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RETHINKING THE SOURCES OF DISAFFECTION
AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Rethinking the Sources of Disaffection
Among Secondary School Students

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This work is a study aimed at investigating whether there is disaffection among black adolescent secondary school students in six secondary schools in the Phuthaditjhaba area of the eastern Free State Province of South Africa. Disaffection is viewed as the feeling of displeasure students have towards schooling and its activities arising from negative perceptions of and experiences in school. To investigate this issue, a survey was conducted among two carefully selected samples of students and teachers. In this survey, information was sought on demographic features of the representative student and teacher group. The questionnaire directed to the students contained an adapted form of Mau's Student Alienation Inventory to assess the extent to which students felt powerless, perceived meaninglessness and experienced normlessness, as well as the degree to which they were socially disconnected from others at school. The results obtained were numerous and varied but confirmed that some students were prone to disaffection as a result of both personal factors and school factors. In particular, the study underscored that some demographical factors – namely, students' ages, class size, family background, etc. could render them prone to disaffection.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Introduction

Over many decades the Black population of South Africa was subjected to a dehumanizing apartheid system. As is the case with any political dispensation, apartheid became the rock on which most systems in South Africa rested, including the pre-1994 education system (Herd, 1990). This education system, established according to the now defunct Constitution of the Republic of South Africa, Act No.110 of 1983, had both first world and third world components (Steyn, 1998). The first world component comprised the three education departments which provided education exclusively for the Whites, the Indians, and the Coloureds, while the third world component consisted of about 11 education departments for Blacks (Steyn, 1998).

Marais (1998, p. 145) contends that these "departments of education created disparities and discrimination in society which had a profound impact on the nature and provision of education". The disparities in question resulted in White students receiving high quality, heavily resourced education, while Black learners were educated in inferior and extremely under-resourced schools.

Herd (1990), Botha and Cilliers (1993), and Steyn (1998) identify a number of problems that plagued Black students, including:

- Poor and inadequate educational conditions;

- Under-qualified teachers;

- Not being allowed to learn in their home languages but, instead, being subjected to English as a medium of instruction;

- Severely disadvantaged environments in which they lived, in which they suffered from poor nutrition and a lack of stimulation, security, love, and support.

The educational experience of Black students in South Africa took place in poor and alienated educational conditions. According to Mokgalabone (1999) poverty refers to a lack of physical, human, and public service resources, which culminate in an extremely low standard of living such that the incumbents are powerless to change their circumstances. Williamson and Cullingford (1997) conceptualize alienation to imply a misfit between the individual and the institution. The institution – in this case, the education system – was alien to the Black students, as it neither fulfilled their needs nor met their expectations. Black learners experienced adverse development and under-achievement as a result of these poor and unsuitable conditions.

The educational system under apartheid was unable to provide for the needs of Black students and became ridden with problems. Herd (1990) lists some of the problems that occurred in Black schools – including the inadequacy and poor conditions of school buildings; an uninspiring bureaucracy which hindered progress, and the schools' virtual stagnation, as the question of who was to pay for their education was interminably debated.

Language disparity was another factor that distinguished education for Whites from that for Blacks. While White students received their education in their first language, Black students had to study and take exams in English, a language which was often their third or fourth. The consequence was naturally poor academic results for Black learners.

Considerable discontent with the educational system finally exploded in the 1970's and students took to the streets to demonstrate their disgust with apartheid education. The student uprisings caused enormous instability in schools. The students demonstrated their utter rejection of the education system and finally threw that system into disarray. Black education in South Africa ground to a halt for almost two years in the late 70's. When schools finally reopened, they were in deplorable condition and, for Blacks, were worse than ever.

In the new democratic South Africa, the lot of Black students has greatly improved in a number of respects, but is still far from ideal. There are still many educationally disadvantaged Black students, and they are facing many of the same problems they did before 1994. Education conditions are still extremely impoverished and inadequate in many areas. The majority of teachers are still under-qualified, and schooling is largely in English, a foreign language for most Blacks. Furthermore, many young Black students continue to live in severely disadvantaged environments where they suffer poor nutrition and a lack of intellectual stimulation, security, love, and support. As a result, Black students have experienced and continue to experience adverse educational development. Samuel, cited in Smith and Pacheo (1996), argues

> A climate of learning needed to be encouraged and developed to establish a new society. Education and learning are social activities and if the appropriate climate is not created after years of destruction and devastation, then we will not be able to rebuild and create a new society. (p. 163)

The restoration of a climate conducive to education and learning became the new order of the government. The document called *Campaign on the culture of teaching and learning* (South African Department of Education, 1997, p. 3) affirms that "the restoration and enhancement of the culture of teaching and learning has been an explicit

objective of the Ministry since May 1994, and all the work of the Department and the provincial departments is directly or indirectly devoted to this task". Therefore, since 1994, there have been numerous endeavors by educational authorities to address the needs of the educationally disadvantaged learners. This led to a campaign – called, "COLTS" (Culture of learning, teaching, and service) being conceived and instituted in 1996 to redress the educational imbalances of the pre-1994 era, as well as to reinstate the affection towards education that seemed to have waned when the people were fighting the apartheid system. COLTS was launched by President Mandela in February 1997, as a national three-year campaign, and became the main objective of the transformation of the system of education in post-apartheid South Africa, targeting the following concerns:

- Dedication, motivation, discipline and commitment in learners, educators and civil servants alike;

- Advocating and capacitating the democratically elected school governing bodies to ensure parental and community participation, and foster environment conducive to learning and teaching;

- Creation of a crime and violence-free learning environment which cherishes a respect for the basic human rights;

- Development of a South African Education Charter, which will express the education values of the citizens of the country (Policy Reserve Fund, 1998)

This is to say that COLTS was introduced with the intention of bringing about parity among all sectors of the population, and to rebuild the morale and the motivation of all the disaffected learners, parents, teachers, and civil servants. It can safely be said

that COLTS is analogous to the efforts of "school effectiveness research" (Cooper, 1993, p. 22).

