

**FACTORS WHICH INFLUENCE THE ACADEMIC
ACHIEVEMENT OF SENIOR SECONDARY PUPILS IN
THE RURAL EASTERN CAPE**

by

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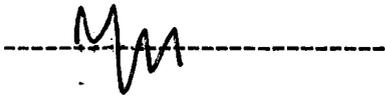
UNIVERSITY OF SOUTH AFRICA

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November 1999

DECLARATION

"I declare that **FACTORS WHICH INFLUENCE THE ACADEMIC ACHIEVEMENT OF SECONDARY PUPILS IN THE RURAL EASTERN CAPE** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references."

A handwritten signature in black ink, appearing to be 'S N Zangqa', written over a horizontal dashed line.

S N Zangqa

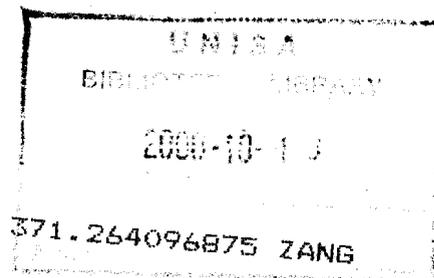
FOREWORD

To my mother:

Nqumashe, you have been the source of inspiration in whatever I do. You give me courage to face the most challenging situations. I therefore deliver this dissertation in your honour.



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DEDICATION

To my husband, Onesmus Zweledinga, for his support and encouragement, and to my sons, Vusumzi, Bonga and Kwandiwe for their patience and understanding.

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- viii) Above all, to our heavenly Father for health, strength and courage which sustained me throughout the entire exercise.

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ABSTRACT

This research was conducted to confirm and identify possible and intrinsic factors which may influence the academic achievement of senior secondary pupils in the rural Eastern Cape. The literature study indicates that factors such as parental involvement, motivation, the role of teachers and peers as well as learners' attribution of meaning, involvement, and experience have a direct influence on academic achievement.

To confirm the influence of the above factors, the researcher conducted a structured interview with ten respondents, consisting of four pupils, their parents and two teachers. Questions to parents investigated their relationship with their children in terms of discipline, motivation as well as involvement in their education. Questions to pupils investigated their relationship with their parents, teachers, peers and self. Learners' level of self-actualization in terms of attribution of meaning, involvement, experience and self-concept was also examined.

The research revealed that most of the parents are not adequately involved in their children's education, and the findings confirmed this as an extrinsic factor that influenced the learners achievement. The findings also indicated that teachers have somewhat lost sight of their role in promoting learners' potential, contributing to the high failure rate in the Eastern Cape rural schools. The findings further confirmed that the learners level of self-actualization, in terms of attribution of meaning, involvement and experience influences academic achievement.

Based on the findings, recommendations were made to improve the situation of education in the rural Eastern Cape.

KEY CONCEPTS

Adolescent

Senior secondary pupil

Academic achievement

Extrinsic factors

Intrinsic factors

Parent Involvement

Learner's potential

Teacher motivation

Education

Self-actualization

Factor

Motivation

Self concept

Attribution of meaning

Involvement

Experience

Self identity

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CHAPTER 1 : ANALYSIS OF THE THEME AND PROBLEM

1.1 GENERAL INTRODUCTION

The Eastern Cape is the second largest province in South Africa. It covers 14 percent of the total area in the country. For this reason, the province has the second largest school enrolment, with 2 294 505 learners at all levels in 1997. This comprises about 18 percent of South Africa's total learner population (Eastern Cape: Department of Education. 1997: Needs Survey: Bisho Government Printer).

Historically, the greater part of the province has been economically neglected and consequently most disadvantaged. The schools, therefore, are characterized by a lack of facilities, shortage of classrooms, high teacher pupil ratio, lack of parental involvement, demoralized teaching personnel, poor teacher motivation, and etceteras (Daily Dispatch 1997 : 9).

These conditions have resulted in the inadequate actualization of learners potential which is clearly reflected in their academic achievement, especially in senior secondary schools This situation has attracted enormous research. For instance, research recently conducted by Rural Support Service confirms that bad conditions in Eastern Cape rural schools have negative effects on pupils' results (Daily Dispatch 1997:5)

Responding to the findings and recommendations of research, the present Government has plans to develop an education system that will remedy the ills of the past. The White Paper on Education (1995:66) states that funds will be provided by the provincial government to ensure basic level of resources for every school (The White Paper on Education 1995:66).

It is notable that, in all the provisions made by Government in the White Paper, no mention is made of facilitating the role of teachers and parents in helping learners to actualize their potential.

It was with these considerations in mind that the researcher decided to conduct a study on factors that might influence the academic achievement of senior secondary pupils in the rural Eastern Cape. For the sake of the study, these factors will be categorized into two groups, namely, extrinsic and intrinsic factors.

In chapter 1, the definition of concepts will be considered. The theme and the problem will be stated, and the methods of research to be applied will be outlined.

1.2 CONCEPTUALISATION

To investigate the research problem, the relevant concepts need to be defined.

1.2.1 Adolescent

Psychologists and educational psychologists define an adolescent as a person who is no longer a child but not yet an adult (Vrey 1979:165; Fredericks 1991:37). According to the World Book Encyclopedia (1992:77), the word adolescent is derived from the Latin word "adolescens", which means "growing up" or "growing towards".

Mwamwenda (1989:40) sees the period of adolescence as interesting, challenging and fascinating, for it is marked by a sequence of physical, social, psychological and emotional changes. Mwamwenda adds that the impact of these changes may be overwhelming or confusing for the adolescent because of their radical nature. Robb in True Love (1999:99) contends that during this period the adolescent strives for independence, self-identity and self-reflection. Their task is to move effectively to adulthood.

The above definitions indicate that an adolescent is a person who is developing to adulthood. According to Vrey(1979:165), this person is between 12 and 22 years of age. Mellet (1991:6) points out that although the literature agrees on the beginning of adolescence, there is less agreement about its termination, probably because adolescence is associated with the achievement of maturity, and maturity is defined according to culture.

The route to adulthood is said to be difficult. In order to cope with this hectic period, the adolescent need educational help from parents and teachers. Dooley (True Love 1999:99) emphasizes that at this point it is necessary for adults involved with the person to understand what the adolescent is really struggling with.

The relationships that adolescents form with people, objects and ideas around them play a major role in the actualization of their potential. For the sake of the research, an adolescent is the pupil who is doing grade 12 at the rural S.S. school in the rural Eastern Cape.

1.2.2 Achievement

The Collins Concise Dictionary (1989:4) generally defines achievement as the attainment of success through effort. The Oxford Dictionary (1992:277) further defines it as an determined attempt to accomplish a goal. According to the above definitions achievement is experienced when a given goal is attained through hard work.

For the purposes of the study, achievement will refer to the success that is experienced by the adolescent at school. Mwamwenda (1989:184) believes that every learner at school wants to avoid failure and fulfill a need for success in school work. They may develop an interest in particular fields which ensures future success. On the contrary, if learners experience failure, they may become demotivated and may even avoid school.

To counteract the negative effect of experience of failure, Mwamwenda (1995:262) suggests that parents and teachers should encourage learners to set themselves goals. They should also be equipped with the knowledge of how to achieve these goals. This is in line with the principle of helping pupils to unlock their potential (Dreyer 1994:69). The aim of achievement is self-actualization.

1.2.3 Self-actualization

Maslow (1972:200) states that self-actualization refers to a man's desire for self-fulfillment. Cangani (1987:164) views it as a process of reaching one's self-appointed goals. Vrey (1979:43) defines it as the person's deliberate efforts to realise his or her potential by referring to one's talents and abilities.

The above views all agree that the realization of potential is a developmental task. It is achieved through effort. Davis and Rimm (1985:282) strongly feel that the task of learners at school is to realise their potential. Dreyer (1994:70) further argues that the learners alone cannot actualize their potential, but require help from teachers. According to these views, actualization of potential is a school task, and it is affected by a number of factors.

Vrey (1979:28) refers to these factors as psycho-educational categories, while Mellet (1991:107-110) refers to them as conditions for success at school. For the sake of this study, these will be referred to as intrinsic factors that might contribute to self-actualization.

These factors refer to the significant meaning that learners attach to their school activities. However, if they acquire inadequate attribution of meaning, inadequate involvement and inadequate experience, they may not experience the full actualization of their potential (van Rensburg 1991:202).

1.2.4 Factor

The Oxford Dictionary (1989:266) defines a factor as a circumstance contributing to a result. The Heritage Dictionary (1992: 469) explains a factor as being something that actively contributes to an accomplishment of a process.

From the above definitions, one may conclude that a factor is a condition that exists and can be manipulated. For the sake of the study, a factor will refer to a condition that will influence the academic achievement of senior secondary learners in the rural Eastern Cape.

1.2.5 Parent Involvement

According to Masitsa (1995:188), parents are involved in their child's education, when they show active interest in his school activities. Xapile (1991:13) further explains that active interest presupposes parental guidance and motivation that the parent provides to ensure that the child experiences success at school.

Xapile (1991:14) also points out that parental involvement manifests itself in a variety of activities and responsibilities. She explains that, whilst it remains the parent's duty to feed and clothe their children, it is also their responsibility to ensure that their children attend school regularly.

The above views suggest that parental involvement is crucial for the realisation of learner's potential. In this study, parental involvement will refer to the support and guidance that is provided by parents as an extrinsic factor that might influence the academic achievement of senior secondary learners in the rural Eastern Cape.

1.2.6. Motivation

The World Book Encyclopedia (1992:648) defines motivation as commonly referring to anything that causes people to behave as they do. The Collins Concise Dictionary further explains motivation as an urge or drive that makes people to behave in a certain manner.

Motivation may occur in two ways, namely, intrinsically and extrinsically. According to Mellet (1991:81-82), intrinsic motivation refers to an act performed by a person due to a genuine wish to do it and for which he or she needs no external reward. Mellet (1991:81-82) adds that in the case of extrinsic motivation, the desire to act in a particular way is derived from the source beyond the person concerned.

From the above views, it may be said that extrinsically motivated learners learn because something or someone else activates them to do so, or because they will be rewarded or even punished. On the other hand, intrinsically motivated learners learn because of an internal desire to do so. They realise the value of knowledge and understanding. They learn because of their need to actualize their potential. For this reason, Woodbridge and Manamela (1992:117) suggest that teachers should involve learners actively in the planning of school activities in order to promote their levels of motivation. For the purpose of the study, motivation will refer to the ability of teachers to sustain inspiration in senior secondary school learners in the rural Eastern Cape, and will be considered to be an extrinsic factor that might influence their academic achievement.

1.2.7 Education

The World Book Encyclopedia (1992:83) defines education as referring to the ways in which people acquire skills and gain knowledge and understanding about themselves and the world they live in. Viljoen and Pienaar (1991:3) view education as a process by which children are made aware of their world in order to discover their own way of making meaning. The above views suggest that education is an instrument that is used to acquire knowledge and skills, to unfold reality and adapt to one's life world.

Fourie (1990:17) distinguishes between formal, informal and non-formal education. Formal education is always associated with school. It is instruction offered in an institution through educative teaching by teachers according to a designed and specified curriculum. Informal education involves learning which occurs while people go about their daily lives. It does not have to be offered through a formalised institution (The World Book Encyclopedia 1992:84). Non-formal education refers to any programme or activity deliberately designed to satisfy the learning interest that may be experienced by an adult in life, who no longer requires formal basic education (Fourie 1990:18).

For the purpose of the study, the focus will be on the formal education that is offered at senior secondary schools in the rural Eastern Cape.

1.3 ANALYSIS OF THE THEME

To investigate the research problem, the theme must be analyzed.

1.3.1 Academic achievement

Researchers define academic achievement in a variety of ways. For instance, Genck (1990:8) defines it as academic progress and general development. Hauser (1971:144) regards it as a demonstrated capacity to perform certain tasks at school,

whereas Masitsa (1990:12) sees it as the learners ability to successfully complete a given task. According to this, academic achievement refers to learners ability to obtain success in their school work. This success is measured by their ability to perform well in given tests and other related activities (Gallagher 1978:37). For the purpose of this research, academic achievement will refer to the failure and success that is experienced by senior secondary school pupils in the rural Eastern Cape.

1.3.2 Senior secondary pupils

Grade 8-12

According to Vrey (1979:165), senior secondary pupils refers to learners who are enrolled in grades ten, eleven and twelve, with ages ranging from fifteen to twenty-two years of age. Fredericks (1991:25) points out that by virtue of their age senior secondary learners are in the adolescent stage of development. For the purpose of the study, senior secondary learners will refer to learners who are in grade twelve in the rural Eastern Cape. For this reason, terms like learners, students, matriculants and adolescents will be used synonymously.

1.3.3 Education in the rural Eastern Cape

Education in the Eastern Cape falls directly under the Department of Education and Culture. It is the result of integration of six education departments that existed before 1994 (Daily Dispatch 1997:3).

Most schools are found in rural areas due to the fact that the province is largely rural. These schools are categorised into state, state-aided and private schools (White Paper on Education 1995:7). According to the Daily Dispatch (1997:3), the state or public schools in the rural Eastern Cape are experiencing the most severe education crisis in the country.

Margo (1993:47) elaborates on this by stating that these schools have the most inadequate buildings, the least qualified teachers and the least accommodation. Ratshitinga (1997:2) attributes this not only to social, political and economical reasons but, most importantly, to the provincial department of education. Ratshitinga (1997:2) believes that the department has failed to implement any changes in the rural state school since the 1994 election, and that things are exactly as they were in the old system. This has resulted in a lack of a culture of teaching and learning (The Daily Dispatch 1997:5). Teachers are not supervised enough and record and preparation books are no longer used. There are no clear guidelines in most schools (The Teacher 1997:2).

In the light of the above, this research is aimed at confirming that the education system in the rural Eastern Cape might be an extrinsic factor that could contribute to the academic achievement of senior secondary learners.

1.4 THE RESEARCH PROBLEM

To enable the researcher to conduct the investigation, the research problem itself must be examined.

1.4.1 Awareness of the problem

As a grade twelve teacher in the rural Eastern Cape, the researcher has been perturbed by the high failure rate in the province, particularly in the rural senior secondary schools. For this reason, the researcher wishes to investigate possible intrinsic and extrinsic factors that might influence the academic achievement of senior secondary pupils in the rural Eastern Cape.

Intrinsic factors have been defined as factors that reside within learners themselves. Extrinsic factors are those found outside the learners, and which they cannot manipulate.

1.4.2 Statement of the research problem

The research problem may be formulated as follows :

- Which extrinsic factors exert an influence on the academic achievement of senior secondary pupils in the rural Eastern Cape?
- Which intrinsic factors exert an influence on the academic achievement of senior secondary pupils in the rural Eastern Cape?

1.5 METHODS OF THE RESEARCH

To investigate the research problem, data need to be collected and analysed. In this regard, certain research methods will be applied.

1.5.1 Literature study

An extensive literature review will be undertaken to determine the influence of extrinsic and intrinsic factors on academic achievement.

1.5.2 Empirical study

An idiographic investigation will be conducted at one school in the rural Eastern Cape. Structured interview schedules will be used to gather data from pupils, parents and teachers. The respondents will be selected purposefully.

All the responses from the interviews will be recorded by means of note-taking. A simple coding system, as suggested by Schumacher & MacMillan (1993:479), will be used to identify topics or recurring themes.

1.6 AIMS OF THE RESEARCH

The aims of the research can be divided into general and specific aims: -

1.6.1 General aims

Generally, the research is aimed at identifying the intrinsic and extrinsic factors that might influence the academic achievement of senior secondary learners in the rural Eastern Cape. This research will also suggest possible solutions to minimize the negative influence of these factors.

1.6.2 Specific aims

Specifically, this research is aimed at drawing the attention of government, communities, parents, teachers, pupils and other organisations that have an interest in education, in order that they may review the roles play in the education of the Eastern Cape.

1.7 CHAPTER DIVISION

This study will be structured as follows:

Chapter one deals with the definition of concepts, analysis of the theme, the statement of the research problem and methods of research, including data collection and interpreting techniques.

Chapter two will discuss the development of senior secondary learners in terms of the relationships that they form with parents, teachers, peers, ideas, objects and "self", as important factors in their self-actualization and academic success at school.

