FACTORS THAT INFLUENCE THE LEARNING OF GRADES 10 AND 12 LEARNERS IN THE CLASSROOM IN THE KHOMAS EDUCATION REGION

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ABSTRACT

The results of learners at the end of the academic year are one area in which the general public expects to see an improvement. This is not so in Namibia, when one looks at the results from the Junior Secondary Certificate (JSC) and the International General Certificate of Secondary Examinations (IGCSE) for the year 2004. It is this lack of significant improvement in some subjects that has caused concern among parents and the general public. In fact, this concern has motivated many stakeholders in education to attempt to establish the problems learners face in the classroom, the objective being to assist them to improve their learning. The major purpose of this study, therefore, was to obtain from learners their views regarding the factors in the classroom that affect their learning. In addition, the study attempted to identify teacher support strategies that learners would need in order to improve their learning.

A learner questionnaire was administered to a proportional stratified sample of 637 grades 10 and 12 learners from the Khomas Education Region. Ninety percent of the learners completed and returned the learner questionnaire.

The results obtained indicated that the most frequently reported factors that influence learning in the classroom were: motivation, learners' self-esteem, self-efficacy, learners' locus of control, attitude towards learning, relevance of subject matter, teacher factors and classroom size. There were some significant relationships of the learners' views when broken down by grade level, gender, repeaters, and hostel or home dwelling. However, the researcher found no significant relationships of the learners' views on the other variables such as age, language, class size and home location

The results of the study further revealed some teacher support strategies that learners would need to improve their learning. These support strategies included behavioral, psychosocial, emotional and language support.

As a result of the findings from this study, it is recommended that the Ministry of Education (MoE) should, as a matter of urgency, make subjects like Life Skills and Religious and Moral Education (RME) promotional subjects, which, it is believed, would help learners to improve their learning. It is also recommended that the MoE should establish soup kitchens to provide food during break time in all schools to cater for many children who attend school without food, in order to address sufficiently the gap it has created in the learning environment. Finally, all the factors, expressed by learners as influencing learning in the classroom, should be addressed with the urgency they deserve if progress is to be expected in learner performance.

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DEDICATION

This thesis is dedicated to my wife, **SARAH TEGELELA NWIHIM**, for her constant encouragement that enabled me to complete this project and to my late brother, **KINGSLEY NDUBUISI NWIHIM**, who passed on during the compilation of this work.

DECLARATIONS

I, **SUNNY CHUKWUDI NWIHIM**, declare that this study is a true reflection of my own research, and that this work, or part thereof, has not been submitted for a degree in any other institution of higher education.

Signature: ---------- Date: ----------

NWIHIM SUNNY CHUKWUDI

LIST OF ACRONYMS

ADD	Attention Deficit Disorder
IGCSC	International General Certificate of Secondary Education
JSC	Junior Secondary Certificate
MBESC	Ministry of Basic Education, Sports and Culture
MoE	Ministry of Education
RME	Religious and Moral Education
SPSS	Statistical Package for Social Sciences

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CHAPTER 1

INTRODUCTION OF THE STUDY

1.1 BACKGROUND TO THE STUDY

Learning is any relatively permanent change in the behavior, thought, or feelings of an individual that results from experience (Mazur, 1990; Reisburg, 1997). According to Mazur and Reisburg learning is different from maturation, which is a change that occurs as a result of genetic programming, given the normal range of environments. In line with this view on learning, the state of learning in Namibian schools today leaves much to be desired, especially when the end of year results are concerned. A recent Annual Report from the Ministry of Basic Education, Sport and Culture (MBESC, 2004) which revealed that in some schools teachers go to school unprepared to teach their learners, supports the view that effective learning is not taking place. The Report went on to say that there is a high level of absenteeism, indiscipline, alcohol and drug abuse among learners in most schools in Namibia.

Therefore, as a result of this environment in many schools today, effective learning is no longer possible. This negative situation has had a tremendous impact on the academic performance of learners in the classroom. A brief look at the summary of International General Certificate of Secondary Education (IGCSE) and Junior Secondary Certificate (JSC) results for the year 2004 reveals that learners' performances in some subjects have declined (MBESC, 2004). The decline in learners` achievement may result from learners not showing enough interest towards school work owing to a lack of motivation. According to Schmuck and Schmuck (1997), learners who are not motivated pose the greatest challenge for teachers. They maintain that learners who perform poorly in

academic pursuits possess a very low motivation level and give up easily on academic tasks.

Marsh (1990) in support of this believes that the self-esteem of a learner is vital to success. He explains that learners with greater self-esteem are more likely to be successful academically than learners with poor self-esteem. Many learners may not be achieving well in the classroom since they lack confidence in their abilities to perform a given task. Donald, Lazarus and Lolwana (1997), support this view and find that the locus of control of learners influences the outcome of school achievement. They believe that some learners show an internal locus of control and by so doing excel in their classroom activities whereas others have an external locus of control and hence perform poorly.

Bandura (1995) further suggests that the self-efficacy of learners also contributes towards school performance. Learners with high self-efficacy always believe that they are capable of succeeding and accomplishing any task; conversely, learners with low self-efficacy tend to avoid tasks they perceive as beyond their capabilities. In Namibia, just as anywhere else in the world, it is believed that the motivation level, self-esteem, locus of control, and the self-efficacy belief of learners influence their state of learning and school achievement.

1.2 STATEMENT OF THE PROBLEM

As a result of the decline in the results of some subjects in the IGCSE and JSC (MBESC, 2004), parents now blame principals and teachers for the failure of the learners. Parents argue that teachers are not preparing learners adequately for the examinations. They accuse some teachers of being absent from their classroom in pursuit of personal business. Teachers, on the other hand, blame the learning environment in which they

operate and the broader community as being responsible for the state of learning. They also feel that parents, as important stakeholders in education, do not support the schools enough and do not respond promptly to the schools when issues concerning their children's learning problems are communicated to them (Richter, 1998).

According to Schmuck and Schmuck (1997), learners seem not to be motivated enough to learn and this has resulted in the decline of their performance in some subjects. In addition, some learners enter the classroom with very low self-esteem and this they believed to be responsible for their poor academic performance. They also believed that some learners perform poorly in school tests and exams because they tend to blame external factors such as the grading method of the teacher and the lack of relevant textbooks for their failure, while other learners attribute their success to the effort they have directed towards learning.

Furthermore, Silver (1998) is of the opinion that some learners have a negative attitude to school work and hence show little interest in doing their homework. He believes that the situation seem to be getting worse, as many learners are no longer focused on learning. There is a tremendous fear that if a solution is not found to improve learners' school achievements, many learners will not find suitable jobs after high school. This situation would lead to many social problems. Most learners who are underachievers would be compelled to leave school in search of jobs early in life without the necessary skills and many might eventually turn to crime when the jobs are elusive.

Therefore, in order to be able to tackle this problem effectively, it is necessary to address the issues in the classroom that affect learning. The present study thus attempted to explore the views of learners, regarding factors in the classroom that may influence the learning process.

1.3 RESEARCH OBJECTIVES

The main objectives of the study were:

1.3.1 to determine learners' views on the factors in the classroom that influence learning in the Khomas Education Region;

1.3.2 to find out whether there is a significant difference in the learners' views when broken down by school, suburb, grade level, gender, age, language, hostel or home learners, class size and grade repetition;

1.3.3 to identify the support needed by learners to improve their learning in the classroom.

1.4 RESEARCH PREDICTIONS

Based on the background to the study and the statement of the problem, the following predictions were formulated:

1.4.1 Learners will report a variety of factors that influence their learning.

1.4.2 There will be a significant difference in learners' views due to factors that influence learning by school, suburb, grade level, gender, age, language, hostel or home learners, class size, and grade repetition.

1.4.3 Learners will require support for the improvement of their learning.

1.5 SIGNIFICANCE OF THE STUDY

In Namibian Secondary Schools, Grade Ten and Twelve results have not improved significantly in some subjects. In some cases, subject performance has dropped (MBESC, 2004). There are very few studies undertaken in this country on factors in the classroom that influence learning to address this issue. The purpose of this study, as stated before, is to highlight the learners' views regarding factors in the classroom that influence learning. Most of the learners may not be performing well in school owing to

lack of motivation. The motivational level of learners must be high to achieve success but, when learners' motivation is low, it will be impossible to perform as well as they could. In addition, the self-esteem of learners also influences their ability to learn. If learners have a low self-esteem, they cannot persevere and achieve good results.

Woolfolk (1995) believes that self-efficacy, which is one's perception of capability to undertake a task also influences learning. Some learners have high self-efficacy and pass their examinations quite well whereas others have a low self-efficacy and often fail their examinations. It is believed that the motivation, self-efficacy, locus of control etc. of learners are at present very low and need to be improved. The findings from the research could be useful to the learners since they may become aware of these factors in their efforts to learn and thereby work consciously towards improving their learning styles. The study also aims at providing those involved in teaching a clear understanding of the factors in the classroom that influence learning. It is hoped that the findings will be of practical benefit to all learners and educators and lead to an improvement of the teaching and learning situation in Namibia.

1.6 LIMITATIONS OF THE STUDY

The study was faced with a number of limitations. These include the following:

1.6.1 In Namibia not much research has been carried out in the field of the present study and this limited the researcher with regard to the literature review.

1.6.2 One of the most important objectives of the study was to determine the factors in the classroom that influence learning. The researcher could not identify all the possible factors in the classroom influencing learning. There could be other factors that influence learning of which learners and the researcher were unaware.

1.6.3 The capacity of the learners to respond to the questions was seen as a limitation. While a number of measures were taken to improve their understanding of questions, there was still the indication that they were not able to interpret and understand the questions correctly. Although the instruments were pilot tested, there were still some problems in the fieldwork due to poor understanding of basic concepts of the study and the wording of the questionnaire.

1.6.4 The views of the learners did not completely reflect the truth as some of the learners attempted to make a socially desirable impression. The researcher assumed that all answers given by the learners represented the truth, which may not be the case.

1.6.5 Language acquisition also placed limitations on the study. Some learners were more fluent in their mother tongue than in English. It was not possible for the researcher to use translators as the latter could affect the final outcome.

1.6.6 Namibia is a developing country and it would be difficult to generalize the findings to other parts of the world where learning conditions are different.

1.6.7 Another limitation is that this study investigated the reported views of learners and not their actual experience in real settings.

1.6.8 The study was completed within a certain time limit and with very limited funding and this placed a limit on the regions in which the study could otherwise have been conducted.

1.7 DEFINITION OF TERMS

There are a number of terms that have been used throughout this study. They are explained below.

Attribution: This is an explanation pointing to the cause of a particular behavior or a person's explanation of their successes and failures (Weiner, 1992).

Level of Aspiration: This is the goal to which one intends to achieve. (Schmuck and Schmuck, 1997: 258).

Motivation: This is an internal process that activates, guides, and maintains behavior over time (Baron, 1988; Schunk, 1990: 121).

Self-efficacy: This is the belief that one is capable of succeeding or accomplishing a given task (Woolfolk, 1995:241).

Self-esteem: It is the evaluation of our self-concept or the value that each of us places on our abilities and behaviors (Zimba, 2003).

Locus of control: This is the location of the source of control for an individual and it is usually described as an internal or external locus of control (Donald, Lazarus, and Lolwana, 1997):

- **Internal locus of control**: This is the tendency to believe that success or failure is due to one's own effort or abilities. (Pajares and Miller, 1999: 131).
- **External locus of control**: This is the tendency to believe that other factors, such as luck, task difficulty or other people's actions, cause success or failure (Schunk, 1998:182).

1.8 ORGANIZATION OF THE STUDY

The study is organized as follows:

Chapter 1: The first chapter gives an overview of the problem and the research objectives with the research predictions. This is followed by a discussion of the significance of the study, limitations, and the definition of the terms used in the study.

Chapter 2: This chapter provides a review of the relevant literature. This was necessary to put the problem in its proper perspective and examine similar researches done both locally and internationally.

Chapter 3: This chapter gives a detailed description of the research design and the methodology relevant to this study.

Chapter 4: This chapter is based on the results of the study.

Chapter 5: This chapter contains a detailed discussion of the findings and a number of recommendations, as well as a conclusion.

1.9 SUMMARY

Chapter one presented the background to the study, the statement of the problem, the research objectives as well as the research predictions. Also, included in this chapter are the significance of the study and the limitations of the study. The chapter concludes with a section that clarifies important concepts that will be used throughout the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In search for relevant literature on factors that influence learning in the classroom, it became apparent that a considerable amount of research has been done internationally, although not much has been done locally. An attempt is made here to discuss the findings of some of the studies undertaken on factors in the classroom which influence learning so as to provide the general background and rationale for this study. The first section looks at the theoretical framework and the second section focuses on the factors in the classroom that influence learning, while the last section addresses the support needed by learners in the classroom to improve their learning.

2.2 THEORETICAL FRAMEWORK

In this section a brief review is presented of the two theories on which this study is based. These theories were selected because of their views on how learners approach and perceive the learning environment. These theories are Maslow's Hierarchy of Needs (Sternberg and Williams, 2002) and Weiner's Attribution Theory of Motivation (Weiner, 1992). Maslow's Hierarchy of Needs was used to explain how concepts such as sense of belongingness, self-esteem, self-efficacy and motivation influence students' learning. While, Weiner's Attribution Theory on Motivation was used to explain how learners apply themselves to learn in the classroom and it covers aspects of locus of control, causal attribution, and attitude of learners towards learning.

2.2.1 MASLOW'S HIERARCHY OF NEEDS

Sternberg and Williams (2002) argue that Maslow proposed a hierarchy of needs, in which needs that are lower in the hierarchy must at least in part be satisfied before a person will try to satisfy higher level needs. They maintain that a hungry learner or one who is in danger will be less concerned about maintaining a positive self-image, but once the learner is no longer hungry or afraid, the next level in the hierarchy may become ready to be fulfilled. Maslow sub-divided these needs into two broad categories: deficiency needs and growth needs.

Deficiency needs: This includes physiological needs such as food, water, shelter, safety, love and esteem needs. Maslow reasoned that once these needs are satisfied, a learner's motivation to satisfy them diminishes.

Growth needs: This includes the need to know and understand things, to appreciate beauty, or to grow and develop in appreciation of others. Maslow is of the view that growth needs are never completely satisfied. In fact, the more a learner is able to meet the need to know and understand the world, the greater the motivation may become to learn still more. Figure 1 shows Maslow's hierarchy of needs.

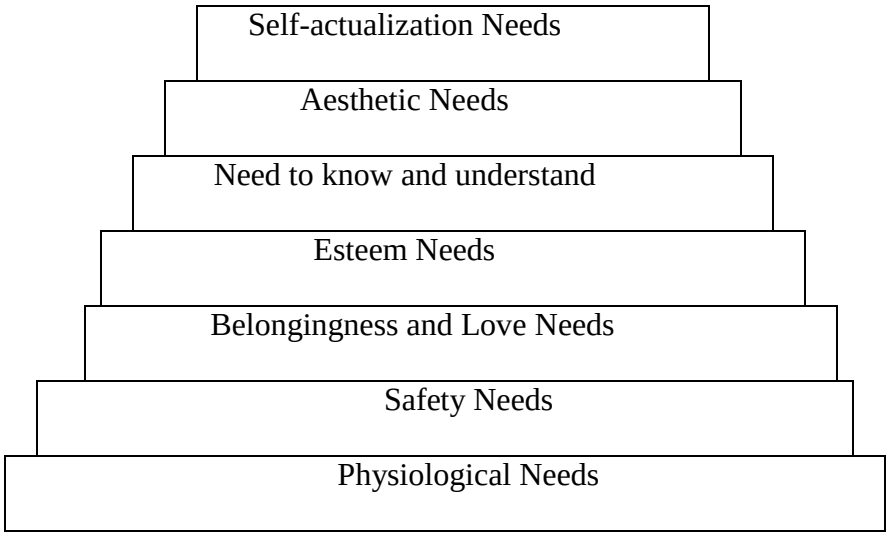

Figure 1: An adapted Maslow's hierarchy of needs (Source: Educational Psychology by Sternberg and Williams, 2002: 167).

2.2.2 WEINER'S ATTRIBUTION THEORY OF MOTIVATION

Another key theory this research work is grounded in is based on the Theory of Weiner on Attribution (Weiner, 1992). Weiner notes that in the classroom, the quest for learning often leads to questions about success and failure. Weiner believes that learners attempt to explain why things happened as they did: in other words, they make attributions about causes of their success and failure. Learners may attempt to explain their grades by listing factors such as ability, effort, mood, luck, help, interest, or clarity of instruction. He further notes that learners who succeed in their exams are those who attribute their success or failure to internal factors such as ability and effort. These learners tend to persevere in their learning and hence achieve positive result outcomes, while learners who fail their exams attribute their success and failure to external factors such as the difficulty of the task, the teacher's attitude, lack of luck or help, and hence these learners never persevere in their school work. This attribution of success and failure can be based on internal characteristics or on external factors such as settings or other people. An example of the internal characteristics could be when a learner says that his nervousness and poor memory made him fail; an example of the external factors could be the overcrowded, hot rooms and noisy study halls.