COLTS was not abandoned when its prescribed three-year period elapsed in 1999, but was left to the control of the provinces, which still advocate its use to date. The Ministry went on to design and introduce another program – namely, Tirisano, to deal with other pertinent problems in education (South African Department of Education, 2002). The Tirisano program consisted of five sub-programs, the second of which embodies COLTS, which was not discarded as it was found to have born some desirable results. In short, the Tirisano programs included:

- HIV/AIDS;

- Schools effectiveness and educator professionalism;

- Literacy;

- Further and higher education; and

- Organizational effectiveness of the national and provincial departments.

However, problems still abound in education, particularly in Black circles. Considerable attention needs to be devoted to secondary schools, as the at-risk adolescent students largely populate this level of schools (Goodenow, 1993; Chigwedere, 1996; Manning & Baruth, 1996; Goldberg, 1999). Students appear to be more problematic at this level than at the lower primary levels. Studies have shown that adolescents are prone to different crises as they attempt to negotiate their ways towards adulthood (Ackerman, 1992; Marais, 1998).

Secondary school marks the certification and exit point from basic and formal schooling. In particular, the grade 12 level is the highest and final level of school, which

attracts considerable attention and publicity as it indicates the success or failure of the school system. It is at this level of the school system that the students' future success is determined. Those who do well in secondary school see doors open to them upon graduation; those who fare badly see doors closed.

It is extremely important to future South African success that the country's secondary schools work well and produce confident, capable graduates. For this to happen, schools have to meet a number of conditions. According to Herd (1990), a normal and successful school has the following characteristics:

- Committed staff prepared to make extra sacrifices in the interest of students and the school;

- Adequately constructed and maintained buildings that provide an environment that is conducive to learning;

- Interested and motivated parents who involve themselves willingly in the affairs of the school;

- Enthusiastic and motivated students who take pride in their education and schooling;

- Support from the authorities; and

- Funding.

All of these needs must be addressed in order to improve Black education to the point where is equal to that formerly received by South African Whites. However, as post 1994 COLTS experience has shown, any attempt to address these needs simultaneously is doomed to fail. Both the COLTS and Tirisano programs, holistic as they may be, have largely focused on the external symptoms and have not reached the core of the problem

that continues to plague Black students – namely, their gross neglect of schooling. The symptoms still abound as Black students still record below-average academic performance, vandalize property, have conflicts with school authorities, indulge in disruptive behavior, truancy, and so on. The needs of the disadvantaged Black students of South Africa must therefore be ranked according to importance and addressed in that order.

One of the primary needs to be addressed is that of student apathy and disaffection. If students do not come to school determined to learn and stay in school until graduation, all of the funding and resources in the world will not make a difference. It is for this reason that this study will investigate the causes and extent of apathy and disaffection displayed by Black secondary students with regard to their schooling. It is only when the causes of disaffection have been identified that steps can be taken to improve educational conditions in Black secondary schools.

In conclusion, this study will attempt to unravel the problem of disaffection and find out what the possible causes of this epidemic may be. In particular, the study will attempt to find out whether the problem is with the individual students, with the schools, or whether the problem is with both individual students and the institution. To answer these and other questions, two sets of questionnaires were given to two groups of subjects – namely, students and teachers. In this questionnaire they were required to furnish some demographic facts about themselves and also to indicate their opinions about both themselves as well as the schools in which they spend considerable time.

Author Profile

Molefi Mofokeng is a product of this education system. Born and reared in a small north eastern Free State town of Reitz, he obtained primary education at Reitz Bantu Community School from 1965 to 1972. In 1973, he moved to Qwaqwa, which was a former Bantustan for the Basotho population group, to pursue secondary education at the end of which he obtained a matriculation certificate in 1977.

Due to lack of funds, he could not continue with full-time studies at a tertiary level but had to seek employment. In any case, he did pursue tertiary education through part-time study. In 1978, he enrolled at a Teachers' College and obtained a Primary Teachers' Certificate (PTC) in 1979. This gave him confidence to enroll in University, obtaining a Bachelor of Arts (BA) degree in 1989. He continued with undergraduate studies and obtained a Bachelor of Education (BEd) degree in 1991. Feeling an impetus to continue, he obtained a Bachelor of Arts (Psychology) in 1996.

In 1978, the Qwaqwa Department of Education employed him as an unqualified teacher for mathematics and science, as there was a chronic shortage of teachers in this field. He has been teaching in secondary school ever since and has amassed a wealth of experience, particularly with regard to teaching secondary school students. In 1989, he was promoted to a higher post – namely, a Head of Department for Natural Sciences. In 1998, he became a Principal of a secondary school, the portfolio that he still holds at the present moment.

Definition of Terms Used in This Study

Adolescent refers to an individual whose developmental level is at a period between the onset of puberty and entry into adulthood.

Apartheid: The pre-1994 political system that was constitutionally promulgated and advocated for discrimination along racial, religious, and many other faculties.

Basotho: One of the African ethnic groups in South Africa.

Bantustan: A term used to refer to an area reserved exclusively for citizenry of African groups, under apartheid.

Blacks: A term, which refers to all disadvantaged groups in South Africa – namely, the Africans, Indians, and Coloreds (people of mixed race).

Certification: A process of awarding certificates to mark completion of Secondary education and signifying entry to tertiary education

COLTS: An acronym for Culture of Learning, Teaching, and Service, which was an educational program introduced in 1997 to restore a culture of learning, teaching, and service in schools.

