

Factors which affect the Pass rates in South African schools and in Africa

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It is by right that in each and every school all learners should pass particularly in matric level. The article will be focused on Grade 12 learners, lower grades will apply to the concepts and direction that is implemented to the Grade 12 metric learners. The numbers of possible factors are increasing each and every year (e.g. Teachers strikes, Minister of education delaying to deliver textbooks on time to the province of Limpopo which make most learners to find it difficult to catch up with the syllabus). The General Households Survey data on learners of grade 12 will be used. Main objectives are to reduce the fail rates that our learners of grades 12 encounter each and every year. The process will be mainly following the recommendations that the article will serve. The study will seek to investigate the challenges that learners are mostly facing at schools and what recommendations should be followed in schools so as to increase the pass rate in schools.

Key words: General Households Survey.

Introduction and Methodology

This research is mainly focusing on Grade 12 learners. For many years our learners have not been paid attention to their school progress even on their results. Now this research will dwell much on how this pass rate will increase instead of decreasing. As we move on this research focuses more on learners themselves and teachers in particular because here they play a big role in achieving what is important and that is the goal to achieve the pass rate.

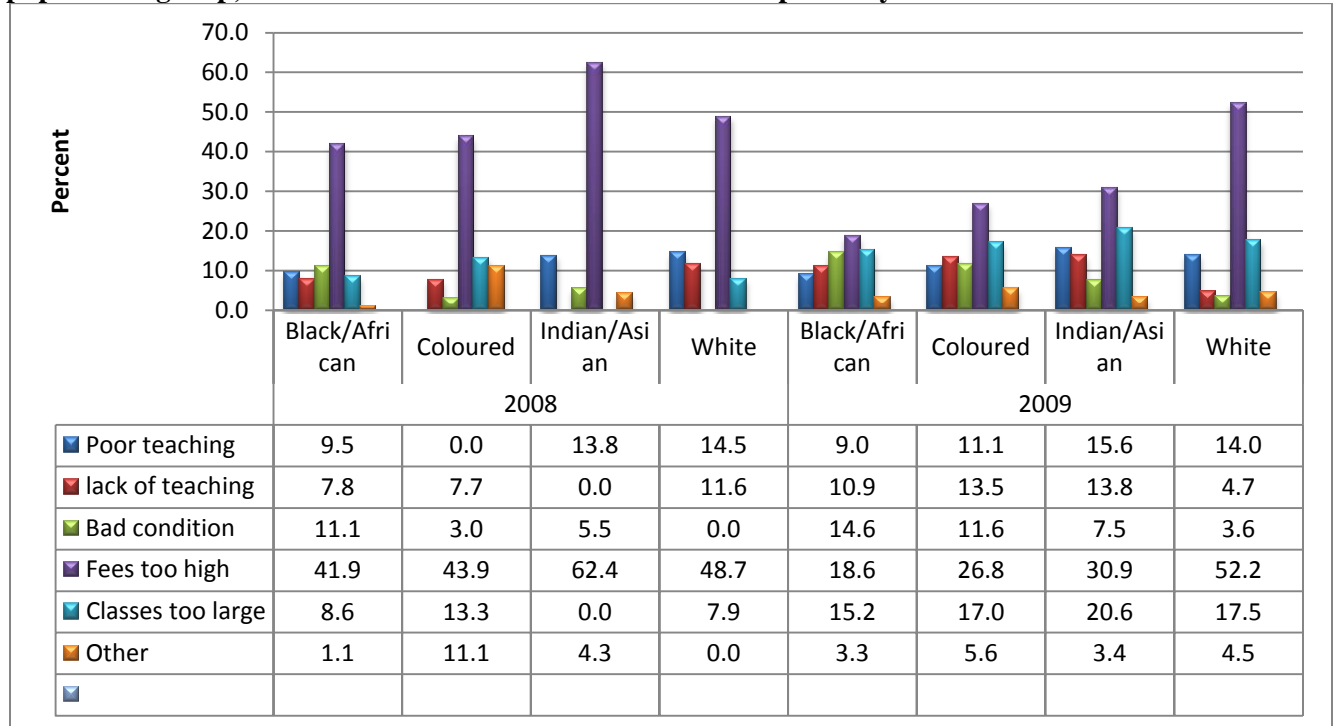
Data from the General Household Survey (GHS) 2008-2010 was conducted by statistics South Africa. "The target population of the survey consists of all private households in South Africa and residents in workers' hostels. The survey does not cover other collective living quarters such as students hostels, old-age homes, hospitals, prisons and military barracks, and is therefore only representative of non-institutionalized and non-military persons or households in South Africa."(GHS, 2011). Data of matriculants aged 15-34 years was the main focus for this study.

