

**FACTORS CONTRIBUTING TO TSHIVENḌA HOME LANGUAGE GRADE 7
LEARNERS' POOR PERFORMANCE PROBLEM AT KHAVHAMBE PRIMARY
SCHOOL, VHEMBE EAST DISTRICT, IN LIMPOPO PROVINCE, SOUTH AFRICA**

BY

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DECLARATION

I, Mr Neshakadza Aifheli Isaac, am declaring that the dissertation titled '**factors contributing to Tshivenda Home Language grade 7 learners' poor performance problem at Khavhambe primary school, Vhembe East District, in Limpopo province, South Africa**' submitted to the University of Limpopo for the degree of (Masters in Language Education) is mine, and no part of it has been submitted by me for a degree at this or any other university. That is my work in design and in execution, and that all materials contained herein has been duly acknowledged

SIGNATURE: 

DATE: 05/02/2024

DEDICATION

I dedicate this research study to:

My mother Mrs Neshakadza Livhuwani Lydia, my lovely wife Miss Mashila Rudzani Edith, my son Neshakadza Rianze Isaacson, my daughter Neshakadza Roandiswa Livhuwani Natalie, sisters, brothers and relatives.

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According to Leedy (1993:v), as cited in Rañanga's thesis (2008:iii),

Every author has had many hands guide his pen and many minds illuminate his thoughts.

Following Leedy's words, every research study needs other people's thoughts and support of any form. If it were not for support from other people, this research study might not have been conducted to completion. As a researcher, I would first and foremost like to convey my words of gratitude to the Creator in Heaven for giving me the energy, wisdom, and mental capacity to build this study. Many people are obtaining junior and honours' degrees, but not master's degrees because they find it difficult; therefore, it was not my brilliance or wisdom but God's intervention.

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ABSTRACT

The purpose of the study is to investigate the factors that contribute to the problem of poor performance by grade 7 learners in the Tshivenda Home Language subject at Khavhambe Primary School with the aim to improve their performance. The approach that was adopted is a qualitative approach with interviews, document analysis and observation as the chosen data collection instruments. A focus group research design was chosen to complement the qualitative approach. In this study the researcher used a social critical theory as the research paradigm to support the overall undertaking of the study. Six participants, namely five learners and one educator, were randomly sampled and the two data analysis techniques that were used are coding and interpretation.

Amongst the overall findings of the study, are the following main findings: most learners struggle to read and write, some learners undermine the Tshivenda Home Language subject and they do not study it, neither do they prepare themselves when going to write a test or examination. Learners do not write their given schoolwork, instead they copy from other learners and lastly, parents/guardians fail to support their children in their studies (the Tshivenda Home Language subject or any other subject for that matter) as they are not helping them with their homework or show any interest in their children's education.

The researcher recommends the following: The Tshivenda Home Language educators are advised to allocate time in their weekly periods to train their learners to read and write. Parents/guardians are urged to develop a habit of reading stories to their children so that children will be fascinated and also encouraged to read for themselves. Learners should be encouraged to value their Home Language so that they take it seriously and study it as they do other subjects. Educators must identify learners who do not write schoolwork and try to discover the reasons behind that so as to help them. Parents/guardians must be part of their children's studies by helping them with schoolwork, encouraging them to work hard and trying to provide them with the necessary help for their studies.

Key words: Home language, Progress record, adequate achievement, Moderate achievement, Elementary achievement, Progression, Focus group

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	v
TABLE OF CONTENTS	vi
CHAPTER 1	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND AND MOTIVATION	1
1.3 RESEARCH PROBLEM	3
1.4 LITERATURE REVIEW	3
1.4.1 The importance of the Home Language subject in learners' academic activities ...	3
1.4.2 The importance of home language to learners.....	4
1.4.3 The importance of parental support.....	6
1.5 ROLE OF THEORY	6
1.6 PURPOSE OF THE STUDY AND THE RESEARCH QUESTIONS	8
1.6.1 Purpose of the study	8
1.6.2 Main research questions	8
1.7 RESEARCH METHODOLOGY	8
1.7.1 Research design	9
1.7.2 Sampling	11

1.7.3 Data collection	12
1.7.3.1 Interview	12
1.7.3.2 Document analysis	13
1.7.3.3 Observation	14
1.7.4 Data analysis	14
1.7.4.1 Interview	15
1.7.4.2 Document analysis	15
1.7.4.3 Observation	16
1.8 QUALITY CRITERIA	16
1.8.1 Credibility	17
1.8.2 Transferability	17
1.8.3 Dependability	17
1.8.4 Conformability	18
1.9 SIGNIFICANCE OF THE STUDY	18
1.10 ETHICAL CONSIDERATIONS	20
1.11 CONCLUSION	23
CHAPTER 2	24
LITERATURE REVIEW	24
2.1 INTRODUCTION	24
2.2 LITERATURE REVIEW	24
2.2.1 The importance of Tshivenda Home Language subject to learners	25

2.2.2 The importance of the home language to learners.....	26
2.2.3 Importance of parental involvement in their learners' studies	28
2.3 CONCLUSION	29
CHAPTER 3	30
RESEARCH METHODOLOGY	30
3.1 INTRODUCTION.....	30
3.2 RESEARCH METHODOLOGY	30
3.2.1 Research design	30
3.2.2 Sampling	33
3.3 DATA COLLECTION	34
3.3.1 Interview	34
3.3.1.1 Learners' interview questions	35
3.3.1.2 Educator's interview questions.....	35
3.3.2 Observation.....	36
3.3.3 Document analysis	37
3.4 PLACE WHERE THE RESEARCH STUDY WAS CONDUCTED	37
3.5 CONCLUSION	37
CHAPTER 4	38
DATA ANALYSIS AND INTERPRETATION.....	38
4.1 INTRODUCTION.....	38
4.2 DATA ANALYSIS AND INTERPRETATION.....	38

4.3	DATA ANALYSIS FOLLOWING DATA COLLECTION	39
4.3.1	Interview	39
4.3.1.1	Learners' interview	40
4.3.1.2	Educator's interview	47
4.3.2	Educator's profile and analysis	53
4.3.3	Summary of data collected from the two interviews conducted	55
4.3.4	Document analysis	54
4.3.4.1	Document with learners' marks for term 1 (examination and essay)	56
4.3.4.2	Analysis of learners' classwork books	60
4.3.5	Observation	62
4.3.5.1	Analysis of data from rubric 1 (Educator's observation)	62
4.3.5.2	Analysis of data from rubric 2 (Learners' observation)	65
4.3.6	Concluding remarks on the analysis made in this chapter	66
4.4	CONCLUSION	67
	CHAPTER 5	68
	SUMMARY OF CHAPTERS, RESEARCH FINDINGS AND RECOMMENDATIONS	68
5.1	INTRODUCTION	68
5.2	SUMMARY OF CHAPTERS	68
5.2.1	Chapter 1: Introduction, background and research problem	68
5.2.2	Chapter 2: Literature review	69
5.2.3	Chapter 3: Research methodology	69

5.2.4 Chapter 4: Data analysis and interpretation	69
5.2.5 Chapter 5: Summary of chapters, research findings and recommendations	69
5.3 FINDINGS AND RECOMMENDATIONS OF THE STUDY	70
5.3.1 Lack of learners' motivation and support from parents/guardians	70
5.3.2 Learners who do not write their school works	72
5.3.3 Inability to read and write	73
5.3.4 Learners who do not value education	74
5.3.5 Some learners do not participate during the lesson	75
5.3.6 Some of the factors that delay learners' understanding of lessons	76
5.3.7 Learners who do not always read Tshivenda Home language subject.....	78
5.4 RECOMMENDATIONS FOR FURTHER STUDIES	80
5.5 CONCLUSION	80
5.6 REFERENCES.....	81
5.7 APPENDICES.....	89
Appendix A. Ethical clearance letter from University of Limpopo	89
Appendix B. Letter asking permission from Department of Education	90
Appendix C. Letter granting permission from Department of Education.....	91
Appendix D. Letter asking permission from the school.....	93
Appendix E. Letter granting permission from the school	94
Appendix F. Letter asking permission from subject educator	95
Appendix G. Letters of informed consent from learners' parents.....	97

Appendix H. Document with learners' marks for term 1	99
Appendix I. Moderation tool.....	101
Appendix J. Evidence from classwork books	101

CHAPTER 1

INTRODUCTION, BACKGROUND AND RESEARCH PROBLEM

1.1 INTRODUCTION

In terms of section 29(2) of the South African Constitution (1996), every learner has the right to receive basic education in the language of his or her choice, where this is reasonably practicable. This means that every learner has the right to receive basic education in the language of his/her preference, which to most learners, is their home language since it is the first language they learn when they begin to talk.

The aim of this research study is to investigate factors contributing to the poor performance by grade 7 learners at Khavhambe Primary School in Tshivenda Home Language (HL) subject. This research study investigates these factors and recommends possible remedies to the problem.

1.2 BACKGROUND AND MOTIVATION

In the educational system of South Africa, every learner is obliged to study a home language at school from grade R to grade 12. People expect learners to perform better in home languages than in many other subjects that are taught in other languages because the content is delivered in the language they understand. Therefore, poor performance by learners in their home language subject seems peculiar.

Khavhambe Primary is a public primary school which is located at Ha-Makuya in Sambandou circuit in Vhembe East. Learners who enrol in this school are the local born children who come from the rural small villages around Makuya area such as Khavhambe, Mutshikilini, Gondeni, Domboni and other villages. The

school was named after the village in which it is built. In these small villages, there are not many educated people, since those who have achieved success end up moving to townships.

Khavhambe Primary School is one of the oldest schools in the area of Ha-Makuya. Since its first official operation, it has produced many people who are well known even today such as educators, doctors, nurses, engineers and many others in different professions. Currently, Khavhambe Primary School has a problem of grade 7 learners who are performing poorly in Tshivenda Home Language.

The researcher has ventured into this study with the aim of bringing an end to the problem of poor performance by grade 7 learners at Khavhambe Primary School. This problem needs to be attended to since this is the subject that learners are expected to understand best as it entails a language that they use every day at their homes, churches and respective communities. This is supported by Morosu, who opines that mother tongue is part of the child's personal, social and cultural identity (Morosu, 2013:43). Morosu believes that home language is the language that learners use to get to know their identity and to socialise with others. This affirms that home language plays an important role in the development of different stages of a child's growth.

In line with the South African Department of Basic Education (DBE), a learner from grade 7, 8 to 9 must achieve level 4, which is 50% to 59% in the Home Language subject so that he/she can achieve the minimum requirements for promotion (DBE, 2015:16). The promotional requirements that are put in place by the Department of Basic Education make it mandatory for every learner to score 50% and above in their Home Language.

Yonson (2017:112) postulates that learners' poor mastery of the mother tongue (L1) may lead to poor performance academically. The researcher has decided to

conduct the study under this topic in order to propose solutions to improve the academic performance of learners.

1.3 RESEARCH PROBLEM

The problem of this study relates to grade 7 learners at Khavhambe Primary School who are performing poorly in the Tshivenda Home Language subject. The assumption is that learners should perform well in their Home Language. In buttressing this view, Kioko (2015) avers that the use of learners' home language means that they get more involved in the learning process, which speeds up the development of basic literacy skills. She conclusively states that this leads to better educational outcomes. Therefore, this study investigates factors contributing to poor performance in the Tshivenda Home Language subject, and recommends measures that can be taken to address this problem.

1.4 LITERATURE REVIEW

A literature review serves to cover different ideas, thoughts and views by other authors. Such ideas, thoughts and views were collected by the researcher in order to build the context of this study because the researcher's idea would not be able to stand alone nor could the purpose of the study be developed in a vacuum.

1.4.1 The importance of the Home Language subject in learners' academic activities

Home Language subjects play an important role in learners' promotion because a learner cannot be promoted to another grade without having met the minimum requirements for promotion in the Home Language subject. The Department of Basic Education in South Africa in their publications supports this by saying that

learners in grades 7, 8 and 9 must meet the following promotion requirements so that they can be promoted to the next grade:

Adequate achievement (Level 4) (50%-59%) in Home Language, Moderate achievement (Level 3) (40%-49%) in First Additional Language, Moderate achievement (Level 3) (40%-49%) in Mathematics, Moderate achievement (Level 3) (40%-49%) in any other three approved subjects, elementary achievement (Level 2) (30%-39%) in any two of the other subjects (DBE, 2015:16).

This means that if a learner fails to score 50% and above in the Home Language subject, yet having achieved good scores in other remaining subjects, he/she cannot progress.

1.4.2 The importance of home language to learners

The native or first language is a language in which a person finds identity. This language plays an important role in a person's personal relationship, and it is used for thinking and imagining. So, first concepts of a language are formed in his/her mind with this language (Seifi, 2015).

As stated above, a home language is the foundation of a human being's rationality because it is through it that a human being finds identity. Everyone's first concepts of language are formed in the mother tongue. The claim made by Seifi has helped to show the role of Tshivenda Home Language in the lives of grade 7 learners at Khavhambe Primary School. Seifi's idea about Home Language supports the researcher's view because home language lays the foundation in which human beings find their identity and plays an important role in people's thinking because people think in their mother tongue and transfer the meaning to other languages.

Khavhambe Primary School learners are in trouble because learning cannot take place without a home language which is the language that most people learn before any other language. It is also the language that people of younger ages use to communicate, understand the world around them and respond to their needs.

This idea is also reinforced by Donald, Lazarus and Moola (2006:194), who add that people learn a second language through their first language. This suggests that one needs to master the mother tongue first to be able to master the second language. Therefore, the problem of grade 7 learners who perform poorly in Tshivenda Home Language at Khavhambe Primary School may be negatively affected in their mastery of English, which is the language of teaching and learning for the remaining subjects.

There is a strong connection between mother tongue education and academic achievement (DBE, 2010:5). This means that learners with deeper understanding of their mother tongue can perform better academically because the mother tongue helps them understand, since they use it to think. Learners think in their mother tongue and translate into the second language. The researcher has found the knowledge from the DBE about the connection between mother tongue and academic achievement insightful in this study because it is by means of the mother tongue that people master the second language and develop an understanding of everything around them.

Looking at the weight that a home language carries in learners' academic learning, it is clear that this problem of grade 7 learners who are performing poorly in Tshivenda Home Language must be corrected immediately because it can cause damage that will never be repaired. Many authors have voiced their views, experiences and ideas about this problem. Yonson (2017:112) states clearly that poor mastery of the mother tongue (L1) may lead to poor performance academically.

1.4.3 The importance of parental support

Parental involvement begins at home with parents creating a safe and healthy studying environment and supporting learners in their academic activities (Bunijevac & Durisic, 2017). This means that parents/guardians have a huge role to play as well because learners learn everywhere. Therefore, when they are at home, their parents/guardians must create a conducive environment for them and help them with schoolwork.

This problem needs to be solved immediately because if nothing is done, it may hinder the overall performance of learners. With the aid of the above discussed ideas from different authors, the researcher has managed to conduct his study to completion without problems because the ideas, views and thoughts by other authors have given him a broader knowledge about the problem and some areas that need to be attended to in his investigation.

1.5 ROLE OF THEORY

This research study has used the communicative language approach by Beale (2002) and the social learning theory by Bandura (1960) as sources of ideas and thoughts that have guided this study towards findings. These two theories have broadened the researcher's thoughts on how learners can grow their linguistic knowledge and how language can be utilised to benefit learners in the classroom. These views have created a clear approach to the problem with ample knowledge of how language can best be utilised in a way that will benefit learners.

The social learning theory posits that people learn from one another via observation, imitation and modelling (Bandura, 1960). Bandura holds the belief that people learn by observing how other people do things, imitating how they do things and when people are being modelled by others. Bandura's theory is about the progressive build-up of a language because people learn every day. It

explains ways that Khavhambe Tshivenda educators can consider in simplifying the learning of Tshivenda inside and outside the classroom. Proper delivery of a lesson is one which allows for group work, pair work and other communication-based activities for learners (Beale, 2002). Beale's view of a fruitful lesson delivery is that a classroom must be organised in a way that facilitates learners' discussion and group work. Beale believes in the communicative learning approach where learners learn by communicating their ideas with others.

