 (1986) OF THE SAMPLED SCHOOLS

SCHOOL	A	B	C	D	E	F
Standard 8	69	67	90.9	96	46.6	49.2
Standard 9	63	69	90.4	84	59.4	73.4
Standard 10	43	68,5	43.7	N/A	35.9	53.2

Table 4,57 shows that many schools have good internal examination results (standard 8 and 9) and poor standard 10 results. Research by Van der Walt (Narugan, 1978:140) indicates that poor results in standard 10 might be caused by discrepancy practised by schools with regard to standard 9 promotion procedures. In the 1970's standard 9 was regarded as a crucial examination level at which 'sifting' would take place in view of the standard 10 examination results.

4.4.5.4 Principals and head of departments' perceived reasons for failure of some standard 10 pupils

Analysis of data in this item necessitated the use of weighted mean, variance and the rank order. The discussion that follows is based on the analysis of the responses of six respondents from schools that had standard 10 in 1986.

TABLE 4.58: PERCEIVED REASONS (PRINCIPALS AND HEADS OF DEPARTMENTS) FOR FAILURE OF STANDARD 10-PUPILS

Table 4.58.1: The incidence of unqualified teachers as a contributory factor to failure of some standard pupils (1986)

	S.D.	D	U	A	S.D
	Strongly disagree	Disagree	Uncertain	Agree	Stongly disagree
Numerical Weighting	(1)	(2)	(3)	(4)	(5)
Number of respondents	1	5	0	0	0

Calculation of the mean: $1 \times 1 + 5 \times 2$

$$\begin{aligned} \text{Mean } (\bar{x})_w &= \frac{\text{sum of the products}}{\text{number of respondents}} \quad \text{or} \quad \frac{\sum X}{N} \\ &= \frac{11}{6} = 1,8 \end{aligned}$$

$$\text{Variance } (v) = 0,3$$

The mean with regard to this item is not close to 5, the strongest rating, but is closer to 2, meaning the majority of respondents disagree. Since the variance is small (0,3), there is great consensus among respondents (Behr, 1983:153). In other words the greater the variance the greater the discord or disagreement among the respondents.

Table 4.58.2.: stay-aways from school reduced performance

	S.D	D	U	A	S.A.
	Strongly				Strongly
Numerical	disagree	Disagree	Uncertain	Agree	disagree
Weighting	(1)	(2)	(3)	(4)	(5)
Number of respondents	0	0	0	1	5

$$\bar{x}_w = \frac{29}{6}$$

$$= 4,8$$

$$\text{Variance } (V) = 0,167$$

The mean of 4,8 was close to 5, the strongest response of the rating scale. The general opinion of the respondents was that stay-aways reduced performance; there was strong agreement.

Table 4.58.3: Some pupils came from low socio-economic status families

Numerical	S.D	D	U	A	S.A
Weighting	(1)	(2)	(3)	(4)	(5)
Number of respondents	0	1	0	4	1

$$\begin{aligned}
 (\bar{x})_w &= \frac{\sum X}{H} \\
 &= \frac{6}{23} \\
 &= 3,8 \\
 V &= 0,97
 \end{aligned}$$

(A mean of 3,8 indicates that the response is between uncertain and agree).

Table 4.58.4: Pupils played truancy and failed

Numerical	S.D.	D	U	A	S.A.
Weighting	(1)	(2)	(3)	(4)	(5)
Number of respondents	0	3	2	0	1

$$\bar{x}(w) = \frac{17}{6}$$

$$= 2,8 \text{ (mean closest to 3 (uncertain))}$$

$$V = 1,4$$

Table 4.58.5: Pupils reveal a negative attitude to school

Numerical	S.D	D	U	A	S.A
Weighting	(1)	(2)	(3)	(4)	(5)
Number of respondents	0	1	2	2	1

$$\bar{x}(w) = \frac{21}{6}$$

$$= 3,5 \text{ (between Uncertain and Agree)}$$

$$V = 1,1$$

Table-4.58.6: Considerable teaching time was taken by extra curricula activities

Numerical	S.D	D	U	A	S.A
Weighting	(1)	(2)	(3)	(4)	(5)
Number of respondents	3	3			

$$\bar{x}(w) = \frac{9}{6}$$

$$V = 1,5 \text{ (Between strongly Disagree and Disagree)}$$

$$V = 0,3$$

Table 4.58.7 : Mean (\bar{x}) and variance (v) with respect to items of the principals and head of departments' opinions about contributory factors for poor performance in standard 10 (1986)

STATEMENT	\bar{x}	v	RANK ORDER
i) Stay-away from school reduced performance	4,8	0,17	1
ii) Some pupils came from low socio-economic status homes	3,8	0,97	2
iii) Some pupils revealed a negative attitude to school	3,5	1,1	3
iv) Most pupils played truant	2,8	1,4	4
v) Most teachers were unqualified	1,8	0,3	5
vi) Considerable teaching time was taken by extra-mural activities	1,5	0,3	6

(Adapted from Behr, 1983:156).

From the preceding table the following facts emanate:

1. Respondents regarded stay-aways from school as the main contributory factor to poor performance. The mean score for the item was 4,8 and indicates how close to strongly agree the respondents felt about the item. This item had a small variance of 0,17 which, according to Behr (1973:70) indicates great consensus among the respondents.
2. The second factor which respondents considered to be related to scholastic achievement is the socio-economic background of the pupils. Since it can be argued that stay-aways were quite incidental and transient phenomenon, the socio-economic status of the pupils then remains the highest ranked variable for the purpose of explaining weak performance of standard 10 pupils in 1986. The mean score for this item was 3,8 and its variance was 0,97.
3. The negative attitude of pupils was ranked third on the rating scale. The mean score for this item was 3,5 which indicates the responses mainly ranged between uncertain and agree. The variance for this item was 1.1. This suggests that there was great discord among the respondents.
4. Truancy by pupils was rated as the fourth contributory factor. The mean score for the item was 2,8 which is close to uncertain. It indicates that there was great

disagreement among the respondents in regard to their response. The mean of 2,8 implies respondents were neither agreed nor disagreed about truancy as a cause of failure for some standard 10 pupils in 1986. Truancy in standard 10 was thus not regarded as a factor directly related to achievement.

5. The respondents regarded the incidence of unqualified teachers as not a contributory factor to the weak performance of some standard 10 pupils in 1986. The mean for this item was 1,8 which demonstrates how close to disagree the responses were and its variance was 0,3 which shows great consensus. Under the Circuit managers' responses see 4.6.4, however, it appears teachers' qualifications are related to the scholastic achievement of pupils.
6. Considerable teaching time which was taken by extra-mural activities was ranked sixth on the rating scale. Only in isolated cases were it reported that too much involvement in those activities lowered academic achievement. Please refer to discussion under 4.63 and table 4.71.

4.4.6 Relations between the home and the school4.4.6.1 Methods of communication - the school and the homeTABLE 4.59: METHODS USED BY THE SCHOOL TO COMMUNICATE WITH PARENTS

<u>METHOD</u>	<u>NUMBER OF RESPONDENTS</u>
Mainly circulars	2
Invitations to parents' meetings	4
Invitations to parent's day once annually	1
All the above	2
TOTAL	9

Of the 8 respondents, 4 reported that they invite parents to meetings at school. Table 4.59 further shows that 2 respondents communicate with parents through circulars. This implies in some schools there is no direct dialogue between parents and teachers. Where the communication between the school and parents is low the child tends to perform at a low level. Miller (1970:83-84) states that through participation parents are likely to be rewarded by increased motivation of the child. It could be inferred that a motivated learner may academically achieve at a higher level.

4.4.6.2 Parental monitoring of the child's progress at schoolTABLE 4.60: PARENTAL VISIT TO THE SCHOOL TO CHECK THE CHILD'S PROGRESS

SCHOOL VISIT REGULARITY	FREQUENCY	PERCENTAGE
Never	3	37.5
On rare occasions	5	62.5
Seldom	-	0
This occurs very regularly	-	0
TOTALS	8	100

Of the 8 respondents 5 reported that parents rarely check the progress of their children at school. It seems parents' interests in the education of the child diminishes in the early years of primary schooling contrary to Connel's findings (1983:53). He found that parental interest diminishes at high school and is strongest at the secondary school as at the primary school. Please refer also to paragraph 4.2.7.1.