Curriculum: Term used in South Africa to refer to a Government approved and prescribed list of subjects or subject group that a student may choose at school.

District Council: The name used to refer to one of the five regions into which the Free State Province is divided for the administration of education.

Free State: One of the nine provinces of South Africa.

Grade 12: The final level of secondary education marked by certification – called Matriculation, which qualifies a student to enter tertiary education.

Grade R: The first level of formal school that occurs before grade 1

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Learner: A term popularly used to refer to students in grades R to 12 in South Africa.

Matriculation: A process of passing the grade 12 level of secondary school and qualifying for admission into University.

Primary school: The name formerly given to the phase of school which provided education from grade R (Pre-school year) to grade 6.

Qwaqwa: The name of the Bantustan formerly designated for the Basotho group in South Africa.

School Management Developer: A term given to an inspector of schools in the new system of government.

Secondary school: The name formerly given to the phase of school which provided education from grade 7 to grade 12.

Under-qualified: A term used to refer to a teacher who possesses professional qualifications that are classified as falling below the minimum level (Relative qualification value 13) required for teaching at any school. This includes professional training of less than three years that was offered in the past.

Unqualified: A term used to refer to individuals who do not have professional qualifications.

Whites: A term used to refer to people of European descent who live in South Africa.

CHAPTER 2

LITERATURE REVIEW

Politics, Economics and Education

Nina (1999) says:

> South Africa's history was the tale of two cities, of two people, indeed, of two countries. In fact, South Africa's treatment and handling of conflicts of the past was fundamentally determined by skin colour. Black children were the direct victims of the apartheid regime due to their involvement in the politics of liberation. As such, they operated freely and without the regulatory role of the state, and in many cases of the family itself. The price paid for this involvement, as can be expected, was a high degree of repression, oppression and alienation. (p. 1)

For decades the apartheid system in South Africa inculcated the notion of a divided society mainly along racial lines. This system defined power relations that were to exist between the black and white population groups. Moreover, this system became the basis for determining further policies, laws, and the commands of everyday life. Oversimplified, the apartheid system bore a distinct separatism and discrimination paradigm between the black and white groups in South Africa. In the words of Steyn (1995) "Past statements by Sir George Grey during the colonial period, Langham Dale, a former Superintendent General of Education in the Cape (1889), General Smuts (1922) and Dr. Verwoerd (1953) all point to the undisputable maintenance of white superiority and supremacy" (p. 23).

Nina (1999) and Chikane (2002) analyze the development of the politics of South Africa as having gone through a number of stages – namely, the period of peaceful resistance in 1961 – 1976; the era of open and radical resistance in 1973 – 1983, which culminated in the 1976 Soweto uprisings; the period of intensified protagonist role in 1983 – 1990; the era of political transition from 1990 to 1994; and the period after 1994,

marked by the institution of democracy in South Africa and attempts to develop a comprehensive education policy for children.

Woodbridge (1995) says that politics dominated the troubled history of South African education under the apartheid white minority rule – such that, new policies are needed to reverse the trend. Steyn (1995, p. 22) suggests that "The implications of paradigm shifts on the socio-economic fabric certainly do not leave education completely unaffected. Various ideologies, policy stands, perceptions, accents or traditions of thought are reflected in a wide range of problematic education issues". Indeed, politics have exerted considerable influence on the development and provision of education in South Africa, as Mungazi, cited in Mashile and Mellet (1996, p. 223), confirms "the political, social and economic conditions have a profound impact on the development of education".

That education to which black students were subjected was inferior should not be surprising. As Molteno (1987, p. 5) explains "black schools function to reproduce the sort of workers desired by capitalism", while Steyn (1995, p. 23) augments that black education was "meaningful only in so far as it could function as a feeder for the white economy". In collaboration, Woodbridge (1995) cites an excerpt from the White Paper on education and training that "the denial of equal citizenship and equal rights to all South Africans necessarily involved the denial of equal education rights" (p. 192). Steyn (1995) continues to say that this substandard education has aggravated the distrust in education and limited the opportunities for black students to enroll into higher education.

It can be surmised that the struggle for political and economic liberation in South Africa was fought in most institutions of society – such as, the workplace, churches, civic

structures, political organizations, and schools. The salient point of this long and tedious

liberation struggle occurred during the students' boycotts of 1976 and 1980, which

Molteno (1987) insists elicited a tremendous impact on the transformation of schooling as

well as the society's political and economic structures. In particular, the students were not

boycotting schooling per se but black education in general, whereby they suspended it in

some way and substituted "it with their own spontaneous experiment in education for

liberation" (Molteno, 1987, p. 7).

Students took control of education and demanded that student representative

councils (SRCs) be instituted in schools and that these councils should both be

recognized by the authorities and have a definite say in how these schools were to be run

(Molteno, 1987). This position is supported by Mncwabe (1990), who claims that the

educational system shapes the way in which young people interpret and experience the

world, as well as the meaning that they attach to the things that they observe. Thus

politics, economics, and education are inextricably bound – such that, it would be

virtually impossible to see these important aspects in isolation from one another.

In confirming the political and social crisis, Mashile and Mellet (1996) contend

that "This political unrest was expressed through students, parents, civics, and political

organizations and teachers' struggle against the so-called Bantu (Apartheid) Education"

(p. 223). The turmoil that existed in South Africa then was to plunge the country's

education into disaster, as the students were to become embroiled in political unrests,

which intensified with time to the extent that they completely eroded the culture of

learning in schools. Of course, this was an effective tool that epitomized the demise of

the apartheid regime. It was unfortunate that it bore undesirable consequences for education, particularly among black students.