2.3 FACTORS THAT INFLUENCE LEARNING IN THE CLASSROOM

Many factors influence the learning of students in the classroom, based on the studies carried out (Richter, 1998; Woolfolk, 1995; Harter, 1990; Bandura, 1995; Myers, 1992 etc.). The factors identified were physiological factors (food, water and shelter), motivation, self-esteem, self-efficacy, belongingness, love and acceptance, locus of control/causal attribution, attitude of learners, relevance of subject matter, classroom size and teacher factors.

2.3.1 PHYSIOLOGICAL FACTORS (FOOD, WATER AND SHELTER)

One of the areas of most concern is the damaging relationship between malnutrition and cognitive development (Richter, 1998). Richter, in supporting Maslow's views, believes that inadequate provision of food and water can adversely affect a learner's state of mind in the classroom. He maintains that a hungry child's thoughts would be preoccupied by how to satisfy his hunger rather than to concentrate upon academic work. In accordance with the above viewpoint, Griesel (1999) warns that there is a link between children's food intake and their brain development. He points out that those learners who are well fed have higher cognitive abilities than malnourished and undernourished learners. In addition to these findings, Kirk (1997) adds that shelter and safety play a significant role in influencing learning. He stresses that when a learner is concerned about where to sleep at the end of a school day, that learner's attention in the class will be distracted.

2.3.2 MOTIVATION

Motivation in the classroom influences the performance of learners according to Marsh and Yeung (1997). They agree with Maslow by stating that learners who are hungry or are in physical danger have little physiological energy to put into learning. In line with the above view, Burden (1996) adds that motivation can be enhanced in the classroom when teachers give verbal praise, tokens, gold stars, and other extrinsic motivating reinforcers. He maintains that these reinforcers should be offered soon after the occurrence of the desired behavior. Haung and Samuel (2003) furthermore contend that lack of provision of water affects learners' motivation and engagement in classroom activities.

Feelgood (2004) supports the above view and states that any individual of average learning ability is perfectly capable of acquiring professional expertise in any field, whether in Mathematics, languages, Art or Science provided that such an individual is not inhibited by lack of food, water, shelter, safety, and love. He goes on to say that the acquisition of skills relies not on special genes, but rather on self-motivation, a rich learning environment and being able to give sufficient practice time to the subject. In support of these findings on motivation Ugurunglu and Walberg (1995) investigated a correlation from a calibration sample of 22 studies and validation sample of 18 studies, using analysis of variance and regression techniques. The results showed that there is a correlation between learners' motivation and educational achievement.

Another study was conducted by Dweck (1986) which focused on the belief that motivated learners are higher achievers than unmotivated learners. Twelve learners identified by their teachers as highly motivated were exposed to a new computer programme and another twelve learners identified by their teachers as being demotivated were also exposed to the same new computer programme. The findings of this study indicated that those learners with high motivation to learn were quicker to grasp the new computer programme, mainly because of their eagerness and commitment towards the programme, than those learners who showed less interest.

2.3.3 SELF-ESTEEM

Maslow contended that once the physiological needs are resolved, higher needs like esteem needs must be fulfilled. Similarly Woolfolk (1995) maintains that self-esteem has a powerful influence on the motivation of learners. He defined self-esteem as our evaluation of our self-concept or, to be more specific, the value

that each of us places on our abilities and behaviors. Parents and other family members influence the developing self-esteem of a child in the early years. It is also influenced by friends, teachers, and schoolmates as the child continues to grow. Before the age of 7, children tend to see themselves in global terms, if they have a positive self-esteem; they assume they are good in all areas of performances (Harter, 1990). As children mature, their views of themselves become more differentiated, therefore multiple concepts of the self are developed.

Furthermore, Nichols (1998) carried out an investigation to determine the effects of self-esteem and self-efficacy on learner achievement. The dependent variables of interest were learners' self-esteem and self-efficacy. The primary goal of the project was to determine if learners' self-esteem could have any influence on learners' understanding of an alternative-learning programme. Upon their entry and exit from the programme, students completed a questionnaire that focused on the dependent variables mentioned above. An analysis of the pre- and post questionnaires indicated that learners who completed the alternative programme experienced increases in self-esteem and persistence towards the learning task.

Another study was carried out by Reynold (1980) that focused on learners' self-esteem with regard to completing academic tasks. The study set out to record learners' self-esteem as they progressed through ten academic tasks. The academic tasks were aimed at making learners build their self-esteem. The findings of this study indicated that only learners with positive levels of self-esteem were able to complete the ten academic tasks.

2.3.4 SELF-EFFICACY

According to Maslow, when children's need for love and belongingness are satisfied then higher needs like self-efficacy and self-esteem would surface. Similarly, Bandura (1995) believes that the self-efficacy of learners plays a significant role in learning. He defined self-efficacy as the belief that one is capable of succeeding or accomplishing a given task. He agreed with Maslow by saying that when learners' need for self-efficacy is not resolved, it could lead to learners having low self-efficacy. Learners with low self-efficacy tend to avoid tasks they perceive to be beyond their capabilities so that they selectively choose easier activities where the chances for success are greater. Bandura believes that the amount of effort learners invests in an activity and the level of persistence at difficult tasks determines the kind of learning outcome he or she will achieve. The greater our self-efficacy, the greater our effort and persistence would be, therefore leading to improved achievement.

In line with the same view, (Bandura, 1997; Zimmerman, Bandura and Martinez-Pons, 1992) they maintain that perceived academic self-efficacy is a personal judgment of one's capabilities to organize and execute courses of action to attain designated types of educational performance. These judgments, according to these researchers influence how students think, motivate themselves, and act. They further stressed that learners' belief in their capabilities to master academic activities affects their aspirations, levels of interest, intellectual pursuits and their academic achievement.

In addition to the above view, Zimmerman (1995) added that these beliefs influence the emotional state such as stress, anxiety and depression, which can intrude on and impair intellectual functioning. He continued to maintain that learners engage in tasks in which they feel competent and confident and avoid

those in which they do not. He concluded that the higher the sense of efficacy, the greater the effort, persistence, and resilience learners exert in the face of adverse situations. This view was also supported by Bandura (1997) and Pajares (1996) who submit that self-efficacy beliefs are strong determinants of the level of accomplishment that learners finally attain. Also Zimmerman et al (1992) maintain that self-efficacy plays a role in setting the course of intellectual development and operates as an important contributor to academic success. They argue that learners who believe they are capable of performing academic tasks use more cognitive strategies, persist longer, and undertake difficult and more challenging assignments than students who doubt their capabilities.

Multon, Brown and Lent (1991) agree with the above view and add that academic self-efficacy beliefs are correlated with academic performance, as revealed in semester and final year grades, in-class tests, and homework. This is also supported by Pajares (1996) who stated that learners' perception of their ability to master academic tasks might predict more accurately their motivation and academic achievements than other psychological constructs. This implies that self-efficacy plays a facilitative role in fostering school engagement and persistence and thereby higher academic achievement (Schunk, 1990).

Zimmerman (1995) also studied the causal role of learners' self-efficacy and academic goals in self-efficacy and academic goals in self-motivated academic attainment using path analysis procedures. He concludes that learners' beliefs in their efficacy for self-regulated learning positively affected their perceived self-efficacy for academic achievement, which in turn influences the academic goals they set for themselves and their final academic achievement - which in turn influences the academic achievement; however, learners with low self-efficacy performed poorly in their school work.

In addition to these studies Martinez-Pons (1992) carried out a study that focused on learners' self-efficacy in the learning situation, their perceptions, expectations, attentional processes, motivation levels and attributions. The findings of this study indicated that self-efficacy ranked higher than other learner factors such as attribution, perceptions, attentional processes and expectations.

2.3.5 SENSE OF BELONGING, LOVE AND ACCEPTANCE

Sense of belonging and love needs, according to Maslow, must be fulfilled before learners can resolve other higher needs such as self-esteem needs and the need to know and understand. In support of the above view, Schmuck and Schmuck (1997) concluded that in classrooms where teachers do not provide learners with opportunities to become responsible, where much of the learning instructions are largely formal talk, where information only comes from the teacher, where students infrequently hear one another's ideas, students do not get the opportunity to develop interpersonal relationships. They further contended that such classrooms will not be cohesive and effective learning cannot take place. Also in such classrooms where co-operative learning as a way of sharing skills, knowledge, and social influences are not encouraged by the teacher, the learner will not feel accepted.

Donald et al (1997) added to the above view by contending that when there is animosity and hatred, learners will not be able to perform to their optimum potential. Finally, Myers (1992), in support of this view, conducted a study on the classroom environment and learners' views of Science. He found that learners' views of certain academic subjects are determined in part by the classroom environment. In addition, Myers stated that classrooms where there was a high

level of students` involvement, teacher support, group affiliation, order and organization, and teacher innovation, learners' attitudes towards Science were the most positive.

2.3.6 LOCUS OF CONTROL/CAUSAL ATTRIBUTION

Donald et al (1997) supported the view expressed by Weiner and stated that learners with strong internal locus of control usually perform well in the learning environment. They also said that some learners have external locus of control and often feel that what happens in their lives is as a result of circumstances over which they have no control. The relationship between locus of control and motivational outcomes was also examined by Keller, Goldman and Sutterer (1990). They agreed with Weiner's views by adding that internal locus of control is associated with motivation when learners are given control over instruction. They reported that learners with internal locus of control show higher achievement than learners who have external locus of control when they control instruction. Internals have expressed greater satisfaction with learner-controlled instruction, whereas externals have reported greater satisfaction with instructional environments that are controlled by a teacher.

In yet another study, Keller et. al (1990) examined the effects of learners` ability, locus of control and the type of instructional control on performance, and the motivational outcome of confidence. Learners were randomly assigned to one of two treatments: Learner control over the instructional strategy of a computer based lesson and programme control over the instructional strategy of the lesson. Learner's ability and locus of control were considered as aptitude variables. Upon completion of the lesson, learners completed a survey designed to measure their locus of control presented in the lesson. The findings from this study

showed that learners' locus of control significantly influenced both learning and performance whereas the type of instructional control did not affect outcomes.

Furthermore, Fosterling (1985), in supporting Weiner's views on attribution, argued that when learners attribute learning outcomes primarily to external or uncontrollable sources, such as the difficult level of the task, they will not have the sense of motivation necessary to take an active role in their learning. He went on to say that if learners attribute learning outcomes primarily to their own efforts and develop abilities in that direction then they will be more likely to take charge of their learning. He said that learners continually seek explanations for their daily lives. Their explanations for success or failure show that successful learners tend to attribute their success to internal factors, such as effort (which they can control) and ability (which is beyond their control), and their failures to external factors, such as luck, difficult test questions, or a teacher's grading error. The learners' conviction that effort brings about success leads them to exert more effort when they encounter a learning challenge.

In addition, Carr and Borkowski (1989) added that unsuccessful learners tend to attribute their success to external factors, such as an easy exam or good luck, and blame their failure on internal factors not under their control, such as lack of ability.

2.3.7 ATTITUDE OF LEARNERS TOWARDS LEARNING

Learners' attitude towards learning is also linked to Weiner's views on motivation in terms of how learners interpret success or failure. Schmuck and Schmuck (1997), in support of this view, contend that learners are influenced by the classroom culture through ways in which their perception of consistency across the classroom norms and teachers' expectations fit their personal needs for

achievement, affiliation, and power. They are of the view that attitudes and beliefs have great impact on directing and maintaining motivation. They further argue that how learners perceive the learning environment influences how learners align themselves to perform a given task. Mostert and Wahome (1998) pointed out that learners have attitudes towards teachers, the subject matter, and themselves and they are of the opinion that if learners' attitude towards the above factors are negative then they will not learn effectively.

In line with the above, Bronfenbrenner, McClelland, Wethington, and Moen (1996) in their study on attitudes of learners towards learning, explains that what has happened in our schools is as a result of those families which do not place a high premium on value systems. They observed that families today have changed a great deal from what they were fifty years ago.

Most households do not stress the same values that were seen as important several years ago. As a result, learners today are different from those of previous generations. Most parents do not stress the need for good morals, respect, discipline and hard work in schools, as was the case in the past, because it is now observed that many people get rich in the society through means unrelated to academic success. This situation has affected to a very large extent the attitude of learners towards learning.

2.3.8 RELEVANCE OF SUBJECT MATTER

Mostert and Wahome (1998) explain that when the information to be acquired is important or interesting to the learners, they tend to invest more effort in wanting to know more. They advise that a teacher should be aware of the different needs, values, and interests which may drive learners to become involved in their studies.

They are also of the opinion that learners are more likely to participate in a learning experience when the benefits outweigh the cost. The learners will consider whether what they will have to invest into the project at hand will be worth what they may derive from it. If learners feel that the benefits are greater than the costs, they will probably become involved. If the costs are greater than the benefits, learners are likely not to get involved. Therefore, they say that, to bring about higher levels of motivation, a teacher should take the interests of learners into consideration and try to relate activities and tasks to those things in which the individual has an interest. A teacher should encourage learners to participate in classroom activities and to give examples from their own life experiences. This, the researchers believed, will enhance understanding and also give students the opportunity to see the relevance of the study course for their own situation.

In support of the above views, Lerner (2000) holds that the chance of successful achievement in the classroom increases when a teacher provides materials based on students' special interest. She goes on to say that students' interests can be determined through conversations with the pupil or by administering interest inventories. Using materials in the students' area of interest gives the students a strong motivation to learn.

2.3.9 CLASSROOM SIZE

Hunn-sannito, Hunn-Tosi and Tessling (2001) investigated the effects of classroom size on the quality of work conditions, academic achievement, and students' behavior. The results show that teacher workloads became more manageable and students received more individualized attention with smaller class sizes. They argue also that students' behavior and achievement generally

improved. On the other hand, they stated that when class sizes were large, teacher and student morale declined, along with quality of education. Also, that less time was spent on task as stress and behavior problems mounted.

McGrew (2005) in supporting the above view affirmed that smaller classroom size might mean more manageable classes for teachers and more one-on-one time for students. However, she stated that achieving the reduction in classroom size would cost a great deal of money in terms of appointing more teachers and erecting new buildings.

2.3.10 TEACHER FACTORS

Mostert and Wahome (1998) believe that there are certain teacher factors that influence learning in the classroom. Below are some of the teacher factors they listed that could influence students' learning:

- **Inadequate lesson preparation**: They argue that when a teacher prepares a lesson very well, the presentation of the lesson flows well and there is an apparent connectedness of ideas. Thus, learners are in a good position to understand the topic better. Schmuck and schmuck (1997) also agreed that inadequate lesson preparation may lead to frustration in the classroom.
- **Poor teaching method**: They are of the view that the method of delivery of the topic is important in helping learners experience the material to be learned. This is supported by Deutsch (1992) who believes that a poor teaching method by a teacher often results in failure of examinations.
- **Negative attitudes towards learners and the subject**: For effective learning to take place, they believe, learners need to see a positive attitude by the teacher towards them. When such a pleasant attitude is lacking between them, learners would lose interest in learning.

- **Showing competence in the subject matter**: They believe that a teacher must know well the subject that he or she is teaching, if there is to be a successful transfer of that knowledge to the learners. In line with this, Burden (1996) believes that a teacher who demonstrates incompetence in the subject would breed many learners with learning problems.

2.4 SUPPORT NEEDED BY LEARNERS IN THE CLASSROOM

Some of the support needed by learners in the classroom can be given in various forms and may be behavioral, psychosocial, emotional as well as linguistic.

2.4.1 BEHAVIORAL SUPPORT

Handwerk and Marshall (2001) maintain that some of the learners who have learning problems in the classroom may exhibit behavioral problems and such problems must be considered in the planning of instruction. They believe that some of these learners may have Attention Deficit Disorder (ADD), which is characterized by persistent difficulties in attention span, poor impulse control, and sometimes by hyperactivity. In school, these learners are impulsive, have a loud presence in the classroom, and constantly ask questions and make comments and demands. They advise that teachers should understand that although the behavior of these learners is at times annoying, their behavior is not intentional or part of a ploy to defy educational authority.

