

**THE ROLE OF SECONDARY SCHOOL EDUCATORS IN ACADEMIC
PERFORMANCE OF FORM E STUDENTS AT HLOTSE, IN LERIBE DISTRICT, IN
LESOTHO**

By

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DECLARATION

I, the undersigned, declare that:

**THE ROLE OF SECONDARY SCHOOL EDUCATORS IN ACADEMIC
PERFORMANCE OF FORM E STUDENTS IN LERIBE DISTRICT, IN LESOTHO**

is my own work, that all the sources used have been indicated and acknowledged by means of complete reference, and that this dissertation was not previously submitted by me for a degree at any other university.


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MOLIPA MASEKO

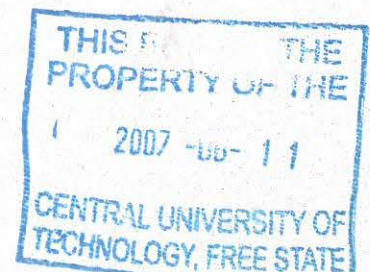
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DEDICATION

This dissertation is dedicated to my wife, Mateboho and my children, Teboho and Tsebeletso.



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ABSTRACT

The main aim of this study was to investigate the role played by educators in the academic performance of Form E students. Through the literature, it was discovered that effective educators spend the major part of class time on academic activities, teaching content at a level that ensures a high rate of success by explaining both content and assignment clearly. The students perform badly because of poor teaching since educators do not prepare thoroughly for the lessons. As a result, it was suggested that educators should place a high priority on student participation by employing student centred approach as useful technique for improving results. It was further suggested that, to improve or maintain results in Form E (COSC) class, educators should implement effective management strategies purported to be typical of effective educators.

TABLE OF CONTENTS

	PAGE
CHAPTER ONE	
INTRODUCTORY ORIENTATION	
1.1	INTRODUCTION 1
1.2	SIGNIFICANCE OF THE STUDY 4
1.3	STATEMENT OF THE PROBLEM → 4
1.4	THE AIM OF THE STUDY 5
1.5	LITERATURE REVIEW 6
1.6	DEFINITION OF CONCEPTS 7
1.6.1	Role 7
1.6.2	Educator 8
1.6.3	Academic performance (AP) 8
1.7	RESEARCH DESIGN 8
1.7.1	Research methodology 8
1.7.1.1	Qualitative method 8
1.7.1.2	Quantitative method → x 9
1.7.2	Data collection 9
1.7.3	Sampling — instrument used 10
1.7.4	Data analysis and reporting → 10
1.8	DELIMITATION OF THE STUDY 11
1.9	LIMITATIONS OF THE STUDY 11
1.10	CONCLUSION 12
1.11	DIVISION OF CHAPTERS 12
CHAPTER TWO	
LITERATURE STUDY	
2.1	INTRODUCTION 14
2.2	LEADERSHIP AND MANAGEMENT SKILLS OF PRINCIPALS 14
2.2.1	Principals' leadership responsibilities 14
2.2.2	The principal's management style 15
2.3	ASPECTS RELATED TO EDUCATORS IN THE CLASSROOM 16
2.3.1	Educators' classroom management responsibility 16
2.3.2	Helping students in all academic matters 17
2.3.3	Good personal relationships 17
2.3.4	Educators role (attitudes) 18
2.4	ASPECTS RELATED TO TEACHING AND LEARNING 19
2.4.1	Clarity 19
2.4.2	Encouragement of note taking 19
2.4.3	Review and monitoring 20
2.4.4	Meaningful learning 20

	PAGE
2.4.5	Lesson planning and presentation 21
2.4.6	Active teaching 22
2.5	CAUSES OF POOR PERFORMANCE 22
2.5.1	Irrelevant teaching 22
2.5.2	Irrelevance of curriculum 23
2.5.3	The problem of language as a medium of instruction 23
2.5.4	Family risk factor 24
2.5.5	Low socio-economic status 24
2.5.6	Interest 25
2.5.7	Lack of revision 25
2.5.8	Student passivity 26
2.5.9	Speech mannerism 26
2.5.10	Slow students 27
2.6	FACTORS CONTRIBUTING TO POSITIVE ACADEMIC ACHIEVEMENT 27
2.6.1	Educators know their students and subjects 27
2.6.2	Positive expectations 28
2.6.3	Cooperative learning 28
2.6.4	Constructive encouragement 29
2.6.5	Examination preparation and success 29
2.6.6	Time management 30
2.6.7	Language development 30
2.6.8	Policy-making 31
2.6.9	Questioning 31
2.6.10	Student centered approach 32
2.6.11	Feedback 32
2.6.12	Organization structure 33
2.6.13	Democratic management style 33
2.7	CONCLUSION 34
 CHAPTER THREE	
RESEARCH DESIGN	
3.1	INTRODUCTION 35
3.2	RESEARCH METHODOLOGY → 35
3.2.1	Qualitative method 35
3.2.2	Quantitative method ↗ 35
3.2.3	Interviews 36
3.2.3.1	Types of interviews 36
3.2.3.2	Aspects to consider when compiling interview questions 37
3.3	SAMPLING 38
3.4	DATA COLLECTION 38
3.5	DATA ANALYSIS 39
3.6	CONCLUSION 39

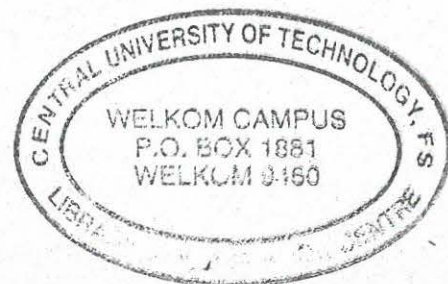
**CHAPTER FOUR
ANALYSIS OF DATA**

4.1	INTRODUCTION	40
4.2	NUMBER OF SCHOOLS INCLUDED	40
4.3	TEACHING EXPERIENCE	41
4.4	NUMBER OF STUDENTS IN CLASSES	42
4.5	STEPS APPLIED FOR EFFECTIVE MANAGEMENT OF TIME IN CLASS	43
4.6	WHAT ROLE DO THE SCHOOL PRINCIPAL AND HODS PLAY AT SCHOOL TO IMPROVE THE RESULTS?	44
4.7	MEASURES USED FOR IMPROVING ACADEMIC PERFORMANCE OF STUDENTS IN THE CLASSROOM	45
4.8	ROLE OF EDUCATORS IN THE POOR ACADEMIC PERFORMANCE OF FORM E STUDENTS	46
4.9	FACTORS CONTRIBUTING TOWARDS HIGH FAILURE RATE OF FORM E STUDENTS	47
4.10	MANAGEMENT STRATEGIES IMPLEMENTED TO IMPROVE THE RESULTS	48
4.10	CONCLUSION	48

**CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS**

5.1	INTRODUCTION	50
5.2	FINDINGS FROM LITERATURE STUDY	50
5.2.1	Leadership and management responsibilities of principals	50
5.2.2	Aspects related to educators in the class	51
5.2.3	Aspects related to teaching and learning	51
5.2.4	Causes of poor performance	53
5.2.5	Factors contributing to positive academic achievement	54
5.3	SUMMARISED FINDINGS AND IMPLICATIONS OF THE INTERVIEW SCHEDULE	56
5.3.1	Number of schools included	56
5.3.2	Teaching experience	56
5.3.3	Number of students in classes	56
5.3.4	Steps applied for effective management of time in class	57
5.3.5	The principal and HOD's role	57
5.3.6	The role of educators in the poor academic performance of Form E students	57
5.3.7	Factors contributing towards high failure rate of Form E students	57

	PAGE	
5.3.8	Management strategies implemented to improve results	58
5.4	RECOMMENDATIONS	58
5.4.1	Improving leadership and management skills of principals	58
5.4.2	Helping educators to master lesson planning and presentation	58
5.4.3	Training educators to teach effectively	58
5.4.4	Equipping schools with learning materials	58
5.4.5	Educators regulating positive academic achievement	59
5.5	SHORTCOMINGS OF THE STUDY	59
5.6	SUGGESTIONS FOR FUTURE RESEARCH	59
5.7	CONCLUSION	59
	BIBLIOGRAPHY	61
	APPENDIX A - INTERVIEW SCHEDULE	69
	APPENDIX B - LETTER TO PRINCIPALS	70



(viii)



LIST OF TABLES

	PAGE
Table 1.1 : Comparative analysis of COSC O'level examination 1997 - 2003	2
Table 1.2 : Performance differences in 2003 subjects	3

LIST OF FIGURES

Figure 4.1 : Number of schools included	40
Figure 4.2 : Teaching experience	41
Figure 4.3 : Number of students in classes	42
Figure 4.4 : Steps applied for effective management of time in class	43
Figure 4.5 : The principal and HOD's role	44
Figure 4.6 : Measures used for improving academic performance of students in the classroom	45
Figure 4.7 : Role of educators in the poor academic performance of Form E students	46
Figure 4.8 : Factors contributing towards high failure rate of Form E students	47
Figure 4.9 : Management strategies implemented to improve results	48

CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

The study focus on the role played by secondary school educators in academic performance (AP) of Form E students at Hlotse, in Leribe district in Lesotho. Lesotho is a small mountainous kingdom, completely surrounded by the Republic of South Africa. It is about 30,000km² and has a population of about 2,3 million people (Matsela, 1995:105). Topographically, it is divided into areas, which are called districts. There are ten (10) districts, namely: Leribe, Berea, Maseru, Mafeting, Mhaleshoek, Quthing, Qachasnek, Mokhotlong, Butha-Buthe and Thaba-Tseka. Hlotse, where the investigation is conducted, is in Leribe district in the lowlands.

Form E students AP in examinations has been poor for successive years. The education sector survey report of the task force Matsela (1995:112) indicated that, there was universal dismay and complaint at what was said to be the declining quality of education. The decline was confirmed by the performance of high school students on COSC examinations. From a pass rate of 61 % in 1970 the rate declined to 21 % in 1980. The Matsela (1995:112) further cited that, "particularly distressing were the standards in English and Mathematics. With regard to English, it would be better if the students learned no English whatever in lower level. They had been taught so badly that much of the time in class was spent in teaching the foundations of the language".

