UNIVERSITY OF KWAZULUNATAL

FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF THE LEARNERS AT PHOENIX MUSLIM SCHOOL FROM TEACHERS' PERSPECTIVE

By

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Declaration

I, Yasir Munir declare that:

- The research that is being done in this dissertation is my original work
- This study is only being submitted to university of KwaZulu-Natal for completion of my M.com (Management) degree.
- This study does not contain any pictures, text, graphs or information unless otherwise acknowledged and referenced with its source.
- Any information taken from any internet source has been re-written but the source has been referenced.
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ACKNOWLEDGEMENT

ABSTRACT

Access to quality education is the constitutional right of every citizen of South Africa. Ensuring education is provided to all in a manner that every learner benefits no matter which the school or institution is the duty of the education department. Some institutions produce more quality learners than the others because of various factors, from its governance to training and the environment the learners are exposed to. The educators are trained to have understanding in which the learners perform and use different tools and methods in evaluating the performance of the learners.

The main purpose of this study is to investigate those factors that affect leaners performances from a teacher's perspective at Phoenix Muslim School. As well as to understand these factors and how they impact learners positively and negatively. This research study investigated four factors namely cultural, social, behavioral and individual in order to determine its effect on learners' academic performance.

The research problem has been derived from these four factors i.e. cultural, social, Behavioral and individuals to determine learners' performance. By understanding these factors, it will Impact positively on the overall academic performances of learners and can be part of the Phoenix Muslim School policy making process.

The aim of this study was to conduct research through a survey and responded by the academic staff of Phoenix Muslim School to understand these four factors. Also each factor was studied in detail and also different aspects of each factor. A conceptual concept is drawn to create a link between these factors and learners academic performance from the teachers perspective.

The findings from the questionnaire were then analyzed using various statistical tests to explain the positive or negative relationship between these factors and learners academic performance. Both qualitative and quantitative methods were deployed during the investigation phase. This study being a first in the school will open a debate

for future studies along these lines to study other factors surrounding the common problem of improving quality education in Phoenix Muslim School in particular and South Africa in general.

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Chapter 1

Introduction

1.1 Rational for the Study

Phoenix Muslim School was established in 1998. The founding fathers sought the sage and wise counsel of distinguished Islamic Scholars in consideration of the venture in conjunction with the members of the Orient Old Boys and concerned residents of Phoenix Durban (School, 2017).

The School Caters for learners from grade 1 to Grade 12 and provides Islamic and Academic education. It has progressed from 3 counsel rooms in 1999 to separate Boys and Girls Campuses. The enrolment of learners has grown from 52 to over 550 in a period of 17 years, offering classes from grade 1 to grade 12 (School, 2017).

Although Phoenix Muslim School has progressed in terms of expanding its curriculum activities, multiple campuses, catering for the disadvantaged Muslim community of Phoenix, Kwamashu and other surrounding areas, its goal still is to produce quality learners. There are only a handful of matric learners who manage to make it to leading tertiary education institutions of South Africa; others are doing odd jobs or just being exploited by the companies looking for desperate job seekers. One cannot ignore the fact that Phoenix Muslim School is faced with various challenges just like many other schools in the country.

Minimum requirement to pass Matric is as follows (education, 2015):

1. 40% Marks in 3 Subjects which includes one home Language

2. 30% Marks in other 3 Subjects

According to school records of NSC Examination results for the year 2015 only 70.7% passed as compared to 75.8% in 2014 (education, 2015).

Although Phoenix Muslim School NSC results were 87%, less than 5% of the learners managed to secure a placement at good tertiary institutions.

The poor performance of learners in schools leads to lower graduation rates at public universities; it stands as follows (Ngalo-Morrison, 2017):

1. Undergraduate students 15%

2. Master Students 20%

3. Doctoral students 12%

Many researches have proven to be correct as to how a learners' behaviour in the school, his/her cultural background, learners' socio-economic situation and individuality of the learner have a positive or negative influence on his/her academic performance (Ngalo-Morrison, 2017).

Phoenix Muslim School had never conducted a research study to understand and explain various affecting learners' academic performance.

Good performance is associated with social, economic development of a nation. Vision 2030 emphasizes on these two drivers (commission, 2015). Students' performance at high school level is a major concern for many stakeholders in education. Despite the importance of education, Phoenix Muslim School has continued to register unimpressive high school results for the past few years. This is a major problem to parents, teachers and the Board of Trustees. This study will therefore investigate these four factors using Lezotte (Lezotte, 2002). Effective School Model affecting Learners' performance at Phoenix Muslim School.

These four factors when they are addressed can impact positively on the academic performance of the learners at Phoenix Muslim School.

Some experts suggest that we are entering the fifth industrial revolution, but our education system is collapsing even though government of South Africa has spent billions of Rands on the schooling system since the apartheid.

Albert Einstein once said "if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid". Phoenix Muslim School has the potential to do better, that's why it is important to base this study on the Effective Schooling Model framework with the goal of performance excellence.

1.2 Background of the Study

According to statistic South Africa, an estimated 12.9 Million learners studying at 30,000 schools. There are almost 1,600 private, independent or state subsidized schools in the country. On Average about 4% of all learners go to private schools. The compulsory retention rate from Grade 1-9 is almost 95%; however, there is a high drop-out (Grades 10-12) of about 45% as compared to 55% in 2003. This simply means that if a child started schooling in 2003, he could have written matric in 2015 but 45% of learners could not make it through to the National Senior Certificate exams. These facts should be a matter of high concern for any civilised country in the 21st century with so much of resources and technology available (Lehohla, 2016).

Nelson Mandela once said "Education is the most powerful weapon which you can use to change the world". The above facts clearly undermine the current policies and system of education. Something needs to change and it has to change very quickly in order to safeguard the future of our children and this country. (Rheede, 2009)

The high drop-out rate can be attributed to various factors surrounding the whole schooling system, various independent researchers and institutions have already highlighted many factors and challenges but it comes down to only one question " what are those factors which influence the performance of the learners and what can we do to make our school(s) perform well?" (Education, 2017). In this study, the emphasis will be on four factors; namely social, cultural, and behavioural and Individual. We will also use the effective schooling model framework to provide a basis for restructuring the policies and procedures to improve academic performance of learners. This study will investigate the impact of these four factors on the academic performance of learners using an effective schooling approach. (Lehohla, 2016)

1.3 Research Question

Problem Statement: Factors Influencing the Academic performance of learners' at Phoenix Muslim School from Teachers' Perspective.

1.4 Research questions

1. What are the social factors that affect the learners' academic performance at Phoenix Muslim School?

2. How do cultural factors affect learners' academic performance at Phoenix Muslim School?

3. How do behavioral factors affect learners' academic performance at Phoenix Muslim School?

4. How do individual factors affect learners' academic performance at Phoenix Muslim School?

1.5 Research objectives

The objectives of this study are:

(1) To understand the social factors that affects the learners' academic performance at Phoenix Muslim School.

(1) To ascertain the cultural factors that affects the learners' academic performance at Phoenix Muslim School.

(2) To establish the behavioral factors affecting learners' academic performance at Phoenix Muslim School.

(3) To establish the individual factors that affect learners' academic performance at Phoenix Muslim School.

1.6 Research methodology

Research methodology refers to the way information is gathered from a subject through a questionnaire, survey, interview or experiment (Mcmillan, 2012).

There are three types of research methods that a research study can employ namely:

1. Qualitative Research Method

This method is adapted when the study is descriptive. Most of the data is in the form of words rather than numbers.

2. Quantitative Research Method

Quantitative Research method emphasises on measuring the phenomena in the research study. This type of research maximises objectivity by numbers, structure, statistic and control (Mcmillan, 2012). Considering the nature of this study, and the limitations of Qualitative and Quantitative methods, both methods are used in this research. (Mcmillan, 2012)

3. Mixed Method

This is the third type of methodology, is also known as mixed methods design. The reason for using the mixed method is to achieve the objectives and goals of the study. Mixed method is also used in this study to help understand the problem and outcomes. Mixed method is useful particularly when there are few individuals or a small group sample. For example, in this study, a group of teachers and staff members are involved.

1.7 Study Limitations:

Due to this study being conducted only at Phoenix Muslim school and that the problem under discussion will be from teachers' perspective there might be some other factors involved in improving the learners; academic performance. However, this study will be limited to only the four factors highlighted and only teachers' perspective will be included.

1.8 Contribution of the study:

This study utilised Lezotte, the Effective Schools Model to show the importance of an effective school in achieving excellent academic performance which has been adopted by several schools worldwide. This study will provide a guideline to the school governing body, policy makers, academic directors, school management, principal, parents and learners on how to improve the academic performance. The study will also provide a basis for improving internal monitoring and assessment procedures. (Lezotte, 2002)

The study will also bring forth social, cultural, behavioural and individual factors affecting the performance of learners at Phoenix Muslim School. In the absence of

any previous study being done to understand these factors, it will help in future planning for achieving long and short term academic goals. The outcomes will be shared with the community involved in the well-being of this institution in order to understand the challenges Phoenix Muslim school and its learners are faced with and how they can work together to overcome these challenges and improve not only the performance of the school but also be prepared for future challenges. Research is the cornerstone of understanding any problem or challenge or development of any organisation. In the absence of any prior study being done to understand the factors influencing the academic performance at Phoenix Muslim School and there is no improvement of the policy and procedures in place, it is very important to conduct this study. Apart from this study being a requirement for completing my degree, this is my humble attempt to give back to the organisation, community and the learners. In order to improve the quality of education and understand the factors that influence the academic performance of learners, Phoenix Muslim School can take some broader perspective from this study. This study will lay a foundation for future studies on different variables and factors which influence the academic performance of the learners, which will be in line with the vision and mission of this school.

"Success is not final, failure is not fatal: it is the courage to continue that counts." – Winston Churchill.

1.9 Summary:

This chapter provides various aspects of the research problem as well as background of the study. It highlights the importance of research study and explains why it is important to conduct this study. It also highlighted the objectives of the study as well as the research problem at hand. The next chapter will further give us the insight of the various aspects of the problem under discussion and provide some clarity for further investigation into the problem.

Chapter 2

Literature Review

2.1 Introduction:

This chapter will explain various variables that are related to the study problem. In order to provide a better understanding of the four factors highlighted as the objectives of the study and its relationship with the performance of the learners. A conceptual model is provided after explaining various aspect of the problem under discussion. Each variable or component of this model is explained fairly through real life situations with reference to various researches done previously. Explanation of the model will further clarify and provide some direction going forward. The aspects of the model are explained in detail along with its effect on each factor.

2.2 Effective Schooling Model:

Education is the first step of every human activity in this era of technology and globalization. It is the essence of human development. It plays an important role in human capital development and is the only way forward for a pool of opportunities and well-being (Battle, 2002). It is a way to increase productivity and improve quality of life through the acquisition of knowledge and skills. It promises productivity which also leads towards new sources of income and enhances the economic growth of a nation (Saxton, 2000).

Lezotte effective Schools Model states that, a school is effective if it measures learners achievement based on quality and equity. It highlights seven correlates of an effective school approach and these are given below: (Lezotte, 2002)

1.   Strong instructional leadership
2.   Clear and focused mission
3.   Safe and orderly schools
4.   Climate of high expectations for success
5.   Frequent monitoring of student progress
6.   Positive home-school relations
7.   Opportunity to learn/time on task

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1. Strong Instructional Leadership

Education and leadership have a great effect on the institution and roles that a leader can play to improve the overall quality of education according to Lezotte. (Lezotte, 2002). He further presents two arguments about the role of the teachers in the classroom as leader or principal. The principal as a leader in the school plays a vital role; the other side of the argument is that there is no significant effect of both teachers and head of institutions in the leadership role. Lezotte emphasizes on the argument that it does have a significant role in the improvement of the quality of education with strong instructional leadership. In 1960s James Coleman was asked by the US department of education to conduct a research which was the biggest research study conducted at that time, this study was known as "Equality of Educational Opportunity" which covered most public schools in the United States which is also known as the Coleman Report. The study showed a link between the students' academic performance and the family social and financial background. This study also indicated that the school's leadership and teaching methods had less impact on students' academic performance. So this study concluded that the family background is the only impact on the students' academic performance. This argument made the report controversial by researchers later. Ronald E Edmond (Director of the Centre of Urban studies) at Harvard University conducted research on an effective schooling system. The aim of his study was to look into the poor neighborhood and find under privileged communities and schools and test if they were able to perform well under tough economic and social challenges. The finding of this study reveals that there is no evidence that there is a relationship between effective performance and leadership. (Edmond, 1983)

2. Clear and focused mission

Vision and mission is the most basic and important aspect for any organisation according to Lezotte effective school model. . This Model further defines Vision as "where you want to be" and mission as "what needs to be done to get to where you want to be". The model has a clear and focused mission, which means that it should be easily understandable both to the internal and external stakeholders. It also

determines the methods and strategies required to achieve our vision. Vision can be singular but mission can be broken down that understands and covers all the aspects of the organisation. From the effective schooling perspective a mission can be broken down into the following:

1. Meet the stakeholder's expectations.

2. Promote high quality teaching and learning

3. Gain provincial and national recognition

4. Build strong community connections

5. Provide academic, professional and service excellence.

According to Lezotte, effective schooling model doesn't mean that you will accomplish your vision but gives a purpose to work towards your ultimate vision. The best practice is to revisit your mission and make the necessary amendments which might be because of the changes in the environment you are operating in or amendments in the laws and regulations. (Lezotte, 2002)

3. Safe and Orderly schools

According to Lezotte, a well-structured physical space of a school as well as classroom tends to have a positive impact on the individual student behavior and academic performance. He further explained that an orderly classroom tends to enhance the learning capabilities of a student and not to be distracted by the untidiness and kiosk of the classroom. The structure of the classroom should be designed in such a way that it allows group interactions among the students as well as an individual space for them. There should be adequate space for the teacher to monitor, supervise and provide the necessary support to the students.

A student should feel comfortable at the time of learning and at the same time they should be able to communicate and collaborate with each other and share their views and ideas.

According to Lezotte, the flexibility in the classroom space requires a vision of the teacher for his/her class to determine how it should be designed to accommodate all

students. It should be based on needs of the students and create an excellent environment for the students to perform better academically. The safety management system of every school provides a safe environment for both learners and staff. There should be a policy in place to ensure the safety of the students against any potential risks and threats that might arise. This risk should be made known to the students as well as the staff members through control measures and communications. Provide adequate resources to effectively implant the school safety management system. Monitoring, checking and making necessary changes from time to time as the need arises should be the objectives of this safety management system to ensure the smooth operations of the schooling activities. (Lezotte, 2002)

The safety management should consider all aspects of the safety like;

1. Identifying the health hazards

2. Risk assessment

3. Control measurements

4. School work tasks

5. Locations

6. People

7. Equipment

8. Substances

9. Activities

10. Evaluating the risk

11. Reviewing the risk assessment

4. Climate of high expectations for success

According to Lezotte effective schooling model, **e**very student can achieve success and overcome any barriers to learning they may think they have. They cannot just be told that but they have to experience it. Letting the students experience and face their fears results in overcoming it and hence achieving excellence. Often we lower

our expectations for some students or try to protect them from failures and most of the teachers might be guilty of the same in the classroom. The expectations from the students must never fall, instead they should be provided space, time and push their limits of capabilities. The teacher has to make them believe that they are far better and capable than they think they are. The teacher also has to provide the necessary support which they will need to achieve their academic excellence. The famous proverb we often use "learning is a two way road" if practiced in the classroom will have a positive outcome. The environment of high expectancy should be demonstrated every day by the teacher and be reminded of it even in worse situations that might arise in the classroom (Lezotte, 2002).

5. Monitoring of student progress (Frequent)

Monitoring of the student progress can be either in the form of verbal feedback where the teacher provides intentional feedback on the performance, individually, to every student verbally or through daily formative assessments to closely monitors the learning. The verbal feedback should happen every day in every classroom, this form is very important because of the fact that some students do not see their own potential. By having the teacher providing verbal feedback with every interaction with a student, it gives them a sense of achievement and makes them feel good about them. They also see the value of themselves and value of the school while learning and keep track of their goals. It helps them keep focused, passionate and motivated to learn more in the classroom. The second way of monitoring student progress is through formal assessments and this should be designed in such a way that student see the need to engage in it and give them a structured criticism on how well they are performing through feedback (Lezotte, 2002).

6. Positive Home-School relationship:

Schools have to work with parents in order to establish a positive relationship between school and home. The staff of the school has to come up with plans and strategies to build that important relationship. It can start with interaction of the teachers with the parents when they drop their children in the morning or pick them

up in the afternoon. This creates a healthy space for the child when they see this interaction.

The triangle that includes the student, school and parents gives an understanding of the background of the students and makes it easy for the teacher to engage the child accordingly. Schools can't change the home situation but can provide the necessary support to the student to overcome or understand the home situation. This has shown to have tremendous impact on the academic performance of the student. According to Lezotte, strong instructional leaders create a more conducive and proactive learning environment. The Principal and Management play an important role in communicating the vision and mission of the school to the parents as well as the staff. They also provide effective professional growth opportunities **to** the staff which leads to an effective team building. Lezotte further explains in his effective school model approach how a clear vision and mission provides a clear path for the staff about the schooling academic activities through which academic performance can be achieved. A safe and orderly school climate highlights the following: the expectations for learners' behavior, fair policies and procedures, individual responsibilities of learners and teachers, purposeful classroom activities, rules of engagement, personalized learning, collaborations among different learners of different backgrounds and cultures, teachers and learners skills and development (Lezotte, 2002). Frequent monitoring of teaching and learning means devising an effective plan to monitor the effectiveness of both school and learners in order to ensure the academic excellence through supervision, mentorship and that school results should be used for further development of the existing academic plans. Family and community involvement is used to develop activities, programs and projects to engage parents, businesses and other stakeholders to support the learners' learning and school infrastructure. It also promotes the importance of education and the impact of it on everyone's life. The model also provides a guide in terms of the amount of time students need to spend on a task. At the same time the model highlight the importance of a clear understanding of academic objectives by the teachers. This theory is relevant to my study because this theory has been adopted by many schools worldwide and has proved to be successful in terms of

schools improving their academic performance by the adapting the seven correlates of effective schools. The second theoretical perspective of sociological, cultural, behavioral and individual factors will also contribute to our understanding of student academic performance using Lezotte effective schooling approach. The most profound argument is that the low socioeconomic status of learners in schools has a negative impact on the academic performance of learners due to basic needs not being fulfilled, thus they do not perform better academically. Socioeconomic factor also results in low self-esteem due to environmental deficiencies (Adams, 1999). This means that special attention should be given to those who come from disadvantaged backgrounds and the whole process of providing financial support to those learners should be carefully crafted (Lezotte, 2002).

Cultural factor has a huge impact on the way learners' participate in education. This factor is also linked to individual factor in so many ways. A teacher with the lack of knowledge about a mixture of learners from different cultural background behaves and responds differently in a classroom. These differences can result in poor judgement by a teacher while dealing with learners in a classroom and can lead to an atmosphere of demotivation among various individuals from different cultural background. For instant, some cultures believe that the teacher is in charge and should have full control over how learners should behave and respond while others would like their children to work independently with the indirect supervision of the teacher (McLeskey, 2010).

Academic achievement and performance does not always reflect a learners' level of intelligence. The learners' behaviour plays a vital role in the academic performance. It determines the learners' ability to engage in academic activities in or out of classroom. Disruptive behaviour, impulse control, class disengagement and the overall health and well-being of a learner impact on his/her academic performance. Teachers focus more time on class behaviour management instead of concentrating on enhancing the performance of the learners. This behaviour has a negative impact on test scores and overall academic performance of the entire class. Poor impulse control among learners results in poor motivational levels to learn, to do homework

and to listen to the teachers, while positive impulses can lead to good academic performance and achievement (Lezotte, 2002).

Learning disorders, mental and other health problems such as dyslexia, autism could result in undermining the teacher's authority even if the teacher has excellent classroom control. This also undermines the student's ability to perform well and their ability to teach (Thompson, 2016).

2.3 Academic Performance:

Academic performance means how a student is performing in terms of his learning at school. There are many ways to exercise this and there is still plenty of research being undertaken to improve this academic performance with the advancement of technology. Many teaching tools have been introduced at schools as part of teaching methods and techniques to enhance the performance of the students in the classroom. The two critical success factors in improving academic performance are improving student achievement and use of quality data to improve instruction. Improving academic performance is the result of effective data, informed instruction, a climate of high expectation and the learning environment that is collaborative and reflective (Williams, 2018).