Literature Review

According to the research on Education, poverty and inequality in South Africa by (van der Berg, S) "Educational access is no longer a major problem in South Africa, as more than 90% of children of all race groups remain at school until attaining matric or reaching age 16. The racial gaps in educational attainment (years of education completed) have also been substantially reduced over the past decades. However, there are severe problems with the quality of education of a large part of the South African school system, as reflected in cognitive tests of numeracy and literacy and also shown by matriculation results." The author uses census data and survey data to show that the school system contributed little to supporting the upward mobility of poor children in the labour market. The paper fully accompanies what this paper wants to address on this issue.

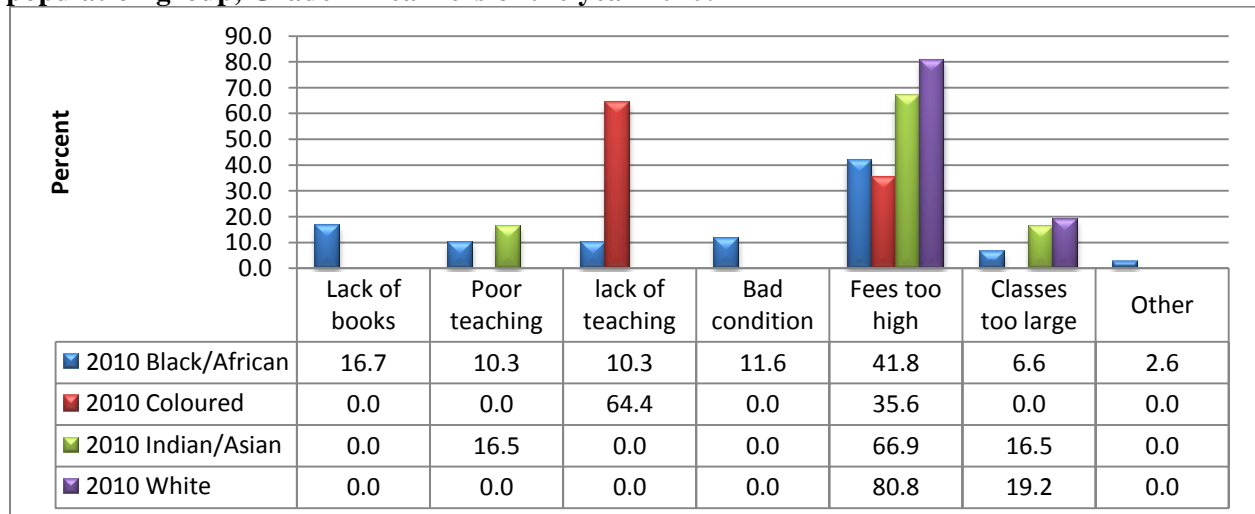
Results

Bar graph 1 below shows the nature of the problems experienced at educational institutions by population group, 2008 and 2009 for Grade 12 learners respectively.



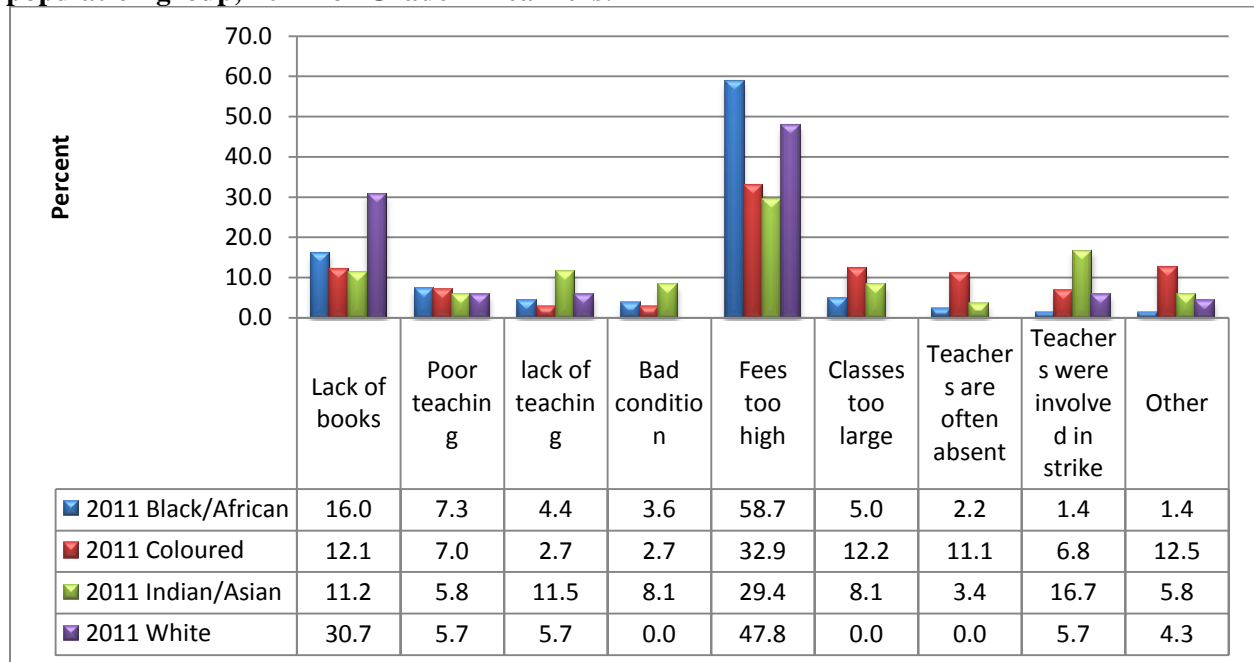
Bar graph 1 above shows that the highest percentage in 2008 and 2009, learners reported that the fees were too high. The lowest percentage reported by learners was on the category of other.