Chapter three will examine ways in which senior secondary learners actualize their potential. In this regard their realization of psycho-educational categories and academic achievement will be discussed.

Chapter four will deal with the education system in the rural Eastern Cape, with reference to organizational structure of the department of education; finances; schools and classroom buildings; the teachers; the curriculum; as well as learners and their home backgrounds and academic achievement.

Chapter five elaborates on the research problem, its demarcation, research procedures and instruments of data collection and analysis.

Chapter six deals with data presentation and data analysis.

Finally, chapter seven will consider the findings, recommendations, conclusions, themes further research as well as the limitations of the study.

CHAPTER 2: RELATIONS FORMED BY THE SENIOR SECONDARY PUPILS AS OBSERVED IN THEIR TOTAL DEVELOPMENT

2.1 INTRODUCTION

The goal of education has always been to lead the not-yet adult to adulthood. The not-yet adult refers to the learners or the child in an educational situation. Total adulthood presupposes a mature person, capable of reflecting and integrating the diverse aspects of civilisation (Verstel, Theron & van Zyl 1982:1). For this reason, in psychology of education, the first concern is to understand the child as an educand in the learning and teaching situation.

According to De Mellion (1991:158), a crucial consideration is that it is the child in totality that gives meaning to his or her life world. This implies that every child possesses unique spiritual and psychological characteristics. However, as educands they cannot be separated from their parental home. They also form certain relationships with school, teachers, peers and society. This suggests that regardless of their uniqueness, pupils still need educational help in developing all aspects of their becoming from the significant persons around them.

Very (1979:166) states that the total development of learners is always observed in terms of the relations they form with themselves, peers, teachers, parents, ideas and objects and consequently in their self-actualisation. The latter is manifested in their academic achievements.

The focus of this chapter falls, therefore, on the relations formed by senior secondary pupils, with reference to cognitive, moral, affective, physical and social development in relation to

2.2 THE SENIOR SECONDARY PUPIL

The senior learners has been briefly identified in section 1.3.2. This definition is expanded upon here. According to the results of the findings and recommendations of the Human Science Research Council (HSRC) published in 1970 (Fredericks 1991:25), different education departments embarked upon a system that would allow differentiation in terms of both width and depth.

This differentiation has resulted in a four level system of education. This is still in place in most provinces in South Africa regardless of the integration of education departments that existed before the 1994 elections. The four level system is as follows:

- A junior primary level (Subs A B Std 1)
(Grade 1 Gr 3)
- A senior primary level (Std 2 – Std 4)
(Grade 4 – Gr 6)
- A junior secondary level (Std 5 – Std 7)
(Grade 7 – Gr 9)
- A senior secondary level (Std 8 – Std 10)
(Grade 10 – Gr 12)

According to this structure, the senior secondary learner is in standard eight, nine and ten (Grade ten, eleven and twelve) with ages ranging between fifteen and twenty-two years (Very 1979:165; Mwamwenda 1995:63).

The senior secondary pupils involved in this study are adolescents, in standard ten (Grade 12). They are regarded as senior pupils since they are entitled to write external final examinations at the end of the year. In this study therefore, terms like adolescents, senior secondary pupils, learners, students, matriculants, educands and self-actualisers will be used synonymously.

2.3 THE TOTAL DEVELOPMENT OF THE SENIOR SECONDARY PUPIL

It has been stated earlier that, in educational psychology, adolescents are perceived in terms of their total development and that this development is observed in the relations that they form (Vrey 1979:166). Total development implies the development of the whole pupil. Fourie (1990:18) elaborates on this in stating that although the adolescent is made up of various aspects, these form a united whole or a totality. The implication of this is that, if education is to accompany the educand to adulthood, it has to acknowledge these aspects. Schulze (1991:6) argues that the development of the person does not necessarily follow an ascending order, but is influenced by genetic, biological, psychological and social factors, which affect each pupil individually.

Supporting the above view, Maier (1965:29) says that children fall apart repeatedly and unlike Humpty Dumpty grow together again. From this, one could conclude that human development is a process that cannot be achieved overnight.

The principle of totality in education is based on the perception of the pupil as a whole. It is regarded as the starting point of the instruction of the child. Education and instruction are therefore aimed at actualising the whole child: physically, cognitively, morally, affectively and socially.

Vrey (1979:48) points out that learner's healthy development depends on the formation of a network of relationships. Development refers not only to physical and mental growth, but also to learners' realisation of their potential, which is said to be determined to a large extent by the meaning they attribute to their involvement with, and experience of their interactions with significant others, including parents, teachers, peers, ideas, objects and self.

Stated simply, the level of learners' development is judged as manifested in the relations that they form. This also implies that pupils cannot interact with the world

without the attribution of meaning, involvement and experience. For this reason, development cannot be separated from self-actualisation.

For the sake of the study, in the following sections, development is discussed as observed in relationships that are formed by the adolescent, in relation to self actualisation and academic achievement.

2.4 COGNITIVE DEVELOPMENT IN RELATION TO IDEAS AND OBJECTS

Piaget (1972:15) sees cognitive development as involving a series of stages, namely, sensory motor (0-2 years), preoperational (2-7 years), concrete operational (7-11 years) and formal operational (11 years and over). In the sensory-motor stage children interact with their life world, through observation and motor reactions to it. During the pre-operational phase, the child's cognitive development is no longer restricted to physical interaction. At this stage, they can think and also can use language to express themselves, although they are not yet capable of reasoning operations.

According to Piaget (1972:16), adolescents are in the formal operational stage, which is the final stage of cognitive development. This period is characterised by a high level of intellectual growth. Farrant (1980:15) states that this period is dominated by abstract thinking. This means that at this stage the learners thoughts are more general and less confused with immediate experiences. Dunywa (1991:8) points out that at this stage there is an increase in knowledge and the development of intellectual activities. The mind of the adolescent is able to cope with more complex and symbolic terms. Mwamwenda (1989:68) explains further that adolescents are no longer restricted to reasoning based on here and now, but can go beyond this by using their imagination.

Supporting the above, Fourie (1990:111) adds adolescents can comprehend and recall more learning material than younger children. This implies that, because of their level of mental growth, adolescents have an ability to relate to social, political and

economical issues. At this stage, they also can advance hypothetical ideas and can go on to prove them. The ability to relate to ideas contributes to intellectual development. Consequently, the adolescent can anticipate the future by using knowledge and intellect.

To accommodate this enormous mental growth, textbooks at senior secondary schools may double in size and also complexity in thought and language. This suggests that, at this period, adolescents have the capacity to handle a heavier school load which allows for the actualisation of their potential.

Kohlberg (in Papalia & Olds 1987:450) argues that cognitive development depends on the level of intellect, character and upbringing of each pupil as an individual. This correlates with the earlier suggestion that development does not necessarily follow a pattern. It differs in every individual and depends on the circumstances surrounding each learner. This also implies that if learner's intellect is low, their self-concept is negative and their upbringing not favorable, they may not attain the formal operational stage and ultimately will find it difficult to actualise their potential.

In simpler terms, the level of intellect, upbringing and character are determinants of cognitive development. Cognitive development is crucial for further development, and later for self-actualisation.

2.5 MORAL DEVELOPMENT IN RELATION TO NORMS AND RELIGIOUS VALUES

One of the aims of education is to acquaint learners with the norms and values of the society. Moral, social and religious norms are derived from a particular society's culture. Van der Horst (1993:32) defines culture as a process of adaptation to the environment. An adolescent, therefore, is a cultural being who needs to adapt in his or her life world through the observation of norms. The acquisition of religious values and norms serve as guidelines for behaviour. The way in which adolescents relate to these are consequently important for their self-actualisation.

Kohlberg (Papalia & Olds 1987:450) indicates that the moral development of an adolescent requires the development of a sense of justice and what is wrong or right. Schulze (1991:35) points out that at this level of development, adolescents are adults in their ability to reason about moral issues. Kohlberg (Papalia & Olds 1964:450) explains that this is due to their level of cognitive component. He argues that because of the formal operational thought that they are capable of, adolescents become more capable of understanding and generalising norms. Fourie (1990:126) states that adolescents learn about norms from their parents and teachers. These norms serve as directing principles for their life, and should thus be unconditionally accepted. However, due to their cognitive development, adolescents no longer accept norms without question. According to Dooley (True Love 1999:99), they question and challenge norms in order to clarify issues for themselves.

Norms cannot be separated from religious values. The Oxford Dictionary (1989:765) defines religion as a belief in a superhuman controlling power, especially in a personal God. Vrey (1979:182) further explains that a personal God implies hope and faith to which adolescents can cling during the difficulties and confusion of their development. Religion is a component of a particular culture. According to Jersild (1963:374), 90% of adolescents in the world profess a belief in God through Christ. This indicates that adolescents are aware of God even from earlier stages of development.

In this regard, Fourie (1990:126) points out that during childhood the parent's religion is accepted unconditionally. However as their mental power increases, children begin to question the existence of God. These questions are a serious attempt by the adolescent to establish their own beliefs and faith. Schulze (1991:36) believes that the internalisation of norms and religious values depends largely on the parent-child relationship. He adds that the children of parents who have a warm relationship with their children and use inductive parental methods are more likely to internalise norms.

To enhance this internalisation, parents, teachers and other people in the community should constantly explain the significance of norms and religious values to adolescents. Adolescents questions pertaining to these should be viewed positively as a means of growth. From this argument, it becomes clear that societies cannot afford not to have norms and religious values, for they serve as a solid background for our children's education and the realisation of their potential.

2.6 SOCIAL DEVELOPMENT IN RELATION TO PARENTS, TEACHERS AND PEERS

According to Farrant (1980:90), social development involves learning attitudes and the formation of habits. Humans are social creatures. They are born into a home which is a primary unit of the community. At home, parents provide the first social environment of the child. Therefore the child's first social reactions are directed towards its parents.

Vrey (1979:177) states that other relations formed by adolescents are a continuation of the relation with their parents. The basis of the parent-child relationship rests on the authority of the parents. This authority provides a base from which the adolescent can initiate other relationships. Ferreira (1994:61) points out that the obedience to authority in the primary parent-child relationship is then transferred to the broader norms and rules of society.

Erickson (1968:130) explains social development in terms of psycho-social stages, namely: basic trust versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority and identity versus identity diffusion, intimacy versus isolation, generativity versus stagnation and integrity versus despair.

According to the above phases, adolescents are in the fifth stage, which deals with the task of identity versus identity diffusion. This stage lasts from puberty to maturity, during which the adolescent searches for an own identity. They want to know who they are and where they are going in life. They wonder about their image in the eyes of other people. Schulze (1991:8) points out that the success of this stage depends largely on what has been acquired in previous stages. For example, if adolescents have gained trust from the first phase, they are in a better position to overcome identity diffusion and acquire a positive identity. Identity diffusion implies the confusion or crisis that might be experienced by adolescents as they search for identity.

According to Dooley (True Love 1999:99), an identity crisis may be caused by the types of relationships that adolescents have with their parents, especially when parents are over-protective or neglect their children. Over-protective parents may make excessive demands on adolescents regarding careers, girlfriends, boyfriends and the like, which may contribute to identity diffusion. In an attempt to gain their independence, adolescents may become rebellious towards their parents.

Ferreira (1994:60) suggests that the success of education in the parental home is determined by the quality of relationship between parents and the adolescents. It is therefore necessary that the following aspects feature in parent-adolescent relationship:

- constructive communication
- manifestation of feelings of love and acceptance
- trust and understanding

Adolescents social environment includes not only their parents and other adults, but same-aged peers. The Oxford Dictionary (1992:658) defines peer group as a group of

people that share the same age, status, and background. The peer group is characterised by relationships based on love, trust, and acceptance.

Vrey (1979:169) points out that as adolescents grow up, their friends and peers become more significant. They are both company and a sounding board for their voice and opinions. The support and spirit of solidarity they receive from them motivates them to achievement and success at school. To earn the support of the group, adolescents may conform to the expectations of the group and may pressure themselves to be accepted. Fourie (1990:112) agrees that adolescents feel the need to be accepted, independent and successful. To ensure this, they may participate in activities they do not like. Sometimes, they may violate their parents rules in favour of friends wishes. This indicates that at this level of development, relationships with peers become a priority.

If this conformity is not monitored by teachers and parents and adolescents happen to associate with the wrong group, delinquency may occur. As Cronje (1980:342) puts it, A delinquent learner has delinquent friends. Conversely, Fourie (1990:13) maintains that if adolescents happen to socialise in a good group, competition becomes an important factor in their life. They compete with peers, classmates and siblings. This may evoke a tremendous urge to realise their potential, and it is more likely that such learners will experience success. Steinberger (1993:4) believes that the expectations, values and attitudes of both parents and teachers have the most extensive influence on learners self-actualisation. Fourie (1990:112) warns that parents and teachers may expect too much from adolescents, and cherish unrealistic expectations. Sometimes they would like children to achieve what they themselves could not. In the process they tend to be strict about the observation of norms and rules.

If such demands are excessive, they may result in failure and feelings of inferiority. It is also possible, however, that the same demands may motivate the pupils to achieve more.

2.7 PHYSICAL AND AFFECTIVE DEVELOPMENT IN RELATION TO SELF

Vrey (1979:167) states that during early adolescence, the learner experiences rapid physical changes. Mwamwenda (1989:40) points out that, with these dramatic changes, the body itself becomes a symbol of experience. At this point, the learner looks different from his or her childhood self.

Her or his reproductive organs develop and mature, along with the secondary sex features which are associated with reproduction. These features include breast development, body and facial hair growth and voice changes. Girl experience their menstrual period. Boys become sexually mature when they experience erection and the presence of sperm in the urine (Papalia & Olds 1987:449).

Physical development is very important to adolescents in that it relates to their physical self and body image. It has already been mentioned that it is at this stage that adolescents are concerned with defining who they are. Their physical development is naturally closely lined to this process. Adolescents experiment with their new bodies by enhancing their looks in order to attract the opposite sex. It is at this point heterosexual relationships may begin. Papalia and Olds (1987:488) point out that some adolescents express joy and excitement at their bodily changes, while others may be ill-prepared for them. These reactions have an emotional component and as such constitute a large aspect of affective development.

Mwamwenda (1989:56) states that adolescents experience different emotions as they relate to themselves, peers, parents, teachers and other members of the community. These feelings may include fear, anxiety, worry or joy and happiness. According to Farrant (1980:86), emotions, like the rest of the body, follow pattern of growth. For example, during early adolescence outbursts of anger and expressions of violence are common. However, due to their cognitive development, adolescents later learn how to control their feelings.

Research indicates that there is positive relationship between affective development and academic achievement. Fourie (1990:123) maintains that feelings of joy and happiness can motivate learners to perform well at school. If adolescents experience success, they are motivated to study if their learning achievements are perceived as adequate by others. They assess themselves realistically as successful. This positive perception of the self leads to a positive self-concept.

This implies that the formation of relations with the self depends on physical and affective development, and most importantly, on other relations that the adolescent has formed with ideas, objects and others. The term Aself refers to the adolescent as an individual. This also embraces his or her abilities and limitations, and most importantly, his or her opinion of himself or herself.

For the purpose of the study, concepts like Aself-concept, and Aself-identity are associated with relations with the self.

2.7.1 Formation of self-identity and self-concept

The formation of a self-identity and self-concept is crucial for self-actualisation. During adolescence, the learners search for identity becomes a preoccupation. At this stage learners would like to know who they are in terms of their achievements and limitations.

They also would like to know the roles they are expected to play in the society, and whether they are sex appropriate to sustain any sexual relationships (Vrey 1979:44 & Mwamwenda 1995:73). All these concerns are raised so that adolescents have a more distinct description of themselves and are thus enabled to capture their own identity.

Sullivan (1953:171) confirms the relevance of these concerns by saying, All believes that a human being without a self system is beyond imagination. This indicates a strong belief that self-identity forms the basis of ones personality.

Erickson (1968:130) was particularly interested in the concept of identity and its implications. He explains self-identity as agreeing with the total person. According to

him, identity is made up of the following attributes: the learners conception of themselves, the stability and continuity of the qualities by which they know themselves, and the agreement between learners self-conceptions and the conceptions people around them hold of them.

In light of this, it appears that identity formation is a lifelong task. It depends on the global development of the person and most importantly, on the reconciliation between learners= opinions of themselves and how they are perceived by others. Finally, the formed identity is crucial for self-actualisation.

