

**PARENTAL/ GUARDIAN LABOUR MIGRANCY AND THE LEARNER'S  
SCHOOL PERFORMANCE, A CASE-STUDY OF SCHOOLS IN  
MAMABOLO AREA, SUB-DISTRICT OF MANKWENG  
IN THE NORTHERN PROVINCE**

**BY**

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## **DEDICATION**

To my parents *Abel Misengi Hlungwani* and *Rivengo Anna Hlungwani* who have always shown concern in my studies, my sisters *Tintswalo Mercy Hlungwani* and *Carlette Hlungwani* and my son *Mantšitši Jacob Mamabolo*.

**DECLARATION**

I Mihloti Cynthia Hlungwani hereby declare that this is my work and that all references were acknowledged.

...M. C. Hlungwani...

M. C. Hlungwani

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# CHAPTER 1

## INTRODUCTION AND BACKGROUND

### 1.1 BACKGROUND TO THE STUDY

The Northern Province is one of the poorest provinces in South Africa. Eighty percent of the population in this province live in poor disadvantaged rural villages or informal settlements, Le Roux (1995). The high rate of poverty is a result of a historical process in South Africa, where land belonging to Blacks was appropriated for use by Whites. Severe limitation was placed on the acquisition of land by Blacks. Yet, land was a key factor in rural production system of African Societies.

The situation resulted in a large majority of people in the Northern Province to be involved in circulatory migration system. Parents or guardians leave their children alone or with relatives to look for better job opportunities in the cities. While it might appear appropriate to argue that poverty in the Northern Province has accounted for a large percentage of the poor matric results, it is however significant to examine the link between the school performance and specific aspects of poverty.

Poverty, underemployment and unemployment are closely linked. Since 1994, South Africa has changed its definition of unemployment rate to count as unemployed all those who are currently not working but would

like to work (and are either actively seeking work or have given up looking). Using this definition table 1 shows that the unemployment rate among the poorest quintile is 53% compared to among the richest 20% of households. Central Statistical Services report, (1994) in Le Roux (1995) RDP article, p 14.

**Table 1: Unemployment rates by race, gender and location (%)\***

Households ranked by consumption groups of 20% (quintiles)**						
	Quintile 1 (Ultra-poor)	Quintile 2	Quintile 3	Quintile 4	Quintile 5 (Richest)	Total
<b>RACE</b>						
African	54,3	44,2	32,0	19,7	13,1	38,3
Coloured	34,3	32,5	21,2	14,5	6,8	20,8
Indian	***	***	23,3	12,6	3,7	11,3
White	***	***	25,8	9,4	2,8	4,3
<b>GENDER</b>						
Female	56,7	46,2	37,2	23,3	5,8	35,1
Male	50,2	40,5	24,4	13,2	3,3	25,5
<b>LOCATION</b>						
Rural	53,7	44,3	30,6	13,2	5,9	39,7
Urban	49,9	38,5	30,3	16,1	4,2	25,6
Metropolitan	58,3	45,0	30,3	19,5	4,2	21,3
<b>Total</b>	<b>53,4</b>	<b>43,3</b>	<b>30,4</b>	<b>17,1</b>	<b>4,4</b>	<b>29,9</b>

\* The unemployment rate is calculated by dividing the number of people aged 16-64 who are not working but would like to work (and are either actively seeking work or have given up looking) by the number of people in the labour force (defined as those currently employed plus those not working who would like to work)

\*\* This and all following tables are based on nationally ranked quintiles. No rankings by subcategory were done. For example, the 54,3% poverty rate among Africans in quintiles 1 means that, among all Africans who live in the poorest 20% of **all** households, 53,4% are unemployed

\*\*\* Since there are very few Indians and Whites who live in the poorest 20% of all household, there are too few observations in these cells to calculate reliable rates

Africans have a much higher unemployment rate than all other races at 38%. In addition, women suffer from a 36% unemployment rate compared to 26% among men. Unemployment in rural areas is nearly twice as high as in metropolitan areas. The overall unemployment rate is 30%, the report by household survey of October 1994 found an unemployment rate of 33% with similar differences by race, gender and location.

The Northern Province which is 80% rural bears all the evidence of poverty as a result of unemployment and underemployment. Another aspect which can be closely monitored related to poverty is education. The history of lack of access to basic education for Blacks and large differences in the quality of schooling has led to significant differences in the educational attainment of the various racial and income groups.

**Table 2: Highest educational attainment by quintiles (% of individuals 16 years or older who have achieved each level)\***

	Quintile 1 (Ultra-poor)	Quintile 2	Poorest 40% (Poor)	Quintile 3	Quintile 4	Quintile 5 (Richest)	Total
No education	23,9	17,5	<b>21,3</b>	12,9	7,3	5,6	14,7
Primary : incomplete	30,5	24,8	<b>28,1</b>	20,1	13,5	3,3	20,0
Primary : complete	11,3	11,0	<b>11,2</b>	10,0	7,4	1,5	8,8
Secondary : incomplete	30,1	38,4	<b>34,6</b>	44,6	48,6	27,3	37,5
Secondary : complete	3,7	7,3	<b>6,0</b>	10,4	16,7	32,5	12,6
Tertiary : incomplete	0,5	0,9	<b>0,8</b>	7,3	5,5	19,5	4,7
Tertiary degree				0,2	0,6	10,3	1,8

• The CSS October 1994 Household Survey found very similar results

18 As measured by the highest level of schooling reached

About 50% of the poor have no education or only incomplete primary education, and only 7% have completed secondary or higher education. In contrast among the richest quintile, 62% have at least completed secondary education. These large discrepancies in education attainment would have a major impact on the differences in employment opportunities and wages between the rich and the poor.

It can be deduced from these tables that most children from rural poor families have little or no motivation to study harder as their role models being their parents remain poor, because of little or no educational achievements and skill, there are no job-opportunities in the province especially for these type of people therefore the environment does not have enough incentives for the learners.

The most common trend as mentioned earlier is for the parents to migrate to cities to look for better job opportunities, this becomes the inevitable choice they have to make for their families to survive, as a result they are unable to give their children enough support in school as they are far away from home.

According to statistics from the Department of Education, Northern Province, a pass rate of 33% on average was a trend for the past five years i.e. 1995 - 1999. This is the lowest pass rate among all nine provinces with all the support the government is giving to most schools, of importance being free books to learners, it is surprising why the results are not improving, of course this shows that there are other factors affecting these results.

In this study four schools from Ga-Mamabolo sub-district of Mankweng were surveyed. The names of the schools are Nkoshilo, Seolwana, Doasho and Mankweng high schools.

## **1.2 RESEARCH PROBLEM/QUESTION**

The problem statement for this study is expressed in a question form as follows:-

What is the relationship between parental/guardian involvement in migratory labour system and the school performance of learners?

### **1.3 OBJECTIVES OF THE STUDY**

The major objective of the study was to investigate the nature of the relationship between parental/guardian involvement in migration and the learner's school performance. The following aims were pursued:-

- 1.3.1** A survey of four schools namely Nkoshilo, Seolwana, Doasho and Mankweng high schools, selection of a convenient sample of grade 12 learners and examining their performance over the period 1995 - 1999.
- 1.3.2** An investigation of learner's attachment to parents who continue to be involved in migratory labour system.
- 1.3.3** To examine and compute the relationship between parent/guardian's migration and learner's performance during the above-mentioned years i.e. 1995 - 1999.

### **1.4 MOTIVATION**

In 1996 the writer was assigned the duty of piloting a school social work project in Mankweng circuit office, a district in Pietersburg. As the first social worker to be entrusted with such a project, the writer had to grapple with many inter-departmental issues. The main objective was to find how effective can a social worker work with the school as a system.

