

**EXPLORING CAPABILITIES OF LEARNERS IN A QUINTILE 1
SCHOOL IN METRO CENTRAL OF CAPE TOWN**

**THESIS PRESENTED FOR THE DEGREE OF MASTERS IN
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EXPLORING CAPABILITIES OF LEARNERS IN A QUINTILE 1 SCHOOL IN METRO CENTRAL OF CAPE TOWN

KEY WORDS

Capabilities poverty

Poverty

Quintile 1 school

Intermediate phase learners

Exploring

Functioning

Opportunity

Learning experience

Learning outcomes

Role modeling



ABSTRACT

Exploring capabilities of learners in a Quintile 1 School in Metro Central of Cape Town

Disproportionate funding of formal schooling, deprivation and distortion of the economy on a racial basis were continuous occurrence of the apartheid era. This left the South African society in a state of deep rooted inequality and poverty especially amongst the black South Africans. The black South Africa community was characterized by high unemployment rates and low income level jobs. The aftermath is the inability to realize available capabilities to achieve or satisfy important functionings. A case in point is the recent disappointing results of the systemic evaluations of grade 3 and 4 learners in rural schools.

This study explore the capabilities of Intermediate Phase (grades 4-6) learners in a Quintile 1 school in the Metro Central of Cape Town, through the lens of the capabilities approach theorized by Amartya Sen. This approach relates to how learners are able to utilize their capability sets to attain functionings in the face of poverty i.e. attain the freedom to live the kind of life they value. The study has chosen the capabilities approach because of its high interdisciplinary and multidimensional characteristics. This makes it appropriate to the South Africa context which is characterized by inequality, deprivation and segregation. In this regard, the study explores the features of poverty and forms of capabilities in relation to Intermediate Phase Learners in Quintile 1 Schools. Furthermore the study attempts to explain the effect of poverty on the capabilities of this group of learners in a selected Quintile 1 school in the Metro Central of Cape Town.

A qualitative methodology has been used following a constructive study based on in-depth observations and informal semi-structured interviews. A statistically viable sample which consists of a group of learners, staff, and parents is involved. The study provides an exploitative analysis of poverty effect on capabilities with respect to learners'

achievement abilities in converting substantive freedom into achieved functionings as desired outcomes.



DECLARATION

I declare that *Exploring Capabilities Amongst Intermediate Phase Learners in Quintile 1 School in Metro Central of Cape Town* has not been submitted before for any degree or examination in any other university as far as I know, considering the fact that it is a relatively new area of interest as it relates to education. All the sources used or quoted in the course of the study have been indicated and properly referenced.

DANIEL-OGHENETEGA BENEDICTA O

June 2010

Signed:



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ABBREVIATIONS

Q-1	Quintile 1 schools
MCCT	Metro Central of Cape Town
CA	Capability Approach
SE	Social Exclusion
M A	Monetary Approach
RALC	Rebirth Africa Life on the Continent
L	Learner



LIST OF FIGURES AND TABLES

Figure 1: Map showing Metro Central Education District of Cape Town

Table 1: African and white matriculation passes as a proportion of matric candidates, 1970-88.

Table 2: Participants Profile (Learners)



CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Poverty is a global issue. The Education for All Report showed over 1.2 billion people on earth live in either relative or absolute poverty and this has adverse effects on learners' academic experiences and outcomes at schools. Decades of research in many countries have documented the adverse effects of poverty on children's experiences of schooling and learning outcomes (Christie 2008:100). South Africa being a developing country in which poverty is one of the main factors affecting educational development of learners, there is a need to give attention to learners' experiences in the face of poverty.

Due to the impact of the apartheid era poverty in South Africa is characterized by factors such as unemployment, poor shelters, and lack of social facilities. These are more prevalent amongst the previously marginalized communities. These factors also make the education environment very peculiar. Poverty is thus predominantly found among the same group of people who have lived in poverty most of their lives. For example, social mobility from rural areas to the townships in the big cities has not shown significant improvement in the lives of the poor. In most cases, it has resulted in the loss of socio-cultural identities and the tendency to live in sub-human conditions. According to the Gini Coefficient, a commonly used measure of inequality of distribution of income; South Africa is one of the most unequal societies in the world (2005=0, 65) (Van Aardt, 2009).

The genesis of inequality or forms of deprivation in South Africa as postulated by the Capability Approach can be traced back to the era of Bantu education whereby the marginalized group attended under-resourced schools. This kind of deprivation is also a form of poverty which can still be seen in contemporary South Africa. Very little is being done to overhaul the education system in respect to the learners' competency, especially in the Quintile 1 (Q-1) schools which are the poorest schools in South Africa. Therefore, poverty can also be described as the lack of monetary ability to face or accept challenges, influence, and well-being in terms of the physical condition or social acceptance as demonstrated during the apartheid era which lasted for several decades. This peculiar experience resulted in the high level of poverty seen in South Africa today. Indeed, estimates suggested about 40 % of the population lives in poverty (Christie 2008:95). In a situation like this, poor children cannot afford to go to school because of the direct and indirect costs involved; they go to school hungry, poorly nourished, unwell, without adequate clothing and lack of school-related materials like stationery (Orazem, Glewwe & Patrinos, 2007). These factors influence the learner's ability to convert available opportunities into real benefits for their learning. Due to poverty, children have to fit in school work around jobs or household chores. More so, broken school attendance patterns, like the 'drop out' and 'drop in again' syndrome tend to characterize learners' response to schooling. These interruptions in learning could be accounted for by the ill-health or death of the breadwinner, or the absence of parents and guardians who might have left home early for economic gains. Hence, the emotional effect of poverty can be enormous and profound on the psychology of the child at school.

According to the capability approach, the ends of well-being, justice and development should be conceptualized in terms of people's capabilities to function i.e. their effective opportunities to undertake the actions and activities that they want to engage in, and be whom they want to be (Sen, 1993). These 'beings and doings' according to Sen (1993) referred to as 'functionings' constitute what makes life valuable. Functionings, however, include being literate, healthy and respected (Robeyns, 2005:2).

Having given the notions of poverty in the context of the South African background information as mentioned above, a study was conducted to examine the competence level of learners in the poorest areas, the nature of poverty learners find themselves in and the implication these have on their capabilities in learning achievements. Using both the quantitative and qualitative methods in this study, the family and economic background of learners were investigated, as well as the way they perceive their experiences in this setting of poverty, as characterized by poorest schools where they are located.

1.1 Statement of problem

The elimination of poverty is a key concern in the development of the poor countries. It drives and motivates the perennial mobility of poor communities in search of survival opportunities. In 2000, one hundred and sixty four countries agreed upon halving all forms of poverty as one of the Millennium Development Goals (MDGs) by 2015 at the World Education Forum in Dakar, Senegal; although there is a recent shift from 2015 to 2025 (Sachs, 2005). Following this, the South African Finance Minister administered the

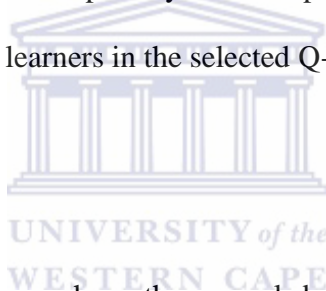
2009 budget that emphasized an increment in the school funding system in the poorest areas. As earlier indicated, there is a world-wide agreement on poverty reduction as an overriding goal of development policies; however, many intellectuals still share different notions about defining the term poverty. Different approaches such as monetary, capability, social exclusion and participatory approaches have been used at different times by different people to define poverty (Laderchi *et al*, 2003). The different approaches identify different people as being poor; bringing about differences regarding policy.

Empirical work in Peru and India showed there is a significant lack of correlation between these methods. For example, nearly half the population identified as living in poverty according to the monetary approach are not included in the capability approach (Laderchi *et al*, 2003) Nonetheless, these differences, in part, reflect different views of what constitutes a good society and good life. As such, the South African educational policy is currently being assessed in relation to its positive impact on poverty and whether it gives meaningful education (which was not there during the apartheid) to its people as a way of improving their lives. This study therefore acknowledges the need to analyze poverty in view of the different approaches as well as place emphasis on capabilities in relation to the learning experiences of intermediate-phase learners in the South African Q-1 schools.

1.2 Aim and Objectives

The overriding aim of the study is to investigate and situate the aspirations of learners from Q-1 schools within the larger societal values and conceptions of learners from poor backgrounds. In addition, the objectives of the study are as follows:

- To determine the nature of capabilities of intermediate-phase learners in a selected Q-1 school in Metro Central of Cape Town (MCCT).
- To investigate the types of poverty depictions on the capabilities of learners in the selected Q-1 school and learners' homes.
- To investigate the implications of poverty on the capabilities of learners in relation to the schooling experience of learners in the selected Q-1 school.



1.3 Assumptions

- The intermediate-phase learners have the normal desire and aspirations of a school going child to read and write in light of what they see, hear, and experience in their environments and at school.
- The intermediate-phase learners experience poverty in different forms that are representational of their living conditions both at home and school.
- The intermediate-phase learners suffer poverty as reflected in their parents or guardians economic status hence this impacts negatively on their capabilities as related to academic achievements.

1.4 Geographical background of Gugulethu

During the apartheid era, black South Africans were not permitted to live in the city of Cape Town, and many of them were removed from areas such as District Six to Gugulethu, Nyanga and Langa (Future Facts Survey, 2006). Besides that, others were also moved from Langa due to overcrowding to Gugulethu and Nyanga. The name *Gugulethu* derives from a Xhosa word “*igugu lethu*” literally meaning “*our pride*” (Real Times News, 2009). However, this study was interested in the children and wards of the dwellers who are learners in one of the Q-1 schools of the Gugulethu Township in Cape Town. This township was established in 1958 and was formerly known as Nyanga West. It lies between the N 1 and N 2 highways and is about 20 Km North-East of Cape Town and Bellville respectively. This township was established to accommodate black South Africans during the apartheid era, but with the effort of the post-apartheid government has expanded overtime (Real Times News, 2009). Statistics South Africa (2004) showed it is one of the oldest, largest and fastest growing townships in South Africa. The 2001 census indicated a population of 170,552 of which 47 % were males and 53 % were females. However, the population estimate of this township in 2005 was about 350,000 people. Presently, there are no current statistics of the present population size available in the literature. Figure 1 shows the physical location of the school metro under discussion.

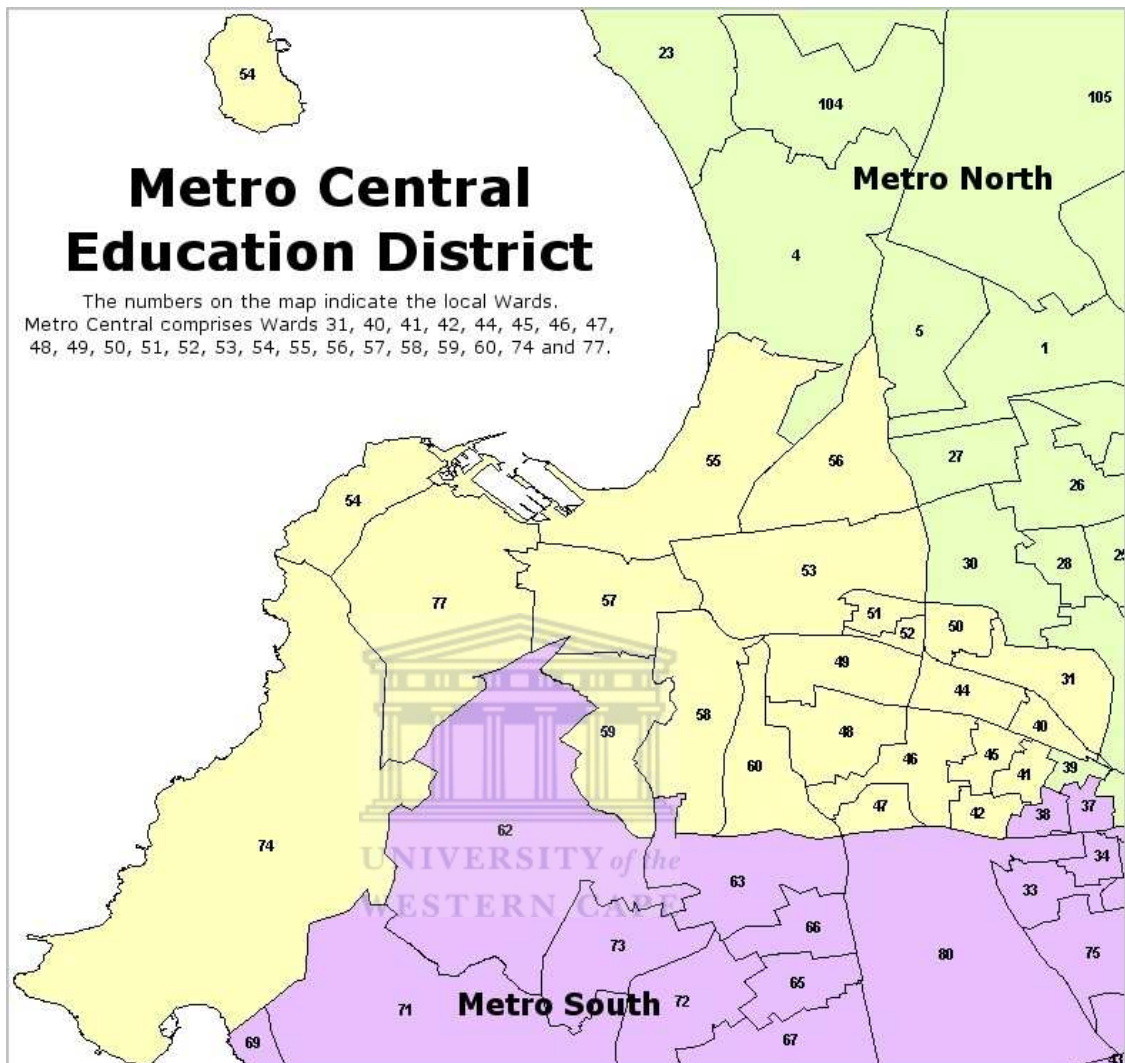


Fig. 1.1: Map showing Metro Central Education District of Cape Town

The inhabitants of Gugulethu are predominately of the IsiXhosa ethnic group. About 35-40 % of houses in this site are considered informal due to insufficient living accommodation. Other social facilities were also provided in limited number, schools inclusive because education was viewed as a part of the overall apartheid system, which

included the *homelands*, urban restrictions, pass laws and job reservation. The black Africans were mainly labourers or servants due to the Bantu Education Act No 47 of 1953. This made them educationally-bankrupt because it was not a qualitative and functional education system. During the apartheid, it was argued that “There is no place for [the African] in the European community above the level of certain forms of labour. It is of no avail for him to receive a training which has as its aim, absorption in the European community” (Shepherd, 2008).

Although today’s government is working hard to rectify the imbalances in education, the apartheid legacy still remains. The greatest challenges lie in the poorer, rural provinces like the Eastern Cape and KwaZulu-Natal. Schools are generally better resourced in the more affluent provinces such as Gauteng and the Western Cape.

1.5 Economic Background of Gugulethu

The factors which initiated the establishment of this township had a great effect on the economic situation of the people. Gugulethu is characterised by inhabitants with a monthly average income of R1,100. Only 50 % of the between ages 15-60 years belonging to the active labour force are unemployed (Bekker, 2003). As a result, there is high dependence on government social grants. This is due to the fact that most of the people are unemployed, uneducated or under-qualified due to the nature of education they received during the apartheid era. In addition, there is a high HIV prevalence such that 29 % or 95,000 of the population are infected with HIV/AIDS (Bekker, 2003). These conditions contribute to the low economic statuses of this marginalized group. This may

explain the renting or leasing out of the RDP houses by bonafide owners who are black South Africans. Many of these are now occupied by immigrants thereby leaving the indigenes under dehumanizing living conditions (Sachs, 2005).

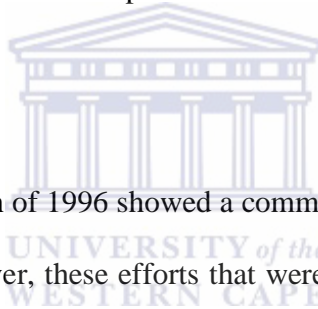
1.6 Focus of the Study

Due to the economic and social condition of the people, schools in Gugulethu are categorized by the Education Department as Q-1 schools, which is the focus of this study. This is a constructive study based on in depth observations and informal semi-structured interviews. The study seeks to explore a phenomenon which exists in a natural setting; therefore it is based on a naturalistic approach (Maree, 2007:78). The natural setting referred in this work is the Q-1 school. The choice of this setting serves as an indicator of poverty environment which stands to give satisfactory responses to the many unanswered questions on freedom, unfreedom and functionings.

1.6.1 Quintile 1 (Q-1) schools

Quintile 1 schools refers to schools which are categorized as poorest in a particular province and situated among informal settlements, characterized by dilapidated infrastructures. They are 'no-fee' paying schools and serve learners from low socio-economic households. With the door of education open to all, Christie (2008) reasoned that one will expect the educational system in South Africa to improve remarkably, but the dramatic changes in policy and the several policies promulgated were met with both success and failure. One of such dramatic changes after the 1994 election included the

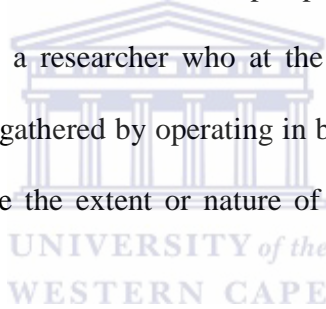
establishment of a National Department of Education, where norms and standards were set with power given to individual schools, each with its own governing body, with race removed as part of the standard of admission (South Africa School Act. 1996 No.84). Although slow progress is being made, the unevenness in race, gender inequalities and the spread of poverty are still deeply engraved in the daily life of people especially among the South African Blacks. The destructive effect of four decades of segregation and racism is still apparent (Chisholm, 2004). As a result, the vision of the learners and the school is still marred by socio-economic challenges and experiences which impact negatively on their ability to convert possible or existing opportunities into actual achievements (Willms, 2006).



South Africa's new constitution of 1996 showed a commitment to democracy as reflected in the education policy. However, these efforts that were made to improve education for the blacks were made separately and grossly inadequate (Fuller, 1985). Hence, the commitment to change from the former segregation and racially divided educational and political past is reflected in these policies, especially educational policies which are underpinned by the White Paper Policies on education and training. These policies address issues of quality, equity, equality, accessibility and accountability (Department of Education, 1995: Chapter 4 Section 1-23). This is depicted in the categorization of primary schools into quintiles, which ranges from quintile one to five by the provincial education district according to level of resources available in the school, in terms of

funding and facilities. During the apartheid era, black schools which were basically in the rural homestead were not as funded as the white and coloured schools.

Over time, it has become evident that the quality of school a learner attends determines the level of achievement acquired or how much one can learn (Zhang, 2006). Hence, the need to articulate the existence of these Q-1 schools focusing on the quality of education which can be received recognizing the impact of inadequate education (Londoño, 1996). Against this background, this study is interested in Q-1 schools. This study is uniquely located in Gugulethu which reflects the case of most schools in the black settlements of South Africa. This setting is viewed from two perspectives: as an educator who is positioned as an outsider, and a researcher who at the same time is positioned as an insider. Hence, the knowledge gathered by operating in both capacities is collaborated in order to explore and determine the extent or nature of poverty as it impacts learners' capabilities.