Furthermore, Lerner, Lowenthal, and Lerner (1999) added that those learners with behavioral problems may become unpopular with other members of the class, even though this Attention Deficit Disorder is not always under their voluntary control. They also said that sometimes children who do have attention problems

may not have behavioral problems and are often overlooked by teachers because they do not cause behavioral disturbances in the classroom. They advised that such learners who may not come to the attention of teachers may be at risk of academic failure. Behavioral problems, they cautioned, often lead to school failure and rejection by peers, which in turn can lead to low self-esteem, low self-efficacy, low motivation and frustration. Lerner et al (1999) provide a number of suggestions that teachers can use in the classroom for students with attention, behavior or hyperactivity problems. These are:

- placing the child in an area with minimal distractions where the teacher can ascertain whether the learner is alert and responsive;
- planning varied activities so that learners can get up and move around the classroom when necessary;
- establishing a routine and keeping it the same from one day to another;
- requiring a daily assignment notebook where learners organize their time to know what is to be done, and indicate when it has been accomplished;
- ensuring the learners' attention before teaching;
- making directions clear and concise;
- breaking assignments into workable units;
- providing extra time as needed;
- providing feedback on completed work as soon as possible;
- making use of learning aids;
- identifying something that the learner does well and encouraging that interest; and
- providing ample praise and reward.

2.4.2 PSYCHOSOCIAL SUPPORT

Conderman (2000) is of the opinion that a learner's social environment may have significant learning consequences. Learners need mutually satisfying relationships with friends. Friendships serve as the platform for further social growth and provide opportunities to build self-esteem in the social realm. Learners who develop normally in the social environments learn social skills in a casual and informal way, assimilating through incidental experiences when interacting with people.

Brooks (2000) states that, for many learners with learning problems, the social environment (the classroom) becomes another sphere of dismal failure. They are not socially perceptive or able to discern everyday classroom interactions. Brooks went on to say that these learners are unaware of how their actions affect others and how their behaviors are interpreted. He maintained that their unsatisfying social experiences, in turn, can adversely affect motivation, self-esteem, self-efficacy, peer group interactions, resulting in learning failure in the classroom.

According to Carter and Sugai (1998) teachers make use of the following support strategies to help learners overcome their psychosocial difficulties:

- Anticipating consequences of social acts: Role playing, creative playing, stories and discussions help learners see what happens if the rules of a game are broken.
- Establishing independence: Learners are encouraged to go places alone by making simple maps with directions to follow and talk about the various steps to take in getting to the desired location.
- Making ethical judgment: Students learn to make value judgments such as, discussing and analyzing age-appropriate dilemmas and situations

involving acts such as telling lies, stealing, cheating, and protecting a friend.

- Planning and implementing a trip, activity, party, picnic or meeting.

2.4.3 EMOTIONAL SUPPORT

Silver (1998) believes that emotional problems may lead to repeated failure and inability to develop and achieve a sense of competence and self-worth. He stated that children who are successful achievers have a multitude of gratifying experiences for developing important basic feelings of self-worth and countless opportunities for self-satisfaction, as well as the enjoyment of pleasing others. For an achieving youngster, a parent-child relationship is mutually satisfying because normal accomplishments stimulate parental responses of approval and encouragement. As a result of their own feelings of accomplishment and their awareness of the approval of those around them, these learners develop a sense of self-worth and prideful identity. They establish healthy identification with their teachers, peers, mothers, fathers, and other key figures in their lives. They build feelings of self-worth, tolerance for frustration, and consideration for others.

In support of the above view, Ames (1999) and Reasoner (1998) believe that the emotional and personality development of learners with learning problems follow a different form. Failed attempts at mastering tasks result in feelings of frustration rather than feelings of accomplishment. Instead of building self-esteem, self-efficacy, motivation, the thwarted attempts produce an attitude of self-derision and at the same time, fail to stimulate the parent's normal response of pride. With such a developmental scenario Orenstein, (2000) and Kohn (2001) believe that it is not surprising that many learners with learning problems develop emotional problems. Their view is that these reactions can take many forms, including

conscious refusal to learn, quick discouragement, fear of failure, and withdrawal into their private world.

Schmuck and Schmuck (1997) in their view state that all learners have a basic psychological need to relate to others in a way that reinforces their feelings of emotional security and belonging. They contend that teachers provide emotional bonds that foster and maintain feelings of cohesion and contentedness, and it is through this relatedness that learners come to know themselves as worthy and capable. However, Glasser (1985) is of the view that cohesion is not a natural or inevitable result of group activities. Its development requires interdependence between group members and the employment of social interaction skills that support each member of the group. An important responsibility for the teacher, therefore, is to motivate learners who have been failing, to build their self-concept, and self-esteem, and to motivate them to approach learning positively. Brooks (2000) is of the view that the following principles and guidelines which teachers use for helping learners with emotional problems to enhance their self-esteem, self-efficacy and motivation are invaluable:

- Creating rapport with the learner is essential in learning. A learner must be respected in spite of a failure to learn. This involves being compassionate, understanding, and to demonstrate a genuine concern for the learner's development.
- There should be a shared responsibility in both the analysis of problems and the evaluation of performance.
- Structure and the establishment of routines in the physical environment should be provided in the sequence of activities and in the manner in which lessons are taught.

- It is important to be sincere to the learners, regarding their abilities in the learning situations.
- Learners should be allowed to experience success and praised for good work by using extrinsic rewards as reinforcement.
- Materials should be provided based on the learners` special interest.

2.4.4 LANGUAGE SUPPORT

Lerner (2000) is of the view that the language problem is often another influential factor in learning. She believes that language can be modified to enhance student learning. Since most of the learners who fail may have language problems, it is important that language should be used as a tool to clarify instructions. She stated that teachers should examine the wording of their directions and that language should match the learner's level of understanding. For her, these learners with language deficits can be assisted in the following ways:

- Language quantity must be reduced to the simplest statements. Learners with language problems may find it difficult to assimilate too much detail.
- Visual contact with the learners must be maintained in order to ascertain that they are grasping what is being said to them.
- Ambiguous words should be avoided and learners should repeat the words several times on radio tapes.
- Speech should be delivered in a slow tempo so that the learners can understand the wording of what is being said.
- Touching the learner before talking in certain situations (if it is possible) can re-assure the learner that the teacher is a friend.

- Complex sentence structure should be avoided, especially negative construction as this could confuse the learners even more.

2.5 SUMMARY

Overviews of the factors in the classroom which influence learning both locally and world wide have been discussed. These classroom factors that influence learning are physiological needs (food, water and shelter), motivation, self-esteem, self-efficacy, belongingness, love and acceptance, locus of control, attitude of learners to learn, relevance of the subject matter, classroom size and teacher factors. Also, the kinds of support needed by learners to cope with learning problems were addressed. These are behavioral support, psychosocial support, emotional support and language support. From the review, it is quite clear that concepts in Maslow`s Hierarchy of Needs by Sternberg and Williams (2002) and Weiner's Attribution Theory of Motivation (1992) are the fundamental elements that must be sufficiently addressed so that effective learning can take place in the classroom.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The main focus of this chapter is to describe the methods that were used in the study to collect and analyze the data. These include the research design, population, the research instruments, the sampling technique, pilot study, data collecting procedure, ethical considerations, issues concerning validity and reliability, and the method of data analysis.

3.2 THE RESEARCH DESIGN

Mouton (2002: 147) defines a research design as a set of guidelines and instructions to be followed in addressing a research problem. He describes a research design as a process that focuses on the end product: for instance, what kind of study is being planned and what kind of results are aimed at? Therefore, a research design enables the researcher to anticipate what the appropriate decisions should be so as to maximize the validity of the eventual results.

This study made use of both quantitative and qualitative design to collect data. In quantitative designs a researcher may use experimental designs or non-experimental designs. There are four types of non-experimental designs: descriptive, correlation, survey and ex-post facto designs. In experimental designs the researcher is free to manipulate the research conditions whereas in a non-experimental design there is no manipulation of conditions. Non-experimental designs allow the investigator to make observations or obtain measures from subjects in order to describe something that has occurred. For this study, it was decided to use a quantitative non-experimental design that involved a survey, because surveys are methods of data collection in which information is

obtained through oral or written questioning (Sarantakos, 1993: 157). Since this is the basis of the structure in which non-experimental designs operate, this option was chosen as a viable research design for this study. A qualitative design was incorporated along side quantitative design because it provided an in-depth description of a specific program, practice, or setting. Qualitative research is indeed a multimethod in focus because it is interpretive, naturalistic in approach. This means that it allows the study to be done in their natural settings, attempting to make sense of, or interpret events from learners` own perspective.

3.3 POPULATION

The population of study was learners in grades ten and twelve who wrote their end of year examinations in the formal education system in 2006. Both grades of learners were from the Khomas Region. The total number of grade ten learners was 5609 and the number of grade twelve learners was 3174.

3.4 RESEARCH INSTRUMENT

The researcher used a structured questionnaire to collect relevant data from learners. The choice of using a questionnaire was mainly because of the large number of respondents. Another reason was that other research methods such as interviews and observations seemed to be difficult for this study owing to the fact that they are costly and time consuming. The questionnaire consisted of a combined set of scaled and open-ended questions. The content of the questions in the questionnaire were derived from the research questions and literature survey that were mentioned earlier. The questionnaire consisted of four sections. The first section was used to collect demographic data of the learners such as school, home suburb, grade level, gender, age, language, hostel or home, class size and grade repeated. The second section was used to find out the views of

learners concerning the factors in the classroom that could influence their learning. The third section aimed at soliciting information for any support and skills that learners would require in order to overcome learning problems in their classrooms. The fourth section is a qualitative paradigm which contained open-ended questions that solicited additional information of any learner support strategies not disclosed earlier.

3.5 SAMPLING TECHNIQUE

The researcher selected seven schools from the defined population for the study using stratified sampling method. The stratified sampling technique according to Henry (1996) is the process of selecting a sample in such a way that identified sub-groups in the population. This method was favored because of the different sizes of schools and their classes.

It was decided that the sample should represent learners from schools in the following areas: Khomasdal, Katutura and formerly whites-only schools in order to have learners from a wide spectrum of the population. The decision to use learners from each of the schools from the above mentioned categories was based on the following consideration: these schools enroll learners from a diversity of backgrounds, such that their homes represent a wide range of various socio- economic strata found in communities.

In order to select the sample using the stratified sampling method, a list of secondary schools within the Khomas region was collected from the Ministry of Education. These schools were grouped into the three designated areas mentioned earlier. By so doing, this method ensured that the sample drawn would be a representative of the population. The names of the schools were placed inside three containers designating the areas and two schools were drawn from each container. An additional school from the khomasdal suburb was added to the sample in order to bring their number of learners closer to the number of learners in the other suburbs. Seven schools which represented thirty percent

of schools offering both grade ten and twelve in the Khomas Region were used for the investigation. At each school, full class groups from both grades were selected by the simple random sampling technique. The procedure resulted in the sample with characteristics that follow.

Table 1: Frequency distribution of demographic variables of learners

Characteristics	Category	f	%
Grade	10	396	62.2
	12	241	37.8
School	Augustineum	93	14.6
	Jakob Marengo	119	18.7
	Eldorado	87	13.7
	Ella du Plessis	60	9.4
	David Bezuidenhout	90	14.1
	Jan Mohr	143	22.4
	Delta	45	7.1
Gender	Male	268	42.1
	Female	366	57.5
School Suburb	Katutura	212	33.3
	Khomasdal	237	37.2
	Formerly Whites-only Suburb	188	29.5
Age	15 – 16 years	288	45.2
	17 – 18 years	225	35.3
	19 – 20 years	76	11.9
	21 – 22 years	36	5.7
	23 or older	10	1.6
Distance between school and home	0 – 4 km	236	37.0
	5 – 8 km	150	23.5
	9 – 12 km	78	12.2
	13 – 17 km	32	5.0
	18 – 20 km	27	4.2
	more than 20 km	27	4.2
Mother tongue	English	15	2.4
	Afrikaans	221	34.7
	Khoekoegowab	56	8.8
	Otjiherero	87	13.7
	Oshivambo	168	26.4
	Rukavango	6	0.9
	Lozi	6	0.9
	Portuguese	32	5.0
	Damara/Nama	4	0.6
	Xhosa	5	0.8

	German	8	1.3
	Tswana	4	0.6
	Danish	1	0.2
	Tchimbundu	13	2.0
Hostel / home dwelling	Hostel	85	13.3
	Home	550	86.3
Class size	15 – 20 learners	10	1.6
	21 – 25 learners	9	1.4
	26 – 30 learners	67	10.5
	31 – 35 learners	300	47.1
	36 – 40 learners	106	16.6
	More than 40 learners	140	22.0
Repeated grade	Yes	145	22.8
	No	491	77.1

Note: Total f in this table may be less than 637, because of missing values.

Table 1 provides the frequency and percentage frequency of learners who participated in this study. There were more grade ten learners (62.2%) who participated in this study compared to grade twelve learners (37.8%). In terms of school representation, Jan Mohr had (22.4 %), followed by Jakob Marengo (18.7%), Augustineum (14.6 %), David Bezuidenhout (14.1 %), Eldorado (13.7 %), Ella du Plessis (9.4 %) and Delta (7.1 %).

Responses pertaining to gender showed that there were more females (57.5 %) in this study than males (42.1%). When the suburbs from which the learners originated were analyzed, it showed that Khomasdal had (37.2 %), Katutura (33.3%) and formerly whites-only (29.5 %).

The majority of learners who responded were in the age category of 15 – 16 years (45.2%). This could be so in view of the fact that most respondents were in grade ten compared to grade twelve. This age category is followed by 17 – 18 years (35.3 %). Most of the learners in grade twelve are expected to fall within this age bracket. This was

followed by 19– 20 years at 11.9 %, 21 – 22 years at 5.7 % and finally 23 years or older at 1.6 %.

When the mother tongue of the learners who responded to the questionnaire was analyzed, it was observed that the highest number came from the Afrikaans-speaking learners (34.7 %). This result can be said to be reliable because a good number of the learners were from Khomasdal (37.2 %), and Khomasdal was the former location in the then apartheid regime meant only for the colored people of Namibia who speak Afrikaans language. This is closely followed by Oshivambo speakers (26.4 %). The Oshivambo speaking Namibians are the largest ethnic group in the country and it is not surprising that most of their children are well represented in schools in the Khomas Region. This is followed in this order by Otjiherero-speaking learners (13.7 %), Khoekoegowab (8.8 %), Portuguese speaking learners (5.0 %), English speaking learners (2.4 %), Tchimbundu (2.0 %), German (1.3 %), Lozi (0.9 %), Rukavango (0.9 %), Xhosa (0.8 %), Damara / Nama (0.6 %), Tswana (0.6 %) and Danish (0.2 %).

On the issue regarding where the learners resided, it was observed that most of the learners attended school from their homes (86.3%), as compared to those who resided in the hostel (13.3%). For those who attended school from home, it was also noticed that most of them live between 0 – 4 km from the school (37.0%), 23.5% resided within a distance of 5 – 8 km; 12.2% lived 9 – 12 km from the school; 5.0% were 13 – 17 km away; 4.2% were 18 – 20 km distant and the same percentage (4.2%) lived more than 20 km from the school.

In terms of class size in which these learners receive instruction in the classroom, it was observed that the highest percentage class size was between 31 – 35 learners (47.1 %);

more than 40 learners constituted 22.0 %; 36 – 40 learners at 16.6 %; 26 – 30 learners at 10.5 % and the smallest class size of 15 – 20 learners was 1.6 %.

On the question whether they had repeated a grade in their school career, it was observed that most of the learners had not repeated a grade (77.1 %) while 22.8 % indicated that they had repeated a grade.

3.6 PILOT STUDY

A pilot study was done on 60 learners in grades ten and twelve in order to find out whether the research instrument was understood or not. This helped the researcher to know whether the questions asked were appropriate and relevant. It also helped to find out whether the type of data obtained could be meaningfully analyzed in relation to the research questions.

The questionnaires were administered to the learners and they were asked to read and answer the questions. On completing the questionnaires, they were asked to inform the researcher which questions or terms were not well understood and to give suggestions in order to make the questionnaire more meaningful.

At the end, the researcher analyzed their comments and checked the responses to verify any unexpected answers and misinterpretation of questions. The findings from the pilot study indicated that the instrument was valid for the present study and that all the items in the questionnaire elicited the responses that were expected by the researcher. Furthermore, to test for the validity of the questionnaire, it was given to the three supervisors for their comments and suggestions. Their recommendations were incorporated into the questionnaire before it was administered to the learners in the study.