Rapport has to be established with guidance and remedial teachers as a starting point. Teachers were encouraged to have committees whose duties involved counselling learners with learning problems due to various psychosocial backgrounds and refer relevant cases to the psychological education section which had a social worker as a team-member. At this point the writer realized that learner's problems are not effectively treated because of difficulties in communicating with their migrant parents.

Teamwork was a problem as the link between the school and home was difficult. In 1998 when the writer registered for a Master's programme it was realized that migration is one of development factors and as the Northern Province is highly affected by this, it may be one factor that affect the learner's school performance. Therefore the writer developed interest in researching this aspect and maybe come up with recommendations to development structures of the Northern Province.

## **1.5 SIGNIFICANCE OF THE STUDY**

- 1.5.1** The study led to a better understanding of the nature of the relationship between parental or guardian's involvement in migratory labour system and the learner's performance.



**1.5.2** The study added more knowledge which is useful to the efforts to address the problem of high school failure rate in the Northern Province.

**1.5.3** Frequency distribution tables and graphs were used to analyse and interpret data.

## **1.6 METHODOLOGY**

### **1.6.1 Research design**

This is a descriptive study because it attempts to describe the parental/guardian migration factor with specific reference to the learner's school performance. Bailey, (1982) defines the descriptive study as an explanation which attempts to describe phenomena in details.

Bailey, (1976) further points out that descriptive studies provide detailed information about the inter-relationship between certain variables. In this study the parental/guardian migration factor as a variable is investigated as to whether there is correlation between migration and learner's school performance.

## 1.6.2 Sampling

A convenient sample of 20 learners was selected from the four high schools. Participants consisted of 10 boys and girls whose parents/guardians do not come home everyday or work away from home hence unable to commute everyday and 10 boys and girls whose parents/guardians work near home in such a way that they are able to be home everyday.

## 1.6.3 Collection of data

Permission was sought from the area office to interview the school principals and to distribute questionnaires to grade 12 learners. Questionnaires were responded to by learners under the supervision of their teachers with the assistance of the researcher for clarification of some questions. The questionnaires consisted of both close and open-ended questions.

The questions intended to identify the learner's attachment to parent/guardian's involvement in migratory labour. They also attempted to solicit information about individual learner's school performance. Due to the sensibility of school records on learner's school performance, the questions only sought information on the learner's attempts at a grade before moving to the next grade. For each year between 1995 and 1999 learners were requested to state if their parents/guardians were involved in migration or not.

## **1.7 LIMITATIONS OF THE STUDY**

There were no questionnaires sent to the parents/guardians themselves to respond except information gathered from learner's questionnaires and their principals' interviews.

## **1.8 DEFINITION OF TERMS**

### **1.8.1 Parent**

According to the Oxford Advanced Learner Dictionary, 4<sup>th</sup> edition (1989), parent is a person who has begotten or borne offspring, a father or a mother or a person who has adopted a child, who holds the position or exercises the function of a parent.

### **1.8.2 Guardian**

The Oxford Advanced Learner Dictionary, 4<sup>th</sup> edition (1989), defines a guardian as a defender, protector or keeper or person having legal custody of another person and his or her property when that person is incapable of managing his or her own affairs.

### **1.8.3 Learner**

The Oxford Advanced Learner Dictionary, 4<sup>th</sup> edition (1989) defines a learner as a person who is learning a subject or a skill. This study refers to high school learners.

### **1.8.4 School performance**

School is defined as an institution for educating or giving instruction especially for children under 19 years of age whilst performance is defined as a person's achievement under test conditions etc by the Oxford Advanced Learner Dictionary, 4<sup>th</sup> edition (1989). This study refers to performance of learners in high school.

### **1.8.5 Migration**

Migration is generally taken to involve the permanent or quasi-permanent relocation of an individual or group of individuals from a place of origin to a place of destination Panwell, (1993).

There are other types of population movements which are regarded as short-term. These include commuting, which occurs between home and one's place of work or education, and oscillation where people move regularly to a variety of places but always return to the place of origin.

The most prevalent form of movement in South Africa is the drift of people from the country side to cities, reflecting the often very wide differentials in the level of pace of development between rural and urban areas Bomstrom : Ludiant, (1993).

### **1.8.6 Development**

According to Hogendorn (1979) as quoted by Chambers (1983) development is a process of structural change in the way goods and services are produced and the way people live. It implies structural differentiation and functional specialization with increasing complexity of some kind. It is not a once-off event resulting in rapid changes but a gradual process occurring unevenly, even within a country.

Development also entails the dissemination of modern, scientific and sophisticated knowledge to inform and uplift the rural masses Chambers, (1983: 76) stated differently development simply entails the eradication of poverty.

The following chapters will address the following important aspects of the study:-

#### **Chapter two**

The relationship between parental involvement in migration, the social fabric of sending areas and the performance of learners: An international experience.

### **Chapter three**

The description of the study area, its labour migration stimulation, the socio-economic aspects in the Northern Province with specific reference to the study area and general factors that affect learner's school performance.

### **Chapter four**

The interpretation of learner's responses and discussion of the results.

### **Chapter five**

Conclusion and recommendations on the basis of the results found in the study shall be made and therefore recommendations to the concerned departments and other relevant institutions concerned with the standard of education in the Northern Province shall be presented.

**CHAPTER 2**

**THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT IN  
MIGRATION, THE SOCIAL FABRIC OF SENDING AREAS AND  
THE PERFORMANCE OF LEARNERS: AN INTERNATIONAL EXPERIENCE**

South Africa has undergone many socio-political and economic changes over the decades. First as a British colony, secondly as an Apartheid regime and presently as a democracy. Obviously the changes came with different human needs but most importantly people need money to survive.

The process of decolonization and political independence created new expectations among the poor masses. At the same time there was greater need for development as the former colonial administrations did very little in terms of development, they simply succeeded in maintaining law and order with limited infrastructure that was essential for the export of raw materials to the North Swanepoel and De Beer, (1997: 17).

It was against this background that modernization was born. Theorists frantically divided the world into developed countries and underdeveloped countries or between rich Northern countries and poor Southern countries. It was then assumed that for poor Southern countries to develop, they should follow the path taken by Northern countries, adopt all western values, production systems and technology. The total transformation of poor countries portrayed western culture as being superior and to be followed without questioning. In short development depended on “traditional, primitive values being displaced by modern ones”.

South Africa also found itself transforming with time. The discovery of Gold and other essential minerals brought about industrial revolution. People moved from rural areas to work in towns and cities where these minerals were mined, hence internal migration started to merge. Some parents however preferred to keep their traditions alive by not relocating their families. Men left their wives and children and went to work in the cities and managed to visit their families once or twice a year. As time went by women followed their husbands and left children with the extended family or alone. It is against this background that the Northern Province of this country was hard hit as it is predominantly rural.

Tremendous changes have also taken place in Western countries. The state and global forces are playing important roles in economic development and demographic changes. However many Western countries still consider migration as a process associated with the free market and “pure” capitalism.

Western theories of migration are divided into two, the conventional migration model and the structural approach model. The conventional migration model, views inter-regional migration as a function of regional differentials in income and job-opportunities.

According to Ahlburg : Brown, (1998), the conventional model is insufficient to fully understand migration behaviour, because it does not fully explain the dynamics involved in migration and why people tend to migrate to other regions. The structural approach model argues that capital accumulation and global capitalism create a dependent and polarized core-periphery structure which sustains labour migration from the periphery to the core.



The imperative of capitalism generates uneven regional development and intensifies interprovincial migration.

Though considered as competing perspectives both conventional and structural approaches hold that uneven regional development generates interregional differentials in income, job opportunities, division of labour, economic structure and social relations.