Steyn (1995), however, asserts that South African education is, at the present moment, trying to strike a balance between two extremes – namely, that of striving to pursue the elitist standards which were formerly enjoyed by whites and/or reinstating the educational equality of all people. It seems that the challenge facing the providers of education in this country is to achieve equality in education while, at the same time, maintaining its quality.

Student Disaffection

Media abound with reports of instances of student disaffection in diverse countries. Donaldson (2002) posits one other typical case of student disaffection at a UK school:

> Two-and-half years ago, Miles Loureiro would saunter late into classes at London's North Westminster School and without the required books. That's when he bothered to turn up at all. He would brawl to win the respect of his peers. He often carried a knife or knuckleduster, knowing that the worst punishment he could face for this was exclusion. Given his performance, it was likely that Loureiro would leave school without passing a single school-leaving examination. (p. 6)

On a more local level, there is the case of Thomas. Thomas is a grade 12 student at Thahameso Secondary School. He arrived in 2001, when he was admitted to grade 11. He is 19 years of age and comes from a poor and destitute family in the school's neighborhood. Since he arrived at this school, he has exhibited a number of disruptive behaviors that include confrontations with teachers, using foul language, and fighting, playing truant, and presenting substandard work performance. Recently, he was banished

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from a grade 12 students' camp as a result of his undesirable behavior, after boldly and unashamedly declaring that he abused alcohol and dagga, and, also, swearing at a male teacher. An inquiry into the undesirable conduct of this boy revealed that he was expelled for similar offences from his former school. Of course, he did not disclose this information when he was applying for admission to this school.

Thomas and Miles have much in common. Both confirm Pickle's (1992) assertions that "disaffection from school is a problem giving rise to growing concern" (p. vii); disaffection "has probably always existed in our institutions" (p. 5). However, both case studies illustrate only a few typical instances of student disaffection which teachers are likely to encounter at schools. Carley (1994, p. 221) contends that "Many high schools have a subgroup of students who are caught up in a process of alienation".

Furthermore, Pickles (1992) notes "Disaffection is a word we now use to describe the discontent and alienation of some members of an organization from the general norms of that organization" (p. 1). It is a reversed affection, implying "a negative state of something that was once positive. Thus affection for something has been reversed to become disaffection" (Barret, 1989, p. xiv).

Other terms too are used to imply the same state of disenchantment of students. For instance, Mau (1992), Goodenow (1993), Mashile and Mellet (1996), Williamson and Cullingford (1997), and Voelkl (1997) use the term 'alienation'. Voelkl (1997) and Goodenow (1993) introduced the term 'disidentification' to imply the same idea. Other authors regard 'alienation' as the term applicable to a more advanced or graduation stage of disaffection. For instance, disaffection begins in its passive form when the student

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withdraws his or her engagement from school. Pickles (1992) describes what happens here:

> The student does not act out his or her frustrations or challenges, but withdraws into a more private 'personal world': the student simply does not engage outwardly with school life. This is the quiet, withdrawn student, sitting at the back of the class, not participating in any of the activities, or carrying them out in a perfunctory way. (p. 4)

From the passive form, the student may progress to an active form of disaffection when he or she starts to act out the unresolved conflicts. Once more, Pickles (1992) elaborates, "Active disaffection is often the more visible and certainly it can create the greater problems for the classroom teacher or school manager. Active disaffection means that the student's behaviour is acted out...", taking "the form of verbal or physical abuse often directed towards teachers, outright refusal to cooperate, damage to school property and equipment, and truancy" (p. 4). Disaffection culminates in alienation when students perceive that negotiable options have ceased and, subsequently, they become highly resistant to help (Barret, 1989).

Schools may succeed or fail as a result of the extent to which those involved in them – namely, parents, teachers, and students – are positively or negatively affected by them. When students are affected positively by the school, they observe and uphold the school's norms, engage fully in all its activities, realize its goals, execute its mission, and, subsequently, succeed. Schools succeed if their students do well.

In contrast, students are disaffected if they disregard the school's norms, values, and mission, and disengage themselves from all of its activities. Instead, they enact all forms of aberrant behavior which cause them to come into conflict with the authorities and other students at school. "... thus instead of affection for the activities of schooling,

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disaffection implies a dislike and hence a turning away from the activities and learning

expectations of the classroom and school" (Barret, 1989, p. xiv). These disaffected

students perceive schools as unfit, as they are not responsive to their needs. Cooper

(1993) argues, "When looked at from the pupils' viewpoint, schools are often portrayed

as dehumanizing places", and disaffection tends to be regarded a "rational response to

intolerable circumstances" (p. 16).

Reid (1986) defines disaffected students as those who are often in trouble at

school or who cause concern to the authorities because of their perpetual absence from

school, disruptive behavior, and a myriad of other unacceptable behavior. Although the

disaffected students are always "in a minority within the institution's population", Pickles

(1992, p. 1) says that their behavior is likely to threaten the stability and existence of the

entire institution, the fact of which, Reid (1986) contends, captures considerable attention

of the school authorities.

