

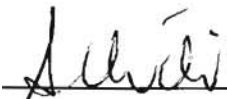
**THE TEACHER'S
PERCEPTION OF THE
IMPACT OF POVERTY
ON ACADEMIC
PERFORMANCE ON
GRADE 11 & 12 LEARNERS**

**BY
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DECLARATION

I, **Sibongile Ntombizakithi Chili**, declare that this dissertation is my own. All sources consulted to make this work have been acknowledged. It is submitted to the Faculty of Education in partial fulfillment of the requirements for the **Master of Education (Psychology) degree at the University of KwaZulu-Natal (Durban - Westville)**. It has not been submitted before for examination in any other university.

BY



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DURBAN

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ABSTRACT

This research project attempts to investigate what happens to a learner's performance at school when he / she comes from a poor family background.

It addressed the critical questions. The data was collected from learners of KwaMgaga High School, at Umlazi, an African township 30 km south of Durban. This is a case study research and both quantitative and qualitative methods were used in order to collect data although qualitative research methodology dominated the study. Issues of poverty and academic performance were investigated in the countries outside South Africa as well. Data was analyzed using descriptive statistics.

The research findings emanating from the data proves that, indeed poverty impacts negatively on academic performance. Secondly learners from impoverished backgrounds experience many problems that affect their performance at school. If a child lives in poverty, he \ she is likely to perform poorly at school.

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CHAPTER 1

BACKGROUND AND CONTEXT

1.1 INTRODUCTION

1.1.1 Global Childhood Poverty

Over six hundred million children worldwide live in absolute poverty. In many countries, the rates are much higher with over 60% of children living in households with incomes that are below international poverty lines (Cilliers,1980).The author argues that, in human terms, this means that 183 million children weigh less than they should for their age, more than a quarter of the world's primary school age children are not attending school, and in parts of Africa, over a fifth of children are dying before they are five years old. Garbarino (1992) explained that poverty means that children are at risk. If families are homeless, without food, and without basic health care, children are in jeopardy. While all poverty is an outrage and a waste of human potential, childhood poverty is a particularly serious problem for several reasons including that;

- ❖ Childhood is a one- off window of opportunity and development.
- ❖ Children are one of the most powerless groups in all societies and the physical and emotional costs of poverty are passed on to them
- ❖ Poverty is increasingly concentrated among families with children in many parts of the world.
- ❖ Today's poor children are all too often tomorrow's poor parents (Garbarino,1992).

1.1.2 Poverty in South Africa

South Africa has undergone considerable political and social changes in the past few years. The second democratic and post-apartheid government, elected in 1999, is facing a number of challenges, like poverty, crime and unemployment. This post-apartheid government has committed itself to improving the lives of the people of South Africa and the eradication of poverty is one of its top priorities (Ngwane, Yadavalli & Steffens, 2001).

A report by the World Health Organisation (2001) entitled, "Poverty and Inequality in South Africa", which was prepared for the office of the deputy president in May 1998, indicated that about 19 million people or just under 50% of the population in South Africa could be regarded as poor with most families earning less than R300 per month. It went on to state that poverty in South Africa is not confined to any one race group, but is concentrated among Blacks, particularly Africans (61%), Coloureds (38%), Indians (5%) and Whites (1%). Three children in five live in poor households and many children are exposed to public and domestic violence, malnutrition and inconsistent parenting and poor schooling. As is to be expected, extant poverty levels continue to affect children the most severely. It is reported that approximately 61% of South African children, the majority of them Black, are currently living below the breadline (Masuku, 2000).

Most of the poor in South Africa live in rural areas: while 50% of the population of South Africa is rural, the rural areas contain 72% of those members of the total population who are poor. The poverty rate (which is the proportion of people in a particular group or area falling below the poverty line, and which measures how widespread poverty is) for rural areas is 71% (Masuku, 2000).

Poverty has generally been assessed in both absolute and relative terms by people's income or by their consumption of certain commodities (Ngwane et al., 2001). However, the limitations of such measures have highlighted the importance of recognizing the multifaceted nature of poverty. The capabilities of individuals and households are deeply influenced by factors ranging from the prospects of earning a living to the social and psychological effects of deprivation and exclusion. These factors include peoples' basic needs, employment at reasonable wages, and health and education facilities included is the socially generated sense of helplessness that often accompanies economic crisis.

Despite formal definitions of poverty, the World Health Organisation (2001) report, mentions that the perceptions of the poor themselves are a good way to derive an appropriate conceptualisation of poverty in South Africa. Masuku (2000) argue that poverty is perceived by poor South Africans themselves to include alienation, food insecurity, crowded homes, usage of unsafe and inefficient forms of energy, lack of jobs that are adequately paid and /or secure, and fragmentation of the family. Poverty may also involve social exclusion in either an economic dimension (exclusion from decision making, social services and access to community and family). Thus the experience of most South African

households is one of outright poverty or of continuing vulnerability to being poor. Poverty is therefore characterized by the inability of individuals, households or communities to command sufficient resources to satisfy a socially acceptable minimum standard of living (Masuku, 2000).

For all poor children, the effects of poverty are both direct and indirect (Fraser, 1997). Poverty affects children directly by reducing the quality of food, shelter, health care, education and transportation that a family can afford. Poor children live in less safe and more hostile physical environments. Poverty affects children indirectly by bringing out the worst in parents who struggle to manage in often-impossible circumstances (Fraser, 1997). Poverty is not a static condition and individuals, household or communities may be vulnerable to poverty as a result of shocks and crises (uncontrollable events which harm livelihoods and food security) and long-term trends (such as racial and gender discrimination, environment degradation and macroeconomic trends). Vulnerability to poverty is therefore characterized by an inability to devise an appropriate coping or management strategy in times of crisis (Fraser, 1997).

1.1.3 Inequality and Education

It is the primary responsibility of parents to ensure that the child develops holistically. Parents have to face the challenge of accepting full responsibility for the total development of their children. Some parents from different social classes face serious problems concerning the education of their children. According to Campbell (1991:7) children who come from poverty-stricken families, are children who go to school,

- 1) Without something to eat
- 2) Lacking adequate school clothing
- 3) Cannot afford school requirements
- 3) Cannot afford school fees
- 4) Live in substandard, crowded housing, and will probably not have enough energy left after struggling with these to benefit in learning.

During Apartheid, South Africa was known for inequalities. Blacks were the disadvantaged race. South Africa's society comprises of different racial groups, which were historically ranked according to their

hierarchical positions of power and privilege until recently, whites occupied senior positions of power whilst blacks occupied subordinate positions at the bottom of the hierarchy. The legacy of apartheid served to maintain this racial discrimination by segregation in the education system and thereafter, prescribing what was to be taught in black schools through Bantu Education (Khumalo 1995: 40).

The aim of apartheid education was to ensure that blacks remained in subordinate positions. In late 1980's political change began to dissolve this racial arrangement and schools began to desegregate allowing black pupils to learn in formerly white, colored, and Indian schools. In 1994, the new government of National Unity brought the various education ministries together. This did not however ensure the equalization of conditions between former white and black schools. Most schools still suffer from gross inadequacies ranging from limited resources to unqualified teachers, not to mention school counselors. Perhaps this explains why desegregation of schools has not been a feature in black schools since most people would want their children to learn in schools that are historically known to provide the best quality of education. Madela (2002: 2) is of the opinion that many of these black schools suffered a decline in teacher morale, learner motivation and parental support.

According to Nxumalo (1993:59) black schools are still known for overcrowded class rooms, early dropouts and learners from disadvantaged backgrounds are affected by violence, poverty, overcrowding, unemployment of parents and lack of recreational facilities. These factors would obviously affect learner's academic performance. Thus, Hankins and Ornstein (1988: 145) maintain that the schools should modify their programmes so that students will be able to function more effectively. Therefore poverty within black education has to be understood against this background.

1.2 CONTEXT

KwaMgaga is a high school situated in K Section of Umlazi, about 20km South of Durban. Umlazi is an African township established in the 1960's. It is the home of approximately 2 million people, ranging from wealthy, middle class to working and unemployed. Historically, it has been the location of violent struggles between rival political organizations. In the 1980's political violence was between United Democratic Front (UDF) and the Inkatha Freedom Party (IFP), the rivalry in the 1990's was between ANC and IFP, the latter being too severe since it led to death of about ten thousand people

(Masuku, 2000: 3). Today, political struggles still occur though the adversaries have changed and the battle lines are blurred. Crime is increasingly dominating the scene and K section is known to harbour notorious car-hijackers and thieves (Masuku, 2000).

KwaMgaga was founded in 1978 as a reaction by the ex-Department of Education and Culture to appease and motivate the community of K Section who needed a secondary school so desperately that it was opened unofficially while under construction in 1997. Neighboring primary schools had to house pupils of KwaMgaga high school whilst it was still under construction. The platoon system was used until classrooms were completed. The desperation of parents was highlighted by over crowding in the classrooms. Numbers per class ranged from 60 to 80. Two kilometres from KwaMgaga is a school called Vukuzakhe High School. Admission to this school was and still is on merit.

Local primary schools hardly produced pupils fit for Vukuzakhe's admission criteria that which stringent, so these pupils had to travel to high schools that were not within walking distance from their homes. The cost of transporting children to and from high schools outside K section became unbearable to parents, most of whom were unemployed. The situation described here became a strong motivation for the construction of a high school. KwaMgaga, therefore, became the school for those who could not meet the requirements for Vukuzakhe High School. As a result of this, the principal of KwaMgaga High School has since 1984, referred to his pupils as "drop outs from school". This label was evident in the matric results, which at the end of 1984 showed only a 5% pass rate.

The principal's determination to improve the results of KwaMgaga gradually increased the matric pass rate to about 80% in 1996. KwaMgaga High School came up tops. This involved-amongst other things getting rid of all pupils who were not committed to their studies.

One example of the kinds of situations facing the school and the principal's response thereto follows: During his first year (1984) at KwaMgaga High School, the principal was confronted with a situation where a girl from another school came during school hours demanding to speak to one of the girls within the school. Before any one could establish the reason for the meeting, the girl within KwaMgaga High School, spotted the girl from outside and she went out of the classroom to confront her. They began to fight, calling each other names, fighting over a male teacher within the school. That girl's

behavior could not be tolerated by the principal, who with her parents, demanded expulsion of the girl. Gangsters challenged expulsion of the girl but the principal would not bow to their threats.

Within 1,5 km of radius of KwaMgaga High School is an informal settlement of one to two roomed houses, occupants of which are mostly unemployed. It is from this kind of community that most of KwaMgaga High School learners come. Being products of a poverty-stricken environment, it is not uncommon to find children who do grades 8 to 12 and leave having not paid a cent towards school fees. That is so because at KwaMgaga the school fee is not a registration requirement, as it is the case with the other Umlazi High Schools. Even learners who will never afford to pay, get registered.

This section on the description of the research site as well as poor performance of learners in the classroom, in tests and exams has given the researcher the main objectives of the study.

1.3 ANALYSIS OF THE PROBLEM

Parents have the obligation of helping the child towards adulthood. The parent is the most influential teacher. According to education experts, children spend only about 16% of their time in school, while 84% is spent under the home influence. Learning does not begin when the child walks through the classroom door, but learning begins at home (Nursery World, 1998:13).

Hankinson and Ornstein (1998:146), maintain that it is the function of the school to serve a modern society by educating its children and youth. Robison (1988:446) is of the opinion that, since parents are children's first teachers and usually the strongest and most permanent influence on the children's lives, effective teaching of young children is more likely to occur when teachers and parents work together.

It is imperative to have a link between the home and the school, as it is beneficial to the teachers, parents and learner. Thus, parents must co-operate with the school. Parents must get involved with the school. Studies carried out by Robison (1988:461) reveal that teaching staff, that reach out to parents, find that they are met more than halfway with receptive, compatible views.

The high cost of living and high crime and unemployment rate in South Africa, makes the responsibility of parents to financially provide for their children very difficult. Many families either with very low income or living on welfare sources of income find their lives fragmented in many ways. (Robison 1988:463) believes that since the families are dependent upon community services, they are required to deal with quite a few bureaucracies in health, education and welfare. Transport to and from school becomes costly and this results in irregular attendance.

Attendance irregularities disrupt the child's social progress and most learning experiences. In addition, children are forced to spend time at home in idleness and restlessness instead of productive learning (Robison, 1988: 464).

He went on to say that, teachers may have to learn to work with parents of these children to establish rapport, empathy and constructive plans for children's experience at home and at school. Parents armed with a clear understanding of the management and the requirements of schools as well as their responsibilities as parents, will hopefully be in a position to improve the academic performance of their children. This would involve dedication, commitment, motivation, discipline and joint efforts of the different stakeholders.

1.4 STATEMENT OF PROBLEM

The problem that was investigated in this study concerns teachers' roles, as well as parents' responsibilities and roles in improving their children's academic performance at school. In essence this study attempts to find answers to the following questions:

- **What are teachers' perceptions of the impact of poverty on academic performance among learners?**
- **What are the educators' experiences of learners' performance at school?**
- **What are the learners' general perceptions of their family backgrounds in relation to their school performance?**

1.5 THE PURPOSE OF THE RESEARCH

The aims of this research are:

- ❖ To pursue a study of relevant literature on the effects of poverty on academic performance.
- ❖ To find out from teachers, whether poverty have an impact on academic performance.
- ❖ To find out from learners, what their problems are, if there are any, that impact negatively to their school achievement.
- ❖ To provide certain guidelines to assist parents and teachers to work together and co-operate with each other for the benefit of children.

1.6 CRITICAL QUESTION

What effects can poverty have on academic performance?

1.7 METHOD OF RESEARCH

Research with regard to this study will constitute the following:

- ❖ A survey of relevant literature will be undertaken to ascertain the extent of knowledge relating to important aspects of the selected topic and to provide a theoretical framework
- ❖ An empirical survey comprising a questionnaire to be completed by grade 11 & grade12 learners of KwaMgaga High School. The aim of the survey directed at students is to better understand their home backgrounds with an intention of finding out if there is a link between their home circumstances and performance at school.
- ❖ Another questionnaire to be completed by educators to find out about their experiences and perceptions of academic performance at school.

The study will adopt both the qualitative and quantitative paradigms, although the qualitative will dominate because of the nature of the study. The other details on the analysis, data interpretation and the selection of participants will be explained in chapters 4 and 5.

1.8 DEFINITION OF CONCEPTS

A full discussion of many of the concepts forming an integral part of the theoretical basis for this study will be found in this chapter.

1.8.1 Poverty

Poverty is a relative term, and different individuals have different ideas about what constitutes poverty. What some would consider poverty might be considered by others to be a comfortable lifestyle. Moreover, what is considered poverty in one time period may not be considered so in another. At a time when nobody had indoor plumbing or electricity, we might say that people forced to live under these conditions today might be considered poverty-stricken (Lepgen:1980,57).

In an effort to provide an objective and consistent measure of poverty in the United States, the federal government has established an official definition for poverty known as *poverty level*. This is the income level that the government believes is needed to meet the costs of the basic essentials: food, clothing, and shelter. Any family or individual with an income below the poverty level is officially classified as poor. In 1983, the official national poverty level for a family of four was \$10,178. The poverty level rises each year by the same percentage as the consumer index (Lepgen:1980, 58).

In 1983, 12.1 percent of whites lived below the poverty level, while 35.7 percent of all blacks and 28.4 percent of all persons of Spanish origin were officially classified as poor. In actual numbers, however, more whites make up the bulk of the population. There were 24 million whites, 9.9 million blacks, and 4.2 million persons of Spanish origin living below the poverty level in 1983. (Lepgen, 1980: 59).

According to the Population Report of Consumer Income (US:2003) in the United States, the average rate for metropolitan areas is lower than that for non-metropolitan areas because metropolitan areas include suburbs, which usually have a low poverty rate. However, the central cities within metropolitan areas have a very high poverty rate. In 1983, the average poverty rate for all central cities was 19.8 percent, with a total of 12.9 million of the nation's poor living in such areas. It went on to state that, individuals living alone have a higher poverty rate than families, and women have a higher rate than men. In 1983 again, it was found that families headed by a woman, with

no husband present, had the highest poverty rate of all categories, with 36 percent of all such families living below the poverty level. Many of these families were headed by mothers of pre- school children.

Campbell (1991:1) provides a definition of poverty as follows:

'Poverty is hunger. Poverty is lack of shelter. Poverty is not being able to go to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is powerlessness, lack of representation and freedom. Poverty is losing a child to illness brought about by unclean water. He goes on to say that poverty is a call to action- for the poor and wealthy alike- a call to change the world so that many have enough to eat, adequate shelter, access to education and health, protection from violence, and a voice on what happens in their communities'.

According to Gillian (1973:64) poverty may be defined as “that condition in which a person , either because including rate income or unwise expenditures, does not maintain a scale of living high enough to provide for his physical and mental efficiency and to enable him and his natural dependants to function usefully according to the standards of the society of which he is a member”.

1.8.2 Academic performance

Academic performance refers to the progress or the retardation of a child at school. Quite a number of factors contribute towards the academic performance of the child, e.g. positive attitude shown by parents, self motivation of learners, attitude of the learner, home background, the school itself etc (Campbell, 1991).

1.8.3 Learner

A learner is a person who is engaged in learning. A learner is any person, whether a child or an adult, who receives education or must receive education in terms of, The South African Schools Act, No. 84/ 1996 as cited by Madela (2002: 19).

1.8.4 Socio economic Status | Poverty

Jary and Jary (1961:602) define socio-economic status as a “person’s overall standing within a social stratification system”

Socio-economic status relates to the social status and economic position of a family. Wolf (1981:144) maintains that the “socio-economic status of a family is often defined in terms of the occupation of the parents”. Thus, one may define socio-economic status as one’s position in society as determined by wealth, occupation, level of education and social class.

1.8.5 Relationship

Relationship refers to the kind of connection that prevails between persons or things i.e. what one person or thing has to do with another. According to Van den Aardweg and Le Roux (eds) (1992:14) relationship is the dynamic, interactive, truly human position or alignment with another person or persons, whereby bipolar associative interaction is established and mutual influence is realized.

1.8.6 Teacher

The teacher is the competent person who performs the educative act of teaching. In the school the teacher unfolds the rest of reality by communicating or imparting and unpacking information or knowledge to the child (Topping: 1996).

1.8.7 The Family

According to Giddens (1978:140) a family is a group of persons directly linked by kin connections, the adult members of which assume responsibility for caring for children. He went on to say that kinship ties are connections between individuals, established either through marriage or through the lines of descent that connect blood relatives e.g. (mothers, fathers, offspring, grandparents, etc).

Du Toit and Kruger (1994) as cited by Giddens (1989:142) defines a family as a typically normative, ethical or loving community united by mutual ties of solidarity, with unity being the hallmark of the normal family. Informal education starts in the family, so the greatest influence on a child is the family.

1.8.8 Three Kinds of Family

Gerdes as cited in Louw (1991) describes three kinds of family systems, namely, the traditional, the compassionate and the egalitarian systems. The traditional system is when the husband is the only breadwinner and the undisputed leader of the family. The compassionate system is when the husband is the main breadwinner and the leader of the family but is consulted more often and there is greater co-operation between the marriage partners. The egalitarian system is when the husband and wife each have their own career in which authority is shared on a basis of equality and in which there is more equitable sharing of roles, e.g. domestic and parenting functions. The researcher has excluded same sex marriages in her definition of the family.