2.4 Social Factors Influencing Academic Performance

2.4.1 Definition

Social factors are those factors that affect lifestyle, such as religion, family or wealth. These factors can change overtime. Similarly if we look at these factors in terms of teaching and learning, the policy makers and all the stakeholders need to understand the needs of learners in the system when designing a policy or syllabus which will directly influence the academic performance of the learners.

2.4.2. Discussion

In 2016, Norman Poh and Ian Smyth from the university of surrey in their case study " to what extent can we predict students' performance in South Africa " emphasised that predicting the performance will help us formulate a strategy to overcome the learners future challenges before they happen.

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According to Albert Bandura's social cognitive theory, also known as social learning theory, the focus is on learning through observation. People can learn by observing others but not always through trial and error. This study further elaborates that people learn best through observation in real time with real people and live models or symbolic models through their competence, prestige or power and behaviour relevant to learners' own situation. The necessary conditions before students can model someone is important, the students should listen first, before attempting to model someone. Use of aid or memory can be used to remember things. There should be enough motivation and skills on the part of the teacher in order to become a role model to improve students' academic performance. Social factors that influence the academic performance of learners can be classified as external and internal. (Abere, 2015)

2.4.3. External Social Factors

Sociologists use parental occupation to determine a student's social class. For instance middle class (Non manual, professional occupations, "white colour ") are like doctors, engineers, scientists and corporate sector. The second class would be the working class (manual occupation, "Blue colour" like those working in the service industry, marketing and sales). The reason for the general assumption that children belonging to middle class achieve more academically is because, the middle class parents can afford to send their children to private schools with more facilities and exposure. They can afford to pay for the extra support outside the school and have access to most advance teaching practises, while the working class depend on the government school for their educational needs which in some cases are far inferior to the private schooling infrastructure. Some other external factors apart from parental occupation are:

    1. Cultural deprivation

    2. Material deprivation

    3. Cultural capital

    4. Marketization and parental choice

1. Cultural Deprivation

Most of the cultural deprivation theorists argue that most of us acquire our values and attitudes through primary socialization. The way that our parents and guardians brought us up instilled the basic values and cultures. Douglas (1964) in his study argues that working-class students score lower on tests than middle-class students because working class parents do not read to their children. He therefore concluded in his study that due to middle-class parents engaging their children more often and inculcating some kind of ability to read and learn before they send them to school, they are more prepared than the children from the working-class homes. Other researchers concluded the same. (Bernstein, 1967)

Engelmann claims that language used in the working class homes as well as gestures, single words, disjointed phrases are deficient, and therefore the students from working class homes struggle to explain, describe, enquire and compare during lessons. Engelmann goes on and distinguishes two types of speech codes used by students, the working-class use restricted codes like slang while the middle-class use elaborated code which is more descriptive and longer (Engelmann, 1988). This was also testified to by many teachers in the classroom with both middle class students and working class. The reason the working class students struggle with any type of writing in the classroom is because the textbooks and lessons are in more elaborated code and therefore they find it hard or sometimes impossible to relate to or lack the capabilities of understanding and expressing themselves. Feinstein as well argues in his study that the working class have a negative attitude towards education. (Feinstein, 1998). On the other hand middle class parents are more likely to provide their children with necessary motivation, support and discipline. It can be because maybe they themselves didn't have a good educational experience. Sugarman, highlights in his study on "self-imposed barrier" four key features, fatalism (whatever in my fate will be and I cannot change), collectivism (the working class background children placing themselves in a group before themselves in a group or gang rather than working on themselves to improve their situation but associate the success and failure of the group or gang), immediate gratification (it means getting

the pleasure now then working hard and reap the fruits later. In a school situation the working class children will do their homework and won't do the extra bit of work toward their future and their mind-set is to enjoy now and do not care about the year-end or their finals at the end of the school year) and present time orientation (living in the moment and do not think of the future. The working class children will think of the present reward as opposed to children from the middle class who will sacrifice the pleasure of today for the future success (sugarman, 2000).

2. Material Deprivation

Learners from Disadvantage Background:

It refers to poverty and a lack of material necessities. Poverty and educational underachievement are closely linked. For example, poor housing, poor diet and health, the hidden cost of education. The working class parents due to their financial condition can't provide housing facilities like separate rooms for the children, extra resources, educational materials and books etc. The children from working class homes do not have a healthy diet that is why they have rather higher tendencies to get sick and miss school. The hidden cost of education would include uniform and money for other extra-curricular activities which plays a vital role in any student's life and have negative effect on their academic performance (Bourdieu, 1987).

3. Cultural Capital

A French Sociologist (Bourdieu, 1987), regards capital as wealth which helps explain why the middle class is more successful in education. Middle class is a form of capital, as it gives an advantage to those who process it. An understanding of what the education system requires for success, gained through socialization, so the middle class engage their children with what is required of them in the system that is for them right from the beginning of their schooling life. They know what to expect and how to deal with it. On the other hand the working class parents tend to make ends meet and lack the required skills needed to prevail in their children to cope with the educational system. Therefore the middle class children find it easy to engage in the classroom and respond well in the classroom whilst the working class

children fail to be part of the system because they are not trained for; therefore these children fail to engage and keep drifting away and hence are unsuccessful.

4. Marketization and parental choice: Good or Bad Parenting

Gewartz in her study discovered 3 types of parents; privileged-skill choosers, that is; these middle class parents shop around for the best school available for their children using their cultural capital. These category parents would talk to school heads, teachers and search for the best possible school so their children will fit in easily in that school. Disconnected- local choosers, that is; the second working class parents, their main goal is to put their child in a school that is close by and safe for travel. Semi- skilled choosers, these ambitious working class parents who rely on other people's opinion for their decision making process. Therefore Gewartz concluded that the marketization and parental choice have befitted the middle class parents more than the working class parents and hence is a social factor that affects the academic performance of students at school (Gewirtz, 1995).

2.4.4 Internal Social Factors

Internal factors are the factors that happen inside the school or the educational system itself, and how these factors influence the academic performance of the students. Becker, labelling is a common practise in every classroom by a teacher based on work, conduct and appearance. She also found that the middle class students were closest to the "ideal" while the working class students were regarded as badly behaved. (Becker, 1971)

Rist looked at the primary schools and conducted a study; he separate them into different tables based on their family background, then the tables were labelled as "tigers' and cardinals & clowns. The tigers were fast learners, neat and tidy and received the most encouragement and support, while the cardinals and clowns tables were lower level work and given less opportunities to show their abilities. This was a disadvantaging view point on the part of teachers for working class students. (Kitsuse, 1964). Ball, found that the streaming outclass working class students. He also identifies that ingratiation or being the teacher's pet can make the students believe that this might help them in the academic achievement and

performance. He further elaborates on students who are not very good but rather do their work and just stay average to stay out of trouble. Lastly he identifies the students who rebel against anything and everything. They are always in trouble and hard to handle in the classroom. The limitations of limitation theory causes a student to believe that no matter what they do they will fail because the moment they reach school they will be labelled, on the other hand it motivates some students in making them believe that they are labelled for success and they have to perform well academically and that keeps them motivated. (Ball, 1981)

2.5 Cultural Factors Influencing Academic Performance

2.5.1 Definition

Loong-Crowell, a sociologist describes culture as unique combination of elements like symbols, language, norms and values. (Loong-Crowell, 2018)

2.5.2 Explanation

The first element that exists in the culture is the symbol; it is something that stands for something. People who share a specific culture attach a gesture, sound or an object, for instance a cross is a symbolic symbol to Christians, and it is not just two pieces attached to each other nor is it an object of torture or punishment. For Christians it is the basis for their entire religion and they have great reverence for it (Loong-Crowell, 2018).

Attitudes in Different Cultures

Emotions on the computers do not just represent faces but people's emotions online or when they are texting. The traffic signal at an intersection controls the flow of traffic using a variety of colours. The second element of a culture is language; it is a system of words and symbols used to communicate with other people. There are many languages spoken and understood in the world like English, Spanish, Portuguese, French etc., apart from language people use body languages, slangs and gestures in a certain way to communicate with people. Although English is considered as a universal language and spoken in many countries, slangs and phrases in every English speaking country are different from each other; like

American fries are British chips and cookies are biscuits in Britain. (Loong-Crowell, 2018)

Another example on how cultural language differs on vocabulary in different cultures is the eye contact; its meaning varies in different cultures. In American culture eye contact means you are paying attention to what the other person is saying, while in other cultures it might mean being rude or asserting authority on the next person. The last element that she described is the collection of norms, according to her; norms are culturally defined expectations of behaviour, like how to behave in a certain situation and what would be considered as inappropriate behaviour. Norms vary, and can be perceived differently by people. Some people react differently or maybe upset if something is against their norms. Some norms are turned into formal rules or laws while others are unwritten rules for it to be considered adequate or inadequate. For instance picking your nose in public is inappropriate and considered as a rude behaviour, but nobody is going to be imprisoned for it. On the other hand more are the norms that dictate morally right or wrong behaviour. These behaviours are so important that without even being written down, it goes without saying. Using loud profanity during a funeral is a good example, while the worst kinds are often called taboos and those people who do them are considered not fit for society. Cannibalism is not acceptable in most of the societies in the world but is only punishable by law in a few, while in others it is not considered punishable by law (Loong-Crowell, 2018). Culture is the understanding of something that means different to different people. These meanings are not handed down by anyone to us but we become aware of them with the passage of time. It could be a meaning that an individual came up with or a group of people after collaboration. It is all around us and it is just what we do. It is the things we do and the way we go about doing, and how we engage with them. It can be literature, books or a movie. It can also be clothing and the way we cut our hair.

According to Culler, cultural studies are a critical field that seeks to demystify and understand the functioning of a culture, particularly in the modern world. This

theory describes how cultural productions work and how cultural identities are constructed and organised for individuals and groups. (Culler, 2011)

Different Cultural Backgrounds

Dr Conroe west a philosopher and activist say that the test of any democracy is its relationship to the most vulnerable among its population. His test in the context of schooling system is very important. The students of different colour, race, gender and ethnicity and income group are taught that they are either at the bottom or at the top of their achievement and thesis based on the historical statistics available. He found in his test after interacting with different students from various cultural backgrounds that the students have resistance when it comes to culture (West, 2016). They fail to develop their intellectual presence just because they belong to a different culture. The vulnerable students that come from a different income level go through this. They are labelled as good or bad students on the basis of their cultural background. He then proposed that the progressive teaching should be more relevant by broadening student's curriculum, bring in more cultural activities (multicultural), critical and engage students of all races and ethnic background and culture. The students resistance could be overcome in progressing model are what we teach the students are the contents and the structure of it. The school promoting agenda of graduating at the end and this is the only way the students are going to get jobs should not be the only agenda. According to Dr Corno West, the students do not remember the content after graduating or when they are working later in their lives, but what they acquire from school are habits. So those vulnerable students who feel the schooling system, culture or structure does not accommodate them tend to under-perform than the non-vulnerable group of students. (West, 2016).

Authority Expectation in Different Cultures

According to Ortiz Alba A, Culture plays a huge role in how a student might be perceived by the teacher in a classroom based on his or her body language. For instance if a student is reprimanded in the classroom due to his or her cultural background, a gesture the students makes might seem to be disrespectful for the teacher. But in the student's culture, it might be a sign of showing respect and

acknowledgment of why he or she was reprimanded. A cultural difference might be sensitive to the teacher. So for a teacher, to understand the different cultural interaction in a classroom is very important while creating an environment to accommodate every student (Ortiz, 1997). Mobley explains that "Diversity" leads to success. When people come together and work as one, they can achieve greatness. (Mobley, 2013). She also uses the Marlymloden diversity wheel model, here she talks about personality dimensions like age, race, gender, sexual orientation, physical ability and ethnicity, and she regarded those as internal dimensions. The external dimensions she highlights are the geographical location, income, personal habits, marital status, parental status, appearance, religion and spirituality and recreational habits. Lastly organisational dimension includes functional classification of organisation, unit groups and divisions and management status. In the study, she concluded that what we can't acknowledge we can't address. Hence we can't make a progress. We have to acknowledge the blind spots which might be left unintentionally, which gives students a sense of inclusivity. The policies, curriculum, activities and structure of any educational institution should include and accommodate every student belonging to a different culture, race, gender, income level and ethnicity. Bell Hooks in his book "Education as the practise of freedom" posits that the classroom remains the most radical space of possibility in the academy". It means if the teacher stands in the classroom regardless, and thinks beyond the cultures of the students only then there is a possibility of learning and it should be both ways. Toni Morison, in his book The Nobel Lecture, writes "narrative is radical, creating us at the very moment it is being created ". (Ball, 1981)

2.6. Behavioural Factors Influencing Academic Performance

2.6.1 Definition

Behaviour is the way a person acts or conducts himself self especially to other people or a group of people. (Skinner, 2015)

2.6.2 Discussion

Skinner developed operant conditioning, theory which focused on voluntary behaviour. He explains in this theory the impact of conditioning is more on

voluntary behaviour and not on involuntary behaviour, and also he explains how new behaviour is acquired. He further deliberates on what happens before behaviour (Antecedent) and what happens after behaviour (consequence). The antecedent is a cue that provides a stimulus just before behaviour is supposed to happen like playing music before you ask the students to write a journal in the classroom. The purpose for this stimulus is to set up a desired behaviour. The other antecedent is a prompt, which is a reminder that follows a cue to make sure the person reacts to the cue. Consequence occurs after behaviour, Skinner focuses on the positive behaviour. That means if a stimulus is present, behaviour will be a positive one and the nonexistence of a stimulus or change of stimulus will have a negative effect on the behaviour. A good example will be, if a student gets sick it means that he will either miss a class or classes for the whole day, this shows if the stimulus is removed or replaced, it will have a positive or negative impact on the behaviour. The other type of consequence is a punishment, which suppresses behaviour. In the classroom situation the students gets detention for acting out. The skinner's theory which is known as operant conditioning is a voluntary behaviour. We can look at this theory from the learning perspective, regarding learning in which voluntary behaviour is strengthened or weakened by antecedents and consequences. Regarding to the cognitive theory of development, we see two prominent theories. Jean Piaget (1960-1970) and sociocultural theorist Lev Vygotsky between 70's and 80's who explained behaviour in their respective theories.

Piaget believes that there are two tendencies when we are thinking, organisation is the first while we are thinking and adaptation is the second tendency. In the organisation phase, one tends to develop schemes about what he or she is experiencing and in this way he or she organises his/her thoughts. While in the adaptation phase one adapts new things, assimilate and accommodate them in his/her schemes about what is happening around him/her. By doing this we are trying to seek equilibration which means bringing balance between what we are experiencing and the initial schemes we happen to have. Piaget is well known for his stages of cognitive development namely: (Piaget, 2015)

Sensorimotor stage (birth -18-24 months)

Preoperational stage (Toddlerhood -18-24 months)

Concrete operational stage (Ages 7-12 years)

Formal operational stage (Adolescence through adulthood)

Each stage is explained below:

I. Sensorimotor Stage

In this stage, the infants are only aware of what is around them or in front of them. They do not yet know how things react to their actions so they are constantly experimenting with actions like putting things in their mouth, shaking or throwing things so they learn through trial and error.

Ages between ages 7 and 9 months, they begin to realize that an object exists even if it can no longer be seen. This is known as Object permanence. It is an indication that memory is developing and hence a very important stage in the child development.

Increased cognitive development comes from increased physical mobility when an infant starts crawling, standing and walking. At the end of the sensory-motor stage (18-24 months), they start developing some symbolic abilities and could be called early language development.

II. Pre-operational Stage

In pre-operational stage the toddlers aged 7 are able things symbolically. It is a more mature stage in terms of their language understanding.

Toddlers' thinking is based on intuition rather than logic. They can understand certain simple things rather than more complex ones.

III. Concrete Operational Stage

Elementary age (7 to 11) understands more logical and concrete reasoning. Children's are more aware of external elements and they begin to realize that thoughts and feelings are unique and may not be shared by others. They still can't think abstractly or hypothetically in this stage.

IV. Formal Operational Stage

It is the fourth stage of intellectual development when a child pass the concrete operational stage aged 11. The usual age group of formal operational stage is over 11 years. These children are now able to use abstract concepts with logics. They also use systematic ways, consider possibilities and formulate hypothesis. They can have pondered abstract relationships and concepts such as justice.

2.7 Individual Factors Influencing Academic Performance

2.7.1 Definition

A person is considered alone, rather than as belonging to a group of people. An object, be it a thing or an agent, as contrasted to a class.

2.7.2 Individual Factors

History of the Self-Concept Theory

The earliest milestone in the self-concept theory is that of Rene Descartes, who defined self-concept as a person's existence depends on how he or she perceives herself or himself. (Skirry, 2016)

2.7.3 Aspects of Self-Concept Theory: (Different Strokes for Different Folks)

The self-concept theory holds many assumptions about our personal judgment towards our selves. Below some of these concepts discussed: (Skirry, 2016)

1. Self-concept is learned.

Self-concept develops as a person grows old, which means that our perceptions can be shaped and altered. Self-concept is a product of socialization and development that a person may develop through internal and external factors. For instance, an individual may regard himself generous while others perceive him as a selfish person (Skirry, 2016).

2. Self-Concept is organized

A person may think he is kind, patient, loving and caring, or selfish, cruel, rude and stubborn. All these different perceptions about oneself results in one organized self-concept. He holds on to his current perception about himself and will seldom change it unless and until its triggers through a chains of events. (Skirry, 2016)

3. Self-concept is dynamic

During a lifetime a person faces various challenges and situations, hence his insight towards himself constantly changes. A person behaves according to how he sees himself in a situation. Therefore, self-concept is a continuous development and tends to build a more favorable perception of our personal existence. The concept of an individual in our case is the student in the class or learning environment. To understand the student individuality we have to understand some of the terms related to it, for example we need to understand the self-concept, self-identity and social identity. After that we have to understand the individual and the relationship of this individual with society (Skirry, 2016).

Techniques used in the Classroom for Different learners

Carl Rogers, for example, says his personality grew out of his client-centered approach to psychotherapy and behavior change. However, he says that it does not involve a complex personality structure or stages of development, but rather it emphasizes the whole of experience, the phenomenal field, which is the individual's subjective frame of reference and it may or may not correspond to external reality. (Rogers, 1959). Rogers developed his theory around certain principles. These are as follows:

2.7.4. Actualizing Tendency

Carl Rogers believed that the human "organism" has an underlying "actualizing tendency", which aims to develop all capacities and potentialities in ways that maintain or enhance the organism and move it toward autonomy. (Rogers, 1959)

2.7.5 Self-Actualizing Tendency

Element of Motivation for learners

Rogers believed that the "self or self-concept symbolizes a portion of actualization and experience. It tends to develop self-concept and self-actualization. It is the secondary needs for the development in the early childhood. (Rogers, 1959)

2.7.6 Organismic Valuing and Conditions of Worth

Parents and others react positively or negatively to the child's behavior. This phenomenon is known as "Condition of worth". In this phenomenon the child has a selective perception of experience in terms of conditions of worth and the experiences. Anxiety is caused by a perception of being threatened without conscious awareness. (Rogers, 1959).

2.7.7 Fully Functioning Person and the Self

According to Roger, good life is a process; it is a direction not a destination. With therapy even if a person does not have a "fully functional Childhood, the person can still change and develop psychological maturity. (Rogers, 1959)

2.7.8 Social Identity Theory

Turner explains that groups also play an important role in a person's concept of self. Affiliation with these groups makes an individual act differently in varying social context depending on the group he/she belongs to. It can be a sports team neighbourhood an individual lives in, a country of nationality and many more possible group associations the individuals have. The group an individual associate with will be in "in-group" and those that the individual not part of will be an "out-group", this creates an "us" and "them" mentality. There are three processes of in-group and out-group mentality; (Turner, 1979)

I. Social Categorization

Social categorization is like black, white, professor, student, Republican, and Democrat. One can understand things about themselves which can help us define appropriate behaviour and an individual can belong to several groups at one given time. (Turner, 1979)

2. Social Identification

An individual's act and behaviour determines its affiliation with a certain group. For instance a democrat will behave like others in that particular group (Turner, 1979).

