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An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchells Plain, in Cape Town, South Africa

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A mini-thesis to be submitted in partial fulfillment of the requirements for the award of a Master of Development Studies at the Institute for Social Development, Faculty of Economic and Management Sciences, University of the Western Cape, South Africa.

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DECLARATION

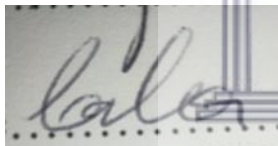
I declare that this mini-thesis, An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchells Plain, in Cape Town, South Africa, is my own work, and that all the sources I have used, have been indicated and acknowledged by a complete set of references.

I further declare that this mini-thesis has not been submitted for any degree or examination in any other university.

Carlene Miché Gardiner

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Signature



Date

24 June 2019



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ABSTRACT

South Africa is unfortunately regarded as one of the most unequal countries in the world. Poverty is rife within the communities and it affects various aspects of individuals' lives, including education. Education is a fundamental human right, however after twenty-five years as a democratic country, inequalities still exist within the education system of South Africa. Many will argue that these inequalities can be attributed to poverty. Poverty and education have an ongoing love-hate relationship. This is due to the fact that often the key to escaping poverty is through education, however South Africa's education system is failing the poor. Thus, creating the love-hate relationship between the two and, establishing a poverty trap that is difficult to escape. However, access to education alone cannot break the poverty cycle, an individual requires access to quality education. Accordingly, this research study seeks to investigate the relationship between poverty and educational attainment for high school learners in Mitchells Plain.

Throughout the research, the extent of the relationship between poverty and education was investigated. In order to give a more detailed account, South African, African and international perspectives were provided on the relationship between poverty and education. This analysis concluded that the concern regarding the impact that poverty has on education is not merely a South African problem, but it is a global concern.

A mixed method approach was implemented in gathering and analyzing the data collected. This method was chosen to provide a better understanding of the research problem at hand. Structured face-to-face interviews were used to gain a better understanding of educators' views on poverty and education, and questionnaires were distributed to senior (grade 10- grade 12) high school learners as well.

It was concluded that various factors have an impact on educational attainment, many of which have been birthed by poverty. Thus, it is evident that poverty and education are interlinked. As a result, one factor will result in a chain reaction that negatively affects all of the other factors. Therefore, in order to ensure that adolescents receive quality education, the issue of poverty needs to be addressed and rectified first.

ACRONYMS AND ABBREVIATIONS

UN: United Nations

FPL: Food Poverty Line

LBPL: Lower-Bound Poverty Line

UBPL: Upper-bound poverty line

StatsSA: Statistics South Africa

NPL: National Poverty Lines

CPI: Consumer Price Index

SAMPI: South African Multidimensional Poverty Index

MPI: Multidimensional Poverty Index

CBD: Central Business District

TB: Tuberculosis

USA: United States of America

SSA: Sub-Saharan Africa

IMF: International Monetary Fund

RBA: Rights-Based Approach

UN: United Nations

UNESCO: The United Nations Educational, Scientific and Cultural Organisation

WCED: Western Cape Education Department

CAPS: Curriculum Assessment Policy Statements

ADHD: Attention-deficit/ hyperactivity disorder

FAS: Fetal Alcohol Syndrome



KEY TERMS

- Poverty
- Education
- Educational attainment
- Inadequate education
- South Africa
- Inequality
- Learners
- Educators
- Community



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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1.Introduction

The late and great Nelson Mandela once said; “education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president” (SAERA, 2015, p. 2). The key to escaping poverty and achieving success is through education however (Bonilla-Santiago, 2018), South Africa’s education system is failing the poor, thus creating a poverty trap (Ngozo & Mtantato, 2018).

Education has been envisioned as the great equalizer, able to mitigate the effects of poverty on children by equipping them with the knowledge and skills they need to lead successful and productive lives (Mann, 2013). Understanding and explaining the relationship between education and poverty across the world remains a significant challenge that has raised intense scholarly debate. A number of suggestions have been offered on how to measure the relationship between poverty and education (Raffo, Dyson, Gunter, Hall, & Jones, 2007). The declaration of the United Nations (World Education Forum, Dakar, 26-28 April 2000; Mid-Decade Meeting on Education for All, Amman, 16-19 June 1996; World Conference on Education for All, Jomtien, 5-9 March 1990, etc.) also led to extensive discussions about how education policies can help to reduce poverty and thereby lead to social transformation and sustainable development (Dinbabo, 2011).

A number of South African researchers in the field have proposed that poverty reduction, equality and social transformation strategies should focus strongly on ensuring educational rights by addressing the key issues of deprivation and the protection of children and their families (Berg, et al., 2011). These researchers maintained that most of the serious problems facing contemporary South Africa have their roots imbedded in poverty (StatsSA, 2013). Various poverty reduction policies place emphasis on the need for quality education, healthcare, housing and social security (Patel & Wilson, 2013). Poverty and education have a long-standing relationship with the one directly affecting the other. As such, the provision of education based on equality and quality to all South Africans, was regarded as a

priority by the democratic government (Von Kotze, 2007). Well-educated individuals are more likely to be employed in lucrative jobs and earn a higher income, which automatically reduces their chances of being poor (Njong, 2010). However, attaining quality education is a difficult task if one is from an economically disadvantaged background, thus breaking the poverty cycle is often an impenetrable task.

This research, using a quantitative and qualitative research approach seeks to explore the impact of poverty on educational attainment/outcomes for adolescents: a case study of Mitchells Plain, in Cape Town, South Africa. The overall aim of the research is to analyse the extent to which poverty affects the academic performance of high school learners in the community of Mitchells Plain.

In the following sections of the chapter, the researcher presents (a) a literature review; (b) conceptual and theoretical framework; and (c) a discussion of the problem statement, hypothesis, research questions, and aim and objectives of the research. The proposal concludes with a set of outlines of the chapters of the current mini-thesis, and contains the topics that will be addressed within this research.

1.2. Background/contextualization

Education is recognized as one important means to fighting poverty, since education enables a broader scope of employment possibilities and the opportunity of earning a higher income (Bonal, 2007; Schiller, 2008). Increased access to basic skills such as reading, writing and numeracy has a documented positive effect on the income of individuals from disadvantaged backgrounds. Being exposed to quality education not only reduces poverty but it also has a positive effect on health, nutrition, economic development and overall social development of individuals (UNESCO, 2014).

The strong legacy of apartheid and the link between education and wealth have meant that poorer learners in South Africa perform worse academically (Berg, et al., 2011). Despite racial segregation being abolished for twenty five years, schools which served predominantly white learners under apartheid remain functional (although now racially mixed), while the vast majority of those which served black, coloured and indian learners remain dysfunctional and unable to impart the necessary numeracy and literacy skills to learners (Spaull, 2013). Under apartheid, the school a pupil attended was determined by race. Today, it is determined by what a family can afford

(Mbiza, 2018). Apartheid education was characterised by severe inequalities in the education system. This perpetuated an inferior schooling system for the majority of the country's citizens, which is still prevalent today (Villette, 2016). This was predominantly reflected in all areas of school funding. However, the legacy of these policies is most visible in school infrastructure (poor schools without classrooms or basic services).

In spite of the fact that there have been tremendous improvements since 1994, these have been insufficient to address the huge backlogs that continue to exist (Spaull, 2013; Van der Berg et al., 2011). Although fee-free education is available to poor learners, it only equips them with substandard education. It does not equip these learners with the knowledge and skills to compete with other learners from better-resourced schools. Learners from these schools often face a “double burden”, which refers to the burden of poverty and the burden of attending a school that still bears the scars of neglect and underfunding under the apartheid government (Chisholm, 2011). Poor schools face various problems that directly have an impact on its learners and subsequently their education (Spaull, 2013). These range from not having adequate infrastructure that results in teaching practices taking place outside, which in turn lead to high rates of absenteeism because of bad weather conditions or illness. Overcrowding and poor sanitary services have a negative impact on both educators and learners. As a result of inadequate access to sanitary services, educators and learners are often forced by circumstances to use open toilets or unhygienic pit latrines. Language is another problem faced by schools in disadvantaged communities. Often these children come from an environment where English is not their home language, thus being educated in English poses a challenge. Learners who are proficient in English are more successful in grade 12 (matric) as well as later in the labour market (Casale, 2010). School leadership and educator performance are critical in factors concerning school functionality and literacy and numeracy achievements (Mestry, 2017).

1.3.Rationale and significance of the study

The United Nations (UN) Universal Declaration of Human Rights Article 26 states that everyone has the right to education (United Nations, 1948). The poor quality of education that learners receive helps to drive an intergenerational cycle of poverty

where children inherit the social standing of their parents/legal guardians, irrespective of their own abilities or effort (Spaull, 2013). Quality education is considered a tool that can be used for economic development of an individual, community and society. It can also be used to eradicate social injustices and poverty (UNESCO, 2009).

The rationale of the study is to assess the impact that poverty has on a high school learner's educational attainment in the community of Mitchells Plain. The study intends to uncover whether the socio-economic background of a learner can affect his/her educational performance. The study will also attempt to uncover if the community can play a role in a learner's academic performance. Furthermore, this study will provide possible recommendations in enhancing and improving the overall academic performance and outcome of the learner.

1.4. Aim of the study

The aim of this study is to assess the impact that poverty has on high school learners' academic performance in the community of Mitchells Plain, with the intention to provide appropriate conclusions and recommendations on how academic performance could be improved.

1.5. Specific objectives

The specific objectives to achieve the aim are:

- To identify other environmental and/or social factors that may have an impact on academic performance.
- To examine the impact of poverty on academic performance and analyse the role that the school/educators play.
- To identify and analyse the relationship amongst learners, parents and the school.
- To provide appropriate conclusions and recommendations to all parties involved in ensuring favourable academic performance.

1.6. Research questions

In the context of the research problem identified above, the main purpose of the research is to provide answer to the following general research question:

- To what extent does poverty affect high school learners' academic performance?

1.7. Hypotheses

The main hypothesis to be tested in this study is:

- Poverty has a negative impact on educational attainment of high school learners.

1.8. Ethical statement

Ethical considerations are essential in research. They are norms that determine what is right and what is wrong in terms of the research process and the data collection process. The integrity, reliability and validity of the research findings rely heavily on whether or not the researcher chooses to adhere to the ethical principles when conducting his/her research.

When conducting research, the researcher should always ensure that the findings presented are one hundred percent accurate. The researcher needs to ensure that neutrality is maintained at all times to ensure that the final results are not bias in any way (Befring, 2015). The researcher needs to ensure that the work he/she produces is honest, which means that the findings should be fair and credible. The data collected should not be plagiarized, fabricated or forged. The researcher has taken clear initiatives to ensure that any misconduct or academic dishonesty does not take place. Most importantly, the researcher needs to ensure the protection of identity and integrity of research participants (Befring, 2015).

1.9.Outline of the research report

Chapter one

Outlines the background and the rationale of the study. This forms the basis for the understanding of the research and also comprises the following: statement of the problem, aim of the study, objectives of the study and research questions

Chapter two

Comprises of the literature review that consists of the causes of poverty, the global, African and South African perspective of poverty and education and the various indicators used to assess the quality of education.

Chapter three

Comprises of the conceptual and theoretical framework of poverty and education. It provides in depth detail regarding the Rights-based approach, Rawls theory and various legal frameworks and how it all relates to poverty and education.

Chapter four

Provides an overview of background information of the case study, which is Mitchells Plain. It introduces the case study area and sets the background for the data collection, analysis and research as a whole.

Chapter five

Comprises of the research design, study area, population, sample selection method, size of the sample, data collection methods and data analysis methods. In general, chapter five sets out to present the method and analytical tools used in the determining the analysis of the data, interpretation of the results analysis, answering the research questions and testing the hypothesis to confirm or disprove its accuracy.

Chapter six

This chapter presents the findings and an interpretation of the study. It provides a demographical analysis of the research participants. The researcher collected both qualitative and quantitative data and, presented the data findings as a combined unit.

This chapter presents various themes that emerged during the analysis of the data and presents it in a comparative and analytical manner.

Chapter seven

The focus of this chapter is on the conclusion and recommendations of this study. The chapter commences by giving a brief overview of the research study in its entirety. It then goes on to examine whether the research questions presented in chapter one were answered. In doing so, chapter seven draws on the research conducted and establishes if poverty has an effect on educational attainment for adolescents in Mitchells Plain, and to what extent. This chapter also highlights the limitations of this study. The researcher concluded that poverty, education and the community should be regarded as an interconnected entity, and therefore recommendations were made based on that.



CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

Education is a fundamental human right (Dieter, 2006), which is unfortunately still plagued by the burden of poverty, that often results in inequalities pertaining to children's education. Poverty limits the chances of educational attainment, and at the same time, educational attainment is one of the prime mechanisms needed for escaping poverty. Poverty is a persistent problem throughout the world and has deleterious effects on almost all aspects of family life and outcomes for children (Engle & Black, 2008). Family income is one of the strongest predictors in whether a child will attain success within the education system and life afterwards. Children from poor households have fewer resources at their disposal, and often less emphasis is placed on education within those households. In many of these situations children are encouraged to drop out of school and start working as soon as they are of legal age (UNESCO, 2017), which is sixteen years old in South Africa. Ergo children growing up in poverty are behind from the very beginning and often remain behind (The Borgen Project, 2014). This phenomenon is not only faced by South Africa but, it is a worldwide issue that needs to be addressed and rectified urgently (Lloyd & Hewett, 2009).

This chapter involves an in depth exploration pertaining to the factors underpinning of poverty on educational attainment for children. This discussion will be divided into four sections. The first section looks at poverty and education from a global perspective; the second section looks at the two concepts from an African perspective; the third section looks at it from a South African perspective; and lastly, the case study area is presented. Through the review of literature, research gaps are identified which the proposed study seeks to fill.

2.2 Poverty

Poverty is an extremely difficult concept to define, as it is multidimensional. Various definitions of it exist and all of them are correct in their own way. The World Bank defines poverty as a "pronounced deprivation in well-being" (Haughton & Khandker, 2009, p. 1). Well-being can either be explained more narrowly or broadly. The narrow definition of well-being is generally related to commodities. It perceives poverty as

whether households or individuals have enough resources to meet their needs. These needs include, food, shelter and clothing (Haughton & Khandker, 2009). Broader definitions of well-being include items such as physical and mental health, close relationships, agency and participation, social connections, competence and self-worth, and values and meaning (Wellbeing & Poverty Pathways, 2013).

2.2.1. Types of poverty

2.2.1.1. Chronic and temporary poverty

The lifespan of poverty varies, it can occur over a long or short period of time. Chronic poverty occurs when individuals experience poverty throughout their lives or for a large portion of their lives. It is often inter-generational, which means it is transferred across generations. In South Africa, this is most noticeable amongst the black and coloured communities (Hulme & Shepherd, 2003). Chronic poverty is often the consequence of multiple deprivations for a prolonged period such as poor health, poor nutrition and inadequate access productive assets. Due to the fact that it is inter-generational, children of adults currently living in chronic poverty are more likely to experience the same thing when they are adults (Uccelli, 1997).

Temporary poverty usually only occurs for a brief period of time and individuals are able to move out of it quite swiftly. In most cases, a sudden loss of a job may give birth to temporary poverty. As a result, a one-time decline in living standards occurs. However, the individual/household is able to gradually recover from this (Hulme & Shepherd, 2003).

2.2.1.2. Subjective and objective poverty

Poverty can be described in subjective or objective terms. Subjective poverty looks at individuals' perceptions of what constitutes their overall wellbeing. Individuals' own perceptions make a distinction between what is regarded as poor and non-poor (Stewart, Saith, & Harris-White, 2007). An objective approach can be either absolute or relative. These approaches are defined as follows:

2.2.1.3. Absolute and relative poverty

Poverty can either consist of absolute poverty and relative poverty. Absolute poverty occurs when an individual fails to meet the minimum level of income required to sustain a specific standard of living. (Oosthuizen, 2008; Dinbabo, 2011). It makes a

distinction between the poor from the non-poor based on an individual's ability to purchase essential goods and services such as: food, clothing, shelter, transportation, education and rent. Thus, poverty can be expressed in terms of monetary value (Lanjouw, 2001). All countries implement their own poverty lines to measure poverty at a national level, which is referred to as the monetary approach to poverty. This approach concludes that an individual is poor if his/her income or consumption falls below the minimum level of well-being by their population group (Dinbabo, 2011; Lanjouw, 2001).

Relative poverty occurs when an individual has consequentially less access to income and wealth than other members of society. Relative poverty exists in societies that are socially unequal. This inequality is noticeable in terms of income, access to resources and social services such as health, education, etc. (Maxwell, 1999). Relative poverty shifts from the monetary approach implemented by absolute poverty towards the notion that poverty is as a result of a shortfall of resources within society (Rio Group, 2006).

Relative poverty has two distinct characteristics: social exclusion and relative approach (Lotter, 2007). Social exclusion refers to the inability to participate in various activities, available to the majority of individuals in a society. These activities can be: economic, social, cultural or political. It affects both the quality of life of individuals and the equity and cohesion of society as a whole (Mack, 2016). For example, living in a society where playing tennis is regarded as an important activity; those who are unable to afford tennis rackets are excluded from that activity. As a result, these excluded individuals that are labeled as poor within the context of that society. The second characteristic is that poverty is relative according to the context. This means that the society an individual resides in determines the set standard, which may vary from one society to the next. Thus, poverty is determined by the society in which an individual resides (Townsend, 1979).

2.2.2. Approaches to measurements of poverty

2.2.2.1. The monetary approach

The monetary approach is the most commonly used approach to measure poverty (Laderchi, Saith, & Stewart, 2003; Dinbabo, 2011). This approach identifies poverty within a shortfall in income, expenditure or consumption. There are two approaches

used to measure poverty in terms of socially perceived necessities, which are mutually comparable. The first method is to directly measure the number of individuals that are unable to acquire socially perceived necessities. The second method is to create a poverty line in terms of the income or expenditure required to attain socially perceived necessities (Noble, Ratcliffe, & Wright, 2004).

A poverty line is implemented and individuals whose income falls below the poverty line are considered poor. Poverty lines are used in nearly every country to track poverty (Banerjee & Duflo, 2007). There are two dominant types of poverty lines, namely, absolute and relative poverty lines (Dinbabo, 2011; Woolard & Leibbrandt, 1999). An absolute poverty line is fixed at a value of income or expenditure that is necessary to acquire goods and services regarded as a necessity for a minimum standard of living (StatsSA, 2012). The poverty line is fixed which means it does not change over time, which simplifies comparing poverty rates (Lanjouw, 2001). A relative poverty line is used to label an individual/household as “poor” in relation to others in the same society. This line may be set at a value two-thirds of the mean or median of the value, thus any individual below that value is considered to be poor (StatsSA, 2012). Unlike an absolute poverty line, a relative poverty line is not fixed, and it will fluctuate as the standards of living changes (Woolard & Leibbrandt, 1999).

Once a poverty line is established, a measure for the population can be computed. The most common monetary measures are the headcount ratio and poverty gap ratio (UNDP, 2014). The headcount poverty ratio is the most commonly used aggregate measure of poverty (The World Bank, 2014). It shows the percentage of the population considered to be poor. More specifically, it shows the percentage of the population living below the set poverty line. This measure has the advantage of being simple to comprehend. Unfortunately, it does not show the extent or severity of poverty among the poor (Mbuli, 2008). The poverty gap ratio shows the rift between a population’s income and the poverty line. The ratio shows the intensity and extent of poverty by measuring how far below the poverty line individuals are. The closer the ratio is to zero, the more the extent of poverty decreases. This poverty measure of the population is calculated by adding up the poverty gaps for each individual/household (Ravallion, 1998).

2.2.2.2. The social exclusion approach

As mentioned previously social exclusion is the process, whereby individuals are excluded from participating in certain activities in the society in which they live (Stewart, Saith, & Harris-White, 2007). This approach regards poverty as a social construct, which has nothing to do with fulfilling the minimum needs of the individual (Cannan, 1997). This approach differs from other approaches as it focuses on social process and relations. It places emphasis on how power relations and discrimination can marginalize and impoverish individuals (Stewart, Saith, & Harris-White, 2007).