1.8.9 Functions of the family

According to Barker (1986:23) the functions of the family include reproduction and the raising of children. The family also has an economic function, it must be able to provide at least the basic necessities of life for its members. Among those changes are decreases in average size and on the interdependence of family members. In a society in which early parental death, illness and economic insecurity were for more prevalent, members of both the nuclear families and the parents families of origin, as well as relatives, were more dependent on one another for survival. Thus, there was family solidarity. If parents needed a child's help with work, he\ she left school, if a younger daughter was needed to care for an aging parent, he\ she might have to defer or abandon marriage plans (Conger:1991: 162). This is not the case in the 21st century.

Landman, Van der Merwe, Pitout, Smith and Windell (1990:59) summarize the essential functions of the family (from the parental side) as follows:

1. Providing for the child's material needs in an atmosphere of loving and caring.

2. Transmitting socio-cultural (including religious) norms under stimulating and patient parental authority.
3. Maintaining an atmosphere of security, sociability, sympathy, freedom and love.

1.8.10 Family Size

In a family, two adults live together in a household with their own or adopted children (Giddens 1989:14). The trend is towards smaller families and the change has been impressive. Individual families are feeling the cost of food, clothing, medical care and education. Today, women are bearing on average only about one third the number of children born by their great –great grandmothers. This is because they want fewer children and they have better control over their fertility. Datcher-Loury (1989:70) maintain that it is an established fact that poorer persons have larger families than well- to-do persons, who tend purposely limit the size of their family so that their children have a chance to receive the necessary education and assistance which is required if they are to continue in the same social class as their parents.

1.8.11 Social class

Giddens (1989:215) defines class as a large scale grouping of people who share common resources, which strongly influence the type of lifestyle they are able to lead. He went on to say that ownership of wealth, together with occupation, are the chief loses of those working in white- collar occupations, but it can be divided into the old middle class (such as small business owners), the upper middle class (professionals and managers) and the lower middle class (office, staff, tenders, nurses etc). The working class is composed of working in blue-collar or natural occupations. Giddens (1989: 226). The working class is at the bottom of the hierarchy. Khumalo (1995:37) maintains that the social class of the family has a strong bearing on the educational performance of students. Studies show that there is a strong correlation between the student's educational performance and the social class of the family. He/she further maintains that there is a consistent tendency of working class or manual worker's children to perform less well in school sooner than children of non-manual workers.

1.8.12 Fertility control

The sexual needs of couples result in intercourse of sufficient frequency to produce large families unless birth control, abortion or infanticide is practiced. Contraception has become an increasingly effective and convenient means of family limitation (Khumalo: 1995, 39).

1.8.13 Environmental Deprivation

Landman et al (1990:156) argue that environmental factors set limits to education. The good work of the school will be counter-acted by unfavorable social setting; the presence of indolence, poverty, immorality and unemployment can affect the child adversely. If the environment does not provide certain facilities it can hamper the child's education. The child does not only come into contact with his parents and teachers; the environment is an important influence in extending or limiting the child's education.

Landman et al (1990:157), provide the following examples of socio-economic situations that may limit education.

- ❖ *Cultural deprivation often results in a more or less prominent language backlog.*
- ❖ *The child is not motivated to learn, e.g. when his \ her parents show no interest in his \ her work.*
- ❖ *The child's self-concept is underdeveloped e.g. when he \ she is never praised or rewarded.*
- ❖ *Under-privileged environments may result in anti-social behavior and bad habits.*
- ❖ *Families living in isolation, deprive children of social development.*
- ❖ *The absence of liquor and ill-treatment of children often lead to social avoidance of these families.*
- ❖ *The level of achievement of parents who are unemployed is low. The children of these parents experience fear and insecurity. These children are socially incompetent and experience difficulties in:*
 - 1 *Handling social situations*
 - 2 *Understanding others with the result that they in turn understand them*
 - 3 *Co-operating with others and therefore prefer working alone and*
 - 4 *Serving others but they expect other to serve them.*

1.9 SUMMARY

An explanation of the problem, statement of the problem and the aims of this study were given in this chapter. The research procedure was explained. Major concepts relevant to the study with a brief outline of their mutual relationship were explained.

1.10 FURTHER COURSE OF STUDY

Chapter two will discuss poverty, socio-economic status, the school and parental responsibility.

CHAPTER 2

LITERATURE REVIEW

The literature review section forms the basis for understanding the problem being researched, also build a logical framework within the context of related studies.

2.1 Poverty

Poverty is understood in many senses. The main understandings of the term include:

- Descriptions of material need, typically including the necessities of daily living, like food, shelter, and health care. Poverty in this sense may be understood as the deprivation of essential goods and services.
- Descriptions of social need, such as social exclusion, dependency, and the ability to participate in society. This would include education and information. Social exclusion is usually distinguished from poverty, as it encompasses political and moral issues, and is not restrained to the sphere of economics.
- Describing a lack of sufficient income and wealth. The meaning of “sufficient” varies widely across political and economic parts of the world.

1) Measuring poverty

According to the, Understanding Poverty in America (2006) report, it is stated that, although, most severe poverty is in the developing world, there is evidence of poverty in every region.

In developed countries, this condition results in wandering homeless people and poor suburbs and ghettos. Poverty may be seen as the collective condition of poor people, or of poor groups, and in this sense entire nation- states are sometimes regarded as poor. To avoid stigma these nations are usually called developing nations.

The, Understanding Poverty in America (2006) report, goes on to argue that, when measured, poverty may be absolute or relative poverty. Absolute poverty refers to a set standard which is consistent over time and between countries. An example of absolute measurement would be the percentage of the

population eating less food than is required to sustain the human body (approximately 2000-2500 kilocalories per day).

The World Bank defines *extreme poverty* as living on less than US\$ (PPP) 1 per day, and *moderate poverty* as less than \$2 a day. It has been estimated that in 2001, 1.1 billion people had consumption levels below \$1 a day and 2.7 billion lived on less than \$2 a day. The proportion of the developing world's population living in extreme economic poverty has fallen from 28 percent in 1990 to 21 percent in 2001. Much of the improvement has occurred in East and South Asia.

Relative poverty views poverty as socially defined and dependent on social context. In this case, the number of people counted as poor could increase, while their income rise. A relative measurement would be to compare the total wealth of the poorest one-third of the population with the total wealth of richest 1% of the population. There are several different income inequality metrics, one example is the Gini coefficient.

In many developed countries the official definition of poverty used statistical purposes is based on relative income. As such many critics argue that poverty statistics, measure inequality rather than material deprivation or hardship. For instance, according to the U.S. Census Bureau, 46% of those in "poverty" in the U.S. own their own home (with the average poor person's home having three bedrooms, with one and a half baths, and a garage). The U.S. poverty line is more arbitrary. It was created in 1963-64 and was based on the collar costs of the U.S. Department of Agriculture's "economy food plan" multiplied by factors of three. The multiplier was based on research showing that food costs then accounted for about one third of the total money income. This one-time calculation has been annually updated for inflation. Income inequality for the world as a whole may be diminishing. Even if poverty may be lessening for the world as a whole, it continues to be an enormous problem.

- One third of deaths- some 18 million people a year or 50,000 per day- are due to poverty-related causes. That's 270 million people since 1990, the majority women and children, roughly equal to the population of the US.
- Every nearly 11 million children die before their fifth birthday.
- 1.1 billion people had consumption levels below \$2 a day.

- 800 million people go to bed hungry every day.

2) Causes of poverty

According to The Understanding Poverty in America (2006) Report many different factors have been cited to explain why poverty occurs. However, no single explanation has gained universal acceptance. Some possible factors are:

- Poverty itself, preventing investment and development.
- Lack of capitalism, for example, lack of private ownership, of the means of production, excessive regulation, and the bulk of profits taken by the state.
- Poor, failed or absence of an infrastructure, lack of opportunities.
- Government corruption.
- Lack of functioning democracy.
- Historical factors, for example imperialism and colonialism.
- Overpopulation.
- Lack of education. Lack of social skills.
- Exploitation of the poor by the rich.
- Inadequate nutrition in childhood.
- High taxes.

3) Effects of poverty

Some possible effects of poverty, some of which may also be causations of poverty as mentioned above, thus complicating the subject further:

- Illiteracy and low literacy
- Lack of sanitation
- Extreme hunger and starvation
- Diseases and disabilities, low health care services

- High crime rate
- Homelessness
- Lack opportunities for employment
- Drug abuse
- Depression
- Increased discrimination
- More susceptible to death from natural disasters.
- Depression

4) Elimination of poverty

Improving the social environment and abilities of the poor

The anti- poverty strategy of the World Bank depends heavily on reducing poverty through the promotion of economic growth. Nxumalo (1993:23) argues that the government can directly help those in need. He went on to state that, there should be several proposals for fundamental restructuring of existing economic relations. Rector (2006:7) states that a world renowned economist Jeffrey Sachs laid out a lucid plan to eradicate global poverty by the year 2025. He proposed that the governments and international organizations can help eradicate poverty by having proven, reliable, and appropriate interventions in the areas of housing, food, education, basic health, agricultural inputs, safe drinking water, transportation and communications.

2.2 SOCIO ECONOMIC STATUS OF PARENTS

The socio-economic status of a family is an indication of their social status based on the family's level of education, occupation and income. People from low socio-economic backgrounds are often characterized by material quarrels, inadequate family unity or family disintegration due to desertion, divorce, extra -marital and illegitimate relationships. The father as a breadwinner is often unemployed, work shy, poorly trained (unskilled or semi-skilled), with a low job status and a low income, and is often discredited. These parents are also inadequately socialized and therefore socially disadvantaged. It is difficult to care for many children and to give enough individual attention to each one of them (Booth & Dunn 1996:55)

A further characteristic of this family is that parents and children do not spend their leisure time in a meaningful and constructive way. The initiative circumstances and facilities for this are absent. Because of the difficult living conditions the mother cannot care for, educate and love the children adequately, or perhaps she has to work away from home in order to supplement the low income of the father and the mother have also underachieved at school and a negative attitude and apathy towards the school are transferred to the children. The parents set a poor example with regard to intellectual development, the acquisition of knowledge, training and following a occupation. In the described household there is alcohol abuse, neighborhood quarrels, family fights, a social practices, physical assault, etc. (Haralambos & Holborn 1995:380).

2.2.1 Milieu deprivation

Pretorius (2000:301) defines the concept of milieu deprivation as that which refers to social groupings, displaying the following mutual characteristics: a low economic and social status, a low educational level, the practicing of educational level, the practicing of inferior occupations, unemployment, limited potential towards upward mobility. This concept also refers to social groupings that are caught up in a spiral or syndrome of poverty, and general and cultural deprivation, because they experience environmental deficiencies and psychosocial disabilities.

2.2.2 Causes of milieu deprivation

Pretorius (2000: 303) maintains that milieu deprivation is caused by the following factors in particular:

- ❖ Poverty
- ❖ Cultural isolation
- ❖ Geographical isolation
- ❖ Physical deficiencies, physical handicaps, ailments, malnutrition
- ❖ High mobility and displacement of the family (e.g. because of urbanization and migrant labour)
- ❖ Broken or incomplete families; and
- ❖ An environment that offer little or emotional stability or cultural stimulation.

2.2.3 Characteristics of the area

It is difficult for the child to achieve according to his \ her potential in a deprived and disadvantaged environment. Pretorius (2000:306) outlines the following geographical, physical and social characteristics of these areas:

- ❖ An inferior, substandard neighborhood
- ❖ Relatively large numbers of immigrants
- ❖ Numerous old, dilapidated properties, overcrowding and inadequate basic facilities
- ❖ More than the average number of unskilled workers
- ❖ More than the average numbers of families who receive state aid
- ❖ In comparison a large number of families without a father
- ❖ Inadequate playgrounds and cultural and recreational facilities
- ❖ The inhabitants tend to be less healthy than the general population
- ❖ A high degree of child neglect, poor school attendance, truancy, and juvenile delinquency

2.3 THE PARENT AS AN EDUCATOR

Landman et al (1990:58) state that the home is the primary educational institution. A home and the loving care of parents should provide security and the necessary stimuli for the positive development of a child. The family is the primary group to which children belong and parents are the most important educators. Cilliers (1980:46) maintains that the child becomes what he is largely by and through his dialogue with different educators. The educator (a parent), and child exchange ideas in a situation of the involvement in which mutual acceptance becomes possible.

2.3.1 Parent Responsibility

Urbani (1982:42) describes parenthood as loving obedience to God and the voluntary acceptance of responsibility towards a being, which God has brought into the life of man. Landman et al (1990:59) describe family life in the educational situation as that which consists of two components, that is, the parent and the child. Firstly, parents have a responsibility and duty towards children. The child is absolutely dependant on the protection, care and guidance of his \ her mother and father. It is necessary that the child feels secure and experiences the support of his \ her parents. The child, the second

component of the family, learns the essence of good social conduct as reflected in the love and responsibility of members of the family for each other and their dependence on another. The child acquires the following virtues from his \ her parents:

- ❖ Co-operation
- ❖ Unselfishness
- ❖ Service obedience
- ❖ Punctuality
- ❖ Conscientiousness
- ❖ Earnestness
- ❖ Orderliness
- ❖ Neatness
- ❖ Deviation
- ❖ Perseverance etc

Booth and Dunn (1996:3) maintain that parents play a critical role in both their children's academic achievement and their children's socio- emotional development. Dekker and Lemmer (1993:161) maintain that before a child can attend school he \ she should have been assisted by his \ her parents to acquire values. Tleane (2000:10) believes that sometimes parents show no concern for their children's performance during the course of the year, yet expect good results at the end of year.

2.3.2 Causes of Failure in the Home as an Educational Institution

The home as an educational institution can also fail in its task. According to Booth and Dunn (1996:6) mentions the following causes of failure:

- 1) Parents who work far from home leaving children all by themselves or with a helper, to take over their responsibilities of their children.
- 2) Children who grow up without additional parental support and care do not perform well.
- 3) The absence of a father figure may lead to feminism, homosexuality, rejection of authority etc among boys.

They also allude to factors that may make it difficult for parents to create a suitable physiological milieu, e.g. urbanization and squatting which result in poverty, spiral deprivation, illiteracy of parents etc.

Modern conditions contribute to the disintegration of the intimate family relationship. Each member pursues his own interests, and the home becomes merely a place and no longer a home.

Landsman et al (1990:60-61) outlines the following undesirable educational styles on the part of the parents:

- ❖ Authorization or rejection parents
- ❖ Casual parents with laissez-faire attitude
- ❖ The accepting parent with a democratic attitude
- ❖ A family in which the father dominates the mother, or vice versa.

2.3.3 Parenting Styles

A - Authoritarian or Rejecting Parents

Landman et al (1990:59) argue that, these parents,

- ❖ Deal with their children in an autocratic fashion
- ❖ Either ignore their children or exhibit hostility towards them
- ❖ Do not have time for their children and do not communicate effectively with them

Landman et al (1990:60-61) argue that the result of this type of upbringing is that children from such homes \ backgrounds tend to:

- ❖ Exhibit various behavioral patterns
- ❖ Resort to various forms of aggressive behavior.
- ❖ Become stubborn
- ❖ Become hard to reach or teach.

B - Casual Parents with a Laissez-Faire Attitude

These parents;

- ❖ Do not fit neatly into any one particular category
- ❖ Generally do not have a consistent method of dealing with their children

- ❖ Leave their children very much to themselves to solve their problems (children from such “casual homes” tend to be inactive, withdrawn, in need of consistent guidance, dependant on the teachers’ help (Landman et al 1990:60).

C - The Accepting Parents with a Democratic Attitude

These parents:

- ❖ Express love and patience with their children
- ❖ Provide consistent and firm control, and take an interest in their children
- ❖ Usually use their common sense

Landman et al (1990:60-61) argue that children from such homes are outgoing, active friendly, individualistic and able to deal fairly easily with learning situations.

2.3.4 The Pedagogic Relationships

Education starts at home and it is called informal education. It begins with a mother’s intimate involvement with her child. Education at home constitutes the primary education milieu (environment). In educational situations (adults) and educands (adult to be) show definite signs of inequality. The adult must respect the child’s particular level of human dignity (Pretorius, 2000: 41).

According to Du Plooy and Killian (1988:66) in the pedagogic situation, the educator, teacher, parent and the educand (child) are related in a special way. They become involved in educational relationships, which is a pedagogic relationship of:

❖ Trust

Topping (1996:12) emphasizes that without trust no education can take place. The child places trust, or confidence, in his \ her educator, this can be traced back to his \ her pathetic connection to his \ her mother in the earliest years of his \ her life (pathos-feeling).

❖ **Understanding (knowing)**

The act of understanding implies action. According to Van Niekerk (1987:11) to understand presupposes that one must have knowledge of that which one wants to understand. Understanding implies thinking that leads to solving a problem. According to Cemane (1984:42) the pedagogic relationship of knowing emanates from the co-operation of both the educand (child) and the educator (teacher).

❖ **Authority**

The parent is a symbol of authority and has to display certain qualities in his / her interpersonal relationship or contact with the child, in order to get him / her to accept and respect his / her authority. An educator (parent or teacher) can only be entrusted with pedagogic authority if he / she display love for the child, concern for his / her well-being and a genuine interest in his / her progress.

The above pedagogic relationship structures are fundamental. If they are not realized, Du Plooy&Killian (1988:66) argue that no genuine relationship can be realized, and education cannot be fully actualized.

2.3.5 Parental Involvement

Booth and Dunn (1996:3) argue that parents play a critical role in both their children's academic achievement and their children's emotional development. They went on to argue that, there is increasing evidence that the quality of these links influence children's and adolescent's success - school success in particular - because high quality linkages make it easier for parents and teachers to work together in facilitating children's intellectual development. According to Macbeth (1989:119), parents can assist their children with artwork, teacher displays, supervision of work, administration of financial affairs and lastly by attending school assemblies, sport and cultural events.

2.3.6 Teacher Responsibilities

Pretorius (2000:187) states that, the interaction between teacher and pupil is the essence of schooling. He went on to say that establishing a good relationship is commonly regarded as being fundamental to successful work with children.

2.3.7 The School as an Educational Institution

Initially, parents were entirely responsible for the education of their children. Due to the explosion of knowledge and the cultures and a lack of time, it became rather difficult for parents to fulfill this task. Thus, formal education started to supplement parental education. The school is a societal institution, which has actually been established as an “instrument” by society with the task of methodically providing the maturing generation with the skills, knowledge and insight that they will eventually need as adults in society (Pretorius, 2000:75). Pretorius went on to state that, although the school certainly emphasizes the child’s intellectual development, it is also expected to teach its pupils the fundamental values of society.

School must provide teaching for the purpose of imparting knowledge, insight and skills. It is concerned with the development of intellect, memory and mind. The future must be anticipated in the school. The school has a function of developing a child in totality, that is, economically, politically, psychologically, socially etc.

2.3.8 The Learner

Robinson (1981:40) maintain that the young inherit a cultural orientation from their parents so that he / she shapes and signify the meanings that he / she attaches to different areas of his / her social life. Barbour and Seefeldt (1986:205) maintain that academic expectations are low when families live in poverty, while middle and upper class families tend to encourage their children to learn at school. Children’s development is affected by socio-economic factors. Children who do not have enough to eat because of poverty, lack of adequate clothing or medical attention, or live in sub-standard crowded housing will probably not have enough energy left over after struggling with these problems, or to invest in learning.

