

**FACTORS AFFECTING ACADEMIC PERFORMANCE  
OF GRADE 12 LEARNERS IN  
MOGALAKWENA CIRCUIT**

**BY**

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## DECLARATION

I declare that the **factors affecting academic performance of Grade 12 learners in Mogalakwena Circuit** ( mini- dissertation) hereby submitted to the University of Limpopo , for the degree of Master in Public Administration has not been submitted by me for a degree at this or any other University; that it is my work in design and in execution, and that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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**Date**

## **Abstract**

The aim of this is to investigate the factors which play a role in the poor performance of the Grade 12 in the secondary schools in the Mogalakwena Circuit of the Limpopo Province.

The researcher engaged a qualitative type of methodology. An interview schedule was compiled. A semi-structured interview was conducted on the subject of research.

Secondary schools were sampled for the interview process. Data were analyzed manually and mechanically. Factors affecting learner performance were found to be basic. The human and material demands were found to be inhibiting learning. Solutions from within and without the schools were recommended to help reduce the problem of Grade12 failure rate.

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## **LIST OF ABBREVIATIONS**

APIP-Academic Performance Improvement Plan

CE- Curriculum Advisors are not well equipped

DOE- Department of Education

EC- Educators are not committed

EE- Educators are no exemplary to learners

EN- Employment is characterized by nepotism

ET- Educators are twinning

EUW- Educators attend Union Activities during working hours

INI- IQMS is not implemented

IQMS- Integrated Quality Management System

LC – learners are not committed

LDASR- Learners do not attend school regularly

LFE- Learners fail English as a medium of instruction

LM- Learners are not motivated

LNMS- Learners have negative attitudes towards Maths and Science

MEC- Member of Executive Council

MSD- Monitoring and Support is not strengthened by the Department

MSDL- Maths and Science educators do not motivate learners

OSD- Occupational Specific Dispensation for Education

PDL- Parents do not encourage learners to attend

PI- Parents are not actively involved

RCL- Representative Council of Learners

RSA – Republic of South Africa

SACE – South African Council of Educators

SASA – South African Schools' Act

SGB – School Governing Bodies

SIB – School Improvement Plan

SMT – School Management Team

TWS – Teamwork is not strengthen

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# **CHAPTER 1: INTRODUCTION**

## **1.1 Background**

The academic performance of Grade 12 learners in Limpopo Province has become a yardstick for measuring the creativity of our education system, to a larger extent; these academic performances are also used as a yardstick to measure the capability of learners to further their studies at tertiary institutions. The major problem is that the academic performance of learners in most schools within the province does not measure what is required. Almost every year, after the Grade 12 results are announced, the parents of learners in Mogalakwena Circuit point fingers at the school principals and educators because of the Grade 12 poor results. Schools in Mogalakwena Circuit in the Waterberg District in Limpopo Province lag behind in educational development due to the fact that the academic performance of the Grade 12 learners does not satisfy their parents. In this study the researcher is investigating on factors contributing to the poor academic performance of the Grade 12 learners in Mogalakwena Circuit within the Limpopo Province. The findings from the investigations will alert the Department of

Education on areas that need improvement and schools in Mogalakwena Circuit shall be the beneficiaries, should the study be successful.

## **1.2 Statement of the problem**

The Department of Education in Limpopo Province spent resources on human capital, OSD (Occupational Specific Dispensation) for educators, curriculum reform (Department of Education 2010). School principals, School Governing Bodies and learner representatives attend workshops to improve academic performance of schools but Mogalakwena Circuit is still classified as an underperforming Circuit. Since it becomes difficult for most of the learners to pass Grade 12 examination, the reasons for the unsatisfactory performance are investigated in the study.

## **1.3 The research questions to be answered**

Question 1

What influences the poor academic performance of Grade 12 learners in Mogalakwena Circuit?

## Question 2

- i. Is the academic performance of Grade 12 learners in Mogalakwena the same in all subjects?
- ii. What factors contribute to the variation in the academic performance of Grade 12 learners in Mogalakwena Circuit in other subjects?
- iii. How can teachers and learners stay motivated when so many factors make teaching and learning difficult?
- iv. What can the school do to motivate parents to get involved in school activities?
- v. What activities can be developed to improve educators' performance in their day to day delivery of their lessons?
- vi. What intervention strategies can be developed to improve learners' behaviour?
- vii. Are sufficient resources provided for Maths and Science subjects to address the problem of under resourced schools effectively?

## **1.4 Aim of the study**

The study is aimed at identifying factors contributing to the poor academic performance of Grade 12 learners in Mogalakwena Circuit. The causes which contribute to the poor academic performance of Grade 12 learners are highlighted in the research.

## **1.5 Objectives**

The success of this research which is factors affecting to the academic performance of Grade 12 learners in Mogalakwena Circuit is determined by the following aspects:

- To identify the factors affecting the academic performance of Grade 12 learners in Mogalakwena Circuit.
- To assess the roles of the school management team.
- To appraise the effectiveness of monitoring by the relevant authorities.
- To investigate the perception of educators with regard to the academic performance.

## **1.6 The Significance of the study**

The importance of conducting this research is to find out the factors that contribute to the poor academic performance of Grade 12 learners in

Mogalakwena Circuit so as to develop intervention programs which will help in the following:

- 1) The educational authorities e.g. Curriculum Advisors, Circuit Managers and monitoring support groups will understand factors affecting the academic performance of Grade 12 learners.
- 2) Educators and School Management Team will understand these factors and possibly come up with the intervention strategies to be implemented in improving the academic performance at their schools.
- 3) The parents and learners will benefit from the results of the intervention strategies because when learners pass Grade 12 examinations, they stand an opportunity to get an employment and this shall improve the quality of life in the community.

### **1.7 Clarification of concepts**

Discussions of concepts in the Social Science tend to be a matter of the choice of terms and, more importantly, of their definitions.

The following terms are used throughout the research project and are clarified below.

- i. IQMS- Integrated Quality Management System. This is an approach used to develop educators. If the educator does not comply with a particular assessment standard laid down, it is then noticed that he needs to be helped towards achieving that standard. Department of Education Training Manual (2006).
- ii. DOE- Department of Education. This is the department that is responsible for educational matters.
- iii. MEC= Member of Executive Council.
- iv. SMT- School Management Team. It is the team that manages the school. It comprises of the principal as the manager, the deputy principal who assists the principal in managing the school and the departmental heads who manage specific subjects.
- v. SGB- School Governing Body. It is the body that governs the school. It comprises parents' component, learners' component and teachers' component with the aim of assisting the principal in the running of the school. (South African School Act 84 of 1996).
- vi. RCL- Representative Council of Learners. A council of learners that concentrates more on the needs of learners in Education.

- vii. OSD- Occupation Specific Dispensation for education. It is aimed at attracting and retaining skills in teaching profession through reviewing the salary structure, salary progression and teacher development (Department of Education 2010).
- viii. SIP- School Improvement Plan. This is the strategy implemented by individual schools to improve the academic performance of learners (DOE 2010).
- ix. APIP- Academic Performance Improvement Plan. The strategy implemented by the school to improve academic performance of learners (DoE 2010).
- x. SASA- South African School's Act 84 of 1996. An act that stipulates functions of the School Governing Bodies.
- xi. SACE- South African Council for Educators. It contains the code of conduct for educators in South Africa.
- xii. RSA- Republic of South Africa.