1.5.1 The role of these theories in this research study

Theories are like a backbone in a research study; they support the whole work of research by giving ideas, thoughts and views by theorists who are cited. The role of these theories is to support the ideas of the research study because the researcher's thoughts alone cannot build a complete study that serves the purpose. The two selected theories have also clarified proper language growth and the proper way for learners to learn and master a language because grade 7 learners at Khavhambe Primary School are not performing well. This requires different strategies of dealing with the problem.

The recommendations and ideas given by the two theories have afforded the researcher a broader view of the problem and the areas that need to be investigated. They have guided the researcher's framing of questions and the inclusion of some data collection instruments. As Beale (2002) puts it, lessons must be learner-centred; therefore, the researcher also considered this when conducting class observation.

The areas addressed by the two theories have also been considered in the recommendations that are directed to the educator, learners' parents and other stakeholders at the school.

1.6 PURPOSE OF THE STUDY AND THE RESEARCH QUESTIONS

1.6.1 Purpose of the study

The purpose of this study is to investigate factors that contribute to poor performance by grade 7 learners in Tshivenda HL at Khavhambe Primary School with the view to making recommendations to remedy the situation.

1.6.2 Main research questions

- Why are grade 7 learners not performing well in Tshivenda Home Language at Khavhambe Primary School?
- What is it that should be done to ensure that all learners perform well in Tshivenda Home Language when they write their examinations, tests and other formal tasks?

1.7 RESEARCH METHODOLOGY

According to Howell (2013:8), a research methodology is a systematic way to solve a problem. It is simply a guide to a research study and how it will be conducted. Howell views a research methodology as a structured way that a research study uses to solve a problem. This means that a methodology is like a plan or structure that shows how the research study has been framed. This study has adopted a qualitative research approach that was explained by Creswell and Creswell (2018:21). As a research approach that entails collecting and evaluating a variety of non-numerical data or materials such as a case study, personal experience, interview and observation, a design is interested in people's beliefs, experiences and meaning systems from the perspectives of people. These authors view the qualitative approach as an approach in which a researcher relies

on other peoples' experiences, perspectives and beliefs so that he/she can get authentic data that will give him/her the best results of the study.

1.7.1 Research design

A research design is a plan of the proposed research study as explained by Kothari (2010:9). This means that the research study must have a plan that will serve as a blueprint, which will guide the researcher throughout the study. This study used a participatory research approach (PR).

Participatory research is research to action approach that emphasizes direct engagement of local priorities and perspectives. It uses systematic inquiry in direct collaboration with those affected by the issue being studied (Cargo & Mercer, 2008:4).

Participatory research is an approach that ensures that people affected by the problem are included because those are the people who understand it better. People who are directly affected by the problem of this research study are grade 7 learners and their Tshivenda subject educator at Khavhambe Primary School. These people were included in the investigation about factors contributing to the problem of Khavhambe Primary School grade 7 learners who are not performing well.

The chosen approach was accompanied by a focus group as the adopted research design of this study. A focus group is an approach that includes a limited number of participants. It also creates an environment where participants influence one another (Casey & Crueger, 2000:15). This is a research design that allows participants to be free and to encourage each other to participate because they are a small group.

The approach adopted has used interviews with learners and their educators, document analysis and class observation as data collection instruments. Documents that were analysed include a mark-sheet for grade 7 term 1 and a sample of learners' classwork books. The focus group design was chosen because interviews were held with learners in groups. The researcher wanted to give participants freedom to express themselves and to allow them to be encouraged by others.

The focus group design was chosen because the researcher wanted to apply the do's and don'ts of this design so that the study can easily produce findings to the problem experienced by Khavhambe Primary School learners who are performing poorly in Tshivenda Home Language. A small number of participants was sampled, as recommended by the focus group design to participate in this research study.

The overall focus group questions should be open ended, and include the why and how of questions and be unbiased and unambiguous (Tegan, 2021). According to Tegan, the questions asked in focus group designs must be simple and straightforward and not complicated. The researcher has seen this design to be proper and relevant to his research study because grade 7 learners cannot be asked complicated questions.

The well elucidated research methodology comprises a research design and paradigm. There are many authors who have explained the research paradigm. Krippendorff (2004:55) posits that a paradigm makes assumptions about the way we perceive reality. This means that it looks at different angles in which people see reality because they have different views of reality and their views determine their ways of thinking.

Critical Theory is the research paradigm that this research study has adopted together with the approach and the design that the researcher chooses. This paradigm is explained by Paris (2013) as a study of social theory that attempts to

understand societal conflict, power and oppression with the hope of bringing change. This paradigm has brought to the researcher's attention that learners are members of society and come from different backgrounds and homes, and that these backgrounds and homes contribute to learners' mental state. Some of the questions that were asked focused on societies, homes and communities where learners come from.

1.7.2 Sampling

Sampling refers to a selection of a group of some elements among the entire population. It also means choosing a sample from the population (Majid, 2018:3). Khavhambe Primary School has a population of 355 learners from grade R to grade 7 and a total of 12 educators. The grade 7 class which is the focal point of this research study has 51 learners. Five learners were sampled out of these learners as participants of this research study and only one Tshivenda educator. The sampling of learners was done based on their performance with the aid of their educator. A non-probability sampling method was used when dealing with the sampling of participants. In non-probability sampling, a sample of participants or cases does not need to be representative, or random, but a clear rationale is needed for the inclusion of some cases or individuals rather than others (Yin, 2003:4). Yin has opined that in random sampling, participants must be sampled purposely so that some individuals that the research study wants to include can be included.

According to Daniel (2012:26), in purposive sampling participants are chosen according to the researcher's own judgment, keeping in mind the study purpose. The researcher used purposive sampling when sampling his participants. He chose this method because it allowed him to select the people he wanted to include. A document with learners' marks for term 1 was obtained from the grade 7 Tshivenda educator to select learners based on their performance, top, middle and lower performers.

Purposive sampling was chosen because the researcher wanted to include people who are most affected by the problem. These are low performers. However, middle and top performers were also included so that the researcher could get different views from all the groups. The sample of five learners was made up of the two top learners who got the highest marks, one middle performer and two lower performers.

1.7.3 Data collection

The data was collected from a sample of learners in grade 7, their Tshivenda educator, documents in the form of learners' records of all the recorded work done, classwork books and observation. The interviews were conducted with a sample of learners and their Tshivenda educator. Documents with learners' marks were obtained from the subject educator, and classwork books were also collected from a sample of learners. The following sections present the data collection instruments that were used to source information.

1.7.3.1 Interview

An interview is a conversation that is held to gather information. In a research study, an interview involves an interviewer and interviewee (Easwaramoorthy & Zarinpoush, 2016:56). As explained by Easwaramoorthy and Zarinpoush, an interview is all about the interviewer gathering information from the interviewee by asking questions.

The research study prepared interview questions for learners and their Tshivenda educator. The interviews were recorded so that the researcher could listen to those recordings thereafter when analysing data. The questions focused on learners' performance, parental involvement, class interactions, transition of teaching methods for educators and plans that the educator implemented to overcome the poor performance problem.

Learners were asked interview questions in groups where all learners in the sample had an equal chance to share their opinions, thoughts and viewpoints towards the problem of poor performance. The grade 7 Tshivenda subject educator was interviewed separately from the learners. The questions for the educator focused on his ways of teaching, his views of his learners' participation in class and the ways he is trying to solve the problem. The interviews gave learners and their Tshivenda Home Language educator an opportunity to voice their views, thoughts, ideas and experiences about the poor performance problem in their own perspectives.

1.7.3.2 Document analysis

Document analysis is a systematic way of reviewing or evaluating both printed and electronic documents (Corbin & Strauss, 2018). As indicated under the research design, the researcher also analysed documents so that he could collect other data that would complement the data collected from interviews and observations.

The research study analysed the following documents:

1. Document with Tshivenda grade 7 learners' recorded marks for term 1 (mark-sheet). This document was obtained from the Khavhambe Primary School Tshivenda Home Language educator.
2. Grade 7 sample of learners' classwork books.

The document with learners' marks is attached in the appendix section (Refer to Appendix H). Learners' classwork books were analysed by means of a moderation tool. The researcher wanted to see if learners are taught in terms of the annual teaching plan for Tshivenda Home Language subject. The moderation tool used is also attached in the appendix section (Refer to Appendix I).

1.7.3.3 Observation

Observation is a method of data collection in which the researcher observes an activity or situation within a specific research study field and collects relevant data (Angrosino & Michael, 2015:66).

Lesson observation was done to observe how learners and their educator interact during the delivery of Tshivenda lessons. The researcher prepared the rubric that he used to allocate scores in the classroom during the Tshivenda Home Language period. The researcher observed how the lesson was being delivered, how learners and the educator interacted, and how learners paid attention. The researcher then allocated marks on the rubric. The data collected during observation helped to note some of the weaknesses and strengths of both learners and their educator when they are in class.

1.7.4 Data analysis

Data analysis is a process of classifying, interconnecting and describing the phenomena with the researcher's concepts (Flick, 2018:4). It is a stage in which the collected data is broken down and explained so that the findings can be attained.

After the gathering of all the relevant data that brought into focus factors contributing to the problem, the collected information was analysed. A good analysis of data includes breaking it down into various categories, and making connections between these categories in terms of relationships among them and visually displaying the interpretation and writing it up for dissemination. This can be done through the use of data analysis techniques such as coding, interpretation, narration, presentation and confirmation (Beck, 2003).

Out of the four data analysis techniques extracted from Beck's writing, this research study chose coding and interpretation as data analysis techniques. The two techniques are chosen because they best complement each other.

- **Coding**

Coding in research is about organising the collected data into categories in order to compare the responses obtained from one's participants and all the sources (Beck, 2003). With coding as a data analysis technique, the researcher organised the data collected in tables, graphs and rubrics so that he could analyse it in a way that would produce findings.

- **Interpretation**

Interpretation is self-explanatory because it is about interpreting data so that findings can be attained. The researcher interpreted all the data collected from interviews conducted, document analysis and observation and analysed them as discussed in the sections below.

1.7.4.1 Interview

Data collected through interviews was analysed by means of meticulously listening to the educator and learners' interview records. The questions and responses were written down in a table. The tabulation of questions and their responses helped the researcher to draw the conclusion on the given information.

1.7.4.2 Document analysis

A graph was used to analyse the data collected from document analysis. The research study used a bar graph with the number of learners on the left and the marks obtained at the bottom (See Graph 4.1 in Chapter 4). The researcher

analysed the bars as shown in the graph to explain how learners were performing and the gap between low and top performers. The graph also indicates the areas that need more attention. Tshivenda Home Language has different components in which learners may perform differently such as transactional texts, visual texts and language and editing skills. There are also different skills that are assessed. The document itself also served as evidence of learners' strengths and weaknesses as attached in the appendix of this research study (Refer to Appendix H).

A moderation tool was used when analysing learners' classwork books to see whether they were being taught the content they are supposed to be taught as per the annual teaching plan for Tshivenda Home Language

1.7.4.3 Observation

The rubric was used in class observation to record marks in terms of criteria that were constituted in the rubrics (See Table 4.6: Rubric 1 and Table 4.7: Rubric 2 in Chapter 4). The areas that were observed were learners' participation and interaction with their educator, their responses to questions, their attention and the educator's way of delivering lessons. In data analysis, the researcher looked at the scores that he recorded in the rubrics and analysed the data by explaining what results he obtained.

1.8 QUALITY CRITERIA

A qualitative research design must look at the following aspects of quality criteria: credibility, transferability, dependability and conformability (Andrew, 2003:12).

1.8.1 Credibility

Credibility seeks to ensure that the study measures or tests what is intended (Andrew, 2003). This means that it is concerned with verifying whether what was intended to be measured has been indeed measured. It deals with the question of how congruent the findings are with reality (Andrew, 2003:12). This research study is concerned with grade 7 learners who are performing poorly in Tshivenda Home Language at Khavhambe Primary School. This research study followed the data collection instruments provided in data collection to measure the performance of learners, to find factors contributing to the problem and to provide recommendations. The findings are credible and reliable because the research study found them by analysing the data that was collected from the participants themselves and the documents that were collected from the school.

1.8.2 Transferability

Transferability is concerned with the extent to which findings of one study can be transferred and applied to another context or setting (Guba, 2010). This means that transferability deals with the applicability of findings in another situation. The researcher provided enough information so that this research study can be applicable to another setting where there is a similar problem to the one experienced by Khavhambe Primary School grade 7 learners in terms of poor performance in Tshivenda Home Language. The findings are authentic and can also be transferred to another situation similar to this one.

1.8.3 Dependability

Dependability is concerned with detailing enough information and documentation so that the study can simply be scrutinised and replicated (Guba, 2010). This explains that dependability ensures that the information provided must be enough

so that the same information can be replicated if the research study is to be re-conducted. According to Marshall and Rossman (2013:50), if the work is repeated in the same context, with the same methods and same participants, similar results would be obtained. This means that dependability is used as an instrument to measure the truthfulness of findings because it stresses that if the same study can be done under the same topic, methods and participants, the findings must be the same. This can only happen if the findings are true. The research study used information gathered from the sampled participants, observation and document analysis to determine the results to ensure that the findings are realistic and dependable.

1.8.4 Conformability

In conformability, the findings of the research study must be the results of the experiences and ideas of the informants rather than the characteristics and preferences of the research study (Miles & Huberman, 2001:50). Conformability as postulated by Miles and Huberman, focuses on objectivity of the research study. This is to say that the findings should be objective. In this research study, the findings have come from the participants, the documents analysed and the observation that the research study has done. Therefore, the findings of this research study were brought about by the results of data collected from learners, their educator, documents and observation, and not the researcher's wish.

1.9 SIGNIFICANCE OF THE STUDY

The motive behind this research study is to find factors contributing to the problem of poor performance in the Tshivenda Home Language subject so that solutions can be found. The problem is investigated and the findings are subsequently disclosed in Chapter 5. After the disclosure of the findings, the research study also gives recommendations to learners, educators, the school, parents, and curriculum advisors of Tshivenda Home Language subjects.

This research study is significant to the following people and institutions:

- **Grade 7 learners and their educator for Tshivenda Home Language subject at Khavhambe Primary School.**

The grade 7 Tshivenda subject educator and his learners are the people who are directly affected by the problem of this research study. The educator and his learners will get to know factors contributing to the problem they are facing after having gone through the findings of this research study. Therefore, the findings and recommendations are expected to bring changes in learners' performance.

- **Khavhambe Primary School**

The school is expected to gain as well, because the recommendations that the researcher has given are expected to bring changes to the performance by the learners. Good learner performance builds good reputation of the school, and the enrolment in the school grows when learners are performing well. Other benefits that the school is expected to get include good overall performance because factors contributing to poor performance in Tshivenda Home Language subjects may be affecting other subjects as well, therefore, finding a solution to this problem will be a solution to all the subjects.

- **Parents**

The book of Proverbs 15:20 in the Tshivenda Bible says

Nwana o ɣalifhaho, u takadza khotsi awe (Mirero15:30, 2015).

Which translates to 'a wise son brings joy to his father'.

This simply means that a parent with a child who shows intelligence and wisdom finds happiness in his/her child's wisdom. This also applies to learners in their academic journey: a learner who performs well delights his/her parents. On that note, this research study is expected to bring changes in learners' performance, which means that the parents will also be made happy as their learners' performance will improve. Parents also play an important role in their children's education by ensuring that they have proper school uniforms, do their homework and go to school every day. Therefore, the findings of this research study will also help parents to know areas in which their children need special attention.

- **Curriculum advisors**

Curriculum advisors are specialists in the subjects they specialise in. Therefore, they will also get to know some of the factors that contribute to the poor performance by the grade 7 learners in Tshivenda Home Language. The recommendations can give curriculum advisors knowledge and ideas that they can share with educators during workshops on how to deal with certain language problems.

- **Department of Education**

The Department of Education will also benefit because this research study is expected to bring changes in the performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School. Therefore, the improvement of performance in a school is a benefit to the Department because when learners are not performing well, the quality of education becomes compromised as well.