However it is inadequate to view migration as a free choice, responding to regional differentials. Migration as a part of socio-economic process is influenced by state policy. Western countries state policies such as tax-rates and public spending, for example, spending in defence and technology exert significant impact on migration.

In developing countries, researchers have examined the impact of modernization programmes and “urban bias” on migration. It is argued that state policy promoting industrialization facilitating international trade and attracting foreign investment tends to exacerbate uneven regional development and urbanization.

According to Ahlburg : Brown, (1998) migrant’s commitment to their country of origin is of considerable importance to the migrant’s relatives and friends at home and also to those concerned with planning and policy-making in the home-country and the country of residence.

Commitment to home rests upon complex emotional and social foundations and manifests itself in a willingness to invest physical, intellectual and social capital in the home community.

In their study of interregional migration in socialist countries Wei : Yehua, (1997) and the department of Geography in the University of California concluded that state policy, global forces and regional differentials have all contributed to the new migration. This particular research has also found that recent migration in China has improved the income of rural migrants and facilitated China's economic growth. However, problems still exist in China's migration calling for more policy reforms.

South Africa has her own share of social problems associated with migration of rural people to its major cities. The decline of learner's school performance in matric in the Northern Province since 1990 may be one. In this study it is important to examine the relationship between parental involvement in migration, the social fabric of sending areas which in this case is the Northern Province and the performance of learners at school.

Many studies have identified a wide range of factors that influence the learner's school performance. These factors include family income as mentioned earlier on and financial position. Another finding by Nkosi, (1988) is that children who stayed with their parents reported that parents were concerned about their education, therefore they were able to supervise and encourage them as a result their performance improved.

Furthermore, according to Cullen, (1969) parents can provide encouragement to their children to achieve academically irrespective of their social class, it is evident from these findings that many factors may influence the school performance of learners of which migration of parents/guardians may be one.

Researchers have used many dimensions of parental involvement. For example, Trusty, (1998) investigated seven dimensions of parent's reported involvement with adolescents school grades. "Home-based" involvement, that is, direct help on adolescent's school work, course selection and career plans. Similar involvement measures have also found to be associated with educational achievement and with other outcome such as desirable school behaviour and adaptive behaviour in general.

There is fairly strong evidence that home-based involvement is more highly related to positive education outcomes than school based involvement. This was confirmed by the studies conducted by the following researchers, Keith : Litchman, (1994), Steinberg, Elmen : Mounts, (1989) :Trusty, (1996).

In studying the impact of parent school involvement on children's educational outcomes, Zellman : Waterman, (1998) found that what parents do matters in understanding and predicting two key child academic outcomes, with controls of child's IQ, socio-economic status and ethnicity they found that a higher level of reported parent school involvement was associated with better test scores in reading and teacher's ratings of fewer learning problems. They also found that a child's need for help as provided by IQ was an important determinant of level of mother's involvement.

Parent's degree of control over adolescents has also been found to be related to positive behaviour and perceptions, Trusty, (1998) reported that adolescents with higher academic achievements were likely to have parents who were concurrently demanding and responsive. The parent who is both demanding and responsive exercises an authoritative parenting style.

In studying the effect of school population, socio-economic status on individual academic achievement, Calda : Bankston, (1997) found that the importance of taking characteristics of school populations, as well as individual school characteristics into consideration have significant influence on individual academic achievement.

The individual's family poverty status as indicated in the participation of learners in the free or reduced price lunch program at school did have a small independent negative effect on academic achievement. Also an individual's family social status has an even greater positive effect on academic achievement. The effect of school mates' family social status on achievement is significant and substantial and only slightly smaller than an individual's own family background status. Thus attending school with classmates who come from higher socio-economic status background does tend to positively raise one's own academic achievement, independent of one's own socio-economic background, role and other factors, Trusty, (1998).

According to Gosh, (1992) until very recently governments have shown little active interest in making use of migration-development line as a dynamic policy instrument. There are very few countries which take migration effects and

objectives fully into account in the context of national development planning of macro-economic policies for purposes of policy-formulation and implementation.

At the level of practice, migration and development have remained largely peripheral to each other. In South Africa there is a similar ignorance by politicians not to take migration issues and implications seriously for example, the Northern Province is one of the hardest hit by its cream of the population migrating to Gauteng Province, therefore it would be appropriate for politicians to consider formulating policies and implementing development strategies that will attract the population to stay.

According to Bomstrom, (1990) it has been proved that rural-urban migration disrupts both rural and urban communities. The disruption of agriculture affects rural economy because migration of rural individuals perpetuates the transfer of capital from rural to urban areas. Concerning family-life Lundant, (1974) argues that the migratory labour system has disrupted families by separating men from their wives and children for extended periods.

Migratory labour system forces parents to leave their children alone or with members of the extended family. This result in lack of proper supervision by relatives, lack of proper communication between the school and the parents and as the learners are mostly in their adolescent stage in high school, lack of the above-mentioned factors affect them negatively. As a result this may contribute to poor performance at school.

There are studies that attempted to investigate the influence that migrant remittance have on the development of countries. Gosh, (1992) proved that the government can play a very important role in channelling funds into productive investments. Some governments provide incentives of higher rates of interests to attract remittances into special official funds or government bonds. These are used for projects of high national quality, such as provision of education facilities in the sending countries, or regions.

Another version of the use of remittances is that, there is lack of suitable investment possibilities in local communities. There are no well-developed capital markets and there is also limited familiarity of modern financial instruments on the part of migrants. Therefore, all these factors combined explain the limited contribution of migrant remittances to capital formation. Investment on the remittances are unlikely to succeed in the face of corruption or lack of competency in government officials.

According to Gosh, (1992) contemporary economic realities indicate that it is not difficult to agree that migration is no shortcut to enduring development. The very magnitude of the problem of development or lack of it is measured in terms of, for example, unemployment, underemployment and absolute poverty in the labour-sending countries.

## **CHAPTER 3**

# **THE DESCRIPTION OF THE STUDY AREA, ITS LABOUR MIGRATION STIMULATION, THE SOCIO-ECONOMIC ASPECTS IN THE NORTHERN PROVINCE WITH SPECIFIC REFERENCE TO THE STUDY AREA AND GENERAL FACTORS THAT AFFECT LEARNER'S SCHOOL PERFORMANCE.**

### **3.1 NAME AND LOCATION OF THE AREA UNDER STUDY**

The study was conducted at Mamabolo local government a sub-district in the Greater Mankweng District. The area is  $\pm 35$  kilometres east of Pietersburg City in the Northern Province. All the high schools are located in the Mamabolo area which is under the tribal authority of Chief Sophy Mamabolo. A situation which may be changed in future by local government's new arrangements after elections in the year 2000. The area office which caters for the administration of public schools under the department of education is Mankweng area office which is situated  $\pm 10$  kilometres from Mamabolo local government.

The four high schools namely Seolwana, Nkoshilo, Doasho and Mankweng are situated in the typical clustered or scattered arrangement of residential pattern in rural areas of the Northern Province. They are  $\pm 5$  kilometres away from each other, in the villages which constitute Mamabolo local government.

### 3.2 SHORT HISTORICAL BACKGROUND OF THE SCHOOLS UNDER STUDY I.E MANKWENG, SEOLWANA, NKOSHILO & DOASHO HIGH SCHOOLS:-

- When was the school established?
- Was it a government or community initiative?
- Grade 12 summary results from 1995 - 1999.
- Streams of subjects offered by the school.
- Present learner/teacher ratio.
- Contributory factors to pass/failure rate

#### 3.2.1 Mankweng High School

The school was established in 1949. It was built by community members.  
The government contributed by providing teacher's salaries and furniture.