4.5 SCHOOL COMMITTEE MEMBERS QUESTIONNAIRE4.5.1 Material circumstances of the homeTABLE 4.61: JOINT FAMILY INCOME PER MONTH

INCOME GROUP	FREQUENCY	PERCENTAGE
No response	1	3.57
Less than R100 per month	5	17.86
Between R101 - R300	10	35.71
Less than R301 - R500	7	25.00
Between R501 - R500	3	10.71
Between R701 - R900	1	3.57
Between R901 - R1 100	0	-
Above R1 100	1	3.57
TOTAL	28	100,00

Out of 28 school committee members, only 5 indicated that they earn an income of R500⁺ per month (see table 4.61).

TABLE 4.62: NUMBER OF SUBJECTS IN REGARD TO HOUSING MATERIAL

MAIN HOUSEHOLD BUILDING MATERIAL	FREQUENCY	PERCENTAGE
Zinc or corrugated iron	4	14.29
Mudbricks	6	21.43
Block bricks	16	57.14
Face bricks	2	7.14
TOTALS	28	100

Table 4.62 shows that only 2 respondents reported that they were staying in decent houses, the rest stay in zinc houses, mud houses and badly constructed brick houses. This suggests a low socio-economic status. Banks (1976) stated that bad housing is related to low achievement at school.

4.5.2 Parents' attitude to education

4.5.2.1 Parental educational standard and assistance with homework

TABLE 4.63: PARENTAL WESTERN EDUCATIONAL LEVEL

EDUCATIONAL LEVEL ATTAINED	FREQUENCY	PERCENTAGE
Illiterate	14	50
Between Sub Std A and Std 2	0	-
Between Std 3 and 6	12	42.9
Between Std 7 and 10	2	7.1
TOTAL	N= 28	100

Table 4.63 indicates that 50 percent of the respondents were illiterate. Few schools consider parental educational qualification in selecting the school committee members. Illiterate parents are less likely to participate fully in school activities in the welfare of society.

TABLE 4.64: PARENTAL ASSISTANCE WITH HOMEWORK

	Regularly	Occasionally	Never	Total
Numerical weighting	(1)	+	(2)	+ (3)
Number of respondents	5		10	12
	5		20	36
				61

$$\bar{x}(w) = \frac{\sum x}{N}$$

$$= \frac{61}{27}$$

$$= 2,25 \quad \sigma = 0,76$$

$$V = 0,58$$

The mean of this response must range between 1 and 3. If the mean is closer to 1 the more obligatory the response is felt to be (Behr, 1973:75). The mean for this item is 2,25 and is closer to 3. This implies many parents do not regard assistance of pupils with homework as an obligatory duty.

4.5.2.2 Parents' request for assistance from school

TABLE 4.65: PARENTAL REQUEST FOR ASSISTANCE FROM SCHOOL WITH REGARD TO THE CHILD'S SCHOOLWORK

TYPE OF RESPONSE	COUNT
Regularly	1
Occasionally	11
Not necessary	1
Teacher's work to assist child	2
Not aware of the responsibility	14
TOTAL	29

Table 4.65 shows that a number of parents do not consult the school for assistance. Parents thus regard teaching as the sole responsibility of teachers.

4.5.2.3 Parents' expectation in regard to their children

TABLE 4.66: TIME ESTIMATED BY PARENTS FOR THE PUPILS TO LEAVE SCHOOL

CHILD'S SCHOOL LEAVING TIME	FREQUENCY
Standard 10 only	1
Standard 10 + profession	27
TOTAL	28

$$\bar{x} = 1,04 \quad \text{Standard deviation} = 0,18$$

Table 4,66 demonstrates that of the 28 parents, 27 reported that they want their children to complete standard 10 and to train for a trade or profession. This implies many parents have high goals for their children, yet they lack a technique that will enable them to assist the child to realize his aspired goals.

4.5.3 Type of secondary school teachers preferred by parents

The respondents were asked to rank four statements concerning parents' preferences of secondary school teachers. Their responses on each item were analysed by first calculating total rank score for each item, thereupon the rank position of the responses was worked out (Behr, 1973:78-79).

TABLE 4.67: TYPE OF TEACHERS PREFERRED BY PARENTS FOR SECONDARY SCHOOLS

(i) Sons of the soil.

	Rank 1	Rank 2	Rank 3	Rank 4	Total
Number replying	3	2	4	19	28
Weighted rank	3x1	2x2	4x3	19x4	
	3	+ 4	+ 12	+ 76	= 95
Total rank score = $\frac{95}{28}$					
= 3,393					

(ii) Well behaved and exemplary teachers:

	Rank 1	Rank 2	Rank 3	Rank 4	Total
Number replying	5	7	13	3	28
Weighted mean	5x1	7x2	13x3	3x4	
	5	+ 14	+ 39	+ 12	= 70
Total rank score = $\frac{70}{28}$					
					= 2,5

(iii) Qualified and job interested teachers

	Rank 1	Rank 2	Rank 3	Rank 4	Total
Number replying	13	6	6	3	28
Weighted mean	13x1	6x2	6x3	3x4	
	13	+ 12	+ 18	+ 12	= 55
Total rank score = $\frac{55}{28}$					
					= 1,96

(iv) Teachers who can easily mix with other society members:

	Rank 1	Rank 2	Rank 3	Rank 4	Total
Number replying	7	10	8	3	28
Weighted mean	7x1	10x2	8x3	3x4	
	7 +	20 +	24 +	12 =	63
	Total rank store =				63
					<u>28</u>
					= 2,25

Table 4.68: Rank score and rank position of respondents
(replies to the parental preference of certain
characteristics in secondary school teachers)

TYPE OF TEACHER (QUALITY AND CHARACTER)	TOTAL SCORE	RANK
Well qualified teachers with satisfactory interest in their job	1,96	1
Teachers who can mix with other members of community	2,25	2
Well behaved and exemplary teachers	2,5	3
Teachers who are sons of the soil	3,59	4

From table 4.67 the following conclusions can be made:

- Parents regard teachers who are adequately trained as well as job interested as the most important factor that contributes to a better performance at school. This does not imply that teachers' qualifications are the best index for academic achievement but the item was ranked as the best preference of parents from the 4 statements on teachers' quality and character. Educationists such as Simons (1980) points out that teachers' qualifications are only important in upper secondary classes (see discussion under 4.4.2.2 p. 127).

- It can also be noted that parents rated a teacher who socializes with the community as a second preference. This indicates that some parents are aware of and concerned about the communication breakdown between the school and the home. Didactitians have argued that to teach John mathematics, the teacher should know John as well as the subject. Much as the parents rarely visit the school, most teachers rarely or even do not visit pupils in their homes. The modern trend is that there are few visits paid by teachers to pupils' homes. This has been caused by a number of reasons inter alia, growing number of pupils in the schools; some pupils and their parents may feel uneasy to receive teachers at their homes. It is suggested that by participation in community affairs, e.g. church gatherings, community meetings, cultural clubs meetings and other gatherings the teacher may promote his chances of being accepted as a member of society wherein he lives and works. The contact with parents of some pupils whom he teaches may result from

such meetings. Contacts, however, may not easily result in a number of cases when the teacher is still new and unknown to parents. It is only when teachers and parents are not foreign to one another that rapport can be established to the benefit of the school child.

Well behaved and exemplary teachers were regarded as the third preference of parents, and teachers who are sons of the soil were ranked number last. This implies that some parents realize the value of recruiting teachers irrespective of their national or ethnic origin, provided they have the desired qualities to bring progress as well as success in the work of the school child.

4.5.4 Negative attitudes in teachers in terms of school work

The respondents were requested to rank attitudes in teachers which they regarded as negatively associated with school work. The analysis of data was done in a similar way as shown under Table 4.67.

