PERCEPTIONS ON POOR MATRIC RESULTS

by

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Die swak matriekuitslae in die Zebediela area in die Noordelike Provinsie, en die moontlike maniere waarop dit verbeter kan word, vorm die kernprobleem van hierdie navorsingsessay.

Die doel wat nagestreef is, is om 'n duidelike literatuurstudie te doen, onderhoude te voer met die onderskeie betrokkenes by die skole, en hieruit te probeer vasstel waarom die matriekuitslae so swak is. Nadat 'n deeglike ontleding van die navorsingsdata gedoen is, is 'n poging aangewend om die bevindinge te bespreek en tot moontlike gevolgtrekkings te kom oor hoe om die probleme met die swak uitslae te bowe te probeer kom.

Die kwalitatiewe navorsingsbenadering is gevoig en die resultate van die onderhoude wat ontleed is, toon verrassende ooreenkomste met besonderhede wat in die literatuurondersoek gevind is. Moeite is gedoen om geldigheid en betroubaarheid in die navorsingsproses te verseker en enkele riglyne ter verbetering van die swak matriekuitslae, word ten slotte voorgestel.
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This research paper focuses on the different stakeholders' perceptions of poor matric results, for example, why are matric results poor and what can be done to improve the results. The research will be conducted in the Zebediela area in the Northern Province. As this research topic has become a thorn in the flesh to the majority of the South Africans, the researcher wishes to get various views from different stakeholders regarding this phenomenon.

In this first section of the essay a broader orientation and a rationale regarding the research problem will be given. Orientation and rationale will focus on the experienced problems that call for the research.

The research question is then stated and it is the question that invites various perceptions from stakeholders. Furthermore, the aim of researching the problem is articulated.

Generally there is a high failure rate regarding matric or grade 12 learners in South Africa. According to the Journal for Teachers of the Economic Sciences (1998:24), the results statistics from 1994 to 1996 indicate that there is a decline in matric performance every year. The Journal for Teachers of the Economic Sciences (1998:24) provides the following statistics:
Table 1.1: Matric results statistics from 1994-1996

<table>
<thead>
<tr>
<th>Province</th>
<th>1994</th>
<th>%</th>
<th>Province</th>
<th>1995</th>
<th>%</th>
<th>Province</th>
<th>1996</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Eastern Cape</td>
<td>56,8</td>
<td></td>
<td>Eastern Cape</td>
<td>47,8</td>
<td></td>
<td>Eastern Cape</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Free State</td>
<td>55,8</td>
<td></td>
<td>Free State</td>
<td>49,7</td>
<td></td>
<td>Free State</td>
<td>51,1</td>
<td></td>
</tr>
<tr>
<td>Gauteng</td>
<td>61,3</td>
<td></td>
<td>Gauteng</td>
<td>58</td>
<td></td>
<td>Gauteng</td>
<td>60,6</td>
<td></td>
</tr>
<tr>
<td>KwaZulu Natal</td>
<td>67,3</td>
<td></td>
<td>KwaZulu Natal</td>
<td>69,3</td>
<td></td>
<td>KwaZulu Natal</td>
<td>61,8</td>
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<tr>
<td>Mpumalanga</td>
<td>47,5</td>
<td></td>
<td>Mpumalanga</td>
<td>38,2</td>
<td></td>
<td>Mpumalanga</td>
<td>47,7</td>
<td></td>
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<tr>
<td>Northern Cape</td>
<td>77,7</td>
<td></td>
<td>Northern Cape</td>
<td>74,5</td>
<td></td>
<td>Northern Cape</td>
<td>74,1</td>
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<tr>
<td>Northern Province</td>
<td>44,4</td>
<td></td>
<td>Northern Province</td>
<td>37,8</td>
<td></td>
<td>Northern Province</td>
<td>38,8</td>
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<tr>
<td>North West</td>
<td>70,2</td>
<td></td>
<td>North West</td>
<td>66,3</td>
<td></td>
<td>North West</td>
<td>69,6</td>
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<tr>
<td>Western Cape</td>
<td>85,6</td>
<td></td>
<td>Western Cape</td>
<td>82,7</td>
<td></td>
<td>Western Cape</td>
<td>80,2</td>
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From the above given statistics it becomes vivid that the Northern Province's performance is below the performance of all the provinces. The classrooms are overcrowded in matric or grade 12 as learners fail to meet matric requirements.

The majority of learners are doing matric or grade 12 for the third time or more. Overcrowding in matric classes caused by learners who are repeating, has lead to the establishment of finishing centres in the Northern Province. Finishing centres admit learners who are doing matric for the third time or more.

1.3 RESEARCH QUESTION

Against the preceding background, the following two questions can be asked:

1. What are the different stakeholders' perceptions of why matric results are poor?

2. What can be done to improve the matric results?
1.4 THE AIM OF THIS RESEARCH

The aim of this research is to do the following:

- A literature survey in order to find out what various authors view as better ways of improving performance.

- Interviews with various stakeholders to find out why the matric results are so poor and to get various views on how matric results can be improved.

- Analysis and description of the findings.

- From the findings I will come up with conclusions and recommendations as how to attempt solving the problem.

1.5 CONCEPT CLARIFICATION

- SADTU : South African Democratic Teachers' Union
- NAPTOSA : National Professional Teachers' Organisation of South Africa
- COLTS : Culture of Learning and Teaching Services
- Stakeholders : All the participants who will take part in the survey, that is:
  * the Area Inspector
  * three school principals, one from each of the selected schools
  * three teachers, one from each of the selected schools
  * two teachers who belong to the teacher's organisations, that is, SADTU and NAPTOSA
  * six learners, two from each school - the one who is repeating matric and the one who is attempting matric for the first time
The research focuses on the different stakeholders' perceptions of the poor matric results. The discussion so far stated that according to the statistics, the results from 1994-1996 show that there is a decline in matric performance every year. According to the newspapers and the journals, overcrowding in matric classes has lead to the establishment of finishing centres in the Northern Province. The aim of
the research is to get various views from different stakeholders regarding the research problem. In section 2 a literature review of the research will be provided.
2.1 INTRODUCTION

Through a literature review, a series of factors, which may have had a greater possibility of contribution to the low performance and a series of factors that may have a greater possibility of improving performance, are exposed.

2.2 FACTORS WHICH ARE LIKELY TO CONTRIBUTE TOWARDS POOR PERFORMANCE

2.2.1 The governments' failure to keep promises

The governments' failure to keep its promises is identified as one of the contributing factors towards poor performance. Johnson (1998:10) argues that the ANC has failed to keep its pre-election promise of free education. Instead, good education is out of reach for the poor. The dismal matric results have sparked a series of shock waves throughout South Africa. The response of the Education Ministry has amounted to pointing fingers at everyone except itself.

Mokgome (1998:2), media convenor for the Northern Province, states that when asked to give their opinions on the poor matric results, political parties and teacher organisations blamed the chaotic situation on the legacy of apartheid, lack of resources, poor departmental administration, etc. The Department, in turn, blames teachers for their lack of commitment. According to Mokgome (1998:2), no one wants to accept responsibility.

2.2.2 Provincial leadership and management

Besides the governments' failure to keep promises, provincial leadership and management are also believed to be contributing factors. Nxesi (1998:4) identifies provincial leadership and management as some of the educational problems, which
result in poor matric results. He contends that there is turmoil in certain education departments. In the Free State the MEC for Education has been fired and the Head of Education has been suspended with a number of top officials.

He further states that in the Northern Province the MEC for Education and the Head of the Education Department have been removed. In KwaZulu Natal, a new Head of Department has been appointed. In the Eastern Cape the Head of Education resigned, as well as three out of four Deputy Permanent Secretaries.

Nxesi goes on to state that the report of the Presidential Review Commission was extremely critical of the management capacity in general in the public sector, including that of education.

Mona(1997:2) states the following with regard to education: “The public education system is in a shambles. Middle class parents are moving their children to private schools. Some are emigrating to secure a good education for their kids overseas. There is no future in this country. Experienced teachers are opting out of the system. Academic standards and control are slipping.”

2.2.3 The governments’ Bill of Rights

Besides the provincial leadership and management, the governments’ Bill of Rights is identified as one of the factors that are contributing towards poor performance.

Mlangeni (1998:14) states that the government should be fully blamed for the bad matric results. He goes on to state that the Bill of Rights and the constitutional court have deprived parents of their responsibility to discipline their children. Mlangeni furthermore says that some parents refrain from smacking their undisciplined children for fear of violating a clause in the constitution, making it an offence to inflict pain on their children. Some children do not do their homework and come home late. Taking heed of the constitution, parents stand by and helplessly watch their children’s misconduct. Lastly, he states that corporal punishment has the merit of being quick and effective.
2.2.4 Underqualified teachers and government officials

Underqualified teachers and government officials are realised to be contributing factors. The Department must be held accountable for the failure of its officials to provide the necessary support and guidance to both teachers and learners (Naidoo, 1998:18). Little or nothing has been done to offer support and training to matric teachers in disadvantaged areas. If these problems are not addressed immediately, the public will have to brace themselves for even worse results in 1998 (Naidoo, 1998:18).

2.2.5 Lack of vision by the Department

Besides underqualified government officials and teachers, lack of vision by the department is also believed to be a contributing factor. Naidoo (1998:18) states in his comments that the 1997 matric results in the KwaZulu Natal Province is still reeling from the shock of an appalling 54% matriculation pass rate. He went on to state that prospects do not look better for 1998. The departments' lack of vision and strategic planning leave teachers, learners and parents sceptical of its ability to deliver education this year (1998).

2.2.6 Poor administration by Inspectors

Besides lack of vision by the Department, poor administration by Inspectors is one of the factors that lead towards poor performance. Bot (1988:60) states that Inspectors cannot perform properly because of the large number of schools under their supervision.

