NON-INTELLECTIVE PSYCHOSOCIAL FACTORS EMERGING FROM THE HOME AND THE SCHOLASTIC ACHIEVEMENT OF HIGH SCHOOL PUPILS IN THE NORTHERN PROVINCE OF SOUTH AFRICA.

by

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DECLARATION

I hereby declare that this dissertation is the result of my independent investigation except where I have indicated my indebtedness to other sources.

I further declare that this dissertation has not already been accepted in substance, and is not submitted concurrently for any other degree.

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Signature

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Year: 1998

DEDICATION

I heartily dedicate this work to my deceased grandparents, Melato Magdeline and Mabe Levy Moeketsi.

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SUMMARY

This study investigated the relationship between non-intellective psychosocial factors and the scholastic achievement of high school pupils. The non-intellective psychosocial factors included are parental aspiration, parental involvement, and socio-economic status (the level of education, occupation, and income of the parents), and the self-concept of pupils.

The target population for the investigation was Standard 10 pupils in the Northern Province of South Africa. These pupils wrote the same examination, at the same time. From the four schools which constituted Dilokong Circuit under Magalaka area, 227 (128 girls and 99 boys) Standard 10 pupils were selected by random sampling method. Their age ranged from 15 to 35 years. In order for the researcher to accumulate information concerning parental aspiration, parental involvement, socio-economic status and the self-concept of pupils, a questionnaire which was filled in by pupils was used. The researcher relied on the 1996 Standard 10 final examination results to assess the scholastic achievement of pupils.

Pearson correlation coefficient, analysis of variance, and regression analysis were the statistical techniques employed to analyse data. This study found no relationship between parental aspiration, parental involvement, socio-economic status, parental education, parental occupation and parental income, and the scholastic achievement of pupils. A slight positive relationship was found between the self-concept of pupils and their scholastic achievement.

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CHAPTER 1

1.   INTRODUCTORY ORIENTATION

1.1   Background of the problem

Scholastic achievement is believed to be one of the most important goals of the education process. Hence, determining the factors that contribute to pupils' scholastic achievement, including the part played by the home, remains an important issue in education.   Education   may be defined as a purposeful, conscious intervention by an adult in the life of a non-adult child with the specific purpose of bringing the non-adult successfully to adulthood,   and furthermore, education may take place in the home and at school (Van Rensburg and Landman, 1986:307; Van den Aardweg and Van den Aardweg, 1988:71).

The school is a resource centre, and the contexts of learning are widened into the home and the community by home members (Deer, 1980:20-4). This means that both the school and the home play a vital role in the education of the pupils. However, even though the school plays an important part in the education of pupils, the school cannot and does not take over completely from the home because even when pupils are attending school, they continue to live with their parents (Yeats, 1991:112; Topping, 1986:29).   Pupils are deeply influenced by their parents' behaviour and attitudes (Clark, 1989:8).   Therefore, the home should be considered as important in the sense that pupils have to establish their place in the society, and people who can help them find a place in the society are family members such as parents who are close to them (McCown, Driscoll, and Roop, 1996:75).

The influence of the home is of critical importance in pupils' psychological and social development generally, and in particular, in the use they make of their abilities in the formation of their attitudes, opinions and in the development of motivation towards the school and a future career (Fontana, 1981:7). Pupils vary as a result of the home experiences and their ability to benefit from educational opportunities, and this could contribute to variability in scholastic achievement among pupils. For example, parental interest was found to be associated with the scholastic achievement of pupils (Cherian, 1992:10). Also, the aspirations parents have for their children's schooling undoubtedly influence their scholastic achievement (DuBey, Edem, and Thakur, 1979:27). Further, there is a relationship between parental educational level and pupils' scholastic achievement (Stevenson, Lee, Chen, Stigler, Hsu, and Kitamura, 1990:1-2). Additionally, occupation of parents is closely related to scholastic achievement (Slaughter, Epps, and Thakur, 1987:3-20; Wilson and Allen, 1987:64-76). Furthermore, parents' income is related to the scholastic achievement of their children (Dodge, Pettit, and Bates, 1994:649-665).

The home plays an essential role in pupils' scholastic achievement, and learning problems may arise from the pupils' personal problems at home (Du Plooy, Griessel, and Oberholzer, 1987:163; Griffore and Boger, 1986:105; Kapambwe, 1980:1). Also, Jubber (1988:47) concludes that the home environment is an important determiner of school behaviour and success. Likewise, Cherian (1987:4) reports that the home plays a significant role in the education of the pupils. In addition, Fontana (1981:7) concludes that pupils spend more of their waking hours in and around the home than they do in school, and the more they grow, the greater the hours.

Studies on the relationship between the home and the scholastic achievement of pupils conclude that the home plays a vital role in the achievement of pupils, but the question was what type of the home plays such an essential role (Pacheco, 1996:98; Cherian, 1992:4-10; Berg, 1990:41-42; Barber, 1988:370-77; Jubber, 1988:1-4; Van der Velde, 1987:5-6). In this connection, Cherian (1992:4) suggests that a good home, wherein pupils experience positive parental aspirations and involvement, and availability of resources, is the one which plays a significant role in determining the scholastic achievement of pupils. Also, both direct instruction and involvement have a positive school outcome (Miller and Kelly, 1991:174-85; Berger, 1987:15; Hewison, 1982:156-162; Tizard, Schofield, and Hewison, 1982:1-15;). This is also supported by other researchers. For example, Stevenson et al. (1990:1-2) found a positive relationship between the education of parents and the scholastic achievement of their children. Likewise parental occupational level has been found to be positively related to the scholastic achievement of pupils (Slaughter et al., 1987:3-20; Wilson and Allen, 1987:64-76). Also, parents' income is positively related to their children's scholastic achievement (Cherian, 1991:889-91). Additionally, parental aspiration is regarded as an important aspect of pupils' scholastic achievement and is also related to achievement in general. Therefore, the aspiration parents have for their children's schooling without any doubt influences the scholastic achievement of pupils. Parental interest also leads to offers of help to the children who bring home school work (Cherian, 1991:138-88; Holloway, Fuller, Hess, Azuma, Kashiwagi, and Gorman, 1990:196-207; Marjoribanks, 1987:171-78; Bach, Khattab, and Gulick, 1985:375-84; Niles, 1981:419-30).

According to Berg (1990:40), a healthy home characterised by open and good communication patterns, produces healthy educational functioning in pupils whose emotional energy is then, in a sense, freed, allowing them to concentrate their

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efforts on their academic pursuits. For example, children in relatively cohesive and intellectually oriented homes tend to show more rapid mental development. Also, academically competent children are more likely to be reared in cohesive rather than non-cohesive homes (Russel and Russel, 1987:1573-85; Loeb, Horst, and Horton, 1980:203-17).

Some researchers believe that motivation for learning begins in the home and must be reinforced by people outside the home, and that the development of the learning abilities of pupils is affected by the home environment (Papalia and Olds, 1992:331-35; Ames and Archer, 1988:206-67; Madeiros, Porter, and Welch, 1988:15). Thus, if the home environment is not conducive to effective learning, pupils may carry the problems arising from the un-conducive home environment to the school. Alkin (1992: 352-490) maintains that learning is made possible through adequate intellectual development and motivation for learning, which begins in the home and must be reinforced by teachers and other societal forces. Furthermore, DeSalvo and Zurcher (1984:7-17) indicate that motivational variables which always arise from the home are important factors which have a positive influence on scholastic achievement.

There appears to be some agreement that pupils' personality, motivation, and educational opportunity are gradually formed by the kinds and qualities of the interaction that they share with those close to them such as parents (Parkinson, Wallis, Prince, and Harvey, 1982:329-33; Scarr and McCartney, 1983:424-35; Athey, 1981:353-67). In addition, the home is the key social institution for providing care, training, education and the bringing up of children (Vos, 1997:160). Besides, parents are generally recognised as the champions and the home as the primary setting for socialization (Maccoby, 1984:20).

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Gecas stresses that it is in the home that pupils begin to develop a sense of the self (Schaefer, 1987: 107). This has been supported by researchers who believe that a positive self-concept is more likely to promote scholastic achievement than a negative one which was found to be less likely to ameliorate scholastic achievement (Louw, 1991: 260-90; Msimeki, 1988:450-474; Henein, 1978:9-32). For example, Msimeki (1988: 453) maintains that pupils who have developed a positive self-concept are likely to learn and achieve more in their school work, whereas pupils with a negative self-concept are likely to experience difficulties in learning and performing well at school. Louw (1991: 283) maintains that pupils with a negative self-concept usually have a high level of anxiety and later show poor social adjustment and poor school progress. Henein (1978: 17) also argues that a fully functioning pupil is characterized by a positive view of the self and accurate realistic perception of the self as an important determiner of his/her own destiny.

Papalia and Olds (1992: 331) suggest that a pupil's home environment which includes aspects such as how much reading materials are available, how parents feel about education, what they do for and with their children, plays an essential role in the scholastic achievement of the pupils. Pupils' learning environments are influenced positively by the home environment (Athey, 1981). An investigation conducted by Van der Velde (1987: abstract), indicates that there are certain parental attitudes, such as aspiration and interest, which are crucial in promoting scholastic achievement. The researcher further maintains that fundamental factors promoting scholastic achievement are focused in and arise out of the home environment.

In the light of the factors indicated in the preceding paragraphs, the conclusions are:

1. The most essential aspect of scholastic achievement is the pupils' home environment (particularly good ones) and that the home exerts a profound influence on the response of the pupils to the school (Vos, 1997; Pacheco, 1996; Alkin, 1992; Papalia and Olds, 1992; Berg, 1990; Jubber, 1988; Cherian, 1987; Du Plooy, Griessel, and Oberholzer, 1987; Deer, 1980; Kapambwe, 1980).

2. The sense of self begins at home, and the development of a positive self-concept is likely to improve pupils' scholastic achievement, whereas a negative self-concept leads to a decline in scholastic achievement (Louw, 1991; Msimeki, 1988; Schaefer, 1987; Henein, 1978).

3. The direct involvement of parents, their support in various ways and showing interest in children's education, can improve pupils' scholastic achievement (Cherian, 1992; Miller and Kelly, 1991; Berger, 1987; Hewison, 1982; Scarr and McCartney, 1983; Parkinson et al., 1982; Tizard et al., 1982; Athey, 1981; Fontana, 1981).

4. Though the school has become the focal socializing agency within educational system, the school cannot and does not take over completely from the home. This is because even when children are attending school they continue to live with their parents and are deeply influenced by their behaviour and attitudes (McCown, Driscoll, and Roop, 1996; Yeats, 1991; Clark, 1989; Griffore and Borger, 1986; Topping, 1986).

5.   Parental aspiration ameliorates pupils' scholastic achievement (Cherian, 1992; Holloway et al., 1980; Marjoribanks, 1987; DuBey et al., 1979).

6.   The socio-economic status of parents, determined by parents' education, occupational level and income, is likely to promote pupils' scholastic achievement (Stevenson et al., 1990; Ames and Archer, 1988; Madeiros, Porter, and Welch, 1988; Slaughter et al., 1987; Wilson and Allen, 1987; Van der Velde, 1987).

7.   Motivation for learning begins in the home and must be reinforced by other people outside the home (Papalia and Olds, 1992; Van der Velde, 1987; Athey, 1981).

1.2   Statement of the problem

On the basis of the results obtained through the literature review, it is possible to make some generalizations on the relationship between non-intellective psychosocial factors arising from the home and the scholastic achievement of pupils. Important to note, is that many factors have been identified as being related to high achievement and others to low achievement. One method of classifying achievement related factors, is the grouping of factors as intellectual and non-intellectual factors (John, 1976). John (1976:10) groups these factors as environmental variables, which include the home, the school and cultural factors and personality factors which include concepts such as habits, traits, needs, interests, attitudes, values and anxiety states. In addition, Pacheco (1996:4) defines environmental factors as a culture of learning which includes

attitude pupils have towards learning and commitment to learning which arises through the joint effect of pupils' personal characteristics, factors in the home, societal factors and school related factors.

A large number of investigators have examined factors that are related to scholastic achievement in all its ramifications. Furthermore, investigations to find out the relationship between non-intellective psychosocial factors such as parental aspiration, parental involvement, socio-economic status which includes education, occupation and income of the parents, as well as the self-concept of pupils and the scholastic achievement of pupils have been conducted in the West, in Africa and in South Africa. Numerous investigations have found that these non-intellectual psychosocial factors have a tremendous influence on scholastic achievement (Vos, 1997; Cherian, 1992; Stevenson and Stigler, 1992; Astone and MacLanahan, 1991; Stevenson et al., 1990; Sue and Okazaki, 1990; Slaughter et al., 1987; Teachman, 1987; Wilson and Allen, 1987; Barker and Stevenson, 1986; King and Lillard, 1983; DuBey et al., 1979). For example, Vos (1997:159) concludes that for parents to become responsible promoters of effective learning, they have to create and maintain a home environment that is supportive and conducive in preparing children for the requirements of formal schooling.

In their investigation, Stevenson and Stigler (1992) found a positive relationship between the presence of any material in the home which can create a conducive environment for studying and the scholastic achievement of pupils. The researchers further found that some homes seem to consistently produce pupils who succeed at school whereas others consistently produce those who fail. However, while categories of home have been investigated in other parts of the world, especially in the industrially developed countries, they have seldom been investigated in South Africa, particularly in the Northern Province.

Therefore to cater for cultural and geographical differences similar investigation on the relation between non-intellective psychosocial factors arising from the home and the scholastic achievement of pupils be conducted in the Northern Province of South Africa, with special attention paid to the Dilokong Circuit under Magalaka area, because the investigations which have been conducted in South Africa were done in provinces which are far much better than the remote Northern Province.

Moreover, most pupils in this province are historically victims of migrant labour and hardly receive any psychological, social, and emotional support which could contribute to scholastic achievement (Vos, 1997). According to information gathered from the Human Sciences Research Council (HSRC), limited investigations have been conducted in South Africa, but most of these were, however, conducted in the Western Cape (mainly around Cape Town), Johannesburg (now part of Gauteng), and the former homeland of Transkei, now part of the Eastern Cape province (Cherian, 1991; Berg, 1990; Jubber, 1988; Van der Velde, 1987; Van Aarde, 1987; Reedy, 1979; Grové, 1977).

1.3   Aim and objectives of the proposed study

It is a fact that, in a classroom which comprises pupils from different home backgrounds, some pupils will learn easily while others will learn with difficulty (Cherian, 1987; Henderson, 1987; Heyneman and Loxley, 1982; Theisen, Achola, and Boakari, 1983; Marjoribanks, 1979). Therefore the main aim of this investigation was to find the relationship between non-intellectual psychosocial factors emerging from the home, and the scholastic achievement of pupils.

The objectives of this study, therefore, were:

1.   to find out the relationship between the aspirations of parents and the scholastic achievement of pupils;

2.   to investigate the relationship between parental involvement and the scholastic achievement of pupils;

3.   to find out whether a relationship exists between the socio-economic status of parents and the scholastic achievement of pupils;

3.1   to investigate the relationship between parental education and the scholastic achievement of pupils;

3.2   to investigate the relationship between parental occupation and the scholastic achievement of pupils;

3.3   to find out the relationship between parental income and the scholastic achievement of pupils;

4.   to find out the relationship between self-concept and the scholastic achievement of pupils; as well as

5.   to make appropriate recommendations for the possible improvement of the scholastic achievement of pupils.

1.4   Significance of the study

Sometimes to choose and organize meaningful, relevant and appropriate learning materials, and teaching methods without a knowledge of what and how much pupils already know from their early home experiences, is problematic, if not difficult. Thus, knowledge of the pupils' early home experience is of great importance. The importance of this study can also be seen in the light of the unimpressive 1995 Standard 10 examination results in the Northern Province. Statistics indicate that in 1995, 138 816 pupils registered for Standard 10, yet only 52 425 (37.8%) managed to pass the examination. These examination results are important in that they are used for certification, for specialised training such as nursing, primary, secondary, and tertiary teaching, trade training, and for employment.

Since learning, whether at home or at school, takes place through the environment, it is important to investigate the non-intellective psychological and social factors that influence the scholastic achievement of pupils. This could provide teachers with guidelines within which they have to operate if they want their pupils to learn effectively. For teaching materials and learning experiences that are relevant and appropriate, knowledge of what and how much the pupils have experienced earlier in their homes, is necessary.

For teachers to be effective managers in the classroom, they need to know more about the individuals they are dealing with, rather than the subject matter alone. They must understand the individuals they teach, their abilities, the stages of development through which they pass and the different ways in which the environment moulds personalities and interests. Hence, Cherian (1987:18) stresses that for teachers to be effective in the classroom, they need to understand the principles underlying the behaviour of pupils.

In order to know what the pupils already know, teachers must have an insight of the relationship between the home environment and scholastic achievement. Thus, effective learning is likely to take place. Again, if teachers have a clear picture of the individuals they deal with, they are likely not to distance themselves from their pupils' daily home experience, thereby showing parents the importance of their direct and indirect involvement in their children's scholastic achievement.

Therefore, this study could help parents realise the importance of their involvement in enhancing the scholastic achievement of their children. It could also make teachers aware of the contribution the pupils' home environment could have on their scholastic achievement and assist the Department of Education, Arts Culture and Sports to improve the education of pupils.

1.5   Hypotheses

1.5.1   There is a positive relationship between parents' aspirations and the scholastic achievement of pupils.

1.5.2   There is a positive relationship between parental involvement and the scholastic achievement of pupils.

1.5.3   There is a positive relationship between parents' socio-economic status and the scholastic achievement of pupils.

1.5.4   There is a positive relationship between parental education and the scholastic achievement of pupils.

1.5.5   There is a positive relationship between parental occupation and the scholastic achievement of pupils.

1.5.6   There is a positive relationship between parental income and the scholastic achievement of pupils.

1.5.7   There is a positive relationship between the self-concept of pupils and their scholastic achievement.

1.6   Definition of important concepts.

1.6.1   Achievement

Achievement may be defined as a measure of the relationship between a pupil's performance in the classroom and his/her potential performance when compared with pupils of the same age and intellectual endowment (Jubber, 1988:16). This achievement includes three components: work, mastery, and competitiveness (Maehr, 1989:39-73; Spence, 1983:450-60)

1.6.2   Achievement motivation

Achievement motivation refers to the persistence of the energy applied to one's goal. This motivation exists in situations that include competition against a recognized standard of excellence (Papalia and Olds, 1988:397).

1.6.3 Emotion

Emotion may be defined as a person's subjective reaction to the environment. When activated, this emotion elicits an adaptive reaction that the individual experiences as pleasant or unpleasant (Papalia and Olds, 1988:383).

1.6.4 Mastery

Mastery refers to individuals' primary desire to be masters of their environment (Mwamwenda, 1995:352). This mastery can be achieved through individuals' effort combined with the expectations and support of others.

1.6.5 Motivation

Motivation is a term used for the forces responsible for arousal , direction and persistence of behaviour (Papalia and Olds, 1988:383).

1.6.5.1 Intrinsic Motivation

The term intrinsic motivation refers to the moving forces or drives that come from within individuals themselves (Bernard and Huckins, 1978:109).

1.6.5.2 Extrinsic Motivation

Extrinsic motivation means encouragement of pupils towards active learning by means of stimuli and aims which are to be found outside the learning situations (Deci, Nezlek, and Sheinman, 1981:1-10).

1.6.6 Parental Aspiration

Generally it may be defined as the interest shown by parents in the education of their children, and the expectations parents have about their children's education, not ignoring communication which takes place between parents and children concerning education.

1.6.7 Parental Involvement

Parental involvement is an undifferentiated concept which represents a wide variety of parents' behaviours and direct parental participation in children's scholastic achievement (Fantuzzo, Davis, and Ginsburg, 1995:273).

1.6.8 Psychosocial development

Psychosocial development is an individuals' personality development in relation to his/her social development which involves psychosocial factors (Mwamwenda, 1995:58). This development includes a change in the social and emotional development of personality (Papalia and Olds, 1988:463).

1.6.9 Scholastic achievement

After a thorough review of the literature on the concepts scholastic achievement, performance, attainment, success, and academic achievement, the researcher chose scholastic achievement as the concept to be used in the investigation. The concept scholastic achievement in this investigation refers to focussing on the more specialised performance in school subjects, which includes not only the quality of teaching but also pupils' motivation to learn (Vernon, 1979:1928-78).

1.6.10 Self-concept

A review of literature reveals no clear, concise, universally accepted definition of self-concept (Byrne, 1984:427-56). Some researchers conclude that the self-concept definitions have been characterized by vagueness (Harter, 1982:87-97; Shavelson, Hubner and Stanton, 1976:407-41).

According to Henein (1978:1-2) self-concept is " the nucleus on which and around which experiences are integrated into the uniqueness of the individual". Another definition is that of Combs and Snygg who define self-concept as the way in which individuals characteristically see themselves (Henein, 1978:12). Further, they mention that self is the most stable portion of an individual's phenomenal field and is the point of reference for everything he/she does. On the basis of this literature review, the researcher defines self-concept as individuals' way of perceiving themselves, whether positive or negative.

1.6.11 Socio-economic status

Socio-economic status may be defined as a process of distributing, grouping, and dividing the population, granting privilege and opportunity to some while representing discrimination and deprivation to others (Bernard and Huckins, 1978:62).

1.7   Research Methods

The research population was planned to include Standard 10 pupils from high schools in the Magalaka Circuit of the Northern Province. It was further planned that the research information concerning the socio-economic status, parental aspiration, parental involvement, and self-concept would be collected by using a

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questionnaire. The marks obtained by the pupils in the 1996 matriculation examination would be used as the criterion measure (scholastic achievement).

1.8 Data Analysis

It was planned to use Pearson correlation coeffecient, analysis of variance to test the hypotheses. The appropriateness of the statistical technique was confirmed by a review of literature and the statistician at the Research Administration.

CHAPTER 2

2. NON-INTELLECTIVE PSYCHOSOCIAL DEVELOPMENT AND BEHAVIOUR CHANGES

2.1 Introduction

This chapter deals with the first part of the review of literature to set the basic foundation for the hypotheses of the study, to understand the research problem in terms of theoretical framework and current trends, to place the objectives of the study in perspective, to link the study and accumulate knowledge and to clarify concepts.

Erikson formulated the most popular theory of psychosocial development. His chief contribution to personality theory was the emphasis on the conflict between inborn instinct and societal demands. Erikson maintains that the particular society in which individuals grow up, determines what these conflicts will be (Papalia and Olds, 1988:463). The theory incorporates both the psyche and the society. It further emphasises that throughout their lives individuals are faced with crises, and in attempting to solve such crises, the solution may have either positive or negative outcomes, depending on the individual's abilities to strike a healthy balance between inborn instinct and the degree of support they will receive from members of society, as well as their parents.

Both the past as well as the present social settings have an effect on the psychological and emotional development of pupils. These social settings refer to both the wider society in which the pupils grow up and the important people in their life, known as significant others, such as parents (Mwamwenda, 1995:351).

2.1.1 Personality development and behaviour changes

Humans as social creatures get from people around them some encouragement and motivational direction to act. Under normal circumstances, individuals need to be loved and accepted by others. Only if the individual, has developed these feelings can he/she then be motivated to please others and to make them comfortable and satisfied (Bernard and Huckins, 1978:101).

Pupils must first identify themselves. The search for one's identity is a continuous process, but it is crucial during childhood and adolescence (Mwamwenda, 1995:355). There are a variety of ways in which pupils can be assisted in identifying their sense of self. For example, pupils' identities can be established on the basis of their performance in physical and academic activities at home and at school. The individual personalities of parents play a vital role in determining how their children will perform in school (Fein, 1978:419). If parents' behaviour leads children to the conclusion that they are not being loved and accepted, such children are likely to be anxious about their status at home or at school. This anxiety may cause them to magnify the tendency to please others, with their own wants and personal growth being subordinated to social motivation (Bernard and Huckins, 1978:101-112).

Parental behaviour have a major influence on pupils' behaviour, personality and intellectual performance (Fein, 1978: 316). The question is how this influence operates. Self-reliant, self-controlled, explorative and contented pupils have parents who are controlling and demanding, yet these parents are also warm and receptive to their children, whereas distrustful, withdrawn, and discontented pupils have parents who are controlling but reserved and less warm (Fein, 1978: 317).

The type of behaviours most parents want to see in their children may be characterized by two dimensions, namely, socially responsible and socially independent (Fein, 1978:318). These dimensions of competence are of value in an achievement-oriented home. Socially responsible behaviour has to do with pupils' attitude toward achievement and their willingness to co-operate with others. Pupils who exhibit such behaviour are willing to continue a task in the face of frustration and try to comply with the cognitive demands of parents. Social responsibility is stimulated by firmness on the part of parents, and in the process of stimulating such behaviours, parents should clearly explain to their children what types of behaviours are desirable. That is, parents have to make sure that their children know the rules of the home.

2.1.2 Personality development within the home and the school

The home influence remains the most important determinant of behaviour and achievement in the school (Fein, 1978:418). Also, personality development cannot be understood in isolation, yet must be looked at in the context of an individual's interaction with others in a social setting (Mwamwenda, 1995:361). The home and the school operate in a social setting, hence both the home and the school give parents and teachers an opportunity to look carefully into the dynamics of pupils' behaviour as they interact with them (Mwamwenda, 1995:361). This can help both the parents and teachers to shape their understanding of human behaviour so as to enable them to guide and control pupils' behaviour. This could result in parents becoming supportive and teachers effective in the education of pupils.