2.3.9 Deprivation

According to Pretorius (2000:301) the concept of “milieu deprivation” refers to social groupings that, in spite of specific differences between them display the following mutual characteristics:

- ❖ A low economic social status
- ❖ A low educational level
- ❖ The practicing of inferior occupations
- ❖ Unemployment
- ❖ Limited community involvement
- ❖ And limited potential towards upward social mobility

The concept also refers to social groupings that are caught up in a spiral or syndrome of poverty, and general cultural deprivation, because they experience environmental deficiencies and psychosocial disabilities. Pretorius (2000:301) argues, from a sociopedagogical / educational point of view that the child who finds himself / herself in such an environment is environmentally or milieu deprived. He went on to argue that the child who experiences serious social culture and educational problems, is not equipped with the pre-school and extramural experiences that are necessary for optimal scholastic achievement. What is important from a sociopedagogical / educational point of view is the fact that there is a close link between the cultural level of the socio- economic environment and the scholastic achievement of the child.

A - Material Deprivation

It was in the classic longitudinal study by Douglass (1964:67) that reference was made to the important of the material conditions of the homes from which children came. In particular, Douglas drew attention to the importance of housing, which included size and number of rooms, the degree of overcrowding, the sharing of beds and other household amenities, which were associated with lower ability and attainment. Burgess (1986:87) argues that material deprivation also refers to poverty in the family, poor and overcrowded housing, inadequate or underfeeding and malnutrition, poor hygiene, lack of books, toys and educational trips. All these conditions cause tension in the family and for the child it means a lack of privacy and inadequate room to play.

B - Cultural Deprivation

Burgess (1986:89) argued that children who were culturally deprived came from homes that were not only materially disadvantaged but also culturally disadvantaged in terms of the attitudes and values that were transmitted to them. He went on to say that sociological evidence drew attention to accounts of child socialization and to patterns of child rearing.

C - Emotional Deprivation

Pretorius (2000:309) maintains that an emotionally deprived child has a low self-concept as individual and as learner, which influences his / her scholastic achievement and his / her social behavior. He gains inadequate social and communicative experience and he \ she is therefore unskilled in this respect. He / she experiences inadequate approval, acknowledgement and motivation with regard to achievement and behavior. He / she does not know the basic rules of acceptable school conduct. Most emotionally deprived children are born of divorced parents, are illegitimate, fatherless or live with one parent or grandparents. Nowadays most emotionally deprived children are AIDS orphans.

D - Educational Shortcomings

Pretorius (2000:310) maintains, that the milieu deprived child, usually comes from inadequately skilled or illiterate cultural group. In his / her family environment he / she does not learn the value of learning activities and education. His / her parents are often apathetic and not involved

elsewhere in the world, particularly in the U.S.A. and Britain, where educationists and educationalists are vocal about poverty in the school context.

South African society is comprised of different racial groups, which were historically ranked according to their hierarchical positions of power. Until recently, black people occupied subordinate positions at the bottom of the hierarchy. The legacy of apartheid served to maintain this racial segregation / discrimination by segregating the education system and thereafter prescribing what was to be taught in black schools through Bantu Education. The aim of apartheid education was to ensure that blacks remained in subordinate positions (Mahlangu: 1987, 65).

In the 1950's and 1960's the issue of access to educational opportunities and arguments about equality were paramount, especially in relation to social class. Priestly and Thompson (1982:125) argue that discussion focused on why working class children did less in schools than children of similar measured abilities.

During the 1960's and 1970's sociologists of education were preoccupied with questions of achievement in the education system and explanations of failure in schools. Priestly and Thompson (1982:125) argue that sociologists focused their argument on the social factors affecting educational failure of which 'poverty' was the main factor.

In late 1980's political change began to dissolve this racial arrangement and schools began to desegregate allowing black pupils to enroll in formerly White, Colored and Indian schools. In 1994 the new government of National Unity brought the various education ministries together. This did not however ensure the equalization of conditions between former White and Black schools. Most black schools still suffer from gross inadequacies ranging from limited resources to unqualified teachers, not to mention school counselors (Khumalo1995:30). Therefore poverty within black education has to be understood against this background. In South Africa the absence of poverty policy in education has meant that many problems that relate to or are a direct result of social stratification are still in the closet and not discussed. Poverty is one such issue. It remains a common feature in black schools and frequently destroys the educational aspirations and career prospects of young school children.

In South Africa little research has been conducted within education as far as poverty issues are concerned. Proof of this, is the fact that the South African Department of Education has done away with feeding schemes in the high schools. High school children are as needy as the primary school children and they belong to the same socio-economic status (impoverished backgrounds of unemployed parents). Campbell (1991:17) argues that poverty is not being able to go to school and not knowing how to read. The situation in the other countries is somewhat different from the South African experience.

In the U.S.A. Drazen (1992:9) used US department of Education data collected between 1972 and 1988 by National Longitudinal Studies Program intended to prepare children from low- income families for formal education, it was reported that the three to four- year-old children who attended the program made a gain of up to ten IQ points compared with those who did not attend the program. The children maintained this lead for several years during formal education before the children who had not attended the program caught up with them. Thus it was argued that many disadvantaged children were admitted to intervention programs too late to benefit from the experience, it was suggested that they should join such programs at a much earlier stage, possibly during infancy.

Black (Zulu-speaking) and White children in South Africa were tested on spatial concepts (topological, Euclidean, and projective). The breakdown of the sample was 40 Zulu and 40 White South Africans aged from five to twelve years, all of which were at a school in Pietermaritzburg. In Piaget's research, it was observed that topological relationships emerge before projective and Euclidean relationships. The latter two concepts are said to emerge simultaneously and later because they are dependent on 'a general system of organization and are therefore more complex (Mwamwenda 1995:118). The findings were that, White South African children outperformed the black (Zulu) South African children on all the tasks administered, and were about three years ahead of Zulu children. The poor performance by Zulu children is attributed to factors such as poor home environment, poor quality of education, and unfamiliarity with tests.

One writer who has persistently pointed to the importance of social class in understanding educational opportunity, educational attainment and patterns of inequality has been Halsey, who as cited by Burgess argued, that liberal policy makers failed to notice that the major determinants of educational

attainment were not the schoolmasters but social situations, not curriculum but motivation, not formal access to the school but support in the family and community (Burgess 1986:74). He went on to argue that, an adequate theory, which explains educational achievement, must also attend to those structural inequalities of resource allocation that are integrated in a class.

Burgess (1986:78) alludes to the fact that, in a study conducted by Douglas in 1964, where pupils were given tests of intelligence reading, vocabulary and sentence completion at the age of eight and age eleven, differences in attainment proved that there was a greater increase in test scores for the middle as opposed to the manual working class.

Differences in the intelligence test score, means of testers in high socio-economic groups, have been observed by many investigators, and the reality of such differences can hardly be denied. One is almost compelled to ask why socio-economic status should be associated with a significant proportion of intelligence test score variance. The most obvious answer that comes to mind is that socio-economic status largely determines what the learning environment of the young child will be. Poor environments usually present little stimulation and few opportunities to learn practical skills such as problem solving strategies, appropriate behavior towards other people and correct language usage (Burgess: 1986, 78).

One recent study revealed strong links between family income levels and children's I.Q. Studying a sample of 900 children born with low birth weight, Duncan as cited by Drazen (1992:47) found that those who lived in "persistent poverty" during their first five years had I.Q. averaging 9 – 1 points lower than the I.Q. of the children in the sample whose parents were not impoverished.

Datcher-Loury (1989:16) studied a group of low-income black children from three sites in USA to determine if the differences in academic performance were attributable to differences in behavior and attitudes among families. Based on the results of the student achievement on reading and mathematics tests, on interviews with observations of the children's mothers, Datcher-Loury concluded that differences in family behavior and attitudes did have large and important long-term effects on children's academic performance.

Conger (1991:26) cites several sources indicating that low socio-economic status children living in inner cities are much more likely to have educationally damaging circumstances as part of their life experiences than upper-middle class children. The dangers they face include low birth weight, poor

nutrition, lead exposure and personal injuries and accidents. Any one or combination of these factors puts low socio-economic status students at great risk in as far as academic achievement is concerned.

The literature reviewed demonstrates the fact that, poverty within co-educational schools has a negative impact on academic achievement.

2.4 SUMMARY

This chapter dealt with (1), the family, its reduction in size due to economic constraints and the widespread diffusion of contraceptives. The functions of the family have changed drastically from the past. Parents from a low socio-economic group are described as milieu-deprived. The parent and the child are related in a certain way in an education situation. They get involved in relationship of trust, understanding / knowing and authority. These educational relationships were discussed in detail. The school as an extension of the home was discussed. A teacher can never replace a parent since it is at home where the child receives his / her primary education.

At school the teacher “replaces” the parent as an instructor. The school therefore is an extension of the home situation where an expert conveys knowledge, norms, values, etc. Thus the teacher plays an important role. The tasks and the characteristics of the teacher were outlined. The milieu-deprived learner was discussed, reflecting on how this can have a strong bearing on the child’s educational performances. (2), Studies that have been conducted on poverty and academic performance. The next chapter will examine the research design and research methodology.

CHAPTER 3

THEORETICAL FRAMEWORK

The purpose of this study is to find out about teachers' perceptions of the effects of poverty on academic performance.

The overview of theories is an attempt to offer a context to understand pertinent features of the theoretical background within which this study is conducted. This exploration of selected theoretical particulars is aimed at providing answers to the key questions of this study, which are

- ❖ What are the teachers' perceptions of the impact of poverty on academic performance?
- ❖ What are the teachers' experiences of learners' performance at school?
- ❖ What are the learners' general perceptions' of the family backgrounds in relation to their school performance?

International as well as national theoretical approaches are examined in trying to find answers to the above questions. Their relevance to the South African context is going to be examined as well. This theoretical framework is largely exploratory and absolute conceptual relevance to South Africa is not implied.

3.1 THEORIES

This section examines the theories, models which may be applicable to the study. Although the salient features of an eclectic approach is used, the dominant theory that framed the study is the Systems Theory, more specifically, the Systems Theory, Ecological Systems Theory. Elements of the Social Cognitive Theory as well as the Transactional Model will be drawn to explain conditions.

3.1.1 Systems Theory

In essence, this theory sees different levels and groupings of the social context as 'Systems' where the functioning of the whole is dependent on the interaction between all parts

A school, for instance, is a system that has different parts, consisting of its staff, its students, its curriculum, and its administration.

The most immediate relevance of this theory has been in developing our understanding of families (Hoffman, 1981) classrooms, and schools and the relationship within them, as well as between them and their social context.

Models that focus on singular causal factors are inadequate for either the study or manipulation of developmental outcomes. The evolution of living systems has provided a regulatory model that incorporates feedback mechanisms between the individual and regulatory codes. By appreciating the workings of this regulatory system we can obtain a better grasp of the process of development.

Systems theory stresses the need to understand play in terms of the everyday environment in which children grow up. Development therefore needs to be studied not only in the home, but also in schools, neighborhoods and communities. With regard to the present study, the emphasis is establishing the role of the school and educators in the supportive development of children whose environment already places them at risk.

According to Bukatko and Daehler(1995), psychologists have long recognized that not only do children live in vastly different circumstances but also that each child experiences a number of overlapping contexts. The environment of the immediate family is subject to enormous variations; single parent families, extended families, orphaned families, and the state of normlessness where children do as they please and not as they are expected to do. Differences in the context of development extend far beyond a child's immediate family however, political systems, and cultural dictates of the community form and influence the way in which children are reared. Some of these circumstances will be more supportive of social and cognitive development than others. The transformation from infant to child to adult takes place via complex system of multidirectional levels of influence (Bronfenbrenner, 1989).

The outcomes then, are the result of interplay between child and context across time, in which the state of one affects the next state of the other in a continuous dynamic process. Contextual models, sometimes called systems, views are concerned with the effects of this broad range of biological, physical and socio-cultural settings on development. Bronfenbrenner (1986) and Sameroff (1987) have drawn our attention to development as an interactive process. This understanding has been translated

into research models that incorporate both multiple biological and environmental processes. Such theory, the systems theory directly explains the conditions under study and will therefore be used to underpin this study. In conclusion the systems theory is relevant to the study in that, it explains that the family or parents, teachers and the school as well as learners cannot function independent of one another. If the family background of the learner is not sound, school performance is likely to be affected.

3.1.2 The Transactional Model

A transactional model of development that included both the child and the child's experience; was suggested by Sameroff (1987). Within this transactional model, the development of the child was seen as a product of the continuous dynamic interactions of the child and the experience provided by his / her families and social context. Developmental outcomes are not simply the effect of either personality or environment. Sameroff (1987) argues that development is the result of a transaction between the child and his environment. Central to this model is the notion of process where the development of the child is seen as the continuous and dynamic interactions between participants, which ultimately shape the outcomes for the child (Sameroff, 1987). An innovative aspect of the transactional model was the emphasis placed on the effect of the environment on the child, so that experiences provided by the environment were not independent of the child.

When one begins to assess the effect of environment on child development a wide variety of risk factors are apparent. The most obvious of these is social status. Socio-economic factors have consistently been related to cognitive and socio- emotional competence (Sameroff, 1987). The social status of a child exerts both independent and interactive influences on the child. Sameroff (1987) believed that the development outcomes for young children are multiple determined.

The enduring characteristics of the family such as cultural values and norms and their influence on children's progress cannot be altered to improve the outcomes of such children. Parental involvement is therefore of great importance in determining the behavior of the child.

The transactional model of development argues that behavioral outcomes are the product of continuous interplay between psychological characteristics within the child and his context at a particular point in

time Sameroff (1987). Coppersmith (1967) referred to self-esteem as the evaluation which the individual makes and customarily maintains with regard to him / her. It expresses an attitude of approval and indicates the extent to which the individual believes him / herself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes the individual holds towards him / herself.

Contexts, such as the school (both initiation and formal school) can assist a child to successfully negotiate developmental crises. Unsuccessful negotiation of successive developmental stages can lead to impairment of tasks involved in the development of self- control, over-aggression, acquiring moral attitudes and social skills, becoming responsible for your behavior and its outcome.

3.1.3 Ecological Systems Theory

Urie (1980) proposed the most extensive model of a contextual approach to development called the ecological systems theory Bronfenbrenner (1986, 1989). Bronfenbrenner (1979, 1989), urges us to view child development from a systems – ecological perspective. He looks at the child's world as a naturalist looks at nature, as an ecosystem.

Like ecosystems, children develop in the context of a process of mutual accommodation. Bronfenbrenner's Ecological Systems Theory (1989) underscores the many levels of a child's surroundings that directly and indirectly interact with the individual to influence development (Bukatko & Daehler, 1995). Thus, the eco-systemic perspective has much relevance for understanding child and adolescent development more holistically and interactively of concentric circles. The most central layer, the micro-system, includes all those settings where the child lives or spends significant portions of his or her

As an extension of the sociological theory, ecological- transactional models take into account the transforming effects of parents, children and environments on each other (Bronfenbrenner:1979). The child's ecosystem may be visualized as a series of time: home, school, classroom, day- care setting and playground. The child influences and is influenced by the micro-system. Each of these settings is

referred to as a sub-system. In the child's ecosystem, the major systems include the family, school and peer group.

These are the systems with the most immediate and direct impact upon the individual. The micro system comprises the personal qualities of others, the physical and material properties of everyday setting, and the activities, roles and interpersonal relations experienced by the developing person (Bronfenbrenner 1989). Thus, what happens at home or in the peer group can influence how the individual reacts, or responds, at school. In this present study, the home circumstances of children living in poverty affect or influence the child's performance at school directly or indirectly.

Each subsystem within the micro-system can be viewed within itself as a system. The family system is made up of subsystems that include a marital, parental, sibling and often a grandparent subsystem. The peer system includes social friendships, academic friendships and sports and hobby friendships. The child's micro-system becomes a source of developmental risk when it is socially impoverished. That is, the child's development suffers, whenever the micro-system is stunted because of too few participants, too little reciprocal interaction, psychologically destructive patterns of interaction or some combination of all.

According to Bronfenbrenner (1979) a micro-system should be a gateway to the world, and not a locked room.

The next layer of the system includes sub-system that the child does not directly experience but that affect the child because of the influence they exert on the micro-system. This layer is called the exo-system. It may include the way parents were socialized, friends, the community and other groups.

It examines the influence of events occurring in settings, which are occupied by other family members. The example would be an impact of divorce, in this regard parents may have different views on child rearing and less time spent on communication or interaction with the child. Another example would be the impact of a parent becoming unemployed. This could produce strains within the family, leading to the child's exposure to increased domestic conflict. It might lead to certain political attitudes being expressed, which could influence the child's attitude formation, or it might lead to a change in standard of living, which could affect the child's level of nutrition and potential survival. All of the mentioned factors can put the child in the position to be unstable, have a low self-esteem and therefore underperforms at school.

Migration could also be another reason a father who works far away from home may not be part of children's life. This might have a very negative impact more especially on the sex child. Dynamic within the family system such as poverty, loss of job, illnesses, depression, marital conflicts may explain the parents' apparent lack of involvement in his or her child's education (Borich and Tombar 1977). Garbarino (1992) argues that there are homes where parents shift their responsibilities to children, homes that do not value schooling, do not have formally educated people or books, do not involve reading and other basic academic skills, and do not use the formal language used for instructional purposes, such homes put a child at a disadvantage in school. He went on to say that, it is an important start for parents to visit the school and even for teachers to visit the home.

The central principle here is that the stronger and the more diverse the links between the settings, the more powerful the resulting meso-systems will be an influence on the child's development. The psychologist, Kurt Lewin was one of the first to recognize, that human behavior was determined by a wide range of influences (Fogel & Melson, 1988). For example, a child's behavior in school may depend upon such things as the child's feelings of being liked or disliked by the teacher, how hungry the child is, whether the child is behind on his or her homework, how well a child does in a particular subject and the anticipation of after-school events. (Fogel and Melson, 1988) maintain that the parent-child relationship is expected to differ in important ways from other social relationships.

Teachers are expected to stimulate the learning of all the children in their classrooms to an equal extent, not to have favorites and not to relate to a child's in terms of an emotional bond. Despite this cultural norm, there is considerable evidence that teachers do not respond to children in the same way and that differences in teacher behavior have an impact on both the cognitive and social development of children (Fogel & Melson, 1988). Some of this evidence stems from a cognitive theory approach, focusing on how teacher cognitions and expectations about children influence their behavior and affect the child.

In general, it appears that children benefit when the expectations of home, church, school and other social institutions complement rather than conflict with one another (Bronfenbrenner, 1979). For many children who came from impoverished backgrounds or whose families speak a different language and

share different values from those of the school, severe discontinuities may exist between family and schools, which need to be responsible to the broad diversity of family life that children experience.

3.1.4 Social Cognitive Theory

Elements of Albert Bandura's Social Cognitive Theory (1977) may be applied to the present study. A primary tenet of Bandura's approach is that the influence of environmental events on the acquisition and the regulation of cognitive processes. These processes are based on prior experience and determine what environmental influences are attended to, how they are perceived, whether they will be remembered and how they may affect future action (Sadock & Sadock, 2000).

Therefore, this theory suggests that environmental influences are the most important determinants of behavior. Meyer, Moore and Viljoen (1989) believed that in this theory, the interaction point of view is adhered to. This means that behavior is seen as the outcome of the reciprocal influence of the individual and the environment.