2.2.7 Poor administration and lack of commitment by principals

Poor administration and lack of commitment by principals, in addition to poor administration by inspectors, is believed to be one of the contributing factors. Bot (1988:60) reveals the following with regard to principals: "Most principals have had poor managerial and administrative training. The administration of many rural schools is described as being in a state of chaos, with disastrous practical
consequences, for example, furniture and syllabi are not requested. Principals usually teach on a full-time basis and have little time to supervise other staff members."

Lack of or poor administration in schools is a serious problem. Mamaila (1998:1) has learned that a total of 942 schools in the Northern Province have been operating without principals for the past few years. He furthermore states that the lack of administration in schools without principals has led to the chaos that resulted in the poor matric results over the past few years, according to sources.

Mokgomme (1998:2) states that after the Northern Province has registered 38,8% pass rate in 1996, Deputy President Thabo Mbeki declared education a disaster in this Province. The 1997 matric results in the Northern Province proved to be worse with only a 31,8% pass rate.

According to Mokgomme (1998:2) the following schools registered 0% pass rate in 1997:

- Seikgone
- Masaswivone
- Mohlatsengwante
- Makese
- Nkota
- Network Finishing Centre

In his address at the opening of the 4th SADTU national congress at Durban’s International Convention Centre, Nzimande lashed out at principals for lack of commitment. He states that principals leave schools at 10:00 and teachers follow at 11:00. He went on to state that principals spend most of their time at the circuit inspector’s offices than at school (Nzimande, 1998:3).

2.2.8 Lack of commitment by teachers

Lack of commitment by teachers, just like poor administration and lack of commitment by principals, is identified as a contributing factor. According to
Mangena (1998:12), education in South Africa, especially in the townships and villages, is a disaster. Children are voting against it with their feet. Each morning, black kids from kindergarten to tertiary institutions crowd into combis, buses, trains and cars, leaving the townships for towns and suburbs, where schooling is patently better.

Nzimande (1998:3) further says that there is a section of teachers that does not want to work. He further says, SADTU was regarded in some circles as an organisation that only fought for salaries and did not care about education. Nzimande goes on to say that not to teach is counter-revolutionary. A lazy teacher is a counter-revolutionary who does not want to work, and were killing the future of learners and the country.

2.2.9 Lack of discipline by teachers

Lack of discipline by teachers, just like lack of commitment by teachers, appears to be one of the factors that lead to poor performance. Zwelinzima (1988:3) spoke about the lack of discipline amongst teachers and at schools. He says child molestation, drinking during working hours and the failure to prepare for lessons, were some of the problems facing teaching.

2.2.10 Lack of discipline by union members

In addition to lack of discipline by teachers, lack of discipline by union members (SADTU) is identified as a contributing factor. The South African Democratic Teacher’s Union came under pressure from its political allies to crack down on undisciplined teachers who drink during working hours and other unruly elements in the union (Nzimande, 1998:3). As the union met in Durban to map out its future, it was told to purge itself of its image as a “toyi-toying” teacher’s union that cared only about salaries (Nzimande, 1998:3). The first salvo was fired by the African National Congress’ President, Mr Thabo Mbeki, who urged SADTU to expel teachers found drunk during working hours.
2.2.11 Shortage of subject advisors

Besides lack of discipline by union members, shortage of subject advisors is realised to be working against better results. Subject advisors are often not available to assist underqualified and unqualified teachers (Bot, 1998:60).

2.2.12 Shortage of teachers and late delivery or shortage of text-books and stationery

The shortage of teachers, late delivery or shortage of textbooks and stationery, in addition to shortage of subject advisors, are believed to be some of those factors which have a serious impact on matric results. Moreosele (1998:1) states that thousands of learners from Gauteng schools went on the rampage in Johannesburg’s central business district in protest against the shortage of teachers and government’s delay in providing them with textbooks and stationery.

2.2.13 Demoralised teachers and learners

Demoralised teachers and learners, just like the shortage of teachers and the late delivery or shortage of textbooks and stationery, are identified as contributing factors. Johnson (1998:10) states that teachers are expected to uproot their entire families or leave the teaching profession, while others continue to face the threat of retrenchment. Johnson (1998:10) furthermore states that with many teachers choosing to accept retrenchment packages, the state not only spent a great deal of money, but also loose some of the experienced teachers.

With unemployment increasing, the youth have no options. If they fail, they are likely to be unemployed. If they pass, where do they go? The youth feels that the consequences of being more or less educated will not mean much for their future. For this reason they are more often found outside than inside the classroom (Johnson, 1998:10).
2.2.14 Rote learning and skills drills

Rote learning and skills drills are likely to end up with both teachers and learners demoralised and the result in this case may be poor performance. Shor (1992:18) quotes Dewey who contends that rote learning and skills drills in traditional classrooms do more than bore and mis-educate students, they also inhibit their civic and emotional development. Students learn to be passive or cynical in classes that transfer facts, skills or values without meaningful connection to their needs, interests or community cultures. To teach skills and information without relating them to society and to the students' contexts, turns education into an authoritarian transfer of official words, a process that severely limits student development as democratic citizens (Shor, 1992:18).

2.2.15 Use of traditional methods

Rote learning and skills drills are rooted in traditional methods. One limit to commitment comes from the teachers' development in traditional schools where passive, competitive and authoritarian methods dominated (Shor, 1992:26). Shor (1992:26) contends that as students, teachers learned early and often that to be a teacher means talking a lot and being in charge.

Academic training orients those who possess it to lecture those who don't. Specialists in bodies of knowledge traditionally deliver packaged information to the inexpert, a didactic behaviour which interferes with student participation. Shor (1992:74) maintains that pouring information into students is an alienating method. It makes students resentful and it silences them.

According to Shor (1992:93), through passive authoritarian discourse, students gradually lose their childhood joy of learning. They also lose confidence in their thoughts and language, making them defensively silent in the presence of a teacher who apparently has the answers worked out already. Their ideas seem to matter little in transfer classrooms.
Narration as a form of traditional methods leads the students to memorise mechanically the narrated content. Freire (1972:53) contends that narration education becomes an act of depositing in which the students are the depositories and the teacher is the depositor.

Instead of communicating, the teacher issue communiques and makes deposits which the students patiently receive, memorise and repeat. This is the “banking concept” of education in which the scope of action allowed to the students extends only as far as receiving, filing and storing the deposits (Freire, 1972:53).

2.2.16 School boycotts and unrest by teachers and learners

Besides the use of traditional methods, school boycotts and unrest by teachers and learners seem to interfere with the smooth and effective teaching. The Department of Education (1993:45) quotes a comment from The Sowetan (1993) which says the education crisis is once again playing itself out like an old jarring and discordant grammophone record, and like a pendulum it swings from trough to peak all year round: go slows, teachers toyi-toying in the streets and institutions of learning being closed almost on a daily basis. The picture is bleak indeed.

The Department of Education (1993:45) quotes The New Nation (1993), which says that half of the 62 school days in the first quarter of this year (1993) were lost to protests by both teachers and learners in Soweto. Solidarity of black learners with their community has been a problem, especially during school unrest when they experienced pressure to observe boycotts (Bot, 1987:43).

2.2.17 Lack of discipline by learners

School boycotts and unrest are often likely to give rise to lack of discipline by learners. Moreosele (1998:1) quotes Mary Metcalfe who states the following: “Students organisations and their leadership were critical in helping the Government to transform schools, as they could help boost class attendance, punctuality and general discipline, factors that were currently lacking at most schools.” Mangena (1997:12) states that discipline went to the dogs and thuggery
gained the upper hand. Children intimidate teachers.

2.2.18 Condonement

Besides lack of discipline by learners, condonement is also likely to contribute towards poor performance. Motau (1990:3) reveals the following with regard to condonement: "The disappointingly low Std 10 pass rate can not simply be blamed on the ineffective education of Std 10 pupils in one particular year. Instead, the reason for a high failure rate can often be traced back to the undeserved condoning of marks and the unfair promotion of pupils from sub-standard A onwards."

Motau (1990:3) reveals that in November 1988 approximately 84% of the learners in primary schools passed their final examinations, as did approximately 66% of the learners in grade 8 to 11. The pass rate for grade 12, however, was only 40.6%. The sharp decrease in the pass rate of the grade 11 learners in comparison with the rest of the grades, is an indication that promotions in the lower grades leave much to be desired.

2.2.19 Lack of facilities

Besides condonement, lack of facilities is realised to be playing a role towards poor performance. Bot (1988:59) states that the quality of education provided in rural areas is consequently poorer in general. The working conditions of farm school teachers are generally characterised by poor housing facilities.

2.2.20 Lack of parental involvement

Lack of parental involvement just like lack of facilities, is identified as a contributing factor. Many parents are illiterate. Although schooling is valued, parents often can not afford it and are typically uninvolved with their children's education (Bot, 1988:60).
2.2.21 Absence of a joint responsibility to create the culture of teaching and learning

The absence of a joint responsibility to create the culture of teaching and learning, like lack of parental involvement, are amongst problems that contribute towards poor results. Nxesi (1998:5) identifies the absence of a joint responsibility to create the Culture of Learning and Teaching Services (COLTS) as one of the problems which cause poor matric results. He contends that there is an absence of a clear and coherent strategy to restore COLTS in schools. The tendency is to lay the blame on teachers in isolation from other stakeholders.

2.3 FACTORS THAT MAY IMPROVE PERFORMANCE

Although there are a series of factors that are believed to be playing a role in leading towards poor performance, there are also a series of factors that indicate towards a great possibility of improving performance.

2.3.1 Teacher empowerment

To succeed to improve the results, it is essential that teachers must be empowered. According to Carl (1995:7), empowerment is the development of greater professionalisation which goes with the granting of more authority, status and individual growth. Teamwork and the acknowledgement of their work by colleagues is part thereof. Teacher empowerment can be done through the following: in-service and pre-service training, staff development, teacher interaction, teacher appraisal, and support by subject advisors.

