

**EDUCATORS AND LEARNERS' PERCEPTIONS OF MATRIC PERFORMANCE IN
SELECTED SCHOOLS IN THE BUTTERWORTH DISTRICT**

BY



**DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF
MASTER IN EDUCATION
AT THE FACULTY OF EDUCATION
UNIVERSITY OF FORT HARE**

SUPERVISED BY: PROF. E.O. ADU

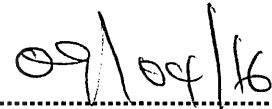
DECLARATION

This is to declare that to the best of my knowledge and belief this dissertation titled “Educators and learners’ perceptions of matric performance in schools in the Butterworth District” is my original work and all references that have been cited have been duly acknowledge by means of a comprehensive list of references. It has also not been submitted previously to any other institution of higher education.

VUSUMZI H. JAXA



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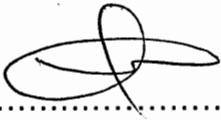


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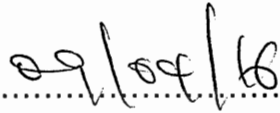
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This thesis has been submitted with/without my approval



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- I am thankful to the almighty God for giving me the courage and strength to embark on this study and for successfully completing it.
- My sincere appreciation and thanks to my supervisor Prof. E.O. Adu. Thanks man of God for your support, guidance and encouragement. I know you were sometimes fasting for me to complete my study.
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- My late mother was so supportive during my course of study until she died on 30-01-2015. May your soul rest in peace, sisi.
- My colleagues at work, thank you for being there when I needed you most.

ABSTRACT

The problem of school under-performance as defined by the pass rate level of learners in the matric examination has been a point of educational debate in the Eastern Cape for a number of years, especially after the attainment of democracy in the Republic of South Africa. Many strategies have been used in the Eastern Cape to address this problem, strategies like the matric intervention strategy, without success. The aim of this study was to investigate educators and learners' perception of matric performance in schools in the Butterworth district. The study followed a mixed research method which is an approach to an inquiry which involves both qualitative and quantitative data, integrating the two forms of data and using distinct designs that may involve philosophical and theoretical frameworks. Three schools participated and data was collected through semi-structured interviews and documentary analysis. Twenty four participants participated in this study.

The study revealed that all the respondents from the three participating schools seemed to have a common understanding of what an impact under-performance has in the district, even though they put it in different statements. The findings revealed that rural schools are under-resourced, there is lack of parental support, departmental visits and support are minimal, and curriculum changes are a major challenge, as a result of which rural schools lack technological developments, while scholar transport is also a problem.

The study recommended that the Department of Education officials need to make regular visits to schools for the betterment of teaching and learning, regular improvements of school resources are needed, parents must involve themselves in school developments and rural educators must be motivated by remunerating them in a special way.

DEDICATION

This study is dedicated to my late parents, Norman and no-Andile Jaxa, who always wanted me to be the best and to my loving children, Khanya and Unathi, for their understanding and unwavering support. It is also dedicated to my colleagues for their support and encouragement and to God Almighty who carried me through difficult and trying times.



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ACRONYMS

DBE - Department of Basic Education

DD - District Director

DHET - Department of Higher Education and Training

DoE - Department of Education

EC - Eastern Cape

ECD - Early Childhood Development

EDO - Education Development Officer

HOD - Head of Department

RSA - Republic of South Africa

SGB - School Governing Body

SMT - School Management Team



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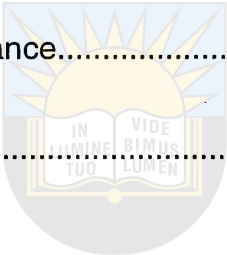
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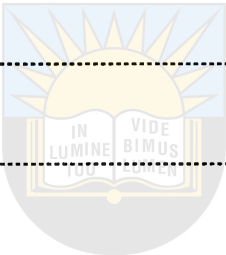
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CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This chapter presents and outlines the background of the study. Furthermore, the chapter covers the problem statement, purpose of the study, research questions, hypothesis, significance of the study, scope of the study, definitions of terms and the chapter outline.

1.2 BACKGROUND

In South Africa 'matriculation' (or 'matric') is a term commonly used to refer to the final year of high school and the qualification received on graduating from high school (Steyn & Wolhunter, 2008). Steyn & Wolhunter (2008) further explained that, strictly speaking, matric refers to the minimum university entrance requirement. The first formal matric examination in South Africa was conducted under the University of Good Hope in 1858 (Steyn & Wolhunter, 2008). Once matric year has been passed, students are said to have 'matriculated' (for example, Peter matriculated with three distinctions). A normal pass according to Mji and Makgato (2006) is given for an average of 50% to 59%, a pass with merit for 60% to 79% and a distinction is given for an average of 80% or more. The qualification obtained at the end of secondary or high school is the national senior certificate (Steyn & Wolhunter, 2008). Students who fulfil certain requirements in their senior certificate results receive a matriculation endorsement on their certificates and that endorsement is a legal minimum requirement for admission to a bachelor's degree at any South African university. Pre-1990s the standard matric with endorsement was worded in the following manner: 'Examination passed - passed with full exemption'. The wording

meant that the candidate passed his/her national senior certificate examinations with exemption from doing an entrance exam when applying for university entrance (Steyn & Wolhunter, 2008).

These days education in South Africa is governed by two national departments, namely the Department of Basic Education (DBE) which is responsible for primary and secondary (high) schools and the Department of Higher Education and Training (DHET) which is responsible for tertiary education and vocational training (Masitsa, 2004). Masitsa (2004) further stated that prior to 2009 these two departments (DBE & DHET) were represented by a single department. The Department of Basic Education deals with public schools, private schools, early childhood development (ECD) centres and special needs schools. The public and private schools are collectively known as ordinary schools and comprise roughly 97% of schools in South Africa (Rich, Sauer & Sikrweqe, 2006).

South Africa is made up of nine provinces and each province has its own education department that is responsible for implementing the policies of national departments as well as dealing with local issues. The DBE is headed by the director-general, Mr Bobby Soobrayan, and its policy is formulated by the Minister, Mrs. Angie Motshekga, and the deputy, Mr. Enver Surty. The DBE is funded from central government taxes. The DBE pays educators' salaries in government schools (public schools) whereas independent (private schools) are funded privately. Government schools may under certain circumstances supplement their funds through parent contributions (Steyn & Wolhunter, 2008). School life in South Africa is 13 years starting from grade 0 - also known as grade R or reception year - through to grade

12 or matric (the year of matriculation). According to the South African Schools Act of 1996, education is compulsory for all South Africans from age 7 (grade 1) to age 15 or the completion of grade 9 (Steyn & Wolhunter, 2008). According to the DBE's 2010 statistics report published in 2012, on average there are 30 learners per educator. Schools receive a grant from government for their operational costs, such as administrative costs, books, educational materials and extra-mural activities. Most schools supplement the government grant with other streams of income, such as school fees paid by parents, fund raising events, and receiving donations. Generally, higher school fees prevent poorer children from attending affluent schools. There is no limit to the amount of fees that a school may set. Parents may apply to the school for full or partial reduction of school fees, and many affluent schools do provide financial assistance to a small number of learners (for example, if the parents are alumni), but it is not a legal requirement. Alumni refers to a graduate or a former student of a specific school (Steyn & Wolhunter, 2008). Learners in South African schools are usually required to wear school uniform which can be expensive and is not provided free although it is often possible to buy it second hand (Masitsa, 2004).

1.2.1 POVERTY AND SCHOOL FEES

Schools may not refuse admission to children who live in the immediate vicinity of the school and may not refuse entry to learners or refuse to hand over report cards even if the learner's parents neglect to pay school fees, but schools are permitted to sue parents for non-payment of school fees (Steyn & Wolhunter, 2008). Since 1996, learners whose parents are very poor are legally exempt from some or all school fees (Mji & Makgato, 2006). Since 1998, the formula, according to Steyn & Wolhunter (2008), is as follows: If the combined annual income of the parents is less

than ten times the annual school fee, that particular learner is legally exempt from paying school fees. If the income is more than ten times the school fee but less than thirty times the school fee, the learner is legally entitled to a specific reduction in school fees. In practice, these regulations help only very poor families. Orphans and learners of parents who receive poverty linked social grants are also exempt from paying school fees.

1.2.2 EDUCATION IN SOUTH AFRICA FROM 1997 UP TO NOW

In 1997 the government launched its new education system called Curriculum 2005, which was based on 'outcome based education' (OBE) (Masitsa, 2004). By 2006, according to Mji & Makgato (2006), it was clear that OBE as a social experiment had failed and it was quietly shelved. Before 2009, schools taught English only from grade 3 and all subjects were taught in English from grade 4, except in Afrikaans language schools (Clarke, 2005). Since 2009, schools teach English from grade 1 and all subjects are taught in English except in Afrikaans language schools.

1.2.3 MATRICULATION (GRADE 12)

Matric results are of a national interest. Learner performance in South Africa is used as a measuring tool for determining school performance. School performance rating depends on the learner achievements during the final school year of study known as Grade 12, (previously known as 'matric'). In South Africa the learner achievement benchmark is set by the national examination board known as UMALUSI, which requires that a learner in matric must achieve a qualification at Level 4 on the National Qualification Framework (NQF) in order to pass matric (DoE, Assessment Instruction 13, 2010:1). Schools are categorized as good performing schools and

poor performing schools when the results are officially released by the national Minister of Education. The poor performing schools are characterized by the poor achievement of learners who fail to obtain the required rating level while the well performing schools are characterized by a good achievement of learners in their final examination results (DoE, National Senior Certificate Examination Report, 2010).

Poor performance of schools is a worldwide problem which attracts a lot of debate from both the politicians whose interest is to gain soft political points and the academics who witness the deteriorating state of education (Mji & Makgato, 2006). Mji and Makgato (2006) further indicated that there are two factors that contribute to poor performance of matriculants. The first factor identified was related to teaching strategies, content knowledge, motivation, laboratory use, and non-completion of the syllabus in a year. The second factor was attributed to the role played by parents in their children's education and the general language used in the subject taught.

The researcher's interest was to find out why there is a huge gap amongst the provinces when the results are released, most importantly in the Butterworth District. The Butterworth District is in the south-eastern part of the Eastern Cape. Butterworth District is made up of three sub-districts, namely Ngqamakhwe, Centane, and Butterworth which is also known as 'Gcuwa'. Butterworth is situated on the N2 national Highway, 111 kilometers north of East London. It is a town overwhelmingly occupied by Xhosa-speaking Africans (Eastern Cape Department of Transport, 2010).

1.2.4 THE EASTERN CAPE PROVINCE AND SCHOOLS' PERFORMANCE

The Eastern Cape is a province of South Africa which was established on 27th April 1994. Its capital town is Bhisho, but its two largest cities are Port Elizabeth and East London. The Eastern Cape was formed in 1994 out of the 'independent' Xhosa homelands of Transkei and Ciskei together with the eastern portion of the Cape Province, the landing place of the 1820 British settlers. The central and eastern part of the province is the traditional home of the Xhosa people. This province is the birth place of many prominent South African politicians, such as Nelson Mandela, Oliver Tambo, Walter Sisulu, Govan Mbeki, Raymond Mhlaba, Robert Mangaliso Sobukwe, Chris Hani, Steve Biko and Thabo Mbeki. The estimated population in 2013 was 6 620 100 according to Statistics South Africa (2005). The population groups in the Eastern Cape consist of Black African 86.3%, Coloured 8.4%, White 4.8% and Indian/Asians 0.5% (Statistics South Africa, 2005). Language used is Xhosa 79.8%, Afrikaans 10.6%, English 7.6% and Sotho 3%.


The province consists of 23 educational districts and each district has its own head known as the District Director who, in turn, accounts to the Superintendent-General who is based at the Provincial Head Office in Bhisho. According to the School Performance Report (2013), the number of schools whose matric learners were examined in the Eastern Cape for 2013 was 918, of which 29 of them got 0 to 19.9%, 121 got 20-39.9%, 226 got 40-59.9%, 287 schools got 60 to 79.9% and 220 got 80-100% passes. Three schools had exactly a 0% pass rate while 36 got exactly 100%. The districts that had schools achieving 100% as from 2009 to 2013 are:

1. East London
2. Mthatha

3. Graaff-Reinet
4. Cradock
5. Port Elizabeth
6. Queenstown
7. Sterkspruit
8. Grahamstown

Fifteen districts do not feature on the list and Butterworth district is one of those. The overall district pass rate from 2011 to 2013 was as follows:

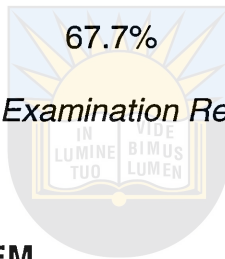
Eastern Cape districts' results



DISTRICTS	2011	2012	2013
1. Butterworth	45.8%	53.9%	58.9%
2. Cofimvaba	69.3%	72.5%	70.7%
3. Cradock	74.8%	72.3%	73.5%
4. East London	63.7%	68.7%	73.1%
5. Fort Beaufort	41.7%	44.7%	56.6%
6. Graaff-Reinet	70.5%	71.4%	67.6%
7. Grahamstown	69.2%	67.7%	62.5%
8. Idutywa	50.8%	51.0%	60.8%
9. Engcobo	70.0%	71.4%	67.9%
10. King William's Town	57.5%	56.9%	65.3%
11. Lady Frere	67.2%	63.0%	66.5%
12. Libode	39.8%	59.4%	60.1%
13. Lusikisiki	54.8%	59.4%	59.1%
14. Maluti	71.9%	70.4%	70.4%

15. Mbizana	54.9%	57.6%	58.7%
16. Mount Fletcher	68.5%	67.4%	65.4%
17. Mount Frere	47.2%	49.6%	58.8%
18. Mthatha	63.4%	65.7%	67.3%
19. Port Elizabeth	67.8%	71.1%	74.0%
20. Queenstown	57.1%	62.0%	65.9%
21. Qumbu	59.4%	59.1%	52.6%
22. Sterkspruit	49.1%	56.1%	57.1%
23. Uitenhage	67.7%	69.0%	69.3%

(Source: National Senior Certificate Examination Report, 2013)



1.3 STATEMENT OF THE PROBLEM

The public schooling system of the Eastern Cape Province, according to the Eastern Cape Department of Education (2010:2), has experienced consistent instability over the past years which has manifested itself in school dysfunctionality, underperformance, and high vacancy rates. Masitsa (2004:214) stated that underperformance is a universal problem experienced in some educational institutions.

The Eastern Cape matric results are the worst in the entire country. South Africa is made up of nine provinces and the Eastern Cape rates from seventh position to ninth position when the results are officially released by the Minister of Education. Butterworth is one of the worst performing districts in the Eastern Cape (Fengu, 2012:2). The matric pass rate in the Butterworth District from the year 2008 up to 2013 is depicted in the table below:

Table 1.1 Matric Pass Rate in Butterworth District

2008	2009	2010	2011	2012	2013
36.8 %,	36.4%	46.7%	45.8%	53.9%	58.9%.

Butterworth's pass rate is not stable, but lately it shows an improving trend but it is not satisfactory even though the government is providing so many resources such as computers, study guides, and extra classes, as reported by Mgqelwa & Nini (2012:6) in the report on the R50 billion uplift for Eastern Cape education. The table below depicts the matric performance in the Butterworth District from the year 2011 to 2013.

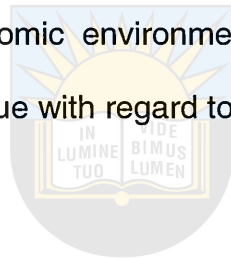
Table 1.2 Matric Performances in Butterworth District

Year	No. of learners who wrote matric	Passed	Failed
2011	3815	1746	2067
2012	3925	2115	1810
2013	4407	2596	1811

(National Senior Certificate Examination Report, 2013)

The above table shows that the results are improving, but in the true sense they are not improving in quality but in quantity. Clarke (2005) stated that performance in low

performing schools is likely to move both up and down over a relatively short time scale and he uses the term 'natural variation' to refer to school performance. The researcher has established that the failure to attain matric does not only end there, but also includes some heavy psychological effects which raise anxiety and lead to increased suicidal thoughts. This phenomenon therefore forms the basis for an investigation into the causes of poor matric performance in schools in Butterworth District. Rich *et al.* (2006) stated that the economic and social results for learners who fail to pass matric are far reaching and onerous and they lead to reduced through-put of learners. The economic environment in South Africa is extremely youth unfriendly; this is especially true with regard to the matric performance.



1.4 PURPOSE OF THE STUDY

The purpose of this study is to find out the causes of poor matric performance in schools in the Butterworth District and help those who are affected by the problem. The researcher's purpose is to improve these statistics and to motivate and encourage the learners, educators as well as parents to value the effects of the matric results and to enable them (matriculants, educators and parents) to come up with solutions to the problems which hinder the pass rate in rural communities of the Eastern Cape. All the determinants (factors) if any, which makes learning and teaching difficult in this district, must be exposed. The researcher aimed to contribute to the debate and increase policy makers' understanding of the challenges facing matriculants in the Butterworth District which largely affects the outcomes of the provincial results. This study addresses the performance of matric learners. An explanatory sequential mixed method design was used and it involved collecting quantitative data first and then explaining the qualitative results with in-depth

qualitative data. In the first, quantitative phase of the study documented data was collected from the selected schools in the Butterworth District to test the performance and to assess the learners and educators' commitment. The second qualitative phase was conducted as a follow-up to the quantitative results to help explain the quantitative results. In this exploratory follow up phase the researcher explored performance with both educators and learners in the Butterworth District.

1.5 RESEARCH QUESTION

What are the educators and learners' perceptions about matric performance in schools in the Butterworth District?



1.5.1 SUB RESEARCH QUESTIONS

1. How does educators' involvement affect the matric pass rate?
2. What are the effects of the teaching methods used by educators on the matric pass rate?
3. What are the problems that learners encounter during their studies which affect their matric pass rate?
4. How does peer influence affect the matric pass rate?

1.6 RESEARCH OBJECTIVES

A research objective is a clear, concise, declarative statement which provides directives to investigate the variables (Clarke, 2005) while Prinsloo (2006) stated that research objectives are the results sought by the researcher at the end of the research process. The objectives of a research project summarize what is to be achieved by the study (Cresswell, 2013). Objectives are closely related to the

statement of the problem, according to Prinsloo (2006). For the purpose of this study, the research objectives are as follows:

1. To compare the matric performance rate amongst matriculants of different schools.
2. To analyse the matric performance rate in the Butterworth District.
3. To identify the factors associated with poor performance of matric learners in the Butterworth District.
4. To develop an explanatory theory that will help to improve matric performance in the Butterworth District.



1.7 SIGNIFICANCE OF THE STUDY

This study produced the evidence that will help Butterworth District to improve the current state of the examination results so that it can rate amongst the top achievers in the province. This study gave an indication as to what the subject advisors, school principals, educators, learners and the circuit managers need to do in order to protect the image of the district. It also informed future policies, legislation and strategies aimed at addressing the subject of this study.