Table 1.1 : Comparative analysis of COSC O'level examination 1997 - 2003

YEAR	NO OF SCHOOLS	CLASS I	CLASS II	CLASS III	TOTAL SC	% SC	GCE	FAIL	TOTAL ROLL
1997	124	95 (1,8%)	598 (11,0%)	1279 (23,6%)	1972	36,6	3338 (61,5%)	114 (2,1%)	5424
1998	123	55 (0,9%)	605 (10,0%)	1319 (22,0%)	1997	33,0	3903 (65,1%)	110 (1,8%)	5992
1999	125	115 (2,0%)	769 (13,6%)	1618 (29,0%)	2502	44,0	3042 (53,8)	104 (1,8%)	5648
2000	130	137 (2,4%)	694 (12%)	1646 (28,5%)	2477	42,9	3189 (55,2%)	104 (1,8%)	5770
2001	131	169 (2,5%)	937 (13,6%)	2009 (29,2%)	3115	45,3	3673 (53,4%)	93 (1,4%)	6881
2002	128	208 (3,0%)	1138 (16,0%)	2333 (31,3%)	3579	50,8	3467 (49,0%)	85 (1,2%)	7131
2003	133	235 (3,3%)	1126 (15,7%)	2305 (32,1%)	3666	51,1	3387 (47,1%)	136 (1,9%)	71879

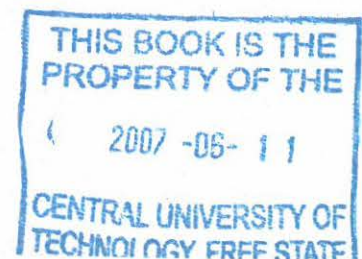
Source : Ecol (2004:II)

Current (2004) statistics put the number of candidates who sat for COSC O'level examinations at seven thousand one hundred and eighty nine (7189). From these the following pass rates were recorded:

- 1126 (15,7 %) obtained second class pass
- 2305 (32,1 %) obtained third class pass.

In general 3666 (51,1%) candidates met the requirements of the school certificate (ECOL, 2004:72). Although this performance is not outstanding it is better than that of other years. Since 1997 the percentage of candidates who met the requirements of the school certificate were as follows:

- 1997 = 36,6%;
- 1998 = 33,0%;
- 1999 = 44,0%;



- 2000 = 42,9%;
- 2001 = 45,3% (ECOL, 2004:II).

Table 1.2 : Performance differences in 2003 subjects

SUBJECT	NO OF CREDITS	A - C	NO OF PASSES	D - E
English language	909	(8 %)	8512	(72%)
Literature in English	509	(19 %)	969	(31%)
Religious studies (2040)	1295	(51 %)	723	(28%)
Religious studies (2041)	826	(28%)	922	(31%)
History (2160)	37	(14%)	90	(34%)
Geography	892	(30%)	1252	(43%)
Development studies	392	(20%)	861	(44%)
Sesotho	4535	(48%)	4416	(46%)
Mathematics	778	(8%)	2481	(23%)
Agriculture	958	(34%)	1077	(36%)
Biology	599	(14%)	1134	(26%)
Human and Social Biology	346	(25%)	392	(28%)
Science (Chemistry & Physics)	898	(28%)	1386	(42%)
Science (Biology & Chemistry)	396	(20%)	1079	(54%)
Combined Science	738	(54%)	454	(34%)
Additional combined Science	311	(32%)	387	(40%)
Wood work	289	(63%)	149	(32%)
Fashion and fabrics	82	(48%)	69	(41%)
Food and Nutrition	334	(84%)	64	(16%)
Commerce	1217	(23%)	2080	(40%)
Principles of accounts	1380	(22%)	1809	(30%)

Table 1.2 shows performance differences in 2003 subjects. The major point revealed by the table is that performance at credit level and above is achieved by very few candidates. For instance, performance in English at credit level is drastically poor. The candidates who managed to obtain A to C credits are only 909 (8 %), this indicates that English is among the poorest performing subjects.

The problem is that the demands of the programme are unrealistic and students learn at the secondary school without adequate grasp of English (Matsela, 1995:113).

1.2 SIGNIFICANCE OF THE STUDY

The study is worth taking in view of the escalating number of students who experience failure in secondary schools. When a student fails, it interferes not only with academic work, but also with all aspects of life, at home, in the community, in class and in activities (Pitout, Smith, Windell & Steinmann, 1993:77). As a result this is a disturbing situation as more and more candidates fail to qualify for tertiary admission (Matsela, 1995:117).

In according to the above, the researcher's aim is to attempt to suggests effective possible alternatives that may be implemented to improve Form E results in poorly performing schools. The purpose of this study is also to bring to the attention of educators what they do in the classroom that prevents students from excellence academically and provide support to educators and students by means of literature so that teaching and learning can be effective.

In alluding to the above, the research's aim is to suggests possible alternatives or management strategies that may be implemented in order to improve Form E results in poorly performing schools.

1.3 STATEMENT OF THE PROBLEM

In secondary schools the role of the educators is very important, since from them, the researcher will be able to determine why there is a high failure rate. The effective use of essential teaching skills will help to improve poor results or maintain them in existing functional school. The research problem investigated in this study include the role played by secondary school educators in the

classroom that hinders students good AP.

The research questions that emanate from the research problem include:

- What do educators do in the classroom during teaching and learning?
- Which factors contribute to poor academic performance of students in Form E class?
- What steps or possible alternatives could be taken to improve the academic performance?
- What is the role of educators in the poor academic performance of Form E students?
- What influence does the culture of the school have on Form E results?

1.4 THE AIM OF THE STUDY

In the light of the formulated problem, the aim of the study is to identify factors that contribute to the poor academic performance of Form E students and to recommend possible alternatives that could be taken to improve poor AP students.

In order to obtain the research aim, the following objectives will be pursued:

- to identify what educators do in the classroom during teaching and learning;
- to investigate the factors that contribute to poor AP;
- to recommend possible alternatives to be taken to improve AP of students;
- to determine the role played by educators in the poor academic performance of Form E students; and
- to identify a school culture which will improve Form E results.

1.5 LITERATURE REVIEW

A thoughtful and insight discussion of related literature builds a logical framework for a research study. Through the study of related research, the researcher can judge whether the research plan goes beyond existing findings or not, and whether they contribute to a field of study or not (Glesne and Peshkin 1992:17). The researcher should review the literature for the purpose of finding a link between one's own study and the accumulated knowledge in one's field of study (Ary, Jacobs & Razavieh, 1990:67). In this research, the researcher reviews literature with the purpose of linking educators' activities with pass rates.

Educators professional practice is frequently described in terms of two major tasks. One is the task of instruction, involving the selection and sequencing of appropriate lesson content, the transition of knowledge, skills, attitudes and the provision of feedback to the students about their learning progress. The other is the task of classroom management, involving the organisation of the students and materials, the establishment of classroom procedures to facilitate the work of the classroom, and dealing with disruption and threats to classroom order (Badenhorst, Van Schalkwyk, Van Wyk & Kruger, 1993:39).

According to Edward (2001:1), classroom management is defined as the process of establishing and maintaining the internal environment of the group and the classroom conditions for the attainment of educational goals. It consists of all the provisions and procedures necessary to maintain an environment in which instruction and learning can occur.

According to Ornstein (1993:18), successful educators are good classroom managers. For they prepare and organise their classes, the better prepared they are, the more confident they will be in presenting the lesson to the students, which will inevitably promote effective learning. Their students know what to do and how to do it (Good & Brophy, 1994:376).

Lesson management refers to the skill involved in managing and organising the learning activities taking place during the lesson to maintain students' attention, interest and involvement (Good & Brophy, 1994:380). During lesson management the educator ensures that students' attention, interest and involvement are maintained. Students progress is carefully monitored, the time spend on different activities is well managed, the pace and flow of the lesson is adjusted and maintained at an appropriate level throughout the lesson and constructive and helpful feedback is given to students to encourage further progress (Kyriacou, 1991:49).

According to Davis (1993:182), effective educators help students become more self-reflective and self-regulated students by coaching them on how to improve their comprehension and retention, how to take notes, how to participate in class, discussions and how to study for tests. This is done by giving students set goals for the amount of material to be studied, explaining the value of skimming prior to careful reading, stress the importance of generating questions about the material both to focus study efforts and to identify what is known and not known (Roberts, Nelson & Olson, 1987:203).

1.6 DEFINITION OF CONCEPTS

1.6.1 Role

The concept role is defined as one's function, that is what a person is appointed or expected to do (Sadker & Sadker, 1991:940). Role is also defined as an actor's part or one's responsibility, that is the obligation that the people have regarding the work, job or task allocated to them (Van der Westhuizen, 1991:172). In this study role is used as all the responsibilities the educators have in the classroom.

1.6.2 Educator

Pitout *et al.* (1993:66) define educator as the person who influences others in an acceptable and appropriate way and who has enhancing effect on them. The educator is an adult responsible for the students' education and accepts responsibility for education (Du Toit & Kruger, 1991:3). In this study, the educator is an adult responsible for students' education in secondary schools and who accepts responsibility for their performance.

1.6.3 Academic performance (AP)

Academic performance at an institution that is cognitively based on reasoning, thinking and language (Seifert, 1991:453). According to Du Toit and Kruger (1991:142), the term is defined as all aspects and functions which are related to thinking and ideas. In this study, AP refers to successful demonstration of learning that occurs at the culminating point of a set of learning of experiences, that is the results the students are able to obtain at the end. Tests and exams require students to reason, think and use language correctly. Failure to reason, think and use the language of instruction as per required leads to poor results of AP in many secondary schools (Du Toit & Kruger, 1991:142).

1.7 RESEARCH DESIGN

1.7.1 Research methodology

In this study the researcher will make use of the qualitative and quantitative methods of research.

1.7.1.1 Qualitative method

Qualitative research describes and analysis people's individual and collective

social actions, beliefs, thoughts and perceptions (McMillan & Schumacher, 2001:193). It requires relatively extensive time in a site to systematically observe, interview and record processes as they occur naturally at the selected occasion (Dooley, 1990:276; McMillan & Schumacher, 2001:405). It is also an inquiry in which researcher collects data in face-to-face situations by interviewing the phenomenon under investigation (Maykut & Morehouse, 1994:45).

1.7.1.2 Quantitative method

Quantitative method refers to things which can be counted and put on a numerical scale of some kind (Yates, 2004:137). Quantitative research involves the use of structured survey instrument that asks all respondents the same questions in the same order and the responses are amenable to statistical analysis (Miller & Brewer, 2003:166). It relies on a predefined, structured design based on hypotheses drawn from theory (Corbetta, 2003:52). It further views data which can be expressed in numerical form (Bryman, 2001:506).