1.7 Rationale/Significance of the Study

A lot has been said about poverty in other countries and South Africa in a broader scope, and a little about capability in relation to educational achievements especially in the South African context. For an example, the 'education for all report' discussed an educational forum where a decision was reached by participating countries to halve poverty by 2015 now 2025 with the intention of making education available to all, as a way of improving the quality of people's lives and the society at large. Poverty alleviation with focus on education and with particular attention to South African's

previously marginalised group cannot be over-emphasised. Provision of effective education with due consideration of the capabilities of learners can go a long way in translating the socio-economic status of the present generation of the people and society. Realizing this goal may entail empowering the poor or the marginalized to participate in the learning experience of their children or wards through enlightenment programmes or campaigns with emphasises on parental involvement in children's learning experiences and the importance of education.

Since the poor are, in most cases, illiterate and unemployed, they certainly struggle to use their little available resources to assist their children or wards in learning or in educational development endeavours. Participation in the learners' academic experiences encompasses physical, social and intellectual involvement, of both parents and educators which is mediated by poverty. This study therefore presents a strong case for the re-focusing on poverty background and education with special attention on the capabilities of learners. The study thus concentrates on the informal settlement schools and investigates the features of poverty, nature of learners' competency and the implication of poverty on their capabilities to learn. This affects their ability to acquire knowledge and education due to poverty. In this regard, the study informs education policy makers on the appropriate tools and approaches, especially in the South African informal settlements with similar challenges hence, creating a healthy and competitive atmosphere amongst learners in Q-1 schools. This study further highlights the relationship between education

and the capabilities approach thereby filling in the gap in literature that is lacking in this respect.

1.8 Thesis Outline

Chapter 1 presents general background information about the study. It begins with an introduction on poverty in South Africa, closely followed by the statement of problem, objectives of the study, background information of the research site and the rationale for conducting the study. Chapter 2 critically reviews literature on operational concepts like poverty, capabilities approach, learners' experiences and informal settlements. A critical review of the various approaches of poverty and how group of people are regarded as poor within the universally accepted definition of poverty and the consequential impact on learning experience or outcomes were presented. Chapter 3 presents an in-depth description of the participants and how they contributed to the research argument. This chapter presents the methods used to carry out this study. In addition to this, the research tools and methods employed in the investigation are stated along with reasons for each choice and their effectiveness in providing answers to the research questions. Furthermore, the chapter clarifies the methods used in analysing the data collected with these tools.

Chapter 4 shows a detailed summary and discussion of the findings on the field. It also provides answers to the research objectives as stated in Chapter 1. It specifically discusses the phase learners' desires and aspirations of going to school to read and write

in light of what they see, hear, and experience in their environments and at school. More so, this chapter discusses the phase learners' experience of different forms of poverty that are representational of their living conditions both at home and school. It highlights the phase learners' suffering of poverty as reflected in their parents or guardians economic status and the impact on their capabilities as related to academic achievements. Chapter 5 concludes the argument on the impact of poverty on the capabilities of learners using Sen's capability approach. The chapter also draws out the implications of these findings for the parents, teachers, and school's management team, department of education and policy makers with regard to the implementation of poverty alleviation programmes with special reference to the functionality of learners.



CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This study examines learner's educational capabilities in relation to poverty. This part of the study reviewed existing literature and presents a justification of the theoretical framework supporting the investigations conducted. Hence, this section of the study is concerned with various topics such as: poverty, measurement of poverty, intermediate phase learners, Q-1 schools, learners schooling experience and their capabilities using Sen's capability approach. This chapter also includes the theoretical framework of Sen's capability approach.



2.1 Definition of Poverty

Poverty has attracted much interest and concern in global, national and local settings. Those who live in poverty in this study will be referred to as being poor. There are divergent opinions on the definition of poverty hence; there is no generally agreed definition. It has been defined by various scholars in different ways according to their varying interest or purposes, depending on the objective of the analysis, the nature of the data and the method employed in its measurement (Booyesen, 2002:53). Some of the definitions are reflected in the foregoing to illustrate the breadth of issues or factors captured by various sources.

Most poor people define poverty by the associated symptoms such as food insecurity, lack of basic needs, crowded homes, lack of adequately paid jobs, alienation from the community and family fragmentation (May, 1998: 3-6; Narayan *et al.*, 2000:1-19). However an under-age from a poor home see poverty from the perspective of food insecurity (Dodana, 2007). An under-age family head describes poverty as a situation when it becomes difficult to know how they would afford their next meal, and when daily survival depends on the help received from individuals or organisations (Attacking Poverty from the Ground, 16 October 2007).

In addition, poverty can be viewed as a lack of access to basic resources including food, clean water, sanitation, education and capital, a situation suffered by people who are not able to meet their material and non-material needs through their own effort (Payne, 2003). As posited by May and Govender (1998:9) poverty as concerns the inability of individuals, households or communities to reach and maintain a socially acceptable minimum standard of living due to a lack of resources. Poverty has been variously shown to influence and re-direct the life of the poor because the phrase “lack of resource” can be interpreted in a wider sense.

In the same vein, Payne (2003:16-17) aptly defines poverty as “the extent to which an individual does without resources. These resources can be financial (money to buy goods and services); emotional (control over emotional responses); cognitive (mental ability and acquired literacy and numeracy skills to deal with everyday life); spiritual (a belief in

divine purpose and guidance); physical (physical health and mobility); support structure related (access to constructive, nurturing relationships); and those relating to a knowledge of a group's hidden rules (its unspoken cues and habits).”

Consequently, a more comprehensive definition of poverty comes from the International Monetary Fund and Development Association which defines poverty as: “a denial of choices and opportunity and violation of human dignity. Poverty means lack of basic capacity to participate effectively in the society. It means not having enough to feed and clothe a family, not having a school or a clinic to go to, not having land to grow one's food or a job to earn a living, and not having access to credit. It means insecurity, powerlessness and exclusion of individuals, household and communities. It means susceptibility to violence and it often implies living on margin and fragile environment, not having access to clean water and sanitation” (WTO, 2002:145).

For the purpose of this study, the interest is in Sen.'s view of poverty. Sen.'s opinion of poverty is that of an inability to achieve certain minimal or basic capabilities. Accordingly, these 'basic capabilities' are the ability to gratify certain critically significant functionings up to certain negligible or expected adequate levels (Sen, 1993:41). In other words, the academic achievement of learners depends heavily on their ability motivated by their needs, choices and interests to obtain a good result (a reflection of ability to read and write) at the end of every academic year, a good matric result which is the expectation of all learners at the end of the primary school session. The question

therefore is: Will a learner living in so much lack resulting in several academic gaps be able to attain a good result in the face of unemployment and financial hardship of the parents or guardians? Hence, the totality of the poor is hinged on income, which seems to trigger positivism in terms of the substantive freedoms he or she will enjoy to lead a valuable living. Sen (1996:87) implies that poverty must be seen as the deprivation of basic capabilities rather than merely as lowness of incomes, which is the standard criterion of identification of poverty.

2.2 Conceptualizing Poverty

Poverty as a concept and experience is a global issue visible in most parts of the world, especially in Sub-Saharan African and developing economies. Sachs (2005) showed 93 % of the world's extreme poor, live in three regions of the world: East Asia, South Asia and Sub-Saharan Africa. He also argued that almost half of Africa's population is deemed to live in extreme poverty, and that proportion has risen slightly over the period between 1981 and 2001. Poverty has the grievous effect of immobilizing the developmental life of communities and locking them to a cycle of under-achievement.

In addition, Christie (2008) articulated the adverse effect poverty has on learners' academic experiences and learning outcomes due to the fact that schooling involves direct cost such as fees, uniforms, textbooks and stationery. Learners from poor households often attend school hungry, poorly nourished, unwell and without adequate clothing. These conditions impact their lives negatively in receiving the benefits of

learning from schooling. It therefore follows that freedom from poverty means freedom for learners to choose and operate within a wide range of choices of academic achievement now and in the future and as such communities can also choose their destinies. This is pertinent when it is realised that quality of education of these learners is important as it determines and improves their living conditions in the adulthood stage (Barro & Lee, 2001; Hanushek & Zhang, 2006; Hanushek & Wößmann, 2007). It will therefore be an oversight if poverty effect on learners' experiences via their capabilities at school is not emphasized. Every learner deserves a chance, but a learner living in poverty does not get a fair chance. Learners at different stages of development and schooling are affected by the poverty of their parents.

The concept of poverty is complex and multidimensional as it involves all aspects of life. One may not be poor in terms of monetary value but lack in some other aspects of life like intellectual ability, occupation, marital life, morality, emotion, culture, social, and psychological which are also forms of poverty.

In South Africa, the issue of poverty is very crucial, deep rooted and of great concern due to the long period of apartheid which resulted in segregation and deprivation of non-white races. In the apartheid era, white South Africans' education was treated and given "the lion's share of the allocated state resources" (Mokubung, 1990:1). The effects of these periods reflected more on the black South Africans who were discriminated against and denied access to basic needs of life as seen in the policy of the establishment of

townships (Tusma, 2003). These townships or locations are products of segregation policies of the apartheid regime, characterised by informal settlements and minimum economic base (Tusma, 2003: 20). Hence, black South Africans could only access low quality education as evident in the relatively very poor matriculation results of the black students from the township in comparison to those of the white South Africans who had more attention during the apartheid period (Chamane, 2009). The pattern of success with respect to the proportion or number of learners who gain matric exemption was no longer consistent by mid 1960's and 1970's and by 1980's it changed completely to a downward trend. This is reflected in Table 1 which indicated the high rate of matric failure among black South African learners, compared to white South African learners. This tends to highlight the gross inadequacies in the education system of that time (Bantu Educational System), lack of adequate resources, poor funding, overcrowding, under-qualified teachers and unemployment of learners' parents (Elaine *et al.*, 1991:46-50). This is still evident from the present matriculation results which reflect so much disparity.

Table 1: African and white matriculation passes as a proportion of matric candidates, 1970-88.

Years	Total No (Africans)	Total No (Whites)	Total Pass (Africans)	Total Pass (Whites)	Pass Rate (Africans)	Pass Rate (Whites)
1970	3938	39933	2845	36544	72.2	91.5
1975	10009	46984	6701	42985	67.0	91.5
1980	43237	57901	22650	48170	52.4	83.2
1985	82815	59991	38699	55272	46.5	92.1
1988	187123	69549	106185	66809	56.7	96.1
1989	195960	75500	74249	73160	37.9	96.9

Studies carried out by the Southern African Consortium for Monitoring Educational Quality (SACMEQ) in 2003 on learners of Grade 3-6 with respect to their academic performance in reading and writing in remote rural schools in KwaZulu-Natal and the Western Cape shows the achievement gap between the former white, Indian and the black educational systems (Fleisch, 2007:2-9). It is therefore clear that the black South Africans are struggling to convert their available resources into functioning especially in the suburbs or locations of the Western Cape, particularly the Central Metro District.

In the Central Metro of the Western Cape, there are several townships one of which is Gugulethu. The population of blacks in these townships of South Africa is about 60 % of the total population of the country. This implies that they also make up a larger proportion of the poor. Fleisch (2007:55-58) showed poverty is a prevalent phenomenon for many South Africans especially those living in rural areas who are mostly black. They

are mainly unemployed, low wage earners, face inequitable access to basic services, poor health conditions and are poorly educated because of the Bantu Education Policy of the apartheid era (Nasson & Samuel 1990:19). One would have thought that with the end of apartheid, the situation would be different, but according to Fleisch (2007:1) a decade after the end of apartheid, South Africa had not successfully merged its educational systems. The former white and Indian schools are still consistently well-resourced thereby producing the majority of university entrants and graduates. The schools in the township with a majority of black learners from poor background, still struggle to ameliorate educational difficulty to acquire skills and read at a very functional level and write with more fluency and confidence. Although studies indicated improvement in the achievement gap between 2003 and 2005, it is very clear that learners are still struggling or do not have the freedom to utilize available opportunity to be or to do what they value in life (Sen, 1999a: 90-94). Against this background the study focuses on Gugulethu where the poorest or Q-1 schools are found in large numbers in Metro Central of Western Cape.

2.3 Evolution of Poverty

Perception of poverty has changed over time in definition, measuring approaches and the preferred solutions as a result of the dynamic nature of man and society. There is still so much debate concerning the original level or amount of available resource to be above poverty line. Sachs (2005:32) argues that before the Industrial Revolution almost everybody was poor, but the Industrial Revolution led to new riches and majority of the

world was left behind. However, Shiva (2006) is of the opinion that, the poor are not those left behind, but they were the ones who were pushed out and excluded from accessing their own wealth and resources as it was with the black South Africans during apartheid.

The period of colonialism also contributed to creating poverty amongst the colonized. The black South Africans were denied access to their agricultural lands which was a source of livelihood especially in the rural homesteads in South Africa. Emphasis in agriculturally cultivated crops shifted from local crops to export crops like coffee, cocoa, sugar cane, gold, copper and palm oil making the economy more commercial in order to satisfy the European and global markets at the expense of the black's welfare (Sachs, 2005: 33). This deepened the level of poverty as it started to affect their well-being. Consequently, the black South Africans were not only made poor agriculturally, they were also exploited educationally because the colonial masters did not offer them qualitative or secondary education (Tlou & Campbell, 1994). Many were trained to be interpreters and court clerks therefore, laying restriction on job mobility that would have improved their economic status thereby wasting their intellectual capabilities.

In South Africa, especially in the Western and Northern Cape, exploitation was mainly in the production of wine. The black South Africans were employed in the wine industries and payments were made in wine instead of cash. This made them indulge in alcohol consumption to the detriment of the health of their children especially the pregnant

women (Fleisch, 2007:44). This affected the development of their children in every sphere of life even before they were born. Such habits ensure the continuity of a poverty stricken race, through psychological and social impact which lingers unto the next generation by way of family mannerism through the parents of the natives.

The slave trade also had its toll. At the end of slavery in the early nineteenth century and later period of colonialism, Africa found herself in the worst of all worlds (Sachs 2005: 34). According to Escobar (1995:22), developmental initiatives would have suffice it, but the damage was on the economic and social structures of the countries involved at this period. In any case such initiatives would have made little or no difference. In the case of South Africa, a replica of the slavery experience is the “pencil in hair test” which affected family structures and disrupted family ties (RALC, 2000). The factors which contributed to making poverty in the Sub-Saharan regions and especially Africa are numerous and complex. They range from pre-colonial period through colonialism, early trade patterns and land redistribution policies during and after colonialism, effect of globalization, International Monetary Fund and World Bank policies and practices, natural and manmade disasters, and national security. Several literatures exist with a detail reviews on the evolution of poverty.

Colonialism also changed the mode of production and livelihoods. Local farmers had little or no land to cultivate their local crops while the colonizers or group of elites had land enough, but to cultivate export or cash crops to enhance foreign trade which

benefited the colonizers with respect to terms of trade. This involved exporting agricultural raw materials for foreign production of manufactured goods which were then imported back into the colonies at higher rates or prices, such that there was also a deficit in terms of trade. Colonizers were being enriched at the expense of the colonized (Sachs 2005:43). The colonial countries experienced a grave weakening of their trading position and this is believed to have changed the whole system of production forever. With the withdrawal of their traditional means of survival, the colonized were compelled to become paid workers for a minimum wage on the land which was previously theirs, and had to return this in form of monetary taxes leaving them with little or nothing, and in an impoverished state. Poverty was enhanced with the introduction of foreign currencies as against the traditional culture of trade by barter which altered the social structure greatly because it gave rise to the creation of small groups of elites who developed strong associations with the European and American businesses (Davids *et al.*, 2005:4-9).

Globalization on the other hand, has encouraged inter-connection of nations (Friedman, 1999), but some global policies, decisions and practices have also affected nations negatively especially when they are formulated by the influence of the rich and powerful nation's leaderships or multinational institutions and corporations or influential people. A general phenomenon which makes such global policies, decisions and practices affect the poor and plunder them into deeper poverty is the lack of or reduced access to education and health. The poor in any society is always marginalized and have no voice or representation in political or public issues which could bring relief, hence they remain in

perpetual poverty cycle. Meanwhile, these policies benefit the rich economically and politically, so it becomes an issue of the rich getting richer while the poor recede.

Global issues like military strategies and re-enforcements by the developed nations gulp a lot of financial resources which is so much compared to the amount spent to bail some nations from their economic predicaments or forms of poverty crisis. Another instrument of advancing poverty is the International Monetary Fund Debt that is managed by the IMF and the World Bank. Their policies of structural adjustment program, emphasis on debt repayment and conditions for releasing funds to borrowing developing nations have compounded their poverty rather than improve their literate population, provide health facilities and generate improved food production. So, developing nations are left poorer with less money, lower standard of living, more indebted to developed nations without meeting the MDG goal of reducing poverty worldwide (Smith, 1994).

2.4 Features of the Poor

In spite of the differences in definitions, some common features run through the various definitions. The Copenhagen Declaration (1995) emphasizes deficiency of human basic needs (food, safe drinking water, sanitation facilities, health, shelter, education and information) when one talks about poverty. Maarman (2009:5) highlighted the second common feature of poverty as lack of entitlement, power, control and opportunities. Due to lack of these basic requirements, though in varying degrees among poor people, they are usually found or have feelings of hopelessness and meaninglessness maintaining

themselves to their satisfaction in most societal spaces (Spies, 2004). In addition to this, those identified as living in poverty according to Sayed (2003) are most of the time excluded through existing social structures like it was during apartheid era amongst the blacks in South Africa. This tends to limit their opportunity or ability to participate in and influence civil activities in the society where they live.

2.5 Levels of Poverty

This study examines the levels of poverty for better understanding of the extent of difficulties experienced in the site of this study by the learners due to their various vulnerabilities at the family background level. Poverty is not a static condition neither is the measurement process. The level of poverty determines the possibility of breaking out of the poverty circle over time. This tends to create an understanding of a line which determines the expected extent of wellbeing in order to identify poverty, having understood poverty as the inability to adequately access basic needs.

According to Rowntree's (1902) study which is described as the first scientific study of poverty, he defined a poverty line by estimating the cost of a nutritionally adequate diet, needs for clothing and rent in monetary terms. With this, he categorized those below this line as being in primary poverty, while those households who lived in "obvious want and squalor" but lived above the defined poverty line were classified as being in secondary poverty. However, buttressing Rowntree's view of poverty line, the World Bank's World Development Report of 1990 introduced the US\$1/day poverty line for the purpose of

cross-country comparisons and between people and communities. It therefore means that a poverty line represents the level of income or consumption necessary to meet minimum requirements of an individual or household (Francis, 2006).

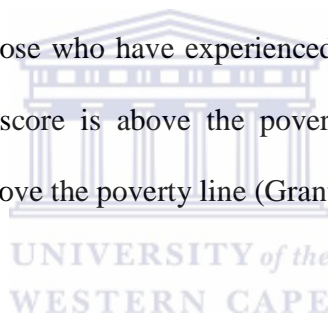
Grant *et al.*, (2005: 5) assessments of changes in poverty over time generally recognize five main poverty categories under three main headings which are as follows:

The chronically poor: these are the people who are always poor, whose poverty score in each period, is below a defined poverty line. Sachs (2006:20) refers to this category as extremely poor. People in this category cannot meet basic needs for survival and are chronically hungry. In effect, the chronically poor experience chronic poverty which particularly affects children, older people and people with disabilities. Chronically poor people have little access to productive assets and low capabilities in terms of health, education and social capital. Chronic poverty is hard to reverse. Persistent impoverishment is not only a symptom of past deprivation; it is also the cause of future destitution (Grant *et al.*, 2005:1). More recently, vulnerability and multi-dimensional deprivation especially of basic capabilities such as health and education, constrains or limits freedom to make choices, hence they can be emphasized as some key aspects of poverty. Indeed, chronic poverty is rarely the result of a single factor, instead a combination of and interactions between material poverty, monetary poverty, extreme capability deprivation and vulnerability often characterize the chronically poor (Grant *et al.*, 2005). This seems to be the state of the blacks who have been so denied access to

these key aspects of living in the South African context especially those who studied in the country.