Habitual absenteeism from work

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
Number of replying	5	2	7	12	2	28
Weighted mean	5x1	+ 2x2	+ 21	+ 48	+ 5	
	5	+ 4	+ 21	+ 48	+ 10	= 88

$$\text{Score} = \frac{88}{28}$$

$$= 3,142$$

$$= 3,14$$

Taking alcoholic during school time

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Total
Number replying	6	15	5	2	-	28
Weighted mean	6x1	15x2	5x3	2x4	-	
	6	+ 30	+ 15	+ 8		= 59

$$\text{Total rank score} = \frac{59}{28}$$

$$= 2,107$$

$$= 2,11$$

Laziness, failure to execute one's task as a teacher

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Total	
Number replying	2	3	4	8	9	2	28	
Weighted mean	2x1	2x3	4x3	8x4	9x5	2x6		
	2	+ 6	+ 12	+ 32	+ 45	+ 12	= 109	
Total rank score =							<u>109</u>	
							28	
							= 3,892	
							= 3,89	

A drug addict

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Totals	
Number replying	7	7	8	4	2	28	
Weighted mean	7x1	7x2	8x3	4x4	2x5		
	7	+ 14	+ 24	+ 16	+ 10	= 71	
Total rank score =						<u>71</u>	
						28	
						= 2,54	

Others (Teacher-pupil love affair)

	Rank	Rank	Rank	Rank	Rank	Rank	Total	
	1	2	3	4	5	6		
Number replying	7	-1	2	2	4	-	16	
Weighted mean	$7 \times 1 + 1 \times 2 + 2 \times 3 + 2 \times 4 + 4 \times 5$							
	$7 + 2 + 6 + 8 + 20$						=	43
	Total rank score =						$\frac{43}{16}$	
							=	$2,687 = 2,68$

Table 4.68: Rank score and rank position of respondents' replies to characteristics in teachers likely to influence scholastic achievement negatively.

TEACHERS CHARACTERISTICS	TOTAL SCORE	RANK POSITION
Taking alcoholic drinks during school time	2,1	1
Being a drug addict	2,5	2
Teacher-pupil love affair	2,7	3
Habitual absenteeism from work	3,1	4
Laziness, failure to execute one's work	3,9	5

From table 4.68 the following generalizations can be made about the effect of certain attitudes of teachers on scholastic achievement:

1. Respondents viewed the taking of alcoholic drinks during school time as a worse practice among teachers (rank position no. 1). A teacher, at school, under the influence of liquor cannot be expected to render any sound service except disorder. Parents are very sensitive to teachers who drink while on duty especially if the results of their children are bad. Hoppers (1981) in a study conducted in Zambia reported that parents regarded teachers as bad people, who do not teach, drink beer and say pupils should study. It should be borne in the reader's mind that the respondents only answered to these items on teachers'

characteristics on the understanding that they were merely hypothetical issues and not of necessity connected with real conditions in the area of study, KwaNdebele.

2. In terms of the responses received, being a drug addict was ranked number 2 with a total score of 2,9 and was closely followed by teachers -pupils' love affairs with a rank score of 3,1. It has to be observed that the response concerning teacher-pupil love affair does not appear on the questionnaire items. The respondents raised this item on their own under the section indicated as 'any other (specify) ...' under item number 17 of the questionnaire for school committee members. Of the 28 respondents 16 responded to the item concerning teacher-pupil love affair. It is evident that had all the respondents (28) been confronted with this item (teacher-pupil love affair) both its rank score and position would have been higher. The respondents emphasized that such 'love affairs' do not only lower teachers' social status, but harm the discipline and social relations in the school. Once pupils note such improper attitudes and behaviour in the teacher they may lose esteem in him as a teacher and he is bound to be ineffective in his teaching roles because pupils may lose confidence in his authority, guidance and teaching in general.

In terms of the responses, habitual absenteeism from work as well as laziness to execute one's duty were ranked third and fourth respectively. To the parents, absenteeism is not rated as a serious offence but in the eyes of the department of education it is a serious offence. This issue is discussed under 4.6.5 of the circuit managers' responses. It therefore appears respondents in this section were more concerned with behaviours in teachers which have a bearing

on the characteristics of the youths who are moulded by the school through teachers. Concerning the effects of the items discussed in this section on school work, it seems absenteeism of teachers is more serious than others, because it implies the work of that teacher totally comes to a stand still on the days he is not at school, whilst other bad tendencies such as partaking in alcoholic drinks (unless the taking is not excessively high, and does not hinder school work or bring it to a complete halt). It has to be noted that there is no intention to defend or discredit certain practices, the discussion is essentially a comparison and an evaluation.

4.6 CIRCUIT INSPECTOR'S INTERVIEW

4.6.1 Number of secondary schools

TABLE 4.69: NUMBER OF SECONDARY SCHOOLS (1987)

CATEGORY TYPE	FREQUENCY
Junior secondary schools	5
Senior secondary schools	41
High school	1
TOTAL	47

At the time of investigation there were 47 secondary schools of which 5 were junior secondary schools, (see table 4.69). A number of schools have been upgraded to senior secondary without adequate preparation to handle matriculation classes. This in itself might be a contributory factor to lower scholastic achievement especially for standard 10 pupils.

4.6.2 Complaints received by circuit offices about learning conditions in various schools

TABLE 4.70: COMPLAINTS RECEIVED BY CIRCUIT OFFICE(S) ABOUT LEARNING CONDITIONS IN VARIOUS SCHOOLS

TYPE OF MISCONDUCT	FREQUENCY	PERCENTAGE
Teacher's absenteeism	2	40
Parent-teacher poor relation	1	20
Use of alcoholic drinks	1	20
Other (pupil absenteeism, ancilliary service not used)	1	20
TOTAL	5	100

$$\bar{x} = 2,2 \quad S D = 1,3$$

Table 4.70 indicates that the mean score for this item is 2.2. Of the 5 respondents 2 complained about absenteeism of teachers. The seriousness of the issue can be conveniently and clearly comprehended by paying attention to a circular dated 13 August 1987. The circular's title is 'EFFICIENCY OF PRINCIPALS AND TEACHERS'. An excerpt from the document reads as follows:

1. 'The Department of Education and Culture addressed teachers and principals in various circuits on several occasions.
2. Efficiency on productivity as well as loyalty to the profession and the schools were highlighted by the responsible authority.

3. It is however clear that some teachers stay away from school deliberately in order to dodge their responsibilities and do not respond to messages delivered to them.
4. In many cases reasons for absence from duty are unacceptable by the Department o Education and Culture'.

Teachers cannot expect to be absent from work and still remain productive in executing their duties. Besides lowering academic standard, teachers' absenteeism debases the discipline of a school.

4.6.3 Complaints received by circuit offices from parents in regard to poor performance of pupils in 1986

TABLE 4.71: COMPLAINTS RECEIVED FROM PARENTS CONCERNING POOR PERFORMANCE IN CERTAIN SECONDARY SCHOOLS

COMPLAINT	FREQUENCY	PERCENTAGE
Inadequate, irregular testing	0	0
Too much extra-curricular activities	1	20
None	4	80
TOTALS	5	100

$$\bar{x} = 4,2 \quad V = 0,45$$

Table 4.71 depicts that out of 5 respondents only 1 or 20 percent reported a complaint by a parent with respect to poor performance. The complainant stipulated that pupils had not performed well owing to too much involvement in extra-curricular activities at the expense of learning. Schools that have a good reputation in choral music devote too much time to practices and even stealing learning-teaching time. To avoid the temptation one official from the inspectorate has suggested that a school choir should remain in tune for the whole year. Music competition pieces should be obtained as early as possible. The school time-table should be organized in such a way that the choir master is in a position to use music periods for practices.

It has to be accepted that in terms of procedure, parents should bring their complaints to the principal of their school before approaching inspectors. The respondents, however, pointed out that few parents do bring constructive criticism or complaints to the school. The general impression gained by the researcher during the interview of the school committee members was that many parents are not aware of what is taking place in the secondary school nor are they aware of the role they can play.

4.6.4 Additional factors that contributed poor performance of some secondary school pupils in the opinion of circuit inspectors

TABLE 4.72: ADDITIONAL FACTORS IN THE OPINION OF THE INSPECTORATE THAT CONTRIBUTED TO POOR PERFORMANCE OF SOME SECONDARY SCHOOL PUPILS

TYPE OF RESPONSE	COUNT
- inspector's guidance not followed	2
- too little class work	4
- syllabi not adequately covered	4
- shortage of textbooks	4
- principals not in proper control	2
- unqualified and under qualified teachers	2
- laxity among teachers	1
- lack of facilities	4
TOTAL	23

Table 4.72 depicts that of the 5 respondents, 4 or 80 percent reported that classwork given by teachers was inadequate. The standard of testing was also raised as unsatisfactory, i.e. teachers do not set standardised tests in preparation for the examination. The table further shows that 4 or 80 percent of the respondents reported that teachers do not cover the syllabi adequately, whilst 4 or 80 percent of the same respondents referred to the shortage of textbooks in secondary schools as hampering work. In two circuits, it was reported that teachers deliberately fail to implement recommendations made in inspection reports. This equally puts a blame on teachers and especially principals who are supervisors of the teaching team.