The self-concept is based on the continuity and stability of the conceptions that adolescents have of themselves. For this reason, Hamachek (1985:235) believes that the self-concept includes ones beliefs, value system and interests.

According to Mwamwenda (1995:363), the self-concept develops from childhood through to adulthood. It is therefore a result of the relations that people form in their environment, which includes parents, teachers, peers, ideas and objects. Vrey (1979:48) sees the formation of self-concept as an educational category. He advocates that no pupil can realise his or her potential unless he or she has a well-developed self-concept. Cangani (1987:165) also feels that development of the self is significant for the realisation of potential. Because the self-concept is viewed as such, there is a belief that a relationship exists between the self-concept and academic achievement. In a study conducted by Heyneman (1979:182), it was found that academic performance suffers more due to learners lack of confidence than because of their backgrounds. In another study conducted by Mwamwenda and Mwamwenda in 1987 in Botswana, it was discovered that self-concept was one of the variables contributing to quality education.

From the above views, one may conclude a positive relationship exists between self concept and academic achievement. For the purpose of this research, self-concept refers to a self-evaluated identity, which is based on abstract thinking and learners

evaluation of themselves according to their achievement and success. Self-concept is therefore regarded as an intrinsic factor that might influence the academic achievement of the senior secondary learner in the rural Eastern Cape.

2.8 CONCLUSION

This chapter has identified the senior secondary learner in terms of age, standard of education as well as stage of development. It was established that senior secondary learners are typically adolescents. In light of this, the stages and tasks of adolescence were discussed.

This chapter also examined this learner as a unity. All aspects of their development have been considered. These have been observed and examined as they are manifested in the relations that learners form with ideas, people around them, objects and self. Total development therefore refers to the cognitive, emotional, social, physical and moral development of the senior secondary learner.

CHAPTER 3: REALISING THE POTENTIAL OF SENIOR SECONDARY PUPILS

3.1 INTRODUCTION

A fundamental goal of schooling for senior secondary learners is to realise their potential. Masitsa (1995:31) points out that every school-going learner, no matter how lazy or hard-working he may be, has a desire for success. This suggests that every learner at school has potential, and that potential must be actualized.

Maslow (1971:200-203) defines self-actualization as human kinds desire for self-fulfillment B to become the best he or she could be. Vrey (1979:43) perceives self-actualization as peoples deliberate efforts to realise their latent potential. Dreyer (1994:43) further refers to latent potential as learners in born talents or abilities which, if fully utilized, can equip them to reach a particular degree of development and achievement.

Jansen (1991:15) maintains that self-actualization occurs when children in the process of becoming and learning assign meaning to the content of cultural situations around them. This means that becoming and learning are inherent in the course of self-actualization. In an attempt to realise their potential, learners learn at school. Learning also depends on the level of becoming. Thus, Jansen (1991:15) states that becoming and learning are interdependent. It is through successful learning and becoming that adolescents are able to enter adulthood.

Frankly (1969:113) contends that self-actualization must not be seen as an end in itself, but as an effect of meaningful life or existence. For Frankly (1964:113), meaningful existence implies that if learners wish to realise their potential, they need to rise above their physical or psychological limitations to experience success. To achieve this, learners themselves have to make sense of their life world. They do this by being involved through interaction with what is around them.

Van Rensburg (1991:29) concludes that self-actualization is derived from the realization of the individuals set goals, in the very activities that the learner is involved with as a human being.

In the light of the above, this chapter will therefore focus on the efforts learners make in order to realise their potential in relation to academic achievement at school; and will look at this in terms of the psycho-education categories, namely, significant attribution of meaning, involvement, experience and self- concept.

3.2 THE SCHOOL AS THE PLACE WHERE PUPILS' POTENTIAL IS REALISED

The school is the place where educative teaching of learners takes place. For this reason it is perceived as the place where learners potential is unlocked (Dreyer 1994:70).

Hardcastle (1988:206) also believes that actualization of learners potential is a school task. He argues that pupils alone cannot achieve this, but need assistance from the teachers to become aware of and to develop their potential.

Sarton (in Reilly 1992:1) feels that, because of their immaturity, pupils seldom realise that it takes exceptional energy, discipline, devotion and persistence to develop their talents. On the other hand, Yamamoto (1988:183) maintains that while it is the duty of teachers to unlock learners potential, it is also the duty of parents to play a role in this regard. Whilst this might be true, Dreyer (1994:74) states that the problem with parents is, that they are often not skilled enough in diagnosing learners potential. Furthermore, they usually lack knowledge to motivate their children to develop their potential.

Ferreira (1994:60) adds that parents are not always available, and children may grow up in a home where one or both parents are absent. In these cases it remains solely the responsibility of teachers to help learners to realise their potential. In this regard, Dreyer (1994:70) prescribes three requirements that should be met by the school

- children must be helped to recognize their potential
- they should have to be motivated to utilize this potential
- the school must recognize learners potential

The extent to which these requirements are met is reflected in learners achievements and consequently, in their actualization of their potential.

3.3 ACADEMIC ACHIEVEMENT

It has been mentioned in the previous section that every secondary learner attends school to realise their potential and to achieve success. According to Masitsa (1995:31), this desire is justified by the fact that it is through academic performance that a scholar is admitted to the next class.

The learners performance at school is also measured by his ability to progress through a series of well-defined skills (Gallagher 1978:37). Otto, McMenemy and Smith (1973:36) maintain that the ultimate goal of instruction is achievement at the leaners capacity level. For this reason, every learners latent concern is to avoid failure and fulfill his or her needs for success.

Researchers define academic achievement in a variety of ways. For instance, Genck (1990:184) defines it as academic progress and general development. Hauser (1971:144) regards it as the demonstrated capacity to perform certain tasks or as the quality of schooling, whereas Masitsa (1990:12) sees it as the learners ability to successfully complete a given task. In short, all agree that academic achievement refers to learners ability to succeed in their school work. This success in return implies a level of self-actualization. Academic achievement may be the result of numerous factors from within or without the learner. For example, Behr (1990:105) states that academic achievement depends largely on the quality of teaching and motivation, while Masitsa (1995:189) feels that the social and psychological stimulation for the learners academic

development is a parents duty. He adds that parental involvement has an influence on the academic achievement of learners school.

From the above, Henderson (1987:37) concludes that the greatest potential for increasing learner achievement at school resides at home. In short, for learners to succeed at school, parents should take an active role in their learning. However, learners success at school cannot be put entirely in the hands of teachers and parents.. Higgs and Higgs (1994:41) state that teaching a learner is not like processing a machine or a computer. The learners concerned need to experience their schoolwork as meaningful through active involvement.

In support of the above, Wilson (1993:60) points out that learners also have a responsibility to develop a willingness to learn, to work at understanding tasks and a willingness to co-operate be self-directed as well as be actively involved in their learning. From the above, it appears that there is a link between academic achievement, psycho-educational essences and self-actualization.

3.4 PSYCHOEDUCATIONAL CATEGORIES

In any educational situation the main concern is the educand. For this reason, factors involved in being an educand are very important. Vrey (1979:28) refers to these as essential components of empirical education. Interestingly, Mellet (1991:107) speaks of them as pre-conditions of meaningful learning. These pre-conditions are designed to promote the realisation of learners potential. These are also regarded as milestones used to judge educational events. In this sense, academic achievement is viewed as an educational act. These essential components are

- significant attribution of meaning
- involvement
- experience
- self-concept

For the sake of the study, the above categories are regarded as components of self-actualization. The rationale behind this is that, in an effort to realise their potential, learners assign meaning to their life world through active involvement in school activities and in formed relations. This kind of experience promotes the realization of their potential.

Involvement and experience are therefore regarded as intrinsic factors that might influence the academic achievement of learners at school.

3.4.1 Significant attribution of meaning

Earlier, Higgs and Higgs (1994:43) suggested that the education of human beings is not like processing a computer, but far more complex. This implies that although learners need educational help from teachers and parents, they can progress only if they assign meaning to understand and are involved in their school activities. Vrey (1979:28) adds that, while learners may live a meaningful life and receive the best instruction, in the final analysis, they themselves must make sense of and understand reality on their own terms. Significant attribution of meaning is therefore an inherent function of any developing person. The formation of relations with parents, teachers, peers, objects, ideas and self are an attempt by learners to assign significant meaning to their life world. These relations are therefore essential for the realization of their potential, for success at school, and, eventually the attainment of adulthood.

In this regard, Woodbridge and Manamela (1992:144) comment that when learners first come to school, they seem to have an eagerness, a thirst for knowledge and a will to learn. They also learn a great deal about their life world through interacting with peers, themselves, parents, teachers, ideas and objects. This suggests that attributing meaning is related to successful learning and subsequent academic achievement.

Supporting the above view, Mellet (1991:108) and Vrey (1979:32) advise that tutorial material must be logically presented in the learning situation, because eventually meaning appears in the mind of the pupil. According to Ausubel (1978:27), learning is

concerned with discovering the relation between new information and existing knowledge. For this reason, Ausubel regards existing knowledge as a decisive factor in successful learning.

From the above theory one could conclude that meaningful learning occurs when learners can relate new subject matter with existing information in their cognitive structure. This also implies that the attribution of meaning is a cognitive function.

Mellet (1992:109) elaborates on this by proposing that significant attribution requires total personal involvement. It therefore pre-supposes responsibility and commitment on the part of learners learning activities at school. The marks they earn indicate how successfully they have attributed meaning to their learning tasks and the responsibility they have shown. Consequently, the extent of meaningful learning is reflected in their academic achievement as a whole.

3.4.2 *Involvement*

As a precondition for learning, involvement is regarded as a basic requirement for adequate significant attribution of meaning.

The Oxford Dictionary (1992:432) defines involvement as active participation in a given activity. Baloyi (1992:164) further explains involvement as a deliberate action that is motivated by an interest in a task. From these explanations it is obvious that learners cannot be involved in school tasks if they show no interest in them. This further suggests that involvement is an inherent drive that motivates pupils to realise their potential.

Studies reveal that there is a connection between active involvement and academic achievement. Canfield (1987:25) illustrates this by stating that one cannot employ a trainer and expect him to do his push-ups for him.

There is no doubt that learners involvement in the learning activity determines their performance. Involvement is influenced by both intrinsic and extrinsic factors. For example, teacher and parent involvement in the education of the child may be seen as an extrinsic factor which influences the actual involvement of learners in their school work. These people, as educators, need to motivate and encourage learners by means of guiding and helping them to participate in their school work. However, the quality and intensity of learners own involvement in their work will largely determine the success of their self-realization activities.

To sum up, in order to achieve success at school, learners need to involve themselves in their school work through making use of the motivation and information that they receive.

It was mentioned earlier that secondary learners attend school in order to realise their potential (Masitsa 1995:31). This implies that learners are physically and psychologically involved in their schooling. At school, they form relationships with teachers, classmates and with the subject matter itself. All these efforts are made in an attempt to actualize their potential.

Learners themselves also realise that they cannot progress successfully at school if they are not involved. It appears as if involvement is necessary for self-actualization. A lack of involvement, therefore, presupposes inadequate attribution of meaning and a lack of active participation in school work. This, according to Vrey (1979:35) may lead to inadequate realization of potential.

Involvement, attribution of meaning and experience interact continuously. In an attempt to realise their potential, pupils become involved in their studies by assigning meaning to them, and the end result is an experience of success in terms of achievement.

For the sake of this study, therefore, involvement is deemed an intrinsic factor that might influence the academic achievement of senior secondary pupils in the rural Eastern Cape.

3.4.3 Experience

In the previous section, it was indicated that learners must enter into meaningful relationships with the world around them. Through personal involvement in the attribution of meaning, new relations are created. This results in self-actualization. Mellet (1991:110) claims that as soon as there is significant attribution of meaning and involvement in a specific situation, there must be an affective experience of some sort. Vrey (1979:42) defines feeling as the way in which people attach meaning and value to the situation they experience. Thus, affective experience is subjective. It depends on the individual evaluation of a given situation.

May (1970:15) states that feelings are determined by several factors outside and inside the learner. These factors cause learners to experience their involvement in various subjects differently. For these reasons, learners cannot predict their experiences in advance (Mellet 1991:111).

Studies indicate that there is a connection between experience and success at school. Mellet (1991:110) points out that if learners experience success at school, their involvement and attribution of meaning are intensified, and their motivation to learn is enhanced. Experience is therefore a precondition for meaningful learning and a component of self-actualization.

Kok (1970:12) believes that what is experienced by learners both at home and school affects their academic performance. In this regard, he distinguishes between two kinds of educational environment encountered by learners, namely, supportive and non-supportive environments. In a supportive environment, a world is opened to pupil. They

receive support, motivating and guidance which promotes success in their school work.

On the contrary, in a non-supportive environment, Kok (1970:13) believes that learners do not experience healthy relationships. They do not receive support, motivation or guidance. The lack of these may lead to poor achievement.

Cangeni (1987:165) contends that parents and teachers as educators must provide healthy environments for learners so that they may experience feelings of joy and acceptance. These feelings guarantee positive attitudes to learning which are manifested in involvement, attribution of meaning, a positive self-concept and self-actualization.

For the purpose of the study, experience is regarded as an intrinsic factor that might affect the academic achievement of senior secondary learners in the rural Eastern Cape.

3.4.4 Formation of self-identity and self-concept

The formation of a self-identity and self-concept is a result of the interrelationship between the categories of significance attribution, involvement and experience. The development of a healthy self-concept is viewed as critical for the learners self-actualization (Jansen 1991:30).

3.4.4.1 Self identity

During adolescence the learners search for identity becomes a preoccupation which is concerned with an awareness of self. According to Vrey (1979:44) and Mwamwenda (1995:73), at this stage learners would like to know who they are in terms of their backgrounds, achievements and limitations. They also would like to know the appropriate roles they are expected to play in the society. All these concerns are raised in an attempt to discover their identity.

Sullivan's (1953:171) statement "I believe that a human being without a self system is beyond imagination" encapsulates the idea that an identity of the self forms the basis of personality.

Erikson (1968: 130) believes that the self-identity makes up the total person. He maintains that it is consisted of, people's conception of themselves, the continuity and stability of the attributes by which they know themselves, the correspondence between the people's self-conceptions and the conceptions held of them by the people they esteem.

It follows, therefore, that identity formation is a lifelong task. It depends on the total development of the person, particularly on the way they continuously perceive themselves in different situations over a period of time. Most importantly, identity formation also depends on the reconciliation between the people's opinion of themselves and how they are perceived by others.

3.4.4.2 *The self-concept*

The self-concept is based on the continuity and stability of the conceptions that adolescents have of themselves. The self-concept is therefore described as the self-evaluated self-identity based on achievements, successes, interests, beliefs and values (Hamachek 1965:235).

Mwamwenda (1995:363) elaborates on this by stating that how people conceive of themselves is a function of both their perceptions of themselves independently of others and the interpretation of how others perceive them. "Interpretation" suggests that the people assign meaning to how they are perceived. Attribution of meaning in itself implies involvement with the self (Vrey 1979:31). Finally, learners' conception of themselves has a cognitive connotation in that it involves abstract thinking.

According to Mwamwenda (1995:363), the self-concept develops from childhood through adulthood. It is therefore a result of the relations that people form in their

environment, which include parents, teachers, peers, ideas and objects. The development of a positive or negative self-concept depends on the treatment they receive from these people.

A positive self-concept implies a healthy personality while a negative self-concept suggests an unhealthy personality. Vrey (1979:48) sees the formation of self-concept as an educational category. He advocates that no learner is able to realise his or her potential unless he has a well developed self-concept. Cangani (1987:165) also feels that development of the self is significant for the realisation of potential. This implies a close relationship between self-concept and academic achievement.

In a study conducted by Heynemann (1979:182), it was found that academic performance suffers more due to learners lack of confidence than due to their disadvantaged backgrounds. In another study conducted by Mwamwenda & Mwamwenda: in 1987, showed that the self-concept is one of the variables which influence the delivery of quality education. (Mwamwendwa 1995: 363).

Given this, one may conclude that a relationship exist between self-concept and academic achievement. Furthermore, the level of self-concept influences learners performance at school. Good academic performance is therefore an indication that the learners potential has been realized.