The usually poor: these are those people whose mean poverty score over all periods is less than the poverty line, but who are not poor in every period and can afford basic needs but barely. They are moderately poor. The transitory poor, who include the fluctuating poor, who are poor in some periods but not in others, and have a mean poverty score around the poverty line are also classified as usually poor.

The occasionally poor: are those who have experienced at least one period in poverty; although their mean poverty score is above the poverty line and the non-poor with poverty scores in all periods above the poverty line (Grant *et al.*, 2005).



Complementing Grant's views, Francis (2006) is of the opinion that poverty can be classified into two major categories i.e. the chronically poor and the transient poor which can be differentiated qualitatively. He defines chronic poverty as those who remain in poverty within a time duration of five years and above, which most cultures consider to be sufficient time duration. Transitory poverty refers to the poor who are unable to cope with shocks as opposed to chronic poverty which may be due to a low endowment of assets and inability to translate available assets to income.

There are differing sets of factors associated with poverty and the causes vary from region to region, household to household and from person to person. Since the nineteenth century when rigorous and systematic studies of poverty began, it has been divided into at least three types: absolute poverty, relative poverty and subjective poverty.

Absolute poverty establishes a fixed yardstick against which poverty is measured as basic human needs in terms of “resources required for maintaining health and physical efficiency” (Haralambos 1980:140). Relative poverty on the other hand is based on standards which are relative to the particular time and place where “poverty is measured in terms of judgments by members of a particular society of what is considered a reasonable and acceptable standard of living and style of life according to the conventions of the day” (Ibid 1980:142). Finally, subjective poverty refers to ‘whether or not individuals or groups feel they are poor’ (Ibid 1980: 143).

2.6 Measurement of Poverty

In view of the issues to be addressed by this study, measurement of poverty is very important because it provides data that allows for the adequate analysis of people’s living conditions. The various definitions of poverty exist for various purposes, depending on the objective of the analysis, the nature of data and the method employed in measuring poverty (Booyesen, 2002). In effect, the measurement of poverty is done using different indicators according to the interest of the various scholars. Hence the different interpretations of reality translate into different poverty measures (Laderchi *et al.*, 2003)

which include monetary approach, social exclusion approach, participatory approach, subjective approach, relative approach, and absolute approach and capability approach.

2.6.1 Monetary Approach of Poverty

Monetary approach explains poverty to mean a decrease in the income and consumption level of selected household or individuals. Therefore, monetary poverty is based on income and expenditure, which implies the use of money as an indicator of poverty (Chaudhuri and Ravallion 1994; Deaton 1997). In effect, income and consumption are major instruments which determine the level of wellbeing, thereby measuring poverty quantitatively. Income as referred to in this case means all earnings either cash or kind for goods or services rendered. Consequently, the research group in this study have little or no income to access education because their income level is considerably low for those employed. Learners are therefore deprived of access to quality school facilities, and sometimes humiliated with their parents publicly due to failure to meet financial obligations of schooling where schools supply fails (Ramadiro, 2003; Sayed & Soudien, 2003). The measurements are usually based on the use of poverty line, where the value of different components is calculated at market values for items acquired through subsistence production, which are not actually valued through the market (Laderchi *et al.*, 2003:6). Moreover, the poverty line must consider the rural poor whose income or expenditure is less compared to the urban poor within a country especially when viewed in terms of comparisons as the case in South Africa (Davids *et al.*, 2005:38).

However, in the use of poverty line, some factors may be glossed over especially the disparities which exist in the pattern of income and expenditure between the rural and urban poor. This is due to the fact that rural dwellers depend largely on their own production and natural resources at their disposal, which also varies from place to place. In effect, different people depend on different resources for their survival (Escobar, 1995:23-24). For poor households in these poor settings, using consumption as indicator of well-being depends on detailed information obtained from household survey which could be better than using income for some reasons. If detailed information is obtained, actual consumption gives a better outcome than income. This is closely related to a person's well-being by showing how much of the basic needs are currently met, only if income like other elements such as availability and accessibility will allow determination of the consumption of goods and services possible. The erratic nature of income in terms of irregularity especially in poor agrarian and urban economies especially with large informal sectors may also contribute to make consumption better measured than income. In some cases outputs are not monetized and household tends to consume their own production or exchange for some other goods and it becomes difficult to price. Therefore it may become difficult to price consumption.

Consumption shows what goods and services these poor households can command both with current income and credit facilities or household savings especially when current income is low or unavailable. This could be as a result of political, social, or industrial unrest or natural influence like seasonal variation and harvest fluctuation as is the case

amongst the poor. This is not to say that the use of income should be neglected because it becomes easy to compare data from other sources such as wages for proper analysis of poverty, by providing a check on the quality of data from the household survey.

Moreover, in some households, data on consumption or expenditure might be difficult to collect in addition to the fact that not all items can be priced through the market. In which case, their prices need to be imputed by assumption. For a detailed and valid analysis, income and consumption could be used together or separately but the information provided by such a household or individual for many sources of income or consumption in the survey will need to be pulled together. In this case, some adjustments will be necessary in order to get desired results. In making these adjustments there is need for good information especially price which may not be available because price and society are dynamic.

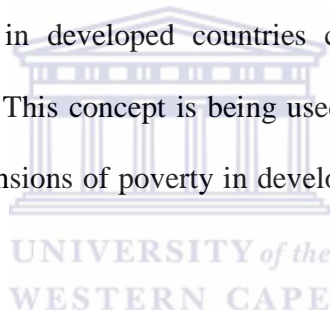
The use of money either in terms of income or consumption as indicator or measurement of poverty makes it well suited to show the utility maximization behavior of the individual and also to identify the goods or services which attract this maximum utility. Therefore their wellbeing depends on the total consumption they enjoyed. Basic income creates the minimum right as an outcome of labour, so it provides the freedom of choice, although this cannot be used to stipulate universal right because the level of income to achieve this right is not spelt out.

In view of the above shortcomings in the use of poverty line, especially that of the World Bank which has been overtaken by inflationary pressure since its establishment (Jere-Malanda, 2008), many countries developed their own poverty line more appropriate than World Bank standard considering the peculiarity of their circumstance as reflected in the case of South Africa that does not use a poverty line.

The major strength of the monetary poverty approach lies in its ability to determine policy formulation and implementation, since its outcome can be generalized. Its rigid mode of operation makes it able to produce the results with measurable reliability. This is in view of its use in poverty line. Moreover, it does not go through the rigours of researching a wide number of people, given that it makes use of statistical aggregation based on sample (Carvalho & Howard, 1997). Although, findings do not show the inequality which exists within households, its applicability over a long period of time may also be questionable. It is therefore not suitable for monitoring poverty trend in a community or country. In addition to this, a major weakness exists in the fact that the outcome of the study is general beyond areas where study was actually carried out. Secondly, the issue of emphasizing income above other causes of poverty creates loopholes for political interpretation of the method of measurement thereby promoting politician's own interest at the expense of improving social services through policies made to serve the people.

2.6.2 Social Exclusion Approach of Poverty

The phrase “social exclusion” indicates an inability to participate in the life of a community one belongs. The first use of the term, social exclusion, has been attributed to Lenoir, French Secretary of State for Social Action in Government in 1974. He referred to people who did not fit into the norms of industrial societies and were not protected by social insurance as being social misfits. The concept of social exclusion (SE) as a measure of poverty developed in core industrial countries where it elucidate the marginalization and deprivation that exist in rich nations with comprehensive welfare system. Thus, emphasizing the multiple faces of deprivation inherent in an affluent society. The indicators used in developed countries consist of unemployment rate, accessibility to social welfare. This concept is being used by international organizations in explaining the diverse dimensions of poverty in developing countries (Laderchi *et al.*, 2003).



Social exclusion poverty therefore refers to poverty due to exclusion (wholly or partially) from community activities resulting in denial of access to basic needs due to inability to participate fully especially in community economic activities of where they live (European Foundation, 1995). Conversely, a school of thought is of the opinion that SE occurs when an individual is excluded if such a person is a resident in the society but for some reasons beyond personal control cannot participate in normal activities of citizens in that society, even if the willingness is there to do so. Consequently, some other scholars have argued that social exclusion is present when one resides in an area and

cannot participate due to the societal norms, without consideration of their desire to participate (Barry, 1998).

Social exclusion as an idea has conceptual connections with poverty and deprivation. It is both a form and a cause of poverty due to deprivation in accessing source of entitlements, information and mechanism for reducing transactions costs. The idea of social exclusion emphasizing relational features in deprivation of capability and experience of poverty does not focus on the distribution of monetary income alone (Davids *et al.*, 2005:40). Hence, social exclusion may not be limited to only industrialized countries but to people everywhere. As a matter of fact, exclusion applies more to developing nations, where minority or disadvantaged groups are marginalized, like in the cases of the Niger Delta people in Nigeria, the black South Africans in the Republic of South Africa, and the Southern Sudanese in Sudan. Therefore, this approach is important and very appropriate in settings like these and should be given greater attention in poverty assessment in these countries.

Social exclusion must be seen as constitutive components of poverty and capability deprivation, an instrumental cause of diverse capability failures from the perspective that being excluded from social relations can lead to other deprivation, thereby further limiting living opportunities like employment and access to credit facilities. This tends to open up the individual to other deprivations like homelessness and undernourishment. This phenomenon can take various forms: physical or geographical exclusion, economic

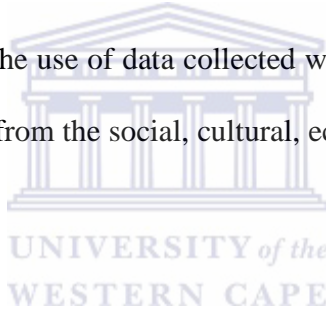
exclusion, discrimination, legal or political exclusion, cultural exclusion. The resultant effects of social exclusion are numerous and it includes loss of skill, unlearning by not doing, loss of bargaining power, loss of self-esteem, self confidence, psychological harm and misery, ill-health and mortality, disruption of human relations, discouragement and cynicism.

From the above, the effects of social exclusion are common characteristics amongst the black South Africans who have been excluded politically and denied access to economic benefits because of the Bantu Education System of the apartheid era. This by extension has ripple effect on the learners from these households whose parents are not very educated therefore cannot get good and well paying jobs to meet their basic needs. These same parents are the ones who make up the Parents Teachers Forum of the school which gives social support to the school leadership team. Following the sequence of these effects, there is distortion in the capability of the school with regards to influential parents to assist the school either through the learners, donations or financial assistance and their relationship with others in the society who can be of help to the school to be and to do what it values most.

2.6.3 Subjective Approach of Poverty

Subjective poverty otherwise known as participatory poverty was pioneered by Chambers (Chambers, 1994; 1997) in response to the numerous critics of the monetary and capability poverty which have been viewed as externally imposed, and which do not take

the view of the poor into consideration. Assessment of poverty using the participatory approach is an offshoot of the Participatory Rural Appraisal (PRA) defined earlier by Chambers (Chambers, 1994:57) as a growing family of approaches and methods to involve the local people by creating a forum where their knowledge or idea of life and conditions are analyzed, buttressed or improved. Subjective poverty (SP) emphasizes the individual's opinion on his or her poverty level or welfare and encourages personal assessment of one's welfare state. The main focus of the approach using participatory idea is on creating an opportunity for allowing the poor to air their views on their conditions and suggest suitable solutions to address their plight (Laderchi *et al.*, 2003). This method equally involves the use of data collected with a detail understanding of the various dimensions of poverty from the social, cultural, economic, and political life of the society in view.



Social exclusion approach seeks to understand poverty in the political and socio-economic realm (ibid, 2003). This notwithstanding, the weaknesses of this approach have to do with the diverse elements that make up a locality due to variation in space. Amongst the black South Africans, there are various ethnic groups with different value systems. For example, the marginalized ethnic groups in the townships, like the Xhosa speaking group believe in education as a gateway to elite lifestyle of living without an element of culture but this is different from the Zulus. The Zulus do not detach themselves from cultural practices which influences their educational values. Meanwhile they are all black South Africans. Nevertheless, the SE is very relevant in examining the

causes of poverty and its effects on the society and can predict the opinion of the people as to what their contributions are likely to be with reducing their difficulties.

2.6.4 Relative Approach of Poverty

Relative poverty describes the poor in comparison to other members of the society who are not considered poor, as in the case of blacks in the midst of whites and coloreds in South Africa. Noble *et al.*, (2007) explained that relative poverty specifically relates poverty to a reference group and it is conceptualized by reference to the general living standards of the society as a whole in terms of resources required to participate fully in that society. In this case-study, the reference group is the black South Africans living in informal settlements. In other words, relative poverty is defined by social standards and it is relative to a nation's distribution of income or expenditure. However, its measurement can sometimes be deceitful because it depends solely on the poverty level of the immediate society. This means that for a wealthy society where earnings can be over one million dollars per annum, it then follows that anyone who earns below one hundred thousand dollars per annum will be considered to be poor, in spite of the fact that the household does not suffer lack.

In a poor society or community which enjoys some benefits due to the position or economic activities, a household whose 50 % earning covers all what it needs will not be considered poor from a relative poverty perspective, even when poverty is obvious on an absolute scale. Relative poverty therefore emphasizes income inequality. Where a society

has an equal distribution of income which is a far cry from what is obtainable amongst the black South Africans especially in the informal settlements, relative poverty will drop. Hence, this implies that a change in any community where high earners spend more than low earners, the relative poverty will also drop and every citizen of the affected community will be worse off and absolute poverty will be high. The resultant effect of this is that relative poverty and absolute poverty are inversely proportional i.e. an increase in one leads to a decrease in the other.

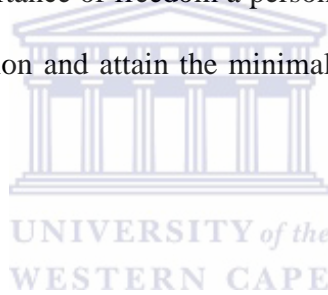
2.6.5 Absolute Approach of Poverty

Absolute poverty otherwise known as extreme poverty refers to a standard measure used to differentiate the poor from the non-poor. This standard usually refers to the poverty line as defined by the World Bank and the International Monetary Fund (2004), runs through different countries cultures and technological levels. Going by the poverty line, individual's consumption ability is considered and also isolated from income distribution change. Households in the informal settlement sampled in this study finds themselves in a situation of insufficient resources to meet basic needs of life such as food, clean drinking water, health, shelter, education and sanitation facilities. Poor nutrition has been shown to hinder the ability to learn in such a socio-economic background (UNESCO EFA, 2006). Absolute poverty is characterized by a state of severe deprivation of these basic needs of life. The basic understanding of absolute poverty is that everybody is subjected to the same standard which makes survival to boarder on the same amount of resources. However, this intrinsic value is never defined, so absolute poverty may not be poverty

when related to the situation on the ground at the various localities since it considers both income and accessibility of services.

2.6.6 Capability Approach of Poverty

Capability as postulated by Sen (1993) sees poverty as a state of deprivation of capabilities. Hence, in defining poverty, he uses the capability approach. Sen's approach of poverty gives a comprehensive and logical starting point to capture the concept of poverty through the "capabilities and functionings" theoretical framework. The framework explained the importance of freedom a person has to choose her functionings, but a set of attributes to function and attain the minimal level of wellbeing is required (Kakwani & Silber, 2007:4).



2.6.6.1 Definition of Capability Approach (CA)

Sen (1993:41) defines poverty as lack of or inability to achieve basic (certain expected) capabilities. These basic capabilities refer to the ability to operate or function on a minimally expected level within or amongst a group of people or society. This approach does not subscribe to the monetary practices of using income to measure poverty. This is because the theoretical idea that increase in monetary poverty line is thought to bring about potential purchasing power to acquire a set of attributes resulting in a sufficient level of wellbeing to function, may not be achieved in practice as a result of some

intrinsic factors. Hence, capability approach focuses on the liberty or freedom to live a quality life (Sen, 1987). Capability deprivation such as ill-health, lack of skills may both underlie and result from material poverty, but is not the same thing as material poverty. This can enable a more sophisticated approach to policy making which may work on capability enhancement and does not have to depend on income poverty reduction. For example, capability approach points to broader causes of poverty and focuses on individuals rather than the society.

2.6.6.2 Features of Capability Approach

Capability approach is an out flow of Rawls work (1971). Capability approach is built on the difference between Rawl's aggregative notion of equality and the values and aspirations that defines the individuals. In A theory of Justice, Rawls tries to resolve the issue of distributive justice by employing the Theory of Fairness that emphasizes generalization of opportunities that is everybody having equal opportunity in the society. According to Rawls' concept of "original position", he believes that if everyone decides principles of justice from behind a veil of ignorance, whereby individual experience equality to pursue opportunities, there will be fairness. This implies that differences in terms of intelligence, natural assets and abilities, strength, psychological propensities, freedoms and unfreedoms are ignored and everyone is put on a platform of equality or fair choice situation to accomplish. Therefore, everyone can approach society arrangement in equal version or perspectives as against the structural arrangement in society that encourages variation in socio status. This veil blinds people to real facts

about themselves and may give a wrong perspective of what justice or equality should be. Capability approach speaks to these differences in opportunities by introducing the seven capability sets that stand out as features of the approach. These capability sets are as follows: interpersonal and inter-social variation, personal diversities, particular need, interest and desires, relationship between primary goods and well being, individual variations, systematic group contrast and spatial inequalities (Sen, 1992). These capabilities sets play a role in human pursue of opportunities. Therefore Sen recognizes the freedoms and unfreedoms in personal and society development. This approach advocates the need to review the education of learners by focusing on learner's capabilities. However, like any other approach or theory, it has its weakness. This approach ascribes so much weight to transformation of education, but is underspecified and under-theorized its understanding by education. It may therefore not be a complete theory of social justice in education, but might need additional theories to complement it (Walker, 2006).

Capability approach considers human development, agency, well-being, freedom as very important. It influences or helps to analyze education. This approach neutralizes the neoliberal human capital understanding of education and views education from the perspective of what it enables individuals to do and to be as against education for economic productivity and employment. CA also emphasizes evaluating human capabilities as per distribution of capabilities and opportunities by giving answers to questions that boarder on the ability to convert resources into capabilities by some than

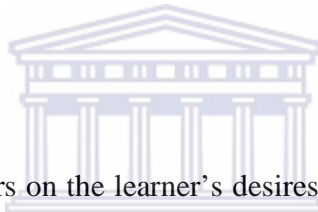
others. Capability approach also identifies capabilities that are more relevant to the development of group and independence for educational opportunities and life choices.

Sen (1992; 1999a) insisted on the importance of capabilities to function as standard estimation of well-being and equality, as against using economic wealth and income to assess or evaluate quality of life or using human capital for judging how successful education can prepare an individual for employment. Furthermore, it was shown that capability determines the freedom one has to achieve alternative functioning and the big endowment one has, which makes it possible for the individual in principle to choose specific functioning to escape poverty. Tsui (2002:72) buttressed this opinion that a person's capability is a set of bundles of functionings and not the functionings achieved.