Pickles (1992) adds:

> Non-conformity with the established rules and norms is an issue for nearly every
> school. The school experiences the problem as violence and aggression, bullying,
> conflict, vandalism withdrawal, non-cooperation, unauthorized truancy and
> absences. (p. 5)

This is to suggest that student disaffection includes a notion of the students'

disengagement from their institution, particularly when they lack appropriate

'connectedness' with its goals and mission. They manifest the disenchantment and

disgust they feel towards their school in a number of aberrant ways – including,

absenteeism, truancy, antisocial behavior, and the gross neglect of schooling (Reid, 1986;

Barret, 1989; Pickles, 1992). Voelkl (1997) supports this:

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In certain settings we are seeing a common pattern that includes low levels of motivation and interest and the denigration of school values accompanied by failure to participate fully in the curriculum and inattention and disruption in the classroom. These attitudes and behaviors may be followed by forms of student withdrawal including truancy, absenteeism, and dropping out. They may also be accompanied by more extreme behaviors such as carrying weapons to school, selling and using drugs, and juvenile delinquency. All of these behaviors may be associated with students' feelings of not belonging in school and not valuing school and school-related outcomes. (p. 294)

Mau (1992) also adds:

Alienation has been defined as 'free-floating and global human condition, explaining aberrant behavior ranging from disconnections from work assignments to political disenchantment. Alienation has also been defined as powerlessness, social estrangement, and other multidimensional feelings related to a specific context. Is alienation in the school context a global or multidimensional construct? Despite increasing indicators of student alienation in terms of absenteeism, violence, and poor academic performance, limited research has focused on a multidimensional construct and even less on a global construct of alienation. (p. 731)

Four dimensions of alienation have been identified which Mau (1992) believes to "seem applicable to a school context: powerlessness, meaninglessness, normlessness, and social estrangement" (pp. 731-732). Pickles (1992) affirms, "The student experiences the problem as boredom, irrelevance, lack of understanding, disinterest, lack of sympathy, and powerlessness" (p. 3). Voelkl (1997) adds:

The student who disidentifies from school may not have a sense of belonging or of valuing school; the youngster does not feel like an accepted member, has little or no sense of fitting in, does not feel comfortable or adequate in the school setting, fails to incorporate school into his or her self-definition, may feel anger or hostility toward school, would rather be in a setting other than school, has little feeling of commitment, and may be distrustful and suspicious of the institution and those who represent it. (p. 296)

Voelkl (1997) also attempts to measure the construct – student identification, by means of her "Identification with School questionnaire" (p. 302) which consisted of 16

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items. In this inventory, 9 items "reflected feelings of belongingness in school" and the "remaining seven items reflected feelings of valuing school and school-related outcomes" (p. 302). Voelkl (1997) acknowledges that some 3 items of her inventory "were adopted and modified from the Psychological Sense of School membership questionnaire developed by Goodenow (1993)" (p. 302).

Incidentally, Goodenow's (1993) Psychological Sense of School Membership Scale (PSSM) consisted of 18 items all of which reflected "issues raised by the research literature", and which included, in particular, items – such as " perceived liking, personal acceptance, and inclusion" and also " respect and encouragement for participation ... and involved the perceived response of other students ... as well as of teachers and other school personnel" (p. 82). Most items in all these inventories mentioned use a 5-point Likert scale or multiple response format.

Mau (1992) explains that students feel powerless when they cannot influence decisions taken about them. They experience this powerlessness when they merely have "to conform to the established rules and norms of their school," have "little choice with regard to their attendance at school," have "limited choice as to which school to attend...," and have only a limited choice as to the subjects which are to be studied since many are compulsory," and, also that "the basic rules and requirements of the school are established by politicians and governors; the forums within the school at which these topics are discussed frequently exclude the students" (Pickles, 1992, p. 3).

Meaninglessness occurs when students cannot link the present circumstances in which they live with their expectations of the future. Mau (1992) notes "students

experience meaninglessness when school activities are not linked to future activities" (p. 733).

Normlessness occurs when students deliberately disregard the norms and rules of the school, and instead aspire to perform socially unacceptable actions to achieve goals. Citing Epperson and Brickman and Bulma, Mau (1992) writes, "In a school context, normlessness refers to students' rejection of the legitimacy of school officials to make decisions for them" (p. 733).

Social estrangement refers to the lack of or minimal participation of the students in school activities as well as their inability to integrate in the friendship network (Mau, 1992).

Mau (1992) summarizes:

Students experience powerlessness when they are in coercive situations, and normlessness when they reject official school norms. They experience meaninglessness when they see no connection between school activities in the present and future employment, and social estrangement when they feel isolated and do not participate in school activities. (pp. 733-734)

The review of literature reveals that student disaffection is prevalent during adolescence. Taylor-Dunlop and Norton (1997) suggest that, although all students are at-risk, the risk is highest during adolescence, as their personalities are still malleable and susceptible to both positive and negative influences. Goodenow (1993) adds:

The need for belonging, social support, and acceptance takes on special prominence during adolescence, particularly during early adolescence when young people begin to consider seriously who they are and wish to be, with whom they belong, and where they intend to invest their energies and stake their futures. (p. 81)

Adolescents are often labeled the at-risk learners as they "face a variety of other problems that put them at risk, including health problems, substance abuse, disabilities,

socioeconomic status, attempted suicides, and experimentation with drugs and sex"
(Manning & Baruth, 1996, p. 239). Splittgerber and Allen (1996) extend this catalog to
include "five situations that can lead to at-risk behavior: personal pain, academic failure,
family socioeconomic factors, family instability, and family tragedy" (p. 214).

Marais (1998) explains that these several additional risk factors to which the
adolescents may be exposed only serve to aggravate their condition, thus making them
"unpredictable and uncontrollable" (p. 145). Williamson and Cullingford (1997) link
adolescent alienation with juvenile delinquency. Frazer and Van Staden (1996) associate
adolescent aggressive behavior with failure at school, peer influences, and gangsterism.
Irvin (1996) exemplifies 'defiance' as an unpleasant characteristic of early adolescents.

Barrett (1989) suggests that the behavior categories which the disaffected
individuals enact and/or exhibit, such as disruption, vandalism, maladjustment,
absenteeism, and truancy, are classified as administrative descriptions which are used,
largely, in disciplinary contexts, although they, beforehand, used to have their roots in the
medical typology. Reid (1986) supports that disaffection is a disciplinary problem, and,
definitely not a behavioral disorder. Being a behavioral problem, disaffection is deemed
to require merely administrative and managerial attention, rather than medical or
psychological intervention.