## **1.8 Outline of the dissertation**

Chapter 2 reveals the review of other researchers on the topic under study.

Chapter 3 shows the methodology used when collecting data. In Chapter 4 data



collected is presented and interpreted. Finally in Chapter 5, recommendations are made on the implications that the researcher comes across.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

In order to conceive the research topic in a way that permits a clear formulation of the problem, some background information is necessary. This is obtained mainly by reading whatever has been published that seems to be relevant to the research topic. This process is called Literature review. Review of the literature bears significance on providing the researcher with deeper insight into the topic of research. The research process should not re-invent the wheel.

According to Bless and Higson (2001) they state the purpose of literature review as:

- i. To sharpen and deepen the theoretical framework of the research.
- ii. To familiarize the researcher with the latest developments in the area of the research, as well as in related areas.
- iii. To determine what had already been done and what is yet to be done.
- iv. To discover the relations between different research results by comparing various investigations.
- v. To identify variables that must be considered in the research.

Literature review refers to any collection of materials on a topic. It discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain period. In the investigation of factors contributing to the poor academic performance of Grade 12 learners in Mogalakwena Circuit, literature review provided a solid background for the research process.

Conducting a literature review is a means of demonstrating the researcher's knowledge of a particular field of study, including vocabulary, theories, key variables and phenomena and its method and history. For a school to produce good results, a number of aspects were taken into consideration as viewed by different researchers. Concentration on literature review were derived from the following themes.

## **2.2 Conduct of learners and educators at school**

Bullying as a pervasive problem for pupils, contributes negatively to the academic performance of learners. To solve the problem of bullying at schools, a variety of school intervention plans were in place to help the bully and victim in developing improved self-esteem which is a factor in academic performance (Goodman 2001). Discipline as a contributory factor on academic performance is not only on learners per se, but also on teachers. Poor discipline in school results in chaos and

instability, for example, an educator cannot discipline a child for coming late if he/she is also always late. Lack of discipline amongst educators results in poor academic performance (RSA 2000).

The former MEC of Education in Limpopo province, Edgar Mushwana, in the occasion of 2000, Grade 12 results announcement stated that poor performance is caused by ill-disciplined teachers who bunk classes so as to attend to their personal engagement which are not related to their work. He indicated that even though teachers are given an ample opportunity to detect subject efficiency and come up with remedial strategies before learners sit for their final examination, they ignored it. Mushwana argues that teachers establish sexual relationships with learners and this contributes negatively to the academic performance of learners (DOE 2000). Such practices by educators contravene the South African Council for Educators' code of conduct which prescribes that the educator is the one who respect the dignity, beliefs and constitutional rights of learners which includes the right to privacy and confidentiality (RSA 1999). It further states that an educator should acknowledge the uniqueness, individuality and specific needs of each learner, guiding and encouraging each to realize his or her potentials. The code of conduct for educators also emphasizes that where appropriate; an

educator should recognize the parent as a partner in the education and promote a harmonious relationship with him.

Teachers' strike has also become a most distraction to the culture of learning and teaching. Once the educators go on strike the entire learning environment is disturbed. Most learners are unable to learn on their own, rather, they start to roam the streets and ultimately fail their examinations (Khumalo 2010).

Mushwana (2000) states that in most of the schools, educators display a negative role such as late coming, absenteeism and substance abuse. He further states that most of the teachers would go to the classes without having prepared for the lessons and fail to report for the scheduled classes. He also states that at times teachers do not attend their own periods but dish out notes and homeworks without dealing with subject matter in class. Mushwana indicates that initiation ceremonies and absenteeism during child maintenance grant pay days interfere with school work and keep many Grade 12 learners away from school.

According to I-Fang Chung and Cheng Huang (2010), performance in English as a subject in Taiwan is determined by the attitude of student towards English as a subject. English in Taiwan seems to have directed students towards a narrow

viewpoint of foreign cultures since many students associate foreigners with English speaking people only. They further indicate that students generally have strong interest in English speaking and have a desire to spend time in English speaking places. Their argument is that the attitude of learners in English as a subject impacts negatively on learners' performance.

Absenteeism contributes negatively to poor academic performance of Grade 12 learners in most schools. In the new dispensation, corporal punishment which had previously been an acceptable means of disciplining learners was abolished and learners are made aware of their human rights (Badenhorst, Steyn and Beukes, 2007). They indicate that the absence of corporal punishment eroded the authority of teachers and principals to the point that the maintenance of proper discipline as for now constitutes a thorny dilemma which impacts negatively on academic performance of learners.

Absenteeism causes disruption in class in the sense that the truants need a special attention from the teacher in his/her presence and causes a step backward to good attendees. This impacts negatively on learners who attend regularly because they will have to wait for the teachers to help the truants to catch up (Wilson, Malcom, Edward and Davidson 2008). They state that, the statistical layout on absenteeism is dependent on the degree of mobilization of

the teaching staff and other professionals along with a complex chain of detection, quantification and intervention. They further state that a high level of recorded absenteeism is often indicative of a shared concern amongst the teaching staff and agreement to fight the problem which comes to light through more exhaustive attendance controls. Currently, one of the most prominent factors that affect the learning environment is the conduct of learners. Moloi and Strauss (2005) state that many learners have lost their culture of respect for and trust in their educators.

One of the functions of educators in a classroom situation is to create a positive attitude of learners towards the subject matter. According to Employment of Educators Act 76 of 1999, the functions of the educators are to maintain effective partnerships between parents and schools, with the aim of promoting effective teaching and learning. It further states that teachers must develop systems for monitoring and recording progress made by learners towards achievement of targets set (RSA 1999).

### **2.3 Parental Involvement**

The progress and learner achievement depend on communication between the school and the parents. The parents feel involved in school achievement and

involve themselves more because they are aware that the progress of the school constitutes their children's achievement (Just 2005). She further states the role of parents as encouraging children to do their homework, attend teacher meetings and to participate in parent groups at school. One headmaster in a secondary school in Zimbabwe states that the school will function well due to the relationship that the headmaster has forged with the parents (Frederikse 2000). He maintains that parental involvement plays an important role in the learners' academic performance because the school and parents share the responsibility for learners' achievements. Many parents respond positively to meeting with teachers, do learning activities that are sent home and following up on teachers' recommendations. There is also a great challenge that teachers face, the one that comes from a different segment of family members who are hard to get in touch with.

The South African School Act 84 of 1996 (SASA) emphasizes parental involvement in the education of learners through the SGBs. According to SASA, the school governing body of a public school must promote the best interests of the school and strive to ensure its development through the provision of a quality education for all learners at school (RSA 1998). Just (2005) emphasizes the school-parent compact, a legislation that encourages schools to reach out to parents by



implementing practices that support strong parent participation such as flexible scheduling of home-school conferences. The compact recognizes that families and schools need to work together towards mutual goals and that they share responsibilities for each students' academic performance. The South African Schools Act emphasizes that an educator recognize that an educational institution serves the community (RSA 1998).