In his comprehensive study of American education, Coleman attempted to assess the contribution to scholastic achievement of five major variables, ranging from home background to classroom situations. Coleman concluded that the home environment is the most influential variable in pupils' scholastic achievement (Fein, 1978:418). Therefore a supportive home environment can compensate for an unsatisfactory school system, and, an intellectually stimulating environment is conducive to greater independence to pupils. Also, Van den Aardweg and Van den Aardweg (1988:26) indicate that the home which encourages scholastic achievement is the one in which policies are open for discussion between parents and their children, with encouragement and assistance from parents. Likewise, regular personal contact between teachers and parents contributed to the effectiveness of parental involvement in the scholastic achievement of pupils (Fantuzzo, Davis, and Ginsburg, 1995:279)

2.1.3 Personality development and adjustment

Adjustment can be described as the harmony which exists between a person and his/her environment, whereas maladjustment arises when a person fails to get along with others (Mwamwenda, 1995:361). Therefore, if pupils fail to achieve harmony with themselves and with others, their school work is likely to suffer.

Sullivan's interpersonal theory indicates that personality problems which may result in maladjustment occur when a person fails to get inner peace within himself or herself and to get along with others. Such conditions may lead to scholastic failure (Mwamwenda, 1995:361). Thus the need for positive interpersonal interaction between parents and their children is imperative.

Therefore, as role models, parents and teachers must, as far as possible, avoid creating an environment that is characterized by tension, hostility, and anxiety. These contribute to neither personality development, nor effective teaching and learning (Mwamwenda, 1995: 361).

2.1.4 Needs and behaviour change

For individuals to survive, their needs have to be satisfied. Pupils' internal power potential is directed towards a variety of goals in their environment. The motivational process has to do with drives such as needs and instincts. Hence the problem is not to create the motives, but to give them the right direction. Pupils need to gain success and they want others, especially parents, to acknowledge their achievement. Again they experience unusual frustration when they cannot master their work or whenever their achievements and attainments are not observed or acknowledged. Such pupils may lose courage and even discontinue their efforts or they will compensate in a negative way in order to draw attention.

According to Maslow's hierarchy of needs theory, needs must be met if an individual wants to survive (Bernard and Huckins. 1978:101). Very important to indicate here, is that needs are either natural and innate or acquired and learned. Physiological needs which includes food and shelter are basic because they must be satisfied if life is to continue. After physiological needs are satisfied, persons need to be loved and appreciated for what they do or can do. That is, they need to feel that they are persons of worth because of their competence, hence approval is necessary. After both needs have been satisfied, there is a need to develop talent which in Maslow's opinion is the need for esteem.

Hence, due to circumstances beyond their control, some pupils are likely to spend their time and energy seeking to satisfy physiological, love or esteem needs, simply to be better examples of whatever they are.

2.1.5 Motivation

If we want to motivate a person, it is imperative to let him/her move in a specific direction. In other words, we want to activate him/her to carry a specific action. Motivation is primarily concerned with how people behave the way they do. That is, it relates to why action is initiated, why it is sustained, and why it is terminated. The study of motivation theories may answer questions relating to why some people behave in a socially oriented and constructive manner whereas others waste their energies in self or social destruction. In life, people work because they have an instinct for survival, and furthermore, they learn because of their curiosity instinct.

Motivation is directed by rewards that have no spontaneous basis. Incentives are an example of such rewards. Besides, pupils' goals, aspirations, behaviours, and attitudes are shaped largely by others. Many pupils do sometimes achieve far below their actual ability, which can be attributed to lack of efficient motivation and learning difficulties (Kohl, 1981:155-70).

Theories of motivation concentrate on intrinsic and extrinsic dimensions of motives. Intrinsic motivation is a naturally inherent motivation and is associated with interest and aptitude. It includes the urges that stem from physiological processes, habits and personal aspiration. Extrinsic motivation relates to praising pupils for their good school work, and subsequently pupils will be inspired to work hard. This inspiration is always effective if it comes from people such as parents for whom pupils have a great respect. However, extrinsic motivation

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when used excessively, may undermine intrinsic motivation. Also, carefully designed extrinsic motivation can promote intrinsic motivation (Deci, Nezlek, and Sheinman, 1981:1-10). Therefore, pupils should first develop intrinsic motivation before they can develop extrinsic motivation. Thus, some researchers conclude that one's self-concept is a powerful factor in determining whether or not there will be intrinsic or extrinsic motivation (Harter, 1981:300-12).

Parents of highly motivated pupils are likely to set higher standards for their children. They are more competitive and are concerned with their children's performance. They encourage their children warmly but they are intense in their attempts, and finally, display great affection when their children do well at school (Gardner, 1978:439). In contrast, parents of less motivated pupils are likely to be highly directive. They make decisions for their children, and react with annoyance and anger when their children don't do well at school. Such parents tend to be more domineering and authoritarian.

Sometimes pupils are unable to know that there might be more ways of solving problems than the ones they have. Hence, it must be parents who find a solution that does justice to both their view and those of the children. To achieve this, parents need to understand and give credit to their children's motives. To discover these, parents ought to start with the assumption that like them, children also need to be motivated by way of accepting only what they consider a good cause to them. When they proceed in this way, they give their children the feeling that they are with them in trying to find a solution to the issue at stake, not against them and their desires. Then parents may safely raise the question whether the way in which their children go about gaining their purpose might not be improved or whether by putting their heads together they cannot devise a better way for children to achieve their goals.

Modelling at home is one important aspect of pupils' motivation to work hard at school. Parents who themselves take pleasure in helping their children in a warm, affectionate atmosphere, appear to instil a strong desire to read/study in their children (Fein, 1978:432). Pupils who are exposed to memorably illustrated books also acquire incentives to read (Fein, 1978:432). Thus, homes which stress competition with standards of excellence or those which insist that children should be able to perform certain tasks well by themselves, will always produce pupils with achievement motivation. On the other hand, homes which do not set high standards of excellence or do not allow children to compete or strive to perform tasks on their own, will produce low achievers (McClelland, Atkinson, Clark, Lowell, 1976:275).

Pupils' achievement in school depends not only on their intellectual abilities, but also on their motivation and attitudes to learning and interpreting the learning situation. Thus, achievement behaviours such as task determination and setting moderate levels of aspiration can facilitate learning. Attainment value, realistic standards of performance, expectation of success, positive self-concept of one's abilities, and appropriate attribution about the reason for success and failure- all these factors, and the amount of effort pupils use when they are involved in school activities, are related to high school achievement (Mussen, Conger, Kalgan, and Huston, 1990:363). On the other hand, anxiety about failure can interfere with school performance. However, its effect can be lessened by the involvement and assistance of others such as parents.

Achievement motivation studies would not be complete without an effort to understand where this motivation originates. Achievement motivation studies were driven by the fact that some pupils perform better than others. The question is why? and how? (McClelland et al., 1976:275). Achievement motivation refers to an overall tendency to evaluate one's performance against standards of

excellence and to strive for successful performance (Fell, Rutland, and Gold, 1979: 45). These standards of excellence are usually imposed by parents on their children. Thus, achievement motivation involves either competition with those standards of excellence or an attempt to meet them, which, if successful, produces a positive effect, or if unsuccessful results in a negative effect (McClelland et al., 1976:276).

In a nutshell, achievement motivation can be explained as a desire to perform well in a particular field together with the aim of evaluating one's own performance spontaneously. Frequently, aspirations are related to the reality of what should or can reasonably be expected in terms of one's abilities. For example, slow-learners sometimes set high goals for themselves, even though they know that these are unachievable. Others set their goals too low, trying anything that has the likelihood of succeeding. Parents' child-rearing styles that emphasize effort and initiative, rather than a specific level of ability are linked to the highest level of pupils' achievement motivation (Ames, 1992:261-71; Ames and Archer, 1987:409-14). This mastery orientation involves both parents and teachers providing pupils with evaluation and rewards based on achieving goals. Ames and Archer (1988:279) further maintain that pupils who perceived a mastery orientation in the classroom use effective learning strategies, they hated easy work, preferred challenging work, and had a more positive attitude toward schooling.

Motivation theories indicate that pupils who are highly motivated to succeed are likely to do well at school, to be more self-reliant, and to be less dependent on others, while those with low motivation often waste their energies unnecessarily and end up being failures (Jubber, 1988:1-48). Also, parents of highly motivated pupils tend to be more facilitating and warm, rather than being directive. Such parents exercise a powerful influence on their children's achievement motivation

(Jubber, 1988:1-48). As has been noted, pupils' scholastic achievement is strongly influenced by motivational factors such as parental aspiration, parental involvement, the level of education, occupation, and income of the parents, as well as the pupils' positive self-concept (Orr and Dinur, 1995; Hill, 1977). These researchers further indicate that the interfering effects of positive motivation on scholastic achievement are particularly strong among children in the low income status.

2.2   Theories of Parental Aspiration and Behaviour Changes

Several studies have indicated that parents shape and modify their children's behaviour toward scholastic achievement through their ordinary day-to-day exchanges, responses and attitudes (Vos, 1991:34-43; Jubber, 1988:1-48; Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh, 1987:1244-57; Margow and Oxtoby, 1987:1-21; Honig, 1981:14;).

Generally many children often feel that their parents are far more interested in other things than in them. Thus, children's attitudes may depend on whether parents' behaviour sufficiently counteracts such negative thoughts by the children, making them believe that they indeed stand at the centre of their interests and affection. That is why parental interest in what the children are and do is important. Parents' positive interest, attention and affection are necessary and contribute to scholastic achievement (Buttelheim, 1987:61).

Parental expectations can also play a motivating and directing role in pupils' education (Jubber, 1988:29). Parental expectations, social requirements, and peer pressure are a basic part of human culture. From infancy onwards, the feelings and expectations of others form part of individuals. Pupils, as social creatures, get momentum, action and motivational direction from people around them such

as parents. Under normal circumstances, for one to be loved and accepted, one is often motivated to please others, to make them comfortable and to satisfy them. Communication between parents and children seems to be necessary for pupils to achieve scholastically. Hence, open communication between parents and their children appears to be an important factor in scholastic achievement (Vos, 1991:34-43). Open communication occurs when pupils are aware that their parents regard their ideas as worthwhile, and are willing to share them (Vos, 1991:39). Pupils will naturally communicate with their parents if they are not discouraged or frightened from doing so. Such pupils tend to be more responsible and active in their school work, and eventually end-up being high achievers (Honig, 1981:14; Dornbusch et al., 1987:1249). Parents who are free and open to their children provide good results both in regard to pupils' emotional and intellectual becoming. Such children are given continual practice in thinking through open communication with parents and are encouraged to use their abilities. Such children tend to be high achievers.

Children are expected to develop independence and yet to conform to the standards of their parents. Therefore where open communication exists, both the parents and children can influence each other's thinking and the chances of the children exhibiting unruly behaviour and revolting to parents are limited (Margow and Oxtoby, 1987:21).

2.3   Theories of Parental Involvement and Behaviour Changes

Parents are the most dominant figures in children's social, psychological and emotional development, and the primary sources of both satisfaction and restrictions. Hence children's attitudes toward them are mixtures of wishes to please and to protest against them (Deer, 1980:20-4). A positive parent-child relationship has an effect on pupils' scholastic achievement because it forms the

basis for pupils to accept their parents' expectations and demands (Mussen et al., 1990:363). Therefore, the most essential contributing factor in most pupils' success is a positive relationship with their parents and the involvement of these parents in their children's intellectual concerns. Only parental actions which are inspired by positive feelings to pupils can convince them that they are important to their parents. Hence, practical parental involvement seems to be necessary because sometimes parents believe they are emotionally involved with their children, while the children's perception is that their parents are really not at all concerned about them. In contrast, rejection leads to different kinds of maladaptive behaviour which conflicts with achievement.

Mussen et al. (1990:363) conclude that even if parents can encourage independency in pupils but do not expect achievement, this independency will not produce good results. However, if parents encourage independency and expect achievement this independency may increase pupils' social competence and willingness to explore and risk. So, if such pupils are faced with difficult school tasks they will not hesitate to take chances on their own without assistance (Huesman, Eron, Klein, Brice, and Fischer, 1983:899-910). Thus, parents who tend to give suggestions and praise, not doing the job for their children, tend to have achieving pupils. Therefore, parents should support their children yet limit their involvement in their children's school work by avoiding to do everything for them.

Such parents give positive comments on task accomplishment and their children tend to be independent, responsible, persistent strivers and therefore their scholastic achievement tends to be high (Hess, Holloway, Dick, and Price, 1984:1902-12). For individuals to succeed academically, they need to master their environment. However, individuals cannot be able to master their environment if they fail to control them. Pupils who receive support from their parents are likely

to take pride in their autonomy. Considerable freedom, independence and autonomy in various activities will enable children to master their environment (Mwamwenda, 1995:355).

Parents as role models can inculcate beliefs and values in their children. Hence pupils' achievement effort is always directed by the attainment values, expectations of success, conception about values and attributes which have been instilled in them by their parents' beliefs and values in relation to scholastic achievement (Mussen et al., 1990:363).

Parental assistance seems to be important in relation to pupils' scholastic achievement. In consequence, Mwamwenda (1995:353) concludes that while assistance can be provided where appropriate it should not prevent the child from playing his/her rightful role in consolidating his/her sense of autonomy, since he/she is likely to develop a sense of shame and doubt. Jubber (1988:35) believes in the importance of parental involvement in the education of their children, since, parental supervision and assistance during children's school years seem to be an important factor in teaching pupils how to cope with their school work and this can promote good studying habits. From the above, Jubber (1988:48) leads to the conclusion that whether young or old, parental involvement in terms of supervision and assistance is essential, and has a direct influence on pupils' scholastic achievement.

Parental involvement in the education of their children can be seen as the manner in which parents consciously and constructively intervene in their children's lives to lead them to independence . In reality, a direct involvement when parents lead, help, support and accompany children to ultimate adulthood is important. For pupils to succeed in school, parent-child relationship should be recognized because education often depends on the association between parents and children.

At home parents are not supposed to supervise their children every time, therefore they ought to show them that they have confidence in their trustworthiness and their ability to perform tasks without their supervision. That is, pupils should be given enough freedom to carry out their school tasks on their own, with intervention kept minimal.

Pupils largely wish to have access to whatever is important to their parents. They want to learn more about things that mean so much to their parents, and above that, they want to please their parents and to obtain their approval. However, pupils realize that for them to gain all these, they have to put more effort in their studies. Positive parental approval even when pupils have failed, is important, because sometimes pupils may feel that their parents are not at all concerned about them. This may be the case when parents strongly emphasize the need for scholastic success but then overreact to any scholastic failure.

No two people can educate their children in quite the same way. Research has identified styles in which parents can be involved in their children's education and how they can enforce confidence in their children's abilities. One way in which they can instil confidence in their children, is by setting high standards and demands that lead to mature behaviour. The authoritarian, authoritative, permissive, and democratic styles of parental involvement in pupils' scholastic achievement are described below.

Only a responsible parental educational style has a positive influence on children, resulting in their ultimate acceptance in their community as responsible adults. There must be an encounter between the parents and the children where parents have a responsibility toward their children's education. Responsible parents want to be kept informed about their children's education (Vos, 1997:165). Gradually

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these parents have to lessen their assistance as and when their children are able to help and maintain themselves (Van den Aardweg and Van den Aardweg, 1988:2).

Authoritative parents are moderately affectionate, though they have clear standards and expect their children to behave maturely. They enforce firm rules and sometimes use punishment, yet explaining to their children why they do that. They even involve their children in decision making about their rules. To such parents and children open communication is important. In contrast, there are authoritarian parents who are also strict, but put more emphasis on respect for authority. These parents discourage open communication and show no affection. Such parents tend to shape, control and evaluate children's behaviour and attitudes in agreement with absolute standards. What redeems them though, is that they value work (Mussen et al., 1990: 363-364).

Dornbusch et al. (1987: 1245-1249) conducted a study of 7836 high school pupils. They found that pupils of parents who used an authoritarian style do not do very well at school. Their findings concurred with those of Baumrind (1977:63) who argues that such parents deny the children the opportunity to engage in strong interaction with other people. Eventually, they fail to acquire the knowledge and experience necessary for scholastic achievement. Such pupils have not learnt to make rational decisions, even on what is in their own best interest. Dornbusch et al. (1987) also found that high achieving pupils were associated with authoritative parenting. Hess et al. (1984:1910) also found that high achievers had parents who had high expectations of achievement, communicated effectively and openly with their children, and were affectionate. Also, Griffiths and Hamilton (1994:89), conclude that parents who understand their children can foster interactions and reinforce children's abilities to learn, therefore enhance pupils' learning within the home and at school.

If parents don't allow their children to engage themselves in tasks that are beyond their ability and do not even give them the opportunity to attempt (that is if they are permissive or overprotective), and are overcritical of their children's minor mistakes and fail to recognize children's competence, such children cannot master their environment and are likely to fail in identifying their sense of self positively, and thereafter fail to perform well at school (Dornbusch et al., 1987; Hess et al., 1984). Permissive parents are reluctant to stipulate rules, hence their children show less pro-social and achievement-oriented behaviour than the children of authoritative parents. Furthermore, these parents are so afraid of imposing their own wishes on the children and largely let the children do what they like (Fein, 1978: 318).

Research findings indicate that permissive parents do not motivate their children and fail to meet any of the children's needs for scholastic achievement. These parents are found to be less concerned about hard work in school, and do not care if their children do well or not in school. They are not involved in their children's education, don't attend school programmes for parents and they don't help their children with homework. Additionally, they don't set rules for watching TV, and time for doing school-work. Consequently they have no control over the time that children should come home at night (Goodnow, 1988:286-320).

Democratic parents-

* have high but realistic expectations of their children's scholastic achievement;

* they consider the need for achievement as a learned motive;

* they play a major role in fostering academic motivation by setting high but

realistic levels of expectation for their children by appreciating their children's success, thus leading the children to feel adequate, confident and have enhanced self- esteem;

* they are involved in the education of their children;

* they attend school programmes for parents, school functions, and meetings;

* they praise children as a response to good marks obtained in a test or examinations; and

* as a response to poor performance they, encourage the child to try harder and further offer help where possible.

Democratic parents use their authority wisely for the best interests of their children. They see it as necessary to guide their children to make the right decisions. Hence, they set broad limits, they give advice, encourage children in what they believe to be the right direction, and finally give the children freedom of choice as far as possible (Margow and Oxtoby, 1987:20).

2.4 Theories of Socio-Economic Status and Behaviour Changes

Table 2.1 indicates the factor index and the level of socio-economic status. This is a modified table of Bernard and Huckins'(1978:62) indices of socio-economic status.

Table 2.1

CLASSIFICATION OF SOCIO-ECONOMIC STATUS

FACTOR INDEX	SOCIO-ECONOMIC STATUS	
	LOW	HIGH
1. Education	Simple(Grade 1- Standard 8)	Sophisticated(Std 10 and diploma, some diploma and degree)
2. Occupation	Menial	Satisfactory(e.g ownership, managerial)
3. Income	Meagre	Satisfactory
4. Source of income	Casual jobs	Rent and dividends
5. Place of residence	Majority in rural areas, some in urban areas such as townships	Very few in rural areas, majority in urban areas, a hand-ful in suburbs.
6. Type of residence	Shacks and slums	Mansions and penthouses
7. Behaviour	Spontaneous	Involuntary

Socio-economic status is a key variable in many kinds of social and educational research which are concerned with pupils' scholastic achievement. It is one of the most difficult variables to obtain (Jubber, 1988:13). Socio-economic status contributes to pupils' psychological, emotional and social development, directly or indirectly. Its direct contribution relates to things such as the relationship between income and nutrition, health, the quality of the home as an information environment; parental educational level in relation to the value they attach to education, and the ability of the home to supply relevant materials and experiences which foster scholastic success (Jubber, 1988:17).

Problems are almost everywhere and are also part of the home (Lauer, 1992:470-71). Therefore as with all problems, there are differences among homes at different socio-economic level. However, financial problems put home

relationships under pressure. For that reason, more homes experience tension more as a result of financial problems than any other socio-economic status factors, such as parental levels of education and occupation. In fact, the financial state of the home is the best predictor of its stability (Lauer, 1992:470).

In support of how financial constraints can affect the lives of people in a particular home, Lauer (1992:470-71) conducted an investigation which included pupils of high and low socio-economic status. The results of the investigation indicated that high socio-economic status parents were more involved in their children's education by providing any material needed for school purposes. These parents did so, because they could afford that financially. On the contrary, parents from a low socio-economic status were found to be less involved in their children's education. However, they were not completely uninvolved, but were involved to a limited extent due to financial problems. Hence, their children performed poorer than their counterparts.

Socio-economic status is related to achievement motivation. Pupils from a high socio-economic status tend to experience more parental interest in scholastic achievement than pupils from the lower socio-economic status. Thus high achievers tend to come more frequently from high socio-economic status, whereas low achievers were frequently from low socio-economic status. For these reasons, the researcher concludes that there are differences in the home which could be caused by income. For example, the involvement and interest of high income parents in the education of their children seem to be stronger than those of the lower income parents . Not that parents from lower income homes are not involved or rather show no interest in their children's education. They merely tend to be less supportive. On that account the parent-child relationship in lower income homes displays serious problems which eventually may affect pupils' scholastic achievement.

Parents of different social classes use different behavioural codes in dealing with their children. For example, people from the lower classes rely primarily on gesture, facial expression, and unwritten rules. Those from the higher classes resort much more often to elaborate verbal communication, full complex sentences and to individual variation in modes of expression. Such parents' language is instructive and varied. They frequently take the initiative in encouraging new behaviour. Lower-class parents, on the other hand, tend to use commands addressed to children as a group, use short sentences and are more repetitious (Fein, 1978:420-21).

Parental education helps to shape the expectations which parents might have of their children regarding schooling. Jubber (1988:29) indicates that parental expectations of the education of their children are highly and significantly correlated with scholastic achievement and success.

2.5   Theories of Self-Concept and Behaviour Changes

Phenomenologists maintain that it is difficult to understand and predict human behaviour without knowing the individuals' conscious perception of influential people in their lives. Though they put more emphasis on the individuals' consciousness, they do not ignore the importance of the unconsciousness. However, they state that all behaviour is a product of the perceptual field of behaviour at the time of action (Henein, 1978:11). The phenomenologist agrees that self-perception illustrates a tremendous role in determining behaviour. Therefore, the self-concept does not remain an undifferentiated unitary phenomenon.

The development of self starts during childhood, and as the individual grows, the physiological and sociological needs arise alongside the psychological ones. In

the meantime, individuals set values as motivating factors.. Nevertheless, the attitudes, feelings, and beliefs that individuals hold toward themselves are subject to change. Hence, the self-concept that individuals report represents their perception of the situation at that particular time. The self, which is in the process of becoming seems not to be relatively stable during adolescence (Henein, 1978:14). For that reason, the self is constant and changing. Self-concept is considered a non-intellective factor that is crucial in affecting school achievement (Henein, 1978:1). In addition, the importance of the self, that is, the functional limits of an individual's ability to learn and perform, is determined by their self-concept.

It is imperative to indicate that various terms such as sense of self, self-esteem, self- competence, and self-worth have been used interchangeably in the literature to describe self-concept (Harter, 1985). Some theorists have differentiated between self-concept and self-esteem, whereas the two are used to designate the evaluative aspect of the self-concept (Swartzberg, 1982). After a thorough review of the literature, the researcher defines self-concept as individuals' positive or negative ways of perceiving themselves, and as the attitudes and feelings that a person has regarding himself/herself. However, for the purpose of this study, all aspects used in this discussion will refer to self-concept, which indicates the evaluative perception of the self in terms of affect and cognition regarding an individual's abilities. Elements which are incorporated in definitions of the self-concept include: the sum total of all the characteristics the individual attributes to himself (Berg, 1990), an evaluative aspect (Ames, 1978), judgement of worthiness which includes the individual's opinion of how others perceive him/her (Swartzberg, 1982).

The self-concept is a social-construction. It arises in social interaction with significant others who hold expectations for one's performance, in this case, as school children. Thus self-concept is the way in which individuals perceive themselves in terms of social and intellectual attributes. Therefore, the way in which individuals are brought up and how they interpret their life experiences may affect the development of their self-concept. Self-concept affects the individuals' behaviour in the social and intellectual domains (Mwamwenda, 1995:372). Furthermore, the researcher maintains that both the home and the school play a facilitating role in the development of a positive self-concept which is related to high scholastic achievement.

The self-concept includes not only the individuals' perception of themselves, but also what they think they ought to be, and it culminates as a directing force in behaviour. In their definition of the self-concept, Helmeke and van Aken (1995:624-37) maintain that it encompasses the self-image, how individuals perceive themselves, the self-ideal or what they think they ought to be. It also includes aspects such as self-esteem and self-acceptance. Self-esteem may be defined as a personal evaluation of one's traits. That is, people learn about whether they are attractive, successful or clever mainly through other people's assessment of themselves. Also, their self-esteem develops from such assessment by other people.

Furthermore, self-esteem is the product of an implicit evaluation of self-approval or disapproval which individuals make and maintain regarding themselves. Again, it is a personal judgement of general worthiness and it can then be translated into a more specific attitude regarding the individuals' qualities, as well as related behaviour (Jubber, 1988:147). There is considerable evidence that these positive or negative self-evaluations may have a specific consequence that extends beyond the mere act of self-appraisal. For example, people who are low

in self-esteem are more likely to describe themselves as lonely, shy and less likely to be adventurous in performing activities (Mintz and Betz, 1988:225-39; Battle, 1987:1187-90; Covington, 1984:78-133; Shaver and Rubenstein, 1980:1147-51).

Self-acceptance simply means that after assessment of one's self-identity, individuals must be in a position to identify their traits and eventually accept themselves as they are. According to Bruno (1986: 238), a trait is a tendency to behave in a predictable or reliable manner. It is an outstanding feature of one's personality and thus it is common to speak of personality traits such as cleverness. Traits are, in a nutshell, a person's capabilities and potentials. If individuals are able to evaluate their traits, they can identify their weak and strong points and eventually master their environment.