2.3.1.1 Pre-service and in-service training

Carl (1995:265) contends that in-service training plays an important role and can contribute to a great extent to making teachers more competent and to assist them in mastering the applicable skills. He went on to state that it may form an integral part of the school's instructional development programme in which use is made of subject meetings, workshops, personnel meetings, etc., and in this regard subject
advisors, heads of departments and other leaders will probably play a dominant role.

Ronald (1992:395) contends that to merit confidence, teachers need better pre-service and in-service preparation. Well prepared teachers will see to it that differences in learners are recognised and that unrealistic goals are changed into realistic ones (Ronald, 1992:395).

2.3.1.2 Staff development

In addition to in-service and pre-service training, staff development is viewed as a way of improving performance. According to Ronald (1992:295), change in the individual is a process not an event. The process can be aided by lengthening worthwhile staff development activities by relieving teachers of their traditional isolation in the workplace by meeting the differing needs of teachers to learn and develop, and by permitting teachers to be "disloyal" to a monolithic project without feeling guilty.

Staff development usually proves most helpful when it focuses on crucial elements of teaching such as the teachers' sense of purpose, the teachers' perception of learners, the teachers' knowledge of subject matter, and the teachers' mastery of technique (Ronald, 1992:310).

Ronald (1992:310) states that always the emphasis is on the teacher and his or her development, which occurs by participation, peer assistance, individual study and the making of alternative choices.

2.3.1.3 Teacher interaction

Teacher interaction like staff development is viewed as a factor, which is essential in improving performance. Teachers must look for opportunities to join forces with others, and must realise that they are part of a larger movement to develop a learning society through their work with students and parents (Fullan, 1993:39).
Fullan (1993:45) quotes Schrage, who states that the real world demands collaboration, the collective solving of problems, learning to get along and to function effectively in a group, is essential. Evidence and experience also strongly suggest that an individual's personal learning is enhanced by collaborative effort. The act of showing ideas, of having to put one's own views clearly to others, of finding defensible compromises and conclusions, is in itself educative (Fullan, 1993:45).

Although much change and improvement occurs through individualised, person-to-person contacts, group work is also known to have a marked effect in changing people. This is true especially when the stimulator of change and the persons to be changed interact consistently in the same group (Ronald, 1992:293). Ronald (1992:293) maintains that to be effective as a change medium, the group must, of course, be attractive to its members and the members should accept new ideas and values most readily if the new ideas and values relate closely to those that the group members already hold.

Carl (1995:265) contends that the strengthening of a subject group approach can be meaningful as in that case curriculum development may take place on a continuing basis. Class visits, subject group meetings, etc., offer opportunities for teacher development (Carl, 1995:265).

2.3.1.4 Teacher appraisal

Besides teacher interaction, teacher appraisal is viewed as an instrument that can alleviate the problem of low pass rate. Mokgomme (1998:2) states that there should be immediate implementation of teacher appraisal as it is one of the ways of improving performance.

2.3.1.5 Subject advisors' support

Besides teacher appraisal, the support provided by subject advisors may contribute towards improving performance. Advice services to teachers should be extended through establishing more teacher centres and appointing travelling subject
advisors (Bot, 1988:59). The endeavours of subject advisors at schools have a positive influence on the pass rates (Human Sciences Research Council, 1992:29).

2.3.2 Demonstration of a high level of commitment by teachers

The support provided by subject advisors may instill a high level of commitment in teachers. Lediga (1998:6) after the teachers' unions' go-slow of June 1998, states the following: "Teachers and their organisations must prove beyond doubt that they are committed to their work and their learners. Afternoon lessons, weekend lessons and during the winter holidays must be used for teaching and learning purposes."

He furthermore states that an extra effort in this regard will be an unambiguous demonstration of teacher commitment to the learners. The leadership of teacher's organisations, SADTU in particular, must be seen to demand a high level of performance and professionalism from their constituencies.

Lediga (1998:6) goes on to say that not only must the leadership make occasional appeals to their members to work hard, they must develop practical programmes intended to benefit learners. For instance, Saturday schools can be established throughout the country, especially in under-performing black schools in a collective endeavour to prepare learners for the year-end examinations. Teachers must be ready to sacrifice some of their free time to be with their learners.

Mokgomme (1998:2) contends that to enforce commitment for the sake of improving performance, the following should be done:

- "Lazy and corrupt teachers must not be defended.

- A strict record of attendance for both learners and educators must be maintained.

- Time books and period attendance registers must be introduced in all schools."
- Stringent disciplinary measures should be taken against unruly learners.

- The department should strictly monitor the situation in schools and make random unexpected visits.

- The school governing body and parents, in general, should demand productivity at school.

- Common examinations in grades 7 and 10 should be introduced and all grades' examination papers should be externally moderated.

- As far as possible, meetings should not take place during school hours.

- The Department should launch a year programme stipulating the minimum expectations for written work, exams, orals, etc.

According to Herd (1990:18), the following are successful school needs: "A dedicated and committed staff who are prepared to make those extra sacrifices in the interests of the students and the school. The progress of the students can only be as fast and far as the teachers permit. Ultimately the calibre of the teachers will determine the calibre of the school. It is the teachers who must be prepared to implement change in the school and make progress possible".

2.3.3 Improvement of qualifications by teachers

There is a great possibility that teachers who are improving their qualifications can achieve a high level of commitment. Mutawhatsindi (1998:20) contends that it is critical that educators' skills are upgraded to cope with the new educational changes. He further states that principals should be encouraged to register for management courses and teachers should be encouraged to upgrade themselves to fulfil their new roles as facilitators. Underqualified and unqualified teachers can also be requested to improve their qualifications (Bot, 1988:59).
2.3.4 Participation by learners

Qualified teachers are likely to encourage learners to participate in the lessons. Shor (1992:21) contends that participation provides students with active experiences in class, through which they develop knowledge, that is, reflective understanding, and not mere memorisation. Further, participation sends a hopeful message to students about their present and future, it encourages their achievement by encouraging their aspirations. The participatory classroom is a free speech classroom in the best sense, because it invites all expressions from all the students (Shor, 1992:22).

Student participation and positive emotions are influenced by the teachers' commitment to both (Shor, 1992:26). Participation in the classroom can be created through the following, that is, by creating a positive climate and motivating learning; by encouraging active co-operative and peer group interaction; through dialogue and through problem posing.

2.3.5 Creation of a positive and motivating learning climate

For learners to participate successfully, a positive and motivating learning climate should be created. According to Gravett (1995:8), instructors should focus on the fostering of understanding and the motivation of students by creating a positive learning climate. A positive and motivating learning climate, according to Gravett (1995:8), can be created through the following:

- Displaying enthusiasm towards their discipline.
- Emphasising the relevance of subject matter.
- Using humour when appropriate.
- Expressing positive expectations of and showing real interest in learners.
- Handling learning problems which learners might experience empathetically.

2.3.6 Encouraging independent learning

Once a positive and motivating learning climate is created, the teacher can succeed
to encourage independent learning. According to Nightingale and O'Neil (1994:81), teachers should develop self-esteem by helping students develop intellectual and ethical capabilities by encouraging them to analyse and evaluate issues and problems. Furthermore, they should assist students to develop study and information processing skills and should raise awareness of techniques for the effective management of tasks, time and people. They should also enable students to recognise their own strengths and weaknesses, interests and needs and how to capitalise on them.

2.3.7 Encouraging active, co-operative learning and peer group interaction

Once learners are used to study independently, they can be encouraged to be engaged in active, co-operative learning and peer group interaction. According to Nightingale and O'Neil (1994:82), encouraging active and co-operative learning may enable teachers to strive to provide a supportive and a co-operative learning environment by setting up self-help groups and tutorless groups, and by stressing group assessments as well as individual assessments.

2.3.8 Dialogue

Dialogue makes it possible for learners to be engaged in active, co-operative learning and peer group interaction. Dialogue is a capacity and inclination of human beings to reflect together on the meaning of their experience and their knowledge (Shor, 1992:86). Dialogue links people together through discourse and links their moments of reflecting to their moments of action. According to Gravett (1995:17), the instructor should therefore deliberately initiate dialogue with regard to learners’ perceptions of task requirements.

Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges, teacher-student with student-teachers (Freire, 1972:61). According to Freire (1972:61), the teacher is no longer merely the one who teaches, but the one who is himself taught in dialogue with the students who in turn, while being taught, also teaches. They become jointly responsible for a process in which all grow.
2.3.9 Problem posing

Dialogue can be initiated through problem posing. The problem posing approach is a solution to the banking approach. Problem posing education involves a constant unveiling of reality. Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge (Freire, 1972:62). Their response to the challenge evokes new challenges followed by new understandings and gradually the students come to regard themselves as committed (Freire, 1972:62).

2.3.10 Assessment of learning

Problems can be posed on a regular basis during the course of the lesson to assess the learner's prior knowledge or assess learners' understanding of the lesson. According to Nightingale and O'Neil (1994:84), teachers should design assessment tasks in ways to ensure that they are able to determine whether students have actually achieved the objectives of the subject. This is essential to meaningful evaluation of the effectiveness of teaching. Assessment procedures should discourage the reproduction of facts and theories as well as the manipulation of formulas, but require of students a decisive demonstration of understanding of important principles and concepts and how these issues interrelate, as well as the application of knowledge in unfamiliar situations (Gravett, 1995:4).

Gravett (1995:20) states that a very important point of departure regarding the assessment of learning is that assessment should encourage students to focus their learning on that which is academically important and should provide students with feedback on their progress. The feedback function of assessment calls for regular assessment and that assessment should be accompanied with comprehensive and explicit information to students regarding their strengths and weaknesses (Gravett, 1995:7).
2.3.11 Improvement of facilities or resources

Assessment of learning can be successful and enhance learning if facilities or resources are improved within schools. According to Bot (1988:59), radios and televisions should be used to support Maths and Science teachers. He further states that equal standards should apply in the provision of facilities and teaching aids at rural and urban schools. The power supply to schools should be subsidised, while mobile media units could be used to facilitate lending books and teaching aids to schools (Bot, 1988:59).