From Sen's argument, using economic growth as yardstick for measuring quality of life may be erroneous because it will not highlight or appreciate the difficulties or barriers encountered in the societies in attaining equality for all. The human capabilities give ample reasons for developing human dignity with the understanding that capabilities refer to what a learner can actually be able to do and to be that borders on self-actualization and self esteem rather than how much he can earn in terms of income or get from primary social goods (Rawls, 1971). Hence, learners' well-being should not be assessed on the basis of the resources or primary goods they possess or enjoy, but by the extent of freedom they have in choosing the type of life they live or the reason to value, contented

with or give the satisfaction they desire or seek to have (Sen, 1992:81). Capability approach therefore emphasizes equality of capabilities rather than equality of income.

The human capability (which is intrinsic and numerous) is seen as a learner's potential to function, is dependent on the learner and hence, varies from person to person. It is an endless list of values covering social, personal and environmental values which includes the learners' wants or desires to be respected, always well-dressed, and having a paid job when he grows up as an adult, be safe where he is, be under a shelter, be able to access health facilities, be well-educated, and be among respected and recognized people as an adult.



The issue of functioning borders on the learner's desires to be well educated and has the capability to be and can actually read, or the learner having the capability to be mobile, and move around. The mental disposition plays a critical role in social evaluation, but neglects the physical condition which can influence quality of life. The end result is having people satisfied even when they suffer deprivation (Laderich *et al.*, 2003). Difference between capability and functioning, though very inter-dependent existed in some other ways. Capability is the opportunity to achieve while functioning is the actual achievement. The individual who can read and write is an educated individual but not the individual who was able to attend school. A wealthy individual is not wealthy when he lives like a pauper, moves around in clothes that are not decent or befitting the volume of

wealth he is known to have, or may be addressed in colloquial language as “money miss road”, meaning money is in a wrong hand.

According to Sen’s capability approach, goods and services are only important when they help the learner to generate capabilities without struggling. In other words, the factors embedded in these goods and services are of utmost importance and these include social, environmental and personal factors. The social conversion factors are in form of social institutions, norms, traditions and behaviour of others in the society. This means the educational; political and family systems; the operating social norms like religion; gender and moral norms; and the nature of behaviour of the people in society in terms of racism, sexism, stereotype and prejudiced behavior, ultimately affect the ability or liberty of the individual to convert available goods and services into capabilities.

The environmental conversion factors determine the extent of an individual ability to generate capabilities from available goods and services depending on the environment where the individual lives. An environment infested by high rate of insecurity and crime, low moral standard and deforestation and lack of proper drainage, erosion and flooding will result in wayward lifestyle, and shelter will be threatened. An environment of this nature poses a challenge to the learner as regards converting available opportunity into functioning because efforts are diverted to strike a balance within the contending factors. The personal conversion factors are determined by one’s mental and physical characteristics e.g. body-build affect the types and degrees of capabilities which can be

generated with available opportunity in terms of goods and services. For a physically challenged person, participating in athletics may be difficult especially where a trainer is made available. A healthy person will do well when provided with a pair of running shoes to train for a marathon.

Meanwhile, the fact remains that not all capabilities require the provision of goods and services. The capabilities one needs to attain a functioning of being respected by peers and society depends solely on lifestyle which is made up of respectful behaviour. The drastic effect of diseases can restrict the capabilities a person can enjoy. This restriction is not imputed by lack of certain goods and services but by the direct effect of the health condition of the individual. The major elements of Sen's approach are capabilities and functionings with an important role in human heterogeneity and individualism of people. The main characteristic of the capability approach is the ability to do and to be, and the liberty to achieve these doings and beings instead of the ability to access and possess goods and resources.

2.7 Conceptualizing Sen's Capability Approach

This study adopts the definition of poverty according to the one provided by the capability approach. This approach rejects monetary income as its sole measure of well-being but rather identifies policy objectives as its measure of well-being (Sen, 1993). The capability approach is concerned with evaluating a person in terms of competence to achieve various functions as part of living and takes the set of individual competences as

constituting an indispensable and central part of the relevant informational base of such evaluation. Hence, it can be argued that well-being and development can be seen in terms of a person's capability to function. Therefore, the major constituents of the capability approach are functionings and capabilities.

Sen (1987:36) referred to functionings as an achievement, whereas capability is the ability to achieve. Functioning includes aspects like working, resting, being literate, being healthy, being part of a community, and being respected. For instance, in the life of a learner, it refers to the ability to be literate, stay in school and not be a dropout, being independent after schooling and useful to the society at large. Hence, a pupil is thus expected to be literate, (possess the ability to read, write and demonstrate numeracy ability). If after schooling a learner is not literate, he or she can be described as an underachiever, and might not be able to operate or function as a literate person or be regarded as being literate, which is referred to in this context as functionings. In relation to this, it can be concluded that the school would have failed to produce a resourceful individual in the society and also failed to save as a social resource. Where the reverse is the case, schooling as a welfare package becomes a resource or an opportunity.

As asserted above, the capability approach view on poverty is a suitable framework for this study. This is because the approach focuses on the plural or multi-dimensional aspects of well-being, as well as highlighting differences between means and ends; substantive freedoms (capabilities) and outcomes achieved (functionings) (Robeyns,

2005). The approach is effective in evaluating several aspects of well-being such as inequality, poverty, and the well-being of an individual or the average well-being of the members of a group.

The capabilities approach is therefore a framework within which policies can be designed and evaluated, ranging from welfare state design in affluent societies, to government and non-governmental developmental policies in developing countries. This approach is appropriate for South Africa with sixteen years in a democratic government which is highly transformative especially in the education and business sectors marked by replacing educational policies. This change is inevitable to growth especially with the challenge Quintile-1 (Q-1) schools pose to the government. Q-1 schools are those schools in the once marginalized poorest areas of South Africa and they are about 53 % of the total number of schools in the country. The rural province of the former homelands of South Africa coincidentally are the poorest, largely populated and characterized by high unemployment rates. High unemployment rates are significant in understanding poverty and inequality (Christie, 2008:98-100).

2.8 Attributes of Intermediate Phase Learners

These are learners between ages 8-11 years and are regarded as dependants because they are in the childhood stage of human development. Moreover, these intermediate phase learners (4th-6th grade), are crucial in terms of their psychological development and growth, especially with regards to critical thinking. They are products of the Foundational

Phase (Grades 1-3) who may have some behavioural and academic challenges which they may have been carrying over. Their psychological peculiarity is that of building up on what they have imbibed from infancy and foundational class. As a result, whatever is learnt is inculcated and carried on to young adulthood which later reflects in adulthood. Moreover, there are likely to be slow learners amongst them, so the group is often regarded as made up with respect to character formation. Studies carried out in the foundational phase, which is before Intermediate phase showed in the South African context, so much has gone wrong from the beginning of schooling.

According to Fleisch (2007:43) “while South African studies have found low rates of wasting (the early stages of starvation), the high prevalence of stunting is associated with a lack of protein energy in the diet”. This particular form of malnutrition may partly explain the relationship between poverty and performance. Studies has consistently shown that severe stunting in the first two years of life is strongly associated with low scores in school-aged children which includes intermediate phase learners (ages 8-11 yrs). Poor health in children is a marker of poverty and its impact on learning is reflected through chronic and acute ill-health, showing that the poverty-health complex is a critical determinant of learning under-achievement. This learning phase is therefore significant to the researcher. This study therefore focuses on the nature of capabilities of learners in schooling and learning outcomes, highlighting the depictions of poverty and explains its implications on the capabilities in relation to the teaching and learning environment in Quintile -1 schools in the Metro Central of Cape Town.

2.9 Intermediate Phase Learners and Capabilities

As earlier stated, the intermediate phase is the age group between childhood and adolescence according to human developmental stages. At this stage of child development, the effect of capability is more of an indirect effect because learners are dependants. Moreover at this age, learning involves the ability to read and write, display numeracy ability and demonstrate good moral ethics and appreciate healthy living with a better sense of direction as to identifying good values and quality life. A child at this stage is not expected to demonstrate any other functioning in the society and cannot even achieve the ones mentioned above except there is a healthy environment for it. This healthy environment is determined by some factors such as the learner's psychology, sociological factors like obtaining norms or values in the immediate society, educational management and the tone of the school the learners attend. It therefore follows that every phase of schooling right from foundation phase to the senior phase when learners prepare to take matric examination is a building block of the whole issue of schooling. This implies that any and every distortion reflects on the final product which is the senior secondary school graduate. This therefore makes it imperative to examine intently the schooling system which is referred to as an embodiment or agent of social change.

Sen (1992:44) identifies education as one of "a relatively small number of centrally important beings and doings that are crucial to wellbeing". In every society, education is seen as an agent of change i.e. social, economic and political change hence, the level of progress depends largely on the educational policy of the nation. The capability approach ascribes so much weight on transformation in education but the approach is

underspecified and under-theorized as to what need to be understood by education. Capability approach may not be a complete theory of social justice in education, hence may need additional theories to complement it.

2.10 Conclusion

This chapter reviewed literatures on educational capabilities of learners' using Sen's capability approach theoretical framework. It also presented a justification for the need to create and improve freedoms for learners to attain functionings. This was done through the review of supporting investigations conducted to reflect the poor performance of the South African black learners and the nature of their capabilities. It also reviewed literatures on the developmental nature and attributes of learners and revealed how these reflect on their academic achievements.

From the reviewed literature on poverty and capability, it was clear that there is no common and agreed definitions of the term poverty since each school of thought have their own interpretation and approach of the concept. The chapter further reviewed possible features which characterised these diverging definitions of poverty, how it is conceptualized by scholars, the poor, various measurement approaches of poverty, features and levels of poverty of learners' parents. It therefore, reveals the type of poverty depictions learners experience in their homes and school as they impede their capabilities. This has direct impact on the learners' experiences in their educational

endeavours as the chapter reflected the implications of poverty on their capabilities as viewed using Sen's capability approach.

The chapter finally reviewed literatures on the definition and conceptualization of the capability approach of poverty, and examined the peculiarities of the approach by highlighting the features of the approach. This therefore, revealed the implication of using the approach as a front lens to examine educational functionings of learners as the researcher explores their capabilities in a Q-1 school setting in Cape Town.

In the following chapter the methodology of data collection, instruments used, method of data analysis and ethical considerations will be discussed.



CHAPTER THREE:

METHODOLOGY

3.0 Introduction

The central concern of this study has been to explore the capabilities approach with intermediate phase learners in selected Q-1 school in the Metro Central of Cape Town in an attempt to determine the nature of their capabilities in the schooling process. This chapter gives vivid description and discussion of how the study was conducted. It also presents a distinctive picture of the paradigm used and justifies why this specific paradigm was chosen. It explains the sampling procedure of participants and how the data were collected and analysed. The procedures used to promote the validity of the study and the ethical considerations that were taken into account are also discussed herein. The study therefore highlights the nature and implications of poverty on learners' capabilities in relation to the day-to-day discourse in the school. To achieve these objectives, the study adopted a case study approach.

3.1 Research Design/Approach: Case Study Approach

This study adopted a case study approach by selecting two Q-1 schools located in the Metro Central Education District of Cape Town. This approach allows the study of an issue through one or two cases within a bounded system, setting or context (Creswell, 2007:73). According to Stake (2005), a case study is not a methodology but a choice of what to be studied i.e. a case study is bereft of methods or strategies (Denzin & Lincoln, 2005; Merriam, 1998; Yin, 2003). It is a form of qualitative research that allows delving

deeply into specific subject, rather than drawing generalizations from the findings. The outcome could then serve as an exemplar or prototype for others to use or adopt in their investigations. According to Mouton (2001), designing a social research study requires a researcher to map out strategies and tools to be used to enable the most valid results to be obtained for the problem being investigated.

Given the fact that findings cannot be generalized in using the case study design, the researcher employed a bit of quantitative paradigm in order to take care of this shortcoming and generate more variables. This may reduce the implication on the data collection and analysis if any since there is no controlled environment in terms of school or classroom. Beside this fact, a case study still contributes remarkably to social science as a research method. As a way of cushioning the above shortcoming, the triangulation method avails the researcher the strength of a case study. As such, the case study design made use of mainly qualitative methods and partly the quantitative methods. The choice of using both qualitative and quantitative method has been to increase the levels of validity, reliability and trustworthiness (Lincoln & Guba, 1985). According to Krathwohl (1998), triangulation is the most common method used for enhancing validity in qualitative research. He defines triangulation as ‘a process of using more than one source of information, confirming data from different sources, confirming observations from different observers and confirming information from different data collection methods’ (1998:276). He viewed triangulation from three perspectives: data, investigator and method triangulation. Data triangulation involves using multiple sources of data. Investigator triangulation involves using multiple investigators that is more than one

researcher to collect data at the same site. Method triangulation refers to using multiple sources of methods to collect data as seen in the use of in sections 3.2 and 3.3. Babbie & Mouton (2001) are of the opinion that using both paradigms can guide the researcher to gain a holistic and detailed perspective of the study. Data triangulation in this study is reflected (section 3.5) below as the researcher used school documents to buttress data collected through observation and interview.

3.2 Qualitative Method

The research largely used qualitative research methods because the study explored the nature, causes and effects of poverty on the capabilities of intermediate phase learners in selected Q-1 schools. Qualitative research design refers to generic research approach in social research which takes its departure point as the insider perspective on social action (Babbie & Mouton 2001:33). It allows for studying human action in its natural setting and through the eyes of the actors themselves and can allow the researcher a close involvement with the study participants. The strength of conducting qualitative research is its comprehensive nature which allows study into a social phenomenon under and observes it as completely as possible. In addition, qualitative research involves an interpretive, naturalistic approach to studying things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them (Denzin & Lincoln, 2005: 3). It draws strength on multiple sources of data collection; it is flexible and allows for adjustments and necessary changes where need be (Babbie & Mouton, 2001). Creswell (1998: 15) posited that qualitative rather than quantitative

techniques are more focused; enabling the interpretation of respondents' views regarding a particular subject matter.

A critical view of the research topic and research questions allow for a constructive study located within a social research and based on informal semi-structure interviews and in-depth classroom observation. This allows a proper assessment of the intrinsic traits or ability displayed unconsciously in the classroom which emphasizes learners' desire to do and be. The study hoped to provide an exploitative analysis of capabilities amongst poor learners as it affects their achievement in converting substantive "freedoms" into achieved functionings as desired "outcomes".

A statistical randomly selected sample group of staff or educators and parents are involved. Learners, who have been observed to be outspoken during participatory observation in classroom activity by the researcher, are involved in the sample. The views of educators in this study is paramount as they interact closely with learners and are situated in very advantageous positions to identify and show concern to learners who have challenges in the classroom as they struggle to cope with the rigours posed by poverty. The opinion of parents and some outspoken learners will be relevant to triangulate information gathered from educators to avoid a situation where they "sing their own praise". These individuals develop views subject to the understanding of their experiences and the various meaning given to the different situations around them (Denzin & Lincoln, 2005). The multiplicity and variation of meanings enables the

researcher to have complex views leading to more ideas to work with. Hence, the respondent's view of the situation can be reliable. It is necessary to have a small sample size for an exploitative and purely qualitative study in order to get more in depth views and experiences.

3.3 Quantitative Method

The quantitative method involves a systematic and complex process to test, prove and verify hypotheses for the investigation of structure. This research method is appropriate to resolve or give answers to questions which borders on 'how many', 'what' and 'where'. As a result, the dependent is on a predetermined set of scaled responses in a questionnaire and the standardized data collection instruments used to gather the required data or information. In the data analysis, responses per item in the questionnaire are counted and the outcome computed. In effect, the raw data is converted into numbers (numerical measurements) using statistical procedure in the analysis of quantitative research design (Murray, 2003:2). The standardized measurement and sampling procedure are intended to enhance the reliability of observation and allow for generalization to a larger population.

Quantitative research design was therefore used on a very minimal level because this study did not intend to focus on the testing of theories or hypotheses. This was because the researcher wanted to find out the quality of life that the learners had in specific local contexts. Hence, the minimal level of quantitative method usage emphasized on the general personal details of family backgrounds.

3.4 Descriptions of Participants

A principal of a Quintile 1 school showed interest in the study and volunteered to participate in this study. Her school which is located in one of the townships was identified during a journey made by my supervisor. Other educators willingly joined the study after being enlightened about the purpose of the study by the school principal. Hence, the principal was one of the two members of the school management team chosen for interview. The principal occupies the highest position of authority in the school setting and have accumulated experience of managing the school on a daily basis. The position is central to challenges of learners in the school, educators handling of learners, teaching styles of educators and general work attitude or atmosphere, parents' attitude in responding to demands of their children or wards and school, education department in meeting the demands of the school especially as a Quintile-1 school. The principal sets the tone of the school in terms of leadership; hence her contribution to this study was paramount. The researcher was aware of the human factor in 'playing safe' hence, responses received were counter-balanced by responses from outsiders, parents or guardians.

The school where this study was carried out had about four hundred and fifty learners in the intermediate phase. The researcher therefore used academic records to select one hundred and fifty learners within three range of academic performance that is high, average and low to be involved in the pilot study. After the correction of the questionnaire, the number was further reduced to forty-five learners who finally took part in the pilot survey. This was carried out in order to generalise findings without bias. In a

qualitative case study approach, data are collected “in the form of words and or pictures, rather than numbers and the results often consist of quotations from the data to enrich the presentation of the study” (Bogdan & Biklen, 1982, p.27). After the above exercise of selection and pre-testing of the questionnaire, a representative sample of forty-five learners from the main survey representing 25 % of the total respondents were picked out for the pilot survey. From this group of learners, ten learners were selected randomly through balloting which the researcher observed the educators do with the learners. Case studies are often helpful when large numbers of participants are not involved for various reasons. This may sometimes be a benefit to the study because as a researcher looking for in-depth information a small group of respondents is most appropriate. Ten learners were used as participants. This large number accommodated natural loss of participants as anticipated by the researcher (Ogunniyi, 2003). In the course of the research, one learner got ill and so was absent until the end of the exercise. One was being an untruthful participant and had to be dropped because information from her was clearly made-up, and may not suit the research exercise while an additional two learners deliberately decided to withdraw their participation. By the end of the research, six learners participated and below are pseudo names that represent them as shown in Table 2.

Table 2: Participants Profile (Learners)

S/N	Names	Age	Gender	Family Background	Highest educational qualification	Economic Status
1	Sipho	12 years	Male	Separated family members	Father & Mother: Grade 9	Low paid job
2	Thandi	12 years	Female	Under care-giver	Unknown for both parents	Nursing Assistant
3	Sindiswa	11 years	Female	Only child of parents	Father: Grade 10 Mother: Grade 9	Father: Clerical Officer; Mother: Saleswoman
4	Buli	11 years	Female	Intact family	Both parents Grade 9	Both parents employed
5	Thando	9 years	Male	Caregiver (grandmother)	Father: Unknown Mother: Grade 8	Housekeepers
6	Sizwe	9 years	Male	Single parent	No educational qualification	Vegetable hawker

Parents of the learners were also included as participants in this study to correct or confirm information gathered from the learners on specific issues such as educational qualification and socio-economic status of parents during the pilot study questionnaire administered.