The grade 12 results from 1995 - 1999

1995	-	Pass rate 27,3%
		Failure rate 72,7%
1996	-	Pass rate 25,6%
		Failure rate 74,4%
1997	-	Pass rate 23,7%
		Failure rate 76,3%
1998	-	Pass rate 31,9%
		Failure rate 68,1%



1999 - Pass rate 26,0%  
 Failure rate 74,0%

★ Streams of subjects offered by the school

<b>Commercial Stream</b>	<b>Science Stream</b>	<b>General Stream</b>
3 Languages	3 Languages	3 Languages
Mathematics	Mathematics	Biology
Accounting	Physical Science	History
Business Economics	Biology	Geography
	Geography / Home	Agriculture
	Economics	

★ 3 Languages i.e. N. Sotho, Afrikaans and English

Present teacher/learner ratio is 1:29 in Grade 12.

Contributory factors to the high failure rate according to the principal's point of view:-

- Lack of enough facilities e.g. no laboratories for all science subjects.
- Lack of mission and vision from the government on disciplinary measures e.g. abolition of corporal punishment.
- Late supply of books, year programmes and stationary.
- Poor or no teachers commitment to their work, very few teachers are dedicated.
- Lack of discipline from both teachers and learners.

- Lack of parental/guardian involvement in the education of their children.
- Lack of self-motivation and creativity on both teachers and learners to improve the poor results.

### **3.2.2 Nkoshilo High School**

The school was established in 1976. It is a community driven initiative. The government provides teachers, pays their salaries and provide furniture, equipment and stationary.

Grade 12 results from 1995 - 1999

1995	-	Pass rate 38,78%
		Failure rate 61,22%
1996	-	Pass rate 22,93%
		Failure rate 77,07%
1997	-	Pass rate 34, 94%
		Failure rate 65,06%
1998	-	Pass rate 45,14%
		Failure rate 54, 86%
1999	-	Pass rate 33,98%
		Failure rate 66,02%

- ★ Streams of subjects offered by the school.

<b>Commercial Stream</b>	<b>Science Stream</b>	<b>General Stream</b>
3 Languages	3 Languages	3 Languages
Economics	Biology	Geography
Business Economics	Geography / Home	History
Accounting	Economics	Economics
Mathematics	Physical Science	Biology
	Mathematics	

- ★ 3 Languages i.e. N. Sotho, Afrikaans and English

Present teacher/learner ratio is 1:15 in Grade 12

Contributory factors to the high failure rate according to the principal's point of view:-

- Poor teacher/parent/learner relationships e.g. poor attendance of meetings by parents/guardians.
- Poor/lack of involvement by parents to their children's education, resistance to change from the old order where parents were not involved in school matters.
- Strikes by learners and teachers belonging to unions.
- Lack of life-skills by learners therefore falling into traps of teenage pregnancies and dagga abuse.

### 3.2.3 Seolwana High School

The school was established in 1976. It was built by the community members. The government provides teachers, pays their salaries and equip the school with furniture and stationary.

Grade 12 summary results 1995 - 1999

1995	-	Pass rate 51,2%
		Failure rate 59,8%
1996	-	Pass rate 63,2%
		Failure rate 37,8%
1997	-	Pass rate 41,3%
		Failure rate 59,7%
1998	-	Pass rate 55,6%
		Failure rate 45,4%
1999	-	Pass rate 51,5%
		Failure rate 49,5%

★ Streams of subjects offered by the school.

<b>Commercial Stream</b>	<b>Science Stream</b>	<b>General Stream</b>
3 Languages	3 Languages	3 Languages
Economics	Biology	Geography
Business Economics	Geography / Home	History
Accounting	Economics	Economics
Mathematics	Physical Science	Biology
	Mathematics	

★ 3 Languages i.e. N. Sotho, Afrikaans and English

Present teacher/learner ratio is 1:25 in Grade 12

Contributory factors to the high failure rate according to the principal's point of view:-

- Poor parental/guardian involvement in school matters concerning their children.
- High rate of illiteracy in the community in that learners have no role models hence lack of motivation to study hard.
- Lack of parental/guardian supervision as most learners stay alone because of parental migrant labour system.
- Learners only depend on what teachers provide at school, they do not augment by reading other sources outside the school.

This also depends on how teachers motivate learners to search for information outside the school.

### 3.2.4 Doasho High School

The school was established in 1985. It was initiated by the community. Like the other schools mentioned earlier in this study, the government provides teachers, their salaries, furniture and equipment.

Grade 12 summary results 1995 - 1999

1995	-	Pass rate 39,25%
		Failure rate 60,75%
1996	-	Pass rate 14,71%
		Failure rate 85,29%
1997	-	Pass rate 36,54%
		Failure rate 63,46%
1998	-	Pass rate 22,0%
		Failure rate 78,0%
1999	-	Pass rate 53,5%
		Failure rate 46,5%

- ★ Streams of subjects offered by the school is the same as in the other high schools mentioned above.

Present teacher/leaner ratio is 1:24 in Grade 12

Contributory factors to the high failure rate according to the principal's point of view:-

- Poor parental/guardian involvement in school matters.
- Lack of supervision of school work by parents or guardians as they are migrant workers and not being able to come back home everyday to be with their children.
- The community surrounding the school is very poor and there is a high rate of illiteracy as a result parent/guardian do not offer the necessary motivation to study hard to their children.

From the above short backgrounds of the high schools under study, these high schools perform almost the same in terms of matric results with the exception of Seolwana high school which has slightly better matric results. Their principal's view on why the results are so bad are also almost the same. The gist of the matter is that South Africa experienced radical political, economical and social changes since the democratic elections in 1994. The contributory factors are interrelated.

The department of Education had to face many challenges to transform the status of education in this country for example:- allowing teacher's association to be unionized as a democratic right, downsizing and right-sizing of personnel at schools by retrenching temporary teachers, designing policies to redeploy teachers according to the needs of the school leading to resistance by teachers to be moved from the schools they were used to and fear of losing jobs.

All these factors contribute to the demotivation of most teachers because of their fear of the unknown.

The matric results are also affected because if teachers are demotivated they will not be able to teach and commit themselves whole heartedly to their work.

**The pupil/teacher** ratio in all the high schools under study reported ratios less than 1:30 which is very good for teacher/learner interaction and individual attention, but in reality this is not bearing good results, therefore, one may conclude that it is not happening. If a teacher can supervise the learners individually and pick up their individual problems the learner's performance would improve. According to the national agreements of the education labour relation's council the teacher/pupil ratio should be 1:35 in high schools and 1:40 in primary schools.

**The curriculum/subject streams** in the schools under study is the same. They all offer the commercial, science and general streams where the same category or cluster of subjects are grouped. Most high schools in traditionally black communities do not offer technical subjects, hence most blacks do not have skills that can provide self employment.

This trend should be changed and debated by educators, especially in the Northern Province where there are no industries where people are employable. People would form small co-operatives and specialize in different skills e.g. building, carpentry, welding etc. Learners will have a wide choice of careers to follow and their performance will improve as they will be producing goods that immediately sell whilst they are still at school.



All the four high schools under study were **initiated by communities**. As the government does most of the financing for the school, members of the community tend to relax and expect the government to take over every aspect. The government's new policy is that there should be school governing bodies from members of the community who assist in running the schools. This change of paradigm is difficult for members of the community to accept. Hence the poor attendance of parent's meeting, reluctance in paying school funds which is R100 per annum per child from 1999; they were paying R45 per annum per child. Communities need to be involved in school activities to assist in building the future of their children and improving their performance as they will be given feed-back on the goals of the school.