2.2.2.3. The participatory approach

The aim of the participatory approach is to understand the dimensions of poverty within the social, cultural, economic and political environment of the society (Chambers, 1994; Dinbabo; 2012; Dinbabo, 2014). This approach considers the views of the poor individuals themselves by asking them to define what constitutes poverty. The individuals decide what requirements are needed to be classified as poor. This allows community members to be active participants in any development initiatives. This lays the foundation for community driven development in developing countries (Wolde, 2010; Teshome, 2009; Shiferaw, 2010; Mansuri & Rao, 2004; Dinbabo, 2014). This approach attempts to view poverty as a multidimensional phenomenon, where it is caused not only by low income or a lack of assets, but also by factors such as social relationships, powerlessness and a lack of having a voice. Poverty is not only regarded as an individual problem, but the problem of relationships between households and social groups (Dinbabo, 2011; Neef, 2003).

Participatory poverty assessments are open-ended, interactive and qualitative. During these assessments, two aspects of poverty will emerge, which are vulnerability and a lack of having a voice (Kanbur & Lyn, 2001). Vulnerability is associated with risk and unpredictability of incomes. Poverty is characterised by a state of having the bare minimum and being vulnerable to lose that. A lack of having a voice is associated with a lack of political rights and powerlessness when interacting with government employees and institutions. When an interaction occurs between the parties, the poor often feel sidelined and dominated by those individuals in power (Kanbur & Lyn, 2001).

2.2.2.4. The capabilities approach

The capabilities approach was developed by Amartya Sen (Sen, 1985). It is defined as a combination of abilities that an individual can attain to improve their standard of living. It focuses on development driven by human capabilities. Therefore, this approach defines poverty as a lack of capabilities to improve the standard of living (Sen, 1997).

This approach focuses on human freedoms and what is required to live a life of value (Ruggeri, 2003). When an individual's capabilities fall below a minimum acceptable standard, they are considered to be poor. This approach places emphasis on the fact that money is only valuable as it maximizes the capabilities of individuals. This enables them to function and flourish in their society. Within the context of this approach, an individual can be poor in terms of their capabilities while not being monetary poor (Alkire, 2002).

2.2.2.5. South African approach to measuring poverty

Statistics South Africa (StatsSA) is generally in charge of measuring poverty within the country. South Africa implements both one-dimensional and multi-dimensional approaches to measure poverty. A one-dimensional approach is usually focused on a singular aspect, such as consumption expenditure. It typically uses a monetary approach for poverty measurement. It uses a poverty line to identify poor individuals whose consumption expenditure is below the poverty line.

Besides the poverty lines that already exist, South Africa has developed a set of three national poverty lines (Mbuli, 2008). These are: the food poverty line (FPL), the lower-bound poverty line (LBPL) and the upper-bound poverty line (UBPL). The FPL is used to represent the level of consumption of individuals that are unable to purchase sufficient food to provide them with a healthy and sufficient diet (StatsSA, 2014). Individuals require approximately 2 100 kilocalories to maintain a healthy diet. The LBPL includes important food and non-food items. It describes individuals that are able to purchase enough food to obtain optimal health, however in order to survive they need to sacrifice food to obtain non-food items (StatsSA, 2014). The UBPL includes non-essential, non-food items. It describes individuals that are able to obtain adequate amounts of food and non-food items required to survive (StatsSA, 2014).

Table 2.1: National poverty lines 2018 (per person per month in rands)

Poverty line	2018 line values
Food-poverty line (FBL)	547
Lower-bound poverty Line (LBPL)	785
Upper-bound poverty line (UBPL)	1 183

Source: StatsSA, 2018.

Changes in the cost of living (price changes for goods and services) require that regular adjustments be made to the national poverty lines (NPL) to ensure it is as accurate as possible. The most common method to adjust the NPL is to use the Consumer Price Index (CPI). CPI measures monthly changes in the price range of consumer products purchased by households (StatsSA, 2018).

Table 2.2: National poverty lines from 2008 to 2018 (per person per month in Rands)

Year	Food Poverty Line (FPL)	Lower-bound Poverty Line (LBPL)	Upper-bound Poverty Line (UBPL)
2008	274	447	682
2009	318	456	709
2010	320	466	733
2011	335	501	779
2012	366	541	834
2013	386	572	883
2014	417	613	942
2015	441	647	992
2016	498	714	1077
2017	531	758	1138
2018	547	785	1183

Source: StatsSA, 2018.

Multi-dimensional poverty provides a more accurate and detailed view of poverty than a one-dimensional approach. A multi-dimensional approach includes

deprivations such as: low education, poor health, nutrition and skills, social exclusion and poor livelihood conditions (Tsui, 2000). South Africa has constructed its own multidimensional measure called the South African Multidimensional Poverty Index (SAMPI) based on the global Multidimensional Poverty Index (MPI) (Alkire & Santos, 2010). The MPI has three dimensions, which are: health, education and standard of living. The SAMPI adjusted the indicators of MPI and included a fourth dimension of economic activity to reflect the specific needs and conditions of the country. The SAMPI highlights a different set of deprivations that each individual/household encounters (StatsSA, 2014). An individual/household is labeled as multidimensionally poor, if it has a combination of deprivations.

2.2.3. Causes of poverty in South Africa

The apartheid government provided separate services and opportunities for each of the four population groups (black, coloured, indian and white). During the apartheid regime, many non-white individuals (blacks, coloureds and indians) were forcibly removed from their houses and relocated to areas that were usually located on the outskirts of cities and towns and most importantly, away from the white South Africans (Fassin & Schneider, 2003). In these areas they generally had inadequate or no access to services and facilities. To find work many individuals had to become migrant labourers, which required them to move away from their families to the cities, where they lived in hostels (Fassin & Schneider, 2003). This led to high rates of divorce, which resulted in children being left homeless and without proper care and low literacy levels. The level of poverty amongst families increased (Fassin & Schneider, 2003). Due to the fact that these areas were located so far from the central business district (CBD) of a city, individuals were often forced to spend as much as seventy-five percent of their salary income on transportation alone. During apartheid, education for non-white individuals was substandard, with black individuals receiving the lowest quality of education (Fassin & Schneider, 2003).

Non-white individuals received inferior education and were often denied the right to tertiary education (Thomson, 2012). During this time, they had access to extremely inadequate healthcare facilities that enabled the spread of HIV/AIDS to have a tremendous effect on the black population. All of these historical events had a lasting impact on the incidence of poverty presently (Mubangizi, 2008).

The three main causes of poverty which are inadequate education, unemployment and poor health, are interconnected (Lunstig & Strauser, 2007). High levels of illiteracy mean that individuals are uneducated; ignorance leads to healthcare problems as individuals do not have the knowledge or skill to take care of their health, which results in an increased risk of exposure to certain illnesses (Lunstig & Strauser, 2007).

2.2.3.1. Inadequate education

Education and poverty go hand in hand. A rise in access to quality education lowers the poverty rates and vice versa in a country (Childfund, 2018). Thus, various governments tend to place enormous importance on their country's education system. Unfortunately, inadequate education remains to be a challenge in numerous developing countries, many of which are located on the African continent (UNDP, 2014). There are various reasons as to why a child does not receive adequate access to education, such as: poor or nonexistent school infrastructure, a lack of or no provisions for other critical social services by the local government, familial monetary limitations, having parents that are uneducated or deceased and having to drop out of school in order to find a job to help support the family financially (Agbor, 2012).

The education system is expected to provide learners with fundamental skills and abilities needed to succeed in society. However, if the education is not up to par, these learners are deprived of those essential skills and abilities. As a result of this, they are unable to meet the requirements necessary to join the labour market of the country. Thus, the perpetual cycle of poverty continuous (Mihai, Titan, & Todose, 2015).

2.2.3.2. Unemployment

Unemployment arises when the supply of labour exceeds the demand for labour. South Africa's unemployment rate has a direct link to poverty (Nqandeka & Xabadiya, 2016). The overall unemployment rate in South Africa during 2017 was 27.5% however, the youth unemployment rate was 38.2%. In South Africa, youth are classified as individuals between the ages of fifteen to thirty four years old (StatsSA, 2018). The youth in South Africa are considered vulnerable in the labour market, however youth unemployment is a global phenomenon (StatsSA, 2018). The youth face extreme difficulty finding employment opportunities in South Africa, regardless of their education level. Reasons may be that these individuals lack experience and,

length of unemployment may increase the vulnerabilities of these young individuals in the labour market (StatsSA, 2018).

The amount of individuals without skills far exceeds the amount of individuals with skills, which poses a problem to society (Nattrass, 1996). The amount of individuals without any skills or inadequate skills is due to the historically low investments in education and the persistent challenges to education during apartheid and the transitioning period afterwards. South African companies are embracing a more technologically skill based approach which requires skilled labour (Nattrass, 1996). An example of this would be the mechanization in the mining sector, which calls for an increase use in machinery. This has resulted in an increase in the use of these machinery and knowledge on how to use them and a decrease in unskilled laborers. In a sense, these machines are replacing individuals, which have led to large numbers of individuals being retrenched by companies, thus increasing unemployment figures (Nattrass, 1996).

2.2.3.3. Poor health

Poverty and poor health are intertwined. Poor health can be regarded as both a cause of poverty and an obstacle to escaping it (WHO, 2000). Inadequate access to quality health care facilities often results in poor personal health in individuals. Poor health contributes to poverty as it often affects an individual's capacity to work and earn an income (UNDP, 2014). Poor health can lead to a wide range of illnesses that has an overall impact on the individual affected and the household. Illnesses can drain the financial resources of the household as money that would usually be spent on necessities, is now being reallocated towards health care. It lowers the individual's learning ability, reduces productivity and leads to a diminished quality of life, thus perpetuating the poverty cycle (WHO, 2000).

South Africa has a high incidence rate of HIV/AIDS and tuberculosis (TB). In 2017 approximately 7.2 million individuals were living with HIV in South Africa and, about 89 000 individuals died due to AIDS-related causes. During the same year approximately 322 000 individuals were infected with TB and roughly 78 000 individuals died from it. Out of this 78 000 individuals at least 56 000 were HIV positive (The Spotlight, 2018). Social inequalities in income and employment status are predictors of HIV/AIDS infections among the population. A low income is

generally associated with higher exposure to risky sexual behavior and a lower rate of diagnosis and treatments. HIV/AIDS is associated with a vulnerability to repeated bouts of other illnesses that tend to last longer due to the individual's compromised immune system (UNAIDS, 2002). The lack of adequate access to nutrition further reduces the individual's resistance and accelerates ill health and eventually death. Poor individuals are unable to access adequate health care due to a lack of government resources or due to their own financial limitations (UNAIDS, 2002). Individuals who live in poverty are usually less likely to be concerned with regular health checkups at clinics, as they simply do not have the time, energy or financial resources due to the harshness of their situation (Seekoe, 2019).

2.3. Global perspective of poverty and education

The goal of achieving universal basic education has been on the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that basic education was to be made freely and compulsorily available for all children in all countries. This objective was restated subsequently on many occasions, by international treaties and in the UN's conference declarations. Surprisingly, most of these declarations and commitments are silent about the quality of education to be provided (UNESCO, 2005).

Education is recognised as a route out of poverty and a way of promoting equal opportunities (Mughal, 2007). The South African Higher Education Minister Blade Nzimande was quoted saying; "the achievement of greater social justice is closely dependent on equitable access by all sections of the population to quality education, (IOL, 2014, p. 2). Education is part of our social institution and is a necessary component required to shape the future of our society. A society that consists of a large portion of its citizens with basic education is more likely to have higher innovation rates, overall productivity, faster introduction of new technology and growth holistically (UNESCO, 2005).

A quality education provides the resources and outcomes required for learners to prosper. It allows schools to align and integrate fully with their communities and, access a range of services across sectors designed to support the educational development of their learners (Grossman, 2006). It challenges learners academically and prepares them for success in university or further study and, for employment and

participation in a global environment. Quality education equips children with the skills and knowledge they need in order to find good jobs and be a productive member of society (Winthrop & McGivney, 2016). Three key pillars that support a quality education are: ensuring access to quality educators; providing use of quality learning tools and professional development; and the establishment of safe and supportive quality learning environments (Winthrop & McGivney, 2016).

Expunging poverty and improving education are irretrievably connected (Chapra, 2009). The United States of America (USA) is one of the largest and wealthiest countries in the world however, it is also plagued with a large gap between the rich and poor. As in many, if not all other countries, poverty results in inequalities becoming imbedded in the education system (Taylor, 2009). These inequalities can be seen in various aspects in the education system, such as: inadequate training of educators; educators being unable to fully comprehend the culture of poverty and as a result, their teaching methods in the classroom is ineffective. In addition, the textbooks provided to educators do not address the concept of poverty in an adequate manner (Taylor, 2009). These textbooks tend to take on a white patriarchal perspective, which inadvertently portrays women and other races as subordinates. Lastly, following the standards movement of 1990 and No Child Left Behind, schools have increasingly focused their attention on subjects such as mathematics and literacy to meet testing requirements. This has resulted in subjects such as science and social studies, which promote content and critical thinking to take a backseat (Taylor, 2009). A longitudinal study conducted in the USA concluded that the school environment is not solely responsible for the inadequate education received by the learner. This study stated that the learners' family and community environment also played a fundamental role in fostering their educational abilities (Alexander, Entwisle, & Olson, 2001). Learners who were raised in poverty were also more likely to leave high school before completing their final year (grade 12/matric) (Ferguson, Bovaird, & Mueller, 2007).

Educational outcomes are one of the key areas influenced by family income in Canada (Ferguson, Bovaird, & Mueller, 2007). Surprisingly over the past decade, the income gap has increased between the rich and poor in Canada. It should be noted that Canada and the USA are situated in extremely close proximity to each other, therefore

it would be reasonable to assume that their increased gap between the rich and poor is connected (Ferguson, Bovaird, & Mueller, 2007). Independent Canadian research concluded that poverty has a negative impact on learners' behaviour, their academic achievement and retention (Levin, 2007). This research was corroborated Phipps and Lethbridge (2007), whose studies concluded that poverty combined with other risk factors, such as lower parental education and high family stress, has a negative impact on cognitive development, academic achievement and behaviour (Phipps & Lethbridge, 2007). In Canada, only 31% of learners that come from a background of poverty went to university, college or another tertiary institution (Frenette, 2007).

2.4. African perspective of poverty and education

Africa is universally regarded as one of the poorest continents. More frighteningly, Africa is considered the worst educationally qualified continent with six of the worst countries for education found on the continent (Werft, 2017). These countries are: Chad, Central African Republic, Niger, Guinea, Mali and Sudan.

The root cause of Africa's dilapidated education system can be traced back to colonial times. Colonial powers never placed much importance on educating the Africans in their colonies and once independence was gained, many countries simply failed to invest in their education system properly (Pelz, 2016). The emergence of an education system adapted to the development needs of Africans only dates back to the 1960's and 1970's for most countries on the continent. The reason for this is that during that period African countries started gaining their independence from their colonial powers (Bah-Diallo, 1997).

African countries retained the education system that was imposed by the colonial rule. This consisted of the division of education into primary, secondary and tertiary levels (Cogneau & Morad, 2014). These countries "Africanized" their educational content to reflect the African situation and environment and respond to the needs of Africans. Unfortunately, many of the reforms implemented failed to achieve their objectives (Bah-Diallo, 1997). Africa is in the midst of an educational crisis (Machel, 2018). The educational progress achieved by many African countries has been threatened. As the population on the continent is increasing, the quality of education appears to be decreasing (Bah-Diallo, 1997).

Armed conflicts and wars within these countries have deflected attention and money away from the education system. Since their independence from colonial rule, three quarters of countries located in Sub-Saharan Africa (SSA) have been affected by armed conflict (Gleditsch, Wallensteen, Eriksson, Sollenberg, & Strand, 2002). Children are often casualties of war. At least two million children have died because of armed conflict and a further six million have been injured or permanently disabled (Bird, 2007). Schools are regarded as a visible institution of civil society, thus an attack on the education system represents an attack on the government. In certain countries, schools are attacked in order to neutralize real or imaginary opponents. Schools are also used as a recruitment agency where youth are gathered to become child soldiers (O'Malley, 2010). In 2007, 11.6 million children were displaced due to armed conflict. This had a domino effect on the education system, that resulted in education participation indicators becoming the lowest in the world (International Displacement Monitoring Centre, 2010). In 2007, 32 million children located in SSA were not attending school (Poirier, 2011).

Furthermore loans that these countries have to pay back to International Monetary Fund (IMF) and the World Bank has assisted in keeping investment in education at a bare minimum (Pelz, 2016). Africa as a whole has a large and ever growing population, majority of which is the youth. During the period of 2015-2016, the population in Africa grew by 30 million (Bish, 2016). Family size is a major determinant on educational attainment in the household. The smaller the family unit, the more likely children are to receive education. Girls from large families are the least likely to attend school (Lloyd, 2006). Educated women have fewer children and may be supportive of sending their children to school. Chances are high that educated women will marry educated men, thus they will have the resources to invest in their children's education. Young women who do not have access to quality education are more likely to become pregnant during their school career and drop out. (Lloyd, 2006).

Meanwhile, countries such as Niger, Chad and Mali have some of the world's highest levels of child marriage where many girls become brides before they have finished primary school (Watkins, 2013). Child marriage violates the rights of the girls, limits their educational attainment, future job prospects, has a negative impact on their

health and contributes to poverty (Nguyen, Wodon, & Bank, 2014). In SSA 39% of child marriages occur before the girls turns eighteen years old, and fifteen out of twenty countries with the highest child marriage prevalence rates are in Africa. Girls are often forced to enter into the marriage by their parents but in some cases, the girls are more inclined to enter into the marriage due to their own educational attainment potential. These girls tend to be academically weaker, thus their anticipated future earnings will be lower and thereby, they have a lower incentive to continue with their academics (UNFPA, 2012; UNICEF, 2014). Similarly, girls less interested in pursuing their education independently of their academic abilities may also decide to marry early, and they might have dropped out of school even in the absence of marriage (UNFPA, 2012; UNICEF, 2014).

Africa is currently experiencing a baby boom and due to this, an increasing number of children are in school but, the educators lack the capacity, skills and teaching resources required to ensure they receive quality education (Pelz, 2016). However, poverty plays the largest role in the lack of quality education received by learners (Arbor, 2012). Government and schools simply do not possess the monetary resources required to train educators; to employ more educators; to build more school infrastructures and renovate dilapidated structures; for educational resources such as textbooks or provision for other critical social services. Often classes are crammed with up to fifty learners in one class with just a few textbooks to share. If the educators are there, their presence is merely a formality and it does not benefit the learners at all (Watkins, 2013). The simple act of getting to school becomes an obstacle, which result in learners dropping out completely (Arbor, 2012).

Africa has the world's lowest secondary school enrolment rates. Just 28% of youth are enrolled in secondary school, leaving over 90 million teenagers struggling for employment in low-paid, informal sector jobs (Mfum-Mensah, 2018). Consequently, children in some African countries need four to five years to reach the same level of attainment for which their peers in industrialized countries require just two years. This lack of schooling in Africa can be perilous (Pelz, 2016).

2.5. South African perspective of poverty and education

South Africa is a country whose history is filled with immeasurable oppression and inequality (Timaeus, Simelane, & Letsoalo, 2011). In South Africa, progress in

educational attainment is intrinsically interconnected to its historical and social challenges, which are inherited from the apartheid era when education policies favoured the white minority and sought to further oppress the non-white majority (Jukuda, 2011). Since 1994, the democratic government has been relentless in their quest to bridge inequalities between previously white and non-white schools. However, it should be noted that schools that were previously part of the Bantu education are still to today, worse off than their privileged counterparts. Learners at these schools are also more likely to repeat a grade. This demonstrates the negative and long lasting impact that apartheid has on the education system (Bhorat & Oosthuizen, 2009; Timaeus, Simelane, & Letsoalo, 2011).