Cultural discontinuity between home and school exist for many African students (Cholewa and West- Olatunji 2008). This disconnection between their home and school lives can create barriers to achievement, engagement and learning and can thus contribute negatively to the academic performance of students.

Section 20 of SASA No. 84 of 1996 (RSA 1998) lists a number of duties to be performed by the governing bodies of schools. However, it must be noted that there are a number of factors affecting the performance of school governing bodies. Some of the factors affecting the extent to which participation in school governance takes place, particularly in rural areas are financial backgrounds of the parents, the literacy level of parents and the distance that parents travel to school (Matalasi 2000).

### **2.3.1 Travelling**

Matalasi (2000) explains how distance affects the participation of School Governing Bodies at schools. He emphasizes the fact that the school depends on learners to deliver invitations to their parents/ guardians for the School Governing Body meetings. Only those who are near the school have the advantage of receiving invitations in time and are able to attend meetings as scheduled. Invitations cannot reach members in time because the school is under resourced while the school governing body members are incapacitated.

The long distance the School governing Bodies have to travel to meetings makes it difficult for parents to attend meetings to deal with matters affecting their children's education. Moloi and Strauss (2005) goes on to state that because of the long distance to be covered, the Department of Education officials also find it difficult to visit all the schools in their respective circuits in the rural areas to provide the necessary training/support.

### **2.3.2 Financial problems**

Matalasi (2000) considers the financial problems of parents, amongst other factors, to be the prime reason for their non-involvement in their children's education. Furthermore, she adds that these parents feel intimidated by

educators because of their lack of finance, which will affect the way their governing bodies function. She also associates poor participation in school governing body activities with a lack of finance by parents. It is felt that the monetary contributions demanded by the school are beyond the reach of most parents. Whenever a meeting is called, it involves extra costs, therefore, the majority of parents will not attend because of various reasons that Moloï and Strauss (2005) has given.

### **2.3.3 Literacy of parents**

Parents have an obligation to carry out their responsibilities successfully without any exceptions. Failure by the parents to carry out this obligation would have a negative impact on the child's learning. However, in practice, it is difficult for parents to meet these obligations because of their extremely limited educational qualifications (Matalasi 2000). As mentioned before, parents who are staying or working on the farms are labourers with low incomes, not well educated and poorly skilled. Moloï and Strauss (2005) postulates that the illiteracy of parents is one of the prime negative factors contributing to a lack parental involvement in school matters.

## **2.4 Empowerment and Capacity Building**

The MEC of Education in Limpopo province, Dickson Masemola in his budget speech has made concerted effort to build the capacity of teachers through training in the new curriculum framework for the sake of academic performance of learners (DOE 2010). Mda and Mothata (2000) view improvement and capacity buildings as essentials in adding value and quality to the practice of school management and governance which will contribute positively to academic performance of learners. They further state that the empowerment and capacity building are essentials to support programs for the development of management teams in education systems. The Training Manual for Secondary school Managers emphasized that academic performance of learners is determined by co-operation and team work amongst the school management team (DOE 2000). Moloji and Strauss (2005) emphasizes that academic performance is determined by participatory management where consultation, dialogue and communication are the pillars of teamwork in an effective learning organization (Moloji and Strauss 2002).

Everything that a principal does at school must be focused at improving teaching and learning, which is a good recipe for academic performance (DOE 2000). The principal acknowledges that the exercising of his professional duties occurs within

a context requiring co-operation with and support of colleagues. He must behave in a way that enhances dignity and status of the teaching profession that does not bring the profession into disrepute. In the light of the above facts, the principal promotes the ongoing development of teaching as a profession (SACE 2000).

Public officials, particularly at lower levels of supervision, like the principals at schools are held accountable for adherence to rules and work procedures and for advancement of productivity (Mafunisa 2000). They must also recognize the employer as a partner in education, acknowledge the noble calling of their profession to uphold and promote basic human rights, as embodied in the Constitution of South Africa (SACE 2000).

## **2.5 Lack of resources**

The correlation between ethnicity and poverty in schools further affect the academic performance of learners. According to Landson and Bellings (2006), students in intensely segregated no-white schools are nearly 6 times more likely to attend a low-resourced school than students attending schools where 90%-100% of the student population is white. The schools serving economically disadvantaged neighbourhoods frequently have under qualified and under-paid

teachers are under resourced and have overcrowded conditions. These schools also usually have higher teacher turnover rates and lower parental involvement.

## **2.6 Roles of the School Management Team**

The school planning and management team is responsible for developing a comprehensive school plan to improve academic and school climate (RSA 2000). According to Bush and Clover (2009) the SMT appears to have little impact on teaching and learning issues. They further indicate that the role of principals is to focus strongly on managing the process of teaching and learning by performing the following activities:

- Overseeing the smooth implementation of the curriculum in the schools.
- Ensuring that lessons take place
- Evaluation of learner performance through giving them examinations and internal assessments.
- Monitoring the work of HOD's through scrutinizing their work plan and portfolios.
- Ensuring that HOD's monitor the work of educators within their learning areas.

- Arranging programs of class visits followed up by giving feedback to the educators.
- Ensuring the availability of appropriate learning and teaching support material.

Hoadley (2007) notes that South African principals have experience of instructional leadership but managing teaching and learning is one of the core modules in South Africa.

## **2.7 Motivation**

Motivation is a fundamental recipe for high level academic performance of learners. A learner can make good progress if he/she is motivated by his/her subject teacher. Effective teaching and learning cannot take place without the mutual relationship of a motivated teacher and learners to accomplish one mission, which is good academic performance. Reluctant educators often avoid learners who fail to imitate them. They may categorize such learners as having behavioural problems or being unteachable (Landson and Billings, 2006). They also indicate that teachers who define students in such terms create a classroom environment that is not conducive to learning and achievement of good results, but rather a place rooted in control and management. Such conditions will not

help the reluctant learner achieve any success. On the contrary, educators are not motivated due to class size, and school bureaucracy, nepotism in employment and low salary increases that make teaching more stressful than fulfilling. Mafunisa (2000) states that public officials, particularly at lower levels of supervision are held accountable for adherence to rules and work procedures and for advancement of productivity.

## **2.8 Monitoring and curriculum support**

Employment of Educators Act 76 of 1998 stipulates functions of Curriculum Advisors as representatives of the Department of Education to give support to schools. The Act indicates that the functions of the curriculum delivery are to provide pastoral support to schools whenever requested and to assist in equitable deployment of staff and resources to facilitate teaching and learning (RSA 1999). It further states that curriculum delivery assesses professional development needs, evaluate successes problems of staff, and provide support for professional growth of educators within an appraisal program while ensuring that departmental curricula and other information received which affect colleagues or their work are brought to their notice as soon as possible. It also promotes the National Campaign on the culture of teaching, learning and service.