Other responses given by the respondents during the interview can be summarized as follows:

- a) Lack of facilities - libraries, resources centres and modern teaching aids, i.e. overhead projectors and science equipment.
- b) Unqualified and underqualified teachers. To assess the validity of the latter statement it is worthwhile to consider statistics concerning teachers' qualifications.

TABLE 4.73: TEACHERS' QUALIFICATIONS - MARCH 1987 (Q.R.)
POST PRIMARY INSTITUTIONS

GRADUATES:

D.ED. + D.C.	1
B.ED. + D.C.	18
M.SC + D.C.	1
M.SC ONLY	1
B.SC + D.C.	6
B.SC ONLY	2
M.A. + D.C.	1
B.A. (HONS) + D.C.	9
B.A. + D.C.	64
B.A. (HONS) ONLY	1
B.A. ONLY	7
B.PAED	5
B.COMM + D.C.	5
B.COMM ONLY	3
B.PROC + D.C.	1

UNDERGRADUATES:

B.A 1 + D.C.	4
B.A 11 + D.C.	8
B.SC 1	1
TOTAL	13
STD 10 + D.PAED	4
STD 10 + H.E.D	41
STD 10 + S.E.C.	12
STD. 10 + S.T.D	298
STD 10 + J.S.T.C.	86
STD 10 + P.T.D.	33
STD 10 + H.P.T.C.	129
STD 10 ONLY	102
STD 10 + L.P.T.C.	1
STD 8 + P.T.C.	20
NTD	1
NTC IV	5
NTC 111	7
NTC 11	4
NTC 1	1
TOTAL	757
GRAND TOTAL	882

SOURCE: Quarterly returns:(1987): Department of Education and Culture: KwaNdebele Government Services

Table 4.73 demonstrates that 298 or 33,8 percent of the secondary teachers have qualifications ranging between category A and B. Of these teachers 20 are having standard 8 and P.T.C. and are underqualified to teach in the secondary schools. The table also shows that 12 teachers have upgraded their qualification by obtaining secondary education certificate (SEC). Besides underqualified teachers, 102 teachers or 11,6 percent have only standard 10. Graduates who have a teacher's diploma or teacher's certificate constitute 100 teachers. Staffing of secondary schools by unqualified and underqualified teachers implies the local college of education cannot cope with the area's secondary school-teacher demands. Low academic achievement in the matriculation examination in the past years (1982-1986) meant, few students (from the country) could train as student-teachers. Table 4.74 indicates that in 1983 of the 509 students registered at the college 276 came from areas under education and training (White area) and 96 were citizens of KwaNdebele. The large number of student teachers in 1986 were doing a special one year course. Owing to the shortage of teachers in a number of schools the course is still retained. With regard to the training of teachers, KwaNdebele faces two problems, i.e. quality and quantity (see table 4.74).

TABLE 4.74: NUMBER OF REGISTERED STUDENTS AT NDEBELE
COLLEGE OF EDUCATION ACCORDING TO AREAS OF ORIGIN

YEAR	PLACE OF ORIGIN								TOTAL
	WHITE AREA	QWACWA	LEBOWA	GAZANKULU	KWANDEBELE	KWAZULU	KANGWANE	* (T.B.V) (COUNTRIES)	
1983	276	0	93	-	96	12	5	27	509
1984	291	2	93	-	108	18	10	26	548
1985	332	-	81	-	132	4	-	23	572
1986	212	-	111	-	435	5	1	24	788
1987	297	3	85	2	390	3	-	39	819

*TBV stands for Transkei, Bophuthatswana and Venda.

SOURCE: DEPARTMENT OF EDUCATION AND CULTURE: EDUCATIONAL PLANNING SECTION -
COMPILED FROM ET 20 (TO) TABLES (1983-1987)

- (c) In some schools principals are not in proper control, i.e. cannot administer and manage the schools properly.
- (d) There is laxity among teachers - do not carry out their duties.
- (e) Some respondents reported that auxiliary services such as radio lessons are not used; teachers' journal (Educamus) is hardly read in certain schools.
- (f) Another problem raised by the respondents is the frequent mobility of teachers from one circuit to another. Patridge (1970:16) has shown that the frequent changes on the teaching staff have adverse effect on the learner who has to adjust himself to the new teachers from time to time.

4.6.5 In-service courses organized by head office in 1988

Teachers in KwaNdebele attend in-service courses periodically conducted by highly professional and skilled lecturers from the Rand Afrikaans Universiteit. Whilst subject teachers attend in-service courses in various school subjects, principals of secondary schools attend management courses. Table 4.75 shows that attendance of these courses ranged between 71 and 100 percent in 1986. Guidance in the school subjects centres on the standard 10 syllabi. Despite these measures, standard 10 results have not improved to expectations, in general. At the time of investigation (1987) inspectors reported that attendance and participation of teachers were excellent. It is hoped most teachers will use skills gained in these courses to the benefit and advancement of education (see table 4.75).

TABLE 4.75: ATTENDANCE OF IN-SERVICE COURSES ORGANIZED BY
HEAD OFFICE

PERCENT OF ATTENDANCE	FREQUENCY	PERCENTAGE
Between 71 and 100	5	100
Between 41 to 70	0	-
TOTALS	5	100

4.7

CONCLUSION

A number of factors, in this study, were found to be related to academic performance of secondary school pupils. Few deviations from earlier findings were noted, and justified. It should be borne in mind that various factors, that were researched, form one complex whole. The factors were only singled out for the sake of convenience.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives the synopsis, conclusions, implications and recommendations of the study.

5.2 SUMMARY

5.2.1 The Purpose of the Study

The main purpose of the study was to survey socio-pedagogic factors that are likely to influence secondary school pupils' scholastic achievement. The study revealed that a number of factors were related to scholastic achievement of secondary school pupils.

5.2.2 Restatement of the problem

The researcher was puzzled by little improvement of examination results despite attempts to advance education. The measures that were introduced to raise academic standards included in-service courses, distance training of teachers, supervision, guidance and inspection. It was speculated that factors operating within society were likely to influence scholastic achievement of secondary school pupils.

5.2.3 Methods employed in the study

Since the research type envisaged was of a descriptive nature, a literature review and an empirical study were the main methods that were used.

The review of literature served as a point of departure as well as a "springboard" wherefrom the problem was attacked. It also illuminated possible research designs that could be adopted. For the empirical study, questionnaires and interviews research instruments were designed. An empirical study presented direct experience and first-hand information in the collection of data on social class, family size, parental attitude to education and so on. These two methods were fruitful in carrying out a descriptive investigation and supplemented one another. The personal administration of the questionnaire instrument afforded the investigator the opportunity to reach a wide population to collect objective data. Rich responses resulted from the interviews, hence significant data were collected for the project. Consequently, both field investigations through questionnaires and interviews are being recommended in similar research projects.

5.3 CONCLUSIONS

5.3.1 Pupils' educational aspirations, self concept and scholastic achievement

The study demonstrated that standard 7 pupils aiming at low status careers (e.g. clerical and technical) and those that have no chosen careers in mind, scored lower than their peers who have higher aspirations. Pupils' aspirations were found to be related to their academic achievement. Pupils who have lower career aspirations do not value higher achievement at school owing to a lack of motivation. All they hope for, is to get a pass that will enable them to train for their future careers after standard 8. Consequently they do not exert themselves on the school work. This contributes to their lower performance.

5.3.2 Experience of failure by pupils in school work

It was disclosed that pupils who have experienced failure are likely to score lower in subsequent school tasks and even to fail. Failure lowers a child's self-concept, he may consequently undermine himself or herself and may assume the attitudes that he is a helpless individual. Hurting remarks by teachers and parents further frustrate such pupils and result in their failure to achieve good results. This is especially so if remarks are made in the presence of other pupils.

5.3.3 Place of study, furniture and scholastic achievement

A place of study at home together with appropriate furniture such as a study desk, result in better performance in school work. A private place of study affords the child the opportunity to do his or her school work with less disturbance from other family members.