1.8 SCOPE OF THE STUDY

The scope of this study is Butterworth District which consists of 50 high schools which are annually examined at the matriculation level by a national examination board known as Umalusi. Umalusi is responsible for ensuring that all education and training providers in the country meet with certain standards and criteria in providing their learners with quality education. The schools as stipulated by the policy are registered as examination centres. No school is allowed by the district to operate

without having applied for and been allocated a centre registration number. According to the School Performance Report (2013) the highest achieving school obtained 89.9% while the lowest obtained 4.2%. The schools had different numbers of candidates varying from 9 to 380. The total number of those who wrote the final exams in 2013 was 4407 and those who passed was 2596 with 1811 failures, totaling a 58.9 pass rate (School Performance Report, 2013).

1.9 OPERATIONAL DEFINITION OF TERMS

- ❖ **Matric:** This is a term commonly used to refer to the final year of high school and the qualification received on graduating from high school and, strictly, it refers to the minimum university entrance requirement.
- ❖ **Umalusi:** This is the Council for Quality Assurance in General and Further Education and Training in South Africa. It ensures proper running of the examination.
- ❖ **Peer pressure:** This is the influence that a peer group observes or individual exerts that encourages others to change their attitudes, values or behaviours to conform to the group norms.
- ❖ **Parental involvement:** This is the full support that the parents offer to their children which tends to help them (learners) to do better in school, stay in school longer, and like school more. Learners with involved parents are more likely to earn higher grades and test scores, and enrol in higher level programmes.
- ❖ **Failure rate:** It is the frequency with which an engineered systems or component fails; for example, in this study there is a fluctuating general failure rate of matric learners which has been observed throughout the years.

- ❖ Underperformance: This is a situation that arises when learners do not perform according to an acceptable rating (West & Pennell, 2003:3).

1.10 CHAPTER DEMARCATION

The dissertation is divided into five chapters and the outline of these chapters is as follows:

1.10.1 Chapter 1: Overview of the study

This chapter focuses on the introduction and background of the study, the statement of the problem, purpose of the study, research questions, significance of the study, scope of the study, definition of terms, and chapter demarcation.

1.10.2 Chapter 2: Literature review

This chapter looks at (a) the literature that is going to support some of the arguments that are going to arise from the discussion and (b) also looks at the gaps that have been created and tries to close those gaps.

1.10.3 Chapter 3: Research methodology

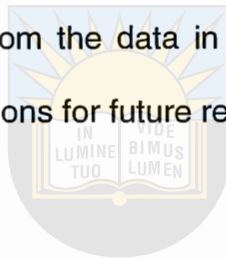
This chapter looks at the overall approach, paradigm, and design of this research. It provides a description of the research methodology and its appropriateness for this study. It consists of population, methods to be used for data collection, sampling strategy used to select the research sites as well as the number of participants. The last section of this chapter will focus on the data analysis procedure, validity and credibility of data and ethical considerations.

1.10.4 Chapter 4: Data presentation and analysis

In this chapter the actual data from the research will be presented and discussed. Analysis will be made so as to make sense of what was said by the participants.

1.10.5 Chapter 5: Discussions of findings, results, conclusions, recommendations and summary

In this chapter, the overall research findings and implications of the findings will be discussed and the results will be tabled for the future of the education system. The researcher will draw conclusions from the data in this chapter and then make his own recommendations and suggestions for future research



1.11 CONCLUSION

This chapter introduced this study by discussing the background of the study which included, amongst other things, the statement of the problem, the purpose of study, the research questions, the significance of study, scope of the study, definition of terms, and chapter demarcation.

The next chapter, the literature review, will present and discuss the main theoretical arguments and research findings based on existing literature in order to make new claims for this study.

LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of this chapter is to present a literature review which is a text written by someone to consider the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions on a particular topic. The purpose of a literature review is to establish the current state of knowledge in the field (Hart, 2003). Literature reviews are a secondary resource, and as such do not report any new or original experimental work. They offer a synthesis of:

- ❖ What was already been written on the topic, and
- ❖ What has not been written on that topic, or is written in such a way that it is conceptually or methodologically inadequate with the goal of clarifying (Vital & Jansen, 2010:14).

This chapter seeks to examine the theoretical framework that informs this study and review the literature in South Africa and internationally on educators and learners' perceptions with regard to matric performance. This chapter will give an overview of the field of enquiry: What has already been said on the topic, who the key writers are, what the prevailing theories and hypotheses are, what questions are being asked and what methodologies are appropriate and useful. The main highlights of the literature review will be:

- ❖ Motivation and learner performance

- ❖ Leadership and learner performance
- ❖ Environment and learner performance
- ❖ Peer influence and learner performance
- ❖ Socio-economic background and learner performance

The conclusion of this chapter will be drawn based on the arguments that have been raised during the discussions.

2.2 THEORETICAL FRAMEWORK

This study will be informed by social learning theory.



2.2.1 SOCIAL LEARNING THEORY

Ziolony, Kimzeke, Stakic & Bruyn(2003) stated that social learning theory is based on the work of the psychologist Bandura (2000) who stated that people learn indirectly by observing and modelling others with whom the person identifies and through training skills that lead to confidence in being able to carry out a certain behaviour. Bandura (2000) argues that there are three concepts that are critical in social learning theory. Those three concepts are as follows:

- ❖ People can learn through observation.
- ❖ Mental states are important to learning
- ❖ Learning does not necessarily lead to a change in behaviour

2.2.1.1 People can learn through observation

- **Observational learning**

In his famous experiment, Bandura (2000) as cited by Ziolony *et al.* (2003) demonstrated that children learn and imitate behaviours they have observed toward a Bobo doll. A Bobo doll is an inflatable toy that is about five (5) feet tall and is usually made of a soft durable vinyl or plastic (Bandura, 2000). The children in Bandura's studies observed an adult acting violently towards a Bobo doll (Ziolony *et al.*, 2003). A Bobo doll according to Bandura (2000) is most often painted to look like a clown. Bandura (2000) further stated that the doll is designed to be bottom weighted so that when it is hit, it would fall over and then immediately lift back up to a standing position. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the same aggressive actions they had previously observed from the adults.

Bandura (2000) identified three basic models of observational learning:

1. A live model, which involves an actual individual demonstrating or acting out a behaviour.
2. A verbal instructional model, which involves descriptions and explanations of behaviour.
3. A symbolic model, which involves real or fictional characters displaying behaviours in books, films, television programmes, or online media.

2.2.1.2 Mental states are important to learning intrinsic reinforcement

Bandura (2000) noted that external, environmental reinforcement was not the only factor to influence learning and behaviour. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. Bandura (2000) himself describes his approach as a 'social cognitive theory'.

2.2.1.3 Learning does not necessarily lead to a change in behaviour

While behaviourists believe that learning leads to a permanent change in behaviour, observational learning demonstrates that people can learn new information without demonstrating new behaviours.

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The modelling process

Bandura (2000) stated that not all observed behaviours are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful. Certain requirements and steps must also be followed. The following steps, according to Bandura (2000), are involved in the observational learning and modelling process. The modelling processes according to Bandura (2000) are as follows:

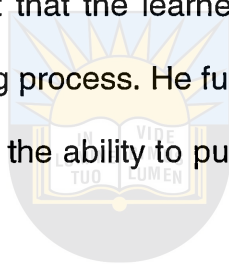
- ❖ Attention
- ❖ Retention
- ❖ Reproduction
- ❖ Motivation

Attention

By attention Bandura (2000) meant that a learner in order to learn needs to be paying attention. Anything that detracts from a learner's attention is going to have a negative effect on observational learning. For example, if there is an interesting or a novel aspect to the situation, the learner is far more likely to dedicate his or her full attention to learning.

Retention

By retention Bandura (2000) meant that the learner's ability to store information is also an important part of the learning process. He further stated that retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.



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Reproduction

By reproduction Bandura (2000) meant that once the learner has paid attention to the model and retained the information, it is time to actually perform the behaviour which has been observed. Bandura (2000) also stated that further practice of the learned behaviour leads to improvement and skill advancement.

Motivation

By motivation Bandura (2000) finally meant that in order for observational learning to be successful, the learner needs to be motivated to imitate the behaviour that has been modelled. Motivation can be in the form of reinforcement and punishment which plays an important role in motivation. Bandura (2000) further stated that while learners' experiences in these motivators can be highly effective, so can observing other experiences of some type of reinforcement or punishment. For example, if you

see another student rewarded with extra credit for being in class on time, you might also start to show up a few minutes early each day.

Bandura's (2000) social learning theory has had important implications in the field of education. Today, both teachers and parents recognize the importance of modelling appropriate behaviours. Other classroom strategies such as encouraging children and building self-efficacy are also rooted in social learning theory. Self-efficacy according to Bandura (2000) includes the ability to overcome any barriers to performing the required behaviour.



In the case of the Butterworth District matric results, we can argue that Butterworth can learn from other consistently, well performing districts such as East London and Port Elizabeth by trying to emulate and reproduce similar results as espoused in Bandura's theory of learning. Butterworth District can model and imitate the good teaching and learning strategies from both the educators and the learners of the good performing districts so as to reproduce the same or better results in their own districts.

2.2.1.4 The role that social learning theory plays in this study

The educator needs to reward an appropriate behaviour and ignore the inappropriate behavior (Child, 2001). Praising of an appropriate behaviour must be made immediately to motivate the learner and must be ignored for the inappropriate behaviour even though this needs an educator's patience (Child, 2001). The educator must model how learners can conduct themselves. Child (2001) claimed that modelling depends upon one person setting an example of behaviour which is

copied by another. He further claimed that children frequently try to imitate adults or the peer group. The role of an educator as an adult who always interacts with the learners is vital to model the good practices to the learner. The distinctive styles of the educator as a model of social behaviour, according to Bandura (2000) as cited by Child (2001), will act as the initiator of novel behaviour changes in the child or will modify or trigger off existing patterns. The distinctive styles, according to Bandura (2000), are the educator's aggressiveness, friendliness, aloofness, cooperativeness and calmness. An educator is clearly a potent figure in the social behaviour modification of learners. The educator's style, for the purpose of the study, seriousness or dedication in studying as a form of model may lead learners to alter their own established responses by strengthening or inhibiting the responses. In this way, according to Child (2001), the learners adjust the limits of their behaviour as they discover, through watching others (modelling), the tolerance levels in particular situations.

Bandura (2000), the father of social learning theory, emphasized that the holistic rather than the bit by bit approach to social learning is vital by concluding that it is evident from informal observation that vicarious learning experience and response guidance procedures involving both symbolic and live models are utilized extensively in social learning to short-circuit the acquisition process. He further stated that, indeed, it will be difficult to imagine a culture in which the language and vocational patterns, customs, educational, social, and political practices were shaped in each new member through the gradual process of differential reinforcement without the guidance of models who exemplify the accumulated cultural repertoires in their own behaviour. In social learning under naturalistic conditions, responses are typically

acquired through modelling in large segments or *in toto* rather than in piece-meal trial and error fashion (Bandura, 2000). By *in toto*, which is a Latin 'verb', Child (2001) means 'altogether, as a whole, in its entirety or in all respects'. The study of learning as a result of social interaction and imitation, according to Child (2001), has become a primary contribution of Bandura (2000) and his co-workers who have postulated that we all, especially children (learners), acquire large units of behaviour through watching and imitating others.

2.2.1.5 Social Learning theory and school leadership

Leaders need to reward appropriate behaviour as Child (2001) stated that the rewarding of appropriate behaviour is bread and butter to the leader. Rewarding the desired behavior reinforces that behaviour. Leaders themselves need to model the appropriate behaviour to their subordinates, as Bandura (2000) stated in his studies that children (learners) acquire large units of behaviour through watching and imitating others. Leaders - in this case educators - must ignore disruptive behaviour of learners which tends to lead to its extinction (Child, 2001). Leaders must model what other good leaders are doing in order to achieve the desired results. Lastly, according to Bandura (2000), the distinctive styles of the leaders (educators and principals) as models of social behaviour, i.e. aggressiveness, friendliness, aloofness, cooperativeness, calmness, and preparedness will act as the initiators of novel behaviour changes in the learner.

2.2.1.6 Impact of social learning theory on learner's performance

The learner who comes to school from a stressful home environment due to a poor socio-economic background tends to channel that stress into disruptive behaviour at school and be less able to develop a healthy social and academic life (Child, 2001). This author further states that stress on learners has an insidious effect on learning and behaviour. Learners who have to worry over safety concerns also tend to underperform academically. Unsafe homes, dangerous neighbourhoods and dangerous paths to school also contribute to lower academic performance according to Masitsa (2004). Stress resulting from bullying and school violence impairs test scores and it diminishes attention spans and increases absenteeism (Ramey, 2001). Bullying is discouraging and many learners either resort to staying at home or skip classes due to fear of violence. Socio-economic status according to Lareau (2002) correlates positively with good parenting which improves academic achievement and chronic stress of poverty impairs parenting skills which, in turn, impairs learner school performance.

Parents who are struggling just to stay afloat tend to work extra hours or odd shifts, or multiple jobs and are less able to provide attention and to devote their time, energy, and resources to their children. These deficits are associated with poor academic performance and stress which affect cognition (Steve, 2000). Stress is debilitating to learners who come from low income families, and they are more likely to give up or become passive and uninterested in school (Remey, 2001). The give-up process according to Black (2002) is known as learner helplessness. It is an adaptive response to life conditions. Many learners with learned helplessness

become fatalistic about their lives and are more likely to underperform or drop out of school.

2.3 MOTIVATION AND LEARNER PERFORMANCE

2.3.1 The concept of motivation

The term 'motivation' is derived from the Latin verb *movere* which means 'to set in motion' (Steers & Porter, 2003:5), while Pass, Tuovinen, & Darabi (2001) state that the term 'motivation' can be defined as a dimension that determines success and causes a high dropout rate among learners, especially in complex learning environments. Sansone & Harackiewicz (2000) argue that motivation energises and guides behaviour towards reaching a particular goal. Motivation, according to Mamwenda (2002), is a concept used as an explanation or rationale for the way a person or an organism behaves. A general definition of motivation is influencing a subordinate to achieve the goal that the manager wants him or her to achieve (Gerber, Nel & van Dyk, 2001). For the purposes of this study, the persons involved are the educators and learners. An educator, according to Rossouw & Oosthuizen (2007), means any person who is appointed to teach, educate, or train other persons or who provides professional, educational services including professional therapy and educational psychological services at a school, while by 'learner' they also mean any person receiving education or obliged to receive education in terms of the South African Schools Act no.84 of 1996.

2.3.2 THE PROCESS OF MOTIVATION

The process of motivation in its simplest form is initiated by a conscious awareness of an unsatisfied need (Rosen, 2005). According to Rosen (2005) all human behaviour rests on two principles: People's behavior is not coincidental, and no two people are alike. All behaviour, therefore, is motivated and the state of mind that directs a person's behaviour and energy towards the achievement of goals is a motivation process or cycle (Smit & Cronje, 2002). The motivation process, according to Smit & Cronje (2002), consists of three interdependent elements:

- (1) Need: A need results from an imbalance caused by a lack of something. For example, a physiological need develops when a person has no food or water. For learners, the physiological need for food, clothes and shelter should be satisfied by their parents or caregivers.
- (2) Driving force (Motivation): The needs of individuals motivate them to achieve the goals which they believe will satisfy those needs. For example, a need to earn and to be self-supporting supplies the drive to study and to qualify for a profession.
- (3) Goal: The thing that satisfies the need is the goal of the motivation process. The achievement of the goal, for example, obtaining a qualification, being appointed to a post or earning a salary, will restore the balance.

2.3.3. THEORIES OF MOTIVATION

One of the most important tasks as a classroom manager (educator) is to motivate your learners to learn and to achieve the learning outcomes. In order to motivate learners, the educator should first obtain knowledge of and insights into the nature of motivation and the most important forces which motivate people; hence theories of

motivation are discussed below with the aim of assisting educators to achieve effective teaching and learning to develop all learners to their full potential. There are three theories of motivation according to Prinsloo (2006) and all will be briefly discussed. They are:

- (1) Maslow's hierarchy of needs
- (2) Goal theory
- (3) Reinforcement theory

2.3.3.1 Maslow's hierarchy of needs

This theory is about human needs. They are:

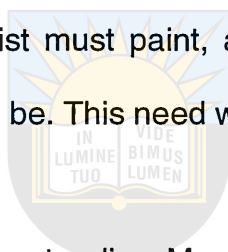
- (1) Physiological needs
- (2) Safety needs
- (3) Social needs
- (4) Ego needs
- (5) Self-actualisation (Gerber *et al.*, 2001)



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Maslow, according to Prinsloo (2006), said that some needs are more basic than others and must be fulfilled before higher ones are felt. Prinsloo (2006) further stated that the physiological needs are the strongest and are needs for the basics of life such as food, water, sleep and oxygen. Once they have been met, the person will think about the need for security. As people start to feel secure and get potential threats under control, social needs come into play. People's need for love, friendship, acceptance and understanding by other people and groups are all social needs (Gerber *et al.*, 2001). Social needs are followed by the need for self-esteem. This level, according to Gerber *et al.* (2001), represents the higher order needs.

They include a person's need for self-respect and the esteem of others, and the need for success, self-confidence, recognition and appreciation of one's achievements. A teacher plays a major role in developing every individual learner's self-esteem by emphasizing positive behaviour (Prinsloo, 2006). The final need is self-actualisation, "towards knowing and understanding, and towards deriving satisfaction from being sensitive to the beauty of human beings, their accomplishment and their natural environment" (Gerber *et al.*, 2001). Maslow, according to Prinsloo (2006), described the self-actualisation need as follows: "A musician must make music, an artist must paint, a poet must write if he is to be happy. What a man can be, he must be. This need we may call self-actualisation".



For the purpose of this study, understanding Maslow's hierarchy of needs theory helps educators to understand their learners better and educators must aim to achieve effective teaching and learning by developing all learners to their full potential. Some learners come to school without having had their physiological needs met. Some leave home so early in the morning to walk the long distance to school that they do not have breakfast. They arrive at school tired and hungry, and an educator would then expect them to concentrate in class when all they want is to eat, so educators in this case need to meet the physiological needs of the learners by motivating through the form of provisions and interventions, doing everything possible to meet their physiological needs. Lack of fresh air in the classroom is another problem that can affect learner performance. Learners must also be safe, both at school and in their homes as safety could also affect their performance. A learner who feels insecure and unsafe, experiences fear, anxiety and insecurity and consequently cannot learn properly. Learners need social acceptance. Educators

must show love to their learners so that they feel welcomed at school. A learner who is rejected, has no friends and is not accepted by educators cannot learn. Educators must be the first to accept all learners as persons, and do almost everything possible to make them socially accepted. Learners who are doing well need to be praised, and those who are struggling should be given help, not mocked and made to feel small in front of the class. This practice will help building their self-esteem. Finally, to help with self-actualisation, learners must be encouraged by their educators to aim high for what they want in life and to do the best they can.

2.3.3.2 Goal theory

This theory according to Waxler (2005) is based mainly on the work of John Locke, a seventeenth-century philosopher. The basic premise of goal theory is that people's goals play an important part in determining behaviour (Waxler, 2005). He further stated that people strive to achieve goals in order to satisfy their emotions and desires and goals guide people's responses and actions. Goals according to Prinsloo (2006) direct work behaviour and performance, and lead to the following results:

- (1) Goal setting and performance: The combination of goal difficulty and the extent of the person's commitment to achieving the goal regulates the level of effort expended. People with specific quantitative goals, such as a defined level of performance, will perform better than people with no set goals or only a vague goal such as "do the best you can" (Prinsloo, 2006).
- (2) Practical implications for the educational leader and educator:
 - Specific performance should be systematically identified in order to direct behaviour and maintain motivation.