Mangena (1997:12) states that the Education Ministry should embark on a massive programme to build more classrooms and improve the physical condition of township and village schools. Furthermore, there should be no difference between suburban and township schools, and the learner-teacher ratio should be reduced.

2.3.12 Condonement should be stopped

The improvement of facilities or resources can be rendered futile, if condonement can not be stopped. Motau et al. (1990:3) state that before a principal sets out to condone any learner's marks, care should be taken to arrive at a just and fair evaluation of the learners' progress and achievement. The authorisation and cooperation of the circuit inspector is required for approval and final promotion.

2.3.13 Amendment of the Bill of Rights

Besides the fact that condonement must be stopped, it is also felt that the Bill of Rights must be amended. Mlangeni (1998:14) suggests that liberals should work hard to persuade Parliament to amend the Bill of Rights, to enable teachers and parents to reintroduce corporal punishment.

2.3.14 Parent involvement

Besides amendment of the Bill of Rights, the involvement of parents in the education of their children is viewed as a fundamental step in the desired direction. The
Human Sciences Research Council (1992:29) states the following with regard to parents' involvement:

- “Research findings clearly demonstrate that parent involvement increases pupil achievement, so it's critical to establish a relationship with parents.

- For secondary school teachers for whom individual visits would not be practical, a letter of introduction to parents that includes office hours, homework policy, etc., is appropriate.

- School staff invites parent involvement when they provide specific information about learners' progress, and structure activities that rely on parent participation.

- Report on learners' progress, both in academic work and study skills should be shared frequently - weekly is ideal, so that parents have specific details to discuss with their children.”

2.4 SUMMARY

According to the literature that has been studied, almost all the factors mentioned above (par. 2.3) have a high possibility of improving performance if they can receive sufficient attention. The next section will focus on the research methodology.
SECTION 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Section 3 focuses on the research methodology and the data analysis. The research methodology comprises of the research approach or orientation, which articulates the paradigm from which the research is approached. Also included here are sampling and data collection methods.

3.2 RESEARCH METHODOLOGY

3.2.1 Research approach or orientation

The research is approached from a constructivist paradigm. Constructivist inquiry is the humanly devised way to entertain constructions about states of affairs that are subject to continuous refinement, revision and if necessary, replacement (Guba & Lincoln, 1989:104).

Within the constructivist paradigm the main instrument of data collection is the researcher (the human-as-instrument). Where the inquired into is a human, or a human characteristic, the existence of interconnectedness is inescapable. Knowledge emerges as a product of an interaction between humans or between human and non-human objects (Guba & Lincoln, 1989:67).

Knowledge is a human construction. Different stakeholders participate in knowledge construction. Individuals devise constructions as they attempt to make sense of their experiences, which it should be recalled, are always interactive in nature (Guba & Lincoln, 1989:86). Phenomenon is defined depending on the level of sophistication that the constructor brings to the task.

Within the constructivist paradigm an inquirer and the inquired into are interlocked in such a way that the findings of an investigation are the literal creation of the
inquiry process (Guba & Lincoln, 1989:84). It is impossible to separate the inquirer from the inquired into. It is precisely their interaction that creates the data that will emerge from the inquiry (Guba & Lincoln, 1989:88).

According to Guba and Lincoln (1989:84), human inquiry is inherently dialectical, reflecting conflicts and contradictions in constructions. Meaningful human inquiry is impossible without the full understanding and co-operation of respondents. Insofar as the human investigator is him or herself often the major instrument, interaction is required to allow the full potentialities of that instrument to emerge.

According to Guba and Lincoln (1989:64), it is exactly the posture of the constructivist paradigm that there is no single "real" reality, but only multiple realities constructed by human beings.

3.2.2 Sampling

As the research is approached from a constructivist paradigm, I will build a purposive sample that embraces different stakeholders, differing in terms of knowledge, experience, age and gender. I will use maximum variation with an attempt to understand the problem by seeking out persons who represent the differences regarding the research problem.

The approach to purposefully selecting people for a study acknowledges the complexity that characterises human and social phenomena and the limits of generalisability (Maykut & Morehouse, 1994:56).

3.2.3 Data collection methods

As the research is approached from a constructivist paradigm, the human instruments are used for data collection. The human is the instrument of choice for the constructivist, and it should be stressed, the only possible choice during the early stages of an inquiry (Guba & Lincoln, 1989:175).
Given that the human instruments will be employed in data collection, the question of which methods are used, is vivid, that is, those that come most readily to hand for a human and obviously qualitative methods.

Merriam (1998:69) quotes Patton, who states that qualitative data consist of direct quotations from people about their experiences, opinions, feelings and knowledge obtained through interviews, detailed descriptions of peoples’ activities, behaviours, actions recorded in observations and excerpts, quotations or entire passages extracted from various types of documents.

A semi-structured interview will be used in order to be more open-ended and to allow stakeholders enough freedom to elaborate as far as they can.

3.2.4 Participants

The following stakeholders participated in the research:

The Area Inspector
Three school principals, one from each of the selected schools
Three teachers, one from each of the selected schools
Two teachers who belong to the teacher’s organisations, that is, SADTU and NAPTOSA
Six students, two from each school - the one who is repeating matric and the one who is attempting matric for the first time
Two parents with matric as their minimum academic qualification

The stakeholders received forms and each of them was requested to respond to the two research questions, that is:

1. What are the different stakeholders’ perceptions of why matric results are poor?

2. What can be done to improve the matric results?
3.3 PROTOCOL FOR DATA ANALYSIS

The protocol for the data analysis is as follows:

- The data collected through interviews from the stakeholders was analysed by using the constant comparative method. Firstly, to make it possible for the researcher to write the findings. Secondly, to put the data in such a way that it will be clear to the readers. Thirdly, to justify validity and reliability.

- The transcripts were coded in the right hand corner. The original transcripts were photocopied (see Appendix A). Units of data were coded in accordance with the original transcripts. The units of data were cut from the photocopied transcripts and taped on the index cards (see Appendix B).

- Prominent ideas that emerged from collected data were written on the index cards and taped to the left-hand side of a large paper. Prominent ideas have formed the provisional categories. Unitised data cards were taped under the category cards.

- A description of the findings was done in order to make it clear to the readers.

- Questions were integrated and described in a comparative table as a conclusive summary.

3.4 SUMMARY

The research will be approached from a constructivist paradigm. A purposive sample that embraces different stakeholders will be built. Qualitative data collecting methods will be used and interviews will be conducted. The protocol for data analysis is articulated. The next section will focus on data analysis and findings.
4.1 THE AREA INSPECTOR

4.1.1 The reasons why matric or grade 12 results are poor

The Area Inspector stated that the following reasons contribute towards poor matric or grade 12 results:

- **Lack of discipline**
  “Generally, there is no discipline right across the board, i.e. it affects both teachers and learners. Those who are supposed to be enforcing discipline seem to be either hesitant, afraid or unable.”

- **Lack of culture of hard work**
  “Both teachers and learners are not doing their utmost best, for example, there is no more written work exercises, as well as tests. There are also no more afternoon studies. Without that form of practice, there is no way in which learners can do justice during the examination.”

- **Late supply of textbooks**
  “The Department of Education and parents are also failing both teachers and learners by not supplying them with textbooks timeously. The school authorities also contribute to that by not improvising by establishing school libraries.”

The Area Inspector furthermore stated that teachers do not seem to be motivated enough, and there is a lack of parent involvement.

4.1.2 How matric results can be improved

According to the Area Inspector, the following factors can play a significant role in improving the results:
 Discipline
"The principal, teachers and members of the Student Governing Body have to regain their authority through self-discipline, for example, the school should show teachers order, direction and a sense of purpose. Learners will follow suit."

 Learning programmes and commitment
"The school should draw up programmes for written work and those for teaching and learning activities, as well as to agree to show signs of commitment to the same, by all the stakeholders."

 Book supply
"Book supply by the Department should be done timeously in order to enable both teachers and learners to plan in advance."

 Motivation
"Where teachers do not look motivated, there is no way in which learners will feel inspired to want to learn."

 Parental involvement
"Parents need to play their part in the education of their children. Schools that perform well, have strong parental involvement, for example, by showing support to both teachers and learners' activities."

4.2 SCHOOL PRINCIPALS

Like the Area Inspector, school principals identified a number of factors which contribute towards poor matric results.

4.2.1 Reasons why matric or grade 12 results are poor

 Conduct and discipline
School principals indicated that conduct and discipline play a role in poor performance in the following ways: "Since the liberation struggle, learners and teachers lost self-discipline and self-respect. This resulted in the decline of mutual
relationship amongst learners, teachers and management. Since 1994, the misinterpretation of ‘democracy’ contributed to poor pass rate. Learners thought they have the right to respond negatively towards their studies.”

- **Condonement: pass one, pass all**

Besides conduct and discipline, they identified condonement as a factor that contributes towards poor performance. “Condone destroyed a number of learners. Some are dropouts, because they were condoned every year. Condone crippled the learners. It implanted a negative attitude towards studies. They even resorted to ‘pass one, pass all’.”

- **Abolishing of corporal punishment**

Besides condone, they find the abolishing of corporal punishment as a contributing factor. “Abolishing corporal punishment through the media led the learners to refuse school work, homework, assignments and even afternoon studies. This also encouraged late-coming and leaving learning materials at home.”

They furthermore stated the following with regard to corporal punishment: “The academic successes achieved in the Apartheid Education Department were inherent to forced subordination of teachers and learners, which was mostly enforced through corporal punishment to learners. That, without doubt, created unpleasant associations between learners and teachers, as well as between learners and the school. In the same way it also created a culture of punishing for success in teaching (teachers), and being punished in order to render devotion to studies (learners).”