An appropriate furniture stimulates him. If he has no proper furniture, he may be inconvenienced and will find it difficult to study for a sufficient time and will consequently not do well at school.

5.3.4 Birth order and academic achievement

First born pupils were found to be performing better than their peers who are last borns or intermediates. Their better performance in academic work at school may inter alia be attributed to the following: parents put pressure on the first born child to be a model in his achievement. This means they expect him to play an exemplary role to his younger brothers and sisters. Last borns are usually

treated very leniently, especially by elderly parents. It has been argued by Nisbet (1970) that first borns effectively learn the verbal language from the adult model, hence their higher cognitive ability than their peers.

5.3.5 Parental supportive role in the education of the child

The study revealed that a larger proportion of the parents, as evidenced by 67,9 percent of the pupils (respondents) does not play any major role in their education. It was also demonstrated that there is no difference between performance of pupils who receive assistance from parents and those who do not. Owing to the fact that most parents belong to the lower working class they do not find enough time to devote their attention to their children's tasks that have been assigned by the school. We refer especially to homework exercises. The majority of parents, however, have low academic standards and cannot render any valuable assistance to the pupils. The assistance that other parents offer to their children might be too little and very occasional and consequently does not positively affect performance of pupils.

5.3.6 Staffing in the secondary schools

A number of schools, especially in the outskirts of the country, have an unqualified and underqualified teaching personnel. The standard of teaching, it was shown, is bound to be lower especially in science subjects in the senior secondary classes (standard 9 and 10). We may conclude that owing to the fact that the syllabi have been upgraded, teachers who are not masters of their school subjects owing to their lower academic standards, cannot come to the level of the work they have to teach. In other

words they themselves do not fully comprehend what they should present to pupils. Teachers in this category, who are successful in their teaching, are an exception rather than a rule.

5.3.7 Supply of textbooks to schools

Both inspectors and principals reported that the supply of textbooks in 1986 was inadequate. As parents had gained the impression that books would be supplied by the department in 1986, a number of pupils hopefully waited for books without making their own arrangements. Only textbooks and stationery were supplied, but were inadequate. Prescribed reading books for literature were only supplied in 1987. Owing to the shortage of books, pupils did not study adequately; or had no source of reference for revision purposes especially if teachers did not prepare notes for them. These shortcomings finally led to lower performance among pupils.

5.3.8 Attendance and academic achievements

Pupils who were absent for longer periods at school performed less well than their peers. Such pupils miss some of the lessons presented in their absence. They further become more confused on coming back to school because of the absence of a link between the last work done when they were present and the work done when they report to school. They normally do not request teachers for extra teaching to 'cover-up', nor are many teachers keen to give extra lessons. Tendencies of registering late, some days after re-opening, are linked to absenteeism and lowers academic achievement. The pupils miss important orientation lesson and consequently grapple with school work when they eventually register and attend at a later stage.

5.4 IMPLICATIONS

The conclusions of this study have a number of pedagogical implications:

The findings that standard 7 pupils who aim at lower professional careers, e.g. clerical jobs, perform less well, at school, implies that they will find school work more difficult and are likely to drop-out before completing standard 10. Failure to achieve their goals may lead to further despair. Self-fulfilling
X

Lack of positive self-concepts among pupils who have experienced failure at school signifies that failure may lead to subsequent failure to adjust properly to life if its effects were of an adverse nature. This is likely to result if the child is not encountered by the teacher and his or her parents, through motivation and guidance.

Almost half of the pupils (200), (see table 4.8) reported that they studied in rooms other than the special study room. This implies generally, parents do not regard availability of a study room as an important requirement for better academic achievement at school. This attitude may further lead to loss of interest in school activities, hence performance of pupils will be lower. Teachers can further be not assured that the home will corroborate their work. The pupils themselves are not likely to value and learn good study habits at home.

The better performance of first born pupils than last borns and intermediates implies in general the greater proportion of pupils in a number of families will not proceed far enough with education. As last borns and intermediates are numerically higher than first borns, it is likely that most

intermediates and last borns who constitute a larger part in a society will do blue-collar jobs in most cases; therefore advancement in a society will be minimal. Since better performance of first borns is not innate but is due to parental socialization, parents can communicate similar experiences which were subjected to the first born by them, to the other children in the family as well.

Many pupils do not get assistance from parents mainly due to low education. The implication of this finding is that younger pupils will not value education, since their parents do not motivate or assist them. The lack of assistance at home makes learning at home valueless especially if the pupil has not as yet developed independent working habits.

The tendency to appoint unqualified and underqualified teachers signifies that academic standards will become lower and the pupils' cognitive abilities will be deficient, as they are bound to receive a lower quality of teaching. Lack of proper educational background might make the pupils unsuccessful in future tasks at higher educational institutions.

Besides resulting in pupils who are inadequately prepared to sit for the examination, the shortage of textbooks is likely to lead to irregularities in the examinations like copying. This in itself will lead to ill-informed people who may contribute to further lowering of academic standards if appointed to temporary teaching posts as unqualified teachers.

Habitual absenteeism is not only related to low performance at school, but might have wide implications. The pupil might not outgrow the tendency even if he has joined the occupation world. This may lead to failure to secure his

job. In adult life such a person may not be in a position to advise his own offspring on school work, attendance and so on.

The findings of this study can be used by parents, educators to understand factors contributing to failure as well as success at school. Parents, guardians and teachers will then reinforce positive factors and attempt to eliminate those that militate against educational achievement and progress.

5.5 RECOMMENDATIONS

From the preceding conclusions the following recommendations are made:

- It is recommended that each secondary school should have a Guidance and counselling teacher. The official should have less teaching periods and should devote his time to guidance and counselling.
- Teachers and parents should treat pupils who have once experienced failure with caution. More guidance, aiming at restoring self confidence in the pupil should be carried out by teachers. More understanding between the child and the parents should take place. School teachers should assist the parents on their expected supportive role to the child who once experienced failure.
- Parents should subject their children to similar discipline, expectations and demands. For instance, last borns should be expected to achieve the same goals as first borns. Knowledge of birth order should be used by teachers to understand differences of performance amongst pupils. The children who are underachieving should be identified and be assisted in good time.

- Principals should encourage most illiterate parents as well as those who have academic qualifications lower than standard 10 to enrol and study at adult centres. Parents actively participate in their adult centres. Although a few satellite adult centres exist in the country it appears a number of parents still have a low academic level to be of assistance to their children. It is essential that parents should be motivated and encouraged to enrol at such centres and that teachers should honestly teach them. Should funds be available, Adult education inspectors should devote considerable attention to this aspect. Amongst other things such centres should be fully subsidized. Their principals should be personnel appointed on full-time basis so that they may be able to devote undivided attention to the educational needs of parents. These centres should aim at uplifting the educational level of parents. Parents should be subsequently encouraged to assist their children with school work.

- To promote reading habits amongst pupils; as well as to disseminate information amongst literate inhabitants, it is recommended that at least one fully fledged public library should be established. Schools with libraries should endeavour to secure aid through donations, so as to be able to stock books on the empty shelves. The central library should also help school libraries to obtain books.

- For pupils to develop consistent study habits at home, it is recommended that teachers should explain the value of a place of study to the parents and should subsequently encourage them to introduce this measure.

- A full memorandum on the shortage of textbooks in secondary schools should be drawn by the Educational Planning Section. It should then be submitted to the Secretary of Education and Culture, who will in turn submit it to the Department of

Education and Training. Schools that have surplus and unused books, should arrange to return such books to their circuit office. The latter will redistribute the books accordingly.

- Since the local College of Education cannot train enough teachers, it is recommended that principals should 'cast their nets' as widely as possible through advertisement of posts through the radio and press. To be able to recruit teachers from far off places, school committees should provide appealing accommodation for teachers at a reasonable rent.
- To promote attendance of pupils it is recommended that principals and heads of departments introduce the period register. The register may be marked by the class captain, prefect, monitor or monitress under supervision of the class teacher. Pupils who played truant or who were absent during certain periods may be easily detected to the benefit of maintaining discipline in the school. In order to minimize the tendency to register late at the beginning of the year, it is recommended that the Department of Education and Culture should stipulate a guiding closure date for admission of pupils in each year.
- The focuss of the present study was mainly on social factors that influence scholastic achievement of secondary school pupils. At school, teachers are mainly concerned with the pupil's achievement in academic work. To complement findings of this study and for the purpose of further and comprehensive understanding of pupil performance, a recommendation is hereby made that in the future research undertakings, pupil and classroom factors should feature prominently.