For the purpose of this research, the psychoeducational categories that have been discussed are regarded as components of self-actualization and, as such, are seen as intrinsic factors that may influence the academic achievement of senior secondary learners in the rural Eastern Cape.

3.5 THE ROLE OF TEACHERS IN THE REALISATION OF PSYCHOEDUCATIONAL CATEGORIES

The previous sections established that the actualization of learners potential is a school task. For this reason, it is important to consider the role of teachers in this process. This

section looks at the role of teachers as an extrinsic factor in the realization of psycho-educational categories.

According to Woodbridge and Manamela (1992:115), educators have a responsibility to orientate and encourage learners towards self-actualization. Learners need educators who are able to inspire and enthuse them. Inspiration encourages learners to assign meaning through involvement in their school tasks.

In agreement with the above, Mellet (1991:109) states that although learners must assign meaning for themselves, without assistance from teachers, self-actualization is not possible. For this reason, teachers should create a positive educational relationship within which he can effectively motivate learners. Furthermore, teachers should feel positive about themselves.

It is through a positive perception of themselves that teachers are able to maintain strict but fair discipline in the classroom. Woodbridge and Manamela (1992:117) believe that discipline is the cornerstone of any self-actualizing learner. Discipline promotes students development by providing them with increased opportunities for independence, responsibility, self-direction and participation in decision making.

The classroom should be attractive and should create a unique atmosphere which enhances positive experiences for pupils. A unique atmosphere implies a situation of acceptance, where each individual is recognized, guided and encouraged.

Hansford (1988:47) believes that a happy state of mind leads to increased receptiveness. This suggests that a mutually positive relationship based on trust, love and understanding initiated by the teacher in the classroom is significant for the realization of psycho-educational categories. Woodbridge and Manamela (1992:118) elaborate further by stating that a mutual relationship in turn motivates pupils to learn and encourages them to fulfill the requirements for their entry into adulthood.

Epstein (1989:285) recommends that tests and examinations should be marked and returned to learners as soon as possible. He maintains that this is important because evaluation provides information to learners about their progress and achievements. This information in turn promotes learners' insight into and involvement with their learning and their ability to meet the standards that are set by their educators.

To reinforce positive performance, teachers should utilize rewards and punishment. Mellet (1991:88) warns that punishment must not be seen as the opposite of reward. Punishment should always be used as a strategy to encourage learning. Reward and punishment should therefore reflect teachers' love, warmth, affection and appreciation for their pupils.

Reward and punishment can take different forms, such as incentives, removal of negative stimulation, personal recognition of successful attempts to learn, warnings about possible failure and repetition of incorrect work. Physical punishment should be avoided at all costs. According to Epstein (1989:288) these help to motivate pupils and serve as an important means of encouragement because they are designed to prove the learners' worth and assist them in actualizing their potential.

From the above discussion of the teachers' role as an extrinsic factor in the realization of psychoeducational categories, one could conclude that by valuing learners, appreciating them through recognizing effort and by showing faith in the learner as a person, teachers help learners to accept, value, and appreciate and to have confidence in what they can accomplish.

3.6 CONCLUSION

This chapter has considered how the senior secondary learners realise their potential. In the attempt to realise their potential, learners assign meaning through active involvement in and the experience of the world around them. The assignment of meaning, involvement and experience have been identified both as essences of self-

actualization as well as preconditions for learning. The interaction between them result in the formation of a self-concept, which is of great importance for a learners self-actualization. In addition, this chapter has also emphasized that the school is a setting where learners potential are realized. For this reason, the teachers role as an extrinsic factor that may influence learners academic achievement cannot be ignored.

CHAPTER 4: THE EDUCATION SYSTEM IN THE RURAL EASTERN CAPE

4.1 INTRODUCTION

The education system in the rural Eastern Cape falls directly under the Department of Education and Culture, which came to being as result of the integration of the six education departments that existed before 1994 (Daily Dispatch 1997:3).

The aim of this department is to provide quality education in both urban and rural schools in the Eastern Cape so that learners have equal opportunities for realizing their potential (School Governance 1997:1). In so doing, the department aims to address the imbalances of the past through providing quality education to all segments of the population.

However, the new provincial Department of Education has been criticised that it has failed to implement any transformation in the schools. Many people feel that the education system in the rural Eastern Cape is exactly as it was before the integration (Ratshitinga 1997:2).

The negative impact of this system is reflected in the academic achievement of senior secondary learners in the rural Eastern Cape. Statistics show that there has been a decline in the pass rate since 1996. The pass rate was 50,0% in 1996; 46,4% in 1997 ; 45,1% in 1998 and 40.1% in 1999 (Daily Dispatch 1999:1)

Responding to the above statistics, Prof. Berkowitz of Fort Hare stated that Eastern Cape matric results fail to measure what they are supposed to and that they require serious attention from the department (The Daily dispatch 1999:2). He believes that the results are a reflection of the education system rather than of the student.

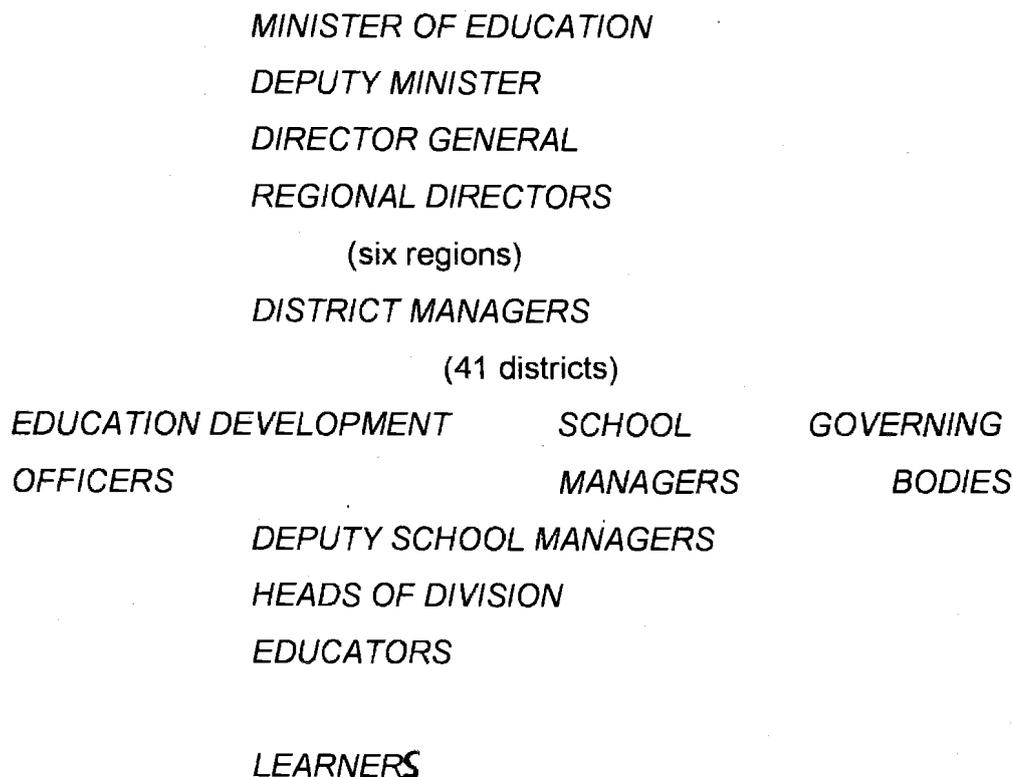
The above views suggest that the education system in the rural Eastern Cape has an impact on the academic achievement of these learners.

The focus of this chapter is therefore to examine the education system in the Eastern Cape in terms of organisational structure, educational administration, curriculum, teachers, school and classroom buildings, learners (including their home backgrounds) and academic achievement.

4.2 THE ORGANISATIONAL STRUCTURE OF THE DEPARTMENT OF EDUCATION AND CULTURE

The organisational structure of the Department of Education and Culture in the Eastern Cape can be categorised into top management, middle management and lower management levels. The organisational structure is depicted in the following organogram:

4.2.1 *An abridged organogram of the Department of Education and Culture in the Eastern Cape*



(Eastern Cape Administration Dept of Education 1997)

4.2.2 The Ministry of Education and Culture in the Eastern Cape

The Ministry of Education and Culture in the Eastern Cape is composed of the Minister of Education, the Deputy Minister of Education, advisors and administrative staff. In terms of the Constitution, Ministers are accountable to the President and the Cabinet for the administration of their department. Their offices are required to run the department according to the policy determined by the Cabinet (White Paper 1995:7).

The Department of Education is headed by the Director General who falls under the Deputy Minister in rank. The Director General is responsible for the efficient management of the department. He or she is therefore accountable to the Provincial parliament for the funds allocated to the department in the budget. He or she is also personally answerable to the Minister for the execution of policy. In practice, the Director General makes professional resources available to the department so that policy may be enforced (White paper 1995:7).

The Director General is assisted in his task by the Deputy Directors and Regional Directors. The Minister, Deputy Minister, Director Generals and Regional Directors form the top management level of the department. Consequently, they are responsible for the long term planning of education (Masitsa 1995:48).

4.2.3 Regional offices

The regional offices form the middle management level of the Department of Education.

The Eastern Cape Province is divided into six regions namely southern, eastern, western, northern, south eastern and central regions.

Each region is headed by a Regional Director. As the head of the region, he or she is responsible for the provision and running of education in the region. He or she is assisted by the District Managers, who are each allocated to a certain district.

4.2.4 District offices and schools

District offices and schools form the lower management level of the Department of Education. Each region comprises a number of districts, formerly known as circuits. Each district contains zonal areas. Each zonal area in turn is made up of a number of primary and secondary schools.

The district office is headed by the District Manager. He or she is responsible for the administration of education in the district. Assisting him or her are the Educational Development Officers and Education Specialists attached to the office.

4.3 EDUCATIONAL ADMINISTRATION

According to the White Paper (1995:7), the department of education is part of the organizational structure of the public service. Constitutionally, it is required to loyally execute the policies of the government of the day in the performance of its administration. For this reason, the department is divided into different components to enable proper management. Some of which will be discussed hereafter deal with the following: - finances, textbooks, prescribed books, stationary and building activities.

4.3.1 Finances

The funding of public schools is placed at the door of the government by the South African School Act of 1996 (National Policy Framework 1997:62). This is in line with the responsibilities accorded to the provinces and their departments of education by the Constitution (South Africa Parliament 1996:60). While provincial departments of education have the responsibility to provide schooling, only national and provincial government may collect taxes. Subsequently, only national government is required to

finance schooling (South African Administration 1997:62). Consequently, the provinces rely on national government for funds. At the beginning of each financial year, national and provincial departments are allocated an amount from the national funding according to their budgets.

The Eastern Cape Department of Education is given an annual lump sum for all implementation and provision of education according to the Cabinets instructions. It must therefore prioritize its programmes according to the available funds.

The Minister for Education in the Eastern Cape, Mrs Balindlela, announced in the Daily dispatch (1997:3) that there is no funding policy in place for schools, hence there is no regulation regarding school fees at schools. However, the South African School Act empowers school governing bodies to supplement school income through fees from parents and with voluntary contributions (South African Governing Bodies 1997:22). Governing bodies therefore play an influential role in providing school resources. Most governing bodies prescribe school fees according to the needs of the school. This does not in any way relieve the government of its responsibility of funding the education system, but it does open up opportunities for governing bodies to mobilize local parents and communities to raise funds for quality learning.

The governments responsibility of funding education implies building schools and supplying equipment or textbooks to facilitate the curriculum. This should be done in such a way that equity in education is promoted in both urban and rural schools.

4.3.2 Textbooks, prescribed books and stationery

Prescribed books, textbooks and stationery are supplied by the government to schools free of charge. This is done through booksellers. Towards the end of the year, the school is required to submit a requisition as to how many books will be needed in the coming year according to the estimated enrolment number of learners (Masitsa 1995:60). In the beginning of the year each learner receives a kit of stationery, prescribed books and textbooks which should be adequate for the rest of the year. Should the contents of the kit get lost or damaged, it is the responsibility of learners and their parents to replace it. Because textbooks are meant to be used for a number of years by successive groups of learners, they have to be returned at the end of each academic year. If they are lost or damaged, the culprits are expected to replace them (Louw 1990:16).

The management and control of these books is the responsibility of the teachers. Each subject teacher keeps a record of the books allocated to learners. The subject teacher must also see to it that these books are returned at the end of the year. Louw (1990:56) points out that over a number of years, millions of rands are lost because textbooks are not returned. Consequently, a backlog regarding the supply of books has been created in the Eastern Cape. The result is a shortage in the supply of textbooks, which means that many learners have to share books - a situation which is far from satisfactory.

4.3.3 Building activities

The Department of Education and Culture in the Eastern Cape is responsible for the erection and maintenance of all public schools under its control, both in urban and rural areas. This responsibility includes the building of schools, the addition of new classrooms, and the building of libraries, laboratories and other facilities that would benefit the school (Masitsa 1995:62).

The policy of the Eastern Cape Department of Education is to construct school buildings as cost-effectively as possible. Physical facilities are provided according to

a provincial plan based on demographic trends. In this manner, the department hopes to evenly spread school buildings through the province.

Although the department is committed in principle to building schools, the increase in numbers of learners and a lack of funds has resulted in a shortage of schools and facilities in the Eastern Cape. Consequently, many areas are still without adequate resources, and the upgrading of poorer areas is impeded.

4.4 SCHOOL SYSTEMS IN THE RURAL EASTERN CAPE

The school system in the rural Eastern Cape falls directly under the Department of Education and Culture. In the process of the integration of the former education departments, the Eastern Cape incorporated most of the former Homelands departments of education. These have a history of neglect, which is reflected in the school systems, particularly in the rural schools (Daily Dispatch 1997:3).

It is likely that the school system in the rural Eastern Cape has a direct impact on academic achievement of pupils. For instance, Berckowitz, in his reaction to the high failure rate in the Eastern Cape, states that the results are a byproduct of the system more than the student (Daily Dispatch 1998:2). Khosi (Daily Dispatch 1998:1) adds that the Minister of Education and his government officials are not targeting the real problems in education. For this reason, Khosi feels that the problem of failure does not lie with learners, but with the department and the system.

For the purpose of this research, the following sections examine school systems in the rural Eastern Cape in terms of schools and classroom buildings; the curriculum; the teachers; the learners and their home backgrounds as factors that might influence their academic achievement.

4.4.1 Schools and classroom buildings

According to The Needs Survey conducted on schools nationwide, the Eastern Cape rural schools are the most affected. These schools have the most inadequate buildings, the least qualified teachers and the least accommodation for pupils. Accommodation refers to the fact that classrooms are overcrowded (Margo 1993:47).

Craig (Daily Dispatch 1997:9) also points out that in these schools, electricity and water is either poorly provided or nonexistent. There also shortages of toilets, libraries and laboratories. Rural schools in the Eastern Cape have virtually none of the necessities expected from institutions of learning. These conditions are not conducive to successful learning, especially when in most cases outdoor teaching has become a norm. Sometimes the slightest hint of rain means that school is closed for the day. Mpondwana (Daily Dispatch 1997:6) cites examples of cases where learners are accommodated in nearby churches, neighboring schools or even by the community in their homes. As a result, education as a whole in the rural Eastern Cape is affected. Martin (Daily Dispatch 1997:1) claims that the Provincial Department of Education is aware of this predicament. A number of proposals for re-constructions have been made; however, to date, there are no realistic measures in place to improve the situation. This lack of improvement has serious implications for the academic achievement of learners.

4.4.2 The teachers

In the light of poor conditions in schools, shortages of classrooms, and lack of facilities in the Eastern Cape rural schools, teachers remain the best and most expensive resource that the government can afford. This is justified by the fact that 85% of the departmental budget goes to teacher salaries (Daily Dispatch 1997:5).

Makosana (1994:40) believes that teachers are the key figures in achieving equality, relevance and quality in education. Meerkotter (1994:29) agrees, stating that teachers as agents of change have an important role to play in the transformation of education.

From the above, it is clear that teachers are an important asset in any education system and have a significant role to play in the restoration of a culture of teaching and learning. For this reason, teachers' conceptions of their role is a major concern. How do teachers themselves view their responsibility in the actualization of learners' potential?