Despite the considerable dedication and financial investment that has been invested into the education system, it has failed to ensure consistent acceptable standards, which is largely attributed to poverty. This poverty stems from both the learners' background and the school's background (Van der Berg, 2008). Although lower education may lead to higher levels of poverty, poverty may also result in lower levels of education (Spaull, 2013; Graetz, 1995). Learners often go to school hungry, inadequately dressed (they may not have a school jersey or shoes during cold weather) or they do not have a home to go to. This results in that learner experiencing trouble listening, concentrating and achieving their full potential in the classroom. Poor learners are also less likely to complete their full twelve years of schooling, not necessarily because of low intellectual ability, but rather due to low enrolment rates, since poorer households seldom possess the financial means to pay for education (Spaull, 2013). Child-headed households are prevalent in South Africa where parents might have died, usually due to HIV/AIDS, they might have left or they are present but unable to care for the children (Carroll, 2018).

Another reason could be that once that child reaches a certain age they are expected to go out and find a job to help financially support the family, regardless of their education level (Rich, 2000). Martin Gustafsson (2011) did research on various reasons as to why youth do not complete their education and his findings are as follows: lack of financing, wanting to look for a job, failing a grade and pregnancy in the case of females. Gustafsson (2011) highlights that the low quality of primary and lower secondary education (grade one to grade nine) is a clear cause of dropout. The

majority of learners (roughly 75-80%) come from poor households and do not have any exposure to quality pre-school education and therefore enter school unprepared for their academic journey (Spaull, 2013). They attend low-quality primary schools and low-quality secondary schools with high dropout rates (Ananga, 2011). These schools are characterised by wasted learning time, incomplete coverage of the curriculum, weak subject and content knowledge among educators, low cognitive demands placed on learners and exceedingly poor educational outcomes (Spaull, 2013; Van der Berg, 2008). Many children struggle to see the value of education. This is especially true of children who do not meet the requirements of their grades and who are progressed or pushed through the educational system by their schools. As a result, educators often encourage these children to leave the education system complete, especially at grade 10 and grade 11 level, so as to not bring the school's grade 12 pass rate down (Jimerson, Anderson, & Whipple, 2002).

2.6. Indicators of education quality

2.6.1. Student achievement

One indicator of a quality education is learners' scores on standardized comparable tests of achievement in knowledge, skills, behavior and attitudes (The Conversation, 2017; Arbuthnot, 2011). This often takes the form of regular class tests, assignments and exams. If majority of the learners do well on these tests, it is a sign that the level of education they are receiving could be considered good quality. However, if majority of the learners are failing or doing extremely bad, it is a cause for concern and a possible indicator that there is a problem with the education system at that specific school (Lee & Barro, 2001).

For a number of reasons, learners drop out of school before completing their educational career. These reasons include: a variety of family or school related reasons or they need to participate in household economic activities. In order to be promoted to the following grade in South Africa, a learner needs to achieve the minimum of (Wedekind, 2013): 50% or more in one language at home language level; 40% or more in the second required official language at first additional language level; 40% or more in mathematics; 40% or more in any three of the other required

subjects – including natural sciences, life orientation, social sciences, arts and culture, and economic management sciences (Wedekind, 2013; Chishom, 2005).

South Africa's fail line is currently at 29%, making it one of the lowest in the world. Regardless of this already low standard of education, the Department of Education has proposed to lower it even more (Nkosi, 2018).

Grading systems around the world are vastly different and higher. Countries such as Australia, Canada and many European countries require a minimum of 50% for its subjects to be progressed to the following grade, whereas China, the USA and Netherlands require at least a 60% for its subjects (PISA, 2015). Levels of learners repeating a grade is also an indicator of education quality. High repetition rate will indicate a lower quality of schooling or a lower raw material of learners. Repetition rates are much higher in developing countries. If a school has a high dropout and retention rate, there is a problem with the level of education.

2.6.2. Learner to teacher ratios

In South Africa, the recommended learners to teacher ratio for secondary education is 35:1, however there are many schools which have far more learners in once class (Motshekga, 2012). Some schools in the Eastern Cape have more than 130 learners squeezed into one classroom and educators are forced to present lessons with their backs pressed up against the blackboard (Guardian Africa Network, 2013). Educators are unable to pay attention to all the learners in the class, which has a negative impact on their education (Imtiaz, 2014). Larger classes are more challenging to discipline, as they tend to become more disruptive. Educators lose valuable lesson time in these circumstances, because they spend most of the lesson time trying to control the learners (Imtiaz, 2014).

Education quality is much higher when the learners to teacher ratio are much lower and this improves learners' achievement. Learners in small classes scored, in general, much higher marks than those in the large classes. These classes experience less disruptions, more class participations by learners and a higher rate of learner and educator interaction within the classroom (Cortes, Moussa, & Weinstein, 2012).

2.6.3. The educator

Educators play a critical role in the quality of education that a learner receives. If an educator does not possess the correct knowledge and skills, a learner's education is fundamentally at risk (Oduro & MacBeath, 2003). Educators are assessed based on their: academic qualifications; years of experience; their ability or aptitude and their content knowledge. Preparing educators for the challenges of a teaching career means equipping them with subject-specific expertise, effective teaching practices, an understanding of technology and the ability to work collaboratively with other educators, members of the community and parents (Oduro & MacBeath, 2003).

Educators' knowledge of the subject that they will be in charge of is crucial and is a good predictor of a learner's achievement (Oduro & MacBeath, 2003). Unfortunately, in many developing countries, the level of subject knowledge by educators is low. Educator absenteeism reduces the quality of education. High levels of educator absenteeism commonly points to stark dysfunctions in the school system. Absenteeism has different direct causes, such as: lack of professional standards and lack of support and control by education authorities and cultural demands are major issues (Oduro & MacBeath, 2003).

2.6.4. The school structures

The overall internal and external structure of a school is important. If the structure is dysfunctional, chances are high that the education process at the school will be dysfunctional as well. The external structure refers to the school building and educational facilities available (Leitwood, Seashore-Louis, Anderson, & Wahlstrom, 2004). These facilities include: size and quality of the classrooms, furniture in the classrooms, lavatories, extra mural facilities (sports fields, etc.), the presence of a library and computer room.

A school principal plays a critical role in the success rate of a school. Effective principals positively influence their schools and principal effectiveness is related to improved learner achievement (Leitwood, Seashore-Louis, Anderson, & Wahlstrom, 2004).

According to the Wallace Foundation, (2011) there are five functions that make a good principal. These are: (a) shaping a vision of academic success for all learners which is based on high standards; (b) creating a climate conducive to education where safety, a cooperative spirit and other foundations of fruitful interaction prevail; (c) cultivating leadership in others so that educators and other members (community, parents, and school governing body) assume their part in realizing the school vision; (d) improving instruction to enable educators to teach at their best and learners to learn at their utmost and managing individuals; (e) data and processes to foster school improvement.

2.6.5. Organizational support

Organizational support refers to all policies and regulations made by the school management (government, school governing body and principal). It plays a role in quality control and assuring that regulations are set to provide support for the educational process (Scheerens, Luyten, & Ravens, 2011). Ensuring and maintaining that the school has a good public image and reputation is critical (Gatfield, Barker, & Graham, 1999). Parents are less inclined to send their children to a school with a bad reputation (low academic rates, dysfunctional education system, etc.). Organizational support includes quality management policies applied to educators, non-educating staff and learners, which will guarantee a decent environment for the education process. Schools should be able to identify learners with low-ability and should allocate more resources for them to improve their performance (de Haan, 2012).

2.7. Conclusion

This chapter provided a literature review of poverty and education. This review will prove to be fundamental in understanding the remainder of the study. The key aspects that were covered in this chapter include the following: poverty as a whole and how poverty is related to education.

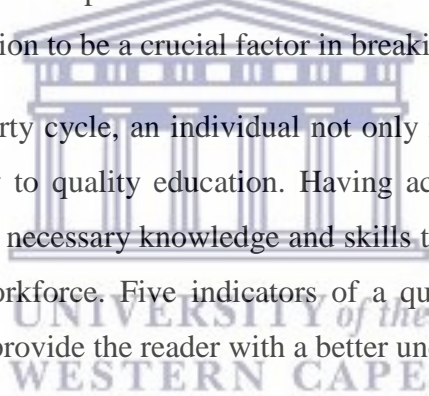
Poverty is an important part of this research and as such, it was broken down into simpler, more detailed parts. The aspects of poverty that were discussed are: the types of poverty, approaches to measurements of poverty, causes of poverty in South Africa and the three perspectives of poverty. It was established that poverty is a multidimensional phenomenon thus, it contains different meaning to different individuals. The four approaches to the measurements of poverty highlighted the fact

that because poverty is a multidimensional concept, there is no set manner in which to measure it. Each four of the approaches measures poverty in its own, unique manner.

Since this study is taking place in South Africa, special emphasis was placed on how poverty is measured and the causes of it. South Africa implements both one-dimensional and multi-dimensional approaches. Furthermore, it has developed its own poverty lines, which plays a crucial role when measuring poverty. Although there are endless possible causes of poverty, the researcher only focused on the two causes, which she felt, had the biggest impact on the occurrence of poverty.

Education and poverty go hand in hand and it has shown to be two concerning issues worldwide. The three perspectives that were covered are: the global perspective of poverty and education, the African perspective of poverty and education, and finally, the South African perspective of poverty education. The perspectives provided insight into how poverty affects various parts of the world and its impact. It also emphasized how many consider education to be a crucial factor in breaking the poverty cycle.

In order to break the poverty cycle, an individual not only needs access to education in general but particularly to quality education. Having access to quality education will equip the learner with necessary knowledge and skills that he/she will implement when he/she enter the workforce. Five indicators of a quality education, in South Africa were discussed to provide the reader with a better understanding.



CHAPTER THREE: CONCEPTUAL AND THEORETICAL FRAMEWORK

3.1. Introduction

Different schools of thought have contributed to the development of diverse types of theories. Based on these schools of thought, different arguments have been provided and methodological perspectives discussed. The following section analyses the main understandings of the rights-based approach and Rawls' theory of justice. It traces its main essences and practical applications, and indicates the relationship with the rights of education.

3.2. Rights-based approach

A rights-based approach (RBA) is a theoretical and conceptual framework for the process of human development that is based on international standards and seeks to promote and protect human rights (Dinbabo & Carciotto, 2015). It seeks to analyze inequalities that prohibit development and redress discriminatory practices and unjust distributions of power that impede development progress (UNICEF, 2016; Cornwall & Nyamu-Musembi, 2004). It seeks to develop awareness among institutions, civil society organizations, governments and other pertinent stakeholders on how to fulfil their duties, to respect and protect human rights, and to empower individuals in society to claim their rights (UNICEF, 2007). RBA consists of various plans, policies and processes that were established by international law to promote equality among individuals and bring about sustainable development, especially for marginalized groups and overall empowerment for all individuals (Cornwall & Nyamu-Musembi, 2004). RBA sanctions the participation of all stakeholders, transparency and accountability and the awareness of historically disadvantaged individuals. It strives to combat any and all developmental issues and discriminations that impede growth (Cornwall & Nyamu-Musembi, 2004; Dinbabo & Carciotto, 2015). RBA is founded on two fundamental principles. The first being the intrinsic rationale acknowledges that using an RBA is the morally right thing to do. The second is an active foundation and identifies that an RBA results in better and more sustainable development in all spheres (UNHCR, 2002; Dinbabo & Carciotto, 2015). RBA comprises of the incorporation of rights, regulations, values and ethics in policy, identification, planning, implementation and evaluation to ensure that the programme respects and

encourages further awareness where possible (UNHCR, 2002; Dinbabo & Carciotto, 2015).

RBA acknowledges poverty as a human injustice whose root causes includes marginalization, discrimination and exploitation (Boesen & Martin, 2007). Poverty is thus regarded as a human rights violation and is a direct catalyst for a number of other human rights violations, one of which is the infringement of quality education. The overall objective of the RBA in relation to education is to ensure that every single child receives quality education that respects and promotes their dignity and overall respect (UNESCO & UNICEF, 2007). Ensuring that this is achieved is high on the agenda of the international community. They have implemented various targets, strategies and human rights treaties to ensure their quest is successful. Some of the treaties relevant to education are: the Universal Declaration of Human Rights (1948); the UNESCO Convention against Discrimination in Education (1960); the International Covenant on Economic, Social and Cultural Rights (1966); the Convention on the Rights of the Child (1989) (SIDA, 2015). The United Nations Convention on the Rights of the Child (1989) builds on the concept of the right to quality education, in particular its four core principles, which are: nondiscrimination, the best interests of the child, the right to life, survival and development of the child to the maximum extent (UNICEF, 2016). According to the former UN Special Representative, Katarina Tomasevski, education must be available, accessible, acceptable and adaptable to be considered quality education (Viswanath, 2014).

3.2. Rawls' theory of justice

Rawl's theory of justice is intrinsically interlinked with the rights-based approach as both are concerned with equality for all individuals within society, especially those from marginalized groups. Both are concerned with the development of individuals and approach it from a holistic perspective.

The Rawls' theory of justice provides a philosophical underpinning for the bureaucratic welfare state (Dinbabo, 2011; Halpin, 1997). Rawls was the first to provide a reasoned argument for why it was right for the government of a country to redistribute wealth in order to help the poor and disadvantaged (Rawls, 1999). Rawls' theory of justice explains two fundamental principles of justice, which would in turn,

guarantee a just and morally acceptable society (Rawls, 1999). The first principle guarantees the right of each individual to have the most extensive basic liberty, equal to the liberty of others. The second principle states that social and economic positions are to be, (a) to everyone's advantage and (b) open to all. Rawls' theory of justice thus explains the principles of how society should be structured, how basic rights and duties should be assigned to individuals, and how social and economic advantages should be distributed to all members of society (Rawls, 2003).

The first principle is composed of two basic parts: (a) all individuals have the same basic rights and, (b) all of these basic rights are not of equal value (Rawls, 1999). This is essentially pertinent in a South African context. Although every single individual in South Africa has the right to education according to the South African constitution, the quality of education a learner at a private school receives vastly differs from that of a government school. Although the values of these rights differ, they solely belong to each individual. This means that regardless of the situation these rights can never be taken away (Graham, 2007). Therefore, individuals' right to basic education can never be taken away, however, the quality of education they receive and future opportunities or lack thereof due to the educational background may be infringed upon. Often this infringement directly affects individuals from poor socio economic backgrounds (Rawls, 2005).

Rawl's second principle has more application directly to the children in the educational process. He believed that it is society's obligation to equip children with the necessary educational resources to reach their potential. Rawl's clearly states that economic and social inequalities will always exist to some extent in all societies. Therefore, resources should not be distributed evenly but justly. The justly distribution of resources refers to Rawl's concept of the Difference Principle (Rawls, 1999).

3.3. Legal framework/ instruments

An evolving number of standard-setting instruments recognize the right to education in its international dimension (UNESCO, 2017). One of the first legally binding instruments that were adopted internationally was the UNESCO Convention against Discrimination in Education (1960). It refers to the general principle of equality in education for all children. Another fundamental principle is that of non-discrimination

which is inextricably linked to the principle of equality. It prohibits all forms of discrimination or exclusion “based on race, colour, sex, religion, language, political or other opinion, national or social origin, economic condition or birth” (UNESCO, 1962, p. 4). Although the Convention is a legal binding instrument, it does not interfere with the education system that already exists in individual countries or the quality of the education received.

The Convention of the Rights of the Child (1989) dedicates three articles to education. Article 28 of the Convention focuses on the obligations of governments to respect, protect and fulfill all children’s right to quality education. It places emphasis on the establishment of educational systems and ensuring access to it (Convention On the Rights of the Child, 1989). Individual governments are obliged to see to it that primary education is compulsory and available for free to all children. The development of secondary education is also highlighted and should be available and accessible to all children. Financial assistance needs to be provided in cases of need to ensure that no child is discriminated against due to their socio economic background. Tertiary education should be available and accessible to all based on appropriate means. (Convention On the Rights of the Child, 1989).

Article 29 of the Convention promotes, supports and protects the core value of the Convention, which is human dignity. Human dignity is innate in children and it is their undeniable right. It insists on the need for education to be child-centered, child-friendly and empowering. A child’s right to quality education is not only about access but also about content (Convention On the Rights of the Child, 1989). Education is considered to be of quality if it provides the child with life skills, strengthens their capacity to enjoy the full range of their human rights and fosters values and a culture entrenched by appropriate human rights. Essentially the goal is to empower the child by developing their skills, learning, human dignity, self-esteem and self-confidence (Convention On the Rights of the Child, 1989). Article 29 insists upon a holistic approach to the development of education. This approach ensures that educational opportunities promote and reflect the physical, emotional, mental and spiritual aspects of education, the intellectual, social and practical dimensions. Therefore, if a child is lacking in any of these aspects, his/her access to quality education is already impaired or undermined (Convention On the Rights of the Child, 1989; Pranevičienė & Pūraitė, 2010; September & Dinbabo, 2008).

In terms of the African continent, the African Charter on the Rights and Welfare (1990) which was established in 1999 sets out a very broad and comprehensive right to education. Article 11 of the Charter states that every child shall have a right to education. It incorporates aspects of Article 28 and 29 of the Convention on the Rights of the Child when mentioning its aims of education. The Charter also prescribes various measures that the government should take to ensure that this right is fully realized (African Charter on the Rights and Welfare of the Child, 1990; September & Dinbabo, 2008).

Africa is a continent rich of natural resources and as a result, it became the perfect nesting ground for colonizers. The problems created by colonialism can still be felt in the political, economic and socio-cultural context of Africa (Chiwanza, 2017). Due to this fact, there are provisions in the document to address certain realities faced in Africa, which can only be understood through historical, social and economic context of that region. Part five of Article 11 states that a child who is disciplined while at school shall be treated with humanity and have their dignity respected. Part six of Article 11 states that should a girl become pregnant before successfully completing her education, she shall have the opportunity to continue based on her individual ability. However, unlike other international educational frameworks, this Charter does not oblige governments to introduce free tertiary education, pursue the development of a system of schools at all levels, nor to continuously improve the material conditions of teaching staff continuously improve the material conditions of teaching staff (African Charter on the Rights and Welfare of the Child, 1990).

3.4. Conclusion

This chapter discussed the conceptual and theoretical framework that underpins this research. It introduced the RBA and discussed in detail how it is related to poverty and its overall objectives, which are related to the education of children. The researcher then introduced and explored Rawls theory by highlighting its link to the RBA and exploring the two fundamental principles of Rawl's theory. Lastly but not the least, the researcher brings awareness to the legal framework when dealing with children's education. Four distinct and equally important legal instruments were discussed in detail and how they are intended to better the lives of children.

CHAPTER FOUR: OVERVIEW OF THE CASE STUDY

4.1. Introduction

The name Mitchells Plain is synonymous with gansterism, drugs and high crime rates (Hweshe, 2011). Mitchells Plain is a community plagued by its bad reputation and tainted past, such as the murders of the Station Strangler (Serra, 2014). For many residents that live within the community exposure to violence and crime is just an everyday occurrence. However, many of this community's problems stem from apartheid, such as the forced removals that led to the birth of Mitchells Plain (Krotz, 2013).

4.2. Location and settlement history

Mitchells Plain was developed in the 1970's as a suburb for coloured individuals. This community is located about twenty kilometres from the city centre and is situated on the Cape Flats. The Cape Flats is considered by some as the "apartheid's dumping ground" of black and coloured individuals. The Cape Flats is generally characterised by low-income housing and high crime rates.

By design, it is located in such a way as to separate its residents from both the northern and southern suburbs. The area is situated west from the Philippi horticultural area, and south from the False Bay coastline. East of Mitchells Plain is its neighbouring community of Khayelitsha and the Swartklip Road separates the two areas. To the north of Mitchells Plain are the R300 highway and the area of Philippi (City of Cape Town, 2011).

Mitchells Plain was developed to alleviate the housing shortages within the coloured population, who were forced to relocate from other group areas designated for the white population in Cape Town (The DPLG, 2011). In common with other group areas, this area isolates its inhabitants from the city center, but it is also separated from the neighbouring community of Khayelitsha, designated for the black population (City of Cape Town, 2011).