2.7.9. Social Comparison

An individual's association with a group will generate positive behaviour within the group while negative to the other groups to maintain self-esteem (Turner, 1979). This association and comparison may lead to discrimination and prejudice.

2.8 Conceptual framework

Intervening Variables

Social Factors (class

Independent Variables

Effective School Model

Cultural Factors

Academic Performance

- Strong instructional leadership
- Clear and focused mission
- Safe and Orderly schools

Behavioral Factors (School

Dependant Variable

Individual Factors
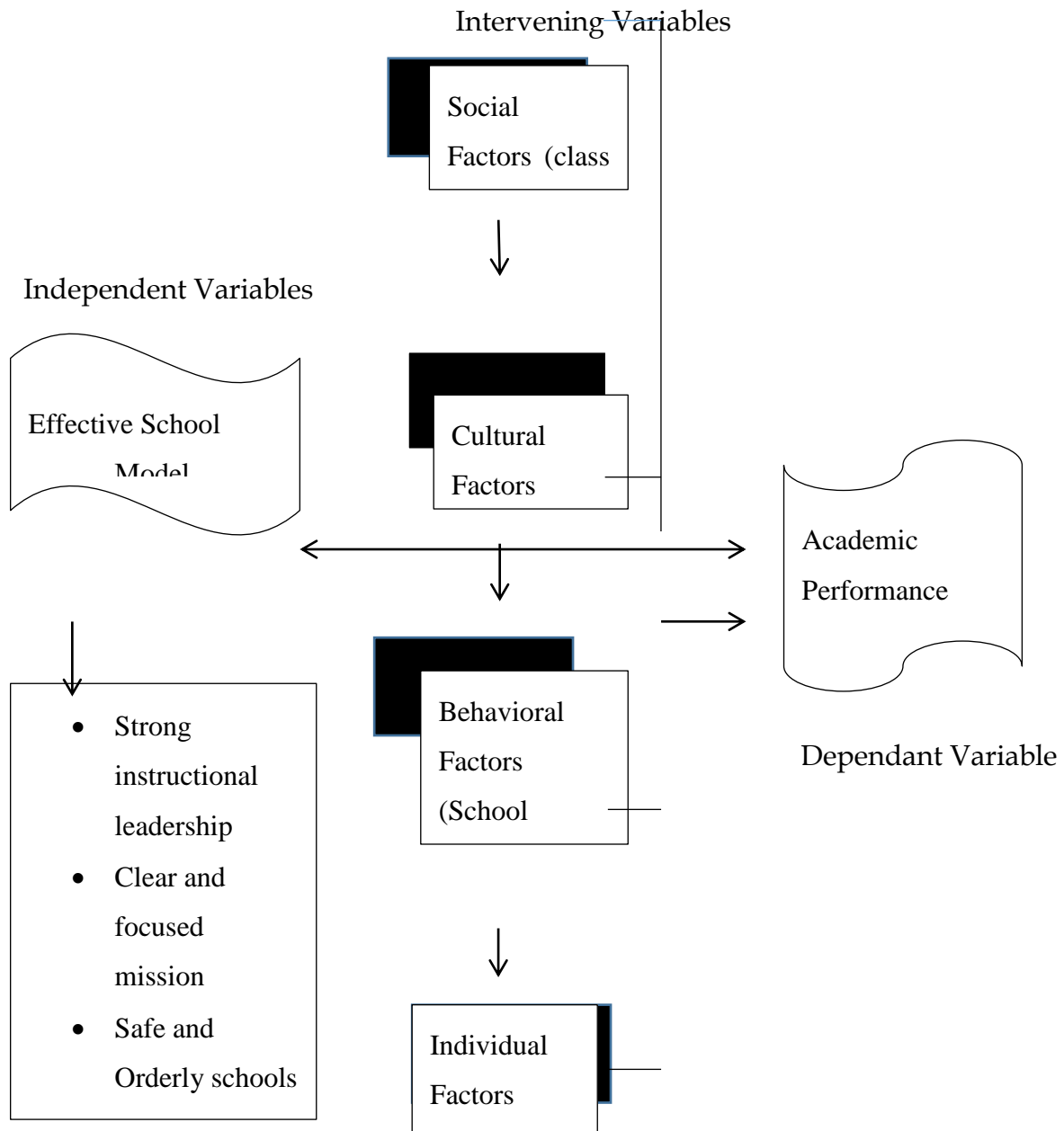
Table 2.1 Conceptual Frameworks

To identify the underlying social, cultural, behavioural and individual intervening variables which will help in understanding the learners as well will be used in the planning process for achieving the academic performance (Dependant variable). The goal of this study is to assess the social, cultural, behavioural and academic factors that influence the academic performance of learners at Phoenix Muslim School, Phoenix Durban using effective school model approach. Figure 1.1 presents a

conceptual framework. The effective school model is adopted from effective school model with the following seven correlates:

2.8.1 Independent variables

1. Strong instructional leadership
2. Climate of high expectations for success
3. Safe and orderly schools
4. Clear and focused mission
5. Opportunity to learn
6. Positive home –school relations
7. Frequent monitoring of student progress

2.8.2 Intervening variables

1. Social Factors
2. Cultural Factors
3. Behavioural Factors
4. Individual Factors

Dependent Variable:

1. Academic Performance

The study employed Lezotte effective schools model to develop strategies for Phoenix Muslim School to improve academic performance of learners. The seven correlates highlight the importance of effective leadership (The Principal & Management), effective learning and teaching processes, success expectations, creating opportunities for learners, professional development of teachers, engaging the community and stakeholders, administrative policies and procedures, safety aspects, learning tools and techniques, mentorship, home-school relationship and monitoring and assessment tasks to enhance academic performance.

2.9 Summary

The various research literature analyzed above portray varied views on effective schooling methods and factors for its academic success and improved learners academic performance. Certain findings indicate an importance attached to the organizations' strategy by the government or governing body, while others have not made this aspect a priority of the business. The studies indicate various strategic concepts; however, outcome can be relevant in one environment but not suitable for others. Since there was no study conducted prior to this study at Phoenix Muslim School, no prior data or results are available which makes this study a pilot study to test in the organisation for the first time. The non- existent of any prior study forms part of the justification of this research.

Due to the various factors associated with learners' academic performance from the teacher's perspective, these chapters are emphasized on four factors and focused on those variables around it. This will provide valuable information during the policy making phase and it can be adopted in future strategies.

The literature reviewed highlights the importance of understanding the school environment, learners' background, and their ability to learn. It is a fundamental component of any school to achieve academic excellence and produce excellent results.

The following chapter details the design and methodologies used in the execution of this qualitative study.

CHAPTER 3

Methodology

3.1 Introduction

This chapter is about the research method adopted in obtaining the results of the study. This includes basic research design, data collection and sampling method as well as the statistical techniques used to analyze and explain the results.

The research design chosen acknowledges that Academic Performance is directly or indirectly related to the factors underlying in this study. The manner with which the research question has been formulated requires an exploratory study designed to glean a comprehensive understanding of factors affecting a learners' academic performance based on researches conducted on social, cultural, behavioral and individual behavior of learners in schools.

3.2 Research design

The research design is a plan for creating a relationship between the research problem and conceptual concept. The research utilised qualitative research methods; the researcher's observation plays a big role. Two types of approaches exist: logical positivism and anti-positivism. (Ghauri, 2015). Positivism has quantitative research aims while anti-positivism has qualitative aims. (Whiteley, 2018). This research study will employ descriptive research methods, which aims to describe the characteristics of an existing phenomenon in a different context and situation and organisation. The existing phenomenon in the current study is the impact of the four factors highlighted (Individual, Behavioral, Cultural and Social) towards learners' academic performance from the teachers' perspective.

Although the sampling plan forms part of the basic research design, it will be discussed in a separate section below.

3.3 Sampling plan and design

The sampling plan and design refers to choosing the type of sampling method to be employed. This design will also be used to define the population and the sampling frame. It is impossible to study the entire population due to time and money constraints so a sample has to be drawn from the population. A sampling plan is needed to ensure that the sample represent the population and contain population characteristics. Therefore a sampling plan is needed. Salkind explains that if the researcher manages to extract a correct sample from the population and it is a true representation of the population than the results based on this sampling plan is deemed to be true. The probability and non-probability sampling are the two basic types of sampling design that is used for almost all the research studies. In probability sampling, the likelihood of any one member of the population being selected is known. In non-probability sampling the likelihood of selecting any one member of the population is not known. (Salkind, 2016)

Cooper indicates that simple random sampling is often impractical due the difficulty or impossibility of obtaining a population list (sampling frame) among other things. A more efficient sample in a statistical sense is one that provides a given precision (standard error of the mean or proportion) with a smaller sample size. With probability sampling Cooper describes four alternatives probability-sampling approaches: (Cooper, 2003)

- Systematic sampling
- Stratified sampling
- Cluster sampling
- Double sampling

3.4 Total Population Sampling Method

Total population sampling is a type of purposeful sampling technique where you choose to examine the entire population (i.e., the total population) that has a particular set of characteristics. In the case of total population sampling, the units of interest tend to have some characteristics that are not very common. It is important to note that only some characteristics are not very common, but since it is these

characteristics that we are interested in, they influence our choice of total population sampling. Below are some of the characteristics of the total population;

1. The population size is relatively small

In total population sampling, researchers choose to study the entire population because the size of the population. The population shares an uncommon characteristic(s). The characteristics shared by the population are considered to be uncommon because this tends to explain why the population that can be studied is very small.

3.5 The method of data collection

A self-completion questionnaire is designed to address the problem questions and anonymity of the teachers was assured. The questionnaire was distributed among the teachers', they were quiet excited and keen on being part of the study because the study being a pioneer study conducted at school.

The Teachers were very co-operative and no problems were anticipated. The researcher was cautious as not to interfere with the daily routine or interruption of workflow of the school operations. Surprisingly, teachers preferred completing the questionnaires without assistance from the researcher.

3.6 Survey Instrument Design Considerations

A low response rate is observed in most of the self-administered surveys therefore the researcher was available throughout the process to facilitate any query or explanation of the content of the questionnaire arises.

3.7 Measuring Instrument

The test instrument was designed to address both the quantitative and the qualitative aspects of the research. Specific attention was designed to address both the quantitative and the qualitative questions in particular.

The questionnaire consisted of two sections:

1. Section A: This section obtained demographic information of importance such as gender, age, educational level and qualifications.

2. Section B: This section was more information seeking questions relating to four factors (Social, Behavioral, Cultural and Individual). (Cooper, 2003)

3.8. Mixed methods research:

This is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone. Quantitative data includes close-ended information such as that found to measure attitudes (e.g., rating scales), behaviours (e.g., observation checklists), and performance instruments. The analysis of this type of data consists of statistically analysing scores collected on instruments (e.g., questionnaires) or checklists to answer research questions or to test hypotheses. Qualitative data consists of open-ended information that the researcher usually gathers through interviews, focus groups and observations. By mixing both quantitative and qualitative research and data, this study will gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. . (Aramo-Immonen, 2013).

3.9. Ethical Consideration:

Ethical Considerations is one of the most important parts of the research. The study may even be doomed to failure if this part is missing. Following points were taken into consideration during the data collection through questionnaires.

1. All participants of this study were not subjected to harm in any ways whatsoever.

2. All participants were treated with respect and dignity.

3. Full consent was obtained from the participants prior to the study.

4. The protection of the privacy of the study participants was ensured.

5. Adequate level of confidentiality of the research data was ensured.

6. Anonymity of teachers participating in the research study was ensured.

7. All deception or exaggeration about the aims and objectives of the research was avoided.

8. All type of communication in relation to the research study was done with honesty and transparency.

9. No misleading information, as well as representation of primary data findings was presented in a biased way.

10. All the participation of teachers were purely voluntary and they were given right to withdraw from the study at any stage if they wish to do so.

11. The teachers participated on the basis of informed consent. They were provided sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion.

12. During the formulation of questionnaire, the use of offensive, discriminatory, or other unacceptable language was avoided.

13. Privacy and anonymity of all the teachers/respondents was ensured.

14. Acknowledgement of works of other authors used in any part of this dissertation was ensured.

Conclusion

This chapter was about the research method adopted in obtaining the results of the study. A discussion on the basic research design, the sampling and the data collection as well as the statistical techniques used to analyze the results. Also in this chapter it was discussed as to how sampling will be done and questionnaire will be distributed among the staff of the phoenix Muslim school. Questionnaire is designed keeping in mind that every school dynamics are different and Academic

Performance is affected differently based on various factors. Due to the small size of the population, total population sampling method was used.

CHAPTER 4

Analysis, presentation, and discussion of the findings

4.1   Introduction

The previous chapters discussed the main aim of this research, research problem as well as the objectives of the study. The literature review has been done through reading previous studies on the said topic from various publications and sources. The topic for the research undertaken is "Factors Influencing the Academic Performance of learners at Phoenix Muslim School from the teachers' perspective"

A number of qualifying factors that define the performance and effectiveness of **a** schooling system were identified in the research and explained through references from scholars who have undertaken on such research in the same field. The Research methodology that was used in this study was discussed to provide an in-depth understanding of how the data from participants were collected. This chapter will deal with the analysis of data and the findings that were uncovered through sampling from the empirical field research. These findings are analysed, presented and argued and deductions are deliberated in connection with to study`s objectives. The sampling technique that was used to collect data from respondents consisted of semi-structured interviews. They are as follows:-

- To understand the social Factors that affects the learners' academic performance at Phoenix Muslim School.

- To ascertain the cultural factors that affects the learners' academic performance at Phoenix Muslim School?

- To establish the behavioural factors affecting learners' academic Performance at Phoenix Muslim School?

- To Establish the Individual Factors that affects the learners' Academic Performance at Phoenix Muslim School.

Data was collected from participants who are teachers or educators at the Phoenix Muslim School that is located in Phoenix. This place is located in the north-west central of Durban in the Province of Kwazulu Natal. It is a predominantly Indian suburb but through modernization, it is also inhabited by different races ranging from blacks and other ethnicity to mention but a few.

The chapter discusses issues that were uncovered in the interviews with participants who are teachers or educators as explained above. The contained data is presented by means of a thematic mapping. The factors influencing the academic performance of learners at Phoenix Muslim School were categorized by their respective field. All categories and their respective specific codes were discussed separately in order to provide for clarity and a deeper understanding of each theme, code, and category. Themes and codes contained herein are discussed and reference is made by quoting from participants own words in their response (teachers). This chapter also narrates why Phoenix Muslim School was selected for this study and will sum up with important issues that are discussed in the course of data analysis.

4.2 Research Objectives and Questions

1. What are the social factors that affect the learners' academic performance at Phoenix Muslim School?

2. How do cultural factors affect learners' academic performance at Phoenix Muslim School?

3. How behavioural Factors affect learners' Academic Performance at Phoenix Muslim School?

4. How do Individual Factors affect learners' Academic performance at Phoenix Muslim School?

4.3 Test of Assumptions

4.4 Research Instrument

Reliability

Scale: OVERALL

Statistics(Reliability)

(Cronbach's Alpha)	N of Items
0.827	20

It is reliable, because Cronbach's Alpha is > 0.7 (α = 0.827, N = 20)

Scale: CLASS DIFFERENCE

Statistics(Reliability)

(Cronbach's Alpha)	N of Items
0.677	5

It is unreliable, because Cronbach's Alpha is < 0.7 (α = 0.677, N = 5)

Scale: INCLUSIVITY

Statistics(Reliability)

(Cronbach's Alpha)	N of Items
0.581	5

It is unreliable, Cronbach's Alpha is < 0.7 (α = 0.581, N = 5)

Scale: ENVIRONMENT

Statistics(Reliability)

(Cronbach's Alpha)	N of Items
0.679	5

It **is unreliable, Cronbach's Alpha is < 0.7 (α = 0.679, N = 5)**

Scale: SELF IDENTITY

Statistics (Reliability)

Cronbach's Alpha	N of Items
0.750	5

Section is reliable, Cronbach's Alpha is > 0.7 (α = 0.750, N = 5)

4.5 Factor Analysis

KMO is > 0.550 therefore sample size is adequate.

Bartlett's test of Sphericity, which tests the overall significance of all the correlations within the correlation matrix, was significant. (χ^2 (190) = 403.149, p < 0.001) indicating that it was appropriate to use the factor analytic model on this set of data.

72.734% of the overall variance in strategies was accounted for by the first 5 factors.

4.6 Sample Characteristics

	Median	Skewness	Kurtosis
QUALIFICATION	2.00	1.307	0.759
AGE	3.00	-0.198	-0.990
SUBJECT	1.00	1.486	0.214
GENDER	2.00	-0.879	-1.285
TEACH_EXPERIENCE	4.50	-0.448	-1.232
LEARNER_INTERACT	5.00	-1.461	0.550
RACE	1.00	3.177	9.996

Table 4.1: Biographical Information

QUALIFICATON

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 Diploma	1	1.7	1.7	1.7
	2 Bachelors	37	61.7	61.7	63.3
	3 Postgraduate	9	15.0	15.0	78.3
	4 Honours	7	11.7	11.7	90.0
	5 Islamic studies	5	8.3	8.3	98.3
	6 Masters	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

AGE

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 20-25	8	13.3	13.8	13.8
	2 25-30	10	16.7	17.2	31.0
	3 30-40	15	25.0	25.9	56.9
	4 40-50	15	25.0	25.9	82.8
	5 50>	10	16.7	17.2	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

SUBJECT

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 Academic	46	76.7	79.3	79.3
	2 Non-Academic	12	20.0	20.7	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

GENDER

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 Male	14	23.3	30.4	30.4
	2 Female	32	53.3	69.6	100.0
	Total	46	76.7	100.0	
Missing	System	14	23.3		
Total		60	100.0		

TEACH_EXPERIENCE

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 0-3	14	23.3	24.1	24.1
	3 5-8	8	13.3	13.8	37.9
	4 8-10	7	11.7	12.1	50.0
	5 10-15	13	21.7	22.4	72.4
	6 15-20	15	25.0	25.9	98.3
	7 40-50	1	1.7	1.7	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

LEARNER_INTERACT

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 10-20	2	3.3	3.4	3.4
	2 20-30	8	13.3	13.8	17.2
	3 30-40	3	5.0	5.2	22.4
	4 40-50	3	5.0	5.2	27.6
	5 50>	42	70.0	72.4	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

RACE

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 Indian	53	88.3	88.3	88.3
	2 White	1	1.7	1.7	90.0
	3 African	4	6.7	6.7	96.7
	4 Collared	1	1.7	1.7	98.3
	5 Other	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Figure4.1: Teacher Qualification Race Gender and Learners' Interaction

Charts
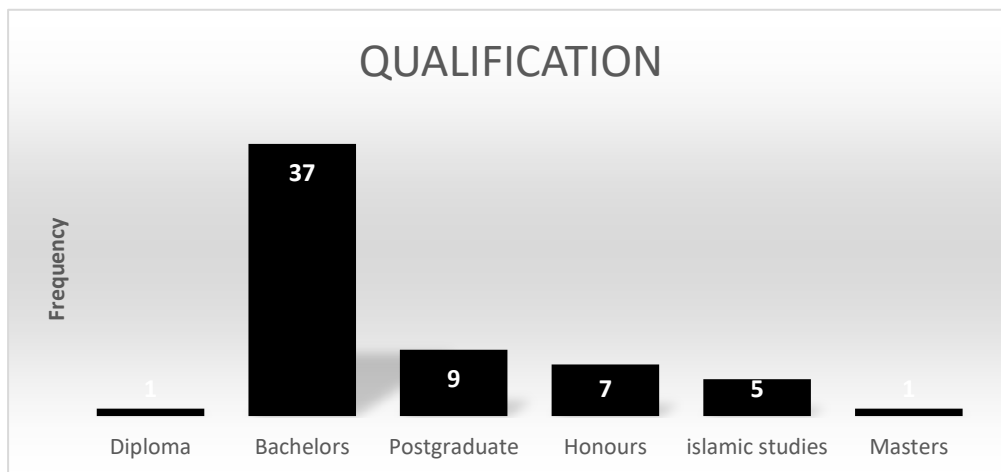
Figure 4.2: Teachers Qualification