3.7 DATA COLLECTION PROCEDURE

A letter was sent to the Director of the Khomas Education Region seeking permission for this study. This letter explained the intentions and purpose of the research. The principals of the sampled schools were also informed in writing and their permission sought. At each school, the researcher explained the purpose of the study to the school principal. The researcher was then informed of the number of classes per grade ten and twelve in each school upon arrival. This information was used to select full class groups by the simple random sampling technique. The learners in each class were informed about the purpose of the research during their register time and in some other schools during break time. The learners were informed on how to respond to the questions and the concepts that were not understood were also explained to them.

Thereafter, the researcher collected all answered questionnaires from the learners for analysis. This method is important since it ensured that many questionnaires were completed and returned to the researcher.

3.8 ETHICAL CONSIDERATIONS

The principals were assured that the information obtained from the learners would be used only for research purposes and that it would be treated with the utmost confidentiality. The researcher also assured the principals that the questions were not harmful to the learners.

3.9 ISSUES CONCERNING VALIDITY AND RELIABILITY

There are two aspects of validity in the research field. They are internal and external validity. According to Hatch and lazaraton (1991) internal validity in research is affected by flaws within the study itself such as not controlling some of the major variables (a design problem), or problems with the research instrument (a data collection problem). In

other words, it is the extent to which the results of an investigation serve the particular uses for which they are intended. While they defined external validity as the extent to which one can generalize the findings to a larger group or other contexts. That means, if one's research lacks external validity, the findings cannot be applied to contexts other than the one in which the study was done. On the other hand, reliability refers to the repeatability of the findings, meaning that if the same study is conducted at a different situation, it will yield the same results. In this study, data was collected from high school learners based on the research predictions and the literature review. This study does not aim at generalizing the findings to other regions. However, given the systematic method used in collecting the data and the methods used to control and reduce errors during data collection and analysis, the validity and reliability of the findings were strengthened. To this end therefore, the findings of this research can be said to be valid and reliable.

3.10 DATA PRESENTATION AND ANALYSIS

The Statistical Package for Social Sciences (SPSS) was used to analyze the bulk of learners' responses and the open-ended questions were manually transcribed. For the open-ended questions responses were categorized into disagree, not sure and agree. The aim was to see if significant differences existed in the views held by the variables under study. The scaled data were coded for computer entry. The dependent variables in the study were the views of learners regarding classroom factors that influence their learning while the independent variables were the learners` school, home suburb, grade level, gender, age, language, hostel or home, class size and grade repeated. Descriptive statistics were used (e.g. frequencies and percentages) to analyze the four sections of the questionnaire (demographic information, classroom factors influencing learning, learners' needs to improve learning). They were very useful, particularly in comparing

the proportions of learners who responded in various ways. Tables were also used to illustrate how many learners supported or did not support a particular view.

The chi-square (χ^2) was used to compare whether there existed any significant differences in the views held by school, home suburb, grade level, gender, age, language, hostel or home, class size and grade repeated, on all the views under investigation.

3.11 SUMMARY

This chapter described the methods that were used to collect and analyze the data. The population comprised of all grade ten and twelve learners in the Khomas Education Region. A stratified sampling technique was used for this investigation. The researcher selected 10% of learners from the defined population. Data was collected using questionnaires. The questionnaires were coded and the data were entered into the computer using the Statistical Package for Social Sciences (SPSS).

CHAPTER 4

RESULTS

The results of the investigation obtained during the course of the study are presented in this chapter. They are discussed according to the main predictions of this study: firstly, the researcher reports on the prediction that learners will report a variety of classroom factors that influence their learning; secondly, the findings are presented with regard to the prediction that there will be a significant difference in learners' views on the factors that influence learning by school, suburb, grade level, gender, age, language, hostel or home, class size and grade repetition; and, finally, there are reports on the prediction that learners will require additional support for the improvement of their learning. Tables are used in most cases for clarity, ease of understanding, and interpretation.

4.1 RESULTS RELATED TO THE PREDICTION THAT LEARNERS WOULD REPORT A VARIETY OF CLASSROOM FACTORS THAT INFLUENCE THEIR LEARNING.

In examining the prediction that learners would report a variety of classroom factors that influence their learning, the following factors were addressed: physiological needs (food, water and shelter), motivation, learners' self esteem, self-efficacy, belongingness, love and acceptance, locus of control/causal attribution, attitude towards learning, relevance of subject matter, class size, and teacher factors.

Answers to this prediction were obtained from an analysis of the learners responses to the 59 statements in section B of the questionnaire. Learners were asked to respond in terms of a five-point rating scale, ranging from strongly disagree (1) to strongly agree (5).

Tables 2-11 present the frequency distribution of the learners on the factors that influence learning in the classroom. Frequencies were condensed into a three-point scale to indicate whether learners disagreed, were unsure, or agreed with each statement.

4.1.1 PHYSIOLOGICAL NEEDS (FOOD, WATER AND SHELTER)

The results concerning agreement or disagreement on the nine statements about physiological needs are summarized in table 2. It seemed that the majority of learners agreed more with statements 1, 5 and 9 whereas the majority of the learners disagreed more with statements 2, 4, 6, 7 and 8.

Yet, it can also be observed that on statement 3, there is almost an equal level of agreement and disagreement.

Table 2: Learners` views regarding physiological needs (food, water and shelter)

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. Physiological needs of learners influence learning in the classroom.	194	30.4	28	4.4	408	64.1
2. I attend school without taking any food in the morning.	408	64.1	28	4.4	194	30.4
3. There is provision of food to the learners during school break time.	274	43.0	64	10.0	285	45.4
4. I am often concerned about what to eat after each school day.	412	64.7	65	10.2	154	24.2
5. There is a conducive atmosphere for study at home.	195	30.6	97	15.2	316	49.6
6. I am worried about the condition of shelter at home.	522	82.0	39	6.1	66	10.4
7. I am afraid of my safety when returning home from school.	419	65.8	56	8.8	151	23.7
8. I am afraid of my safety in the classroom.	470	73.7	74	11.6	86	13.5
9. The school environment is safe for me.	111	17.4	106	16.6	416	65.3

Note: Total f is less then 637 because of missing values.

On the statements concerning availability of food, the majority of the learners in items 2 and 4 seemed to believe that food is provided to them and that the provision of food is satisfactory. Furthermore, the statements regarding shelter show that in item 5 the majority of the learners agreed more that they had a conducive atmosphere for study at home while the majority of the learners in item 6 seemed to disagree with the statement that they were worried about the condition of shelter at home.

Yet on the statements concerning safety, in item 8, the majority of the learners disagreed with the statement that they are afraid of their safety in the classroom whereas in item 9, the majority of the learners agreed with the statement that the school environment is safe.

4.1.2 MOTIVATION

There were four statements in this section, and the results concerning agreement or disagreement about motivation are summarized in table 3. It seemed that the learners agreed more to statements 1, 2 and 4 than to statement 3.

Table 3: Learners` views regarding motivation

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. My teacher gives me encouragement in my studies	87	13.6	46	7.3	502	78.7
2. The school gives incentives to hard- working learners.	91	14.3	82	12.9	448	70.2
3. I am demotivated to learn because of a lack of support from the teachers.	412	64.6	97	15.2	119	18.7
4. I think that a lack of motivation influences a learner to learn.	87	13.7	46	7.2	502	78.8

Note: Total f is less than 637 because of missing values.

From the above table, it indicates that in items 1 and 2, the majority of the learners agreed with the statement that teachers provide encouragement in learners` studies and reward them on hard work.

Similarly, the majority of the learners in item 4 agreed more with the statement that motivation influences a learner to learn.

Consequently, the majority of the learners in item 3 disagreed with the statement that they are demotivated to learn because of a lack of support from the teachers.

4.1.3 SELF – ESTEEM

There were six statements in this section and results concerning agreement or disagreement about self-esteem are summarized in table 4. It seemed that the learners agreed more to statements 1, 2 and 5 than to statements 3, 4 and 6.

Table 4: Learners' views regarding self-esteem

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. The self-esteem of a learner may influence learning.	73	11.5	50	7.8	500	78.5
2. I have confidence in my ability to pass examinations.	37	5.8	33	5.2	565	88.7
3. I have a feeling of hopelessness and anxiety toward learning.	337	52.9	117	18.4	173	27.2
4. I have a feeling of fear when faced with problem solving tasks.	311	48.8	122	19.7	195	30.6
5. I have confidence to answer questions in the classroom.	137	21.6	117	18.4	374	58.7
6. I feel scared in the classroom.	500	78.5	50	7.8	73	11.5

Note: Total f is less than 637 because of missing values.

The above table shows the majority of the learners agreed more to items 1, 2 and 5 of which learners believed that they have positive self-esteem, confidence to pass examinations and confidence to answer questions in the classroom.

Meanwhile, the majority of the learners disagreed with items 3, 4 and 6 stating that they do not have feeling of hopelessness and anxiety towards learning, or feeling of fear when faced with problem solving tasks and that they do not feel scared in the classroom.

However, it would be necessary to mention here that the researcher did not attempt to control the element of social desirability on these items as it could affect the final results.

4.1.4 SELF-EFFICACY

There were eight statements in this section and the results concerning agreement or disagreement about self-efficacy are summarized in table 5. It seemed that the learners agreed more to statements 1, 4, 5, 7 and 8 than to statements 2, 3 and 6.

Table 5: Learners' views regarding self-efficacy

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. I am capable of completing most tasks given to me.	67	10.7	43	6.8	525	82.2
2. I find it difficult to study on my own.	420	65.9	77	12.1	137	21.5
3. I avoid tasks that I think are beyond my capacity.	284	44.6	142	22.3	203	31.8
4. I prefer to do easier activities where chances of success are greater.	92	14.4	28	4.4	515	80.8
5. Even when there is a textbook available for the subjects, I prefer that the teacher provide summary notes.	94	14.8	70	11.2	465	72.8
6. I easily give up when faced with difficult learning tasks.	385	60.9	101	15.9	144	22.6
7. I like to struggle with a difficult task until I get it right.	94	14.8	72	11.3	463	72.7
8. The self-efficacy of learners influence learning in the classroom.	68	10.7	43	6.8	524	82.2

Note: Total f is less than 637 because of missing values.

According to table 5, where the majority of the learners agreed more to statements 1, 4, 5, 7 and 8, it can be said that these views were very positive because it is admirable when learners feel that they are capable of completing most tasks, or that they would prefer to do easier activities where chances of success are greater, or that they would like to struggle with a difficult task until they get it right.

More still, in item 5 where the majority of the learners agreed to the statement that even when there are textbooks available for the subjects, they would rather prefer that the teacher provide summary notes. This could imply that most of the

learners depend too much on their teachers for the learning of the subject matter and do not probe enough on their own to master the topics.

Yet, in items 2, 3 and 6 where the majority of the learners disagreed with the statements, it also means that the minority of these learners would need assistance to help them overcome their academic challenges.

4.1.5 SENSE OF BELONGING, LOVE AND ACCEPTANCE

There were six statements in this section and the results concerning agreement or disagreement about sense of belonging, love and acceptance are summarized in table 6. It seemed that there was a majority agreement with the six statements.

Table 6: Learners' views regarding sense of belonging, love and acceptance

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. The sense of belonging, love and acceptance could influence learning.	74	11.6	80	12.8	483	75.0
2. I feel accepted as an equal member of the class.	81	12.8	77	12.1	477	74.9
3. I learn in a friendly environment.	114	17.9	70	11.0	447	70.2
4. I feel that the teacher sometimes favors other learners when giving our marks, duties, etc.	225	40.0	110	17.3	270	42.4
5. I believe that my teacher's views of my ability affect my effort to learn.	216	33.9	156	24.5	258	40.5
6. My teacher encourages learners to provide solutions or ideas to problems.	74	11.6	85	13.3	474	74.5

Note: Total f is less than 637 because of missing values.

From the above table, it can be observed that the majority of the learners agreed more with items 1, 2, 3 and 6. It is encouraging and very commendable to see that learners have a sense of belonging, love and are accepted as equal members of the class, and that they learn in a friendly environment where learners are encouraged by teachers to provide solutions or ideas to problems. However, in items 4 and 5 it indicated that about equal number of the learner percentage disagreed when compared with the percentage of those who agreed with the statements, whereas a significant percentage were not sure.

4.1.6 LOCUS OF CONTROL/CAUSAL ATTRIBUTION.

There were six statements in this section and the results regarding agreement or disagreement about locus of control/causal attribution are summarized in table 7. It seemed that the learners agreed more to statements 1, 4, 5 and 6 than to statements 2 and 3.

Table 7: Learners' views regarding locus of control/causal attribution

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. I believe that the locus of control/causal attribution of a learner influences learning in the classroom.	20	3.2	70	11.0	530	83.0
2. I believe that teachers contribute to my failure.	368	57.7	109	17.1	156	24.5
3. I believe that a lack of textbooks is partly responsible for my failure.	333	52.3	64	10.0	234	36.8
4. I feel that my success is as a result of my personal effort.	56	8.8	57	8.9	519	81.5
5. I have a strong internal drive to obtain good marks.	34	5.4	70	11.0	527	82.8
6. I believe that my success is within my control.	25	3.9	40	6.3	566	88.8

Note: Total f is less than 637 because of missing values.

In table 7 above, it is important to note that in items 1, 4, 5 and 6 where the majority of the learners agreed more with the statements, the percentage levels of agreement are well above the eighty percentage mark.

Whereas, in items 2 and 3 where the majority of the learners were in disagreement with the statements, the percentage levels of disagreement are within fifty percent.

In addition, the percentage levels of all the learners who were not sure are above six percent in all the items.

4.1.7 ATTITUDE TOWARDS LEARNING

There were four statements in this section and the results regarding agreement or disagreement about attitude towards learning are summarized in table 8. It seemed that the learners agreed more with statements 3 and 4 than with statements 1 and 2.

Table 8: Learners' views regarding attitude towards learning

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. School work does not interest me.	528	82.8	39	6.1	66	10.4
2. I often neglect my school work to engage in athletics, soccer, etc.	396	62.2	73	11.5	163	25.6
3. I often wait until the examination is near before starting to study.	251	39.4	46	7.2	335	52.5
4. The attitude of a learner towards learning could influence learning.	60	9.2	39	6.1	534	84.0

Note: Total f is less than 637 because of missing values.

It is interesting to observe from the above table, in item1 where the majority of the learners disagreed with the statement that school work does not interest them, yet in item 2, a quarter of the learners agreed with the statement that they often neglect school work to engage in athletics, soccer, etc.

More still, in item 3, over half of the learners agreed with the statement that they often wait until the examination is near before starting to study.

4.1.8 RELEVANCE OF SUBJECT MATTER

There were five statements in this section and the results regarding agreement or disagreement about the relevance of subject matter are summarized in table 9. It

seemed that the learners were more in agreement than disagreement with the statements.

Table 9: Learners' views regarding relevance of subject matter

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. Most of the topics that we learn about in class are important to me.	58	9.1	73	11.5	503	78.9
2. I participate in class activities when I see the benefits.	115	18.0	88	13.8	427	67.1
3. My teachers present topics in an interesting manner.	105	16.5	120	18.8	404	63.4
4. My teachers use examples in class that are relevant to me.	94	14.8	115	18.1	424	66.5
5. I believe that the relevance of subject matter influences learning.	57	9.1	72	11.5	500	78.5

Note: Total f is less than 637 because of missing values.

According to table 9 above, the majority of the learners agreed more to all the five statements regarding the relevance of subject matter. The majority of the learners in items 1 and 2 believed that most of the topics taught in class were important to them and because of that it made them to participate in class activities.

Furthermore, the majority of the learners in items 3 and 4 agreed that their teachers presented topics in an interesting way and used examples in class that were relevant to them.

However, a significant percentage of the learners were not sure in all the five statements concerning the relevance of the subject matter.

4.1.9 CLASS SIZE

There are five statements in this section and the results concerning agreement or disagreement about the class size are summarized in table 10. It seemed that the learners agreed more with statements 2 and 5 than with statements 1, 3 and 4.

Table 10: Learners' views regarding class size

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. There are so many learners in my class that my teachers do not have enough time for me.	408	64.0	74	11.6	151	23.7
2. Over crowding in classroom has led to a breakdown of discipline in my class.	259	40.7	60	9.4	314	49.3
3. My classroom size is large and this leads to many behavior problems.	274	43.1	93	14.6	265	41.6
4. My classroom size affects my results at the end of the year.	415	65.1	92	14.4	116	18.2
5. I think that the class size has influence upon learning.	145	20.1	68	11.0	420	66.7

Note: Total f is less than 637 because of missing values.

Table 10 above revealed that in item 1, the majority of the learners disagreed with the statement that so many learners in their class make the teachers not to have enough time for them.

In contrast to the view above, in item 2 almost an equal number of the learners indicated their disagreement or agreement with the statement that over crowding in classrooms leads to a breakdown of discipline.