1.10 ETHICAL CONSIDERATIONS

Ethical considerations have to do with the principles and values that a research study must follow while doing human affairs (Hitesh, 2020:14). These are the protocols that a research study must observe when conducting a research study

that involves human beings. To comply with the ethical protocols, the following actions were followed:

- **Permission to conduct the study**

The researcher asked permission from the University of Limpopo's Research and Ethics Committee (UL-TREC) to conduct the study (Refer to ethical clearance letter in Appendix A). Permission from the university committee was sent to the Department of Basic Education in Limpopo together with the researcher's letter for requesting permission (Refer to Appendix B). The Department of Education subsequently gave the researcher a letter permitting him to conduct the study at Khavhambe Primary School (Refer to Appendix C).

Letters from the Department of Education and the University of Limpopo research committee have been attached to the researcher's letter for asking permission from the Khavhambe Primary School. The school has thereafter granted the researcher permission (Refer to Appendices D and E).

The Tshivenda Home Language subject educator in grade 7 at Khavhambe Primary School was also given a letter requesting permission to conduct the study (Refer to Appendix F), while parents of learners who were sampled were given letters of informed consent (Refer to Appendix G). These letters were accompanied by the two letters from the University and the Department of Education. The principal was asked to inform other stakeholders about the study before it was conducted.

The letters were directed to relevant people and with information pertaining specifically to the people concerned. The letter for the educator and learners' parents explained participants' rights, their position in the research study, and their benefits.

- **Protecting participants' identity**

The participants were identified as participant A, B, C, D and E instead of by their real names to ensure their anonymity. The names on the mark-sheet were also hidden for their protection and privacy.

- **Protecting participants from any harm**

Some situations can lead to mental and physical harm owing to the nature of the study. Therefore, this research study was conducted with stringent measures so as to protect participants from any harm that they may experience. The names of all the people involved were not disclosed in this research study, and many other factors that may have led to any harm were avoided.

- **Researcher's identity**

The researcher introduced himself to the people and institution he had asked permission from, the Department under which the research study was to be done, the name of the University, and the ways in which he could be found and contacted.

- **Title and the importance of this research study**

The topic of the research study was stated in all the letters that were written and directed to different people and institutions, so that the people and institutions would be able to give permission having a clear understanding of the study that was to be conducted. Some people like the Tshivenda Home Language subject educator and his learners were sampled as participants. Therefore, they had to know the topic of the research study before agreeing to participate.

- **The rights of participants**

The rights of participants were also stated in the letters that the researcher sent to them for permission. This includes the right to agree or disagree to participate, respond to the questions without being forced, the use of pseudonyms so that their names cannot be disclosed, the right to withdraw at any moment, and the right to refuse to respond to some questions that they feel they do not want to respond to.

1.11 CONCLUSION

The first chapter was a foundation of the entire work because it explained how the whole work has come about. The chapter explained the main areas of the research study in brief because those areas will also be explained in other chapters in detail. The problem of this research study is related to grade 7 learners who are not performing well in Tshivenda Home Language at Khavhambe Primary School. In this chapter, the researcher has explained the background, problem statement, purpose, research study questions, and the methodology. The sampling of the participants, how data was collected and the way the participants were contacted were also explained in this chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The richness of the Vhavenda language comprises of idiomatic expressions, proverbs and different ways in which people use the language figuratively. Amongst the different sayings in the language catalogue is a saying that discourages individualism, which goes as follows: *munwe muthihi a u tusi mathuthu*. This adage is equivalent to 'no man is an island' in English. It is the way in which Vhavenda discourage people from doing things without inviting other people's ideas. In research, the researcher cannot attain his goal without inviting the ideas, thoughts and suggestions of other writers, researchers and different scholars because research is meant to solve a problem, and most problems that are researched are not new. Therefore, the researcher must invite ideas of others. In this chapter, the researcher analyses the ideas of other researchers, authors of other writings and thoughts from many different sources that support, oppose and add to the researcher's thoughts, leading to the findings of this research study. All the thoughts, ideas and views by other writers are going to support the researcher's ideas throughout the entire journey of research about factors that contribute to the poor performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School.

2.2 LITERATURE REVIEW

This section presents ideas, thoughts and views by other authors in connection with the problem experienced by grade 7 learners at Khavhambe Primary School who are performing poorly in the Tshivenda Home Language subject.

2.2.1 The importance of Tshivenda Home Language subject to learners

A Home Language is one of the most valuable subjects because it plays an important role in learners' progress. This statement is supported by the affirmation of the Department of Basic Education on Curriculum Assessment Policy Statement according to which a learner from grade 7 to 9 must obtain adequate achievement (Level 4) (50%-59%) in Home Language, Moderate achievement (Level 3) (40%-49%) in First Additional Language, Moderate achievement (Level 3) (40%-49%) in Mathematics, Moderate achievement (Level 3) (40%-49%) in any other three approved subjects, and elementary achievement (Level 2) (30%-39%) in any two of the other subjects (DBE, 2015:16). This means that home language is an important subject because a learner who obtains less than 50% in Home Language cannot be promoted to the next grade.

The grade 7 learners are performing unsatisfactorily in Tshivenda Home Language at Khavhambe Primary School. Such performance is likely to put them in danger of failing to be promoted to the next grade because Tshivenda Home Language is the subject that these learners must not fail since it is their home language.

This research study was conducted because the researcher wishes to see the problem of poor performance at Khavhambe Primary School grade 7 learners coming to an end. The main purpose of this research study is to investigate the problem, to find factors that contribute to the problem and to find the best remedy to the problem so that learners can perform well and the problem can be alleviated for future resurgence. The Department of Basic Education has brought to the fore the importance of Tshivenda Home Language to learners who are performing poorly. They state that there is a strong connection between mother tongue education and academic achievement (DBE, 2010:5).

This problem of grade 7 learners who are performing poorly in Tshivenda Home Language at Khavhambe Primary School needs special attention because such

performance means that learners are failing to understand the content taught in the classroom, which is divided into four different skills as elucidated by Christiansen and Chater (2016:78), who opine that learners' progress in languages requires proper mastery of four language skills, namely: Listening, Speaking, Reading and Writing. The idea of Christiansen and Chater was an eye opener to the researcher because it brought to his attention the need to consider language skills when collecting data so as to understand the area that needs more attention.

The language in which learners acquire knowledge in their respective classrooms is the one in which they are assessed. Therefore, learners must understand the content delivered by their educators in a particular language so as to enable them to pass. This idea is also supported by Mahabeer (2013:5), who says that whatever is taught in the classroom cannot be taught at home. The reason behind this is that the knowledge acquired in the classroom is structured in a curriculum, which makes it different from knowledge acquired in their homes, churches and the communities in which they live.

This first part of the second chapter of this research study has detailed the importance of Tshivenda Home Language as a subject in which grade 7 learners are performing poorly at Khavhambe Primary School. The next section considers the importance of the home language, not as an academic subject, but as a first language.

2.2.2 The importance of the home language to learners

Learners start their academic journey with the general knowledge they acquire when interacting with the people they live with, the people in their community and their friends. Therefore, the home language is the language that builds a foundation for their self-discovery and identity. This idea is supported by Seifi (2015), who postulated that the native or first language is a language in which a person finds identity. This language plays an important role in one's personal

relationship, and it is used for thinking and imagining. So, the first concepts of a language are formed in one's mind in this language.

It is very clear that a learner with deeper understanding of his/her home language is likely to perform well at school. This is because a learner's prior knowledge is important in learning new things at school, therefore such a learner will have an advantage of imaginative thinking in the home language, and be able to transfer meaning to the second language. This means that a home language is important in a learner's education. In South African schools, only one subject is taught in the home language and that is the home language subject. Therefore, a learner with a minimal understanding of his/her home language is prone to inadequate performance in other subjects that are delivered in English.

Learners' poor mastery of their mother tongue (L1) may lead to poor performance academically (Yonson, 2017:112). Donald, Lazarus and Moola (2006:194) have also added their voice by saying that people learn the second language through the first language. This means that the first language is the foundation in which other languages are rooted.

Grade 7 is the exit level from primary education and is also the entrance level to the General Education and Training (GET) phase. Learners are introduced to nine subjects in this grade, which include one home language and eight subjects that are taught in English. Therefore, learners must have a strong foundation in a home language so that it does not bar their performance in the other eight subjects.

The discussions above have captured the importance of a home language to learners and the importance of this research study, because home language is a very important subject that learners are obliged to pass in order to meet the minimum requirements for progression.

2.2.3 Importance of parental involvement in their learners' studies

According to Bunijevac and Durisic (2017), parents must create a conducive environment for learners to do their schoolwork at home and to help learners with their academic activities like homework, assignments and projects that they write at home. This suggests that parents are also important in learners' educational journey, because even if the educator goes the extra mile in his task of teaching learners, some learners may still be left behind because of lack of parental support.

One of the regular home-based activities is homework, which is the activity that learners are given to write with the aid of anyone with more knowledge at home. The importance of homework in the words of Jitpranee (2018:1), is that it is used as a learning resource for educational activities. It provides students with opportunities to improve their learning habits. Jitpranee holds the view that homework is a good activity in sharpening learners' learning habits. This idea is supported by other authors such as Morin (2013) who also adds that the best tip for learners to succeed at school is to make sure that teachers and parents partner as allies.

With the support of the above sourced ideas from other authors, it is very clear that learning must be a collaboration between learners, educators and parents/guardians because there are some things that educators expect learners to write with the aid of other people at home. What counts is not only the content taught to learners, but also their behaviour in the classroom and school. According to Leli, Margaretha and Robandi (2020:212), children show higher academic performance and fewer behavioural problems when there is a school-family-community collaboration. This means that learners with parents who engage in their education are likely to perform satisfactorily and to behave accordingly in schools.

2.3 CONCLUSION

This chapter has presented opinions, ideas and thoughts from different authors on issues related to this research study. The researcher has managed to conduct his research study with the aid of information he sourced from these authors. The recommendations of this study are expected to bear fruit at the school. The researcher has seen the need for conducting this study because grade 7 learners at Khavhambe Primary School are at risk of not succeeding in their academic journey because they are not performing well in Tshivenda Home Language.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter 3 briefly explains the research methodology and the design of the research study. Some of the aspects of this chapter are just an addition to what has been explained in Chapter 1 because there are some aspects carried over from Chapter 1 that also form part of Chapter 3. This chapter presents the research structure because it discloses the methodology, the design of the research study, paradigm, how participants were sampled, number of participants, how data was collected and many other core aspects of a research study. Data collection instruments are also discussed with special attention to the way they were used in the research study.

3.2 RESEARCH METHODOLOGY

3.2.1 Research design

Research design is a plan of the proposed research study (Kothari, 2010). Kothari refers to design of a research study as the actual planning of how the work will be conducted with sampling, data collection and data analysis as focal areas.

This research study has used the qualitative approach, which was explained by De Vaus (2014) as a research approach that provides sufficient information about real life people and situations. This means that the qualitative approach is usable in a research study that deals with people. The research study has chosen this approach because the study investigates factors that contribute to the poor performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School. This approach allows the research study to involve the people who are affected directly by interviewing and observing them. The data collection

instruments that are selected are an interview, document analysis and observation.

This study has adopted a focus group research design to complement the qualitative approach chosen. Focus group is an approach that includes a limited number of participants. It also creates an environment where participants influence one another (Casey & Crueger, 2000:10). Focus group as explained by Casey and Crueger is a research design that deals with a small number of participants that makes it easy for participants to motivate each other in that group. This is one of the designs that best complements the qualitative research design. This design has been adopted in this study because some of the data will be collected from learners by means of interviews. Therefore, a focus group is good because when learners are in a small group, they motivate each other to participate in the activity that is being done than when a learner is alone.

A research approach and design are needed to complement the research methodology adopted. A research paradigm must also be used to give the study a strong foundation. Many authors have voiced their views, thoughts and ideas about the research paradigm.

According to Marin (2004:95), a paradigm is a set of beliefs or philosophical ideas that influence the approach taken by the researcher. Krippendorff (2004:15) explains a paradigm as thoughts that make assumptions about the way we perceive reality. He believes that a paradigm gives people views about the existence of things. He further argues that if a person fails to understand the existence of the world and things in the world, that person cannot understand different situations in the world because he/she does not differentiate between right and wrong things.

This study has adopted Critical Theory as the paradigm to support the research design and the methodology used. This paradigm was chosen because learners are only called learners when they are inside the school fence. When they go

back to their respective homes, they become members of their communities. Therefore, this paradigm has helped the researcher to understand communal life in which learners' thoughts and characters are built. The paradigm is explained by authors like Paris (2013:24) as a study of social theory that attempts to understand societal conflict, power and oppression with the hope of bringing about change. Learners are members of society; therefore, some of the societal challenges and problems affect their studies.

Critical theorists believe that the way we communicate is shaped by how society is structured (Marin, 2004:54). This idea makes it clear that what a person says is influenced by the way the society he/she lives in is structured.

This paradigm was adopted in this study so that it can equip the researcher with knowledge and understanding of societal problems. The state of the community determines the way people within that community think, act and live because what happens in learners' homes and communities at large affects them.

Kamden, Strunk and Ann (2019) have urged researchers that when they use critical theory, they must not only focus on people and point fingers at them, but also look at the system. This means that researchers must not assume that the problem in the research study is with the people who are affected. This idea has opened the researcher's eyes because when learners are not performing well, the first people that are blamed in most cases are learners and their educator. This research study was conducted without any blame to anyone, including learners and educators because the researcher knew that the findings would yield objective results.

The interview questions were directed at grade 7 learners and their Tshivenda Home Language educator to allow them to give their views on the problem that the school is facing. Other information was gathered from document analysis and observation. The document that was analysed is the document with records of learners' marks of formal tasks administered and their classwork books.

Observation was done of both learners and the educator in their class during the delivery of a Tshivenda Home Language lesson.

3.2.2 Sampling

Khavhambe Primary School has a total number of 355 learners. Grade 7, which is the focal point, has only 51 learners. Amongst these learners, two top learners, one middle performing learner, and two low performing learners were selected, which makes a total sample of five learners. The total number of educators at Khavhambe Primary School from grade R to grade 7 is 12. A sample of one educator who is responsible for Tshivenda Home Language was selected. Learners were sampled in a non-probability sampling fashion, explained by Yin (2003:70) as a sample of participants or cases that does not need to be representative, or random, but which needs a clear rationale for the inclusion of some cases or individuals rather than others.

Learners were purposively sampled from three groups, which is high performers group, middle performers group and low performers group as indicated in Chapter 1. This was done because the researcher wanted to mix those who are performing well with middle performers and those who are not performing well in order to get their different responses.

In purposive sampling, participants are chosen in terms of the researcher's own judgment, keeping in mind the study purpose (Daniel, 2012:24). The researcher sampled his participants according to different levels of academic performance bearing in mind the purpose of the study, which is to investigate factors contributing to the poor performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School.

A progress record for term 1 was used from which the researcher selected top performers, middle performers and low performers to obtain a representative sample. The ideas and views of top learners cannot be the same as those of

trailing learners. That is why purposive sampling was used to select learners from those three groups which are top, middle and low performers.

3.3 DATA COLLECTION

The three chosen data collection instruments were interviews, observation and document analysis. Interviews were conducted with the sample of learners and the Tshivenda Home Language grade 7 subject educator. Learners were asked questions in groups. All questions were directed to them as a group rather than to individuals. The educator was interviewed separately from the learners. The interviews were recorded so that the researcher could listen to the recordings when analysing data.

Though the data was collected directly from the horse's mouth when learners and their Tshivenda Home Language grade 7 subject educator were interviewed, the research study also analysed the documents with learners' marks for term 1 so as to see the gaps between learners who are performing well and those who are not performing well at all. The documents that were analysed are the learners' mark-sheet which was obtained from the subject educator and learners' classwork books collected from the sample. Observation was also used to observe the lesson of the Tshivenda Home Language class so that the researcher could see how the educator delivers his lesson, how learners participate and many other criteria as shown in the observation assessment criteria.