The quantitative research will be used to report the number of schools included in this study, teaching experience of educators, class size and the percentages of respondents towards certain responses.

1.7.2 Data collection

- In this study, interviews will be conducted to collect data. The researcher will conduct structured open-ended interviews with educators who are involved with the teaching of Form E class. Due to the qualitative nature and non-emergent design of the research a small sample of five out of fifty educators responsible for three hundred and sixty students will be interview (Maykut & Morehouse, 1994:64). The interviews performed will contain open-ended questions aimed at obtaining an in-depth understanding of the phenomenon under study (Maykut &

Morehouse, 1994:79). The schools and personnel will be visited individually. Comprehensive field notes will be used as useful material for data collection. Notes will be written with the permission of the respondents in the researcher's field notes.

1.7.3 Sampling

Due to the qualitative nature of the research, the researcher identified a limited number of informants (McMillan & Schumacher, 1993:372). The study will consist of participants from Hlotse, Molapo, Mt Royal, St Saviours and Leribe English Medium High Schools. These schools are in Hlotse town. Five educators out of fifty teaching three hundred and sixty students will be selected, one from each school because the research design is non-emergent (Maykut & Morehouse, 1994:64). Interviews will be conducted with educators selected from this sample. In this regard purposive sampling will be used to obtain feedback from a small sample of educators. Purposive sampling increases the likelihood that variability common in any social phenomenon will be represented in the data (Maykut & Morehouse, 1994:45).

1.7.4 Data analysis and reporting

McMillan and Schumacher (2001:480) state that data analysis entails four cyclical phases in qualitative research:

- continuous discovery, especially in the field but also throughout the entire study, so as to identify tentative patterns;
- categorizing discovery, especially in the field but also throughout the entire study, so as to identify tentative patterns;
- categorizing and ordering of data typically after data collection;
- qualitatively assessing the trustworthiness of the data so as to refine one's understanding of the patterns;

- writing an abstract syntheses of themes and concepts.

The researcher will collect the information from the field qualitatively report each interview question, then will sort the data into categories, from there will qualitatively assess its trustworthiness, finally transcribe it into a story and actually write the qualitative text.

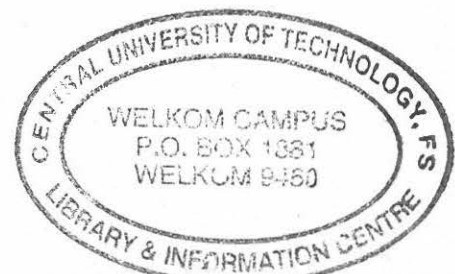
1.8 DELIMITATION OF THE STUDY

This study is undertaken within the scope of the role played by secondary school educators in academic performance of Form E students conducted within the geographical areas of Leribe district, in Hlotse town. The schools are all state aided in terms of infrastructures and resource materials to aid teaching and learning. The researcher conducted semi-structured interviews with five (5) secondary school educators as the population of this study. The researcher will strive to identify factors that contribute to poor academic performance in COSC O'level examinations. The researcher will make recommendations as how the performance may be improved.

1.9 LIMITATIONS OF THE STUDY

The study has its limitations or shortcomings. The limitations of the study include:

- failure to interview other educators in Form E class;
- failure to interview students;
- failure to reach rural schools; and
- failure to interview parents of the students.



1.10 CONCLUSION

In this chapter, the introductory orientation to the study is explained, the significance of the study is stated, the problem that needs to be researched is highlighted as well as the aim of the study. The literature is reviewed and the concepts that constitute the title are defined. The most appropriate research design method and instruments used to collect data are indicated. What is indicated is also sampling and how data will be analysed and reported. The chapter also gives an indication of delimitation and limitations of the study.

1.11 DIVISION OF CHAPTERS

Chapter one - orientation to the research to be conducted which will include significance of the study, statement of the problem, the aim of the study, delimitation of the study, limitations of the study, research methodology, literature review and definition of concepts.

Chapter two - this chapter will focus on pertinent literature, with regard to what educators do during teaching and learning, factors that contribute to poor results in Form E COSC 'O level, recommendation of possible alternatives to improve the results, the role of educators in the poor academic performance of Form E students and the influence the culture of the school have on Form E results.

Chapter three - this chapter deals with research methodology, focussing on research design, data collection, sampling, relevant applicable instruments, data analysis and reporting.

Chapter four - deals with collected data. It will be analysed and logically processed.

Chapter five - the research findings will be drawn, recommendations be put forward and comprehensive conclusions be made.

CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

The education system in other countries requires educators to develop authentic relationships with their students, have positive dispositions toward knowledge and command a repertoire of teaching practices (Arends, 1997:5). It is expected of educators in Lesotho to portray the aforesaid attributes deemed essential for an effective educator.

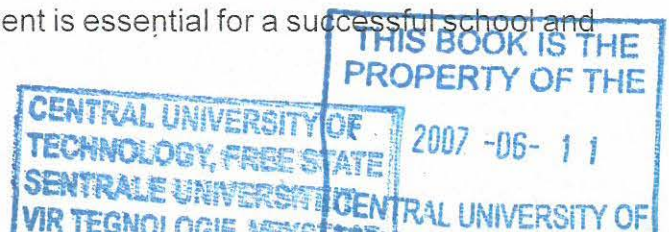
Chapter two strives to address literature study related to the role of educators in academic performance of students. The chapter also deals with the factors that contribute to poor academic performance of students and solutions in education systems in other countries.

2.2 LEADERSHIP AND MANAGEMENT SKILLS OF PRINCIPALS

2.2.1 Principals' leadership responsibilities

Many high school students fail COSC O'level examinations (Ecol, 2004:ii). According to Van der Westhuizen (1991:83) the following leadership management responsibilities can be implemented by the principals to improve or maintain the results:

- emphasis on achievement : an important feature of an effective school is the attainment of high academic achievements;
- creating a positive learning climate : the establishment of a positive learning culture and environment is essential for a successful school and



is dependent largely on attitudes of educators and students towards learning and education in general;

- continuous monitoring of students progress : the frequent monitoring and evaluation of students progress and their performance in general and as individuals, can contribute to the achievement of good results;
- collegiality : the school principal must aim at developing positive staff attitudes and collegiality.

The principals play a crucial role in realizing the above in their schools, they alone cannot be held responsible for school improvement and school effectiveness. Building an effective school requires good teamwork with the willing and active support and cooperation of all educators and students (Ubben & Hughes ,1992:4).

Therefore, in Lesotho, the education leaders are expected to execute the above management responsibilities that lead to the attainment of high academic achievements.

2.2.2 The principal's management style

Van der Westhuizen (1991:181) believes that principals use democratic style in conducting their leadership. Hoy and Miskel (1996:290) believe that democratic principals lead by participation. In participative decision-making they portray the following traits:

- they focus more on teamwork, individual involvement and interpersonal relations;
- they prefer shared decision-making and group problem-solving methods; and

- they believe in delegating tasks and responsibilities, and in motivating individuals.

In Lesotho school principals are expected to use democratic style in the management of their schools. This is likely to result a high level of work satisfaction and successful teaching for the educators and high levels of academic achievement on part of students.

2.3 ASPECTS RELATED TO EDUCATORS IN THE CLASSROOM

2.3.1 Educators' classroom management responsibility

According to Van der Westhuizen (1991:39), management can be defined as the social process through which the manager co-ordinates the activities of a group of people (educators) by means of planning, organizing, leading and controlling in order to achieve specific organizational goals. In agreement with the above definition classroom management is the process of organizing and carrying out classes so that learning occurs smoothly and efficiently (Kruger & Van Schalkwyk, 1993:7; Jacobsen, Eggen & Kauchak, 1999:257).

Effective classroom management has been shown to increase student engagement, decrease disruptive behaviours, and enhance use of instructional time, all of which results in improved student achievement (Wang, Haertel, & Walberg, 1993:262).

Therefore, educators in Lesotho are expected to plan and run their classes effectively to ensure that as much learning as possible occurs that may lead to high student academic achievement.

2.3.2 Helping students in all academic matters

The educators have wide range of responsibilities within the education system.

Sadker and Sadker (1991:94) mention the following responsibilities:

- clearly present both directions and content information;
- maintain high students' interest and engagement;
- ensure that students have sufficient time to practice skills;
- actively monitor students' progress;
- involve all students in discussions (not just volunteers); and
- help students with study skills and how to master test or examination questions by asking both higher and lower order questions as appropriate to objectives of the lesson.

It is expected of educators in Lesotho to monitor students' progress, involve all students in what is taking place in the classroom and assist them with the study skills with the aim of improving academic performance.

2.3.3 Good personal relationships

Successful educators develop good personal relationships with their students by fostering mutual trust and respect (Smith & Laslett, 1993:3). In doing this effectively they are aware of each student as an individual and are sensitive to the mood of the class as a whole (Emmen, Evertson & Worsham, 1993:47). They know who's who and keep track of what's going on. They arrive before students arrive, identify three to five to praise for successful work, give them a pleasant greeting and wish them a pleasant day (Mwamwenda, 1991a:193). Educators also chat with them about how well they understand the material and answer their questions as they may have from the last session or from the readings (Davis, 1993:56; Coombs, 1995:69).

In Lesotho educators are expected to be friendly, caring toward their students and show a great interest in the students. Such a relationship may promote effective learning which may lead to successful performance.

2.3.4 Educators role (attitudes)

According to Seifert (1991:313) significant learning occurs only if educators adopt attitudes about students and their learning. These attitudes contribute to make education more person centered, and helps students to see educators as genuine, accepting and empathetic (Mwamwenda, 1995:504). In this regard educators are willing to expose themselves and share how they feel about certain situations or issues, they openly admit when they have made a mistake or when they do not know the answer (Edward, 2001:2). They accept students for who they are, not for what they want them to be, by listening to what they say, acknowledging their contributions and validating their feelings (Ames, 1990:409).

They offer empathy to students by understanding students' feelings and conveying acceptance and information (Good & Brophy, 1994:383). They build on what students consider real, plan instructional goals with students' interests in mind and provide a variety of resources and methods from which they can choose (Eggen & Kauchak, 1997:360).