The Group Areas Act of 1950, created a mechanism for relocating individuals to a fixed area according to their race, financial status and geographic location (Platzky & Walker, 1985). In maintaining this division, group areas 'townships' were developed,

to maintain order and security desired by the government. Those areas consisted of individuals of the same racial group. Some of those new residential areas developed with little negative effects, while others were faced with factors such as poverty and high unemployment rates, which resulted in little growth within the community. Each area had been designed to purposely isolate its residents from other racial groups. Mitchells Plain is a legacy of the apartheid era Group Areas Act of 1950 and is viewed as a stereotypical showpiece for the goals and restrictive measures put in place by the apartheid government. It resulted in a class bound, dormitory community for coloureds (SAHO, 2011).

4.3. Physical and infrastructural environment

Mitchells Plain consists of 19 areas however, due to its large size, it is subdivided and falls into three sub-councils, which is: 12, 23 and 19. Sub-council 12 consists of: Mitchells Plain Town Centre, Westgate, Rocklands, Tafelsig, Eastridge, Westridge, Portlands, Beacon Valley and Wolfgat Nature Reserve. Sub-council 23 consists of: Woodlands, Weltevreden Valley, Colorado, Mandalay and Lenteguur. Sub-council 19 consist of: Strandfontein, Strandfontein Village, San Remo, Bay View and Wavecrest (City of Cape Town, 2014).

Table 4.1: Mitchells Plan sub-councils

Sub-council 12	Sub-council 23	Sub-council 19
Mitchells Plain Town Centre	Woodlands	Strandfontein
Westgate	Weltevreden Valley	Strandfontein Village
Rocklands	Colorado	San Remo
Tafelsig	Mandalay	Bay View
Eastridge	Lenteguur	Wavecrest
Westridge		
Portlands		
Beacon Valley		
Wolfgat Nature Reserve		

Source: City of Cape Town, 2014.

4.4. Demographic profile

The population consists of approximately 398 650 individuals living in an area 110.2 km in size, encompassing all 19 sub-places (The DPLG, 2011). Due to this high volume of inhabitants, Mitchells Plain is considered a very densely populated area.

The population of Mitchells Plain consists predominantly of an “older” age category, i.e. 10.4% of individuals are between the ages of 0-4 years. The category of 5-14 years is made up of 17.1% of the population. Adolescents, which are the focus of this study, consist of 18.2%. The category of 25-64 years consists of 50.2% of the individuals, which makes it the largest category. Lastly, 4.1% of the population falls under the 65 and older category (Census, 2011).

Table 4.2: Age category of Mitchells Plain population

Age Category	Percentage
0-4 years	10.40%
5-14 years	17.10%
Adolescents	18.20%
25-64 years	50.20%
65 and older	4.10%

Source: Census, 2011.

Mitchells Plain is made up of more females than males. Females make up 51.4% of the population whereas men make up 48.6% (Census, 2011). A possible reason for this disparity could be that more males are involved in illegal activities such as gansterism, which often results in incarceration or death for those involved (Saferspaces, 2019).

Table 4.3: Gender distribution in Mitchells Plain

Gender	Percentage
Males	48.60%
Females	51.40%

Source: Census, 2011

Mitchells Plain is predominantly a coloured community. It was created with the intention of housing coloureds during apartheid and not much has changed since then. Coloured individuals account for 91% of the population, followed by black individuals that consist of 7.3%. Other group, which consists of white, asians and “other”, make up a measly 1.9 % (Census, 2011).

Table 4.4: Race distribution within Mitchells Plain

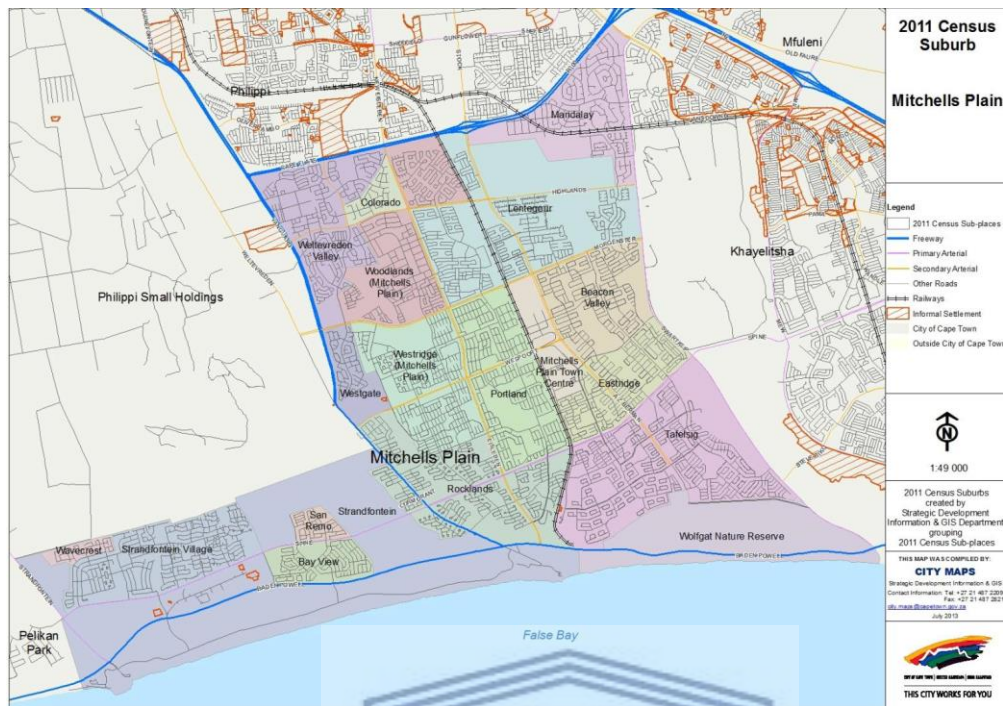
Race	Percentage
Coloured	91%
Black	7.30%
White, Asians and “other	1.90%

Source: Census, 2011.

South Africa consists of 11 official languages which are: English, Afrikaans, isiXhosa, Sesotho, Setswana, isiNdebele, isiZulu, Sepedi, Xitsonga, Tshivenda, siSwati and sign language is often considered the 12th one (Alexander M. , 2019). The three most predominant languages spoken within Mitchells Plain are: English (47.4%), Afrikaans (46.9%) and isiXhosa (3.3%) (StatsSA, 2011).

The Mitchells Plain sub-district is accessible via the following main roads: Vanguard Drive, the R300 highway, Baden Powell Drive and Swartklip Road. This sub-district includes the suburbs/neighbourhoods of Colorado, Weltevreden Valley, Woodlands, Beacon Valley, Lenteguur, Eastridge, Westridge, Portlands, Rocklands and Tafelsig (City of Cape Town, 2012 cited in Dinbabo, et al, 2017:38).

Figure 4.1: Map of Mitchells Plain



Source: Census, 2011.

4.5. Public services provision and facilities

Access to safe and clean water is one of the fundamental human rights all over the world (Acharya, 2017). It is essential for sustaining life. Not having access to clean water endangers not only the lives of humans but poses a danger to the ecosystem as well. Clean drinking water, hygiene and sanitation plays an important role in maintaining health. Contaminated water can result in infections such as diarrhoea. Lack of sanitations and proper sewage systems also has the potential to foul the environment and spread diseases (Acharya, 2017).

Majority (95.9%) of the residents in Mitchells Plain have access to clean water within their homes, whereas only 0.7% of residents do not have access to running water within their homes. Accordingly, 2.7% of residents have access to piped water within their yards and 0.7% of residents have to collect water from outside their yards (Census, 2011).

Majority of residents within Mitchells Plain have access to electricity that they use for lighting, cooking and heating. Approximately 96% of residents have access to toilets connected to sewage pipes and are able to dispose of their waste using a flush

mechanism. The percentage of residents that have their toilets connected to a septic tank is 0.7% and, 1.4% of residents does not have access to a flush mechanism and have to make use of a bucket toilet. About 1.5% of residents do not have access to human waste disposal (Census, 2011).

4.6. Socio-economic structure of the population

Due to its geographical location, residents of Mitchells Plain still spend a large proportion of their disposal income on transportation needs and are burdened by educational challenges that are replicated and mimicked across black communities in South Africa (Gasnolar, 2018).

The labour force consists predominantly of those eligible to enter the work force, which is those between the ages of 15-64 years of age (Census, 2011). Approximately 70% of the residents in Mitchells Plain earn a monthly income between R1 601-R 2 560, 10% of the population earn approximately R3 201-R6 400 and another 10% earn between R6 400- R12 800. Round about 10.4% of the population do not receive any income and are possibly dependent on social grants for a living (Census, 2011).

Approximately 48.7% of residents in Mitchells Plain have achieved a certain extent of secondary education (grade 8- grade 12). Only 28.6% of residents have completed their matric (grade 12) and 1.1% has no schooling. Whereas, only 5.5% of residents furthered their education by obtaining a tertiary education. The most common reason provided for not completing their education was due to financial difficulties at home (Business Tech, 2017).

The working population of Mitchells Plain accounts for 70% of the population. Out of that percentage, 46% of the residents in Mitchells Plain are employed, leaving the unemployed figure at 24% (Census, 2011). The distribution according to economic sectors shows that there are three main sections that describe the division of labour in Mitchells Plain, which are: the manufacturing sector (26%), the retail and wholesale trade (21.8%) and community social and personal services (20.5%) (Census, 2001).

4.7 Demographic analysis of A-Z Berman High School

Figure 4.2: Map of Tafelsig



Source: Adrian Frith, 2011.

Many residents consider Lentegour and Tafelsig as the two most poverty stricken and dangerous areas within Mitchells Plain. A-Z Berman High School is situated in the Tafelsig community. It was established in 2013 by the WCED, as there was a need for another high school in the community. It is a no fee school, which simply means that parents/legal guardians of learners are not required to pay school fees. No fees schools were established in 2007 by the national government and have since grown to include the poorest 60% of schools. As a result, the WCED funds expenses that would have been covered by school fees (Department of Basic Education, 2019).

The school does not have a formal school infrastructure yet and classes are still taking place within containers. The WCED has been in communication with the principal regarding when the school's formal structure will start construction, and as of yet it is hoped to be completed within the next three years. However, the school has access to running water, which is clean and safe. They have access to electricity and toilets connected to sewage systems. The school does not have an intercom system, however it has a working alarm, which is operational and will be rung to notify the school that there is an emergency. Due to the high crime and gangsterism rate in Tafelsig, the school employs a security guard to ensure unwanted guests do not gain access to the

school property. As another safety precaution the school is surrounded by fencing and the entrance gate is kept closed at all times, unless opened by the security guard.

When the school opened in 2013, it had eleven educators that have grown to twenty-seven educators in 2019. The school has less than 2 000 learners, which is in line with Western Cape statistics where the average of number of learners in a school is approximately 1 500 learners (Business Tech, 2018).

From grade 8 until grade 9, the school offers the standard subjects to learners that are: English home language, Afrikaans first additional language, life science, natural sciences, social sciences, technology, economic and management sciences, creative arts, mathematics and life orientation. From grade 10- grade 12, learners' subjects consist of the four compulsory subjects, which are: English home language, Afrikaans first additional language, life orientation and a choice between mathematics and mathematical literacy. The learners then choose three of the following subjects: tourism, history business studies, economics, and life orientation.

4.8. Conclusion

Mitchells Plain was established in the 1970's by the apartheid government. Coloured individuals and families were forcibly removed from their homes and "dumped" in what we call Mitchells Plain today. This disruption of families and their lives is still evident today as this community is riddled with social problems such as broken families, unemployment, drug abuse, gangsterism and poverty.

This chapter solely focuses on Mitchells Plain to provide the reader with more insight as the data will be collected from a high school in this area. Focus is placed on the history of Mitchells Plain, its physical and infrastructural environment, demographic profile, access to public services and provision of facilities and finally the socio-economic structure of the population.

CHAPTER FIVE: METHODOLOGY

5.1. Introduction

A research design refers to the overall plan that will be implemented in order to successfully conduct the proposed study (Welman & Kruger, 2005). It provides the “blueprint” or framework for the proposed study (Babbie & Mouton, 2008). The main function of the research design is to enable the researcher to anticipate and prepare for what the potential research decisions is most likely going to be, thus allowing maximum validity of the final results (Mouton & Marais, 1996). For the purpose of this study, the research design will describe the methodology of research, as well as the processes and tools for data collection and analysis.

5.2. Research methodology

Research methodology is the framework, which outlines the methods and procedures that should be followed when collecting and analysing information, collected and a research design is a master plan, which specifies the methods and procedures for collecting and analysing information (Zikmund, 2003). The research methodology introduces to the researcher’s general approach in conducting the research project (Babbie & Mouton, 2008). There are two major traditions of research methodologies, i.e. quantitative and qualitative (Creswell, 2005; Mehl, 2000). The use of mixed methods in this study would allow the researcher to arrive at insightful conclusions and to expand the understanding of the phenomenon under investigation through in-depth and numerical data as well as triangulation of the data reflecting both the objective and subjective realities concerning the relationship between poverty and the quality of education.

Quantitative research is used to quantify attitudes, opinions, behaviours, and other defined variables in individuals (Creswell, 2005). It uses measurable data to formulate facts and uncover patterns in research. The data collection methods are much more structured than methods used in qualitative research. In quantitative research, data is collected by sending or administering testing instruments such as surveys and questionnaires to participants (Creswell, 2005). Data is usually collected in the form of numbers in order for it to be analysed statistically. Quantitative researchers use

mathematical models and statistics to analyse the data. The data is analysed to establish if it addresses the research questions or hypotheses (Creswell, 2005).

Qualitative research is used to uncover trends in thought and opinions, and examine the research problem thoroughly. The data collection methods vary between unstructured and semi structured techniques (Mehl, 2000). In qualitative research, data is collected through methods of observation, interviewing, and document analysis. These results need to be interpreted and organized into themes or categories by the researcher (Creswell & Plano Clark, 2007). Analysing qualitative data involves six steps (Creswell, 2005). The first step is to generate themes from the detailed data. Secondly, it involves analysing data while still in the process of collecting data. In qualitative research, the data collection and analysis are carried out at the same time (Creswell, 2005). Thirdly, the phases of research in qualitative research are recursive, where the researcher can move back and forth between collecting data and analysing. Fourth, qualitative researchers analyse their data by reading it over several times and conducting an analysis each time. Reviewing the material allows the researcher to continue to explore for more details and patterns related to each common theme (Creswell, 2005). Fifth, there is no single approach to analyse qualitative data although guidelines exist for the process. It is a diverse process. Sixth, qualitative research is interpretative. The researcher makes personal assessments of the data in a descriptive format. The researcher then develops the themes that capture the major categories of information there by bringing their own perspective to the interpretations (Creswell, 2005).

However, quantitative and qualitative research approaches should not be regarded as two distinct concepts, “as they represent different ends of a continuum” (Creswell, 2009, p. 3). A mixed-method approach is seen as residing in the middle of the continuum. It consists of the researcher combining qualitative and quantitative techniques, methods, approaches and concepts into a single study (Yin, 2006). Combining various elements from quantitative and qualitative research provides a better understanding of the research problem at hand (Creswell & Plano Clark, 2007). Johnson and Onwuegbuzie (2004:14) argue that mixed methods results in “superior research” due to the methods of “methodological pluralism and eclecticism”. The use of mixed methods in this study would allow the researcher to arrive at insightful conclusions and to expand the understanding of the phenomenon under investigation

through in-depth and numerical data as well as triangulation of the data reflecting both the objective and subjective realities concerning the relationship between poverty and the quality of education (Johnson & Onwuegbuzie, 2014).

5.3. Sampling and data collection

Sampling refers to the act, process or method of selecting a representative section of the population for the purpose of determining characteristics of the population as a whole (Gentles, Charles, Ploeg, & McKibbon, 2015; Dinbabo, et al., 2017). There are two types of sampling, probability and non-probability. For the purpose of this study, non-probability sampling was utilized.

Non-probability (qualitative) sampling refers to the selection of individuals or specific areas of interests that the researcher intends on studying (Nastasi, 2015). Meaning that the sample is deliberately selected by the researcher (Kothari, 1985). The participants are selected based on the fact that they meet pre-established criteria. Therefore, the researcher has the final say concerning who partakes in the study and who does not. Purposive sampling is the most commonly used type of non-probability sampling (Gentles, Charles, Ploeg, & McKibbon, 2015). Purposive sampling involves the researcher deliberately selecting specific participants due to the qualities that they possess. The researcher decides what information needs to be known regarding his/her research problem. He/she then set out to find and recruit participants who are willing and able to provide information regarding the specific research problem based on their own knowledge and first-hand experience (Bernard, 2002). The main goal of purposive sampling is to focus on specific characteristics of the population, which will best equip you to answer the research questions.

For this study, the collection of both primary and secondary data focused around the relationship between poverty and education and what factors determine quality of education. This study employed the following tools to satisfy its research needs.

5.3.1. Literature review

A literature review provides the researcher with an understanding of the available information of that specific research topic (University of Melbourne, 2003) thus, enabling the researcher to build on that pre-existing knowledge (Mouton, 2001). The literature review focused on literature extracted from academic sources such as

articles, books, journals, internet sources etc. During the fieldwork stage, data was gathered using the following qualitative and quantitative tools:

5.3.2. Questionnaire

Langdrige and Hagger-Johnson (2009) and Dinbabo, et al, (2017) contend that a questionnaire is a very valuable method for collecting data from a large number of research participants for the purpose of statistical analysis. In the current study, a questionnaire with both open and close-ended questions was used to collect appropriate information from the respondents. A total of 150 questionnaires were administered to 150 learners, targeting grade 10 to grade 12 learners. The actual sample size was 100 learners however, the researcher took into account that some learners will not complete or return the questionnaire for various reasons, thus a surplus of 50 questionnaires and learners was targeted. The questionnaires were accompanied by an information sheet and letter of consent (for both the learners and their parents/legal guardians), and an assent form for learners aged 16 to 18 years. The researcher distributed the questionnaires to the learners during the administration period at the beginning of the school day, and informed them that they were allowed to take it home and complete it in their free time. Learners were also instructed not to discuss their questions and answers with one another as it could have an impact on the end results. The questionnaires captured specific information about the learners such as their socio-economic situation at home, their parents'/legal guardians' educational background, their personal view of the importance of education and their future aspirations. The questionnaires were designed with numerous why and explain questions as this would allow the researcher to retrieve rich and purposeful data. Completed questionnaires and accompanying forms were collected by the class educator, placed in a sealed envelope and returned to the researcher. The questionnaire was helpful as it generated personal opinions and experiences related to poverty and education, which facilitated the collection of quantitative data.

5.3.3. Interviews

Qualitative interviewing is flexible, iterative and continuous rather than being prepared in advanced or locked in stone (Rubin & Babbie 2007). In this study, the purpose of face-to-face interviews was to gather detailed information from six

educators. Face-to-face interviews allowed the researcher to establish a relationship with participants. This relationship proved to be beneficial to the study as the participants interviewed were forthcoming and open. The participants were interviewed using a semi-structured checklist of questions. This technique allowed the interviewer to gain a deeper understanding of poverty and the education system. Structured interviews consist of the researcher asking the participants the same questions in the same order. The questions were set in advance and pre-coded responses are important for the comparison across all participants (Fox, 2006). Semi-structured interviews are similar to structured interviews however, unlike structured interviews it is based on open-ended questions. The open-ended nature of the questions provided opportunities for the interviewer and participant to discuss some topics in more detail (Fox, 2006).

All the participants that took part in the study were educators at A-Z Berman High School, therefore they were selected on the basis of whoever was available and willingly agreed and consented to the interview process. After all the consent forms were signed and received by the researcher, arrangements were made for an interview space and time on the school premise with the respective participants. Interviews were approximately 40 minutes in duration with each participant. Information gathered included the participants' educational background, their current teaching situation at A-Z Berman High School, their personal views and opinions on poverty and education, and recommendations on how to tackle the effects, if any, that poverty has on education.