The individual is not regarded as a passive part of events in which he has no say, but as an active participant in a process in which he is influenced by environmental factors in which he also plays a role by selecting and interpreting environmental influences (Meyer et al, 1989). With regard to the present study, the learner is in constant interaction with educators, curriculum, peers and family. He influences and is influenced by these dynamic interactions. The outcomes of these interactions for the learner will be determined by how he perceives and interprets these exchanges. Positive self-esteem is then built and is possible if a child has a sound environmental background; that will help him or her achieve better at school.

3.2 SUMMARY

This chapter attempted to address the environmental influence (more- especially the school) on the development, formation and maintenance of positive self-esteem in the indigent learner. The ultimate impact of school, peer group and family depends not only on the characteristics of each setting as they interact with the child but also of the interrelationships among settings. In general, when the

expectations and behaviors at home, at school, and with peers reinforce one another the child's development is optimized. The ecological approach as discussed above, clearly directs attention to many points at which intervention is possible. If one thinks of the task as one of weaving a strong social fabric around the child and parent, the task becomes more comprehensible. The pressing need is to establish an effective partnership between informal and formal support systems so that each child is protected and nurtured by both, directly as in the case of the school and directly as through the child's parents and primary care givers. The main implication is that this wondrous human child can and will become a competent person if given a chance. Therefore if a child is deprived of a nurtured, sound environmental background, then he or she is going to be an under-performer, especially at school.

The point of departure in this section is that, interrelationships among people within a system and the connections between differently structured systems and the larger macro-systems all lend themselves to the development and maintenance of behavioral problems, which arise primarily out of frustrations. The child therefore needs support.

Support is explained as resources that are provided by other people such as teachers, parents, significant others and that arise in the context of interpersonal relationships. Supportive resources can include affection, physical comforting, empathic listening, assistance in problem solving and perhaps most importantly, reassurance of worth. If all the requirements that have been mentioned are not met, then the child will not have a positive self esteem and therefore cannot do well at school.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

The preceding chapter dealt with theories that attempted to explain the likelihood of what can happen if the child is deprived of a sound family background and an environment that is nurturing. It also dealt with the learners' relationship with his or her family, school, and therefore educators, his or her entire environment, and the outcome of these relationships. In this chapter, the research methodology used in determining the relationship between poverty and academic performance will be described.

4.2 PREPERATION FOR AND THE DESIGN OF THE RESEARCH

4.2.1 Type of Study: Case Study

The researcher chose this method in order to explore the perceptions of educators and learners at KwaMgaga High school in depth. The researcher had a detailed understanding of the research site since it is the researcher's work place. Whereas hypothesis-testing research deals with the general case and the regular, case studies are directed at the understanding of the uniqueness and the idiosyncrasies of a particular case in all its complexity.

Huysamen (1989:168) argues that the term **case study** pertains to the fact that a limited number of units of analysis (often only one), such as an individual, group, or institution, are studied intensively, and not to some or other technique which is applied. Cohen and Manion (1994:106-107) define a case study as an approach where the researcher observes the characteristics of an individual or community for the purpose of investigation and analysis in order to discover "phenomenon" which constitute the life cycle of an individual or community or establish some generalization about the wider population to which the unit belongs.

He went on to say that usually the objective of a case study is to investigate the dynamics of some single bounded system typically of a social nature, e.g. a family, group community, participants in project, practice (e.g. the use of corporal punishment in a rural school) or institution.

Bearing in mind that the research design for the study is a case study, the researcher had a detailed understanding of the research site, which gave the researcher the motivation to conduct this research at KwaMgaga High School. Moreover, the researcher (*a practicing educator at the school under study*) was worried about the performance of the majority of learners, hence, the researcher wanted to dig deep into the problem and find out, what the cause is.

Merriam (1988: xii) argues that it is a case which a researcher has to use to “gain an in-depth understanding of the situation and its meaning for those involved. The interest is in process rather than outcomes in discovery rather than confirmation. She went on to say that, a case study does not chain any particular method of data collection or data analysis, and that any and all methods of gathering data from testing to interviewing can be used although certain techniques are used more than others (Merriam, 1988:10).

Yin (1984:20) also sees an advantage in case studies when he states, “the case study’s unique strength is its ability to deal with a full variety of evidence. For purpose of this study, therefore, a number of research methods are to be used but the major instrument is the questionnaire. This is augmented with observations and interviews. The use of various methods will help in checking if results obtained from one method will be similar to ones collected from others, this is called triangulation. (Merriam, 1988:69). Although triangulation offers a basis for accuracy in a case study, it cannot provide this case study with a basis for generalization. Though 3 techniques will be used, the questionnaire will dominate, because of the sensitive nature of the subject researched.

The researcher is investigating the relationship between poverty and academic performance of learners at KwaMgaga High School. A brief description of site is as follows: The academic qualifications of KwaMgaga Staff are as follows: the principal and two educators who hold Masters Degrees. Six post-graduates, 2 graduates and the remaining twenty- four range from Junior Secondary Teachers Certificate (JSTC) to Advanced Certificates in Education (ACE)

The school has an enrolment of 1140 students of which there are 110 students in grade 11 and 90 in grade 12. The rest are Grades 8 to 10 students.

4.2.2 Permission

With the aim of administering the questionnaire to pupils of grade 11 and 12, it was required to draft a letter to the principal and the governing body of KwaMgaga High School. The letter (Appendix B) and a copy of the questionnaire (Appendix A) were personally delivered to the principal. After permission was granted by the principal and the governing body (Appendix C), a letter to the circuit office (Appendix D) was also personally delivered, after permission was granted by the inspector arrangements were made for administering the questionnaire.

4.2.3 Selection of respondents

Borg and Gall (1989: 542) state that a successful study depends on the skill in selecting groups that are homogenous with respect to certain critical variables. The researcher chose Grade 11 and 12 learners as a sample. The first questionnaire was administered to all the learners, from their responses, the researcher selected learners from families of low socio-economic backgrounds. Eventually, 95 questionnaires from both Grade 11 and 12 learners were returned, thus providing the researcher with an adequate sample for reliable data analysis. This type of sampling procedure is purposive. Also out of a staff of 38 educators, the researcher interviewed not less than 18 educators, amongst which there were Life Orientation educators. The educators were seen in groups during their free periods.

4.3 THE RESEARCH INSTRUMENT

4.3.1 The Questionnaire

Because of the sensitive nature of the topic under investigation, the researcher found a questionnaire to be the most suitable instrument that would measure the key issues pertinent to this study. The researcher thought that the questionnaire could be a useful tool in getting information about the learners' home backgrounds. The questionnaire is one of the primary types of research instruments used to obtain information from respondents (Best & Kahn, 1986). They went on to say that, a respondent may answer questions of an embarrassing nature more frankly and willingly than in a face-to-face situation with an interviewer.

According to McNeill (1992:23) a questionnaire is a list of questions to be asked by the researcher. It is prepared in such a manner that the questions are asked exactly in the same way of every respondent. Van Rensburg, Landman and Bodenstein (1994: 504) define a questionnaire as a set of questions dealing with some topic or related group of topics given to a group of individuals for the purpose of gathering data on a problem under consideration. The questionnaire is a prepared question form submitted to certain people (respondents) with a view to obtaining information (Van den Aardweg & Van den Aardweg, 1988:190). A well-designed questionnaire is the culmination of a long process of planning the research object, formulating the problem and generating the hypothesis.

According to Dave (1990:315-319) the length of the individual questions, the number of response options, as well as the format and wording of questions are determined by the following:

- ❖ The choice of the subject to be researched
- ❖ The aim of the research
- ❖ The method of data collection
- ❖ The analysis of data

4.3.2 Construction of the questionnaire

According to Van den Aardweg and Van den Aardweg (1988:198) the researcher should consult and seek advice from specialists and colleagues at all times during the construction of the questionnaire. Many weeks of planning, reading, design, and exploratory pilot work will be needed before any sort of specification for a questionnaire can be determined. The researcher did all of the above during the designing of the questionnaire for this investigation. A poorly designed questionnaire can invalidate any research result notwithstanding the merits of the sample, the field workers and the statistical techniques (Huysamen, 1989:02).

An important aim in the construction for this investigation was to present the questions as simple and straightforward as possible. The questions were formulated in English. The aim of the questionnaire (Appendix A) was to obtain information regarding the relationship between poverty and academic performance. The questionnaire was divided into 3 Sections.

- ❖ **Section One:** This section dealt with the biographical information of the respondents and consisted of 1.1 to 1.6(c)
- ❖ **Section Two:** This section focused on socio-economic status of learners, their vision for the future and their performance at school. It consisted of questions 7 to 22. The respondents were requested to explain, these were open-ended questions.
- ❖ **Section Three:** This section focused on the diet that the respondents eat at home and consisted of question 23, starting from letters (a) to (o). The respondents were requested to indicate their frequency of eating in five ways, namely, Normally to Daily, Twice a week, Once a week, Once a month, Less often.

4.3.3 Semi-structured interviews

Semi – structured interviews were conducted in order to explore the perceptions' which the educators may have, of the effects of poverty on academic performance in a high school. In this regard Smith *et al* (1995:9 - 26) claims, that a researcher uses a semi- structured interviews to gain a detailed picture of participants' belief about perceptions of a particular topic.

The researcher prepared questions for participants before the interviews and the interview was guided by the schedule. Participants were given freedom to share what they had and were able to introduce many issues, which the researcher had not thought about. This is in line with Smith *et al* (1995:9-26) who argue that if participants are not dictated to, they are likely to introduce issues which the researcher was not aware of.

4.3.4 Academic Records of learners

Academic records of learners were also used to analyze learners' performance.

4.4 SAMPLING PROCEDURE

The researcher (a practicing senior educator at the school under study), KwaMgaga High School, endeavored to confine her study on this school, because, she was worried about the performance of the majority of learners, hence, the researcher wanted to dig deep into the problem and find out what the cause is.

The researcher chose Grade 11 and 12 students of *different socio-economic backgrounds* for a sample. The justification for targeting Grade 11 and 12 students is the time they have spent at KwaMgaga High School, and the fact that their performance is based on continuous assessment, it is much easier to follow and check their records. Moreover everything they do is recorded. Also, these are the pupils who are senior students of the school that are supposed to be highly motivated, but instead, show all signs for not seeing themselves getting to tertiary institutions, because of lack of financial resources to get there. This is called purposive sampling.

The researcher personally gave 200 students (**of different socio-economic backgrounds**) the questionnaires. The researcher chose the respondents according to the different areas of the township where they come from and according to the number of people working in their households. That is, all the 90 students from Grade 11 and 110 students from Grade 12. The students who will complete and return the questionnaires will be chosen as a sample. The respondents were given the questionnaire, which they had to return on the following day. Eventually only 95

students completed and returned the questionnaire, they became the sample. This method of administration ensured total anonymity and greater flexibility on the part of the respondents. This is because issues around poverty are sensitive and each respondent could be experiencing these differently.

Ary, Jacobs and Razavieh (1985: 485) maintain that the first step in processing the data collected is to refer to the proposal in order to check the original plans for presenting data and performing the statistical analysis. It has already been decided what questions are to be answered, how the variables in these questions are operationally defined, what research designs and statistical procedures will be used. Now, all that remains is to organize the raw data, perform the necessary calculations and interpret the results. The questionnaire as a main instrument for collecting data was used.

Computers were used to process the data. The SPSS was used, where questionnaires were analyzed using descriptive statistics. Once data was collected, it was captured in a format that would permit analysis and interpretation. This involved the careful coding of 95 questionnaires completed by the students of grade 11 and 12 at KwaMgaga High School. The coded data was subsequently transferred

onto a computer spreadsheet. The data was analyzed to interpret the results by means of descriptive statistics, where the graphs and tables were used.

4.5 PILOT STUDY

The stage of questionnaire - based research should never be omitted. In it, the researcher gives the questionnaire to a number of people who are similar to those who will be investigated in the actual research. Any problems with the wording of the draft should show up at this stage and can be corrected before the real investigation starts.

Pilot study is a preliminary or "trial run" investigation using similar subjects as in the final survey. The number of participants in the pilot study is normally smaller than the number scheduled to take part in the final survey Babbie (1990:134).

The researcher pre-tested the questionnaire by using a sample of twenty (20) respondents, consisting of learners that were not involved in the sample. The test was conducted under research conditions similar to that of the real research. The pilot study was conducted to determine whether questionnaires would be understood by the populations to be surveyed.

No quantitative analysis of data was carried out. Respondents were encouraged to make comments and suggestions about the specific items in the questionnaire. The feedback from the respondents as well as the observations made by the researcher, were taken into consideration when drawing up the final questionnaire.

Plug, Meyer, Louw and Gouws (1991: 49-66) list some of the purposes of the pilot study:

- ❖ *It can be of great help in devising the actual wording of questions.*
- ❖ *It can help to simplify questions.*
- ❖ *The approximate time required to complete the questionnaire was established.*
- ❖ *Questions / instructions that are misinterpreted can be reformulated.*
- ❖ *It permits a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.*

4.6 ADMINISTRATION OF THE QUESTIONNAIRE

4.6.1 THE CONTENT VALIDITY OF THE INSTRUMENT

In drawing up the questionnaire, the content validity of measuring instruments needs to be determined to ensure that the questionnaires cover the necessary content relevant to the hypothesis that have been formulated (Rudestam & Newton 1992:67). In this study, multiple data collection methods were used in order to increase validity and reliability of the research findings. Therefore, both qualitative and quantitative techniques were used in collecting data. Thus, an integrated approach called triangulation was used in this study involved combining different research methods of data collection in order to unravel the various layers that the data yielded and to double-check findings from a variety of vantage points (Fitzpatrick, Secrest & Wright 1998:45).

4.7 ETHICS OF THE STUDY

Ethical issues were considered when conducting this research. De Vos (1998:305) defines ethics as a set of widely accepted moral principles that offer rules for, and behavior expectations of the most correct conduct towards experimental subjects and respondents, sponsors, the department of education, other researchers, assistants and learners. According to Robson (1995:32), good research is possible only if there is mutual respect and confidence between the investigator and participants. In view of this, all the participants were not compelled to participate in this study and permission was always requested before their participation.

Confidentiality was also maintained when the information was examined (De Vos, 1998:67). Subject to the requirements of legislation, including the *Data Protection Act*, the information obtained about a participant during an investigation is confidential, unless otherwise agreed in advance. Wherever possible the investigator informed all participants of the objectives of the investigation.

4.9 PROCEDURE FOR ANALYSING DATA

The following procedure was followed in analyzing data. The 95 learners that completed and returned the questionnaire were entered on a database and descriptive statistics was used to analyze them.

(Cassel1994: 279-339). Each entry in the database was allocated a consecutive number (ranging from 1 to 95), which corresponded with the number of the questionnaires eventually submitted to the researcher in order to simplify the verification of responses.

The sample obtained was captured on the Statistic Package for the Social Sciences (SPSS) to analyze data to determine whether the hypotheses would be rejected, or supported (Hull, Jenkins, Steinbrenner & Bent 1975:1-5). Literature was then added to recontextualise the findings.

4.10 SUMMARY

The research design, which was applied in the empirical investigation, was discussed in this chapter. The questionnaire as a research instrument was also comprehensively described. The results of the questionnaire will be analyzed in the following chapter.

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA

5.1 INTRODUCTION

The objective of this chapter is to discuss the data collected from 95 out of 200 respondents that returned completed questionnaires, and to give the researcher's interpretations.

Therefore, the responses to the specific questions on the questionnaire will be examined. The data for this study, gathered by means of the questionnaire will be examined. The data that were obtained from this research procedure was analyzed as follows: the analysis of the questionnaire data involved coding 90 questionnaires received and subsequently transferring the coded information onto a computer spreadsheet. Finally, the data were subjected to computerized statistical analysis in order to test statistically the relationship between the specific variables i.e. (poverty and academic performance)

5.2 PRESENTATION OF RESEARCH FINDINGS: QUESTIONNAIRE

The research findings from this study are presented in the form of graphs, mark lists, tables and descriptive statements. General frequencies and cross-tabulations are described and the findings are presented.

5.2.1 Sample Characteristics

5.2.1.1 Descriptive statistics

Descriptive Statistics are used to summarize data under study. According to Moodley (2000:92) frequency tables, histograms and polygons are useful in forming impressions about the distribution of data. Some descriptive statistics summarize the distribution of attributes on a single variable, others, called measure of associations summarize the associations between the variables. According to Van

den Aardweg (1988:65-76) frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following:

- ❖ It indicates how many times a particular response appears on the completed questionnaire.
- ❖ It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.
- ❖ The arithmetic mean (average) can be calculated by adding all the scores and dividing it by the number of scores.

5.2.1.2 Biographical data

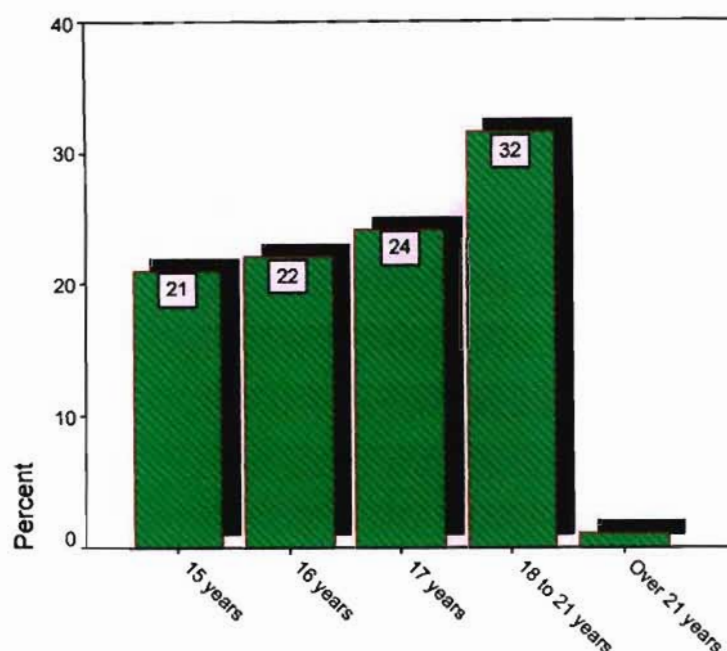
The items on biographical information in the questionnaire included gender of respondents, age, grade, years at the school, area of the township the respondents live, number of family members at home, number of family members in the household working, amount of money carried to school, frequency per month i.e. how often the respondents carry money, whether or not respondents (doing Grade 12) have applied for admission at Tertiary Institutions, whether or not the respondents sometimes go to school on hungry stomachs, and lastly the type of diet, the respondents eat at home.