It is important for educators in Lesotho to be positive and enthusiastic about their work as well as the students they are teaching. They are expected to have high expectations in terms of students' achievement and do whatever is needed to encourage them to meet such expectations. As part of this process they are expected to show warmth and empathy and a caring attitude toward their students. Since most of them are products of broken homes and single parent homes due to male parents who have migrated to South Africa for employment opportunities in the mines. Such a role may foster effective learning and

students are likely to develop enthusiasm of their own, and are likely to achieve at high levels.

2.4 ASPECTS RELATED TO TEACHING AND LEARNING

2.4.1 Clarity

Good educators present subject content and learning tasks in a clear and stimulating manner, so as to maintain student interest and motivation (Woolfolk, 1993:477). They communicate clearly and effectively with students through questioning, instructing, explaining and feedback (Geddis, 1996:255). They also make constructive use of information technology and other resources for learning (Dean, 1996:42).

In Lesotho, educators expected to make the content of the subject clear because they are the only source of information since there are no libraries outside the school campus where books can be found. The clearer the educators are in their lesson presentation the more likely students are to benefit from instruction and understand concepts and assignments better, being clear also helps students to retain and retrieve information when necessary and thereby may increase their academic achievement.

2.4.2 Encouragement of note taking

Effective educators, present material in class in ways that encourage students to take notes (Arends, 1997:225). Note taking increases students' attention in class and reviewing notes increases students performance on tests (Good & Brophy, 1994:246). They speak slowly to give students time to write, provide general outlines so students do not have to figure out the organizational pattern while they are taking notes, give students specific suggestions on how to take notes in the class, and provide students opportunities to review their notes

(Davis, 1993:181).

Note taking could be very essential in Lesotho where there are no libraries. This is important because students may benefit from instruction in effective note taking which may lead to good results.

2.4.3 Review and monitoring

Good educators review their work constantly (Forsyth, Jolliffe & Stevens, 1995:45). They start with what has been taught previously and review at the end of a lesson to emphasize what is important and what has been covered during the period (Mwamwenda, 1995:502). They also monitor students learning by moving from one row of desks to another providing assistance to students who need it (Ornstein, 1993:110). When the problem appears to be general, a general explanation is provided to the entire class to save time and accelerate the learning process (Eggen & Kauchak, 1997:480). If an educator senses that a particular student is not keeping up, the student is given individualized attention and given the assistance needed (Good & Brophy, 1994:377).

In Lesotho educators are expected to provide opportunities for students to practice and apply. They should monitor each student's progress and review at the start or end of a lesson, making sure that students achieve mastery. The more educators review their work and monitor students learning, the more students are likely to learn and likely obtain good results.

2.4.4 Meaningful learning

The educator should be on hand to assist, keep the class atmosphere conducive to encountering and make sure every student participates in a meaningful way (Pitout *et al.*, 1993:14). In this regard, the educators present themes that relate

to students prior knowledge before presenting details (Hughes, 1992:1). After providing this framework, the educators go over the ideas again, using numerous examples and asking many questions to assess how well students understand the material and provide necessary corrections or clarifications (Seifert, 1991:189).

Educators should foster meaningful learning in different ways, depending on their educational goals. This is essential in Lesotho where students could discover and learn relationships among complex ideas. The curriculum offered should be closely related to the outside world. This encourages students to think critically and creatively which may enhance their understanding and academic performance.

2.4.5 Lesson planning and presentation

Educators plan and prepare their work (Hamachek, 1990:404). During planning and preparation educators ensure that, the lesson plan has clear and suitable aims and objectives, that the content, methods and structure of the lesson selected are appropriate for the student learning (Kruger & Van Schalkwyk, 1993:111; Jacobsen *et al.*, 1999:97). During lesson presentation the educators' manner is confident, relaxed, self-assured, purposeful, and generates interest in the lesson (Rothstein, 1990:13). Their instructions and explanations are clear varied and matched to students needs (Brookfield, 1990:30). Students are actively involved in the lesson and are given opportunities to organize their own work (Arends, 1997:77). They assess student's progress, covering both formative and summative purposes of assessment, and evaluate their own teaching practice in order to improve it (Kyriacou, 1991:8).

It is expected of educators in Lesotho to make sure that they prepare well for their lessons due to impoverished background of students. The better prepared they are, the more confident they may be in presenting the lesson to the

students which may inevitably promote effective learning and successful performance.

2.4.6 Active teaching

Good and Brophy (1994:377) state that educators who elicit strong achievement test score practise active teaching. These educators actively instruct, by demonstrating skills, explaining concepts and assignments. They teach their students rather than expecting them to learn most interacting with curriculum materials on their own (Slavin, 1997:216). However, they do not stress just facts or skills, they also emphasize concepts and understanding (Sadker & Sadker, 1991:90).

Due to shortage of libraries and low socio-economic status of students Lesotho educators are expected to actively instruct. This in turn, may enhance learning and academic achievement.

2.5 CAUSES OF POOR PERFORMANCE

2.5.1 Irrelevant teaching

Teaching is often ineffective if it is inadequately planned or if it violates the laws of learning (Ornstein, 1993:30). Some classes are poorly organized and lack direction, others are poorly motivated (Seifert, 1991:342). In some courses, the work is too hard or too easy, and some educators attempt to cover the subject rapidly instead of giving it time to sink in (Good & Brophy, 1994:443). Some educators ignore the fact that students are individuals with varying backgrounds, talents and interests and attempt to teach everyone the same material at the same rate in the same way (Davis, 1993:189).

The problem of English as a medium of instruction may be more pronounced in Lesotho since there are few chances of speaking it outside the school. Therefore, educators are expected to accept responsibility for teaching and improving the language of instruction. This in turn may improve their teaching and may foster effective learning and academic performance of students.

2.5.4 Family risk factor

Family problems lead to high school student failure (Kick, Gallagher & Anastasiow, 1993:425). Many of today's students are the products of broken homes, single parent homes, and poorly supervised homes, parent self-centeredness has caused neglect and lack of supervision, guidance and care (Forness, 1992:55). The result is that youths do not feel good about themselves.

They become less trusting, less happy with themselves and portray these traits, an inability to learn, an inability to maintain satisfactory relationships with peers, and educators (Howcroft, 1990:31).

Therefore, educators in Lesotho are expected to contribute to rebuilding feelings of worth in students giving them chances to be responsible for their learning and this may result in good academic performance.

2.5.5 Low socio-economic status

Low socio-economic class students are frequently lumped together with slow students in teachers' thinking and the mischances of poverty make it difficult for them to master school learning (Kirk, Gallagher & Anastasiow, 1993:93). These students do not ordinarily like school, their experience has taught them that school is one humiliation and failure after another (Ornstein, 1993:359; Zinsmeister, 1990:49). In their eyes, school is just one more example of the unfairness of society and seldom do they see much point in striving to learn what is taught. In class they seem listless, bored or inattentive (Eggen & Kauchak,

1997:117).

In Lesotho, many students are from low socio-economic class, educators are expected to make low-income students lives more comfortable and academic success more likely by making school as safe a place as possible by holding positive expectations about students' achievement and potential, and planning instruction that may make academic achievement attainable.

2.5.6 Interest

The students do not easily carry out a task which they are not interested in (Kruger & Van Schalkwyk, 1993:86; Good & Brophy, 1994:215). The aim of the educators is to achieve effective learning results by arousing interest in students (Eggen & Kauchack, 1997:377).

Therefore, educators in Lesotho are expected to build meaningful and interesting curricula, provide appropriate learning experiences and materials, and allocate sufficient time to enhance students' opportunities for success.

These strategies may promote increased student involvement, which may lead to high levels of achievement.

2.5.7 Lack of revision

Revision of pertinent previous learning, includes previously taught concepts, processes and skills, as well as re-teaching of any elements in which the students appear to be weak (Mwamwenda, 1995:502). It can well include questioning of students and students demonstration of their skills and knowledge (Jacobsen *et al.*, 1999:155). Revision helps to concentrate the mind on what has been achieved and highlights how much of the syllabus has been covered (Coombs, 1995:87).

Therefore lack of revision may contribute to poor academic performance for students to benefit from instruction educators in Lesotho are expected to revise with their students. This in turn, may improve the results.

2.5.8 Student passivity

Passive students are dependent on the educator for being rewarded or praised for their efforts, therefore have very little self motivation (Spady, 1994:20). They also rely on marks achieved, and have very little self-evaluation (Arends, 1997:94). They rely heavily on rote learning and recall of information, not on application of knowledge (Sandrock & Yussen, 1992:390). Authoritarianism, which does not allow creative thinking is common among students (McLeod & Cropley, 1992:61).

Therefore in Lesotho students are expected to be active in their learning which may contribute to successful performance in school.

2.5.9 Speech mannerism

Speech mannerisms can reduce the clarity and effectiveness of an educator's presentation dramatically (Davis, 1993:189; Mwamwenda, 1995:500). Effectiveness of presentations is reduced by vagueness of terms, mazes and inconsistencies (Good & Brophy, 1994:382). The use of vague words creates a state of uncertainty and ambiguity which detracts from effective learning. In Lesotho educators are also expected to present their lessons in a clear and logical manner so that there are no contradictions in what is being said and taught, since they are the main source of information. This may enhance learning and academic achievements of students.

2.5.10 Slow students

Slow students are the normal youths who end up at the bottom of the class and are not considered to be handicapped, for they do not show special signs of disability (Kirk *et al.*, 1993:237). They are usually deficient in basic skills and have very poor work and study habits, coupled with short attention spans for school work and difficulty in understanding abstract concepts (Deshler & McNight, 1991:473). Being prone to failure, they are liable to develop poor self-concepts, lose interest in their school work, and misbehave (Vaugh, McIntosh & Spencer-Rowe, 1991:83). It is essential that slow students should be assisted. In Lesotho educators are expected to give learning tasks that are familiar to students which can be completed within a given period. This can tend to have students who learn more which in turn, may contribute to successful performance at school.

2.6 FACTORS CONTRIBUTING TO POSITIVE ACADEMIC ACHIEVEMENT

2.6.1 Educators know their students and subjects

Successful educators know their students and subject (Arends, 1997:5). The knowledge of their students and subject enables educators to adjust their teaching approaches so as to match the students they teach (Smith & Laslett, 1993:3). They adapt their strategies, tactics and assignments to the cognitive styles, interests and goals of their various students (Slavin, 1997:269). They also know and like the subjects they teach (Kruger & Van Schalkwyk, 1993:16). They have both a strong command of the subject matter and a large repertory of teaching skills (Mwamwenda, 1995:503).