## 2.9 Unequal funding of education

The apartheid government considered that if the blacks, who make up 70% of South African population are provided with equal education opportunities to other minority race groups, the country's education resource allocation would be heavily stretched to the disadvantage of whites. In 1982-83 the resources provisioning for the four race groups in South Africa in terms of the ratios were as follows:

1: Blacks;

3.4: Colored's;

4.86: Indians

8.27: Whites "(Christie 1986, 100)

The 1994 audit on education provisioning per capita given in the Report of National Committee on Further Education stood as follows:

Whites = R4, 772

Blacks (DET) = R2, 110

Blacks (Homelands) = R1, 524

Colored's = R3, 601

Indians = R4, 423 (Report, 1997:11)

What is being outlined above is an indication of the disparity and inequality in the provision of education resources between the four race groups by the previous apartheid government. The yardstick that was applied by the previous apartheid government in the allocation of resources in the segregated South Africa automatically placed black education at disadvantage. It definitely had a negative effect on the results of Grade 12 learners.

Against this backdrop, the new democratic educational system in South Africa, guided by the South African Schools Act (SASA) 84 of 1996, provides for equitable distribution of educational resources for public schools with different socio-economic backgrounds. The Act provides for the allocation of resources to schools on the basis of a set of norms and standards prescribed for the funding of different public schools. These norms and standards for funding of schools consider certain criteria in categorizing schools for equitable funding.

Criteria such as:

- Availability of resources at schools.
- The socio-economic development level of the community.
- Employment level of the school community

These are criteria which forms the basis for funding across the board. Schools are then classified into different quintiles. Schools with enough resources receive less allocation of funds while schools with fewer resources receive more funds. The impact of the application of these norms and standards still has to be felt because of the huge backlog experience by most schools situated in disadvantaged communities.

### **2.10 The effect of backlog in provisioning on matriculation results**

Black education has been disadvantaged by the apartheid system for almost half a century. The legacy of apartheid exemplified by overcrowded classrooms, poor facilities, low teacher morale and qualifications, high drop-out rates and generally poor funding. All these anomalies are experienced in almost all black oriented schools (Kallaway 1997).

The anomaly in black oriented schools which contributes to dropout problem could be related to performance in Grade 12 classes. From 1996-2003 the pass rate for matric has been fluctuating between 50% and 60% countrywide. Of the 60% pass rate only 20% or less qualify for university entrance (Kallaway 1997).

In 1997, Kallaway made a comparison of matric pass rate according to race. The outcomes were that in the white oriented schools 95% pass rate was obtained while in black oriented schools less than 50% pass rate was experienced (Kallaway 1997). Judging this pass rate against the directive of the Department of Education (DOE) that learners may not repeat the same class twice gives a grim future for all these learners that fail matric.

### **2.11 Educators' training and qualification**

The 1979 audit of educators' qualifications indicated that 82.2% of black educators had no matriculation certificate. In 1980 the "De Lange Report" stated that teachers training for blacks should be reviewed because it was totally inadequate. De Lange referred to both primary and secondary school teacher training programs (Christie 1986).

The majority of these inadequately trained educators are appointed in the rural schools which affect academic performance of Grade 12 learners. To give to the De Lange Commission's findings of the 1980's, in the year 2000 the Department of Education in Limpopo Province had a problem with the educators who did not qualify to be placed at the level of Relative Education Qualification Value 13 (REQV 13) which required a 3 year period of teaching training after matriculation

certification. The number of educators who failed to meet this level of qualification was found to be high in the Limpopo Province that both the University of Limpopo and the University of Vhenda for Science and Technology had to offer a special teacher training program known as National Professional Diploma in Education (NPDE) to enhance the quality of certificates of these educators. The program started in the year 2002. Each University had to enroll 500 educators per year. Despite this high intake of applicants big numbers were left out for the subsequent years. These are the educators who kept the fire burning despite the inadequacy in their qualifications.

The above explanation gives an indication that the quality of teaching in black oriented schools has not been or is not of the quality that would wholly develop performance of the learner in their various subject's offerings.

It is from the literature review that enables the researcher to investigate the topic under study, using various research methods in the next chapter.

# **CHAPTER 3: RESEARCH METHODOLOGY**

## **3.1 Introduction**

This chapter focuses on the methodology used on researching factors that affect academic performance of the Grade 12 learners in Mogalakwena Circuit. A theoretical framework of the study was provided in Chapter 2.

## **3.2 Research Plan**

The plan of this study was based on qualitative approach. Using a qualitative approach, the research was constructed within the framework of ethnography. This approach encourages the researcher to conceptualize power dynamics to improve practice and effect positive social change (Kincheloe and McLaren 2000). The research used the interview method in order to go beyond descriptive questions of how and why, what and how many, to answer the questions of how and why. In this study, the researcher used interview technique to gather educators' life experiences which are fundamentally well suited for locating the meaning of educators place on the factors affecting the academic performance of learners at their various schools.

### **3.3 Area of Study**

The research was conducted in the Waterberg District of the Limpopo Province at Mogalakwena Circuit. The schools in Mogalakwena Circuit are in rural villages headed by different headmen. There are different types of black people belonging to different ethnic groups. The Tswana, Tsonga and Pedi speaking learners from these villages have registered Sepedi as their home language. The schools in Mogalakwena Circuit are in rural places. The roads leading to the schools are in a very bad state. Most of the learners' parents are unemployed and uneducated. The few employed parents left their children at home while staying on white farms.

### **3.4 Population**

In this study, the population required all Grade 12 learners and their educators in twelve secondary schools in Mogalakwena Circuit. It is not possible to study the entire population. For this study, twelve secondary schools in Mogalakwena Circuit were selected as the population. Goddard and Melville (2001) define population as any group that is subject of research interest. In such cases it is necessary to make general findings, based on the study of only a subset of the population called samples.

### **3.5 Sampling Procedure**

The major reason for sampling is feasibility and a complete average of total population is seldom possible while all the members of a population of interest cannot possibly be reached (Strydom, Fouchel and Delport 2005).

According to Le Compte and Preisse (2001) the term sampling denotes extracting systematically from a larger group, adequately representing the larger group. In this study, a stratified purpose sampling was used because:

- a) Participants were selected according to pre-selected criteria relevant to a particular research question (e.g. educators who were presently teaching in Grade 12 in Mogalakwena Circuit).
- b) It is most successful when data review and analysis is done in conjunction with data collection (Maree 2007).
- c) Twenty Grade 12 educators (including their principals) were representing the population and regarded as the sample size of educators in Mogalakwena Circuit, meaning five educators were sampled from each school. The sample is large enough to correctly represent population.



### **3.6 Data Collection**

There are numerous ways of collecting data and these will depend on the purpose and aim of the study. Data was collected through observation and interviewing. Data was recorded by means of taking notes. Two days were spent at every selected school. On the first day the researcher was observing the entire premises and selected staff members trying to establish a healthy relationship and a better understanding of the participants. On the second day the researcher interviewed the selected Grade 12 educators. The following methods were used to collect data.

### **3.7 Data Collection methods**

#### **3.7.1 Observation**

Observation entails systematic noting and recording of events. In this study, the researcher observed teaching in a classroom situation, wherein an educator taught Mathematics and Physics in Grade 12 at selected schools, the following were noted and recorded during lesson presentation in class.

- Punctuality of learners and educators in classes when the periods start.

- Participation of learners in the subject.
- Knowledge of the curriculum content by the educators, i.e. presentation of the subject matter and relevant teaching aids of examples used.