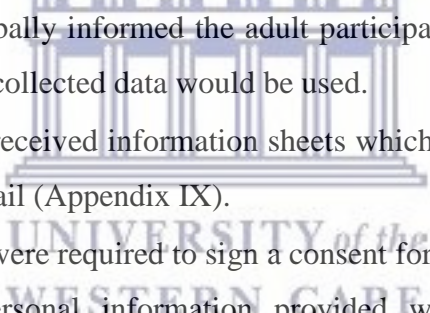
5.3.4. Observation

Observations allow the researcher to gather non-verbalized data such as physical characteristics of the community of interest and non-verbal communication of participants (Neuman, 2000). The goal of participant observation is to gain a deep understanding and familiarity with a certain group of individuals, their values, beliefs, and way of life. Often the group in focus is a subculture of a greater society, like a religious, occupational, or particular community group (Neuman, 2000). Observations enabled the researcher the opportunity to gather present data occurring naturally in social situations. This method allowed the researcher to obtain first-hand experience into the effects that poverty has on the school, the learners and educators. Data for this

method was collected by walking throughout the school premise, visiting educators' classrooms and observing participants throughout the research process.

5.4. Ethical considerations

The study followed and adhered to strict ethical guidelines. Before the data collection for research study could commence, the researcher had to obtain permission from three separate parties. Firstly, ethical clearance was sought from the Humanities and Social Science Research Committee of the University of the Western Cape (Appendix I). The researcher was granted permission from the Western Cape Education Department (WCED) to conduct the research study in Mitchells Plain, Cape Town (Appendix III). Lastly, the researcher obtained permission from the school principal at A-Z Berman High School to distribute questionnaires amongst the school learners and interview educators (Appendix V). Throughout the research process, the researcher ensured the protection of research participants' identity and integrity. In this regard, the following measures were taken:

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- The researcher verbally informed the adult participants on the purpose of the study and how the collected data would be used.
 - Adult participants received information sheets which stated the purpose of the study in further detail (Appendix IX).
 - Adult participants were required to sign a consent form to protect them and the researcher. All personal information provided will be kept confidential (Appendix X).
 - For child participants (16 years to 18 years old), the researcher provided them and their parents/legal guardians with information sheets (Appendix V and Appendix XIII).
 - Child participants and their parents/legal guardians were required to sign consent forms (Appendix VIII and Appendix XIV).
 - Child participants received assent forms which stated the purpose of the study in further detail (Appendix VII).
 - All forms distributed to the participants (both adult and children) and parents/legal guardians were provided in English.

- Participants were informed that their participation in the research was entirely country and that they may choose to not participate at all or decide to withdraw from the study at any given point.

5.5. Conclusion

In this chapter, a detailed discussion of the choice and application of the research design and methodology were presented. The researcher introduced two traditions of research methodology namely, qualitative and quantitative. Ultimately, it was decided that a mixed-method approach, which is essentially a combination of the two traditions would be implemented for this research study.

Other methodological considerations specifically the data collection of this research process was highlighted and explored. Methods such as literature review, questionnaires, interviews and observations were utilised for data collection. The researcher set out to establish if there was a link between poverty and the attainment of quality education through the use of these four data collection methods.



CHAPTER SIX: DATA ANALYSIS

6.1. Introduction

For this research study to be regarded as a success, the data collected needs to be analysed and interpreted in order to test the hypothesis and answer the research question. This chapter consists of the analysis, presentation and interpretation of the findings collected in this study. The researcher decided to implement a mixed-methodology approach to analysing and interpreting the data collected. The reason for this was to enable the researcher to arrive at insightful conclusions as this method employed both qualitative and quantitative methods. The analysis and interpretation of the data is carried out in two phases, which will be presented interchangeably and combined. One part, which is based on the results of the questionnaires, deals with a quantitative analysis of the data. The next part, which is based on the results of the interview, is a qualitative interpretation.

6.2. Participants demographic analysis

Two population samples from the same area were utilised in this research study. The first sample consisted of six educators at A-Z Berman High School and the second sample consisted of one hundred and eleven senior learners at the same high school.

The demographic information of the educators was based on their gender, race, academic qualification and years of teaching experience. The demographic characteristics of the learners include their race and gender

6.2.1. The educators

6.2.1.1. *The educators' gender*

Data on the gender of the educators interviewed indicate that two (33.33%) were male, while four (66.66%) were female. There was clearly a disparity of the gender population not only within the interview but also in the school in general. Through observation, it was noted that there was more female than male educators present. However, this is not an unusual sight as more female educators tend to make up about 68% of the country's teaching force (Davids, 2018). The researcher deemed that this unequal gender distribution would not have any affect in the research in any way. The higher percentage of female educators could also be attributed to the fact that Mitchells Plain consists of a gender population made up of 51.4% of females. This

link between the two could be plausible when taking into account that majority of the educators are from the Mitchells Plain area.

Table 6.1: The educators gender distribution

Gender	Freq.	Percent	Cum.
Female	4	66.67	66.67
Male	2	33.33	100
Total	6	100	

Source: Authors' field survey, 2019

6.2.1.2. The educators' race

The findings indicated that 100% of the educators interviewed were coloured and majority, if not all of the educators at the high school were coloured as well. This is not a surprising fact considering that the coloured population makes up an astounding 91% of the population in Mitchells Plain.

Table 6.2: Race distribution of the educators

Race	Freq.	Percent	Cum.
Coloured	6	100	100
Total	6	100	

Source: Authors' field survey, 2019

6.2.1.3. The educators' highest academic qualification

The findings indicated that all of the educators interviewed possessed a degree. The “other” category consists of a Master’s degree in Public Administration, an Honours degree in Educational Psychology and a BSc degree. Because the educators were instructed to indicate their highest qualification it would not be presumptuous to assume that they all or majority of them are in possession of a Bachelor of Education degree or a Diploma of Education. This assumption is based on the fact that in order to teach at any school an individual needs to possess a Bachelor of Education degree (B.Ed.), Diploma of Education or a Postgraduate Certificate in Education (PGCE). These findings indicate that the educators are professionally qualified and as a direct result possess the best skills to deliver quality education to their learners. Only one of the educators possessed a Master’s degree and this could be based on the fact that

majority of the educators were comfortable with their B.Ed. qualification and do not find the need to pursue further degrees. The reason for this could be due to the fact that they perceived masters programme to be quite expensive and time consuming. Another reason could be that in the education field in particular, experience often counts more than your academic background.

Table 6.3: Highest academic qualification achieved by educators

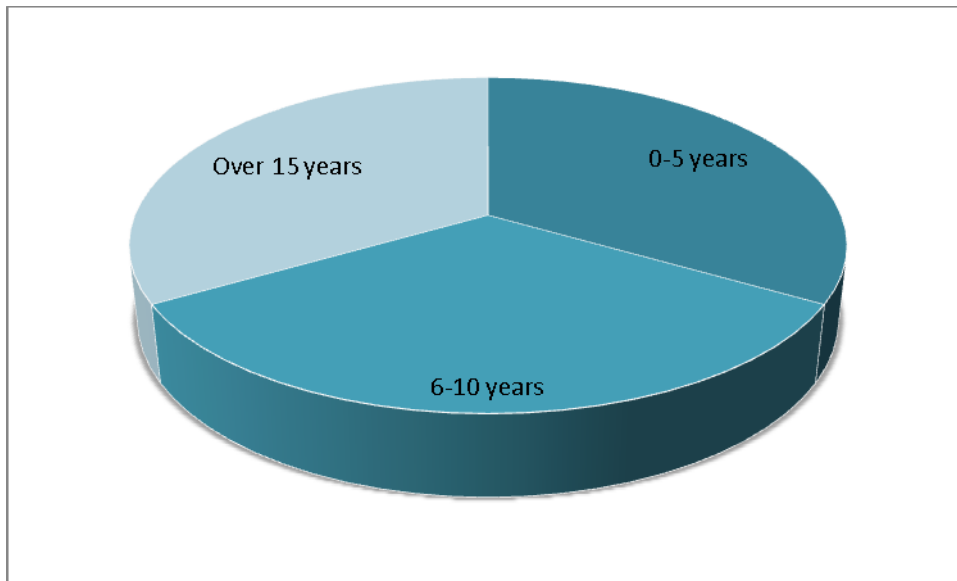
Academic qualification	Freq.	Percent	Cum.
Bachelor of Education	2	33.33	33.33
Honours in Education	1	16.67	50
Other	3	50	100
Total	6	100	

Source: Authors' field survey, 2019

6.2.1.4. The educators' years of teaching experience.

The findings indicated that the educators teaching experience was distributed equally. Two educators had between 0-5 years teaching experience; two had 6-10 years' experience and two had over 15 years' experience. The two educators within the first group are however not to be considered inexperienced as both of them have been educators for about 4 years. This indicates that the educators have ample teaching experience to handle their tasks effectively. This distribution in teaching experience could also be attributed to that 50.20% of the population within Mitchells Plain fall under the category of 25- 64 years.

Figure 6.1: The educators' years of teaching experience



Source: Authors' field survey, 2019

6.2.2. The learners

6.2.2.1. The learners' gender distribution

The findings indicated that 59 (53.15%) of the learners who answered the questionnaire were female and 52 (46.85%) were male. This corroborates with the findings of the educators where majority were female, as well as the statistics of Mitchells Plain according to Census (2011). The higher percentage of females could also be attributed to the fact that males are more likely to drop out of high school to find employment or due to involvement in gangsterism and illegal activities.

Table 6.4: The learners' gender distribution

Gender	Freq.	Percent	Cum.
Female	59	53.15	53.15
Male	52	46.85	100
Total	111	100	

Source: Authors' field survey, 2019

6.2.2.2. The learners' race distribution

According to the findings, 84 (75.68%) of the learners were coloured, 26 (23.42%) were black, and one (0.9%) was white. Considering that Mitchells Plain was created

to house the coloured community and is still today a predominantly coloured area, the findings are not surprising. Khayelitsha is a predominantly black community that is situated right next to Mitchells Plain and many black learners at the school come from there. These findings appear to corroborate the statistical findings of Census 2011.

Table 6.5: The learners' race distribution

Race	Freq.	Percent	Cum.
Black	26	23.42	23.42
Coloured	84	75.68	99.1
White	1	0.9	100
Total	111	100	

Source: Authors' field survey, 2019

6.3. Analysis of academic performance and poverty

6.3.1. Environmental and/or social factors

Educational attainment at school is influenced by a variety of interrelated factors, both within and outside the school environment (Lee & Madyun, 2009). One factor, which a learner has no control over, is the community which he/she lives in or the community of the school. According to the findings of Lee and Madyun (2009), individuals living in disadvantaged communities are more likely to achieve lower academic success than individuals living in socially and economically stable communities. Several characteristics make a distinction between a disorganized and stable community. These include family composition, high residential mobility, ethnic diversity, neighbourhood poverty and crime (Lee & Madyun, 2009).

The local community in which a school resides has a significant impact on the school. A school is a social system that has an interrelationship with its community. What happens in a school affects the community and vice versa. This phenomenon is clearly visible within the Tafelsig community and A-Z Berman High School. Therefore, in order for a school to achieve academic success, it needs the cooperation and assistance of the community. It needs to form a mutualistic relationship where both the needs of the community and school are met. Therefore, if a community expects a school to be successful in their mission of providing quality education to the children, the school needs the assistance of the community as whole. This means that a school

cannot exist in isolation, but in cooperation with the community in which it finds itself. Educator one (2019) shared the same sentiment whereby he stated, "...we need to have more core based community projects where we involve the community in the school affairs". Involving the local community in school affairs enables all parties to come together and work towards a shared goal, which is the improvement and progression of the school and community as a whole.

Very little academic information is found on the area of Tafelsig in Mitchells Plain. Although when the name is entered into Google's search engine, it produces headings related to gang violence and drug related crimes such as, "Special unit tot tackle gang violence in Tafelsig", or "Mitchells Plain marches against violence". This finding supplemented educators' opinion that gangsterism and drugs are holding its community and school learners hostage.

Educators agree that poverty is essentially the root of all evil within this community. As stated previously, RBA acknowledges poverty as a human rights violation, which is a precursor to a number of other human rights violations. One such violation is the infringement of quality education. RBA and Rawl's theory of justice states that every single child is entitled to quality education, and it is the ruling government's responsibility to ensure this is achieved. Free primary and secondary education has been made available to all children in need in South Africa. The education provided by the government meets the criteria set by former UN Special Representative, Katarina Tomasevski, that education must be available, accessible, acceptable and adaptable to be considered quality education (Viswanath, 2014). However, although it meets the criteria, the current levels of education they are receiving are simply not up to par to be considered "quality education". Therefore, all South Africans have the right to education, but there are no provisions made regarding the quality of education received. Inadequate access to quality education often perpetuates the poverty cycle, which is evident within the Tafelsig community.

One educator stated that, "the things that these kids went through and the level of poverty is on another level" (Educator five, 2019). The educator built on that statement by saying that the learners at this school faced difficulties and hardships that are unimaginable (Educator five, 2019). An extreme level of poverty and hardships in this community has enabled gang culture to grow and succeed at an

exceptional rate, which contributes to the high school dropout rates. Although the school is a “no fees” school, learners are often forced to drop out in order to financially support themselves and their families.

Gangsterism plays a significant part in why learners drop out. An educator noted that if a learner belongs to a certain gang and the school is situated in a rival gang territory, that learner is not allowed to attend school there. If the rival gang sees him/her there, he/she face the risk of being physically assaulted or even killed. Due to gangsterism being so rife in the community, the community as a whole is not considered safe. Educator three (2019) stated that “we’ve got gangsterism here, that’s rife and the kids walk in groups to be safe and they are actually very fearful for their lives”. As a result of this, learners always walk in large groups to and from school. Learners are therefore unable to stay after school for extracurricular activities or extra classes, as it is not safe for them to walk home alone or in smaller groups. Learners are also unable to walk to the local library or internet cafes in the community due to these safety concerns. It is not uncommon to hear learners give valid excuses such as, “...no I can’t walk alone because they’re shooting again” (Educator three, 2019). This directly influences their education, as they are unable to do research for assignments or projects. Many young men are susceptible to joining gangs. There are approximately one hundred and thirty gangs in Cape Town, with membership as high as one hundred thousand individuals (Kinnes, 2000). Gangsterism has been rife in the South African landscape since the 1920’s (Kynoch, 1999). There are various reasons that young men attribute to joining a gang such as, poverty, dysfunctional home and societal environments, problems at school and drug addiction (Ward & Bakhuis, 2010). Environmental constraints and a lack of societal opportunities and resources such as sport activities and recreational activities lead to an increased volume of individuals getting involved in gangs (Ward & Bakhuis, 2010).

One of the factors that affect education on the African continent is war. It can be argued that gangsterism and war contain several similarities. Gangs and rebel groups are similar in context, structure, function and process. Rebel groups occur in social environments where oppression, poverty and socio-political injustice are rife. Similarly, gangs are born and bred in dysfunctional social environments where poverty and poor education is the norm (Manwaring, 2005). Both gangs and rebel

groups create an atmosphere of fear, which results in further destabilization of an already dysfunctional environment. This undermines the legitimate authority's control within the area. Both gangs and rebel groups predominantly target young men and children from within these dysfunctional environments. If the young men do not join willingly, gangs and rebel groups use intimidation and coercion tactics to force them into joining (Sullivan, 2009). The key similarity between the two is that both use violence as a means to control the dysfunctional environment. They demonstrate their violence through threatening or targeting community members, business leaders, ordinary citizens and infrastructure (Galula, 2005). The purpose of using violence is to gain control of the environment and intimidate the population at the same time. Both gangs and rebel groups maintain a constant presence within the community to serve as a constant reminder of their control. Once either the gang or the rebel group captures control, it is often difficult for legitimate authorities such as the police to regain control again (Galula, 2005). Crime experts note that gangsterism, especially within the Cape flats community is similar to the impact that rebel groups have on individuals in countries caught up in wars. Gangsterism and war use tactics of fear and violence on individuals to get their intended outcome (Peterson, 2016).

6.3.2. Role of school and educators

6.3.2.1. Overcrowded classrooms

Overcrowded classrooms are unfortunately a part of the South African education system (Opoku-Asare, Agbenatsoe, & DeGraft-Johnson, 2014). According to Rawl's theory (2005), overcrowded classroom as a direct infringement on learners' rights to quality education. This infringement directly affects learners from poor socio economic backgrounds. The recommended learners to educator ratio for secondary education is 35:1, however in many government schools the ratio is far higher. Due to this, overcrowded classrooms present its own set of challenges for both the educator and learners. Educators' teaching methods are largely impacted by this. As a result of large volumes of learners and time constraints, educators are unable to use teaching methods such as high-order questioning or active and participatory learning. Educators are usually confined to the "chalk and talk" method, which consists of them writing what is relevant on the chalkboard and attempting to explain everything before the lesson ends. This method typically involves minimal to no interaction with the learners and is the most used method in South Africa (Opoku-Asare, Agbenatsoe,

& DeGraft-Johnson, 2014). Large classes present an increased occurrence of disciplinary problems. As a result of this, educators spend valuable lesson time addressing this and attempting to control the learners (Imtiaz, 2014).

Learners struggle to pay attention in overcrowded classrooms due to disruptive classmates (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). This statement was corroborated by majority of the learners as they stated that large classrooms have a negative impact on the overall learning process. One learner stated that, “too many students are in one class and you can’t concentrate on much if they are all having their own conversations”. Learners cannot rely on individual attention from the educator if they do not understand the work or require extra support (Mustafa, Mahmoud, Al-Hamadi, & Abdulhamid, 2014). The overall classroom and learning experience is teacher-centered. This means that the educator does majority of the talking and learners remain passive and, as a result hardly think for themselves. Furthermore, when learners are required to write controlled tests or examinations, the confined spaces create the perfect opportunity for learners to copy information from each other. Educator five supported this statement, “...the space is limited... it obviously makes testing difficult because they’re on top of one another and you can’t be everywhere to watch everyone” (Educator five, 2019). This creates further problems down the line as learners progress to the next grade without acquiring the necessary knowledge to lay a foundation to build on (Imtiaz, 2014). It has been suggested that the learners to educator ratio in the classroom be decreased to 25:1, which would benefit both the educator and learners (Bayat, Louw, & Rena, 2014). This is a necessary change that majority, if not all educators in South Africa would embrace.

With the objective to investigate issues pertaining to overcrowded classrooms, participants were asked about the classrooms over crowdedness, and as a result, the following information came about.

The recommended learners to educator ratio for secondary education is 35:1; however, at A-Z Berman the average ratio was 44:1, with some classes containing as many as 65 learners per class. All of educators and majority of the learners agreed that the larger the class, the less productive the lessons are. Educators agreed that majority of their lesson time is allocated towards “crowd control instead of working” (Educator six, 2019). Crowd control is the practice that involves attempting to get the learners to

settle down and cooperate. Educator six (2019) elaborated further and stated that, “...with a smaller class you actually have more interaction with your learners”. This view was expressed by all educators interviewed.

Curriculum Assessment Policy Statements (CAPS) is currently implemented within the schooling system by the Department of Education. It prescribes that educators need to ensure that their teaching style and lesson plan cater for different learners. This however, seems like an impossible and unrealistic task when the class size exceeds 30 learners during a time span of approximately 40 minutes per lesson. Educators agreed that they simply do not have the time to meet the needs of each and every learner in their class. Educator three (2019) stated that “if we had a smaller group we would definitely be able to cater for all of them, but with our class size it’s just no. It’s extremely difficult”. Educators’ frustrations are further exasperated by the progression policy. The progression policy states that a learner can only fail once per phase. Phases last for three years, and it starts from grade one to three; grade four to six and so on. Thus, if a learner fails for a second time within the same phase he/she will automatically be progressed to the next grade. This policy was implemented in 1998 by the Department of Education. This policy was adopted to ensure that learners who fail do not drop out of school and that they remain with peers who are in their same age category. However, this policy is arguably in direct violation of what constitutes to a quality education. If a learner has failed to grasp the concepts of a previous and arguably easier grade, how could he/she be expected to perform better in a higher grade? This policy negatively affects the individual learner, the educator and fellow learners within the classroom. Educators are faced with the increasingly difficult task of teaching learners who are at different academic levels. For instance in a grade twelve class, you might find a learner with a grade six reading level. Thus, educators are forced to spend more time with these learners to help them “catch up” to their peers, and often the educators “can’t get to that learner that actually needs their help sometimes” (Educator three, 2019). This has a negative impact on a potential top achieving learner, as the educator is not allocating sufficient time to help that learner reach his/her full potential.