In Lesotho, educators are expected to know their students and subjects. As a result, they may be in a position to teach effectively, which may enhance learning and academic achievement. When educators are enthusiastic about a

subject, students are likely to develop enthusiasm of their own, and likely to achieve at high levels.

2.6.2 Positive expectations

Educators hold high expectations of their students (Edward, 2001:2). Educators communicate positive expectations by creating a warm classroom climate, giving useful and precise feedback to students, planning appropriately challenging activities and planning ample time for students to learn material (Seifert, 1991:285). They have faith that the students can do well if they try and they are confident that their students will try (Good & Brophy, 1994:113). They know a lot about their students' characteristics, prior-learning and learning styles, they take these traits into consideration in their teaching, keep their expectations reasonable and their teaching approaches appropriate (Goldenberg, 1992:517; Spady & Schlebusch, 1999:33).

In Lesotho educators are expected to communicate positive expectations. Such approach may increase the amount of learning and may also lead to good results.

2.6.3 Cooperative learning

Cooperative learning method is another good technique used by educators for ensuring good communication and for managing students effectively (Slavin, 1996:43). For best results, educators organize cooperative tasks so that individuals share accountability with the group (Jacobsen *et al.*, 1999:127). The educator can influence accountability and motivation in cooperative groups by arranging group and individual rewards thoughtfully and creatively (Slavin, 1990:417; Nichols, 1996:467). As a teaching strategy cooperative learning aims at improving student performance on important academic tasks (Arends, 1997:111; Seifert, 1991:288).

2.6.6 Time management

Successful educators use time wisely by conducting their classes so that the students spend their time on task (Woolfolk, 1993:583). That is, students time is spend on productive learning activities and they spend many more hours each year on academic tasks than do students of educators who are less focussed on instructional goals (Blumenfeld, 1992:81). The mix of academic tasks provided to the students allows them not just to memorize but to understand key ideas, appreciate their connections, and explore their applications (Davis, 1993:56).

In view of this, it is important for Lesotho educators to see that they spend as little time as possible on non-academic activities so that maximum time could be spent on teaching which may contribute to more learning taking place and academic achievement.

2.6.7 Language development

According to Woolfolk (1993:477) the use of precise terminology means being as specific as possible in the use of words and avoiding vague terms. Educators who give clear presentations and explanations tend to have students who learn more and who rate them more positively (Mwamwenda, 1995:504). Cuevas (1994:39) points out that during the course of a lesson, if educators do not use precise terminology students are likely to lose track of the class discussion. To be understood educators speak slowly, loudly and clearly, keep their language simple, and repeat frequently (Quinn & Walters, 1994:29).

This is important in Lesotho where English is used as an official medium of instruction both at upper part of primary, secondary and tertiary levels of education (Matsela, 1995:111). It is noted that most students find it difficult to follow instruction in a foreign language which may accounts for their poor academic performance (Ecol, 2004:iii). This is because the life outside the

school does not allow them to use the language.

2.6.8 Policy-making

Policy can be defined as general guidelines or statements that serve to guide the educators when planning in their decision-making actions (Van der Westhuizen, 1991:134). Effective educators formulate classroom policy to ensure harmonious cooperation and order so that teaching and learning could take place effectively (Kruger & Van Schalkwyk, 1993:63). In Lesotho, educators are expected to have a policy which could serve as guideline for the behaviour of students. This could contribute to more teaching and learning taking place which could promote good results.

2.6.9 Questioning

One way in which educators find out how well students are following what is being taught is through asking questions (Jacobsen *et al.*, 1999:149). An educator skilled in questioning can stimulate thought, help students form relationships, reinforce basic skills and promote success (Eggen & Kauchak, 1992:596). For questions to be effective factors such as: frequency, equitable distribution, prompting and wait time should be considered (Mwamwenda, 1995:502). Educators focus on key concepts and complex ideas by having students give definitions, associations, and applications of the ideas (Killen, 1998:11). They ask each student to explain something they have presented and gauge the response in terms of detail and accuracy (Coombs, 1995:54). In Lesotho, it is essential that students are asked questions frequently. The more often students are asked questions, the more they are likely to learn. This is partly because they may become more closely involved which may consequently enhance learning and academic achievement.

2.6.10 Student centered approach

Many educators employ methods purported to be typical of an outcomes-based approach (Spady & Schlebusch, 1999:27). These educators place a high priority on student participation, encourage students to think and solve problems (Spady, 1994:13). They guide students to a deep understanding and appreciation of their subjects, and manage to develop the skills required for research in subject areas and motivate students to become thoughtful and skilled people (Van der Horst & McDonald, 1997:27). Students in schools could learn more successfully if their educators would use student centered approach (Edward, 2001:3). As a result educators in Lesotho are expected to use approach that is typical to outcomes-based approach, since it would yield major improvements in students learning performance and success.

2.6.11 Feedback

Excellent educators give students specific pointers about what they are doing well and what they are doing poorly (Jacobsen *et al.*, 1999:316). Frequent, immediate and specific feedback helps students learn (Woolfolk, 1993: 594). Educators focus their comments on one or two items at a time (Seifert, 1991:297). Constructive criticism and evidence of progress help sustain students' motivation to learn, and to struggle onward on a task (Arends, 1997:85). In addition to making comments to individual students, educators make photocopy examples of good papers and hand out solution to problem sets so that students can compare their performance to a standard (Davis, 1993:181).

It is essential that educators in Lesotho should provide feedback so that students should know exactly what they did that was noteworthy. For best results, it should be specific, immediate and fit the developmental level of the

students. Distribution of photocopies is important due to lack of libraries in Lesotho as they help students to study their own resource materials.

2.6.12 Organization structure

According to Van der Westhuizen (1991:167) educators apply the line and staff organisation structure in their teaching.

Educators attend workshops held by the resource educators. Resource educators follow-up educators by visiting them at their individual schools to find out whether what has been disseminated at the workshops is being implemented in school classrooms.

In Lesotho, educators are expected to apply line and staff organization structure. This structure is believed to enhance effective teaching as well as learning and good academic performance on the part of students.

2.6.13 Democratic management style

Effective educators use democratic classroom management style. Kruger and Van Schalkwyk (1993:26) believe that in democratic classroom management style the educators should have a thorough subject knowledge and a good knowledge of students, so that they could enable students to take part in teaching and learning activities in the class in an active and meaningful way. The democratic classroom management approach is advantageous in teaching and learning, as it is seen from the following:

- students take part in classroom activities with more confidence;
- initiative and creativity are encouraged;
- students feel involved in the teaching activities.

In view of this, it is important for Lesotho educators to see that they use democratic classroom management style. This approach may lead to successful teaching and learning, which may contribute to high levels of academic achievement.

2.7 CONCLUSION

In this chapter literature study is reviewed, principals leadership management responsibilities and educators classroom management strategies have been dealt with. It further indicates the factors that contribute to poor academic performance and factors contributing to positive academic achievement.

The next chapter will furnish with research methodology.



CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter identifies the method used in this research project and the reasons for selecting it. The researcher implements the qualitative research method to investigate the role played by secondary school educators in the poor academic performance of students in Hlotse town, in the Leribe district. This approach is chosen because the researcher is interested in understanding people's experience in context and is the collector of relevant data and the culler of meaning from that data (Maykut & Morehouse, 1994:43).

3.2 RESEARCH METHODOLOGY

3.2.1 Qualitative method

The qualitative method provides descriptive data, which are revealed by the spoken words (McMillan & Schumacher, 2001:395). Denzin and Lincoln (1994:2) describe qualitative research as the study of people in their natural settings. Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions (McMillan & Schumacher, 2001:193). It requires relatively extensive time in a site to systematically interview and record processes as they occur naturally at the selected occasion (Maykut & Morehouse, 1994:45).

3.2.2 Quantitative method

Quantitative method refers to things which can be counted and put on a numerical scale of some kind (David & Sutton, 2004:35). Quantitative research

involves the use of structured survey instrument that asks all respondents the same questions in the same order and the responses are amenable to statistical analysis (Miller & Brewer, 2003:166). It relies on a pre-defined, structured design based on hypotheses drawn from theory (Corbetta, 2003:52). It also views data which can be expressed in numerical form (Bryman, 2001:506). Information presented in number is, therefore understandable and usable.

In this study both quantitative and qualitative methods are used.

3.2.3 Interviews

An interview is a verbal interchange, often face-to-face discussion in which an interviewer elicits information from another person (Burns, 2000:423). Maykut and Morehouse (1994:46) describe an interview as a means of collecting data in a face-to-face situation. It is also viewed as a method of data collection that involves researchers asking respondents basically open-ended questions (O'Leary, 2004:162).

3.2.3.1 Types of interviews

- Open-ended and closed interviews

Open-ended interviews give the respondents the opportunity to give an answer to the question in their own words. They also allow for elaboration in a response and can provide insights into the meanings which respondents attach to their actions and beliefs. Closed interviews present the respondent with a pre-determined selection of responses. They are also more straight-forward to answer and the responses are faster to code (Miller & Brewer, 2003:250).

- Unstructured interview

With the unstructured interview, the researcher typically has a list of topics to be covered. The style of questioning is usually informal and the phrasing and sequencing of questions vary from interview to interview (Bryman, 2001:110).

- Semi-structured interview

When conducting a semi-structured interview, the interviewer makes reference to an outline of the topics to be covered during the course of the conversation. The order in which the various topics are dealt with and the wording of the questions vary from one interview to another (Corbetta, 2003:270). Within each topic, the interviewer is free to give explanations, and probe, if the answer is not clear (Corbetta, 2003:270).

- Structured open-ended interview

Structured open-ended interview that uses pre-established questions. All respondents are asked the same questions with the same wording and in the same sequence (Leary, 2004:164). Researchers attempt to be objective, neutral and try to minimize personal interactions (May, 1997:10). The respondents are, completely free to answer as they wish (Corbetta, 2003:269).

In this study structured open-ended interviews are used.

3.2.3.2 Aspects to consider when compiling interview questions

The objectives of the study, as well as the broad categories to be researched should guide any process of developing an interview schedule (Motseke,

2000:100; Fielding, 2002:135). The researcher lists all the aspects that the study is to cover, then develops set of relevant questions for these aspects.