- **Lack of commitment**

Besides abolishing corporal punishment, lack of commitment by teachers and learners is believed to be one of the factors, which contribute towards poor performance. “Both do not come to school regularly. Teachers do not attend their periods and learners dodge. Teachers do not give written work while on the other hand learners do not write homework and assignments. Teachers often absent themselves from school and they engage in go-slow and strikes. Some teachers go to class unprepared and dodge periods, thus demotivating learners by giving them
less or no work at all.”

Furthermore, they stated the following with regard to lack of commitment: “The era of uprising and political victories preceding the '94 elections (characterised by erratic and/or riotous attendance) was then welcomed with relief by learners as they enjoyed their 'justifiable' state of being casual with their schooling, and teachers who awoke to a possibility of lazing around at work and still get their salary with no one nagging.”

“In both instances above, the motives for such behaviour were always best understood by the politicians who advocated them, with the sad result that the latter was misconstrued by learners and some teachers as the 'better face' of the school and not as a means to arrive at the desired Education Department. This misconception by learners (and some teachers as well, unfortunately), has whittled away the necessary seriousness for producing good results.”

- **Truancy**

Besides lack of commitment by teachers and learners, truancy by both is regarded as a contributing factor. “Truancy on the part of learners and teachers contributes to poor pass rate. Most learners lack parental care. Parents work far from home, thus learners stay alone or with grandparents. They become exposed to delinquency. Thus, they are exposed to drugs, alcohol and pregnancies, which contribute to poor pass rate.”

- **Lack of parental involvement**

Besides truancy by both teachers and learners, lack of parental involvement is realised to be a contributing factor. The following are stated with regard to lack of parental involvement: “Some parents do not check their children's progress and they do not check whether their children attend school regularly. Furthermore, with only a small amount of money being contributed by parents towards their children's education up to grade 12, parents fell into a lull, leaving the responsibility of monitoring the academic progress of their children solely to the teachers.”

“A child who can either fail or put a poor academic performance and still get away
with it, cannot be expected to be more dedicated to studies, and thus ‘innocently’ adds to the negative statistic of failures. In any way, his parents could still afford to take him back to school or a finishing centre next time. In this way failing grade 12 became increasingly popular with learners and parents.”

- **Overcrowding in the classrooms**
Overcrowding in the classrooms just like lack of parental involvement is realised to be a contributing factor. “Overcrowding in the classrooms makes it difficult for the teachers to pay individual attention to learners.”

- **Shortage of teachers**
Shortage of teachers just like overcrowding in the classrooms is identified as a contributing factor. “Some of the teachers are overloaded with work because of shortage of teachers. When an education department, existing within a government with suspicious budgets, decides not to inject any new teachers into its workforce for 5 years, while the learner enrolment statistics rocket every year, the result is easy to guess. Employ a single teacher to work for 5 years at a school, starting with 212 learners in grade 12 in the first year, while still teaching in other grades as well, and at the end of the 5 year term you have a tired, demotivated and demoralised teacher.”

- **Lack of facilities**
Besides shortage of teachers, lack of facilities is realised to be a contributing factor. “Lack of facilities such as libraries, laboratories, classrooms, electricity, science apparatus, teaching aids, textbooks and late government supplies, contribute to poor pass rate.”

4.2.2 **How matric results can be improved**

Despite the fact that, according to school principals, there are a number of factors that are believed to contribute towards poor performance. There are also a number of factors that may play a role in improving matric or grade 12 results.
**Mutual relationship**

"Mutual relationship amongst learners, teachers, parents and management, especially in establishing school policies, subject policies and alternatives, will strengthen the discipline for the improvement of matric results."

**Improvement of facilities**

Besides the mutual relationship that should exist amongst stakeholders, the improvement of facilities is also identified as a factor that can improve matric results. "There should be enough classrooms; textbooks should be delivered on time; libraries and laboratories should be established at all schools; schools should be supplied with electricity, and all schools should be supplied with educational media."

**More teachers**

Besides the improvement of educational facilities, it is stated that "...more teachers should be employed as ideal matric results go hand in glove with ideal educator-learner ratios."

**Re-introduction of corporal punishment**

Besides employing more teachers, there is a feeling that corporal punishment must be re-introduced. "Corporal punishment should be re-introduced to enable teachers to discipline learners. The government should abolish the act which stops the teachers and parents from punishing the learners with the intention of showing them the correct way to acceptable adulthood."

Furthermore, the following are stated with regard to punishment: "Politicians need to come out clearly and workshop communities, especially learners and parents on what is expected of them in education. A learner cannot be left to be in the process of education. A child's rights come along with the need for strict supervision and support by a responsible adult (teacher and parent here). They should also go along with an inevitable need for disciplinary measures if the child refuses to be educated."
• Commission relevant people
Besides re-introducing corporal punishment, they stated that, "...it is important to commission relevant people to lead and facilitate educational activities, and stop choking educators with unrealistic directives by people who are not personally directly involved in the teaching-learning situation." Furthermore, it is indicated that, "...to revive the dampened spirits of educators is indispensable, as much as getting rid of those whose educational ambitions are lost forever."

• Stop announcing crucial matters over the media
Besides commissioning relevant people to lead and facilitate educational activities, it is indicated that, "...the government should stop announcing crucial educational matters to the public through the media before the message is delivered to the people concerned through circulars. This may avoid confusion, which causes a delay in the progress of schools. Condone must be stopped."

4.3 TEACHERS

In responding to the research problem, teachers, just like school principals, identified a number of factors, which may contribute towards poor performance.

4.3.1 The reasons why matric or grade 12 results are poor

• Lack of facilities
There is a lack of visual aids to facilitate the smooth running of teaching. Most schools are not electrified to allow the learners to learn everytime they wish. The Department fails to deliver textbooks and stationary on time, and in circumstances where such deliveries are made, wrong requisitions are dispatched.”

• Overcrowding in the classrooms
Overcrowding in the classrooms, just like lack of facilities, is realised to be a contributing factor towards poor performance. "In terms of the teacher-learner ratio that is now experienced in schools, one finds it practically difficult to translate his ideal teaching into a concrete programme aimed at improving the learners' performance. This state of affairs renders the teacher ineffective since controlling
the overload of work at his disposal is difficult. In the main, this problem is attributed to the Departments' reluctance or inability to provide enough classrooms and employ teachers relevant to the desired schools.”

- **Unavailability of syllabi**

  Unavailability of syllabi, just like overcrowding in the classrooms is identified as a contributing factor. “One could not prejudice what would happen to him in the light of the new developments in education when teaching without proper guidelines. Central to this is the lack of syllabi. This relegates the teacher to an inferior type of teacher who regards teaching as a burden and a bore. Ultimately it is reflected by poor performance of the learners. Most schools in this province (Northern Province) do not have syllabi. Teachers only rely on the textbooks which in many cases contains irrelevant information.”

- **Inefficiency of Area Inspectors**

  Besides the unavailability of syllabi, the inefficiency of Area Inspectors is realised to be a contributing factor. “They are not heard by the teachers’ unions. They are afraid to perform inspection or guidance to schools with regard to teaching.”

- **Inefficiency of school principals**

  In addition to inefficiency of Area Inspectors, inefficiency of principals is realised to be one of the problems that lead to poor performance. “The principals don't have school policies which serve as guidelines regarding code of conduct for school work, uniform, payments, etc.”

- **Lack of commitment by teachers**

  Besides the inefficiency of principals, lack of commitment by teachers is identified as a contributing factor. “The teachers do not attend periods regularly; they don’t prepare; they don’t come to school regularly; they don’t control written work and are not disciplined. The quality of written work is poor.”

- **Underqualified teachers**

  Lack of commitment by teachers is likely to be aggravated by underqualified teachers. “Some teachers are underqualified, i.e. lack deeper knowledge
concerning the subject they are offering. The teachers focus mostly on theory and ignore practical work and experiments. The learners are demotivated in the process.

- **Lack of parental involvement**
Lack of parental involvement just like underqualified teachers, is believed to be affecting good performance. “Most schools in the Northern Province are situated in rural, remote and underdeveloped areas. Parents in these areas do not stay with their children, because they work in places like Gauteng. Children lack parental supervision to study at home. Most learners fall under this group and only see their books at school. Furthermore, parents are not interested in the progress of their children. They don’t even check their books after school. Parents do not work hand in hand with the teachers. Even though his/her child performs below what is expected, the parents don’t care.

- **The behaviour of union members**
Besides lack of parental involvement, the behaviour of union members is realised to be contributing towards poor performance. “Union members dominate, do as they please, knock off at random for meetings conducted during school hours, have more power to pressurise the Department and intimidate with strikes.”

- **Lack of dedication by learners**
Lack of dedication by learners, just like the behaviour of union members, is identified as a contributing factor towards poor performance. “Learners lack dedication in their studies. They have no confidence in themselves. They have developed a tendency of saying, ‘...you can’t pass matric in the first attempt’. They have dedicated themselves to drugs.”

“Learners absent themselves from school, dodge periods, arrive late at school, do not do their school work, for example, homework, assignments and eventually they do not write monthly tests. This happens with learners who have been condoned from previous grades.”
Criminals as role models

Besides lack of dedication by learners, it is believed that learners see criminals as their role models. "Criminals drive flashy cars, and they have a lot of money that they have acquired unlawfully. When you ask learners what they would like to be after completing their studies, they don't view educated people with envy because they don't have money and some are not even working."

Lack of motivation to teachers

Besides criminals as role models, lack of motivation to teachers is identified as a contributing factor towards poor performance. "The teachers are not motivated to do their work diligently. They are disillusioned with the profession because it does not give them the material rewards that their counterparts in the private sectors receive. Good teachers leave the profession. Those who remain, only remain because they have nowhere else to go."