3.5 Research Instruments/Method of data collection

Data was obtained from both primary and secondary sources for this study. Primary data was obtained from multiple sources. To collect the data for this study, the researcher used methods such as questionnaires, interviews, observations, and document analysis. These methods are described below:

3.5.1: Questionnaires

In quantitative research design, surveys are used as the main methodological tool for collecting data in a standardized format. They are probably the best method available to the social scientist interested in collecting original data for describing a population too large to observe directly (Babbie & Mouton 2001). In this study, a survey questionnaire was used to collect both quantitative and qualitative data. It was also necessary for this study to pilot or pre-test the questionnaire for the learners and the educators before administering them in a full-scale in order to identify any mistakes that needed correction and appraise the questions so as to give the desired outcomes or results. From the representative sample of forty-five learners representing 25 % of the total respondents were picked out for the pilot survey. After this pilot survey, some questions were removed and some re-worded for clarity purposes while in some cases, more alternative answers were included. At the end of the survey, questions relevant for the interview phases were identified.

Questionnaires were used to get an in-depth understanding of the difficulties experienced by learners and educators in the learning and teaching process but also to understand the learning and teaching strategies used by learners and educators in the school setting, especially in the classroom. Separate questionnaires were set for learners and educators. The questionnaires were used to confirm and triangulate the data collected during the classroom observation and interview phases.

Questionnaires were used for the intermediate phase learners and their educators. The educators used class academic performance list to select learners from various streams as a sample group for the administration of the questionnaire. This was because the classes were large and the information was for generalization purpose. Considering the research design and available time, it was unnecessary to handle all the classes. As a way to ensure a fair number of filled questionnaires, the researcher gave the learners and educators the questionnaires in class, and collected them the same day. The questionnaires served as a forerunner of the interviews which were conducted later. Responses from the questionnaires shed light on areas which needed to be investigated further during the interviews.

As the study was mainly a qualitative study, the questionnaires used for the educators were made up of two types of questions: factual, opinion-related and open-ended questions. This enabled the identification of the quality of educators in terms of their age, marital status, teaching experience and qualification. The opinion-related questions were

used in order to investigate the attitudes or perceptions or the educators flow of thought on particular issues concerning the learners. Open-ended questions were included because they enabled educators to express their opinion in writing. This created an opportunity to avoid influencing their responses especially when they had to give reasons for a particular opinion or behaviour. The number of such questions was small in order to reduce the rigour in coding, filtering the responses to get the usable information and the time constraints experienced by the researcher.

The learner's questionnaire structure was made up of mainly closed questions because as children, they are not privileged to some information relating to their parents and homes. They also needed to be given guided responses or pre-coded answers as a result of their age and language barrier. Since the medium of instruction in the school is Xhosa; an interpreter was used to translate the questions for better understanding. In addition, the administration of the questionnaire had to be done during the school hours, therefore it took less time because it was quick to fill in the short responses such as yes/no, true/false, agree/disagree.

3.5.2 Interviews

The purpose of the interviews was to enable the researcher to collect detailed information about educators' and learners' characteristics in classroom discourses and interact with all stakeholders about poverty and education. Following the heterogeneous nature of the respondents in terms of age, performance and authority, two respondents each from the learners, non-active members of the School Governing Board members and the school

management team were selected for interview sessions. The number of parents used as participants for the interview was limited due to their working conditions and their unavailability at home during the period of this study. In-depth information was required from each group in order to appraise responses given and boost the integrity of the study.

The learners' interviews were crucial to this study due to their positions as the recipients of the educators' services and users of the school as a resource. Learners' responses helped the researcher to identify the gaps in annexing their capabilities and achieving functionings. The parents or guardians of learners who are not active members of the school governing body were selected to avoid responses polluted by the politics of the board. Moreover, they assess the quality of service received from the educators and the school through their children or wards who are learners in the school under investigation. The educators who are also members of the school management team were important respondents in this study. They were positioned advantageously because of their skills and experience with the learners in both formal and informal interactions, whereby motivations and inhibitions to learning are easily identified amongst learners. As a result of this, unstructured interviews were conducted in order to create an opportunity of tapping into the educators' personal opinions and insight into how they work with these learners.

Unstructured interviews were employed to focus on inputs that are personal and conversation-like in nature as it enhances establishment of rapport and trust. All inputs

ranging from verbatim accounts, paraphrases, and summaries of the interview were recorded by means of a tape recorder and were transcribed. Body language in form of gestures and facial expressions were noted through observation. This interviewing style therefore helped the respondents to develop responses outside a structured format and helped the researcher to see in between the lines relevant information that was initially not sourced for. Moreover, it helped to lubricate the discussion held and allowed respondents insight, perceptions, and interpretation into what was observed. For the purpose of maintaining focus on the study, topics within the research were used as guides in formulating questions as suggested by Fontana & Frey (2000). Interview schedule reflecting the study objectives were used as topics in conducting or addressing the research questions during the interview with the respondents. Questions or themes from existing literature relating to poverty and education were used as relevant guidelines. The schedule therefore stimulated the discussion and enhanced freedom and flexibility of the researcher to explore a wider range of issues as they unfold in the course of the interaction.

3.5.3 Focus Group Discussion

In addition to the interviews, focus group discussions were organized with six educators, two from each stream of three to four teachers in a stream of the intermediate phase school. This made the responses of this representative sample viable for generalization. This was decided, bearing in mind the need to keep a small and homogeneous group in order to focus on the discussion of the research topic. The focus group was therefore

made up of the head of department and the relatively senior teachers in the midst of all intermediate phase teachers. The teachers who made up the focus group were of immense importance to the study because of their position in authority and years of experience on the job. These criteria were used to determine the quality of their contribution in view of the social implication and objectivity expected in dealing with the issues of learners' capabilities, poverty and education. The discussion lasted for about one and a half hours in order to give the participants ample time to elaborate on issues or points made. The choice of facilitator was deliberate as the forum was not to be seen as an official one, but a relaxed and friendly atmosphere with the participants putting the day's work behind. There was also need to ensure that the group discussion content was well moderated with good facilitative and rapport building skills of the facilitator backed up with a good knowledge of the objectives of the study.

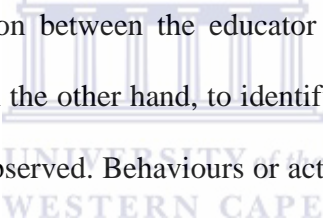
Besides the educator's focus group, there was also learner's focus group discussion. The learners who participated in the interview session made up the focus group and the interview schedule was also used during the discussion. At this forum, learners were allowed to add their voice as they air their opinions on issues that border on how their homes and school environment influence their abilities to learn. This enables the researcher to compare responses given by learners in order to test the authenticity of their responses received during the interview session. Variations were also noted during the discussion session.

This strategy gave the participants the opportunity to develop their responses in reaction to issues raised in other responses because of the interactive nature. Baumgartner & Strong (1998:183) stated that focus group discussions create room for participants' voice contributing to the subject of discussion and exploring participants' opinions. This generated probing questions to cross-examine issues and assess how participants react to each other. As a group, there were varying perceptions and insights which helped to explore ideas and concepts in the study. The forum also provided a window into participants' internal thinking with the end product being the collection of in-depth information. The focus group session was recorded using an audio tape.

3.5.4 Observation

Observation as seen by especially psychologists is the oldest method of data collection, besides it is an everyday occurrence (Banister, 1996, cited in Luyt, 2000:12). It involves looking and listening intently or purposefully and noting or recording and making enquiry to confirm what one has observed (Pretorius, 1991). In a social interactive circumstance, observation is best because it provides the opportunity of an immediate evaluation or assessment of an issue and gives clarity in the face of doubt since it was observed as an ongoing occurrence in a natural setting. The researcher carried out observations of teaching and ongoing learning activities in the classroom as part of the data collection process. Before the commencement of data collection, some time was spent with the teachers and learners in the classroom as a sort of familiarizing with the participants. This made them less self-conscious of the researcher's presence. The

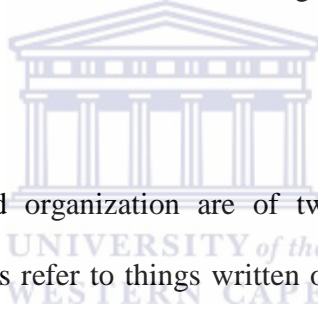
classroom observation focused on the verbal interaction between the teacher and learners. The teachers' and learners' attitudes to teaching and learning strategies in the classroom setting that encourage or enhance learning achievements were observed. The researcher chose the participatory observation in class activities and in the various group works in order to assess situations or circumstances in their usual and relaxed form. This opens up the opportunity to ask the learners and teachers questions on observed behaviours or attitudes for better understanding of respondents, especially as had been reflected from questionnaire responses, and jotting down notes while in the classroom as observation was made.



A closer view of the interaction between the educator and learners on one hand and between learners themselves on the other hand, to identify the extent of peer influence in learning experience was also observed. Behaviours or activities that border on discipline, lesson content, learners' lesson feedback, teacher's class management, teaching and learning strategies and general disposition of the learners during the lesson were areas of interest because of their effects on the outcome of learners achievement. This was relevant as it gave ground assessment of the teaching and learning environment which was less biased. Feedback from observation made was used to support data collected from the interview sessions.

During observation, field notes were made for record purposes as this forms part of data collected. Field notes according to Pretorius (1991) consist of relatively concrete,

complete, accurate and detailed description of social processes and their context. They indicate description of action type and conversation which took place and the people involved; giving a pointer to either a positive or negative influence on the phenomenon being observed. More so, field notes showed observer's comments in terms of actions, feelings, ideas, prejudices, impressions, displeasure and difficulties. The comments of the observer are relative and are influenced by personal perception of the observed; hence it is regarded as personal diary. At the end of the observation exercise, field notes are documented as diary entries and personal documents. These documents become useful in data analysis as they serve as means of cross referencing and validation of information.



3.5.5 Document Study

Documents in any established organization are of two types: personal and official documents. Personal documents refer to things written or recorded for private purposes, which include letters, diaries and family pictures. Official documents are written or recorded for public or private organizations e.g. newspapers, annual reports, yearbooks and minutes of meetings. The school's official documents that were academically oriented were requested to fully articulate the academic history and progress of the school especially in the last three years. The school's mission statement and vision, log book, visitor's book, lesson plans, timetables, teacher profiles, and learners' workbooks were requested in order to fully appraise the inspiration the learners get from the beliefs, culture and practice of the school. These documents gave a negative impression of the school's management and the public image of the school as reflected by the concerned

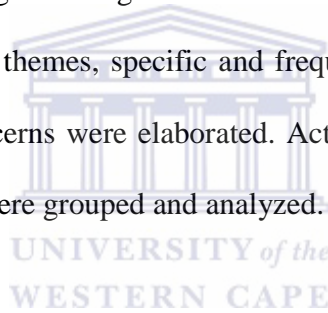
visitors to the school from both government and non-governmental organizations. The school's time tables and teachers' lesson plans enabled the researcher to have an in-depth critical analysis of learners' academic performance in relation to cognitive aspects of learning from the perspective of capabilities. The teacher's profile of the school helped evaluating the quality of teaching and learning taking place depending on the caliber of educators available.

3.6 Data Analysis

Data analysis was done in a systematic order as stated by Creswell (1998) and Stake (1995). Open coding process which involves the breaking down of data into themes or patterns (McMillian & Schumacher, 1993) was used to analyze the data in order to articulate the flow of information from a huge volume of data. The patterns and themes were identified and marked across all types of data generated. Comparative analysis of data continued as collection is proceeding because of the nature of study which involved the perceptions of the participants and the phenomenon under investigation. This helped to mirror the research objectives and make necessary adjustments before conclusion is made. This also helped in discovering new emerged themes and patterns arising from the study. Thematic content analysis was used to analyze collected data. The choice of this is the opportunity of familiarization with the data collected after the preliminary analysis during fieldwork. From the various instruments employed to collect data, data from interview sessions was transcribed from tape recorders, notes from observation and

information from documents were compiled. Due to the huge nature of data collected, organization of data commenced with identifying categories, patterns and open coding.

Key issues, concepts and themes from literature, objectives and experiences from field were identified by reading through transcript at least thrice to get a sense of the “whole” i.e. the big picture and assign key themes in margins. Group quotes are put together under same themes by using cut and paste method or are highlighted. This process is repeated for other transcripts with emerging patterns under each theme across cases noted. Data analysis techniques involving creating of themes and codes are used for data organization. From assembled themes, specific and frequently occurring qualities, traits or features and expressed concerns were elaborated. Actions and events that gave more meaning to recurring themes were grouped and analyzed.



3.7 Ethical Considerations

The Faculty of Education Ethical Guidelines for Students (2006) was used as my operational lens. Ethics is the consideration made when examining beliefs and practice of what is regarded to be right or wrong, good or bad, proper or improper (McMillan & Schumacher, 1993:182). In the same vein, qualitative researchers are considered to be guests in the various settings of their research, hence they are therefore expected to be of good conduct and operate a strict code of ethics (Stake, 2000:244). He thinks ethics is the appropriate way of conducting an inquiry. Heslop (2003:37-38) posited that ethics has to do with balancing scientific knowledge pursuit with the participant’s rights. Therefore, it

was necessary to seek their consent and assure them of anonymity, confidentiality and voluntary participation. Participants were treated respectfully with these considerations in mind. A meeting with the principal of the school to secure permission to conduct the research was scheduled and this introduced all the relevant participants in this study. The participants were informed about the study focus and it was emphasized that participation was voluntary and their participation was appreciated.

More so, the educators and learners were assured of risk-free involvement and pseudonyms were used to ensure anonymity. The principal out of interest in the study gave an appointment to the researcher to have audience with her for interview, while the educators chose a convenient time for the focus group interview and questionnaire administration to the learners. Learners were given consent letters and forms for their parents to endorse their participation in the study as they are vulnerable because of their ages. Parents were also informed via this consent letters to indicate willingness to participate.

3.8 Conclusion

This qualitative case study was conducted at a school which serves an informal settlement very close to a township which is still disadvantaged. Hence, it is accessed by learners from low income household living in this poor community of the township in Cape Town. Three groups of interviews were conducted, consisting of six learners, the school principal, and two parents. There were also focus group discussion of learners and

educators. This chapter shed light on reasons for the choice of research design, process and methodological tools used in gathering data and the occasional changes made in the course of research. The sample size and sampling procedures used pointed out challenges encountered and the solutions proffered. The pilot study was used as backdrops during learners, staff and parent interviews and observations.

The data were analysed using a thematic content analysis. Care was taken to minimize error by taking necessary precautions and steps, also ensuring that ethical concerns were considered. I now proceed to analyze the data gathered in the next three chapters.

The following chapter explains thematic content analysis of data gathered.



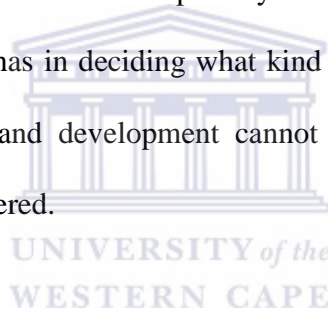
CHAPTER FOUR

FINDINGS AND ANALYSIS

4.1 Introduction

Guided by the objectives and research questions of this study, the aim of this chapter is to elucidate the freedoms and unfreedoms experienced by learners in their space due to their impoverished situation, against the backdrop of apartheid era earlier discussed. This section aimed at providing a link between the data gathered and the existing literature on poverty, the attributes of intermediate learners and patterns of their capabilities. More so, this section set out to discuss the implications of the data gathered as elicited by tools discussed via the conceptual framework. Findings from the data collected in the field according to the themes that came up, which are guided by the objectives of the study (see section 1.2) were reported. Furthermore, findings from the empirical study are presented and analyzed showing how the data relates to the experiences of the learners as they struggle to exert the conversion of their capabilities in the face of poverty. Data from the investigation of the patterns of capability of learners from Q-1 schools, features of poverty and the factors contributing to the manifestation of this pattern(s) were presented. Respondents' voices in response to the questions which focused on the objectives of the study in order to establish the implications of poverty on learners' schooling experiences that exist within their homes and schooling space inhibiting their aspirations were elucidated. This chapter also explains the unfreedoms respondents encounter in their space on a daily basis as they interact at home and school.

As earlier stated (see section 3.1), organization of specific facts about the case-study is presented in a logical form and data collected were pulled into meaningful groups to form sub-themes. The study clearly showed poverty is an impediment as it creates unfreedoms to the achievement of maximum benefit of school experience; therefore learners from poor households struggle to perform well academically. This also delimits their ability to function in the capacity they desire to be and to do as learners. Learners' educational development in terms of having freedom to function hinges on their ability to achieve which is their capability through the elimination of poverty which will enhance functioning (Sen, 1987:36). The notion of capability relates mainly to 'freedom which is the range of options a person has in deciding what kind of life to lead' (Dreze and Sen, 1995:10). Hence, well-being and development cannot be separated when a person's capability to function is considered.



The chapter is divided into three sections: section one discusses the depictions of poverty on the capabilities of learners in their space in two sub themes. Section two looked at the nature of capabilities of Intermediate phase learners in selected Q-1 school in three sub-headings. Section three discusses the implications of poverty on learner's capabilities. By so doing, this chapter fulfils the research objectives (see section 1.2).

4.2 Depictions of poverty on the capabilities of learners in their space: both at home and school.

Amongst informal settlement dwellers or households, poverty features were identified by the factors which constrained their experiences in terms of the satisfaction they get from daily living with respect to basic needs, social facilities in the neighborhood and means of accessing education. This is reflected in Payne's (2003:16-17) definition of poverty as "the extent to which an individual does without resources. These resources can be financial (money to buy goods and services); emotional (control over emotional responses); cognitive (mental ability and acquired literacy and numeracy skills to deal with everyday life); spiritual (a belief in divine purpose and guidance); physical (physical health and mobility); support structure related (access to constructive, nurturing relationships); and those relating to a knowledge of a group's hidden rules (its unspoken cues and habits) (see section 2.1). These issues as earlier mentioned posed constraints on the general well-being of the people and learners are challenged academically as they wade through untold hardships to excel in their everyday learning experiences. Some of these constraining factors are discussed as sub-themes in the following sections.

4.2.1 Deficiency of human basic needs

It is a fact that basic needs such as food, clothing, and shelter impedes more on the healthy life and emotional well-being of an individual or household especially learners who in this case are dependants. Considering Dodana (2007) description of poverty (see section 2.1) as a situation of difficulty and uncertainty on how they would afford their next meal, thereby waiting for charity from individuals and organizations, indicated most

family heads out of anxiety to meet these daily needs especially meals, find themselves always out early in the day and back late at the end of the day. As a result, learners' lack of these basic needs translates to the physical absence of parents and guardians from whom they receive attention and affection that is paramount to their source of happiness and fulfillment as desired by this age group of learners. This unfortunately results in the under-achievement of educational goals. However, the reverse is the case when a learner receives adequate attention from home as Buli (L 4) remarked thus:

The way my parents treat me and everything about my home makes me happy so I study well. When I am unhappy it affects my learning and I do not even concentrate in my books.

Learners desire quality mental and emotional state which borders on having contact with the right people who can influence their lives positively and create conducive learning atmosphere for them. Like the case of Thandi (L 2) who goes through mental torture from the caregiver due to lack of attention:

My aunty does not always listen to me, always shouting me down when I do not think she should be shouting at me.