The focus of inquiry, the examination of ideas for similarities, the format and the useful sequence of questions are important in an interview development. Maykut and Morehouse (1994:85) provide the following guidelines in an interview development:

- the researcher writes out the focus of inquiry;
- develops categories of inquiry by examining the ideas for similarities and by grouping similar ideas together;
- decides on a format;
- prepares interview questions; and
- organises them into an useful sequence.

The interview schedule used in this study satisfies these requirements.

3.3 SAMPLING

The population of this study consists of COSC (Form E) educators. The researcher uses purposive sampling. A sample of five educators is drawn from Hlotse schools. One educator from each school is selected and interviewed. The researcher continues to jointly collect data and analyse it in an ongoing process until no new information is uncovered (Maykut & Morehouse, 1994:62).

3.4 DATA COLLECTION

Structured open-ended interviews are conducted to collect data with educators who are teaching form E class. The schools and personnel are visited individually during the day, after school in the afternoon. A vacant classroom

is used to conduct interviews. Notes are written with the permission of the respondents in the researcher's field notes (Mason, 1996:60). Notes are written as soon as the respondents respond to the researcher's questions. Audiotape is also used and data collected this way is used in data analysis (Maykut & Morehouse, 1994:46).

3.5 DATA ANALYSIS

McMillan and Schumacher (2001:480) state that data analysis entails four cyclical phases in qualitative research:

- continuous discovery, especially in the field but also throughout the entire study, so as to identify tentative patterns;
- categorising and ordering of data typically after data collection;
- qualitatively assessing the trustworthiness of the data so as to refine one's understanding of the patterns; and
- writing an abstract synthesis of themes and concepts.

The researcher compared units of meaning across categories, then refined categories, from there explored relationships and patterns across categories (Maykut & Morehouse, 1994:134). Finally integrate data yielding, an understanding of phenomenon being studied (Maykut & Morehouse, 1994:134; Mason, 1996:135).

3.6 CONCLUSION

This chapter deals with introduction, the research methodology used, types of interviews conducted, targeted population, the relevant applicable instruments used and data analysis. The next chapter will furnish with data analysis during the research.

CHAPTER FOUR

ANALYSIS OF DATA

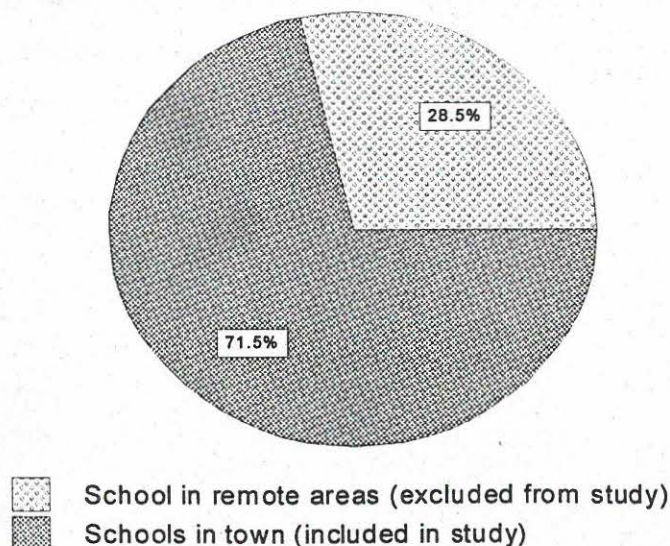
4.1 INTRODUCTION

This chapter focuses on the analysis of the data collected through interviews. The qualitative and quantitative data analysis methods were used. There was inductive category coding and simultaneous comparing of units of meaning across categories, followed by refinement of categories. Then came exploration of relationships and patterns across categories, thereafter the researcher integrated the data and write the research (Maykut & Morehouse, 1994:134).

4.2 NUMBER OF SCHOOLS INCLUDED

The chart below illustrates the percentage of schools included in this study.

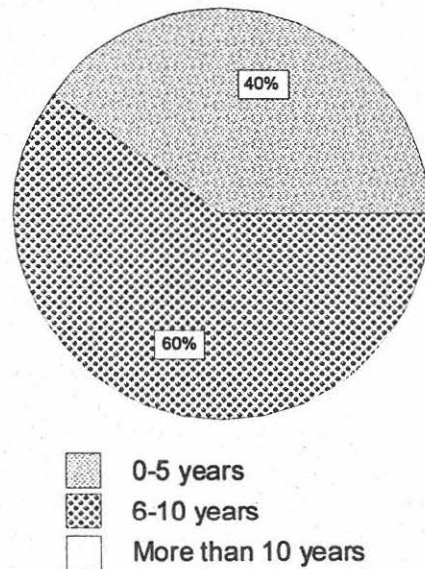
Figure 4.1 : Number of schools included



Out of seven high schools in Hlotse, 5 (71,5%) schools were included in this study, 2 (28.5%) were excluded from the study.

4.3. TEACHING EXPERIENCE

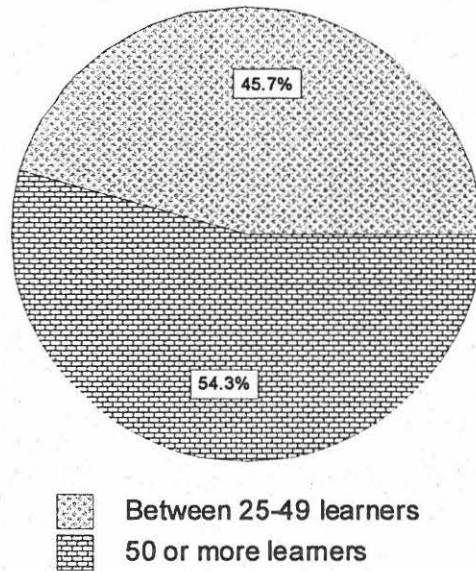
Figure 4.2 : Teaching experience



Two educators (40%) had 0 - 5 years teaching experience and three (60%) educators had 6 - 10 years teaching experience. There were no educators that had more than 10 years teaching experiences.

4.4 NUMBER OF STUDENTS IN CLASSES

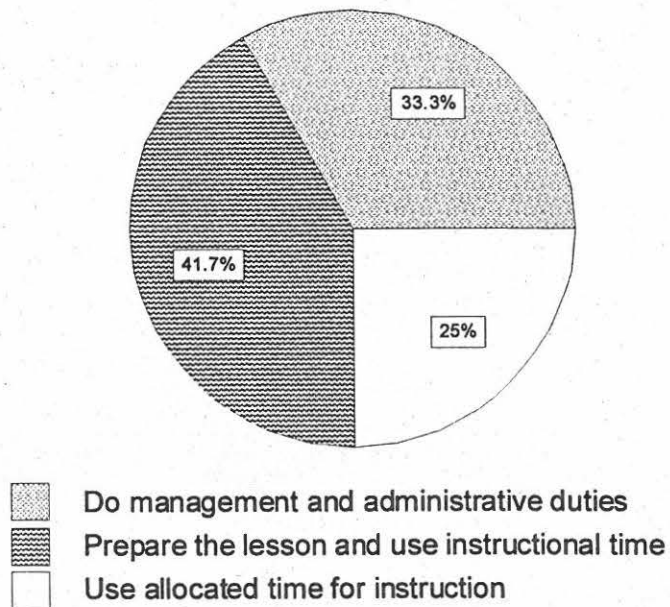
Figure 4.3 : Number of students in classes



All five respondents answered this question. Thirty eight (54.3%) classes enrolled 50 or more students, 32 (45.7%) enrolled between 25 and 49 students per classroom.

4.5 STEPS APPLIED FOR EFFECTIVE MANAGEMENT OF TIME IN CLASS

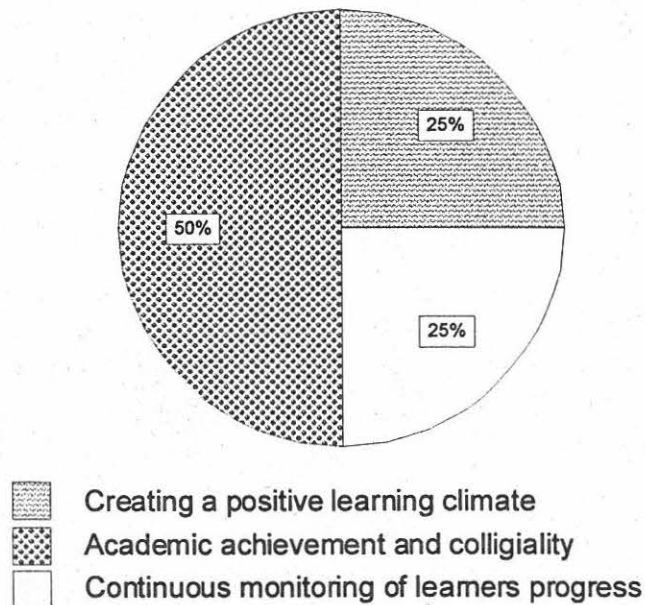
Figure 4.4 : Steps applied for effective management of time in class



The respondents answered this question, only 5 (41.7%) educators prepared the lesson and used instructional time thoroughly, 4 (25%) educators used allocated time for instruction and only 3 (33.3%) used to do management and administrative duties when entering the class.

4.6 WHAT ROLE DO THE SCHOOL PRINCIPAL AND HODS PLAY AT SCHOOL TO IMPROVE THE RESULTS?

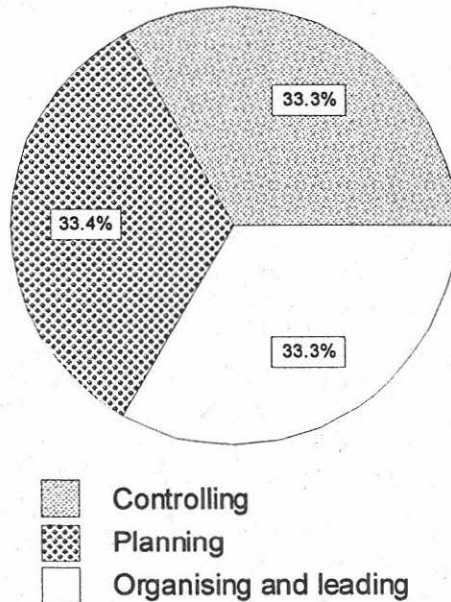
Figure 4.5 : The principal and HOD's role



Responses to this question indicate that 5 (50%) respondents believe that the results can improve if the principals and HODs can put more emphasis on academic achievement and collegiality, 4 (25%) believe that they can improve if they frequently monitor students progress and the other 4 (25%) assert that they can improve if they create a positive learning climate.