1. Age of respondents

Table 1 – Frequency distribution according to age of respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 years	20	21.1	21.1	21.1
	16 years	21	22.1	22.1	43.2
	17 years	23	24.2	24.2	67.4
	18 to 21 years	30	31.6	31.6	98.9
	Over 21 years	1	1.1	1.1	100.0
	Total	95	100.0	100.0	

Graph 1 - Age of respondents



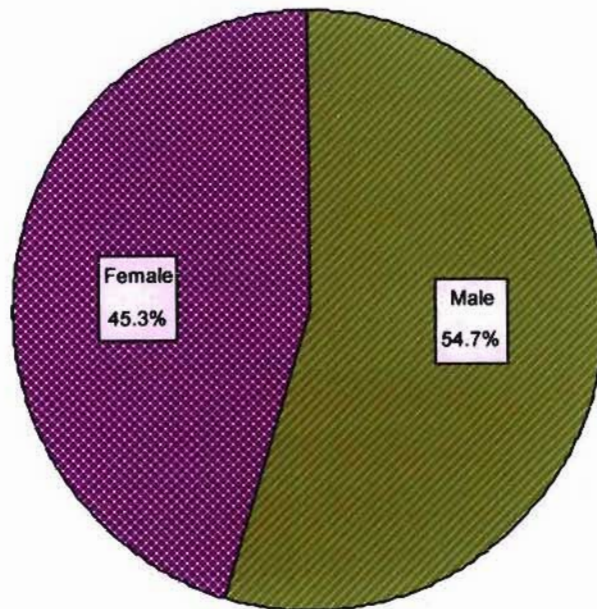
According to **Graph 1**, 32% of respondents doing Grade 11 and Grade 12 are between 18 to 21 years of age. Children in this age group are supposed to have completed matriculation. Therefore their being at high school has something to do with their performance, which may have been interfered with negatively. According to Khumalo (1995:37) manual workers children in most cases, perform less well in school and remain at school for a longer period of time, since they repeat grades thus complete matriculation very late. He maintains that the social class of the family has a strong bearing on the educational performance of students.

2. Gender of respondents

Table 2 – Frequency distribution according to gender of respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	52	54.7	54.7	54.7
	Female	43	45.3	45.3	100.0
	Total	95	100.0	100.0	

Graph 2 – Gender of respondents.



According to **Graph 2**, 54.7% male respondents completed the questionnaire, while only 45.3% female respondents completed the questionnaire. A possible explanation for this phenomenon could be:

- 1) From the very beginning the number of female respondents who took the questionnaire was not equal to the number of male respondents.
- 2) More males completed the questionnaire, because they have more time since they are able to remain at school after school, and even after hours they study at school until late. On the other hand female learners cannot remain at school or study at night for safety reasons, besides they have housework to do at home.
- 3) Another possible reason for this phenomenon is that, in most cases male learners work harder and perform better than female learners as they go up the grades.

3. Grade of respondents

Table 3 – Frequency distribution according to grade of respondents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 11	61	64.2	64.2	64.2
	Grade 12	34	35.8	35.8	100
	Total	95	100.0	100.0	

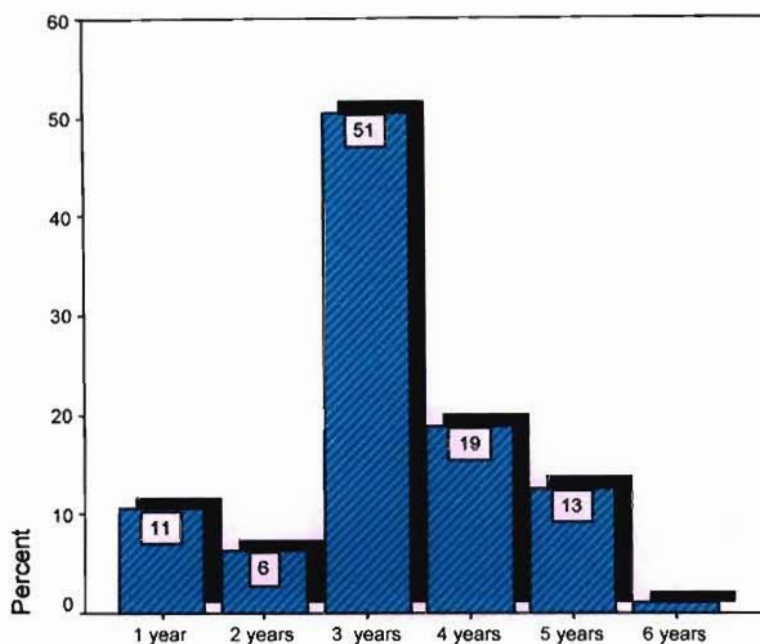
Table 3 reflects that, 64.2% of the respondents are in grade 11 as compared to 35.8% of grade 12 respondents. This indicates that there are too few learners who go to grade 12. This could be because they (learners) have many problems, which make them not to proceed easily in Grade 11. Some dropout because of poverty they experience daily. The persistence of former racial inequalities is reflected in extremely poor pass rates in mainly black schools (the majority of schools), but with the high standard deviations (Van den Berg, 2002:1).

4. Duration at school

Table 4 – Frequency distribution according to duration (time in years) the respondent spent at school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 year	10	10.5	10.5	10.5
	2 years	6	6.3	6.3	16.8
	3 years	48	50.5	50.5	67.4
	4 years	18	18.9	18.9	86.3
	5 years	12	12.6	12.6	98.9
	6 years	1	1.1	1.1	100.0
	Total	95	100.0	100.0	

Graph 4 – Time (yrs) the respondent have spent at the school



According to Graph 4, 51% of respondents (which is the majority of learners) have been at school for three years, followed by 19% of respondents who have been at school for four years. This is possible since KwaMgaga is a high school, most respondents started at school from grade 8. The remaining percentages; may be low due to the fact that these respondents may have started schooling at KwaMgaga from grade 11.

5. Person (living with respondent), responsible for respondent's education

Table 5 – Person living and responsible for respondent's education

			Q2 : Gender		Total
			Male	Female	
Q5: Who do you stay / live with?	Both parent	Count % of Total	21 22.1%	19 20.0%	40 42.1%
	Father only	Count % of Total	5 5.3%	1 1.1%	6 6.4%
	Mother only	Count % of Total	16 16.8%	11 11.6%	27 28.4%
	Grand parent	Count % of Total	6 6.3%	6 6.3%	12 12.6%
	Relatives	Count % of Total	4 4.2%	6 6.3%	10 10.5%
Total		Count % of Total	52 54.7%	43 45.3%	95 100.0%

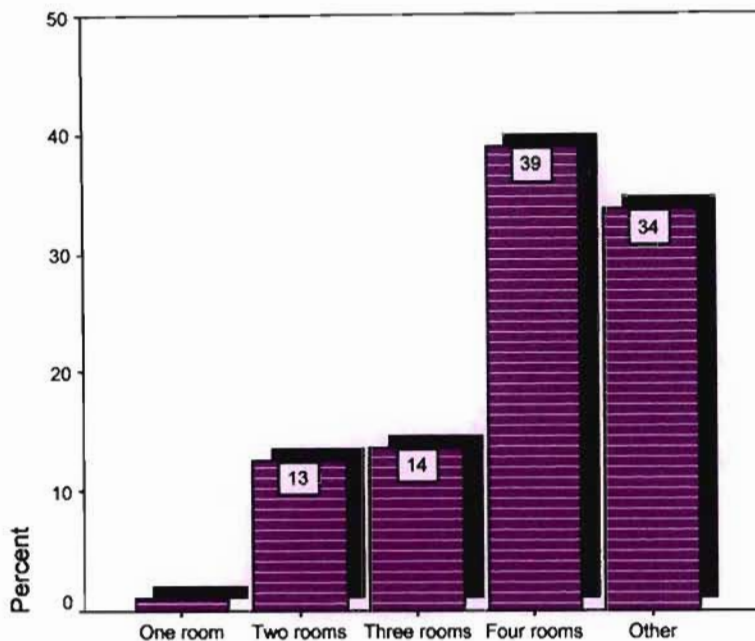
According to **Table 5**, 42.1% of respondents live with both parents, 6.4% live with father only, 28.4% with mother only, 12.6% live with grand parents and 10.5% live with relatives. Respondents living with both parents cited better support from family while the remaining percentages of respondents expressed lack of resources at home that affect the learner's success at school. About 58% of respondents do not live with both parents, the learner's background therefore made them feel inferior and inadequate, most of them cited deprivation of food at home and walking long distances, that prevented their participation in school. Fine and Carlson (1992) argue that, single parent families are in most cases, characterized by poverty. They maintain that children born into one-parent households are at the greatest risk for poverty and they experienced a number of psychosocial stressors. For individuals, single parents may be caregivers. However, as micro-systems, their households may be insufficient, unless they are augmented from the outside to produce a fuller, richer range of role activities and relationships for the child to use in his or her development.

6. Homesteads \ House sizes

Table 6 - Homesteads \ House sizes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One room	1	1.1	1.1	1.1
	Two rooms	12	12.6	12.6	13.7
	Three rooms	13	13.7	13.7	27.4
	Four rooms	37	38.9	38.9	66.3
	Other	32	33.7	33.7	100.0
	Total	95	100.0	100.0	

Graph 6 - Homestead \ House sizes



According to **Graph 6**, 39 % of respondents (majority) live in four-roomed houses, followed by 34% of respondents who live in other kinds of houses, which could be big houses or informal settlements. 14% in three-roomed houses, 13 % in two-roomed houses and 1.1% in one room (single rooms). This is a problem because even the four-roomed houses are very small and hardly accommodate a family of four members if the children are of the opposite sex, since they are built such that they have only two small bedrooms. Therefore learners who come from this type of houses have a problem since there is no study room. It is worse with the other types of houses, i.e. with the 3-roomed etc, because these are informal settlement infrastructure, where there is no space at all, there is no quietness and privacy. It is also important to mention that some of these houses do not have electricity. Therefore learners use paraffin lamps as well as candles. What happens if there is no paraffin or candles in the house? That is a question, which the researcher is asking. Do the learners do their homework?

Within 1.5km of radius of KwaMgaga High School is an informal settlement of one to two or three roomed houses, occupants of which most are unemployed. It is from this kind of community that most

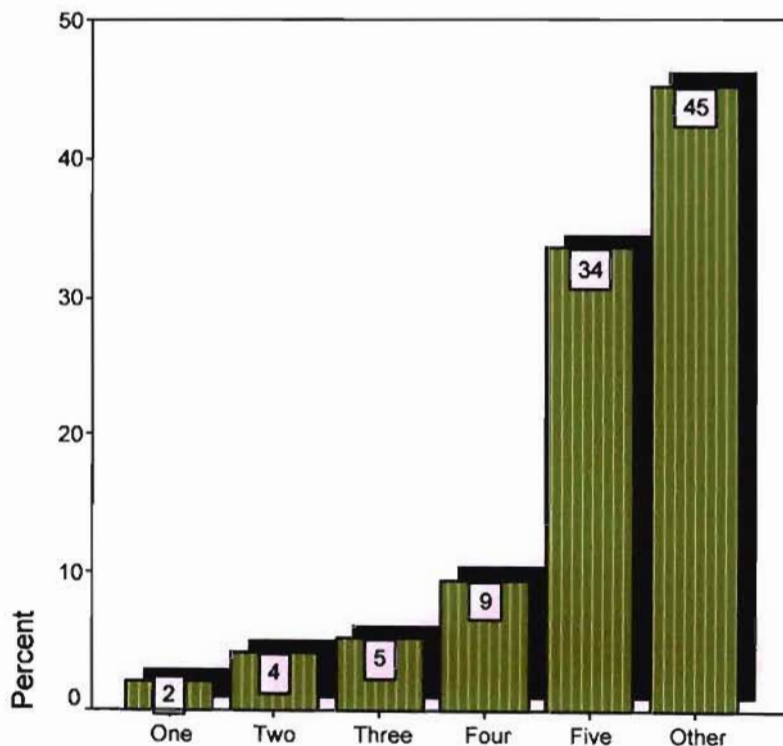
of KwaMgaga High School pupils come. May and Norton (1977), report that overcrowding is a characteristic indicator of poverty.

7. Number of family members living with respondent

Table 7 - Number of family members living with respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid One	2	2.1	2.1	2.1
Two	4	4.2	4.2	6.3
Three	5	5.3	5.3	11.6
Four	9	9.5	9.5	21.1
Five	32	33.7	33.7	54.7
Other	43	45.3	45.3	100.0
Total	95	100.0	100.0	

Graph 7- Number of family members respondents live with.



The majority of the respondents, i.e. 45.3 % come from families of more than 5 people. Also, 33.7% respondents come from families of five members as indicated in Table 7. This again is an indication that most learners come from over-crowded families. Overcrowding in most cases goes together with being needy. Children who come from overcrowded households are in most cases, deprived of room to study freely, as a result cannot do their school work at home, the way they may want to, which may lead to their under-achieving at school.

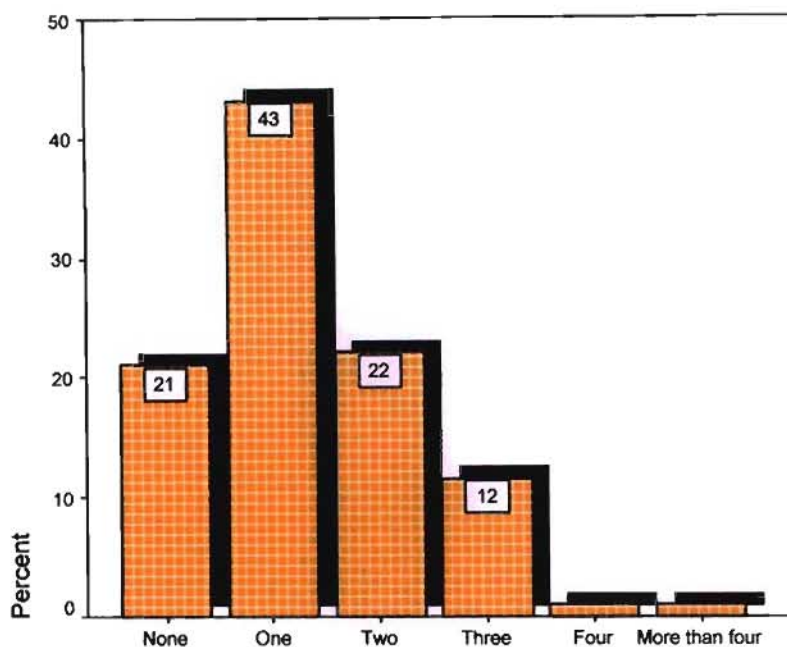
Conger (1991: 161) alludes to the fact that, children who grow up with large number of siblings are not properly supported. Colin and Rip (1973:70) maintain that, it is an established fact that poorer persons have larger families.

8. The number of family members working

Table 8 - The number of family members working.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid None	20	21.1	21.1	21.1
One	41	43.2	43.2	64.2
Two	21	22.1	22.1	86.3
Three	11	11.6	11.6	97.9
Four	1	1.1	1.1	98.9
More than four	1	1.1	1.1	100.0
Total	95	100.0	100.0	

Graph 8 - The number of family members working in the household



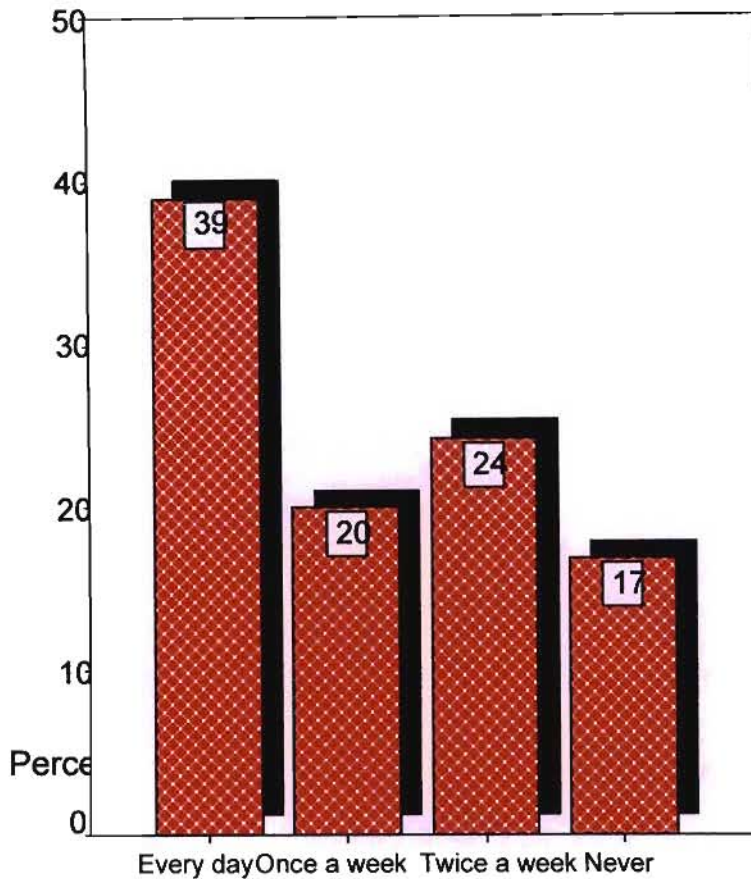
According to **Table 8**, 43.2% of respondents come from families where only one person is working, 22.1% only two people are working and 21.1% where no one is working, only a few i.e. (11.6%; 1.1%; and another 1.5% of respondents come from families where at least four or more people that are working. This indicates that many respondents come from impoverished backgrounds where only one person or no person in the household is working / employed. It will be helpful to look at actual responses of learners concerning the above issue (see, Analysis of questionnaire findings section).

9. How often does the respondent carry money to school?

Table 9 - How often does the respondent carry money to school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every day	37	38.9	38.9	38.9
	Once a week	19	20.0	20.0	58.9
	Twice a week	23	24.2	24.2	83.2
	Never	16	16.8	16.8	100.0
	Total	95	100.0	100.0	

Graph 9 – How often do respondents carry money to school?



According to **Table 9**, 38.9% of respondents carry money to school everyday, 20%- once a week, 24.2%-twice a week and 16.8%-never, this indicates a highest degree of poverty, since there are no feeding schemes at high schools. If learners do not carry money to school everyday, on the days during which they do not have money, what do they eat?

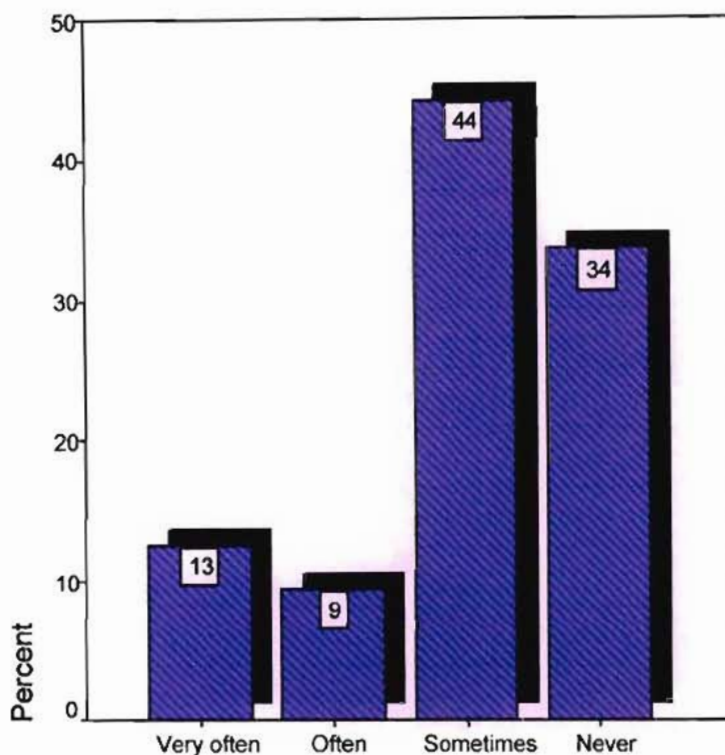
How do they cope in class are the kind of questions the researcher ask and worry about. KwaMgaga High School teachers introduced a project called, “**project for needy children**”. There was a realization that the majority of the children come to school on hungry stomachs and without any pocket money, such children had to be identified, interviewed, most of them came forward voluntarily. A feeding scheme was introduced, where children get something to eat and other kinds of help and support.