The statement above depicts a despondent adult transferring aggression on a learner who is innocent of whatever difficulty existed. This makes the learner to be uncertain of the attention and care she is supposed to receive. The human body cannot work in isolation of the mind, as it is a common knowledge that "a healthy mind is a healthy body". There is need to maintain a good and healthy relationship with growing learners in order to

build their psychological disposition for better learning experiences. In addition to the above, good and regular nutrition enhances sleep and exercise which entirely boost the psychological well-being for a considerable academic performance. Disruptions of mealtimes due to irregular supply of meals by parents or guardians also result in distortion in sleeping patterns, thus leaving enormous effect on learners' behavioural pattern. This is evident in the everyday experience of learners as remarked by Thandi (L 2):

Sometimes I do eat porridge before coming to school. I don't bring lunch to school. My mother sometimes gives me R1 to buy something during lunch break and sometimes she does not give me. When she does not give me I just ask some friends to give me some money to buy something. They do not give to me, so I just stay hungry until I get home and I'll not eat until my mother comes from work.

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To confirm the above statement, the researcher went home with the learner one afternoon after closure of school day and observed the learner and her sister at home by noting the situation in the home as they took care of themselves. Indeed, these learners drank water which they also offered me as they got into the house and we all stayed behind a locked door until the caregiver came in at about 4.30 pm. Without offering the learners food, she sent them to the preacher and expected them back home at 6.00 pm. To confirm this, here are the words of Thandi's caregiver:

They come back on their own everyday from school because they got the keys to the house. Now they have to go to the preacher. They go to the preacher

four times a week, Monday, Wednesday, Thursday and Friday at 5.00pm and get back at 6.00pm every day from the preacher.

This resulted in the resilience attitude of learners when in classroom as it manifested in the form of nagging and restlessness of these learners. A teacher who was an informant had this to say:

Learners lose concentration when it is about mealtime because most of them do not have breakfast from home. If not supervised at this time, we discover they are at each other, either fight or quarrelling.

Also, the principal remarked as follows:

Most of the learners come here (school) having no food, no breakfast at home before coming to school, sometimes they don't even have lunch boxes. The department provided the school-feeding scheme.

Due to lack of sufficient funding which the school regularly suffers, learners do not have opportunity to contribute to their community image or build up their personality by getting involved in communal exercises. Such exercises enhance their recognition as learners and give them meaning in life as they get a share of community life. This is especially so in academic competitions like debate and speech presentation amongst schools in the community. This removes any kind of inferiority complex the learner's express about their school as compared with other schools. This was expressed by the principal as a concern:

We don't have any plan in place right now with respect to such competition, except we can get somebody who can help us. There are occasions when schools in neighborhood engage in other forms of competitions like sport, choral singing and dance, and reading. I think we will investigate this aspect of debate and speech making.

4.2.2 Socio-economic constraints on parents

Most household heads in informal settlements are unemployed, so do not have regular sources of income. Those who do have are few in number and can barely meet the daily needs of their households because they live on meagre income. This creates a tensed atmosphere in the relationship between members of their families due to stress and unmet demands. Being uneducated makes their plight worse off (see section 2.2) as the possibility of changing jobs for better paid ones is not an available option. Parents in these townships usually have difficulties in helping their wards with academic tasks at home or applying themselves to be of support to their wards because of lack of proper understanding of the benefits of educating them. Moreover, the number of parents within this bracket is large (see sections 1.0, 2.2, and 2.4); hence the number of learners affected is enormous. This is obvious from the principal's remark:

The informal settlement dwellers are mostly unemployed, they have been unemployed for years back and most of the learners come from this settlement where most of the parents are not working. Some are working while some are not; about 70 % to 80 % of parents are not working.

To buttress the point made by the principal, parent of Sizwe (L 6) also commented as follows:

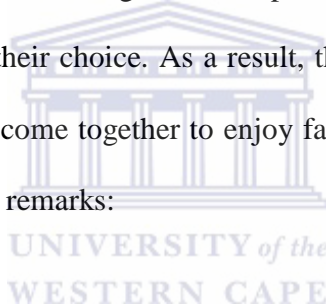
I grew up in this community during apartheid. I came here with my parents and my mother makes this thing here African beer or “umqombotui” as it is known amongst us and braai beef to sell, I had to join her since it gives us some money, we could not go to school.

In some cases, these parents understand and appreciate the social grants given by the government but this does not adequately address their social needs. They struggle with wrong priorities which could be due to orientation of their apartheid past, effect of bad and old habits, selfishness and jealousy or strife which may have being existing in the family relationship, and most importantly societal values. Here is the comment of Thando’s grandmother (L 5) reflecting wrong priority and unhealthy family relationship:

I have been living here long time ago with my parent, we moved from Retreat to this place before the end of apartheid. Now I am 53 years old in this place. My parents had to move here because of apartheid and have been living here since that time. I cannot really say I am enjoying staying here but because I cannot work in any other place, I just sit here to manage what I have to do. I must just sit here. I know the environment. But what can I do? Nothing! I must just carry on and just keep living here with the people I know well around me. My other brothers and sisters refused to come, they are unhappy with me because our mother asked me to take this house when the government gave her. They did not come the first time with our parents.

In this case, it is obvious her priority is to keep the house which may hinder any move to improve the academic life of the learners especially if it hinges on moving closer to school for the purpose of proximity and convenience of learners within the home.

Issues of family size and structure also affects the socio-economic status of the household as this makes managing of resources almost unbearable due to large family sizes and in most cases, these households are characterized by single adults and teenage household heads. Most of these households do not stay together due to economic hardships (see section 2.6.1) and difficulties in accessing schools especially when they have opportunity to attend or access schools of their choice. As a result, the family members live apart at different locations and seldom come together to enjoy family intimacy. This is the exact experience of Siphon (L 1) as he remarks:



My brothers and sisters, they are not here with me, my brother is in Philippi with my big sister. They are staying with my aunty. I go to them on Fridays after school, and I'll be back on Sunday.

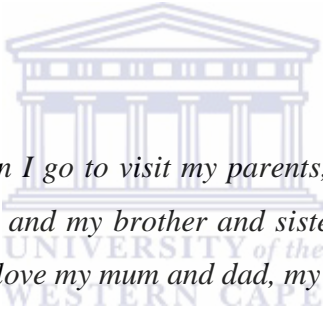
Another learner has this to say:

I have three sisters and four brothers. My two brothers are in Eastern Cape and one is at M13, we don't see each other every day. At the weekend, my father and I go to fetch him and they come here at N14 from M13 and we play together. My mother lives at Table View, but she comes to see me once a month.

Another learner, Thando (L5) has this to say concerning his family:

I don't stay with my family. My mother stays in another place and my father stays in Khayelitsha. I stay with my grandmother.

This has enormous effect on learners especially at this age when learners need the regular presence of their parents and siblings to share their dreams and fears, receive encouragement and share experiences of similar challenges. This goes a long way to cheer up learners at home before they encounter new challenges either at school or in the neighbourhood. The learners desperately look forward to having their families together as expressed by Thando (L 5):



I'm only happy when I go to visit my parents, brothers and sisters. I'll be so happy if my parents and my brother and sisters can come to live with me in the house because I love my mum and dad, my brother and my sisters.

This regular movement of family members is not only dangerous but makes learners unsettled and creates gaps in the flow of their thoughts and experiences both at school and at home.

4.3 The nature of capabilities of Intermediate phase learners in selected Q-1 school

The capability approach according to Sen (1993:41) emphasizes the ability to operate or function on a minimally expected level within or amongst a group of people or society. The learners in this study have an expected level of functioning from the school and

society they belong to. This expectation is determined by societal values and can be short or long-term functionings.

4.3.1 Passion for success

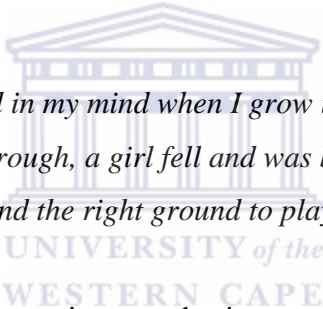
The desire to be successful is personal and can be influenced by several factors (see section 2.2) ranging from environment, family background and good example or proper mentoring which tends to motivate learners as reflected in their responses. They desire to function as achievers but from the observations made in the classroom and documents studied, (see sections 3.5.4 and 3.5.5 respectively) it was discovered that the learners are struggling. This is due to the dysfunctional state of the learning environment, irregular presence of educators to attend to them when confronted by academic challenges and the gap between school and home which inhibits their ability to attain success. The expectations of these learners are clear and the value they attribute to schooling is clearly visible in the following quotes:

I want to achieve in my work and I want to achieve to become a doctor after schooling. I want to achieve in my exams and pass to grade 7. Want to be a grade 7 learner, I want to be a good learner, I want to do things right. I want to pass to grade 6, because I do not want to stay in grade 5, when you stay your age is growing is not staying for you.

It therefore follows that learners experience unfreedom to achieve their dreams in spite of the strong passion for success which they expressed.

4.3.1.1 Dysfunctional state of learning environment

The learning environment of Q-1 schools (see section 1.4.4 and 2.2) presents many challenges in terms of conduciveness of the school environment. With respect to facilities such as libraries, computer laboratories, science laboratories, proper sport field and adequate number of class rooms positively influence academic achievement but their unavailability raises concern. These tend to create unfreedoms for learners attainment or realization of their dreams. Learners come to school with different dreams which is determined by their interest. This includes science, sport, art and communication. For example, some learners with so much interest in soccer and netball for example Sindiswa (L3) remarked:



*I love to play soccer and in my mind when I grow up I want to be a soccer star,
but the ground is too rough, a girl fell and was badly injured .
I want a netball court and the right ground to play in my school.*

While others have indicated interest in art and science-related fields such as the learners like Thandi (L2), Siphso (L1) and Buli (L4) who made this remark:

*I will be happy in another school, because the children use computer in the class.
When I'm older I want to be a singer or a model.
I'll like to be a doctor when I grow up because I like to help people who are sick.*

Learners with these interests do not have the avenues to explore and attain satisfaction through doing and being that which they desire due to lack of facilities and poor funding of Q-1 schools.

4.3.1.2 Irregular presence of educators

Educators are regarded as the eyes of the parents, community and government in the schools. If they are not present to carry out their responsibilities to the learners in the school and classrooms where they are expected to serve, learners can be academically frustrated. Learners come to school with the intention to achieve understandings which are reflected in their getting the prescribed lessons. However, if that does not happen, he/she feels unfulfilled for the day, and in some cases gets scolded from the parents who take time to monitor exercises done in school. Thando (L5) has this to say:

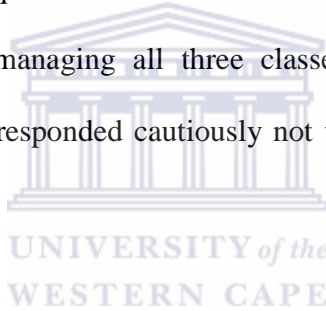
When I am back at home, she always looks at my book to see how my work is done because she wants me to achieve many things at school so she asks me to do again what I did wrong at school and tell her why I did it wrongly before.

As a result some learners give attention to their teachers during lessons and also take time to work carefully on exercises given in class. Unfortunately, some learners experience unfreedom from their teachers who have disregarded the ability of these learners to achieve functioning at this level by behaving against classroom principle. According to Sipho (L1) who was asked this question, the following answer was shared:

Question: Is there anything in the school that does not help you to learn well?

Answer: Yes, the teachers, they will be talking about their boyfriends in the class and laughing when they give us work to do. I can't concentrate in what I am doing because the other children will be laughing also.

A learner not being able to concentrate in class due to this reason raises a lot of issues and questions due to the fact that the educators may have undermined his/her interest in their discussion. This is an indicator that their presence in the class room does not reflect effective performance of their duties. On the other hand, field notes showed educators' irregularity and lack of punctuality may also make learners encounter difficulties. On three occasions during the study, it was observed that in an intermediate phase stream of three arms having over forty learners per class, only one teacher was there to look after the classes. Ultimately, learning cannot take place at such times. The accumulative effect on learners' achievement is unquantifiable. The teacher who was already despondent due to the stressful situation of managing all three classes was asked where his other educators were. The educator responded cautiously not wanting to implicate colleagues thus:

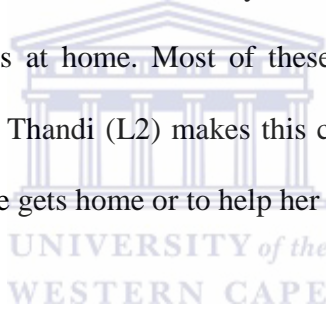


It sometimes happens, especially when you cannot help some situations.

This situation reflect the fact that learners do not have the full benefits of the educators presence and learning experiences on a daily basis, which consequently implied unfreedoms due to the nature and quality of educators. Highly qualified educators may not want to be in a poor school when there is an opportunity to be in a Model C school (see section 6.2).

4.3.1.3 Gap between school and home

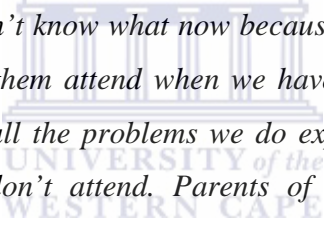
Learners struggle or fail to achieve functioning in terms of being recognized as successful in academics because of the wide gap between school and home. The learners do not get the expected assistance from home in the form of support to build on what they are able to acquire from school due to several factors which border on poverty and family background. Most families in the informal settlements are low income households; some have unemployed home heads who are engaged in some forms of economic activities like menial jobs as source of livelihood (see section 1.0, 1.4.2 and 2.6.2). Consequently, most learners get home and become latchet-children, stay behind locked doors and take care of themselves because no adult is at home. Most of these learners are therefore without supervision after a school day. Thandi (L2) makes this comment lamenting the fact that there is no one at home when he gets home or to help her with the take home exercises:



I don't meet any body at home when I close from school. I just get in and lock the door, read my books and wash my uniform for the next day. There is nobody to work with at home.

Parents, out of financial stress do not get home in good time to spend meaningful time with their wards or take out time to visit the learners in school especially during open-day when they are expected to be in the learners class to inspect their work and raise questions where need be. They are not also available to pick up their ward's report at the end of term. An observation of a handful of parents' countenance as they pick up their ward's result led to a chat with a supervisor of an intermediate phase class thus:

When do you expect the parents to come for their ward's result? It was then revealed some parents may not even come till resumption of school next year when they will send their wards to ask their educators for their appropriate class. When asked what teachers do or the school authority does to such learner? The response was that nothing was done as the authorities did not want learners to feel the school did not show concern like their parents. The school management also shares the lack of cooperation from parents with regards to their unremorseful attitude where issues concerning their wards and challenges facing the school were raised. Attempts made in the past have not yielded positive results according to the principal who has this to say:



We have tried and I don't know what now because in our meetings we called the parents and not all of them attend when we have the parents meeting. At these meetings we tell them all the problems we do experience. But when we call for parents' forum, they don't attend. Parents of learners with whom we have challenges are the ones who don't respond to meetings, where we have the privilege to rub minds on how to help the learners.

At other times when parents respond, it amounts to misplacement of priority i.e. they do not respond to pressing academic challenges of their wards which focus on the purpose for which the school as a resource stands to serve. This is also reflected in the principal's comment:

We don't get response from the parents. Let me give you an example; if I need the parents to buy, the department do buy stationary and books, but the money is usually not enough, the parents have to buy some things sometimes. For example

the parents have to pay to get flip files. When we ask something from them to buy flip file and when crayons are finish, to buy crayons and pens they will not respond. But what amazes me is the fact that when they are told that their wards are going out to the beach or to the farewell for the great service, they respond. They buy beautiful dresses for their wards to attend. They even pay for the bus fares, but when it comes to their education, no. They respond very poorly. Seemingly, the parents are not fully engaged in their wards or children education, they even don't help their learners at home with their home works or whatever their teachers give them as project or research; they are not really interested in their learners' education.

This tends to affect the learners' attitudes as much value may not be given to working on exercises taken home.



4.3.2 Self-belief and or aspiration

Learners in Quintile-1 schools unlike others in rich schools come to school inspired by what they see and hear happening around them in the society. Hence, they come to school with the intentions of attaining some achievements which they admire like Buli (L4) expressed in the course of a discussion. An excerpt of the discussion is as follows:

Question: Where do you live?

Answer: I live where those houses are, very far from here.

Question: Do you walk home every day after school?

Answer: Yes, my parents are not home to collect me so I go home all by myself. I wish my parents have a car to leave their place of work to pick me from school like my friend.

Question: Where is your friend, is he in this school?

Answer: No, he is in another school better than this my school. When I finish schooling, I will buy my own car and drive my children to school as I see some parents taking their children in their car to school.

This particular learner is a chatter-box who lives with a grandma who works as a domestic servant for a white household, hence he is privileged to speak English fluently and engage in conversation without being shy. The information given by the learner with regards to other children in the neighborhood going out to school in distant places is confirmed in the course of an interview with the a principal as follows:

There are very few parents who can afford taking their wards to distant schools, but they do drive their children away from the neighborhood to distant schools.

When learners come to school and do not achieve high pass rate due to lack of motivation from parents who are not educated and school system that does not run inspirational programmes to keep learner's aspiration fired up, it is consequent that the learner's motivation or inspirations will certainly take a huge knock especially as they look into the future with great hopes as reflected by some learners such as Sindiswa (L3), Thandi (L2) and Sizwe (L6):

Learner A: I will like to finish my school and be something.

Learner B: I want to be a good learner.

Learner C: I like to be a good child and I love to read books.

In a school like this, educating the learners over possible career to inspire them to practice in the future apart from the popularly known ones is easier to achieve. Equipping them with what they can aspire to achieve by way of motivating them, their desire or inspiration will be kept in view. Sometimes ignorance can be an inhibiting factor and be mistaken for poverty. The truth is that poverty can enhance ignorance in the sense that some of these activities cannot be sponsored by the school because it is poorly funded as confirmed by the principal:

There is no programme in place to inspire career choice yet, and we don't have any plan in place right now, except we can get somebody who can help us get around it.

The bottom line of this is that the learner's horizon on possible careers is limited. It therefore confirms the fact that poverty itself is a disease which kills silently. The learners' aspirations and self belief are gradually being swallowed by poverty. At the end of the day, minimal functioning may be a mere dream than reality.

4.3.2.1 Attitude of educators

Learners from Q-1 school come from low economic status household because the school is located amongst informal settlements. This affects the way learners are perceived, sometimes as have-nots, and at other times as low or poor achievers. This determines the quality of academic attention given to them and which does not pose any academic challenge to educators in the class room in terms of adequate preparation of lesson to give the learners and the expected quality of material taught to the learners. In one of my

A visit to the school to attend an English comprehension lesson for grade 6 revealed learners read on their own following a lead reader, while the educator was on her desk writing. To confirm this, here is the remark of the lead reader Buli (L4):

My teacher says to me “go and stand there and read to the class”, and then others will talk about me.

The above comprehension lesson was used as a stop-gap measure or ‘time killer’ because it was not handled with the educator’s concentration and also belies the belief other learners have about themselves as good readers. Meanwhile, the medium of instruction in the school is Xhosa; with learners who are aspiring to communicate in English in the near future somehow feeling let-down. Buli (L4) remarked thus:

My dad encourages me to speak English, he says if you don’t understand and speak English you wouldn’t get a very good job and you can’t be a model if you can’t speak English.

This also shatters the dreams of some parents who are interested in their wards picking up English language as a second language as confirmed by Buli’s parent (L4):

In their former school, they were taught in English, but now Xhosa is used in teaching, it is a problem now. The big one particularly cannot speak English well any more. When my phone rings, she cannot answer any call in English. It only gave them opportunity to learn Xhosa too, but you see things are changing, English is becoming very important. I like the school to mix the language used in teaching them.