People with a positive self-concept adjust well to their social environment and eventually perform better at school than those with a negative self-concept. Parents as role models can ameliorate their children's self-concept by interacting with them in a positive and non-threatening manner (Msimeki, 1988:453). Thus, children who are surrounded by parents who regard them as adequate and capable, form a concept of self basically in agreement with parents' definition of the self. However, if the relationship between children and parents is characterized by anxiety, hostility, irrationality, and irritability, children are likely to develop a "bad-me" concept about themselves, leading them to the conclusion that no one cares for them. They can then come to the conclusion that for them to succeed in life, they must be hostile and unco-operative (Mwamwennda, 1995:359). Such children are likely to have difficulties in maintaining healthy and acceptable interpersonal social relationship with others, which is a threat to scholastic achievement.

Mwamwenda (1995:351) indicates that there are two ways in which individuals can identify themselves: negatively or positively. The latter identity is based on "what has been reinforced" and the former on "what has been punished in a person's past". If individuals have not properly developed a sense of identity they remain ignorant of what they really want to do in life and they sometimes become uncertain of themselves. Above all, such persons feel out of place socially and believe themselves to be worthless and unimportant, thinking others also see them this way. For individuals to be in a position to identify themselves, they have to be able to master their environment. However they cannot succeed in mastering their environment alone, because mastery of the environment can be achieved through a combination of individual effort, and the support and expectations of others such as parents.

Self-concept develops from childhood through adolescence to adulthood as a result of individuals' interaction with their environment, which includes significant others such as parents and teachers, the various tasks and responsibilities they assign to themselves and how they cope with those tasks and responsibilities. When children reach adolescence, they tend to go through physiological changes and become more mature physically and sexually. Such changes have a great impact on them, so the recognition and support of parents is very significant to them.

This stage of development is crucial because this is where individuals are faced with the responsibility of establishing who they are and the role they are to play in life, as well as mastering their environment. Only if they have managed to overcome these, they are likely to identify themselves positively. Failure to identify themselves clearly and the role they are to play leads to inner conflict, anxiety, and loneliness (Mwamwenda, 1995:363).

In the process of interaction with others, persons evaluate their behaviour on the basis of the reinforcement or lack thereof received from others in their environment (Burns, 1985:152:7). Positive reactions from parents during the process of interaction enable children to accept themselves as persons of worth who are likely to develop a positive self-concept. However, if the reaction of parents is negative, children are likely to consider themselves as worthless. Thus the development of a negative self-concept is possible. The reaction of parents when children try to master their developmental tasks, has a great impact on whether such children will perceive themselves as successful or not. Whether children will develop a positive or a negative self-concept depends largely on how they are treated and how they perceive such treatment (Mwamwenda, 1995:363).

2.6   Theories of Scholastic Achievement

A review of the literature reveals that a number of terms are used to refer to scholastic achievement. The majority of definitions of scholastic achievement are operational. In studies of scholastic achievement, the criterion of performance is traditionally the marks obtained in teacher-constructed tests and examinations (standardized tests) on various subjects (Madaus, Kallaghan, Rakow and King,1979:207-30). Scholastic achievement tests provide an estimate of a pupil's overall level of performance in a content subject (Brown, 1976:230).

According to Mxosana (1989:14), the term achievement is used interchangeably with scholastic attainment, academic competence, academic attainment, academic achievement, academic performance and scholastic success. All these terms are defined as constructs used to indicate evaluation of an individual's level of accomplishment within an educational environment. Furthermore, Mxosana (1989:6) says that scholastic achievement is "a measure of the knowledge an

individual gains in the formalized educational process". It is the real achievement of the pupils as reflected by marks obtained during tests and examinations at school.

In an attempt to distinguish between school performance and school achievement, Jubber (1988:15) maintains that "school performance is regarded as a gross measure of how well or how badly a pupil is doing at school and is based on some simple indicators, such as class position or final average mark obtained. It does not take into account factors such as age or IQ. School achievement, on the other hand, though still a gross measure, is intended to measure how well or how badly a pupil is doing scholastically, judged in terms of the pupil's age and his scholastic potential".

Many types of tests are used for a variety of purposes in education. Academic achievement tests are designed to measure the specific effect of a program of study. The fundamental goal underlying these tests is to provide information that can be used in improving learning and instruction (Corsini, 1987:2).

There are two general types of academic achievement tests in use, standardized academic tests and teacher made tests . A standardized test (external examination) is meant to be given under the same conditions, for instance the time allowed to everyone who takes it - so that scores can be compared across a group of test takers. Again, an external examination increases the uniformity of the standard of questions because it entails the use of the same examination papers and memoranda at different schools. Examples of these tests in the South African context are those written by the Standard 10 pupils at the end of each year.

2.7   Conclusion

Chapter two dealt with psychosocial development and behaviour changes. Primarily, it discussed how personality development can be influenced by the environment which may lead to behaviour changes. In this chapter it has been indicated that if the environment is positive, it can promote constructive behaviour changes and pupils' scholastic achievement is likely to be improved. However, if the environment is negative scholastic achievement becomes poor.

CHAPTER 3

3. RELATIONSHIP BETWEEN PSYCHOSOCIAL FACTORS AND SCHOLASTIC ACHIEVEMENT.

3.1 Introduction

The literature review indicates that there are many studies that indicate scholastic achievement as considerably being affected by the involvement of parents and emotional climate of the home in general and personality in particular (Cherian, 1987:92-110; Bose, 1982:33-8; Krishnan, 1982:11-7; Todd and Curtess, 1982:183-90; Smith, 1979:36-41). Similar studies have pointed out that non-intellective psychosocial factors such as level of education, occupation, and income of parents, parental aspiration, parental involvement, and positive self-concept, which manifest themselves in the home, have an effect on the scholastic achievement of the pupils (Jubber, 1988; Chopra, 1982; Whalley, 1981; Olneck and Bills, 1979; Van der Velde, 1978). These studies have also stressed the importance of the educative environment parents provide for their children. This emphasizes the fact that particular parental attitudes such as expectation of scholastic achievement, parental involvement, parental encouragement, parental interest, parents' socio-economic status which includes level of education, occupational level, and income status of parents, are important predictors of scholastic achievement (Parkinson, Wallis, Prince, and Harvey, 1982:329-33; Smith, 1979:36-41).

Again, the influence of the home environment and the socio-economic status of the home on the scholastic achievement of children have been extensively researched (Pacheco, 1996:4-98; Walberg, 1984:19-27; White, 1982:461-81; Shinn, 1978:295-324). Included under the home environment were non-intellective psychosocial variables such as parental interest, parental involvement,

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and educational aspirations for their children, the literacy level of the family members, and relations between parents and teachers (Vos, 1997:158; Griffore and Borger, 1986:70-73; Smith, 1996:7-8). For example, some studies regard parental encouragement and the general level of the home interest in intellectual pursuits to be determinants of the scholastic achievement of the pupils (Epstein, 1987:6-9; Epstein, 1986:277-94; Walberg, Fraser and Welch, 1986:133-39; Marjorisbanks, 1983:90-94; Seginer, 1983:153-66; Athey, 1981:353-67; Bloom, 1980:382-85; Molnai, 1979:225-39).

Marjoribanks (1983:90-94) indicates that starting from when children attend school, high socio-economic status parents show a marked interest in their children's academic careers, urging greater effort, praising indications of progress, and, frequently providing more tangible rewards. It has been noted that such parents do not mind spending money for accomplishments in school. These parents are also likely to view education as the solution to a wider range of economic, social, and personal problems. In contrast, socio-economically disadvantaged children are likely to be poorly prepared to enter and progress in the school setting.

3.2   Relationship between Parental Aspiration and Scholastic Achievement

Since parental expectations and observational learning are important in the development of pupils' academic motivation, pupils who live away from their parents for a long period may have a lower level of academic motivation (McClelland and Pilon, 1983:564-74; Spence, 1983:450-60).

Traditionally, it is often assumed that educational aspirations are likely to differ between parents and peers, and that peer values are likely to win out over those of parents (Vrey, 1990:169). However, even though peers' influence tends to overcome that of parents, parental influence is likely to be predominant in primary life goals such as education (Cherian, 1991; Holloway, Fuller, Hess, Azuma, Kashiwagi, and Gorman, 1990; Staver and Herbert, 1986; Bach, Khattab, and Gulick, 1985; Gage and Berliner, 1984; Levine, 1983; Marjoribanks, 1980). A partial explanation is that parental aspiration includes factors associated with academic motivation (Cherian, 1991:355-58; Fotheringham and Creal 1980:311-17).

For example, Sewell, Hauser and Wolf (1980:551-83) wanted to find out the contribution of socio-psychological factors in the development and maintenance of aspiration. They were convinced that if they could explain educational aspirations, they might be well on their way to explaining educational achievements. On the basis of their own research and that of other scholars, they argue that differences in aspirations between pupils could be explained by differences in the socio-psychological experiences of pupils. They contend that, pupils from higher status homes are more likely than those from lower status homes to score better on tests and examinations because of their favourable opportunities to develop cognitive skills, and because of the emphasis on scholastic achievement by their parents.

The more formidable opportunities to develop cognitive skills and the general emphasis placed on school achievement by their parents could enable pupils to strive for high grades in school. Because they are also seen to be better achievers by their parents, these pupils tend to take subjects that will best equip them for tertiary institutions (Heller and Fantuzzo, 1993:517-34). Consequently, their

aspirations to attend tertiary institutions are reinforced by the time they are at high school level. At this stage, they are likely to have committed themselves to tertiary institutions, to the professional and managerial occupations the tertiary institutions can prepare them for.

On the other hand, lower status pupils are less likely to demonstrate high levels of cognitive skills upon entering school because they receive less encouragement from their parents, and their parents tend to show a lower level of aspiration regarding their scholastic achievement. Eventually, these pupils develop low educational aspirations on the basis of their experiences at home and in school, and on that account, they earn low grades on average, and their scholastic achievement becomes poor (Christenson, Rounds, Gorney, 1992:178-206; Keith, Reimers, Fehrman, Potterbaum, and Aubrey, 1986:373-80). These pupils are less likely to have tertiary education aspirations as seniors, do not even bother themselves to apply for admission to tertiary institutions unlike their counterparts. Parents with high educational aspiration for their children apply moderate, positive reinforcement to encourage and reward their children, and usually praise their children for better performance. Christenson, Rounds and Gorney (1992:373-80) emphasize that parental aspiration and expectation play a motivating and direct role in pupils' scholastic achievement. Such findings concur with those of Cherian (1991), Levine (1983), and Niles (1981), Fotheringham and Creal (1980).

In a Canadian investigation, Fotheringham and Creal (1980:311-17) found that parental expectations of children were associated with 19 % of the variance in scholastic achievement. Also, in another investigation on the relationship between parental aspiration and scholastic achievement of Xhosa pupils whose ages ranged from 13 to 17 years, Cherian (1991:839) found a positive relationship between parental aspiration and pupils' scholastic achievement . This researcher noted that

pupils of parents with strong aspirations foster behaviours and attitudes such as reading books and studying rather than engaging in relatively irrelevant activities. In a Sri Lankan investigation, Niles (1981:419-30) found that 12 % of the variance in scholastic achievement was associated with parental aspiration.

In an examination of the effects of parental involvement on the educational aspiration of pupils, Fantuzzo et al. (1995) discovered that parents serve as models to be imitated and that they constantly reveal their covert and overt evaluations and expectations through interactions with their children. Their conclusion was that it is the pupils' perception of their parents' intention to encourage or discourage their educational aspiration that is crucial to the development and maintenance of those aspirations. Topping (1986:23) also emphasized the fact that parents are role models to their children, by concluding that through exemplification parents transmit to their children values, norms and attitudes.

Through communication, parents can show interest in their children's scholastic achievement. Often, communication between parents and children has been associated with a high level of scholastic achievement (Shawinsky, 1988). Furthermore, through communication, parents can influence their children to achieve higher scholastically, and where communication between parents and their children has broken down, parental influence correspondingly decreases (Yeats, 1991:111). Good communication patterns which lead to a better relationship increases the level and quality of stimulation provided for the children, it further enriches the pupils' educational milieu and thus have a positive effect on their learning (Vos, 1997:163; Yeats, 1991:111; Russel and Russel, 1987:1573-85). However, good communication patterns may not be significant only in terms of their affective impact on children, but also in terms of their indirect or direct functioning in the enhancement of pupils' scholastic achievement.

DeSalvo and Zurcher (1984:7-17) propose a model in terms of which underlying cognitive structures are built by mediated learning experiences which occur when a mediator intervenes between the learner and the environment and interprets the world to the learner. Such a model is likely to promote pupils' scholastic achievement, because if pupils can realize that their parents show interest in their school work and their parents expect something from them, these pupils will in turn be ready to satisfy their concerned parents. Mediation takes place through communication and this communication has a direct effect on the cognitive development of pupils. It is probable that a home high in expressiveness and in well developed mediated learning experiences will directly have an impact on the pupils' ability to learn and cope with schooling.

Parents' interest in the education of their children tends to be associated with the academic motivation and the willingness of pupils to be active in their learning situation (Marjoribanks, 1987; Behr, Cherian, Mwamwenda, Ndaba, and Ramphal, 1986; Chetty, 1985; Niles, 1981; Al-Malleess, 1980; Felland, 1980; Herman and Yeh, 1980; Kapambwe, 1980). Therefore, if parents are truly interested in their children's education and want them to succeed academically, parental interest tends to override the limiting effects of socio-economic status

The amount of parental interest in pupils' learning influences their interest and motivation to learn, therefore pupils value immediate interest (Fotheringham, and Creal, 1980). Consequently pupils do well at school if their parents are interested in their school progress. Van der Velde (1987:6) reports that parental attitudes, affection and acceptance precipitate success and that parents of achieving pupils show interest in their children's lives at school by discussing with them school problems and successes. Lack of parental interest is often cited as a reason for low educational achievement (Athey, 1981:353-67; Prosser, 1981:22-3).

Jubber (1988) investigated the relationship between the home, the family environment, school performance and achievement on a sample of 267 pupils in Cape Town . In this investigation the researcher found a positive relationship between parental level of interest and the scholastic achievement of pupils (Jubber, 1988:29). Also, Cherian (1992:10) reports that pupils of parents who show interest in their school progress tend to perform well in their school work than those whose parents are less interested in their school work. Parents of high achieving pupils tend to reinforce the value of school to some extent because they expect the school to do something for their children.

In noting the importance of parental interest for producing scholastic achievers, Chetty (1985) stressed a high degree of parental interest, expectations and educational influence as fundamentally important to pupils' scholastic achievement. Parental interest in children's work is of importance because the interest of the pupils in their work is deeply affected by the degree of interest their parents show in their work. Therefore, negative feelings about the school and school work could adversely affect children's scholastic achievement. Also, Clark (1989:67) maintains that parents should avoid predictions, threats or warning about school failure because some pupils will deliberately fail to produce good results.

3.3 Relationship between Parental Involvement and Scholastic Achievement

Scholastic achievement is frequently attributed to effort, but failure, a much more frequent occurrence, is often ascribed to internal factors such as illness, or external ones such as lack of resources, proper nutrition and lack of parental involvement, which are not within pupils' control (Griffore and Boger, 1986:70-73; Smith,

1996:7-8; Watkins and Regmi, 1993:241). Besides, parents have frequently been implicated as principal causal agents in children's behavioural, emotional, and cognitive development (Radke-Yarrow and Zahn-Waxler, 1986:207-33; Baumrind, 1980:639-52; Whiting 1980:95-116). Thus parents may project their negative attitudes on children and children may present those negative attitudes as a scapegoat, expressing lack of parental involvement in their poor achievement (Whiting, 1980:95-116). Shawinsky (1988:1-56) agrees with this saying that the stronger the parental involvement, the greater the likelihood of satisfactory school achievement.

Parents' involvement in the education of their children is important because it is related to pupils' scholastic success or failure (Shumow, Kang, and Vandell, 1996:451-60; Fantuzzo, David, and Ginsburg, 1995:272-81; Keith, Keith, Troutman, Bickley, Trivette, and Singh, 1993:474-96; Alkin, 1992:1139-40). Therefore if parents become involved in their own children's learning, the pupils' scholastic achievement could improve quite significantly. In their analysis of the effects of parental involvement in the achievement of 8th grade students, Keith et al. (1993:474-96) report that parental involvement in children' academic lives is indeed a powerful influence on the scholastic achievement of the pupils. This effect holds for all academic areas, and appears to result in part from the increased homework completed by pupils with more parental involvement (Dekker, 1994:14). Hence, if parents as models motivate their children, and above all, if they get involved in their children's school work, they make pupils realize the importance of education, and pupils are likely to progress scholastically (Behr et al., 1986; Long, 1986; Gage and Berliner, 1984).

Beveridge and Jerrams (1981:259-69) and Grolnick and Ryan (1989:143-54) argue that whatever form of involvement, the effect of parental involvement on pupils' scholastic achievement is important, provided the involvement is well-planned and serves to integrate pupils' experience at home and school. Maccoby (1984:317-328) is of the view that since parents are generally recognised as the champions and the home as the primary setting for socialization, the school and the home may play a significant role in the scholastic achievement of pupils. In consequence pupils have advantages when their parents are involved and encourage them in their school work (Davies, 1991:376-382; Greenwood, Carta, and Hall, 1988:258-75; Fehrman, Keith, and Reimers, 1987:330-337; Fraser, Welch, and Walberg, 1986:37-50; Natriello and McDill, 1986:18-31; Epstein, 1983:19-128; Ehrlich, 1981:49-68; Gotts, 1980:228-34; Hewison and Tizard, 1980:209-215; Epstein and MacPartland, 1979:339-10; Rich, Van Dein and Mattox, 1979:26-40).

Kuredk and Sinclair (1988:90-94) state that when there is a relative lack of a responsive, caring atmosphere and consistently enforced standards and rules of behaviour, pupils usually develop disruptive behaviour in the classroom and become less efficient in their study habits. They are always reluctant to attend school regularly and such behaviours and attitudes are likely to depress their scholastic achievement. Thus, lack of parental involvement and supervision increases the likelihood of problems such as negative self-concept, which will eventually have an effect on pupils. Boykin (1986:326) aligns himself with researchers who believe that parental involvement has an effect on pupils' scholastic achievement, maintaining that pupils of parents who fail to provide an appropriate intellectual atmosphere in the home or any kind of material which promotes intellectual growth tend to perform poorly at school.

Barker and Stevenson (1986:157) also found that high levels of parental involvement have a positive effect on pupils' scholastic achievement. They maintain that for parents to be able to manage their children's educational careers effectively, parents must know the expectations of the school and their children's achievement. Their findings concur with those of Sue and Okazaki (1990:3) and Teachman (1987:554) who found that parental involvement coupled with availability of resources at home creates an environment conducive to studying.

Pupils' capacity to do well at school is to a certain degree dependent on the encouragement they get from their parents (Kapambwe, 1980:16). In an analysis of a national sample of primary schools in Britain, Douglas (1964) found that parental level of encouragement has a greater effect on scholastic achievement (cited in Van der Velde, 1987:6). Jubber (1988:37) contends that praise is an unusual human form of positive reinforcement and is regarded as a conditioner of behaviour throughout life. In addition, since socialization is a two-way process, achievement on the part of pupils will elicit praise from parents, and this will reinforce such achievement behaviour (Jubber, 1988:37). Furthermore, praise and approval from parents in relation to scholastic achievement have a positive outcome (Miller and Kelly, 1991:174-85; Hewison, 1982:156-62; Tizard, Schofields, and Hewison, 1982:1-15).

Child-rearing parental styles that emphasize effort and initiative, rather than a specific level of ability, are associated with the highest level of pupils' academic achievement (Ames, 1992:261-71; Ames and Archer, 1987:409-14; Estrada, Arsenoi, Hess, and Holloway, 1987:210-15). Parents of achieving pupils have been found to give their children more praise and approval, to show understanding and to be closer to their children. On the other hand, parents of underachievers are more domineering, over restrictive and use more severe and frequent punishment (Berg, 1990:8). For that reason children of domineering

and overrestrictive parents have a lower level of academic motivation.

In contrast, Vos, (1997:162) concludes that parents of academically motivated and achieving pupils are likely to place a high premium on freedom, independence, mastery, competence and achievement, rather than on dependence and submission on the part of their children. Thus, pupils tend to cope with any challenges the school poses for them, whether difficult or not. If such pupils are faced with difficult school tasks, it may be easy for them to deal with such tasks effectively and this could contribute to their scholastic achievement. Also, pupils predisposed to a mastery in the classroom use effective strategies, prefer challenging work, and have a positive attitude towards their school work (Ames and Archer, 1988:260-67).

Furthermore parents of achieving pupils are always democratic and encourage an active "give-and-take" interaction with their children. They also show curiosity and a respect for knowledge, while, in contrast, their counterparts are autocratic and submissive. Autocratic and submissive parents tend to forget that parental dominance of the children, particularly maternal dominance and submissiveness, seriously affect the development of autonomy and academic motivation.

Therefore parental involvement seems to be necessary or important in pupils' scholastic achievement. This has been supported by Tizard, Schofield and Hewison, (1982:1-15); and Hewison and Tizard, (1980:209-15) who concluded that if children become aware that their parents are interested and involved, encourage them, tend to approve and praise their achievement whether there was success or not, pupils' scholastic achievement is likely to improve.

3.4 Relationship between Socio-economic status and scholastic achievement

3.4.1 Socio-economic status and scholastic achievement

In some studies, socio-economic status was discussed holistically, that is, not specifically in terms of parents'education, occupation and income. It was only mentioned as the home's socio-economic status. However, for the purpose of this study socio-economic status is discussed as the home background, which includes parents' level of education and occupation, and the home's total income. In support of this definition, it was discovered that in some studies of the relationship between socio-economic status and scholastic achievement, socio-economic background of the family was measured by the education of the parents, income of the home, and occupation of parents (Bolarin, 1992:686; Alwin and Thornton, 1984: 788; Henein, 1978:43).

Therefore this section discusses the relationship between the variables of parental level of education, occupation and the home's total income and the scholastic achievement of pupils. In this section the researcher concentrated on the general relationship between the socio-economic status and the scholastic achievement of pupils and subsequently looked into the relationship between each sub-variable (parental level of education, occupation and income) and scholastic achievement.

Socio-economic status has been regarded as the most important and powerful predictor of scholastic achievement (Banks, 1976). Research done in Western countries (Marjoribanks 1981) and South Africa (Grové, 1977) found a positive relationship between socio-economic status and the scholastic achievement of pupils. However, even though, socio-economic status has been found to be the most important and powerful predictor of scholastic achievement, there are certain studies that found no relationship between pupils' scholastic achievement and

socio-economic status. For example, Marjoribanks (1977) found that socio-economic status is a relatively poor predictor of pupils' scholastic achievement, and that the home environment influences pupils' achievement to an important extent, independently of socio-economic status. Also, Gonzales, Cauce, Friedman, and Mason (1996) found that family status which includes parental income, education, and occupation was not predictive of pupils' performance at school.

Nevertheless, several studies on the relationship between socio-economic status and scholastic achievement have reported a stastically significant correlation between the two variables (Hargreaves, 1982; Spaeth, 1976). Numerous studies have concluded that the learning environment into which children are born will be influenced by their parent's socio-economic status (Marjoribanks, 1991; Useem, 1990; Marjoribanks, 1982; Morris, 1985). The importance of the home socio-economic background as it affects the achievement of pupils, has been observed by laymen and scholars (Morris, 1985). In addition, researchers maintain that the socio-economic status of the pupils' home is significantly related to their level of educational aspiration and scholastic achievement. The school brings little influence to bear on pupils' scholastic achievement that is independent of their background and general social context (Wentzel, 1989:131-42; Natriello, and McDill, 1989:18-31). Likewise, homes with higher socio-economic status are more involved in their children's education and pupils in these homes tend to achieve more (Stevenson and Barker, 1987:1348-57; Barker and Stevenson, 1986:156-60; Entwisle and Stevenson, 1987:1149-1150). Thus, in the light of the latter statement the researcher concludes that parents of pupils from high socio-economic status home inspire their children to higher educational levels. And further, parents and children of high socio-economic status tend to value education, which could enhance the learning of pupils.

On the other hand, parents of pupils in low socio-economic status homes tend to put less value on education and are less anxious to encourage their children to further their education. Furthermore, such parents are also less likely to be ambitious for their children or for themselves. They also tend to have lower aspirations regarding their children's education. Such a background leads to the conclusion that parents of pupils in high socio-economic status homes tend to take more interest in their children's progress at school and visit schools more frequently to find out how their children are doing with their school work.

Achievement studies have examined the influence of socio-economic status variables such as parents' occupation, level of education, work patterns and home income, as well as the emotional climate and transactional pattern within the home environment (Henein, 1978:43; Milne, Myers, Rosenthal, and Ginsberg, 1986:125-40).

3.4.1.1   Parental education and scholastic achievement

Parents' educational background has a bearing on pupils' scholastic achievement. Hence, parents' limited educational experience is a handicap to pupils' school progress. Furthermore, educational attainment, as well as the educational aspirations of pupils, are related to parents' level of education (Ntusi, 1989:4-6; Barber, 1988:370-77; Roy and Fuqua, 1983:183-92). Kapambwe (1980:8) indicates that if both parents have high levels of education, they are likely to play an important part in the education of their children by motivating them, and that these children tend to have high levels of educational aspiration. Therefore, pupils who have at least one parent with a high level of education as a role model,

are likely to develop high educational aspirations. Above all, if pupils have two parents with a high level of education as role models, they are far more likely to develop high levels of educational aspirations.