4.3.2 How matric results can be improved

Despite the fact that there are a number of factors, which according to the teachers interviewed, can contribute towards poor performance. There are also a number of factors identified by teachers, which have a high possibility of contributing towards poor performance.

Teacher appraisal

Teacher appraisal is identified as one of the ways that can play a fundamental role in improving performance. "In keeping up with the Culture of Learning, Teaching and Service (COLTS), SADTU secured a commitment from the employer to develop a teacher appraisal model to be implemented in all schools. This, we believe, will improve the quality of public education as it focuses on teacher development. Evaluation and meriting of teachers should be done to ensure that good educators are rewarded and the not so good ones improve their work."

Learning materials

Besides teacher appraisal, they stated that the supply of learning materials might contribute towards improving the learners' performance. "The government must
ensure that textbooks, syllabi and work programmes for different subjects are delivered to schools at the beginning of the year. Learning equipment must be supplied to schools, whether in rural or urban areas.”

- **Re-introduction of corporal punishment**
  Even though it is stated that learning materials should be supplied to schools, the general feeling is to restore discipline in schools, corporal punishment should be re-introduced. “Corporal punishment should be re-introduced because learners do not do their work and they know that they will not be punished. Other means of punishment are not effective and they disturb the learning process. For example, if learners are ordered to clean the school grounds, they spend a lot of time outside the classroom while other learners are taught. Corporal punishment should not be abused.”

- **Parents’ involvement**
  Besides the fact that corporal punishment should be re-introduced, it is realised that the involvement of parents in the education of their children can play a significant role in improving performance. “Parents should encourage students to learn; should know what is taking place at school and should also know the school policy. Learners should be motivated to study at home and parents should supervise such studies. Study timetables should be made available and written work should be checked on regular basis.”

- **Involvement of Inspectors**
  The active involvement of Inspectors, just like the involvement of parents is realised to be a way that can improve performance. “The Area Inspector should visit schools regularly for guidance, evaluate written work and discuss problems with learners.”

- **Commitment by both teachers and learners**
  Besides the active involvement of Inspectors, commitment by both teachers and learners is encouraged. “Teachers should prepare lessons, control written work, attend periods, not absent themselves from duty with false excuses and should keep records of written work. Learners, on the other hand, should avoid late
coming, write homework and assignments, seek help from teachers, and avoid absenteeism and dodging from school. Warm relationships should prevail amongst union members from different bodies to ensure that an ideal working situation is created.”

- **Subject committee and in-service training**
  In addition to commitment by both teachers and learners, it is stated that the establishment of subject committees and in-service training can contribute towards improving performance. “SADTU at the level of the branch should come up with formations of subject committees co-ordinated by the union which will show a commitment to COLTS. In-service training must be continuously given to teachers to keep them abreast of new developments.”

- **Improvement of qualifications**
  In addition to the establishment of subject committees and in-service training, the improvement of qualifications of educators is identified as a factor, which can contribute towards improving performance. “Like SADTU, we have secured a commitment from the employer to ensure that there are reasonable opportunities for educators to improve their qualifications to at least the minimum entry qualifications. These educators should have sufficient incentives in the form of higher salaries for higher qualifications. This is part of the human resource strategy to provide training for educators and thereby further enhancing our campaign towards quality public education.”

- **SADTU winter school**
  Besides improving qualifications of educators, the establishment of SADTU winter schools is identified as one of the ways which can improve performance. “In each branch level of the union, the project will be fully funded and co-ordinated by SADTU. This, we hope, will balance the interest of the union and the learners’ interest.”

4.4 **LEARNERS**

Learners like teachers, attribute poor performance by matric or grade 12 learners to
a number of factors which work together against good performance.

4.4.1 The reasons why matric or grade 12 results are poor

- **Political factors**
  Learners attribute poor performance to political factors. "Pupils misinterpret the words 'right' and 'freedom'. They have gained the impression that they have the right to misbehave, arrive late at school, dodge school, and the freedom to run away from study."

- **Lack of diligence**
  Besides political factors, it is stated that lack of diligence to school work is a contributing factor to poor performance. "Most of the learners are not diligent to their school work. They do not write homework that are given to assess them while some copy from their classmates for the sake of satisfying the teachers. When they attempt matric for the first time they say, 'it is not important for us to read, because we have another chance the following year'."

  "Some learners attend school for the sake of preventing boredom and in the process they influence prepared learners to relax. Learners have dedicated themselves to dagga and liquor and spend most of their time in shebeens."

- **Poor attendance**
  Besides lack of diligence by learners, poor attendance by both teachers and learners is identified as a contributing factor. "Students do not attend school regularly. Some of them dodge periods, and arrive late at school, while the teachers, on the other hand, do not attend their periods regularly and sometimes engage in teacher strikes."

- **Lack of facilities and resources**
  Lack of facilities and resources, just like poor attendance, is identified as one of the factors that contribute towards poor performance. "There is a lack of facilities such as textbooks, stationery, science apparatus, electricity for performing experiments, and in some cases, shortage of teachers. Many schools do not have enough
laboratory equipment, while many experiments need to be performed in order to notice the changes that have occurred. Learners do not have libraries where they can find information about what they have been taught."

- **Lack of motivation**
  Besides lack of facilities and resources, a lack of motivation from parents is identified as a contributing factor. "Parents are not eager to know about the performance of their children. They don't even care whether their children absent themselves or dodge from school."

- **Absence of Inspectors at schools**
  Besides lack of motivation from parents, it is realised that the absence of Inspectors at schools is one of the problems that lead towards poor performance. "Inspectors do no longer visit schools and therefore teachers are not motivated."

- **Condonolement**
  Just like the absence of Inspectors at school, condonement is identified as a factor that contributes towards poor performance. "The main problem lies with learners from grade 11, who have been condoned from the previous grades. These learners have shown no determination up to grade 11. If a person has shown no ability to cope with internal examination, how can he/she cope with external grades."

4.4.2 **How matric or grade 12 results can be improved**

It is authentic that learners have identified a number of factors that contribute towards poor performance and it is still authentic that, according to the learners, a number of factors can contribute towards improving performance.

- **Educational facilities**
  "Educational facilities must be improved. Schools should be supplied with electricity. The Department of Education should supply the books in time. The principals should make sure that libraries and laboratories are equipped with the relevant equipment."
• **Discipline**

   "Learners who dodge periods must not qualify for the examination. Students who fail trial examinations should not qualify for final examination. From grade 11, learners who have obtained 40% and more, should be the ones who are allowed to sit for grade 12 final examination."

• **Commitment by teachers and learners**

   "Teachers must prepare their lessons. They should ensure that the syllabi are completed in time and revision is done. They must advise pupils how to approach examination papers. Monthly tests should be introduced in all schools to evaluate the performance of learners, and learners with good aggregate year marks should sit for the final examination."

   "Teachers should sign period registers and learners should be punished for not coming to school regularly. Learners and teachers should attend periods regularly. Teachers must give learners more work. Learners must be encouraged to double their efforts and afternoon study should be introduced. Group work should be introduced."

• **Commitment by the Department of Education**

   "The Department of Education (Area Inspectors) should visit schools almost every month. The Department of Education should distribute subject advisors to various schools, particularly those with a low pass rate. Workshops should be conducted in favour of educators."

• **Parents’ involvement**

   "Parents should motivate their children to devote more time to their studies, both at home and at school. They must not allow their children to stay at home during school hours."

4.5 **PARENTS**

Parents, just like the learners, are also disturbed by poor matric performance. They identified a number of factors which give rise to poor performance.
4.5.1 Reasons why matric or grade 12 results are poor

- **Lack of commitment by learners**
  "Learners are reluctant to do their work, for example, writing homework, classwork, etc. Another factor is the poor school attendance by learners. Learners spend more time watching television or visiting taverns."

- **Lack of commitment by teachers**
  "Teachers write assignments during school hours and ignore to teach. They ask questions that are not in the syllabus."

- **Lack of parental involvement**
  "Lack of supervision by parents, especially in cases where parents are working far from home. Parents do not enquire about their children’s’ progress from teachers at school."

4.5.2 How matric results can be improved

Despite the fact that factors, which are likely to contribute towards poor matric results, are identified by parents, there are also factors, which they think may play a role in improving performance.

- **Commitment by the Department of Education**
  "The Department of Education should give learners relevant questions to revise for the examination. The present government should see to it that it increases teacher’s wages so as to reduce the number of teachers who are corresponding with various institutions. The schools should have learning equipment, which can be used as teaching aids."

- **Commitment by both teachers and parents**
  "Both parents and teachers need to work together in motivating learners to do school work. Parents should check learner’s books at home while teachers should give learners enough work at school. Teachers should not write assignments at school. Individual differences should receive attention in the classroom."

4.6 SUMMARY

In the previous paragraphs, the findings of this survey have been analysed, categorised and described, as it was put forward by the respondents or stakeholders that formed part of this research programme. The next step will be to integrate all the information into main sets of conclusions, that is, a summary of all the stakeholders' responses to the questions: "Why matric results are poor", and "How to improve the matric results" (see paragraph 1.3.2) will be given and interpreted in order to justify validity and reliability.
SECTION 5

INTERPRETATION, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Finally all the data from the findings in the previous section will be summarised and interpreted in the following paragraphs.

5.2 SUMMARY OF STAKEHOLDERS' RESPONSES

The following table illustrates the main categories or findings of the stakeholders' responses. In the left column the reasons why the matric results are poor were summarised, and in the right column the main findings as summarised in the left column, that is, the suggestions of how the matric results can be improved, were made.