In addition, almost the same equal number of the learners in item3 disagreed or agreed with the statement that a large classroom size leads to many behavior problems.

Yet, a majority of the learners agreed with the statement in item 5 that class size has an influence on learning.

Over nine percent of the learners were not sure in all the statements.

4.1.10 TEACHER FACTORS

There were six statements in this section and the results concerning agreement or disagreement about teacher factors are summarized in table 11. It seemed that the learners agreed more with statements 1, 3, 4, 5 and 6 than with statement 2.

Table 11: Learners' views regarding teaching factors

STATEMENT	Extent of agreement or disagreement with statement					
	Disagree		Not sure		Agree	
	f	%	f	%	f	%
1. I believe that teacher factors have an influence on learning.	135	22.9	65	10.1	425	65.3
2. My teachers are often not prepared for lessons.	404	63.5	107	16.8	120	18.8
3. My teachers deliver the learning material in an interesting way.	95	14.9	127	19.9	405	63.6
4. My teacher shows a positive attitude in class.	92	14.4	144	22.6	392	61.1
5. A poor quality of teaching contributes to learners' failure.	133	20.9	66	10.4	429	67.3
6. Learning materials that do not relate to learners` needs contribute to failure among learners.	128	20.1	234	36.7	266	41.8

Note: Total f is less than 637 because of missing values.

According to table 11, in items 1, 3, 4 and 5 the majority of the learners agreed more with the statements that teacher factors have influence on learning, that teachers deliver learning materials in an interesting way, that teachers show a positive attitude in class and that a poor quality of teaching contributes to learners` failure.

In contrary, it is note worthy to mention that the percentage of disagreement in the above items mentioned were above fourteen percent.

Whereas, in item 6, almost an equal number of the learners were not sure or agreed with the statement that learning materials that do not relate to learners` needs contribute to failure.

4.2 RESULTS RELATED TO THE PREDICTION THAT THERE WOULD BE A SIGNIFICANT DIFFERENCE IN LEARNERS' VIEWS ON THE FACTORS THAT INFLUENCE LEARNING BY SCHOOL, SUBURB, GRADE LEVEL, GENDER, AGE, LANGUAGE, HOSTEL OR HOME, CLASS SIZE AND GRADE REPETITION

When the data, pertaining to the views of learners towards the factors that influence learning were analyzed according to school, suburb, grade level, gender, age, language, hostel or home, class size and grade repetition, the following picture emerged. The data for answering this prediction were obtained from sections A and B of the questionnaire. Not all the demographic variables presented a significant relationship and only the statistics that showed significant difference are provided. The demographic variables of school, suburb and language produced no significant difference.

4.2.1 LEARNERS' VIEWS ON PHYSIOLOGICAL NEEDS

Table 12 shows that more home learners (32.4%) than hostel learners (21.2%) agreed that they were afraid there would be no food before going to school. On the other hand, more hostel learner (77.6%) than home learners (62.8%) disagreed with the statement. The difference was found to be statistically significant.

Table 12: Worried about no food before school, by hostel or home learners

HOSTEL OR HOME LEARNERS	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Hostel	66	77.6	1	1.2	18	21.2	85	100.0
Home	341	62.8	26	4.8	176	32.4	543	98.7
Total	407	64.8	27	4.3	194	30.9	628	98.9

Note: Total f is less than 637 because of missing values.

Note: Chi square = 7.734; df = 2; P< 0.05

According to table 13, slightly more male learners (66.5%) than female learners (65.4%) agreed that the school environment is safe. Yet, more males (20.3%) than females (15.1%) disagreed with the statement. The difference was found to be statistically significant.

Table 13: Worried about unsafe school environment, by gender

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Male	54	20.3	35	13.2	177	66.5	266	99.3
Female	55	15.1	71	19.5	238	65.4	364	99.5
Total	109	17.3	106	16.8	415	65.9	630	99.4

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 6.105; df = 2; P< 0.05

The variable of age, revealed in table 14 that more learners in the age category 23 or older (40.0%) agreed that they are concerned about food after school compared to learners who are 19-20 years (37.8%), 17-18 years (25.2%), 21-22 years (22.2%) and 15-16 years (20.2%). The difference was found to be statistically significant.

Table 14: Concerned about food after school, by age group

AGE GROUP	Extent of agreement or disagreement with the statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
15-16	202	70.8	27	9.4	58	20.2	287	99.7
17-18	148	66.7	18	8.1	56	25.2	222	98.7
19-20	35	47.3	11	14.9	28	37.8	74	97.4
21-22	21	58.3	7	19.4	8	22.2	36	100.0
23 or older	4	40.0	2	20.0	4	40.0	10	100.0
Total	410	65.2	65	10.3	154	24.4	629	99.1

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 21.338; df = 8; P< 0.05.

According to table 15, it shows that more learners who repeated a grade (30.7%) than learners who did not repeat a grade (22.3%) agreed that they are afraid of their safety when returning home. Furthermore, more learners who had not repeated a grade (69.7%) than learners who repeated a grade (57.1%) disagreed with the statement. The difference was found to be statistically significant.

Table 15: Afraid of safety when returning home, by grade repetition

GRADE REPETITION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Not repeated a grade	338	69.7	39	8.0	108	22.3	485	98.8
Repeated a grade	80	57.1	17	12.1	43	30.7	140	96.6
Total	418	66.9	56	9.0	151	24.2	625	98.3

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 7.805; df = 2; P< 0.05

4.2.2. LEARNERS' VIEWS ON MOTIVATION.

In this section, only one statement showed a significant relationship and will be discussed below.

The variable, gender, shows that more male learners (23.3%) than female learners (15.3%) reported that they are demotivated by a lack of support from their teachers. Yet, more females (17.3%) than males (13.2%) were unsure. The difference was found to be statistically significant (see table 16).

Table 16: **Demotivated by a lack of support from teachers, by gender**

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Male	169	63.5	35	13.2	62	23.3	266	99.3
Female	242	67.4	62	17.3	55	15.3	359	98.1
Total	411	65.8	97	15.5	117	18.7	625	98.6

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 7.222; df = 2; P< 0.05.

4.2.3 LEARNERS` VIEWS ON SELF-EFFICACY

In this section, three statements showed a significant relationship and are discussed.

Table 17 reveals that more learners in grade ten (84.6%) than learners in grade twelve (75.4%) indicated that they would prefer the teacher to give them summary notes. The difference was found to be statistically significant.

Table 17: Preference of summary notes by learners, by grade level

GRADE LEVEL	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Grade 10	48	12.2	13	3.3	224	84.6	395	99.7
Grade 12	44	18.3	15	6.3	181	75.4	240	99.6
Total	92	14.5	28	4.4	515	81.1	635	99.7

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 8.439; df = 2; P< 0.05.

Table 18 indicated that more learners who did not repeat a grade (85.3%) than learners who repeated a grade (73.1%) agreed that they were capable of completing most tasks. However, more learners who repeated a grade (10.3%) than those who did not repeat a grade (5.7%) were not sure with the statement. The difference was found to be statistically significant.

Table 18: Capable of completing most tasks, by grade repetition

GRADE REPETITION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Not repeated a grade	44	9.0	28	5.7	417	85.3	489	99.5
Repeated a grade	24	16.6	15	10.3	106	73.1	145	100.0
Total	68	10.7	43	6.8	523	82.5	634	99.7

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 11.476; df = 2; P< 0.05.

According to table 19, it shows that more learners in the age category of 19-20 years (69.7%) agreed that they preferred to do easier activities with higher success rate compared to learners who are 23 or older (60.0%), 17-18 years (56.3%), 15-16 years (54.4%) and 21-22 years (47.2%). The difference was found to be statistically significant.

Table 19: Preference to do easier activities with higher success rate, by age group

AGE GROUP	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
15-16	74	25.8	57	19.9	156	54.4	287	99.7
17-18	72	32.1	26	11.6	126	56.3	224	99.6
19-20	16	21.1	7	9.2	53	69.7	76	100.0
21-22	11	30.6	8	22.2	17	47.2	36	100.0
23 or older	4	40.0	0	0.0	6	60.0	10	100.0
Total	177	28.0	98	15.5	358	56.6	633	99.7

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 17.21 df = 8; P< 0.05.

4.2.4 LEARNERS` VIEWS ON SENSE OF BELONGING, LOVE AND ACCEPTANCE

In this section, there is only one statement that showed significant relationship and is discussed.

The variable, gender, shows that more male learners (76.2%) than female learners (67.2%) agreed that they learn better in a friendly environment. In addition, more

female learners (14.9%) than male learners (6.0%) were unsure with the statement. The difference was found to be statistically significant (see table 20).

Table 20: Learning in a friendly environment, by gender

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Male	47	17.8	16	6.0	202	76.2	265	98.9
Female	65	17.9	54	14.9	244	67.2	363	99.2
Total	112	17.8	70	11.1	446	71.0	628	99.1

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 12.488; df = 2; P< 0.05.

4.2.5 LEARNERS' VIEWS ON LOCUS OF CONTROL/CAUSAL ATTRIBUTION.

In this section there are three statements that showed significant relationship and are discussed.

Table 21 below shows that more learners in grade twelve (43.9%) than learners in grade ten (33.0%) agreed that a lack of textbooks was responsible for failure. The difference was found to be statistically significant.

Table 21: A lack of textbooks is responsible for failure, by grade level

GRADE LEVEL	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Grade 10	225	57.1	39	9.9	130	33.0	394	99.5
Grade 12	108	45.6	25	10.5	104	43.9	237	98.3
Total	333	52.8	64	10.1	234	37.1	631	99.1

Note: Total f is less then 637 because of missing values.

Note: Chi-square = 8.524; df = 2; P< 0.05.

According to table 22, it reveals that more female learners (85.4%) than male learners (77.8%) agreed that success is a result of personal effort. More still, it shows that more male learners (10.9%) than female learners (7.7%) were not sure with the statement. The difference was found to be statistically significant.

Table 22: Success is a result of personal effort, by gender

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Male	30	11.3	29	10.9	207	77.8	266	99.3
Female	25	6.9	28	7.7	310	85.4	363	99.2
Total	55	8.7	57	9.1	517	82.2	629	99.2

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 6.181; df = 2; P< 0.05.

In table 23 below, it shows that more learners who repeated a grade (47.9%) than those who did not repeat a grade (34.0%) agreed that the lack of textbooks is responsible for failure. The difference was found to be statistically significant.

Table 23: A lack of textbooks is responsible for failure, by grade repetition

GRADE REPETITION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Not repeated a grade	271	55.8	50	30.3	165	34.0	486	99.0
repeated a grade	62	43.1	13	9.0	69	47.9	144	99.3
Total	333	52.9	63	10.0	234	37.1	630	99.1

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 9.403; df = 2; P< 0.05.

4.2.6 LEARNERS' VIEWS ON ATTITUDE

In this section there are three statements that showed significant relationship and are discussed.

When the variable gender is analyzed, it shows that several more male learners (14.6%) than female learners (7.4%) agreed that school work does not interest them. Yet, more female learners (86.0%) than male learners (80.1%) disagreed with the statement. The difference was found to be statistically significant (see table 24).

Table 24: School work does not interest, by gender

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Male	214	80.1	14	5.2	39	14.6	267	99.6
Female	313	86.0	24	6.6	27	7.4	364	99.5
Total	527	83.5	38	6.0	66	10.5	631	99.5

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 8.706; df = 2; P< 0.05.

According to table 25, it shows that a substantially more male learners (33.1%) than female learners (20.7%) agreed that they neglected school work to engage in sport, etc. The difference was found to be statistically significant.

Table 25: School work neglected to engage in sport, etc, by gender

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Male	143	53.8	35	13.2	88	33.1	266	99.3
Female	251	69.1	37	10.2	75	20.7	363	99.2
Total	394	62.6	72	11.4	163	25.9	629	99.2

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 16.121; df = 2; P< 0.001.

Table 26 below reveals that more learners who did not repeat a grade (57.3%) than those who repeated a grade (38.7%) agreed that they waited till exam was near before starting to study. However, more learners who repeated a grade (56.3%) than learners who did not repeat a grade (34.8%) disagreed with the statement. The difference was found to be statistically significant.

Table 26: Wait till exam is near before studying, by grade repetition

GRADE REPETITION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Not repeated a grade	170	34.8	39	8.0	280	57.3	489	99.6
Repeated a grade	80	56.3	7	4.9	55	38.7	142	97.9
Total	250	39.6	46	7.3	335	53.1	631	99.2

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 21.442 df = 2; P< 0.001.

4.2.7 LEARNERS' VIEWS ON RELEVANCE OF SUBJECT MATTER

In this section, there are two statements that showed a significant relationship and are discussed.

Table 27 shows that more grade ten learners (69.8%) than grade twelve learners (62.3%) agreed that teachers used examples that are relevant to them. Almost equal percentages in both grades were not sure of the statement. The difference was found to be statistically significant.

Table 27: Teachers use relevant examples, by grade level

GRADE LEVEL	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Grade 10	48	12.2	71	18.0	275	69.8	394	99.5
Grade 12	46	19.2	44	18.4	149	62.3	239	99.2
Total	94	14.8	115	18.2	424	67.0	633	99.4

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 6.245; df = 2; P<0.05.

The repetition of grade variable shows that more learners who did not repeat a grade (70.7%) than learners who repeated a grade (54.2%) agreed that teachers used examples that are relevant to learners. The difference was found to be statistically significant (see table 28).

Table 28: Teachers use relevant examples, by grade repetition

GRADE REPETITION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Not repeated a grade	58	11.9	85	17.4	345	70.7	488	99.4
Repeated a grade	36	25.0	30	20.8	78	54.2	144	99.3
Total	94	14.9	115	18.2	423	66.9	632	99.4

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 18.110; df =2; P< 0.001.

4.2.8 LEARNERS` VIEWS ON TEACHER FACTORS

In this section, there are three statements that showed significant relationship and are discussed.

Table 29 reveals that more learners who repeated a grade (54.2%) than learners who had not repeated a grade (38.9%) agreed that learning materials which did not relate to learners' needs lead to failure. On the other hand, more learners who did not repeat a grade (40.0%) than those who repeated a grade (28.5%) were not sure with the statement. The difference was found to be statistically significant.

Table 29: Learning materials that do not relate to learners' needs lead to failure, by grade repetition

GRADE REPETITION	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Not repeated a grade	103	21.3	192	40.0	188	38.9	483	98.4
Repeated a grade	25	17.4	41	28.5	78	54.2	144	99.3
Total	128	20.4	233	37.2	266	42.4	627	98.6

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 10.727; df = 2; P< 0.05.

According to table 30, it reveals that more male learners (65.9%) than female learners (63.1%) agreed that teachers delivered learning materials in an interesting way. Furthermore, more male learners (23.0%) than female learners (16.0%) were not sure with the statement. This difference was found to be statistically significant.

Table 30: Teachers deliver learning materials in an interesting way, by gender

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Female	55	20.9	42	16.0	166	63.1	263	98.1
Male	40	11.1	83	23.0	238	65.9	361	98.6
Total	95	15.2	125	20.0	404	64.7	624	98.4

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 13.592, df = 2; P< 0.05.

In table 31 below, it indicates that more male learners (70.9%) than female learners (64.8%) agreed that poor quality of teaching contributed to learners' failure. However, more female learners (15.5%) than male learners (6.9%) were unsure with the statement. The difference was found to be statistically significant.

Table 31: Poor quality of teaching contributes to learners' failure, by gender

GENDER	Extent of agreement or disagreement with statement							
	Disagree		Not sure		Agree		Total	
	f	%	f	%	f	%	f	%
Female	52	19.7	41	15.5	171	64.8	264	98.5
Male	80	22.2	25	6.9	256	70.9	361	98.6
Total	132	21.1	66	10.6	427	69.3	625	98.6

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 11.973; df = 2; P< 0.05.

4.3 RESULTS RELATED TO THE PREDICTION THAT LEARNERS WOULD REQUIRE SUPPORT FOR THE IMPROVEMENT OF THEIR LEARNING

In examining the prediction that learners would require support for the improvement of their learning, the following support needs were addressed: behavioral support, psychosocial support, emotional support and language support.

Answers to this prediction were obtained from an analysis of the learners' responses in sections C and D of the questionnaire. Learners were asked to respond in terms of a four-point rating scale, ranging from "Never" (1) to "Always" (4). For ease of interpretation, the point scale of 'Often' and 'Always' are combined as an agreement response whereas 'Never' and 'Rarely' are combined as a disagreement response.

Tables 32 to 40 present the frequency distribution and chi-square of learners on the support for the improvement of learning.

4.3.1 BEHAVIORAL SUPPORT.

The results concerning agreement or disagreement on the ten statements about behavioral support are summarized in table 32.