In this regard, Lunguza (Daily Dispatch 1997:5) claims that teachers in the Eastern Cape have not yet caught up with the culture of teaching and learning, and continue to desert learners. Bata (Daily Dispatch 1998:1) shares this opinion and remarks that the culture of teaching and learning is not improved by some teachers reportedly coming to school drunk. Meerkotter (1994:29) argues that this may be due to faulty understanding of participative democracy, particularly as it relates to schools. He asserts that the problem has been one of ignoring the differences between roles of teachers, learners and parents. This misconception has resulted in teachers neglecting their responsibility of educating and motivating pupils to actualize their potential.

Murray (1994:32) defends teachers by suggesting that they are demotivated and demoralized by the education system itself, which is described as being in crisis (Daily Dispatch 1997:5). Murray (1994:32) explains further that it takes all stakeholders in education to create a crisis. This suggests that the education crisis in the Eastern Cape cannot be attributed to teachers alone. Rather, it is the department, parents, pupils and teachers alike who need to take responsibility for education.

Meerkotter (1994:30) feels that blaming teachers for the ills of education alienates teachers from parents and learners. In addition, new legislation which calls for the retrenchments of teachers (Daily Dispatch 1998:1) contributes to the negative perception of themselves that many teachers have developed. Mei (Daily Dispatch 1998:1) believes that this policy has increased the tension that already exists between teacher unions and the government. Most importantly it has aggravated the crisis in the Eastern Cape and may lead to even worse pass rates for matriculants at the end of the year.

Morrow (1994:28) agrees that the education crisis in the Eastern Cape is overwhelming. He suggests that it is unrealistic to expect that restructuring schools, increasing teacher salaries or even providing better resources can, on their own, overcome the problem. He argues further that the decay of schools has been accomplished through a process in which many teachers have lost the sense of service they should be offering to the community. In despair, some teachers have entertained the idea that they are exploited workers.

Whether or not this is true, what remains important is that teachers are decisive agents in the constitution of formal learning. Unless they recognize this and rediscover their responsibility in helping learners to actualize their potential, the culture of teaching and learning cannot be restored in the Eastern Cape.

4.4.3 *The curriculum*

Formal teaching and learning activities at school are based on a particular curriculum. The curriculum forms an important part of any education system. The secondary phase provides for extensive differentiation in scientific, commercial, technical and academic courses. Each course of study comprises a curriculum of six examination subjects (Fredericks 1991:26).

For examination purposes, subjects are offered at various grades and levels. From grade nine, learners are supposed to be guided into choosing subjects that will benefit them in the field of study they will follow in future (Masitsa 1995:41). Due to lack of guidance in most rural secondary schools, learners tend to choose subjects they think are easy, which in most cases does not benefit them for future careers. The nature of the curriculum that is still in place in the Eastern Cape is content-based. A content-based curriculum implies that it is teacher-centered, meaning that teachers are responsible for teaching and motivating learners to learn. In this case, learners are regarded as passive participants who are entirely dependent on the teacher. The

emphasis is put on what the teacher hopes to achieve in the teaching-learning situation more than what the learner wishes (South Africa Administration 1997:6).

The content-based curriculum is broken down into subjects. It follows a programmed syllabus which does not take into account differences between learners. As a result, learners are exam driven. This kind of curriculum is also not negotiable or open to public opinion. According to Gittens (1994:50), what is taught is not relevant to the needs and the future of society. Learners view it as boring and irrelevant. Subsequently, learners do not study and fail or even leave school permanently. Mgekile (Daily Dispatch 1999:2) concludes that the curriculum in many schools still encourages parrot fashion learning because it fails to coincide with the learners culture. As a result, it produces an elite portion of the society who obtain tertiary education and move to affluent suburbs rather than improving their own communities.

The content-based curriculum is facilitated through teaching methods which depend heavily on following prescribed textbooks. This has created problems within the education system. In most schools it is difficult to effect the curriculum, due to the lack of facilities like libraries, laboratories and sufficient textbooks, resulting into learners sharing resources (Rule 1990:6).

To counteract this situation, the Government embarked on a curriculum review, which took place in August 1995. The key stakeholders were party to the process. According to Bengu (Daily Dispatch 1997:6), the goal of the review was to phase in a new curriculum with effect from 1998, which is based on the ideal of lifelong learning for all South Africans. Essentially, the new curriculum aims to shift the curriculum emphasis from one which is content-based to one which is based on outcomes. This outcome-based curriculum is aimed at equipping all learners with skills, knowledge and competencies needed for success not only at school, but also later in life. It is therefore considered more learner-centered. The change in the curriculum was effected in 1998 and is to continue in phases from Grade 1 (Sub A) to Grade 12. At the time of writing,

the new curriculum did not yet apply to senior secondary schools as they fall into the final phase.

It is pertinent to note that the new curriculum will only prove effective if senior secondary teachers are retrained and orientated towards the new curriculum to enable them to put into practice this major initiative.

4.5 THE LEARNERS

The previous section observed that the Government has opted for a learner-centered curriculum. Appropriately, the major concern in any education system should be the child as an educand in the learning and teaching situation. Oosthuizen (1991:158) points out that this educand should be viewed as a totality who gives meaning to his or her life world. This life world includes the parental home, an aspect which cannot be ignored in a consideration of the factors influencing learners' academic achievement.

For the purpose of the study the educand is considered to be a senior secondary learner in the rural Eastern Cape. The following section therefore examines the parental home as the background of such pupils.

4.5.1 *Learners and their home backgrounds*

Earlier it was pointed out that Eastern Cape is largely a rural province. Most learners therefore come from rural areas which have a history of neglect and disempowerment. Margo (Financial Mail 1993:47) points out that learners in these areas are ignored, possibly because they do not elicit any sense of urgency from the state or liberal movements since, as a rule, they do not burn schools the way urban learners have done.

Most learners in the rural Eastern Cape come from low socioeconomic backgrounds. According to the research done by the Rural Support Services (Daily Dispatch 1997:5), it is estimated that in the Eastern Cape as many as 76% of the population do not have

access to water that meets RDP standards of 25 litres per day within a walking distance of 200 metres.

The research also revealed that 95% of people are without a minimum level of sanitation. Learners often have to walk 9 to 12 kilometers to school due to a lack of transport. In addition to this, Keen (1992:101) points out there is high unemployment rate and illiteracy rate in the Eastern Cape. Many families depend solely on the R500-00 per month old age pension received by an elderly relative. Illiteracy is possibly caused by many people leaving school before completing their secondary education. As a result, most people in the rural Eastern Cape lack the basic skills they need to contribute to the economy and end up working in big cities in low-paying occupations (1992:102).

For these and other reasons, most learners do not live with their parents. Some have to leave their homes to board in houses next to schools, and only go home during holidays. This has led to a lack of parental involvement, which is an important factor in academic achievement.

Xapile (1991:14) argues that parental involvement manifests itself in a variety of responsibilities. She explains that, whilst it remains the parents duty to feed and clothe their children, it is also their responsibility to ensure that children attend school regularly. Parents should also be aware of the progress of their children at school. Masitsa (1995:188) states that parents are involved in their childrens education when they take active part in school activities or tasks.

Studies reveal that there is a direct relationship between parental involvement and learners achievement at school. In his research, Masitsa (1995:190) found that the family is critical to success at school. This holds true regardless of family income or the parents level of education.

In another study conducted by Becher (1984:17) on how parental involvement affects learners achievement at school, it was found that there are several parental qualities that relate to learners achievement. For example, high performing learners tend to have

parents who expect a great deal from them and who maintain positive relations with their children.

On the contrary, less successful children have parents who are less concerned about what is happening at school (Henderson 1987:23-24). For these reasons, Masitsa (1985:189) concludes that the social and psychological stimulation of the child by parents and other significant people at home appears to have an important influence on academic ability and achievement motivation. Therefore, the greatest potential for increasing a learners self-actualisation resides at home.

4.5.2 Pupils and their academic performance in rural Eastern Cape secondary schools

At school, learner's performance is measured through tests and examinations. When learners obtain high marks, they experience success which is a ticket to the next grade. On the other hand, failure to obtain expected scores means that the learner's remains in the same grade (Jubber 1990:1-2). Berg (1996:96) points out that failure is experienced repeatedly over the years especially in rural South African schools. This suggest that repeating one or more years of study has become a common practice in the rural Eastern Cape secondary schools.

The high failure rate is illustrated in the following statistics (Citizen 1996:6). In 1995, the matric examination pass rate in South Africa varied between 84% and 39%, with a provincial pass rate of 55% and nearly 16% of candidates obtaining matriculation exemption. In the Eastern Cape the pass rate is recorded as follows. In 1996 it was 49,7%; in 1997 it was 46% and in 1998 it was 45,1% and in 1999 it declined to 40,1% (Daily Dispatch 1999:1). It is certain that the largest slice of the above percentages go to the rural schools, given the fact that most Eastern Cape schools are in the rural areas.

Many reasons have been advanced as to the cause of this high failure rate. Some of the explanations revolve around the legacy of *apartheid* with its inequalities and

imbalances. After the new government came to power in 1994, there were fewer major upheavals in the schools and no issues to bring learner's toyi-toyiing in the streets. There were no changes in the syllabus, and the nine provinces were writing their own examinations. Teachers were used to the style and kinds of questions to be asked in examinations (Daily Dispatch 1998:18). Consequently, some expected the pass rate to improve. This was, however, not the case.

Berkowitz (Daily Dispatch 1998:2) believes that the matric results are a by-product of the education system rather than students. He argues further that the present system does not cater for diverse cultures in South Africa. As a result, it fails to measure what it is supposed to. On the other hand Khosi (Daily Dispatch 1999:1) feels that the MEC and his officials are not targeting the real problems of education in the Eastern Cape. Both views agree that the problem does not lie with the learner's but with factors around them.

In spite of the bleak situation, there has been an increase in the number of distinctions and the number of schools with no failures rose from 37% to 46% across the province in 1997 (Daily Dispatch 1998:1). In 1998, despite the high rate of failure, some schools in the rural Eastern Cape have done exceptionally well (Daily Dispatch 1999:1). Such promising statistics support the view of the Minister of Education that an educational watershed exists between schools and learner's committed to working towards meaningful matric and those who are not (Daily Dispatch 1998:2).

Although there is a difference in results between learners who are motivated to realise their potential and those who are not, the conditions that learners are subjected to in rural schools, seem to encourage a high failure rate. Some of the factors that could influence their academic achievement will hopefully be confirmed in the course of this research.

4.6 CONCLUSION

This chapter has outlined the organisational structure of the Department of Education in the Eastern Cape. It was also noted that, although the department is designed to manage itself properly, visible irregularities are still manifested in the education system, which in turn, have a negative impact on learners academic achievement.

CHAPTER 5: THE RESEARCH DESIGN

5.1 INTRODUCTION

In psychology of education the main concern is the child as a person. The child as a person embraces his capabilities, weaknesses and all the factors that influence him to behave in a specific manner (Oosthuisen 1991:167). For this reason, the focus of this study is on factors that might influence academic achievement of senior secondary learners in the rural Eastern Cape. To enable the researcher to investigate the problem, the research methods will be applied.

The aim of this chapter therefore is to indicate the research design to be applied. Research design includes statement of the research problem, methods of research, data-collection strategies and data analysis techniques. Finally interview schedules will be drawn with questions that will be asked during interviews with the respondents. Structured interviews will be used as data collection strategy.

5.2 THE RESEARCH PROBLEM

The researcher, being a standard ten teacher in the Eastern Cape, has been perturbed by the alarming failure rate in the province, particularly in rural senior secondary schools.

For this reason, the researcher wishes to investigate possible factors which might influence the academic achievement of senior secondary learners in the rural Eastern Cape. For the sake of the study, these factors are divided into intrinsic and extrinsic factors.

5.2.1 *Statement of the problem*

The research problem can be formulated as follows:

- *Which extrinsic factors have an influence on the academic achievement of senior secondary pupils in the rural Eastern Cape?*
- *Which intrinsic factors have an influence on the academic achievement of senior secondary pupils in the rural Eastern Cape?*

5.3 DEMARCATION OF THE RESEARCH PROBLEM

To enable the researcher to investigate the research problem, variables must be identified (Jacobs 1992:15).

5.3.1. *Identification of variables*

According to Mulder (1989:45), a distinction between different kinds of research is usually made. De Mellion (1991:178) describes a variable as a factor that can influence or be influenced in the research. From the statement of the research problem, dependent and independent variables can be identified as relevant to the study.

5.3.1.1 *Independent variable*

Tuckman (1978:58-59) regards an independent variables as a factor or input which operates either within people or outside in their environment to affect their behaviour. Bailey (1987:46) further explains that it is that factor which is selected or manipulated by the researcher to determine its relationship to an observed phenomenon.

In this study, the independent variables are the extrinsic and intrinsic factors that might influence the academic achievement of senior secondary pupils in the rural Eastern Cape.

5.3.1.2 *Dependent variable*

Tuckman (1978:59) defines a dependent variable as a response variable. He explains that it is an observed aspect of the behaviour of an organism that has been stimulated. Bailey (1987:46) sees it as the variable that the researcher wishes to explain. De Mellion (1991:178) explains it as the factor that is observed and measured to determine the effect of the independent variable. In this study the academic achievement of senior secondary pupils in the rural Eastern Cape serves as the independent variable.

5.4 METHODS OF RESEARCH

The researcher wishes to investigate the extrinsic and intrinsic factors that might influence the academic achievement of senior secondary learners in the rural Eastern Cape. To investigate the research problem an idiographic research methods will be used.

5.4.1 *Idiographic research*

Idiographic research signifies a formal, accurate, systematic and intensive scientific analysis of individuals in order to obtain an accurate description of them. According to Petrick (1986:13), idiographic literally means separately described, and it refers to phenomenon that occur only once and are not repeated.

Reeler and Davey (1991:119) point out that the idiographic research attempts to evaluate and understand human beings in their life situation. The results of these evaluations are usually interpreted qualitatively. In this way, it is possible to establish whether the child has achieved full self-actualisation and how this has occurred. The focus of the study is on the extrinsic and intrinsic factors that might influence the academic achievement of senior secondary learners in the rural Eastern Cape. In this regard, learners are perceived as individuals. For this reason, an idiographic method is selected as relevant to the study because its qualitative nature.

5.4.2 *The selection of site and respondents*

As suggested by the research design, the study will be limited to a small group of ten respondents, constituted as follows: four learners (two high achievers and two low achievers) and their parents; two teachers from the school attended by the learners.

These learners and teachers will be selected purposefully from one senior secondary school in the rural Eastern Cape, in the district of Libido in the eastern region. The criterion used are that, these learners were in the standard ten class in 1998, and the teachers were teaching them during 1998. The school - learners, parents and teachers have been chosen due to their accessibility by the researcher.

5.4.3 *Data collection strategies*

The research will consist of two phases. The first comprises the study of official documents from the Department of Education, in order to examine the previous matric results for 1996 and 1997. The second phase consists of an examination of the structured interviews that will be conducted.

5.4.4 *Structured interviews*

The structured interviews will be conducted with all the respondents, while the researcher assumes the role of a researcher participator. According to Burger (1982:54), the role of researcher participator implies that the researcher is in the position to observe all phenomenon personally which allows a spontaneous occurrences can be noted.

In a structured interview, the procedure is determined beforehand. Questions are prepared and arranged by the researcher. This procedure may be compared to a verbal questionnaire, the main difference being that it is more flexible. This approach

eliminates to some extent the researchers subjective judgement. The aim of the structured interview therefore is to obtain specific information. In this regard, interview schedules will be drawn up. The questions will be arranged according to topics, which will facilitate data analysis.

Before conducting the interviews, the researcher will introduce herself to the respondents. The focus and aim of the interviews will be explained. The confidentiality of the whole process will be assured. Finally the respondent will be asked to remain relaxed and answer the questions as honestly as possible.

The interview schedules will be divided into three sections. Section A will focus on the general background and identification of respondents. Section B will examine the relationships that the respondents are involved in. Section C deals with several issues: the learners interview schedules examines and identifies extrinsic and intrinsic factors that might influence the learners academic achievement from their point of view. The parents interviews examines parental motivation and involvement in the education of their children, while the teachers interviews examines the role of teachers in the promotion of learners potential and looks at how the teachers themselves describe this role.