The fundamental aim of the education system is to equip learners with all the necessary skills and knowledge to partake in the working environment and to achieve success. However, this seems like an impossible task when there is 30 plus learners in a class at a given time. Additionally, how is a learner who has been progressed, expected to compete

in the working environment when it is quite possible that he/she did not achieve all the skills and knowledge that was needed? “Quite a few of them can’t read and write, and they come like that from primary school because of the education system that we have” (Educator six, 2019). This is a phenomena that majority of educators in South Africa has experienced at one point or another in their teaching careers.

These factors place these already disadvantaged learners at a further disposition. Consequently, it has long-term repercussions, not only for these learners but also for their family and potential future families.

6.3.2.2. Capacity of educators

Apart from the family structure, a school is the first socialization institution that a child is exposed to. Educators play an immense role in the development in a child’s development in terms of their academic and social performance. Educators are encouraged to possess positive attitudes and display positive behavior when interacting with learners, as they have a direct effect on how learners view themselves and the world (Ataunal, 2003). Positive attitudes are more likely to lead to success, whereas negative attitudes will probably lead to failure. If an educator constantly belittles a learner due to his/her academic failure, the negative effects will be inevitable (Gecer, 2002). Teaching is far more than simply providing learners with a lesson in class. It involves supporting and motivating the learners to strive for success. A good educator realizes that they are also the role models to their learners. It is imperative for an educator to understand his/her learners’ needs, emotions, listen to them and continuously motivate them. These will lead to the learner feeling loved and that the educator is working for their benefit. Consequently, the learner will be more likely to work harder and display positive attitudes and behaviors as well (Ulug, Ozden, & Eryilmaz, 2011).

The researcher’s findings indicate that educators are a fundamental determinant of learners’ success (Hall, 2014). Educators’ capacity usually refers to their perceived abilities, skills and expertise. As mentioned before, educators are assessed by their academic qualifications, knowledge and experience. During the interviews, it was evident to the researcher that all the educators interviewed, went beyond their job description of simply teaching their subjects. “As teachers our role is even bigger, because we’re not only teachers but also psychologists, social workers, we are

mothers and fathers and the male figures” (Educator two, 2019). These educators realised that their job description extended beyond the classroom, and willingly took on whichever role the learner required from them. The educators noted that many learners come from dysfunctional backgrounds, lack self-confidence and motivation, therefore, they continuously motivate them to strive for success.

A good educator has the ability to influence a learner’s life positively. “Teachers can be role models in showing them that they can achieve a better life” (Educator two, 2019). A large portion of the learners do not have role models to look up to, therefore the educators at A-Z Berman High School have taken on that role to help the learners aspire for more. Every human being on earth has a story of how one educator has had a beneficial influence on his/her lives. A good educator is committed to their learners’ wellbeing both inside the classroom and outside the classroom. This is a quality that all of the educators interviewed possess. These educators realised that teaching in poverty stricken area encompassed its own set of problems, however that did not deter them. “A lot of the teachers who teach here chose to be here because we believe we can make a difference” (Educator one, 2019). All of them willingly chose to work there and continue to work there as they love their jobs and are dedicated to their learners and the school. Throughout the interviews, the educators stated how there are countless times when they have to use their own monetary resources to improve the learning experience of their learners. “Many times you as a teacher are left to find resources for the kids, which is extremely taxing but you’re trying to have a good lesson and build that relationship with the children that you end up spending money on them” (Educator four, 2014). While this financial burden was not one that they signed up for, not one of them complained. All that truly mattered to the educators was that their learners received the best quality education possible.

When the topic of a lack of a computer lab came up, the educators noted how they would often assist the learners in doing their research by allowing the learners to use their personal laptops, coming to school a bit earlier or leaving a bit later to allow them some extra time to use it. All of the educators were in agreement that the principal went above and beyond for the learners as well, “he will allow them in his office to come and work, you know he will give his personal laptop and say come I’ll assist and sit with you people” (Educator four, 2019). Many complimented his

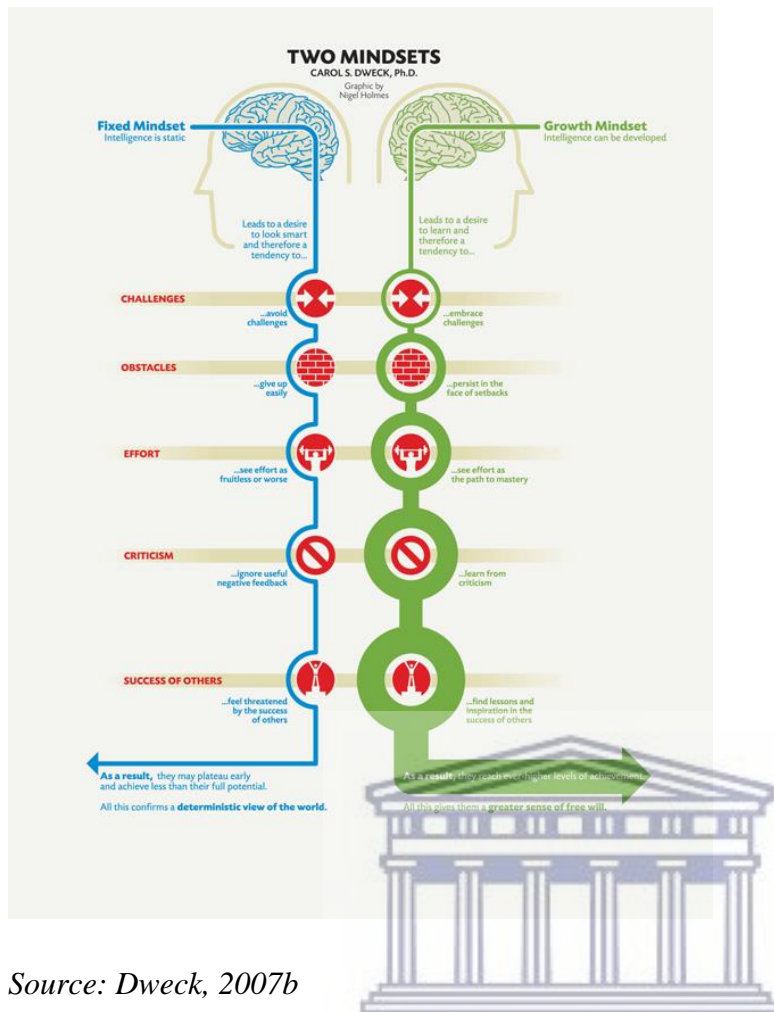
dedication to them and noted that his passion and love for the learners motivate them to do better as well.

Majority of the educators are from the Mitchells Plain area, therefore they have a vested interest in seeing their community as a whole prosper and are more committed to putting in the work required.

6.3.3. Relationship amongst learners

Mindsets are beliefs that individuals have about their own qualities and abilities. It has the potential “to profoundly affect the way you lead your life” (Dweck, 2006, p. 6). A mindset refers to the established set of attitudes, beliefs and values held by an individual. Everything an individual does in life is guided by his/her mindset, which is why it is so essential that an individual has a positive mindset. A mindset influences how an individual perceives himself/herself, his/her peers, and environment and how he/she interact with it. There are two types of mindsets, namely, a fixed mindset and a growth mindset as seen in figure 6.7. A fixed mindset views our character, intelligence and creative abilities as something that is unchangeable (Popova, 2014). Learners praised for their intelligence will be more focused on attaining good grades and appearing smart, rather than truly learning. In addition, if a learner is perceived to be doing ‘bad’ academically and not getting good marks, they will become less motivated as they believe nothing they do can change this (Dweck, 2007a). On the other hand, a growth mindset thrives on challenges and sees failure not as proof of their unintelligence, but as a stepping stone into growing individual abilities and potential (Popova, 2014). When educators praise learners that possess this mindset, they are more likely to take on challenges that are more difficult and have a mastery focus (Dweck, 2007a). Whichever mindset is manifested from a young age will greatly influence individual behavior, relationships pertaining to success and failure and ultimately your capacity for happiness (Popova, 2014).

Figure 6.2: Dweck’s two types of mindsets



Source: Dweck, 2007b

Throughout the researcher's investigation, it was discovered that the learners' mindset was a key issue at this school. The educators felt that all the effort they put in and resources given to the learners was futile unless the learners adopted a more positive mindset. The learners' negative mindset has a disastrous impact on the learners themselves, their education, future success, peers and the educators. Learners with negative mindsets tend to have low self-respect, low confidence, are less motivated and are more aggressive. Educator one (2019) stated that, "some of the learners come with baggage such as and drug abuse or born into families that do drugs. Learners end up with learning difficulties like ADHD (Attention-deficit/hyperactivity disorder) or other things". Throughout the interview process, all six educators mentioned the prevalence of learning disabilities amongst their learners. Many of these learners have learning disabilities such as ADHD or FAS (Fetal Alcohol Syndrome). Learners with ADHD and FAS experience difficulties with their schoolwork and as a result, they often achieve lower grades or even fail. This affects their confidence as it gradually manifests into feelings of uselessness or thinking that they are not good enough or

smart enough. Peers also contribute to this by teasing these learners about their learning difficulties. Majority of the learners in this school reside in the area of Tafelsig, which is known for its poverty and violence. Due to this, many of these learners have developed a “victim mindset”. This entails them thinking that a life of poverty is all that is destined for them. They do not see a way out and for that reason, they are not even motivated to try. Many of these learners have no role models to look up to or success stories to aspire to. Educator two (2019) was quoted as saying, “they do not even have role models. Their role models are their fathers in jail or mothers on tik”. Educator two further noted that many of the learners have a “poverty mentality, meaning that they do not aspire to become a doctor or pilot because they do not believe you can improve yourself”.

Many learners have noted that previous matric graduates from this high school are sitting at home and are unemployed. Therefore, it confirms their preexisting notion that succeeding in school is pointless. However, one of the educators has pointed out that although this may be the case regarding their previous matriculants, “but what the current learners do not realize is that many of those matriculants did not pass well” (Educator four, 2019). Therefore, an individual cannot just simply pass matric and be guaranteed to succeed. In today’s society, having a university degree does not even guarantee success. What does guarantee success is working hard and ensuring you always do your best. This is the mindset that educators are trying to instill in their learners. A task that is exponentially difficult since learners are constantly seeing individuals within their community gaining large sums of money through illegal activities. Being exposed to this on a regular basis fosters the notion that crime truly does pay.

Another characteristic of the victim mindset is that learners always expect handouts. A few of the educators interviewed highlighted the fact that many of these learners expect everything to be handed to them freely and as a result they have become lazy. Educator three (2019) stated that the learners appear not to show any interest in their education or even care about it, “I think maybe it is also because they get things for free”. Although, a no fees school is a necessity in underprivileged communities, it may have inadvertently made learners accustomed to receiving things for free. As a result, “they do not value what they get here at school” (Educator three, 2019). Factors, which have contributed to this are that the school is a no fee school, which

means parents/ legal guardians do not pay school fees. In addition, the school supplies the learners with some stationary in the beginning of the year and if they run out during the year, the educators do their best to ensure that they have stationary. Because the educators want to see the learners succeed, they often go out of their way to assist them with school related tasks, which has enabled learners to become comfortable and allowed them to think that if they do the bare minimum it will be fine because, there will always be someone else assisting them. This is not the case in the real world.

“Survival first, education last”. This was a theme highlighted by many of the educators. Unfortunately, this is a mindset held by far too many learners. Many of these learners come from dysfunctional households where they face some form of abuse, they do not have any food at home, or they do not even have a home. “I have had learners coming to me with stories, you can see they are just all going through something and that stems from poverty”, (Educator five, 2019). They come to school dragging personal baggage from home; they are hungry, exhausted or even unwashed. Their basic need for food, shelter, clothing and security are not being met therefore, it is impossible for them to excel academically. Many of these learners are dealing with issues that threaten their safety and existence and as a result, their focus is not on school. For some learners school is a place where they can rest for a few hours and receive a meal before returning to the dysfunction that is their everyday life. Alarmingly one of the educators noted that many of these learners do not know their basic human rights. Many of them are being abused or exploited in one way or another and to them it is normal. They do not realise that if you are being harmed in any way by a family member, friend, acquaintance or stranger that it is wrong. All six educators mentioned that a large portion of the learners are abused in one way or another by a member in their family. This adds to their lack of self-respect and lack of motivation or hope for a better future. Educator six (2019) stated that, “they do not want to see that there is a way out of poverty”, this highlights the fact that these learners are so accustomed to living in poverty and facing all the challenges and burdens associated with it, that a life without it seems implausible.

Many of the learners do not see any benefit of gaining an education. The only purpose school serves them is providing them with a meal and ensuring that they receive their

SASSA (South Africa Social Security Agency) money every month. The parents or legal guardians of children under the age of 18 years old receive R400 from the government every month. Although the SASSA money was intended to be a beneficial aid to the learners in need, it has brought about its own set of challenges for educators to deal with. Such as, these children do not come to school because they want to learn, they do it to ensure that they receive their SASSA grant money every month. Educator four (2019) was quoted as saying, “they come to school because they have to, because technically they get paid to be here at school.” Furthermore, “some of these kids literally come to school for that and you see this in the way that they perform when they come to school and that makes life difficult you know” (Educator four, 2019). This reimburses the fact that their mindset is not on learning or getting an actual education, but rather on being paid. Educator six (2019) shared this sentiment, “sometimes some learners I tell them are just here for SASSA money in any case. Because they don’t work, they don’t do anything”. This could be attributed back to the fact that these learners often possess negative mindsets and as mentioned previously, their focus is not on education, but rather on survival.

Results indicated by Figure 6.7 show that majority (63.96%) of the learners are achieving an average academic grade of 41-60%. Keeping in mind that South Africa’s fail line is at 29%, majority of the learners are safe. However compared to the rest of the world these marks are substandard and considered low. This substandard academic performance could be attributed to their low confidence, learning disabilities and lack of motivation to succeed. Although these learners are not failing, they are putting in the bare minimum academically.

“Pride” is a word that came up countless times during multiple interviews with the educators. Although the school has a feeding scheme that provides the learners with lunch, many of the educators felt that some learners were refusing to make use of this because they were too proud. They were ashamed to admit the extent of their poverty and did not want their peers to know. This in and of itself seems to be peculiar given that majority of the community in which this school resides is in poverty. The only difference is the extent of the poverty amongst individuals. Although majority of the learners have developed the notion of expecting everything for free, there are still some who are afraid to ask for help. One educator noted that a learner failed to write a

controlled test because he did not have a pen and was too afraid to ask for a pen from the educator.

Table 6.6: Academic performance of learners

Academic Performance	Freq.	Percent	Cum.
0-40%	9	8.11	8.11
41-60%	71	63.96	72.07
61-80%	30	27.03	99.1
81-100%	1	0.9	100
Total	111	100	

Source: Authors' field survey, 2019

6.3.3.1. Learners academic aspirations

It is a widely known that education serves as a means to reduce poverty. Investing in human capital through education and skill development for young individuals remains important. Fortunately, many young individuals share this sentiment and are motivated to achieve a better life through means of education (St Clair & Benjamin, 2011). Pursuing a tertiary education is more likely to lead to higher paying occupations and consequently make a better contribution to development of the individual, community, society and the country as a whole. Aspirations are an individual's desire to obtain a particular goal such as a certain occupation or level of education (Kao & Thompson, 2003). Aspirations are built on young individuals' own ideas and how they respond to their surrounding environment (Kintrea, Clair, & Houston, 2011). Aspirations motivate individuals to work harder and achieve more in order to ensure that their goal is fulfilled (Sherwood, 1989). Aspirations are often influenced by family background, peers, socioeconomic status and the community. Every individual has aspirations, regardless of their socio economic background. However, there are ongoing debates predominantly concerning individuals from disadvantaged socio economic backgrounds and their aspirations. Some may argue that these individuals may lack the capability to aspire and view poverty as an unchangeable factor in their lives (Appadurai, 2004). These individuals tend to achieve less because they have a limited vision for their future and simply lack motivation and faith in themselves. However, another viewpoint is that individuals

who are born and live in poverty, place more value on education and the possible opportunities that it represents. Individuals living in poverty want to change their lives and are more motivated to succeed. They also regard aspirations as motivators to change their current situation, rather than remain in it. However, many believe that aspirations are more influenced by perceived opportunities than the current situation that individuals find themselves in (Sherwood, 1989). Although aspirations are high among young individuals, it is not enough. In order to achieve success, young individuals need to have a plan in place to implement and achieve this/her aspirations (Kintrea, Clair, & Houston, 2011). Aspirations can be both short and long term. Individuals from disadvantaged backgrounds are often not exposed to a greater range of occupations. This results in them often not understanding the job content of their dream occupation. Therefore, it is imperative that young individuals receive informed and detailed advice in order to assist them in choosing a career path that will lead to the fulfillment of long term ambitions (Kintrea, Clair, & Houston, 2011). Educators at A-Z Berman High School has made it a point to ensure they support their learners in furthering their academic aspirations and studies by, “.constantly motivating, and informing them of opportunities out there” (Educator six, 2019).

In an attempt to understand the learners academic aspirations different types of questions were raised. In this regard, a range of views were expressed by respondents. For example according to Figure 6.8, 84.68% of the learners plan on studying at a tertiary institution once they have completed high school and obtained their matric certificate. The academic performance category that had the highest number of learners wanting to further their education was that of 41-60%. Throughout the questionnaire, majority of the learners indicated that they plan to study at a university. However, this would require them to graduate matric with a Bachelors pass. A bachelor's pass degree requires the learner to have at least 40% for their home language, 50% for four other subjects excluding life orientation, 30% in language of learning and teaching, 30% for another subject and pass at least six out of their seven subjects. This pass would enable learners to study at a university, university of technology, TVET College or any Higher Learning Institution. Considering that the grading category ranges from 41-60%, it appears that majority of the learners will be graduating with a Bachelors pass. However, according to the educators this may be misleading as majority of the learners are achieving an average grade in the 40% and

early 50%. Many of the learners fail to realise that gaining entry into a tertiary institution is extremely competitive and requires good marks. Often learners require extra classes to achieve better grades however, due to the social circumstances and resources in the Tafelsig community and the high school this is a futile option. As seen in figure 6.9, 80% of the learners that regard education as important intend on studying at a tertiary institution. This is a good indicator that they realise that education has the ability to transform your life for the better and break the poverty cycle. However many of them fail to realise that the current academic marks that they are achieving just is not good enough. Therefore, if a learner truly wants to study at a tertiary institution they will need to bring their marks up from 41-60% to at least 61-80%. This would require dedication and determination from the learners. Unfortunately, many learners lack these driving forces and as a result, they will not put in the work that is required to succeed. This then results in the fact that many learners will not gain entry into a tertiary institution and risk the chance of enabling the poverty cycle to continue.

Table 6.7: Link between academic performance and ambitions to study at a tertiary institution

Academic Performance	Tertiary Education		Total
	No	Yes	
0-40%	3	6	9
41-60%	11	60	71
61-80%	3	27	30
81-100%	0	1	1
Total	17	94	111

Source: Authors' field survey, 2019

Table 6.8: Link between the importance of education and ambitions of study at a tertiary institution

Importance of Education	Tertiary Education		Total
	No	Yes	
Important	13	89	102
Not important	1	0	1

Slightly important	3	5	8
Total	17	94	111

Source: Authors' field survey, 2019

6.3.4. Relationship amongst parents

The home environment is considered a vital part in shaping a child's interest, beliefs and motivations (Iruka & Barbarin, 2008). Therefore, parents are an essential component in a child's life as they play a role in molding them. Farooq, Chaudhry, Shafiq and Berhanu (2011), and Friedel, Cortina, Turner, and Midgely, (2010), were all in agreement that parental involvement in their children's lives and a positive home environment leads to higher academic performance by the children. Parental involvement includes attending parent-teacher meetings, monitoring and assisting with homework and school related tasks, and most importantly, encouraging and motivating their children and celebrating all of their achievements (Davis, 2000). A dysfunctional home environment (e.g. conflict, substance and drug abuse, child abuse and a lack of parental involvement) can affect a child's academic performance and behavior negatively. Children coming from these environments are more prone to engage in reckless and sometimes illegal activities, have low literacy and self-esteem, lack motivation and tend to have lower academic records (Barnes & Farrell, 1992).