5. GENERAL CONCLUSION

The results obtained by pupils in public examinations are an index whereby success of secondary schools is measured. In many societies parents are concerned about good results and value them. Employers give priority to pupils who have better results (Shipman, 1982 in McCormick (ed.), 1982:286).

Although society places emphasis on standard 10 results, it is of vital importance that the entire educational system, especially secondary education, should be in a state of balance. Success at school will not only ensure better life chances or better future careers for youths, but is essential for any consideration of development.

It is hoped that conclusions reached and recommendations made in this study will be a challenge to educators and parents for consideration, implementation and even further inquiry for the sake of improving the quality of education.

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APPENDIX AQUESTIONNAIRE

To be answered by pupils who were in Standard 7 academic group in 1986.

Dear Pupil,

1. Please complete the following questions as accurately as possible.
2. The information you and others provide will be used in Research Study on how pupils perform at school. We are greatly interested in the factors that influence your academic achievement.
3. We are certain that your responses, whether you passed or failed in 1986, will contribute significantly towards solving some of the problems we face in education.
4. Please remember that all information you provide will be strictly kept confidential. Your parents and teachers will not know how you answered nor will your school be identified.
5. Kindly place a cross (X) in the appropriate space in most questions. If a question does not apply to you, please place a cross (X) in the not applicable column.

Thank you for your co-operation.

SECTION A: GENERAL INFORMATION

1. Your present standard:

Std 7	Std 8

2. How old were you on 31/12/1986?

13	14	15	16	17	18	19	20 years

3. Sex:

Male	Female

4. Ethnic group:

S. Ndebele	N. Sotho	Zulu	Swazi	Tswana	Other (specify)

5. Home Language:

S. Ndebele	N. Sotho	Zulu	Swazi	Tswana	Other (specify)

6. African Language taken at school?

Zulu	N. Sotho	Tswana	Other (specify)

7. What was your aggregate mark for the African Language in the November/December examination in 1986?

20-29	30-39	40-49	50-59	60-69	⁺ 70 %

8. Did you pass or fail in the 1986 examination?

Passed	Failed	Did not write

9. What was your aggregate mark?

Less than 20	20-29	30-39	40-49	50-59	60-69	70 ⁺ %

SECTION B: PUPIL'S SOCIAL CLASS AND SOCIO-ECONOMIC STATUS

10. What is your father's occupation? (Mention the last of job he did if he is unemployed or if he is deceased).

- a) Manual work (For example brick layer, driver?)
- b) Technical (for example Radio technician, watchmaker, etc.)
- c) Business - (shopkeeper, Taxis owner)
- d) Shop assistant
- e) Professional - (teacher, doctor, lawyer, etc)
- f) Civil servant (clerk, messenger of court)
- g) Factory worker
- h) Salesman
- i) Other (specify)

11. Is your father presently employed?

- a) Yes
- b) Unemployed
- c) Pensioner
- d) Not applicable, (i.e. deceased)

12. What is the occupation of your mother?

- a) Manual work - (e.g. cook, washing servant)
- b) Professional work - (social worker, nurse, teacher, etc.)
- c) Business - (shopkeeper, hawker, etc.)
- d) Shop assistant
- e) Clerical worker
- f) Saleslady
- g) Factory worker
- h) Other (specify)

13. What is the educational standard of your father?

- a) He has never gone to school
- b) Did not complete primary education
- c) Standard 6
- d) Standard 8
- e) Standard 10
- f) College of education
- g) Technical education
- h) University education

14. What is the educational standard of your mother?

- a) She never went to school
- b) Did not complete primary education
- c) Standard 6
- d) Standard 8
- e) Standard 10

- f) College of education
- g) Technical education
- h) University education

15. How many children (brothers and sisters) including you are there in your family?

1	2	3	4	5	6+
---	---	---	---	---	----

16. What is the order of your birth?

First born	Middle born	Last born
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17. Who is mainly responsible for the financial provision of the family?

- a) Both parents
- b) Only my father
- c) Only my mother
- d) My sister
- e) My brother
- f) Other (specify)

SECTION C: HOME FACILITIES AND CONDITIONS

19. Where do you study at home?

- a) In a special room in quietness
- b) In a room where there are other people
- c) In the bedroom
- d) In the kitchen
- e) Other (specify)

20. What type of furniture do you use for studying at home?

- a) A table and chair
- b) A study desk
- c) A sofa
- d) I study on a bed
- e) Other (specify)

21. What type of light do you use for studying at home?

- a) A candle
- b) A paraffin lamp
- c) A gas lamp
- d) Electricity

22. How often do other family members disturb you while you are studying?

- a) Frequently
- b) On rare occasions
- c) Never

23. Do you have a time-table for studying at home?

- a) Yes
- b) No

24. How often do you follow your study time-table?

- a) Always
- b) Occasionally
- c) Never

25. How many hours do you spend studying?

None	Less than $\frac{1}{2}$ an hour	$\frac{1}{2}$ hour	1-2 hours	3-4 hours	more than 4 hours

26. Which newspaper do you often read?

- a) Ndebele news
- b) Africa news
- c) Sowetan
- d) City Press
- e) The Citizen
- f) The Star
- g) Beeld
- h) Any other (kindly specify)

27. Indicate the magazine that you often read:

- a) Pace
- b) Drum
- c) True Love
- d) Thandi
- e) Any other (specify)
- f) None

28. How regularly do you lend books from a Library?

- a) Frequently
- b) Occasionally
- c) never
- d) There's no public Library in my locality

29. Do you feel hungry while you are at school?

- a) I always feel hungry
- b) Occasionally
- c) Never

SECTION D: FAMILY CLIMATE IN RELATION TO THE SCHOOL

30. My relationship with my parents is

- a) Warm and supportive
- b) Not very warm, but satisfactory
- c) My parents dislike me
- d) They care less and are often not helpful

X

31. How often do your parents praise your teachers for the good activities at school?

- a) Frequently
- b) Seldom
- c) Never
- d) They care less about what is happening at school

X

32. If you come back late from school owing to involvement in sports, debate, etc. how do your parents react?

- a) They do not bother
- b) They scold me as well as the teachers for keeping us until late.
- c) They become concerned and consult the teachers
- d) Any other (specify)

33. If your parents receive an unsatisfactory school report about your work at school how do they react?

- a) They punish me
- b) They scold me
- c) They consult teachers for a discussion
- d) They don't bother at all
- e) Any other (specify)

SECTION E: PARENT'S ATTITUDE TO EDUCATION (LA FAMILLE (ÉDUCOGENÉ)

34. What is the attitude of your parents to homework exercises given by the teachers?

- a) They are often interested and helpful
- b) They are interested, but cannot assist me owing to their low academic standard
- c) They care less about my school work
- d) Any other (specify)

35. How often do your parents request you to show them what you were doing at school?

- a) Often
- b) Occasionally
- c) Never

36. What sort of encouragement do you get from your parents with regard to your school work?

- a) They always encourage, assist and motivate me
- b) They only tell me to be serious, all the time
- c) They are satisfied as long as I go to school
- d) Any other (specify)

SECTION F: PUPIL'S SELF-CONCEPT TO LEARN AND EDUCATIONAL ASPIRATIONS

37. What is your future career?

- a) Professional work: Lawyer, dentist, teacher etc.
- b) Manual work: Builder, Driver.
- c) Clerical
- d) Business: shopkeeper
- e) I do not know
- f) Any other (specify)

38. When do you want to leave school?

- a) Immediately
- b) After passing Standard 8
- c) After passing Standard 10
- d) After qualifying for a trade or profession
- e) I do not know

39. How many times did you repeat each of the following standards in your secondary school career?

Class	Number of times repeated			
	0	1	2	3
Standard 6				
Standard 7				

40. What was the cause of your failure:

- a) I did not understand school work
- b) Most of the time I played truant
- c) I was discouraged by failure in the previous years
- d) I didn't have a good place to study at home
- e) I had no interest in school work
- f) Any other (specify)

SECTION G: SCHOOL ATTENDANCE

41. How many times were you absent from school in 1986?

Between 0-9	10-19	20-29	30+

42. Why were you absent? Indicate the main reason.

- a) Illness (myself)
- b) Family illness
- c) I had been sent by parents
- d) I had not done my homework
- e) I felt I did not study enough to write a test
- f) I never became absent

43. When did you go to school at the beginning of the year?

- a) On the opening day
- b) Between two days and a week after the opening
- c) After 2 weeks
- d) After the end of the month, having received school fees from my parents.