4.7 MEASURES USED FOR IMPROVING ACADEMIC PERFORMANCE OF STUDENTS IN THE CLASSROOM

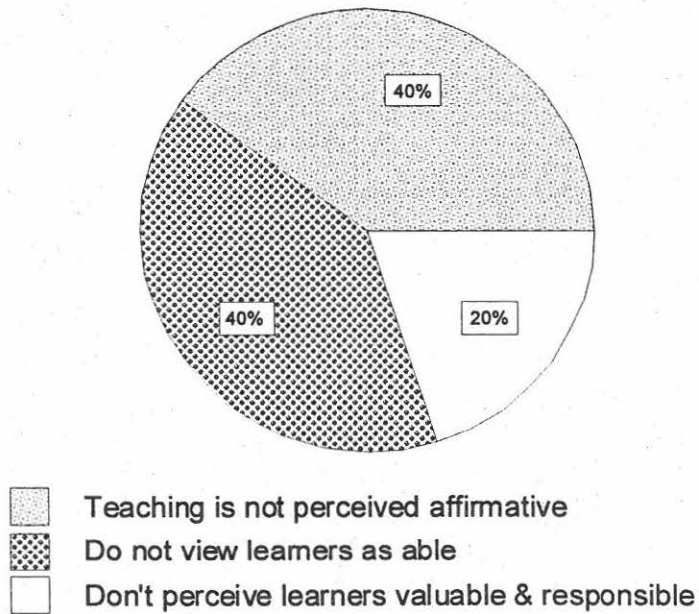
Figure 4.6 : Measures used for improving academic performance of students in the classroom



Responses to this question indicate that 5 (33,4%) respondents planned for learning before they could provide instruction. Three (33.3%) respondents ensured that their work was organised, activities delegated and guided by the leader and 3 (33.3%) respondents believe that academic performance can improve if delegated tasks were controlled.

4.8 ROLE OF EDUCATORS IN THE POOR ACADEMIC PERFORMANCE OF FORM E STUDENTS

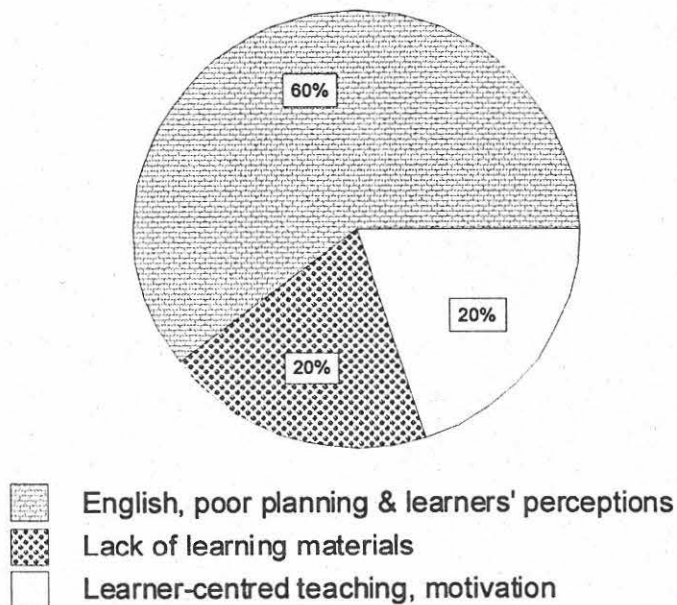
Figure 4.7 : Role of educators n the poor academic performance of Form E students



Out of the 5 respondents who replied to this question 2 (40%) did not view students as able, 1 (20%) respondent did not perceive students valuable and responsible and 2 (40%) respondents did not perceive teaching affirmative.

4.9 FACTORS CONTRIBUTING TOWARDS HIGH FAILURE RATE OF FORM E STUDENTS

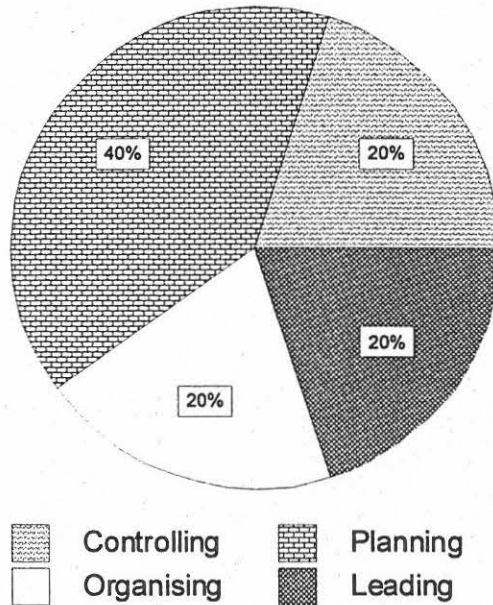
Figure 4.8 : Factors contributing towards high failure rate of Form E students



The responses to this question indicate that 3(60%) respondents believe that high failure rate is contributed by English, poor planning and students' perceptions towards examinations, 1 (20%) mentioned lack of learning materials and educator expectations, and the other 1 (20%) stated that student centred teaching, motivation, self-concept, time management, independent work and students educator ratio contribute towards high failure rate of Form E students.

4.10 MANAGEMENT STRATEGIES IMPLEMENTED TO IMPROVE THE RESULTS

Figure 4.9 : Management strategies implemented to improve results



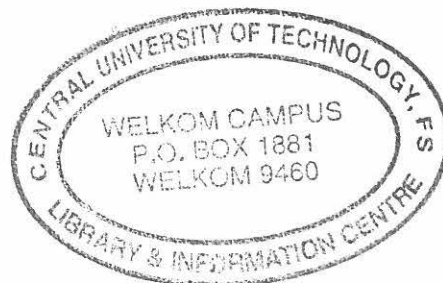
Of the 5 educators who answered this question, 2(40%) replied that planning could be done by the principals as the educational managers. One (20%) mentioned that the principals could organise their work in order to enable staff members to do their work effectively, while 1 (20%) cited that they could lead in such a way that their staff could realise that it is possible for them to satisfy their own needs and develop their own potential while at the same time contributing to the realisation of the school’s objectives and the other 1 (20%) replied that the principals could exercise control by examining all management activities to determine whether they still correspond with the goals of the school.

4.10 CONCLUSION

The researcher used the qualitative method of research, through structured interviews with Form E educators. The researcher conducted interviews with five educators teaching different subjects.

he findings confirm that English, poor planning and students' perceptions are the most important reasons why COSC O' level (Form E) students fail. Form E students do not have the English language skills necessary for academic achievement. Most problematic is that the respondents cannot implement management strategies essential for academic performance successfully. The researcher came to the conclusion that the educators found it very impossible to assist Form E students on a regular basis in order to perform well academically.

Data has been analysed. The next chapter will furnish with the interpretations of the findings conclusions and recommendations of this research study.



CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

A literature study, complemented by qualitative and quantitative research was performed by the researcher. Structured interviews with Form E educators were conducted to collect data. The aim of this chapter is to provide interpretation of findings from the literature study and to provide conclusions.

5.2 FINDINGS FROM LITERATURE STUDY

Interpretation of findings is discussed against the background of information obtained from the literature study.

5.2.1 Leadership and management responsibilities of principals

Most of the secondary school principals rarely focus on management responsibilities that lead to the attainment of high academic achievements. The reason is that the principals have no training in the management of the schools. The other reason is that, there are many management responsibilities that are carried out in the course of the day that make it impossible to pay maximum focus on such responsibilities, therefore Form E students are under-achievers (cf.2.1.1).

The majority of principals are autocratic. They like to do things their way and use their position and power to get things done. The implication is that they seldom delegate and do not encourage teamwork. They focus more on the task than on individual development and motivation. They are less flexible and tend to resist change (cf.2.2.2).

5.2.2 Aspects related to educators in the class

Educators in teaching Form E classes plan their work, but they consider planning for the lessons as more work, due to the number of grades they are to teach and the number of students in those grades. Therefore their planning is not effective and regular (cf. 2.3.1).

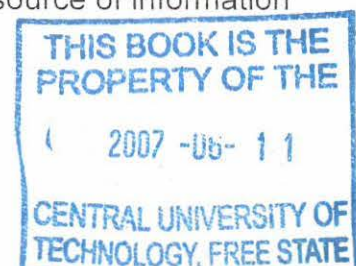
For the majority of educators, it would be difficult to teach content at a level that ensures a high rate of success. The reason is that they are not punctual. Instead of using 40 minutes allocated for the period, they use 30 minutes. Having little instructional time, they are unable to monitor students' progress and involve them in learning activities to the maximum (cf. 2.3.2).

Majority of educators do not have personal relationships with their students. Students are not treated as individuals. Educators do not chat with them about how well they understand the material and students in turn are afraid to ask them questions from the last session or from the readings (cf.2.3.3).

Many educators are not genuine, accepting and empathetic. They do not expose themselves and share how well they feel about certain issues. They do not admit when they do not know the answer. They favour one student from another and do not show warmth, empathy and a caring attitude toward all students. This may be caused by the limited number of in-service seminars held to remind them of the teaching techniques and their approach towards the students (c.f.2.3.4).

5.2.3 Aspects related to teaching and learning

Educators are trained to present subject content in a clear manner. The motive is that libraries are scarce and educators are only the source of information (cf. 2.4.1).



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Note-taking increases students' attention in class and reviewing them increases students performance on tests. This implies that educators give notes to students since there are no libraries where books could be found and read. Preparing notes may mean more work on the part of educators (cf. 2.4.2).

Educators may not be able to provide opportunities for students to practice and apply. This is because most classrooms are over-crowded with students. Giving them work may be stressful as the educators may fail to finish marking their exercise books within given period (cf.2.4.3).

Educators rarely engage students meaningful learning. The reason is that they are not punctual to class, as a result it becomes impossible to go over the ideas again and again, to ask questions and to provide necessary corrections (cf.2.4.4).

Most students come from low socio-economic status. Parents are unable to buy adequate learning materials for them and are unable to provide sufficient food. Therefore in the class they are listless, bored and unable to perform well academically. To help them educators may prepare their work. The learn far more better from educators who plan their lessons in advance. The reason is that when they are prepared, they may be confident in presenting the lesson to the students which may improve classroom management which may finally enhance academic achievement (cf. 2.4.5).