After observing lesson presentation, the researcher requested class-works, test books and policies of the subjects to verify whether the given work corresponds with the policies adopted by the educators. The importance of lesson observation in a classroom situation is that the researcher does not have to depend on the participants' possibility misleading reports but instead observe it directly.

### **3.7.2 Interviews**

An interview is a two way conversation in which the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs and understanding the behavior of the interviewee. Maree (2007) stated the aim of qualitative interview as to see the world through the eyes of the participants. He further indicated that the aim is always to obtain rich descriptive data that will help the researcher to understand the participants' construction of knowledge and social reality.

Twenty educators from selected schools within Mogalakwena Circuit were interviewed by the researcher to gather the information on the conduct of

learners towards learning, parental involvement on matters pertaining to the education of their children, curriculum support and managerial empowerment from the supervisors.

Interview questions which are posed in Annexure A were asked to the respondents and the researcher gathered all the information, presented and interpreted them in Chapter 4.

### **3.8 Data Analysis**

Qualitative data analysis is primarily an inductive process of organizing the data into categories. In this study, the researcher sorted the information collected from the field into categories, formatting the information into the picture and wrote the qualitative text. Following the transcript of the interviews, the data were analyzed by the researcher. Data analysis included:

- a) Reading through the transcripts of the interviews (to assess for accuracy),
- b) Reading through the transcripts several times while highlighting comments or phrases that were representative of the participants' attitudes and thoughts,
- c) Clustering highlighted statements,
- d) Organizing summary and emerging themes in the data (Creswel 2006).

These statements and themes are written up along with the actual quotes associated with them.

Struwig and Stead (2001) stated that qualitative data analysis is essentially about detection and the tasks of defining, categorizing, explaining, exploring and mapping are fundamental to the analyst role. Coding was used in the analysis for communicating messages. In coding, a descriptive word is assigned to notes, abbreviated to be easy to use. The codes used in this study were presented in the next chapter.

The researcher also used the following methods to analyze data.

- Tables: the researcher used tables to record data on the academic performance of Grade 12 learners in Mogalakwena Circuit.
- Charts and graphs are used to interpret the information gathered by the researcher.

### **3.9 Delimitation of the study**

The research focused on Grade 12 schools in Mogalakwena Circuit. The results obtained from data collected were generalized and could be applied to other schools which experienced the same problems. The results collected could not be

taken as the only factors that contribute to the academic performance of Grade 12 learners due to the fact that the scope under study was limited to only schools in Mogalakwena Circuit.

### **3.10 Ethical Considerations**

The researcher has asked permission from the Department of Education in Limpopo Province to conduct a research. The participants were assured that their information was treated with confidentiality. The researcher signed a form for pledge of secrecy with the respondents. Pre-arrangements were made with the schools and lessons were not disrupted by the interviews.

### **3.11 Conclusion**

In this chapter, the researcher has implemented two qualitative research methods in gathering data on factors affecting the academic performance of Grade 12 learners in Mogalakwena Circuit. The researcher used observation as a first method to gather the information through observing lesson presentation. Observation methods enabled the researcher to formulate questions in an interview. Second method of collecting data was the interview process, wherein respondents freely contribute on what can be the factors that affect the academic performance of Grade 12 learners in Mogalakwena Circuit.

During interview process, the researcher was able to draw a picture of what was actually happening in the four selected schools. Answers from the respondents helped the researcher to draw a conclusion on factors affecting the academic performance of Grade 12 learners in Mogalakwena Circuit. The data gathered from the observation and interview were analyzed and interpreted in Chapter 4.

## **CHAPTER 4: PRESENTATION AND INTERPRETATION OF DATA**

In this chapter, data collected is presented and interpreted. The analysis of Grade 12 results in all twelve secondary schools in Mogalakwena Circuit are presented and interpreted as follows:

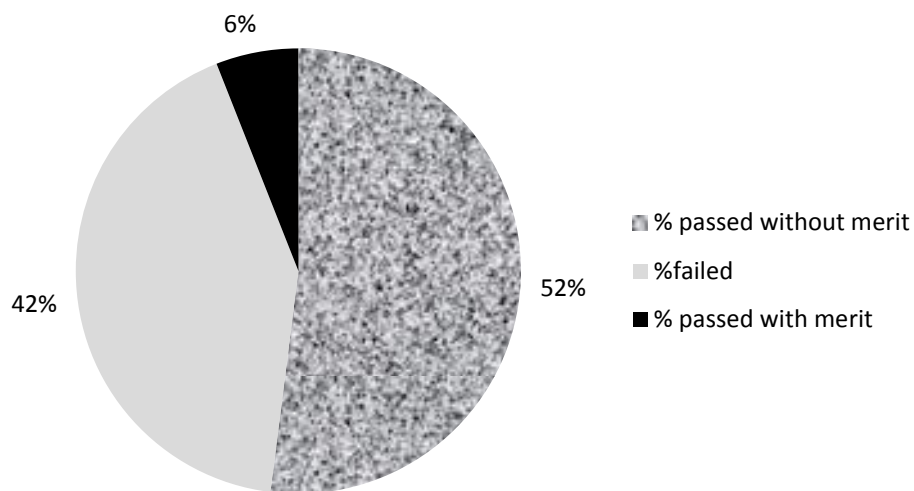
**Table 4.1 The academic performance of Grade 12 learners from 2005-2007 in all secondary schools in Mogalakwena Circuit.**

Year	Number of learners who wrote examination	Learners who obtained merit certificate	Learners who obtained senior certificate	Learners who failed the examination
2005	393	44	227	122
2006	403	21	208	174
2007	505	14	244	247

In 2005, 393 learners wrote Grade 12 examination. Only 44 learners got University entrance certificates while 227 learners were left stranded with a senior certificate. 122 learners did not pass the examination.

In 2006, 403 learners wrote Grade 12 examination. Only 21 learners got University entrance certificate while 208 learners were left stranded with a senior certificate. 174 learners did not pass the examination. The number became worse in 2007 where out of 505 learners who wrote Grade 12 examination, only 14 got University entrance, 244 managed to obtain a senior certificate while 247b of them failed.

**Fig 4.1 The performance of Grade 12 learners as a percentages for the years 2005-2007 in Mogalakwena Circuit**





The pie chart in figure 4.1 synthesizes the overall academic performance of Mogalakwena Circuit between the years 2005 and 2007. It shows that out of 1301 learners who wrote Grade 12 examination, only 6% passed with the merit which means they are able to go to the University and do more challenging degrees. Fifty two percent of the learners passed without merit. They did not get a University entrance, meaning that they can only go to Technicons to do less challenging courses, while 42% of pupils failed Grade 12.