10. How often do the respondents go to school without food or money?

Table 10 - How often do the respondents go to school without food or money?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	12	12.6	12.6	12.6
	Often	9	9.5	9.5	22.1
	Sometimes	42	44.2	44.2	66.3
	Never	32	33.7	33.7	100.0
	Total	95	100.0	100.0	

Graph 10 - How often do the respondents go to school without food or money?



According to **Table 10**, 44.2% of respondents sometimes go to school without food or money; whereas, it is often with 9.5% and very often with 12.6% of respondents. Only 33.7% of respondents always have food or money before going to school. This could be an indication that many respondents are starving or that their going to school without having eaten, has something to do

with their home backgrounds. That could have a negative impact on their level of performance at school, in that a hungry person cannot pay attention.

In keeping with the above findings, May and Norton (1977) report the following characteristic of poverty:

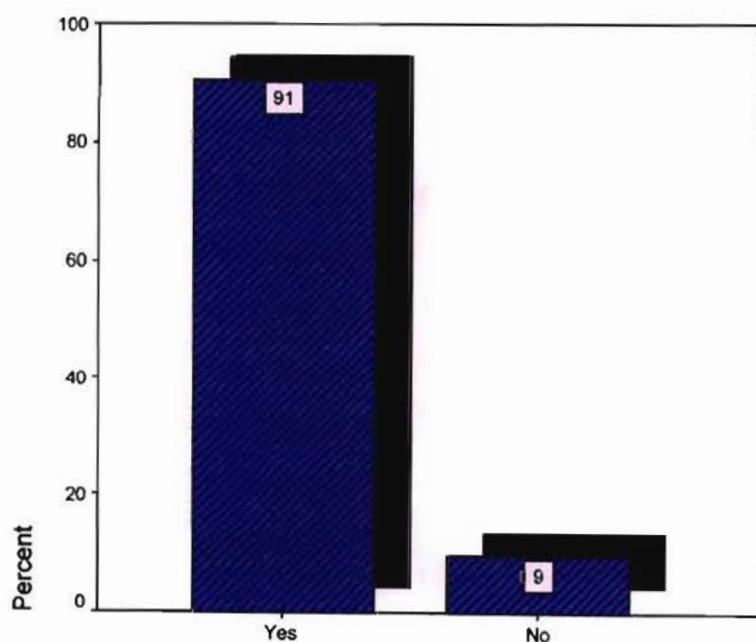
Children who are malnourished, and the food that is served, is of a poor quality, then they live in poverty.

11. Are you doing the grade you are in for the first time?

Table 11 - Are you doing the grade you are in for the first time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	86	90.5	90.5	90.5
	No	9	9.5	9.5	100.0
	Total	95	100.0	100.0	

Graph 11 - Are you doing the grade you are doing for the first time?



According to **Table 11** above, 90.5% are those respondents doing the grade for the first time. This could be respondent's starting grade 11 plus grade 12 learners, since grade 12 is not done twice at high

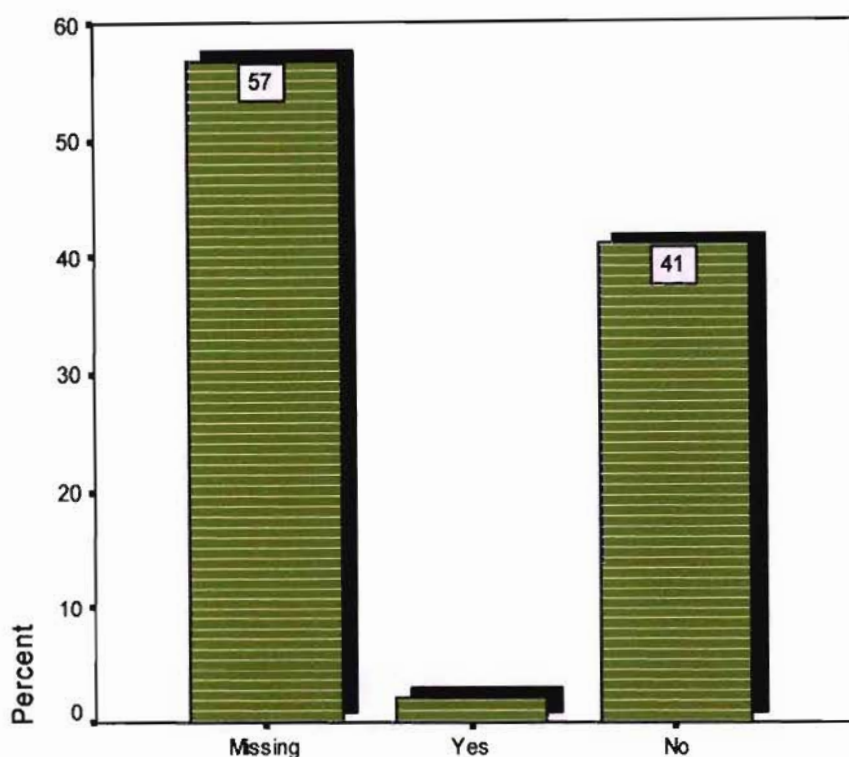
school level. If the learner has not passed, she / he must complete matric outside school. 9.5% may be those learners who are repeating grade 11.

12. If doing grade 12, have respondent applied for admission at tertiary

Table 12 – If doing grade 12, have respondent applied for admission at Tertiary institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	2.1	4.9	4.9
	No	39	41.1	95.1	100.0
	Total	41	43.2	100.0	
Missing	System	54	56.8		
Total		95	100.0		

Graph 12 – If doing grade 12, have respondent applied for admission at Tertiary institution.



According to **Table 12**, only 2.0 % have applied for admission, 41.0% have not applied and the rest, that is, 57% never responded, the majority of learners at the school under study come from the informal settlements, of which most parents are unemployed, it may happen that the respondents, do not see

themselves going to tertiary. A good explanation for this phenomenon could be given by looking at the actual responses of learners (See, Analysis of questionnaire findings section)

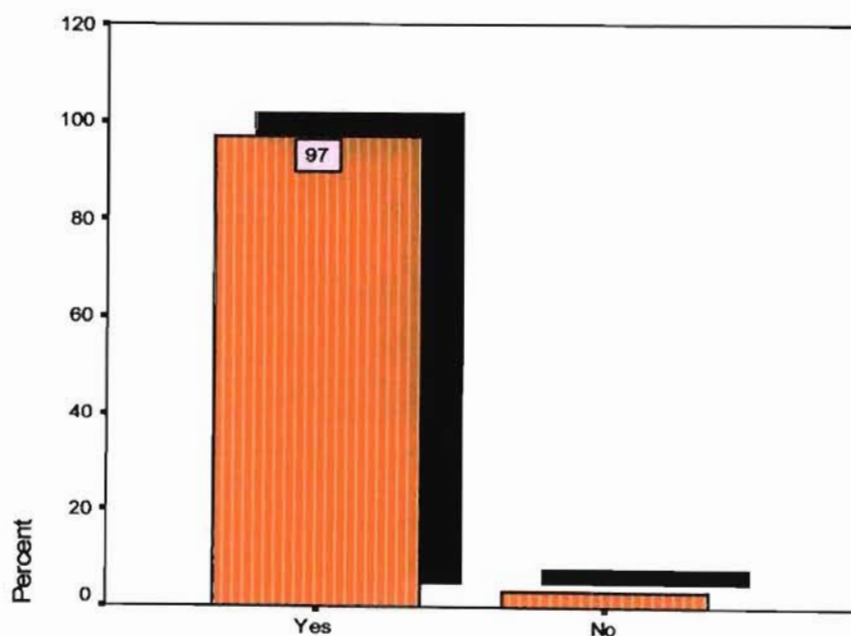
Clark (1989) has observed in research, that for low income Black children and their families, the school experience is often discontinuous, the culture of the school often conflicts with home experiences. This lack of congruence between the home and the school, in most instances results in educational failure.

13. Do you think you are going to pass this year?

Table13 - Do you think you are going to pass this year?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	92	96.8	96.8	96.8
	No	3	3.2	3.2	100.0
	Total	95	100.0	100.0	

Graph 13 – Do you think you are going to pass this year?



According to **Table 13**, 96.8% of respondents cited that they are going to pass at the end of the year. Only 3.2% said, they were not going to pass. This is indicative of optimism. Despite of the hardships that the learners go through, they see light at the end of the tunnel. Much as they have problems, which

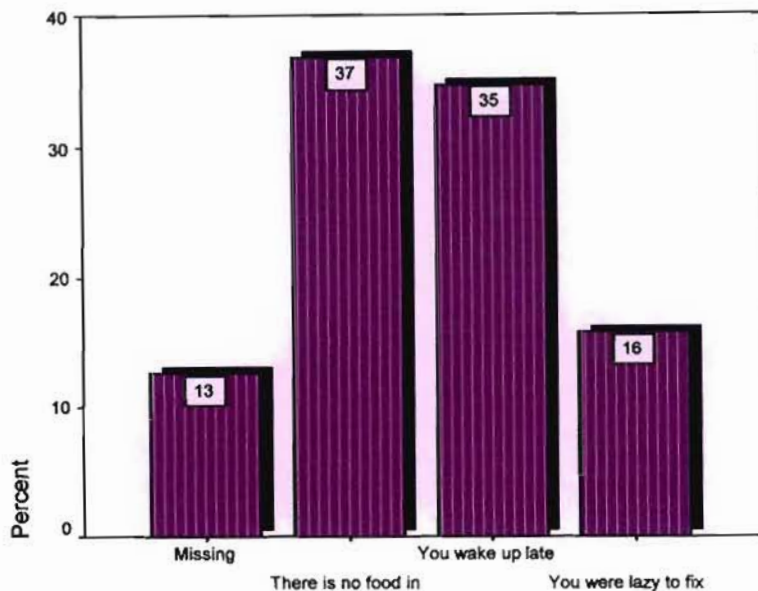
interfere with their schooling they hope that they are going to pass, a thing of the past with no bearing on their future aspirations.

14. Why do you sometimes come to school on a hungry stomach?

Table 14 – Why do you sometimes come to school on a hungry stomach?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	There is no food in the house	35	36.8	42.2	42.2
	You wake up late	33	34.7	39.8	81.0
	You were lazy to fix something to eat	15	15.8	18.1	100.0
	Total	83	87.4	100.0	
Missing	System	12	12.6		
Total		95	100.0		

Graph 14 – Why do you sometimes come to school on a hungry stomach?



According to **Table 14**, 36.8 % of respondents do go to school without having eaten food and the reason they give is that there is no food in the household, 34.7% go because they could not wake up

early and 15.8% go without food because they were lazy to prepare food. It is clear that the majority learners live in dire poverty, where there is no food at all. Those that wake up late (34.7%) have to run to school because either they walk to school or they use public transport since that is the only way they can get to school. No parents ever bring them to school.

The environment is also an important influence in extending or limiting the child's education. The results have shown that most respondents come from impoverished backgrounds, where there is one nobody working. The majority of respondents (95.1%) have shown that academic expectations are very low, when families live in poverty. This could be due to overcrowding, lack of school requirements, no books, and lack of proper nutrition. Pretorius (2000:303) maintains that it is difficult for the child to achieve to his \ her potential in deprived and disadvantaged environments, which are caused by poverty.

There is a strong link between school performance and poverty and background of learners (Colin and Rip, 1973:56). The worse the socio-economic status of the community is, the greater the chance that the children from that community will not adequately realize their true potentials owing to the negative environmental influences. Colin and Rip (1973:60) have pointed out the negative effects of poverty on the educational effort of students.

5.2.2 Analysis of Questionnaire Findings

This section looked at the findings reached through the questionnaires, which were completed by the respondents. According to Thabane (2000:41), a questionnaire allows key informants (respondents) to complete it freely, especially when the study pertains to sensitive and confidential issues.

The questionnaire was designed to determine the learners' experiences with an intention of investigating the impact of poverty on academic performance amongst them.

- ❖ **Section 1:** first 6 questions, required biographical information about learners and included items 1.1 to 1.6 (a) to (c).

- ❖ **Section 2:** gathered information regarding socio-economic status of learners, vision for the future on the part of learner's performance at school. It consisted of questions 2.7 to 2.22. They are open-ended questions.
- ❖ **Section 3:** gathered information on the diet, which respondents eat at home and was covered items 3.24 (a) to (o).

The study reveals some interesting responses from the respondents, about their perceptions and their experiences as a result of their family backgrounds. The respondents were given numbers to hide their identity.

5.2.2.1 Some few responses of the respondents (learners)

Respondent 19(R19), on being asked whether he/she has almost all the school requirements wrote:

I don't have all the school requirements (e.g. books, uniform, etc) because I am not the only one who is schooling at home, so my parents cannot afford, school requirements for us all.

When respondent 8 (R8) in the questionnaire responded: Q18: *Do you sometimes feel like leaving school? If yes, give reason(s), he/she said:*

Sometimes I feel like leaving school because I don't have all the things that are needed at school, my aunt cannot afford the school fees, books, even the school uniform and I feel very much degraded when I am chased away from school for not paying school fees.

Respondent 80 said:

"I do not study at home, because mother complains about candles, she says I must go to sleep, I do my work at school, because I am wasting her candles".

Respondent 67 said:

"I live in a two bed-roomed house and we are a family of 10, there is no space for studying moreover some sleep very late, watching television".

Respondent 68 said:

“My parents are always drunk and therefore ever fighting, so it is very difficult for me to concentrate on my school work”.

Respondent 70 said:

“There is no one who is working at home, sometimes we do not have food to eat, and it becomes very difficult for me to concentrate on my school work when I am hungry”.

Respondent 71 said:

“I live with my aunt, because both my parents died, she makes me do the house work until it is very late. By the time I start doing my school work I am tired and very sleepy, I am afraid to tell her give me time for my work”.

Respondent 73 said:

“My mother sells liquor for a living, her customers stay until very late and they make a lot of noise. We also have to help her serve the customers as a result; I do not have time for my school work”.

Respondent 75 said:

“I live in the informal settlements; the place is overcrowded to the extent that when a neighbour's radio is on, and it is like the music is in your own house. It is very difficult to concentrate under those conditions”.

Respondent 90 said:

“I and my five siblings are still at school, the two bed-roomed house is very small for us all to be able to do our school work, since there is only one table at home. We always quarrel and mom decides that only my two younger brothers can use the table. I end up not doing any work at home.

Respondent 20 (R 20) in the questionnaire wrote:

I did not apply for admission to a tertiary institution because at home they do not have money.

Respondent 10 (R 10) in the questionnaire had this to write:

If my parents cannot afford R200 school fees, how can they pay thousands at Technikons and Universities? I did not apply.

Respondent 35 (R 35) in the questionnaire wrote:

I have not applied for admission to any tertiary institution, since there is no one at home who employed, I cannot even afford an application fee.

Respondent 7 in the questionnaire, also shares similar views when she/he says:

I don't have all the school requirements, because no one is working at home. We rely on my grandmother's pension for food.

Pretorius (2000:306) argues that, parents who are unemployed are often unskilled, with a low job status and a low income.

Respondent 19(R19) according to the questionnaire wrote:

I don't have all the school requirements (e.g. books, uniform, etc) because I am not the only one who is schooling at home, so my parents cannot afford school requirements for us all

5.2.2.2 Academic Record of Respondents

Before the academic records of both Grades 11 and 12 learners were examined to determine whether not those learners performing poorly are from financially needy families fourteen learners taken from both Grades 11 and 12 were interviewed.

Bearing in mind that school factors such as gangsterism, teachers showing favoritism, as well as factors that could be due to the learners themselves, can have an impact on academic performance, the researcher decided to interview some learners whom she knew are hard workers but perform badly. These are also learners who show interest, motivation, high efficacy and always present at school. The

fourteen learners taken from both Grades 11 and 12 that were interviewed had responses that implicated parents or their home backgrounds as having a contribution to their poor performance.

For example, these are some of the factors or variables that the learners mentioned: Some parents;

- Not showing interest in their children's education.
- Violent behavior at home which could contribute to their children's poor self concept which turn result in poor academic performance.
- Not providing materials, conducive environment for study at home
- Unemployment, many siblings and infrastructure leading to problems that result to barriers effective learning.

The educators were also interviewed, since their opinions are important, they spend a lot of time with learners and they know them better. The academic records were then examined against their background, looking at the learners' results against what they said when interviewed as well as educators' opinions. It came up that the family background of a person has an impact on school performance.

Academic Record of respondents

<i>RATING CODE</i>	<i>DESCRIPTION</i>	<i>PERCENTAGE</i>
1	<i>Not achieved</i>	<i>0 – 29</i>
2	<i>Elementary achievement</i>	<i>30 – 39</i>
3	<i>Moderate achievement</i>	<i>40 – 49</i>
4	<i>Adequate achievement</i>	<i>50 – 59</i>
5	<i>Substantial achievement</i>	<i>60 – 69</i>
6	<i>Meritorious achievement</i>	<i>70 – 79</i>
7	<i>Outstanding</i>	<i>80 – 100</i>

Academic Record of 40 Grade 11 learners

<i>CANDIDATES</i>	<i>NOV 05</i>	<i>JUNE 06</i>	<i>SEPT 06</i>
<i>1</i>	<i>39</i>	<i>37</i>	<i>30</i>
<i>2</i>	<i>36</i>	<i>38</i>	<i>36</i>
<i>3</i>	<i>50</i>	<i>53</i>	<i>49</i>
<i>4</i>	<i>43</i>	<i>34</i>	<i>28</i>
<i>5</i>	<i>31</i>	<i>28</i>	<i>28</i>
<i>6</i>	<i>37</i>	<i>37</i>	<i>33</i>
<i>7</i>	<i>19</i>	<i>33</i>	<i>33</i>
<i>8</i>	<i>15</i>	<i>36</i>	<i>25</i>
<i>9</i>	<i>25</i>	<i>50</i>	<i>29</i>
<i>10</i>	<i>40</i>	<i>55</i>	<i>29</i>
<i>11</i>	<i>19</i>	<i>60</i>	<i>30</i>
<i>12</i>	<i>26</i>	<i>27</i>	<i>34</i>
<i>13</i>	<i>21</i>	<i>28</i>	<i>30</i>
<i>14</i>	<i>47</i>	<i>39</i>	<i>50</i>
<i>15</i>	<i>45</i>	<i>40</i>	<i>19</i>
<i>16</i>	<i>13</i>	<i>45</i>	<i>25</i>
<i>17</i>	<i>31</i>	<i>31</i>	<i>28</i>
<i>18</i>	<i>17</i>	<i>43</i>	<i>24</i>
<i>19</i>	<i>42</i>	<i>28</i>	<i>28</i>
<i>20</i>	<i>46</i>	<i>27</i>	<i>24</i>
<i>21</i>	<i>48</i>	<i>29</i>	<i>28</i>
<i>22</i>	<i>22</i>	<i>25</i>	<i>18</i>
<i>23</i>	<i>16</i>	<i>31</i>	<i>29</i>
<i>24</i>	<i>60</i>	<i>50</i>	<i>40</i>
<i>25</i>	<i>36</i>	<i>50</i>	<i>31</i>
<i>26</i>	<i>50</i>	<i>40</i>	<i>40</i>
<i>27</i>	<i>31</i>	<i>19</i>	<i>31</i>

Academic Record of 40 Grade 11 learners (cont)

<i>CANDIDATES</i>	<i>NOV 05</i>	<i>JUNE 06</i>	<i>SEPT 06</i>
28	32	25	32
29	43	28	40
30	48	24	25
31	40	28	30
32	34	24	35
33	24	16	17
34	12	38	39
35	33	28	40
36	29	29	28
37	24	21	38
38	32	27	21
39	32	27	21
40	31	33	25
<i>AVERAGES</i>	37	36	34

The academic record of the 40 Grade 11 learners was analyzed. 62% of the candidates obtained less than the average mark, which is 37% during the November 2005 exam. 35% obtained more than the average mark, and then 3% got very low marks. This means the bigger percentage, that is, 62% got rating code of 2, which is elementary achievement or very poor achievement. This is symptomatic of poor performance. The very same candidates were studied in June 2006, it was discovered that, 40% got more than the average of 36%. Out of that 40%, 15% got adequate achievement; otherwise only 3% got a substantial achievement. This again shows a high failure rate, and leads to questioning the causal factors.