3.3.1 Interview

The educator and learners' interviews were conducted in one day. A sample of five learners participated in the interview in a group. This was done to grant learners an opportunity to feel free to answer the questions when they are asked in a group.

3.3.1.1 Learners' interview questions

Learners were asked seven questions (7). In those questions, they were instructed to respond to them voluntarily in terms of their views, opinions and experiences since the questions were based on things they know, things they see in class and things they have experienced. The questions were recorded so that the researcher could listen to those recordings when analysing data. Learners were coded as learners A, B, C, D and E so as to protect their identity by concealing their real names.

Learners were asked the following questions:

1. What do you think are the reasons why some of the learners are not performing well in Tshivenda Home Language subject?
2. What do you think should be done in order for all learners to pass when you write Tshivenda Home Language tests and examinations?
3. Are you able to do your schoolwork when you are at home? Explain how.
4. Do you study on your own or study with others when there are some things you did not understand or even seek help from the educator or anyone at home? Explain how you do that.
5. Are you able to understand when your educator teaches you? If not, what do you do?
6. Do you write your homework when your educator has given them to you? Explain who helps you when writing your homework.
7. Do you prepare yourselves before going to write examinations?

3.3.1.2 Educator's interview questions

The grade 7 Tshivenda subject educator was also asked seven (7) questions alone. The seventh question is a profile of the educator. The educator was

interviewed on his own so that he could give his views, opinions and experiences as a subject educator who understands his learners better.

The educator was asked the following questions:

1. As the subject educator of Tshivenda Home Language in grade 7, what do you think are the factors that contribute to the poor performance by your learners?
2. What are some of the remedial actions you took as a way of trying to solve that problem?
3. What do you think can be some of the ways that can be used to avoid this problem in future?
4. Are your learners getting support from parents/guardians? Explain.
5. Do your learners participate in class? If yes, explain how they participate.
6. Do your learners do their homework and other activities that they must work on at their homes?
7. Educators' profile

3.3.2 Observation

Two rubrics were used to assess the educator and his grade 7 learners in class activities during lesson delivery. The first rubric assessed the educator, and the second one was for learners (Refer to Table 4.6: Rubric 1 and Table 4.7: Rubric 2 in Chapter 4). The criteria that were assessed include ways in which learners participate, how the educator delivers his lesson, how the educator grabs his learners' attention and how he manages his class, particularly with respect to those who misbehave during the lesson.

3.3.3 Document analysis

Since the problem is about poor performance, the researcher also analysed the document with learners' marks for recorded formal tasks administered and the classwork books from the learners. Classwork books were checked so that the researcher could ascertain whether learners are taught and assessed on what is supposed to be taught. This was done by using a tool that is used in schools to moderate classwork books and the annual teaching plan for Tshivenda Home Language. The assessment that was checked in the mark-sheet document included the examination for term 1 and the essay that was also written in term 1.

3.4 PLACE WHERE THE RESEARCH STUDY WAS CONDUCTED

The research study was conducted at Khavhambe Primary School, which is located at Ha-Makuya under Sambandou circuit. Data was collected from a sample of learners, the Tshivenda Home Language educator, observation and document analysis.

3.5 CONCLUSION

This chapter highlighted the overall structure of the work with special attention to the key areas of this chapter, which are methodology, research design, sampling of participants and data collection. The collection of data took three days to complete. On the first day, an interview was conducted; on the second day, class observation was done; and on the last day, the researcher analysed documents with learners' marks and classwork books of the sample of learners. The purpose of this research study was to investigate factors that contribute to the poor performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter 4 is the most important and core chapter of the research study because it is in this chapter that research findings are prepared by means of analysis and interpretation of data collected from different sources. Data was collected from a sample of grade 7 learners and their Tshivenda Home Language educator during the lesson, observation of the same sample and an analysis of documents. In this chapter, all the data that was collected has been analysed. Documents that were analysed have been attached in the appendix section.

4.2 DATA ANALYSIS AND INTERPRETATION

This study has adopted a qualitative approach. The analysis of data was also done in line with qualitative approach because the analysis of data was done using two qualitative data analysis techniques that were chosen, which are coding and interpretation. Coding has to do with breaking the data collected into small parts so that it can be analysed by grouping similar information together (Smith & Davies, 2010:155). Data interpretation is self-explanatory. It is all about interpreting the message out of the given data so that it can be clear in order to arrive at findings of the research study (Bernardita, 2022).

The data collected was broken down into different categories, and differed from the data collection instruments that were used to collect them. Data from learners' interviews was analysed and interpreted separately, and so was data collected from observation and document analysis. The main purpose of this research study was to investigate the problem of grade 7 learners who are performing poorly in Tshivenda Home Language at Khavhambe Primary School, and to find those factors so that the relevant recommendations can be given in order to solve the problem.

There were 6 participants in this research study, which are 1 educator and 5 learners. The table below indicates the participants, their gender, age, and role.

Participant	Gender	Age	Role
Educator	Male	50 and above	Educator
Learner A	Female	12	Learner
Learner B	Female	12	Learner
Learner C	Male	13	Learner
Learner D	Male	12	Learner
Learner E	Male	14	Learner

4.3 DATA ANALYSIS FOLLOWING DATA COLLECTION

Data collection instruments that were used are interviews, document analysis and observation. The educator’s profile was also looked at so that the researcher could get to know more about him and his qualification, age, and experience in teaching Tshivenda Home Language because this can also play a role in his performance in class.

4.3.1 Interview

In Chapter 1 and 3 the researcher explained how he conducted the interviews. Therefore, this part of Chapter 4 focuses on the analysis of data collected from the two interviews conducted. The first one is from a sample of grade 7 learners and the second from the educator.

4.3.1.1 Learners' interview

The questions posed to the sample of learners as indicated in paragraph 3.3.1.1 are reflected in Table 4.1 below together with their answers.

Learners are represented by letters of the alphabet as learner A, B, C, D and E as a way of concealing their real names. In some questions, the researcher has only written a summary of the general response that was given because there are some instances where learners did not give specific answers. Learners' answers were written as they are; there is no addition or any change that was made by the researcher.

Table 4.1: Results from learners' interview

QUESTIONS ASKED BY THE RESEARCHER	LEARNERS' ANSWERS
1. What do you think are the reasons why some learners are not performing well in the Tshivenda Home Language subject?	<p>Learner A. Some learners do not want to write homework and classwork.</p> <p>Learner B. Some learners are always absent.</p> <p>Learner C. Some learners cannot even write.</p> <p>Learner D. Some learners do not listen during the lesson, they engage in their personal things.</p> <p>Learner E. Some learners do not score any mark when class activities are written.</p>
2. What do you think should be done in order for all learners to pass when you write Tshivenda	Learners seems to be clueless on the things that can be done to eradicate the problem, but some have opined that, the educator must

Home Language tests and examinations?	select those who are not doing well and have a special time with them.
3. Are you able to do your schoolwork when you are at home? Explain how.	<p>Learner A. Yes, I do write my schoolwork when I am at home.</p> <p>Learner B. Yes, I also write.</p> <p>Learner C. My mother always forces me to write my homework, she does not allow me to watch TV before writing my schoolwork.</p> <p>Learner D. No, when I get home, I get busy with home chores.</p>
4. Do you study on your own or with others when there are some things you do not understand or even seek help from your teacher or anyone at home? Explain how you do that.	<p>Learner A. Yes, I always ask my friends when there is something I do not understand.</p> <p>Learner B. Yes, I always ask at home when there is something I do not understand and they do help me.</p> <p>Learner C. No, because when I ask others they are always reluctant to help.</p> <p>Learner D. Mostly when I ask at home they tell me that they do not know anything.</p> <p>Learner E. I share my ideas with my friends every time there is something that one of us is not understanding so we can help each other.</p>
5. Are you able to understand when your educator teaches you? If not what do you do?	<p>Learner A. I do not understand.</p> <p>Learner B. I do not understand and I don't do anything about it.</p>

	<p>Learner C. Yes.</p> <p>Learner D. I understand some, but also miss some of the contents that are taught.</p> <p>Learner E. No, I do not understand, but sometimes I ask my friends.</p>
6. Do you write your homework when your educator has given them to you? Explain who helps you when writing your homework.	<p>Learner A. Yes, I do write. They help me at home to write.</p> <p>Learner B. I write my homework with my friends.</p> <p>Learner C. Some of us do not write, they always ask to copy our work in the morning.</p> <p>Learner D. Some of us always cheat, when the educator is writing corrections they copy the answers and make them their own.</p>
7. Do you prepare yourselves before going to write examinations?	Learners do not study, because none of the sampled learners said that they prepare when going to write Tshivenda Home Language examination papers.

- **Analysis of data in Table 4.1**

Table 4.1 indicates the questions and answers from the interview held with the sample of five learners at Khavhambe Primary School. Learners were responding to the interview questions voluntarily. The dissemination of collected data followed the methods of data interpretation that were chosen, which include coding and interpretation.

1. Reasons some learners are not performing well.

There are different reasons that sampled learners have given in their responses to the interview questions posed to them. Learner A shows that there are some learners who partially write their schoolwork. According to learner B there are some learners who are always absent, and being absent means that they are missing the lessons for those days. Learner C has also added that there are some learners with difficulty in writing Tshivenda. This simply means that learners themselves can see that some of their fellow classmates are not eager to learn, because they do not show their hunger for education. Learner D's response has revealed that there are some learners who display no interest of listening to the educator during the delivery of the lesson. According to learner D, these are the learners who engage in personal things during the lesson. The last response given by learner E shows that some of his classmates do not get any mark in some activities that are done on a weekly basis. This on its own speaks volumes about these learners. It shows that there is indeed a problem that needs to be solved, because these learners will not make it in education if nothing is done. Judging from Zimmerman and Ramdass' (2011:41) argument, homework is an important activity to learners. They argue that homework is an activity that learners work on without the help of teachers, which builds their knowledge of the subject. This means that learners who do not write the work given to them are sinking their own ship.

2. How to make learners pass when writing Tshivenda HL subject?

Learners were clueless when it came to action that can be taken against fellow learners who are not doing well in Tshivenda Home Language subject. However, they suggested that extra classes could benefit them. The idea given by learners can potentially bear fruits, because some of them may feel embarrassed when they fail to understand something that sounds simple to others in the class.

3. Are learners doing their schoolwork when they are at home?

Apart from learner D who indicated that he always gets busy with home chores when she gets home, learner A, B and C affirmed that they do their schoolwork even when they are at their respective homes. This means that these learners have no distractors at home. According to Bunijevac and Durisic (2017), parental involvement in learners' education begins with parents at home because they play a huge role in creating an environment that is conducive for learners, and they must also help learners with schoolwork that they bring home. Though not all learners gave a satisfactory answer to the question that was asked about the conduciveness of the home environment for writing homework, most of them explained that they can easily and peacefully do their homework.

4. Do learners make efforts to learn on their own?

Learner A, B and C revealed that they study on their own and when they encounter challenges, they consult other more knowledgeable people at home and school. Although there are some learners who seem to be making efforts on their own to learn, there are also some learners who are not doing their best to learn. Learner C has responded that he does not study on his own. He further explained that when he seeks help from others they do not help.

According to learner D's response, some learners are trying but not hard enough to overcome the challenge of poor performance. The learner has uttered that he only seeks help from home, and they always fail to help. Judging from this response the learner is only relying on people from his family, yet there are educators at school and fellow classmates who can assist where there is a need. This also affirm that these learners are not hunger for education.

Lack of parental involvement has also emerged out of the given answers as another contributing factor, because according to some responses, parents are not playing their role in assisting learners and in engaging in any way that can

help them to succeed. The issue of minimal parental involvement has been discussed by Bunijevac and Durisic (2017), who urge parents to help learners with their schoolwork. This brings to the fore the fact that parents are also contributing to the problem of poor performance by their children in Tshivenda Home Language because some are not doing anything to help them.

5. Are learners understanding the lessons delivered by the educator?

Majority of sampled learners have indicated that they do not understand when the educator is delivering the lessons. Learner A, B and C have given similar responses. They said that they do not understand, and this means that they do not learn anything if they do not understand. Learner C and D show that they understand, though learner D has indicated that he does not fully understand everything. This means that there is a big problem if learners are not understanding what they are being taught, because they get assessed on what they were taught.

According to the responses given by learners, there are learners who understand what is being taught, which means that not all learners have a problem of understanding. This makes one to believe that one of the factors contributing to the problem is immature mind-set and ignorance, because most learners are not understanding and they are not making any extra effort such as asking for clarity from the educator in the class or after the lesson.

6. Do learners write their homework?

Learners were asked if they write their homework. Learner A and B indicated that they write their homework with the help of either friends or family members. They also added that they seek help from other people as well. However, learner C's response was that there are some who do not bother themselves, they only copy the answers from the board when the educator is writing corrections and own

them as theirs. Learner D has explained that some learners always nag others to give them their homework so that they can copy what they wrote.

The responses given by learners under this question show that ignorance is also one of the main contributing factors to the problem, because while some learners are going all out to work on their schoolwork, others do not do anything. They only ask to copy from their friends or copy the answers on the chalkboard, and this causes them to remain behind all the time because they do not learn anything because they do not search for information on their own.

7. Do learners prepare themselves when going to write examinations?

Learners indicated that when they go to write Tshivenda Home Language tests or examinations, they do not study at all. This means that those who perform well are those who paid attention during lesson delivery. Most of the answers that were given point to learners themselves. Grade 7 learners in Khavhambe Primary School are not performing well because they are not taking the subject seriously and their parents are also not supporting them adequately.

- **Summary of data collected from learners.**

Generally, grade 7 learners at Khavhambe Primary School are a problem to themselves in many ways because they are not doing their best to better their academic performance. Contributing factors that were disclosed after the interview with learners include failure to write schoolwork, regular absenteeism, lack of preparation before examinations, immaturity, and lack of determination. There is also lack of parental involvement and ignorance because some learners are not supported towards education, some are also burdened with home chores and no time is reserved for studies. These factors were identified from the analysis of learners' answers during interviews.

Learners show acceptable behaviour and good performance when there is a good working relationship between parents and teachers and the entire community around the school (Leli, Margaretha & Robandi, 2020). According to these scholars, learners behave accordingly and perform well when there is a good relationship between their educator and their parents or the entire community. When one looks at the way parents of grade 7 learners at Khavhambe Primary School fail to support their children, it is not surprising that some of them are not performing well because there is no relationship. However, some ill-behaviour by learners can easily be corrected if the school and parents/guardians can work together.

4.3.1.2 Educator’s interview

The questions posed to the educator were given in paragraph 3.3.1.2. The following is the repeated educator’s questions together with the educator’s answers:

Table 4.2: Results from educator’s interview

QUESTIONS ASKED BY THE RESEARCHER TO THE EDUCATOR	EDUCATOR’S ANSWERS
<p>1. From your point of view as a subject educator of Tshivenda Home Language in grade 7, what do you think are factors that contribute to the poor performance by your learners?</p>	<ul style="list-style-type: none"> • Lack of motivation on learners. • Learners who do not write their schoolwork. • Learners who do not understand when taught, because of not paying attention during the lesson, and some learners with little knowledge. • Learners who do not see the importance of school.