- Goals should be set at a challenging but realistic level.
- Complete, accurate and timely feedback and knowledge of results are usually associated with high performance.
- Goals can be determined either by a superior or by individuals themselves (Prinsloo, 2006).

For the purpose of this study, it is important to set high but not unrealistic expectation for learners. Learners must have something worthwhile to work and strive for. Positive conduct should be rewarded.



2.3.3.3 Reinforcement theory

This theory according to Smit (2004) posited that behaviour that has pleasant results will probably be repeated, while behaviour that has unpleasant results will probably not be repeated. Smit (2004) further stated that reinforcement theory rests on the modification of behaviour, which is a systematic attempt to change the behaviour of an individual by manipulating reinforcing influences. To encourage particular behaviour the individual is rewarded as he or she gets closer to the desired behaviour (Waxler, 2005), while Smit (2004) stated that the desire to avoid undesirable results can also reinforce desirable behaviour. Reinforcement can be negative, and one may differentiate between two types of negative reinforcement, namely punishment and suppression (Smit, 2004). The continuous use of negative reinforcement to motivate learners is unacceptable (Prinsloo, 2006).

2.3.4 TYPES OF MOTIVATION

There are two types of motivation according to Child (2001) & Mamwenda (2002). They are intrinsic and extrinsic motivation.

2.3.4.1 Intrinsic motivation

According to Mamwenda (2002) a person who studies because he or she is interested in the subject or wants to learn as much as he or she can is intrinsically motivated. Intrinsic motivation, according to Child (2001), is an internal drive which pushes the individual from within to achieve a certain goal. It is a self-generated form of motivation which is crucial in an educational sector, where it is clearly used as an incentive to encourage learning (Child, 2001). Intrinsic motivation carries the value of long term reward and it encourages both the learner and educators to perform well in their respective tasks, i.e. the intrinsically motivated learner progresses well in his or her studies while the intrinsically motivated educator educates the learners in a very satisfying manner because he or she is a self-generated person who is an achiever him or herself.

2.3.4.2 Extrinsic motivation

External motivation according to Mamwenda (2002) occurs when one studies because one wants to fulfil certificate, diploma, or degree requirements for external reasons. At school learners are exposed to external motivation initially in the form of marks for their performance, smiles in recognition of desirable behaviour, and praise for satisfactory academic performance (Mamwenda, 2002). If our efforts according to Child (2001) are motivationally rewarded with something we would like to receive (positive reinforcement), we are more likely to repeat such an effort and thus habits

are born. That is a most successful common sense guideline. For the purpose of this study, educators need to play a big role in extrinsically motivating learners in the form of marks for their performance and praise for the desirable behaviour so that learners can feel more wanted and be able to perform well in their academic endeavours. The educators must have a place for rewards in schools in the form of incentives such as praise, marks, grades, and recognition of progress which is very crucial to encourage learning.

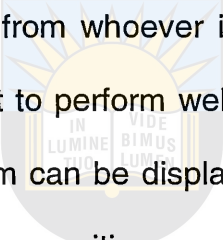
Educators need to give learners feedback on how successfully they are performing at school especially when the news is good. Feedback has a high motivational value.

2.4 THE CONCEPT OF PERFORMANCE

Performance is the accomplishment of a given task measured against pre-set, known standards of accuracy, completeness, cost and speed (Hart, 2003). Clarke (2005) further explains that performance is deemed to be the fulfilment of an obligation from all liabilities under the contract. In education or sports 'to perform' is to do something up to a standard, to succeed, to excel. In the arts 'to perform' is to put on a show, a play, a dance, a concert. In everyday life 'to perform' is to show off, to go to extremes, to underline an action for those who are watching. In the twenty-first century, people as never before live by means of performance (van der Westhuizen, 2006).

2.4.1 Motivation and learners' performance

Performance is usually influenced by motivation because, according to van der Westhuizen (2006:194), motivation is the spark which ignites and influences the course of human action. This argument is further supplemented by Marx (2000:193) who agrees that motivation is all the efforts used by an educational leader to encourage his staff and learners to willingly achieve to the best of their abilities. Motivation revolves to a great extent around the idea of an action, and actions of people carry the stamp of people's fullness, direction, and perseverance (van der Westhuizen, 2006:195). Motivation, from whoever it comes, ignites, energises and gives spark to the intended recipient to perform well in a given task (Clarke, 2005). Motivation for the learners to perform can be displayed as incentives in the form of praise, marks, encouragement, or recognition as a reward for good performance (van der Westhuizen, 2006).



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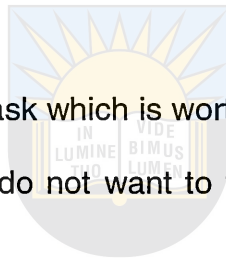
The issues of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning. However, a learner's reaction to education determines the extent to which he or she will go in education. The impact of motivation on the education of a child cannot be undermined. That is why van der Westhuizen (2006) believed that there is a need to motivate pupils so as to arouse and sustain their interest in learning. "Motivation raises questions on why people behave in the way they do it". An individual could, therefore, from a psychologist's point of view, be seen as politically, socially and academically motivated depending on the motive behind his or her activities (van der Westhuizen, 2006).

2.4.2 MOTIVATION OF LEARNERS

Kruger & Schalkwyk (2004) identified several motives that motivate learners. They are:

- (1) Spiritual and noble needs: These needs are not naturally present in all people, but are cultivated by means of education and aroused by faith and religion. This type of need takes the form of obligations, responsibilities, and 'calling'. The need for neighbourly love, to see justice done, to protect the honour of others, to protect lives, possessions and relationships, and to be loyal and helpful are all examples of spiritual and noble needs which motivate learners to act.
- (2) Expectations and aspirations: Expectations are future-oriented and are essentially the hopes learners have to receive something for their actions (a reward) or to attain something (an achievement). Learners are motivated if they think they will attain what they want. In other words, according to Kruger & Schalkwyk (2004), there is a direct relationship between the action and the expectation of reward. The greater the expectation of being rewarded, the better the attempt will be. Learners normally achieve according to the expectation of their educators and parents.
- (3) Reward: Learners are motivated to act if they are rewarded for it. However, the reward must have sufficient value. The higher the value of the reward, the greater the attempt will be.
- (4) Punishment and fear: The fear of punishment, according to Kruger & Schalkwyk (2004), makes people fulfil their obligations or act according to rules and regulations. The fact that people may be punished for offences motivates them even though punishment and fear are negative forms of motivation.

- (5) Ability skills: If people have the ability to do something, they are more willing to act than if they do not. Intellect, experience, knowledge and skills motivate learners to act. Educators should do everything possible to build and develop learners' self-esteem and abilities. Success leads to further success (Prinsloo, 2006).
- (6) Interest: Learners do not easily carry out a task in which they are not interested. The greater the interest in a matter the better the motivation will be to carry it out.
- (7) The nature of a task: Interesting and challenging tasks motivate learners to undertake them.
- (8) The aim and value of a task: A task which is worth being undertaken will motivate learners to act. People general do not want to waste their time on useless and worthless tasks.
- (9) The degree of difficulty of a task: A task which is too difficult is not readily undertaken. In turn, a task which is too easy may not provide enough challenge, and bore learners.
- (10) Other people's influence: If educators have realistic but challenging expectation of learners, it may motivate them to achieve according to expectations. If learners are aware of expectations of educators, friends, peers and family, they may decide not to disappoint them, and try harder (Prinsloo, 2006).



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2.5 SCHOOL LEADERSHIP AND LEARNERS' PERFORMANCE

2.5.1 THE CONCEPT OF LEADERSHIP

Leadership is the ability to influence personnel so that they will strive willingly and enthusiastically to work towards the accomplishment of the objectives of the school (Bisschoff & Mestry, 2003). The authors further explain that a successful leader is the one who is able to activate, direct, guide, and motivate. For the purpose of this study, a leader is a school principal and educators. The school principal leads both the educators (entire staff) and the learners while educators lead the learners in their respective duties like being a class educator or a subject educator. Leadership from all angles of life needs good planning, organization and control (Bisschoff & Mestry, 2003). The authors further stated that a leader with recognizable leadership qualities will give the staff and learners the confidence to follow his or her leadership. The very essence of a successful school and a capable principal is sound human relations, good governance, exemplary leadership, and two way communication between the principal and his subordinates which in turn promotes learner performance (Bisschoff & Mestry, 2003).

2.5.2 QUALITIES OF A GOOD LEADER

The main qualities of a good leader according to Bisschoff & Mestry (2003) are:

(i) Authority

Those who possess the natural gift of authority can control people simply by force of personality. They are not intimidated by opposition.

(ii) Competence

Leaders do not need to have outstanding ability and clearly could never excel in everything they have to do, but they do require a general competence to save them from embarrassing failures in the skills their followers must perform.

(iii) Decisiveness

Good leadership requires an ability to make wise decisions and to act without hesitation in respect of them.

(iv) Energy

Effective leaders reveal capacity to work tirelessly for as long as is needed to achieve success in the object of their effort.

(v) Enthusiasm

Leaders must have an inner passion for their cause which is infectious, arousing enthusiasm in their followers that is difficult to dampen.

(vi) Humility

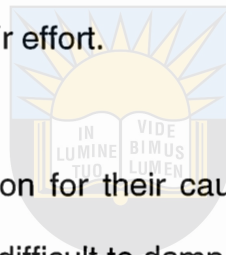
Truly great leaders recognize their limitations and failings. They do not force themselves on others even though their personalities do often have a magnetic quality. Their greatness, not something they themselves claim, is what their followers recognize and acknowledge.

(vii) Humour

Humour shows itself in pleasantness, cheerfulness, friendliness, a sympathetic and understanding manner towards others and a balanced attitude towards events both good and bad.

(viii) Imagination

An inspiring leader fascinates because he or she overflows with fresh ideas. He or she has a way of firing the imagination of other people so that they too become spurred with enthusiasm.



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(ix) Initiative

A good leader recognizes when action is required and implements it without hesitation.

(x) Integrity

A good leader inspires trust. He or she must not pretend or try to conceal his or her true nature and activities and try to give of his best whether or not people are watching him or her.

(xi) Loyalty

A good leader not only expects loyalty from his or her followers but gives loyalty to them. When there is a conflict between personal and group loyalties, the good leader gives precedence to the latter.

(xii) Responsibility

Good leaders are cautious of the responsibility they carry by reason of their position.

(xiii) Self-control

A person who lacks self-control is not fit for leadership. Self-control is a characteristic that has to be learned and practiced until it becomes a habit.

2.5.3 THE ROLE OF SCHOOL LEADERSHIP ON LEARNERS' PERFORMANCE

Schools are complex, social institutions where learners, teachers and parents are the most important stakeholders (Clarke, 2005). The author further explains that the reason for the existence of schools and the stakeholders is the role they should play in the provision of quality education for all learners as learners should eventually form productive, future citizens and leaders of their respective communities. To achieve this school principals need to emphasise learner academic goals "including an army of knowledge and intellectual skills" (Sadker & Sadker, 2007:142). Skills

such as self-discipline and co-operation need to be installed in learners by school stakeholders (Child, 2001). As “Students’ outcomes are essential criteria for the effectiveness of education” (Raynolds & Teddlie, 2004:25), leaders need to be positive in order for the learners to perform wonders in their studies.

The following subsections will discuss the roles of leadership in the learning environment:

2.5.4 PRINCIPAL’S ROLE

The school principal is the educational leader and manager of a school and is therefore responsible for the work performance of all the people in the school (both staff and learners) according to Child (2001). This author further states that people are the human resources of schools and they use material resources such as finances, information, equipment, and facilities to produce a product, namely, the educated learner. One of the principal’s jobs is to help the school to achieve a high level of performance through the utilization of all its human and material resources (van der Westhuizen, 2006). This, according to van der Westhuizen (2006), is done through effective and ultimately excellent leadership. Clarke (2005) stated that the major reason for principals’ failure is an inability to deal with people (staff and learners). He further explained that if the people performed well, the school performs well; if the school principal does not perform well, the school does not. In this sense the leadership task of the school principal is of the utmost importance and is probably the most important element of the principal’s role and task according to Rich *et al.* (2006). Effective school principalship is essential to the success of schools of all types and sizes according to West & Pennel (2003). The principal’s

role must be of high quality which requires that the resources are used in the most efficient way possible.

2.5.5 EDUCATOR'S ROLE

Adu & Olatundun (2007) pointed out that the role of the educator is of paramount importance in the education system. They further stated that the educator is the custodian and instructor of knowledge. The standard of education cannot grow beyond the level of the teachers, according to the argument tabled by Adu & Olatundun (2007). They further maintained that educators' perceptions have an effect on learner performance. According to Mandla (2000) as cited by Adu & Olatundun (2007), educators should see their careers as ones that offer workers great opportunities to benefit others; hence their (educators) right frame of mind and positive perception about the profession are essential ingredients for learner performance. The educator's role according to Adu & Olatundun (2007) is to provide leadership and care for pupils by, firstly, establishing and trusting friendly relations and to act as a liaison between the learner and his or her peers and between learners, educators and his or her parents because the parents have entrusted their children (learners in the case of the study) to the educators to look after on their behalf.

The educator's role in the life of the learner is in *loco parentis*, which is a Latin phrase meaning 'in the place of parents' (Rich *et al.*, 2006). *Loco parentis* is a legal term most jurisdictions use to describe one who functions in the place of a parent or instead of a parent (Rich *et al.*, 2006). The educator according to Rich *et al.* (2006) who stands in *loco parentis* to a child (learner) depends on factors such as the age

of a child (learner), the degree to which the child is dependent on the person claiming to be standing in *loco parentis*, the amount of support, if any, provided, and the extent to which duties commonly associated with parenthood are exercised. The *loco parentis* responsibility does not consist only of preparing the child (learner) for the larger world, but it also consists of protecting the child from the possible risks of abuse and shortcomings in the intimate sphere of the family. The *loco parentis* person does not replace the parent, as the primary educator can never be replaced. The parent is responsible and liable to God and the law to fulfil his or her duty as the parent and custodian of his or her child (Ziolony *et al.*, 2001). The right vested in the educator as a *loco parentis* person to exercise authority over the pupil is both delegated power and original power. It is delegated to an educator by the parent and it is original since the educator acts from within the societal relationship of the school and its sovereign sphere (Ziolony *et al.*, 2001).

The educator is also under the obligation to provide custody to the pupil as a minor for the time that he or she is entrusted to him or her (educator). There is a duty of care on the part of the educator for the physical and mental protection of a child (learner). This duty of care is derived from the educator's obligation to his or her associate, the parents, to provide a safe environment where intellectual development resulting from teaching can be maximal (Ziolony *et al.*, 2001). The educator in *loco parentis* has the right to maintain school rules and punish transgressors but is also liable to provide a safe environment for the learner. Child (2001) also stated that an ideal educator for the child to perform well in his or her studies should be:

- (i) Friendly and cheerful
- (ii) Kind and sympathetic towards learners who need help

- (iii) Interested in his or her people's interests
- (iv) Patient with pupils who have difficulties
- (v) Strict with misbehaviour
- (vi) Hardworking and enthusiastic
- (vii) Fair without favourites

Child (2001) further stated that an educator to be successful in his or her educating role should know:

- (i) His or her job thoroughly
- (ii) All his or her pupils by name
- (iii) The answers to his or her pupils' questions
- (iv) How to do things his pupils' parents cannot manage



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Lastly, an ideal educator, according to Rich *et al.* (2006) should be able to:

- (i) Make his or her lessons interesting
- (ii) Involve his or her pupils actively in their learning
- (iii) Explain difficult things clearly
- (iv) Control his or her pupils

In conclusion, according to Clarke (2005), the leadership of the principal is known to be a key factor in supporting learners' achievement. He further concluded that the level of principalship must have an influence on an educator's instructional behaviours. How principals perform and how they have an impact on the instructional behaviours of educators will lead to improved learner performance and achievement.

2.6 THE CONCEPT OF COMMUNICATION IN THE CLASSROOM

People interact through communication. Bray (2005) stated that one cannot acquire good communication skills merely by reading about them but one needs application, self-reflection and personal growth to become a good communicator. Prinsloo (2006) defined classroom communication as a means by which the varying needs, feelings and attitudes of teachers and learners are conveyed to each other in order to establish cooperation and achieve the learning outcomes. Prinsloo (2006) further stated that teaching and classroom management take place by means of communication and if communication is not effective, the objective of education cannot be attained. The classroom manager (educator) must know exactly what good communication is and what the principles and conditions for effective management are, and which factors might impede these (Kruger & Schalkwyk, 2004). Successful communication according to Bray (2005) happens when the message is understood correctly by the receiver and the feedback given to the sender is acceptable. It is crucial that the educator:

- (1) Communicates effectively.
- (2) Help learners to develop their communication skills.
- (3) Ensures a classroom atmosphere where all learners can express their views and feelings freely.
- (4) Ensures that the thoughts and ideas of learners are accepted and appreciated in class (Kruger & Schalkwyk, 2004).

Prinsloo (2006) pointed out that effective communication can be achieved when the educator:

- (1) Earns the trust and credibility of learners, parents and fellow educators.

- (2) Empathises with problems experienced by learners, parents and other educators.
- (3) Displays good listening skills.
- (4) Communicates in an open and honest manner.

Bray (2005) stated that there are certain feelings that can lead to learners avoiding communication such as:

- (1) Being preoccupied with other issues and wanting to be left alone.
- (2) Fearing that they might be perceived as incompetent and therefore holding back on communication.
- (3) Simply disliking school.
- (4) Peer pressure, as learners perceive that their friends do not think that learners should communicate with educators.
- (5) Previous unsatisfactory communication with the educator, which might cause apprehension.

For the purpose of this study, it is vital that educators be aware of things which may have a negative impact on the classroom. The educator should arrange opportunities for the discussion of such feelings, attitudes and expectations which remain just under the surface in classroom communication to enable learners to improve themselves and benefit from better communication. Educators should be able to use group learning to raise the level of communication of learners who perform on a lower level than their peers. Educators should make sure that the class understands that all learners' inputs and unique talents are valued. They (educators) should ensure that all learners contribute on their chosen level to group work. Everyone must participate and that helps everyone (Prinsloo, 2006).

2.7 ENVIROMENT AND LEARNERS' PERFORMANCE

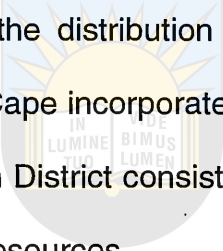
2.7.1 THE CONCEPT OF AN ENVIROMENT

An environment according to Adu, Olatundun & Oshati (2014) refers to all the surroundings that are capable of affecting the behaviour, growth and development of the interacting living things within the system, while Steyn & Wolhunter (2008) defined environment as something that we are very familiar with, as it is everything that makes up our surroundings and affects our ability to live on the earth, including the air we breathe, the water that covers most of the earth's surface, and the plants and animals. Foli, Koch & Landen (2003) define environment as the sum total of what is around something or someone, including living things and natural things. The environment of living things according to Foli *et al.* (2003) provides conditions for development and growth as well as of danger and damage. Environmental problems are not new according to Adu *et al.* (2014), but they are simply enlarging and threatening to become uncontrollable. Some of the environmental problems that were identified by Adu *et al.* (2014) are pollution, waste disposal, soil erosion, flooding and deforestation.