Table 5.1 A summary of stakeholders' responses

<table>
<thead>
<tr>
<th>Why the matric or grade 12 results are poor</th>
<th>How the matric or grade 12 results can be improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of discipline.</td>
<td>1. Discipline should be exercised.</td>
</tr>
<tr>
<td>2. Lack of culture of hard work.</td>
<td>2. Teachers and learners should work hard (learning programmes and commitment).</td>
</tr>
<tr>
<td>3. Late supply of textbooks.</td>
<td>3. Textbooks should be supplied in time.</td>
</tr>
<tr>
<td>4. Condonement: Pass one, pass all.</td>
<td>4. Condonement should be stopped.</td>
</tr>
<tr>
<td>5. Abolishing of corporal punishment.</td>
<td>5. Re-introduction of corporal punishment.</td>
</tr>
<tr>
<td>7. Shortage of teachers.</td>
<td>7. More teachers.</td>
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<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>8. Lack of parental involvement.</td>
<td>8. Parents should be involved.</td>
</tr>
<tr>
<td>9. Overcrowding in the classrooms.</td>
<td>9. More classrooms should be constructed and more teachers should be employed.</td>
</tr>
<tr>
<td>10. Shortage of facilities.</td>
<td>10. Improvement of facilities.</td>
</tr>
<tr>
<td>11. Unavailability of syllabi.</td>
<td>11. Syllabi should be supplied to schools.</td>
</tr>
</tbody>
</table>

### 5.3 INTERPRETATION OF THE STAKEHOLDERS’ RESPONSES

#### 5.3.1 Lack of discipline

- Lack of discipline refers to a situation where people in an institution or organisation fail to confine themselves to the policy of that institution or organisation.

- The stakeholders are supported by the literature consulted, having identified lack of discipline as a contribution factor towards poor matric results (see paragraphs 2.2.9, 2.2.10, 2.2.17, 4.1.1 and 4.2.1).

- According to stakeholders, lack of discipline can be solved by exercising discipline (see paragraphs 4.1.2 and 4.4.2).
5.3.2 Lack of culture of hard work

- Lack of culture of hard work refers to the unwillingness or unpreparedness to work hard.

- The stakeholders, as well as the literature consulted, have identified lack of culture of hard work as a contributing factor (see paragraphs 2.2.21, 4.1.1 and 4.4.1).

- According to stakeholders, lack of culture of hard work can be solved through learning programmes and real commitment (teachers and learners should work hard) (see paragraph 4.1.2).

5.3.3 Late supply of textbooks

- Late supply of textbooks refers to the situation where books are delivered to school late in the first quarter or semester.

- The stakeholders are again supported by the literature consulting having identified late supply of textbooks as a contribution factor towards poor matric results (see paragraphs 2.2.12, 4.1.1, 4.2.1 and 4.3.1).

- The stakeholders have stated that the late supply of textbooks can be solved by supplying textbooks in time (see paragraphs 4.1.2, 4.2.2, 4.3.2 and 4.4.2).

5.3.4 Condonement: pass one pass all

- Condonement refers to the situation where a student is promoted to the next grade even if he or she does not deserve to be promoted to the next grade.

- The stakeholders are supported by the literature consulted, having identified condonement as a factor that contributes towards poor matric results (see paragraphs 2.2.18, 4.2.1 and 4.4.1).
According to the stakeholders, as well as the literature consulted, condonement should be stopped (see paragraphs 2.3.12 and 4.2.2).

5.3.5 Abolishing of corporal punishment

- Abolishing of corporal punishment means to stop teachers from punishing students on their bodies.

- The stakeholders have stated that the abolishing of corporal punishment play a role towards poor matric results (see paragraph 4.2.1).

- The solution according to the stakeholders is that corporal punishment should be re-introduced (see paragraphs 4.2.2 and 4.3.2).

5.3.6 Lack of commitment by teachers and learners

- Lack of commitment by teachers and learners refers to a situation where teachers and learners do not exert themselves to the task of teaching and learning.

- The stakeholders are supported by the literature consulted identifying lack of commitment by teachers and learners as a factor that contributes towards poor matric results (see paragraphs 2.2.7, 2.2.8, 4.2.1, 4.3.1 and 4.5.1).

- According to the stakeholders and the literature consulted, the solution is commitment by teachers and learners (see paragraphs 2.3.2, 4.3.2, 4.4.2 and 4.5.2).

5.3.7 Shortage of teachers

- The shortage of teachers means that the teacher-learner ratio does not balance, that is, learners outnumber teachers.
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- The stakeholders as well as the literature consulted, identified shortage of teachers as one of the factors that contributes towards poor matric results (see paragraphs 2.2.12 and 4.2.1).

- According to the stakeholders, the solution is that more teachers should be employed (see paragraph 4.2.2).

5.3.8 Lack of parental involvement

- Lack of parental involvement means that parents are less concerned about the education of their children.

- The stakeholders, as well as the literature consulted, identified lack of parental involvement as a factor that contributes towards poor matric results (see paragraphs 2.3.14, 4.1.2, 4.3.2 and 4.4.2).

- The stakeholders, as well as the literature consulted, viewed parents’ involvement as the solution (see paragraphs 2.3.14, 4.1.2, 4.3.2 and 4.4.2).

5.3.9 Overcrowding in the classroom

- Overcrowding in the classrooms refers to the fact that learners are congested in the classrooms.

- Overcrowding in the classrooms is identified by stakeholders as a factor that contributes towards poor matric results (see paragraphs 4.2.1 and 4.3.1).

- According to the stakeholders, the solution is that more classrooms should be constructed (see paragraph 4.2.2).

5.3.10 Shortage of facilities

- The shortage of facilities refers to the shortage of teaching and learning aids, libraries, laboratories, electricity, etc.
The stakeholders in addition to the literature consulted, identified the shortage of facilities as one of the factors which contribute towards poor matric results (see paragraphs 2.2.19, 4.2.1, 4.2.2 and 4.4.2).

According to the stakeholders and the literature consulted, the solution is the improvement of facilities (see paragraphs 2.3.11, 4.2.2 and 4.4.2).

5.3.11 Unavailability of syllabi

- The unavailability of syllabi refers to the absence of syllabi at schools.

- Unavailability of syllabi is identified by stakeholders as one of the factors that contribute towards poor matric results (see paragraph 4.3.1).

- According to the stakeholders the solution is that the syllabi should be supplied to schools (see paragraph 4.3.2).

5.3.12 Inefficiency of Inspectors

- Inefficiency of Inspectors means that Inspectors are not committed to their duties.

- The stakeholders, as well as the literature consulted, identified inefficiency of Inspectors as one of the factors that contribute towards poor matric results (see paragraphs 2.2.6, 4.3.1 and 4.4.1).

- According to the stakeholders, the solution is the involvement of Inspectors (see paragraphs 4.3.2 and 4.4.2).

5.3.13 Underqualified teachers

- Underqualified teachers refers to teachers who do not possess the appropriate qualifications.
According to the stakeholders, as well as the literature consulted, underqualified teachers contribute towards poor matric results (see paragraphs 2.2.3 and 4.3.1).

The stakeholders supported by the literature consulted, viewed improvement of qualifications as the solution (see paragraphs 2.3.3 and 4.3.2).

5.3.14 Lack of motivation of teachers and learners

- Lack of motivation of teachers and learners means that teachers and learners do not get the necessary encouragement to work hard.

- The stakeholders identified lack of motivation of teachers and learners as one of the factors that contribute towards poor matric results (see paragraph 4.3.1 and 4.4.1).

- According to the stakeholders supported by the literature consulted, the solution is that teachers and learners should be motivated (see paragraphs 2.3.5, 4.1.2 and 4.4.2).

The next paragraph will deal with conclusions and recommendations, where the researcher will view the overall ways to try and solve the problem of poor matric results.

5.4 CONCLUSION

There is poor performance by matrics or grade 12 learners, it’s the hard facts. Multiple factors can be identified for the poor performance. I concur with almost everything that the stakeholders have identified as contributing factors, however, I find the following factors to be impacting seriously on the learners' performance:

- The Department of Education demoralises teachers in a number of ways, i.e. through retrenchment and redeployment of teachers which says one should leave his or her home or family to go and learn to adjust at a new or different place. The majority of teachers are never sure whether they will still be teachers
in the near future or they will still be working in the same area or same school.

- Besides retrenchment and redeployment, the Department provides very little to reward higher qualifications. A number of teachers have withdrawn from self-empowerment or self-development through higher qualifications as they view this action to be against the interest of the Department of Education.

- Besides the Department’s role in demoralising teachers, teachers themselves, as well as learners, are less committed to their work. Stay-aways, go-slow, absenteeism, dodging, banking periods, ignoring written work, etc., bear testimony to lack of commitment by teachers and learners.

- Lack of commitment by teachers and learners, supported by lack of facilities, leaves little hope on better performance. The absence of libraries, laboratories, adequate classrooms, teaching aids, textbooks, etc., in most schools, send the message that low pass rates is likely to be experienced as long as there are no improvements in facilities.

- Besides lack of facilities, the Bill of Rights has established freedom in schools. Learners do as they please, corporal punishment is a thing of the past. Other means of punishment are not effective and are not painful, and are enjoyed by the learners. The little commitment that learners have been demonstrating is fading every day.

- Besides the Bill of Rights, lack of parental involvement is also contributing to poor performance. In the rural areas a number of parents are illiterate and some of them had bitter experience with schools and do no longer wish to associate themselves with anything adhered to schools. Some of them influence their children negatively towards the school. They welcome absenteeism and dodging from school by their children and they don’t bother to check their children’s written work or enquire about their progress at school (from teachers).
Despite the fact that there are a number of factors, which cause poor performance, there are also a number of factors that can help to improve performance. In most cases, a number of factors, which are believed to be causing poor performance, can be addressed so that better performance can be achieved.

5.1 RECOMMENDATIONS

In the light of the previous discussion, interpretation and conclusions, I recommend the following as a means of addressing the problem.

5.5.1 Involvement of Area Inspectors

Area Inspectors should move out of the offices and visit schools so that they can have an immediate experience of what is taking place at schools. In most cases, teachers are working under very difficult situations and they need the support, guidance and motivation from the Inspectors.