Active teaching is a necessity The motive is that unemployment rate is high, as a result most parents do not have sufficient funds to buy enough school materials for their children and the environment at home does not allow students to learn (cf. 2.4.6).

5.2.4 Causes of poor performance

Teaching is often ineffective because it is inadequately planned. The educators attempt to cover the subject rapidly. They ignore the fact that students come from different backgrounds and have different talents and interests. They attempt to teach every student the same material at the same rate in the same way (cf. 2.5.1).

The curriculum is irrelevant because it is western, as a result it does not match the rural lifestyle of the community. Most of the secondary schools are in remote areas. Most of the secondary schools are in remote areas. Most of the students may perceive some subjects as having no bearing on their lives at all (cf.2.5.2).

English as a medium of instruction is a problem. It is regarded as a failing subject, since without passing it, at credit level, a student cannot enter tertiary academic institutions. Students who do not speak English as a first language perform badly, the reason is, they may understand little of what is going on (cf. 2.5.3).

Family problems may lead to students' poor academic performance. The students from such families may not feel good about themselves. They may be characterised by an inability to learn, an inability to maintain satisfactory relationship with peers and educators (cf. 2.5.4).

Poverty makes it impossible for students to obtain good results. The reason is, they may be listless inattentive in class. This may be caused by coming to school without receiving adequate nutrition. The student may sometimes miss school in order to do piece work o help supplement their income (cf.2.5.5).

Lack of revision may contribute to poor results. Educators are unable to revise with each student as an individual in the class because classes are large and crowded and the time given for the lesson is very limited and does not allow that (cf.2.5.7).

Students become passive in classrooms if the curriculum offered is either not challenging enough or is too difficult for some of the students. Educators may also contribute to student's passivity by setting unreasonable and inflexible deadlines for assignments and having groups of favoured and disliked students (cf.2.5.8).

Speech mannerism may cause poor performance. The use of vague terms, mazes and inconsistencies create a state ambiguity and uncertainty which detracts from effective learning. This terminology is hard to understand by students and causes confusion which leads to failure (cf. 2.5.9).

Slow students are prone to failure. The reason is, they may be deficient in basic skills and have very poor work and study habits (cf. 2.5.10).

5.2.5 Factors contributing to positive academic achievement

Educators know the students and subject they teach. Most students find it satisfying to know that people as important as educators know them by name. Knowing students as well as cognitive style and subject, enables educators to adopt their teaching approaches to match them (cf.2.6.1).

Educators hold high expectations of their students. This can be done by creating a warm classroom climate, believing that the students can do well if they try irrespective of their backgrounds (cf. 2.6.2).

In the classroom educators use cooperative learning. The reason is, it improves

social interaction, enhances language development, and improves positive relationships (cf. 2.6.3).

It is essential to encourage students. This is because the curriculum might be irrelevant to one of the student's most important needs or is too difficult which is likely to cause frustration. Some students come from broken home where they are not encouraged to learn (cf. 2.6.4).

The majority of educators prepare for examinations. The students progress is not monitored and individual questions are not attended to as they work on the examination papers. The reason is educators have many activities to do other than teaching Form E class (cf.2.6.5).

Time is not used wisely by most educators The motive is that they come to class unprepared and at times late (cf.2.6.6.).

Many educators use there vernacular and English in the classroom. This is because students understand little of what is said in English. They use mother tongue in an attempt to make their presentations clear (cf.2.6.7).

In many secondary schools, educators and students rarely draw up classroom policy. This implies that students are not aware of what is expected of them when in the classroom (cf.2.6.8).

Majority of educators do not have question session. The reason is their teaching is inadequately planned and time is improperly used (cf. 2.6.9).

Educators in secondary schools use educator centred method in most cases. Students rarely participate in their learning, they rely on educators for motivation and feedback and have little understanding of the subjects they are (cf.2.6.10).

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Educators in secondary schools use educator centred method in most cases. Students rarely participate in their learning, they rely on educators for motivation and feedback and have little understanding of the subjects they are (cf.2.6.10).

The findings confirm that educators give feedback to students, either verbally or in a written form. The problem is, this is given after a long time, as it takes a long time to mark and return exercise books to students, such feedback is considered ineffective (cf. 2.6.11).

Educators in many secondary schools do not work as a team. They do not involve any advisor in their teaching. The reason is, they confuse that with having little knowledge with regard to subject content (cf. 2.6.12).

The major of educators are authoritative in secondary schools. They do most of the classroom activities, their students do not feel involved in learning activities and are not create because of the content bound activities (cf. 2.6.13).

5.3 SUMMARISED FINDINGS AND IMPLICATIONS OF THE INTERVIEW SCHEDULE

5.3.1 Number of schools included

The findings confirm that the majority of schools are included in this study (cf.4.2).

5.3.2 Teaching experience

The respondents are experienced educators. They are adequately trained and are in a position to assist Form E students (cf.4.3).

5.3.3 Number of students in classes

Classes are overcrowded in secondary schools. This makes it difficult for educators to assist Form E students (cf.4.4).

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5.3.4 Steps applied for effective management of time in class

The majority of educators do not use time properly. They are not punctual to class, they attend classes unorganised. They spend most of the time on non-productive learning activities such as administrative duties (cf.4.5).

5.3.5 The principal and HOD's role

There is no teamwork between the principals and HOD's. The HOD's are also not aware of what is expected of them (cf.4.6).

5.3.6 The role of educators in the poor academic performance of Form E students

Many educators do not perceive teaching as affirming and students are not viewed as able, valuable and responsible. The students from the secondary schools may not feel confident to succeed. They may be characterised by an inability to learn and an inability to maintain good relationships with educators (cf.4.8).

5.3.7 Factors contributing towards high failure rate of Form E students

Lack of teamwork in the teaching of English, shortage of enough textbooks and students' perceptions towards examinations may lead to a high failure rate of Form E students. Student-centred teaching, motivation and poor planning may also lead to a high failure rate. The motive is, the lesson may not be presented in a manner that the student's interest is aroused and educators may fail to convert from educator-centred to student-centred teaching (cf.4.9).

5.3.8 Management strategies implemented to improve results

Majority of principals rarely implement management strategies that lead to good results. The motive is that, there is no follow up to confirm what is disseminated at workshops is being implemented in schools and they have to taken a degree course in the management of the schools (cf. 4.10).

5.4 RECOMMENDATIONS

5.4.1 Improving leadership and management skills of principals

In-service training need to be held for principals to enable them to improve their leadership skills so that they can manage their schools effectively.

5.4.2 Helping educators to master lesson planning and presentation

Educators are expected to plan their classes effectively and present their lessons in a clear and logical manner.

5.4.3 Training educators to teach effectively

Educators should make content of the subject clear, give notes to students, monitor their progress, involve all of them in learning activities, assist them with the study skills, show a great interest in them, foster meaningful learning and should review their work to ensure that active teaching is effective. Some training or in-service training is required for this purpose.

5.4.4 Equipping schools with learning materials

All schools need to be well equipped with relevant and interesting instructional materials. Library and science buildings need to be established in all schools.

All library buildings need to be equipped with relevant books and all science laboratories need to be equipped with relevant learning science equipment.

5.4.5 Educators regulating positive academic achievement

Educators are expected to use cooperative learning methods. It could be best for diverse groups of students.

5.5 SHORTCOMINGS OF THE STUDY

This study has the following shortcomings:

- the failure to involve all Form E educators in Hlotse;
- the failure to involve Form E students; and
- the failure to reach rural schools that have Form E classes in Hlotse.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

The research opportunities in this field are numerous. The research highlights the following:

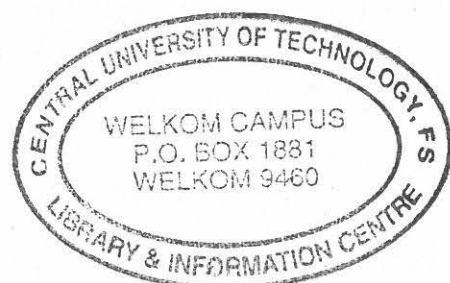
- the role of principals in the academic performance of Form E students;
- the role of HODs in the poor academic performance of students;
- the restructuring of education system that is relevant to the Basotho lifestyle.

5.7 CONCLUSION

The number of students completing their COSC O' level is very small compared to the number of students who are unsuccessful. It is correct to conclude that education at COSC O' level has tendered to be elitist in the sense that it benefits

only a few students. Quality education can be provided to all students. One way this can be realised is by seeing that educators are effective in their work. Their effectiveness leads to effective learning on the part of students.

Finally, the steps that can be applied for effective management of time, the role played by the school principals and HOD's to improve the results, factors that contribute to successful teaching and learning, the role of educators in the poor academic performance of students, and factors that contribute towards high failure rate of students are discussed. This study also revealed that Form E students are academically low achievers. To enable them to get good results, educators are expected to implement management strategies purported to be typical of effective educators.



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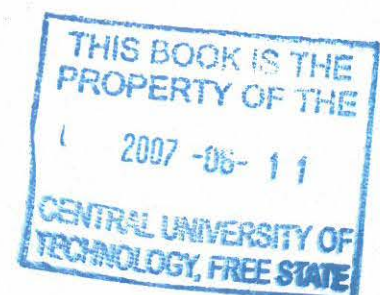
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APPENDIX A

INTERVIEW SCHEDULE

- 1 How long have you been teaching?
- 2 How many students are in your Form E class?
- 3 What are the steps that you apply for effective management of time?
- 4 What role do the school principal and HOD play at school to improve the results?
- 5 What do you do in the classroom during teaching and learning to ensure that academic performance of students improves?
- 6 What is the role of educators in the poor academic performance of Form E students?
- 7 Which factors contribute towards high failure rate of Form E students?
- 8 What management strategies can be implemented to improve the results?



APPENDIX B

P O Box 493
LERIBE
200

22 August 2005

The Principal

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LERIBE
300

Dear Sir

REQUEST TO CONDUCT A RESEARCH AT THE SCHOOL

I am an M.Ed student currently registered at Central University of Technology, Free State (Welkom Campus). One of the requirements for the study is to conduct a research. I humbly request one Form E educator at your school to participate in my research. I am researching the effectiveness of Form E educators in academic performance of students.

I promise that the information gathered will be treated strictly confidential. Your cooperation in this regard will be highly appreciated.

Yours faithfully
MR M MASEKO