2.7.2 THE ROLE OF ENVIROMENT IN LEARNERS' PERFORMANCE

In rural schools there is often poor access to education which is as a result of poverty and under-development according to an article by Foli *et al.* (2003). The poverty in rural areas is inter-related with under-development as well as the lack of quality resources for the learners to achieve their academic dreams. Most learners in this age in rural areas are still learning in mud schools (Foli *et al.*, 2003). The percentage of people living below the poverty line in the Eastern Cape rural areas is 68.3%. According to Statistics South Africa (2005) poverty is much worse in those

provinces containing former homelands such as Limpopo and the Eastern Cape. That is why they both underperform as indicated when the results are released. The majority of learners who come from poor household backgrounds attend school in the rural areas in South Africa and those schools lack resources and are unable to produce learners who can compete with those who come from former Model C schools. Those schools fail to produce matriculants who meet university admission requirements (Mtima, 2011). Rural schools need to be capacitated to be able to provide education to a satisfactory standard. Approximately half of the South African population live in rural areas, and the distribution of people in rural areas varies markedly by province. The Eastern Cape incorporates a large rural population (Steyn & Wolhunter, 2008). The Butterworth District consists mostly of rural schools without proper school buildings and quality resources.

The logo of the University of Fort Hare, featuring a shield with a sunburst at the top and the Latin motto 'IN LUMINE VERITATE BIVMUS TUO LUMEN' on a banner below. The text 'University of Fort Hare' and 'Together in Excellence' is overlaid on the logo.

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Education according to Steyn & Wolhunter (2008) is considered a major tool to support individuals and communities across the world to prepare them to acquire the relevant knowledge, skills, and values to fulfil their roles in life, to ensure a safe and viable living environment and to support each individual's self-actualization.

Mawanga-Zake (1998) in his survey carried out in rural schools in the Eastern Cape revealed that teachers did not seem to know their problems regarding teaching science. For example, teacher claimed that they did not teach science practically because they did not have apparatus. The survey results suggested that the teachers' problems such as inability to teach practically were undersigned by the teachers' lack of understanding of science concepts and processes. The teachers continue to demand science equipment even though there is evidence of unused

equipment in their facilities. This shows lack of teaching commitment and an appetite to demand, even by means of violence, which consumes teaching time and which leads to poor matric results. Paradotas (2003) stated that black students are still worse off in matriculation examinations in South Africa, the reason being the management factor and lack of professional support for teachers which leads to poor showing of results.

Environment comprises of factors that play a role in the academic performance; the environment may be physical or socio-physical. All factors have a direct or indirect relationship with learners' performance. Environmental influences before now have not been considered as one of the factors that affect academic performance in secondary schools, hence they have received little or no attention in educational discourse and consideration. But over the past decade remarkable studies have indicated a correlation between the environment and the academic performance of students. Environment plays a major role in the life of every individual whether a learner, teacher, employer or employee, though some people are yet to believe that environment brings about better performance. Paradotas (2003) in his article "The Environmental Health Problems in South African Schools", identified some unhealthy practices in our schools. These include sites of schools, inadequate facilities, poor ventilation, etc.

Most of our schools have no light, insufficient facilities, no sick buildings and no ventilation. Under these conditions the health of students and teachers according to Fraser (2003) may be adversely affected, which will in turn reflect on learners' performance. Therefore, for the students to learn effectively and efficiently, it is

necessary that learning takes place in a conducive environment. Hence it is pertinent to critically look at the environmental factors that influence the academic performance of learners, measures that can help improve them and make some recommendations because at the very heart of our educational mission is the goal of improving academic performance. Studies have shown that environmental factors to a large extent affect both the physical and psychological potential of individuals.

This has led to the contention that many students fail to develop their potential due to inadequate environmental stimulation. However, there are some environmental factors which have contributed to this poor performance of learners which are home background, inadequate school facilities, misuse of technology such as the internet and school climate such as teacher-student relationships. Given this situation, the problem of the study therefore was to find out if these were the main environmental factors that affected the academic performance of secondary school learners in the Butterworth District.

2.7.3 INFLUENCE OF ENVIRONMENTAL FACTORS ON ACADEMIC PERFORMANCE

One of the factors that influence academic performance is the school's location/site, for example when a school is sited in a noisy area like an informal settlement or in the heart of Butterworth District, where activities disrupt the teaching/learning of the students. One would not expect learners in these areas to be doing well academically. Onukwo (2004) in his notes said that a conducive environment enhances a child's growth and development. Children feel happy in a peaceful and friendly environment whereas schools sited in noisy urban streets are associated

with deficits in mental concentration leading to students' poor performance. Noise is anything that interferes with the teaching/learning process. Noise influences learners' information processing strategies, feelings of personal control as well as their level of arousal. Economic, motivational and emotional are also other factors that influence the academic performance of students (Fraser, 2003).

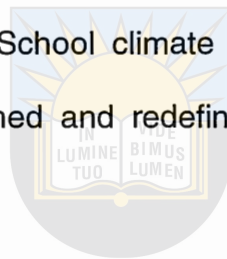
These conditions hamper the child's intellectual development considerably, invariably resulting in negative self-concept. Also culture influences students' academic performance. The cultural environment influences aspiration because culturally based explanations of behaviour tend to focus on the moral codes that operate within particular families, communities or groups. As culture has to do with beliefs values, norms and socializations, research evidence has shown that the environment - whether urban or rural - also contributes to what a child learns and how it is being learned. Some communities have a history/tradition of formal education and modern education influences. Other communities are not fortunate enough with learning equipment to help learners with the much needed learning resources. The gadgets, resources and facilities in both types of communities will influence the learning processes of the child. Students cannot single-handedly achieve all their goals, so they must be equipped with adequate technological resources such as textbooks, computers, visual and audio-visual aids, photographs and posters.

Onukwo (2004) viewed instructional material as "any device with instructional content or function that is used for teaching purposes, including books, supplementary reading materials, audio-visual and other sensory materials, scripts for radio and television instrumentation programs for computer management,

packaged sets of materials for construction or manipulation”. Also Fulton (2008) saw instructional material as anything that can be profitably employed to facilitate the teaching/learning process. Therefore, classes without learning material can lead to students’ poor academic performance.

2.7.4 SCHOOL CLIMATE AND LEARNERS’ ACADEMIC PERFORMANCE

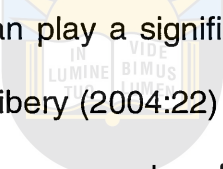
The physical structure of a school building and the interactions between students and teachers are two main diverse factors that both affect and help to define the broad concept of school climate. School climate has been researched for many years and continues to be examined and redefined as a result of its significant influence on educational outcomes.



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Clearly, school climate is multidimensional and influences many individuals, including students, parents, school personnel, and the community. Additionally, school climate can be a positive or negative influence on the health of the learning environments (Freibery, 2004). School environment can affect many areas and people within schools. For example, according to Freibery (2004), a positive school climate has been associated with fewer behavioural and emotional problems for students. Additionally, specific research on school climate in high risk urban environments indicates that a positive, supportive and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Hayness & Corner, 2003). School climate research suggests that positive interpersonal relationships and optional learning opportunities for students in all demographic environments can increase achievement behaviour.

Fulton (2008) found that a positive school climate is associated with increased job satisfaction for school personnel. Attending a new school can be frightening for students and this apprehension can adversely affect students' perceptions of their school climate and learning outcomes. Therefore, providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school. Furthermore, school climate can play a significant role in improving a healthy, positive and supportive school climate and for students that is important for a smooth and easy transition to a new school.



In addition to that, school climate can play a significant role in improving a healthy and positive school atmosphere. Freibery (2004:22) noted "the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels". A positive school climate can yield positive educational and psychological outcome for students and school personnel. Similarly, a negative climate can prevent optimal learning and development (Freibery, 2004). School climate, including "trust, respect, mutual obligation and concern for others' welfare, can have a powerful effect on educational relationships as well as learners' academic achievement and overall school progress" (Freibery, 2004).

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2.7.5 THE INFLUENCE OF HOME BACKGROUND ON LEARNERS 'ACADEMIC PERFORMANCE

Motivating students to achieve set goals in school is of great concern to teachers, parents and researchers. A child's first educational experiences are centred in the home; his ideas, attitudes and general patterns of behaviour are as a result of his childhood rearing. The variation in the academic attainments of students could be related directly to differences in the home and its influence. For the purpose of this research, the home is categorized into monogamous and polygamous types and both have effects in difference ways on the academic progress or achievement of the child. Onukwo (2007) in his investigation among four thousand (4000) primary and secondary children from Ibadan in Nigeria found that 88% of children from extended family situations were influenced by grandparents, aunts and uncles in discipline at home, 92% complained of lack of clear standards to follow, and 91% complained of being unable to study at home because of their being sent on errands by relatives.

Onukwo (2007) also found that 78% justified the need to lie as a means of escaping blame and punishment from all sides and 75% admitted regular stealing. The extended family system, they said, appeared to be less favourable than the nuclear family for the emotional and academic well-being of the child. Some polygamous homes burden children with domestic duties so that they have little time left for rest or study. In some cases the children from polygamous homes were left to care for their younger ones, which prompted their inability to attend school. Evans as cited in Freiberry (2004) noted that family size to a large extent determines the relative amount of physical attention and time which each child gets from his parents. Too

many children in the home entail less amount of attention in terms of time available for each child. It is also possible that family size affects the level of intellectual quality that the child brings into the classroom.

Evidence from several studies suggests that a measure of intellectual quality varies directly with the size of the family and that correlation cuts across social class lines. Musgrave in Freiberry (2004) found that the greater the number of children in the family, the lower the measure of intellectual quantity of the subsequent children. The significant relationship between socio-economic class and success in school has been shown by Fraser (2003). She looked at socio-economic class as one of the major causes of unnatural inequalities in education. In most western countries, all types of public and private schools serve different social classes. She further explains that inequality of educational opportunities results when there is keen competition to enter an institution and the need to pay high fees. Learners from higher socio-economic classes are expected to perform better in schools.

Onukwo (2004) stated that the most important predictor of achievement in school associated with the family is socio-economic status. He concluded by saying that the relationship of socio-economic achievement is always consistent, whether our measure of status is occupation of the parents, education or both of them. On the whole, the child's background affects school success. Also family stability has been found to exert a serious effect on a child's education. Divorce, separation and single parenthood affect the children's academic performance.

2.8 PEER INFLUENCE AND LEARNERS' PERFORMANCE

The English term 'peer' refers to one that is of equal standing with another; one belonging to the same societal group especially based on age, grade, and status (Zins, Elias, & Greenberg, 2003) while Foli *et al.* (2003) defined 'peer' as a person who is equal to another in abilities, qualifications, age, background, and social status. Peers influence one's life, even if one doesn't realize it, just by spending time with peers. One learns from peers and they learn from you. It's human nature to listen to and learn from other people in your age group. On the other hand, peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes or values in order to conform to group norms (Kirk, 2000) and, according to Castrogiovanni (2002), a peer group is a small group of similar age, fairly close friends, sharing the same activities, while Ryan (2000) defined 'peer pressure' as when people of one's own age encourage or urge the person to do something or to keep from doing something else, no matter if the person personally wants to do it or not. The more subtle form of peer pressure is known as peer influence and it involves changing one's behaviour to meet the perceived expectations of others (Burns & Darling, 2002). Kirk (2000) also believed that the peer group is an important socialization agent. Peers have both positive and negative sides (Foli *et al.*, 2003).


2.8.1 POSITIVE SIDE

A positive peer refers to an individual who has achieved outstanding success and is widely expected to influence others to pursue similar excellence (Ryan, 2002). An example of a positive peer is when a learner in one's science class can tell each one

an easy way to remember the planets in the solar system, or you might admire a friend who is always good in a science class and try to be more like him or her. You might get others more excited about your certain favourite book, and now everyone starts reading it.

2.8.2 NEGATIVE SIDE

A negative peer refers to an individual who has experienced misfortunes and is expected to motivate people to take the steps necessary to avoid similar unpleasant outcomes. Zins *et al.* (2003) identified the negative influence of the peer as:

- 
- (i) Hindering fellow learners from learning
 - (ii) Being willfully late for class
 - (iii) Contributing to unacceptable high levels of noise during teaching and learning
 - (iv) Persistently disobeying class rules
 - (v) Verbally abusing or being physically aggressive towards fellow learners or educators.

The above negative influences exist because of learners who constantly seek attention from fellow learners or their educators (Child, 2001). An example of a negative influence is when a peer influences one to attend a social gathering rather than studying to prepare for the coming matric examination.

2.8.3 THE EFFECTS OF PEER INFLUENCE

Peers exert powerful influence on fellow learners as they reach adolescence (Ryan, 2002). Most teens according to Black (2002) conform to peer influence on fairly insignificant things like music, clothing and hairstyles. According to Black (2002) peers observing others performing a particular behaviour or voicing a certain opinion

can introduce an individual to a new behaviour or viewpoints that may be different from his or her own. The impact of peer pressure according to Zins *et al.* (2003) is the second determining factor in the learner's poor performance because of negative influences. Peers usually provide others with suggestions and feedback about what they should think and how they should behave in social situations (Ryan, 2000).

Learners give in to peer pressure because they want to be liked, to fit in or they worry that other learners may make fun of them if they don't go along with the group. Others may go along because they are curious to try something new that others are doing. The idea that 'everyone is doing it' may influence some learners to leave their better judgment or their common sense behind (Ryan, 2002) because they see other peers as role models.



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2.8.4 EXPECTATIONS FROM PEERS

Peers, according to the Eastern Cape Department of Education (DoE, 2011), should:

- (i) Encourage positive life choices
- (ii) Render personal support to one another
- (iii) Be enhancing, healthy behaviour by building the capacity of peers.

Teachers need to advise learners to "choose friends wisely". For an example, if a learner decides to choose a friend who does not use drugs, cut class, smoke cigarettes or lie to his/her parents, then that particular learner who chose such a friend will probably not do those bad practices either. Giving into peer pressure compromise one's belief, self-worth and leads to real tragedies like failing in studies or not obtaining matric certificates.

2.9 SOCIO-ECONOMIC BACKGROUND AND THE LEARNERS' PERFORMANCE

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others based on income, education and occupation (Marmot, 2004). Lareau (2003) observed that socio-economic status is typically broken into three categories, that is, high, middle and low, to describe the three areas a family or an individual may fall into when placing a family or an individual into the three variables of income, education and occupation.



2.9.1 SOCIO-ECONOMIC BACKGROUND AND LEARNERS' PERFORMANCE IN RURAL SCHOOLS

Rural schools have less money and are poorer in quality instructional programmes than the urban schools according to the National Centre for Educational Statistics (NCES, 2000). Furthermore, according to Cotton (1996), rural schools mainly consist of educators who lack proper qualifications and who might not have been licensed in the areas in which they teach, and are more likely to teach poor and minority learners in their areas. Cotton (1996) further acknowledged that one of the major difficulties faced by the rural schools is the lack of equity in funding. Large numbers of poor areas exist in the Butterworth District and some of the poorest areas in the nation are rural. A severe challenge facing rural schools is the continuing high poverty among the rural population (Cotton, 1996). Rural schools are at a disadvantage when competing for qualified teachers because of the relative poverty in rural locations which directly influences their ability to obtain higher qualified educators (Marmot, 2004).

The challenges facing rural schools includes isolation, lack of suitable housing, and lack of amenities (professional and social) which contributes to the poor performance of rural schools. Rural schools found themselves always waiting to hire educators until other schools in urban areas have made their selection of quality educators (Cotton, 1996). Adewale (2002) also reported in his studies that in a rural community where the nutritional status is relatively low and health problems are prevalent, learners' performance is greatly hindered. This might apply in schools of the Butterworth District as they are more rural in nature.



2.9.2 THE IMPACT OF SOCIO-ECONOMIC STATUS ON LEARNERS' PERFORMANCE

Amutabi (2003) discussed the impact of socio-economic status on children's readiness for school. He further claimed the segregating nature of social class and ethnicity may well reduce the variety of enriching experiences thought to be prerequisites for creating readiness to learn among children. Lareau (2002) pointed out that families with low socio-economic status often lack the financial, social, and educational support that characterizes families with high economic status. Poor families according to him have inadequate or limited access to community resources that promote and support children's development and school readiness. Having inadequate resources and limited access to available resources can negatively affect learners' development and learning. As a result, learners from families with low socio-economic status are at a greater risk of entering school unprepared than their peers from families with a median or high socio-economic background (Lareau, 2002).

A low socio-economic background also has a negative effect on the health status of the learners which can be a factor that can affect the academic performance of learners (Amutabi, 2003). Eze (2002) pointed out that when a child gets proper nutrition and health care during preschool years due to his/her high socio-economic background, that particular learner has the ability to interact with and take optimal advantage of the full complement of resources offered by any formal learning environment. Some of the factors which affect learners' performance as identified by Masitsa (2004) which are socio-economic in nature are lack of parental encouragement and support, teacher absenteeism, educator's inexperience and low morale, and lack of learner and teacher commitment and positive attitude. The socio-economic challenges have significant negative impact on learners' attendance and performance as a result of lost time due to such things as learner pregnancies, drug abuse, customary rites, poverty, lack of household supervision, and where there are no adults or bread winners (Adewale, 2002).

2.10 Conclusion

This chapter reviewed literature related to learner performances which consisted of what has already been written on the topic and what has not been written or is written in such a way that it is methodologically inadequate. The highlights reviewed were motivation, leadership, environment, peer influence and socio-economic background against learner performance. Apart from the literature review, the chapter has also presented a theoretical framework that guides the study based on social learning theory.

The next chapter discusses research methods that were used to gather data on what educators and learners perceive about matric performance in the schools of the Butterworth District. The research design, paradigm, population, sample and sampling procedures, instruments for data collection, analysis methods and ethical issues will be discussed.



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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter the methodology is discussed. A methodology in research refers to the strategy or the plan of action that links method to outcomes and governs the choice and use of methods (Cresswell, 2003). The author further states that good research is research which uses methodology which fits the situation and the goals one is pursuing. The research methods and approaches selected were determined by the purpose of the study which is the educators and learners' perceptions of matric performance in schools in the Butterworth District.

This chapter discusses the methods and procedures that were used in collecting and analysing data. The researcher followed a mixed-method approach in positivism and the anti-positivism paradigms, and collect data through semi-structured interviews, questionnaires and from school documents. The following will also be discussed in this chapter: research design, population and sample, sampling technique, data collection instruments, negotiation of entry, issues of credibility and trustworthiness, data analysis and the ethical consideration. The chapter will end by providing a summary.

3.2 RESEARCH PARADIGM

A paradigm is a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular worldview, serving as a lens or organizing principle by which reality is interpreted (Maree, 2007). According to Cresswell (2003), "philosophers and researchers made claims about what is ontology (knowledge),

epistemology (how we know it), axiology (what values go with it), rhetoric (how we write about it), and methodology (process for studying it)". There are different paradigms that have been utilized such as interpretivism and interactionism amongst others. The researcher in this study was guided by positivism and anti-positivism.