Lastly, the very same learners were studied in September 2006; this came out of their results; 70% g less than the average of 34%. And out of the 30% that got more than the average only 13% achiev moderately and there is nothing above that.

Academic record of 45 Grade 12 learners

CANDIDATES	NOV 2005	JUNE 2006	SEPTEMBER 2006
1	73	67	43
2	61	28	08
3	50	41	19
4	42	28	06
5	58	49	11
6	45	23	11
7	43	23	15
8	41	28	39
9	48	24	20
10	47	36	30
11	28	37	25
12	19	38	34
13	30	53	24
14	30	24	49
15	37	28	06
16	26	37	57
17	51	33	34
18	63	54	44
19	38	42	30
20	43	28	17
21	40	39	24
22	46	40	16
23	43	28	17
24	52	31	22

Academic record of 45 Grade 12 learners (cont)

CANDIDATES	NOV 2005	JUNE 2006	SEPTEMBER 2006
25	44	43	32
26	35	28	31
27	39	27	39
28	36	29	44
29	44	43	33
30	34	40	44
31	45	46	45
32	45	43	33
33	42	52	38
34	49	44	40
35	36	35	36
36	56	57	50
37	37	63	26
38	35	41	26
39	53	58	59
40	35	40	30
41	50	37	41
42	59	60	71
43	44	39	38
44	60	55	50
45	38	40	31
AVERAGES	46	38	40

The above academic record of the Grade 12 learners was analyzed. The average for the November 2005 results was 46%, 64% obtained results that are less than the average. Also in June 2006, out of 45 candidates who wrote, the average mark for the term was 38%. 42% got less than the average. 20% got

marks that are greater than 50% but less than 67%. That is relatively a small percentage of learners who passes. In September 2006, the very same learners wrote and the average for the final results was 40%. 71% achieved far less than an average. 9% got more than 50%, and only 2% passed with a merit. This is not at all good performance. Although some students do well, like candidate no 44, who is able to pass right through, but she is mediocre. Candidate no 42, is improving, his or her marks are going up. The fact is only a small percentage of candidates whose marks are at least normal and showing progress.

These are Grade 12 learners who are supposed to show a high level of hardworking as they are about to leave school education and should be looking forward to tertiary education. But their performance is not constant and improving instead they are failing.

Looking at the overall performance of both the Grade 11 and 12 learners, it appears that there is a problem. The majority of the learners perform poorly, those that are passing are a minority and most of them are moderate achievers only a few get a clean pass. It is also worth mentioning that there are learners who come from poor families but achieving better or good results. On the same token there are learners that come from stable or problem free families but under-achieving. The researcher, having interviewed teachers and analyzed their responses is able to deduce that the family background of a learner has an impact to the learners' school performance. In this case, learners from financially poor backgrounds are likely to perform poorly at school.

5.3 SUMMARY

In this chapter, data obtained from the questionnaire issued to learners were presented and analyzed. The majority of the respondents came from impoverished backgrounds. The majority of the learners agreed that they have a problem with school requirements and some indicated that they go to school on empty stomachs and without any pocket money. This reveals that there is a link between socioeconomic status and academic performance. The responses by educators also allude to the fact that, the family backgrounds of poor learners impacts directly to school achievement. The results of the analysis of the questionnaire, the learners' interviews, and the educators' opinions concur with the literature study and the personal experience of the researcher.

The following chapter will summarize the study and conclusions and certain recommendations will be made.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter the study is summarized and recommendations for further studies are given.

6.2 SUMMARY

6.2.1 Summary of the study

The study focuses on the teachers' perceptions of the impact of poverty on academic performance of Grade 11 and 12 learners. This is a case study on learners of KwaMgaga High School at Umlazi. It is qualitative in nature though descriptive statistics was used to analyze data. Data was collected by means of the following research instruments: observation, interviews, questionnaires and learners' academic records. The focus of this study is on, the impact of poverty to learner's academic performance. KwaMgaga High School was selected for this study because it is at the researcher's place of work. Secondly the researcher is a practicing senior teacher who has been at the school under study since 1995, and has observed fluctuations on children's academic performance. At times a child is absent-minded, and shows all signs of being inattentive in class. At times, a child is active in class, motivated, shows high efficacy and is always present at school but when given tasks e.g. homework assignments or tests under-performs. This led to the researcher to question the underlying causes of the problem.

Also observation of certain children's strange behaviors led to the researcher having to want to know more about the child's family background so as to establish as to what situations influence what the researcher is seeing or observing.

A structured questionnaire was used as a research instrument. The aim of the questionnaire was to obtain information regarding the family backgrounds of the learners that may reveal some factors that may impact negatively to learners' performance at school. The questionnaire was completed and returned by 95 students and then the data was analyzed and discussed.

Comments and interpretations of the findings were offered. Initially an explanation and description was provided as to the methods employed in the categorization of the responses and the analysis of data. This was followed by the presentation and discussion of the responses to the questions in the questionnaire.

6.3 FINDINGS OF THE RESEARCH

During the empirical investigation the responses to the structured questionnaire were studied. The findings of the research indicate that, poverty has a negative impact to learners' academic performance. Children find it difficult to achieve according to their potential in an economically and socially deprived environment, thus resulting in poor academic achievement.

The findings on the learner's responses were interesting. Learners are aware that they have problems at home, most of the learners' parents (those learners, who have them) cannot afford school fees, and other necessary requirements that the learners need for proper schooling. The majority of the learners come from impoverished backgrounds, where there are many siblings, where parents are unemployed or only one parent is employed. Other learners do not have parents and are brought up by grandparents and relatives. All these factors mentioned above affect school performance in that, learners from these kinds of backgrounds do not get all the necessary requirements for their schooling.

Findings indicate that the majority of learners come from impoverished backgrounds. This finding enhances the high frequency of positive responses that academic expectations are low when families live in poverty. This observation concurs with the research, literature study, educators' responses and personal experience of the researcher.

6.4 RECOMMENDATIONS

The researcher formulated specific aims to determine the course of the study.

These aims were realized through a literature study together with an empirical survey consisting of a structured questionnaire and interviews. On the basis of the aims and findings of this study, certain recommendations are now offered.

The following are recommendations to address the issues raised above:

6.4.1 Continuous evaluation of children's performance

6.4.1.1 Motivation

The education situation involving the family and children must be seen authentic education situation. It is the parents' responsibility to adequately equip the child for responsible adulthood. The quality of the background of the child exerts lasting influence on the child's learning. The single best way to improve education is to strengthen the home background of the child. If the family background of the child is sound, the child's academic performance will improve.

6.4.1.2 Recommendation

The recommendations are that parents should:

- Support all scholastic activities and achievements.
- Encourage the child, praise the child for his \ her strengths and assist the child to overcome his \ her weaknesses.

6.4.2 Parent \ teacher relationships

6.4.2.1 Motivation

The school is regarded as the extension of the home. It is when the parent \ teacher works together that children profit most from their experiences. With parental support, teachers may deal with many unknowns that interfere with their effectiveness as teachers. Teachers work better and are able to help the child, if they know the home background of the child.

6.4.2.2 Recommendation

Many informal and formal ways exist to help teachers understand the home backgrounds of their learners.

6.4.3 Home visit

Althouse (1981:246) maintains that the home visits may occur before or during school year. Visits give teachers a more complete picture of children. Home visits are a productive way of cementing the relationship at home and at school.

6.4.4 School counselor \ guidance teacher

Guidance teacher can help with counseling the learners who have problems at home. Other educators can come to understand their learners better, thus deal with them in a way that will improve their performance at school and even outside school.

6.4.5 Workshop

Conferences \ workshops are a traditional method of involving parents and of informing them about life at school. The intention should be to inform parents how their children's progress stands, in relation to the school's expectation.

6.4.6 The department of education

6.4.6.1 Motivation

The department of education should work together with the schools and the society in order to ensure that learners' problems at school are minimized.

6.4.6.2 Recommendation

Learners, whose parents are unemployed and therefore go to school without any pocket money, need support from the department of education. The support can be in the form of **feeding schemes**, where at least learners get something to eat at school. The learners at high schools, who do not get food

schools, come from the very families where the primary school learners come (who are provided with food at school). At the school where the researcher is working, the introduction of feeding schemes helped a lot. Learners come in numbers, without being ashamed of their fellow students. So feeding schemes can help in the improvement of the situation.

The eradication of feeding schemes at high schools was not a well planned \ researched resolution. The department of education should do something about this issue.

6.4.7 Social grant for poor families

6.4.7.1 Motivation

The Department of Education should collaborate with the Department of Social Development, so that the society's problems are minimized.

6.4.7.2 Recommendation

Learners whose parents are unemployed need to get grants to help them with school requirements. Rather than giving money to young girls who deliberately fall pregnant, because of the child grant, it would be much better to spend money on children who are already at school.

6.4.8 Feeding schemes for poor learners

6.4.8.1 Motivation

The Department of Education should bring back feeding schemes at all school levels.

6.4.8.2 Recommendation

All children, irrespective of, whether or not, they are at secondary school need food at school, since they come from the same impoverished backgrounds. The child at primary school, where food is provided, has a sister or brother at a secondary school, where there is no food for learners.

6.5 CRITICISM OF THE STUDY

Criticism that emanates from the study includes the following:

The research sample comprised of 95 out of 200 (grade 11 and grade 12) learners of KwaMgaga High School. In order to obtain the most accurate findings the research sample should have included: all the learners of the school under study. Other schools in the area might have provided a different perspective as well.

Many learners did not give their honest view- points regarding the question. The possibility exists that learners might not have been frank and truthful in their responses.

The teachers' perceptions of the impact of poverty to academic performance of Grade 11 and 12 learners cannot be accurately determined by means of a questionnaire and some few learners being interviewed. A structured interview for all the respondents as a supplementary source of information might have provided a more reliable perspective.

Poverty as a variable cannot be quantified; hence the researcher has got to be very careful in trying to show its impact to academic performance. Notwithstanding these limitations, the researcher is convinced that the case study achieved its goal.

6.6 CONCLUDING REMARKS

The aim of this study was to come to a better understanding of the teachers' perceptions of the impact of poverty to academic performance. It is important to mention that, the data collected provided answers to the research questions. Indeed, poverty impacts negatively to academic performance. Learners who come from poor backgrounds achieve poorly at school. It is trusted that this study will be of value to all stakeholders in education.

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APPENDIX A

Questionnaire for Grade 11 and Grade 12 Students

- 1. The aim of this survey directed at students is to better understand their home backgrounds with an intention of finding out if there is a link between their home circumstances and performance at school. It also aims to assess student's interpretation and understanding of the impact of poverty to academic achievement.**
- 2. There are no right or wrong answers! All that is required from you is that you give your opinion and complete the whole questionnaire.**
- 3. You are not required to write your name since your views are confidential**

Please tick the relevant space where it is appropriate.

1. How old are you?

15 years	16 years	17 years	18 to 21 years	Over 21 years

2. Gender

Male	Female

3. What grade are you doing?

Grade 11	Grade 12

4. For how many years have you been at your school?

1yr	2yrs	3yrs	4yrs	5yrs	6yrs	more

5. Who do you stay/live with?

Both parent	Father only	Mother only	Grandparent

6. Tick appropriate option:

a) The area of the township where you live

One room	Two rooms	Three rooms	Four rooms	Other

b) The number of family member/s you live with.

One	Two	Three	Four	Five	Other

c) The number of family member/s who are working / employed

None	One	Two	Three	Four	More than four

7. Why did you choose KwaMgaga High School?

8. Who is responsible for your school fees?

9 (a). How often do you carry money to school?

Every day	Once a week	Twice a week	Never

9 (b). Have you paid school fees?

10. How much money do you usually carry?

11a). How often do you go to school without food or money for food?

Very often	Often	Sometimes	Never

b) If the answer to 11 a) is yes, how often?

12. If you don't have pocket money, what do you do during break?

13a). Are you doing the Grade you are in for the first time?

Yes	No

b) If the answer to 13 a) is no, explain

14. If doing Grade 12, have you applied for admission to any Tertiary Institution?

Very often	Often

b) Give reasons for your answer in 14a)

15. Do you think you are going to pass this year?

Yes	No

b) Give reasons for your answer in 15a)

16. Do you sometimes come to school on a hungry stomach? Why?

There is no food in the house	You wake up late	You were lazy to prepare something to eat

17. Do you have all the school requirements (e.g. books, uniform, etc)? If not give reason(s).

18. Do you sometimes feel like leaving school? If yes give reason(s).

19. Do you find it difficult to pay attention in class? If yes give reason(s).

20. If there is an excursion or trip at school do you go? If not why?

21. If you are not feeling well or you are sick, what do you do?

22. Give reasons for your answer in 21.

23. What do you want to do after matric?

24. Please indicate which of the following foodstuffs are eaten at home and the normal frequency.

a) Maize

Normally - Daily	Twice a week	Once a week	Once a month	Less often

b) bread

Normally - Daily	Twice a week	Once a week	Once a month	Less often

c) potatoes

Normally - Daily	Twice a week	Once a week	Once a month	Less often

d) spinach

Normally - Daily	Twice a week	Once a week	Once a month	Less often

e) milk and sour

Normally - Daily	Twice a week	Once a week	Once a month	Less often

f) chicken

Normally - Daily	Twice a week	Once a week	Once a month	Less often

g) eggs

Normally - Daily	Twice a week	Once a week	Once a month	Less often

h) meat

Normally - Daily	Twice a week	Once a week	Once a month	Less often

i) fish

Normally - Daily	Twice a week	Once a week	Once a month	Less often

j) cheese

Normally - Daily	Twice a week	Once a week	Once a month	Less often

k) jam

Normally - Daily	Twice a week	Once a week	Once a month	Less often

l) tea

Normally - Daily	Twice a week	Once a week	Once a month	Less often

m) rice

Normally - Daily	Twice a week	Once a week	Once a month	Less often

n) porridge

Normally - Daily	Twice a week	Once a week	Once a month	Less often

o) other, specify-----

Thank you for completing this questionnaire. Enjoy your studies and good luck with your exams.

APPENDIX B

Interviews for a group of educators of KwaMgaga High School

Topic: An investigation of the Teachers' perception of the impact of poverty on academic performance of Grade 11 and 12 learners.

Place: KwaMgaga High School

Out of a staff of 38 educators, the researcher will interview at least not less than eighteen educators, she will make sure that life orientation educators are not left out. They will be seen in groups of three or four on different days. Since the school has two guidance teachers, the researcher will make sure that they are interviewed.

The following questions will be asked for all groups to initiate group discussion Isizulu language will be used.

1. What do you consider as factors contributing to poor academic performance by learners?
2. What characteristics of financially poor learners contribute to their poor academic performance?

APPENDIX C

Ms S Chili
B 251 Umlazi
P O Umlazi
4031
Tel: 031 – 907 6309
Cell: 073 145 9839

The Principal & Governing Body
KwaMgaga High School
Unit K Umlazi
4031

Dear Principal

Re: Research on poverty and academic performance

I am a teacher at KwaMgaga High School presently; I am completing a Masters Degree in Education: Psychology at the University of KwaZulu Natal (Westville Campus).

In part fulfillment of my master's degree, I am conducting research on the relationship between learners' academic performance and poverty.

I hereby request permission to conduct research at my place of work (KwaMgaga High School).

Your co-operation will ensure the success of my project.

Yours Faithfully

Ms Chili

P S a copy of this letter and research questionnaire has been handed to the Principal and Governing Body of the school.

APPENDIX D

Ms S Chili
B 251 Umlazi
P O Umlazi
4031
Tel: 031 – 907 6309
Cell: 073 145 9839

The Governing Body
KwaMgaga High School
Unit K Umlazi
4031

Dear Chairperson

Re: Research on poverty and academic performance

I am a teacher at KwaMgaga High School presently; I am completing a Masters Degree in Education: Psychology at the University of KwaZulu Natal (Westville Campus).

In part fulfillment of my master's degree, I am conducting research on the relationship between learners' academic performance and poverty.

I hereby request permission to conduct research at my place of work (KwaMgaga High School).

Your co-operation will ensure the success of my project.

Yours Faithfully

Ms Chili

PS a copy of this letter and research questionnaire has been handed to the Governing Body and Principal of the school.

APPENDIX E

Ms S Chili
B 251 Umlazi
P O Umlazi
4031
Tel: 031 – 907 6309
Cell: 073 145 9839

The District Office
District Superintendent
Dukumbane Circuit
P.O. Emaweleni
Umlazi
4031

Dear Sir/ Madam

Re: Research on poverty and academic performance

I am a teacher at KwaMgaga High School presently, I am completing a Masters Degree in Education Psychology at the University of KwaZulu Natal (Westville Campus).

In part fulfillment of my master's degree, I am conducting research on the relationship between learners' academic performance and poverty.

I hereby request permission to conduct research at my place of work (KwaMgaga High School).

Your co-operation will ensure the success of my project.

Yours Faithfully

Ms Chili

PS a copy of this letter and research questionnaire has been handed to the District Superintendent of the school.

