

DECLARATION

I declare that it is my own work in design and in execution; that I am aware of the implications of plagiarism as academic dishonesty, and that all material herein has been duly acknowledged. This study has not previously been submitted by me for a degree at this or any other university.

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ABSTRACT

Education plays an integral role in human development. It encompasses growth in several dimensions of human well-being. The purpose of this study was to explore factors that are contributing to unsatisfactory performance in Government Schools in the area of Duduza Township, a community in the East rand, Gauteng. Based on the qualitative research conducted, the researcher adopted a multiple case study as a research design. The researcher utilised purposive non-probability sampling in selecting the 15 learners and six key informants. Multiple methods of data collection were used through focus group discussions with learners and individual interviews with key informants. The most important problems that emerged from the thematic content analysis of the discussions included factors in the home environment of learners in that there is lack of parental involvement and motivation. In the school environment, the study showed that challenges were faced due to the usage of English as the medium of instruction, teachers' discrimination of learners aged 18years and above, condoning or progressing of learners, overcrowding in classes and the usage of inexperienced teachers in critical grades. Furthermore, the study highlighted that one of the community related factors affected learners is their socio-economic background. In view of the study's findings and conclusions in relation to the factors contributing to unsatisfactory performance in Government Schools, the researcher proposed intervention strategies to be implemented on micro, meso and macro level. In addition, emphasis should be put on revisiting the policy of progressing learners, the improvement of learning outcomes and raising passing grades. A multi-sectoral approach is crucial for all stakeholders comprising of the Department of Basic Education, the Department of Social Development, the school, parents and learners. Measures and recommendations to address the challenges of poor performance have been outlined

Key words

Government schools, Unsatisfactory performance, Basic Education Curriculum, Educators, Learners, Quality Education

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ACRONYMS

DoE:	Department of Education
SASA:	South African Schools Act
ANAs:	Annual National Assessments
TIMSS:	Trends in International Mathematics and Science Study
SACMEQ:	Southern and Eastern Africa Consortium for Monitoring Education Quality
DBE:	Department of Basic Education
DHET:	Department of Higher Education and Training
HRDSSA:	The Human Resource Development Strategy for South Africa
NSLA:	The National Strategy for Learner Attainment
LER:	Learner-to-Education Ratio
SBST:	School Based Support Team
FET:	Further Education Training
SIP:	School Improvement Plan
HOD:	Head of Department