Dash (2009) argues there are mainly two paradigms to the verification of theoretical propositions, i.e. positivism and anti-positivism:

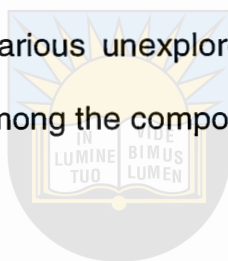
Positivism

The positivist paradigm of exploring social reality is based on the philosophical ideas of the French philosopher, August Comte, who emphasised observation and reason as means of understanding human behaviour. According to him, true knowledge is based on experience of senses and can be obtained by observation and experiment. Positivistic thinkers adopt his scientific method as a means of knowledge generation. Hence, it has to be understood within the framework of the principles and assumptions of science.

Cohen & Crabtree (2000) noted determinism, empiricism, parsimony, and generality. 'Determinism' means that events are caused by other circumstances and, hence, understanding such casual links is necessary for prediction and control. 'Empiricism' means collection of verifiable empirical evidence in support of theories or hypotheses. 'Parsimony' refers to the explanation of the phenomena in the most economical way possible. 'Generality' is the process of generalizing the observation of the particular phenomenon to the world at large.

Anti-positivism

Cohen & Crabtree (2000) further argued that anti-positivism emphasises that social reality is viewed and interpreted by the individual herself according to the ideological positions she possesses. Therefore, knowledge in a person is all that you experienced rather than what you acquired from or imposed from the outside. The anti-positivists believe that reality is multi-layered and complex and a single phenomenon has multiple interpretations. They emphasise that the verification of a phenomenon is adopted when the level of understanding of a phenomenon is such that the concern is to probe the various unexplored dimensions of it rather than establishing specific relationships among the components, as happens in the case of positivism.



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Dash (2009) argued that educational research is essentially concerned with exploring and understanding social phenomena which are educational in nature, mainly pertaining to formalized and/or spontaneously occurring social, cultural, psychological processes which could be termed as education. In doing so, it deals with educational questions that can be investigated in a satisfactory manner, and the methods which enable such satisfactory investigation and the utility of results emanating from such investigation. The researcher used a qualitative approach because the research methods (in which one is a case study) in this paradigm were utilized as a means of scientific investigation.

3.3 RESEARCH APPROACH

The research design is the structure of research, that is, the 'glue' that holds all of the elements in a research project together, according to Trochim (2006). A research approach can use a qualitative, quantitative or a mixed-method approach (Cresswell,

2012). The author further argues that the approach to be used depends on answers made by the researcher to the following three questions:

1. What knowledge claims are being made by the researcher?
2. What strategies of enquiry will inform the procedures?
3. What methods of data collection and analysis will be used?

In this study the researcher specifically used the mixed research method.

3.3.1 MIXED METHOD RESEARCH

The mixed method research is an approach to inquiry involving both quantitative and qualitative data, integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Cresswell, 2012).

The core assumption of this form of inquiry is that both the combination of qualitative and quantitative approaches provide a more complete understanding of a research problem than either approach alone (Cresswell, 2013).

3.3.2 TYPE OF MIXED METHOD DESIGN

This research used an explanatory sequential mixed method design. It is a design in mixed methods that appeals to individuals with a strong quantitative background or from fields relatively new to qualitative approaches (Cresswell, 2012). Cresswell (2013) further argued that it is a two-phase project in which the researcher collects quantitative data in the first phase, analyses the results, and then uses the results to build on to the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants. The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results (Cresswell, 2012).

Quantitative research is a type of educational research in which the researcher decides what to study, asks specific questions, collects quantifiable data from participants, analyses these numbers using statistics, and conducts the inquiry in an unbiased, objective manner (Cresswell, 2012). Cresswell (2013) further stated that it generally involves collecting numerical data that can be subjected to statistical analysis.

Qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view (Leedy & Ormrod 2005:94). The qualitative researcher's work is often exploratory in nature.

3.3.3 THE ADVANTAGES AND DISADVANTAGES OF USING MIXED RESEARCH METHODS

Cresswell (2013) argued that understanding the nature of mixed methods involves more than knowing its definition and when it should be used. In addition, at the outset of selecting a mixed methods approach, researchers need to know the advantages that accrue from using it so that they can convince others of the value of mixed methods.

3.3.3.1 An overview of the advantages & disadvantages of mixed method research

Mixed methods research provides strengths that offset the weaknesses of both quantitative and qualitative research. This has been the historical argument for mixed methods research for more than 30 years (Cresswell, 2013). The author further states that one might argue that quantitative research is weak in understanding the context or setting in which people talk. Also, the voices of

participants are not directly heard in quantitative research. Further, quantitative researchers are in the background, and their own personal biases and interpretations are seldom discussed. Qualitative research makes up for these weaknesses (Cresswell, 2013).

On the other hand, according to Cresswell (2013), qualitative research is seen as deficient because of the personal interpretations made by the researcher, the ensuing bias created by this, and the difficulty in generalizing findings to a large group because of the limited number of participants studied. Quantitative research, as Cresswell (2013) argues, does not have these weaknesses. Thus, the combination of strengths of one approach makes up for the weaknesses of the other approach. The other advantage that the author has noted is that mixed methods research provides more evidence for studying a research problem than either quantitative or qualitative research alone.

Researchers are enabled to use all of the tools of data collection available rather than being restricted to the types of data collection typically associated with quantitative research or qualitative research (Cresswell, 2013). Mixed methods research helps answer questions that cannot be answered by quantitative or qualitative approaches alone. For example, “Do participant views from interviews and from standardized instruments converge or diverge?” “Is it a mixed methods question?” Other questions would be, “In what ways do qualitative interviews explain the quantitative results of a study?” (Using qualitative data to explain the quantitative results) and “How can a treatment be adapted to work with a particular sample in an experiment?” (Exploring qualitatively before an experiment begins). To answer these

questions, quantitative or qualitative approaches would not provide a satisfactory answer (Cresswell, 2013).

Mixed methods provide a bridge across the sometimes adversarial divide between quantitative and qualitative researchers. We are social, behavioural, and human sciences researchers first, and divisions between quantitative and qualitative research only serve to narrow the approaches and the opportunities for collaboration (Cresswell, 2013).

3.3.3.2 Advantages of conducting mixed research methods

Creswell (2013) argued that mixed methods research encourages the use of multiple worldviews, or paradigms (i.e. beliefs and values) rather than the typical association of certain paradigms with quantitative research and others for qualitative research. It also encourages us to think about a paradigm that might encompass all of quantitative and qualitative research, such as pragmatism. Mixed methods research is 'practical' in the sense that the researcher is free to use all methods possible to address a research problem. It is also 'practical' because individuals tend to solve problems using both numbers and words, combine inductive and deductive thinking, and employ skills in observing people as well as recording behaviour. It is natural, then, for individuals to employ mixed methods research as a preferred mode for understanding the world (Cresswell, 2013).

3.3.3.3 Disadvantages of using mixed research methods

Frechtling, Sharp, & West (2001) argued that we must admit that mixed methods is not the answer for every researcher or every research problem. Its use does not diminish the value of conducting a study that is exclusively either quantitative or qualitative. He further argues that it does, however, require having certain skills,

time, and resources for extensive data collection and analysis and, perhaps, most importantly, educating and convincing others of the need to employ a mixed methods design so that a researcher's mixed methods study will be accepted by the scholarly community.

3.3.3.3.1 The question of skills

Frechtling *et al.* (2001) believed that mixed methods is a realistic approach if the researcher has the requisite skills. He further argues that it is strongly recommended that researchers first gain experience with both quantitative research and qualitative research separately before undertaking a mixed methods study. At a minimum, researchers should be acquainted with both quantitative and qualitative data collection and analysis techniques. This point was emphasized in our definition of mixed methods. Mixed methods researchers should be familiar with common methods of collecting quantitative data, such as using measurement instruments and closed-ended attitudinal scales. Frechtling *et al.* (2001) further warns that researchers need an awareness of the logic of hypothesis testing and the ability to use and interpret statistical analyses, including common descriptive and inferential procedures available in statistical software packages. He further argues that "Researchers need to understand essential issues of rigor in quantitative research, including reliability, validity, experimental control and generalizability.

3.3.3.3.2 The nature of mixed methods research

Frechtling *et al.* (2001) stated that researchers should be able to identify the central phenomenon of their study; to pose qualitative, meaning-oriented research questions; and to consider participants as the experts. Frechtling *et al.* (2001) further argues that the researchers should be familiar with common methods of collecting qualitative data, such as semi-structured interviews using open-ended questions and qualitative observations. They further argued that they need basic skills in analysing qualitative text data, including coding text and developing themes and descriptions based on these codes, and should be acquainted with a qualitative data analysis software package.



3.3.3.3.3 The question of time and resources

Frechtling *et al.* (2001) stated that mixed methods studies may require extensive time, resources, and effort on the part of the researchers. He then argued that researchers should consider the following questions:

Is there sufficient time to collect and analyse two different types of data? Are there sufficient resources from which to collect and analyse both quantitative and qualitative data? Are the skills and personnel available to complete this study? In answering these questions, researchers must consider how long it will take to gain approval for the study, to gain access to participants, and to complete the data collection and analysis. Frechtling *et al.* (2001) further argues that the researchers should keep in mind that qualitative data collection and analysis often require more time than that needed for quantitative data. The length of time required for a mixed

methods study is also dependent on whether the study will be using a one-phase, two phases, or multi-phase design.

Frechtling *et al.* (2001) further argued that the mixed method researcher needs to think about the expenses that will be part of the study. These expenses may include, for example, printing costs for quantitative instruments, recording and transcription costs for qualitative interviews, and the cost of quantitative and qualitative software programmes (Frechtling *et al.*, 2001).



3.4 RESEARCH DESIGN

The researcher used a triangulating research design in conducting the study. Triangulation refers to the use of more than one approach for the investigation of a research question in order to enhance confidence in the ensuing findings (Cresswell, 2012). Triangulation is one of the several rationales for multi methods research (mixed method research). The term 'triangulation' is derived from surveying, where it refers to the use of a series of triangles to map out an area (Cresswell, 2012). It is an approach to inquiry involving both quantitative and qualitative data, integrating the two forms of data and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Cresswell, 2012). The core assumption of this form of inquiry is that both the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Cresswell, 2012). There are four forms of triangulation according to Cresswell (2012). They are:

- (1) Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on variety of people, are gathered.
- (2) Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.
- (3) Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
- (4) Methodological triangulation, which refers to the use of more than one method for gathering data.

In this study, a methodological triangulation method was applied.



3.5. POPULATION, SAMPLE AND SAMPLING TECHNIQUE

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3.5.1 POPULATION

William (2006) defined the population as the total quantity of things or cases of the type which are the subject of the study. The population of this study was three high schools with fifteen matric learners and nine educators of which three of those educators were serving as school management team members in their respective schools in the Butterworth District.

3.5.2 SAMPLE AND SAMPLING TECHNIQUE

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Levy & Lemeshow, 2010), while McMillan & Schoemacher (2011) define sampling as a portion of the population that has been selected and from which data is collected

for different reasons. For this study, sampling was done at two levels, namely, (a) Sampling the research site, and

(b) Sampling the respondents/participants

3.5.2.1 Sampling the research site

Three high schools were sampled as research sites. The researcher chose high schools because they are the only learning institutions that have matric learners. The researcher's sampling strategy that was used was purposive sampling. Purposive sampling selects the individuals or objects that will yield the most information about the topic under investigation (Leedy & Ormrod, 2005:145). The schools chosen as sites had been producing different sets of matric results as far as performance is concerned.

3.5.2.2 Sampling the respondents

The selected schools were willing to participate and the researcher had been observing their performance for a number of years with interest. All the selected schools are within the distance of the researcher's place of employment which is the key reason that motivated the researcher to select them. In each school, three educators of which one was a member of the school management team and five learners were sampled. Therefore, the total number of the research participants was twenty four.

Table: 1.3. *The Distribution of the Respondents in the Sample*

Sample	School A	School B	School C	Total number of respondents
<i>Educator</i>	2	2	2	6
<i>School management team (SMT)</i>	1	1	1	3
<i>Matric learners</i>	5	5	5	15
<i>Total</i>	8	8	8	24

The researcher chose matric learners and educators because they are the ones whose performance speaks volumes when matric results are officially released. Learners are in a majority as their performance is the main contributor to the outcome of the matric results. The total number of respondents in this study is twenty four, which consists of fifteen learners and nine educators. The non-probability sampling technique was used. It is defined as a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected (Tashakkosi & Teddlie, 2003). The researcher in non-probability sampling has no way of forecasting or guaranteeing that each element of the population will be represented in the sample (Cresswell, 2013). Some members have little or no chances of being sampled. Learners were

selected by means of non-probability sampling. Types of non-probability samplings that the researcher used in this study were: convenience sampling and purposive sampling.

Convenience sampling - also known as accidental sampling - makes no pretence of identifying a representative sub-set of a population (Tashakkosi & Teddlie, 2003). It takes people who are available, for instance those that arrive on the scene by mere happenstance (Tashakkosi & Teddlie, 2003). For the purpose of this study, this refers to the matric learners who availed themselves.

In purposive sampling people are chosen, as the name implies, for a particular purpose (Cresswell, 2013). The researcher chose people (educators) who the researcher had decided were typical of a group or those who represented a diverse perspective on the issue. Educators were purposely sampled in this study. Purposive sampling is very appropriate for this study; however, the researcher always provided a rationale explaining why he selected the particular sample of participants (Cresswell, 2013).

3.6 NEGOTIATION OF ENTRY

The researcher, before conducting the research, sought permission from the Eastern Cape Department of Education to draw participants from three different schools in the Butterworth District who would be participating in this study. This was to ensure that the researcher received a consent letter from the Head of Department of Education known as the Secretary General or his/her representative.

The researcher also wrote a letter to the Butterworth District Director to seek permission for conducting research in schools under his directorate. The permission

was granted by the District Director. The researcher also wrote three letters to three different circuit managers who manage the three different schools to seek permission from them to conduct research in schools under their circuit. They all granted their consent to the researcher.

The researcher also negotiated entry to three different school principals to seek permission for their schools which involved both learners and educators. The researcher made it clear in his request that he would not disturb the schools during teaching and learning time. All three school principals granted the researcher permission to conduct research in the schools under their supervision. Those schools, for ethical reasons, will be known as schools A, B, and C.

Lastly, the researcher wrote a letter to invite the participants to participate in his study, i.e. educators and learners of schools A, B, and C. The aim of these letters was to get permission from the participants to interview them as the respondents of this study. The researcher also drafted letters of consent for the participants and made them fully aware that ethical considerations, which will be explained towards the end of this chapter, will be highly considered and respected. For learners who are minors to participate in this study, their parents/guardian's signatures were sought by the researcher.

3.7 DATA COLLECTION

Leedy & Ormrod (2005) stated that data collection is any process of preparing and collecting data as part of a process improvement. The researcher's purpose of data collection was to obtain information to keep on record and to make decisions about important issues, or to pass information on to others. In this method, data collection

proceeds in two distinct phases with rigorous quantitative sampling in the first phase and with purposeful sampling in the second qualitative phase (Cresswell, 2012). The key idea is that the qualitative data builds directly onto the quantitative results.

Data collection was spread over time because one database builds on the other. The researcher, in the case of this research, collected data using semi-structured interviews and questionnaires.

3.7.1 Data collection instruments

The researcher used the following instruments to collect data:

1. Semi-structured interviews - “a semi structured interview is open, allows new ideas to be brought up during the interview as a result of what the interviewee says” (Leedy & Ommrod, 2005).

2. Document analysis from the school such as the school performance reports, the learners' attendance register, the educators' attendance register and learners' work books.

3. A structured interview questionnaire was also utilized in this study. A structured interview in the quantitative research method is commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. Learners were asked eight (8) questions for data collection purposes and educators were asked ten (10) questions. In total, the number of questions for both learners and educators was eighteen (18) for the purpose of this study.

3.7.2 SEMI-STRUCTURED INTERVIEWS

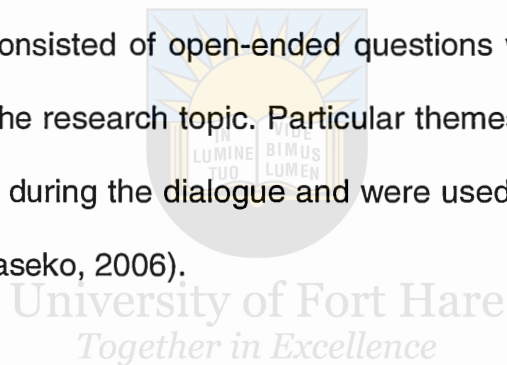
Struwig & Stead (2001) differentiated between three common types of interviews, namely:

- (a) Structured interviews
- (b) Semi-structured interviews, and
- (c) Unstructured interviews.

This study employed the semi-structured interview. "A semi-structured interview is open and allows new ideas to be brought up during the interview as a result of what the interviewee says" (Leedy & Ormrod, 2005). A semi-structured interview was adopted in this study since it was viewed suitable for extracting the views of the participants. According to Maree (2007), the researcher is guided by the list of themes or questions asked to participants in a semi-structured interview. Maree (2007) further explained that the interview is carried out with a focused conventional approach, which allows dialogue between the researcher and the interviewee. During the semi-structured interview, in the dialogue, the researcher is able to refocus the discussion so that accurate information is gained from the participants through rephrasing questions and observing non-verbal clues such as facial expressions and tensing of the body when expressing certain issues (Maree:2007).

The researchers are further warned by Maree (2007) that semi-structured interviews require the researcher to be attentive to the responses from the respondents so as to record accurate information and to avoid being trapped by aspects that might not be related to the study. Kelly (2006) stated that conducting an interview is a natural form of interacting with people and gives the researcher an opportunity to get to know people quite intimately so that he or she (researcher) can really understand how the participants think and feel about the matter under investigation. This is the reason why the researcher chose to use semi-structured interviews for this study in order to probe deeply into the perceptions of the participants regarding the impact of their

performance in matric in the Butterworth District. The interviewer asked carefully prepared questions (Bless & Smith, 2000). The interviewer developed and used an interview schedule for this type of interview (Cohen & Crabtree, 2006). An interview schedule according to O'Leary (2004) is a list of questions and topics to be covered during the interview, usually in a particular order. Those questions are neither fixed nor fully free and yet they are flexible research methods. The researcher followed the interview schedule but was also be able to follow other topics that strayed from the schedule when he or she felt this was appropriate (Cohen & Crabtree, 2006). The interview schedule used consisted of open-ended questions which covered themes that were of relevance to the research topic. Particular themes that arose during the interview evolved naturally during the dialogue and were used to assist in answering the research questions (Maseko, 2006).



The same instrument was used for all the participants in the three different schools from the Butterworth District. The next section discusses the second research instrument which is document analysis.

3.7.3 DOCUMENT ANALYSIS

Documents refer to materials like records that can be used as supplemental information in case studies where the main source of information is participant observation or interviewing (Bogdan & Biklan, 2003), while Runhare (2010:121) defines document analysis as a non-interactive data collection method in which issues are investigated through review of artefacts collection such as personal diaries, photos, video clips, minutes of meetings or other organizational records. The official records are an important source of data and it is necessary to include the

documents in the study to supplement interviews (Shaningwa, 2007). Documents, according to Yin (2003), are inexpensive and can be obtained locally. Mertens (2005) stated that documents and records give the researcher access to information that will otherwise have been unavailable since the researcher cannot be everywhere at all times. The documents in this study were used to complement the semi-structured interviews. The documents according to Guba & Lincoln (2002) can be divided into two major categories, namely public records and personal documents.