**The learner's performance** is also influenced by parents/guardians being role models in the communities. If learners observe their parents/guardians achieving at school but are unemployable, learners have nobody to identify with or to look up to. They end up having no direction and no vision for their future. Learners end up thinking that migrating to cities and working as labourers is better than staying in the rural areas where there are no jobs. Even if they end up achieving their educational goals they still migrate instead of developing their areas i.e. rural or semi-rural areas. Migration has been a norm which will take time to change.

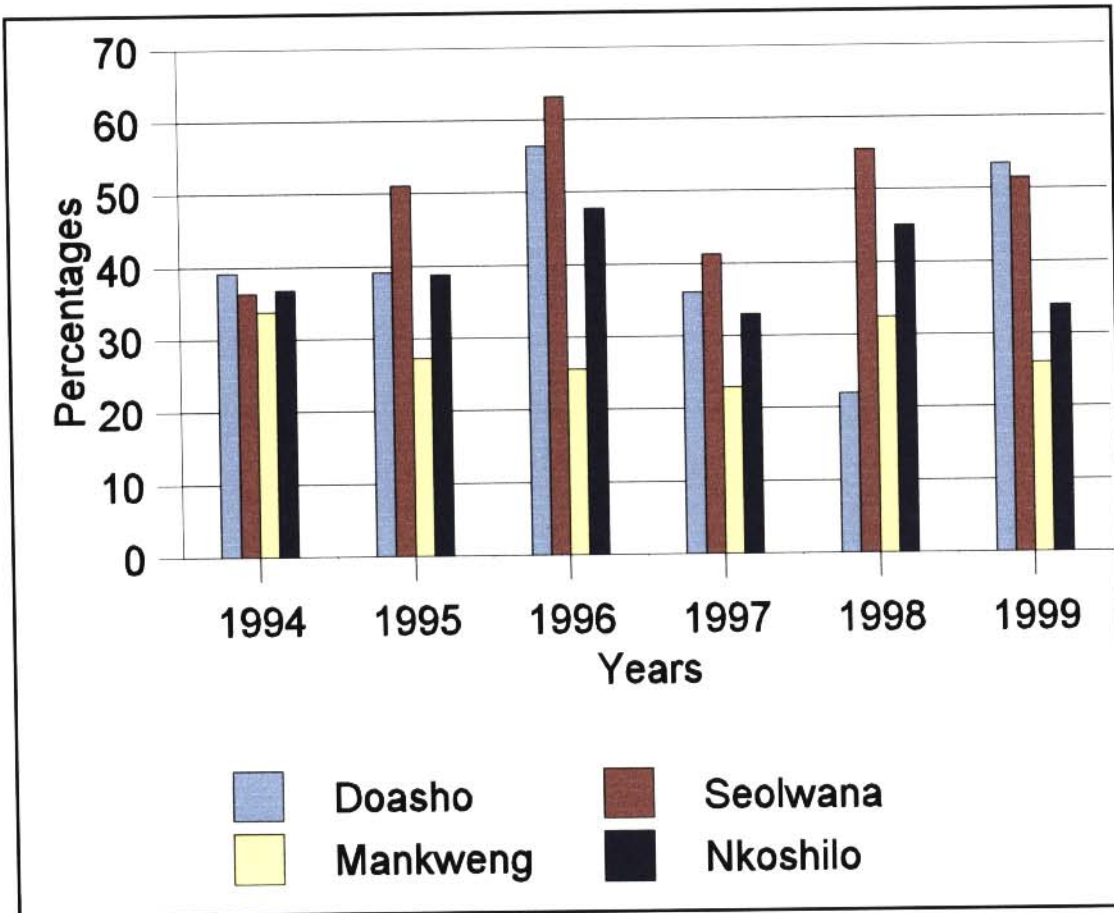
**The general physical appearance** of the four high schools and available facilities in the schools. The general physical appearance or buildings of the four schools is not satisfactory. The teachers do not have adequate

staff-rooms, they use some classes to prepare their lessons. The buildings are not enough, children are overcrowded in class-rooms one class carrying  $\pm$  50 children. There are no laboratories for science subjects, some like Doasho have chemicals but no electricity nor laboratory to keep them. There are no school libraries, books are lying around the staff-rooms and passages. There are no decent school halls for meetings with parents or functions at school.

The school premises are not clean, no flower or vegetable gardens to decorate the school yard but they all do agriculture as one of the subjects at school.

This can be one factor that influence poor school performance as learners are not exposed to the practicals of the subjects they are doing, they rely on theory.

**Figure 1 : The concerned schools' results from 1994 - 1999**



The graph shows that in 1994 the school's results were all below 40%. This is the year South Africa went to the polls and voted for democracy. During this time there was a lot of uncertainty, the country had the highest violence and schools were characterized by teachers who were politicised into forming labour unions and there was disturbance in schools. Most schools were used as polling stations because of lack of institutions where people can vote. All these factors may have contributed.

In 1995 the graph shows that only one school i.e. Seolwana managed to improve its results by 15%, all the others either remained the same or got

worse. This was termed the “honeymoon” phase in South Africa because it was after 1994's elections. South Africans were still celebrating their new democracy. Many policies has to be changed and a lot of adjustments and sacrifices has to be made.

This is the year when the Department of Education began to actively review the curriculum. Various models were considered and William Spady, an American proponent of outcome-based education was particularly influential. The abolishment of corporal punishment was introduced and this and other many factors may have contributed to the poor performance of learners in 1995.

The years 1996-1999 the graph shows that some schools' results fluctuate but the general outlook is that none of the schools ever produced at least 60% pass rate for all the six years. This factor should make the stake holders in education join hands and support the schools.

According to the National statistics, the Northern Province matric results are always the poorest among other provinces. This factor raised concern to all stake holders because in the past decades, people used to send their children to the Northern Province for better education because the results were good.

### **3.3 SOCIO-CULTURAL ASPECTS**

There is no part of the Mamabolo village that has not been affected by the influence of the first world or European culture. Community members are

at different levels of acculturation. Their way of life shows that they fall between two categories i.e. the traditionalists and liberals while traditionalists show stricter adherence to traditional forms of behaviour, liberals show movement away from these forms.

These characteristic traits are likely to have influence on the values of the people of the area towards education. According to traditionalists children should be able to read and write to be able to survive as labourers, and to communicate with parents and relatives who are not staying with them, or working as migrants far away from home. This trend however is changing with time as more educational opportunities are open for learners to pursue different careers.

Community members who are liberals do understand the value of education but are poor to educate their children further than what they can afford.

### **3.4 ECONOMIC POSITION**

Eighty percent of the community members in Mamabolo area are unskilled, poorly educated, most with standard 8 or matric with s-symbol, as the highest school qualification, and unemployed. They depend on casual jobs and semi-skill labour to survive. The University of the North is ± 10 kilometres from this village provides the surrounding communities with jobs. Ten percent consist of professionals mostly teachers, nurses and policemen.

They work in government institutions and after 1994's democratic elections most professionals moved from rural areas to stay in Pietersburg City. Therefore the villages are only left with grand-parents, children and the unemployed or under-employed members.

The pull effect by the large cities to attract more villagers and highly educated people of the poor rural areas like in the Northern Province becomes inevitable. People keep on migrating to the cities for better job opportunities and also better life-styles. The learner's school performance can be positively affected as the parents can afford to pay school funds and support their children financially if they are employed but also it can be negative because parents/guardian may not be able to part-take physically when their children need them most.

### **3.5 HEALTH SERVICES**

The government has built three clinics in the Mamabolo local area i.e. Mamabolo Clinic, Kganya Clinic and Mamotshwi Clinic. Other strategic points are used for a mobile clinic. Mankweng Hospital is ± 18 kilometres from Mamabolo local government.