The above graph shows that 37% of teachers have a B.Ed. (Bachelor of Education) in their respective subjects. This indicates that almost all the teachers have the required qualification needed to be a teacher in a classroom. We can also determine from the qualification that the teachers' qualification can affect the students' academic performance. It is important to note that Academic Performance can be negatively affected if there are fewer qualified teachers 'available (Abere, 2015).
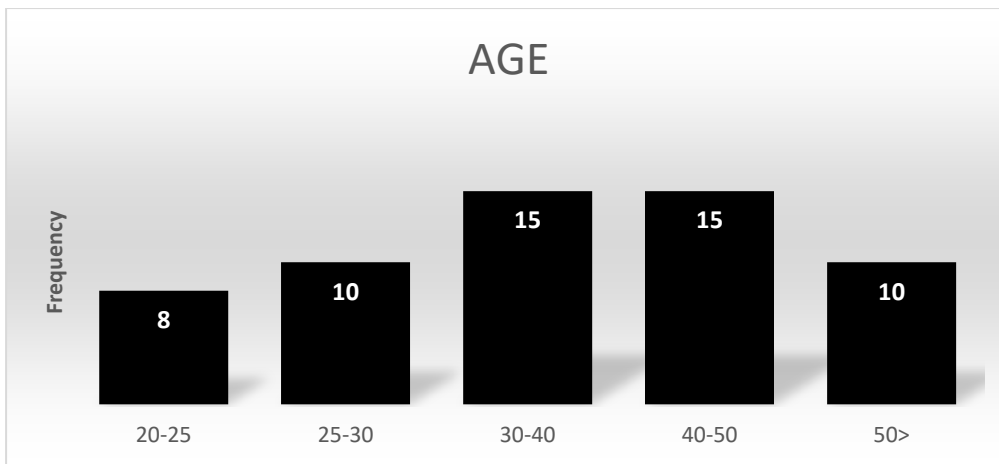
Figure 4.3: Teacher's Age Chart

Age chart above indicates ages of the teaching staff at Phoenix Muslim School. 30% of teaching staff has ages between 30-50 and 10% beyond the age of 50. This gives an indication that the teachers have enough experience and exposure in terms of teaching a particular grade. Age can negatively impact the academic performance in terms of involvement in the classroom and generation and cultural gap (Dalal, 2015).
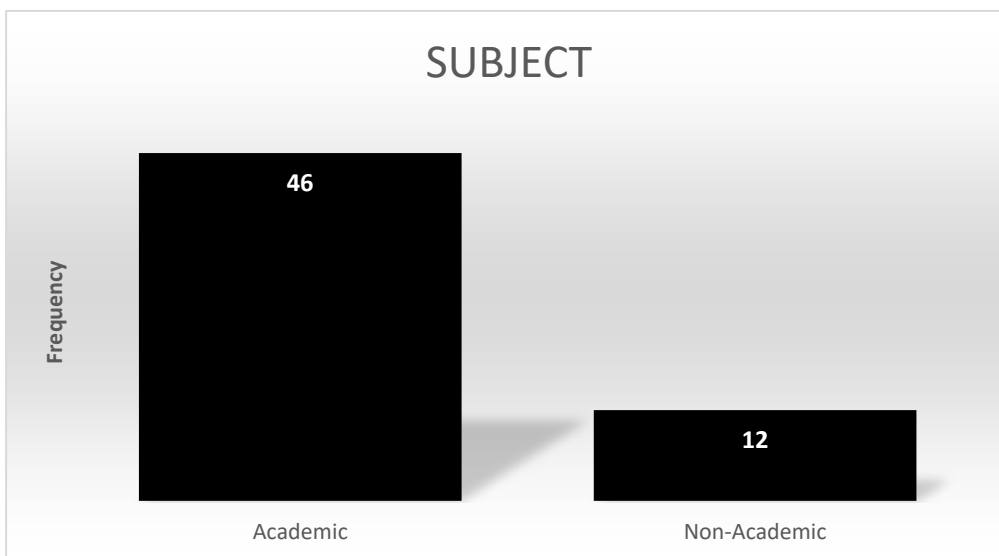
Figure 4.4: Teacher's Academic vs. Non Academic Ratio Chart

The Ratio of academic staff over Non-academic staff is considerably high (Academic 46% while 12% Non-academic) so it does not affect the Academic Performance of learners. Academic staff spends considerable more time with the leaners in the classroom as oppose to the non-academic staff, but throughout the survey there is no difference of opinions when it comes to the factors under discussion.
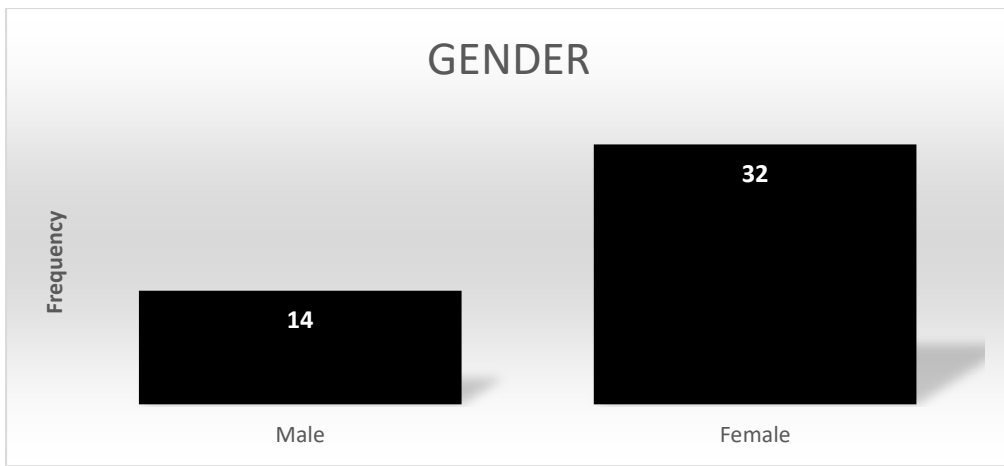
Figure 4.5: Teacher's Gender Distribution Chart

The above chart indicates the gender distribution of Phoenix Muslim School. 32% are female while 14% are male teachers. The higher number of female teachers does not negatively affect the Academic performance of learners, however some researchers believe that the different styles of teaching should be adopted for boys and girls but there is not enough evidence to back this assumption. One such study indicates that learners relate and learn better with female teachers than the male teachers, which in our study goes in our favor to support this argument (Chudgar, 2016). But, then again, the gender of the teacher cannot be ruled out as main factor that affect learners' performance at Phoenix Muslim School.
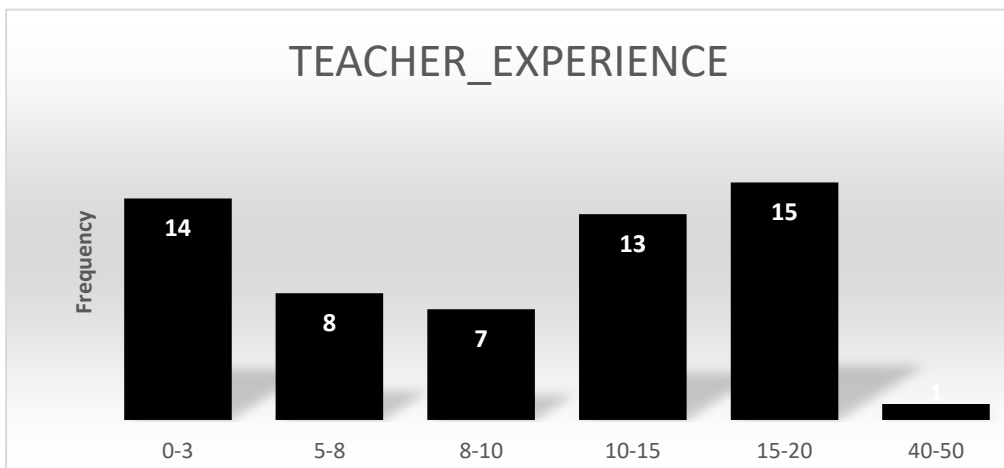
Figure 4.6: Teacher's Teaching Experience

Teachers experience at elementary level and secondary level does have an effect on learners' academic performance; however in our population most of the teachers

have considerable years of teaching experience (13% have more than 10 years while 15% have more than 15 years of teaching experience) and contact time.
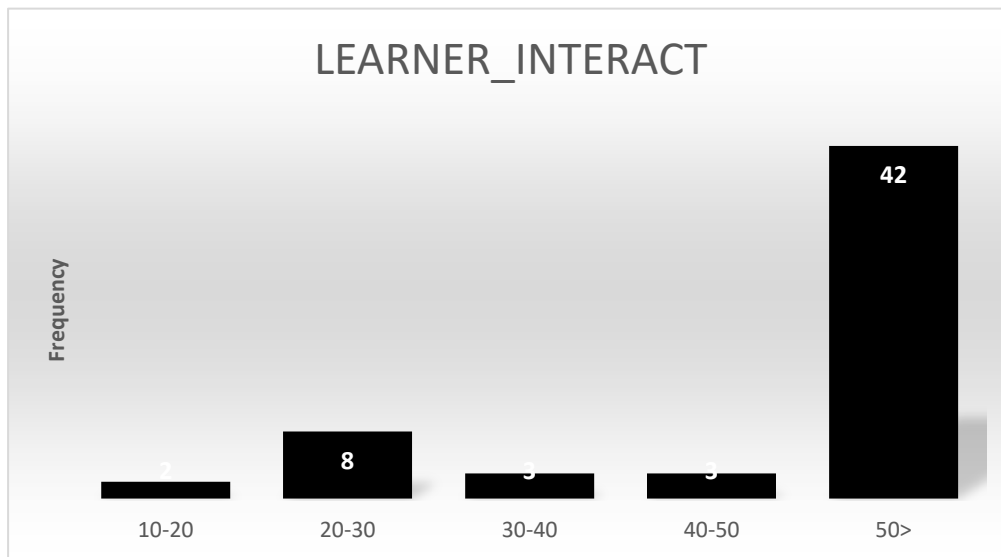
Figure 4.7: Teacher's Learners Interaction Chart

The above chart indicates teachers' learners' interaction. 42% of teachers have contact time more than 50 hours per week. It is empirical that the teacher is involved and sets an inclusive atmosphere in the classroom. It has a positive effect on academic performance and this interaction goes in favor of this study because of the higher percentage of teacher's student interaction.
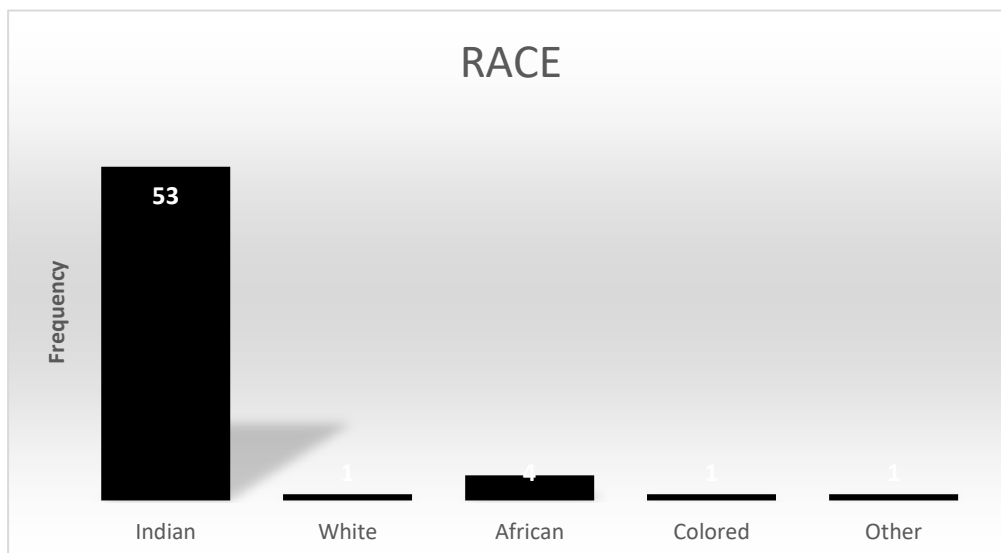
Figure4.8: Race of the Learners at Phoenix Muslim School

The above chart reveals the race ratio of the learners at Phoenix Muslim School. Many studies have revealed the effect of different teaching methods on the race of the learners but in our study since the race is uniform so that diffuses the impact of race on the academic performance of the learners'.

4.7 Rechecking Research Questions and Objectives

It is important to revisit the main reason as to why this research was undertaken before the discussion and the analysis of data and its findings in order to determine the focal point of this study. The primary focus is to establish the:-

Factors Influencing the Academic Performance of learners at Phoenix Muslim School from Teachers' Perspective:

Research questions were formulated to provide a clear roadmap and directions of what the study seeks to enquire and its associated objectives.

4.8 Interview with Phoenix Muslim School

Reason to interview Phoenix Muslim School Teachers:

The total number of participants for this study was 60 respondents all from the Phoenix Muslim School who are teachers. The total number of interview questionnaires distributed was 60 and there was no spoilt questionnaire. The interviews took about 45 to 50 minutes and participants were open to follow up question should clarity be required. They stated that the researcher could communicate via emails with further questions should there be any. This was another way of making sure that the researcher documents exactly what the participants communicate and ensuring reliability as well as validity.

The interview comprised of the following sections namely:

• Section A – Demographic Information & School Profile

• Section B - Class Differences

- Section C - Inclusivity

- Section D – Self Identity

Section A: consisted of demographic information which in basic paints a picture of what the nature of respondents. It focused on academic participants who are teachers by profession and included is the age and gender which ranged from twenty to fifty years of age and both males and females. The total number of students under their stewardships is between ten to more than fifty.

Phoenix Muslim School was established more than 17 years ago with an enrolment from 52 to more than 550 students during the course of the years. It was first established and has progressed from three council homes to house both boys and girls in separated campuses and located in the community of Phoenix.

Organisational structure:
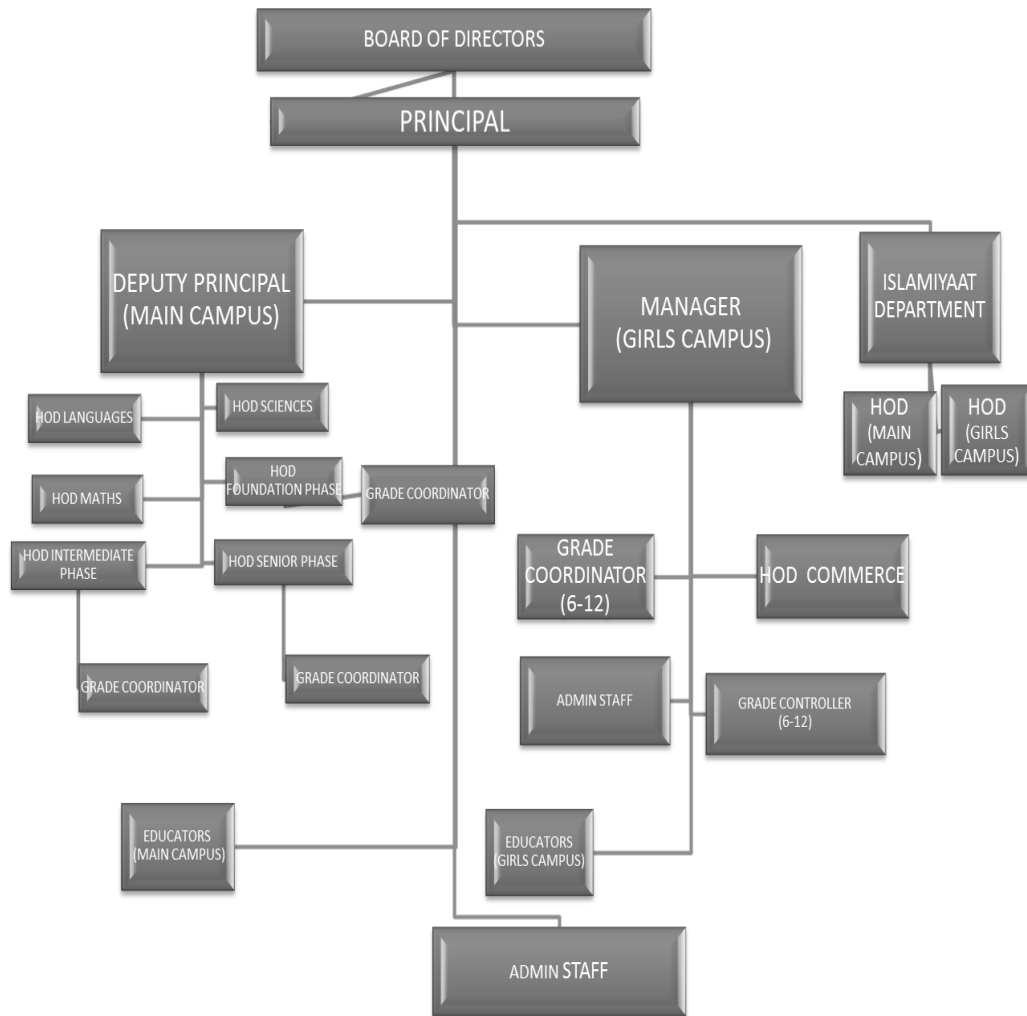
Figure4.9: Organisational Chart of Phoenix Muslim School

The objective of this section is to narrate the perception of teachers as participants in understanding the factors that influence the academic performance of learners at Phoenix Muslim School in relation to an effective schooling system approach. Semi-structured interviews were adopted as an instrument to solicit an in-depth understanding of those factors that are contributory. Subjects that were often cited or experienced by respondents were categorized, coded and grouped to provide logic. These categories were as follows:-

- Class Differences
- Inclusivity
- Environment

- Self-identity

As highlighted previously, the analysis of data used was thematic analysis. A thematic map was then devised to provide a diagrammatical representation for ease of reference.
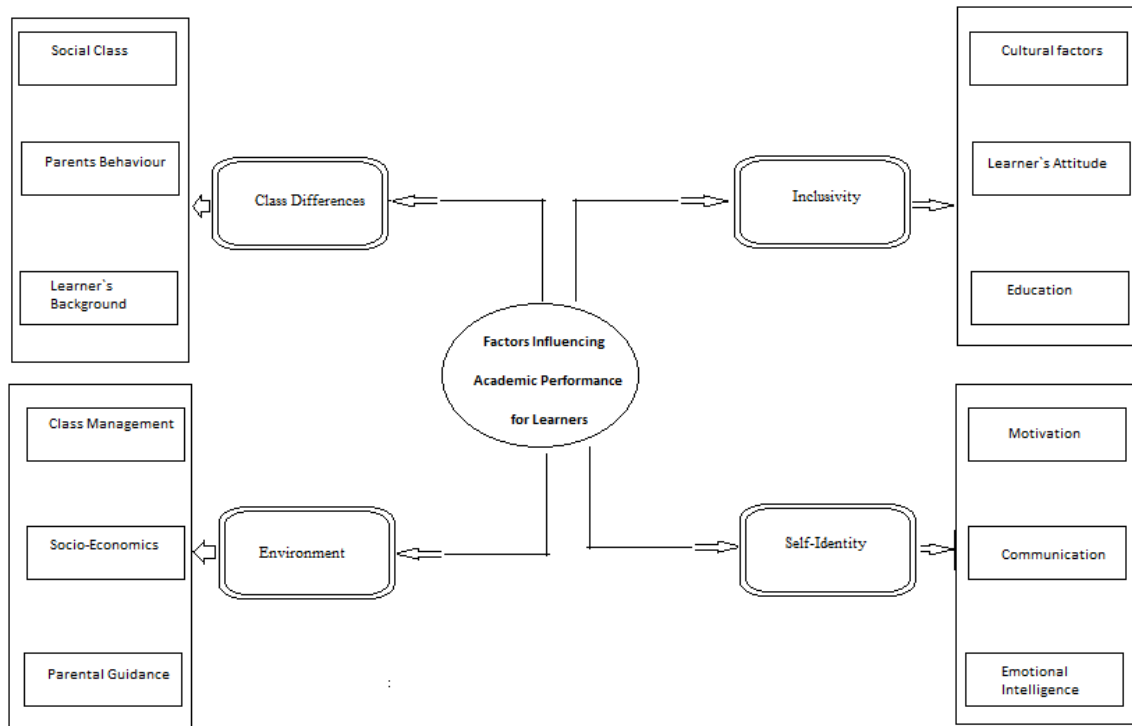
Figure 4.10: Themes of the Four Factors

The successive sections will discuss in detail the following four themes of the map: class difference, environment, inclusivity, and self-identity as factors that influence performance at Phoenix Muslim School. Their themes are not dissimilar to the conceptual framework, they emerge from the groupings that are derived from the participants in the research which depict the relationships between data and the study constructs. Each section of the map will be dissected and explained in detail to provide an insight of interpretation that is established from the data. In support of these findings, certain information that is gathered from the participants will be reiterated verbatim. These participants are teachers from Phoenix Muslim School and they highlighted a number of relatively similar factors that they believe affect the academic performance of learners in Phoenix Muslim School.