	<ul style="list-style-type: none"> • Inability to read to some learners. • Learners who engage in talking and playing during the lesson.
<p>2. What are some of the remedial actions you took as a way of trying to solve that problem?</p>	<ul style="list-style-type: none"> • I have tried to motivate learners by telling them about the importance of Tshivenda Home Language subject in their studies. • I have tried to help learners who can't read to master the skill of reading so that they can read. • I have identified those who do not write class activities, so I am always behind them trying to push them so that they can write. • There are class rules that we have put in place with learners that prohibits learners from talking, playing and doing other things else that are not about the lesson while the educator is teaching.
<p>3. What do you think can be some of the ways that can be used to avoid this problem in future?</p>	<ul style="list-style-type: none"> • Learners must be trained to master reading skills because if they cannot read, they can also not write. • Parents/guardians must encourage and motivate their children at home, support them in their studies by ensuring that they are writing their schoolwork and ensuring that their learners are able to study without any difficulties that can distract them. • Parents/guardians must also build a reading habit by reading stories for their

	<p>children at home and by asking them to read for them too.</p>
<p>4. Are your learners getting support from parents/guardians? Explain.</p>	<ul style="list-style-type: none"> • Learners are not getting motivation and support at home, because some learners do not write their homework and other activities that are written at home. Some learners' report cards are not even collected, and the appearance of other learners says a lot when they are in school, it shows that their parents/guardians do not care because their school uniforms are always dirty. • There are only few parents who call and come to school just to ask about their children's performance to show that they care and want to see them succeeding.
<p>5. Do your learners participate in class? If yes, explain how.</p>	<ul style="list-style-type: none"> • Learners who perform well are the ones who participate in class. • Most learners do not raise hands when the educator asks questions in class. Even when they are requested to respond to a question they do not say a word.
<p>6. Do your learners do their homework and other works that they must work on at their homes?</p>	<ul style="list-style-type: none"> • Most learners do write their homework though there are some few who do not. • The works written by others show that they only write to avoid educator's interrogation not to get marks.

- **Analysis of data in Table 4.2**

The table above displays questions and answers from the interview conducted with the Tshivenda Home Language educator at Khavhambe Primary School. As indicated in the previous chapters, the seventh question was answered separately from those in the table above. It was answered as a profile of the educator which will follow below (Refer to paragraph 4.3.2).

1. What are the factors contributing to the poor performance of your learners?

The educator has voiced out his views about his learner's performance. He responded that learners are not motivated and are not getting support from home. Furthermore, he added that lack of motivation is one of the contributing factors to the problem, because learners are not seeing the value of education on their own. They go to school just to while away time because they do not think of the good things that come out of school. Some learners do not even write their schoolwork. This deprives them an opportunity to learn because they do not go and work on the activities given. The educator also affirmed that there are some learners who do not listen or pay attention when he is teaching, and this was confirmed by learners themselves in the interview also. This also causes them to lag compared to those who pay attention.

In terms of the educator's answers, some learners are unable to read. The good thing about the educator's responses is that some responses were just affirming to what was already said by learners in their interview. The educator also indicated that his learners are not performing well because they have no one at home who checks if they have completed their homework or any other school activity. According to the findings of a research study by Al-Zoubi and Younes (2015:12), lack of motivation for success is one of the reasons why some learners are not performing well. This research study also found amongst other findings,

lack of motivation as one of the contributing factors to the problem of learners who are not performing well.

2. Are there some remedial actions taken to resolve the problem?

The educator tried some ways to eradicate the problem of learners who are not performing well in Tshivenda Home Language subject. He indicated that he has been observing those who do not write their schoolwork and he always tried to pressurise them and force them to write. He also came up with a classroom policy that forbids all learners from doing anything that is not in line with the lesson during delivery, and encouraged and motivated them to take education seriously. The educator also tried to help learners who cannot read because this means that they cannot write either. This is also supported by Lerner (2016:11), who found that several learners in public schools are unable to use reading as a tool for learning and getting new ideas. Therefore, educators must find a way to deal with such learners.

3. Are there plans to avoid the problem in future?

Reading skills are thus important because learners who cannot read will always have problems because they will not learn anything, and when it comes to writing, they will also not write anything. It is clear why these learners are not performing well because their educator indicated that they do not study. Some cannot read and others do not write schoolwork. The educator recommended that learners must be given more books to read even at home, so that their reading skills can develop and grow rapidly.

4. Are learners getting parental support in their studies?

According to the answers given by the educator, learners are not getting full support from their parents. He further supported his idea of low parental support on learners by explaining that there are only few parents who always check the

progress of their children. He eventually recommended that parents/guardians should support their children because they seem to be on their own, and most of them are not even writing their homework.

5. Do learners participate in class?

Class participation is low. The educator indicated that only those learners who perform well are the ones who are always active in the class. Those who do not perform well are always passive. Even if the educator asks them questions, they do not answer. Bernales (2016:29) says that low self-esteem, uncertainty, and fear of giving wrong answers are some of the reasons some learners do not engage in class discussions. Based on Bernales's claim, this problem invites other problems because learners who cannot read can also not obtain knowledge, and not having knowledge makes them passive in the classroom, because they fear that they may be the laughingstock of the day.

6. Do learners write their homework?

According to the educator, when learners are given homework, most of them write, though there are some who do not write. Moreover, educator explained that amongst those who write, there are some who only write just to avoid the educator's punishment because what they write is meaningless.

According to Jitpranee (2018:6), homework is used as a learning resource for educational activities. It provides students with opportunities to improve their learning habits. Therefore, learners who do not write homework denies themselves an opportunity to improve on their learning habits.

- **Summary of data collected from the educator.**

The educator's interview was intended to get his views since he is the one who understands his learners' situation better. In terms of his answers, it is clear that

there are many areas of learning that need special attention because he mentioned many factors that contribute to the problem. The main contributing factors that were found are lack of learners' motivation and determination; learners who do not write schoolwork due to insufficient knowledge of the content taught; those who do not listen when the educator is delivering lessons; ignorance by some learners; inability to read; and learners who do not engage in lessons. These are the main contributing factors to the problem of poor performance by the grade 7 learners in Tshivenda Home Language at Khavhambe Primary School.

According to most of the answers that were given by the educator, learners and their parents/guardians are key perpetrators of this problem. This is because they are the ones who are failing to play their role, because most problems would not have emerged if parents were also intervening in their children's education, because the educator indicated that he has tried many things to bring the problem to an end, but nothing has paid off so far. According to Leli, Margaretha and Robandi (2020), learners show good behaviour and perform well when their parents, the community at large and school are working together. This affirms the point that parents have a lot to do to support and change their learners' performance.

4.3.2 Educator's profile and analysis

Age

20-29	
30-39	
40-49	
50 and above	X

Gender

Male	X
Female	

Years of teaching

1-5	
10-15	
15-20	
20-30	X
30 and above	

Highest educational qualification

Diploma in education	
Non-teaching degree and (PGCE)	
Teaching degree (B ed)	
Honours degree	X
Master's degree	
PHD	

The Tshivenda Home Language subject educator at Khavhambe Primary School is a man of above 50 years of age. He holds an honours degree in education. He has been teaching Tshivenda Home Language for more than 20 years now. According to Seebruck (2015:22), educators with relevant qualifications and

experience in teaching produce learners who are knowledgeable. This means that the Tshivenda Home Language educator at Khavhambe Primary School has everything that makes him a good educator. He has qualifications in teaching and he is also experienced. Moreover, he is also a specialist in Tshivenda because he helps other educators when there are workshops for Tshivenda grade 4 to 7 educators.

4.3.3 Summary of data collected from the two interviews conducted.

The two interviews were successfully conducted, and the responses of the participants to the main questions of this research study were captured. The educator is aware of the problem that is affecting his subject, and he has tried various solutions. However, it is not a simple matter for him to solve the problem on his own. There are many contributing factors that emerged from both the data collected from learners and the educator. Looking at the fact that similar responses were given by both the educator and learners, one can affirm that the findings of this research study are reliable and can bring change to the school.

The educator's and learners' interviews were conducted in one day. The data collected from interviews pointed out the areas that need special attention. However, the researcher has also made recommendations that are expected to bring changes in identified areas. The main contribution to the problem of poor performance is attributable to parents/guardians and grade 7 learners themselves as revealed by the responses.

Though the researcher investigated factors contributing to poor performance, there are some learners who do perform well. Learners who are not performing well are the ones who are targeted the most by this researcher because he wants to see all the learners performing well in their home language subject.

4.3.4 Document analysis

Documents that were analysed include mark-sheets and classwork books from the sample of learners.

4.3.4.1 Document with learners' marks for term 1 (examination and essay)

The marks that were analysed are for term 1 in the year 2022. The research study focused on the performance by learners in term 1. In the first term, formal tasks that were written included essays and examination papers comprising comprehension tests, visual texts and language questions. The document was analysed by the use of graphs and tables. The analysis focused on the gaps between top, middle and low performers and marks that learners obtained in Tshivenda Home Language subject. The graph only indicates the marks from the sample of learners.

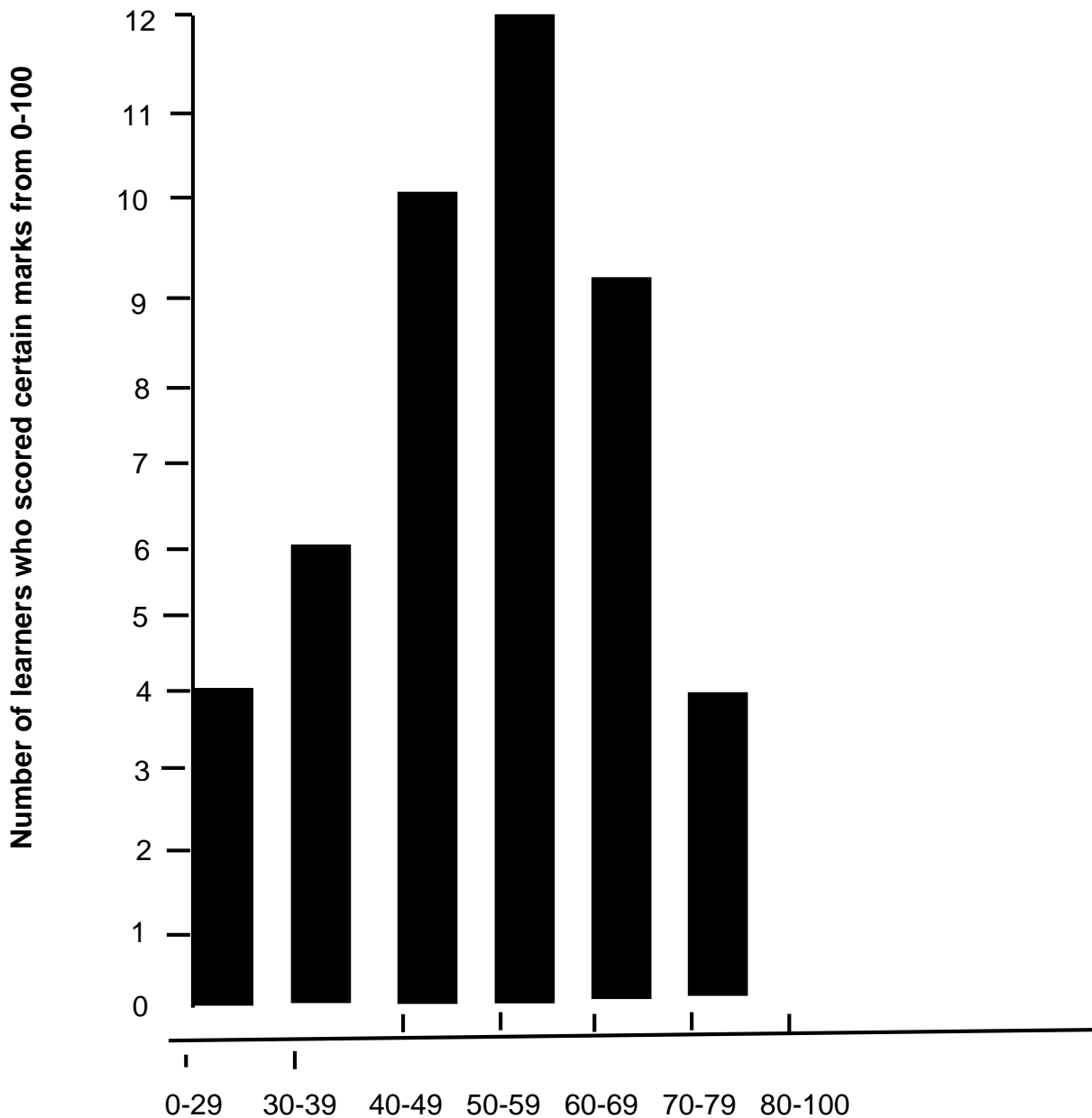
The sample of learners are indicated as follows in the graph:

Learners A and B: Top performers

Learner C: Middle performer

Learners D and E: Lower performers

Graph 4.1 summarises the marks from 1-100 scored by the total number of learners in Tshivenda Home Language in grade 7 at Khavhambe Primary School.



Graph 4.1: Learners' marks from 0 – 100

Table in 4.3 below displays the marks that the sample of learners scored from top performers, middle performers and low performers in Tshivenda Home Language subject at Khavhambe grade 7 class. The high performer is a learner who obtained the highest marks which is 78%, middle performer is the learner who

obtained the middle marks which is 50% and a lower performer is the learner who obtained the lowest marks which is 12%.

Table 4.3: Marks obtained by sample of learners.

SAMPLE OF LEARNERS	MARKS OBTAINED
Top performers	
Learner A	78
Learner B	76
Middle performer	50
Learner C	
Low performers	
Learner D	23
Learner E	12

- **Analysis of data for Graph 4.1 and Table 4.3**

The data presented in the graph and the table above indicates that there is a big gap between learners who are performing well and those who are trailing. This is clear because in the same class, there are learners who scored 76 and 78 in the examination that was written for term 1 while others in the same class scored 12 marks. The graph indicates that there are many learners who are not performing well because there are 20 learners in a class of 51 learners who did not manage to score 50 marks or more in their term 1 examination in grade 7 in Tshivenda Home Language. The Department of Basic Education in South Africa says that a

learner from grade 7-9 must score 50% and above in Home Language subject in order to meet the minimum requirements for progression (DBE, 2015:16). This simply means that the 20 learners as indicated in the graph above have failed to meet the requirements because they scored less than 50 marks in Tshivenda Home Language.

The research study has also looked at some of the language skills that were assessed in the first term since a language subject is made up of different skills, such as listening, speaking, reading and writing.

The following table indicates marks obtained by the sample of learners in a 30-mark task which was essay writing (creative writing):

Table 4.4: Marks obtained by sample of learners in essay writing.

SAMPLE OF LEARNERS	LEARNERS' MARKS OBTAINED
Top performer Learner A Learner B	21/30 = 70% 24/30 = 80%
Middle performer Learner C	11/30 = 34%
Lower performer Learner D Learner E	12/30 = 40% 10/30 = 33%

- **Analysis of data from Table 4.4**

Learners' progress in languages requires a proper mastery of four language skills, which are: listening, speaking, reading and writing (Christiansen & Chater, 2016:91). According to Christiansen and Chater, for a learner to do well in a language subject, he/she must understand the four language skills. Table 4.4 above indicates that Khavhambe Primary School learners have a problem with creative writing. Developing a written passage like an essay requires writing skills because grammar rules must be followed. Three of the five learners in the sample failed to score more than half of the total marks in the essay. This also means that these learners have a problem with writing as a skill.

There is a difference between teaching learners how to write an essay and teaching them language and editing skills. In essay writing, the educator only teaches learners how to develop written work so that they can produce the work on their own. This can also mean that these learners have failed to listen with understanding when the educator was explaining, which means that they may as well be having difficulty in listening skills. These ideas have been influenced by the findings by Muhammad, Almas and Muhammad (2016), who discovered that sometimes learners fail to master writing skills because the system used when assessing is more into training learners to memorise the existing knowledge than creating new knowledge.

4.3.4.2 Analysis of learners' classwork books

In classwork books, the researcher wanted to check if the educator was teaching what was supposed to be taught as per the annual teaching plan for Tshivenda Home Language subject. A moderation tool was used to assess the activities that are recorded in learners' classwork books so as to see if there is evidence to show that certain topics were taught in the weeks stipulated in the annual

teaching plan. The tool that was used is attached in the appendix section (Refer to Appendix I)

Table 4.5: Data collected from learners' classwork books.

Weeks	Content	Is there evidence of written work in learners' classwork books?		
		Yes	There is minimal evidence	No
1-2	Elements of literature writings and language	X		
3-4	Poetry and language	X		
5-6	Drama. Writing dialogue and language			X
7-8	Short story, letter/diary and language	X		
9-10	Short story, essay, and language	X		

- **Analysis of data collected from learners' classwork books.**

There is evidence in the learners' classwork books that the topics in the annual teaching plan are taught. There are activities that match topics in the annual teaching plan for Tshivenda Home Language. Learners' activities are marked, and corrections made. This means that the grade 7 Tshivenda subject educator at Khavhambe Primary School is doing his job well. (Refer to appendix j on appendices of the research for the attached evidence.)