It services the clinics with staff, medicine and other health related basic needs. The community health section of this hospital also services creches, pre-schools and primary schools. For those who can afford private consultation from medical practitioners, there are many private practices in Mankweng Township some also visit the remote rural areas to offer services.

These services are accessible to people in the rural villages and this may positively affect learners because they do not have to miss classes for the whole day to get help, and that learners get immediate help thus they stay healthy and not become disturbed because of ill health.

### **3.6 ROADS, INFRASTRUCTURE AND TRANSPORT SERVICES**

The roads in the Mamabolo area are very bad especially because the early year 2000 heavy rains worsened the situation. The roads are not tarred, there are pot-holes and dongas, water from the underground streams is still floating in the main roads. The department of public works has started concentrating repairs on the national roads, the transitional local governments do not have the capacity to co-ordinate functions like this presently.

Eskom has tried its best to electrify the villages. This has improved the standard of living in these villages for those who can afford to buy pre-paid electric cards. The mode of transport used by most members of the community are mini-bus taxis and buses. The mini-bus taxis from these villages are usually not in good condition because of the bad roads. Learners from other areas use Bahwaduba bus services, which is the Zion Christian Church service to assist local communities with transport.

As far as transport is concerned learners do not have problems because most of them stay within a walking distance from school. Those mostly affected are teachers because most of them do not stay in the villages, they travel from the township others from Pietersburg City. Therefore they

sometimes arrive late at school. This may negatively affect learner's performance as teachers are supposed to be role models by coming earlier and committing themselves to starting lessons on time.

The electrification of villages has positive effect on learner's performance because they are able to read and do homework without fear of not having enough candles or paraffin at night.

In conclusion this chapter tried to highlight all factors which can be linked to learner's school performance. Besides improving the culture of learning and teaching after the political changes of this country, learners and teachers are human. They can be affected by social, cultural, economic and other factors which may improve or worsen learners performance at school.

The following chapter will shed more light as the results of the study will be discussed.



**CHAPTER 4**  
**INTERPRETATION AND DISCUSSION OF RESULTS**

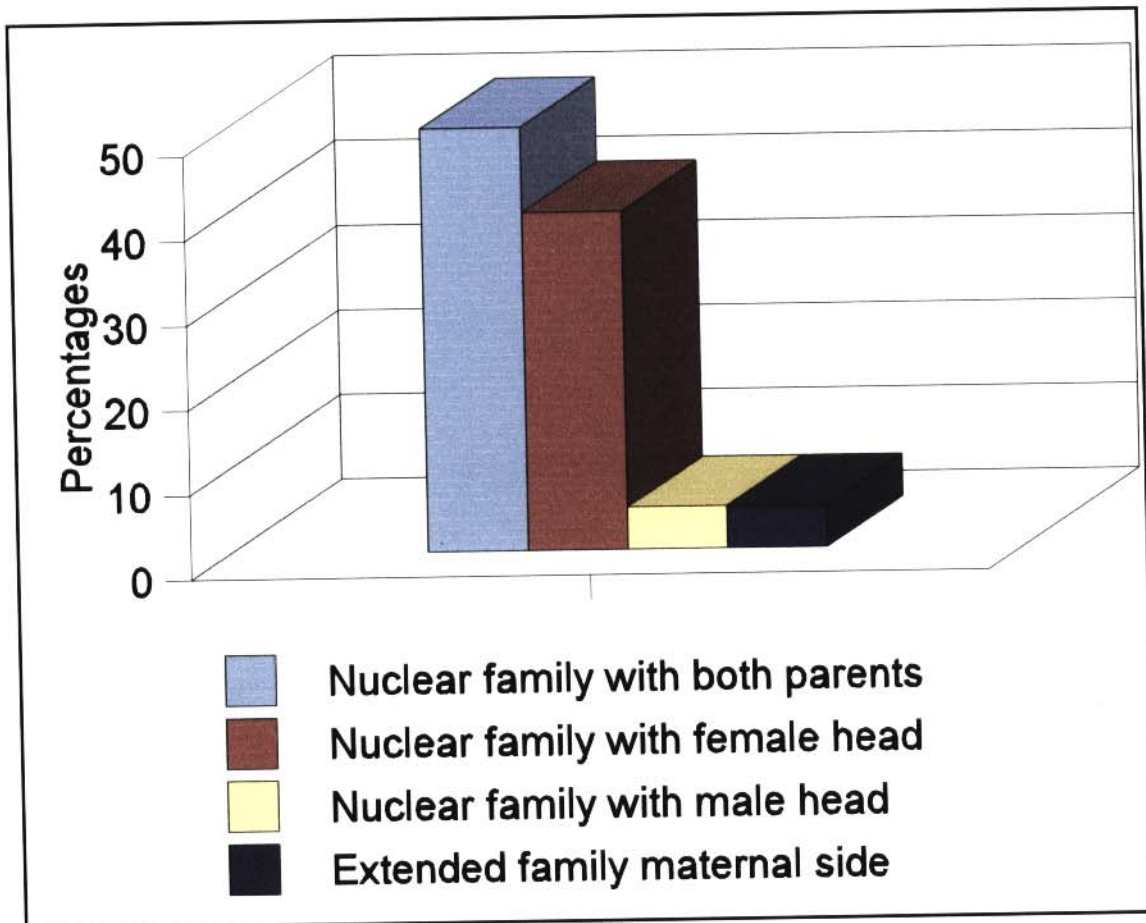
**4.1 INTRODUCTION**

Data was collected from 20 learners from four high schools in Mankweng district i.e. Seolwana High, Doasho High, Nkoshilo High and Mankweng High. To estimate the relationship between parental/guardian involvement in migration and the learner's school performance two way cross-tabulations were used. Results are presented in the form of frequency distribution tables, percentages and diagrams.

**Table3: Frequencies and percentages of learners' age group and gender**

Age group	MALE		FEMALE	
	Frequency	Percentage	Frequency	Percentage
15 - 18	3	15	3	15
19 - 22	6	30	6	30
23 - 25	1	5	1	5
<b>Total</b>	10	50	10	50

Most learners (70%) in the schools are above 19 years of age. This can be attributed to the learners starting formal schooling late i.e. after 7 years of age or to failure rate. It can be deduced that most learners are not within the required age group of 15 - 18 which is within the policy of the education department in South Africa, where children are expected to start formal schooling at 7 years of age. This study's findings will assist in determining the factors leading to this results.



**Figure 2: Frequencies of learners' family profile**

The question asked in this area sought to establish the type of families from which the twenty learners come from and also to establish the conditions in the family which might have a bearing and or effect on the learner's school performance. From figure 1 it can be observed that 50% of learners are from nuclear families with both parents, 40% from nuclear families with female heads i.e. single female parents, 5% from male headed families i.e. single fathers and 5% from extended families maternal side i.e. mothers are not married but stay with their parents, no learner reported that he or she stays in an extended family paternal side.

The trend from the above results indicate that most people are moving away from the African tradition of extended families to live as nuclear families.

However heads of extended families are grand parents who in most cases have no formal education; learners might not gain much support in terms of school work e.g. helping with homework.

**Table 4: Frequencies and percentages of the person responsible for paying the learner's school fees**

<b>Person responsible</b>	<b>Frequency</b>	<b>Percentage</b>
Both parents	3	15
Father	7	35
Mother	10	50
Relative (Specify)	-	-
<b>Totals</b>	20	100

Learners were asked who pays their school funds and table 4 is a summary of their responses indicating that 35% of learner's school funds are paid by their fathers, 15% by both parents and none by relatives. There is an indication that in most families, females are bread winners and are also responsible for supporting learners financially. This table 2 can be linked with table 1 which shows that 40% of learners are from families headed by females.