Conversely, Goodenow and Grady (1993), and Voelkl (1995) refer to school
belonging and school warmth, respectively, *both as apposite causes of academic
motivation and achievement.* This suggests that students perform well in those settings
where "they feel personally accepted, respected, included, and supported by others"
(Goodenow & Grady, 1993, pp. 60-61).

Pickles (1992) challenges:

Whose problem is disaffection? When students and schools do not get on well with each other; there is a great tendency to put blame and responsibility on the other party. Students invariably list a catalogue of problems with the school – the curriculum, the teachers, the rules, etc. For them, school does not appear as a welcoming place, or a place where they wish to spend their time. The school on the other hand cites the need to offer education to the majority ... argues that any institution has to exist within a set of structures and that it is not unreasonable to expect students to conform to these. (p. 7)

Disaffection in South Africa

As it is the case in other countries, students' disaffection is a matter of great

concern in educational institutions in South Africa. Smith and Pacheo (1996) confirm:

A large number of schools in South Africa are characterized by the apparent absence of a learning culture. These schools are characterized by a high failure rate, early school dropout, a lack of discipline, low morale and an anti-academic attitude amongst pupils, to name but a few. (p. 163)

However, student disaffection has a racial undertone in this country. As Christie

(1992) explains the adverse impact that the student unrests elicited in education,

"Rejection of the inferior state education system has brought with it, in many instances,

an alienation from learning and education in general, and a generation of students with

little schooling and poor employment prospects" (p. 223).

According to Pickles (1992, p. 3), legislation has established the convention that

"requires all children under 16 to receive education" as well as "a universal network of

schools to provide this". South Africa is no exception to this and has, accordingly,

promulgated the legal framework to obligate school attendance – namely, the South

African Schools' Act, No 84 of 1996 (Boshoff & Morkel, 1999), which render it

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compulsory for all children to go to school up to a certain age, and, therefore, making it extraordinary for them not to conform.

That the deprived and oppressed educational conditions to which black students were subjected caused them considerable alienation which, among other things, Mashile and Mellet (1996) affirm:

> This alienation manifests itself in pupils blaming themselves for poor school performance, unsustained school attendance, dropping out due to pregnancy, drug abuse, gang formation, breaking and burning of schools and high failure rates. Schools are dirty, defaced and the very students these schools are meant for are looting school property. The language, dress, and the general behaviour of students are appalling. School work (homework, participation in class proceedings) is poorly executed or not done at all. The schools are also quite vulnerable to outside influence such as stay aways, marches, or violence in the township. (p. 223)

Shujaa (1993) writes:

> ... I contend that education and schooling are different processes and that, although it is possible for them to overlap, it is also probable that most African-Americans receive more schooling than education. Using the United States as a social context, I present a conceptual model that links the process of schooling to the perpetuation of existing relations of power within society. (p. 333)

Accordingly, Shujaa postulates "schooling is a process intended to perpetuate and maintain the society's existing power relations and the institutional structures that support those arrangements", while "education, in contrast to schooling, is the process of transmitting from one generation to the next knowledge of the values, aesthetics, spiritual beliefs, and all things that give a particular cultural orientation its uniqueness" (pp. 330-331). Furthermore he says that "Schooling (institutionalized education) exerts an influence on members' achievement expectations through policies (e.g., tracking and testing), reward systems (e.g., grading and awarding credentials), and

patterns of human interaction (e.g., social inclusion and exclusion) that reinforce and are reinforced by the society's structural conditions" (p. 332).

Unfortunately, this provenance on the part of schools also elicits negative results which Shujaa (1993) describes as "fatalistic attributions". He writes:

> Fatalistic attributions can occur among African-Americans because, as a group, we have experienced generations of oppression in the United States. When individuals believe that their subordinate condition is inherent in the order of society they may withdraw from what they consider to be a useless pursuit of upward social mobility. (pp. 333-334)

McFadden (1995) echoes:

> Resistance theory developed largely as a reaction against the pessimism and determinism of reproductive accounts of schooling which implied that schools could not make a difference to the reproduction of the oppressive social class of capitalism. (p. 295)

Smith and Pacheo (1996) argue that school affection or (what they effectively called a culture of learning):

> is determined by the following four systems or factors:
> - The learner and his personal characteristics which include his attitude towards learning
> - Factors in the family and immediate living environment
> - School-related factors such as the management style of the principal, school and classroom atmosphere, and the professional competence of the teacher
> - Macro-societal factors such as political and economical factors. (p. 163)

The issue of disenchantment among the black adolescent students in secondary schools in South Africa is the focus of this thesis. As the literature suggests, this dissatisfaction is caused by an interplay of a variety of factors. These factors may be found either within the individual students, with the schools, or within both the individual students and the institutions with which they may be associated. It is against this background that the study was conducted.

CHAPTER 3

METHODOLOGY

This research sought to investigate the issue of disaffection among students in secondary schools. In particular, the study explores the following claims:

1) Certain demographic factors predispose students to disaffection.

2) Students' feelings of powerlessness predispose them to disaffection.

3) Students' feelings of normlessness predispose them to disaffection.

4) Students find no meaning in the process of schooling

5) Students' experiences of social estrangement predispose them to disaffection.

Permission to conduct research in a number of secondary schools in the Phuthaditjhaba District was requested from and granted by the Free State Department of Education (see Appendix A for a copy of the letter in which permission was granted). There was no necessity to obtain permission from parents since the Head of Education was entrusted with the responsibility over their children.