4.3.5 Observation

The data collected in this research study was collected in different ways. The interview offered the educator and learners as people who are directly affected an opportunity to voice their thoughts. Document analysis revealed the gap between learners in terms of performance. Through class observation, the researcher wanted to experience challenges faced by learners. Class observation was done in the Tshivenda Home Language class when the educator was delivering the lesson of the day. Two rubrics were used to assess the educator and learners during the class observation. Rubric 1 is for the educator and rubric 2 is for the learners.

4.3.5.1 Analysis of data from rubric 1 (Educator's observation)

Table 4.6: Rubric 1 (Educator)

Assessment criteria	Satisfying	Fair	Unsatisfying
Lesson planning <ul style="list-style-type: none"> The planning of the lesson 	X		
Educator's knowledge of subject <ul style="list-style-type: none"> The answering of learners' questions and the educator's use of various ways to explain the aspects of his lessons 	X		
Classroom management <ul style="list-style-type: none"> Ways in which learners are driven into the lesson by the 			

educator makes the classroom a conducive place for learning		X	
Educator's ability to stick to the lesson <ul style="list-style-type: none"> The delivery of the lesson sticks to the topic of the lesson without diverging 	X		
Educator's way of engaging learners in the lesson <ul style="list-style-type: none"> Ways in which learners are given opportunities to participate in the lesson 	X		
Conduciveness of the classroom environment <ul style="list-style-type: none"> Number of learners in class and their seating mode 	X		

Rubric 1 was used to score the grade 7 Tshivenda Home Language subject educator at Khavhambe Primary School when delivering his lesson. According to the data collected, the educator delivered his lesson in a proper way, since he managed to satisfy most of the criteria that were assessed during the observation. The educator's lesson was well planned and he did not diverge from it. His knowledge of the subject was always at the forefront of his lesson because he was able to explain and use various approaches to make learners understand. When some learners asked questions, he displayed high knowledge by answering them without hesitation.

According to findings by Potgieter, Visser and Lubbe-de beer (2012:3), some teachers spend a lot of valuable teaching time trying to get disruptive learners under control to get some schoolwork done. They disrupt the whole class. These researchers found that there are some educators who waste their teaching time trying to call to order learners who misbehave. According to Starr (2008), some lessons slip off the educators' control when learners start to feel bored. He further urges educators to let learners feel free to participate in class. He also advises that humour be used and that the educator should know his learners.

In the interview conducted with the educator, he indicated that some of his learners are not performing well because they are distracted from lessons and start talking and playing on their own. However, the educator has shown good class management skills by separating playful learners in class and relocating them to the front seats. He also captivates his learners in class by using humorous language, the language that learners prefer to use and by allowing them to play an active role in the class.

Proper delivery of a lesson allows for group work, pair work and other communicative based activities for learners (Beale, 2002:22). The Tshivenda Home Language educator at Khavhambe Primary School was delivering his lesson in a way as suggested by Beale. He was giving his learners time to engage with other learners and allowed lessons to be catered for so that he is not the one who is heard the most in class.

The grade 7 class at Khavhambe Primary School has a total of 51 learners. The seating arrangements of these learners allows for the educator to move around the tables. The idea of a class with manageable learners has become apparent in Van Wyk (2008:40), who found that overcrowded classes are also a contributing factor to poor performance as a result of poor learning conditions. Classes must have controllable learners for a single educator (Van Wyk, 2008:135).

4.3.5.2 Analysis of data from rubric 2 (Learners' observation)

Table 4.7: Rubric 2 (Learners)

Assessment criteria	Satisfying	Fair	Unsatisfying
<p>Engaging in lesson</p> <ul style="list-style-type: none"> Learners' participation in lessons by asking questions, and voluntary answering of questions. 		X	
<p>Learners' signs of understanding what has been taught</p> <ul style="list-style-type: none"> Learners' evidence of having understood the lesson delivered by answering oral and written questions 		X	
<p>Learners' determination</p> <ul style="list-style-type: none"> Learners' determination when the educator is delivering lessons, and listening to the educator and their zeal to learn 		X	
<p>Learners' behaviour</p>		X	

<ul style="list-style-type: none"> • Ways in which learners behave when the educator is delivering lessons 			
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According to Mahabeer (2013:13), whatever is taught in the classroom cannot be taught at home. This simply means that learners must make sure that they acquire the knowledge taught by their educator because it is the one that they are assessed on in examinations because the knowledge they acquire at school follows a curriculum. The educator too, must teach all the topics that are meant to be taught so that learners get the complete knowledge that they ought to acquire.

When the educator asks questions about the topics he taught, most learners seem clueless as if they were never taught. This on its own means that those learners did not understand what was taught. Another thing that makes learners not to understand when being taught is lack of determination. In some cases, the educator was forced to stop teaching and had to call some learners to order, which makes lessons ineffective.

There are some learners who are ignorant and seem to have difficulties in learning, though the educator did everything he could to make them understand, yet they remain clueless. The educator is greatly disturbed by learners who fail to master simple concepts that he teaches.

4.3.6 Concluding remarks on the analysis made in this chapter.

Based on the overall data collected, it is clear that the Tshivenda educator at Khavhambe Primary School is known as someone with everything that makes one a complete educator, but his learners are performing poorly in Tshivenda Home Language. The educator is aware of the problem and he has tried several ways to solve it but he did not manage to remedy the situation. The data collected

points to learners and their parents/guardians because they are the ones who are not doing their best to meet the educator halfway. If learners and their parents can change their non-supportive ways and play their part in learners' activities, performance at Khavhambe Primary School in Tshivenda Home Language will change drastically.

4.4 CONCLUSION

The motive of the research study is to investigate and discover the problem, and to recommend possible ways to remedy the situation of poor performance by grade 7 Tshivenda Home Language learners. Therefore, this is one of the core chapters in the research study because it analyses all the data collected so that findings can be made. In this chapter, the research study has analysed all the data collected from various sources. The interview questions were directed at a sample of five learners and their Tshivenda Home Language educator in grade 7 at Khavhambe Primary School. The document with learners' marks was obtained from the subject educator, and learners' classwork books were collected from the sample of learners. Observation was done in the grade 7 Tshivenda Home Language class when the educator was delivering his lesson. The findings of this research study are detailed in the following chapter of the research study.

CHAPTER 5

SUMMARY OF CHAPTERS, RESEARCH FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the findings and recommendations that are suggested by the research study. The chapter begins with a summary of all the chapters from Chapter 1 to Chapter 5. In this chapter, the research findings are explained in detail, and recommendations are given. There are many problems that affect Home Language subjects in schools. As such, this research study was not limited to a specific aspect of a home language subject, but factors contributing to poor performance in general. However, there are many factors that contribute to the problem of grade 7 learners at Khavhambe Primary School that need special attention. This study recommends further research studies in some areas.

5.2 SUMMARY OF CHAPTERS

5.2.1 Chapter 1: Introduction, background and research problem

The first chapter presented the structure of the entire work. The chapter described the background to the study and motivation, research problem, role of theory, purpose of the study, research questions and the research methodology. Under methodology, the study discussed the research design, sampling, data collection and data analysis. The last part of this chapter elucidates the quality criteria, significance of the study and ethical considerations.

5.2.2 Chapter 2: Literature review

This chapter covered the analysis of different research findings in literature from different authors. The literature supported the ideas of the research study, and helped in the building of the entire study.

5.2.3 Chapter 3: Research methodology

Most aspects of Chapter 3 are explained in Chapter 1. However, Chapter 3 describes the methodologies that are used in detail. It also explains how the participants were sampled, the design of the entire study, the collection of data and the data collection instruments that were used.

5.2.4 Chapter 4: Data analysis and interpretation

Chapter 4 is the most important chapter of the study because that is where the data collected was analysed and interpreted so that findings could be made. The findings derived from the data are discussed in Chapter 5. The analysis of data also adopted ideas and thoughts by other writers that were sourced and cited in Chapter 2.

5.2.5 Chapter 5: Summary of chapters, research findings and recommendations

This is the last chapter, and focuses mainly on the findings and recommendations of the research study. This chapter presents the findings that were attained through analyses made in Chapter 4, and the recommendations that may be a remedy to the problem.

5.3 FINDINGS AND RECOMMENDATIONS OF THE STUDY

This research study investigates factors that contribute to the poor performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School. This is the last chapter, which discusses the findings of the research study together with the recommendations, which are expected to be the remedy to the situation of grade 7 learners who are failing Tshivenda Home Language.

In this chapter the findings are listed with their respective recommendations, which are directed to the Tshivenda grade 7 subject educators, parents, school management, and the Tshivenda subject curriculum advisers. The research study has found the following factors that contribute to the problem of poor performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School:

5.3.1 Lack of learners' motivation and support from parents/guardians

According to the results of the data analysed, most grade 7 learners lack motivation and support from home. Their parents/guardians are not supporting them by helping them with homework and giving them time to study at home. Garcia and Thornton (2014:1) opine that parental involvement helps to improve student performance, reduces absenteeism and restores parents' confidence in their children's education. Learners with parents or caregivers who are involved in their education earn higher grades and test scores, have better social skills and show improved behaviour.

Parents/guardians are failing to support their children in their studies because they are not helping them with homework and many other schoolwork, or show any intervention in their learners' education. Parental intervention can be in the form of helping learners with schoolwork, ensuring that their learners are going to school every school day, and ensuring that children are able to do their schoolwork at home.

Recommendations

The educator has recommended that parents/guardians must be part of their learners' studies by helping them with schoolwork, they need to encourage them to work hard and try to provide them with the necessary needs for their studies. Mauka (2015:8) found that parental involvement includes the way parents communicate with the school on education matters, and how parents assist the children with a conducive learning environment at home, for example, by buying a school uniform, providing nutrition, encouragement and making follow-ups on school assignments. Martinez (2015:14) maintains that home is the first school for learners, and parents are the first teachers for learners before they go to school.

This simply means that parental involvement is a key factor and plays out in different ways, which means that parents must stand up and play their role. Vijaya (2016:26) has also added to the issue of parental involvement. He postulates that learners whose parents are actively involved in their academic activities display better behaviours and academic outcomes.

Ideas and thoughts by other authors have made it clear that learners and their educators alone cannot come out victoriously in this battle; parents/guardians are also needed. The research study further recommends that parents/guardians have a good relationship with educators as well so that they can simply contact them in order for them to know how their children are performing, and to ask if their children have homework or any other activity that is to be written at home. Parents must also be their children's educators at home. They must teach them basic knowledge that they require at school such as reading and writing. Some learners have difficulties that their parents are not aware of. Therefore, parents/guardians must know the difficulties that their children are experiencing so that they can make other provisions where possible. Parents/guardians and their children must also have a home timetable so that a child can have time to play, time to do home chores and time for studying and writing schoolwork.

5.3.2 Learners who do not write their schoolwork.

Some learners do not write schoolwork that they are given by their educator. These learners rely on others who allow them to copy their works and own them as theirs. This tendency of copying others' work deprives them of an opportunity to learn because educators expect them to acquire knowledge as they write. However, learners who copy other's work do not learn. This tendency of copying work from other learners is one of the factors that contribute to the poor performance by these learners at Khavhambe Primary School in Tshivenda Home Language.

Recommendations

The research study recommends that the educator take action against learners who do not do their schoolwork, because these learners are not learning anything, and his assessments are no longer serving any purpose because learners are just copying from others. The educator is urged to identify and sit down with learners who do not write, and try to understand their reasons because some may be failing due to some situations that are beyond their control. In supporting this view, Juhanson (2016) says that learners' home setting plays a vital role in their performance. Some learners fail to do their homework because the environment at home is not conducive. Others have difficult family situations (divorce, having multiple homes, having drunkard parents, etc.) in which homework and schoolwork takes a back seat because they also carry that mood to school.

The educator must know the reasons that make his learners fail to write their schoolwork so that he can see how that can be solved with the relevant people if need be. Another recommendation that is directed to the educator is that he contact the parents/guardians of learners who are not doing their school work so that he can get to know their views about their children's situations and find ways of solving these problems with learners' parents.

According to Juhanson (2016), some parents believe that learning must only happen in school, and the homework that learners are given is an extra job from which they do not gain anything. It is, therefore, recommended that educators and the school as a whole should workshop parents about the value and importance of school because there are parents who demotivate their children by their non-supportive nature to schoolwork and their ill talks.

5.3.3 Inability to read and write.

The problem of learners who cannot read and write is a worldwide problem because there are many other countries that are experiencing the same problem. Muhammad, Almas and Muhammad (2016) have also investigated this problem in Pakistan. They found that some of the challenges of learners' inability to write are influenced by different factors that include unexperienced teachers, ineffective methods of teaching, learners' inability to read, and lack of reading and writing practices (Muhammad, Almas & Muhammad, 2016:1).

Looking at the findings of the three researchers cited above, writing and reading skills affect one another. Therefore, it is clear why these learners are failing because the two skills complement each other. This problem adds to the other because these learners could not be expected to perform well while they cannot write.

Recommendations

The Tshivenda Home Language subject educator is urged to use some of the time allocated to his subject weekly to train his learners how to read and write. When learners are at their respective homes, parents/guardians must nurture the habit of reading to their children by asking them to read for them and by teaching them how to read fluently with understanding. The management of school must also encourage educators to take reading and writing seriously from the foundation phase so that when learners progress to the next phases, they should

have mastered the skill. The school can also have programmes that are based on teaching learners reading skills.

A research study by Mwihi, Kagema and Gachahi (2019:6) found that educators with principals and heads of departments who are supportive perform their duties to their fullest capacity.

This means that if management supports educators, they will get encouraged to work harder to produce quality learners and good results in reading and writing.

Curriculum advisers must intervene as well since they are people with deeper knowledge of the subject. Therefore, during workshops in Tshivenda Home Language, they must encourage educators to teach their learners reading and writing skills, and to suggest to them the best ways of teaching those skills.

5.3.4 Learners who do not value education

Some learners are failing to perform adequately because they seem to devalue education. Learners themselves say that they do not write schoolwork, they do not ask when they did not understand, they do not study when going to write examinations and tests. Such tendency keeps them from learning anything on a daily basis because they do not do what is expected of them.

The problem of poor performance in primary schools affects many parts of the world. Mupa and Chinooneka (2015:1) argue that poor performance by some learners was caused by lack of confidence and motivation for success, learners' ignorance, immature mind-set and lack of parental involvement. Grade 7 learners are still at the age in which most of them do not really think about the future. This indicates that some of the contributing factors might be their immature mind-set; they just don't think about their future because they are still young.

Recommendations

Primary school learners are at an age where they do not really think about the future in terms of what they want to be and what they want to achieve. Therefore, they need parents, educators and the leadership of the school to encourage and support them so that they can grow mentally and develop ideas that will take them somewhere in life. If possible, the school must invite professional motivators who will motivate them so that they can have a positive mind-set in life. The school must also consider having school trips that will educate learners, and stimulate their zeal to succeed in education.

With learners who do not write their schoolwork, the researcher urges the educator to talk to learners individually, so that he can get to know the reasons for their lack of cooperation. Seebruck (2015) postulates that some learners do not write their schoolwork because of their inability to write and lack of knowledge of the task to be written. If the educator knows why his learners are not writing, he will be able to intervene and help them.

The other problem that was found is that some learners do not ask even when they did not understand. Therefore, the research study recommends to the educator that he give learners more written work because it is the best way to assess them so as to see if they have understood the lesson. Babaniyi (2018:12) avers that classworks are the best in-class activities that test learners' knowledge of the subject matter taught compared to homework. Babaniyi's sentiments support the notion of giving learners more written work.

5.3.5 Some learners do not participate during the lesson.

Some learners do not participate when the educator is delivering the lesson. Learners who play a passive role in class are hardly learning because when others are asking for clarity, they just keep quiet.

Learners who participate in class during the lesson are the ones who perform better because they ask for clarity and compel the educator to use other methods of explaining an issue so that they can better understand it (Hussein, 2010).