This can also be attributed to the emancipation of women in this country which result in most women choosing employment over being housewives who depend on husbands or men and extended families for financial and emotional support. Table 1 also shows that 50% of learners are from nuclear families with both parents, but interesting enough 50% indicated that their school funds are paid by their mothers. This can also mean that since traditionally men are the ones migrating and leaving women to care for children, women may be the ones who pay their children's school funds not necessarily that the money was earned by them.

Although 50% of learners have reported to stay with both parents in a nuclear family, it is not clear from the findings whether learners mostly stay with their fathers or their mothers. Thus the effect of parental migration cannot be attributed to the absence of either the father or the mother.

**Table 5: Frequencies and percentages of the place of work of the school fees payer by the number of times the person comes home**

No. of times the person comes home						
Place of work	Everyday	Weekends	Month - ends	Once/two months	Once/ year	Total
Around village						
F	4	-	-	-	-	4
%	20	-	-	-	-	20
Township						
F	1	-	-	-	-	1
%	5	-	-	-	-	5
Town/City						
F	1	2	7	4	-	14
%	5	10	35	20	-	70
Self Employed						
F	1	-	-	-	-	1
%	5	-	-	-	-	5

Table 5 shows that 35% of the learners reported that the person responsible for paying school funds work in town/city and they come home during month ends as compared to 5% of learners who reported that the person responsible for paying school fees is self-employed, working in town/city or in the township respectively, come home everyday. Learners were requested to specify the place where their parents work e.g. town, and 70% indicated that the bread winners work in Pietersburg which is ± 55 Km Ga-Mamabolo whilst the remaining 45% indicated cities like

Johannesburg, Pretoria and Durban. This means that most of the learners' parents stay away for a long time and this might affect the school progress of the learners.

Table 5 also seeks to address the availability of jobs in this Province, especially for the under privileged rural communities where members of these communities have low education and skills background. Pietersburg achieved the status of being a city in 1995 but there are no industries as compared to the other long established cities like Johannesburg, Pretoria or Durban which are able to absorb a large number of people in the job market, hence the trend of the cream of the Northern Province continue to migrate to these cities i.e. Brain-drain continues to be the order of the day in this Province.

**Table 6: Frequencies and percentages of number of times the school payer comes home by the learners' repeating standard**

No. of times the person comes home						
Repeat standard	Everyday	Weekends	Month - ends	Once/ two months	Once / year	Total
Yes F	7	-	6	4	-	17
%	41.2	-	35.3	23.5	-	100
No F	-	2	1	-	-	3
%	-	66.7	33.3	-	-	100

The effects of how the absence of the parents (measured by the number of times the parent comes home) affects the learners' school performance as well as how they felt about it is shown in table 6.

Table 6 shows that learners whose parents come home during weekends (66.7%) report to have not repeated a standard as compared to 23.5% whose parents come home once in two months and have reported to have repeated a standard. The more often the parents come home the lesser the students will report to have repeated a standard. To support this is the finding that 60% of learners whose parents come home during month ends have reported to feel bad about it compared to 14.3% whose parents come home during weekend, who reported to feel good about it.

Among the learners who have repeated a standard, there is a small difference between those who reported that the school fees payer come home everyday (41%), month-ends (35,3%) and once/two months (23,5%).

These results show that the absence of the person who is responsible for paying school fees negatively affect the school performance of learners. However 66,7% of learners who have not repeated a standard reported that the person responsible for paying school funds comes home during weekends.

**Figure 3: Percentages of Family type by repeated standard**

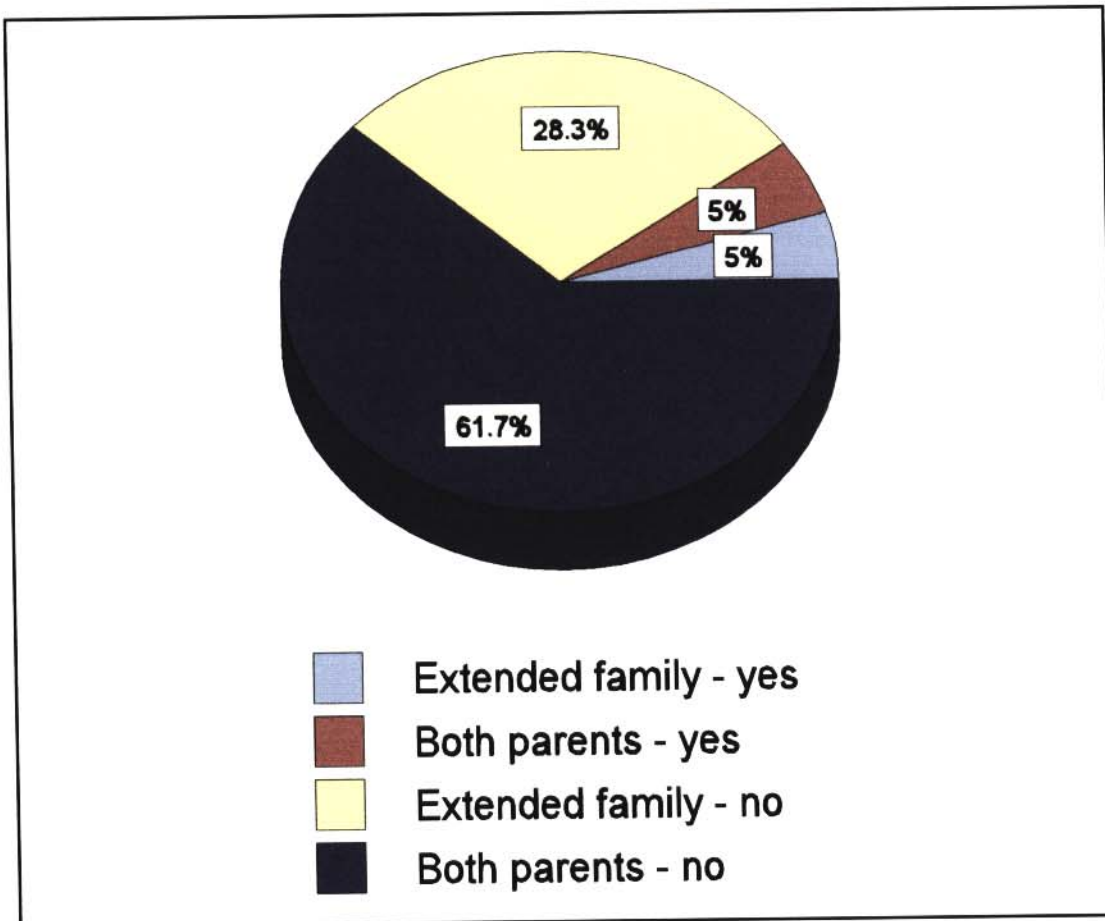


Figure 2 shows the percentages of learners who repeated a standard and the family type. Figure 2 shows that 61.7% of learners with both parents did not repeat a standard compared to 28.3% of those from extended families and male-headed families who repeated a standard. Family type seem to have an effect on the performance of the learners. The reasons can be that in nuclear families with both parents learners get support and supervision as well as space for studying.



Overall there is a low matric pass rate from the year 1995 to 1999 with the lowest obtained by learners in Mankweng (22.9%) in 1997 and the highest is Seolwana with a pass rate of 63.2% in 1996. Besides the absence of parents from home due to their work, there might be some contributing factors that affect the results of learners from all four schools, such as commitment of teachers to their work, socio-economic factors at home and in the community and others.

The following chapter will come up with recommendations.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

In this chapter the writer presents a summary of the findings of the study and makes some conclusions and recommendations. However, prior to doing this it is necessary to restate the aims and objectives, the problem statement as well as the assumptions made in the beginning of the study.