Bar graph 2 below shows the nature of the problems experienced at educational institutions by population group, Grade 12 learners of the year 2010.



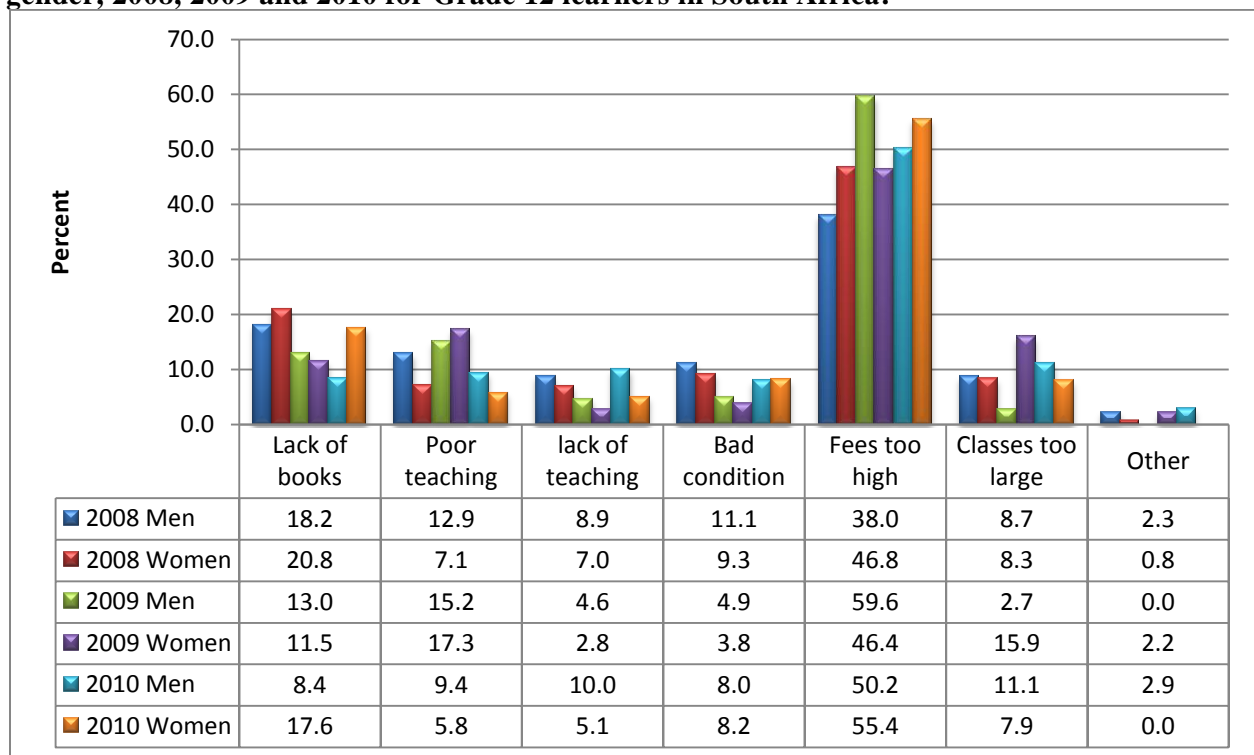
Bar graph two above shows the highest percentage in all population group, learners of grade 12 reported that fees were too high, And coloured learners reported that there is lack of teaching (64,4%).

Bar graph 3 below shows the nature of the problems experienced at educational institutions by population group, 2011 for Grade 12 learners.