An initial interview will be conducted with the selected learners parents to determine the quality of their relationship with their children, their childrens peers and with their childrens teachers. This interview will also examine the educational situation provided by parents at home.

After the initial interview with parents, a second interview will be conducted with the learners to determine their relationships with their teachers, parents and peers as well as to identify and examine factors that might influence their performance at school.

The last interview will be conducted with the teachers. This will focus on their relationship with pupils as well as their roles in the actualisation of learners potential.

(See the attached appendix)

5.4.5 *Data analysis*

All the responses from the interviews will be recorded by means of note-taking. A simple coding system, as suggested by Schumacher and McMillan (1993:479), will be used to identify topics or recurring themes. Coding refers to the process of dividing the collected data into small units.

This method is called an inductive data analysis. Omery (1983:57-58) sees the inductive method as a process that is based on phases which overlap with one another. According to him, the first phase occurs immediately after data collection, and involves the organisation of data into different themes or topics. For the purpose of the study, topics will refer to those aspects which might constitute intrinsic and extrinsic factors.

These aspects will be grouped into categories. This will be done by organising all data according to various themes that they represent. The next step involves examining the relationship between these categories.

Finally, these aspects will be integrated, cross-validated and compared with the academic performance of high and low achievers in the study.

5.5 CONCLUSION

This chapter has outlined the research design to be followed in the study in terms of data collecting method, data analysis strategies as well as data presentation and interpretation.

CHAPTER 6: DATA PRESENTATION AND ANALYSIS

6.1 INTRODUCTION

In this chapter, the data that was gathered from the structured interviews is presented and analysed. The chapter also provides the personal details of the respondents as well as the matric results of learners in previous years (1996 & 1997).

Questions to parents studied the relationship they have with their children in terms of discipline, motivation and involvement in their children's education. Parents relationships with teachers and their children's peers were also examined. Questions to learners studied their relationship with their parents, peers and self. Their level of self-actualisation was also examined in terms of attribution of meaning, involvement, experience and self-concept. Questions to teachers studied their relationship with parents and learners as well as their promotion of learners potential in terms of motivation and effective teaching.

Teachers descriptions of their careers and factors that inhibit them from being effective teachers were also examined.

6.2 MATRIC RECORDS FOR PREVIOUS YEARS

Year	No. registered	No. passed	No. failed	% Passes
1996	167	97	70	58,8%
1997	159	56	103	35,2%
1998	149	33	116	22,1%

The above statistics show that there has been a significant decline in the pass rate for the last three years in this particular school. This calls for drastic measures to be

implemented. This research forms part of those measures, as this reflects the position of rural education in the Eastern Cape.

6.3 PRESENTATION OF DATA

Data collected from the interviews is presented in the following tables. For the purpose of clarity, our respondents are indicated as follows:

Parents: A; B; C; D;

Pupils: E; F; G; H;

Teachers: I; J.

Parents corresponds with learners, for example, learner E is the child of parent A, and so on.

TABLE 1: PERSONAL DETAILS OF PARENTS

PARENT	A	B	C	D
GENDER	Female	Female	Female	Female
AGE	60yrs	45yrs	42yrs	43yrs
OCCUPA-TION	House wife	House keeper	House wife	Teacher
EDUCATION	Std 5	Std 6	Std 6	Std 8 (PTC)
MARITAL STATUS	Widow	Divorced	Married	Single
RELATION WITH THE CHILD	Mother	Mother	Mother	Mother

From the above table, the majority of parents are not well educated. Only one parent has additional training, and is working as a primary school teacher. All the parents, however, have some level of education and can be regarded at least as literate.

Interestingly, only one of them is married although she said the husband works in the mines and only comes home occasionally. All other remaining mothers are single.

TABLE 2: PARENT'S RELATIONSHIPS WITH THEIR CHILDREN

RELATIONS WITH CHILDREN: AUTHORITY, DISCIPLINE, COMMUNICATION

2.1 WHAT KIND OF AUTHORITY IS ACCEPTED AND MAINTAINED AT HOME?

PARENT A	We have norms and standards that we oblige to. We also have rules that must be obeyed, especially by children. For example, she knows that a girl is not supposed to wander about without a good reason. Therefore, she does not leave home without permission. She has duties to fulfill at home. She has to show respect to others and herself, and so on.
PARENT B	There are rules that must be observed. He must respect older people. He must go to school and also adhere to other duties assigned to him.
PARENT C	We have rules of behavior. He knows what is expected of him. He has to perform his domestic duties. He has to obey the authority of parents.
PARENT D	There are rules and norms to be respected by everybody at home. She knows what is expected of her.

All parents agree that there are rules to be observed at home. Children must obey and respect older people. They must also perform other duties at home. Parents also emphasised that children must go to school and obey teachers by doing their duty.

2.2 WHAT HAPPENS WHEN THESE RULES AND NORMS ARE VIOLATED?

PARENT A	I am very strict about rules. When they are violated, she knows she will be punished. There is no compromise about that. This is done so that they separate between right and wrong and this will guide them to adult life.
PARENT B	My children are all boys. As I am a single parent sometimes it is not easy to handle these violations especially with Sisa because he is the oldest. I try to talk and reason with him as to wrongs and rights.
PARENT C	Violation of rules is followed by reprimands and punishment depending what wrong has been done. I must confess this does not help every time. Sometimes one has to sit down and talk to the child. His father is very strict, he just punishes without further considerations.
PARENT D	Most of the time I do not stay with her. This makes it difficult to handle these violations appropriately. She stays with my mother who used to be very strict, but is not anymore with the grandchildren. In this case I just talk to her and try to put sense in her head. Sometimes I use punishments like not buying her things that she asked for.

In principle, all parents agree that violation of rules should be followed by punishment or reprimands. However, parents B and D admitted that sometimes it is not easy to handle their children.

Parent D mentioned that she does not live with her child. This makes it even more difficult to maintain rules.

Parent B also expressed a concern that all her children are boys, and since she is divorced, this makes it more difficult to handle her children. Parents A and C, on the other hand, asserted that they were strict about rules and that they do not compromise.

2.3 HOW DO YOU AS PARENTS RESPOND TO NORMS AND RULES?

PARENT A	As older people, we also have to portray a good example by respecting rules that we set. We behave well in front of our children. If there is misunderstanding we talk aside.
PARENT B	I try to behave well in front of them. But as you can see, I am separated from the father. I must be frank with you, I resorted to drinking in a way to drown my sorrows. I realise that was a wrong way because friends come and we drink before these kids. Yes, now I no longer enjoy it, yet it happens anyway. Besides that, I am trying to be a good mother.
PARENT C	We observe and respect rules to set a good example for our children. We behave accordingly.
PARENT D	I respect my children. I try to do what is right. As a single parent I do have a boyfriend. At first we used to go out and dodge the children. As the time went on and they became older I decided to introduce him to them. Now we are staying together. Yes, problems are there, but everything is under control.

The parents stated that they also try to respect rules so as to set good examples for their children. Parent B admitted that sometimes she misbehaves in front of the children due to her drinking problem.

2.4 DO YOU SHOW ANY UNDERSTANDING OF THE CHILD'S DEVELOPMENTAL STAGE: HOW DO YOU DEAL WITH PROBLEMS ASSOCIATED WITH THIS?

PARENT A	What I know is that she is my child and she is growing up. Yes, I understand that she is in what we call the stage. I am very old-fashioned: I believe a girl should stay at home. We never disobeyed our parents because of the stage. I try to bring her up according to Christian principles. Therefore she knows that she is not expected to have a boyfriend before marriage because she will fall pregnant. If that happens she will live in my house and forfeit all future security.
PARENT B	Yes, I am aware that he is no longer a baby. He has grown up. For this reason, when there are problems, I talk to him. He's responsible for his own actions. He chooses his friends. I do not interfere with that unless there is a need.
PARENT C	Yes, I understand that he is a boy and no longer a child. He can go with others, with permission of course. I cannot help it that children today are unlike us. They need to do things their own way. I allow that as long as they do not grossly violate the principles of the home. We talk about problems. But you know it is sometimes difficult to go deeper into that.
PARENT D	Yes, I know she is an adolescent, she could be difficult at times. I try to talk to her when things go wrong. I admit as a parent I am scared of getting deeper into her problems. We sort of have this wall between us. She cannot disclose her problems to me.

All the parents seemed to understand the stage of their children's development. Nevertheless, parent A felt that rules must not be sacrificed for that. She said that she was old-fashioned and as her daughter knows that, she behaves appropriately. Parent B stated that she no longer has control over her son. He stays alone and he does as

he pleases. Parents also realized that talking to children when there are problems is more appropriate for their age. However, they also have reservations about this, observing that it is sometimes difficult to get deeper into their problems.

TABLE 3: PARENT'S RELATIONSHIPS WITH THEIR CHILDREN'S TEACHERS AND PEERS

3.1 WHAT IS YOUR ATTITUDE TOWARDS YOUR CHILD'S TEACHERS AND PEERS?

PARENT A	Unfortunately I do not know her teachers in person. It is therefore difficult to say how I feel about them. But this I must say, I respect them because I think they have contributed to my daughters success. I do not encourage friends to come, especially those of the surroundings. I only allow her schoolmates, provided they have come to study. Friends that have nothing to do usually have a bad influence.
PARENT B	I do not know his teachers. From what I gather from him they must be good teachers. I do not have friends visiting him. But there are friends I do not like. Especially those who have nothing to do. But still I do not chase them away. I do not want to lose my child.
PARENT C	I do not know his teachers. But I respect them: judging from my sons achievement, they must be serious. I do not have any problems with his friends, particularly that he does not hang with the wrong crowd. They can come, and he also can visit them.
PARENT D	There are few teachers that I know in person. Generally I like her teachers. That used to be a good school. I do not have problems with her friends for her.

All parents unanimously stated that they have positive attitudes towards their children's teachers, although they do not know them personally. Parent A shows negative attitude towards friends, especially friends who are not her child's schoolmates. Schoolmates are allowed to visit only for purposes of study. Her child is allowed to visit others. Other parents seemed not to have problems with their children's friends.

TABLE 4: PARENT'S ROLE IN THE EDUCATION OF THE CHILD: INVOLVEMENT AND MOTIVATION

4.1 HOW OFTEN DO YOU VISIT THE CHILD'S SCHOOL?

PARENT A	I only go there when there is a parents meeting concerning school matters or when there is a problem.
PARENT B	I never visited his school. Because I am working I do not even attend meetings, they are always during the week.
PARENT C	I do not know his school. He is not schooling locally. This makes it impossible to be informed about meetings at his school. Therefore I do not visit altogether.
PARENT D	I am working in East London, so I cannot visit her school even if I wanted to. But truly speaking, we are never invited to come except for meetings which my mother attends.

Parents said that they do not visit their children's school at all, mostly because they were never invited. When there are parent's meetings, they do not attend, either because they are working or because attending is not compulsory.

4.2 HOW DO YOU KNOW ABOUT THE PROGRESS OF THE CHILD AT SCHOOL?

PARENT A	From the reports that the school send us in June and November.
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PARENT B	From school reports, June and November.
PARENT C	From school reports.
PARENT D	From the school reports and her books. The school sends two school reports each year, in June and November.

All parents agree that they are only informed about their children's progress through bi-annual school reports.

4.3 WHAT INTEREST DO YOU SHOW IN YOUR CHILD'S EDUCATION?

PARENT A	I show interest by paying fees and buying all school requirements like books and school uniform. I also allow her time to study.
PARENT B	I pay school fees, buy books and uniform.
PARENT C	I pay school fees, buy books and uniform. I also ask him about his schoolwork: how he is coping and so on.
PARENT D	I pay school fees, buy books and the likes. I also talk about her progress at school.

All parents agreed that they show interest by paying for school fees, books and school uniforms. They also allow them time to study. Parents C and D also talk about their children's progress when they are home for holidays.

4.4 WHAT OTHER LEARNING MATERIAL DO YOU PROVIDE EXCEPT BOOKS?

PARENT A	What else can I provide? I think the school must organize other
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	things for them. I have done my part.
PARENT B	I can only afford books. We also have television.
PARENT C	I am not aware of other things. But I am prepared to buy whatever he needs for his education.
PARENT D	I provide magazines, newspapers, television and videocassettes.

The majority of parents do not seem to be aware of their responsibility in educating their children. They felt that this was the school's duty. Parent D differs in this respect by saying that she also provides additional reading material and videocassettes.

4.5 HOW DO YOU MOTIVATE YOUR CHILD TO LEARN?

PARENT A	I see to it that she attends school everyday and on time. I encourage her to read her books. We talk about what she would like to become. I tell her that passing her studies is the only gateway to realise her dreams.
PARENT B	I encourage him to go to school everyday. I often advise him to suspend other activities like his music hobby and concentrate on his books.
PARENT C	I always encourage him to read his books, if he wants to achieve his goals. I often tell him, we as parents are going to pass, therefore he must do well at school so as to be self-sufficient.
PARENT D	I encourage her to study. But I cannot monitor her, because I only see her during holidays.

All the parents said that they motivate their children by encouraging them to attend school in order to realise their dreams. However, generally they do not monitor their children's attendance or homework.

4.6 HOW DO YOU VIEW YOUR CHILD IN TERMS OF INTELLIGENCE AND ABILITY?

PARENT A	She is a bright and responsible child. She has always been like that. She likes her books.
PARENT B	He used to be bright in lower classes. But in high school he has been average. He has ability for music.
PARENT C	He is many talented. He has always been bright. He is also helpful.
PARENT D	She is average. She needs to work hard in order to pass. But she seems not to realise that. Otherwise she has an ability.

Parent A and C stated clearly that their children are bright, talented, responsible and hardworking. They know this from their performance since primary school. Parent B and D responded that their children have performed in the average range since they attended high school, although they performed better in the lower classes.

4.7 HOW DO YOU FEEL ABOUT YOUR CHILD=S PERFORMANCE AT SCHOOL?

PARENT A	I feel very happy. I knew that she would not fail. She has been very serious about her schoolwork.
PARENT B	I feel disappointed but I expected that, because he has not been serious about his schoolwork. He has been spending time with his band. If he worked harder he should have obtained a school-leaving pass at least.
PARENT C	I feel very proud of him. I knew he would not disappoint us

PARENT D	I think if I was staying with her I should have made a difference. But still if you look at the high failure this year, that was expected. I must say that it is no longer the question of pupils alone not being serious. All of us, parents, teachers, learners and the government must pull up our socks in order to make a change.

Parents A and C feel proud of their children. They said that was expected of them and that they have always been serious about their work. The other parents felt disappointed. Parent D also thought that if she lived with her child, she might have been able to make a difference.

TABLE 5: PERSONAL DETAILS OF LEARNERS AND THEIR MATRIC RESULTS

LEARNER	DATE OF BIRTH	GENDER	GRADE	SCHOOL
E	11-06-1979	FEMALE	12	UPPER CORANA Secondary School
F	17-07-1977	MALE	12	UPPER CORANA Secondary School
G	08-09-1980	MALE	12	UPPER CORANA Secondary School
H	18-08-1977	FEMALE	12	UPPER CORANA Secondary School

1998 MATRIC RESULTS

LEARNER	SUBJECTS AND SYMBOLS	RESULT
E	XHOSA: C; ENGLISH: D; BIOLOGY: E; AGRIC: E; MATHS: E; PHYSICS: E	PASS (M)
F	XHOSA: D; ENGLISH: F; BIOLOGY:H; BIBS: F; MATHS: H; AGRIC.	FAIL
G	XHOSA: D; ENGLISH: E; BIOLOGY: E; BIBS: E; MATHS: E; PHYSICS: E.	PASS (M)
H	XHOSA: E; ENGLISH: F; BIOLOGY: GG; BIBS: GG; MATHS: H; PHYSICS: H.	FAIL

TABLE 6: LEARNER'S RELATIONSHIPS WITH THEIR PARENTS, TEACHERS AND PEERS

PARENT ROLE IN THE EDUCATION OF THE CHILD:

6.1 WHAT INTEREST DO YOUR PARENTS SHOW IN YOUR EDUCATION?

LEARNER E	She pays school fees and buys books and allows time for studying. She does not look at my books.
LEARNER F	My mother provides school requirements, but cannot help with my school problems. She is not involved in that kind of way. She does not look at my progress at all.
LEARNER G	My parents buy books and other school things. Sometimes they ask about my difficulties. But truly speaking they cannot help out. I understand because they do not have matric.
LEARNER H	She provides school requirements. She even buys extra reading material. She asks about my progress. She cannot help me because we meet only during holidays.