4.9 Analysis of Each Factor

Social Factors (Class Difference)

Research Question 1 - What are the social factors that affect the learners' academic performance at Phoenix Muslim School?

Descriptive

	Median	Skewness	Kurtosis
CD1 learners from disadvantaged backgrounds may have a negative impact on his/her academic performance	2.00	0.639	0.341
CD2 parents(good or bad) behaviour and (positive or negative) interaction with learner is directly related to the learners (good or bad) behaviour and interaction in school and also will impact on his or her academic performance	1.00	1.240	1.763
CD3 learners imitate his/her parents/guardian/peers at home and then demonstrate the same in the classroom with teacher and fellow learners which influence positively or negatively on learners academic performance	2.00	0.684	1.176
CD4 learners from disadvantaged background always lack inspiration in life and need more attention as oppose to the learners with a sound background. Learners tend to perform well academically if they have a role model at home or family	2.00	0.312	-0.889
CD5 learners from disadvantaged backgrounds tend to lack social skills. They find it hard to socialize with other learners and teachers as oppose to learners who have a sound social circle at home with siblings and other family members	2.50	0.117	-1.061

Frequency Tables

CD1 learners from disadvantaged backgrounds may have a negative impact on his/her academic performance

		Freq	%	Valid %	Cumulative %
Valid	1 option	12	20.0	20.3	20.3
	2 option	33	55.0	55.9	76.3
	3 option	10	16.7	16.9	93.2
	4 option	4	6.7	6.8	100.0
	5 option	59	98.3	100.0	
Missing	Total	1	1.7		
Total		60	100.0		

CD2 parents(good or bad) behaviour and (positive or negative) interaction with learner is directly related to the learners (good or bad) behaviour and interaction in school and also will impact on his or her academic performance

		Freq	%	Valid %	Cumulative %
Valid	1 option	33	55.0	55.0	55.0
	2 option	23	38.3	38.3	93.3
	3 option	3	5.0	5.0	98.3
	4 option	1	1.7	1.7	100.0
	5 option	60	100.0	100.0	

CD3 learners imitate his/her parents/guardian/peers at home and then demonstrate the same in the classroom with teacher and fellow learners which influence positively or negatively on learners academic performance

		Freq	%	Valid %	Cumulative %
Valid	1 option	14	23.3	23.3	23.3
	2 option	37	61.7	61.7	85.0
	3 option	7	11.7	11.7	96.7
	4 option	2	3.3	3.3	100.0

		Freq	%	Valid %	Cumulative %
	5 option	60	100.0	100.0	

CD4 learners from disadvantaged background always lack inspiration in life and need more attention as oppose to the learners with a sound background. Learners tend to perform well academically if they have a role model at home or family

		Freq	%	Valid %	Cumulative %
Valid	1 option	11	18.3	18.3	18.3
	2 option	21	35.0	35.0	53.3
	3 option	12	20.0	20.0	73.3
	4 option	13	21.7	21.7	95.0
	5 option	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

CD5 learners from disadvantaged backgrounds tend to lack social skills. They find it hard to socialize with other learners and teachers as oppose to learners who have a sound social circle at home with siblings and other family members

		Freq	%	Valid %	Cumulative %
Valid	1 option	7	11.7	12.1	12.1
	2 option	22	36.7	37.9	50.0
	3 option	12	20.0	20.7	70.7
	4 option	16	26.7	27.6	98.3
	5 option	1	1.7	1.7	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

Bar Charts
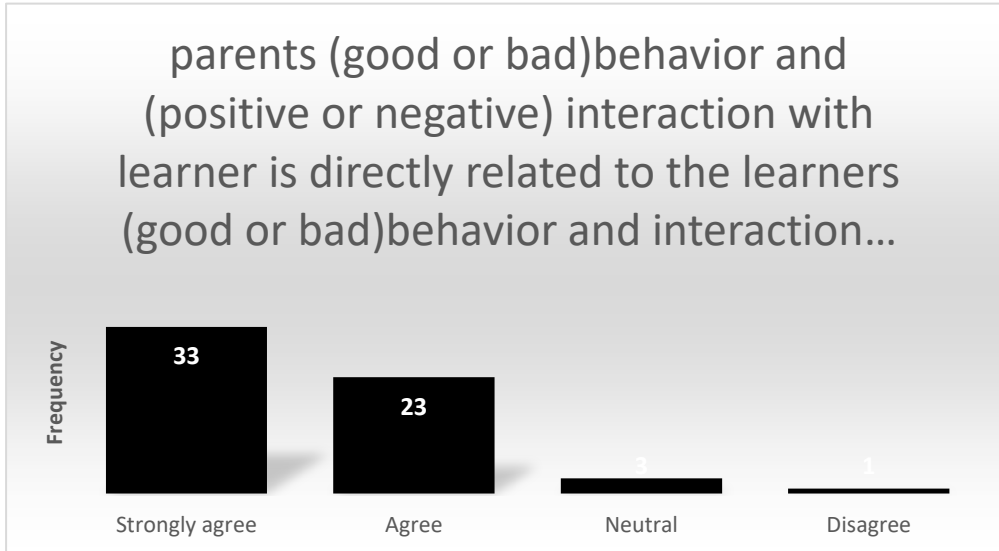
Figure4.11: Good or bad parenting

33% of the teachers strongly agreed while 23 % agreed that parent's good or bad behaviour directly influenced the learners' academic performance at Phoenix Muslim School. When it comes to fostering students' success, it is not always true what the parents say that they do for their kids (Pau, 2012).
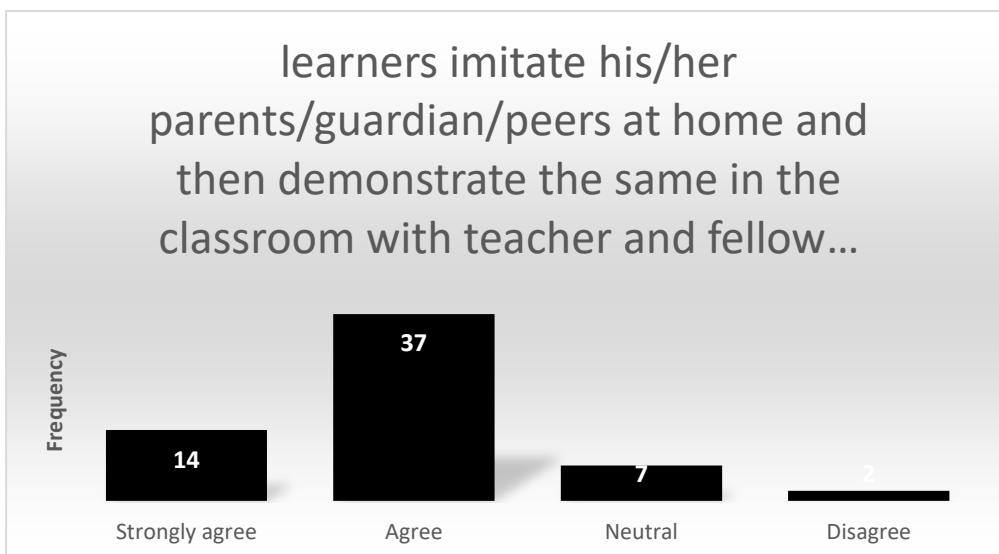
Figure4.12: Leaner's Imitating Parents

14% of teachers strongly agreed while 37% agreed and 7% disagreed that the learners imitate their parents, guardian or peers and then demonstrate in the classroom which influences either positive or negatively on their academic performance.
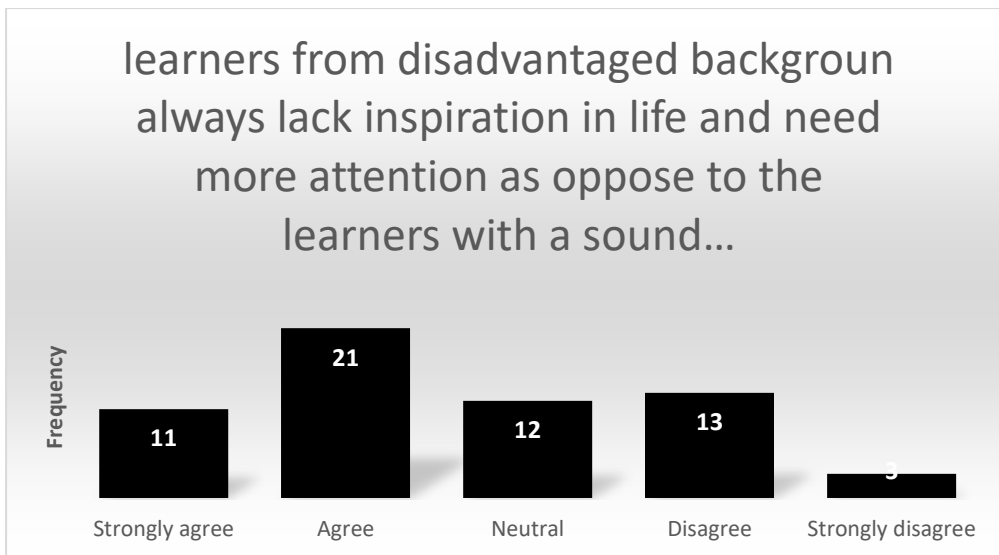
Figure4.13: Learners Inspiration from Different Background

11% of teachers strongly agreed, 21% agreed that the learners from disadvantaged background always lack inspiration but also 20% voted otherwise and stayed neutral. Similarly 13% teachers disagreed and only 3% strongly disagreed that the learners from disadvantaged background always lack inspiration while 12% teachers remained neutral about the above statement.
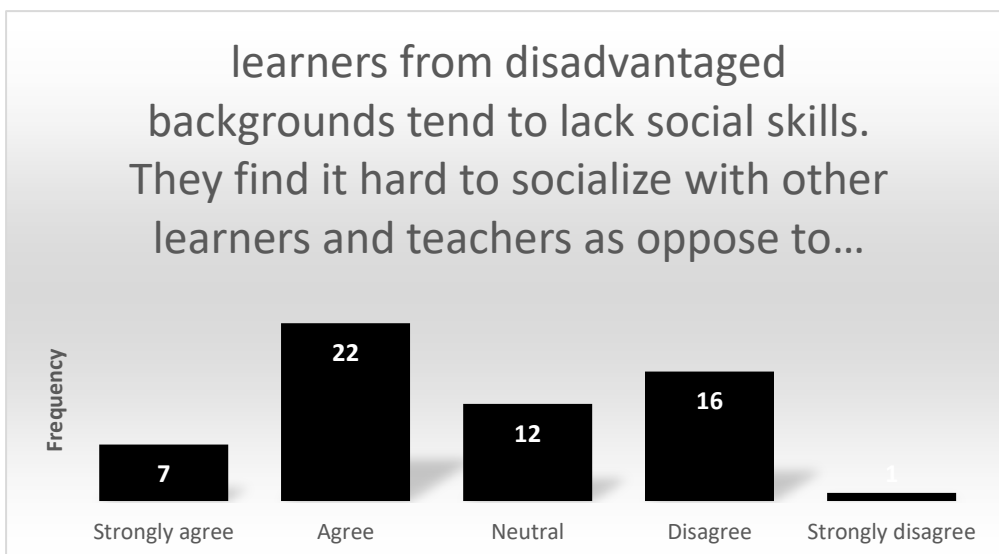
Figure 4.14: Learners Socialization Skills

22% of teachers agreed and only 1% disagreed that the learners from disadvantaged background tend to lack social skills and that they find it difficult to socialize with fellow leaners or staff which also affects their academic performance. While 16%

disagreed and 1% strongly disagreed with the above statement with 12% neither agree nor disagree with the statement.
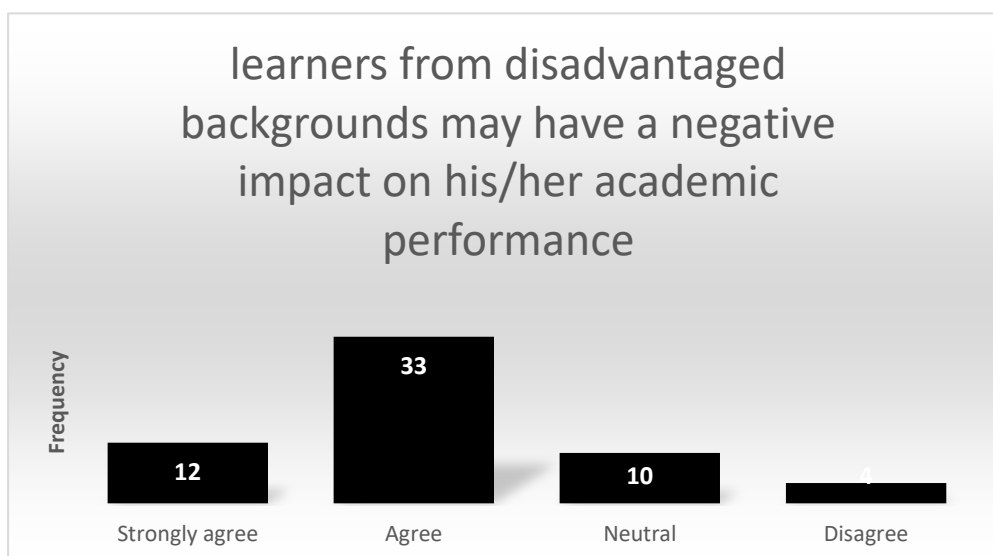
Figure 4.15: Learners' Background and its impact on Academics

33% of teachers agreed, 12% strongly agreed and 1% disagreed while 10% took a neutral stance that Parents and Learners of different cultural background have different expectations from teachers in the classroom, thus influence their academic performance in the classroom.

4.9.1 Theme 1: Class Differences

The class difference relates to a differing social standing in the community where members classify certain individuals according to the social standing that they possess within that particular community from outside. This is largely gauged through economic standing of the learners, the lifestyle they likely to enjoy or lack thereof.

4.9.2 Social class

The social class difference can be adjudicated in two ways, namely positive and negative. The lower class is often homeless or live in informal settlement, mostly stricken by poverty and unemployed. Quite a number of people from this class and

The social class difference can be adjudicated in two ways, namely positive and negative. The lower class is often homeless or live in informal settlement, mostly stricken by poverty and unemployed. Quite a number of people from this class and few of them if any have finished high school; they lack basic accessories of life with inadequate housing and lack of food and malnutrition. They have no access to health or proper medical care and likely to be suffering from various kinds of diseases which make learners unable to concentrate in class as a result. With less disposable income they barely afford decent clothing, recreational facilities. This has a ripple effect on the learners and they tend to have an extra load of work apart from school where they have to look after their siblings while parents are away to make ends meet. This is further exacerbated by either parent when they resort to drugs as their means of escaping the lingering poverty that they face which puts more pressure on the learners.

Then there are learners who come from a working class who are minimally educated and mostly engage in manual labour with no title prestige. Maids, cashiers, waiters and dishwashers are in this category. They have slim chances of advancing their careers as they are often underpaid hence no incentive to progress and explore new career opportunities. These are often referred to as 'working poor'. Electricians, plumbers and carpenters are also found in this category but are referred to as 'blue collar workers'. Sometimes they make more money than 'middle class workers' but their jobs are taxing physically, risky and demanding hard manual labour. Middle Class are also called 'sandwich class.' These learners come from relatively astute families than learners from lower social class but fall below those who are above them. There are two types of middle class namely 'lower middle class' and 'upper middle class'. Less educated fall in the 'lower middle class' with the likes of managers, teachers, small business owners and secretaries. Highly educated professionals and business people with more disposable and high income are 'upper middle class' such as CEOs, lawyers and doctors. The 'upper class has two segments as well, the 'lower-upper classes' and the 'upper-upper classes'. The 'upper-upper class are mostly the old money which has existed for centuries or most likely for generations and the former is the new money made from investment and hard work new business ventures.

These people have more money than they could spend and afford the finest things in life including sending their children to the finest schools available.

The above class difference can also be seen in our survey results, which indicate that 75% of the respondents agreed class difference has a positive and negative effect on leaners' academic performance (Herrmann, 2018).

4.9.3 Cultural Factor (Inclusivity)

Research Question 2 - How do Cultural Factors affect learners' academic Performance at Phoenix Muslim School?

Descriptive

	Median	Skewness	Kurtosis
INCL1 parents and learners of different cultural backgrounds have different expectations from teachers in the classroom; this influences their academic performance in the classroom	2.00	0.613	-0.035
INCL2 learners of different cultural backgrounds have different attitudes in the classroom, which impact positively or negatively on their academic performance	2.00	0.476	-0.271
INCL3 reward expectations of learners and parents are different in different cultures.in some cultures the parents expect the teacher to be in control while in other cultures they want the teacher to just supervise and let the learner decide of himself/herself.	2.00	0.238	-0.955
INCL4 learners with different cultural backgrounds respond differently to various teaching techniques and methods use in the classroom. This requires personal attention to the needs and expectations of the learner and failing to do so will impact the learners a	2.00	0.537	-0.429
INCL5 learners from a different cultural background have different expectations from education. Hence it influences their choice of subjects, motivational level, communication skills, goal setting and interest. This in turn influences their academic performance.	2.00	0.844	0.391

Frequency Tables

INCL1 parents and learners of different cultural backgrounds have different expectations from teachers in the classroom; this influences their academic performance in the classroom

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	8	13.3	13.3	13.3
	2 option	30	50.0	50.0	63.3
	3 option	13	21.7	21.7	85.0
	4 option	8	13.3	13.3	98.3
	5 option	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

INCL2 learners of different cultural backgrounds have different attitudes in the classroom, which impact positively or negatively on their academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	11	18.3	18.3	18.3
	2 option	30	50.0	50.0	68.3
	3 option	13	21.7	21.7	90.0
	4 option	6	10.0	10.0	100.0
	5 option	60	100.0	100.0	

INCL3 reward expectations of learners and parents are different in different cultures.in some cultures the parents expect the teacher to be in control while in other cultures they want the teacher to just supervise and let the learner decide of himself/herself.

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	11	18.3	18.3	18.3

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
	2 option	24	40.0	40.0	58.3
	3 option	14	23.3	23.3	81.7
	4 option	11	18.3	18.3	100.0
	5 option	60	100.0	100.0	

INCL4 learners with different cultural backgrounds respond differently to various teaching techniques and methods use in the classroom. This requires personal attention to the needs and expectations of the learner and failing to do so will impact the learners a

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	14	23.3	23.3	23.3
	2 option	28	46.7	46.7	70.0
	3 option	11	18.3	18.3	88.3
	4 option	7	11.7	11.7	100.0
	Total	60	100.0	100.0	

INCL5 learners from a different cultural background have different expectations from education. Hence it influences their choice of subjects, motivational level, communication skills, goal setting and interest. This in turn influences their academic performance.