#### **5.2 AIMS AND OBJECTIVES**

- 5.2.1** The major objective of the study is to investigate the nature of the relationship between parental/guardian involvement in migration and the learner's school performance. To this end therefore the following aims will be pursued:-
- 5.2.2** To survey the four schools i.e. Nkoshilo high, Seolwana high, Doasho high and Mankweng high and take samples of learners in grade 12 classes and examine their performances.
- 5.2.3** To investigate the learner's attachments to parents/guardians who continue to be involved in migratory labour system during the years 1995 - 1999.

**5.2.4** To examine and compute the relationship between parent/guardian's migration and the learner's performance during the above-mentioned years.

### **5.3 THE PROBLEM STATEMENT**

The problem-statement of this study is expressed in a question:-

What is the relationship between parental/guardian involvement in migrating labour system and the school performance of learners?

### **5.4 BASIC ASSUMPTIONS**

**5.4.1** Parents/guardians should stay with their children and show concern about their school problems.

**5.4.2** Parents/guardians should provide adequate support and be responsible for their children's school requirements.

**5.4.3** There is a need for parents/guardians to communicate about learner's progress at school.

## **5.5 FINDINGS**

**5.5.1** Most learners fall within the age group 19 - 22 years i.e. 60%. This is evidence that most of them failed at some stage, whereas the normal age group required by the standard of education department is 15 - 18 if a student started school at 7 years. From the onset one can deduce that failure-rate in high school is high.

**5.5.2** 40% of learners come from nuclear families with female heads. This confirms the fact that women in the Northern Province out-number their male counterparts and that more and more women are emancipated.

They are providers and also care for their children, marriage to preserve the tradition is no more an option. Women are now breadwinners in most families.

**5.5.3** It was found that 75% of parents come home once in two months because they work far from home. 14,3% come home during weekends and some work locally they are able to come home everyday. This shows that most learners do not get the necessary supervision from parents because they are not there when they need them.

70% of learners indicated that their parent work in Pietersburg city, around the villages and 45% indicated that they work in cities like Pretoria, Johannesburg and even Durban. This indicates clearly the lack of job-opportunities in the Northern Province.

**5.5.4** Another finding was that 66,7% of learners who reported to have not failed or repeated a grade are learners whose parents/guardians come home during weekends and 23,5% of learners whose parents come home once in two months. The more often parents come home the lesser the failure rate. Learners whose parents/guardian come home more often tend to give support and supervision and communication between the learners, parents and the school improves because of proximity of all the parties involved.

**5.5.5** It was found that 66,7% of learners with both parents did not repeat a grade as compared to 5,9% of those who come from extended families and male-headed families. Family type seem to have an effect on the performance of learners.

The writer had made the assumption that parents/guardian should stay with their children to show concern about their school problems. Provide adequate support and be responsible for their children's school requirements and that there is a need for them to communicate about learner's progress at school.

All the three aspects of the assumption were confirmed. Learners whose parents come home everyday and those who manage to come during weekends show less failure rate than those who are unable to do so. Although learners are left with extended families parental/guardian supervision proved to be essential as such learners still reported more failure rate as compared to those from nuclear families.

Learners themselves commented that they feel bad that their parents/guardian are unable to come home more often because it affects their school performance besides, they need them for other material needs at home which can be supportive to them to progress well at school.

## **5.7 CONCLUSION**

Policy makers and implementers of development strategies should take the migration-development issue very seriously as it affects the Northern Province negatively. Job summits should concentrate on availing job-opportunities suitable for each province to avoid brain-drain.

The Department of Education should conduct more research into how effective to involve parents/guardians of learners even if they are migrants to participate in the activities of the school even how effective to engage the extended family in supervising the learners.

Community education to enlighten the members of the importance of keeping close contact with schools in order to form a strong team for the benefit of the learners.

The results also show that there is a small difference in the pass rate of learner's whose parents/guardian are migrants and those whose parents/guardian are not migrants.

This indicates that these are other factors affecting learner's school performance negatively which can be further investigated in other studies.

Other studies have concentrated on other factors that could influence performance like the financial aspects of learner's families, single-parenthood etc, no study was conducted on the influence of migration on school performance. This is the first study to do this.

On the basis of the results of this study the Northern Provincial departments of Education, Health and Welfare and Trade and Industry can be approached and given these factors to improve on their budgetary specifications in order to improve developmental programmes.

## **5.8 RECOMMENDATIONS**

In this chapter the writer has presented a summary of the findings of the study, made conclusions and drawn some recommendations. The study has established that parents/guardians involvement in migration affects the learner's school performance negatively. Parents/guardians are very important as part of the team to give learners supervision and support in order to achieve academically.

This may sound easy but provinces are not autonomous when it comes to allocation of the budget. The budget of this country is controlled centrally by the National government. In education for example, teacher's salaries make up 85% of education spending. The provinces thus have

little control over the salaries of teachers or the number of teachers in their employ.

The proclaimed decentralization of provincial finances has not resulted in provinces having greater control of their expenses. This disempowerment follows logically from the programme of the central government to reconstruct the country. It wants to ensure that the provinces provide a common minimum of services and therefore forces them to take on certain expenses.

Provinces should be given autonomy to control their developmental strategies based on their needs. This recommendation is particularly very hard to implement as some provinces have poor financial management systems and resources have been abused. This lack of adequate financial management meant that senior managers did not have tools to monitor expenditure, improve efficiency or implement measures to control costs.



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**APPENDIX 1**

**UNIVERSITY OF THE NORTH  
TURFLOOP GRADUATE SCHOOL OF LEADERSHIP A SURVEY FOR  
A MASTER DEGREE IN DEVELOPMENT**

**NB** *The Information gathered will be confidential and will only be used for academic purpose. Please answer/respond to all questions*

1. In which age group are you?

15 - 18	
19 - 22	
23 - 25	

2. What is your gender?

Male	
Female	

3. What type of a family do you come from?

Nuclear family with both parents	
Nuclear family with female head	
Nuclear family with male head	
Extended family maternal side	
Extended family paternal side	

4. Who pays your school fees?

Both parents	
Father	
Mother	
Relative (Specify)	

5. Where does he/she work?

Around the Mamabolo local government area	
In the nearby farms	
At Mankweng township	
In Pietersburg or any other town in the Northern Province	
In Pretoria, Johannesburg or other city outside the Northern Province	

6. After how long does/do they, he/she come home?

Everyday	
Weekends	
Month-ends	
Once in two-months	
Once a year	
Other, Specify	

7. If your person/parent/guardian who pays your school funds does not come home everyday, when did this start?

1999	
1998	
1997	
1996	
1995	
Other (Specify)	

8. Did you ever fail a standard in high school?

Yes	
No	

9. If yes, which standard did you fail at first attempt?

Standard 10	
Standard 9	
Standard 8	
Standard 7	
Standard 6	

10. Which year did you fail?

1999	
1998	
1997	
1996	
1995	
Other (Specify)	

11. If your parent/guardian does not come home from work everyday how does this affect your school performance?

Negatively	
Positively	

12. If negatively state how in your own words.

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

13. If positively state how in your own words.

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

***THANK YOU.***

## APPENDIX 2

### MATRIC PASS RATE OF SCHOOL FROM 1995 - 1999 IN PERCENTAGES

Name of School	1994	1995	1996	1997	1998	1999	Principal
Doasho	39.2	39.2	56.4	36.1	22.0	53.5	Boshego
Seolwana	36.4	51.1	63.2	41.3	55.6	51.5	Masebe
Mankweng	33.8	27.3	25.6	23.0	32.5	26.0	Letsoalo
Nkoshilo	36.8	38.8	47.7	33.0	45.1	34.0	Maponya