44. Why did you not go to school on the re-opening day?

- a) There's usually no teaching on the re-opening day
- b) Parents do not have money for registration at school
- c) I just want to extend the holidays
- d) Any other (specify)
- e) Not applicable

45. Who informs your teacher if you are absent from school?

- a) Myself, I write a letter on behalf of my parents
- b) My parent
- c) I send my classmate
- d) Any other (specify)

46. How many times were you transferred from one school to another?

- a) from Std 6 to 7
- b) from Std 7 to 8

0 times	2 times	3 times

47. How many secondary schools are there in your place?

1	2	3	4+

48. Why do you attend in this school?

- a) It is next to my home
- b) I like the school for good results
- c) I want a change of environment
- d) There's no secondary school in my area

49. Do you attend all your lessons at school?

- a) Yes, in most cases
- b) I occasionally miss morning periods
- c) I normally go to school after break
- d) I usually leave the school after break

SECTION H: TRANSPORT MEANS AND RELATED ISSUES

50. How far are you staying from your school?

Less than 1 km	about 2 km	about 3 km	about 4 km	about 5km+

51. What transport means do you use when going to school?

I walk	bus	taxi	hitch hiking	bicycle

52. When do you arrive at school?

In time	less than 30 minutes late	about 30 hour late	about 1 hour late	more than 1 hour late

53. Does the means of transport make you unable to attend morning studies in time?

Always	seldom	Occasionally	Never	No studies

54. Does the means of transport prevent you from attending afternoon studies?

Yes	Sometimes	Never	No afternoon studies

THANK YOU

APPENDIX BQUESTIONNAIRE

To be completed by class teachers of Standard 7 pupils in 1986.

1. Please answer the questions below as faithfully as possible.
2. The information you supply will be used in the research study of socio-pedagogic factors that influence performance of secondary school pupils in their academic work.
3. Please be assured that all information supplied by you and your colleagues will be treated in strict confidence.
4. Thank you for your co-operation.

DIRECTIONS FOR ANSWERING

1. Kindly place a cross (X) in the square next to the answer you have selected in all questions except question No. 2.
2. In question No. 2 supply the required figures in spaces provided.

SECTION A: GENERAL INFORMATION

1. How many years have you taught in the Secondary school(s)?

- a) Only 1 year
- b) 2-4 years
- c) 5-7 years
- d) 7 years and above

2. Supply the information with regard to the final (November) examination 1986.

- a) Total number of pupils entered
- b) Number of pupils that passed
- c) Number of pupils that failed
- d) Pass percentage
- e) Failure percentage

Boys	Girls	Total

SECTION B:

SOCIO-ECONOMIC STATUS OF PUPILS

3. Did the pupils of that class have all prescribed books and stationery (1986)?

- a) Yes, for the whole year
- b) Partially, some pupils bought books and stationery late
- c) Most pupils did not have the required writing material and books

4. Could pupils afford to pay all school fees in time?

- a) Yes, all pupils paid school fees in time
- b) Very few pupils paid in time
- c) Most pupils paid school fees late
- d) No pupil could pay in time

SECTION C:THE PUPIL AND HOMEWORK

5. How many homework exercises on average per week did you give in your subject?

- a) None
- b) Between 1 and 2 exercises
- c) Between 3 and 4 exercises
- d) More than 4 exercises

6. What is the main problem experienced by teachers with regard to homework?

- a) Pupils claim that they do not have enough opportunity to do homework exercises at home owing to the chores given by parents at home.

--

- b) Pupils do not receive enough assistance from parents

- c) a lot of homework exercises are being given

- d) None

SECTION D:SCHOOL ATTENDANCE

7. How many days were pupils on average absent from school?

Number of days absent

0-10	11-20	21-30	31+

8. What do most pupils give as a main reason for absenteeism?

- a) Being sent on parents' errands
- b) Illness
- c) Just played truant
- d) Did not like school

9. How many pupils performed badly owing to poor school attendance?

- a) None
- b) Between 1 and 10
- c) Between 11 and 20
- d) More than 21

THANK YOU

APPENDIX CQUESTIONNAIRE

(To be answered by Headmasters of Secondary Schools)

Dear Sir/Madam

1. Please answer the following questions as accurately as possible.
2. The answers you and your colleagues provide will be used in a research study of socio-pedagogic factors influencing academic performance of secondary school pupils
3. The answers you give will be kept confidential. Your name, school, teachers and pupils will not be identified.
4. Most questions may be answered by placing a cross (X) in the appropriate space. Few require provision of statistical data:
5. Thank you for your co-operation.

SECTION A: GENERAL INFORMATION

1. Where is your school located?

 - a) Urban area
 - b) Semi-urban area
 - c) Rural area - i.e. in a village, on a farm etc.
2. Circuit wherein your school lies

3. Enrolment as at end of 1986:

Boys	
Girls	
Total	

SECTION B: STAFF AND RELATED MATTERS

4. Complete the table with regard to the number of teachers including yourself (1986).

Males	Females	Total

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

Number of teachers according to professional certificates.

LPTC		PTC		SPTC		SSTC		SID		PTD		HDE		SSID		B PAED		UED		TOTAL
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL

6. Indicate the number of unqualified teachers holding the following qualifications only:

Standard 8 only
Standard 10 only

Males	Females	Total
TOTAL		
GRAND TOTAL		

7. How do you administer and recommend appointment of teachers?
Place a cross (X) in the block of the correct answer.

- a) I consider any person who is looking for a post
- b) Posts are advertised and applicants should apply in writing.
- c) Teachers are brought by inspectors for appointment
- d) Any other (specify)

8. What was your pupil - teacher ratio in 1986?

- a) Between 1:20 to 1:30
- b) Between 1:31 to 1:40
- c) Between 1:41 to 1:50
- d) More than 1:50

9. Indicate the number of teachers who are teaching subjects not trained for?

Males	Females	TOTAL

10. Why do you have such teachers?

- a) It is not easy to find teachers for certain subjects like science.
- b) Most teachers have specialised in similar subjects in their training e.g. African Languages and History.
- c) I do not have such teachers
- d) Any other reason (specify)

11. Indicate the average number of teaching periods per teacher in 1986?

- a) Between 11 and 20 periods per week
- b) Between 21 and 30 periods per week
- c) Between 31 and 40 periods per week
- d) More than 40 periods per week

12. At present how many teachers fall in each of the following categories of teaching periods?

- a) Teachers having between 11 and 20 periods per week
- b) Those having between 21 and 20 teaching periods per week
- c) Between 31 and 40 teaching periods per week
- d) More than 40 teaching periods per week.

SECTION C: FACILITIES IN THE SCHOOL

13. Does your school have a resource centre (i.e. special room where teachers can prepare their teaching aids and acquire media like tapes, projectors, textbooks, etc.)?

- a) Yes
- b) Yes, but it is inadequately equipped
- c) No

14. Do pupils have adequate sitting accommodation in the classrooms?

- a) Yes
- b) No

19. Do the books supplied by the Department of Education adequately cover the syllabi?

- a) Yes
- b) Partly
- c) No

SECTION D: ADMISSION OF PUPILS AND ATTENDANCE

20. How do you select pupils for admission? For each applicable method place a cross (X).

- a) Pupils from the feeder schools (Primary Local school) are automatically admitted
- b) Applicants should apply in advance
- c) Applicants should be accompanied by their parents to be considered for admission
- d) Any other (specify)

21. When do you yearly close admission of new pupils?

- a) No closing date is stipulated, provided there is still accommodation.
- b) Admission closes about the end of February
- c) Admission is done until the end of January
- d) Admission closes during the first week of the schools re-opening
- e) It is done a day before and on the re-opening day each year

22. Indicate in percentages the number of pupils who attended morning studies in 1986?

- a) between 81 and 100 %
- b) Between 61 and 80 %
- c) Between 41 and 60 %
- d) Between 21 and 40 %
- e) Between 1 and 20 %
- f) None

SECTION E: PUPILS' LEARNING AND ACADEMIC ACHIEVEMENT

23. Check the list of time-table types below. Indicate by means of a tick (✓) each type frequently used in your school.

- Class time-table
- Composite time-table
- Homework time-table
- Test time-table
- Studies-supervision time-table
- Other (specifiy)

24. According to the subject policies how many homework exercises do teachers give per week?

- a) Languages
- b) Sciences
- c) Commercial subjects
- d) Social sciences
- e) Mathematics

25. Fill in the results of Matriculation pupils for 1986.

- a) No of pupils who obtained a senior certificate pass
- b) No of pupils who obtained exemption pass
- c) No of pupils that failed?