Respondents were asked about their experiences, attitudes and perceptions of the relationship amongst parents. Based upon the information obtained from several respondents, the researcher made the following deductions.

For many of us when we think of our home we regard it as our safe haven. A place where we are in peace, relaxed and essentially safe. It is a place where we are surrounded by love and family. Our homes should be the safest place on earth and our escape from the rest of the world. Unfortunately, for many of the learners at this school this is not the case. For many home is where the true horrors of reality reside. Many learners come from dysfunctional households that is characterised by either single parent, child-headed or overcrowded households. In majority of the cases the educators have limited or no contact whatsoever with learners' parents/legal guardians. When there are parent-teacher meetings at school, "learners don't want to bring their parents because their parents might be alcoholics or even drug addicts"

(Educator six, 2019). In a large portion of the cases, “a lot of grandparents come because the mother is a drug addict and on the go and the grandparents have to look after this child” (Educator six, 2019). It is actually a rare occurrence where the learners are raised by their parents, or their parents are still in a committed relationship and residing in the same house. Many of the single-parent households are run by the mother alone. This leaves a lot of boys without a present father figure. This absence is often a precursor to them becoming involved in gansterism. Many of these learners are part of gangs for various reasons. Gang life provides them with a source of income through illicit activities and it becomes a substitute family for them. Many of these learners need and crave a stable family structure and being part of a gang provides them with it. One educator noted that these learners are so committed to their gangs that they drop out of school because their school is in the territory of another gang and they are forbidden from entering the territory.

Some parents/legal guardians are either abusing alcohol or drugs of some sort. This addiction results in them being unable to care for their children to the best of their ability. In most cases, these children are left to fend for themselves. These parents are failing in their parental duties such as providing them with a safe home environment. Parents fail to discipline their children and instill values within them, as a result “their value system is non-existent, because of where they come from and the things that they have to deal with” (Educator three, 2019). These children are not being supported or motivated to succeed in life. In many cases, they are ridiculed and talk down upon by their own parents and/or family members. This creates a situation where the learner is more likely to mirror the parents’ behavior and abuse drugs and alcohol as well. Learners exhibit this behavior by, “swearing at people or when they get angry they want to get aggressive because that is what they are used to” (Educator three, 2019). Although a common cause for either abusing drugs or alcohol is to numb the internal pain that you are experiencing or it provides some form of escape from your problems, even if it is just for a brief moment of time.

Majority of the parents/ legal guardians of learners failed to complete high school or they just have a matric certificate. Failing to go to a tertiary institution does not necessarily mean that you will become unsuccessful in life, however having a degree or diploma does help in ensuring you receive a higher paying job. As seen in figure 6.10, there is a strong relationship between lower income and having some sort of

secondary education or a matric certificate. Only 40.54% of the parents/legal guardians obtained a secondary education. Out of the 40.54% of parents/legal guardians that only obtained a secondary education, 21% of them earn less than R5 000 a month and 16.21% of them earn between R5 000- R9 000 per month. Parents/legal guardians that obtained a matric certificate were significantly higher at 51.35%. Out of the 51.35%, 25.22% of parents/legal guardians are earning between R5 000- R9 000 per month and 14.42% of them are earning between R10 000- R20 000 per month. Only 8.11% of parents/legal guardians received a tertiary education and only 5.41% of them earn more than R20 000 a month. This is alarming considering that the cost of living is so high, which is further, exasperated by regular fuel and food price increases.

Table 6.9: Link between parents' education level and household income

Parents education level	Household income				Total
	Less than R5 000	R5 000-R9 000	R10 000-R20 000	More than R20 000	
Secondary education	24	18	1	2	45
Matric	13	28	16	0	57
Tertiary education	0	1	2	6	9
Total	37	47	19	8	9

Source: Authors' field survey, 2019

Table 6.10: Link between academic performance and household income

Academic Performance	Household Income				Total
	Less than R5 000	R5 000- R9 000	R10 000-R20 000	More than R20 000	
0-40%	5	4	0	0	9
41-60%	25	30	12	4	71
61-80%	7	12	7	4	30
81-100%	0	1	0	0	1
Total	37	47	19	8	111

Source: Authors' field survey, 2019

In Figure 6.11, the learners who come from the two lowest household income categories, “less than R5 000” and “R5 000- R9 000”, make up the majority of the grade category, which is “41-60%”. The grade category consists of 22.52% of learners with a household income of less than R5 000 a month and 27.03% of learners with a household income of R5 000- R9 000 per month. The grade category of 41-60% has proven to be the average within this school, therefore it will not be presumptuous to conclude that these two household income groups represent majority of the families. Majority of the learners fall within this grade category because they may be complacent and simply do not want to work harder. Exposure to poverty and violence either has two effects on individuals; it acts as a driving force and motivates them to do better in order to achieve a better life. On the other hand, the latter occurs and it demotivates the learners and tricks them into thinking that they were destined for a life of poverty. However, as seen in figure 6.12, the two household income categories of “less than R5 000” and “R5 000- R9 000” appears to be a popular within the context of this research study. Majority of the learners who fall under these categories expressed a desire to study at a tertiary institution. About 27.03% of learners whose parents earn less than R5 000 stated that they would like to study further and 35.14% of learners whose parents earn between R5 000- R9 000 want to study further. A reason for this could be that these learners see the struggles that their parents go through and are motivated to achieve more and break free from poverty. Children growing up in poverty and a dysfunctional community such as Tafelsig are exposed to violence daily and they see first-hand how their parents struggle to put food on the table and many often do not have a place to sleep or they live in overcrowded houses. For many children poverty becomes a motivating force to succeed to ensure they have a better life. Therefore, these learners may believe that passing matric with a bachelors pass will automatically give them entrance into a tertiary institution, which unfortunately is not the case. Although they want to escape poverty and achieve a better life, they are not putting in the adequate work to achieve it.

Table 6.11: Link between household income and tertiary education

Household Income	Tertiary Education	Total
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	No	Yes	
Less than R5 000	7	30	37
R5 000- R9 000	8	39	47
R10 000- R20 000	1	18	19
More than R20 000	1	7	8
Total	17	94	111

Source: Authors' field survey, 2019

6.3.5. Relationship amongst school

Educational resources play an integral part in the development of a conducive teaching environment (Usman, 2016). The availability of school resources enhances the effectiveness of the school as it has the ability to bring about good academic performances in the learners. School resources refer to the textbooks, projectors and other learning material used within the classroom to enhance the overall learning experience (National Teachers Institute, 2004). Accessibility to resources enables school management to be effective and efficient which leads to enhanced output by the education system (Usman, 2016). Availability and accessibility to resources alone do not guarantee educational success. However, in conjunction with adequate teaching practices and management, it has the potential to yield success (Usman, 2016). The proper management and utilization of resources not only boosts the morale of the educators and learners but it also ensures that goals are achieved. Whereas a shortage of resources has the ability to threaten goal achievement for the school as a whole (Usman, 2016).

Other resources such as a library and sport facilities such as netball courts and soccer fields are essential. Participating in sport promotes a healthy and active lifestyle, which in turn has a positive impact on the learners mentally and physically. When learners are physically healthy, they achieve more academically.

Sport promotes a sense of comradery and friendly competitiveness. It also provides a positive outlet for learners' aggression and deters them from getting involved in illegal activities. However, A-Z Berman High School does not have any sport facilities. Educators mentioned that some learners have voiced their dissatisfaction over this.

The lack of a school library poses particular problems for the learners and educators. Educators voiced concerns about this, as it prevents learners from being able to do their own research for projects and assignments. As mentioned previously this poses a problem, as it is not safe for learners to walk to the library or internet cafes. Subsequently, it prevents learners from developing adequate research skills. Having access to a library allows learners to broaden their knowledge and improve their reading skills and vocabulary.

As the world is becoming more modernized, it is essential for schools to follow the same path. Technology and computers specifically, play a vital role in the modern day business world. Therefore, it is essential that learners know how to operate a computer from an early age.

6.4. Conclusion

In conclusion, participants were able to identify various barriers related to poverty that affected the learners. Educators in particular observed daily how poverty negatively affected their learners and their learning experience. Educators also highlighted the fact that education was not just affected by one factor but by a variety of factors. By completing the questionnaires, learners provided more insight into their home life and future academic plans. The relationship between the school, learner and community was shown to be significantly interrelated. This means that the one part has a direct link and impact on the other two parts. Within the context of the Tafelsig community, it is impossible to discuss the one without acknowledging the existence of the other two.



CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.1. Introduction

The purpose of this research study was to establish to what extent poverty affects high school learners academic performance. From the findings, it is clear that poverty does indeed affect the learners' academic life and their personal life. The discussion in this chapter starts with a summary of the research findings, followed by proposed recommendations and then the conclusion.

7.2. Summary of the research findings

The findings of the study have highlighted the fact that the Tafelsig community is one riddled with crime, violence and gangsterism. However, the underlying cause that has led to this community's dysfunction is poverty. Poverty is considered the root of all evil, which has led to the emergence of social ills within the community.

The study showed that the youth of the Tafelsig community are often enticed to join the gang culture. The gang may give them a sense of stability and family, especially because many of them come from single parent households where the father is most often not present. Gang culture may provide them with a sense of security, as violence in this community is extremely high. It also serves as a source of income. Majority of the residents in this community live in extreme poverty and gangsters are often perceived to be well off due to their various illegal activities, which provide them with a constant source of money.

The study further showed that learners' home life also affects his/her academics. Educators noted that learners who come from dysfunctional households are not able to concentrate in class and are often preoccupied with his/her worries. Many learners come from households where he/she are abused in some way, where he/she are not receiving adequate love, attention and support, households that is often overcrowded or in extreme cases, some learners do not even have a place to call home and are forced to sleep on the street. For these learners survival comes first and education takes a backseat. Within the limited scope of this study, the research was successful in pointing to the impact of poverty on educational attainment for adolescents using a case study of Mitchells Plain, in Cape Town, South Africa. Investigations conducted in the course of this research also clearly indicated that the impact of poverty on educational attainment for adolescents. A summary of the major findings is presented as follows. First, as mentioned in objective one, the study revealed that poverty gave rise to other social ills, which all plays a part in affecting learner's academics. Poverty affects a learner's entire life, which in turn affects his/her academics.

The study revealed that the educators play a crucial role in the lives of these learners. It was concluded that since these educators are from Mitchells Plain they have a stake in seeing their community change for the better and, their learners achieve success. These educators realized that teaching at a school in poverty stricken area comes with its own set of challenges, yet they all willingly chose to teach there. These educators realise that they are not simply the learners' "educator" but they also take on the role of mother, father, friend, role model, motivator and counsellor. Many of these educators go out of their way to ensure that their learners succeed in their academics and truly embody the ethos of what it means to be an educator.

The school is a no fees school. Simply put it means that learners are not required to pay school fees and at the beginning of the year, they receive stationary such as textbooks, pens and notebooks free. The school also has a feeding scheme in place that provides learners with one meal a day. Although the school is a mobile school and is waiting on the WCED to build it a “proper” school building, this school is equipped with everything that it needs according to the educators. The school has textbooks, stationary and projectors. The educators have been able to make do with what they have. Through interviews with the educators and observations it is noticeable that the school’s principal plays a tremendous role in the success of the school. Educators were unanimous in their opinion that he goes over and above for the learners and the educators and assists them in any way he can.

The findings showed that the learners and educators have a good relationship for the most part. Learners often look up to the educators and regard them as role models and parental figures. Learners also confide in the educators and turn to them for advice. Educators agreed that in order to be a good educator you need to be able to strike a healthy balance between being firm with them and knowing when you need to treat them with a little more compassion. Educators also noted that it is crucial for them to be able to notice when a learner is not in good shape or spirit as it has the potential to affect the whole class.

The relationship between the parents and educators and/or school is virtually nonexistent. Educators shared the sentiment that it is very rare that parents actually attend parent meetings or interact with the school or educators. This lack of parental involvement could be due to the fact that parents are busy working in order to make enough money to survive or they are just not interested. On those rare occasions when parents do attend school meetings, the educators are often shocked to see that parents are virtually the same age as the learners, and it is a scenario of “a child raising a child”. The recommendations and conclusion based on the research findings are to be discussed as follows.

7.2. Limitations

Although the researcher’s sample size was 100, the return rate of questionnaires was low. The researcher distributed 150 questionnaires in March 2019 however, due to low returns the researcher decided to distribute another 150 questionnaires in April

2019, which resulted in 120 questionnaires being returned. Unfortunately, 19 of these questionnaires' were deemed invalid by the researcher, which left the researcher with 111 questionnaires to analyze.

The researcher intended to interview ten educators at the high school however only six educators were interviewed. The reason for the disparity between the intended sample and actual sample was that educators rarely had free time and when they did, they had to attend to marking of tests or assignments or completing their administration work. This resulted in a relatively small sample size.

The school itself is unique in that it is situated within a community that has a high prevalence of poverty. Validity, in the case of this study is context bound. Although the findings are relevant, it is not considered generalizable due to the specific site demographics.

An internal validity limitation for this research study is the lack of control the researcher has over questionnaire locations. The quantity and quality of some of the responses may have been impacted by the surroundings of the learners. Learners may have discussed their opinions and answers pertaining to the questionnaire with each other or family members, which could result in possible bias.

7.3. Recommendations

The researcher believes that it is important to view poverty and education through the lens of the educator, learner and community collectively in order to adequately inform recommendations for future action. These individual entities should be regarded as a collective. Therefore, in order for the one to succeed the other two has to succeed as well.

Throughout the research, it was concluded that the Tafelsig community is one riddled in poverty and gangsterism. Therefore, attention should be given to improve the community as a whole and create a sense of Ubuntu within the community. The researcher suggests that the school, neighbouring schools and the community work together to establish stronger ties with one other. This could be done through having various family events and activities at the school, which involve the community and family of learners. A continuous concern regarding learners' safety was raised therefore, neighbourhood watch initiatives could be established and implemented.

This will not only benefit the safety of the learners but it would benefit the entire community.

Although the relationship between poverty and education is complicated, schools have the ability to mitigate the effects of poverty. This can be done through addressing basic needs such as hunger. Although the school currently has a feeding scheme in place, learners often feel ashamed to make use of it. Therefore, a policy could be implemented where learners should be prohibited from bringing their own food to school thus, all the learners will in a sense be “forced” to make use of the feeding scheme. Another suggestion could be to establish a vegetables garden at school. It will be an activity that involves all the learners at school and could establish a sense of responsibility and pride amongst the learners.

Although this school is a no fees school, learners still experience difficulties in buying school uniform and school stationary. Therefore, large corporations such as Pick n Pay or CNA could be approached and asked to sponsor stationary and school uniforms to learners at the school.

Based on the educators’ opinions about poverty and education, the researcher recommends that educators receive regular training to ensure they have the adequate knowledge and skills to deal with the challenges presented by learners living in poverty. Counselling courses should become a mandatory part of training as all of the educators interviewed stated that teaching in an area perforated in poverty has its own unique set of challenges and learners often turn to them for help.

A suggestion for further research includes recommendations to investigate how poverty affects educational attainment in different communities. The more communities are looked at, the better the results will be.

7.4. Conclusion

In summary, this research study was able to answer the research question and prove the hypotheses accurate. Findings produced within this research study corroborate that of Marius Roodt (2008) and Nic Spaull (2014), which stated that our education system is in a crisis and that many schools fail to prepare children for life at a tertiary institution and in the workplace. Bayat, Louw and Rena (2014), conducted a research study in underprivileged high schools in the Western province, their findings were

that socio-economic, and community challenges such as poverty, hunger, unemployment, drug abuse, gangsterism and violence had a significant impact on education. The researcher found this to endorse the outcomes of this study as well, considering that, both studies were conducted in the Western Cape and both focused on underprivileged high schools. Poverty has had a tremendously negative effect on the Tafelsig community as a whole and unfortunately on the lives of the learners. It has affected the learners' individual lives, family lives as well as their academic lives. Poverty, gangsterism and violence are rife within the community of Tafelsig and have a remarkable impact on the lives of the learners.

In order to ensure that all learners have access to quality education and they actually receive it, the problem of poverty and problems created by it needs to be addressed. Therefore, the Government of South Africa needs to priorities combatting poverty and implement a community-based approach in doing so. This will yield more success in alleviating the problems as the community members have experienced all of the challenges first hand and they know what it truly best for them. A community-based approach is also beneficial as this study showed a link between poverty, issues prevalent in the community and education.

Only in doing this will the issues pertaining to the quality of education be addressed. Poverty and education go hand in hand, therefore it is impossible to expect the one to work if the other one is in disarray.

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**APPENDIX I: UNIVERSITY OF THE WESTERN CAPE ETHICS
APPROVAL OF CONSENT LETTER**



OFFICE OF THE DIRECTOR: RESEARCH
RESEARCH AND INNOVATION DIVISION

Private Bag X17, Bellville 7535
South Africa
T: +27 21 959 4111/2948
F: +27 21 959 3170
E: research-ethics@uwc.ac.za
www.uwc.ac.za

04 February 2019

Ms CM Gardiner
Institute for Social Development
Faculty of Economic and Management Sciences

Ethics Reference Number: HS18/10/27

Project Title:

An assessment of the impact of poverty on educational attainment for adolescents: A case study of Mitchell's Plain in Cape Town, South Africa.

Approval Period:

30 January 2019 – 30 January 2020

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

HSSREC REGISTRATION NUMBER - 130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE

**APPENDIX II: RESEARCH APPLICATION LETTER TO THE WESTERN
CAPE EDUCATION DEPARTMENT**



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Letter requesting permission from Western Cape Education Department

Research topic: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

I am writing to request permission to conduct a research study at a high school in Mitchells Plain, Cape Town. I am currently a Master of Arts in Development Studies student at the University of the Western Cape, and I am in the process of writing my master's thesis. The study is entitled, "an assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa".

Aim of the research:

The aim of this study is to assess the impact that poverty has on high school learners academic performance in the community of Mitchell's Plain, which the intention to provide appropriate conclusions and recommendations on how academic performance can be improved.

Benefits of the Research to schools:

This research results may help the investigator learn more about the link between poverty and educational attainment in South Africa. It is hoped that this study will uncover the problems and challenges that exists between these two concepts in order to come up with an informed recommendations to the policy makers and other development practitioners on how to improve education in South Africa.

Research Plan and Method:

I hope that the school administration will allow me to recruit approximately 150 Grade 10 to Grade 12 learners from the school to anonymously complete a 4-page questionnaire (copy enclosed). Interested learners, who volunteer to participate, will be given a consent form to be signed by their parent or guardian and returned to the primary researcher at the beginning of the survey process. The learners themselves will also be given a consent form to sign and return. The researcher also hopes to interview approximately 10 educators from the school (copy enclosed). The interview process will occur when the educators' are available and have time.

All personal details will remain absolutely confidential and anonymous No costs will be incurred by either the school or the individual participants.

Protection of the learner:

The research and researcher will not expose the learners to any harm of any sort. Although the researcher is committed to ethical research practices and realises that the nature of the questions may evoke difficult feelings. Therefore, free counselling services will be made available to the child to make use of before or after the study. Louisa Van Romburg will provide her assistance in this research study and provide free counselling services to the learners should they need it. She can be contacted on;

(C) 0739710428

Email: la.vanromburg@gmail.com

Alternatively, Childline can also be contacted as they offer free counselling services and their details are as follows;

Tel: (+27)-(0) 21 762 8198 (toll free)

Email: info@childlinewc.org

No. 38 Fleming Road, Wynberg, Cape Town, 7800

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time.

Thank you for taking the time to read this information.

If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: 3865935@myuwc.ac.za.

If you have any questions about the research study itself, or if you wish to report any problems you have experienced related to the study, please contact: please contact my supervisor Dr. Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbabo@uwc.ac.za.