All learners confirmed that their parents provide school fees, books and uniform but cannot help with school problems.

6.2 HOW DO THEY MOTIVATE YOU TO LEARN?

LEARNER E	She encourages me to read my books. She is also strict about school attendance and punctuality. She is interested in my career and says passing matric is a ticket to a brighter future.
LEARNER F	I would say she motivates me. I am not even staying with her. I left her because at home there is no time to study. Mother is

	always visited by her friends. During weekends it is a party at home.
LEARNER G	They give me time to study and encourages me to read books.
LEARNER H	My mother always encourages me to study so as to pass at the end of the year.

Learners admitted that their parents encourage them to go to school everyday and on time, however they cannot monitor them or assist in their work.

6.3 WHAT IS THE ATMOSPHERE AT HOME?

LEARNER E	It is conducive for learning. Mother provides food and clothes. She behaves properly. She goes to church and abides by Christian principles. She is very strict and not open. This makes it difficult to even tell her about your problems. It is either you do as she likes or you are dead.
LEARNER F	The atmosphere at home is not conducive to learning. I ran away from it. My mother sometimes embarrasses us by drinking in front of us. Other than that she is a good mother.
LEARNER G	It is warm and peaceful especially when my father is not around. He is very strict. Otherwise they respect us. They behave normally.
LEARNER F	It is okay. Conducive to learning. Although my mother is not married she behaves well and she respects us.

The majority of pupils agreed that their homes are conducive to learning. Pupil F expressed the problem that his home atmosphere makes it difficult to study at home, hence he has left his mother.

TABLE 7: ROLE OF TEACHERS IN THE EDUCATION OF PUPILS**7.1 HOW DO YOUR TEACHERS MOTIVATE YOU TO LEARN?**

LEARNER E	By encouraging us to read. Encouraging participation in school activities. Giving out homework. Encouraging me to go to the library.
LEARNER F	I would say they motivated me much. They focus on pupils who are bright. They do not give individual attention. Sometimes they do not mark homework. As a result, feedback is not enough.
LEARNER G	Encouraged me to study hard. They could see the potential in me. Giving feedback on school activities.
LEARNER H	Encouraged me to learn and be involved in my studies.

All pupils agreed that although their teachers encouraged them, they did not do much except giving them homework and, of course, teaching them. They did not seem to motivate them particularly. One of the students mentioned that teachers concentrated on those students that were bright.

7.2 WHAT TYPE OF RESOURCES DO THEY PROVIDE APART FROM BOOKS?

LEARNER E	At school there is a library. My teachers encouraged me to go there. Unfortunately there is no teacher librarian particularly responsible for it. It is therefore our responsibility to show interest. There is a physical laboratory but it is not equipped. It is therefore not utilised.
LEARNER F	No other relevant resources at all. For example there is a library at school. I was never encouraged to go there. I have

	never been inside it. The laboratory is not utilised.
LEARNER G	The library is available for us to utilise. The laboratory is not used. It does not have equipment.
LEARNER H	The library is there for us to use. The laboratory is not equipped.

Learners said that there were no other resources available at school. The physical laboratory is not equipped. The library is available, but they do not have a teacher librarian responsible for the running of the library. However, their English teacher sometimes took them to the library.

7.3 HOW OFTEN DO YOUR TEACHERS COME TO SCHOOL?

LEARNER E	To be honest, they attend memorial services and teachers meetings during school days. As a result, there is no school during these days. Some of them are dedicated, but others cannot finish all the week coming to school. At times they are lazy.
LEARNER F	They all miss school when there are memorial services and teacher meetings. Other than that, only a few do not like coming to school. But at times even if they are around, some are lazy to come to class.
LEARNER G	Not always- at times they do not come to school.
LEARNER H	Some attend school very poorly. Others are dedicated to their work.

Pupils maintained that some teachers were not dedicated to their work, and do not come to school regularly. They also mentioned that teachers attended memorial services and meetings during school days which meant a holiday on those days.

TABLE 8: ROLE OF PEERS**8.1 HOW DO YOU SPEND TIME WITH YOUR FRIENDS?**

LEARNER E	I do not have time for friends. My mother is very strict. However I spend time studying with my schoolmates.
LEARNER F	We spend a lot of time with our musical group practising and doing other things. I do not have a study group. As a result, I do not spend much time on my books.
LEARNER G	We spend time playing soccer, discussing politics, studying our books. We have a study group.
LEARNER H	We like going out to parties and bashes. We visit each other. I do not have a study group. Therefore, I do not spend much time studying.

Learner A admitted that her mother was very strict and that she therefore does not have time for friends. Both she and Student G attend study groups. Pupils F and H admitted that they do not have study groups, but spend most of their time on recreational activities.

8.2 WHAT KIND OF MOTIVATION DO YOU GIVE EACH OTHER?

LEARNER E	We encourage involvement and participation in the group. We share school work. Those that are weak are helped by others. We learn from each other.
LEARNER F	I do not have a study group. I only study when I am going to write a test. I often leave my work until it is too late. Therefore I do not give and get motivation from friends. My books are my

	own business.
LEARNER G	We encourage each other. We share school work. We study together. We give each other tasks so that everyone participates in the next meeting.
LEARNER H	I do not have an effective study group. I once joined other students but I dropped out. The problem is most of my friends are outside school. They take a lot of my time and they do not encourage me.

Two learners admitted that they do not have study groups. This means they do not have a support group to motivate them, but studied alone for exams. The other two students stated that they had effective study groups. They used to share their schoolwork, including homework, which motivated them.

**TABLE 9: RELATIONSHIP WITH SELF: ATTRIBUTION OF MEANING;
INVOLVEMENT; EXPERIENCE AND SELF-CONCEPT**

9.1 WHAT INTEREST DO YOU SHOW IN YOUR SCHOOL ACTIVITIES?

LEARNER E	By being involved in my school work. Do homework. Participate in class activities. Involved in group work. Follow all instructions and guidelines of the teachers.
LEARNER F	Sometimes I do my homework. Most of the time I do not involve myself in school activities. I dodge homework and tests.
LEARNER G	I participate fully in class. I do my homework always. I ask when I do not understand. My teachers know that. I am active in my study group.
LEARNER H	I must be honest with you, I did not show much interest this year. I regret that. I spend most of my time with friends that enjoy nice times. I have been dodging homework and tests.

All learners claimed that they showed interest by attending school everyday and doing their school work. However, F and H admitted that they used to dodge school, tests and other school work.

9.2 WHAT MEANING DO YOU ATTACH TO YOUR STUDIES?

LEARNER E	I attach a positive meaning. I know that they are my ticket to the brighter future. My whole matric revolves around these activities. I am being developed and prepared for the future. I therefore take them serious.
LEARNER F	I know that they are meant to take me to the future. But I realise now that I did not take them seriously.
LEARNER G	I view them in a very serious light. They are very meaningful to

	me. They are the means of taking me to success.
LEARNER H	I know that in order to pass, one has to do her school work. But I regret to say that I never took this seriously. As a result I have failed.

All learners claimed to attach a significant meaning to their studies as the tickets to a successful future. However, pupils F and H admitted that they did not take their studies seriously despite knowing how important they were.

9.3 HOW DO YOU EXPERIENCE YOUR SCHOOL ACTIVITIES?

LEARNER E	I always see my studies as challenging and demanding. As a result I started reading my books earlier. I always wanted to perform to the best of my ability.
LEARNER F	I did not take them seriously sometimes. They were very difficult at times. Teachers gave us too much work to do.
LEARNER G	They were very interesting and challenging. I thought I would do better than I have done.
LEARNER H	I did not hate my studies. I knew they were necessary. I did not have enough time for other activities.

Learner E and G stated that they experienced their studies as interesting and challenging. Pupils F and H viewed them as taking too much of their time. Sometimes they felt that teachers were giving them tests to make things difficult for them.

9.4 WHAT ARE YOUR ABILITIES?

LEARNER E	I can do a lot of things. At school I am good at playing softball. I can also do well in almost every subject. But I like physics
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	and maths.
LEARNER F	I am good at music. I can also do good in agriculture. I like farming.
LEARNER G	I am good at soccer. I am also good at maths and physics.
LEARNER H	I am good at working with my hands. I also can sing. At school I can be good in languages.

All learners acknowledge their abilities. This implies that those who failed realised that their failure was not due to a lack of ability.

9.5 WHAT MOTIVATES YOU TO LEARN?

LEARNER E	The desire to realise my future goals. My mother who believes in me. My teachers who keep on encouraging me.
LEARNER F	I want to be successful in life.
LEARNER G	I want to achieve success and be a better person. I also want to make a contribution in the community. That is impossible without learning.
LEARNER H	I want to be a better person in life. I want to help my mother.

All learners agreed that they were at school to realise their future goals. Their aspirations were their motivation. It was interesting to note that student E studied very hard to strive for independence from her strict parents. She said that at a tertiary institution she would be treated like an adult.

9.6 WHAT ARE YOUR FUTURE PLANS?

LEARNER E	I would like to be a medical doctor or a social worker to help people in need.
LEARNER F	I would like to be musician for now. But when I am older I

	would like to be a farmer and till the soil.
LEARNER G	I would like to be an electrical engineer.
LEARNER H	I would like to be a social worker or a nurse.

All learners had future plans and had considered possible careers.

TABLE 10: INTRINSIC AND EXTRINSIC FACTORS THAT MIGHT HAVE INFLUENCED THE PUPILS= ACADEMIC PERFORMANCE FROM THEIR POINT OF VIEW

10.1 HOW DO YOU FEEL ABOUT YOUR RESULTS AND WHAT DO YOU THINK CAUSED YOU TO PERFORM AS YOU HAVE DONE?

INTRINSIC FACTORS:

LEARNER E	I feel good about my results. I thought I would achieve more. I think the meaning I have attached to my studies in terms of involvement, dedication and motivation to realise my goals has contributed to what I have achieved.
LEARNER F	I feel disappointed about my results. Truly speaking I think I did not put in much effort. I spent most of my time with the band. I really did not prepare enough for the exams. I was not involved and dedicated enough.
LEARNER G	I feel delighted about my results. I attribute my success to the following: meaning I attached to my school work; involvement; dedication; determination; ability and hard work.
LEARNER H	I feel disappointed. I was not serious enough, to be honest. I was dodging my homework. Not coming to school sometimes.

	Hanging on with nice time group. Not dedicated to my work.
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When asked about intrinsic factors that have contributed to their performance, learners who had passed stated that they attribute this to their hard work, determination, involvement and ability. The learners who failed expressed disappointment. They felt that they had not put enough effort into their school work, and wasted a lot of their time.

EXTRINSIC FACTORS:

LEARNER E	My parents discipline and encouragement; their insistence that I should go to school everyday and on time. Guidance and encouragement from teachers. The support and understanding of my schoolmates.
LEARNER F	Poor feedback and individual attention from the teachers. Absence of study time at school. Poor communication between me and my mother. Lack of a study group. Friends from my music group who did not encourage me to learn.
LEARNER G	Teacher motivation, encouragement from my parents, support from friends in study groups.
LEARNER H	Friends that I spent much of my time with, absence of teacher follow-up. The fact that I am not staying with my mother, who should have called me into order in time.

The learners who passed attribute their success to their parent's insistence that they attend to school, the study group that they formed, and their teachers feedback. Learners who failed stated that they could not blame parents and teachers. They admitted that while their teachers tried, they were not serious enough. These pupils felt that their teachers did not give them individual attention.

TABLE 11: PERSONAL DETAILS OF TEACHERS

TEACHER	I	J
GENDER	MALE	FEMALE
AGE	51	39
RANK	Deputy	Assistant educator
STD TAUGHT	9 & 10	9 & 10
TEACHING EXPERIENCE	30 yrs	15 yrs
QUALIFICATIONS	BA, UED	BA,STD,MED
SCHOOL	Upper Corana S.S. School	

**TABLE 12: TEACHER'S ROLE IN THE PROMOTION OF LEARNERS
POTENTIAL**

**12.1 WHAT DO YOU UNDERSTAND BY THE CONCEPT LEARNER'S
POTENTIAL?**

TEACHER I	To me it means the abilities and talents that every child has at school.
TEACHER J	I think learners potential means that every child has an ability to learn.

12.2 HOW DO YOU PROMOTE PUPIL'S POTENTIAL

TEACHER I	We promote that by teaching: giving classworks and other school activities.
TEACHER J	Pupils are at school to learn, therefore we teach them. We give them In extramural activities.

Both teachers seem to know what learners potential means. They also take it as their responsibility to teach learners so as to unlock potential.

13.1 HOW DO YOU ENCOURAGE LEARNERS TO LEARN?

TEACHER I	I must not lie to you, these days it is not easy. As a result, many students are failing each year. Teachers no longer put much effort into their work. Pupils themselves do not seem to bother. However, we are trying. We encourage those who are willing to learn. We have afternoon studies. We give homework.
TEACHER J	We used to apply corporal punishment. In that way we made sure that every student was doing his job. But things have changed even teachers themselves do not show much commitment. We do not have proper measures as yet. But we try, some of us even offer to teach during weekends and holidays. But you know, our pupils do not appreciate that. They do not come. The only students that do attend are those do have a problem. It is always like that with students.

13.2 *WHAT RESOURCES ARE PROVIDED BY THE SCHOOL TO FACILITATE LEARNING?*

TEACHER I	<p>What can you expect, considering that we are in rural areas. We do not have electricity. Although we have managed to buy a television and video recorder, these are not used, to the extent that they are at teachers places in town. We also have a laboratory that is not equipped. We started a library through the assistance of READ but it is not used as it should be. There is no teacher librarian to run it. We are understaffed. Teacher aids are scarce. In all, one can say that we have very little resources, which are not valued or utilised.</p>
TEACHER J	<p>We rely mostly on text books which are not adequate. Sometimes students have to share. This makes it difficult for them to cope.</p>

From the above responses, it would appear that teachers realise the importance of motivating students. They both acknowledge that they no longer motivate learners as they should. One even mentioned that it was easier when they were still permitted to use corporal punishment. It was felt that there are no proper methods to replace corporal punishment. As a result it is difficult to motivate learners.

Regarding resources, teachers confirmed that the few resources they have are not utilised. Another factor that was mentioned was that teachers are understaffed at school.

TABLE 14: TEACHER'S DESCRIPTION OF THEIR ROLE IN THE EDUCATION OF PUPILS

14.1 HOW DO YOU DESCRIBE YOUR TEACHING CAREER?

TEACHER I	To be honest with you, I am looking forward to my retirement. Teaching has lost its meaning these days. A lot has happened around teaching itself. As a result it is confusing and frustrating.
TEACHER J	It used to be fulfilling but now it is not rewarding at all. You sweat and sweat but at the end of the day you do not get good results. Even if you have, you do not get motivation from the department in terms of incentives.

14.2 WHAT DO YOU THINK OF THE QUALITY OF TEACHING TODAY?

TEACHER I	It is not satisfactory at all. Everybody can witness that.
TEACHER J	The results of the previous years portray exactly the low quality of education. It is not up to standard at all.

14.3 AS TEACHERS, WHAT DO ATTRIBUTE TO THIS?

TEACHER I	<p>There are many factors to it. It depends on how one looks at it. I for one would say this is attributable to the whole issue of change in South Africa brought by democracy and how people perceive it. These changes have made teachers not to be effective. On the other hand, learners are not putting in effort as they should.</p>
TEACHER J	<p>As far as I am concerned, I think every stakeholder in the education of the country as a whole has contributed to the decline of education. It is not solely the responsibility of teachers. Parents also must show interest. Unfortunately we teach where parents do not play a major role. They simply take their children to school, then they isolate themselves from the school. The government on the other hand continues to implement its confusing policies surrounding education. These in turn have a negative impact on teaching and learning.</p>

Both teachers commonly define their career as confusing. They also acknowledge that the quality of education has declined over the years. They attribute the state of affairs to different factors, including the contribution of all stakeholders involved in the education system. Most importantly, they blame the government for implementing ill-defined policies which they see as having a negative impact on education in this country.