Several investigations have found a positive and significant correlation between parental education and school success (Blackmon and Drum, 1995:114; Cherian, 1992:549-51; Stevenson et al., 1990:1-2; Iniller and Sneesby, 1988:521-30; Talton and Simpson, 1986:365-74; Inverson and Walberg, 1982:144-51). In a study on the relationship between parental education and the scholastic achievement of pupils, Cherian (1992:5) concludes that pupils of highly educated parents are likely to achieve more scholastically, because their parents have the ability to cater for their school needs, whereas children of parents with a low educational level are likely to achieve less scholastically, due to their parents' ignorance of school activities.

In addition, parents with a high level of education are capable of providing learning environments which are specifically structured towards promoting cognitive abilities (Blakmon and Drum, 1995:114). This ability to provide an educative environment for pupils is however believed to be dependent on specific parental attitude towards education. Further, it is assumed that only parents with a high education have a positive attitude towards the education of their children. Therefore, it is obvious that in most cases, pupils of highly educated parents are more likely to excel in their scholastic achievement unlike for those of parents with a low education level (Kapambwe, 1980:8).

3.4.1.2   Parental occupation and scholastic achievement

Marjoribanks (1991:237-238), Ogundare (1991:149-156), and Alwin and Thornton (1984:784), found strong relationship between parental occupation and pupils' scholastic achievement. These researchers suggest that pupils with parents in high status occupations do better in their school work than those with parents in low status occupations. This is because a high socio-economic status of the home increases the likelihood of regular school attendance, which may eventually lead to a higher status occupation for the children on completion of their studies.

This leads to the conclusion that occupational status is highly correlated to the scholastic achievement of pupils. In most cases, parents of a high occupational status are more likely to encourage their children to work hard in school, not only because of their interest in their children's academic progress, but also because of the threat to their own social status of having children who cannot make it in school (Otto and Haller, 1979:887-914).

3.4.1.3   Parental income and scholastic achievement

Strong associations have been found between parents' socio-economic status and the qualitative rating of the school attended by pupils. This clearly demonstrates the way in which parents with the financial means and social influence are able to match the school and the home (Fadem, Shuchman, and Simring, 1995:1142-1144; Brody, Stoneman, Flor, and McCrary, 1994:590-605).

It takes little imagination to appreciate some of the difficulties which great differences in income could have in terms of pupils' education. It is from such differences that most studies have consistently found a positive correlation between the home income and scholastic achievement. Home income contributes

to pupils' cognitive development directly or indirectly. Its direct effect is related to the relationship between income and nutrition, health of the family members, the quality of the school attended by children, the quality of the home as an information environment, attachment to education, and the ability of the home to supply the kind of educational support, equipment and experiences which foster school success.

Stevenson et al. (1990:1-2) found home income to be the most powerful background which can enhance the learning of pupils. These researchers maintain that pupils of parents with a low income are unable to make a residential choice, and also can't afford materials relevant to their children's scholastic achievement. The problem areas include paying library affiliation fees, buying a TV set, a radio, magazines, newspapers, books, etc., which are not provided by the school, yet are relevant to the pupils' study. Finally, they cannot afford to pay the travelling costs of transport for children to attend schools well equipped with facilities (William, Hancher, and Hutner, 1983).

In an investigation on the relationship between home-background and the scholastic achievement of a group of junior secondary school pupils in Zambia, Kapambwe (1980:9) found parents of a low-income status to be unable to provide the educational material and physiological needs that parents in high-income status families would provide. Further, he found that material poverty resulting from insufficient income could result in the pupils' poor health and limited general knowledge, all of which could lead to poor scholastic achievement by the pupils.

One environmental factor of considerable importance which has been seen as a serious handicap to pupils' scholastic achievement is poverty (U.S. Bureau of Census, 1988:20; Heyneman, 1979:175-85). Pupils of low income parents are usually handicapped by extreme poverty, whether due to low (meagre) wages, lack

of proper nutrition or unemployment. Such factors may lead to malnutrition and poor living conditions. Malnutrition and poor living conditions have an influence on the health of pupils, and subsequently affect their ability to learn directly or indirectly. However, poor living conditions do not affect or seriously disturb pupils in doing only their homework, but also affects their opportunities for studying.

Above all, poverty in most cases can make parents less willing to keep their children at school. Poverty also makes it difficult for pupils to have access to books or to go on expeditions which could help them to learn. It can also make it almost impossible for parents to talk to their children about educational matters. U.S. Bureau of Census (1989:60) associates poverty with academic failure and dropout, saying that children with less schooling are linked to poverty stricken homes. Apart from providing food, clothing and other things necessary for the maintenance of bodily health, money can also provide objects such as books and other household goods which can help in widening the experience of the pupils and their ability to deal with new situations.

3.5   Relationship between Self-Concept and Scholastic Achievement

A common theme in much of the self-concept research is the recognition that social interaction plays a central role in self-concept development (Entwisle and Stevenson, 1987:1149; Byrne, 1984:427-56; Shavelson, Hubner, and Stanton, 1976:407-41). These researchers also conclude that self may be seen as a social construct which arises out of interpersonal experiences. Consequently children tend to internalize the attitudes of the people they immediately interact with, such as their parents. In addition, achievement-related successes and failures influence

the self-concept through various means, in particular, through the evaluation of significant others such as parents. Self-concept is further considered to be a critical variable in education (Byrne, 1986:173-86).

Self-concept plays a vital role in the determination of feelings, attitudes, beliefs, and behaviour. How we view ourselves can make us feel happy, sad, proud, disappointed, successful or defeated. These feelings, attitudes, and beliefs about the way we are, are to a great extent determined by the manner in which we carry out our daily activities, including educational activities. Pupils' self-concept and their self-evaluation are similar to what they believe their parents think of them. Consequently, they take the role of their parents. Pupils acquire the perception of their own ability as school children in relation to the various skills and tasks they are called upon to perform in the school setting. If pupils perceive that their parents, as significant others do not have faith in their ability to learn, their self-concept of ability becomes a limiting factor in school success and achievement. Therefore, parents must show that they care for their children by creating a home environment in which pupils expereince security, trust and positive self-esteem (Le Roux, 1992:110)

In an investigation of "Self-concept as a predictor of academic achievement and educational attainment", Henein (1978:32) concluded that successful pupils are generally characterized by a positive self-concept. This positive self-concept includes a high opinion of oneself, optimism, confidence about one's general ability, academic ability, and the need for lesser favourable evaluation by others. It also includes a tendency to have feelings of worth as an individual with potential and capabilities. On the other hand, unsuccessful pupils are characterized by a

negative self-concept. This manifests through withdrawal, lack of self-reliance, and lack of a sense of belonging, due to emotional distress, poor home background and a low socio-economic level (Maccoby and Martin, 1983:272-81).

How well pupils could learn depends to a great extent on how they define themselves as learners. For example if they believe that they are not good at certain school subjects, these pupils can consistently fail to perform well. But if these pupils are supported, they are likely to improve their scholastic achievement. Pupils' feelings about whether they can succeed in a given task will affect their efforts, as well as the outcome of the learning process. Their feelings of competence or inadequacy help to determine whether they will even try to do a task or persist in the presence of obstacles.

Home experiences are an important source of how pupils perceive themselves and their accomplishment. Lauer (1983:269) reports that pupils' self-concept which is essential to their social function, is crucially related to their home experience. This self-concept can either be positive or negative. A negative self-concept is associated with emotional and interpersonal problems which can adversely affect pupils' scholastic achievement negatively. Pupils with negative self-concept usually have a high level of anxiety and later show poor school progress and poor social adjustment (Lauer, 1983).

Shavelson, Hubner, and Stanton (1976:407-41) maintain that clearly defined standards, enforced limits and rules in the home have an enhancing effect on the self-concept. Enforced standards of conduct make it easier for pupils to know when they have failed. These further enable them to know the extent to which they should strive to achieve success (Vos, 1997:162). However, the absence of

defined standards leave pupils uncertain of their success or failure. Subsequently, self-concept may be hampered by homes that emphasize achievement in the context of restrictive rules.

Henein (1978:18) maintains that there is no single experience in the development of pupils' self-concept which is as important as their home experience. Additionally, Marjoribanks (1979) states that high school pupils are still dependent on their parents and are very likely to employ home context and its value to judge their own worth and performance. Therefore, pupils who have developed a positive self-concept and perceive themselves as valued members of their homes, will approach their studies with a high degree of openness, flexibility, curiosity, and willingness to learn (Entwisle et al., 1987:1190-1206).

The assumption that successful pupils are those who are likely to see themselves in essentially positive ways has been verified by many studies (Helmke and van Aken, 1995:624-37; Byrne, 1986:173-86; Ladd and Price, 1986:446-60; Song and Hattie, 1984:1269-81). However, pupils with a positive self-concept will not automatically achieve better. Unless their parental expectations are combined with parental warmth and responsiveness, they cannot view themselves as high achievers and strive for higher scholastic achievement (Steinberg, Dornbusch, and Brown, 1992:723-29; Maccoby and Martin, 1983:272-81). Nevertheless, a positive relationship between the self-concept of pupils and their high scholastic achievement was found by several researchers (Ladd and Price, 1986:446-60; Keith, Potterbuam, and Eberhart, 1986:61-72; Song and Hattie, 1984:1269-81; Hansford and Hattie, 1982:123-42; Shavelson and Bolus, 1982:3-17).

A positive self-concept is considered to be a critical variable in education (Byrne, 1986:173-86). Hence better school achievement may be expected when pupils feel capable of success (Ladd and Price 1986:446-60). Repeated experiences of failure will negatively influence pupils' performance (Bryan and Pearl, 1979:223-26). A negative self-concept is often linked with learning disabilities (Pickar, 1986:22-32; Omizo, Hammett, Leffredo, and Michael, 1981:47-50), and underachievement (Grau, 1986:47-50).

Helmke and van Aken (1995) suggest that the development of a positive self-concept may be a favourable precondition for the initiation and persistence of effort in the learning and achievement situation. Also, pupils with a negative self-concept might avoid critical learning situations that threaten their self-concept and thus might put less effort in school. This is supported by Convington (1984:78-133) who says that pupils with low success expectations are prone to develop failure, avoiding success tactics even though those tactics may yield temporary relief. Further, in the long run they are mostly counterproductive and this counterproductiveness may affect scholastic achievement.

Individuals with a low self-esteem due to the development of a negative self-concept seem to be less certain about their sense of self (Baumgardner, 1990:1062-72; Campbell, 1990:538-49). According to Louw (1991) individuals' self-concept is positive if they evaluate their traits as good and acceptable, and negative if they are dissatisfied with those traits. Louw (1991:283) also believes that pupils with a positive self-concept are achievers and their social integration is also better. In addition, Scheirer and Kraut (1979:131-50) agree with the sentiment that an improvement in self-concept will lead to a gain in scholastic achievement.

Academic self-concept has been shown to be important to pupils' development and has been identified as a reliable predictor of scholastic achievement (Mboya, 1988:689-96). Furthermore, recent research has indicated that academic self-concept is a multidimensional attribute that includes school factors (Marsh and Shavelson, 1985:7-23). Hence, pupils who have a high academic self-concept display self confidence and social attractiveness. These pupils usually succeed in their efforts and cope well with failure (Manning, 1988:175). These findings concur with those of Keith et al. (1986:373-80), Song and Hattie, (1984:1269-81), Hansford and Hattie, (1982:123-42), Shavelson and Bolus, (1982:3-17) who also found a positive correlation between academic self-concept and scholastic achievement.

3.6 Conclusions from the literature review

3.6.1   There is a positive relationship between parents' aspirations and the scholastic achievement of the pupils.

3.6.2   There is a positive relationship between parents' involvement and the scholastic achievement of the pupils.

3.6.3.   There is a strong relationship between socio-economic status and the scholastic achievement of the pupils.

3.6.3.1   There is a positive relationship between parental education and the pupils' scholastic achievement.

3.6.3.2   Parental occupation is positively correlated to the scholastic achievement of the pupils.

3.6.3.3   There is a positive relationship between parents' income and the scholastic achievement of the pupils.

3.6.4.   There is a positive relationship between self-concept and scholastic achievement of the pupils.

CHAPTER 4

4. RESEARCH METHODOLOGY AND PROCEDURES

4.1 Introduction

This chapter is mainly concerned with the research method. It discusses the approach of the study, the sample, the nature of the sample, the sampling procedure, the testing of the instruments, the pilot study, the validity of the questionnaire, the reliability of the questionnaire, field work, the scoring procedure, and the statistical treatment.

Since the investigation was aimed at finding the relationship between psycho-social variables and scholastic achievement, the correlational method was deemed the most appropriate one. Ary, Jacobs and Razavier (1990:147) report that correlation coefficient is a statistical technique which has been developed to indicate the direction and the strength of a relationship between variables.

Analysis of variance was one of the statistical techniques employed because it used a hypothesis on population mean rather than population variance, it further provided the researcher with powerful statistical tools. It can also be used when comparison is made between more than two variables .

4.2 The Approach

This section describes the approach to the measurement and study of the non-intellective psychosocial home background factors that are related to the scholastic achievement of children. The non-intellective psychosocial factors were studied in terms of the non-intellective psychosocial variables, namely, parental aspiration,

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parental involvement, the self-concept of pupils in the home, and socio-economic status, which includes education, income and occupation of parents.

4.3   The Sample

This section describes the nature of the sample, sample size, the sampling procedure and the method adopted to control for ability.

Generally, the fundamental purpose of research is to discover principles that have universal application. But to study a whole population to arrive at generalizations would be impractical, if not impossible. Some populations are so large that their characteristics cannot be measured. Luckily, the process of sampling makes it possible or practical to draw valid generalizations on the basis of a careful observation of variables within a relatively small proportion of the population (Best and Kahn, 1993:13). Sampling refers to the process of selecting individuals who will participate as subjects of the study.

4.3.1   The Nature of the Sample

The main objective determining the choice of the sample was to have a sample representative, as far as possible, of the whole population. Consequently, in deciding the sample size, care was taken to ensure that the sample was not only representative of the population from which it was drawn but large enough for the researcher to be reasonably sure that a different sample using the same procedures would yield similar results. If a sufficient number was not included, then reliability in the research findings would be doubtful. A large sample is the best way devised by researchers to obtain a sample that is representative of the population from which it has been selected (Fraenkel and Wallen, 1990:70).

It is imperative to highlight that it was impossible for the researcher to investigate the entire population of Standard 10 pupils in the Dilokong Circuit under Magalaka area. A list of all the schools in the targeted circuit was obtained from the circuit office. On the basis of the information obtained, it was determined that there were 38 high schools and 5 finishing high schools (established to assist children who have failed Standard 10) in the area of study. Since, not all of these schools could be included in the "pool" to be sampled from, a limited number was selected in order to enable the researcher to acquire more reliable information. On that account, the investigation was limited to a relatively small sample.

Among the most crucial decisions that the researcher was confronted with, was the selection of a sample of Standard 10 pupils who were representative of the population to which the researcher hoped to generalize his findings. Sample size alone will not guarantee accuracy. The most important aspect to be considered when selecting a sample, is that the sample must accurately represent the population (the large group to which one hopes to apply the results) under investigation. Consequently, representativeness is the most essential aspect to be considered in selecting a sample (Cherian, 1997:178).

However, the size of the sample is essential and cannot be decided arbitrarily. A decision on the optimum size of the sample has to be taken with due regard to the kind of statistics to be used in the analysis of the data. For example, if the researcher intends resorting to the correlation coefficient statistical technique, a sample of less than 200 subjects is likely to give results that are statistically inconclusive and lacking in dependability (Behr, 1988:13).

Several researchers argue that the size of the sample depends on the precision the researcher desires in estimating the population parameter at a particular confidence level (Ary et al., 1990:178). The sample size may also depend on the features of the population of interest or the data to be gathered and analysed (Best and Kahn, 1993:17). The researcher's sample size must be informed by the number of variables and the type of statistical analysis (Cohen and Manion, 1980:104). The study was conducted on Standard 10 pupils only, so the population under study was uniform. To avoid sample bias, the simple random sampling method was adopted. In simple random sampling each member of the targeted population has an equal chance of being selected for the sample.

4.3.2   Sampling Procedures

This study required the selection of a sample of Standard 10 pupils and through them, the selection of their homes so that data on both scholastic achievement and the relevant non-intellective psychosocial factors that contribute to scholastic achievement was obtained.

Dilokong Circuit is a large area which comprises 38 high schools and 5 finishing high schools with a population of 3907 registered Standard 10 pupils. The residential ward on which the researcher concentrated had four schools, and the sample was selected from all (four) schools with a population of 438 registered pupils for the year 1996. Initially, the researcher contemplated having all 438 pupils in that ward as participants in the study. Though efforts were not taken to ensure an equal representation of boys and girls in the sample, the collected data revealed that the sample size included 227 respondents (99 boys and 128 girls). In the opinion of the researcher, the sample was large enough to be representative

and small enough to be manageable. According to Krenjeie and Morgan (1970), a sample of 205 is large enough to represent a population of 440 subjects. In selecting sample size subjects, simple random sampling was employed.

4.4   The Testing Instruments

4.4.1   Pupil Questionnaire

A questionnaire, which was filled by pupils, was used to collect data in order to examine the relationship between the scholastic achievement and the selected non-intellective psychosocial variables for those pupils who were selected as the subjects of the sample. The questionnaire used in this investigation was the amended version used by Kapambwe (1980). A questionnaire is selected as the instrument for collecting data because, according to Marjoribanks (1977), a questionnaire is suitable for adoption in assessing aspects of the psychosocial environment of homes. The questionnaire consisted of 69 items (See Table 4.1 and Appendix 1)

TABLE 4.1

VARIABLES, SUBVARIABLES AND ITEMS OF THE QUESTIONNAIRE

Variables	Subvariables	Questionnaire Items
1. Parental Aspiration	1.1 Parental Communication	Part 2: 24, 25, 39, and 40.
	1.2 Parental Expectation	Part 2: 10, 11, 16, 17, 42, 43, 44, and 45.
	1.3 Parental Interest	Part 2: 12, 13, 14, 26, and 28.
2. Parental Involvement	2.1 Parental Presence	Part 2: 1, and 2.
	2.2 Provision for educational purpose	Part 2: 2, and 4.
	2.3 Parental Encouragement	Part 2: 23, 26, 35, and 36.
	2.4 Emotional and Practical Involvement	Part 2: 34, and 41.
3. Socio-Economic Status	3.1 Education of both Parents	Part 1: B. 1 and 2.
	3.2 Occupation of both Parents	Part 1: B. 3 and 4.
	3.3 Income of both Parents	Part 1: B. 5 and 6.
	3.4 Economical Ability of Parents	Part 2: 5, 6, 7, 8, 9, 15, 18, 19, 20, 21, 22, 23, 48, and 49.
4. Self-Concept	4.1 Self-Perception	Part 2. 50, 53, 64, 66, and 69.
	4.2 Ambition	Part 2. 51.
	4.3 Self-Confidence	Part 2. 52, 54, 55, 58, 59, 60, 65, and 67.
	4.4 Control of Emotions	Part 2. 54, 61 and 68.
	4.5 Concentration	Part 2. 57, 62, and 63

4.4.2　　　The Criterion Measure

In classifying achieving and non-achieving pupils, the researcher relied on the Matriculation (Standard 10) examination results from the Department of Education, Arts, Culture and Sports in the Northern Province. The examination is written at the end of each year and is used to evaluate the scholastic achievement of each pupil. The Standard 10 examination is intended to confirm that pupils have reached a satisfactory level of achievement and are ready to join the cooperate world or tertiary institutions.

To measure the scholastic achievement of pupils who formed of the sample size, the researcher relied on 1996 matriculation results. The criterion used by the researcher may be described as the achievement scores of the pupils. These are the marks obtained by pupils in the sample, in seven subjects in the Standard 10 October/November 1996 examination. The subjects were categorised as follows:

1.　　Compulsory subjects:

Northern Sotho, English Second Language, Afrikaans Second Language, and Biology.

2.　　Optional subjects:

Accountancy, Agriculture, Business Economics, Economics, Geography, History, Mathematics, and Physical Science.

4.4.3　　　Validity of the Questionnaire

Research is always dependent upon measurement. There are two important

characteristics that every measuring instrument should possess. They are validity and reliability. Validity simply refers to the extent to which an instrument measures what it is intending to measure (Ary et al., 1990:226; Behr, 1988:122; Mulder, 1982:215), whereas reliability, on the other hand, is the extent to which an instrument is consistently measuring whatever it measures (Ary et al., 1990:256; Behr, 1988:122; Mulder, 1982:209). In this study the validity of the questionnaires was checked before the questionnaires were used for data collection.

4.4.3.1 Face Validity

Cherian (1987:130) describes face validity as "an evaluator's appraisal of what the questionnaire measures. Therefore, if the questionnaire used in the study is designed to measure the nonintellective psycho-social factors that contribute to scholastic achievement and the items of the questionnaire measure those psycho-social factors under investigation, the questionnaire can be declared to have face validity.

4.4.3.2 Constructs Validity

According to Cherian (1987:132) "construct validity is the extent to which a particular questionnaire or test could be shown to measure a hypothetical construct". In this study, non-intellective psychosocial factors are hypothetical constructs because they are not directly observed but are inferred on the basis of their observable effects on pupils' behaviour, which eventually affects scholastic achievement.

Since the purpose of this study was to investigate whether there is a relationship between non-intellective psychosocial factors discussed and scholastic achievement, if it could be found that non-intellective psychosocial factors were related to

scholastic achievement, then there would be evidence that it measured what it was supposed to measure, namely, non-intellective psychosocial factors such as parental aspiration, parental involvement, socio-economic status and self-concept.

4.4.4 Pilot Study

A pilot study is a preliminary collection of data so as to verify the weakness of the questionnaire items. It can also be seen as a testing stage (Ary et al., 1990:109). This researcher felt that it was important to indicate why a pilot study was so essential before administration of the final questionnaire. The characteristics of a pilot study, according to Ary et al. (1990:109) are the following:

*   It helps the researcher to decide whether the study is feasible and worthwhile to continue with.

*   It provides an opportunity to assess the appropriateness and practicality of the data collection instruments.

*   It permits a preliminary testing of the hypotheses, its tenability and whether further refinement of the questionnaire is needed.

*   It demonstrates the adequacy of the research procedures and the measures that have been selected for the variables.

A pilot study was conducted at the Lesailane High School, in the Dilokong Circuit. A total population of 20 Standard 10 pupils filled the questionnaires during normal school hours. After the collection of pilot study information, modifications were done. Even though modifications were done, the pilot study demonstrated that all items to be included in the final questionnaire were intelligible to all the subjects

and that the pupils' responses were varied enough to constitute evidence of their usefulness as discriminating items.

4.4.5   Reliability of the Questionnaire

The first step in checking the reliability of the questionnaire was the administration of the questionnaire to a group of Standard 10 pupils. Using reliable instruments in correlational studies is important because variance is increased by measurement error, which makes it difficult to identify significant differences or relationships (McNemar, 1969 in Holden and Edwards, 1989: 29-58). The reliability of the instrument by split-half method was 0.91.

4.5   Field Work

The schools involved in the study were contacted through a letter from the Superintendent-General of the Department of Education, Arts, Culture and Sports in the Northern Province. It was imperative to the researcher to explain clearly to the circuit officers, principals, teachers and pupils of the schools involved, the purpose of the research.

4.5.1 Timing of the study

An important point to consider when planning research is timing. It was obvious that August, late December and early April are inappropriate because of school holidays. Also, the beginning and end of school terms were avoided. February was a month to be avoided because it was a period characterized by illness. As a result, absenteeism on the part of pupils can distort the sample and retard the programme. Absenteeism on the part of teachers could also have an impact on the day-to-day activities of the school, thereby denying the researcher enough opportunity to

collect data. In addition, when collecting data from high school pupils, researchers have to avoid the summer terms because of the extended period for public holidays and internal examinations. Also, in the first weeks after examinations have ended absenteeism tends to be high. Therefore, data collection of this study was done between the months of April and May 1996.

4.5.2 Administration of the Questionnaire

After the researcher was introduced to the class, he tried to put pupils at ease and engage their interest. The investigator reassured the pupils that it was not an examination, that their responses, would be treated confidentially and that it would not affect their school progress. He made a clear and brief statement of the aims of the study. Pupils were told what they would be asked to do. The amount of time available in the classroom was not infinite. So, careful planning was required in order to complete the administration of the questionnaire without disruption of the class-time table.

With the help of the teachers it was possible to get enough information and use it for the study. Data collection was rigorously restricted to what was necessary for meeting the requirements imposed by the research design and for testing of the hypotheses that were established for it.

Careful planning, execution and data preparation were made in order to ensure that the data analysed would be truly applicable to the research design and provide the right material for testing the hypotheses.

4.6   **Scoring Procedures**

The questionnaire consisted of a number of sub-scales which were used to measure non-intellective psychosocial variables: parental aspiration, parental involvement, socio-economic status and self-concept.

4.6.1   **Parental Aspiration**

4.6.1.1   **Communication between Parents and Pupils**

4.6.1.1.1   Item 2.25 was designed to find out if parents communicated educational matters with pupils through discussion. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.1.1.2   Item 2.26 was designed to find out how often parents visited the school to communicate, through discussion with the teachers, about pupils' achievement progress. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.1.1.3   Item 2.40 was designed to find out how often parents disagreed with the kind of school work pupils did or planned to do. This could only be done through communication. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	5
Sometimes (once a month)	4
Quite often (two to four times a month)	3
Often (five to six times a month)	2
More often (seven times and more a month)	1

4.6.1.1.4   Item 2.41 was designed to find out how often parents agreed with pupils about their school life. This could be done only through communication. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.1.2   **Parental expectation**

4.6.1.2.1   Items 2.11, 2.12, 2.15 and 2.17 were designed to assess how many hours per day and during weekends did parents want pupils to watch TV or listen to the radio. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
0-1 hour	5
1-2 hours	4
2-3 hours	3
3-4 hours	2
5 hours	1

4.6.1.2.2   Items 2.43 and 2.45 were designed to determine at what time parents expected pupils to go to bed on weekdays and during weekends. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Not later than 8 pm	5
Between 8-9 pm	4
Between 9-10 pm	3
Between 10-11 pm	2
After 11 pm	1

4.6.1.2.3   Items 2.44 and 2.46 were follow-up questions to items 2.43 and 2.45, where pupils were expected to furnish reasons if they normally went to bed after 11pm.