Boys	Girls	TOTAL

26. What was the pass percentage obtained by the following standards in 1986?

- a) Standard 8
- b) Standard 9
- c) Standard 10

27. What does the top-level management structure (i.e. Principal, Heads of Department) at your school regard as the cause of failure for some Standard 10 pupils in 1986? Study the below responses and record your reaction to each statement. Use this scale:

- a) 1 - strongly disagree
- b) 2 - disagree
- c) 3 - uncertain (in between)
- d) 4 - agree
- e) 5 - strongly agree

- Most teachers were not qualified
- Stay aways from school reduced performance
- Some pupils came from a low socio-economic status and had less motivation to achieve.
- Some pupils played truant and consequently failed
- Some pupils revealed a negative attitude to school
- Considerable teaching time was taken by extra curricular activities

SECTION F: SOCIAL RELATIONS BETWEEN THE SCHOOL AND THE COMMUNITY

28. What method does the school use to communicate with parents?
Put a cross in the appropriate block.

- a) Circulars are written to parents to explain school progress
- b) In addition to circulars, parents are invited to parents' meeting at regular intervals
- c) Parents are invited once per annum to the school i.e. on Prize Giving Day or Farewell function
- d) All methods A, B and C are jointly used
- e) There is no communication

29. How often do most parents visit the school to check progress of their children/wards?

- a) Never
- b) On rare occasions
- c) Sometimes
- d) This occurs very regularly?

THANK YOU

APPENDIX D:INTERVIEW

To be answered by School Committee Members of the sampled schools.

SECTION A: GENERAL INFORMATION

1. Age: How old are you?

Coding: between 31 and 40 years
 between 41 and 50 years
 between 51 and 60 years
 more than 60 years.

2. Sex:

Coding: male
 female

SECTION B:MATERIAL CIRCUMSTANCE OF THE HOME

3. Who is the breadwinner of the family?

Coding: myself
 other party
 other parents
 son
 daughter

4. What is the occupation of the breadwinner?

Coding: professional work
 manual labour
 factory worker
 civil servant e.g. clerk
 business e.g. hawker, shopkeeper
 pensioner

5. What is the joint family income?

Coding: less than R100 per month
 between R101 and R300 per month
 between R301 and R500 per month
 between R501 and R700 per month
 between R701 and R900 per month
 between R901 and R1 100 per month
 more than R1 100 per month

6. How many children does the family consists of?

Coding: between 0 and 3 (small family)
 between 4 and 7 (medium family)
 more than 7 (large family)

Probe: If the response to question 6 is a large family (more than 7 children, and response to item number 5 the joint income is small, between R100 and R300 per month proceed to question number 7. If the response to question 6 is a small family proceed to question number 8.)

7. How does the family manage to survive on small earnings?

.....

8. Of what material is the house the family living in built?

Coding: Zinc or corrugated iron walls
 Mud bricks
 Block bricks
 Face- bricks
 Stone walls
 other (specify)

9. How many rooms is your family house.

Coding: between 1 and 3 (small)
 between 4 and 7 (medium)
 more than seven (7) rooms (spacious)

SECTION C: PARENTS ATTITUDE TO EDUCATION

10. What is your educational standard? ✓

Coding: illiterate
 between substandard A and Standard 2
 between Standard 3 and Standard 6
 between Standard 7 and Standard 10
 completed college education
 University eductaion

11. How often do you assist your child/ward with homework?

Coding: occasionally
 on rare occasions
 never

12. Do parents ever ask the school to give more homework exercises?
If not why?

Coding: Few parents do, but on rare occasions
 no time to do so
 they think it's not necessary
 parents are afraid to do so
 they think work given by teachers is enough
 some think homework is solely the business of the
 teachers.

13. Have parents asked the school to show them how to help their
children to cope with school work?

Coding: most parents do so, regularly
 few, on rare occasions
 no time
 not necessary
 afraid
 teacher's work

14. At what level do you think your child/ward will leave school?

Coding: uncertain
 between standard 6 and 7
 between standard 8 and 9
 after completing standard 10

Probe: If the answer in any response ranges between uncertain
and standard 9 ask question 15. If the response is Standard 10
proceed to question number 16.

15. Why do you think your child/ward will leave school before
passing Standard 10?

Coding: no money
 must work
 has failed on several occasions

16. What type of teachers in the secondary school of your area do you prefer? Rank your responses from 1 to 4., with 1 representing the most applicable response.

..... teachers who are sons of the soil.
 well behaved and exemplary teachers
 well qualified teachers with satisfactory interest in their work
 teachers who can mix easily with the community

17. Rank the following characteristics in teachers with regard to their negative effect on a pupil's academic performance. Use numbers 1 to 5 with 1 representing the most important effect.

Coding: habitual absentism from work
 drinking alcoholic drinks during school time
 being a drug addict
 laziness, failure to execute one's tasks as a teacher
 any other (specify)

18. How do you respond to a report of good work of your child from school)

Coding: congratulate and reward him
 only congratulate him/her
 no time to check his progress at school
 nothing

19. What action do you take if your child has failed in an examination?

Coding: scold, punish him
 deny him food
 advise child to work harder

- seek advice from teachers
- not worried
- quarrel with teachers
- not applicable (child always succeed)

Probe: If response is other than "not applicable" or "advice".

THANK YOU

APPENDIX EINTERVIEWTo be answered by CIRCUIT MANAGERS

1. Name of circuit:

Coding: Allemansdrift
 Siyabuswa
 Kwaggafontein
 Weltervrede
 Twee Fontein

2. Staffing in your circuit:

..... Number of inspectors of schools
 Number of clerks

3. Number of Secondary Schools

a) Junior Secondary schools
 b) Senior Secondary schools
 c) High Schools (standard 8 to 10)

TOTAL

--

4. Number of teachers in Secondary Schools in the circuit:

Male teachers	
Female teachers	
TOTAL	

5. Number of secondary school pupils:

Boys	
Girls	
TOTAL	

6. Give the pupil teacher ratio for the past three years

Year	Pupil teacher-ratio (Secondary Schools)
1985	
1986	
1987	

7. Do parents and Secondary School teachers co-operate well?
Select the most appropriate statement.

..... always good in most schools
 satisfactory in most schools
 occasionally not good in some areas
 not good in most schools

8. What complaints were received by your office about learning conditions in schools?
Mention only those applicable.

Coding: absenteeism from duty (teachers) in some schools
 teachers not treating parents well
 use of alcoholic drinks
 any other (specify)
 none

9. Concerning Secondary Schools that did not do well in the 1986 examinations, what complaints were received from parents?

..... tests were not regularly written
 teaching time was limited owing to disturbances
 too much time was spent on extra curricular activities
 any other (specify)

10. What were the cause of poor results in the opinion of the inspectorate in your circuit?

Coding: Inspectors' guidance not followed
 Too little class work and drill work, test inadequate i.e. not regular.
 shortages of textbooks
 any other (specify)

11. How many in-service courses were conducted for teachers?

Coding: none
 between 1 and 10
 between 11 and 20
 between 21 and 30

12. What was your circuit's average of attendance for in-service courses organized by Head Office (Education and Culture department).

..... between 71 and 100 %
 between 41 and 70 %
 less than 40 %

13. Who made a follow-up on teachers who attended such in-service courses?

Coding: inspectors of school during school inspections
 principals
 none

14. How do you recruit teachers for vacant posts in Secondary schools?

- Coding:
- posts are advertised in the press and radio by schools
 - advertisements sent to colleges and universities by schools
 - principals and inspectors jointly look for and recruit
 - principals of secondary schools entirely responsible
 - any other (please specify)
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THANK YOU