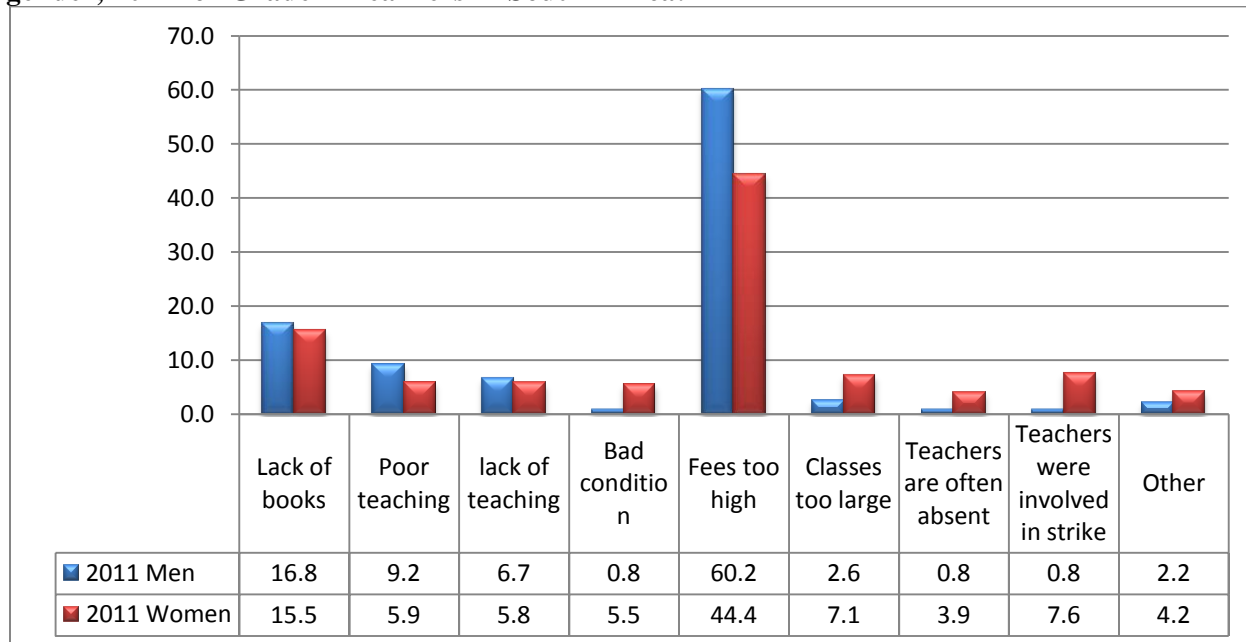
Graph three above shows the highest percentage in all population groups, learners of grade 12 reported that fees were too high, And white learners reported that there is lack of books(30,7%) followed by blacks(16,0%).

Bar graph 4 below shows the nature of the problems experienced at educational institutions by gender, 2008, 2009 and 2010 for Grade 12 learners in South Africa.



Graph four above shows the highest percentage in both men and women, learners of grade 12 reported that fees were too high from 2008-2010, And women in 2008 reported that there is lack of books(20,8%) followed by men(18,2%).

Bar graph 5 below shows the nature of the problems experienced at educational institutions by gender, 2011 for Grade 12 learners in South Africa.



Graph four above shows the highest percentage in both men and women, learners of grade 12 reported that fees were too high in 2011, And men reported that there is lack of books (16,8%) followed by women(15,5%).

Aims and objectives

To investigate factors associated with the pass rate in South African schools.

To determine which variable is more likely to affect the pass rate in schools.

Recommendations

- Government should reduce fees.
- Textbooks should be made available to every individual
- The class representatives must play a role in terms of making sure that they report to the principal in case if a teacher is not teaching for more than two consecutive days.
- Nearer libraries in black communities should be build, this way more textbooks could be accessed.
- Teachers must be put to hearing if learners are failing, so as to bring solutions as to whether what is it exactly that needs to be done in order to learn from the past, same with learners.

Conclusion

All the years from 2008-2011 the matriculants have been reporting that the main problems which they have encountered at schools is fees for schools being too high, lack of books and lack of teachers, those were the highest three problems which these students reported in the GHS annual report.

Statistical technique

Hypothesis Testing

Ho: There is no relationship/association between the explanatory variables and response variables.

H₁: There is a relationship/association between the explanatory variables and response variables.

The tests below are used from the data of GHS 2011,

Table 1

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	3.031	6	.805
2	3.345	6	.765
3	2.546	6	.863
4	3.123	6	.793
5	1.867	6	.931
6	3.166	6	.788
7	.744	2	.690
8	.100	2	.951

Table 2

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	4472.095 ^a	.007	.039
2	4472.374 ^a	.007	.039
3	4472.817 ^a	.007	.039
4	4474.696 ^a	.007	.038
5	4477.861 ^a	.007	.038
6	4481.147 ^a	.007	.037
7	4482.204 ^a	.007	.037
8	4487.026 ^a	.007	.036

References

(Servaas van der Berg; Education, poverty and inequality in South Africa; University of Stellenbosch; March 2002)

Statistical release; General Household Survey 2011; Published by Statistics South Africa