4.6.1.3   Parental interest

4.6.1.3.1   Item 2.13 was designed to find out whether parents showed interest in pupils' school work by sitting down and watching TV with them, and, how often do they practise this.   Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.1.3.2   Item 2.14 was a follow-up question to 2.13. If they sat with pupils, did they tell them when to watch TV? Scoring of the item was done on a 2 point scale as follows:

Category	Score
No	1
Yes	2

4.6.1.3.3   Items 2.15 and 2.18 were designed to find out the degree of interest parents showed in pupils' school work while pupils watched TV and listened to the radio by telling them which TV and radio programmes to watch and to listen to. Scoring of the item was done on a 2 point-scale as follows:

Category	Score
No	1
Yes	2

4.6.1.3.4   Item 2.27 was designed to determine parental interest in checking pupils' school work. Scoring of the item was done on a 2 point-scale as follows:

Category	Score
No	1
Yes	2

4.6.1.3.5   Item 2.29 was designed to find out if parents were concerned about checking pupils' home work, and, if they were concerned, how often they did this. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.2   Parental Involvement

4.6.2.1   Parental Presence

Item 2.1 was designed to find out the presence of any person(s) who could offer assistance which could contribute to the scholastic achievement of pupils. If there was someone, item 2.2 asked about the relationship between pupils and person(s). The scoring for item 2.1 was done on a 2 point-scale, while for item 2.2 it was done on a 4 point-scale as follows:

2.1

Category	Score
No	1
Yes	2

2.2

Category	Score
Father	1
Mother	2
Mother and Father	3

4.6.2.2   Parental absence

Item 2.3 was designed to find out the cause of parental absence if the answer to 2.1 was No.

4.6.2.3   Provision of educational materials

Item 2.4 was designed to find out, if the answer to 2.1 is yes, whether there was provision of educational materials. Scoring of the item was done on a 2 point -scale as follows:

Category	Score
No	1
Yes	2

Item 2.5 was a follow-up question to 2.4 (if the answer is No) and 2.1 (if the answer is Yes), to find out if persons were present but failing to provide educational materials, and what cause might be.

4.6.2.4   Parental encouragement

4.6.2.4.1   Item 2.24 was designed to out find how often parents encouraged pupils to continue with their education. Scoring of the item was done on a 3 point-scale as follows:

Category	Score
Never encourage me	1
Rarely (once in a while they discuss educational matters)	2
Frequently (every time when they discuss educational matters)	3

4.6.2.4.2   Item 2.33 was designed to find out how many days pupils were absent from school in the first six months. If they happened to be absent, item 2.34 was designed to request pupils to give reasons why they had been absent in that period. Scoring for item 2.33 was done on a 5 point -scale as follows:

Category	Score
Never	5
Less than 5 days	4
5-10 days	3
10-15 days	2
More than 15 days	1

4.6.2.4.3   Item 2.36 was designed to find out how often parents encouraged pupils to develop their scholastic abilities. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.2.4.4   Item 2.37 was designed to find out how often parents encouraged pupils to work hard to complete their studies. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.2.5   Parental assistance

4.6.2.5.1   Item 2.35 was designed to find out whether through parental involvement capable pupils could enhance their capabilities in order to achieve higher. Scoring of the item was done on a 2 point-scale as follows:

Category	Score
Disagree	1
Agree	2

4.6.2.5.2   Item 2.42 was designed to determine how often pupils helped with household duties. Scoring of the item was done on a 5 point-scale as follows:

Category	Score
Every day	1
Once during weekdays	2
Twice during weekdays	3
During weekends only	4
Not at all	5

4.6.3   Socio-economic status

4.6.3.1   Parental education

This was meant to find out the level of education for both parents (items 1.B.1 and 1.B.2). Scoring was done on a 5-point scale as follows:

Category	Score
None	1
Grade 1-Std 5	2
Std 6-8	3
Std 9-10 or Std 8 & Diploma	4
Std 10 & Diploma or Degree	5

4.6.3.2 Parental Occupation

This was meant to determine the occupational level of both parents (items 1.B.3 and 1.B.4). Scoring was done on a 8-point scale as follows:

Category	Score
None	1
Garden-Maid/Gardener or Domestic Worker	2
Cleaner	3
Informal Business-Fruits(Seller and Building contractor)	4
Typist/Secretary/Nurse or Security/Officer/Driver/Mechanic	5
Teacher/Policeman-woman	6
Lecturer/Manager/Business-man-woman or Lawyer	7
Doctor/Professor	8

4.6.3.3 Parental Income

This was meant to assess the income per month level of both parents (items 1.B.5 and 1.B.6). Scoring was done on a 5-point scale as follows:

Category	Score
None	1
R1-999	2
R1000-R2999	3
R3000-R6999	4
R7000 and above	5

4.6.3.3.i   **Parental Economic Ability**

4.6.3.3.i.1   Items 2.6 and 2.9 were designed to find out whether the parents could afford housing conducive for learning and which could enable pupils to do home-work without disturbance. A house and a study room were awarded the highest score, a flat and a bed room an average score, while a shack, dining room/lounge and kitchen were awarded the lowest score. Scoring of the item was done on a 3 point-scale as follows:

Item 2.6   **Place where pupils live**

Category	Score
Shack	1
Flat	2
House	3

Item 2.9   Room where home work was done

Category	Score
Kitchen/Lounge/Dining Room	1
Bed Room	2
Study Room	3

4.6.3.3.i.2   Items 2.7 and 2.8 were designed to find out how far the school was from where pupils lived. If the distance was more than 9km, what mode of transport did pupils use to arrive at school in order not to arrive either tired or late. The scoring was done on a 5 point scale as follows:

Item 2.7   Distance from home to school

Category	Score
Less than 4km	5
5-9 km	4
10-19km	3
20-29km	2
30-39km	1

Item 2.8   **Transport from home to school and back**

Category	Score
Foot	1
Bicycle	2
Bus	3
Own/parents'car	4
Special car/Taxi	5

4.6.3.3.i.3   Items 2.10 and 2.16 were designed to find out whether where pupils lived there was a working TV or radio. The presence of a working TV or radio was awarded the highest score and the absence of a working TV or a radio the lowest score. Scoring was done on a 2 point-scale as follows:

Category	Score
No	1
Yes	2

4.6.3.3.i.4   Item 2.19 was designed to find out whether pupils' parents could afford to buy a magazine/newspaper. Items 2.20 and 2.21 were designed to find out if parents could afford to buy reading materials, and if they could, how often they could do that. Scoring of the items was done as follows:

Item 2.19   Buying of reading materials such as magazine and a newspaper

Category	Score
No	1
Yes	2

Item 2.20   Buying of a magazine

The scoring was done on a 3 point-scale as follows:

Category	Score
Monthly (every month in a year)	3
Bi-monthly (after every two months in a year)	2
Yearly (once in a year)	1

Item 2.21   Buying of a newspaper

The scoring was done on a 2 point-scale as follows:

Category	Score
Daily	2
Weekends (Saturday or Sunday)	1

4.6.3.3.i.5   Distance between home and the library

Item 2.47 was designed to find out whether the library was far from pupils' home, and 2.48 if the library was that far, the pupils were requested to indicate how far the library was. Scoring for item 2.47 was done on a 2 point-scale as follows:

Category	Score
No	1
Yes	2

4.6.3.3.i.6 Pupils' library membership

Item 2.49 was designed to find out if parents could afford to pay library affiliation fees for pupils. Scoring this item was done on a 2 point-scale as follows:

Category	Score
No	1
Yes	2

4.6.3.3.i.7 Pupils' borrowing of library books

Item 2.50 was designed to find out if pupils were members of the library, and if yes, how often did they borrow books from the library. Scoring was done on a 5 point -scale as follows:

Category	Score
Never (not at all)	1
Sometimes (once a month)	2
Quite often (two to four times a month)	3
Often (five to six times a month)	4
More often (seven times and more a month)	5

4.6.4 Self-Concept

4.6.4.1 Pupils' value of education

Item 2.51 was designed to determine if pupils saw education as important or not. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

4.6.4.2 Pupils' ambition to succeed in life

Item 2.52 was designed to determine pupils' ambition to succeed in life. Scoring of this item was done on a 5 point scale as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

4.6.4.3 Extent of pupils' self-confidence at school

Item 2.53 was designed to determine pupils' self-confidence. Scoring of this item was done on a 5 -point scale as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

4.6.4.4 Planning ahead for subject selection

Item 2.54 was designed to assess how serious were pupils in selecting school subjects. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

4.6.4.5 Control of emotions and feelings

Item 2.55 was designed to find out the views of pupils concerning their control of emotions and feelings. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

4.6.4.6   Approach to self-expression

Item 2.56 was designed to find out if pupils could speak out their views without being pushed. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Disagree	1

4.6.4.7   Confidence in self-expression

Item 2.57 was designed to determine if pupils were confident in expressing themselves before their classmates. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.6.4.8   Pupils' concentration in class

Item 2.58 was designed to find out how pupils concentrated in class. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.6.4.9   Pupils' attitude to school

Item 2.59 was designed to determine whether pupils cared about schooling or not. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.6.4.10   Pupils' learning ability

Item 2.60 was designed to find out pupils' learning abilities. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.6.4.11   Pupils' behaviour in school.

Item 2.61 was designed to find out if pupils were troublesome at school. Scoring of this item was done on a 5 point scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Disagree	1

4.6.4.12   Pupils' ability to influence other people

Item 2.62 was designed to check how capable pupils were in influencing colleagues. Scoring this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Disagree	5

4.4.5.13   Pupils' concentration on tasks at school

Item 2.63 was designed to assess how intently pupils could concentrate if given a task to perform in class. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.4.5.14 Pupils' assessment of their chances

Item 2.64 was designed to find out whether, if pupils could be given a fair chance, they could succeed better. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Disagree	1

4.6.4.15 Pupils' approach to life

Item 2.65 was designed to assess whether pupils viewed life as meaningful or not. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.6.4.16 **Pupils' self-evaluation in performing tasks**

Item 2.66 was designed to investigate how pupils did things on a day to day basis. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.6.4.17 **The importance of self-expression**

Item 2.67 was designed to find out how pupils felt about saying whatever was in their mind. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.4.5.18 **Parental understanding**

Item 2.68 was designed to find out whether parents understood pupils. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	5
Disagree	4
Undecided	3
Agree	2
Strongly Agree	1

4.6.4.19 Parental resemblance

Item 2.69 was designed to find out if pupils saw any possibility of accepting their parents as role models. Scoring of this item was done on a 5 point-scale as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

4.7 Statistical Techniques

The present study is exploratory, and is therefore aimed only at ascertaining the relationship between non-intellective psychosocial variables and scholastic achievement. Analysis of variance, which is an essential statistical technique in searching for a relationship between two or more variables, and regression analysis, which indicates whether the relationship is positive or negative (that is, which gives the direction), Pearson correlation coefficient which can indicate the relationship between two or more variables, and can be plotted, were the statistical techniques employed. $P < 0.05$ was the statistical level of significance decided upon and maintained.

CHAPTER 5

5. RESULTS AND DISCUSSION

5.1 Introduction

The previous chapter gave a description of the research methodology and procedures. This chapter describes the testing of the hypotheses, results, discussion and biographical data of pupils.

5.2 Testing of Hypotheses and Results

This research tested the following 7 hypotheses.

Hypothesis No 1

Null hypothesis (Ho)

There is no statistically significant relationship between parents' aspirations and the scholastic achievement of pupils.

Research hypothesis (Hr)

There is a positive relationship between parents' aspirations and the scholastic achievement of pupils.

The null hypothesis was tested by using the following statistical techniques:

(1)   Pearson correlation.

(2)   Analysis of variance.

(3)   Regression analysis.

The results of correlation analysis, given in table 5.1, indicate that the calculated value of the correlation coefficient of 0.07 ($p>0.24$) between parental aspiration and scholastic achievement is not significant at the chosen 0.05 level of significance.

TABLE 5.1

CORRELATION BETWEEN PARENTAL ASPIRATION AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Parental Aspiration	0.07

$p > 0.24$

Further, results of regression analysis and analysis of variance given in table 5.2 show no significant relationship between the two variables (parental aspiration and scholastic achievement). Thus the null hypothesis (Ho) is accepted and the research hypothesis (Hr) is rejected on the basis of the findings given in tables 5.1. and 5.2 (see figure 5.1 also).

Table 5.2 indicates that the estimate of the slope (0.07) is not significant ($p>0.24$) at the chosen level of significance (0.05) since the T value is 1.17. Further, the obtained F-ratio of 1.38 constitutes no statistical evidence that the expected value of scholastic achievement is related to the value of parental aspiration. This has been confirmed by the fact that only 0.61% of the variation of pupils' achievement could be predicted by means of parental aspiration. Further the scattergram of variables scores in figure 5.1 reveals no strength of the relationship between the variables. In figure 5.1 the dots indicating the scores are scattered over the surface

of the graph and do not take anyshape in any direction. In other words, the dots in the scattergram scatter vary very widely, this indicates that there is no relationship between the two variables (with no or zero correlation).

TABLE 5.2

REGRESSION ANALYSIS OF TOTAL ACHIEVEMENT SCORE BY PARENTAL ASPIRATION

Parameter	Estimate	Standard Error	T Value	Probability Level
Intercept	34.55	1.50	22.89	0.00
Slope	0.07	0.06	1.17	0.24

ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	d.f	Mean Square	F-ratio	Prob. Level
Model	46.84	1	46.84	1.38	0.24
Residual	17597.69	224	33.91		
Total (Corr.)	7644.53	225			

Correlation Coefficient = 0.07   r-squared = 0.61%

Standard Error of

Estimate = 5.82

FIGURE 5.1

REGRESSION OF PARENTAL ASPIRATION AND SCHOLASTIC ACHIEVEMENT OF PUPILS
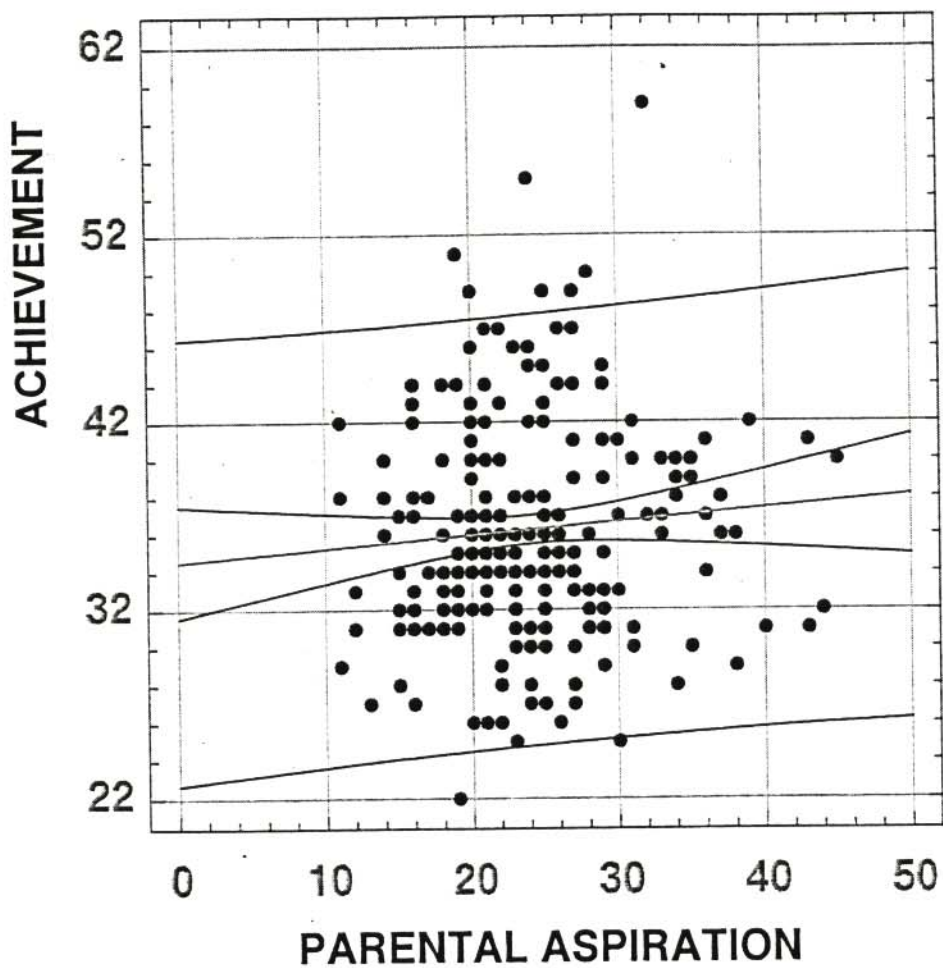
This study found no relationship between parental aspiration and the scholastic achievement of pupils. The literature review does not indicate any studies which had similar findings as well as a negative relationship between the two variables. Nevertheless, many researchers found a positive relationship between parental aspiration and scholastic achievement of pupils (Cherian, 1991; Staver and Herbert, 1986; Bach et al., 1985; Levine, 1983; Niles, 1981; Al-Malleess, 1980; Felland, 1980; Fotheringham and Creal, 1980).

The findings of this study indicate no relationship between the two variables. There is a plausible explanation for this. Parents of pupils who formed part of the sample might have been victims of apartheid. Furthermore, Magalaka area, where the study was conducted, is one of the most remote areas in South Africa, let alone the Northern Province, where many parents did not have the opportunity to attend school. Therefore, such parents tend to be ignorant and fail to motivate their children on school issues. Others could show interest in their children's education, thus, the expectations of parents towards the education of their children could widely vary. However, there were also parents who did not care whether their children achieved or not.

Further, because of apartheid opportunities for black people were scarce. This could adversely affect the achievement motivation of children. All these could contribute to parental aspiration, affecting adversely the pupils' motivation and consequently their scholastic achievement.

Hypothesis No 2

Null hypothesis (Ho)
There is no statistically significant relationship between parental involvement and the scholastic achievement of pupils.

Research hypothesis (Hr)

There is a positive relationship between parental involvement and the scholastic achievement of pupils.

The null hypothesis was tested by employing the following statistical techniques:

1)   Pearson correlation.

2)   Analysis of variance.

3)   Regression analysis.

The results of correlation analysis, given in table 5.3, indicate that the calculated value of the correlation coefficient of 0.03 ($p>0.57$) between parental involvement and scholastic achievement is not significant at the chosen 0.05 level of significance.

TABLE 5.3

CORRELATION BETWEEN PARENTAL INVOLVEMENT AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Parental Involvement	0.03

$P > 0.57$

Results of regression analysis and analysis of variance given in table 5.4 show no significant relationship between the two variables (parental involvement and scholastic achievement). Thus the null hypothesis (Ho) is accepted and the research hypothesis (Hr) is rejected on the basis of the findings given in tables 5.3 and 5.4 (see also figure 5.2).

Table 5.4 indicates that the estimate of the slope (0.03) is not significant (p>0.57) at the chosen level of significance (0.05) since the T-value is 0.56. Further the obtained F-ratio of 0.31 constitutes no statistical evidence that the expected value of scholastic achievement is related to the value of parental involvement. This has been confirmed by the fact that only 0.14% of the variation of pupils' achievement could be predicted by means of parental involvement. Further the scattergram of variables in figure 5.2 reveals no strength of the relationship between the variables. In figure 5.2 the dots indicating the scores are scattered over the surface of the graph and do not take any shape in any direction. In other words, the dots in the scattergram scatter vary very widely, this indicates that there is no relationship between the two variables (with no or zero correlation).

TABLE 5.4

REGRESSION ANALYSIS OF TOTAL ACHIEVEMENT SCORE BY PARENTAL INVOLVEMENT

Parameter	Estimate	Standard Error	T Value	Probability Level
Intercept	35.23	1.87	18.79	0.00
Slope	0.03	0.054	0.56	0.57

ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	d.f	Mean Square	F-ratio	Prob. Level
Model	10.84	1	10.84	0.31	0.57
Residual	7633.69	224	34.07		

Total (Corr.) 7644.53   225

Correlation Coefficient =0.03   r-squared =   0.14%

Standard Error of

Estimate = 5.83

FIGURE 5.2

REGRESSION OF PARENTAL INVOLVEMENT AND SCHOLASTIC
ACHIEVEMENT OF PUPILS
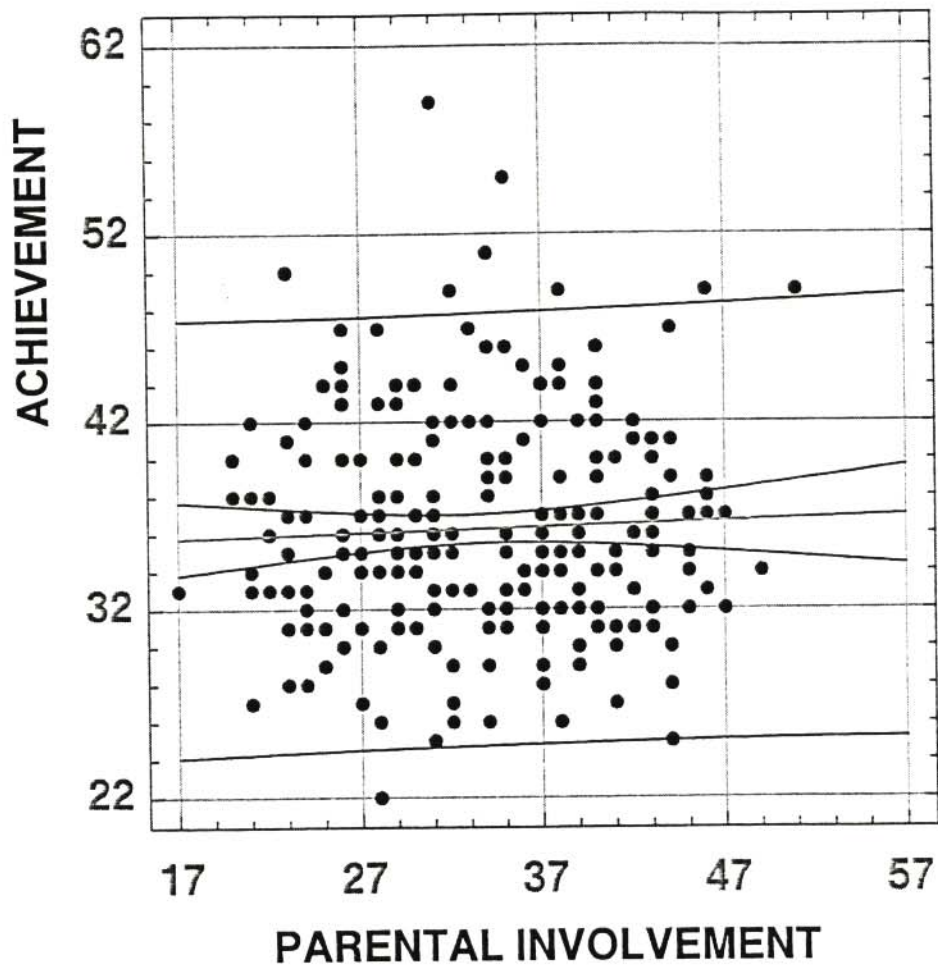
The findings shown in tables 5.3 and 5.4 as well as in figure 5.2 revealed no relationship between parental involvement (assistance, encouragement, control, approval and praise) and the scholastic achievement of pupils. After an intensive review of the literature, the researcher found no studies which indicate either no relationship or a negative relationship between parental involvement and pupils' scholastic achievement.

However, many researchers, such as Heller and Fantuzzo (1993), Keith et al. (1993), Ames (1992), Steinberg et al. (1992), Maccoby and Martin (1983), Ames and Archer (1987), Estrada et al. (1987), and Henderson, (1987), found a positive relationship between the two variables. Gotts, (1980), and Rich, Van Dein, and Mattox, (1979), found a positive relationship between parental assistance and scholastic achievement of pupils. As well, a positive relationship was found between parental encouragement and scholastic achievement of pupils (Dave, 1993; Epstein, 1983, Epstein and MacPartland, 1979). Also, a positive relationship between parental style of child-rearing or control and pupils' scholastic achievement was also found (Gronlick and Ryan, 1990; Ames, 1992; Steinberg et al., 1992; Ames and Archer,1987; Estrada et al., 1987; Behr, et al., 1986; Gage and Berliner, 1984, Maccoby and Martin, 1983). Finally, Jubber, (1988) and Berg (1990) found a positive relationship between parental approval and praise and scholastic achievement of pupils.

Other studies conducted in South Africa found a relationship between parental involvement and the scholastic achievement, whereas this study could not find any relationship in this area which is very remote. Many parents do not stay with their children because of migrant labour, except during the holidays. Therefore the lack of emotional and social support experienced by children could adversely affect their scholastic achievement. Consequently, pupils are less encouraged and motivated.

Hypothesis No 3

Null hypothesis (Ho)

There is no statistically significant relationship between parents' socio-economic status and the scholastic achievement of pupils.

Research hypothesis (Hr)

There is a positive relationship between parents' socio-economic status and the scholastic achievement of pupils.

The null hypothesis was tested by using the following statistical techniques:

1)   Pearson correlation.

2)   Analysis of variance.

3)   Regression analysis.