- **Public records**

These are materials created and kept for the purpose of attesting to an event or providing an accounting of it (Guba & Lincoln, 2002). These authors stated that examples of public records are: newspaper archives, census reports and business records, policy manuals, official correspondence, and internal memorandum. Public records are useful in describing background and academic performance of learners. For the purpose of this study, public records were used.

3.7.3.1 Advantages of document analysis

Advantages of document analysis according to Fetterman (2000) are:

- Documents can provide insight into what people think and what they do
- Documented information is grounded in local settings
- Data is cheap to obtain.

3.7.3.2 Disadvantages of document analysis

Disadvantages of document analysis according to Fetterman (2000) are:

- Interpretive validity is possibly low
- Accessibility to some types of data might possibly be difficult
- Recorded data might be incomplete.

The researcher used document analysis because of the advantages mentioned above.

3.8 DATA ANALYSIS

Vital & Jansen (2010) stated that data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. The qualitative and the quantitative databases are analysed separately in this approach. The researcher used quantitative results to plan the qualitative follow up. The important area is that the quantitative results cannot only inform the sampling procedure but they can also point towards the types of qualitative questions to ask participants in the second phase. The questions used were general and open-ended. Analysis proceeded independently for each phase. To analyse the mixed method research the sequential explanatory design was used which involves the collection and analysis of quantitative data. The priority is given to the quantitative data, and the findings are integrated during the interpretation phase of the study (Cresswell, 2013). This approach was used to help explain, interpret or contextualize quantitative findings and to examine in more detail unexpected results from the quantitative study.

3.8.1 Interpretation

The researcher interpreted the follow-up results in a discussion section of the study. This interpretation follows the form of first reporting the quantitative phase results and then the qualitative second phase results. This design then employed a third

form of interpretation: How the quantitative findings help to explain the qualitative results (Cresswell, 2012). The aim of the third form of interpretation was to provide more depth and insight into the quantitative results. In this phase the researcher specified how the qualitative results helped to expand or explain the quantitative results.

3.9 THE INSTRUMENT

'Instrument' is the generic term that researchers use for a measurement device which according to Clarke (2005) can be a survey, test, questionnaire, etc. The measurement devices help to distinguish between instrument and instrumentation, considering that 'instrument' is the device and 'instrumentation' is a course of action (Guba & Lincoln, 2002). By course of action the authors mean the process of developing, testing and using the device. The instrument used by the researcher was based on the research question. There are two broad categories of the instrument according to Clarke (2005). They are: researcher-completed instrument and subject-completed instrument. The researcher-completed instrument is completed by the researcher and consists of the following: Rating scales, Interview schedules/guides, Tally sheets, Flow charts, Performance check-list, Time and Motion logs and Observation forms (Guba & Lincoln, 2002). The subject completed instrument is completed by the research participants and consists of: Questionnaires, Self-check-list, Attitude scales, Personality inventories, Aptitude tests, Projective devices and Socio-metric devices (Clarke, 2005).

3.9.1 USABILITY OF THE INSTRUMENT Usability refers to the ease with which an instrument can be administered by the participants and scored or interpreted by the researcher (Clarke, 2005). There are five most important usability considerations identified by Clarke (2005). They are:

- (1) How long will it take to administer the instrument?
- (2) Are the directions clear?
- (3) How easy is it to score?
- (4) Do equivalent forms exist?
- (5) Have any problems been reported by others who used it?

3.9.2 VALIDITY OF AN INSTRUMENT

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Guba & Lincoln, 2002). It is rare, according to Clarke (2005), if nearly impossible, that an instrument be 100% valid. Validity is generally measured in degrees and as a process it involves collecting and analysing data to assess the accuracy of an instrument (Guba & Lincoln, 2002). The researcher established the validity of scores from the quantitative measures and then discussed the validity of the qualitative findings. Guba & Lincoln (2002) have proposed criteria for judging the soundness of qualitative research in the form of criteria such as credibility and conformability.

3.9.2.1 Credibility

According to Guba & Lincoln (2002), credibility is one of the most important factors in establishing trustworthiness. The researcher made sure that the findings of this research are valid by spending enough time in schools that participated. The opinions of all the participants were highly considered. The researcher also sought the opinions of his colleagues who have done the research before to determine whether they agreed or disagreed with the research findings. The researcher's

conclusion were based on colleagues' findings and the researcher went back to the participants to ask them if they agreed with the conclusions and also if the conclusions made sense based on their experiences.

3.9.2.2 Conformability

The concept of 'conformability' is the qualitative investigator's comparable concern with 'objectivity'. Here steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristic preferences of the researcher (Guba & Lincoln, 2002). In this study, therefore, the researcher conducted his work with the necessary objectivity with regards to the participants so as to fulfil the criteria as espoused by the author in ensuring conformability of the research.



3.9.3 RELIABILITY

Reliability can be thought of as consistency (Clarke, 2005). The instrument must consistently measure what it is intended to measure (Steyn *et al.*, 2001). It is not possible to calculate reliability; however, there are general estimators that one may encounter when reading research according to Guba & Lincoln (2002). The estimators of reliability according to Guba & Lincoln (2002) are:

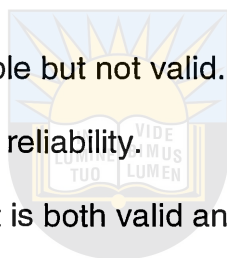
- (1) Inter-rater/observer reliability: The degree to which different raters/observers give consistent answers or estimates.
- (2) Test-retest reliability: The consistency of a measure evaluated over time.
- (3) Parallel-forms reliability: The reliability of two tests constructed the same way from the content.

(4) Internal consistency reliability: The consistency of results across items, often measured with Cronbach alpha. Cronbach alpha is used as a lower bound estimate of the reliability of a psychometric test. It has been proposed that it can be viewed as the expected correlation of two tests that measure the same construct.

3.9.4 RELATING RELIABILITY AND VALIDITY

Reliability is directly related to the validity of the measure (Clarke, 2005). There are several principles on this matter according to Clarke (2005) and they are as follows:

- (1) A test can be considered reliable but not valid.
- (2) Validity is more important than reliability.
- (3) The most important instrument is both valid and reliable.



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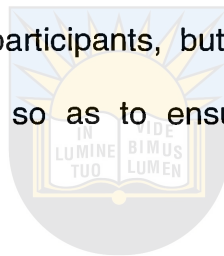
3.10 ETHICAL CONSIDERATIONS

Goddard & Melville (2001) argued that collecting data from people raises ethical concerns, while Selltis (2000) stated that any research which involves other people in some way has ethical implications. The researcher considered that it was proper for this study to get permission from the secretary-general's office in Bhisho, authority from the Butterworth District Director, Circuit Managers of the relevant circuits, school principals of the participating schools, and from all the participants so as to ensure that individual rights were not infringed upon and also to promote fairness by considering ethical issues as contained in the Fort Hare Faculty of Education Handbook for Post-Graduate Qualifications and Procedures.

Principles such as anonymity, informed consent, protection from harm, privacy, confidentiality, and professionalism as highlighted by Leedy & Omrod (2005:101) were adhered to during the data collection process, data analysis, and interpretation.

3.10.1 ANONYMITY

Anonymity deals with disguising the identity of the respondents (Leedy & Omrod, 2005). By anonymity, these authors argued that it put the respondents at ease to give information which might be regarded as sensitive. This researcher has not mentioned the full names of the participants, but rather used certain alphabetic letters to refer to the participants so as to ensure complete anonymity of the participants.



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3.10.2 INFORMED CONSENT

According to Chigona & Chetty (2007), there is an obligation on the part of the researcher to respect each participant as a person capable of making an informed decision regarding participation in the research study, while, on the other hand, Sidhu (2003) argued that one of the most important principles in the code of ethics is informed consent. Sidhu further stated that participants in the research need to be told what they are letting themselves in for before they make a decision to cooperate. For informed consent the researcher:

- Explained as fully as possible what the research was all about.
- Explained why he was undertaking it.
- Explained who was undertaking the research.
- Explained who was financing it.

- Described the nature of the study to all the participants and its objectives, and offered participants a choice of whether to participate or not to participate.

3.10.3 PROTECTION FROM HARM

The researcher must not expose the participants to any physical, emotional, or psychological harm (Leedy & Omrod, 2005), while Willis (2007) stated that if the researcher is not careful in any study, it is possible to harm participants not only by exposing information about individuals, but also by talking about them as a group. The researcher in this study made sure that he avoided any activity that might lead to unusual stress or embarrassment for the participants.

3.10.4 A RIGHT TO PRIVACY

Before conducting a study, Leedy & Omrod (2005) argued that the researcher must make sure that the participants voluntarily agree to take part in the research and can withdraw at any time from the research process if necessary. The researcher, with regard to privacy, ensured that participants would not be forced to participate in the study through giving the participants the opportunity to indicate their willingness to participate by signing a consent form and meeting them in person and explaining to them the reasons for and benefits of their participation. The researcher respected the participants' rights to privacy (Leedy & Omrod, 2005:102).

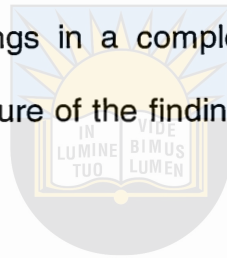
3.10.5 RIGHT TO CONFIDENTIALITY

Confidentiality means protecting the privacy of respondents by keeping the data sources as confidential as possible (Davis & Kirkpatrick, 2000). The participants

need to be assured on the issue of confidentiality (Campbell & Groundwater-Smith, 2007), while Shaningwa (2007) stated that the researcher has a moral obligation to uphold confidentiality of data. Davis & Kirkpatrick (2000) maintained that the major safeguard against invasion of privacy is the assurance of confidentiality. The researcher in this study used alphabetic letters to refer to participants so as to protect the participants and their responses thus they remained confidential.

3.10.6 PROFESSIONALISM

The researcher reported the findings in a complete and honest fashion without misleading the others about the nature of the findings (Leedy & Ormrod, 2005:102). Data findings were not fabricated.



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3.11 CONCLUSION

The chapter discussed all the methods that guided the researcher in conducting his research. Types of paradigms were identified and described in the research. Also the research approach, research design, population, sample and sampling technique, negotiation of entry, data collection, data analysis, instruments used, validity of instruments, reliability of instruments and issues of ethical consideration were discussed.

The next chapter will consist of data presentation and analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

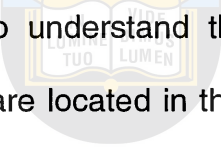
The previous chapter explained various research techniques and tools that were used to collect data. The purpose of this chapter is to present data that was obtained from the interviews that the researcher conducted with the participants (i.e. educators and learners) of the three chosen high schools of the Butterworth District regarding their perception of matric performance at their respective schools. This chapter will specifically deal with the process which Boeije (2010) says contains the cutting up of data in order to put it together again in the manner that seems relevant and meaningful. In this study the analyses of the semi-structured interviews of both the educators and learners who participated in the study are discussed as well as document analysis. This chapter is divided into six sections, that is:

- The school profiles
- Data
- Characteristics of the respondents
- Data analysis
- Document analysis
- Summary.

4.2 SCHOOL PROFILES AND CHARACTERISTICS OF THE SCHOOL RESPONDENTS

Data was collected from fifteen learners and nine educators from three different high schools of the Butterworth District. The first section will present the location of the high schools. This is vital as one has to understand the school background. The second section presents the data on educators and principals' capacity which incorporates issues of professional qualifications as well as their teaching experience.

4.2.1 PROFILE OF THE SCHOOLS



The profile of the schools helps to understand the background of the learners attending the schools. The schools are located in the rural areas of the Butterworth District. Teaching and learning in the schools being researched is officially taking place during the day. The learners come mostly from low socio-economic backgrounds and their schools are categorised as Quintile 1 schools according to the Norms and Standards for School Funding which are determined by the use of poverty data at ward level, as calculated by Statistics South Africa (DoE, 2009). Quintile 1, 2 and 3 schools have been declared “No Fee” schools. Various factors are included in the calculation of the index of deprivation of the community that surrounds the particular school. The domains that are used according to the DoE (2009) include:

1. Income and material deprivation
2. Employment deprivation
3. Health deprivation

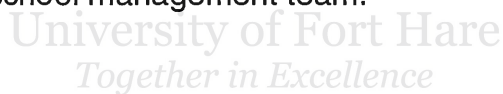
4. Education deprivation

5. Living environment deprivation

The learners come from a predominantly Xhosa culture. A brief description of the schools that participated in the study is as follows:

4.2.1.1 School A (SA)

The school has a male principal who is assisted by two heads of department (HOD) who are both female and there is no deputy principal at this school. The composition of the school management team (SMT) consists of five educators who according to their ranks are: principal, two heads of department and two post level one educators who serve on a voluntary basis for this function hence they are not remunerated for being the members of the school management team.



The entire school consists of thirteen educators including the school principal. There are eleven subjects taught in this particular school but the learners are given an opportunity to choose any seven subjects of their choice from those eleven subjects offered by the school. The school classes run from grade 8 to grade 12 which is matric for the purpose of this study. The number of school learners (school enrolment) is four hundred and sixty (460). The current school establishment (the number of educators expected to be teaching at this schools) is thirteen, hence there is no vacancy at this school. The major school activities are teaching and learning. The non-statutory activities are drama, debate, school Christian organisation (SCO), entrepreneurship project such as tuck-shop and school vegetable garden, the youth citizens' action programme (ycap), school choir, drugs support groups and sporting codes which consist of rugby, soccer, netball, softball, volleyball and athletics. The

official teaching time starts at seven thirty (07:30) and ends at fifteen thirty (15:30) which is seven hours teaching time plus one hour for break time; in total it is eight hours from Monday to Friday. The school has a number of extra classes which run from Monday to Friday at six forty five (06:45) to seven twenty five (07:25). They are popularly known as morning classes and the emphasis in those classes is on mathematics, mathematics literacy, physical science, agricultural science, business studies and English first additional language. Educators alternate on a daily basis to teach during morning classes to cover the syllabus and to catch up with the slow learners.



There are also evening classes which operate from six to eight from Monday to Friday and the emphasis is on the same subjects as the morning classes. On weekends, there are special classes which go from eight to ten (08:00 to 10:00) and the emphasis is on mathematics, physical science and accounting. They break at ten to allow learners and educators to attend to their personal needs. During holidays in March the school closes like any other school and they give each other the opportunity to attend to Christian Passover activities. In June the school closes for only one week out of three weeks' school holidays to recharge their batteries but during the other two weeks it is business as usual as the teaching time is from seven thirty to three in the afternoon from Monday to Friday. Learners at night during school holidays study voluntarily. Learners during September do not enjoy a holiday as they are in their final preparation period for the final examination, so tuition is normal. In August the school starts a special programme known as camping classes whereby teaching, learning and studying take place during the night, besides the daily teaching activities, to prepare for the final examinations.

The school also takes care of the learners' nutritional needs as they prepare supper for them during the entire camping period. Learners during this period are under the watchful eye of the educators who alternate to watch them and under the specially employed security guard who is paid by the learners' parents. Former school learners who did very well at school during their matric year but who are unfortunately not studying due to financial difficulties help the school as tutors on a voluntary basis. Boys sleep separately in their own classrooms and girls likewise. They provide themselves with mattresses, sheets, duvets and blankets as per the learners' needs. The current number of matric candidates in this school is fifty four (54). The previous matric results were seventy five (75) percent pass rate in 2013 and eighty nine (89) percent in 2014.



4.2.1.2 School B (SB)

The school has a male principal who is assisted by one male deputy principal and four head of department, consisting of two males and two females. They all serve as the members of the school management team (SMT). The total number of educators serving in this school is twenty one, with fifteen educators in post level one. The school offers thirteen subjects but learners are given an opportunity to choose any seven subjects of their choice out of the thirteen subjects which are grouped from three streams.

The school operates from grade eight up to grade twelve. The school enrolment is six hundred and twenty seven (627). The current school establishment is twenty (20) educators, which literally means that one educator is in excess and needs to be redeployed to another school that needs one educator. Therefore, to give clarity,

there is no vacancy in this school. The major school activities are teaching and learning. Extra curricula activities are music and sports of which the played codes are soccer, rugby, netball, softball and athletics. The non-statutory activity in this school is the school Christian organisation (SCO).

The official teaching time starts at eight (08:00) in the morning up to three (15:00) in the afternoon from Monday to Thursday, and on Friday from eight (8:00) in the morning to one (13:00) in the afternoon. There are no morning classes and the reason is that most of the learners come from far communities and they are using public transport which is popularly known as the scholar transport as they only transport learners and they are paid by the Department of Transport for that particular purpose. They arrive a little bit later at school than the expected time and the drivers excuse for lateness is the poor state of public roads in rural areas. There are afternoon classes but they are voluntary and there is no monitoring during those afternoon classes. Learners learn whatever they feel like learning during those afternoon classes.

There are also some weekend classes but they depend on whether a certain educator is in need of such a class or not. The subjects which are normally taught during the weekend classes are life sciences, geography and economics because the educators concerned avail themselves. Such educators decide among themselves to be at school during the weekends as there is no formal programme or time table for the weekend classes. They normally teach from nine (9:00) in the morning to one (13:00) in the afternoon on Saturdays only. They do have holiday classes during June and September holidays. During June holidays they spend ten days at school teaching effectively and in September they don't close school. The emphasis during holidays is on accounting, mathematics, mathematics literacy, life

science and geography. Each subject gets a minimum time of one hour thirty minutes per day. The current number of matric candidates in 2015 is one hundred and fifty eight (158). The previous matric results in this school in 2013 were forty three (43%) percent pass rate and fifty two (52%) percent pass rate in 2014.

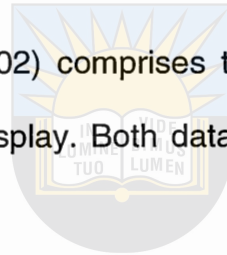
4.2.1.3 School C (SC)

The school has a male principal who is assisted by two heads of department whose genders are male and a female. There is no deputy principal in this school. The school management team consists of four members, the principal, two heads of department and one post level educator who is incorporated into the management team. There are twelve educators who are educating in this school; this includes the principal and there is no vacancy because the current school establishment is twelve. There are eleven subjects taught and the school runs from grade ten to grade twelve which is matric. The current school enrolment is four hundred and three. The major school activities are teaching and learning. Extra-curricular activities are sports and music. The sporting codes played are soccer, netball, rugby, softball and athletics. There are no non-statutory activities in this school. The official teaching starts at seven thirty (07:30) in the morning and ends at two thirty (14:30) in the afternoon from Monday to Friday which is translated into seven hours of teaching time per day. The school has a supervised programme of afternoon classes which start at three (15:00) in the afternoon and end at five (17:00) in the afternoon as from Monday to Thursday. There are no afternoon classes on Friday. The afternoon classes are followed strictly by both educators and learners so as to avoid clashes of interest. All school subjects have equal and fair chances of being taught or studied during the afternoon classes.