JUNE - 2005

March - 2005

GRADE: 12C

SURNAMES & NAMES

KWANGAGA HIGH SCHOOL
CLASS TEACHER: MR. N E SHANDU

ADM. NO	DATE OF BIRTH	ISIZU		ENGL		MATHS		Physics (Science)		Bio Loc		GEOGRA		Agric Sci		TOTAL	RESULTS
		SG	HG	SG	HG	SG	HG	SG	HG	SG	HG	SG	HG				
0/1267	25/08/1986	44	43	03		28		31		17		33		199	F		
0/1473	04/04/1983	39	40	28		19		07		66			33	167	F		
0/2790	30/08/1985	45	46	14		30		13		12			31	191	F		
0/2863	13/07/1986	45	43	28		30		32		19			39	236	F		
0/2875	15/03/1986	42	52	17		37		24		16			32	220	F		
0/1296	19/11/1983	49	44	35		26		28		34			38	254	F		
0/658	12/09/1986	36	35	16		47		27		18		36		215	F		
0/505	13/10/1984	56	39	17		51		35		29		34		261	F		
0/2865	06/08/1985	37	63	36		33		51		23			50	293	P		
0/412	03/03/1985	53	53	14		55		26		27			32	260	F		
0/1614	18/03/1987	35	68	50		32			47	73			54	359	P		
0/2876	23/04/1983	50	49	34		28		36		16			34	247	F		
0/2877	02/07/1988	59	43	11		31		41		18			36	239	F		
0/1301	03/11/1987	44	41	15		30			27	23			29	209	F		
0/1302	01/09/1986	60	67	22		28			37	47			42	308	P		
0/1589	14/11/1985	38	41	03		30		26		25		22		185	P		
0/669	23/07/1987	55	54	32		33			35	33			40	282	F		
0/1085	25/10/1986	33	44	19		29		28		24			36	213	F		
0/1314	20/04/1985	57	45	15		42			35	16			40	250	P		
0/2873	17/11/1986	34	33	64		37		44		23			41	276	F		
0/2366	08/18/1987	47	53	37		23		32		32			36	260	F		
0/1872	07/05/1987	44	38	12		45		36		36			39	245	P		
0/1320	04/07/1986	39	40	22		42		26		15			35	219	F		
0/1105	08/09/1986	47	36	31		35		26		17			31	213	F		
0/1384	06/06/1986	32	31	34		32		20		13			31	193	F		

KWAMGAGA HIGH SCHOOL
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10 OCT 2005

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SURNAMES & NAMES

KWAMGAGA HIGH SCHOOL
CLASS TEACHER: MR. D B NTOMBELA

YEAR: 2005

ADM. NO	DATE OF BIRTH	Zul	ENGL	F.Mat	Phy	HIST	GEOG	AGRIC	TOTAL	AVER	P/F	POSIT
0/1178	11/08/1985	42	43	49	50	(25)	45	52	306	44	P	16
0/1762	11/08/1985	43	50	(20)	43	43	40	52	291	42	P	21
0/475	17/11/1988	55	50	59	57	(27)	44	59	351	50	P	03
0/935	20/03/1987	38	38	(27)	47	(24)	41	38	253	36	F	40
0/1348	09/05/1988	40	39	(11)	45	(30)	(27)	56	248	35	F	42
0/1192	16/01/1985	41	49	(31)	40	38	47	40	286	41	P	22
0/1193	17/07/1986	50	38	43	51	(29)	46	39	296	42	P	18
0/1770	11/12/1987	(34)	51	35	48	37	52	50	307	44	P	15
0/1408	02/05/1984	(30)	38	(27)	(31)	(19)	(34)	46	219	31	F	49
0/1298	06/01/1986	(43)	(34)	(05)	54	(19)	37	49	241	34	F	44
0/2445	03/10/1986	47	35	36	58	46	48	55	325	46	P	07
0/1774	02/06/1988	40	53	(31)	43	(32)	46	47	292	42	P	20
0/1071	02/04/1983	LEFT			LEFT		LEFT			LEFT		
0/3230	03/04/1986	59	47	43	59	40	52	56	356	51	P	02
0/765	23/10/1985	43	54	35	42	(18)	36	38	266	38	P	32
0/2446	29/11/1985	56	49	(32)	45	41	40	47	310	44	P	13
0/125	04/09/1983	43	52	(12)	43	(27)	37	44	258	37	P	35
0/1134	01/12/1985	(34)	36	(31)	36	(29)	(32)	43	237	34	F	45
0/2871	23/01/1986	43	49	(16)	50	(24)	(27)	42	251	36	F	41
0/1082	18/01/1988	45	39	(10)	44	(22)	(27)	36	223	32	F	48
0/1787	02/02/1984	43	64	(30)	45	(19)	42	36	279	40	P	26
0/1788	14/12/1986	56	43	(20)	48	(31)	(27)	42	267	38	F	31
0/2449	01/12/1986	48	51	(5)	47	(26)	51	44	282	40	P	25
0/1728	15/06/1986	46	41	44	53	(28)	35	53	300	43	P	17
0/1446	08/08/1983	41	61	43	47	37	38	45	312	45	P	12

**KWAMGAGA HIGH SCHOOL
FINAL EXAMINATION: 2006
MATHEMATICS PAPER 2
GRADE 11 SG**

TIME: 2 ½ Hrs

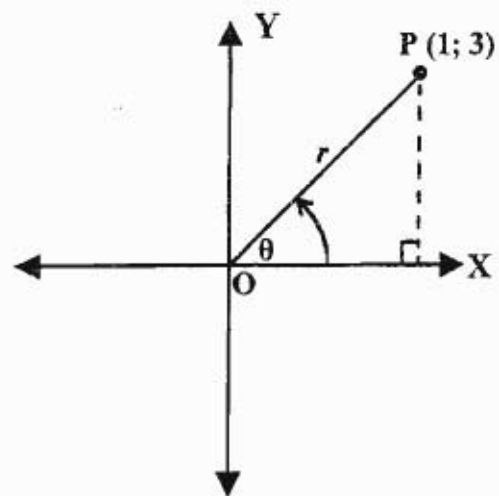
MARKS: 110

INSTRUCTIONS:

1. Answer all questions
2. Write neatly and number your answers exactly as the questions are numbered.
3. Where calculators are used, answers should be given correct to *two* decimal places, unless otherwise stated.

QUESTION ONE

OP = r units; $\angle XOP = \theta$ and P (1; 3)



Calculate OP (leave your answer in a surd form) (2)

Without using a calculator, evaluate;
 $\cos \theta \cdot \tan \theta \cdot \operatorname{cosec} \theta$ (4)

Calculate the value of θ .
(correct to one decimal digit) (3)

[9]

QUESTION TWO

If $x = 63,4^\circ$ and $y = 71,6^\circ$, calculate correct to two decimal digits.

2.1.1 $\cos (x + y)$ (4)

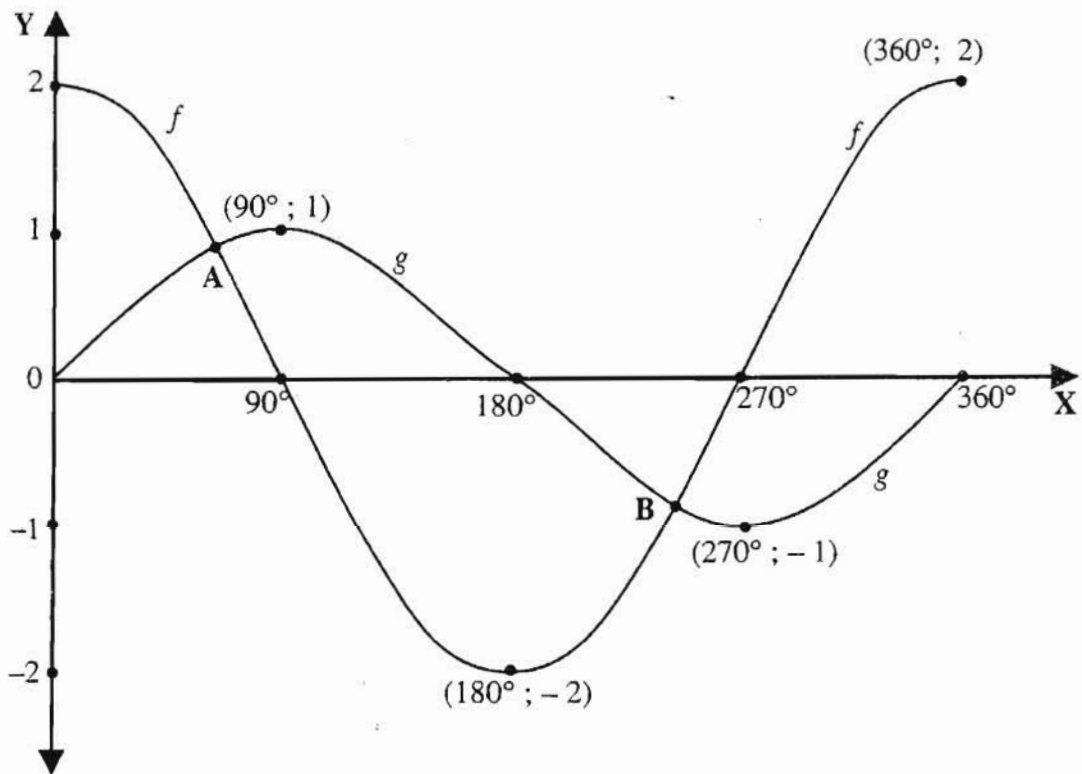
2.1.2 $\frac{\tan x + \tan y}{1 - \tan x \tan y}$ (4)

Complete $\sin^2 \theta + \cos^2 \theta = \dots$ (1)

Prove that $\tan \theta + \cot \theta = \frac{1}{\sin \theta \cdot \cos \theta}$ (4)

QUESTION 3

In the diagram below, the graphs of two trigonometric functions f and g are shown for $x \in [0^\circ; 360^\circ]$.
The functions f and g intersect at $A(63,4^\circ; p)$ and B .



3.1 Complete:

3.1.1 $f(x) = \dots\dots$ (2)

3.1.2 $g(x) = \dots\dots$ (2)

3.2 Write down the range of f . (2)

3.3 Determine the value of p (rounded off to ONE decimal digit). (1)

3.4 Give the coordinates of B . (2)

[09]

QUESTION 4

- 1 On the set of axes provided on the diagram sheet, draw sketch graphs of $f(x) = \sin 2x$ and $g(x) = \tan x$, if $x \in [0^\circ; 180^\circ]$.

Clearly show the intercepts on the axes, as well as the coordinates of the turning points and the asymptote(s). (6)

- 2 Use the graphs in QUESTION 4.1 to answer the following questions, if $x \in [0^\circ; 180^\circ]$:

4.2.1 Give the equation(s) of the asymptote(s) of g . (1)

4.2.2 Write down the range of f . (2)

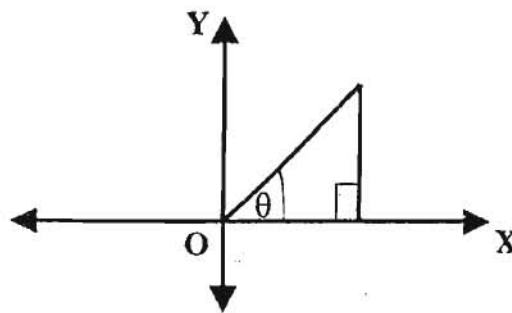
4.2.3 If $h(x) = \tan x - \sin 2x$, determine the value of $h(45^\circ)$. (3)

[12]

QUESTION 5

- 1 Redraw the following diagram in the answer book or use the diagram on the diagram sheet to prove that:

$$\sin^2 \theta + \cos^2 \theta = 1$$



(5)

- 2 Prove that:

$$\cos A \sin^2 A + \cos^3 A = \cos A \quad (3)$$

- 3 Solve for x in the following equations, rounded off to the nearest integer:

5.3.1 $\cos 2x = -0,53$ for $2x \in [0^\circ; 180^\circ]$ (3)

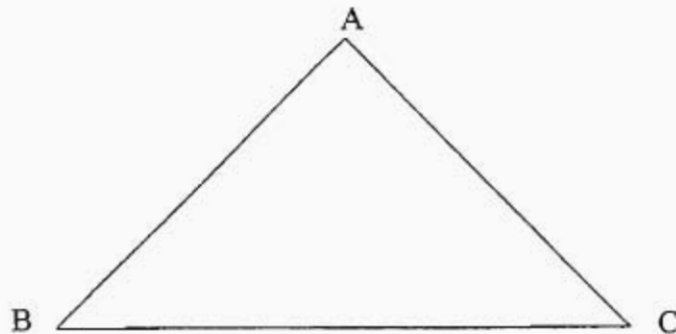
5.3.2 $\sqrt{2} \sin x - 1 = 0$ for $x \in [0^\circ; 360^\circ]$ (4)

[15]

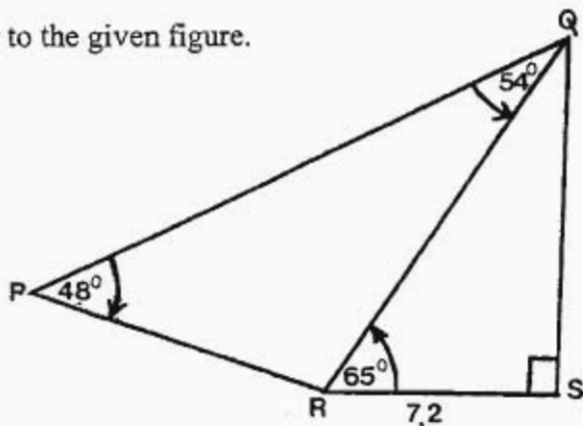
QUESTION 6

Use the given $\triangle ABC$ to prove that:

$$\frac{b}{\sin B} = \frac{c}{\sin C}$$



Refer to the given figure.



$\triangle QRS$ is right-angled at S . Side RQ of $\triangle QRS$ is also a side of $\triangle PRQ$. $\hat{R}PQ = 48^\circ$, $\hat{P}QR = 54^\circ$, and $\hat{Q}RS = 65^\circ$. If $RS = 7,2$ cm, calculate, giving your answers rounded off to one decimal digit, the length of

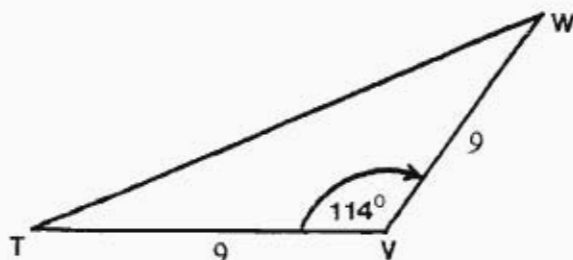
6.2.1 QR .

(2)

6.2.2 PQ .

(4)

In $\triangle TVW$, $TV = VW = 9$ units and $\hat{V} = 114^\circ$.



Calculate, answer rounded off to one decimal place.

6.3.1 the length of TW .

(4)

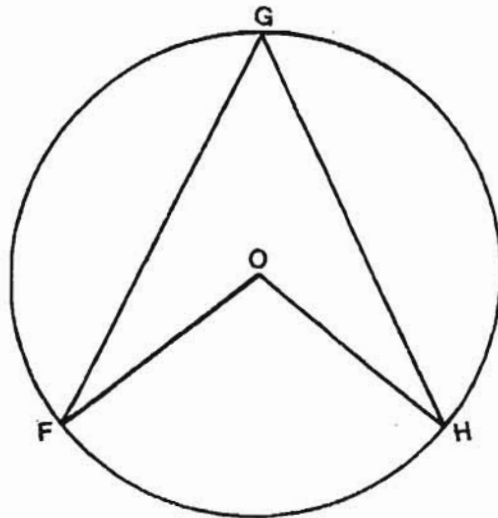
6.3.2 the area of $\triangle TVW$.

(3)

[18]

QUESTION 7

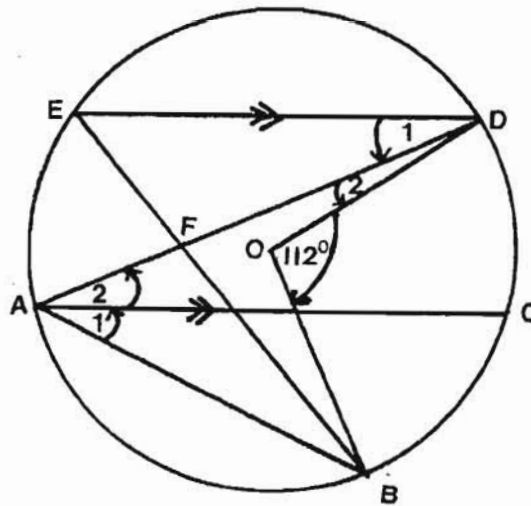
7.1



Use the given figure, which is reproduced on the *answer booklet*, to prove the theorem which states that, if O is the centre of the circle, then $\hat{FOH} = 2\hat{FGH}$.

(6)

7.2 Refer to the given figure.



O is the centre of the circle and AC bisects \hat{DAB} . $ED \parallel AC$. If $\hat{BOD} = 112^\circ$, calculate the sizes of each of the following angles, giving reasons:

7.2.1 \hat{BED} . (2)

7.2.2 \hat{A}_1 . (2)

7.2.3 \hat{D}_1 . (3)

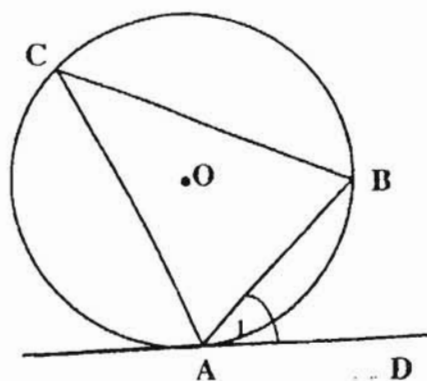
7.2.4 \hat{AFB} . (3)

[16]

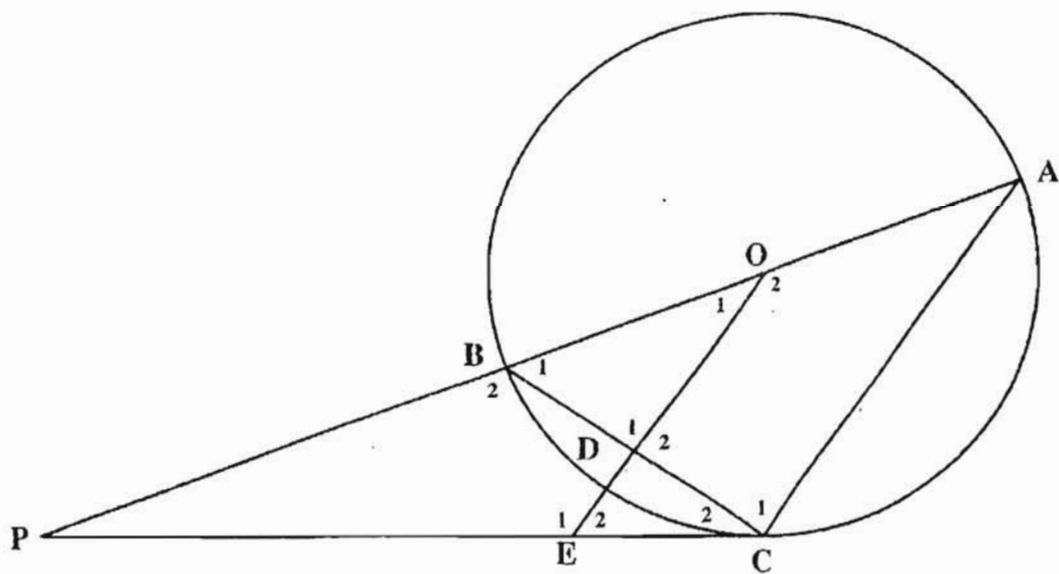
QUESTION 8

Redraw the diagram in the answer book or use the diagram on the diagram sheet, to prove that the angle between a tangent to a circle and a chord drawn from the point of contact is equal to an angle in the alternate segment.

(that is, prove that $\hat{A}_1 = \hat{C}$.)



(7)



In the diagram above, AB is a diameter of the circle.
 AB is produced to P.
 PC is a tangent to the circle at C.
 OE \perp BC at D.

8.2.1 Prove that $EO \parallel CA$ (4)

8.2.2 If $\hat{C}_2 = x$, name, with reasons, two other angles each equal to x (4)

8.2.3 Prove that $\hat{P} = 90^\circ - 2x$ (3)

[18]