The results of correlation analysis, given in table 5.5, indicate that the calculated value of the correlation coefficient of -0.02 ($p>0.68$) between socio-economic status of the parents and pupils' scholastic achievement is not significant at the chosen 0.05 level of significance.

TABLE 5.5

CORRELATION BETWEEN SOCIO-ECONOMIC STATUS OF PARENTS AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Socio-Economic Status	-0.02

$p > 0.68$

Results of regression analysis and analysis of variance given in table 5.6 show a negative and no statistically significant (p>0.68) relationship between the two variables (socio-economic status and scholastic achievement). Thus the null hypothesis (Ho) is accepted and the research hypothesis (Hr) is rejected on the basis of the findings given in tables 5.5 and 5.6 (see also figure 5.3).

Table 5.6 indicates that the estimate of the slope (-0.03) is not significant (p>0.68) at the chosen level of significance (0.05), since the T-value is -0.40. Further the obtained F-ratio of 0.16 constitutes no statistical evidence that the expected value of scholastic achievement is related to the value of the parents' socio-economic status. This has been confirmed by the fact that only 0.07% of the variation of pupils' achievement could be predicted by means of parents' socio-economic status. Further the scattergram of variables scores in figure 5.3 reveals no strength of the relationship between the variables. In fiugre 5.3 the dots indicating the scores are scattered over the surface of the graph and do not take any shape in any direction. In other words, the dots in the scattergram scatter vary very widely, this indicates that there is no relationship between the two variables (with no or zero correlation).

TABLE 5.6

REGRESSION ANALYSIS OF TOTAL ACHIEVEMENT SCORE BY SOCIO-ECONOMIC STATUS

Parameter	Estimate	Standard Error	T Value	Probability Level
Intercept	37.16	2.23	16.61	0.00
Slope	-0.03	0.07	-0.40	0.68

ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	d.f	Mean Square	F-ratio	Prob. Level
Model	5.67	1	5.67	0.16	0.68
Residual	7638.86	224	34.10		

Total (Corr.) 7644.53   225

Correlation Coefficient = -0.02   r-squared = 0.07%

Standard Error of Estimate = 5.83

FIGURE 5.3

REGRESSION OF SOCIO-ECONOMIC STATUS OF PARENTS AND SCHOLASTIC ACHIEVEMENT OF PUPILS
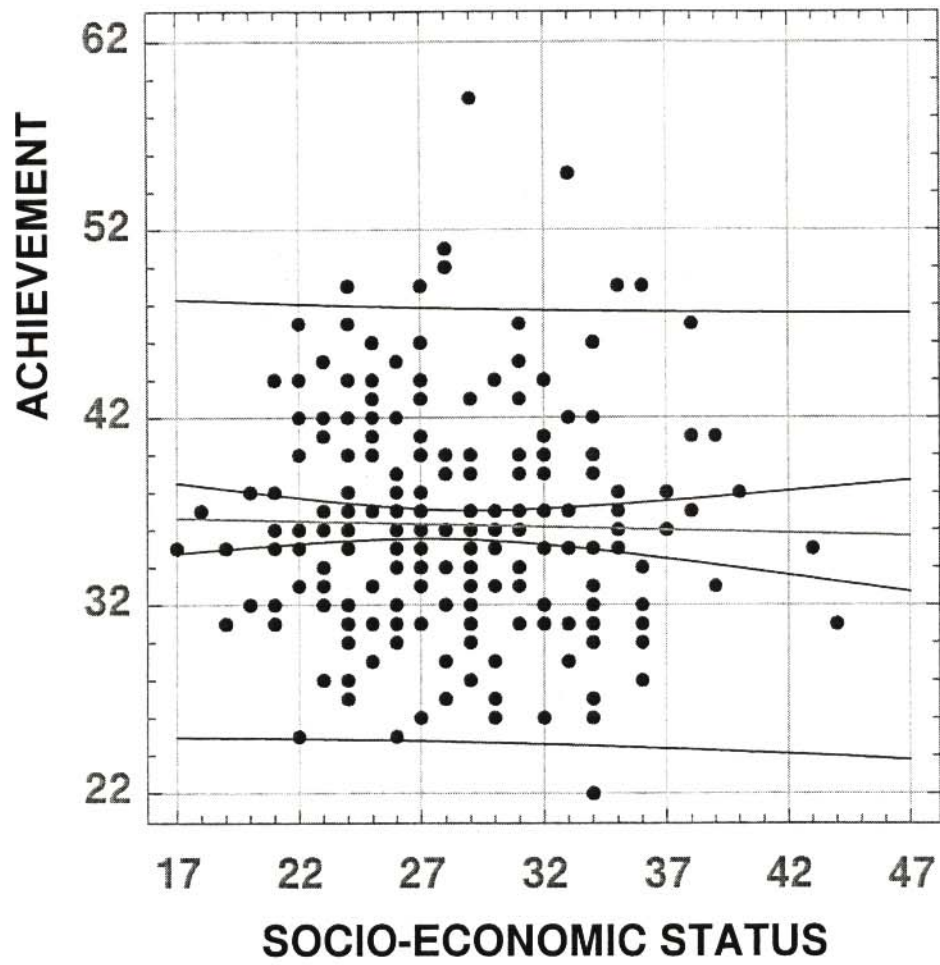
The findings of the present study shown in tables 5.5 and 5.6 and figure 5.3 indicate a negative and statistically not significant relationship between socio-economic status of parents and pupils' scholastic achievement. This means that there is no significant relationship between the two variables. These findings concur with those of Marjoribanks (1977), who found that socio-economic status is a relatively poor predictor of pupils' scholastic achievement and that the home environment influences pupils' achievement to an important extent, independently of socio-economic status. Also, Gonzales, Cauce, Friedman, and Mason (1996), found that family status (parental income, education and occupation) was not predictive of pupils' performance at school.

However, other researchers found a positive relationship between socio-economic status and the scholastic achievement of pupils (Useem, 1990; Stevenson and Barker, 1987; Barker and Stevenson, 1986; Marjoribanks, 1991; Milne, Myers, Rosenthal, and Ginsberg, 1986; Hargreaves, 1982; Marjoribanks, 1982; Banks, 1976; and Spaeth, 1976).

Relating this study to the South African context, it is obvious that the chances of finding a relationship between socio-economic status and the scholastic achievement of pupils are slight, given the geographical background of the Magalaka area. Moreover, most of the people in the Magalaka area are from low socio-economic status homes.

Hypothesis No 4

Null hypothesis (Ho)
There is no statistically significant relationship between parental education and the scholastic achievement of pupils.

Research hypothesis (Hr)

There is a positive relationship between parental education and the scholastic achievement of pupils.

The null hypothesis was tested by using analysis of variance as the statistical technique.

Results of analysis of variance in table 5.7, confirm that there is no significant relationship between the two variables. Thus the null hypothesis (Ho) is accepted and the research hypothesis (Hr) is rejected.

TABLE 5.7

ANALYSIS OF VARIANCE OF TOTAL ACHIEVEMENT SCORE BY PARENTAL EDUCATION

Source of Variation	Sum of Squares	d.f.	Mean Square	F-ratio	Significant Level
Main Effect Mothers' Eduction	17.08	2	8.54	0.24	0.78
Fathers' Education	55.88	2	27.94	0.80	0.44
Residual	7304.02	210	34.78		
Total	7368.12	214			

Processed values =215

Missing Values =12

119

The following further analyses were done to find if any relationship existed between mothers' education and scholastic achievement.

1)   Pearson correlation.
2)   Analysis of variance.

The results of correlation analysis, given in table 5.8, indicate that the calculated value of the correlation coefficient of 0.05 (p>0.47) between mothers' education and the scholastic achievement of pupils is not significant at the chosen 0.05 level of significance (see figure 5.4 also). This means that there is no relationship between mothers' education and scholastic achievement.

TABLE 5.8

CORRELATION BETWEEN MOTHERS' EDUCATION AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Mothers' Education	0.05

p > 0.47

FIGURE 5.4

REGRESSION OF MOTHERS' EDUCATION AND SCHOLASTIC ACHIEVEMENT OF PUPILS
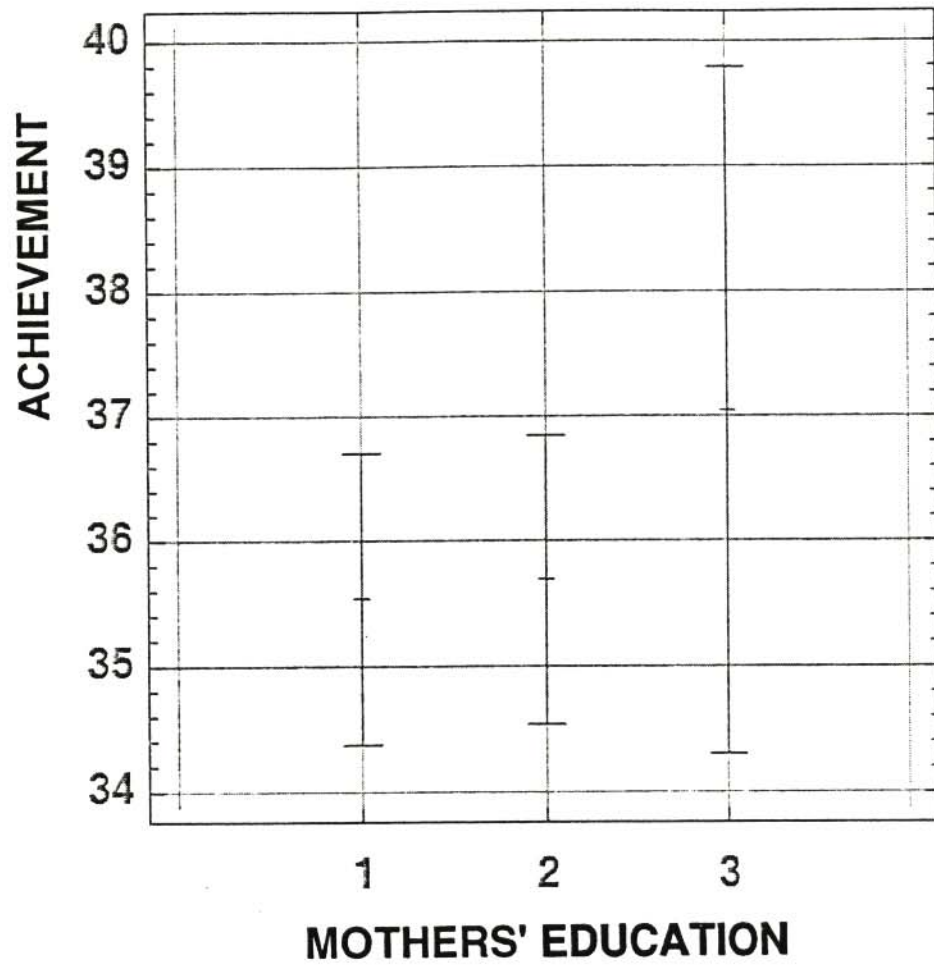
The following analyses were done to find out if any relationship existed between fathers' education and scholastic achievement:

1)   Pearson correlation.

2)   Analysis of variance.

The results of correlation analysis, given in table 5.9, indicate that the calculated value of the correlation coefficient of -0.03 ($p>0.61$) between fathers' education and the scholastic achievement of their children is not significant at the chosen 0.05 level of significance (see figure 5.5 also). This indicates no relationship between fathers' education and scholastic achievement.

TABLE 5.9

CORRELATION BETWEEN FATHERS' EDUCATION AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Fathers' Education	-0.03

$p > 0.61$

FIGURE 5.5

REGRESSION OF FATHERS' EDUCATION AND SCHOLASTIC ACHIEVEMENT OF PUPILS
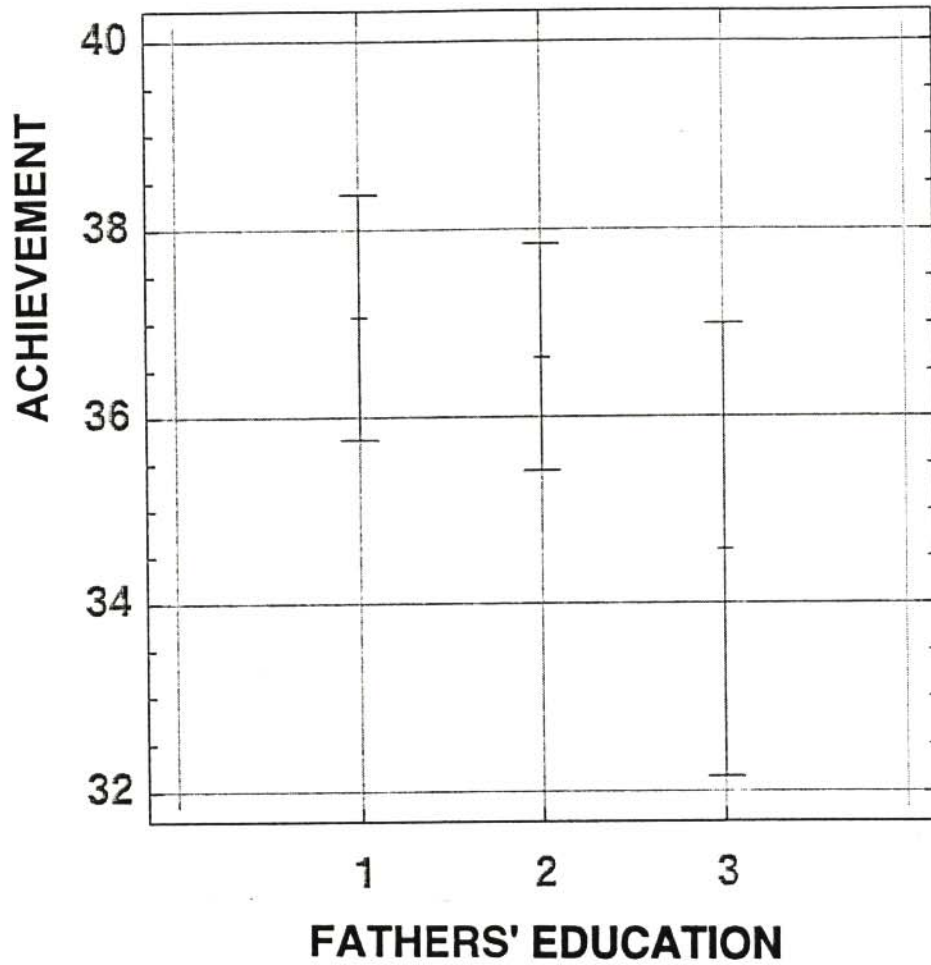
These findings subscribe to the finding that there is no relationship between parental education and scholastic achievement. The findings shown in tables 5.7, 5.8, and 5.9 and figures 5.4 and 5.5 indicate no relationship between parents' education and the scholastic achievement of pupils. In a review of the literature, the researcher could not find any studies that found no relationship between parental education and scholastic achievement of pupils or that found a negative relationship between the two variables. On the other hand, there are findings of other studies which have indicated a positive relationship between the two variables (Cherian, 1992; Iniller and Sneesby, 1988; Talton and Simpson, 1986; Inverson and Walberg, 1982; Stevenson et al., 1990; and Kapambwe, 1980).

The findings of this study are not surprising when viewed in the wider South African context because most people in the rural areas are illiterate. The literature review indicates that more educated parents are likely to show an interest in their children's education by motivating, encouraging, assisting, and directing their children concerning scholastic achievement, while less educated parents are less likely to display such behaviour.

Hypothesis No 5

Null hypothesis (Ho)

There is no statistically significant relationship between parental occupation and the scholastic achievement of pupils.

Research hypothesis (Hr)

There is a positive relationship between parental occupation and the scholastic achievement of pupils.

The null hypothesis was tested by using analysis of variance as the statistical technique.

Results of analysis of variance in table 5.10, confirm that there is no significant relationship between the two variables. Thus the null hypothesis (Ho) is accepted and the research hypothesis (Hr) is rejected.

TABLE 5.10

ANALYSIS OF VARIANCE OF TOTAL ACHIEVEMENT SCORE BY PARENTAL OCCUPATION

Source of Variation	Sum of Squares	d.f.	Mean Square	F-ratio	Significant Level
Main Effect Mothers' Education	138.26	2	69.13	1.98	0.14
Fathers' Education	38.83	3	12.94	0.37	0.77
Residual	7142.85	205	34.84		
Total	7324.62	210			

Processed Values =211

Missing Values =16

The following analyses were done to find out if any relationship existed between mothers' occupation and scholastic achievement:

1)   Pearson correlation.
2)   Analysis of variance.

The results of correlation analysis, given in table 5.11, indicate that the calculated value of the correlation coefficient of -0.11 ($p>0.13$) between mothers' occupation and the scholastic achievement of pupils is not significant at the chosen 0.05 level of significance (see figure 5.6 also). This indicates that there is no relationship between mothers' occupation and scholastic achievement.

TABLE 5.11

CORRELATION BETWEEN MOTHERS' OCCUPATION AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Mothers' Occupation	-0.11

$p > 0.13$

FIGURE 5.6

REGRESSION OF MOTHERS' OCCUPATION AND SCHOLASTIC ACHIEVEMENT OF PUPILS
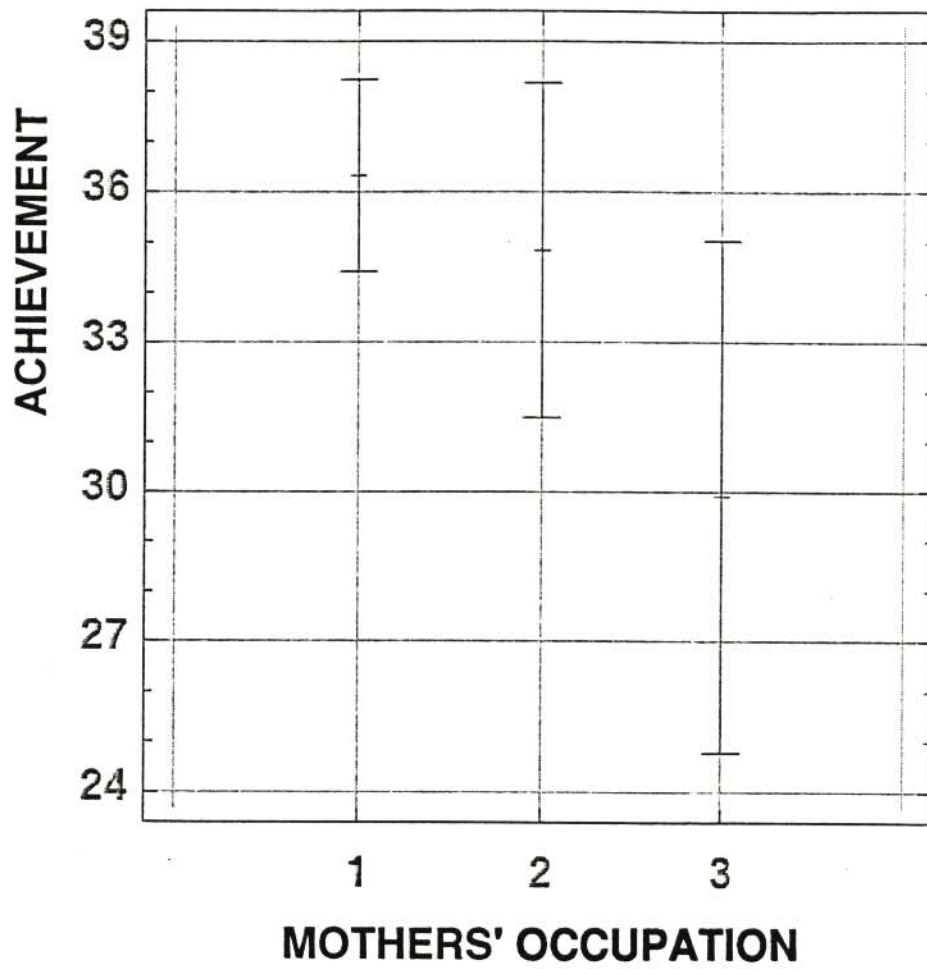
The following analyses were done to find out if any relationship existed between fathers' occupation and scholastic achievement.

1) Pearson correlation.

2) Analysis of variance.

The results of correlation analysis, given in table 5.12, indicate that the calculated value of the correlation coefficient of -0.03 (p>0.60) between fathers' occupation and the scholastic achievement of pupils is not significant at the chosen 0.05 level of significance (see figure 5.7 also). This means that there is no relationship between fathers' occupation and the scholastic achievement of pupils.

TABLE 5.12

CORRELATION BETWEEN FATHERS' OCCUPATION AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Fathers' Occupation	-0.03

$p > 0.60$

128

FIGURE 5.7

REGRESSION OF FATHERS' OCCUPATION AND SCHOLASTIC ACHIEVEMENT OF PUPILS
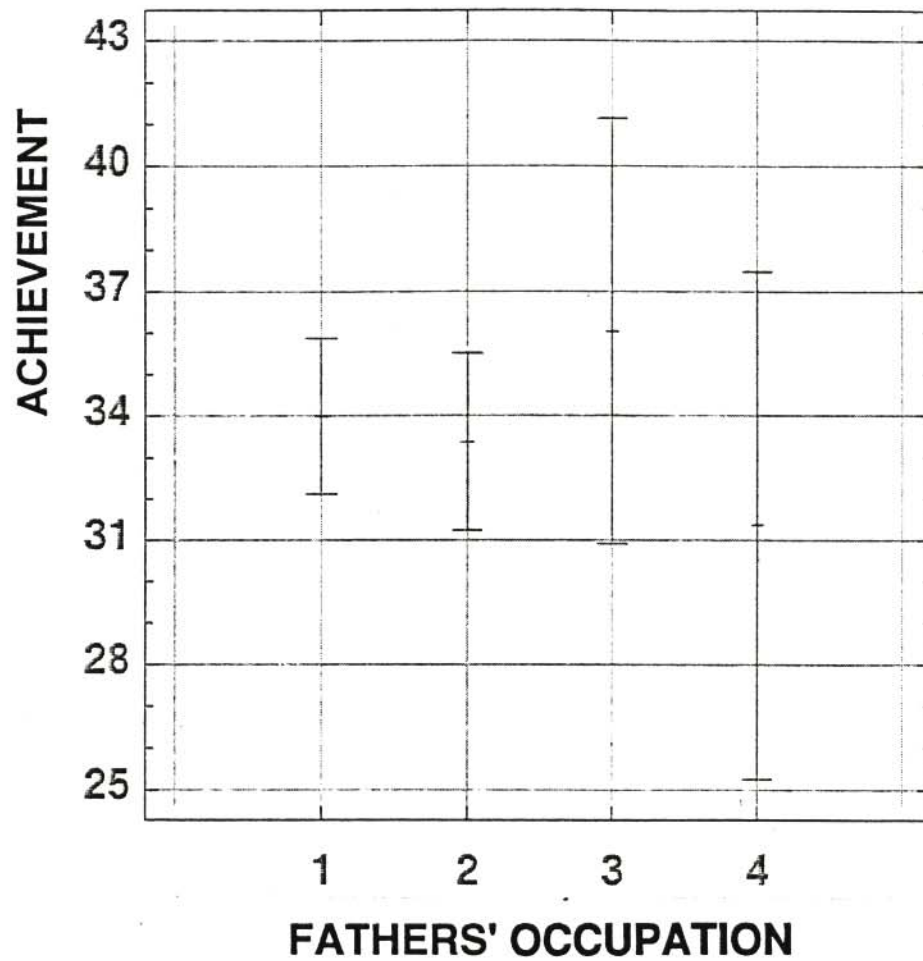
These findings subscribe to the findings that there is no relationship between parental occupation and pupils' scholastic achievement. The findings of this study shown in tables 5.10, 5.11 and 5.12 as well as in figures 5.6 and 5.7 indicate no relationship between the occupation of parents and pupils' scholastic achievement. The literature review does not indicate any studies which found no relationship between the two variables, as well as those with a negative relationship. Other studies, found a strong relationship between the two variables (Marjoribanks, 1991; Ogundare, 1991; Alwin and Thornton, 1984; Otto and Haller, 1979).

The literature review indicates that parents as role models influence their children's behaviour. Therefore, if parents are of a high occupation, they are likely to encourage their children to put more effort in their scholastic achievement. Further they make their children know that it is always through education that people can have a high occupation status. However, in South Africa most people have a low occupational status because of illiteracy, and this is a threat to scholastic achievement.

Hypothesis No 6

Null hypothesis (Ho)
There is no statistically significant relationship between parental income and the scholastic achievement of pupils.

Research Hypothesis (Hr)
There is a positive relationship between parental income and the scholastic achievement of pupils.

The null hypothesis was tested using analysis of variance as the statistical technique.

Results of analysis of variance, in table 5.15, confirm that there is no significant relationship between the two variables. Thus the null hypothesis (Ho) is accepted and the research (Hr) is rejected.

TABLE 5.13

ANALYSIS OF VARIANCE OF TOTAL ACHIEVEMENT SCORE BY PARENTAL INCOME

Source of Variation	Sum of Squares	d.f.	Mean Square	F-ratio	Significant Level
Main Effects Mothers' Income	9.38	1	9.38	0.27	0.60
Fathers' Income	8.14	2	4.07	0.11	0.88
Residual	6146.92	178	34.53		
Total	6163.78	181			

Processed Values =182

Missing Values =45

The following further analyses were done to find out if any relationship existed between mothers' income and pupils' scholastic achievement.

1) Pearson correlation.
2) Analysis of variance.

The results of correlation analysis, given in table 5.14, indicate that the calculated value of the correlation coefficient of 0.03 ($p > 0.61$) between mothers' income and the scholastic achievement of pupils is not significant at the chosen 0.05 level of significance (see figure 5.8 also). This indicates that there is no relationship between the two variables.