**Table 4.2 Grade 12 results recorded from selected schools**

<b>Name of school</b>	<b>Year</b>	<b>No. wrote</b>	<b>M. Pass</b>	<b>S. Pass</b>	<b>Pass %</b>	<b>Fail %</b>
Lemetja	2005	31	02	28	96	3.23
	2006	32	00	14	43	56
	2007	41	02	16	63	31.7
Mashamaite	2005	41	07	24	76	24.39
	2006	40	03	21	60	40
	2007	34	00	17	50	40
Phahlaphahla	2005	40	03	13	40	60
	2006	50	04	26	60	40
	2007	54	00	19	51	49
Tlou Matlala	2005	37	06	22	75.24	24.32
	2006	44	01	32	75	25
	2007	17	03	33	50.7	49.3

In this analysis, the presentation shows a tendency of fewer learners obtaining University entrance certificates. In 2006 no learner obtained University entrance certificate in one of the schools. In 2007 no learner obtained University entrance certificate in two of the selected schools. The maximum number of learners who obtained University entrance certificate is seven from 2005-2007 in all four selected schools while the maximum number of learners who obtained senior certificate is 33 in all four selected schools. Once the researcher had collected the data, she organized and coded it so that it could be analyzed. Coding means the variables which the researcher wants to analyze statistically and decide on the different code values such as a variable level presents (Welman and Kruger 2000).

In this study, the researcher is making use of the following codes:

1. LNMS-Learners have negative attitudes towards Maths and Science
2. LDASR-Learners do not attend school regularly
3. LM-Learners are not motivated.
4. LC-Learners are not committed.
5. LFE-Learners fail English as a medium of instruction.
6. EI-Educators are ill disciplined.
7. EC-Educators are not committed.

8. EE-Educators are not exemplary to their learners.
9. TWS-Team work is not strengthened at schools.
- 10.EUW-Educators attend union activities during working hours.
- 11.INI-IQMS is not implemented.
- 12.MSDL-Maths and Science educators do not motivate learners.
- 13.PI-Parents are not actively involved.
- 14.PTI - Parents are not trained and informed towards the education of their learners.
15. PDL- Parents do not encourage learners to attend schools.
16. MSD- Monitoring support is not strengthened by the Department of Education.
17. CE- Curriculum Advisors are not well equipped.
18. EN- Employment is characterized by nepotism.
19. PM- Principals are not managing the schools.
20. TI- Training and workshop of educators are insufficient.
21. ET- Educators are twinning

### 4.3 Categories

Categories are formed according to interview units from each group of respondents. According to Macmillan and Schumaster (2003), categories represent the meaning of a similar topic. Once the researcher had coded all the data, she counted, for example, the numbers of respondents/educators strongly agree that attendance of learners and attitude towards Mathematics and Physical Science affects the academic performance of Grade 12 learners as shown on the following tables.

**Table 4.3.1 Conduct of learners**

Category A
<ul style="list-style-type: none"><li>• Learners have negative attitudes towards Maths and Science, and need to be motivated.</li><li>• Learners do not attend school regularly.</li><li>• Learners are not motivated at home.</li><li>• Learners are not committed.</li><li>• Learners fail most of the subjects because they do not understand English as a medium of instruction.</li></ul>

**Table 4.3.2 Codes that show code of conduct for learners**

Code	No. of educators who agree	No. of educators who disagree
LMNS	17	3
LS	14	6
LM	15	5
LC	20	0
LFE	13	7

From the above tables on the conduct of learners, the researcher is able to identify factors affecting the academic performance of Grade 12 learners in Mogalakwena Circuit through educators' response on conduct of learners in learning. A strong belief is that conduct of learners affects academic performance.

**Table 4.3.3 Conduct of educators**

Category B	
•	Educators are ill disciplined.
•	Educators are not committed.
•	Educators are not exemplary to learners.
•	Educators are twining to well perform schools.
•	Teamwork is not strengthened at schools.
•	Educators attend Union activities during working hours.
•	IQMS is not implemented.
•	Maths and Science educators do not motivate learners towards the subjects

**Table 4.3.4 Codes that show code of conducts for the educators**

Code	No. of Educators who agree	No. of Educators who disagree
EIU	10	10
EC	12	8
EE	16	4
ET	12	8
TWS	14	6

EUW	20	0
INI	18	2
MSDL	10	10

The above tables on conduct of educators, shows that lack of commitment from the educators affect academic performance at school. Educators at school are not exemplary to learners more so that teamwork is not strengthened in most of the schools.

#### **Table 4.3.5 Parental involvement**

<b>Category C</b>
<ul style="list-style-type: none"> <li>• Parents are not actively involved.</li> <li>• Parents are not trained and informed towards education of their learners.</li> <li>• Parents do not encourage learners to attend school.</li> </ul>

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**Table 4.3.6 Codes that show Parental involvement**

Code	No. of Educators who agree	No. of Educators who disagree
PI	17	03
PD	20	00
PDL	15	05

The information from the response from an interview process on parental involvement is that parents are totally not involved in school matters, which is another factor that affects the academic performance of learners.



**Table 4.3.7 Monitoring and support by managers**

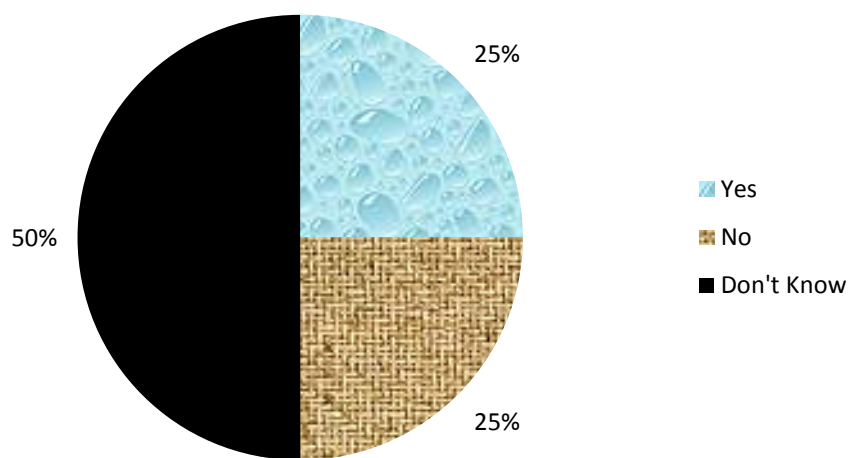
Category D
<ul style="list-style-type: none"><li>• Monitoring support is not strengthened by the department.</li><li>• Curriculum advisors are not well equipped.</li><li>• Disciplinary measure for learners is not in place.</li><li>• Employment is characterized by nepotism.</li><li>• Principals are not managing the schools and do not encourage the educators to further their studies.</li><li>• Training and workshop of learners are insufficient.</li></ul>

**Table 4.3.8 Code that show monitoring and support by managers**

Code	No. of Educators who agree	No. of Educators who disagree
MSD	16	04
CE	14	06
DP	20	00
EN	12	08
PM	12	08
TI	14	06

Through interview as a technique of gathering data, the researcher manages to identify that non-commitment of supervisors, starting from the Circuit Managers up to Head of Department of Education do not know what is exactly happening at most of the schools especially at Mogalakwena Circuit.

**Fig: 4.3.5 The response of educators concerning the Circuit Managers' visit to schools to offer support.**



From the above chart, 50% of educators are clueless about the Circuit Manager's visit to schools in giving support and 25% says there is support granted while the other 25% are denying that. It leaves a debate whether the Circuit Managers is offering support to schools where it is needed or not.

The researcher used correlations to describe the relationship between variables. Correlations estimate the extent to which the changes in one variable are associated with changes in other variable. A positive correlation reflects a direct

relationship- one in which an increase in one variable corresponds to an increase in another variable (Welman and Kruger 2000).