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	8	13.3	13.8	13.8
	2 option	36	60.0	62.1	75.9
	3 option	7	11.7	12.1	87.9
	4 option	7	11.7	12.1	100.0
	Total	58	96.7	100.0	
Missing	System	2	3.3		
Total		60	100.0		

Bar Charts
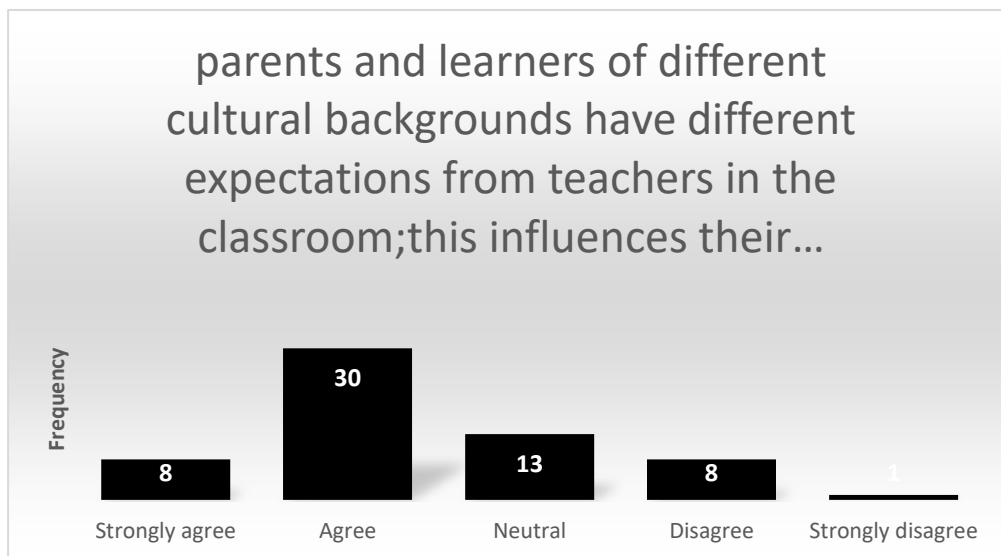
Figure 4.16: Cultural Background

30% of teachers agreed and only 8% disagreed that Parents and Learners of different cultural background have different expectations from teachers in the classroom, thus influence their academic performance in the classroom.
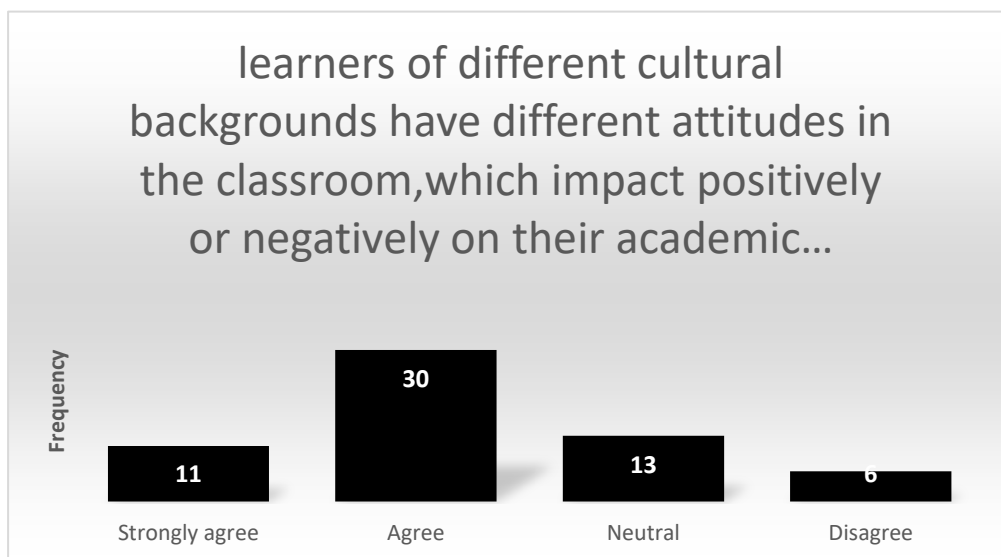
Figure 4.17: Attitude of Learners' from different Background

30% teachers agreed while 6% disagreed that Learners of different cultural background have different attitudes in the classroom, which impact positively or negatively on their academic performance.
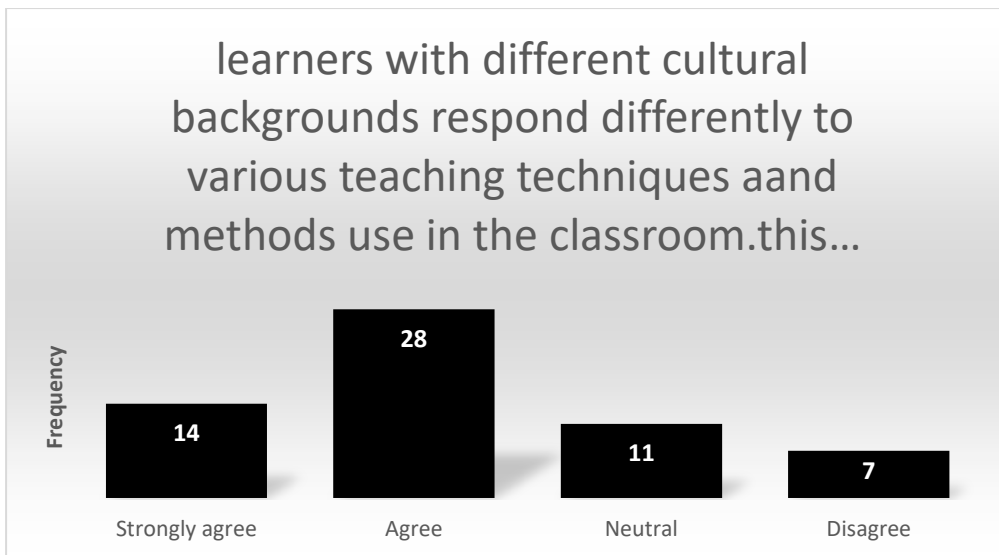
Figure 4.18: Teaching Techniques. Cultural Background

28% of teachers agreed while 7% disagreed that Learners with different cultural backgrounds respond differently to various teaching techniques and methods used in the classroom. This requires personal attention to the needs and expectations of the learner and failing to do so impact the learners' academic performance.
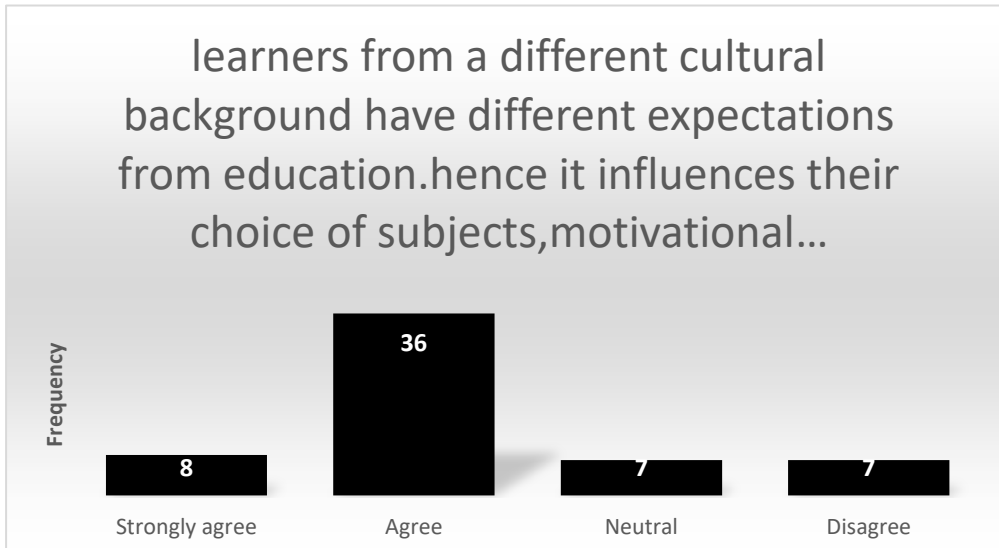
Figure 4.19: Educational Expectations vs. Cultural Background

36% of teachers agreed and only 7% disagreed that learners' from a different cultural background have different expectations from education. Hence it influences their choice of subjects, motivational level, communication skills, goal setting and interest. This in turn influences their academic performance.

From the above analysis we can safely conclude that cultural background of the learner has a positive as well as negative effect on learners' academic performance (Bempechat, 2017).

4.9.4 Behavioural Factor (Environment)

Research Question 3 - How behavioural Factors affects learners' Academic Performance at Phoenix Muslim School?

Descriptive

	Median	Skewness	Kurtosis
Enviro1 Poor class management has a negative impact on learners behaviour which also influence his/her academic performance	2.00	1.217	1.821
Enviro2 learners with different socio economic behave differently in the classroom. There is a strong connection that influences the learners academic performance	2.00	1.318	3.023
Enviro3 Good parental skills are reflected in the learners' behaviour in the classroom. Parents that take an interest in the academic life of a learner tend to do well than those who do not. Well behaved learners perform well academically as well	2.00	0.822	-0.494
Enviro4 A healthy body tends to perform optimally. Learners with sound physical and mental health tend to behave well in the classroom than those learners who are either neglected or parents cannot afford to provide them with the necessary health care, thus it a	2.00	0.787	0.063
Enviro5 Learner who is proactive in the classroom tends to perform well academically as opposed to those who are introverts or lack of support system at home or classroom	2.00	0.338	-1.216

Frequency Tables

Enviro1 Poor class management has a negative impact on learners behaviour which also influence his/her academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	28	46.7	47.5	47.5
	2 option	26	43.3	44.1	91.5
	3 option	3	5.0	5.1	96.6
	4 option	2	3.3	3.4	100.0
	5 option	59	98.3	100.0	
Missing	Total	1	1.7		
Total		60	100.0		

Enviro2 learners with different socio economic behave differently in the classroom. There is a strong connection that influences the learners academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	11	18.3	18.3	18.3
	2 option	39	65.0	65.0	83.3
	3 option	6	10.0	10.0	93.3
	4 option	3	5.0	5.0	98.3
	5 option	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Enviro3 Good parental skills are reflected in the learners' behaviour in the classroom. Parents that take an interest in the academic life of a learner tend to do well than those who do not. Well behaved learners perform well academically as well

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	26	43.3	44.1	44.1
	2 option	18	30.0	30.5	74.6
	3 option	8	13.3	13.6	88.1
	4 option	7	11.7	11.9	100.0
	5 option	59	98.3	100.0	
Missing	System	1	1.7		

Total	60	100.0	

Enviro4 A healthy body tends to perform optimally. Learners with sound physical and mental health tend to behave well in the classroom than those learners who are either neglected or parents cannot afford to provide them with the necessary health care.

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	17	28.3	28.8	28.8
	2 option	29	48.3	49.2	78.0
	3 option	7	11.7	11.9	89.8
	4 option	6	10.0	10.2	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Enviro5 Learner who is proactive in the classroom tends to perform well academically as opposed to those who are introverts or lack of support system at home or classroom

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	15	25.0	25.4	25.4
	2 option	22	36.7	37.3	62.7
	3 option	8	13.3	13.6	76.3
	4 option	14	23.3	23.7	100.0
	5 option	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Bar Charts
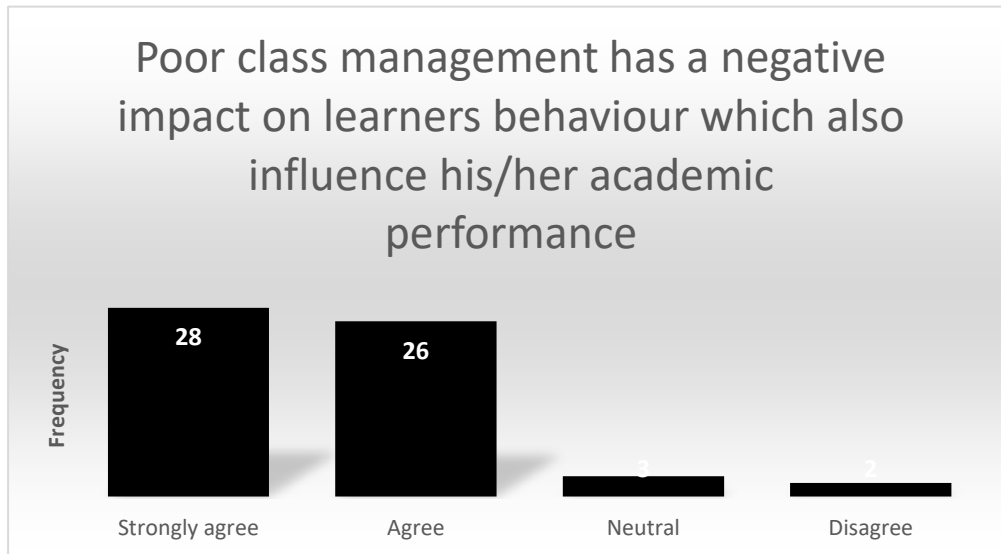
Figure 4.20: Class Difference vs. Behavior

28% of teachers strongly agreed while only 2% disagreed that Poor Class Management has a negative impact on learners' behaviour which also influences his/her academic performance.
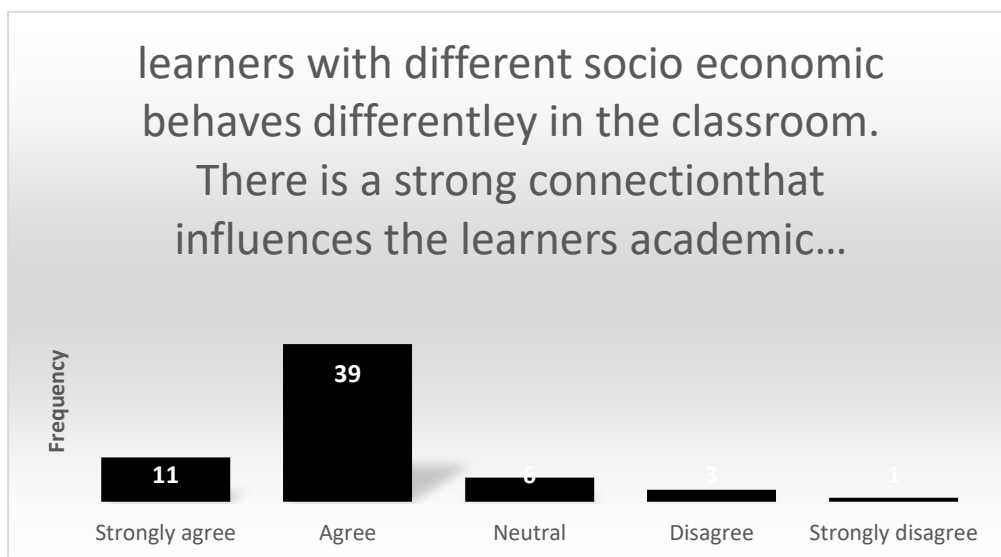
Figure 4.21: Background vs. Behavior

39% of teachers agreed while 3% disagreed that learners with different socio-economic behave differently in the classroom. There is a strong connection which is why it influences the learners' academic performance

Good parental skills are reflected in the learners behaviour in the classroom. Parents that take an interest in the academic life of a learner tend to do…

Frequency

| 26 | 18 | 8 | 7 |

Strongly agree | Agree | Neutral | Disagree
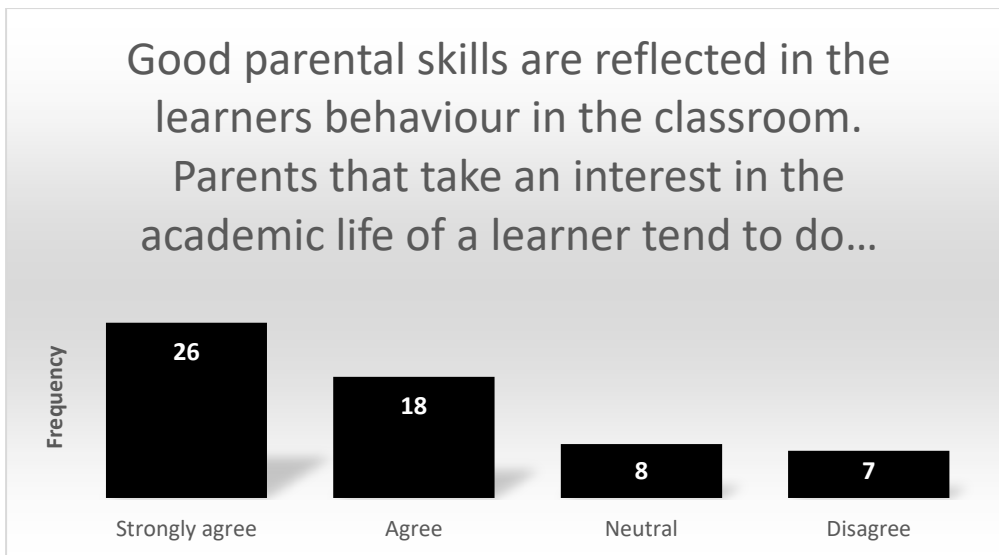
Figure 4.22: Parents Interest vs. Behavior

26% of teachers strongly agreed while 7% disagreed that Good parental skills are reflected in the Learners behaviour in the classroom. Parents that take interest in the academic life of a learner tend to do well than those who do not. Well behaved learner performs well academically as well.

A healthy body tends to perform optimally. Learners with sound physical and mental health tend to behave well in the classroom than those learners…

Frequency

| 17 | 29 | 7 | 6 |

Strongly agree | Agree | Neutral | Disagree
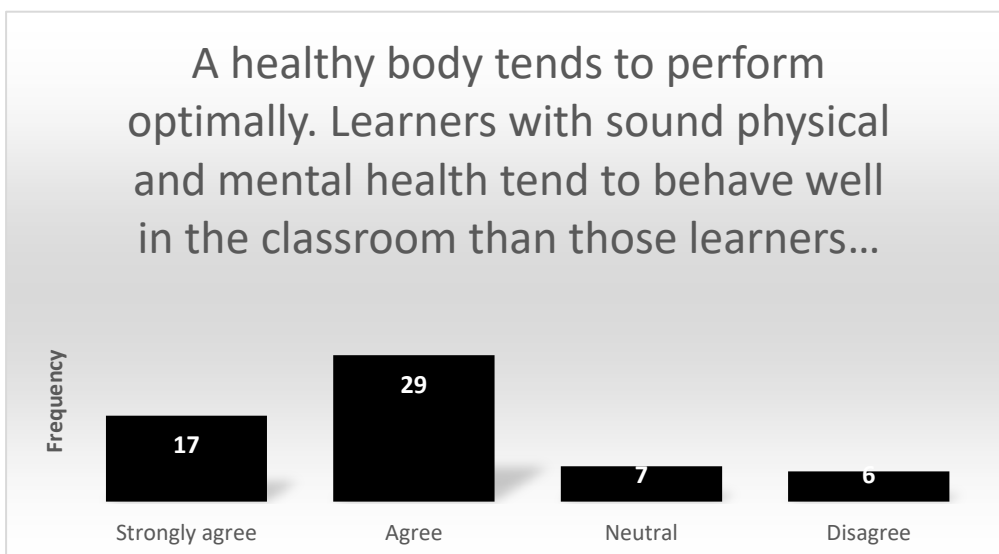
Figure 13: Health vs. Behaviour

29% of teachers agreed and only 6% disagreed that a healthy body tends to perform optimally. Learners with sound physical and mental health tend to behave well in the classroom than those learners who are either neglected or parents cannot afford to provide them with the necessary healthcare, thus it affects their academic performance.
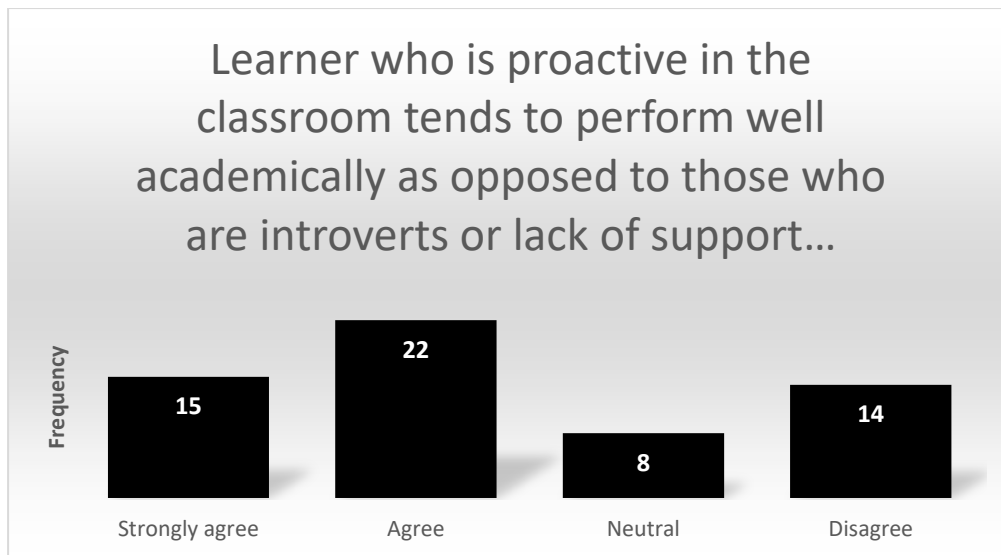
Figure 4.24: Leaners Reactiveness vs. Behaviour

22% of teachers agreed while 14% disagreed that a learner who is proactive in the classroom tends to perform well academically as oppose to those that either introverts or lack a support system at home or classroom.