Recommendations

The educator is advised to use different strategies in teaching so that he can cater for all his learners because some teaching methods may be best for certain learners. This idea was suggested by Ayua (2017:14) who says that a teaching strategy is an educational technique, method or plan of classroom actions or interactions intended to accomplish specific teaching/learning goals. Therefore, an educator should use various techniques to cater for the needs of all learners.

Some of the strategies that grab learners' attention and draw them into a lesson are explained by McColskey (2012:54) when he states that student engagement cannot be separated from their environment. Therefore, teachers must know their learners first so that they can get them into class by creating an environment that best suits their interests, by being humorous and speaking the language they understand. McColskey's view is supported by Ayua because they both stress the point of knowing learners first so as to be able to classify them and cater for them with what they need instead of feeding them with the same spoon. The educator is also advised to be friendly to learners and to try and look for teaching methods that cater for all of them.

5.3.6 Some of the factors that delay learners' understanding of lessons.

Some learners look normal and mentally stable because they do what other learners do at school and home. However, when it is time to get into the academic world, they are always behind others. This is the problem that some of the grade 7 learners at Khavhambe Primary School seem to have because by the look of things, they are mentally and physically stable but when they get into the class

they are slow to understand. Some of the disorders that cause this is 'autism'. Mohammad, Fatimah and Yazan (2019:15) explains this disorder as a problem that is usually observed in the child at an early age, affecting various developmental aspects. Learners with autism show difficulty in learning and keeping the same learning pace with other learners in the class.

The educator must understand that his learners are not all the same, and some of them are not doing what they are expected to do intentionally.

Recommendations

The recommendations here are that the educator must know all of his learners. He must understand that his learners are not the same; some learners have difficulties in learning. The issue of learners' difference is also discussed by Rahman and Scaife (2005), who intimate that diversity is part of the nature of the human species. Students are and always have been different from one another in a variety of ways, therefore educators must understand this.

The educator is urged to have a list of learners with difficulty in learning so that he can find ways to help them, because it becomes simple to solve a problem when one knows its source.

Parents of learners who seem to learn slowly must also be engaged so that the school can work with them in such a way that they can agree on one thing that must be done, because some learners do not deserve to be in public schools as their thinking capacity is not meant for normal public schools. The research study also recommends that educators use the Screening, Identification, Assessment and Support (SIAS) toolkit introduced by the Department of Education so that learners can be screened. The Department of Basic Education says that the aim of the SIAS policy is to improve access to quality education for vulnerable learners and those who experience barriers to learning. This includes learners in

ordinary and special schools who are unable to learn due to barriers of any nature (DBE, 2014:10).

This programme has been introduced so that every learner can attend the school which suits him/her, because there are many learners in public schools for normal people who should rightfully be in special schools. The educator is advised to use the SIAS toolkit to profile his learners so that he can refer some to relevant people after following all the procedures if need be.

5.3.7 Learners who do not always read Tshivenda Home language subject.

In the sample of five learners, there is no learner who confirmed that he/she studies when he/she is going to write a test or examination for Tshivenda Home Language subject. This means that when these learners go to write their examination, they just go and write with the little knowledge they gathered during the lesson delivery without any preparation. This seems to be the result of ignorance and not valuing education. In buttressing this view, Mupa and Chinooneka (2015:1) affirm that some of the factors contributing to poor performance by primary learners are low self-esteem, immature mind-set, ignorance and low parental involvement.

Recommendations

Learners must be informed about the importance of preparing for their tests, examinations and other formal tasks. They must also know the consequences of writing tests and examinations without doing enough preparations. They should also be taught how to study in preparation for a test or exam, because some of them do not even know how to study. Thiyagu (2013) maintains that studying helps learners to close the gaps between the knowledge they mastered during lesson delivery and knowledge they missed.

It is not simple to grasp everything when the educator is teaching. However, one can study and get the knowledge one has missed during the lesson. Therefore, the onus rests on learners to fill the missing gaps. During examination time, parents must know the timetables for their children so that they can ensure that they are preparing for examination.

There are various ways of studying to master aspects. There is also a difference between reading for knowledge and reading what is written in the book. Learners must know how to read for knowledge. The school can train learners to develop the skill for reading for knowledge by giving those short concepts and paragraphs and order them to memorise them and present them to others. They can have incentives or just words of acknowledgement and appreciation to encourage and push learners to engage in reading. Van Driel, Beijaard and Verloop (2012) say that learners are people who like to be recognised and appreciated, therefore giving learners who achieved something gifts and words of appreciation in front of others gives them power to continue achieving and on the other hand motivate others to do well also.

In most public schools in Vhembe District in Limpopo, Wednesdays are sports days. At Karel Ngigideni Primary school in Sambandou circuit which is located at Ha-Makuya area, those Wednesdays are now used to encourage reading for understanding for learners in different grades. These learners are given texts or notes that were given during lessons to go and read them so that they can explain what they read in front of others. Learners who participate are given a platform to present their points in front of other learners to the whole school. This gives them energy to work even more because those who excel are offered prizes of appreciation and are praised in front of others. The research study suggests that the school follow this programme as well because it looks fruitful and more encouraging to learners. Educators can also host such competitions in their classrooms.

5.4 RECOMMENDATIONS FOR FURTHER STUDIES

This research study has investigated factors contributing to poor performance by grade 7 learners in Tshivenda Home Language at Khavhambe Primary School. However, the problems affecting learners' performance in Tshivenda Home Language come in different formats and ways. The research study recommends further studies in some areas that seem to be problematic. These areas include three of the four language skills: reading, listening, writing and challenges that hinder learners from writing Tshivenda Home Language properly. These are some of the areas that need special attention because the findings of this research study have revealed that those areas need to be assessed because if these problems are addressed and resolved, the poor performance in Tshivenda may come to an end.

According to Kim and Anderson (2011:40), students' success is largely based on their ability to read and comprehend textbooks and notes in the different subject areas that they study. Kim and Anderson stressed reading skills as a tool for learning. They opined that this skill is carried by learners across all the subjects. Therefore, they must have a strong foundation of this skill so that they can succeed.

5.5 CONCLUSION

This chapter began by presenting the summary of all the chapters from Chapter 1 to the last chapter. After the summary, the research findings were given in detail together with the recommendations. The last part of this chapter entailed recommendations for further study. This research study has found many factors that contribute to the problem. Some of these factors need to be researched separately. Therefore, recommendations for further study were also given. The problem of this research study related to grade 7 learners who are not performing well in the Tshivenda Home Language subject at Khavhambe Primary School.

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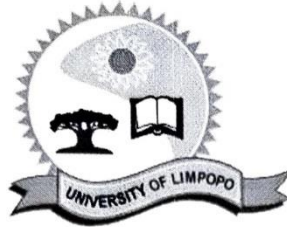
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5.7 APPENDICES

Appendix A. Ethical clearance letter from University of Limpopo



University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 23 February 2022

PROJECT NUMBER: TREC/01/2022: PG

PROJECT:

Title: Factors Contributing to the Poor Performance of Grade 7 Learners in Tshivenda HL at Khavhambe Primary School
Researcher: Al Neshakadza
Supervisor: Dr AE Maungedzo
Co-Supervisor/s: N/A
School: Education
Degree: Masters of Education in Language Education (Tshivenda)

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Appendix B. Letter asking permission from Department of Education

PO Box 1639

SHAKADZA

0958

02 June 2022

DEPARTMENT OF EDUCATION

Attention: Relevant LDoE officials

Date: 02 June 2022

**REQUEST FOR PERMISSION TO CONDUCT STUDY AT KHAVHAMBE
PRIMARY SCHOOL**

Dear Sir/Madam

I. **Mr Neshakadza Aifheli Isaac**, a master's student at the University of Limpopo and a Tshivenda educator at Karel Ngigideni Primary School under Sambandou circuit in Vhembe East district, hereby request for permission to visit Khavhambe Primary School to conduct a research study, specifically to collect data.

The title of my study is "**An investigation of the factors contributing to the poor performance by Grade 7 learners in Tshivenda HL at Khavhambe Primary School**". The study will be conducted under the supervision of Dr N.C. Rañanga (University of Limpopo).

For any enquiry please contact me at: 0712722833 or neshakadzaaifheli@gmail.com.

Thank you in advance.

Researchers' signature 

Yours sincerely

Neshakadza A.I.

Appendix C. Letter granting permission from Department of Education



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Nechakadza A I
P.O. Box 1639
Shakadza
0958

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **“AN INVESTIGATION OF THE FACTORS CONTRIBUTING TO POOR PERFORMANCE OF GRADE 7 LEARNERS IN TSHIVENDA HOME LANGUAGE AT KHAVHAMBE PRIMARY SCHOOL “**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.


REQUEST FOR PERMISSION TO CONDUCT RESEARCH : NESHAKADZA AI Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa - development is about people

- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes:



Mashaba KM

DDG: CORPORATE SERVICES

22/09/2022

Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : NESHAKADZA AI Page 2

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa development is about people

Appendix D. Letter asking permission from the school

PO Box 1639

SHAKADZA

0958

23 September 2022

KHAVHAMBE PRIMARY SCHOOL

Attention: Principal

Date: 23 September 2022

**REQUEST FOR PERMISSION TO CONDUCT A STUDY AT KHAVHAMBE
PRIMARY SCHOOL**

Dear Sir

I, **Mr Neshakadza Aifheli Isaac**, a master's student at the University of Limpopo and a Tshivenda educator at Karel Ngigideni Primary School under Sambandou circuit in Vhembe East district, hereby request for permission to visit Khavhambe Primary School to conduct my study, specifically to collect data.

The title of my study is "**An investigation of the factors contributing to the poor performance by Grade 7 learners in Tshivenda HL at Khavhambe Primary School**". The study will be conducted under the supervision of Dr N.C. Raňanga (University of Limpopo).

For any enquiry please contact me at: 0712722833 or neshakadzaaifheli@gmail.com.

Researchers' signature 

Thank you in advance.

Yours sincerely

Neshakadza A.I.

Appendix E. Letter granting permission from the school



KHAVHAMBE PRIMARY SCHOOL

Address : P O Box 753 – Makuya – 0973

EMIS : 930310646

Enquiry : Mulovhedzi M.Q.

Cell : 076 7199 567

Email : qmulovhedzi@gmail.com

Date : 23 SEPTEMBER 2022

TO : NESHAKADZA A.I.
P O Box 1639
SHAKADZA
0958

RE : REQUEST FOR A PERMISSION TO CONDUCT RESEARCH AT KHAVHAMBE PRIMARY SCHOOL

The matter above refers

We acknowledge the receipt of your letter dated 23 September 2022 requesting for permission to conduct research at Khavhambe primary school.

After consultation with the SMT and SGB of our school your request to conduct research has been approved.

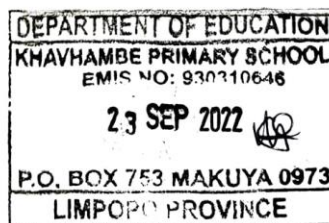
Hoping the conditions set out in your letter of approval by the department will be adhered to.

Yours faithfully



MULOVHEDZI M.Q.
PRINCIPAL

23/09/2022
DATE :



Appendix F. Letter asking permission from subject educator

PO Box 1639

SHAKADZA

0958

28 September 2022

Dear Participant (Tshivenda educator)

I am Mr Neshakadza Aifheli Isaac, a master's student at the University of Limpopo and a Tshivenda Home Language educator at Karel Ngigideni Primary school in Sambandou circuit in Vhembe District. I wrote this letter to you to ask for your permission to interview you and a sample of learners from grade 7 in my research study. The title of my study is '**An investigation of the factors contributing to the poor performance by grade 7 learners in Tshivenda HL at Khavhambe Primary School**'. The study will be conducted under the supervision of Dr N.C. Rañanga (University of Limpopo).

In your participation, I am going to **do** and **request** the following:

1. I will ask you questions regarding your learners' performance.
2. I will request Tshivenda Home Language mark-sheet from term 1 recorded tasks. **(N.B. learners' names erased)**.
3. I will request a sample of learners' classwork books **(N.B their names will be concealed)**.
4. I will visit your Tshivenda class on the date and time of your choice to do a class observation, so as to observe how you deliver your lessons, how your learners participate and a few more other things relating to lesson delivery.

Your participation in this study is voluntary, and you may decide to withdraw from the study at any time without any negative consequences thereafter. All

information you will provide will be considered completely confidential, and pseudonyms will be used to ensure anonymity.

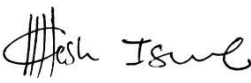
Expect no reward or any benefit of any kind except for the recommendations on how you can improve your learners' performance that will be brought about by the completion of this study.

Your participation in this study will not land you in any risk of any kind. Therefore, feel free to take part and ask questions whenever you feel like you need to understand something.

For any enquiry please contact me at 0712722833 or neshakadzaaifheli@gmail.com.

In response to my request, please sign on the participant's space provided and tick one of the boxes below **(agree or not agree)**.

I..... **(Signature of participant)**
have agreed **not agreed** to participate in this study.

Researcher's signature: 

Thank you in advance

Yours sincerely

Neshakadza A.I.

Appendix G. Letters of informed consent from learners' parents

PO Box 1639

SHAKADZA

0958

28 Khubvumedzi 2022

Mubebi wa mugudi

Nne **Vho- Neshakadza Aifheli Isaac**, ndi mutshudeni wa digirii yaa Masters in Language Education ngei yunivesithi ya Limpopo. Ndi dovha nda vha mugudisi wa thero ya Tshivenda Luambo lwa Hayani kha tshikolo tsha Phuraimari ya Karel Nngigideni. Ndi khou vha n'walela i'nwalo ili sa mubebi wa mugudi wa phuraimari ya Khavhambe we nda mu nanguludza uri a shele mulenzhe kha mushumo une nda khou ita wa thodisiso kha vhagudi vha gireidi 7 henefha Khavhambe.

Thoho ya thodisiso yanga yo lavhelesa kha u thodisisa nga ha zwivhangi zwine zwa khou shela mulenzhe kha u sa shuma zwavhuḏi ha vhagudi vha gireidi 7 kha thero ya Tshivenda Luambo lwa Hayani ndo sedza kha vhagudi vha Phuraimari ya Khavhambe.

Ndi tama vha tshi ḏivha zwi tevhelaho:

1. N'wana wavho ha ngo nangiwa ngauri ha koni/ u a konesa.
2. Madzina a n'wana wavho ha nga n'walwi fhethu kha mushumo uyu.
3. Thendelo ya u dzhenelela ha n'wana wavho kha mushumo uyu i ḏo bva kha vhone sa mubebi/muunḏi.
4. Vhagudi vho nanguludzwaho vha ḏo vhudziswa mbudziso dzo sedzaho kha ngudo dzavho.
5. N'wana wavho u na p'fanelo ya u hana u fhindula dziḥwe dza mbudziso, u na p'fanelo ya u ḏibvisa kha u vha mudzheneleli kha mushumo uyu, nahone a hu na malamba ane n'wana wavho a ḏo a wana kha mushumo uyu.

6. Arali hu na zwine vha tama u divhesesa nga ha mushumo uyu, vha nga nkwama kha nomboro dza luṭingo: 0712722833

Ndi hambela uri vha saine na u vhea thilkhhi kha zwivhili zwo netshedzwaho sa ndila ya u tenda kana u hana ṅwana wavho a tshi shela mulenzhe kha mushumo uyu afho fhasi.

Nṅe mubebi/muundi wa mugudi Vho: ndi khou **tenda** / **U hana** u ri ṅwana wanga a vhe mudzheneleli wa mushumo uyu, nga datumu iyi2022

Tsaino ya mubebi/muundi

Tsaino ya muṭodisisi 

Wavho a fulufhedzeaho

Neshakadza A.I.