Population

Schools

The administration of education in the Free State Province is the responsibility of the Provincial Department of Education. Education in South Africa is largely centralized, although some degree of decentralisation does exist. The Head of Education in the Provincial Department is responsible for all schools (± 2000) in the province. These schools are grouped into five District Councils, on the basis of their geographical location. Each District Council (DC) controls a number of schools and is administered by

a Director together with a number of Deputy Directors, Chief Education Specialists (CES), School Management Developers (SMD), Learning Facilitators (LF), and other support officials. At each school, the staff consists of a Principal, Deputy-Principal, Heads of Departments, Teachers, and the support personnel.

Schools are classified according to the grades they offer, the curricula taught, and the type of pupils served. The Head of Education issues the same instructions and guidelines to all schools in each district. All schools follow the same regulations and use the same syllabi and prescribed textbooks. All schools follow curricula approved by the Department of Education. These curricula are not the same in all schools, but differ with regard to the circumstances of each. Examinations are the same in particular grades, with grade 12 matriculation examinations being accorded considerable attention, as they constitute a summative evaluation which marks the students' passage from secondary school to tertiary education or the workforce.

This study covers the Thabo Mofutsanyana District, which serves about 800 schools. In particular, the study is confined to the 66 schools in the area around Qwaqwa which formed the now defunct Phuthaditjhaba District. There were 18 secondary schools in this district. The remaining 46 schools consisted of an assortment of primary, combined and intermediate schools.The 18 secondary schools had a combined population of 14, 214 students, with an average of about 790 students per school and and combined population of teachers of 541, averaging about 30 teachers per school.

The schools that were selected to participate have not been identified in order to protect the anonymity of the student and teacher participants, thereby satisfying the

requirement of anonmity imposed by the Free State Department of Education. The participants in the selected schools included both students and teachers.

Students

The students' sample ($N = 281$) comprised students from six secondary schools selected by means of a multilevel-stratified-random sampling technique. First, two secondary schools were randomly selected from each of the three zones, making a total of six schools that were used in this study. Next, about 50 students were randomly selected from each school. There were approximately equal numbers of students from each school ($n = 48$–53) and there was adequate representation from both genders (male, $n = 151$; female, $n = 120$; 10 students left this item blank).

Teachers

The sample of teachers ($N = 63$ teachers) was selected at random from the six schools that were selected to participate in the study. There were twice as many male teachers ($n = 42$) as female ($n = 20$). One teacher did not respond to this item. Approximately equal numbers of teachers were drawn from each of the six schools ($n = 9$–12).

Instruments

To investigate the research questions in this study, two types of questionnaires were used, namely, a student questionnaire (see Appendix B) and a teacher questionnaire (see Appendix C).

Student Questionnaire

The student questionnaire was divided into three sections, namely sections A, B, and C. Section A contained 14 items which sought biographical and classification

information from the participants. Section B was an adaptation of Mau's (1992) Student

Disaffection Inventory (SDI). The SDI consists of 24 items, which measure the four

correlates of disaffection on a 5-point multiple response scale – namely, powerlessness,

normlessness, meaninglessness, and social estrangement. A 25th item was added to

assess the students' feelings towards completing the questionnaire, also on a 5-point

multiple response scale.

Teacher Questionnaire

The teacher questionnaire contained three sections, namely sections A, B and C.

Section A contained 6 items used to collect biographical data about the teachers. Section

B consisted of 9 items measured along a 5-point multiple response scale and was

intended to assess the teachers' views about and their attitudes towards students'

problems, as well as their perceptions towards the process of schooling. Section C

consisted of 3 open-ended items which asked the teachers to furnish qualitative

information.

Procedure

Before the study could be undertaken, the student questionnaire was piloted in

one secondary school. In this pilot study, the researcher distributed the questionnaire in

person. The purpose was to test the validity and meaningfulness of the items. This pilot

study also afforded the researcher a chance to become acquainted with the techniques of

administering the questionnaire and to observe conditions in a school other than his own.

For the final study, the researcher again administered the student questionnaires in

person, so as to guarantee a satisfactory response rate. Although it was anticipated that 45

students per school would complete this questionnaire, more students became interested and asked to participate.

The teacher questionnaires were distributed to the selected teachers along with a request to complete them at their earliest possible convenience. These questionnaires were collected the following day or shortly thereafter.

Analysis

The student and teacher questionnaires were analysed separately by means of the SPSS statistical software to obtain response frequencies for all items. The results of the analyses are reported in Chapter 4.

Students' Questionnaires

A profile of the students' characteristics was compiled from the responses obtained in Section A of the students' questionnaire. In order to determine tendencies of disaffection among the students, the results from 23 items of the Student Disaffection Inventory (SDI) were grouped into the items that measured each correlate of disaffection, namely powerlessness (3 items), normlessness (6 items), meaninglessness (6 items), and social estrangement (8 items), with responses ranging from 1 (strongly agree) to 5 (strongly disagree) totalled across each correlate or dimension.

Item 9 in Section B had to be discarded because a typographical error led to confusion in responses. Furthermore 19 student questionnaires turned out to have a misprinted page and had to be excluded from analysis.

Teachers' Questionnaires

Teachers' profiles were compiled to determine the teachers' salient characteristics. The results from 9 items of section B which ranged from 1 (strongly

agree) to 5 (strongly disagree) were processed to establish what the teachers' approaches

and opinions were towards teaching at schools.

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CHAPTER 4

DATA ANALYSIS

In this section, the teachers' responses are presented first, followed by those of the students. In presenting both the teachers' and students' responses, demographic variables are focused upon first. This was followed by these respondent's views and opinions about the various issues that are of concern to each set of respondents.

Teacher Responses

Teachers' Demographic Information

Tables 1 to 5 below present information about the teachers who participated in the study. Table 2 shows that a majority of the teachers (52%) were between 30 and 40 years of age. Only about 24 % were under 30 years of age. Combining these two groups shows that most of the teachers who participated were young (76% in total were 40 years old and under). Table 2 shows that 58.7% of the teacher participants had a secondary diploma certificate.