CHAPTER 7: FINDINGS, RECOMMENDATIONS AND CONCLUSION

7.1 INTRODUCTION

The researcher wished to determine possible extrinsic and intrinsic factors that might influence the academic achievement of senior secondary pupils in the rural Eastern Cape. This chapter deals with the findings, recommendations and conclusions of the research. The following questions guided the idiographic research:

- _ *Which extrinsic factors have an influence on the academic achievement of senior secondary pupils in the rural Eastern Cape?*
- _ *Which intrinsic factors have an influence on the academic achievement of senior secondary pupils in the rural Eastern Cape?*

7.2 RESEARCH METHOD

To answer the above questions, a qualitative investigation was undertaken. It consisted of two phases: a study of the matric results in 1996, 1997 and 1998 of one senior secondary school in the Libode district in the rural Eastern Cape, and structured interviews with ten respondents. These respondents were chosen purposefully because of their accessibility to the researcher. They consisted of four pupils (two high achievers and two low achievers), their parents and two teachers from their school. High achievers refers to those pupils who passed grade 12 in 1998 with matric exemption. low achievers refers to those who failed grade 12.

The initial structured interview was conducted with the parents to determine the quality of their relationship with their children, their children's teachers and peers. The data from parents was verified through additional information from pupils (N=4) and teachers (N=2).

7.3 DATA ANALYSIS

All the responses from the interviews were recorded by means of notetaking. A simple coding system was used to identify topics which present intrinsic and extrinsic factors. This was done by grouping all data that belonged to one topic.

Finally, these aspects were integrated, cross-validated and compared with the academic performance of low and high achievers in the study.

7.4 FINDINGS

The following topics recurred in the interviews as extrinsic and intrinsic factors that might influence the academic achievement of senior secondary pupils in the rural Eastern Cape. For the sake of clarity, the background information on the parents is provided here.

7.4.1 Background information on parents

Of the four parents interviewed, three attend school as far as Std 6 and the fourth one was a primary school teacher. Of the three with a Std 6, two were housewives, and the third was employed as a housekeeper. Of the four parents, three were single, one a widow, another one a divorcee and the last one never married. The common denominator was that they were all mothers.

7.4.2 Extrinsic factors

These refer to factors from home and school:

7.4.2.1 *Parental involvement and support*

The findings clearly indicated that all parents consulted were not involved with the activities of school in question. They agreed that they never visited the school, and were not even acquainted with the teachers. They were only informed about the progress of the child through school reports in June and November. They did not make any follow-ups concerning the performance of the child whatsoever.

The parents were found to lack adequate interest in the schooling of their children. They only paid school fees, bought books and school uniform. The only motivation they provided was to warn their children against failure. They all claim to have a positive attitude to the education of their children. This is justified by the fact that they provide school requirements in terms of books and school fees. Other than that, the majority of them were not aware they were also supposed to provide other reading material for the child. According to them, this was one of the school's responsibilities. Most unfortunately, it was apparent that neither the school, the parents, nor the community made any special effort to narrow the gap between the school and the home.

7.4.2.2 *Parent's relationship with their children*

All parents interviewed agreed that their relationship with their children was based on authority. In every home there were rules to be observed. For example, children have to respect older people. It was also felt that older people should show respect to their children at all times. Parents also agreed in principle that the violation of rules was followed by punishment and reprimands.

Parents also admitted sometimes it was not easy to maintain rules, especially with adolescents. The findings suggest that parental discipline has an influence on academic achievement. Parental discipline also seems to help children to internalise rules so that they behave appropriately at school and apply self-discipline in studying. The importance of discipline is evident in the difference in performance between those pupils whose parents were strict and those whose parents failed to effectively discipline their children.

Parents of the high achievers stated clearly that they were very strict with rules. They do not compromise. They also pointed out that they adhere to old-fashioned values. For example, children must go to school on time, everyday. They must obey their teachers and study their books. They also have obligations at home to help with household chores. Such parents were concerned about bad influence on their children such as certain friends. Pupils interviewed confirmed these findings about their parents. The pupils from strict homes also expressed ambivalence about such strictness. They both stated that they studied hard to pass so that they could go to a tertiary where they would be treated as adults. All learners stated that communication between them and their parents was limited. They could not share their problems with them.

7.4.2.3 Teacher's role in the promotion of learner's potential

All teachers interviewed seemed to realise that all pupils have potential. They also acknowledged that their role as teachers was to unlock that potential by motivating and giving individual attention to every learner. They admitted that recently the quality of teaching has declined. Teachers no longer teach to the best of their ability. Teachers attributed this state of affairs to many factors, which generally centre on the confusion brought by change in South Africa.

7.4.2.4 Motivation from teachers

Although teachers acknowledge their responsibility to promote learners potential through motivation, they found out that it was difficult for them to provide adequate motivation to all pupils. They admitted that their tendency is to pay attention to those that appear to be interested due to classroom overcrowding. Learners confirmed this. One of the low achievers stated that he seldom received feedback from teachers. Sometimes their work was not even marked. Learners also pointed out that most of the time they motivated themselves. Teachers tended to label poor achievers as failures rather than attempting to motivate them. From the responses it was also noted that the

pupils who managed a good pass did so because their intelligence was above average and they also studied efficiently in groups.

7.4.2.5 *Resources provided by the school*

According to the respondents, the school only provided books for learning, and no other material whatsoever. There was a laboratory, but it was not functional due to lack of equipment. Although the library was established, it was not used due to a shortage of teachers. Teachers felt that they were too understaffed to run the library efficiently. Respondents also agreed that there were no teaching aids. Although the school has a television set and a video machine, these could not be used because there was no electricity in the school.

7.4.3 *Intrinsic factors*

These refer to factors within the learner.

7.4.3.1 *Attribution of meaning*

All learners claimed that they attach significant meaning to their studies. They stated that they were aware that their studies were tickets to a brighter future. Such statements are substantiated by the fact that they make an effort to attend school and do not spend their time on the streets.

7.4.3.2 *Involvement*

Attribution of significant meaning is judged by the degree to which learners are involved in their school activities. All learners had claimed that they perceive their schoolwork as meaningful. However, low achievers admitted that they did not put much effort into their studies. They both stated that they used to dodge school and tests. They showed poor interest in their schoolwork. These learners also disclosed that they did not study in

groups. They also preferred to spend their time on other activities. In all, they admitted that they had shown no dedication to their work at all.

The high achievers showed dedication in terms of hard work and group work. They said they followed the advice of teachers and parents and worked hard. All learners claimed that they never received assistance from their parents because they were not educated. They received help from teachers when they asked for it. Their parents confirmed the findings.

7.4.3.3 Experience

According to the findings, the experiences of the high and low achieving both at home and at school differed. It would appear that low achievers experienced their studies in a negative light although they claimed to have attached a significant meaning to these. This is evident in their lack of involvement. Negative experiences may be caused by lack of motivation from school and home. These learners were exposed to the same school situation but, because their experiences of this situation differed, two students passed while another two failed, illustrate in how subjective experiences are. When asked how they experienced their schoolwork, high achievers stated that they perceived it as a challenge to overcome while low achievers admitted that sometimes they viewed it as difficult or impossible. They also felt that teachers were giving them too much work to make things difficult for them.

Attribution of meaning, involvement and experience had been said to be conditions of effective learning and as such they are components of self-actualization (Mellet 1991:107-110). These therefore influence academic achievement.

7.5 RECOMMENDATIONS

The purpose of the research was to identify and confirm the extrinsic and intrinsic factors that might influence the academic achievement of senior secondary pupils in the

rural Eastern Cape. In this regard, parental involvement, the parent-child relationship, teachers role in promoting learners potential, teachers motivation, and resources provided by the school were identified as extrinsic factors that influence academic achievement.

Attribution of meaning, involvement and experience were seen as intrinsic factors that influence academic achievement. From the findings it has become apparent that the respondents parents are not very involved with the education of their children. They do not show interest in their schoolwork. Educational psychologists feel strongly about parental involvement. According to Masitsa (1995:188), parents are involved in the child's education when they take active part in the school activities and tasks.

For this reason it is recommended that parents should not participate in management areas only but should also be involved in the school activities. Parent-teacher and learner associations should be formed. These associations could then see to it that every parent visits the school in connection with the progress of the child as well as oversee the development of the whole school. Parents could also be encouraged and trained in ways to motivate their children.

Concerning the parent-child relationship, Ferreira (1994:62) points out that relations that adolescents have with their parents differ from day to day. The findings show that parent-pupil relationships in these subjects are primarily characterised by authority where an adolescent is seen as a child who is punished when he or she violates the rules.

Because adolescents are no longer children not yet adults, it is recommended that, in order to have a positive impact on the academic achievement of adolescents, parent-adolescent relationships should be not only by authority but also characterised by constructive communication, and the manifestation of love, acceptance, trust and understanding.

Regarding the promotion of learners potential, Dreyer (1994:69) points out that teachers are well suited to promote this potential. This should therefore not be considered to be an optional additional task on the part of teachers. It is therefore recommended that teachers dedicate themselves to motivating pupils to actualise their potential. Teachers should rise above the problems and questions of their jobs and make their obligation to teach a primary concern. In this regard, Makosana (1994:40) points out that Ait is no longer helpful to blame all ills of education on the apartheid government. What is needed is a willingness among teachers, parents, pupils and other role players to accept responsibility for education.

According to the findings, Eastern Cape rural schools are among the worst equipped schools in South Africa. Given the reality that about 85-90% of the provincial education department goes to teacher salaries. Communities and schools should form a partnership in raising and organising funds for developing and equipping schools. Pupils should be educated about the need to channel school funds in a more constructive manner.

Self-actualisation is defined as a person's deliberate efforts to realise his or her potential (Vrey 1979:43). This implies that the learner attends school in an attempt to actualize that potential. The school has a duty to help unlock those inborn talents; however, it is the learner's task to discover and understand the world according to their own terms. Therefore, learners must assign significant meaning to their studies through active involvement and adequate experience.

This poses a challenge to pupils, to utilise all the instruments of education that are at their disposal. This includes their teachers, peers and parents. Unless learners take their studies seriously, all the teaching in the world cannot help them to actualise their potential.

- A study of factors which might influence teacher motivation in schools may be undertaken.
- The relationship between school management and academic achievement needs to be investigated.
- The role of the school in investing positive involvement of parents is an important area of research.
- The promotion of education within the home, with a view to building educational resources to help guide parents in assisting their children, is needed.
- The value of teacher associations and teacher-pupil associations to promote interaction is a further area of future research.

7.7 LIMITATIONS OF THE STUDY

This study cannot hope to address all the burning issues in education in the Eastern Cape.

Because the research has been confined to rural senior secondary schools, the findings cannot be generalised to urban areas.

The sampling was also purposeful, implying that this is bound to have some biases in terms of researcher interference. Most parents interviewed were not well educated. This required the researcher to speak Xhosa during the interviews. This may have led to problems in translation.

The study could furthermore not cover all possible factors that may influence academic achievement.

7.8 CONCLUSION

Parental involvement, teacher motivation and learners participate are important factors in the education system. This research has found that although these are crucial, parents do not realise their importance and tend to shift responsibility to teachers, especially at

senior secondary level. They do not see any need to help their children with schoolwork, but feel that they are old enough to handle their school problems. As a result, parents involvement extends to the provision of school requirements in terms of books, fees and uniforms, but no further.

On the other hand, schools in the rural Eastern Cape are closed organisations that tend to operate in isolation. They do not encourage inputs from the community as how to achieve the goals of the school. This discourages the participation of parents. It is therefore the duty of the schools to invite and involve parents in school issues from management to the classroom.

This research has tried to identify and confirm possible extrinsic and intrinsic factors that might influence the academic achievement of senior secondary pupils in the rural Eastern Cape. Possible factors were discussed in the literature and explored in interviews with parents, teachers and learners at a school in the rural Eastern Cape using an idiographic research method. It was found that these intrinsic and extrinsic factors are indeed influential in determining learners academic success.

Limitations of the research were discussed, and suggestions for themes for future research were put forward. Recommendations were made in order to improve the situation in schools in this impoverished province. The researcher believes that this will make a contribution in effecting change in our communities, schools and learners.

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APPENDIX (I) INTERVIEW SCHEDULE FOR PARENTS**5.4.4.1. Questionnaire 1*****Interview with the parents*****TABLE 1: PERSONAL DETAILS OF PARENTS**

Gender -----

Age -----

Occupation -----

Education -----

Marital Status -----

Relation with -----

The child -----

TABLE 2: PARENT'S RELATIONSHIP WITH THE CHILD

RELATIONS WITH CHILDREN: AUTHORITY, DISCIPLINE, COMMUNICATION

2.1 *What kind of authority is accepted and maintained at home?*

.....
.....
.....
.....

2.2 *What happens if these rules and norms are violated?*

.....
.....
.....

2.3 *How do you as parents respond to norms and rules?*

.....
.....
.....
.....

2.4 *Do you show any understanding of the child's developmental stage:
how do you deal with it?*

.....
.....
.....
.....

TABLE 3: PARENT'S RELATIONSHIPS WITH CHILDREN'S TEACHERS AND PEERS

3.1 *What is your attitude towards your child's teachers and peers?*

.....

.....

.....

.....

**TABLE 4: PARENT'S ROLE IN THE EDUCATION OF THE CHILD:
INVOLVEMENT AND MOTIVATION**

4.1 *How often do you visit the child's school?*

.....
.....

4.2 *How do you know about progress of your child at school?*

.....
.....

4.3 *What interest do you show in your child's education?*

.....
.....
.....
.....

4.4 *What other learning material do you provide except books?*

.....
.....

4.5 *How do you motivate your child to learn?*

.....
.....
.....
.....
.....

4.6 *How do you view your child in terms of intelligence and ability?*

.....
.....

TABLE 6: LEARNER'S RELATIONSHIPS WITH THEIR PARENTS, TEACHERS AND PEERS

PARENT ROLE IN THE EDUCATION OF THE CHILD:

6.1 *What interest do your parents show in your education?*

.....
.....
.....
.....

6.2 *How do they motivate you to learn?*

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.....

6.3 *What is the atmosphere at home?*

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TABLE 7: ROLE OF THE TEACHERS IN THE EDUCATION OF LEARNERS

7.1 *How do your teachers motivate you to learn?*

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7.2 *What type of resources do they provide apart from books?*

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7.3 *How often do your teachers come to school?*

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TABLE 8: ROLE OF PEERS

8.1 *How do you spend time with your friends?*

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8.2 *What kind of motivation do you give each other?*

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**TABLE 9: RELATIONSHIP WITH SELF: ATTRIBUTION OF MEANING;
INVOLVEMENT; EXPERIENCE AND SELF-CONCEPT**

9.1 *What interest do you show in your school activities?*

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9.2 *What meaning do you attach to your studies?*

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9.3 *How do you experience your school activities?*

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9.4 *What are your abilities?*

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9.5 *What motivates you to learn?*

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9.6 *What are your future plans?*

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TABLE 10: INTRINSIC AND EXTRINSIC FACTORS THAT MIGHT HAVE INFLUENCE THE LEARNER'S ACADEMIC PERFORMANCE FROM THEIR POINT OF VIEW

10.1 *How do you feel about your results and what do you think caused you to perform as you have done?*

Intrinsic factors:

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Extrinsic factors

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TABLE 14: TEACHER'S DESCRIPTION OF THEIR ROLE IN THE EDUCATION OF LEARNERS

14.1 *How do you describe your teaching career?*

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14.2 *What do you think of the quality of teaching today?*

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14.3 *As teachers, what do you attribute this to?*

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APPENDIX (iii)

INTERVIEW SCHEDULE FOR TEACHERS

5.4.4.3 Questionnaire 3

Interviews with teachers

TABLE 11: PERSONAL DETAILS OF TEACHERS

Name of teacher:

Gender:

Age:

Rank:

Std taught:

Subjects:

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Teaching experience:

.....

.....

Qualifications:

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.....

School:

TABLE 12: TEACHER'S ROLE IN THE PROMOTION OF LEARNER'S POTENTIAL

12.1 *What do you understand by the concept learner's potential?*

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12.2 *How do you promote learner's potential?*

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**TABLE 13: MOTIVATION FROM THE TEACHERS AND RESOURCES PROVIDED
BY THE SCHOOL**

13.1 *How do you encourage learner's to learn?*

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13.2 *What resources are provided by the school?*

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