There are no morning classes because official teaching time starts at seven thirty already (07:30). The school does have holiday classes in June and September which are commonly known as winter and spring classes respectively. Teaching is as normal during these holidays as if it is not a holiday and the teaching time or hours are the same as during the entire academic year. The previous matric pass rate in 2013 was seventy eight percent (78%) and in 2014 it was seventy percent (70%). The current number of matric candidates is eighty two (82).

4.3 DATA

Data according to Mutshinyani (2002) comprises two concurrent flows of activity, namely: data reduction and data display. Both data reduction and data display are discussed below.



4.3.1 DATA REDUCTION

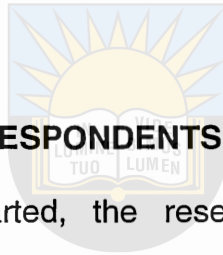
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Dhlamini (2009) refers to the process of data reduction as the selection, sampling and transforming of the data that appears in written-up field notes or transcriptions. In the field work of this study, data was collected from matric learners, educators and from the school principals of the participating schools. The researcher only used critical data, which is in line with the objectives of the study, to analyse and interpret.

4.3.2 DATA DISPLAY

Dhlamini (2009) considers the most important challenge to place raw data into logical, meaningful categories, to examine them in a holistic way and to find a way to communicate this interpretation to others. This process according to Dhlamini (2009) requires creativity. In this study a number of nine educators and fifteen learners from three different schools were interviewed using the interview schedule in appendix 1.

Coding was used to describe the three schools as schools A, B and C. The codes used to describe educators are E 1 A, E 2 A, and E 3 A for three educators from school A whereby E stands for 'educator', 1 for first participant who is an educator and A stands for educator of school A. Educators from school B are coded as E 1 B, E 2 B and E 3 B and from school C are E 1 C, E 2 C and E 3 C. Learners codes are L 1 A, L 2 A, L 3 A, L 4 A and L 5 A for school A learners, L 1 B, L 2 B, L 3 B, L 4 B and L 5 B for school B and L 1 C, L 2 C, L 3 C, L 4 C and L 5 C for school C. Principal codes are P A for principal of school A, P B for school B principal and P C for school C principal.



4.4 CHARACTERISTICS OF THE RESPONDENTS

Before the interview process started, the researcher asked the participants (educators) to respond individually to the demographic questions about themselves which included gender, teaching experience, number of years teaching matric (grade 12), teaching qualifications, age and teaching workload. The demographic questions were asked to the educators from their respective schools. This is how they responded, combined, in terms of:

4.4.1 GENDER

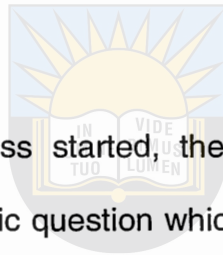
A total number of nine educators were asked shortly before the interview started at their respective schools, using the interview schedule in Appendix 1. Table 1.4 shows the presentation of the number of respondents in relation to gender.

Table1.4 Educator participants in relation to gender

School A		School B		School C	
Males	Females	Males	Females	Males	Females
1	2	2	1	1	2

Table1.4 shows that the educator respondents who participated in this study were almost balanced: four males and five females.

4.4.2 TEACHING EXPERIENCE



Shortly before the interview process started, the respondents (educators) were asked to respond to the demographic question which asked them about the number of teaching years they had in the teaching field. Their responses are presented in the table 1.5 below.

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Table 1.5 Educator participants in relation to teaching experience

9-10 years	11-14 years	15-19 years	20-29 years
0	0	4	5

Table 1.5 above shows that the teaching experience of four educators interviewed ranged from fifteen to nineteen years (15-19), while the experience of the other five educators ranged from twenty to twenty nine (20-29) years. This table clearly illustrates that these educators are well experienced as educators which is a plus sign for producing quality results.

4.4.3 NUMBER OF YEARS TEACHING MATRIC (GRADE 12)

Respondents who are educators by profession and who are teaching matric (Grade 12) were asked to respond to the demographic question which required them to answer about the number of years they had teaching specifically matric, amongst other grades they teach. Their responses are presented in table 1.6 below.

Table 1.6 Educators' number of years teaching matric

School A		School B		School C	
Respondent	Number of years	Respondent	Number of years	Respondent	Number of years
1	21	1	22	1	26
2	18	2	17	2	21
3	15	3	14	3	14

Table 1.6 shows that the experience of teaching matric of three educators ranged from ten to fifteen years (10-15), while two educators ranged from sixteen to nineteen years (16-19) and four educators ranged from twenty to twenty nine years (20-29). These educators are well experienced in teaching matric (grade 12). They know well the ups and downs of matric and the questioning techniques and styles of the examiners.

4.4.4 TEACHING QUALIFICATIONS

Educators who are respondents in this study were asked to respond about their professional teaching qualifications they had. Their responses are presented in table 1.7 below.

Table 1.7 Participants' qualifications

School A		School B		School C	
Respondent	Qualifications	Respondent	Qualifications	Respondent	Qualifications
1	BA. Ed; ACE; B.Ed Honours	1	BA.Ed;	1	S.T.D; ACE; B.Ed Honours
2	S.T.D; ACE	2	BA.Ed; B.Ed Honours	2	S.T.D; ACE; B.Ed Honours
3	S.T.D; BA.Ed	3	S.T.D; ACE; B.Ed Honours	3	S.T.D; ACE

From the data contained in table 1.7, it could be deduced that all these educators are well qualified as they all meet the required minimum requirements to qualify as educators and most of them exceed that. There is no educator who has international qualifications in all the three schools. Two of the educators have matric plus a three year teaching diploma and an Advanced Certificate in Education (ACE), while two educators have a matric, B.A. Ed, an Advanced Certificate in Education and a B.Ed. Hons. One educator has matric, B.A.Ed. and a B.Ed. Honours degree in education. One educator has matric and a B.Ed., the other has matric, a Senior Teachers' Diploma and a B.A.Ed. The last two educators have matric, a Senior Teachers' Diploma, an Advanced Certificate in Education and a B.Ed. Honours as the highest qualifications in all the three schools.

4.4.5 PROFILE OF RESPONDENTS (EDUCATORS) IN RELATION TO AGE

The respondents were asked to respond to the demographic question which asked them their ages and their responses are presented in table 1.8 below.

Table 1.8 Participants' in relation to age range

School A		School B		School C	
Respondent	Age range	Respondent	Age range	Respondent	Age range
1	40-49	1	60+	1	50-59
2	40-49	2	40-49	2	50-59
3	40-49	3	40-49	3	40-49

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From the table 1.8 above, the age of six educators who participated in this study range between forty and forty nine (40-49), whilst the ages of two educators range between fifty and fifty nine (50-59). One educator is over sixty years of age who is a school principal.

4.4.6 EDUCATORS' WORKLOAD

During the interview process, educators were interviewed about the teaching workload and were asked to disclose how many grades and subjects they teach. Table 1.9 below shows the educators' workload based on their responses according to the grades they teach and their subjects (learning areas) at their respective schools.

Table 1.9 Participants in relation to teaching workload

Respondent	School A		School B		School C	
	Grades	Subjects	Grades	Subjects	Grades	Subjects
1.	10,11,12	English & Agric	10,11,12	Geography	10,11,12	Maths, Maths Lit, Physical Science
2.	10,11,12	Maths, Maths Lit, Physical Science	10,11,12	Isixhosa & Life Science	10,11,12	English ; Accounting & Business Studies
3.	10,11,12	Isixhosa, Life Sciences & Business Studies	10,11,12	English & Accounting	10,11,12	Life Science; Economics & Geography

The above table 1.9 clearly shows that the educators in these schools are overloaded with teaching duties. They do not have enough time to focus on all the grades they teach. They are multi grading. Multi grade teaching according to Cronje (2010) is a situation in which one teacher (educator) has to teach many grades, all at the same time. Those educators also teach more than one subject per grade hence their focus is much divided as they need to prepare for more than one subject. They normally prepare for nine (9) different lesson plans per day to carry out their normal duties as educator. This is not a healthy situation and can demotivate both the

learners and the educators according to the researcher. Most of the time these educators get tired before the day is over. The educators blame the system of allocating educators to each and every school which is known as the Peter Morkel Model whereby schools are allocated a number of educators per the number of learners they have at that particular school. The allocating ratio is not stable but on average it is one to thirty five according to the Department of Education (2005).

4.5 SCHOOL PRINCIPALS

Before and during the interview process, the principals of schools A, B and C were asked individually to respond to the demographic questions which included their gender, age, teaching experience, teaching experience as principal and teaching qualifications. This is how they responded, individually, but summarised collectively:

4.5.1 GENDER OF PRINCIPALS

The three principals of the participating schools are all males.

4.5.2 AGE RANGE OF PRINCIPALS

The age range of the participating school principals is shown in the table 1.10 below.

Table 1.10 Principals in relation to age range

	School A	School B	School C
Age Range	40-49	60+	50-59

According to table 1.10 the principals' ages range from forty one to fifty (41-50) in school A, school C is fifty one to sixty (51-60) and in school B it is sixty (60) upwards.

4.5.3 TEACHING EXPERIENCES OF PRINCIPALS AS EDUCATORS

Table 1.11 Principals' teaching experience

Teaching	School A	School B	School C
experience of principals as educators	23 years	23 years	27 years

Table 1.11 clearly shows that the school principal of school A has been teaching for 23 years, of school B for 23 years and school C for 27 years.

4.5.4 TEACHING EXPERIENCE OF PRINCIPALS AS PRINCIPALS

The table 1.12 below shows the number of years of experience as principal of each participating principal.

Table 1.12 Principals' experience as principals

Teaching	School A	School B	School C
experience of principals as principals	12 years	20 years	18 years

In terms of their (principals') experience according to the data in table 1.12, the total number of years as principals combined is fifty (50) years whereby school A principal has twelve years, school B has twenty (20) years and school C has eighteen (18) years. These school principals are well empowered with skills through their

experiences as principals to develop their school improvement plans in order to achieve better performances from both learners and educators.

4.5.5 PRINCIPALS' QUALIFICATIONS

The school principals of schools A, B, and C were asked to respond to the demographic question which asked them about their professional qualifications.

Their responses are shown below in table 1.13.

Table 1.13 Principals' qualifications

Principals' qualifications	School A	School B	School C
	BA.Ed; ACE; B.EdHons;	BA.Ed	S.T.D; BA.Ed; ACE

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According to table 1.13, the school principals are highly qualified with the highest qualification being B.Ed. Honours for school A principal, BA in Education for school B principal and also BA in Education for school C principal.

4.6 LEARNERS AS PARTICIPANTS

The learners were each handed an interview questionnaire before the interview started and were asked to answer for themselves, individually, by filling in the demographic part of the questionnaire. The learner distribution by school, gender and age is given in table 1.14 below.

Table 1.14 Distribution of learners by school, gender and age

School	Gender		Age range		Total
	Male	Female	16-18	19-21	
A	2	3	3	2	5
B	2	3	1	4	5
C	1	4	3	2	5
Total	5	10	7	8	15

It can be seen from the above table 1.14 that the total number of learners who participated in this research project was fifteen (15) and the majority of them were females who were ten altogether as opposed to the males who were five. The age range of sixteen to eighteen (16-18) was represented by seven (7) learners and the age range of nineteen to twenty one (19-21) was represented by eight learners (8).

4.7 DATA ANALYSIS

The data for this section was derived from the transcribed interviews using categories to analyse data. According to Gibson and Brown (2009) a category draws attention to a commonality within a dataset. Categories are notes made in the margin of an interview transcript (Gibson & Brown, 2009). Educators had their own forms of questions to respond to, (see Appendix 1) and the learners' questions were different from those of the educators (see Appendix 2). The following are themes that emanated from the questions and responses of the interviewer and the research participants:

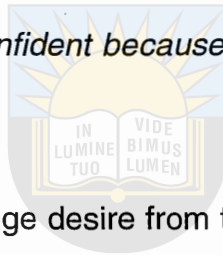
4.7.1 FEELING OF THE RESPONDENTS ABOUT THE COMING MATRIC EXAMS

The general feelings of the respondents is that they are excited about getting the lifelong opportunity of writing matric even though some are a little bit nervous. **L1A** put it this way:

I am so excited because I have long planned for my final matric examination, I have prioritised for it and I am ready.

L1B put it this way:

I feel a little bit nervous, but also confident because my teachers have used all their efforts to help me pass my matric.



This theme reveals that there is a huge desire from the learners to do well during the examinations and they want to avoid embarrassing themselves, their families and most of all their school. Confidence is so huge even amongst the educators as **E1A** said:

The results are gradually improving and we are likely to reach a 100% pass rate in the near future. We are slowly but surely getting there.

4.7.2 EDUCATORS ASSISTANCE IN GETTING THE LEARNERS READY AND FOCUSED

This theme shows that all the participants do believe in their educators' efforts and ability to teach and motivate them as some described it:

L1C

They are always there for us even beyond the stipulated time schedules. They even keep us motivated by telling us that there is nothing impossible only and only if you work hard.

L1A

They always guide us through our challenges and help us overcome them and they are always supportive.

E3C had this to say:

We teach them the importance of time management and the importance of sacrificing friendship time; reminding them how important it is to matriculate and how to achieve better results.

This theme reveals that educators are deeply involved and are also motivating. They spend more time on helping the learners to achieve their goals and the evidence is that they cover the syllabus as early as July.

4.7.3 STUDY PLAN

The learners do have their own study plan and they have much belief in it by forming study groups whereby they help each other as is evident in their responses by them saying:

L3B

We have created study groups that have made most of us to be able to rise to the occasion, and also we have started camping before the pre-trial exams, so that alone has just contributed to our studying strategy.

L2B

I make sure that I practice every day and I make groups so that we can help each other to master whatever we did not understand when the teacher was teaching.

Educator **E2C** had this to say:

We provided the learners with a good strategy whereby we keep them together to study under our supervision as early as the third term up to the final day of the exams; we also provide them with meals as a motivational factor.



4.7.4 PARENTAL INVOLVEMENT

Learners do have mixed emotions about this theme. Parental involvement is minimal when it comes to monitoring and supervision as the parents are illiterate themselves. Most of their parents are away in the cities for job related matters in order for them to take care of their children. They do encourage them, which is motivational, to do well at school, so that they can be the future responsible citizens who, in turn, will take care of them when they are old and jobless. They (parents) are trying their best to support them financially even though the socio-economic factors do not permit this. This is how some respondents expressed it:

L3A

They cannot read and write and they have not handled a book in their lives, so they are unable to monitor me but they are encouraging and financially supportive even though they depend on social grant.

L2A

My parents live far away from where I stay but they are able to make sure that I do good in my studies by encouraging me telephonically.

E3C

They are uninvolved physically, they don't attend meetings, they don't sign reports cards, and they don't even report learner absenteeism. They are absolutely absent.

4.7.5 PEERS' ROLE

The learners in general appreciate the availability of their peers in their study life as they help each other to attain their common goal which is to succeed. Peer encounters are positive among the learners even though there are some who are not happy with their peers. This is what they had to say about their peer involvement:

L3B

When I have problems with my studies, my peers always help me out and most of the time we always chat about school work so I gain more information as we talk.

L1C

They always help me where I find things difficult and especially if I happen to perform in a way that they are not happy with because we always target 60% and above, so if I happen to go down, they are there to lift me up.

E1A

They work as a group, they complement each other, they encourage each other and they are a good package to have.

L2C had this negative comment to say about peers:

They make noise because there are those learners who just don't make time or effort to study. If there is no teacher in front of them, we have to ask them to keep quiet. It is never been easy for them to keep quiet.

4.7.6 EXTRA CLASSES

Attending extra classes is a norm in all the participating schools even though the degree of attending the extras classes differs. This is what the participants had to say about the extra classes:

L1C

The school usually starts at 07:45am but as early as 06:00am I am already at school, at 15:30 pm the learners embark at school then I come back at 18:00pm for extra classes till 23:00pm and these days we are camping at school. I spend almost 15 hours at school daily.

L3B

Yes, we do have extra classes, every Saturday we attend extra classes. Sometimes at school or at any other place good for us to study. We would go to any other high school sometimes, to share knowledge. Extra classes are very helpful.

E1A

Our focus as the school is never on the exit point. We fine tune the learners at the entry point and make them realise the significance of being at school by consistently inculcating good values of commitment, discipline, honesty and hard-work unto them as we believe those values serve as the only pre-requisite to good academic

performance. We therefore organise classes whose focus is on underperforming subjects.

4.7.7 Challenges

There are so many challenging factors in rural schools as the participants have a lot to say as they pointed out that:

E2C

The major challenge is the school structure. The structure is collapsing. We are teaching in fear. The roof is leaking when it rains. Windows are broken. We don't have a library, no laboratory, no computer lab, nothing. We cannot bring the outside world into our school. Everything is in theory during this age. Scholar transport is also a mess; it delays the early teaching periods. Shortage of educators, we are overloaded with too much work to do.

E1A

Yes, the deep rural nature of the school makes it difficult for us to lure fully fledged educators to our school. A string of initiation rites conducted towards the end of the academic year by the community also affects the rhythm as most of the matric boys enjoy such activities. Lack of support from the district office, we see them occasionally. Bad roads to our school also delay teaching staff who always mention it as a reason for lateness. Curriculum changes are a challenge as well and we do not get the support we expect from the district officials as expected. We have no running water; we depend on the tanks, no water in winter season. We still using pit system toilets

E1B

Poor infrastructure, shortage of learner teacher support materials (LTSM), overcrowded classrooms, lack of support from the department of education, scholar transport, depilated chalkboards, shortage of educators, lack of parental involvement, learner absenteeism, negative involvement of teacher unions, lack of lab-room, lack of library, no sanitation, poor fencing. All these are the challenges we are facing.

4.8 DOCUMENT ANALYSIS

The researcher analysed the school documents such as learner attendance registers to see if the attendance is normal, the educator attendance register, the previous school results, school improvement plans, learner portfolios, educator portfolios and all the written work. All the documents were available at schools A and C. School B's documents were not all available due to poor filing which is blamed due to the poor state of the available resources, including the building structure itself. The attendance of both learners and educators is satisfactory in all the schools but punctuality is a problem where the blame is put on the poor state of the public roads in rural areas which put more delay on educators' transport as well as on learners' transport which is known as scholar transport. The previous year mark schedules were seen and were excellent for both schools A and C, but for school B there is a huge need for improvement. In schools A and C the previous matric results are on display for every visitor to see. Hard work pays. School improvement plans all have proper planning on paper, which in turn will assist the learners to better their performances. Books, examination scripts and portfolios were handed to the researcher to see and they were all marked and returned to the learners to see the

feedback. The current academic year marks were all captured for the purpose of school-based assessment. The learner portfolios as well as the educator portfolios are all giving hope that the current year's matric results will be very much pleasing.

4.9 CONCLUSION

In this chapter the researcher clarified a number of issues including school profiles, professional qualifications of both the educators and principals, gender representation, participants' responses and document analysis. The researcher believes that the data collected during the research process is to a large extent reliable and valid. Reliability is underlined by the fact that data was collected from the learners and educators who are directly involved with their performances. Validity of the information given by the interviewees can be concluded from its reliability. The interviewees seemed to be overly in agreement with one another in their responses to the questions posed to them. This chapter has made an effort to link empirical data with the literature reviewed in chapter 2. The next chapter, chapter 5, discusses findings that emerged from the study and their implications for future action and research.