Sequel to the above encounter in the English comprehension class, it was later observed that the school was expecting a visitor from the education department, and that the ‘free’ time the educator had during the lesson was used to catch-up on time as regards putting her records in order before the visit. This only indicates that lessons are not properly prepared for the learners benefit; this means they will be disadvantaged.

4.3.2.2 Family background

Learners suffer inhibition in their ability to achieve their aspirations or belief in themselves due to their circumstance at home. Most learners do not get encouragement and support from their parents or guardians for several reasons. This includes low educational level of parents and guardian. This results in their lack of understanding of school challenges incapacitating learners’ even when they are ready to help. Some of the guardians are caregivers with wrong priorities. They do not really have the academic interest of the learners at heart, while some caregivers are grandparents who are no longer strong enough or even current with happenings in school. Learners also have their siblings who are engaging themselves with issues of how to fend for the younger ones as heads of homes. On the whole, the learner is left to grope in the dark helplessly with whatever difficulty he has come home with. It is against all odds that some of the learners eventually succeeded to attain achievement in their schooling experience. In the light of this, some learners like Thandi (L2) and Sindiswa (L3) have this to say:

I am staying with my aunty, my mother died in 2002 and my father; I don't know where he is. My aunty sometimes does not come home; she goes to her boy friend's place from work. My brother is working and my sister is in grade 6 too, he is not able to help me because he says he is tired. If we have same homework we must study separately, I do not look at her book I just study on my own. Sometimes I feel lonely at home because I do not have a brother or a sister or anybody to play with at home. I just leave my work undone and go to bed.

A handful of learners who find help at home are challenged by their helpers' inability of decoding the language of instruction which is Xhosa. There are bilingual families in which the parents speak and understand Afrikaans and Xhosa fluently but not always at home to help with the take-home exercise in Xhosa. When help eventually comes through, it is not thorough. Sipho (L1) from such family background remarked thus:

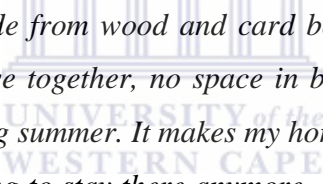
When I have home work to do, my mum does not understand Xhosa so I do not do home work at the weekend when I am with her. She speaks and understands English and Afrikaans.

Meanwhile, some other learners get help from strong, healthy and enlightened grandparents like Thando (L5) who comments thus:

When I get home I tell my grandmother that I have home work and she helps me.

4.3.2.3 Living Environment

The living environment of these learners is the informal settlement which defies every sense of sanity, both in terms of structure and nature of buildings, social facilities, societal values and level of crime. The learners in this environment struggle with the conditions of the buildings which are crowded. Hence, they cannot enjoy a reasonable level of privacy, ventilation or quietness especially during study time at home and summer period. A neighbour might decide to play his music at odd times and create an unbearable level of noise just because he has a right to satisfy his pleasure, or make the environment damp and dirty creating an unhealthy situation for others. Thando (L5) commented as follows:



We live in a house made from wood and card boards, they call them “shacks” and the houses are close together, no space in between. The place I’m living is very dirty and hot during summer. It makes my home uncomfortable for me. I’ll be so happy if I’m not going to stay there anymore, because I like to stay in a clean place. I want my home to change from a suburb house; I want to live in a modern house.

The result is lack of good sleep at night, ill-health and study difficulty especially for those who believe in studying at home. In other words, ability to achieve is jeopardized or gained with much effort.

In some other cases, the nature of the home is not conducive for learners to study due to lack of space and comfortable study position and educational facilities in the home which

provides learners with educational and cognitive stimulation programmes. It takes an act of determination to achieve the goal of being a good learner. Buli (L4) commented thus:

I study in the kitchen or sometimes I do my homework outside, and I don't like it any more. I want my room to have table, chair and my books there and when I want to do my home work, I can sit on my chair, put my books on the table and write. I want my room to be changed and to become neater. I want to have a television and a place where I can read my books too and study comfortably and hard.

Other learners get their aspirations truncated by wrong association due to high crime rate amongst dwellers of the informal settlements. Common crimes in these settlements include sexual abuse, rape, robbery, drug abuse and alcoholism. It therefore takes the watchful eyes of parents/guardians to supervise these learners. As a result, unsupervised learners are found indulging themselves in these acts, which for a few who are fortunate to be rightly guided like Siphon (L1) remarked:

I am 12 years old now but some of my friends of the same age with me are smoking drugs and drinking alcohol.

This is affirmed by the words of the principal:

Learners also experience social challenges. We do have cases of learners stealing money at home, absconding and not returning after some days. These are the street children you find begging for food and sometimes picking up cigarettes not

completely smoked or taking from their friends to finish up. In most cases they end up being gangsters.

A learner exposed to an environment like this, can be easily distracted and lured into gangsterism because of lack of supervision. This confirmed the fact that environment impacts the life of a growing child i.e. it either mars or make the child with the educational endeavour of the learner inclusive.

4.3.3 Psychological and emotional impact on self esteem

Everybody as living creatures old or young have self esteem, which could be high or low. Learners are no exception to the rule whether in poorest or richest schools. It borders on personality and how the individual sees or comports him or herself especially amongst peers and in the society. This is the driving force behind achievements which makes the individual to estimate, regard or value what he can or want to do and be. In learners of the study age cohort, it is demonstrated as confidence, timidity or shyness. Learners have varying regards for themselves which infringes on their ability to achieve. Some see their worth and therefore desire highly valued or priced goals as expressed by Thandi (L2):

I want to go to a school where there are white people or children because is a school that is right for me. I want to be in a beautiful school where I can learn well; this school is not right for me. In a white school, they do not tease or hit anybody. I do not want other children to tease me or laugh at me so I do not want to remain in grade six.

Others learners place value in the state or condition of their school. They desire to identify with quality and beauty which drives them to work hard towards high achievement and gets despondent when they cannot attain their desired goal. Despondent Sindiswa (L3) remarked:

I want my school to be beautiful because when I go out there to see other schools, I feel ashamed to say this is my school. It is dirty and the children are not looking very neat, we do not have many things in our school. I cannot be proud of my school.

Some of these learners get timid because of the psychological assault they receive from people around them which amount to loss of confidence in themselves. In an environment like this there is no moral value for the personality of the individual, so learner's privacy is abused. The principal comments in respect to this:

And some of them are psychologically abuse by their own parents, their uncles and by the boyfriends of their own mothers.

This creates a distortion in the way they perceive themselves which also rubs off on their academic pursuits. Learners also get emotionally abused at home which creates moody state for them. A happy mood goes a long way to influence their zeal to do what they desire with them needing to experience love, trust, compassion and intimacy. Thandi (L2) expressed dislike on how her aunty treats her at home:

My aunty always shouting me down when I do not think she should be shouting at me. When something goes wrong in the home and I say I am not responsible, she

will shout me down because she does not believe me. I feel bad because she does not trust me when I say the truth. It makes me unhappy.

More so, when a learner is shown love, enjoys intimate relationship at home and is trusted, the learner sees the home as another heaven on earth and will not like leaving the home for any reason as expressed by Buli (L4):

My relationship with my mother and father is an amazing thing because I love both my mother and my father as they are very amazing to me and I know that they love me. They like to make fun and always laughing and when something happens to me they are always there for me. They look after me every day, and when I have done something wrong they are going to talk to me and tell me not to do it again.

Learning to this child is exciting and is done with greater enthusiasm knowing that she appreciates and looks forward to the parent's happiness towards her. Buli (L4) achieves more and is very confident especially in her schooling experience:

My classmate, they are friendly with me. When my teacher says to us to be in groups, everyone wants to be in my group. Sometimes, they like me but other times they just look at me and don't say anything. I feel happy at school.

This learner's experience is positive educationally, but it is a rare case amongst learner in Q-1 schools who do not have this level of confidence that is a product of close interpersonal relationship between parents and learners back at home. This notwithstanding,

she still has other forms of challenges to surmount as she mentioned above (see section 4.3.2.3) with respect to the poverty state of her home. This emphasized the fact that there is a link between the home and the school in terms of academic achievement. In other words, features of poverty at home and school as evident in Q-1 schools saddle learners with unfreedoms that result in the learners struggling to attain academic functionings.

4.3.3.1 Role modeling

Ability to achieve by learners is influenced by the pattern and lifestyle of adults around because they are strongly affected by the examples they see. They tend to have or find a role model amongst their teachers, parents, siblings or neighbours either consciously or unconsciously without understanding or considering the implications. Some of the learners are fortunate to have good examples to follow or copy as expressed by Sindiswa (L3) whose father goes to the gym and also practices as a footballer:

When I go to play soccer with my dad, my mummy stays at home. My daddy and I love to play soccer and we go to the gym together. When we finish, my daddy gives me money or something to support me.

This learner is already experiencing fulfillment in playing soccer because she can see the interest with which her father does it and she beliefs in him as a parent. Contrary to some other learners whose parents are bad examples, they find themselves in the snare and struggle with getting out of such bad influence especially when they translate into words used against them to torment and kill their zeal. Siphon (L1) comments thus:

Is my father, he wants me to read grade seven and start to work. He says many big boys like me are working and getting money to help at home. I want to finish grade six, read grade seven and then get to grade twelve and do matric examination.

This learner struggles within himself putting his father's attitude as he wallows in alcohol most of the time and observing too that the father complains of poor earnings from his place of work as a gardener. The fact that his ambition runs parallel to his father's plans for him who finds it difficult to give him some money to meet school demands. The learner is not satisfied with the situation at home financially and with his father's lifestyle. Sizwe (L6) has this to say:

My father does not give me money to pay for some things at school because he does not have but has money to drink, so he wants me to stop going to school when I get to grade seven so I can work and bring money for him. I am not happy.

With a situation like this at home there is conflict of interest which can inflict a remarkable scar on learners' attitude to achieving his desired functionings but for determination to achieve may end up being a grade seven graduate.

More so, it is noteworthy in some other instances like those learners who live with siblings who are heads of homes, do end up copying or emulating bad or good examples from the neighborhood, which has low morale, social and personality value, positive examples may not abound. A learner who stays with his big brother who goes to work

and gets home from school to play with the children nearby while waiting for his brother's return was influenced and lured into having a feel of cigarette smoking and drinking alcohol by his friends. He now has the habit of this destructive and distractive vice which hinders his learning experience from reaching maximum level. He confirmed difficulty to study:

When I come from school, my friends come to take me out to play. We don't study; we play, smoke and drink, chase and beat up the girls in our neighborhood. No, my brother does not know as he comes late.

The popular sayings that show me your friends and I can tell your future may also be extended to "show me where you live and I can tell your character". The impact of role model and wrong association is on the self esteem of the learner because it creates a distortion on how learners perceive themselves especially with respect to their ability to attain substantial achievement.

4.3.3.2 Ill-treatment from caregivers

Learners are left to caregivers for various reasons which ranges from death of parents who were AIDS victims to sexual abuse from fathers who are single parents and economic hardship experience of parent's especially unemployed single parents. Unfortunately, some of these caregivers take advantage of these learners and rip them off of their legal entitlements, thereby exposing them to unbearable hardship which makes schooling experience unpleasant. Here is a remark made by Thandi's (L2) caregiver:

These children are not my children, they are my cousin's who died some time ago because of tuberculosis. Before the mother died, the father raped the bigger one in Durban, which made the mother to separate from him. After she died, the children went to stay with him but he raped her again. I took her to hospital for check up and she was fine, so I had to keep them.

As good as this may appear, some of these caregivers deny the learners of their entitlement as they are privileges to collect grants on behalf of the learners. As confirmed by this caregiver:

Not much difficulty because the government gives me grant for them. In a month, I receive R1, 360 to take care of them. I use this money for their school to pay for their uniforms, tutoring and school outings.

The social grant is to assist in financing school demands when the need arises and also to meet some domestic obligations to ensure learners experience a reasonable level of comfort and boost self esteem which enhances ability to achieve at school. In the case of these learners, the reverse is the case as Thandi (L2) bitterly explained:

She goes to shop everyday and cannot take us to the shopping mall with her, and there she buys what she likes for us. I do not like it. I can choose for myself what I want and like. She tells us no money to change our uniforms so we must manage it, which is why my uniform is small and old. When I want to take something like food in the fridge and I want to eat, she will shout at me.

From observation, learners' experience can be confirmed from their looks especially the younger ones whom she claims was about five years old when they came under her care. She explains thus:

When these children came to me from Durban in 2002, the senior one was just 7 years old while the little girl was about 5 years. The big girl is now 13 years and the younger one 11 years.

The younger one looks fearful and developmentally-delayed which is a consequence of the abuse and neglect she may have received since she came under the caregiver's custody. While the older one is aggressive and disrespectful towards her reflecting dissatisfaction and probably a reaction to the trauma she had gone through with the death of their mother. To confirm the displeasure of the younger one, she (Thandi, L2) expresses a desire to be in her own parent's home:

I want to stay in my parent's house and do what I like, have what I want and my aunty to buy what I want for me also.

Hence, it is therefore evident that these learners are experiencing confinement, lack of freedom of expression which equates to timid life. Learners cannot get accomplished under such a situation. The state of an unfreedom is an inhibition to achievement. As a way of expressing dissatisfaction, the older one ran away from home to a social welfare home indicating a desire for a better place she can call home. This is confirmed by the caregiver as follows:

When they first came, the bigger one ran away to a welfare home that she will not stay with me.

This action indicated that their being under the caregiver was a state of helplessness which breeds unhappiness, hence destabilizes them and affects their zeal in schooling experience but for determination to get and a hope for a better tomorrow, they are compelled to struggle in order to achieve their dreams.

4.4 Implications of poverty on learner's capabilities

In every community, the school and home are expected to be complimentary in the sense that when the school fails the home fills the gap and vice versa. The case of Quintile-1 schools is not so because learners come from poor homes and attend poor schools thereby creating an unnatural vicious circle. Learners reflect lack in their sub-consciousness because they are compelled to have it as a way of life. It therefore serves as a propelling force for learners to achieve. This remark by the principal thus confirms:

The school is situated near the informal settlements, the area is poverty stricken.

Putting it in the words of onetime President of the Republic of South Africa, Nelson Mandela; "Education is the most powerful weapon you can use to change the world". Having said this, one needs basic education in order to live a full and rewarding life but circumstances of poverty has made parents to assess it for the wrong priorities. Implications of poverty on learner's capabilities are reflected as freedom and unfreedoms which can be seen as opportunities for learners to achieve their goals. These are

circumstances which Sen (1995) calls freedoms or opportunities created by the government in various aspects to elevate the plights of these learners and schools such as the provision of feeding schemes and eradication of fees. Hence, Quintile 1 schools are non-fees paying schools and provision of school materials is done by the Department as confirmed by the principal:

The department do buy stationary like flip files crayons, pens and books.

However, all of these can be regarded as a drop of water in the ocean as the experience of learners in the midst of these provisions is still appalling due to the interplay of human factors in the form of uneven food distribution, theft or burglary and mishandling of school materials like text books. During a face to face interview with the principal, it is mentioned that learners from reception to grade seven participate in the feeding scheme. The remark of the principal is thus stated:

The department provides the school-feeding scheme. The learners from reception to grade seven are fed with bread, milk shake, beans and we sometimes cook rice with soya maize. They also get porridge i.e. mille-mill porridge in the morning. We are trying to help the learners who come from home in the morning hungry; they are fed at school with porridge in the morning and round about 11 am or 11.30 to about 1.00 when they get their lunch.

Unfortunately, from observing or taking of field notes throughout the three weeks of visitation to the school, it was noticed that grades five to seven do not part take in the

feeding scheme while educators and non teaching staff enjoy the learners' meal. This is confirmed by Thandi (L1) a grade six learner who said the following:

I just stay hungry until I get home; we do not get food because we are not in grade four. The fact is that even educators and non teaching staff of school are also from poor background, it takes integrity of educators' not to share or enjoy learners due portions.

In addition to the above, the school is prone to theft and burglary from the community especially during holidays. Replacement of stolen items is a continuous feature in the school expenditure as remarked by principal:

We experience burglary. The thieves target the school holidays. Recently, they broke into my office and made away with two computers, televisions, DVDs and many other things. I was really in a mess. Almost every holiday, they come and broke into the school.

The lack of exposure of learners to the use of modern facilities as a result of the nature of environment learners come from also contribute to frustrating the efforts of the school in creating opportunity for a conducive environment and appropriate facilities for learning achievement. Although toilet facilities are not sufficient, the few available ones left by the thieves are destroyed through misuse by the learners. These learners are possibly not used to similar systems at home and are not educated on the proper use by the school. In some cases when they are taught especially learners in upper grades, they fiddle with

these facilities as an act of curiosity and mischief with the intension of discovering or investigating possible reactions of the school authority.

The unruly attitude of learners to instructions and recognised authority at school makes it almost impossible for learners to identify and use these opportunities or freedoms in the school in order to achieve. Most of these learners have defiled every move both by parents, teachers and school management to demonstrate or imbibe discipline character traits. This is a fall out from the home setting where circumstances at home such as the absence of a father figure or an authoritative or a disciplinarian who can check the excesses of the learner or curb their wrong attitudes as they surface in everyday activities at home cannot be resolved. This could also be a result of the upbringing style or the family ideology at home of what ought to be as far as a learner's interest is concerned. Moreover, government policy on discipline at school does not encourage disciplining of learners by educators or school management. This is confirmed by Siphon (L1) and Buli (L4) with respect to learner's attitude in class:

When the teacher is talking, the learners talk and they do not listen. They talk about their relationships, everything and start laughing when the teacher is reading or writing on the board, they will be saying "now we don't care". They will not listen in the class, they are very stubborn, and they don't obey the teacher. They are not behaving well in class.

If the learners refuse or fail to subject to corrections or instructions, it becomes difficult to get the best. This explains the reason behind a learner inability to achieve in the face of

all possible freedoms to do so especially in a situation like an informal settlement and poor household that attracts both government and individual attention. In conclusion, the implication of poverty on learner's capability is reflected vividly on three major indicators. The learner's ability to achieve these short and long term goals successfully hinges on the rate of school attendance and participating in ongoing learning and teaching process in the classroom on daily basis. Most learners find this challenging during the different seasons of the year especially during winter when it is cold and wet. Learners go to school either in the rain or cold without raincoats or proper winter clothing to keep them warm due to financial constrains. As a result, the learners do not get maximum daily benefit of school. Learner's ability to maintain consistency at school through the period of schooling without being caught in the trap of being in and out of school or changing school due to poverty oriented factors such as divorce or separation of parents, ill-health due to unhealthy environment, wrong association in the neighborhood resulting in social misbehavior and disinterest in education also affects level of short term achievement.

Finally, the pass rate of a learner in the course of schooling is a strong determinant of how functional he is at the end. A learner who is always within average pass or lower pass grades is to an extent able to identify the nature of job he can get which is a long term goal of schooling. Meanwhile, this is a cumulative report of the daily, term and yearly experience of learners as they weather through difficulties. Poverty is present both at home due to parents financial status and at school due to the category of teachers a

Quintile 1 school attracts that does not help to improve the academic lot of learners. This is applicable to almost all the learners in the school as reflected by the pass rate of learners with high grades from one grade to another, qualifications and years of experience of educators and the number of learners retained to grade 7 in the school.