#### **4.4 Interpretation of data on tables 4.3.1-4.3.4**

In this study the researcher explains the findings as they appear in their categories. In Category A, most of the educators agreed that the learners have a negative attitude towards learning, particularly Mathematics and Physical Science subjects. They also indicated that high failure rate is caused by failing English as a medium of instruction as most of the learners can hardly speak and understand English. All educators agreed that learners are not motivated.

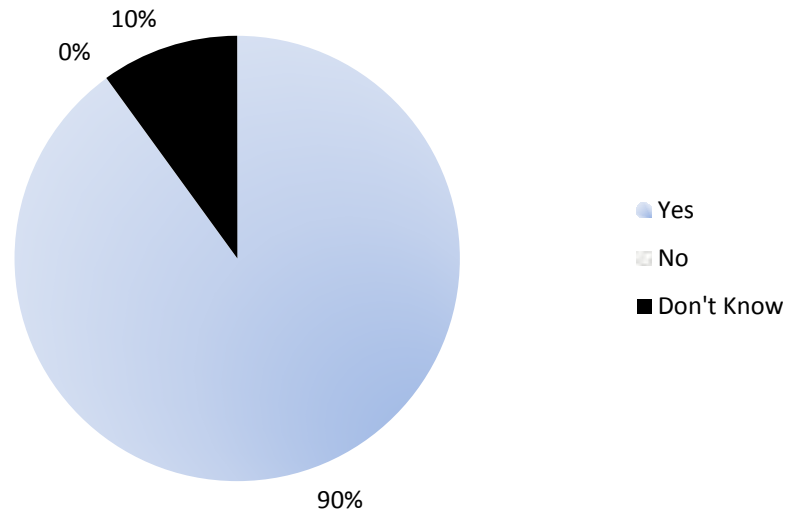
Category B reveals that conduct of educators is not in line with SACE. They attend Union activities during working hours which shows less commitment to their duty. There is an indication that most of them twin with the high performing schools to gain more knowledge.

Category C reveals that parents are not involved. Parental involvement is important when parents encourage their children to attend school regularly, to be punctual with school activities and also communicate with educators on matters pertaining to their children's progress at schools. Teacher-parent relationship promotes the culture of teaching and learning in schools. The category shows the

gap between school and home. Parents do not have knowledge of what is happening at the schools where their children are attending.

Category D reveals that the departmental officials at high levels do not strengthen monitoring and support. There is lack of supervision as the principals have neglected their duties of managing. Appointment in promotional post is based on favoritism.

**Fig. 4.4.1 The impact of learner absenteeism on learner performance**



The pie chart shows the impact of learner absenteeism on learner performance.

The above pie chart is an indication of the response to the questions which were addressed to the educators as to whether absenteeism affects academic performance. Ten percent did not know while 90% agreed that it has an impact on the academic performance of learners.

## **4.5 Conclusion**

In this chapter, data collected was presented and interpreted by using tables and charts as a means of showing factors that affect the academic performance of Grade 12 learners of Mogalakwena circuit. The results of the study show that the majority of schools experience absenteeism, lack of motivation for learners at home and lack of commitment in learning. There is also an indication of lack of teamwork amongst educators at schools. The results also show that code of conduct is not adhered to by both learners and educators. In the following chapter the researcher made some recommendations to be implemented at schools with the aim of addressing factors affecting poor academic performance of Grade 12 learners.

# **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

## **5.1 Introduction**

The research question addressed in the study was: *What are the factors affecting the academic performance of Grade 12 learners of Mogalakwena Circuit?* The data gathered from the observation and interview in Chapter 4 are used by the researcher to conclude this study by recommending factors that affect the academic performance of Grade 12 learners in Mogalakwena Circuit. Recommendations were made on the following emerged implications.

### **5.1.1 Attitudes of learners on Mathematics and English subjects**

In order to improve academic performance of Grade 12 learners in Mogalakwena Circuit, there is a need for the schools to motivate learners towards Mathematics and English. Extra work needs to be given to learners and be controlled by educators. Underperforming schools need to converge with performing school (twinning of schools) to improve performance in those subjects. The former MEC of Education in Limpopo Province, Edgar Mushwana agrees with the mentioned recommendations when he states that in order to improve the results, the Department of Education in Limpopo Province should implement the program of learner performance improvement strategy where schools in a particular localities



are clustered according to their geographical proximity and learners from the schools converge at a common value every Saturday to receive additional tuition. He further indicated that dedicated and committed teachers with a reputation of producing good results in their schools should be appointed (DOE 2000).

It has become imperative for the Department of Education to provide a concerted in-service training for educators in the field of Mathematics and English. The former Colleges of Education could be revived as a centre for in-service training. Experts in the form of lectures and retired educators could be roped in to give instructions in these subjects. The Department of Education can afford to pay stipends to these tutors as a motivation. There should be incentive programs like in-schools activities given to such learners and monitored by the subject teacher.

### **5.12 Effectiveness of learners towards academic performance**

The findings from the study show that there are number of aspects that cause most of the learners in Mogalakwena Circuit to exhibit poor performance academically.

Recommendations are made on the following aspects:

### **5.1.2.1 Absenteeism**

Absenteeism is rife because learners are not staying with their parents. The recommendation is that the parents should agree with the neighbours to monitor the attendance of learners on their behalf. It was also found that during child maintenance grant pay days, learners are forced to collect their children's grant from pay points. It is recommended that the life skills educators need to be workshopped on HIV and AIDS and teenage pregnancy so that learners may refrain from adults roles and attend school regularly.

The researcher recommends that the school must develop a code of conduct for learners which must be signed by both parents and learners. Attendance registers must be supervised daily by the teachers, weekly by the principals and quarterly by the Department of Education to remedy the problem while still early. Dedicated teachers must also check learners' attendance before teaching their lessons. Parents must also help the school by monitoring the movement of their learners occasionally. Working parents must agree with neighbours to take care of their children. Onowoudeke (2005) states that a student that is not regular in school faces learning problems resulting from late coming to school, truancy,

inability to read and not consulting with the teacher. Attendance can also be improved by the quality of teaching offered by the educators. Learners seldom stay away from lessons whose teacher do thorough preparation which adds value to school attendance. A positive measure of improving attendance could be in the form of a reward of some type to learners who exhibit disciplined character. The reward could be in the form of an award given to a particular pupil on a monthly basis.

#### **5.1.1.2 Parental Involvement**

In order to encourage parents to be involved in school matters, the researcher recommends that schools arrange lunch during parents' meetings and involve them in most of the school cultural activities. Schools must also attend community activities. Hence, it is important for the school to be highly informative about developments at the school. Let the parents know almost all the achievements made by the school. The SGB should also seek solutions from parents in case of challenges confronting the school. They should send thank you letters whenever parents have played a role in helping solving problems at school. These interventions which seem insignificant shall cause parents to always want to be of help to the school.

### **5.1.2.3 Commitments of Educators**

Commitments of educators play a major role in academic performance of learners at schools. In order to improve the academic performance of Grade 12 learners in Mogalakwena Circuit, the researcher recommends that the Department of Education, through principals, Circuit Managers and District Senior Managers should motivate educators. An educator who has a history of performing well in his subject must be rewarded and promoted to high position. Promotional posts should be occupied by qualified skilled educators.