Appendix H. Document with learners' marks for term 1

Class : 7A Term1 : 2022/03/12 - 2022/03/17 All Learners Patch Version: 22.0.2		TASKS		Writing - essays		Response to texts						
HOB Verified Principal Ver		Status	Open	Open	Open	Open						
Activities		Open	Language structures	Literary/ non-literary	Visual text	Open						
Marking: -1 = Absent, -2 = Not Captured		Weighting	33.33	40	40	20	66.67					
Include in SBA Year Mark		Total Mark	30	20	20	10	50					
		Term /Date	Term1 2022/03/14	T2:A1 2022/03/14	T2:A2 2022/03/14	T2:A3 2022/03/14	Term1 2022/03/14					
No	Acc No	Learner	Gender	T1	T2:A1	T2:A2	T2:A3	T2	TOTAL Weighted Mark	Term %	Level	Report Term
			Male	13	8	12	14	22	41.55	100	3	42
			Male	16	9	9	7	20	44.45	41.55	3	44
			Male	14	4	5	5	14	34.22	34.22	2	34
			Female	25	3	14	5	24	59.78	59.78	4	60
			Female	17	9	16	6	31	60.23	60.23	5	60
			Male	9	8	12	2	22	39.33	39.33	2	39
			Female	6	4	10	8	34	63.12	63.12	5	63
			Male	14	1	14	5	30	55.55	55.55	4	56
			Male	17	10	13	3	26	53.56	53.56	4	54
			Male	16	9	13	7	29	56.45	56.45	4	56
			Male	18	8	16	1	25	53.34	53.34	4	53
			Female	11	8	15	7	28	49.56	49.56	3	50
			Female	15	12	15	5	32	59.34	59.34	4	59
			Female	14	12	18	7	37	51.55	51.55	4	52
			Female	18	14	14	6	37	69.34	69.34	5	69
			Male	20	13	14	6	33	66.22	66.22	5	66
			Male	22	3	16	4	23	55.11	55.11	4	55
			Female	10	1	0	0	1	12.44	12.44	1	12
			Female	16	5	8	7	20	44.45	44.45	3	44
			Female	20	6	12	5	23	52.89	52.89	4	53
			Female	14	7	15	3	24	47.55	47.55	3	48
			Female	16	8	14	3	23	48.45	48.45	3	48
			Male	16	14	14	5	33	61.78	61.78	5	62
			Female	21	3	20	8	41	78.00	78.00	6	78
			Male	17	8	12	6	26	53.56	53.56	4	54
			Female	13	6	19	3	23	43.77	43.77	3	44
			Male	14	9	12	4	25	45.56	45.56	3	46
			Male	16	12	14	8	35	64.45	64.45	5	64
			Male	14	2	11	5	18	39.55	39.55	2	40
			Male	13	10	11	2	23				

Low - performer

Middle Performer

Top - performer

14V/HAMBE PRIMARY SCHOOL

Tshivenda Home Language (Gr 07)
 Class : 7A
 Term1 : 2022/01/12 - 2022/03/17
 All Learners
 Patch Version: 22.0.2

No	Acc No	Learner	Gender	TASKS				TOTAL Weighted Mark	Term %	Level	Report Term	
				Writing - essays	Open	Open	Literary/ non-literary					Open
				33.33	40	40	20	66.67				
				30	20	20	10	50				
				Yes				Yes				
				Term1 2022/03/14	2022/03/14	2022/03/14	2022/03/14	Term1 2022/03/14				
				T1	T2:A1	T2:A2	T2:A3	T2				
		Male		12	2	2	3	7	22.66	22.66	1	23
		Female		17	10	15	10	35	65.56	65.56	5	66
		Male		24	11	17	9	37	76.00	76.00	6	76
		Male		12	3	9	4	16	34.66	34.66	2	35
		Female		14	1	11	4	16	36.88	36.88	2	37
		Male		22	10	16	7	33	68.44	68.44	5	68
		Male		15	7	13	4	24	48.67	48.67	3	49
		Male		12	0	6	3	9	25.33	25.33	1	25
		Average%		52	36	63	51	50				
		Total		598	277	478	193	948				51

Low Performer

TOP performer

Vhembe East District

MONITORING TOOL FOR TEACHING ACTIVITIES AND ASSESSMENT

Subject: Shivendo

Grade	7	Name of educator:	Muthelele M.C
Unit	Sambender	School	Khambambwe Primary
Term	1	Week	
		Date	10 October 2022

MONITORING OF CURRICULUM COVERAGE PER TERM

Content to be covered as per ATP	Content covered by the educator up to date.	Comment on coverage status	
Term	Week No.	(Yes or No)	Behind/ On course/ Ahead
1	1-2	Yes	On course
1	3-4	Yes	On course
1	5-6	Yes	On course
1	7-8	Yes	On course
1	9-10	Yes	On course

Monitoring regularly done at the end of the topic(s) in relation to the ATP
andatory comments on the curriculum coverage status (i.e Ahead (e.g due to extra
es), On course (caution on July target) and Behind (Evidence of school based
very plan to be implemented).

The educator has covered all the content for term 1

MONITORING TOOL FOR THE QUALITY ASSURANCE OF ADMINISTRATION OF INFORMAL ASSESSMENT TASKS - CURRICULUM / CONTENT COVERAGE

1.2 QUANTITY OF INFORMAL TASKS (EXERCISES/ WORKBOOKS/ INFORMAL TESTS)

a) Number of informal tasks administered up to date. (at least 3 tasks per week / 5 tasks per week for Mathematics and Science) / as per subject policy	Expected no.	Actual no.	Controlled and marked activities
Sampled learner a) Learner A	24	26	26
Sampled learner b) Learner B	24	26	26
Sampled learner c) Learner C	24	26	26
Sampled learner d) Learner D	24	26	26
Sampled learner e) Learner E	24	26	26
Total	120	156	
Average = sum of tasks (total above) / no. of learners	24	26	
Average % = Actual no. x 100 / Expected no.		108%	

Comment: *Good work*

1.3 FORMAL TASKS (SBA Tasks) PER TERM

Tasks to be administered as per program of assessment/ accommodative	Tasks administered by the educator up to date.	If not, comment on the date to be administered.
Term	Task Description	(Yes or No)
1	Respond to text essay	✓

Aspect	Y	N
(a) Are there CAPS compliant documents in the Educator's Portfolio file? (CAPS document, Programme of Assessment, Subject Working Mark Sheet, Assessment, Moderation)	✓	
(b) Is there evidence of moderation of formal assessment?		
(i) PRE-ADMIN. SCHOOL BASED MODERATION REPORT [Form A3(a)]	✓	
(ii) POST-ADMIN. SCHOOL BASED MODERATION REPORT [Form A3(b)]	✓	

Appendix J. Evidence from classwork books

J.1. Elements of literature writing

12 phando 2022

Ndlovu

Q. Jalutshelwa zwipanda zwidzibelaho zwa J. the retha

- a. puloho-Nd: ndundundunche ya maphungo u bra mathomoni, u swika magumoni.
- b. thethuyhupo-Nd: qhethu hune ha tambeliwa hone, bavelela hone
- c. vhaanewa na tsatata dcarho-Nd: vhatambi, x. Mup:ki:s, Muanwa dendeke, Muluta
- d. khudano na tsatata dcarho-Khudano ya nga ngomy, khudano yanga nga
- e. ihera-Nd: zwithu zwine na guda khazwo.

23 g. vhaqudi vha do iwaka ngowedwa Esho qhelaho] vhaqudi vha iwaka ngowedwa.

24

Q. Fakur: machungo a tshelaho a bra tshahaga tsir: th: o: dabe n: a ise kba tshahaga bhe tshelawhi

M

- a. Mutakha o lima nga mboraga Eshidaho] Mutakha vha do lima nga mboraga. Eshahelaho]
- b. Ro ri, ro dzula ha bveleka ndau Eshidaho] fi: do ri: ro dzula ha bveleka ndau. Eshahelaho]
- c. Munna mulappu u khou lima nga damba Eshahelaho] Munna mulappu o fi: lima nga damba Esh
- d. Ri: do ya u lima nga phulu Eshahelaho] fi: khou lima nga phulu.

Q. Nena: vhauchi ba me: ph: aya.

- a. Mutami - vhalimi
- b. Rabulas: - vhorabulas:
- c. Ish: guamathukhu - Zw: guamathukhu
- d. Ph: i: nwa - Zw: i: nwa
- e. Mad: - Mad:

13 phando 2022

Ndlovu

c. vhaanewa Nd: shattu shane muniwani a vha shumisa kha khaanewa lawe.

J.2. Poetry and language

Tshuwahweye 26 phando 2022

Mimbwa yanga : ri: ndi: na vhuuthu

Mimbwa yanga : ri: ndi: na vhuuthu.

Mimbwa yanga : ri: ndi: wa vhuudi.

Mimbwa yanga : ri: ndi: na mbitu ya vhuudi.

Mimbwa yanga : ri: ndi: na vhuuthi lo ha vhuudi.

Mimbwa yanga yo naka

12 Mimbwa yanga yo kwata

Mimbwa yanga yo nkwatela

15 Mimbwa yanga yo kwata ngauri: ndo: deima zwijwa

17

Mimbwa yanga yo tswa

Mimbwa yanga ndo: deima vhuswa

Mimbwa yanga ya kwata

Mimbwa yanga ya nduma

Mimbwa yanga a: furi: maroho

Mimbwa yanga : funa ngamba

Mimbwa yanga : ya bora

Mimbwa yanga : a kwatisa

Luambo = 4

Tsh: vhuumbwa = 4

Mbano = 4

27 phando 2022

Ndowedza

1. Tshirendo itshi tshi tshu amba nga to ana?

Tshi tshu amba gya ho nuwana uo tshikolo. X

6 2. Zwitana zwa tshirendo itshi ndi zwirigana?

7 Tshi: na na zwitana zwitana (5)

11 3. Tshifanekisa u thama tshi na yese ngana?

18 phando 2022

Tshuwaabanya

Nean: thakutshetso mbili nga maggi aya a sa gani:

- a. thambo-ithambo ya i maggi yo mela. b. ithambo yanga ya u rhotha khwa: yo xela
- b. ihoho-ihoho yanga ^{muti} rhotho rema. b. ihoho yo ^{tharhani} rhotho ~~rhotho~~ tsimani.
- c. itho-itho rhotho lutha rhotho. b. Makhulu rho edela kha rhotho ya u adza
- d. mbila-malume rho fara mbila mulotha. b. Makhulu rho rhotho lutha mbila.
- e. Panga-Makhulu rho ka ranga ^{ia mureho} mulotha. b. rhotho rho ranga u juwa rhotho.

15 Nean: thakutshetso dza maid: ama aya

15

- a. u bata rhotho- u wa.
- b. u otha rhotho- u dha mbanche.
- c. u singa rhotho rhotho- u tshimbika rhotho rhotho.
- d. u latha rhotho- u kha u sanga rhotho.
- e. Hu rhotho rhotho- a huna ^{mugayo} rhotho.

Ndowetso 19 phando 2022

O tshetso ma: mafhungo: aya

- a. Mvula yo rhotho na rhotho rhotho.
- b. Ndi rhotho rhotho rhotho rhotho rhotho rhotho.
- 6 c. rhotho rhotho rhotho rhotho rhotho rhotho.
- 10 d. rhotho rhotho rhotho rhotho rhotho rhotho.
- e. Ndi rhotho rhotho rhotho rhotho rhotho rhotho.

a. Bulani: makhulu rhotho rhotho rhotho rhotho rhotho rhotho.

- a. rhotho
- b. rhotho
- c. rhotho
- d. rhotho

19 phando 2022

Nkulamisa

s, ya m. lencheni

Seen

20 phando 2022

Nkulamisa

a.

a. u gea fhalutshelwa dea maipji.

b. u fanganyu hufuwa enjedwa ngi nho ya kumbo.

c. u fi gea kutwalele kwone kwa ifji.

Seen

Nbuedwa 21 phando 2022

Biruru ya tshitoro

Q. Bulani yha newa yhararu yha tshitoro: itsho itsho.

9 a. yha Nyadenga

9 b. yha Romaru

10 c. yha Nethatthe

Q. Pulato ya tshitoro: itsho yo kene u hweledwa? i. ketrom:

9 Ee ngauri a khou bvelela mugini: warho-Nethatthe ma ngau dwala x

10 Maphungu aya a khou bvelela ngaphi:

Mugini wa yho-Nethatthe.

Q. Ialeha: masala maphungu aya ni tugeleke madzima ^{ngaphi} ~~ngaphi~~.

Maema o lovhelwa nga ^{Lucambo} ~~ngaphi~~ thede: ene ha ji mbilu. jafuba yawe ya katheroni: yane
yo yunde, thede: twidulo ^{ngaphi} ~~ngaphi~~ nd: twa swa khomphi. yutha yane yo ^{ngaphi} ~~ngaphi~~ rahone
ha diti. ur: i do ^{ngaphi} ~~ngaphi~~ nga nnyi, ngauri mawala wewe ene u rho reha ^{ngaphi} ~~ngaphi~~ kashit

25 phando 2022

Nkulamisa

ngauri maphungu a khou hachetom.

J.3. Short story

19 phando 2022

Nkulamiso

s, ya mlencheni

Seen

20 phando 202

Nkulamiso

a.

a. u qea khalutshelako dea maipji.

b. u jaganyhudakulu engedea ngi vho ya luambo.

c. u fi qea kurwalele kuone kuwa ifji.

Seen

Mbuedeo 21 phando 2022

Biruru ya tshitoro

Q. Buthi vhooneva zhararu vho tshitoro itsho itsho.

9 a. vho Nyadenga

9 b. vho Roraru

10 c. vho Ne thotte

Q. Pulato ya tshitoro itsho yo kana u bvedza? iikedram:

11 Ee ngauri a khou bvelela mujini wa vho-Netthotte na ngau duwaka

Q. Maphungo aya a khou bvelela ngathi:

Mujini wa vho-Netthotte.

Q. Ialeha masala maphungo aya ni tshetshetse madzima ^{Luambo} ^{maphungo}

Maema o lovhelwa nga ^{Luambo} thede: ene ha ji mbilu. jafula yawe ya katheroni, yane yo yunde, thede: zwidulo zwane ndi: zwaswa khomphi yutha spawo yo tshimpilo mhone ha diti ur: i do ^{Luambo} ngaswa nga nyi, ngauri mutwala wawe ene u vho reha ^{Luambo} matoro wa tshidid

25 phando 2022

Nkulamiso

ngauri maphungo a khou khetetam.

J.4. Essay (Maanea)

Tshina rese tharu (5)

4. Nd: figara: ifhio ya muamba ne ya khou abarabara kha tshitarara tsha u thame

Kondeleka vhuwa ho na rha toini. - L: edamuthu

5. Murendi e thwasa figara de ya muamba kha mutaloti, voo vhu vhi: wa tshitarara tsha vhu
Kondeleka L: fanyis.

6. Murendi e khou kutwara vhang vha tshitarara u ita mia?

U r: vha dchene tshikolo vho fanga

7. Nd: tshitarara tshichio tshi ce na maganyo: mvyit?

Nd: tshitarara tsha vhu vhi: (4)

Mudamiso

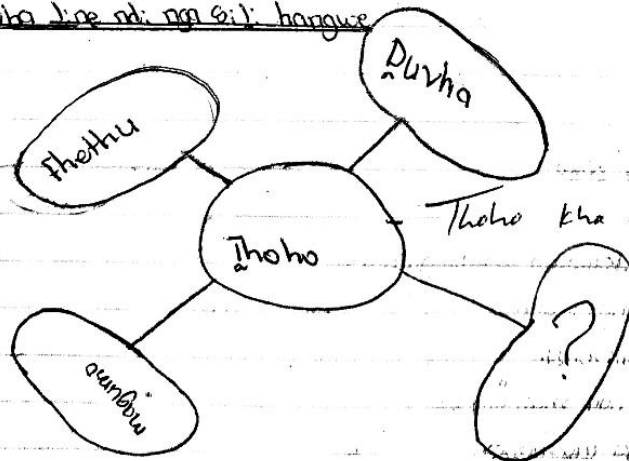
1. Mgaha u dchene tshikolo.

See

Tshwarabaya ob Luluhi 2022

palama: masea e nganelchelo nga phosi ka thoto iji:

* Dvha ipe nd: nga si: hangwe



Thoho kha i nwarne afha