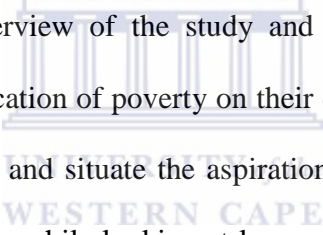
4.5: Conclusion

From the foregoing discussion we have seen that learners' capabilities are shaped by the features of poverty such as lack of basic needs, poor and unhealthy living and schooling environment, social beliefs and values accumulated over time as influenced by the apartheid era, practices and ideology of the society where the learners find themselves. This made them struggle to achieve functionings of their dreams. As a result, only a few succeed against all odds to functioning. However, the responses from the learners indicate that the poverty features as mentioned here have not improved as expected since the birth of democracy. Learners' capabilities need to be focused on via teaching and learning in order for them to do or be according to their desires, needs and interests. This can be done through quality education that considers, reveals and utilises their hidden potentials through opportunities that it may offer learners.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction



This chapter discusses an overview of the study and features of poverty, nature of learners' capabilities and implication of poverty on their capabilities. The overriding aim of the study was to investigate and situate the aspirations of learners from Q-1 schools within the larger societal values, while looking at learners from poor backgrounds in the context of their features and the impact of poverty. The chapter further discusses the implications of poverty on learners' capabilities using qualitative research methods as discussed in chapter three. This study gathered data that has been used in the discussion in chapter four. Therefore, it provides the conclusion to the on-going discussions in this thesis and makes recommendations for an improved learning experience in Q-1 schools.

5.2 Conclusion

The implications of poverty on the patterns of capabilities of intermediate phase learners reflects the freedoms and unfreedoms these learners experience in attaining capabilities and functionings (Sen, 1994). The study has highlighted the link between poverty, capabilities and education, as well as identified ways in which capabilities of learners can be enhanced for better educational functionings or outcomes. The school's feeding scheme has increased school attendance therefore, reinforcing and extending it to grade seven would see the pass rate and through-put improve.

The quality of education made available to the masses, in particular blacks needed to be revisited because the categorisation of schools into quintiles affects learners as their performance becomes very poor. As stated by Nelson Mandela and various scholars, education has a transitional effect by moving the educated poor to the corridors of power via the quality of school attended which determines the level of achievement of the learners. The learners' quality of life may also improve through qualitative education because it equips them with the technological know-how that enables their contribution to a highly industrialised society when they become adults and determines the quality of jobs they may want to get. Hence, being able to attain functionings after enduring the rigour of schooling brings satisfaction and high self esteem to learners as they begin to look into the future with great hopes. This may also break the circle of poverty they have found themselves in and make them find relevance in their immediate communities and the society at large. Although, today's government is working to rectify the in-balances in

the South African education system, the apartheid legacy still remains a challenge in the poor community schools.

The high dependence on government financial assistance in the form of social grants still blights the level of improvement in the lives of these rural dwellers. In addition, the high prevalence of HIV and AIDS occurrence contributes to the low economic status of these marginalised groups, therefore the economically active members of the community have contribute little in support of their families. Population growth in this research site has become a menace because there is no equivalent development in terms of provision of social facilities to make living environment suitable for learners. The high level of poverty in the site of the study makes the possibility of breaking out of the poverty circle overtime to remain a dream.

In this study therefore, the researcher has investigated poverty and in particular capabilities of intermediate phase learners in a Q-1 school in Cape Town. The study sheds light on the important link between the home and school environment of learners as it affects educational outcomes. By investigating and answering the three research questions, the research makes a contribution in the analysis of educational attainment via the Capability Approach.

Despite the new pro-poor legal framework of the new South Africa education system, many challenges as pointed out in Chapter Four still face young South Africa learners in terms of their schooling. This study therefore, is a contribution from the angle of

development which Amartya Sen theorised as the Capability Approach. It speaks to the nature of the conversion process of learners' capabilities into functionings.

5.3 Recommendations

A critical view of the South African policy showed functional education cannot be over-emphasised. This section therefore provides recommendations on the findings from the study with particular references to the quality of education made available to the masses, especially black South Africans. There is need to revisit the categorisation of schools into quintiles as this affects learners in one way or the other.

The capability approach must be linked with education as a process of development. According to this study, the capability approach provides the appropriate lens to understand the education process better. This is based on the fact that it encompasses the needs, interest and desires of learners and focuses primarily on the freedoms and unfreedoms of learners in their educational achievement. The capability approach therefore, provides capability sets as measures of analysis. Poverty should be viewed via this approach as literature in developmental economics over the last three decades focused on poverty as a measure of freedom. Hence, the South African educational policy must be assessed in terms of this framework, in which radical solutions can be contemplated. An example should be the reduction in educator per class size ratio in the Q-1 schools from 1:35 to 1:25. Large classes in Q-1 schools makes educators to be over-

stressed due to the fact that learners still need to be given extra care considering the poverty-laden background which they come from.

More so, the school management should encourage the intermediate phase learners from poor homes to inform them about their difficulties in order to receive support through the establishment of an information desk in the schools. Here, learners should enjoy and experience some level of confidentiality that will encourage them to open up and reported issues are investigated by the school who may advise the department or relevant authorities if need be for follow up. This may reduce unmet needs, resolve conflicting interest in learners and unlocking of freedoms. Moreover, learners should also be encouraged to write observations on what transpires in the classrooms that has a negative effect on their learning into the school's suggestion boxes which only the department can assess. Learners have high regards for educators hence; find it difficult to exercise their choice of what they desire the classroom teaching and learning atmosphere should be.

Parents should be encouraged to visit the school and be part of the learners' experiences, be regular at school's governing meetings where issues concerning their wards are raised through some form of incentives that may be attractive enough to lure them, build up and sustain their interest. This may be in the form of monetary assistance to the learner's financial account whose parents or guardian has being co-operative throughout an academic year. This might be a way of creating freedom in making their choice and desire to monitor their wards' academic performance since finances has caused

unfreedoms for these parents. In addition, there should be intervention from the government, civil society organisations and in particular churches to encourage parents to cohabit in order to enhance family intimacy. This would help to build learners psychologically and boost their confidence in their educational experiences as they interact closely with their siblings on a daily basis and share their emotional and academic challenges. The efforts of social workers should be strengthened as they monitor learners who are under their guidance as mother figures and/or caregivers especially those who collect grants on behalf of the learners.

Educators should be encouraged to uphold professional ethics especially in school and classroom settings. This is because educators are seen by learners as good examples and mentors, hence they need to be reflectors of good moral standards and sources of positive inspiration to learners. Conversely, educators may be encouraging negative capabilities in the learners. This may also be a way of enlightening learners so that they will not be naive concerning issues that border on affection. However, this must be done in an organised way otherwise it becomes a case of doing the right thing at the wrong time. Educators should be posted to whichever schools and be encouraged to accept working there by signing a bond to remain in any school of posting for a minimum of five years before they are free to be re-posted or otherwise. More so, these educators should be well remunerated to motivate them on the job and promotion exercises should be on the basis of career enhancement, academic performance of learners, punctuality and regularity in school and reports from assessment carried out by the department of education. This

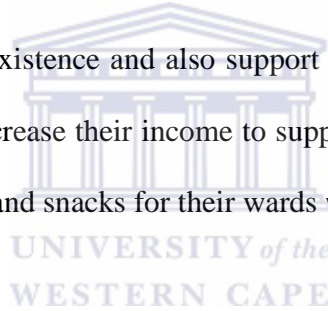
means educators should enjoy the benefit of hard and committed labour if they must give up their choice of school to teach wherever they are posted.

The education department should encourage schools that are performing on average or below average level in poorer and rural community by highlighting learners who have relatively distinguished themselves academically. These learners should be given scholarships which may motivate others, encourage the educators, parents and the school's community in general as well as instigate healthy competition in teaching and learning experiences amongst all stakeholders in the school's community. School policies should apply across board to all categories of schools without exceptions and school funding system should be reversed in favour of schools in the poorer and rural communities with some elements of consistency in accordance with the economic statuses of households in the school's community. In other words, focus on these poorer and rural schools should be in terms of provision of more facilities to take care of the large number of learners and to make teaching and learning atmosphere suitable.

In order to ensure the availability of the above-mentioned facilities to the learners, security of the schools should be reinforced through joint effort of the school, community and the education department. Moreover, learners should be given freedom to choose the school they like to attend which may reduced their being easily distracted. Transportation to and from school can also be made easier by the government providing school buses that conveys learners in the mornings and after school hours. This should be for the convenience and safety of learners and it will remove the stigmatisation of being in a

poorer school as learners become free and find it easy to attend schools of their choice. This would build up their capabilities, passion for success, self esteem and attainment of desired functionings.

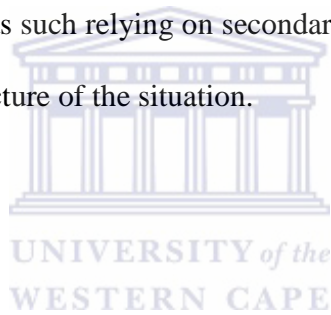
The inhabitants of townships that have extended into informal settlements should be economically empowered in order to enhance better living conditions from a monetary perspective. This can be done through women empowerment programmes, encouraging small-scale businesses and co-operative savings scheme. Community initiatives such as stokvel schemes should be encouraged as practiced in Johannesburg, Gauteng. Government through the communities should encourage and enlarge this scheme wherever they are already in existence and also support urban sustainable farming. This will help parents to have or increase their income to support learners at school especially as they can afford daily meals and snacks for their wards while in school.



The adult basic education already in place should be strengthened through some form of attractions attached to it in order to encourage attendance especially in the black communities. With the growth of democracy, attention should be directed to these townships by providing adequate social facilities to check migrating to urban areas. The creation of satellite cites for the growing population migrating into the urban areas can also regulate the establishment of informal settlements. Government and religious organisations should be encouraged to owe vast areas of land and make them service areas marked out with social facilities for future habitation.

5.4: **Limitations**

As I have pointed out in the foregoing discussion this study envisaged to gather data from written material but this was not done due to some bureaucratic challenges of school management in the school and inaccessibility of some of the school's document which the principal declared as confidential. This was a limitation to the data, however in the absence of written materials, data was gathered from the natural set up using other materials and this makes the data used in this study original. From the few materials that the researcher accessed, it was evident that people do not write what they practice as reflected in some records and as such relying on secondary data such as data from reports would not have given a true picture of the situation.



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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE FOR INTERMEDIATE PHASE TEACHERS OF QUINTILE 1 SCHOOLS IN GUGULETHU IN METRO CENTRAL OF CAPE TOWN

THIS WAS USED AS A PILOT STUDY.

RESEARCH TITLE: EXPLORING CAPABILITIES OF INTERMEDIATE PHASE LEARNERS IN QUINTILE-1 SCHOOLS IN GUGULETHU IN METRO CENTRAL OF WESTERN CAPE

INTRODUCTION:

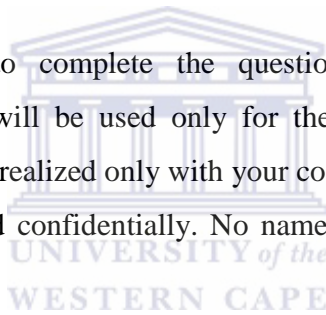
This questionnaire intends to identify the extent to which learners in quintile 1 schools are struggling in the face of poverty. The extent to which available opportunities are converted into achievements is under investigation.

The questionnaire will help the researcher to highlight and explain the depictions and implications of capabilities poverty in relation to these learners in the selected schools.

INSTRUCTIONS

You are kindly requested to complete the questionnaire willingly without any compulsion. Your responses will be used only for the purpose of the research. The purpose of the research will be realized only with your co-operation.

All information will be treated confidentially. No name will be mentioned in the final report.



Mrs. Daniel-Oghenetega B.O

Contact Number: +27728862456

QUESTIONNAIRE FOR INTERMEDIATE PHASE TEACHERS OF QUINTILE 1 SCHOOLS IN GUGULETHU IN METRO CENTRAL OF CAPE TOWN

INSTRUCTIONS

You are kindly requested to complete the questionnaire willingly without any compulsion. Your responses will be used only for the purpose of the research. The purpose of the research will be realized only with your co-operation.

All information will be treated confidentially. No name will be mentioned in the final report.

TICK "X" AS APPROPRIATE

SECTION A: Personal Details

1. Gender
2. Age
3. Teaching Classes
4. Marital Status
5. Academic Qualification
6. Years of Experience

Professional Experience

7. How many years of your teaching years have you spent in this school?

8. What is the nature of your responsibility in the school?

Indicate Teaching Subject(s) if any

9. As a teacher in this school, how will you grade the economic/financial background of parents of learners in your class? Answer this question by indicating what percentage of learner's access social grants.

10. What will you say about their parent's social status in terms of (gainful) employment?

11. What is the medium of instruction in the school?

12. Do you enjoy teaching or working in this school?

13. Give reasons for your answer.

14. What is the nature of learners' terminal results for the past three years like?

15. Indicate other areas of school life learners are interested in participating.

16. What is your assessment of the National Primary School Feeding Programme?

17. What is the major challenge you encounter as a subject teacher?

18. What major factor do you consider as motivation/ encouragement for your job?

19. How will you assess the learner's attitude to learning?

20. What will you say is accountable for the nature of class terminal result for the past three years?

21 Do you think this would have affected the matric result? If yes why?

22. What do you suggest can be done to correct or improve the lot of learners?



APPENDIX B: QUESTIONNAIRE FOR LEARNERS

UNIVERSITY OF THE WESTERN CAPE FACULTY OF EDUCATION

**RESEARCH QUESTIONNAIRE IN EXPLORING CAPABILITIES AMONGST
INTERMEDIATE PHASE LEARNERS IN QUINTILE-1 SCHOOLS IN
GUGULETHU IN METRO CENTRAL OF WESTERN CAPE**

LEARNERS' QUESTIONNAIRE

INTRODUCTION:

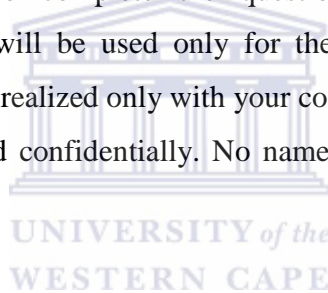
This questionnaire intends to identify the extent to which learners in Q-1 schools are struggling in the face of poverty. The extent to which available opportunities are converted into achievements is under investigation.

The questionnaire will help the researcher to highlight and explain the depictions and implications of capabilities poverty in relation to these learners in the selected schools.

INSTRUCTIONS

You are kindly requested to complete the questionnaire willingly without any compulsion. Your responses will be used only for the purpose of the research. The purpose of the research will be realized only with your co-operation.

All information will be treated confidentially. No name will be mentioned in the final report.



Mrs. Daniel-Oghenetega B

Contact Number: +27728862456

Tick the appropriate by marking a cross [x] in the applicable block.

SECTION A: Personal Details

1. Gender
2. Age of Learners
3. How many siblings do you have?

SECTION B: Family Background

1. Parents Status---Married, Divorce, Separate, Single.
2. Parents Highest Qualification
3. Parents Occupation or Profession

SECTION C: Living Environment

1. Where do you live?
2. Do you live with your parents? If “NO” with whom do you live?

SECTION D Academic Environment

School Needs		Use of after school time		Amount Spent Transport		No of Days Absent in a week		Arrival Time at school	
Stationary	1	House chores	1	R10-R30	1	Once	1	Before 8am	1
Text books	2	Care giver	2	R30-R50	2	Twice	2	After 8.30am	2
Uniform & shoes	3	Menial job	3	R50-R70	3	Thrice	3	8.30 -10.30	3
Fare to school	4	Trade None	4	R70 & above	4	Never	4	Any Time after 10.30am	4

Help with school work at home		Means of Transport	
Father/mother	1	Walk	1
Uncle/aunty	2	Bus	2
Brother/sister	3	Train `	3
None	4	Get a ride	4

What do you do before going to school in the morning?

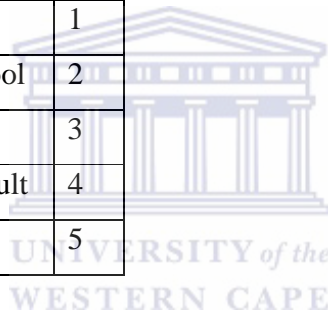
Care for my younger ones	1	Must trade	2	House chore	3	Several jobs, can't mention all.	4
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Is this your first school since you started schooling? If "NO" how many times have you changed school?

Yes	1						
No	2	Once	1	Twice	2	Thrice	3
Specify	4						

Reasons for changing school

Changed accommodation	1
Former home too far from school	2
Parents wants a change	3
My poor performance from result	4
School general poor result	5



Which of these are available in your school?

Computer lab.	1	Source of power supply	5
		Toilet facilities	6
Pipe borne water supply	2		
Play ground	3	Science Lab	7
Library	4		



UNIVERSITY OF THE
WESTERN CAPE

APPENDIX C: ETHICAL CONSIDERATIONS *of the*

LETTER OF CONCENT

RESEARCH TITLE:

**EXPLORING CAPABILITIES OF LEARNERS IN A QUINTILE SCHOOL IN
METRO CENTRAL OF CAPE TOWN**

PRINCIPAL RESEARCHER: Daniel-Oghenetega Benedicta O

I..... (Full name in print) here by give consent to the interviewer to interview my son/daughter..... This is for the purpose of data to be collected by means of an interview to be used in the research study. Permission to record the interviews has been requested, and I am aware that I may refuse to have the interview tape recorded.

I understand that participation is voluntary, that my child may refrain from answering any or all questions with which she/he might feel uncomfortable and that I have the right to withdraw my child from the study at any time if I so wish.

Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect my child's identity.

I am assured that the information will be used for research purpose only and I am reassured that there are no risks involved in participation in the study.

I consent to my child's voluntary participation in this research study by completing this form.

Signed: On This day. At.....



APPENDIX D: INTERVIEW SCHEDULE FOR TEACHERS AND PRINCIPAL

1. Do you think one meal for a school day is sufficient, or should there be arrangement put in place to give the learners more than one meal a day? Give reasons for your answer.
2. How do you assess the learner's response to the Primary School Nutrition Programme?
3. Do you think learners come to school because of the Nutrition Programme? Why?
4. What is your assessment of the learner's attendance if the Nutrition Programme is removed?
5. Do parents respond to your call concerning their wards in your class?
6. What are some major challenges you experience managing learners, teachers, non academic staff and parents?

7. What do you think should be changed about the school environment and system to make teaching and learning effective?
8. What is the relationship between the school and parents, the School Governing Board and the school community like, is it cordial? Why?
9. What are some changes expected from parents to help learners academically?
10. As a teacher or principal how will you rate inter-personal relationship amongst the teachers, between the learners and the teachers, teachers and the principal? Why?



APPENDIX E: INTERVIEW SCHEDULE FOR PARENTS AND LEARNERS.

FOR PARENTS:

1. As a parent what about this school do you like and do not like and why?
2. If you were asked to make a choice of school, will you prefer your wards or children to attend this school, why?
3. What is your relationship with the school like, will you say is good? Why?
4. What do you think about your child's / children's teacher? Why?
5. What will you want changed about your child's or children schooling, your home, living environment and your job? Why?

FOR LEARNERS:

1. What is your relationship like at home with your parents and siblings? Why?
2. What is your relationship like with your teacher and classmates at school? Why?
3. What will you want to achieve everyday at school and why?

4. What will you want changed about your school and home? Why?
5. What will like to do most of the time if you have all it takes or needs?