Should you have any further questions regarding this study and your rights as a participant, or if you wish to report any problems you have experienced related to the study, please contact:

Professor Mulugeta Dinbabo
Acting Director
Institute for Social Development
School of Government
University of the Western Cape
Private Bag X17
Bellville 7535



This research has received ethical approval from the Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, email: research-ethics@uwc.ac.za

**APPENDIX III: RESEARCH LETTER OF CONSENT FROM THE
WESTERN CAPE EDUCATION DEPARTMENT**



Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20190213-1560
ENQUIRIES: Dr A T Wyngaard

Ms Carlene Gardiner
The Lakeside
Promenade Road
Muizenberg
7950

Dear Ms Carlene Gardiner

**RESEARCH PROPOSAL: AN ASSESSMENT OF THE IMPACT OF POVERTY ON EDUCATIONAL
ATTAINMENT FOR ADOLESCENTS: A CASE STUDY OF MITCHELL'S PLAIN IN CAPE TOWN, SOUTH
AFRICA**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from 04 March 2019 till 14 June 2019
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December)
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards,
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 13 February 2019

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

**APPENDIX IV: RESEARCH PERMISSION LETTER TO MITCHELLS
PLAIN HIGH SCHOOLS**



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Letter requesting permission from school principal

Research Topic: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

I am writing to request permission to conduct a research study at your school. I am currently a Master of Arts in Development Studies student at the University of the Western Cape, and I am in the process of writing my master's thesis. The study is entitled, "an assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa".

Aim of the research:

The aim of this study is to assess the impact that poverty has on high school learners academic performance in the community of Mitchell's Plain, which the intention to provide appropriate conclusions and recommendations on how academic performance can be improved.

Benefits of the research to schools:

The research is not designed to benefit the school personally, however the results may help the researcher learn more about the link between poverty and educational attainment in South Africa. It is hoped that this study will uncover the problems and challenges that exists between these two concepts in order to come up with an informed recommendations to the policy makers and other development practitioners on how to improve education in South Africa.

Research plan and method:

I hope that the school administration will allow me to recruit approximately 150 Grade 10 to Grade 12 learners from the school to anonymously complete a 4-page questionnaire (copy enclosed). Interested learners, who volunteer to participate, will be given a consent form to be signed by their parent or guardian and returned to the primary researcher at the beginning of the survey process. The learners themselves will also be given a consent form to sign and return. The researcher also hopes to interview approximately 10 educators from the school (copy enclosed). The interview process will occur when the educators' are available and have time.

All personal details will remain absolutely confidential and anonymous. No costs will be incurred by either the school or the individual participants.

Protection of learners:

The research and researcher will not expose the learners to any harm of any sort. Although the researcher is committed to ethical research practices and realises that the nature of the questions may evoke difficult feelings. Therefore, free counselling services will be made available to the child to make use of before or after the study. Louisa Van Romburg will provide her assistance in this research study and provide free counselling services to the learners should they need it. She can be contacted on;

(C) 0739710428

Email: la.vanromburg@gmail.com

Alternatively, Childline can also be contacted as they offer free counselling services and their details are as follows;

Tel: (+27)-(0) 21 762 8198 (toll free)

Email: info@childlinewc.org

No. 38 Fleming Road, Wynberg, Cape Town, 7800

School involvement:

Once I have received your consent to approach the learners and educators to participate in this research study, I will

Arrange informed consent to be obtained from participant's parents

Arrange a time with your school for data collection

Obtain consent from participants

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time.

Thank you for taking the time to read this information.

If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: 3865935@myuwc.ac.za.

If you have any questions about the research study itself, or if you wish to report any problems you have experienced related to the study, please contact: please contact my supervisor Dr. Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbabo@uwc.ac.za.

Should you have any further questions regarding this study and your rights as a participant, or if you wish to report any problems you have experienced related to the study, please contact:

Professor Mulugeta Dinbabo
Acting Director
Institute for Social Development
School of Government
University of the Western Cape
Private Bag X17
Bellville 7535

This research has received ethical approval from the Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, email: research-ethics@uwc.ac.za

APPENDIX V: LETTER OF CONSENT FROM SCHOOL PRINCIPAL



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

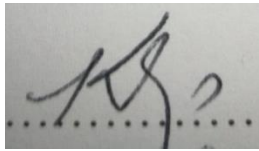
Letter of consent for School Principal

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

I give consent for the researcher to approach learners, Grade 10 to Grade 12 and educators to participate in the research study. I have read the study Information statement explaining the purpose of the research project and understand that:

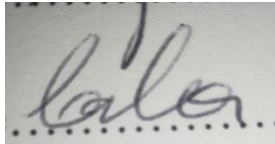
- The role of the school is voluntary
- I may decide to withdraw the school's participation at any time without penalty
- The learners will be invited to participate and that permission will be sought from them and from their parents.
- Only learners who consent and whose parents consent will participate in the project
- All information obtained will be treated in strictest confidence.
- The learners' names will not be used and individual learners will not be identifiable in any written reports about the study.
- Participants may withdraw from the study at any time without penalty.
- A report of the findings will be made available to the school.

Name of the principal:... K.E VOGES.....Signature...



..... Date2019-03-08.....

Name of the Interviewer:... C.M GARDINER.....Signature...



.....Date.....2019-03-08.....



If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: <mailto:3865935@myuwc.ac.za>

If you have any questions about the research study itself, or if you wish to report any problems you have experienced related to the study, please contact: please contact my supervisor Dr Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbabo@uwc.ac.za.

Should you have any further questions regarding this study or if you wish to report any problems you have experienced related to the study, please contact:

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This research has received ethical approval from the Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape, Tel. 021 959 2988, email: research-ethics@uwc.ac.za



APPENDIX VI: INFORMATION SHEET FOR LEARNERS



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Information Sheet (Learner Questionnaire/ Survey)

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

What will I be asked to do if I agree to participate?

If you agree to participate in this research project, you will be asked to answer questions pertaining to poverty and education. The questionnaire will be handed out to you and collected once you are done completing it.

Would my participation in this study be kept confidential?

All your personal information, including your name will be kept confidential and will not be disclosed to anyone. Only pseudonyms will be used in the final report and in all published reports to protect your privacy. Your identity will be protected to the maximum extent possible.

This research project involves making audiotapes. The interview will be recorded so that I can accurately transcribe the conversation. All information obtained from the interview will be treated with strict confidentiality and will be used for research purposes only. The recorded notes during the interview will be kept securely in a locked file cabinet in my study room that will only be accessed by me. Furthermore,

you and I will be asked to sign a consent form that binds me to keep to what we would have agreed upon.

What are the risks of this research?

There are no known risks associated with participating in this research project.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the link between poverty and educational attainment in South Africa. It is hoped that this study will uncover the problems and challenges that exists between these two concepts in order to come up with an informed recommendations to the policy makers and other development practitioners on how to improve education in South Africa.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalised or lose any benefits to which you otherwise qualify.



Is any assistance available if I am negatively affected by participating in this study?

This research will not expose you to any harm as a result of your participation. Although the researcher is committed to ethical research practices and realises that the nature of the questions may evoke difficult feelings. Therefore, free counselling services will be made available to the child to make use of before or after the study. Louisa Van Romburg will provide her assistance in this research study and provide free counselling services to the learners should they need it. She can be contacted on;

(C) 0739710428

Email: la.vanromburg@gmail.com

Alternatively, Childline can also be contacted as they offer free counselling services and their details are as follows;

Tel: (+27)-(0) 21 762 8198 (toll free)

Email: info@childlinewc.org

No. 38 Fleming Road, Wynberg, Cape Town, 7800

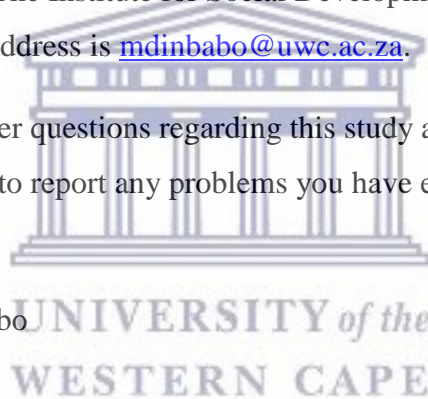
What if I have questions?

If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: 3865935@myuwc.ac.za.

If you have any questions about the research study itself, or if you wish to report any problems you have experienced related to the study, please contact: please contact my supervisor Dr Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbabo@uwc.ac.za.

Should you have any further questions regarding this study and your rights as a participant, or if you wish to report any problems you have experienced related to the study, please contact:

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Acting Director
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School of Government
University of the Western Cape
Private Bag X17
Bellville 7535



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**APPENDIX VII: ASSENT FORM FOR LEARNERS AGED 16 YEARS TO 18
YEARS**



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Assent form for respondents aged 16 years to 18 years

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

What will I be asked to do if I agree to participate?

If you agree to participate in this research project, you will be asked to answer questions pertaining to poverty and education. The questionnaire will be handed out to you and collected once you are done completing it.

Would my participation in this study be kept confidential?

All your personal information, including your name will be kept confidential and will not be disclosed to anyone. Only pseudonyms will be used in the final report and in all published reports to protect your privacy. Your identity will be protected to the maximum extent possible.

Furthermore, you and I will be asked to sign a consent form that binds me to keep to what we would have agreed upon.

What are the risks of this research?

There are no known risks associated with participating in this research project.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the link between poverty and educational attainment in South Africa. It is hoped that this study will uncover the problems and challenges that exists between these two concepts in order to come up with an informed recommendations to the policy makers and other development practitioners on how to improve education in South Africa.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalised or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

This research will not expose you to any harm as a result of your participation. Although the researcher is committed to ethical research practices and realises that the nature of the questions may evoke difficult feelings. Therefore, free counselling services will be made available to the child to make use of before or after the study. Louisa Van Romburg will provide her assistance in this research study and provide free counselling services to the learners should they need it. She can be contacted on;

(C) 0739710428

Email: la.vanromburg@gmail.com

Alternatively, Childline can also be contacted as they offer free counselling services and their details are as follows;

Tel: (+27)-(0) 21 762 8198 (toll free)

Email: info@childlinewc.org

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What if I have questions?

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APPENDIX VIII: LETTER OF CONSENT FOR LEARNER



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Letter of consent for Questionnaire/ Survey (Learner)

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

1. I confirm that I have read and understood the information sheet explaining the above research project and I have had the opportunity to ask any questions about the project.
 2. I understand that my participation in this study is voluntary. I am free not to participate and have the right to withdraw from the study at any time, without having to explain myself. I am aware that this interview might result in research which may be published, but my name may be/ not be used.
 3. I understand my response and personal data will be kept strictly confidential. I gave permission for members of the research team to have access to my anonymised responses. I understand that the information derived from this research is confidential and treated as such.
 4. I agree that the data collected from me to be used in the future research.
 5. I agree to take part in the above research project.
-

Name of the participant:.....Signature..... Date
.....

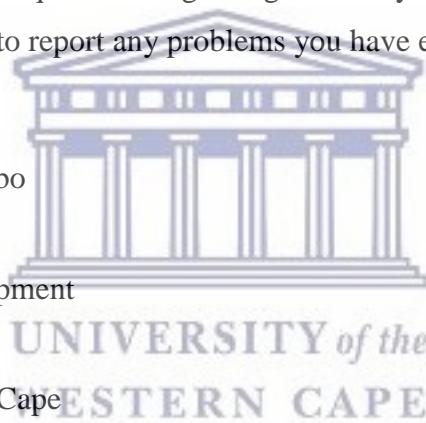
Name of the Interviewer:.....Signature.....Date

If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: 3865935@myuwc.ac.za.

If you have any questions about the research study itself, or if you wish to report any problems you have experienced related to the study, please contact: please contact my supervisor Dr Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbabo@uwc.ac.za.

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School of Government
University of the Western Cape
Private Bag X17
Bellville 7535



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APPENDIX IX: INFORMATION SHEET FOR EDUCATORS



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Information Sheet (Interview)

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

What will I be asked to do if I agree to participate?

If you agree to participate in this research project, you will be asked to answer questions pertaining to poverty and education. The interview will take about one hour and will be held at a place of your choice.

Would my participation in this study be kept confidential?

All your personal information, including your name will be kept confidential and will not be disclosed to anyone. Only pseudonyms will be used in the final report and in all published reports to protect your privacy. Your identity will be protected to the maximum extent possible.

This research project involves making audiotapes. The interview will be recorded so that I can accurately transcribe the conversation. All information obtained from the interview will be treated with strict confidentiality and will be used for research purposes only. The recorded notes during the interview will be kept securely in a locked file cabinet in my study room that will only be accessed by me. Furthermore, you and I will be asked to sign a consent form that binds me to keep to what we would have agreed upon.

What are the risks of this research?

There are no known risks associated with participating in this research project.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the link between poverty and educational attainment in South Africa. It is hoped that this study will uncover the problems and challenges that exists between these two concepts in order to come up with an informed recommendations to the policy makers and other development practitioners on how to improve education in South Africa.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalised or lose any benefits to which you otherwise qualify.

Is any assistance available if I am negatively affected by participating in this study?

This research will not expose you to any harm as a result of your participation.

What if I have questions?

If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: 3865935@myuwc.ac.za.

If you have any questions about the research study itself, or if you wish to report any problems you have experienced related to the study, please contact: please contact my supervisor Dr Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbabo@uwc.ac.za.

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Acting Director
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Private Bag X17
Bellville 7535

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2988, email: research-ethics@uwc.ac.za



APPENDIX X: LETTER OF CONSENT FOR EDUCATORS



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Letter of consent for interview (Educators)

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell’s plain, in Cape Town, South Africa

1. I confirm that I have read and understood the information sheet explaining the above research project and I have had the opportunity to ask any questions about the project.
2. I understand that my participation in this study is voluntary. I am free not to participate and have the right to withdraw from the study at any time, without having to explain myself. I am aware that this interview might result in research which may be published, but my name may be/ not be used.
3. I understand my response and personal data will be kept strictly confidential. I gave permission for members of the research team to have access to my anonymised responses. I understand that the information derived from this research is confidential and treated as such.
4. I agree that the data collected from me to be used in the future research.
5. I agree to take part in the above research project.

Name of the participant:.....Signature..... Date

Name of the Interviewer:.....Signature..... Date

If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: 3865935@myuwc.ac.za.

If you have any questions about the research study itself, or if you wish to report any problems you have experienced related to the study, please contact: please contact my supervisor Dr Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbabo@uwc.ac.za.

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Private Bag X17
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APPENDIX XI: INTERVIEW QUESTIONS FOR EDUCATORS



Private Bag X17, Bellville 7535, Cape Town, South Africa

Telephone : (021) 959 3858/9 Fax: (021) 959 3849

Semi- structured Interview for educators.

Educational Staff

1. Position within school?
2. Highest qualification?
3. Number of years of teaching experience?
4. How many learners are in your class?
5. Do you think the size of the class has an impact on the teaching process?
6. Do you, or have you ever, worked in an area where many of the students live in poverty?
7. Do you, or have you ever, worked in a school that did not have enough funding to meet the needs of the faculty and the students?
8. What impact did this have on you?
9. What impact did this have on how well you were able to do your job?
10. What provisions do you feel teachers and faculty need to make for students who live in poverty? Why?
11. Do you feel that teachers or faculty need special training to work with students who live in poverty? What type of training?
12. Do you feel that the environment a teacher grew up in can affect the way in which they teach? In what ways?
13. Do you see higher levels of frustration from those students who live in poverty? If so, what can be done to prevent this?

14. Do you see a difference in the amount of value students place on their education depending on the social class they live in'? What type of differences?
15. What educational challenges or barriers have an impact on learners?
16. How does a lack of funding in the school affect the teachers and faculty and/or the students?

Thank you for taking your time to answer the questions.



APPENDIX XII: INFORMATION SHEET FOR PARENTS/LEGAL GUARDIANS



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Information Sheet (Parents/ Legal Guardian)

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

What will my child be asked to do?

If you allow your child to participate in this study, they will be asked to answer questions on a questionnaire sheet pertaining to poverty and education. The questionnaire will be handed out to your child and collected once he/she are done completing it. The questionnaire will be handed out at their school and he/she will be allowed to complete it within a week at his/her own pace.

How will your child's privacy and confidentiality be protected if s/he participates in this research study?

Your child's personal information, including his/her name will be kept confidential and will not be disclosed to anyone. Only pseudonyms will be used in the final report and in all published reports to protect his/her privacy. His/her identity will be protected to the maximum extent possible. The questionnaires will not require him/her to provide their name or any personal identifying details at any point.

Furthermore, the researcher, learner and parent/legal guardian will sign a consent form that binds the researcher to keep to what we would have agreed upon.

What are the risks of this research?

There are no known risks associated with participating in this research project.

What are the benefits of this research?

This research is not designed to help you or your child personally, but the results may help the investigator learn more about the link between poverty and educational attainment in South Africa. It is hoped that this study will uncover the problems and challenges that exists between these two concepts in order to come up with an informed recommendations to the policy makers and other development practitioners on how to improve education in South Africa.

Does my child have to participate?

No, your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. You can agree to allow your child to be in the study now and change your mind later without any penalty.

What if my child does not want to participate?

In addition to your permission, your child must agree to participate in the study. If your child does not want to participate, they will not be included in the study and there will be no penalty. If your child initially agrees to be in the study, they can change their mind later without any penalty.

Is any assistance available if my child is negatively affected by participating in this study?

This research will not expose your child to any harm as a result of his/her participation. Although the researcher is committed to ethical research practices and realises that the nature of the questions may evoke difficult feelings. Therefore, free counselling services will be made available to the child to make use of before or after the study. Louisa Van Romburg will provide her assistance in this research study and provide free counselling services to the learners should they need it. She can be contacted on;

(C) 0739710428

Email: la.vanromburg@gmail.com

Alternatively, Childline can also be contacted as they offer free counselling services and their details are as follows;

Tel: (+27)-(0) 21 762 8198 (toll free)

Email: info@childlinewc.org

No. 38 Fleming Road, Wynberg, Cape Town, 7800

What if I have questions?

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Acting Director

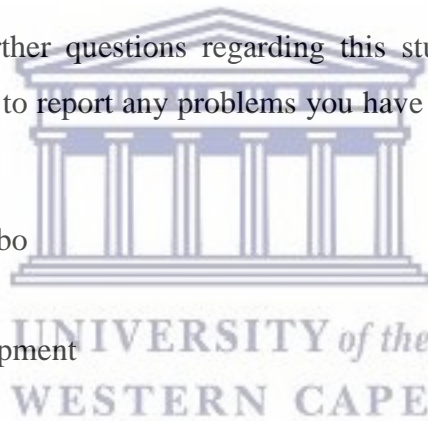
Institute for Social Development

School of Government

University of the Western Cape

Private Bag X17

Bellville 7535



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**APPENDIX XIV: LETTER OF CONSENT FOR PARENT/LEGAL
GUARDIAN**



*Private Bag X17, Bellville 7535, Cape Town, South Africa
Telephone : (021) 959 3858/9 Fax: (021) 959 3849*

Letter of consent for Parent/Legal Guardian

Research Title: An assessment of the impact of poverty on educational attainment for adolescents: a case study of Mitchell's plain, in Cape Town, South Africa

1. I confirm that I have read and understood the information sheet explaining the above research project and my child or I have had the opportunity to ask any questions about the project.
2. I understand that my child's participation in this study is voluntary. My child is free not to participate and has the right to withdraw from the study at any time, without having to explain himself/herself. I am aware that this interview might result in research which may be published, but my child's name will not be used.
3. I understand my child's response and personal data will be kept strictly confidential. I gave permission for members of the research team to have access to my child's anonymised responses. I understand that the information derived from this research is confidential and treated as such.
4. I agree that the data collected from my child to be used in the future research.

5. I agree to allow my child to take part in the above research project.

Name of the parent/legal guardian:.....Signature.....

Date.....

Name of the participant:.....Signature..... Date

Name of the

Interviewer:.....Signature.....Date.....

If you have any questions feel free to contact Carlene Gardiner, the researcher on email address: 3865935@myuwc.ac.za.

If you have any questions about the research study itself or if you wish to report, any problems you have experienced related to the study, please contact: please contact my supervisor Dr Dinbabo at The Institute for Social Development (ISD), University of Western Cape. His email address is mdinbsbo@uwc.ac.za.

Should you have any further questions regarding this study and your child's rights as a participant, or if you wish to report any problems you or your child have experienced related to the study, please contact:

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Acting Director

Institute for Social Development

School of Government

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