Table 32: Behavioral support for the improvement of learning

STATEMENT	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
1. My teachers give praise, certificate, gifts etc. to show appreciation of good work.	181	28.4	114	17.9	189	29.7	148	23.2	632	98.9
2. My teachers provide me with extra time as needed to complete my tasks.	148	23.2	182	28.6	226	35.5	74	11.6	630	98.9
3. I receive feedback on completed work as soon as possible.	82	12.9	156	24.5	201	31.6	190	29.8	629	98.7
4. I receive clear instructions when undertaking class activities.	36	5.7	89	14.0	218	34.2	285	44.7	628	98.6

5. My teachers give me individual support when I struggle to master a specific learning task.	108	17.0	134	21.0	209	32.8	179	28.1	630	98.9
6. My teachers show the class kindness and love.	81	12.7	154	24.2	205	32.2	190	29.8	630	98.9
7. My teachers establish a routine and keep it the same from one day to another.	117	18.4	149	23.4	231	36.3	129	20.3	626	98.3
8. My teacher invites personality figures in the society to address us on good behavior.	169	26.5	136	21.4	181	28.4	142	22.3	628	98.6
9. I do not have any influence on the instructional materials that are used by the teacher.	152	23.9	200	31.4	193	30.3	70	11.0	615	96.5
10. Efforts are made by teachers to assist learners with behavior problems.	78	12.2	103	16.2	197	30.9	242	38.0	620	97.3

Note: Total f is less than 637 because of missing values.

Item 1: Of the total number of learners, 52.9% agreed with the statement that teachers give praise, certificates, gifts etc to show appreciation of good work while 46.3% were not in agreement.

Item 2: 51.8% of the total number of learners disagreed with the statement that teachers provide extra time as needed to complete tasks while 47.1% were in agreement.

Item 3: 61.4% of the total number of learners, agreed with the statement that they receive feedback on completed work as soon as possible while 37.4% disagreed with the statement.

Item 4: With regard to the statement that learners receive clear instructions when undertaking class activities, 78.9% agreed with the view, while 19.7% disagreed.

Item 5: Of the total number of learners, 60.9% were in agreement with the statement that teachers provide individual support when they struggle to master a specific learning task, whereas 38.0% disagreed.

Item 6: 62.0% of the total number of learners agreed with the statement that teachers show the class kindness and love, while 36.9% disagreed with the statement.

Item 7: More than 56.6% of the learners agreed with the statement that teachers establish a routine and keep it the same from one day to another and 41.8% disagreed with the statement.

Item 8: 50.7% of the total number of learners agreed with the statement that teachers invite personality figures in the society to address them on good behavior while 47.9% were in disagreement.

Item 9: Of the total number of learners, 55.3% disagreed with the statement that learners do not have any influence on the instructional materials that are used by the teacher, whereas 41.3% agreed with the statement.

Item 10: 68.9% of the total number of learners agreed with the statement that efforts are made by teachers to assist learners with behavioral problems, while 28.4% were in disagreement.

The data pertaining to the views of learners towards behavioral support were analyzed according to the demographic variables. Only the views of the learners that presented a significant difference are provided.

Table 33 below indicates that more learners who had not repeated a grade (56.7%) than learners who repeated a grade (41.3%) agreed that teachers gave praise etc. This difference was found to be statistically significant.

Table 33: Teachers give praise etc, by grade repetition

REPETITION OF GRADE	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
Repeated a grade	64	44.1	21	14.4	35	24.1	25	17.2	145	99.8
Not repeated a grade	117	24.0	93	19.1	154	31.6	122	25.1	486	99.8
Total	181	68.1	114	33.5	189	55.7	147	42.3	631	99.8

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 22.099; df = 3; P< 0.05.

When table 34 was analyzed, it showed that more learners who did not repeat a grade (48.7%) than those who repeated a grade (43.2%) agreed that teachers provided extra time when needed. The difference was found to be statistically significant.

Table 34: Teachers provide extra time if needed, by grade repetition

REPETITION OF GRADE	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
Not repeated a grade	97	19.9	152	31.2	183	37.6	54	11.1	486	99.7
Repeated a grade	51	35.6	30	20.9	42	29.3	20	13.9	143	99.8
Total	148	55.5	182	52.1	225	66.9	74	25.0	629	99.8

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 18.527; df = 3; P< 0.05.

According to table 35, it reveals that more learners who had not repeated a grade (63.3%) than those who repeated a grade (57.5%) agreed that feedback was given as soon as possible. The difference was found to be statistically significant.

Table 35: Feedback is given as soon as possible, by grade repetition

REPETITION OF GRADE	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
Not repeated a grade	53	10.9	124	25.6	156	32.2	151	31.1	484	99.8
Repeated a grade	29	20.1	32	22.2	44	30.5	39	27.0	144	99.8
Total	82	31.0	156	47.8	200	62.7	190	58.1	628	99.8

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 8.411; df = 3; P< 0.05.

4.3.2 PSYCHOSOCIAL SUPPORT

The results concerning agreement or disagreement on the nine statements about psychosocial support are summarized in table 36.

Table 36: Psychosocial support for the improvement of learning

STATEMENTS	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
1. My teacher encourages me to solve problems in the classroom.	134	21.0	124	19.5	212	33.3	159	25.0	629	98.7
2. I am encouraged to establish independence in class activities.	123	19.3	126	19.8	218	34.2	160	25.1	627	98.4
3. I am encouraged to make judgment by resolving actions such as stealing, cheating, protecting a friend etc.	235	36.9	107	16.8	153	24.0	131	20.6	626	98.3
4. I am not re-assured by my teachers that I can make a success in school work.	225	35.3	169	26.5	145	22.8	86	13.5	625	98.1
5. The teachers do not encourage learners to share skills, knowledge and ideas.	278	43.6	121	19.0	137	21.5	91	14.3	627	98.4
6. My teachers gossip about other learners' needs and academic performances with me.	429	67.3	69	10.8	61	9.6	70	11.0	629	98.7
7. Efforts are made by teachers to assist learners with social problems.	133	20.9	132	20.7	208	32.7	151	23.7	624	98.0
8. I do not have religious and moral education as a subject (RME).	357	56.0	80	12.6	76	11.9	115	18.1	628	98.6
9. Life skills as a subject are never taught in my class.	261	41.0	66	10.4	89	14.0	198	31.1	614	96.4

Note: Total f is less than 637 because of missing values.

Item 1: Of the total number of learners, 58.3% were in agreement that teachers encourage them to solve problems in the classroom and 40.5% disagreed with the statement.

Item 2: 59.3% of the total number of learners agreed with the statement that learners are encouraged to establish independence in class activities while 39.1% disagreed with the statement.

Item 3: 53.7% of the total number of learners disagreed with the statement that learners are encouraged to make ethical judgments by resolving actions such as stealing, cheating, protecting a friend etc. and 44.6% agreed with the statements.

Item 4: Of the total number of learners, 61.8% disagreed with the statement that learners are re-assured by teachers that they can make a success in school work, while 36.3% agreed with the statement.

Item 5: 62.6% of the total number of learners disagreed with the statement that teachers do not encourage learners to share skills, knowledge and ideas, while 35.8% agreed with the statement.

Item 6: With regard to the statement that teachers gossip about other learners' needs and academic performance with learners, 78.1% of the learners disagreed with the view, while 20.6% agreed.

Item 7: 56.4% of the total number of learners were in agreement with the statement that efforts are made by teachers to assist learners with social problems, while 41.6% were in disagreement with the statement.

Item 8: Of the total number of learners, 68.6% disagreed with the statement that they do have Religious and Moral Education as a subject, while 30.0% were in agreement.

Item 9: 51.4% of the total number of learners disagreed with the statement that Life Skills as a subject are never taught in their class, while 45.1% agreed with the statement.

The data relating to the views of learners towards psychosocial support were analyzed according to demographic variables. Only the views of the learners that showed a significant difference are provided.

Table 37 shows that more hostel learners (59.2%) than home learners (59.1%) agreed that teachers encouraged learners to solve problems in class. The difference was found to be statistically significant.

Table 37: Teachers encourage learners to solve problems in class, by hostel or home learners

HOSTEL OR HOME LEARNERS	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
Hostel learners	17	20.9	16	19.7	18	22.2	30	37.0	81	99.8
Home learners	115	21.0	108	19.7	194	35.5	129	23.6	546	99.8
Total	132	41.9	124	39.4	212	57.7	159	60.6	627	99.8

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 8.698; df = 3; P< 0.05.

4.3.3 EMOTIONAL SUPPORT

The results concerning agreement or disagreement on the six statements about emotional support are summarized in table 38.

Table 38: Emotional support for the improvement of learning

STATEMENTS	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
1. I am shown respect even when I fail to understand a topic.	104	16.3	119	18.7	181	28.4	225	35.3	629	98.7
2. My school provides a soup kitchen during break time to feed learners from homes identified to be in need.	432	67.8	47	7.4	65	10.2	80	12.6	624	98.0
3. My school does not have a school counselor to help learners with emotional problems.	278	43.6	80	12.6	96	15.1	172	27.0	626	98.3
4. Learners who stay in the hostel are given mid-morning snacks during break time.	472	74.1	47	7.4	38	6.0	31	4.9	588	92.3
5. I am allowed to experience responsibility in both analyzing of problems and evaluating my performance.	126	19.8	97	15.2	222	34.9	174	27.3	619	97.2
6. Efforts are made by my teacher to assist learners with emotional needs.	139	21.8	137	21.5	182	28.6	166	26.1	624	98.0

Note: Total f is less than 637 because of missing values.

Item 1: Of the total number of learners, 63.7% were in agreement with the statement that teachers show respect to learners, even when they fail to understand a topic, while 35.0% disagreed with the statement.

Item 2: 75.2% of the total number of learners disagreed with the statement that the school provides a soup kitchen during break time to feed learners from homes identified to be in need, while 22.8% agreed with the statement.

Item 3: 56.2% of the total number of learners disagreed with the statement that school does not have a school counselor to help learners with emotional problems, while 42.1% agreed with the statement.

Item 4: Of the total number of learners, 81.5% disagreed with the statement that learners who stay in the hostel are given mid-morning snacks during break time, while 10.9% agreed with the statement.

Item 5: 62.2% of the total number of learners agreed with the statement that learners are allowed to experience responsibility in both analyzing of problems and evaluating performance, while 35.0% were in disagreement with the statement.

Item 6: Regarding the statement that efforts are made by teachers to assist learners with emotional needs, 54.7% of the learners agreed with the view, while 43.3% disagreed with the statement.

4.3.4 LANGUAGE SUPPORT

The results concerning agreement or disagreement on the four statements about language support are summarized in table 39.

Table 39: Language support for the improvement of learning

STATEMENT	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
1. Whenever I have a language difficulty, my teachers support me by using simple statements and avoid too much detail.	113	17.7	100	15.7	171	26.8	244	38.3	628	98.6
2. My teachers help me to master the language difficulties by making me repeat the words several times on radio tapes.	398	62.5	93	14.6	82	12.9	52	8.2	625	98.1
3. My teachers help me overcome language difficulties by exposing me to several activities on radio tapes.	383	60.1	97	15.2	88	13.8	57	8.9	625	98.1
4. Efforts are made by teachers to assist learners with language problems.	129	20.3	118	18.5	198	31.1	181	28.4	626	98.3

Note: Total f is less than 637 because of missing values.

Item 1: Of the total number of learners, 65.1% were in agreement with the statement that teachers support learners by using simple statements and avoiding much detail, while 33.4% disagreed with the statement.

Item 2: 77.1% of the total number of learners were in disagreement with the statement that teachers help learners to master language difficulties by making them repeat the words several times on radio tapes, while 21.1% agreed with the statement.

Item 3: Of the total number of learners, 75.3% disagreed with the statement that teachers help learners to overcome language difficulties by exposing them to several activities on radio tapes, while 22.7% were in agreement of the statement.

Item 4: 59.5% of the learners agreed with the statement that efforts are made by teachers to assist learners with language problems, while 38.8% disagreed with the statement.

The data pertaining to the views of learners towards language support were analyzed according to demographic variables. Only the views of the learners that presented a significant difference are provided.

According to table 40, it reveals that more learners in the age group 17-18 years (67.8%) agreed that teachers made effort to assist learners with language problems compared to learners who are 21-22 years (66.5%), 15-16 years (58.9%) and 19-20 years (46.0%). The difference was found to be statistically significant.

Table 40: Teachers make effort to assist learners with language problems, by age group

AGE GROUP	Extent of agreement or disagreement with statement									
	Never		Rarely		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%
15 – 16 years	54	19.4	60	21.5	85	30.5	79	28.4	278	99.8
17 – 18 years	34	15.1	38	16.9	87	38.8	65	29.0	224	99.8
19 – 20 years	27	35.5	14	18.4	15	19.7	20	26.3	76	99.9
21 – 22 years	9	25.0	3	8.3	10	27.7	14	38.8	36	99.8
Total	124	23.7	115	16.2	197	29.1	178	30.6	614	99.7

Note: Total f is less than 637 because of missing values.

Note: Chi-square = 27.724; df = 12; P< 0.05.

4.4 SUMMARY

The results that were presented confirmed that learners would report a variety of classroom factors that influence their learning. Also, when the demographic variables were analyzed with the views of learners on these classroom factors, certain statements were statistically significant. Finally, it was confirmed from the results that learners would require support for the improvement of their learning.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

In the previous chapter, an attempt was made to analyze and report the results of the data collected. The aim of this chapter is to interpret the results provided and to make recommendations on the basis of these results. To this end, the discussion will be carried out in the following sequence: A discussion of the results according to the predictions made in Chapter one will be followed by recommendations and conclusions of the study.

5.1 DISCUSSION OF RESULTS RELATED TO THE PREDICTION THAT LEARNERS WOULD REPORT A VARIETY OF FACTORS THAT INFLUENCE LEARNING

In table 2, the findings of this study provided evidence that the majority of learners agreed that the physiological needs such as food, water and shelter had a significant influence on learning. In line with the above, a majority of the learners also reported that they often attended school without food and that they were concerned about what to eat after school. These revelations are very useful as it highlights the sensitive predicament some of the learners go through. The consequence of learners going to school hungry agrees with Richter (1998) who stated that there is a damaging relationship between malnutrition and cognitive development.

On the issue whether food is provided during break time, almost half of the learners responded that they were not given food during break time. Food taken during the break period is needed in order to strengthen the energy of learners to attend in class activities.

On the statements regarding safety and shelter, the study found that a minority of the learners felt that they had no conducive atmosphere to study at home, were worried about the condition of shelter, were afraid of their safety in the school, classroom and when returning home. These findings are consistent with those reached by Kirk (1997), Griesel (1999) and Richter (1998) in their studies on the influence of food, water and shelter on academic achievement. They found that a child who is hungry would be preoccupied by how to satisfy hunger rather than to concentrate in the classroom. It is believed that learners who are well fed have higher cognitive abilities than learners who are undernourished. Similarly, a child who is worried about the conditions of shelter at home or is gripped with fear of being attacked on the way back from school would not be able to concentrate well in the classroom.

When the data on the responses of learners regarding motivation was analyzed a majority of the learners confirmed that motivation by their teachers is vital for school learning (see table 3). They also agreed that schools should be providing incentives to hardworking learners in order to encourage them to perform even better. These incentives can be in the form of verbal praise, tokens, gold stars, gifts etc. This is consistent with the findings of Burden (1996) who stated that these motivating reinforcers maintain the occurrence of the desired behavior. However, a minority of the learners were of the view that they were often demotivated by a lack of support from teachers. These learners who are demotivated about learning, according to the findings of Dweck (1986), consequently could become too slow to grasp learning activities in the classroom. Therefore, teachers must be careful and sensitive to the needs of learners so that their actions are not perceived as demotivating to them.

According to table 4, a majority of the learners reported that the self-esteem of a learner does influence learning and that they had confidence to pass their examinations. This

finding on learners having confidence to pass examinations was contrary to the expectation that many of the learners were not achieving well in their examinations because of a lack of confidence. It is believed that a lack of self-esteem may result in learners showing feelings of hopelessness and anxiety and only a minority of the learners indicated that they experienced these problems. Since this is the case, it is believed that the majority of our learners should then be in a good position to learn. Furthermore, a majority of the learners reported that they had confidence to answer questions in their classes. This assertion is consistent with the belief of Woolfolk (1995) who maintains that learners with positive levels of self-esteem would be motivated learners. When learners possess positive self-esteem, they assume they are good in all areas of performances. They would be able to persevere and complete most tasks given to them.