Parents have a great impact in the behaviour of their children. Children model everything they see from their parents and adopt them. They apply the learned trade and model it into their real life experiences. Therefore the importance of good parenting cannot be discounted in creating a harmonious environment for a child to learn good behaviour. A negative behaviour can have a detrimental effect on the child`s development and often lead to bad behaviour. There is a positive correlation between the behaviour of a parent and that of a child. Antisocial learners are often as a result of antisocial parents. Social skills range from as little as basic politeness such as 'thank you' and 'please' on occasions. Inability of the parents to effectively manage stress and deal with it in a positive light may greatly affect the learner. Lashing out and yelling often scare a child. This can course a child to believe that they are the source of stress to their parents and begin to shut them down. The instruments used by parents as a tool to discipline and punish their children can also influence the character and change the behaviour of a child negatively. There are previous studies that have confirmed that the use of physical punishment ranging from yelling to spanking does not necessarily teach the child to change their behaviour. Children seem to learn and adopt positive conflict resolution techniques

if the argument between parents is handled with a degree of maturity and is done fairly. Physical and verbal fights can be extremely hazardous for children and can have a long negative outcome on the growth of the children which ultimately makes them dysfunctional when they get old. Low self-esteem may manifest and could potentially create violence amongst other children. Alcohol and drug use may be other instruments that children resort to in order to divert their attention from a dangerous environment which ultimately destroys them inside and outside.

Individual Factor (Self Identity)

Research Question 4 - How do Individual Factors affect learners' Academic performance at Phoenix Muslim School?

Descriptive

	Median	Skewness	Kurtosis
SI1 Learners temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance	2.00	0.950	1.037
SI2 Various communication techniques used in the classroom for effective explanation for a certain concept, this will help learners with different academic capabilities, hence influence their academic performance	2.00	1.369	2.554
SI3 Inclusion of humour makes the lesson interesting and learners respond positively to the lesson being thought. This tends to create interest for that particular subject and influence their performance in it	1.00	1.042	0.586
SI4 Learners always require motivation to do something weather it is in their social, personal or academic life. Therefore lack of motivation impacts negatively on their academic performance	2.00	1.279	2.298
SI5 Emotional intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom	2.00	1.124	1.267

Frequency Tables

SI1 Learners temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	13	21.7	22.0	22.0
	2 option	36	60.0	61.0	83.1
	3 option	5	8.3	8.5	91.5
	4 option	5	8.3	8.5	100.0
	5 option	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI2 Various communication techniques used in the classroom for effective explanation for a certain concept, this will help learners with different academic capabilities, hence influence their academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	26	43.3	44.1	44.1
	2 option	29	48.3	49.2	93.2
	3 option	1	1.7	1.7	94.9
	4 option	3	5.0	5.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI3 Inclusion of humour makes the lesson interesting and learners respond positively to the lesson being thought. This tends to create interest for that particular subject and influence their performance in it

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	31	51.7	52.5	52.5
	2 option	21	35.0	35.6	88.1
	3 option	6	10.0	10.2	98.3

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
	4 option	1	1.7	1.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI4 Learners always require motivation to do something weather it is in their social, personal or academic life. Therefore lack of motivation impacts negatively on their academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	28	46.7	47.5	47.5
	2 option	27	45.0	45.8	93.2
	3 option	2	3.3	3.4	96.6
	4 option	2	3.3	3.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI5 Emotional intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	25	41.7	42.4	42.4
	2 option	27	45.0	45.8	88.1
	3 option	4	6.7	6.8	94.9
	4 option	3	5.0	5.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Bar Charts

Figure4.25: Learners' Temperament vs. Academic Performance

36% of teachers agreed and only 3% disagreed that learners' temperament influences their performance and interaction in the class and hence it impacts on theirs academic performance.

Figure 4.26: Communication Techniques vs. Academic performance

29% of teachers agreed and only 3% disagreed that the various communication techniques need to be introduced in the classroom for effective explanation of certain

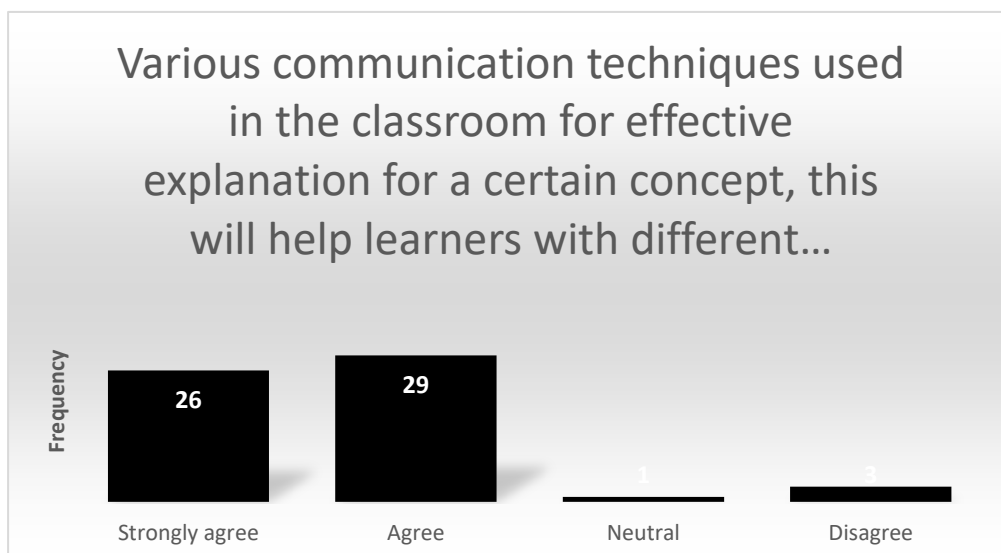concepts which will help learners with different absorption capabilities, hence influence their academic performance.
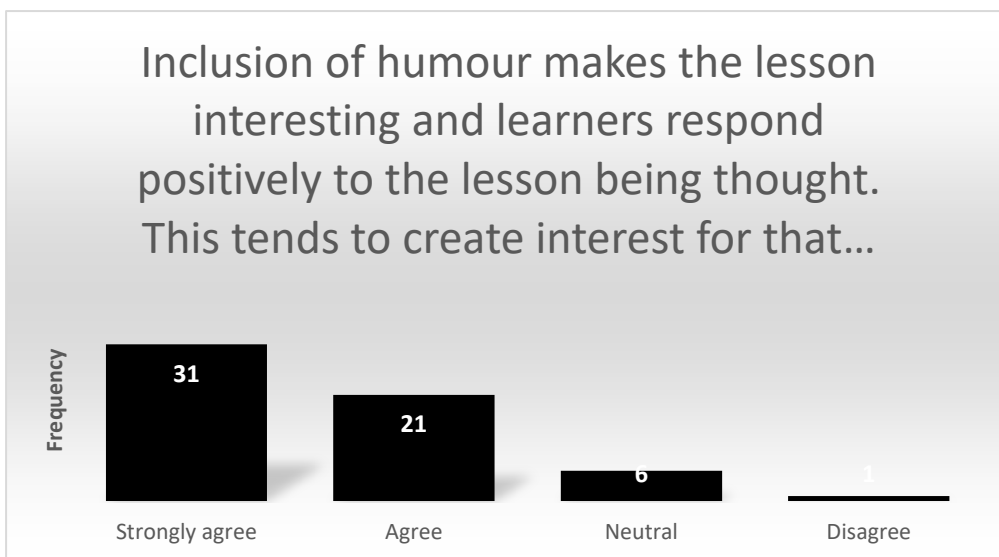

Figure 4.27: Humor vs. Academic Performance

31% of teachers agreed and only 1% disagreed that Inclusion of a bit of Sense of humour makes the lesson interesting and learners respond positively to the lesson being taught. This tends to create interest for that particular subject and influence their performance in it.
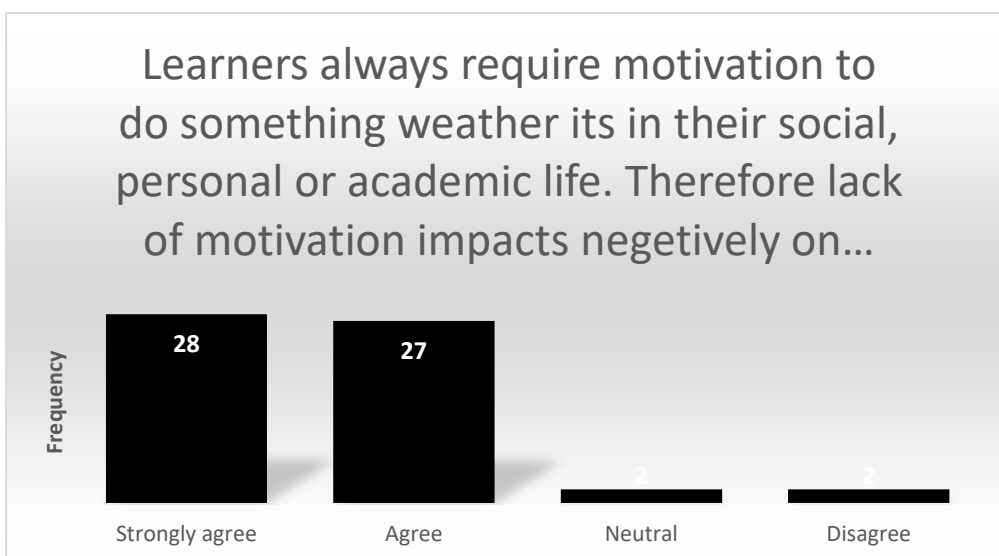
Figure 4.28: Motivation vs. Academic Performance

28% of teachers agreed while 2% teachers disagreed that Learners always require motivation to do something whether it is in their social, personal or academic life. Therefore Lack of motivation impacts negatively on their academic performance.
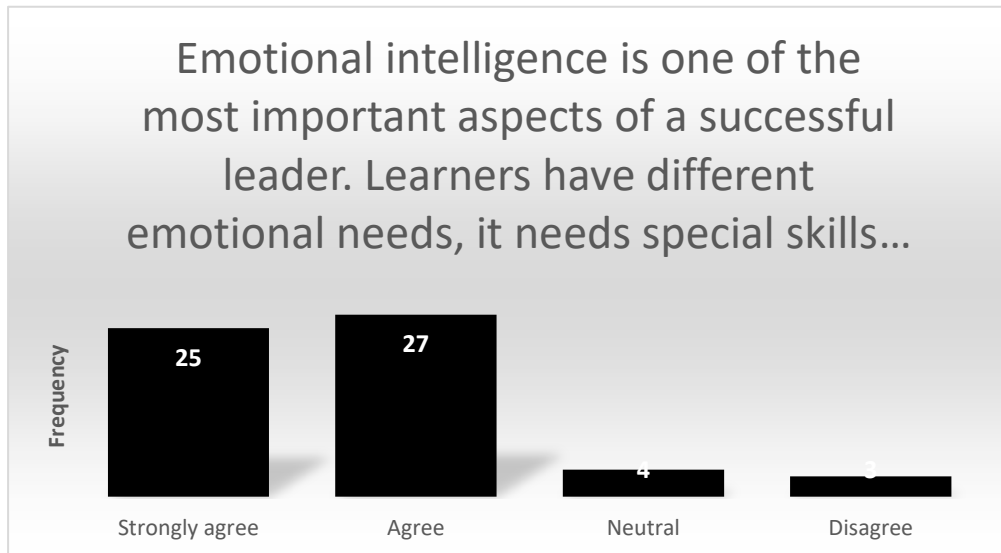
Figure 4.29: Emotional Intelligence vs. Academic Performance

25% of teachers strongly agreed while only 3% disagreed that emotional intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom. Inclusion, learners' temperament and motivation in the classroom affect the academic performance of the learner (Dunban, 2018). Thus behaviour plays an important role in the academic performance of the learner. A positive behaviour improves the academic performance of learners. (Kassarnig, 2018).

Individual Factor (Self Identity)

Research Question 4 - How do Individual Factors affect learners' Academic performance at Phoenix Muslim School?

Descriptive

|	Median	Skewness	Kurtosis
SI1 Learners temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance	2.00	0.950	1.037
SI2 Various communication techniques used in the classroom for effective explanation for a certain concept, this will help learners with different academic capabilities, hence influence their academic performance	2.00	1.369	2.554
SI3 Inclusion of humour makes the lesson interesting and learners respond positively to the lesson being thought. This tends to create interest for that particular subject and influence their performance in it	1.00	1.042	0.586
SI4 Learners always require motivation to do something weather it is in their social, personal or academic life. Therefore lack of motivation impacts negatively on their academic performance	2.00	1.279	2.298
SI5 Emotional intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom	2.00	1.124	1.267

Frequency Tables

SI1 Learners temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	13	21.7	22.0	22.0
	2 option	36	60.0	61.0	83.1
	3 option	5	8.3	8.5	91.5

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
	4 option	5	8.3	8.5	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI2 Various communication techniques used in the classroom for effective explanation for a certain concept, this will help learners with different academic capabilities, hence influence their academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	26	43.3	44.1	44.1
	2 option	29	48.3	49.2	93.2
	3 option	1	1.7	1.7	94.9
	4 option	3	5.0	5.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI3 Inclusion of humour makes the lesson interesting and learners respond positively to the lesson being thought. This tends to create interest for that particular subject and influence their performance in it

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	31	51.7	52.5	52.5
	2 option	21	35.0	35.6	88.1
	3 option	6	10.0	10.2	98.3
	4 option	1	1.7	1.7	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI4 Learners always require motivation to do something weather it is in their social, personal or academic life. Therefore lack of motivation impacts negatively on their academic performance

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	28	46.7	47.5	47.5
	2 option	27	45.0	45.8	93.2
	3 option	2	3.3	3.4	96.6
	4 option	2	3.3	3.4	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

SI5 Emotional intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom

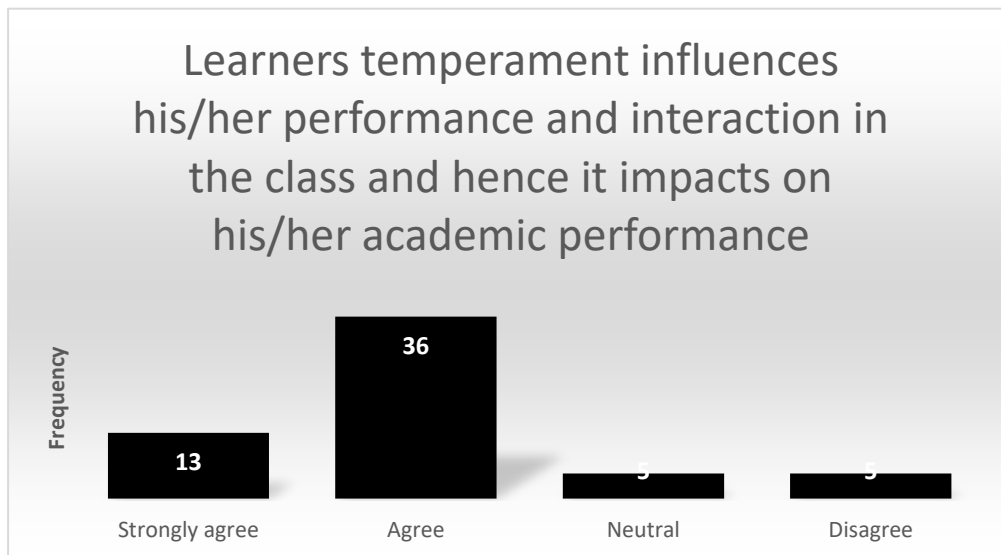|		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	1 option	25	41.7	42.4	42.4
	2 option	27	45.0	45.8	88.1
	3 option	4	6.7	6.8	94.9
	4 option	3	5.0	5.1	100.0
	Total	59	98.3	100.0	
Missing	System	1	1.7		
Total		60	100.0		

Bar Charts

Figure 4.30: Learners' Temperament vs. Academic Performance

36% of teachers agreed while 3% disagreed that Different strokes for different folks. Learners' temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance.
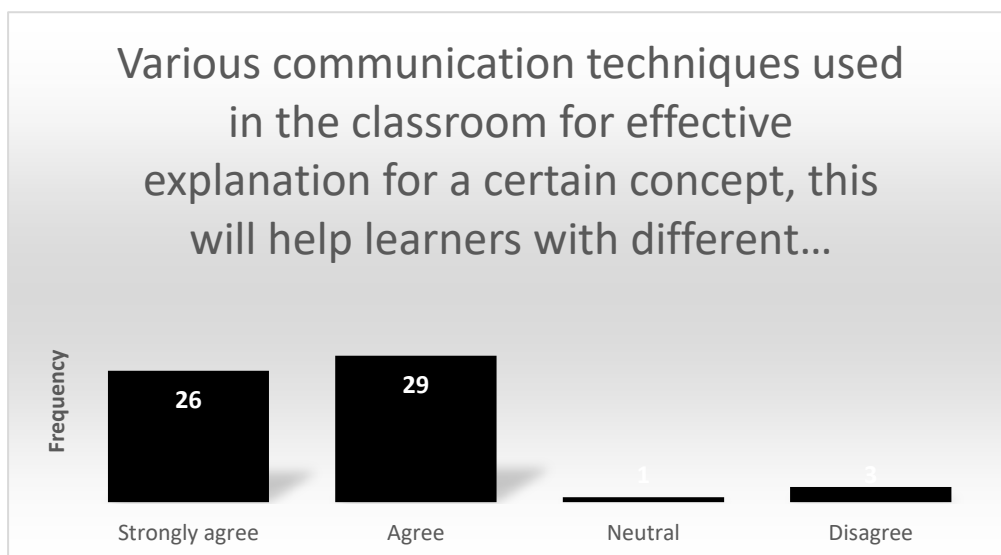

Figure 4.31: Communication Techniques vs. Academic performance

29% of teachers agreed while 3% disagreed that various communication techniques need to be introduced in the classroom for effective explanation of certain concepts

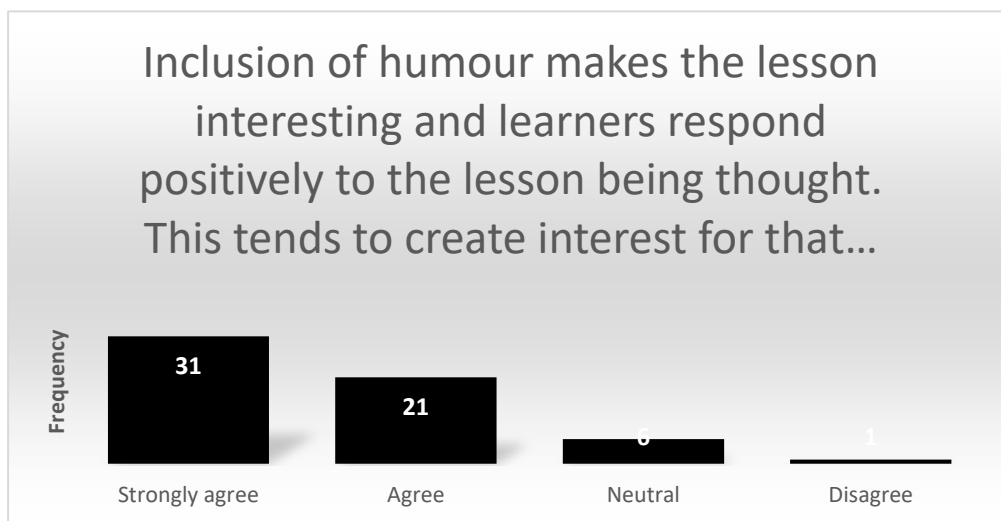which will help learners with different absorption capabilities, hence influence their academic performance.

Inclusion of humour makes the lesson interesting and learners respond positively to the lesson being thought. This tends to create interest for that…

| Strongly agree | Agree | Neutral | Disagree |
| 31 | 21 | 0 | 1 |

Figure4.32: Humor vs. Academic Performance

31% of teachers agreed and only 1% disagreed that Inclusion of a bit of sense of humour makes the lesson is interesting and learners respond positively to the lesson being taught. This tends to create interest for that particular subject and influence their performance in it.