If Area Inspectors can approach schools positively, they will get full co-operation from teachers and work together to improve the performance of learners. They should anticipate a problem and prevent it before it can result in a real problem, rather to keep on addressing the problem that has already occurred.

The increase in the number of schools send a message to the Department of Education that there is a need for more Area Inspectors so that they can be able to manage the existing schools.

5.5.2 Clear school policies

Besides involving Inspectors, school policies should exist. It is fundamental that schools should have policies. The school policy serves as a statement of reference to whatever activity or action that takes place within the school. It embraces the vision and mission of the school. As far as possible all the teachers in the school should make inputs when the school policy is drafted.
The school policy embraces a number of issues such as school uniform, disciplinary actions, written work, time when lessons commence and end, days and time of extra-mural activities, etc. It is essential that all stakeholders with an interest in education should be familiar with the school policy for the smooth running of the school.

5.5.3 Staff development

Besides school policies, staff development should receive attention. The current low pass rate warrants a need for the development of the teachers. The late eighties and the early nineties were characterised by crises in almost all institutions of education, mainly in black communities, which means that the standard of education has declined from that period.

The majority of the people, who were students during that period, are teachers at present. They have completed their studies with gaps and they entered the teaching profession with gaps. It is necessary that in-service training, workshops, etc., be organised for teachers so that the gap can be bridged for the sake of quality education that will eventually improve performance.

5.5.4 Teacher interaction

Teacher interaction is a form of staff development. Teachers should join forces amongst themselves within the schools, the areas, the regions, the provinces and lastly in the whole country. Subject committees and subjects societies should be established for the purposes of empowerment and development.

5.5.5 Support of subject advisors

Subject advisors should interact frequently with the teachers. Subject advisors are appointed on the basis of been experts in specific subjects. Their visits to schools may enable them to identify common problems that are experienced by teachers and such problems may be addressed before disasters such as poor performance can be experienced. Regular meetings with teachers in their areas may be a
means of empowering, motivating, supporting or guiding teachers for the sake of quality education and better performance.

5.5.6 Commitment by teachers

The support of subjects advisors may motivate teachers to be committed to their duties, basically those of teaching. Only committed teachers may be ready for in-service training, workshops, subjects societies, etc., and ready to work after hours, that is, in the afternoon, weekends and during the holidays.

5.5.7 Participation by learners

Teacher commitment has a high possibility of stimulating learners' participation in the classroom. Experience has proved that learning is effective in a situation where learners are involved in the learning process. Learners can be divided into small groups and be given problems to solve. A group leader can be chosen who will report the solutions of the group to the class.

Other ways of learner participation may be in the form of completing assignments, doing experiments, etc. Teachers should withdraw from dominating the lessons and take the positions of facilitators.

5.5.8 Assessment or evaluation

Assessment based on what learners are learning should be done frequently. The fact that learners can be assessed on what they are learning at any time, makes them to remain alert most of the time and to be prepared to learn. Assessment tasks may be in the form of classwork, homework, tests, posing questions during the cause of the lesson, etc. It is important that assessment tasks should assess understanding rather than memorisation.

5.5.9 Improvement of facilities or resources

Besides assessment of learning, adequate educational facilities prove to be
effective in improving performance. Facilities or resources in education entail a
number of things, which range from sufficient classrooms and teachers, sufficient
textbooks, teaching aids, equipped libraries and equipped laboratories.

Spending free periods or study in the library or laboratory, students may learn to research and in the process they may enhance their knowledge. Such healthy learning climates may contribute towards improving performance.

5.5.10 Condonement

Besides the improvement of facilities, condonement should be stopped if there is any desire for better performance. A number of learners happen to be in the next grade before they are ready to be in that grade, only because they are condoned. Some of the learners were condoned from grade 1 to grade 12. This leaves a number of learners frustrated, demoralised and convinced that they are not capable of meeting grade 12 requirements.

Learners who are promoted to the next grade should be those who have satisfied the criteria set by the Department of Education in the whole province or in the whole country. Experience has proved that learners, who are promoted to the next grade by virtue of deserving to be promoted, have little chance of struggling with grade 12.

5.5.11 Parental involvement

Besides condonement, it is necessary that parents should be fully involved in the education of their children. Parents should make sure that their children attend school regularly and remain at school for the whole school day, unless in exceptional cases known to both teachers and learners or to some extend to the parents. The parents should check the learners’ written work and assignments, help their children to solve problems, enquire about their children’s progress from teachers, make sure that they study at home, and wear their school uniform every day, etc.
5.2 RECOMMENDATIONS FOR FURTHER RESEARCH

- The admission age in grade 1 (school readiness) should be investigated.
- The environmental influence on the schooling process must be researched.
- The role of family background in school success must be thoroughly scrutinised.
- The curriculum needs of learners at school should be monitored on an on-going basis.

5.7 SUMMARY

In this final section the main findings/categories were summarised in tabular format, interpreted and discussed in order to validate the research findings. Final conclusions were made by the researcher, as well as some recommendations, to solve the severe problem of poor matric results in the Zebediela area of the Northern Province.
BIBLIOGRAPHY


Generally the performance of matric or grade 12 students in South Africa is poor. The statistics from 1994 to 1997 indicate that the performance is declining every year. In 1997 Northern Province proved to be worse by registering 31.0 pass rate with the following schools registering 0% pass rate:
1. Seikgone
2. Masaswivona
3. Mohlatsengwante
4. Wakwese
5. Nkota
6. Network Finishing Centre

You are kindly requested to respond to the following questions:
1. Why are matric or grade 12 results poor?
2. What can be done to improve matric or grade 12 results?

You can elaborate as far as you can.

SADTU MEMBER

In the light of the declining matric performance, it would be naive to scale down the problem into a single factor as characteristic of the poor matric results. This embraces a multiplicity of factors characteristic of the poor matric results. In the main, results are poor with regard to the following as viewed by SADTU

1.1 Overcrowding

In terms of the teacher-pupil ratio that is now experienced in schools, one finds it practically difficult to translate his ideal teaching into a concrete program aimed at improving the learners' performance. This state of affairs renders the teacher ineffective since controlling the overload of work at his disposal is difficult. In the main, this problem is attributed to the departments' reluctance/inability to provide enough classrooms and employ teachers relevant to the desired schools.
1. Lack of Learning Material

This problem simply emanates from the department's failure to make deliveries of textbooks and stationary in time. In circumstances where such deliveries are made, you find that wrong requisition is dispatched. This leaves the teacher as the sole source of information and learner without textbook as teaching aid and a source of reference.

In essence, the teacher will be unable to complete the syllabus and thereby making the learners unable to follow course of learning development and correlate aspects of the individual subject being taught.

2. Unavailability of Syllabi

One could not preclude what would happen to him in the light of the new developments in education when teaching without proper guidelines. Central to this is the lack of syllabi. This relegates the teachers to an inferior type of teacher who regard teaching as a burden and a bore. And this ultimately is reflected by the poor performance of the learners.

2. What could be done to improve results?

As SADTU, a number of workshops were held whereby recommendations regarding programmes were made in an attempt to help improve the performance of grade X
2.1 Appraisal
In keeping with the culture of learning, teaching and service (COTS), SADTU secured a commitment from the employer to develop teacher appraisal models to be implemented in all schools. This, we believe, will improve the quality of public education as it focuses on teacher development.

2.2 Improvement of Qualifications of Educators
We have secured a commitment from the employer to ensure that there are reasonable opportunities for educators to improve their qualifications to at least the minimum entry qualifications. Educators have sufficient incentives in the form of higher salaries for higher qualifications. This is part of the human resource strategy to provide training for educators and thereby further enhancing our campaign towards quality public education.

2.3 Establishing SADTU Winter Schools
In each branch level of the union, the project be fully funded and coordinated by SADTU. This we hope will balance the interest of the union and the learners' interest.

2.4 Forming Subject Committees
SADTU at the level of the branch should come up with formulations of subject committees coordinated by the union, which will show a commitment to COTS.
 Facilities

Facilities

Lack of material resources. Generally African
schools experience a greater lack of Educational
aids and equipment e.g. Radio, TV, Projector, Electrical
mics in the laboratory to name but a few.
Lack of main resources like buildings which
result in overcrowding even if the ratio is
normal e.g. 1 teacher, 35 students.
Greater shortage in Text books promote slow
learning. If not shortage late delivery of books.
Facilities

The government does not provide schools with full equipment. There are lack of textbooks, visual aids to facilitate the smooth running of teaching. Most schools are not electrified to allow pupils to learn everyday they wish, no security. Syllabus changes every year. Some textbooks are introduced during the course of the year not at the beginning. Poor monitoring result in poor development of the pupils. No libraries.

Equipments

Full equipment must be provided to the schools whether in rural or urban so that pupils must be created in the spirit of learning and studying. Pupils must

1.4. Lack of Facilities

- This entail the following
- Shortage of classrooms
- Shortage of textbooks
- The absence of libraries and laboratories in some schools
- Shortage of teaching aids
2.4. Facilities should be available at school

2.4.1 There should be enough classrooms

2.4.2 Textbooks should be delivered in time

2.4.3 Libraries and laboratories should be established at all schools

2.4.4 Schools should be supplied with electricity

2.4.5 The principal should make sure that library and laboratory are furnished with all the necessary equipment...
Library and Laboratory

Many schools do not have enough laboratory equipment while many experiments need to be performed in order to notice the changes occurred. Students do not have reference library where they can find information about what they have been taught. They ought to wait for a teacher to deliver the news.

5. The schools must have learning equipments which can be used as teaching aids.

* Poor Educational Facilities

Northern province is one of the poorest province as compared to Gauteng, Mpumalanga and other provinces. Educational facilities are exceedingly poor. Provinces such as Gauteng, its facilities are improved. They can do things practically. Their libraries and laboratories are highly improved.

There is no enough facilities in other schools such as: textbooks, electricity for experiment and enough teachers.