The fourth factor as expressed by the learners that influenced learning was self-efficacy (see able 5). The findings of this study revealed that a minority of the learners disagreed with statements 1, 4, 5, 7 and 8. This is consistent with Bandura (1995) who found that learners with low self-efficacy tend to avoid tasks they perceived to be beyond their capabilities so that they selectively choose easier activities where the chances for success were greater. It is believed that the higher a learner's self-efficacy the greater would be the effort, persistence, and resilience to learn. The task for the teacher would be to encourage the learners to attempt difficult problems by providing them with more problem solving tasks.

Similarly, it is found that a minority of the learners easily gave up when faced with difficulty tasks and they found it difficult to study on their own. What this could mean is that these learners may not be capable of performing most academic tasks given to them and consequently may be deficient at using cognitive strategies.

When the data in table 6 was analyzed, a majority of learners believed that a sense of belonging, love and acceptance influence learning. The findings of this study are consistent with Schmuck and Schmuck (1997) who noted that in classrooms where teachers do not provide learners with opportunities to become responsible, where much of the learning instructions are largely formal talk, where information only comes from the teacher, where students infrequently hear one another's ideas, learners do not get the opportunity to develop interpersonal relationships.

The study also found that close to fifty percent of the learners had the perception that teachers favor other learners. Favoritism by teachers may result in animosity and hatred amongst the learners in the classroom. The learners may perceive others as competitors instead of as co-operatives in the learning environment. This result is supported by Donald et al (1997) who contended that learners in a classroom devoid of love and cooperativeness may not be able to perform to their optimum potential. This, therefore, implies that a certain number of learners in our school system bear a tremendous emotional distress as a result of perceived unfairness by the teachers in the classrooms. However, the study showed that a majority of the learners feel accepted as equal members of the class and that they learn in a friendly environment. This finding is consistent with the research conducted by Myers (1992) on the classroom environment and learners' view of science. In this case, it is hoped that the learners would be more motivated to learn.

According to table 7, a majority of the learners agreed in a number of statements that the locus of control/causal attribution influenced their learning. They were of the view that the possession of a strong internal drive is essential to obtain good marks, that success in school activities is as a result of personal effort. These are consistent with the views expressed by Donald et al (1997) on learners' locus of control. Therefore, if the learners

felt this way, it would be expected to see them perform well in school, but it is usually not so.

However, the finding revealed that a minority of the learners admitted that they had no strong internal drive to obtain good marks. These learners who have low internal drive may often feel that what happens in their lives is as a result of circumstances over which they have no control. They tend to blame teachers as being part of the reason that they have not performed as well as they should or blame lack of resources such as textbooks as responsible for their failure. The challenge for a teacher would be to help and motivate these learners with external locus of control by building on their negative mindset.

The findings of this study showed that a majority of the learners agreed that the attitude of learners towards learning plays a significant role in the learning process (see table 8). This view is in line with the thoughts of Weiner (1992) on motivation in terms of how learners interpret success or failure. In contrast, it also revealed that a quarter of the learners neglected schoolwork to engage in sports while more than half of the learners waited till examination was near before starting to study. The fact is that when learners abandon their academic work to engage in other activities, there could be other underlying problems. It could be that they are negatively influenced by the classroom culture, norms, teacher expectations, problems of group affiliation and power. The findings of this study are in line with the works of Mostert and Wahome (1998) who found that some learners may have negative attitudes towards teachers, the subject matter and themselves, and thus lack sufficient focus towards learning.

The findings of this study also showed that a majority of the learners believed that the relevance of the subject matter is quite important for learners to show interest in learning. This finding agrees with the view expressed by Mostert and Wahome (1998) on this issue.

The findings further indicated that a majority of the learners agreed that when learners perceived the information as important to them, they would endeavor to put more effort into learning. The challenge for the teacher would be to understand the different needs, values, and interests of the learners so as to use examples and topics within the domain of the learners.

The data revealed in table 10 that nearly a quarter of the learners indicated that there were too many learners in their classrooms, and thus making the teachers not to have sufficient time to assist learners in class activities. It could be that since teachers have too many learners in their classrooms it has led to the breakdown of discipline and an increase in behavior problems.

The findings confirmed the study done by Hunn-Sannito, et al (2001) on classroom size, its effect on the quality of work condition, academic achievement and students' behavior. It is believed that the teacher workloads would become more manageable and learners would receive individualized attention with smaller class sizes. The issue of making the class size smaller is a thing that should be seriously considered by the government. However, to achieve a reduction in classroom size would cost the government a great deal of money in terms of appointing more teachers and erecting new buildings. In the meantime, given that many teachers are faced with a large class size, teachers should devise strategies, such as putting learners in groups within the class where learners work together to find solutions to problems.

Finally, the findings of the study revealed in table 11 that one-fifth of the learners believed that most teachers are not prepared for lessons. When teachers enter the classroom without having prepared the lessons well, then the delivery of the lessons would be poorly executed. Teachers need to show a positive attitude towards their learners in the classroom as this helps to a large extent towards effective learning. Teachers can show a positive attitude

towards learners by responding to learners' requests, with a smile and politely pointing out the mistakes they make.

5.2 DISCUSSION OF RESULTS ON THE PREDICTION THAT THERE WILL BE A SIGNIFICANT DIFFERENCE IN LEARNERS' VIEWS OF THE FACTORS THAT INFLUENCE LEARNING BY SCHOOL, SUBURB, GRADE LEVEL, GENDER, AGE, LANGUAGE, HOSTEL OR HOME, CLASS SIZE AND GRADE REPETITION

The data obtained from table 12 indicated that one third of the home learners are concerned about the provision of food. According to the table more learners who attend school from home were worried about food to eat before going to school than learners in the hostel. This view may be attributed to the reason that perhaps many of these children come from poor economic background. Another reason could be that these learners are in the custody of foster parents who have their own children to look after and hence may find it difficult to provide enough food for everyone.

The studies also revealed in table 13 that more male learners agreed that they were worried about the safety of the school environment than the female learners. Yet, more male learners than female learners disagreed with the statement. This view could be as a result of more male learners joining gang societies with the aim of getting protection from members. Many of the gang members it is believed often carry in their possessions very dangerous weapons to school in order to defend themselves and by so doing create an atmosphere where learners become afraid of their safety.

To the question whether learners are concerned about food after school (see table 14), the highest percentage of agreement came from the age group 23 or older. It is observed that the older the learners are the more they are concerned about food after school. This could

be as a result of the policy of not admitting over aged learners in the hostel where food is provided at subsidized rate by the government. Therefore, these older learners are forced to look for alternative accommodations with friends, family relations or in some cases live in rented accommodation. As a result of their predicament, they become worried about how to make ends meet. This is indeed a worrisome revelation as this could be a possible reason why learners fail their examinations.

Apart from a lack of cognitive ability, there could be the possibility that other external factors may be responsible for this failure. One of the external factors could be that these learners are not getting adequate food and hence are worried and tense, making it difficult for them to learn.

When the data in table 15 is analyzed, it revealed that one third of those who repeated a grade were afraid of their safety when returning home from school as compared to one fifth of learners who did not repeat a grade. The learners who have repeated a grade could be more sensitive to the stigmatization associated with failure.

The data on motivation (see table 16) revealed that more male learners are demotivated by a lack of support from teachers than female learners. This could be so because many male learners may attempt to handle responsibilities on their own and tend to rely less on the assistance of the teachers whereas the female learners are often forthcoming in situations where they encounter problems. Therefore, the male learners may assume more than the female learners that they are demotivated by a lack of support from teachers. Teachers can do more to motivate the learners to learn by having an informal, individualized talk with them.

With regard to the learners' response to self-efficacy, more grade 10 learners than grade 12 learners agreed that they would prefer to be given summary notes by teachers. This is expected to be so because many grade 10 learners may not have enough confidence in

themselves to read up the topics from textbooks and make independent deductions of their own compared to the grade 12 learners who had passed the junior secondary level. There is, thus, a need for teachers to be more supportive to learners in grade 10 in order to help build their confidence.

It is also found that learners who repeated a grade tend to have a low self-efficacy. This is revealed in table 18 where many of those who had not repeated a grade confirmed that they were capable of completing most tasks given to them by the teacher than those who had repeated a grade. It should be borne in mind that as learners fail a grade, there is a defeatist feeling that they had not been able to excel, which overshadows their potential for success. As they carry along these negative feelings in their studies, it may later be observed that their academic progress is in jeopardy. The challenge for the teacher would be to work systematically on the confidence levels of the learners in the classroom.

In addition, it was found in table 19 that preference to do easier activities where there is a higher success rate increases from the age group 15-16, 17-18, to19-20 years and decreases by the age of 21-22years. It may be that, the older the learners are the less they are inclined to take chances that would jeopardize their academic results.

Responses to the views on sense of belonging, love and acceptance showed more male learners than female learners agreed that they learned in a friendly environment. This finding may be so because it is thought that females are more sensitive in the environment than their male counterparts. The challenge in this instance is for the teacher to balance responsibilities between the sexes so as not to create feelings of favoritism amongst the learners. This is supported by the statements made by Schmuck and Schmuck (1997), that classrooms where teachers do not provide learners with opportunities to become responsible, where much of the learning instructions are largely formal talk, where information only comes from the teacher, where students infrequently hear one another's

ideas, learners hardly get the opportunity to develop interpersonal relationships. The learners in this classroom will learn in fear, being afraid of the reactions of the teacher. They will not feel like a unit where they could act together in a cohesive and cooperative manner. Members of this class will tend to be divided into several groupings based on language affiliations or tribal affiliations instead of as a cooperative learning unit, sharing skills, knowledge and having positive social influences.

The study revealed in table 21 that more learners in grade 12 agreed that a lack of textbooks is responsible for failure than learners in grade 10. It could be that more grade 12 learners do a lot of background studies than grade 10 learners and as such know that without the necessary textbooks available for their studies, it may lead to poor performance or even failure. Therefore, it is important that textbooks are made available to learners on time in order for them to achieve good results.

When the data in table 22 was analyzed, it was found that more female learners than male learners agreed that success is a result of personal effort. The explanation of the result may be that more female learners possess an internal locus of control than male learners and tend to persevere longer in their studies. However, the fact that more male learners were unsure about the statement is an indication of low motivation on their part.

The study found that more learners who repeated a grade than those who did not repeat a grade agreed that a lack of textbooks is responsible for failure. The explanation could be that more repeaters possess an external locus of control than non repeaters and hence blamed their failure to a lack of textbooks. It may be said that, in any given classroom, some learners would possess an external locus of control and often feel that success or failure in the classroom is as a result of factors which they have no control. The external factors could be the lack of textbooks, the teachers grading systems, noisy study halls etc. Whereas, other learners have an internal locus of control and believe that success or failure

is due to their own personal efforts. It is obvious that when learners attribute learning outcomes primarily to external factors, they may not likely take charge of their learning. These findings are consistent with Fosterling (1985) who found that learners attribute learning outcomes essentially to their own efforts and develop abilities in that direction. This situation requires that the teacher should be mindful of the learners' locus of control and attempt to help each an every learner towards believing in their own effort.

In another revelation it was found that more male learners than female learners reported that school work does not interest them. The reason could be that more male learners may have other competing interests with their studies and as such could have less interest in school work.

More still, it was found that more male learners than female learners neglected school work to engage in sports. The deduction that could be drawn from this is that more male learners may have been influenced more by a poor classroom culture. The high expectations of the teachers may have pushed more male learners to find other avenues such as sports to release their energy. The way learners perceive the learning environment in the long run influences how they would align themselves towards learning.

The study also revealed in table 26 that more learners who did not repeat a grade than learners who had repeated a grade agreed that they waited till exam was near before starting to study. This finding is contrary to the expectation because one feels that learners who repeated a grade tended to procrastinate in their studies than those who had not repeated a grade.

The study found that more learners in grade 10 than learners in grade 12 agreed that teachers used relevant examples in the presentation of lessons. The same view is held more by learners who had not repeated a grade than those that had repeated a grade(see table 28). These findings may be explained in the light that grade 10 learners and those who had

not repeated a grade tend to assimilate every lesson with the belief that every lesson is important. Teachers should always endeavor to use materials based on learners' special interests. By so doing, learners would see the relevance of the lessons and participate fully in them.

It was found in table 29 that more learners who had repeated a grade than those who had not repeated a grade agreed that the learning materials which do not relate to learners` needs lead to failure. The deduction could be that learners who had not repeated a grade may be quick to discover relevant and important topics better than learners who had repeated a grade.

The study also revealed that more male learners than female learners agreed that teachers deliver learning materials in an interesting way. Furthermore, in table 31 it was found that more male learners than female learners agreed that a poor quality of teaching contributed to learners' failure. In both cases, it is believed that when lessons are presented poorly by teachers, or not properly researched, learners easily find loopholes in the presentation. Besides, the flow of the lessons will be haphazard and lacking in order, making such presentation uninteresting to learners. Consequently, learners will find it difficult to learn properly in such a situation.

5.3 DISCUSSION OF RESULTS ON THE PREDICTION THAT LEARNERS WOULD REQUIRE SUPPORT FOR THE IMPROVEMENT OF THEIR LEARNING.

The findings of this study revealed that learners had the perception that teachers supported those with behavioral difficulties in so many ways (see table 32). Teachers usually gave praise, gold stars, and certificates in order to correct or accentuate a desired behavior. Also, teachers provided extra time when needed to learners with behavioral problems in order not to disadvantage them in the learning process. Teachers also provided feedback on completed tasks as soon as possible so that learners know where they went wrong.

In addition to the above, it was found that teachers gave clear instructions, provided individual support when learners struggled with a difficult task, showed kindness to learners, established routine and kept it the same and sometimes invited personality figures in the society to address learners.

The study found in table 33 that more learners who had not repeated a grade than those who repeated a grade agreed that teachers gave praise etc. This could be because many of those who had not repeated a grade may have been rewarded more by teachers for their achievements in previous tests and examinations compared to those who repeated a grade.

The study also revealed that more learners who did not repeat a grade than those who repeated a grade agreed that teachers provided extra time when needed. The reason could be that many learners who did not repeat a grade often finished their task on time compared to those who had repeated a grade. It is possible that learners who repeated a grade normally need more time to complete tasks and could not be given more time. The suggestion that can be given here is that teachers should provide extra time to learners who repeated a grade in order to help them gain more confidence.

When the data in table 35 was analyzed, it revealed that more learners who had not repeated a grade than learners who repeated a grade agreed that teachers provided feedback as soon as

possible. Again the explanation could be that learners who had not repeated a grade were more willing to take in corrections given by teachers compared to those that had repeated a grade.

The study also found that learners perceived to receive psychosocial support from teachers (see table 36). For instance, teachers encouraged learners to solve problems, encouraged learners to establish independence in class activities etc. The psychosocial support provided by teachers to learners is very helpful and should continue.

However, the study revealed that teachers do not encourage learners more to make ethical judgment concerning issues such as stealing, cheating etc. To overcome this challenge, the teacher should give more responsibilities to the learners, for example making learners part of a conflict resolution team.

It is found in table 37 that more hostel learners than home learners agreed that teachers encouraged learners to solve problems in class. The deduction could be that more hostel learners are always being supervised by teachers whereas home learners spend only a part of the day at school and the rest of the day with parents or guardians. The challenge for the teacher would be to constantly check the homework done by home learners so as to help them.

The study found in table 38 that learners perceived to receive emotional support from their teachers. The teachers provided emotional support to the learners by showing respect to learners when they failed to understand a topic, among others. This attitude is needed to preserve the self-esteem of the learner.

It was further revealed that many schools do not provide soup kitchens to serve food to the orphans and vulnerable learners during break time. The lack of food during school break time may become a source of emotional problems to these learners. After break time, these learners feel very hungry in the class and this may influence their learning.

The study also found that many schools do not have a school counselor to help learners with emotional problems. School counselors are needed in schools to assist learners with emotional problems, to have a platform where they can confide in someone. The importance of a school counselor is indeed vital in any school set up.

It is revealed in the study that learners perceived to receive language support from their teachers (see table 39). Teachers use various ways to help learners with language difficulties by using simple statements, reducing the language quantity by repeating the words several times, avoiding ambiguous words etc. By applying these techniques, the learning process were enhanced or improved.

Finally, it also found that more learners within the age group 17-18 years agreed more that teachers made effort to assist learners with language problems compared to learners who are 15-16 years, 19-20 years and 21-22 years old. This could be so because many learners in grades 10 and 12 may be in this age group.

5.4 RECOMMENDATIONS

The recommendations that are provided come from the results that were reported and their discussions in the previous sections.