TABLE 5.14

CORRELATION BETWEEN MOTHERS' INCOME AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Mothers' Income	0.03

$p > 0.61$

FIGURE 5.8

REGRESSION OF MOTHERS' INCOME AND SCHOLASTIC ACHIEVEMENT OF PUPILS
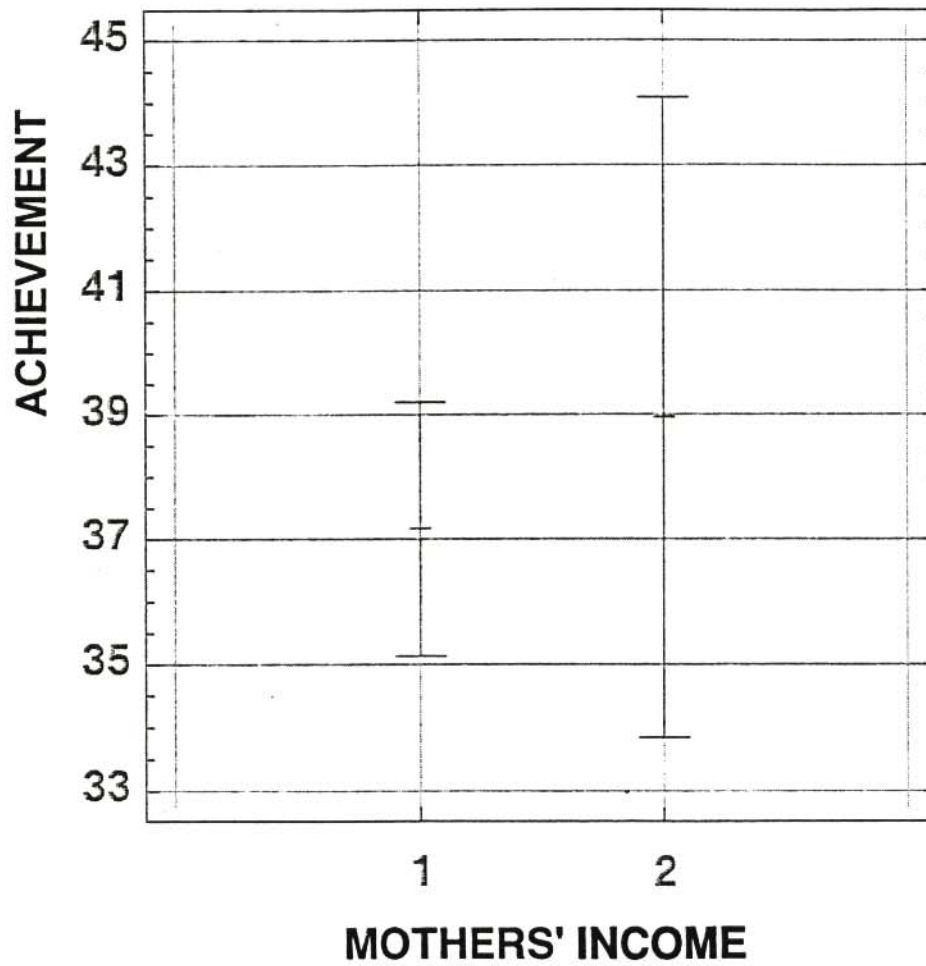
The following analyses were done to find out if any relationship existed between fathers' income and scholastic achievement.

1)   Pearson correlation.
2)   Analysis variance.

The results of correlation analysis, given in table 5.15, indicate that the calculated value of the correlation coefficient of 0.00 ($p > 0.91$) between fathers' income and the scholastic achievement of pupils is not significant at the chosen value of 0.05 level of significance (see figure 5.9 also). This means that there is no relationship between the two variables.

TABLE 5.15

CORRELATION BETWEEN FATHERS' INCOME AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Fathers' Income	0.00

$p > 0.91$

FIGURE 5.9

REGRESSION OF FATHERS' INCOME AND SCHOLASTIC ACHIEVEMENT OF PUPILS
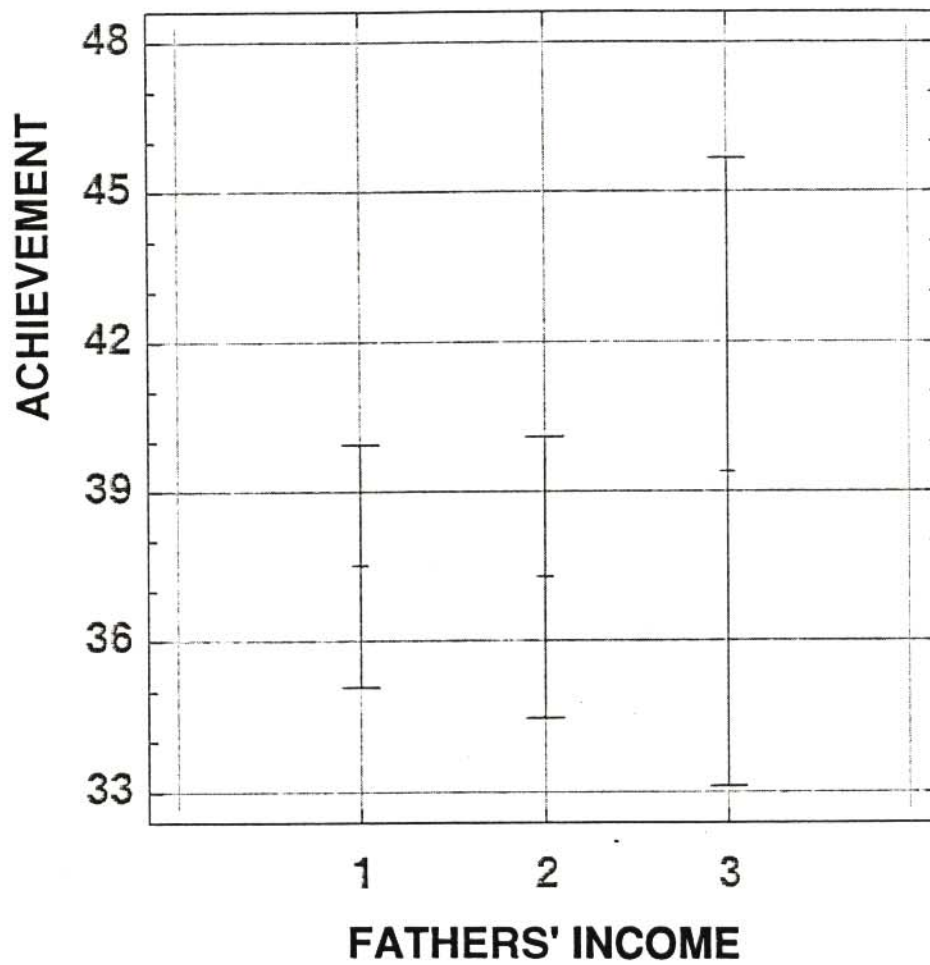
These findings subscribe to the finding that there is no relationship between mothers' income and pupils' scholastic achievement. The findings of the present study shown in tables 5.13, 5.14 and 5.15 indicate no relationship between parents' income and the scholastic achievement of pupils. Also, figures 5.8 and 5.9 indicate no relationship between the two variables.

The literature review does not indicate any studies which had similar findings as well as a negative relationship between the two variables. However, U.S. Bureau of Census (1989), of the Fadem, Schuchman, and Simring (1995), Brody, Stoneman, Flor, and McCrary, (1994), Stevenson et al. (1990), Kapambwe (1980) and Heyneman (1979) found a positive relationship between parental income and the scholastic achievement of pupils.

In the South African context the findings of this investigation may be relevant. Most people are not educated. They end up doing menial jobs. As they earn meagre salaries, they cannot afford to buy any relevant material which can ameliorate the scholastic achievement of pupils. Pupils of such parents dont have access or exposure to facilities which can improve scholastic achievement. They only rely on materials provided by the school. Less educated parents, also fail to provide basic needs such as food, thus poverty in such homes is common. Material poverty due to inadequate income could result in pupils' poor health and a limited knowledge which could lead to poor scholastic achievement.

Hypothesis No 7

Null hypothesis (Ho)
There is no statistically significant relationship between the self-concept of pupils and their scholastic achievement.

Research hypothesis (Hr)

There is a positive relationship between the self-concept of pupils and their scholastic achievement.

The null hypothesis was tested by employing the following statistical techniques:

1)   Pearson correlation.

2)   Analysis of variance.

3)   Regression analysis.

The results of correlation analysis, given in table 5.16, indicate that the calculated value of the correlation coefficient of 0.22 ($p>0.00$) between pupils' self-concept and their scholastic achievement is significant at the chosen 0.05 level of significance.

TABLE 5.16

CORRELATION BETWEEN PUPILS' SELF-CONCEPT AND TOTAL ACHIEVEMENT SCORE OF PUPILS

(N=227)

Variable	Total Achievement Score
Self-Concept	0.22

$p > 0.00$

Results of regression analysis and analysis of variance, given in table 5.17, show a slight positive relationship between the two variables (self-concept and scholastic achievement). Thus, the null hypothesis (Ho) is rejected and the research hypothesis (Hr) accepted on the basis of the findings given in tables 5.16 and 5.17 (see figure 5.10 also).

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Table 5.17 indicates that the estimate of the slope (0.18) is significant at the chosen level of significance (0.05) since the T-value is 3.42. Further the obtained F-ratio of 11.70 provides statistical evidence that the expected value of scholastic achievement is related to the value of pupils' self-concept. This has been confirmed by the fact that 4.97% of the variation of pupils' scholastic achievement could be predicted by means of self-concept. Further the scattergram of variables scores in figure 5.10 reveals a weak relationship between the variables. In figure 5.10 the dots indicating the scores are scattered over the surface of the graph and do take a small shape in a positive direction. In other words, the dots in the scattergram vary widely, this inidcates that there is a weak relationship between the two variables (with a low correlation).

TABLE 5.17

REGRESSION ANALYSIS OF TOTAL ACHIEVEMENT SCORE BY SELF-CONCEPT OF PUPILS

Parameter	Estimate	Standard Error	T Value	Probability Level
Intercept	24.99	3.31	7.53	0.00
Slope	0.18	0.05	3.42.	0.00

ANALYSIS OF VARIANCE

Source of Variation	Sum of Squares	d.f.	Mean Square	F-ratio	Prob. Level
Model	379.60	1	379.60	11.70	0.00
Residual	7264.93	224	32.43		

Total (Corr.) 7644.53   225

Correlation Coefficient = 0.22   r-squared = 4.97%

Standard Error of

Estimate = 5.69

FIGURE 5.10

REGRESSION OF THE SELF-CONCEPT OF PUPILS AND THEIR SCHOLASTIC ACHIEVEMENT
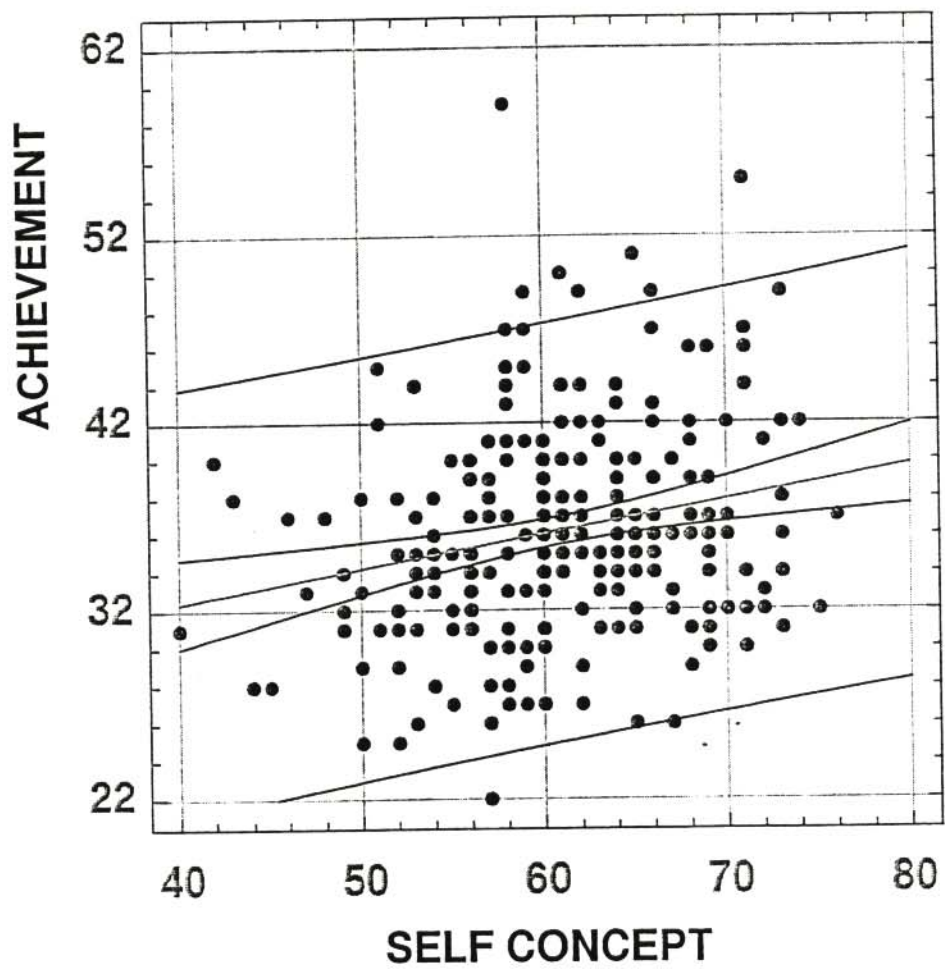
The findings of the present study indicate that there is a relationship between the two variables as shown in tables 5.16 and 5.17, as well as in figure 5.10. These findings concur with those of many researchers, such as Helmke and van Aken (1995), Manning (1988), Keith et al. (1986), Byrne (1984), Song and Hattie (1984), Hansford and Hattie (1982), Shavelson and Bolus (1982), Omizo et al. (1981), Pickar (1981), and Henein (1978) who found a positive relationship between self-concept and pupils' scholastic achievement. Also, Maccoby and Martin (1983), in their investigation of how parents' behaviour can influence their children, found that positive self-concept which is related to scholastic achievement, results from a positive parent-child interaction characterized by reasonable parental expectation, parental warmth and responsiveness. Likewise, Steinberg et al. (1992) found that pupils of involved and responsive homes have a high self-esteem and exhibit few behaviour problems, and they therefore likely to be high achievers at school.

5.3 ANALYSIS OF PUPILS' DATA IN RELATION TO THEIR PARENTS' SOCIO-ECONOMIC STATUS

TABLE 5.18

GENDER OF PUPILS' BY AGE

Age	Gender					
	Male		Female		Row Total	
	No.	%	No.	%	No.	%
15-17	42	42.0	39	31.2	81	36.0
18-20	42	42.0	54	43.2	96	42.7
21-23	14	14.0	27	21.6	41	18.2
24-26	2	2.0	3	2.4	5	2.2
27 -35	0	.0	2	1.6	2	0.9
Column Total	100	44.4	125	55.6	225	100.0

The ages of the pupils who formed part of the sample size were between 15-35 years. 42 (42.0%) were males aged between 15-17 years and 39 (31.2%) were females. 15-of the same age. From ages 18 to 20 the respondents were as follows: 42 (42.0%) were males and 54 (43.2%) females. Age group of 21-23 comprised 14 (14.0%) males and 27 (21.6%) females as shown in table 5.18. The ages of 5 respondents, of which 2 (2.0%) were males and 3 (2.4%) were females, ranged from 24-26. Finally 2 female respondents aged between 27-35 constituted 1.6% of the whole population.

TABLE 5.19

GENDER OF PUPILS BY MOTHERS' EDUCATION

Mothers' Education	Gender					
	Male		Female		Row Total	
	No.	%	No.	%	No.	%
1	52	54.2	85	69.1	137	62.6
2	39	40.6	34	27.6	73	33.3
3	5	5.2	4	3.3	9	4.1
Column Total	96	43.8	123	56.2	219	100.0

Mothers' education was measured by three categories, namely low, middle and high. These categories are discussed below in relation to the figures shown in table 5.19. Low educational level was measured by Substandard to Grade 1 though in the questionnaire it is represented by none, this does not necessarily mean that parents never attended school at all, but implies that they attended as far as Grade 1.

The total number of respondents was 137, comprising 52 (54.2%) males and 85 (69.1%) females.

The middle educational level reflects Grade 1 to Standard 8. Of the 73 respondents in middle educational level, 39 (40.6%) were males and 34 (27.6%) females. Finally, the high educational level covered Standard 9-Standard 10 and a diploma or degree.

Pupils who filled in the questionnaire indicated that 9 of them belonged in high educational level, 5 (5.2%) were males and 4 (3.3%) females. All in all, there were 215 respondents of which 43.3% were 96 males and 56.2% 123 females. However, table 5.19 indicates that the majority of the pupils were in the low level of education, with the highest percentage, 62.6, followed by 33.3% from the middle level and finally 4.1% from the high level.

TABLE 5.20

GENDER OF PUPILS BY FATHERS' EDUCATION

Fathers' Education	Gender					
	Male		Female		Row Total	
	No.	%	No.	%	No.	%
1	41	42.7	72	58.5	113	51.6
2	51	53.1	42	34.1	93	42.5
3	4	4.2	9	7.3	13	5.9
Column Total	96	43.8	123	56.2	219	100.0

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Like mothers' education, fathers' education was measured by similar categories, though the figures are not the same. At the low educational level, males were 41 (42.7%) and females 72 (58.5%); at the middle educational level, males were 51 (53.1%) and females 42 (34.1%); and finally, high educational level males were 4 (4.2%) and females 9 (7.3%).

From the above percentages, it can be seen that in terms of mothers' education, many pupils in the sample came from the low educational level with a total population 113 (51.6%), followed by 93 (42.5%) from the middle level and very few from the high level, making 13 (5.9%) of the sample.

TABLE 5.21

GENDER OF PUPILS BY MOTHERS' OCCUPATION

Mothers' Occupation	Gender					
	Male		Female		Row Total	
	No.	%	No.	%	No.	%
1	88	91.7	117	95.9	205	94.0
2	6	6.3	4	3.3	10	4.6
3	2	2.1	1	0.8	3	1.4
Column Total	96	44.0	122	56.0	218	100.0

Numbers 1, 2, and 3 represent classification of mothers' occupational status. Number 1 represents low occupational status, which includes no occupation at all, gardener, domestic worker, and cleaner. Number 2 represents a middle occupational status which encompasses informal businesses such as hawking and

building, secretarial work, and nursing. Number 3 represent a high occupational status, starting from teaching and lecturing, managing company, business ownership to being a lawyer, doctor or a professor.

According to figures shown in table 5.21, majority of the pupils, 94.0% (205) were pupils from the low occupational status, most of them females, 95.9% (117) with males constituting 91.7% (88) of this status. The remainder of the 218 respondents were from both the middle and high occupational statuses 6.3% (6) males and 3.3% (4) females from the middle status, and 2.1% (2) males and 0.8% (1) female from the high occupational status.

TABLE 5.22

GENDER OF PUPILS BY FATHERS' OCCUPATION

Fathers' Occupation	Gender					
	Male		Female		Row Total	
	No.	%	No.	%	No.	%
1	75	77.3	95	79.2	170	78.3
2	19	19.6	23	19.2	42	19.4
3	1	1.0	2	1.7	3	1.4
4	2	2.1	0	0.0	2	0.9
Column Total	97	44.7	120	55.3	217	100.0

Numbers 1 (low), 2 (middle), 3 (high), and 4 (very high) in table 5.22 represent classification of fathers' occupational status. Number 1 referred to unemployed fathers, a gardener, fathers employed in informal business, such as selling fruits or

building. Number 2 was meant to find out whether fathers were employed as security officers, drivers, mechanics, or as policemen. Number 3 was meant to find out whether fathers were employed as teachers, lecturers, lawyers or managers of particular companies, or whether they were doctors, professors or managing their own business.

Table 5.22 indicates that parents of many respondents belong to the low occupational status, because from a total number of 217 respondents, 170 (78.3%) were pupils of fathers from the low status, the majority of them 95 (79.2%) being females and males being 75 (77.3%). From the middle occupational status there was 42 (19.4%) pupils, 23 (19.2%) females and males 19 (19.6%). High occupational status fathers had only 3 pupils, 2 (1.4%) of them females and the other a male (1.0%).

TABLE 5.23

GENDER OF PUPILS BY MOTHERS' INCOME

Mothers' Income	Gender					
	Male		Female		Row Total	
	No.	%	No.	%	No.	%
1	88	98.9	107	98.2	195	98.5
2	1	1.1	2	1.8	3	1.5
Column Total	89	44.9	109	55.1	198	100.0

Income of mothers was categorized at three levels. Number 1 was the low income level (ranging from none to R999), 2 the middle level (ranging from R1000 to R6999) and number 3 the high income level (ranging from R7000 and above). However, according to the figures in table 5.23, no pupils came from high income

mothers. Pupils who filled in the questionnaire indicated that their mothers were only from the low and middle income levels. The majority of them said their mothers had a low monthly income, with females being 107 (98.2%) and males 88 (98.2%). These were 195 respondents from a total of 198. The remainder, coming from the middle income mothers, were only 3, 2 of them being females (1.8%) and one male (1.1.%).

TABLE 5.24

GENDER OF PUPILS BY FATHERS' INCOME

Fathers' Income	Gender					
	Male		Female		Row Total	
	No.	%	No.	%	No.	%
1	73	82.0	91	91.0	164	86.8
2	14	15.7	9	9.0	23	12.2
3	2	2.2	0	0.0	2	1.1
Column Total	89	47.1	100	52.9	189	100.0

Fathers' level of income was classified similarly that of mothers but at least in table 5.24 there are pupils from the high income level. Many of them indicated that their fathers belonged to the low income level (that is from 189 respondents, 164(86.8%) came from the low income level), the majority of them 91 (91.0%) being females and males being 73 (82.0). The total number of pupils from the low income level were 164 (86.8%). From the remaining number, 23 (12.2%) were pupils from the middle income level, with females constituting 9 (9.0%) and males being by 14 (15.7%). The last 2 respondents were males from the high income level (2.2%).

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CHAPTER 6

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1　　Introduction

This chapter gives a summary of the main findings arrived at from the literature review and the empirical research. The findings will be followed by conclusions, recommendations, suggestions for further research and limitations of the study.

6.2　　Summary

This study was meant to find out the relationship between non-intellective psychosocial variables arising from the home, and the scholastic achievement of Standard 10 pupils in the Dilokong Circuit under Magalaka area of the Northern Province. The independent variables of this study included parental aspiration, parental involvement, educational and occupational level of parents, income status of the home and self-concept of pupils. The criterion measure was the scholastic achievement of pupils.

6.2.1　　Objectives

6.2.1.1　　to find out the relationship between the aspirations of parents and the scholastic achievement of pupils;

6.2.1.2　　to investigate the relationship between parental involvement and the scholastic achievement of pupils;

6.2.1.3	to find out whether a relationship exists between the socio-economic status of parents and the scholastic achievement of pupils;
6.2.1.3.1	to investigate the relationship between parental education and the scholastic achievement of pupils;
6.2.1.3.2	to investigate the relationship between parental occupation and the scholastic achievement of pupils;
6.2.1.3.3	to find out the relationship between parental income and the scholastic achievement of pupils;
6.2.1.4	to find out the relationship between self-concept and the scholastic achievement of pupils, as well as
6.2.1.5	to make appropriate recommendations for possible improvements of the scholastic achievement of pupils.

6.2.2   Study Sample

The sample consisted of 227 pupils (99 boys and 128 girls) randomly selected.

6.2.3   Statistical Techniques

Pearson correlation coefficient, analysis of variance and regression analysis were the statistical techniques that were used to analyse the data.

6.3 Conclusions

The conclusions arrived at from the empirical research indicate that:

6.3.1 there is no significant relationship between parental aspiration and the scholastic achievement of pupils;

6.3.2 there is no significant relationship between parental involvement and the scholastic achievement of pupils;

6.3.3 there is no significant relationship between the socio-economic status of parents and the scholastic achievement of pupils;

6.3.3.1 there is no significant relatioship between parental education and pupils' scholastic achievement;

6.3.3.2 there is no relationship between parental occupation and the scholastic achievement of pupils;

6.3.3.3 there is no significant relationship between parental income and the scholastic achievement of pupils; and, finally,

6.3.4 there is a slight positive relationship between pupils' self-concept and their scholastic achievement.

6.4   **Recommendations**

6.4.1   **Parental Aspiration, Involvement, Education, Occupation, Income and Parents' Socio-Economic Status, and Scholastic Achievement of Pupils**

This study found no relationship between parental aspiration, parental involvement, parents' socio-economic status, parental education, occupation and income and pupils' scholastic achievement (see chapter 5, pp 104-108; 108-113; 114-118; 118-124; 124-130; and 130-136). Nevertheless, the literature review indicates a strong support to the positive relationship between the independent (parental aspiration, parental involvement, and parents' socio-economic status, parental education, occupation and income) and dependent (scholastic achievement) variables. No review of literature was available to support "no relationship" between parental aspiration, involvement, education, occupation and income and scholastic achievement (refer to chapter 3, sections 3.2; 3.3, 3.4.1.1, 3.4.1.2, and 3.4.1.3). A review of literature to support "no relationship" between socio-economic status and scholastic achievement was found as indicated on page 57, in the first paragraph. On the basis of the above findings, this study makes recommendations under further research only (see section 6.4.3 on p. 159). Recommendations on the relationship between self-concept and scholastic achievement follow.

6.4.2   **Self-Concept of Pupils**

This study found a slight positive relationship between self-concept and the scholastic achievement of pupils (vide chapter 5, pages 136-141). On this finding, the investigator makes the following recommendations.