Learners always require motivation to do something weather its in their social, personal or academic life. Therefore lack of motivation impacts negetively on…

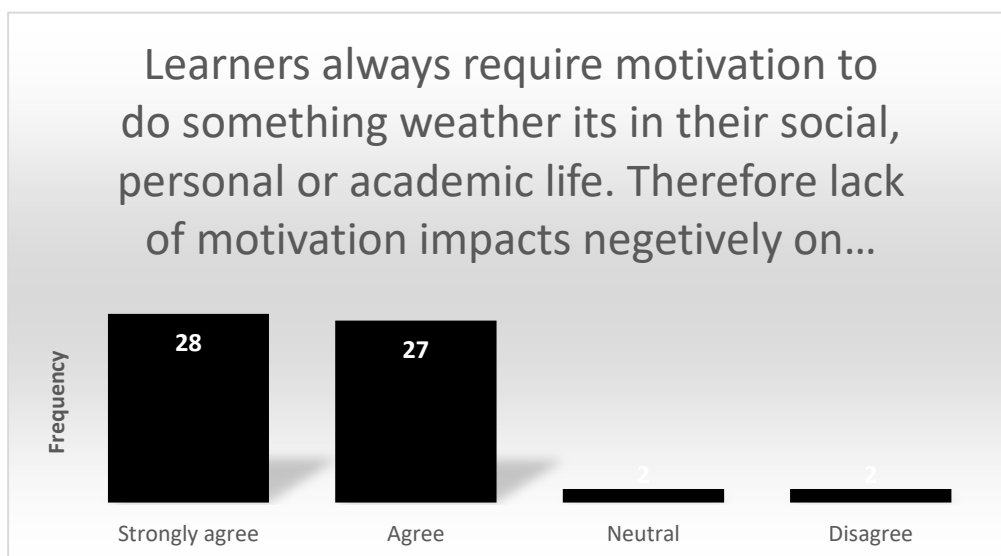| Strongly agree | Agree | Neutral | Disagree |
| 28 | 27 | 2 | 2 |

Figure 4.33: Motivation vs. Academic Performance

27% of teachers agreed while 2% disagreed that Learners always require motivation to do something whether it is in their social, personal or academic life. Therefore Lack of motivation impacts negatively on their academic performance.

Figure 4.342: Emotional Intelligence vs. Academic Performance

27% of teachers agreed while 3% disagreed that Emotional Intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom. Inclusion, learners' temperament and motivation in the classroom affect the academic performance of the learner (Dunban, 2018).

Conclusion

This Chapter analysed the data that was collected through questionnaires. These questionnaires were distributed to all the teaching staff (Academic & Non Academic) and questions regarding each factors were asked to respond upon. After the collection of the data it was analysed through each factor using various statistical tests. This analysis will help in highlighting the finding through the teachers' perspective regarding the factors highlighted in this study.

Chapter 5

Discussion

5.1 Introduction

In conducting this study, data was collected and summarized from the entire teaching staff of Phoenix Muslim School regarding the factors mentioned in previous chapters. Since this was a first study that was ever conducted at Phoenix Muslim School there was a sense of excitement for the teaching staff that they are a part of this study which will contribute in identifying certain issues that was never highlighted before.

5.2 Findings Applied To the Research Questions and Variations

The objectives of the study were primarily to focus on the factors that affect learners' performance. The objectives were then further broken down into several questions in the questionnaire in order to investigate how they are relative in this study. Based on data analysis and findings, the following are the results of the study interpreted against the research problem:

FACTOR 1 – Social Factor (Class Difference)

1. 33% of the teachers strongly agreed the fact that the learners from disadvantage background may have a negative impact on his/her academic performance.
2. 37% of the teachers agreed while only 7% dis-agreed that parents' good or bad behaviour directly influence learners' academic performance at Phoenix Muslim School.
3. 21% of teachers agreed and 3% disagreed that the learners imitate their parents', guardian or peers and then demonstrate in the classroom which influence either positive or negatively on their academic performance.

4. 23% teachers agreed and only 1% disagreed that the learners' from disadvantage background always lack inspiration but also 20% voted otherwise and stayed neutral.

5. 33% of teachers agreed while 1% disagreed that the learners from disadvantaged background tend to lack social skills and that they find it difficult to socialize with fellow leaners or staff which also affects their academic performance.

FACTOR 2 – Cultural Factors (Inclusivity)

1. 30% of teachers agreed and only 8% disagreed that parents and learners of different cultural background have different expectations from teachers in the classroom, thus influence their academic performance in the classroom.

2. 30% of teachers agreed while 6% disagreed that learners of different cultural background have different attitudes in the classroom, which impacts positively or negatively on their academic performance.

3. 28% of teachers agreed and 7% teachers disagreed that Authority expectations of learners and parents are different in different cultures. In some cultures the parents expect the teacher to be in control while in other cultures they want the teacher to just supervise and let the learner decide of himself/herself. This difference of authoritarian expectations influences the academic performance of learners.

4. 36% of teachers agreed while 7% disagreed that Learners with different cultural backgrounds respond differently to various teaching techniques and methods used in the classroom. This requires personal attention to the needs and expectations of the learner and failing to do so impact the learners' academic performance.

FACTOR 3 – Behavioral Factors (Environment)

1. 28% of teachers agreed while 2% disagreed that Poor Class Management has a negative impact on learners' behaviour which also influences his/her academic performance.

2. 39% of teachers agreed and only 3% disagreed that Learners with different socio-economic behave differently in the classroom. There is a strong connection which is why it influences the learners' academic performance.

3. 26% of teachers agreed and 7% disagreed that good parental skills are reflected in the learners' behaviour in the classroom. Learners who have parents that take interest in their academic life tend to do well than those who do not. A well behaved learner performs well academically too.

4. 29% of teachers agreed and 6% disagreed that a Healthy body tends to perform optimally. Learners with sound Physical and mental health tend to behave well in the classroom than those learners who are either neglected or parents cannot afford to provide them with the necessary healthcare, thus it effects their academic performance.

5. 22% of teachers agreed and 14% disagreed that a Learner who is proactive in the classroom tends to perform well academically as oppose to those that are either introverts or lack a support system at home or classroom.

FACTOR 4 – Individual factors (Self-identity)

1. 36% of teachers agreed while 3% disagreed that learners' temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance.

2. 29% of teachers agreed while 3% disagreed that various communication techniques need to be introduced in the classroom for effectively explaining certain concepts which will help learners with different absorption capabilities, hence influence their academic performance.

3. 31% of teachers agreed and 1% disagreed that the inclusion of a bit of sense of humour makes the lesson interesting and learners respond positively to the lesson being taught. This tends to create interest for that particular subject and influence their performance in it.

4. 28% of teachers agreed and 2% disagreed that learners always require motivation to do something whether it is in their social, personal or academic

life. Therefore lack of motivation impacts negatively on their academic performance.

5. 25% of teachers agreed while only 3% disagreed that emotional intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom.

5.3 Conclusion and Recommendations

This chapter highlighted the findings from the previous chapters and found that the factor that was highlighted in this study plays a very important role in a learners' social, school and academic life. Teachers valuable input made it clear that these factors of social, cultural, behavioral and individual are directly proportional to a learners' academic performance. Below are my recommendations on the basis of findings:

1. Parents and learners of different cultural backgrounds have different expectations from teachers in the classroom; Learners of different cultural backgrounds have different attitudes in the classroom, which impacts positively or negatively on their academic performance so we have to understand different cultures when drafting our lesson plans and class activities because this influences their academic performance in the classroom.

2. A learner with different socio-economic behaves differently in the classroom. There is a strong connection that influences the learners' academic performance. It has to be addressed by the school management team.

3. A learners' temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance.

4. Various communication techniques used in the classroom for effective explanation for a certain concept, this will help learners with different academic capabilities, hence influence their academic performance. Inclusion of humor makes the lesson interesting and learners respond positively to the

lesson being taught. This tends to create interest for that particular subject and influence their performance in it.

5. Learners always require motivation to do something whether it is in their social, personal or academic life. Therefore lack of motivation impacts negatively on their academic performance.

6. Poor class management has a negative impact on learners' behavior which also influence his/her academic performance.

7. A healthy body tends to perform optimally. Learners with sound physical and mental health tend to behave well in the classroom than those learners who are either neglected or parents cannot afford to provide them with the necessary health care, thus it is a Learner who is proactive in the classroom that tends to perform well academically as opposed to those who are introverts or lack a support system at home or classroom.

8. Good parental skills are reflected in the learners' behavior in the classroom. Parents that take an interest in the academic life of a learner tend to do well than those who do not. Well behaved learners perform well academically as well.

9. Learners from a different cultural background have different expectations from education. Hence it influences their choice of subjects, motivational level, communication skills, goal setting and interest. This in turn influences their academic performance. Learners with different cultural backgrounds respond differently to various teaching techniques and methods used in the classroom. This requires personal attention to the needs and expectations of the learner and failing to do so will impact the learners' academic performance.

10. Emotional intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs; it needs special skills to be addressed. An emotional imbalance learner disrupts and can create havoc in the classroom.

11. Parents (good or bad) behaviour and (positive or negative) interaction with a learner is directly related to the learners' (good or bad) behaviour and

interaction in school and also will impact on his or her academic performance.

12. Learners imitate his/her parents/guardian/peers at home and then demonstrate the same in the classroom with a teacher and fellow learners which influences positively or negatively on learners academic performance. So we have to include the parents/guardians/peers in every step during a learners' academic life.

13. Learners from disadvantaged background always lack inspiration in life and need more attention as oppose to the learners with a sound background. We have to find ways and means to provide that inspiration in the classroom because learners tend to perform well academically if they have a role model at school, home or family.

14. Learners from disadvantaged backgrounds tend to lack social skills. They find it hard to socialize with other learners and teachers as oppose to learners who have a sound social circle at home with siblings and other family members. We have to develop those social skills at school in order for the learner to do well in his/her future endeavours.

15. Reward expectations of learners and parents are different in different cultures. In some cultures the parents expects the teacher to be in control while in other cultures they want the teacher to just supervise and let the learner decide for himself/herself. So we have to create an inclusive environment at school where learners from all backgrounds can benefit.

5.4 Areas for Further Research

Since this study was based only on four factors and from the teachers' perspective to see how Cultural, Behavioral, Individual and Social factors affect learners' academic performance, therefore there might be other factors as well, from learners' or parents perspective that still need to be explored and identified. The second aspect can be the government's educational policies and legislature which can also be an important factor affecting a learners' academic performance. As this study was only confined to Phoenix Muslim School, there can be

environmental, procedural and community factors as well that can be regarded as limitations of this study.

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Appendices

Appendix1: Questionnaire

This questionnaire is part of the study which is conducted at Phoenix Muslim School.

Below is the topic of the research study:

"**Factors affecting the academic performance of the learners at phoenix Muslim school from teachers' perspective**"

Four Factors are under Discussion namely:

1. Social   2. Cultural   3. Behavioral   4. Individual

This Questionnaire consists of two sections.

Section	**A**	**Biological**	**Information**
Tick the appropriate block where applicable.			
Qualification			
Subject	1. Academic ☐ 2. Non Academic (Islamic Studies) ☐		
Age	1. 20---25 ☐ 2. 25-----30 ☐ 3. 30----40 ☐ 4. 40----50 ☐ 5. 50----above ☐		
Gender	Male ☐ Female ☐		
No of Teaching Experience (In Years)	1. 0---3☐ 2. 5----8 ☐ 3. 8----10 ☐ 4. 10-----15 ☐ 5. 15-----20 ☐		
No. of Learners interaction Per day			
Race			

Please indicate your answer BY TICKING the BOX next to the possible option provided for each question. You can choose only one option per question.

<u>Section B</u>

1. **<u>Social Factors (Class Difference)</u>**

   I. Learners' from disadvantage backgrounds may have a negative impact on his/her academic performance?

   1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

   II. Parent's (Good or bad) behavior and (Positive or Negative) interaction with learner is directly related to the learners' (Good or bad) behavior and interaction in school and also will impact on his or her academic performance.
   1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

   III. Learners' imitate his/her parents/guardian/peers at home and then demonstrate the same in the classroom with teacher and fellow learners which influence positively or negatively on learners' academic performance.
   1. Strongly Agree ☐ 2. Agree ☐   3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

   IV. Learners' from disadvantage background(working Class) always lack inspiration in life and need more attention as oppose to the learners' with a sound background. Learners tend to perform well academically if they have a role   model   at   home   or   family.
   1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

   V. Learners' from disadvantage backgrounds (working Class) tend to lack social skills, They find it hard to socialize with other learners and teachers as oppose to those learners who have a sound social circle at home (Middle Class)   with   siblings   and   other   family   members.
   1. Strongly Agree ☐ 2. Agree ☐   3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

2. **Cultural Factors (Inclusivity)**

I. Parents and learners of different cultural backgrounds have different expectations from teachers in the classroom; this influences their academic performance in the classroom.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐ 5. Strongly Disagree ☐

II. Learners of different cultural backgrounds have different attitudes in the classroom, which impact positively or negatively on their academic performance.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐ 5. Strongly Disagree ☐

III. Reward expectations of learners and parents are different in different cultures. In some cultures the parents expect the teacher to be in control while in other cultures they want the teacher to just supervise and let the learner decide of himself/herself. This difference of authoritarian expectations influences the academic performance of learners.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐ 5. Strongly Disagree ☐

IV. Learners with different cultural backgrounds respond differently to various teaching techniques and methods use in the classroom. This requires personal attention to the needs and expectations of the learner' Culture and failing to do so will impact the learners' academic performance.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐ 5. Strongly Disagree ☐

V. Learners' from a different cultural background have different expectations from education. Hence it influences their choice of subjects, motivational level, communication skills, goal setting and interest. This in turn influences their   academic   performance.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐ 5. Strongly Disagree ☐

3. **Behavioral Factors (Environment)**

I. Poor Class Management has a negative impact on learners' behavior which

also influence his/her academic performance.

1. Strongly Agree ☐ 2. Agree ☐ 3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

II. Learners with different socio-economic behaves differently in the classroom. There is a strong connection that influences the learners' academic performance.

1. Strongly Agree ☐ 2. Agree ☐ 3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

III. Good parental skills are reflected in the learners' behavior in the classroom. Parents that take interest in the academic life of a learner tend to do well than those who do not. Well behaved learner performs well academically   as   well.

1. Strongly Agree ☐ 2. Agree ☐ 3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

IV. A healthy body tends to perform optimally. Learners with sound physical and mental health tend to behave well in the classroom than those learners who are either neglected or parents cannot afford to provide them with the necessary healthcare, thus it affects their academic performance.

1. Strongly Agree ☐ 2. Agree ☐ 3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

V. Learner who is proactive in the classroom tends to perform well academically as oppose to those who are introverts or lack of support system at   home   or   classroom.

1. Strongly Agree ☐ 2. Agree ☐ 3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

4. **Individual Factors (Self Identity)**

I. Learners' temperament influences his/her performance and interaction in the class and hence it impacts on his/her academic performance.

1. Strongly Agree ☐ 2. Agree ☐ 3.Neutral ☐ 4. Disagree ☐ 5. Strongly Disagree ☐

II. Various communication techniques used in the classroom for effective explanation of a certain concept, this will help learners with different

academic capabilities, hence influence their academic performance.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐   5. Strongly Disagree ☐

III. Inclusion of humor makes the lesson interesting and learners respond positively to the lesson being thought. This tends to create interest for that particular subject and influence their performance in it.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐   5. Strongly Disagree ☐

IV. Learners always require motivation to do something whether it is in their social, personal or academic life. Therefore lack of motivation impact negatively   on   their   academic   performance.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐   5. Strongly Disagree ☐

V. Emotional Intelligence is one of the most important aspects of a successful leader. Learners have different emotional needs, it need special skills to address these needs. An emotional imbalance learner disrupts and can create havoc in the classroom.

1. Strongly Agree ☐   2. Agree ☐   3.Neutral ☐   4. Disagree ☐   5. Strongly Disagree ☐

Appendix 2 Ethical Clearance Approval Letter

**UNIVERSITY OF ™
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

23 January 2020

Mr Yasir Munir (216076960)
School of Managemnt, IT & Governance
Westville Campus

Dear Mr Munir,
Protocol reference number: HSS/1818/017M
Project title: Factors influencing the academic performance of leaners at Phoenix Muslim School: An effective schooling system approach

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 29 November 2019 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Best wishes for the successful completion of your research protocol.

Yours faithfully

....
Dr Shamila Naidoo (Chair)

/ss

cc Supervisor: Dr Abdulla Kader
cc Academic Leader Research: Professor Isabel Martins
cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: http://research.ukzn.ac.za/Research-Ethics/
Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

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Appendix 3 Gate Keeper Letter

PHOENIX MUSLIM SCHOOL

SUSTAINING THE FUTURE

MAIN CAMPUS
20/22 Charclay Gardens, Clayfield,
Phoenix, 4068
P.O.Box 675, Mount Edgecombe, 4300
Tel: 031 502 7861 **eFax:** 0866 940 790
Email: school@phoenixmuslimschool.co.za
Website: www.phoenixmuslimschool.co.za

GIRLS CAMPUS
5/7 Steelbridge Grove, Stonebridge,
Phoenix, 4068
Telefax: 031 502 6940

08 August 2017,

To whom it may Concern

RE: Permission Granted to Conduct Research as part of the research dissertation requirement for M.com Course work degree

Name: Yasir Munir
Student No: 216076960
Dissertation Topic: Factors influencing the Academic Performance of Learners at Phoenix Muslim School: An Effective Schooling System Approach

It is a privilege and honour that Mr Y Munir will be conducting the above research topic at our school. I am looking forward to his research study, his finding and recommendations be extremely useful in achieving the academic excellence we strive for.
I extend my full support to him during his research at our institution.

Regards

Mr Ismail
Principal

PHOENIX MUSLIM SCHOOL
22 Charday Gardens
Clayfield, 4068
P.O. Box 675, Mount Edgecombe, 4300
Telephone No. (031) 502 7861 / 502 1102

School Stamp

Appendix 4 Informed Consent

CONSENT TO PARTICIPATE

I (staff of Phoenix Muslim School Girls & Boys Campus) have been informed about the study entitled to complete a questionnaire regarding the topic " Factors Influencing the Academic Performance of Learners at Phoenix Muslim School: An Effective Schooling Approach" by Mr Y Munir student No: 216076960.

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 0813343458 or yasirk03@yahoo.com.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

Mrs Mariette Snyman
Humanities and Social Science Ethics (HSSREC) Research Office,
Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000
Tel: 031 260 8350 Snymanm@ukzn.ac.za
Researcher: Name (Telephone number)
Supervisor: Name (Office Telephone number)

_____   11ᵗʰ Sept 2017
Signature of Participant   Date

N.B. Additional Sheet is provided to show the consent of the staff of Phoenix Muslim School.

NO	TEACHER	SIGN		NO	TEACHER	SIGN
1	S. Sahib			30	R.B. Gaffar (Counsellor)	
2	Z. Ebrahim (HOD)			31	M. R. Noor	
3	I. Ebrahim			32	A. Mulenga	
4	T. Kazi			33	R. M. Govender	
5	A. Latiff			34	R. Ramchurran	
6	R. Mahomed			35	N.A. Khan	
7	N. Haniff (Miss)			36	K. Singh (HOD)	
8	F. Yasin			37	Y. Munir (Non-Form)	
9	R.E. Khan			38	B. Haffejee (F/T)	
10	Z. G. Mahomed			39	W. Govender (TR)	
11	S. Suleman			40	M. Hamza	
12	F. Dawood (Miss)			41	Hafez F. Khan (HOD)	
13	M.J. Sheik			42	Moulana F.S. Patel	
14	J.B. Moonsamy (Miss)			43	Moulana S. Ishmail	
15	Z. Kara			44	S. Ballim	
16	Z.G.M Khan			45	H. Ballim (HOD)	
17	S. Modan			46	S.B. Khan	
18	Y. Joosab			47	F. Sheik	
19	R.A Faruk			48	N. Mahomed (Miss)	
20	Z. Hoosain			49	A. Suleman (Miss) U.S. Moolls	
21	S. Ebrahim			50	S. Mahomed	
22	S. Mahmood (Coach P/T)			51	F. Munir	
23	S. Hoosen (Miss) (TR)			52	S. E. Moosajee	
24	S. Ismail			53	A. Noor	
25	R. Khan (Miss) (TR)			54	Sumaiya Mohomed	
26	N. Mahomed (Miss) (TR)			55	S. Hussain	
27	F. Moideen			56		
28	S. Mustapha			57		
29	T. Ballim					

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