CHAPTER FIVE

SUMMARY OF CONCLUSIONS, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter was based on the presentation, analysis and discussion of the findings of this study. The purpose of this chapter is to present a discussion of issues arising from the main findings by providing a synthesis of the literature and research findings. The researcher while conducting the interviews of both learners and educators ensured that they were willing to participate by:

- providing them with chairs, tables, scripts and pens in the library which is the quietest venue in the school,
- asking the interviewees for an appropriate time of about 60 minutes after school hours,
- explaining to them their rights of confidentiality, voluntary participation and that there were no monetary incentives during or after the interviews,
- explaining to them the purpose of the interviews,
- maintaining a friendly atmosphere towards the interviewees before, during and after the interviews, and
- providing them with meals after the interviews.

5.2 SYNOPSIS OF CHAPTERS

The main purpose of the study was to ascertain educators and learners' perceptions of matric performance in the schools in the Butterworth District and the summary of the main ideas of the study are as follows:

Chapter one gave the background and the context of the study.

Chapter two provided a detailed literature review related to the study.

Chapter three described the research design and methodology employed to investigate the research question. Techniques of gathering data and field work experiences were also explained with special reference to interviews as the main data gathering instrument used together with a document review.

Chapter four contains a detailed analysis and interpretation of the data collected through semi-structured interviews.

Chapter five began with a discussion of the main findings followed by the conclusion and ended with the recommendations.

5.3 SUMMARY OF THE MAIN FINDINGS

The findings of this study are in response to the following main research question:

What are the educators and learners' perceptions about matric performance in schools in the Butterworth District?

The responses with regard to the main research question provided the researcher with the following findings:

5.3.1 SCHOOL RESOURCES

According to the interviews conducted, human resource (educators), infrastructure (school buildings) and learner teacher support materials are what defined school resources. These resources are school inputs and, when they are used effectively, they can guarantee learners' academic achievements according to Cronje (2010). All the three participating schools lacked quality resources as the evidence shows that a well-resourced school is a school where there are enough classrooms, toilets, a library, a laboratory, a technology room and enough educators to teach learners. The well-resourced schools according to Roodt (2011:2) are schools like the previously called 'white schools' or Model C schools. The under-resourced schools are associated with rural areas which are related to having a shortage of resources (Bloc, 2005), while Bot (2005) further added that the under-resourced schools are in areas with low socio-economic conditions and are associated with rural, informal and farm schools. The scenario mentioned above is typical of schools within the Eastern Cape Province (Bloc, 2005). All the three participating schools are under-resourced.

5.3.2 PARENTAL SUPPORT

There is a lack of parental support which contradicts what is said in the South African Schools Act of 1996 which describes parental involvement as vitally important in a child's schooling. This study showed that lack of parental support is due to illiteracy. The Nelson Mandela Foundation (2005:108) agrees with the findings as it found that in the Eastern Cape twenty five percent (25%) of female households had no formal schooling at all while for some their education level is too low for them to play the role defined by the South African Schools Act of 1996. Parents need to support the learners as lack of parental support has a negative effect on learner achievement.

Learners tend to perform at relatively low levels of achievements due to irregular school attendance which is not monitored or they become truant at school because of parental absence, according to Ward (2004).

5.3.3 CURRICULUM CHALLENGES

The learners in these schools come from the alleged poor communities with under resourced schools, and the current curriculum requires them (learners) to know about things that are currently happening and this becomes a problem as they are not exposed to what is actually happening due to poor technological developments as this affects their performances as the schools do not have such facilities. Karlsson (1998:35) highlighted that the education system of South Africa has changed to a resource-rich, learner-centred curriculum that presupposes a resource-rich learning environment. A resource-rich curriculum is a distant dream for the learners in these schools.

5.3.4 LACK OF DEPARTMENTAL SUPPORT

The subject advisors and education development officers (EDO) have a responsibility to support schools effectively by organizing workshops for educator development and by addressing content gaps experienced by educators given the curriculum changes in South Africa. They are failing to play that part as expected. They are scarce in making visits and poor in co-ordinating their programmes. Seemingly the district office is operating with few staff members and few motor vehicles such that it falls short of what the schools and public expect. According to Roberts (2001), the Department of Education must offer support to the schools, otherwise schools do not know how to discharge their accountability responsibilities.

Fullan (2002) supported the statement by further saying that support takes a number of forms, the more important of which are capacity building, in-training workshops and seminars for school managers and educators on the new curriculum and assessment, on site classroom visits by visiting schools for lesson observation, coaching and mentoring. The offices of education are not in a position to adequately pressure and offer support to schools, as they are largely staffed for the purpose of policy formulation (Roberts, 2001). He further stated that successful schools have shown that a school needs to be assisted in both maintaining the work it does - its operations - on a day-to-day basis, with the idea of continuing to achieve its objectives, but also moving to a higher level of development for all its constituents and its community. This could happen only if the districts could balance their maintenance work with their development work (Roberts, 2001). Fullan (2002) further concluded this matter by stating that schools need to be serviced for the purpose of maintenance; however, if the district is engaged in that form of assistance, then schools within that district could stagnate. There needs to be a creative balance found so that while the district does not neglect to assist its schools in maintenance, it must also not neglect to focus on development (Fullan, 2002).

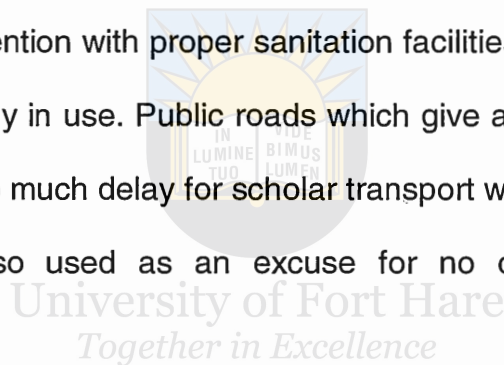
5.3.5 SCHOLAR TRANSPORT

The findings from this study show that most of the learners who are using scholar transport arrive late at school to such an extent that they cause delays to teaching time. Sometimes it is the main cause of absenteeism. It has a negative effect on learner performance. One of the documents analysed by the researcher, the learner attendance register, shows that learner absenteeism is a common trend and the reason given is the unreliability of the scholar transport to carry out its mandate given

by the Department of Education in collaboration with the Department of Transport. According to the Eastern Cape Department policy (2005) learners who have to walk more than six (6) kilometres to school and back qualify for state provided transport.

5.4 CONCLUSIONS

On the whole research, the study shows that learners face numerous challenges relating to lack of proper building structures which will serve as decent teaching classrooms with a well-resourced library, laboratory and technology rooms. Sanitation rooms need attention with proper sanitation facilities as opposed to the pit systems which are currently in use. Public roads which give access to schools need attention as they cause too much delay for scholar transport which affects the start of tuition time and it is also used as an excuse for no official visiting by the departmental officials.



5.5 RECOMMENDATIONS

The recommendations of this study are as follows:

- Schools must organise special classes like weekend and holiday classes so as to cover the syllabus on time to be able to prepare for the final examinations on time.
- The Department of Education must give constant support by providing schools with enough teaching and learning resources such as computers (lap-tops) with internet, and textbooks that will assist both learners and educators to improve their learning and teaching techniques.
- Subject advisors must be the field-workers, involving themselves deeply in schools by assisting educators through their advice so that they (educators) can use new

teaching methods effectively which in due course will motivate learners to develop a culture of learning.

- Parents as stakeholders must deeply involve themselves by assisting both learners and educators with the school work, school attendance and homework supervision and also by not engaging learners in cultural activities during school hours or terms.

- The Department of Education must supply schools with enough human resources so as to ease the teaching workload.

- Rural schools must have a special remuneration system which will help schools to be able to keep educators in their respective schools to avoid the current teacher movement from rural schools to more convenient urban schools.

- School structures must be well built to accommodate every learner and must be supplied with modern facilities which consist of a laboratory, a well-resourced technology room and a well-equipped library.

5.6 FURTHER STUDY

The researcher recommends that further research regarding learner and educator performances in the entire province could be done.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE TO GUIDE THE INTERVIEWS WITH PARTICIPANTS

Throughout the years, a casual observation was made on the performance of the matric results from Butterworth District. The researcher's interest is to find out why there is a huge gap amongst the provinces when the results are released, most importantly in the Butterworth District. The purpose of this research instrument is to elicit valuable data that would inform the findings of this study.

Research Focus: Educators' perceptions on matric performance in schools in the Butterworth District.

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Together in Excellence

QUESTIONS TO BE ANSWERED BY EDUCATORS

Please use the provided space for the answers and mark with an "x" where necessary.

DEMOGRAPHIC/BIOGRAPHIC QUESTIONS

1. Age 21-30 31-45 46-55 56 & upwards
2. Sex/Gender M F
3. Occupation

OPEN AND CLOSE ENDED QUESTIONS

1. In your own opinion, what is your view on matric performance in your school?

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2. Do you have any challenges in this school pertaining to matric performance?

YES NO

If yes, explain.



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Together in Excellence

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3. What are the learners' attitudes towards their studies?

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4. How do you keep the learners motivated during their matric academic year?

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5. Is there any support in terms of resources that you receive from the Butterworth

District office to perform better?

YES NO

Please explain.



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Together in Excellence

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6. In a scale of 1 to 5, how confident are you about the teaching material you are using to conduct teaching? Where 1= no confidence, 2= very least confident, 3= Fair, 4= Better, 5= Excellent (please circle your answer)

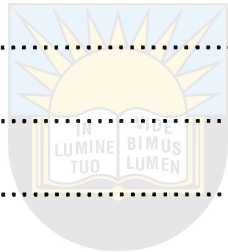
Comments.....
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7. How confident are you about the teaching methods that you are using in the subjects that you teach?

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8. How many subjects and grades do you teach in your school?

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9. Do you finish your school syllabus on time? Yes / No. Please explain your answer and how does this affect your learners.

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10. How do you help learners to prepare them for final examination papers?

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11. What other support do you give the learners for their final matric exam?

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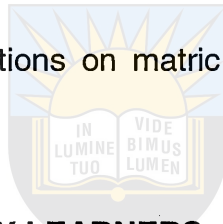
University of Fort Hare
Together in Excellence

APPENDIX 2

QUESTIONNAIRE TO GUIDE THE INTERVIEWS WITH PARTICIPANTS

Throughout the years, a casual observation was made on the performance of the matric results from Butterworth District. The researcher's interest is to find out why there is a huge gap amongst the provinces when the results are released, most important in the Butterworth District. The purpose of this research instrument is to elicit valuable data that would inform the findings of this study.

Research Focus: Learners' perceptions on matric performance in schools in the Butterworth District



QUESTIONS TO BE ANSWERED BY LEARNERS

University of Fort Hare

Please use the provided space for the answers and mark with an "x" where necessary.

DEMOGRAPHIC/BIOGRAPHIC QUESTIONS

4. Age 16-18 19-21 22 and above
5. Sex/Gender M F
6. Occupation

1. What are your feelings about writing the final matric examination in this school?

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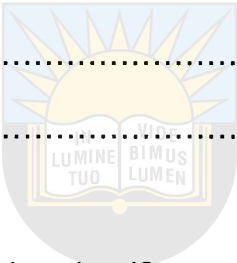
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2. How do the educators help you in keeping focused for the entire academic year?

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3. Which study plan or strategy do you have in helping you pass your matric?

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4. Which subjects are you doing in school?

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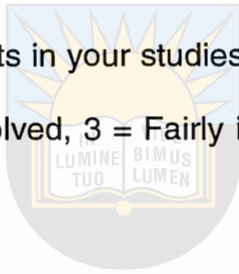
5. What kind of assistance, if any, do your peers give you?

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6. What kind of interruption, if any, do your peers have against your studies?

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7. How involved are your parents in your studies on a scale of 1 to 5 from: where 1 = uninformed, 2 = a little involved, 3 = Fairly involved, 4= Good involvement, 5= Excellent involvement?



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- (a) Monitoring
- (b) Motivation
- (c) Financial support

(comments).....
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Do you have any extra classes? YES No

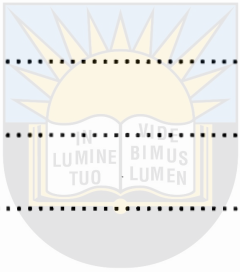
Please explain

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8. How many hours do you normally spend at school, and please specify what do you normally do during those hours?

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APPENDIX 3

DOCUMENT ANALYSIS SCHEDULE

The documents analysed by the researcher in this project are as follows:

- Educator attendance register
- Learner attendance registers
- Previous matric results
- School improvement plans
- Learner portfolios
- Educator portfolios



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APPENDIX 4



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ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: **ADU081SJAX01**

Project title: **Educators and learners perception on matric performance in schools in Butterworth District**

Nature of Project: **Masters**

Principal Researcher: **Vusumzi Jaxa**

Supervisor: **Prof EO Adu**

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

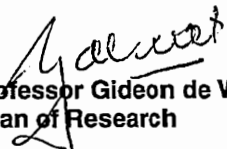
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

01 October 2014

APPENDIX 5



Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za

Enquiries: NY Kanjana

Email: nykanjana@live.co.za

Date: 30 July 2015

Mr Vusumzi Harmon Jaxa

P.O. Box 59

Kei Mouth

5260



Dear Mr Jaxa

**PERMISSION TO UNDERTAKE A MASTERS STUDY: EDUCATORS AND LEARNERS
PERCEPTION ON MATRIC PERFORMANCE IN SCHOOLS AT BUTTERWORTH DISTRICT**

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in three Secondary Schools under the jurisdiction of Butterworth District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;



Appendix 6

Letter to the District Director

P.O. BOX 59

Kei Mouth

5260

18 AUGUST 2015

The District Director

Butterworth District

Butterworth



University of Fort Hare
Together in Excellence

Dear Sir

Request for your consent to conduct research in three schools in your District

I, Vusumzi Jaxa, a Master of Education student at the University of Fort Hare with the student number 201411297, request permission to conduct research in three schools in your district by using educators and learners in the study and some school documents. For ethical reasons, I promise anonymity for the school, and the names of the educators as well as those of the learners will be concealed by the use of pseudo names .

Interviews will not take place during teaching time. My research topic is about educators and learners' perceptions of matric performance in schools in the Butterworth District.

Your kindness in granting me the permission will be highly appreciated.

Yours sincerely

V.H. Jaxa (Mr)



University of Fort Hare
Together in Excellence

APPENDIX 7



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Butterworth District *Mission Location Private Bag X 3019 * Butterworth * 4960 *
REPUBLIC OF SOUTH AFRICA *
Enquiries: Mr M.A. Jack Tel: +27 (0)47 4017743 *

TO : MR V.H.JAXA

FROM : THE DISTRICT DIRECTOR: BUTTERWORTH

DATE : 24 AUGUST 2015

SUBJECT : PERMISSION TO CARRY OUT RESEARCH PROJECT IN SCHOOLS

Permission is hereby granted for you to visit schools in the Butterworth District in line with the Superintendent General's approval as well as the attendant conditions. You will also be required to make the necessary logistical arrangements including making the school managers aware.

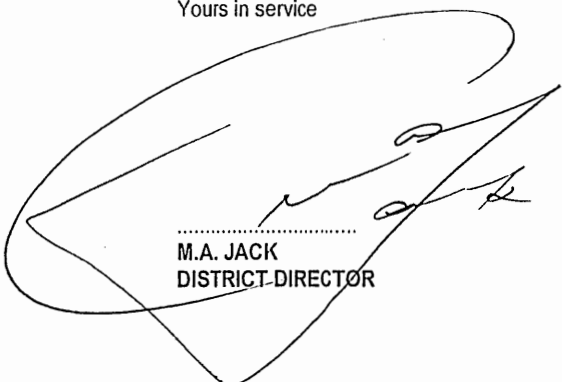
Schools that you will be visiting are the following:

1. Isolomzi SSS
2. Tyali SSS
3. Gobe Commercial SSS

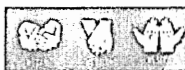
The Department wishes you well in your research studies.

Thanking you in anticipation

Yours in service



.....
M.A. JACK
DISTRICT DIRECTOR



Appendix 8

Letter to schools A, B & C

P.O. BOX 59

Kei Mouth

5260

26 August 2015

The Principal

School A, B & C

BUTTERWORTH DISTRICT



University of Fort Hare
Together in Excellence

Sir/Madam

Request for your consent to conduct research in your school

I, Vusumzi Jaxa, an M.ED student at the University of Fort Hare with the student number 201411297, request permission to conduct research in your school by using educators and learners in the study and some school documents. I promise anonymity for the school, and names of educators and those of the learners will be kept confidential by the use of pseudo names. Interviews will not take place during teaching time.

My research topic is 'Educators and learners' perception of matric performance in schools in the Butterworth District'.

Your kindness in granting me the permission will be highly appreciated.

Yours sincerely

A handwritten signature in black ink, starting with a small 'V' followed by a large, stylized loop and ending with a horizontal line that tapers to a point.

V.H. Jaxa



University of Fort Hare
Together in Excellence

APPENDIX 9

TYALI S.S.SCHOOL
P.O.BOX 124
KENTANE
4980

MR V.H. JAXA
P.O.BOX 59
KEI MOUTH
5260



Dear Mr Jaxa

Re: Permission for interviews

You are granted permission to interview educators and learners at this school after school hours and to use the classroom as a venue for these interviews.

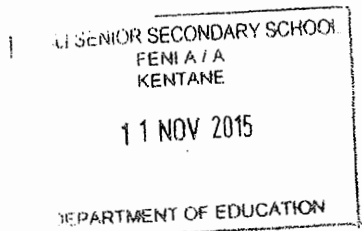
I hope your initiative will benefit the school and its community at large.

Thank you

Yours truly


.....

Principal



Appendix 10

Letter to the research participants

P.O. BOX 59

Kei Mouth

5260

26 August 2015

The Participant

School A, B & C

Butterworth District



University of Fort Hare
Together in Excellence

Dear Sir/Madam

Request for your participation in a study

I, Vusumzi Jaxa, a Master of Education candidate at the University of Fort Hare with the student number 201411297, request permission to involve you as a participant in this research study. As part of the process, you will participate in an interview/questionnaire survey. Please answer the questions honestly and truthfully by ticking what you think is a relevant answer and also provide answers in the provided spaces. Should you find the provided spaces inadequate, you are free to use the back side of the page.

I guarantee you that if you agree to participate your identity will be kept anonymous as pseudo names will be used to avoid any potential harm towards you on your contribution to this study.

My research topic is about educators and learners' perceptions of matric performance in schools in the Butterworth District.

Thank you in advance

Yours sincerely



V.H. Jaxa

University of Fort Hare
Together in Excellence

APPENDIX 11

8 Nahoon Valley Place

Nahoon Valley

East London

5241

24 November 2015 and 10 March 2016

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following masters' thesis using the Windows "Tracking" system to reflect my comments and suggested corrections for the student to action:

Educators and learners' perceptions of matric performance in selected school in the Butterworth district by Vusumzi Jaxa, a thesis submitted in fulfilment of the requirements for the degree of Masters in Education at the University of Fort Hare.

BkCarlson

Brian Carlson (B.A., M.Ed.)

Professional Editor

Email: bcarlson521@gmail.com

Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the author in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services