Code of conduct for educators must be adhered to and principals must report any deviation from the educators' code of conduct in order to improve academic performance of Grade 12 learners in Mogalakwena Circuit. The researcher also recommends that educators should work extra miles. There should be morning and afternoon lessons, teaching on Saturdays and holidays. Unconditional and total involvement is needed to improve academic performance of Grade 12 learners in Mogalakwena Circuit. Moloj and Strauss (2005) pointed out that a successful transformation depends on a shared vision which emerges when educators care about one another (teamwork). South African Council of Educators (1999) states that educators must acknowledge that conduct of the teaching profession determine the quality of education in this country. Educators must

commit themselves to do all within their power, in their exercising of their professional duties, to act in accordance with ideals of their profession. The principals should encourage educators to upgrade their studies so that they gain more knowledge.

RSA (2000) indicates the following to improve academic performance of learners.

- The schools should have dedicated and committed staff that is prepared to make extra sacrifices in the interest of the learner.
- The progress of students can only be as fast as the teacher permits.
- The teacher must be prepared to implement change in the school and make progress possible.

Educators should exercise teamwork. Educators who work as a team are always great achievers. It is important for educators to assist one another in areas where they find challenges.

## **5.2 Monitoring, support and management of schools**

In order to improve academic performance of Grade 12 learners in Mogalakwena Circuit, effective monitoring and support of the school principals is essential. Good academic performance of learners at school is determined by co-operation and teamwork amongst school management team (DOE 2000). Principals must be

managers of schools while the department must act against any sabotage of some sort against the principals. Mafunisa (2000) indicates that public officials, particularly at the lower level of supervision were held accountable for adhere to rules, work procedure and advancement of productivity. The researcher recommends that the circuit managers should monitor the principals to ensure that schools are implementing School Improvement Plan, Integrated Quality Management System and Academic Performance Improvement Plan to improve the academic performance of learners. The researcher also recommends that SMT should involve educators in the development and assessment of both formal and informal tasks. SMT should conduct school based moderation, monitor, evaluate and quality assure performance of both learners and educators.

The researcher also recommends that government officials should provide necessary support to all educators by responding to their queries. OSD should be implemented so that teachers' salaries are increased. Government officials should promote performing educators to promotional posts and avoid nepotism in employment of such posts. They should engage relevant authorities on the implementation of certain mandates. The researcher recommends that the educators who attend Union activities without an approval of the principal should be disciplined. The adherence of code of conduct for educators is also emphasized

by the researcher. Monitoring the curriculum should not be assigned to outside agencies like circuit managers and curriculum advisors only. It is important for the principal to work out a program.

### **5.3 Need for equitable funding**

Rural schools have been the most neglected in terms of provisioning over a long period of time. It has become imperative that the government should embark on the program of providing the necessary infrastructure to schools as an effort to improve the quality of teaching and learning. Facilities such as laboratories, libraries, computer centers need to be provided to schools as a means of improving education provisioning. These facilities could also diversify the choice of subjects for learners.

### **5.4 Educators' Training and Qualification**

The quality of matric results is attributable to the level of teaching provided by the educators. Educators' performance is in most probability equated to the level of training and qualifications offered. Most educators in rural school are under-qualified. It has become incumbent upon Department of Education to provide intensive training to these under-qualified educators. University lectures or

experts in the various fields could be engaged to provide in-service training to the teachers who need further instruction in the subjects they offer.

## **5.5 Conclusion**

In this study, the recommendations made on learners' attitude will improve the academic performance of Grade 12 learners in Mogalakwena Circuit. Positive attitudes towards subjects and the school at large will enable the learners to progress in their learning. As such, academic performance of Grade 12 learners in Mogalakwena Circuit will improve.

For the monitoring of the curriculum within the school, the services of Deputy Principals, Head of Departments and Senior educators should be put into good use. The implementation of the curriculum monitoring program should be adhered to without fail.

It also stands to reason that the commitment of educators play an important role in the academic performance of learners. The subject teacher who visits the learners' home with the aim of building a healthy and strong teaching and learning relationship with the parents and learners is likely to produce good results. At the same time, parental involvement is also a recipe to good performance of learners. In the light of the above, the representative of the



Department of Education, namely the SMTs, the principals, circuit managers and other relevant government officials should implement the strategies for boosting educators' morale. These can be achieved by developing educators, increasing their salaries and promoting them without any favour. The researcher is concluding that factors that affect the academic performance of Grade 12 learners in Mogalakwena Circuit have been identified and recommendations on the factors are made with the aim of improving academic performance.

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## **Annexure A**

Interview Questions to be the principals

### **SECTION A**

1. What type of support of support do you get from other levels of education with regard to the academic performance of learners?

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2. How is the professional relationship between the school management team and educators with regard to the academic performance of learners?

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3. What have you noticed as a reaction of educators towards academic performance of learners?

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4. Which improvements strategies are in place with regard to the academic performance of learners?

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5. What other factors contribute to the academic performance of learners?

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## Annexure B

### Section A

#### Interview Questions to Educators

1. In which subjects do Grade 12 learners perform badly?

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2. Why do some of learners perform badly in other subjects?

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3. How does absenteeism affect academic performance of learners?

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4. What are other factors that affect the academic performance of learners?

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5. Which strategy do you think can remedy the poor academic performance of learners?

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6. Which type of motivation do you get from the School Management Team?

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7. What type of support do you expect from the School Management Team that will add value to the academic performance of learners?

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8. What happens to the subjects when you are in a Union meeting?

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### Section B

Questions	Yes	No	Don't know
1. Does absenteeism affect academic performance of learners?	4	0	0
2. Do you discipline learners who absent themselves from lessons?	2	2	0
3. Do you involve the parents of learners who fail your subjects?	0	4	0
4. Do you use any additional source that is relevant to your subjects expect textbooks from the Department of Education?	2	2	0
5. Is the principal ever punctual to school?	0	4	0
6. Does the SMT monitor the educator's work?	2	2	0
7. Does the Circuit Manager visit the school to offer any needy assistance?	1	1	2



## Annexure C: Consistency Matrix

Identified factors	Primary Source	Secondary intervention source	Analysis Methods
Learner attitudes on English		Chung and Huang(2010)	
Absenteeism of learners	Educators from schools. Observation registers <ul style="list-style-type: none"> <li>• Attendance registers</li> <li>• Period registers</li> </ul>	Wilson, Malcom, Edward and Davidson (2008)  Manzini (2000) Badenhorst, Steyn and Benkes (2007)	Charts
Lack of parental involvement	Educator (interview)	Matalasi (2000) Moloi (2002) Ndlazi(2000)	Table
Code of conduct for educators <ul style="list-style-type: none"> <li>• Bunking of classroom</li> <li>• Attend personal activities and negative attitude towards learners.</li> </ul>	Principals of schools (interview)	Mushwana (2000) Landson and Billings (2006) Wilson, Malcom, Edward and Davidson (2008)	Table
Poor monitoring and support from managers of Department of Education	Educators and principals	Bush and Clover(2009) Hoadley (2007)	Charts