5.4.1 The provision of food during school break time should be implemented as soon as possible. It is true that the majority of our learners come from families in the low socio-economic status. The study found that many of these learners attend school without food. To help sustain the attention span of learners in the class, the importance of food is vital. As the school day wears on, the level of glucose in the blood diminishes. The lower the glucose level in the blood, the harder it will be for the learner to concentrate in the class. The learners who are hungry may attempt to divert attention from their hunger by performing other activities that may constitute a behavioral problem. Therefore, for effective learning to be achieved, it is

important for the Ministry of Education, in conjunction with schools, to organize soup kitchens where orphans and vulnerable learners can have ready access to food.

5.4.2 At the core of this recommendation is the suggestion that teachers should be made to undergo re-training in the form of regular in-service training so that they recognize and adopt measures that will help them to address all the factors mentioned by the learners as influencing their learning. When teachers become very conscious of these factors, it is believed that their actions and deeds would then enhance learning, instead of actions that may be perceived by the learners as divisory and alienating.

5.4.3 It is recommended that the Ministry of Education should as a matter of urgency, look into the issue of over-crowding of classrooms. The study had identified this as one of the major setbacks to effective learning as it creates room for indiscipline among learners and other behavioral problems. It is recommended that the class size be reduced from its official maximum number of 35 learners to 30 learners. This number will be quite manageable for the teacher in that he or she would be able to reach out to the needs of each learner in time.

Alternatively, a short term solution to reducing the class size would be to make certain grades of learners to attend school in the mornings and the other grades in the afternoons. This recommendation is necessary where there is no fund to build more classes. However, this measure would require the appointment of more teachers.

5.4.4 As a support strategy, Life Skills curriculum should be made a promotional subject. At the moment Life Skills is a non-promotional subject and some schools have deleted it on their timetables in order to have more teaching periods for the promotional subjects. Life Skills, when taught very well, has the potential to

enhance learners' self-esteem, self-efficacy etc. It is believed that when Life Skills is made a promotional subject, learners will benefit more from it and hence use it to improve their learning.

5.4.5 In line with the above recommendation, Religious and moral education (RME) should also be made a promotional subject. RME at the moment is a non-promotional subject, which in most cases has been replaced by other promotional subjects. RME, when fully implemented as a promotional subject, will be an ingredient that controls and shape behavior of the learners. Again, RME is tailored to assist learners with low self-esteem to develop and believe in themselves as capable of achieving success just like any other learner.

5.4.6 Furthermore, it is recommended that the Ministry of Education should make available textbooks to the learners on time. The Ministry of Education could have their own printing press which would be able to produce these textbooks at very minimal cost.

5.4.7 More still, it is recommended that the Ministry of education appoint more subject advisors who will assist teachers in areas of lesson preparations, syllabi contents etc. They would be expected to visit schools on every fortnight or on a regular basis in order to see to it that programmes discussed in their workshops with teachers are being implemented.

5.4.8 The role of parents in the education of their children is indeed a formidable one, which should not be ignored. Parents must be involved in this situation and be made to understand these factors that have been mentioned, and that influence their children's learning. As parents become mindful of these factors, they will also attempt, on their part, to encourage and motivate their children towards learning.

5.4.9 Further research to build on this study is recommended, for example, to find out additional factors that influence learning. Perhaps, the views of teachers and parents can be suggested as these will contribute to the body of knowledge. At the end of the day, when various researches have been completed on this topic, it is believed that a comprehensive solution will be achieved.

5.5 CONCLUSION

The results of this study should be taken as an indication that something tangible needs to be done in the learning environment. The Ministry of Education and teachers are encouraged to study these empirical results and attempt to formulate solutions that will enhance better learning in the classroom. Schools should implement regular and on-going selective courses for teachers to address these factors that influence learning. The Ministry of Education should as a matter of urgency provide soup kitchens in all schools to cater for the orphans and vulnerable learners and make compulsory Life Skills and RME subjects as promotional subjects.

These factors that influence learning, as mentioned by learners, are real and should not be wished away if we are totally committed to improving the performance levels of our learners. The effort put into this study will be meaningless if all stakeholders in Education do not take these suggestions very seriously in order to improve learning in the classroom.

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APPENDIX A

LEARNER QUESTIONNAIRE

Dear Learner,

Thank you for your interest and participation in this important research. The aim of this project is to examine the views of learners regarding factors in the classroom that influence learning.

INSTRUCTIONS

1. Please respond to the questionnaire as candidly as possible and should you need to explain more on any question, feel free to do so at the space provided at the end of the questionnaire.

2. Complete each question by indicating your response with an (x) in the appropriate box.

3. Your responses will be used for research purpose only. You do not need to write your name as the researcher will ensure the confidentiality of all information provided.

4. Please answer the questions as frankly as possible and do not discuss the questionnaire with other learners while completing it. Your individual opinions will be highly valued and appreciated.

THANK YOU AGAIN FOR YOUR COOPERATION!

SECTION A: DEMOGRAPHIC INFORMATION

For the following questions, please mark the appropriate box with an x, or write your answer in the spaces provided.

1. **Name of school**:

Augustineum	1	
A. Shipena	2	
Cosmos	3	
Eldorado	4	
Ella du Plessis	5	
David Bezuidenhout	6	
Concordia	7	
Centaurus	8	
Others (Please specify) (……..)	9	

2. **In which suburb is your school situated**?

Katutura	1	
Khomasdal	2	
Formerly white- only suburb	3	

3. **What is your present grade level?**

Grade 10	1	
Grad 12	2	

4. **Indicate whether you are**:

Male	1	
Female	2	

5. **Which one of the following age categories applies to you**?

15 – 16	1	
17 – 18	2	
19 – 20	3	
21 – 22	4	
23 or more	5	

6. **What is your mother tongue? (Please mark only one language**)

English	1	
Afrikaans	2	
Khoekoegowab	3	
Oshiherero	4	
Oshivambo	5	
Rukavango	6	
Lozi	7	
Others (please specify) (……..)	8	

7. **Are you staying in the school hostel or attend school from home?**

Hostel	1	
Home	2	

8. **If you are attending school from your home, how far is your home from school**?

Distance		
0 – 4 km	1	
5 – 8 km	2	
9 – 12 km	3	
13 – 17 km	4	
18 – 20 km	5	
more than 20km	6	

9. **What is the number of learners in your class?**

15 – 20	1	
21 – 25	2	
26 – 30	3	
31 – 35	4	
36 – 40	5	
More than 40	6	

10. **Have you ever repeated a grade in your school career?**

Yes	1	
No	2	

11. If your answer to question 10 is "yes" please state the grade or grades that you have repeated?

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12. Have you at any time in your school career thought of quitting school?

Yes	1	
No	2	

13. If your answer to question 12 is "yes" please state the reason why you thought of quitting school?

SECTION B: VIEWS REGARDING FACTORS THAT INFLUENCE LEARNING IN THE CLASSROOM

Please indicate your extent of agreement or disagreement with each of the statements below by marking the box with an x that best matches your view.

VIEWS	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1.0 **PHYSIOLOGICAL NEEDS**					
1.1 Physiological need of learners influence learning in the class room.	1	2	3	4	5
1.2 I attend school often without taking any food in the morning.	1	2	3	4	5
1.3 There is provision of food to the learners during school Break time.	1	2	3	4	5
1.4 I am often concerned about what to eat after each school day.	1	2	3	4	5
1.5 There is a conducive atmosphere to study at home.	1	2	3	4	5
1.6 I am worried about the condition of shelter at home.	1	2	3	4	5
1.7 I am afraid of my safety when returning home from school.	1	2	3	4	5
1.8 I am afraid of my safety in the classroom.	1	2	3	4	5
1.9 The school environment is safe for me.	1	2	3	4	5
2.0 **MOTIVATION**					
2.1 I believe that the motivation of a learner may influence learning.	1	2	3	4	5
2.2 My teachers give me encouragement in my studies.	1	2	3	4	5
2.3 The school gives incentives to hard working learners.	1	2	3	4	5
2.3 I am demotivated to learn because of lack of support from the teachers.	1	2	3	4	5
3.0 **SELF-ESTEEM**					
3.1 The self esteem of a learner may influence learning.	1	2	3	4	5
3.2 I have confidence in my ability to pass examinations.	1	2	3	4	5
3.3 I have a feeling of hopelessness and anxiety towards learning.	1	2	3	4	5
3.4 I have a feeling of fear when faced with problem solving Tasks.	1	2	3	4	5
3.5 I have confidence to answer questions in the classroom.	1	2	3	4	5
3.6 I feel scared in the classroom.	1	2	3	4	5
4.0 **SELF-EFFICACY**					
4.1 I am capable of completing most tasks given to me.	1	2	3	4	5
4.2 I find it difficult to study on my own.	1	2	3	4	5
4.3 I avoid tasks that I think are beyond my capacity.	1	2	3	4	5
4.4 I prefer to do easier activities where chances of success are greater.	1	2	3	4	5

VIEWS	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
4.5 Even when there is textbook available for that subject, I prefer that the teacher provide summary notes.	1	2	3	4	5
4.6 I easily give up when faced with difficult learning tasks.	1	2	3	4	5
4.7 I like to struggle with a difficult task until I get it right.	1	2	3	4	5
4.8 The self-efficacy of learners influence learning in the class room.	1	2	3	4	5
5.0 **SENSE OF BELONGING, LOVE AND ACCEPTANCE**					
5.1 The sense of belongingness, love and acceptance could influence learning.	1	2	3	4	5
5.2 I feel accepted as an equal member of the class.	1	2	3	4	5
5.3 I learn in a friendly environment.	1	2	3	4	5
5.4 I feel that the teacher sometimes favors other learners when giving out marks, duties etc.	1	2	3	4	5
5.5 I believe that my teachers views of my ability affect my effort to learn.	1	2	3	4	5
5.6 My teacher encourages learners to provide solutions or ideas to problems.	1	2	3	4	5
6.0 **LOCUS OF CONTROL / CAUSAL ATTRIBUTION**					
6.1 I believe that the locus of control/causal attribution of a learner influence learning in the class room.	1	2	3	4	5
6.2 I believe that teachers contribute to my failure.	1	2	3	4	5
6.3 I believe that lack of textbooks are partly responsible for my failure.	1	2	3	4	5
6.4 I feel that my success is as a result of my personal Effort.	1	2	3	4	5
6.5 I have a strong internal drive to obtain good marks.	1	2	3	4	5
6.6 I believe that my success is within my control.	1	2	3	4	5
7 ATTITUDE OF LEARNERS TOWARDS LEARNING					
7.1 School work does not interest me.	1	2	3	4	5
7.2 I often neglect my school work to engage in athletics, soccer etc.	1	2	3	4	5
7.3 I often wait until the examination is near before starting to study.	1	2	3	4	5
7.4 The attitude of a learner towards learning could influence learning.	1	2	3	4	5
8.0 **RELEVANCE OF SUBJECT MATTER**					
8.1 Most of the topics that we learn about in class are important to me.	1	2	3	4	5
8.2 I participate in class activities when I see the benefits.	1	2	3	4	5

8.3 My teachers present topics in an interesting manner.	1	2	3	4	5

VIEWS	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
8.4 My teachers use examples in class that are relevant to me.	1	2	3	4	5
8.5 I believe that the relevance of subject matter influence learning.	1	2	3	4	5
9.0 **CLASS SIZE**					
9.1 There are so many learners in my class that my teachers do not have enough time for me.	1	2	3	4	5
9.2 Overcrowding in classroom has led to a breakdown of discipline in my class.	1	2	3	4	5
9.3 My classroom size is large and this leads to much behavior problems.	1	2	3	4	5
9.4 My classroom size affects my results at the end of year.	1	2	3	4	5
9.5 I think that the class size has influence in learning.	1	2	3	4	5
10.0 **TEACHER FACTORS**					
10.1 I believe that teacher factors have an influence on learning.	1	2	3	4	5
10.2 My teachers are often not prepared for lessons.	1	2	3	4	5
10.3 My teachers deliver the learning material (lesson topics) in an interesting way.	1	2	3	4	5
10.4 My teachers show a positive attitude in class.	1	2	3	4	5
10.5 A poor quality of teaching contribute to learners failure	1	2	3	4	5
10.6 Learning materials that do not relate to learners need Contribute to failure among learners.	1	2	3	4	5

SECTION C: SUPPORT PROVIDED BY TEACHERS TO LEARNERS IN THE CLASSROOM

Please indicate your extent of agreement or disagreement with each of the statements below by marking the box with an x that best matches your view.

VIEWS	Never	Rarely	Often	Always
1.0 **BEHAVIORAL SUPPORT**				
1.1 My teachers give praise, certificate, gifts etc to show appreciation of good work.	1	2	3	4
1.2 My teachers provide me with extra time as needed to to complete my tasks.	1	2	3	4
1.3 I receive feedback on completed work as soon as possible.	1	2	3	4
1.4 I receive clear instructions when undertaking class activities.	1	2	3	4
1.5 My teachers give me individual support when I struggle to master a specific learning task.	1	2	3	4
1.6 My teachers show the class kindness and love.	1	2	3	4
1.7 My teachers establish a routine and keep it the same from one day to another.	1	2	3	4
1.8 My teacher invite personality figures in the society to address us on good behavior.	1	2	3	4
1.9 I do not have any influence on the instructional material that are used by the teacher.	1	2	3	4
1.10 Efforts are made by teachers to assist learners with behavior problems.	1	2	3	4
2.0 **PSYCHOSOCIAL SUPPORT**				
2.1 My teachers encourage me to solve problems in the classroom.	1	2	3	4
2.2 I am encouraged to establish independence in class activities.	1	2	3	4
2.3 I am encouraged to make ethical judgments by resolving actions such as stealing, cheating, protecting a friend etc.	1	2	3	4
2.4 I am not re-assured by my teachers that I can make a success in school work.	1	2	3	4
2.5 The teachers do not encourage learners to share skills, knowledge and ideas.	1	2	3	4
2.6 My teachers gossip about other learners' needs and academic performance with me.	1	2	3	4

VIEWS	Never	Rarely	Often	Always
2.7 Efforts are made by my teacher to assist learners with social problems.	1	2	3	4
2.8 I do not have religious and moral education as a subject (RME).	1	2	3	4
2.9 Life skills as a subject are never taught in my class.	1	2	3	4
3.0 **EMOTIONAL SUPPORT**				
3.1 I am shown respect even when I fail to understand a topic.	1	2	3	4
3.2 My school provides a soup kitchen during break time to feed learners from homes identified to be in need.	1	2	3	4
3.3 My school does not have a school counselor to help learners with emotional problems.	1	2	3	4
3.4 Learners who stay in the hostel are given mid-morning snacks during break time.	1	2	3	4
3.5 I am allowed to experience responsibility in both analyzing of problems and evaluating my performance.	1	2	3	4
3.6 Efforts are made by my teachers to assist learners with emotional Needs.	1	2	3	4
4.0 **LANGUAGE SUPPORT**				
4.1 Whenever I have a language difficulty, my teachers support me by using simple statements and avoid too much details.	1	2	3	4
4.2 My teachers help me to master the language difficulties by making me repeat the words several times on radio tapes.	1	2	3	4
4.3 My teachers help me overcome language difficulties by exposing me to several activities on radio tapes.	1	2	3	4
4.4 Efforts are made by teachers to assist learners with language problems.	1	2	3	4

SECTION D: FURTHER SUPPORT NEEDED BY LEARNERS

1.1 What are the main reasons for your academic success or failure?

1.2 Do you need additional knowledge or support on how to improve your learning in the classroom environment. If so, please write down the kind of support you want.

1.3 If there are any other comments you may wish to add, feel free to add them below.

Thank you so much for your time.

APPENDIX B

REQUEST FOR PERMISSION

01 March 2006

The Director
Ministry of Education
Private Bag 13186
Windhoek

Dear Madam,

RE: PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH PROJECT IN KHOMAS EDUCATION REGION

I am an M. Ed student at the University of Namibia. I am intending to conduct an educational research for my dissertation in order to fulfill the M. Ed requirements.

My research topic is: "Factors in the classroom that influence learning in khomas education region". This study will be done through a questionnaire aimed at finding the views of learners on the factors in the classroom that influence their learning. This study is significant more so at this time when various stakeholders in education are trying very hard to see to it that the quality of education is improved. The study will be highly useful to the learners, as the findings from the research will contribute towards improving learning in our schools.

The study will target six senior secondary schools chosen at random from Katutura, Khomasdal and previously white-only schools. From these schools a sample of 700 grade ten and twelve learners will be given the questionnaires.

My supervisors are: Dr. A. D. Möwes (0812615557)
Dr. L. Mostert (061) 206367)
Prof. R. F. Zimba

Your permission to conduct the proposed research in these schools under your jurisdiction is hereby sought. Your response in this regard will be highly appreciated.

Yours sincerely

MR. S. C. NWIHIM
STUDENT NO: 200137344