6.4.2.1 Self-concept and home discipline

Discipline is necessary to maintain order in the home and the school.

*   Therefore, parents should lay down rules and explain them to their children, because clearly defined rules in the home have an enhancing effect on the self-concept of children.

Enforced standards of conduct make it easier for pupils to know where they have failed, and what to do to achieve success.

*   Therefore, pupils have to learn to obey instructions. To achieve this, parents have to educate their children towards self-discipline and self-control. Also, parents should guide their children from parental-discipline to self-discipline.

6.4.2.2 Parent-teacher influence on pupils' behaviour

Parents' and teachers' beliefs play an important role in influencing scholastic achievement of pupils.

*   As a matter of fact, both the parents and teachers have to create an environment conducive to the development of good behaviour among children. To achieve this, parents should offer pupils emotional support which is likely to result in desirable pupil behaviour. Lack of emotional support could adversely affect pupils' scholastic achievement . Also, parents should be physically involved in pupils' school work by assisting or giving direction.

Pupils' realization of the interest parents and teachers show in their educational career could lead to the development of desirable pupil behaviour.

* For that matter, parents need to have an idea about their children's social (to make contribution, get independence and experience) and educational (scholastic achievement) needs.

Pupils who have a realistic view of themselves, accept themselves as they are and make use of their strong points or abilities. Further, they are likely to attempt to overcome their weak points.

Some of the pupils' problems which may affect their performance at school may arise from their families.

* Guidance and counselling is necessary to solve such problems.

6.4.2.3 Understanding children's self-concept

An understanding of self-concept and what it entails is important if education is to achieve its ultimate goal, being the development of individuals'potential to the fullest possible extent. A clear understanding of children's cognitive, psychological and emotional development can contribute and foster interactions that reinforce children's abilities, and this could enhance children's learning within the home and the school. Further, awareness of the relationship between self-concept and scholastic achievement help in developing the most efficient remediation.

* Thus, parents and teachers, as immediate members of the society pupils interact with on daily basis, need to have a clear understanding of self-concept and what it involves. A better understanding of self-concept may also enable teachers to better motivate pupils and provide credible reinforcement to pupils from different ability levels.

Therefore, the following are recommended:

* Parents should first know their children in order to manage and maintain a stable balance between social and educational expectations of their children.

* Parents need to find innovative ways both at home and in the school to encourage children's educational aspirations.

* Parents as role models to their children should encourage pupils that it is through education that they can live a prosperous life.

* Parents and teachers need to have positive and realistic attitudes about themselves and their abilities before they can anticipate any thing from pupils.

When parents and teachers, have essentially favourable attitudes towards themselves, they are in a much better position of building positive and realistic self-concept in pupils.

* Therefore the following educational programmes that could promote a positive self-concept are necessary.

* community workshops spearheaded by social workers and psychologists should be initiated by government and non-governmental organizations.

* Intervention programmes that concentrate upon improving both global self-concept and particular self-perceived ability.

* Educational interventions which focus on a need for scholastic competence, and that encourage the perception of relationship between motivation and scholastic outcomes.

Majority of black parents in South African rural areas are illiterate. The question is how these illiterates can understand and improve self-concept. One way of improving pupils' self-concept is through the following programmes:

* workshops,
* seminars,
* publications,
* TV and radio programmes that will make both the parents and teachers aware of the role that self-concept plays in human behaviour and development.

This could enable them to master their interaction with pupils carefully.

6.4.2.4   Introduction of guidance and counselling

South African education system has ignored and neglected the pupils' socio-emotional development. It has focussed only on the cognitive development. This is reflected by the absence of guidance and counselling in the school curriculum of the majority of schools. This indicates that pupils are denied the opportunity of

becoming better persons in their future life. Moreover, majority of the pupils are from different ethnic groups which were "regarded and treated as both intellectually and racially inferior". It is a fact that, inferiority complex could lead to the development of a negative self-concept which could be a threat to good performance at school. Now its high time that guidance and counselling should be taken into cognizance. Guidance and counselling is extremely important for the majority of the disadvantaged black pupils as an integral component of quality education. Basically, the focus of guidance and counselling goes beyond addressing only educational problems that pupils experience, it includes personal and social issues that can affect pupils' performance at school. Such approach contributes to pupils' personality development and their potential to experience a more meaningful and fulfilling education. It is also important because teachers of guidance and counselling are interested in the development of the whole person.

Therefore, guidance and counselling should be made available and accessible to all pupils irrespective of race or colour. However, the following issues should be considered very importantly:

* Department of Education should provide schools with experts in guidance and counselling or provide in-service training to guidance and counselling teachers. It should also include, in the Adult Basic Education Training (ABET) programmes, aspects of knowledge that will make parents aware of the importance of self-concept in their children's social and educational life.

* School inspectors and principals have to see that guidance and counselling is accommodated in their school time-table.

* Teachers should take guidance and counselling seriously, "no more as a free period".

* Teacher-Pupil ratio should at least be 1:50 in order to allow teachers to evaluate their pupils, thereby understanding them.

6.4.2.5   Pupils at home and in school

Parents and teachers have to work together for the ultimate benefit of pupils. This parent-teacher partnership is intended primarily to support and promote pupils' learning, school performance and general well-being.

* The process involves collaboration on educational matters, setting goals, finding solutions, implementing and evaulating goals, as well as inspiring and maintaining trust between parents and teachers.

Teachers at school apply pressure for at least five to six hours a day and when children come home parents continue the pressure because most of the conversation revolves around whether children are doing their schoolwork and passing or failing.

* Parents should see the school as pupils' own private world.

* Parents need to love and accept their children as they are, because this eventually lead to self-confidence, thereby, enhancing self-concept.

* Parents need to tell their children that they trust, they will cope with their schoolwork and allow children to make their own decision. This will lead to independence.   An independent pupil is likely to explore the environment.

* Parents have to express their admiration at pupils' achievement at school.

*   Parents need to listen to children's complaints.

*   parents have to reflect on children's feeling of stress and achievement, but they are not supposed to take over this part of their lives.

Teachers must know that children who come from homes with poor results do not need to be punished or shouted at because such pupils are already being punished by the disappointment they experienced at home.

*   Teachers, as parents to pupils at school, can improve pupils' self-concept by allowing pupils with poor self-concept to experience success and by challenging them intellectually. This can be achieved by giving pupils tasks which they are able to complete successfully, since this is likely to contribute to scholastic achievement.

Teachers need not to be overcritical and should not force their own feelings on pupils.

*   Therefore teachers should be sensitive and sympathetic to pupils' needs in the classroom situation or even outside the classroom.

Whether at home or at school, pupils should be allowed:

*   to express their views even when they differ with those of their parents or teachers, as long as those views are supported by logical reasoning.

*   to be in an open and accepting atmosphere in which they can explore problems of value and meaning to them.

*   to contribute in the running of the school and in the classroom situation because their contribution at school is important. This could enable them to develop self-confidence which usually results into a positive self-concept.

6.4.3   Further Research

6.4.3.1   Further research is suggested to investigate all the possible factors that could affect the scholastic achievement of pupils. Moreover, the relationship between each of the independent variables and the scholastic achievement should be determined by controlling all other possible factors that could affect scholastic achievement. And the relationship between self-concept and scholastic achievement be found controlling all these factors.

6.4.3.2   Both the interview and questionnaire may be used in the assessment of independent variables.

6.4.3.3   Factor analysis may be used to revise and refine the instruments used in this study.

6.4.3.4   The study may be replicated in different parts of South Africa and among different age and ethnic groups.

6.5   Limitations of the Study

6.5.1   The following can be stated as limitations of the study:

6.5.1.1   Construct validity by nearly any standard is a powerful and sophisticated approach to instrument validity. No quantitative

evidence was obtained to objectively and scientifically demonstrate the instruments' validity; except experts' opinion. The validity was not assessed concurrently by a correlation with a standardized, published instrument.

6.5.1.2   Multivariate factor analysis to develop factors or constructs within instruments was not done. The factor analytic procedure generally allows the researcher to get new insights into the quality of the test items and the interrelation between the questions.

6.5.1.3   Item analysis which is a powerful evaluative tool is utilized for recognizing instrument weakness, test scoring, and calculating internal consistency reliability measurement. This was not done in this study.

6.5.1.4   A retained null hypothesis can legitimately be interpreted as a lack of relationship between variables within that particular population. It also acquires credibility when a very large sample is involved. This study used only a small sample. With rare exceptions the only legitimate interpretation of a retained null hypothesis in this study is that sufficient evidence for a conclusion has not been observed.

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APPENDIX 1

UNIVERSITY OF THE NORTH

FACULTY OF EDUCATION

DEPARTMENT OF PSYCHOLOGY OF EDUCATION

The non-intellective psychosocial factors contributing to the scholastic achievement of high school pupils in the Northern Province of South Africa.

Questionnaire Cover Letter

Dear Pupil

You are among a few of the 1996 Standard 10 pupils in the Northern Province who have been chosen to complete this questionnaire on to the non-intellective psychosocial factors (such as parental aspiration, parental involvement, socio-economic status, and self-concept) which contribute to the scholastic achievement of pupils. This questionnaire is part of a study being conducted to find out whether there is a relationship between the above mentioned non-intellective psychosocial factors and pupils' scholastic achievement. The study is being conducted as part of a Master's Degree Programme in Psychology of Education under the auspices of the University of the North and the Ministry of Education in the Northern Province.

The findings of this study might help the parents to realize the importance of their involvement in their children's scholastic achievement, and teachers to realize that the home environment has an effect on pupils' general performance in the school. Hence in presenting their lessons they will consider each child's home environment, thereby improving the standard of education in the Northern Province.

I am therefore requesting you to spare some of your valuable time to complete this questionnaire. Rest assured that the information you will give will be treated with the strictest confidentiality.

Instructions

Due to the extremely poor matric results of 1995 in the Northern Province concerns were raised. Questions in the minds of most people are what are the causes? Was it poor teaching or were there other factors? Therefore the purpose of this questionnaire is to investigate wether non-intellective psychosocial factors such as parental aspiration, parental involvement, socio-economic status (SES), and self-concept have a negative, positive or no effect on the scholastic achievement of high school pupils in the Northern Province.
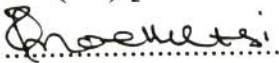
This is not an examination or a test. There are no right or wrong answers. You are therefore asked to answer all the questions as carefully as you can. This questionnaire has two parts. Part one deals with biographical details consisting of section A and B, whereas part two deals with non-intellective psychosocial factors.

Instructions on how to deal with each item of the questionnaire are given. In most cases you are required to tick [✓] the answer you think is right on the appropriate number: e.g. [1✓];[2✓];[3✓];[4✓];[5✓];[6✓];[7✓]; or[8✓], while in others you have to write in the space provided. After answering this questionnaire return it to the researcher.

May I take this opportunity to thank you in anticipation.

Yours faithfully

Moeketsi J.A. (Mr) [Researcher]

Signature: ....

Part 1: **Biographical Data**

Section A: **Personal Details of the Pupil**

Instructions

Under items **1.A.1, 1.A.2** and Other (please specify) **you have to write down in full** to indicate your answer. For example, your answers to **1.A.1 and 1.A.2** are your name and surname. In question **1.A.3** and similar others indicate with a tick [✓] to show your answer. If your answer to **1.A.3** is **21-23**, indicate the answer with a tick e.g. **[3✓]**.

Please use a pencil.

Do **not tick more than one** answer per question.

1.A.1 Name (s): .... [1]

1.A.2 Surname: .... [2]

1.A	Age:	15-17	[1]
		18-20	[2]
		21-23	[3]
		24-26	[4]
		27-35	[5]

1.A.4	Sex:	Male	[1]
		Female	[2]

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1.A.5 Marital Status: Single   [1]

                                Married   [2]

1.A.6 Present class: A   [1]

                                B   [2]

                                C   [3]

                                D   [4]

                                E   [5]

                                Other (please specify).................................[6]

Section B: Personal Details of Parents

Instructions

You are requested to indicate your answer with a tick [✓]. For example, if your answer to question **1.B.1** is **Std 6-8**, indicate it as **[3]**. For items **Other (please specify)**, you are expected **to write down to indicate your answer**, not to tick. For example, if your answer to mother's/guardian's occupation is **other (please specify)** write the occupation not found among the alternatives.

1.B.1 Mother's/Guardian's education: None   [1]

                                Grade 1-Std 5   [2]

                                Std 6-8   [3]

                                Std 9-10 or Std 8 & Diploma   [4]

                                Std 10 & Diploma or Degree   [5]

1.B.2 Father's/Guardian's eduction: None   [1]

                                Grade 1-Std 5   [2]

                                Std 6-8   [3]

                                Std 9-10 or Std 8 & Diploma   [4]

                                Std 10 & Diploma or Degree   [5]

1.B.3 Mother's/Guardian's occupation: None   [1]

                                         Garden-Maid/Domestic Worker [2]

                                         Cleaner [3]

                                         Informal Business(Fruitseller/

                                         Building contractor) [4]

                                         Typist/Secretary/Nurse [5]

                                         Teacher [6]

                                         Lecturer/Manager/Business-man or

                                         woman/Lawyer [7]

                                         Doctor/Professor [8]

                                         Other (please specify): ....[9]

1.B.4 Father's/Guardian's occupation: None   [1]

                                         Gardener [2]

                                         Informal Business (Fruitseller/

                                         Building contractor) [3]

                                         Security Officer/Driver/Mechanic [4]

                                         Policeman [5]

                                         Teacher [6]

                                         Lecturer/Manager/Business-Man or

                                         Women/Lawyer [7]

                                         Doctor/Professor [8]

                                         Other(please specify): ....

                                         ....[9]

1.B.5 Mother's/Guardian's income   None   [1]

                                         R1-R999 [2]

                                         R1000-R2999 [3]

                                         R3000-R6999 [4]

                                         R7000 and above [5]

                                         Not sure [6]

1.B.6 Father's/Guardian's income   None   [1]

R1-999   [2]

R1000-R2999   [3]

R3000-R6999   [4]

7000 and above   [5]

Not sure   [6]

Part 2:   **Non-intellective Psychosocial factors**

In most cases you are expected to indicate with a tick [✓] on the appropriate number: [1✓]; [2✓];[3✓];[4✓];[5✓];[6✓];[7✓]; or [8✓] to show your answer, while in others you have to write down in the space provided. For example, if the answer to question **2.1** is **NO** indicate it as [1✓], while item Other (please specify) you are expected to write down in the space provided. For example, if the answer to **2.5** is **Any other** (please specify) please **write down,** do not tick.

You are once more asked not to tick more than one answer per question/statement, and to use a pencil in answering. You are also reminded that this is not a test or an examination. There are no right or wrong answers. Therefore, please answer all the questions/statements as carefully and honestly as you can. **Please note**: Alternatives Undecided or Uncertain means that you are not sure.

2.1   Do you live with your parents?

No   [1]

Yes   [2]

2.2   If the answer to **2.1** is **Yes**, indicate the relationship:

                Father   [1]

                Mother   [2]

                Mother and Father   [3]

2.3   If the answer to **2.1** is **No**, give reasons(s)............................

.... [5]

2.4   If the answer to **2.1** is **Yes**, do they provide you with breakfast, pocket money, school clothes, books, calculators, pens, pencils, instruments, etc.?

                No   [1]

                Yes   [2]

2.5   If the answer to **2.4** is **No**, give reason (s): ....

.... [3]

2.6   In which of the following do you live?

                Shack   [1]

                Flat   [2]

                House   [3]

                Any other (please specify .... [4]

2.7   How far is your school from where you live?

                30km and more   [1]

                20-29km   [2]

                10-19km   [3]

                5-9km   [4]

                Less than 4km   [5]

2.8   If the answer to **2.6** is more than **9km**, indicate how you travel.

               On foot   [1]

               Bicycle   [2]

               Bus   [3]

               Own/parents'car   [4]

               Special car/Taxi   [5]

2.9   Where do you do your school work at home?

               Kitchen   [1]

               Bedroom   [2]

               Lounge/Dining room   [3]

               Study room   [4]

               Any other (please specify) .... [5]

2.10   Do you have a TV which is working at home?

               No   [1]

               Yes   [2]

2.11   If the answer to **2.10** is **YES** indicate how many hours per day you watch TV?

               5 hours and more   [1]

               3-4 hours   [2]

               2-3 hours   [3]

               1-2 hours   [4]

               0-1 hour   [5]

2.12 If the answer to **2.10** is **YES** indicate how many hours during weekends do you watch educational programmes?

5 hours and more	[1]
3-4 hours	[2]
2-3 hours	[3]
1-2 hours	[4]
0-1 hour	[5]

2.13 If the answer to **2.10** is **YES** indicate how often your parents sit and watch TV with you?

Never (not at all)	[1]
Sometimes (once a month)	[2]
Quite often(two to four times a month)	[3]
Often(five to six times a month)	[4]
More often (seven times and above a month)	[5]

2.14 If the answer to **2.10** is **YES**, do your parents tell you when to watch TV?

No	[1]
Yes	[2]

2.15 If the answer to **2.10** is **YES**, do your parents tell you the type of TV programmes to watch?

No	[1]
Yes	[2]

2.16 Do you have a radio which is working at home?

No	[1]
Yes	[2]

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2.17 If the answer to question number **2.16** is **YES,** indicate how many hours per day you listen to the radio?

5 hours and more	[1]
3-4 hours	[2]
2-3 hours	[3]
1-2 hours	[4]
0-1 hour	[5]

2.18 If the answer to **2.16** is **YES,** do your parents tell you the type of radio programme to listen to?

No	[1]
Yes	[2]

2.19 Can your parents afford to buy you a magazine or a newspaper?

No	[1]
Yes	[2]

2.20 If the answer to **2.19** is **YES,** indicate how often do you buy a magazine:

Yearly(once in a year)	[1]
Bi-monthly (every two months in a year)	[2]
Monthly(every month in a year)	[3]

2.21 If the answer to **2.19** is **YES,** indicate how often do you buy a newspaper:

Weekends (Saturday/Sundays)	[1]
Daily(every day)	[2]

2.22 If the answer to **2.20** is any other than the alternatives given, **please specify**

.... [3]

2.23 If the answer to **2.21** is any other the alternatives given, **please specify**

.... [4]

2.24 How often do your parents encourage you to continue with your education?

Never encourage me [1]

Rarely (once in while when they discuss

educational matters) [2]

Frequently (every time they discuss

educational matters) [3]

2.25 How often do you discuss your educational matters with your parents?

Never (not at all) [1]

Sometimes (once a month) [2]

Quite often (two to four times a month) [3]

Often (five to six times a month) [4]

More often (seven times and above a month) [5]

2.26 How often do your parents visit your school to discuss your progress with your teacher?

Never (not al all) [1]

Sometimes (once a month) [2]

Quite often (two to four times a month) [3]

Often (five to six times a month) [4]

More often (seven times and above a month) [5]

2.27 Do your parents show interest in your school work?

No [1]

Yes [2]

2.28 If the answer to **2.27** is **Yes**, how often do your parents check your books?

Never (not at all) [1]

Sometimes (once a month) [2]

Quite often (two to four times a month) [3]

Often (five to six times a month) [4]

More often (seven times and above a month) [5]

2.29 Do your parents check your homework?

No [1]

Yes [2]

2.30 If your parents do check your homework, do they assist you?

No [1]

Yes [2]

2.31 If your parents assist you with your homework, indicate how do they assist:

By doing everything on my behalf [1]

By giving direction only [2]

2.32 If the answer to **2.30** is any other than the provided alternatives, indicate how do they assist? ....
.... [3]

2.33 How many days were you absent from school in the first 6 months?

More than 15 days [1]

10-15 days [2]

5-10 days [3]

Less than 5 days [4]

Never [5]

2.34 State reason (s) if **you were absent** in the first 6 months:

....

.... [6]

2.35 Capable students who don't perform well at school lack support.

Disagree	[1]
Agree	[2]

2.36 On the average how often do your parents encourage you to develop your abilities?

Never (not at all)	[1]
Sometimes (once a month)	[2]
Quite often (two to four times a month)	[3]
Often (five to six times a month)	[4]
More often (seven times and above a month)	[5]

2.37 Indicate how often do your parents encourage you to work hard to successfully complete your studies.

Never (not at all)	[1]
Sometimes (once a month)	[2]
Quite often (two to four times a month)	[3]
Often (five to six times a month)	[4]
More often (seven times and above a month)	[5]

2.38 Do your parents openly show love to you?

Yes	[1]
No	[2]

2.39   If the answer to **2.37** is **Yes**, how? By

Words   [1]

Actions   [2]

Both (words and action)   [3]

Any other (please specify) .... [4]

2.40   How often do your parents disagree to the kind of school work you do or plan to do?

More often (seven times and above a month)   [1]

Often (five to six times a month)   [2]

Quite often (two to four times a month)   [3]

Sometimes (two to four times a month)   [4]

Never (not at all)   [5]

2.41   How often do you agree with your parents' ideas about your school life?

Never (not at all)   [1]

Sometimes (once a month)   [2]

Quite often (two to four times a month)   [3]

Often (five to six times a month)   [4]

More often (seven times and above a month)   [5]

2.42   How often do you help with household duties (e.g. sweeping, cooking etc)?

Every day   [1]

Once during weekdays   [2]

Twice during weekdays   [3]

During weekends only   [4]

Not at all   [5]

2.43   At what time do you normally go to bed on weekdays?

          After 11pm   [1]

          Between 10-11 pm   [2]

          Between 9-10pm   [3]

          Between 8-9 pm   [4]

          Before 8 pm   [5]

2.44   If the answer to **2.43 is after 11 pm**, give reason(s) ....

....[6]

2.45   At what time do you go to bed during weekends?

          After 11 pm   [1]

          Between 10-11 pm   [2]

          Between 9-10 pm   [3]

          Between 8-9 pm   [4]

          Before 8 pm   [5]

2.46   If the answer to **2.45 is after 11 pm**, give reason (s) ....

....[6]

2.47   Do you have a library close to your home?

          No   [1]

          Yes   [2]

2.48   If the answer to **2.47** is **No**, indicate the distance from your home to the

library ....[3]

2.49 If the answer to **2.47** is **Yes**, are you a member of the library?

No [1]

Yes [2]

2.50 If the answer to **2.49** is **Yes**, how often do you borrow books?

Never (not at all) [1]

Sometimes (once a month) [2]

Quite often (twice to four times a month) [3]

Often (five to six times a month) [4]

More often (seven times and above a month) [5]

2.51 Education is more important to me than to most people.

Strongly Disagree [1]

Disagree [2]

Undecided [3]

Agree [4]

Strongly Agree [5]

2.52 I have a strong desire to be successful in life.

Strongly Disagree [1]

Disagree [2]

Undecided [3]

Agree [4]

Strongly Agree [5]

2.53   I always try to get the best school grades.

Strongly Disagree	[1]
Disagree	[2]
Undecided	[3]
Agree	[4]
Strongly Agree	[5]

2.54   In school I always look far ahead in planning which subjects to take.

Strongly Disagree	[1]
Disagree	[2]
Undecided	[3]
Agree	[4]
Strongly Agree	[5]

2.55   A strong person does not show his/her emotion and feelings.

Strongly Disagree	[5]
Disagree	[4]
Uncertain	[3]
Agree	[2]
Strongly Agree	[1]

2.56   I am not likely to speak to people unless they speak to me.

Strongly Disagree	[5]
Disagree	[4]
Undecided	[3]
Agree	[2]
Strongly Agree	[1]

2.57 In school I find it very hard to talk to the class.

Strongly Disagree	[5]
Disagree	[4]
Undecided	[3]
Agree	[2]
Strongly Agree	[1]

2.58 I have more problems in concentrating than others seem to have.

Strongly Disagree	[5]
Disagree	[4]
Uncertain	[3]
Agree	[2]
Strongly Agree	[1]

2.59 I don't care much about school.

Strongly Disagree	[5]
Disagree	[4]
Undecided	[3]
Agree	[2]
Strongly Agree	[1]

2.60 I am a slow learner in school.

Strongly Disagree	[5]
Disagree	[4]
Undecided	[3]
Agree	[2]
Strongly Agree	[1]

2.61   In school I am sometimes sent to the principal for truancy.

Strongly Disagree	[5]
Disagree	[4]
Undecided	[3]
Agree	[2]
Strongly Agree	[1]

2.62   I have a natural talent for influencing people.

Strongly Disagree	[1]
Disagree	[2]
Uncertain	[3]
Agree	[4]
Strongly Agree	[5]

2.63   In school I find it hard to put my mind on a task.

Strongly Disagree	[5]
Disagree	[4]
Uncertain	[3]
Agree	[2]
Strongly Agree	[1]

2.64   I could have been more successful if people had given me a fair chance.

Strongly Disagree	[5]
Disagree	[4]
Undecided	[3]
Agree	[2]
Strongly Agree	[1]

2.65   It often seems that my life has no meaning.

                    Strongly Disagree   [5]

                    Disagree   [4]

                    Undecided   [3]

                    Agree   [2]

                    Strongly Agree   [1]

2.66   I cannot do anything well.

                    Strongly Disagree   [5]

                    Disagree   [4]

                    Undecided   [3]

                    Agree   [2]

                    Strongly Agree   [1]

2.67   I regard the right to speak my mind as very important.

                    Strongly Disagree   [1]

                    Disagree   [2]

                    Uncertain   [3]

                    Agree   [4]

                    Strongly Agree   [5]

2.68   My parents don't really understand me.

                    Strongly Disagree   [5]

                    Disagree   [4]

                    Uncertain   [3]

                    Agree   [2]

                    Strongly Agree   [1]

2.69   I would like to emulate one of my parents.

Strongly Disagree	[1]
Disagree	[2]
Uncertain	[3]
Agree	[4]
Strongly Agree	[5]

May I take this opportunity to thank you for your co-operation.