Table 1
Age Group of Teachers

	< 30 yrs	30-40 yrs	41-50 yrs	51-60 yrs
n	15	33	11	3
percent	23.8	52.4	17.5	4.8

Missing = 1 (1.6%)

Table 2

Level of Education of Teachers

	PTC[a]	PTD[b]	SED[c]	STD[d]	FED[e]	HED[f]
n	5	2	2	37	1	14
percent	7.9	3.2	3.2	58.7	1.6	22.2

Missing = 2 (3.2%)
[a]Primary teaching certificate, [b]Primary teaching diploma,
[c]Secondary education diploma, [d]Secondary teaching diploma,
[e]Further education diploma, [f]Higher education diploma

Table 3 below shows that a majority of these teachers (40%) had been teaching for about 10 years. Twenty-nine percent had between 6 to 10 years experience and the rest had from less than 1 to about 5 years' experience. The data also show that a majority (65.1%) of the teachers were married (See Table 4) and were parents (81%), having 1 to 4 or more children. (See Table 5).

Table 3

Years of Teaching Experience

	< 1 yr	1 –2 yrs	3 – 5 yrs	6 - 10 yrs	> 10 yrs
n	3	5	12	18	25
percent	4.8	7.9	19.0	28.6	39.7

Table 4

Marital Status of Teachers

	Married	Single	Widowed	Separated	Divorced
n	41	17	2	1	1
percent	65.1	27.0	3.2	1.6	1.6

Missing = 1 (1.6%)

Table 5

Number of Children of Whom Teacher Is a Parent

	None	1 child	2 children	3 children	4+ children
n	12	15	16	10	10
percent	19.0	23.8	25.4	15.9	15.9

Teachers' Opinions about Their Students

Table 6 summarizes the teachers' opinions about their students. The Table shows that a large majority of the teachers (92.1 %) believed that their students got along well with them. Similarly, a large majority (68.3%) reported that their students participated very well in class, but 19% were neutral on this issue. In terms of how meaningful education was to students, many teachers (55.6%) reported that students did find education meaningful to them, while 22.3% held a neutral view about this and about 22.3% felt this was not the case. Most teachers (60.3%) reported that they were interested in their students.

Asked to comment on the students' behaviour in their classrooms, a fairly large proportion of the teachers (47.6. %) reported that students were often absent from school, while other teachers (38.1%) reported the contrary. About 14% held a neutral position on this issue. Only about 38% of the teachers reported that students came to class prepared, while a majority of teachers (60.3%) reported the contrary. Only 1.6% were neutral with regard to this issue.

Finally, most teachers (58.7%) agreed that children from big families are often problematic at school. Most teachers (88.9%) agreed that students' poor discipline at home affected their behaviour in school. Not quite half of the teachers (42.8%) agreed

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that students who fail must be encouraged to quit school, but half (50.8%) did not agree

on this. Only a few (4.8%) were neutral.

Table 6

Percentage Frequencies of Teachers' Responses to Statements about Their Students

Questionnaire item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My students get along well with me.	28.6	63.5	-	3.2	4.8
Most teachers are interested in their students.	14.3	46.0	20.6	12.7	6.3
My students come to class well prepared.	6.3	31.7	1.6	47.6	12.7
My students participate very well in class.	14.3	54.0	19.0	11.1	1.6
My students find education meaningful to them.	14.3	41.3	22.2	17.5	4.8
My students are often absent from school.	12.7	34.9	14.3	28.6	9.5
Students from big families often have problems at school.	20.6	38.1	12.7	20.6	7.9
Poor discipline at home affects students' behavior at school.	60.3	28.6	1.6	1.6	7.9
Children who fail repeatedly should be advised to leave school.	22.2	20.6	4.8	27.0	23.8

Student Responses

Students' Demographic Information

The students were asked to provide a few biographical facts about themselves,

their parents, and their families. Tables 7 to 10 below summarize the information the

students supplied on these matters. For example, Table 7 shows that most of the students

were between 16 and 18 years old (51.2%). A fairly large proportion was between 19 and

21 years of age (30.2%).

Table 7
Age Group of Students

	10 – 12 yrs	13 - 15 yrs	16 - 18 yrs	19 - 21 yrs	22+ yrs
n	3	21	144	85	18
percent	1.1	7.5	51.2	30.2	6.4

Missing = 10 (3.6%)

In terms of class size (see Table 8 below), 40.9% of the student participants

reported that they came from classes that contained from 30–40 students. Another 31.7%

reported coming from classes with 40–50 members and 17.4%, from classes of 50 or

more members. This finding suggests that a majority of the children came from very

large classes. About 7% come from classes of less than 30 students.

Table 8
Size of Class of Which Students Are Members

	Less than 20	Less than 30	30 - 40	40 - 50	50 or more
n	11	11	115	89	49
percent	3.9	3.9	40.9	31.7	17.4

Missing = 6 (2.2%)

In terms of whether the students come from large or small families, the majority

reported (see Table 9) that they come from a one-child family (46.4%). Thirty-two

percent said they come from a family with two children. Eighteen percent (18.1%) claim

to belong to families with 3 to 5 children.

Table 9
Number of Children in Students' Families

	1 child	2 children	3 children	4 children	5 children
n	136	90	23	17	11
percent	48.4	32.0	8.2	6.0	3.9

Missing = 4 (1.4%)

Asked to indicate the level of education of their parents, the students reported that they have parents with mixed educational background (see Table 10 below). Seventeen percent (17. 1%) reported that their parents had no education at all; 22.1% said their parents went to school up to grade 7 (Std 5); 23.5% claimed that their parents had between grade 7 (Std 5) and grade 11 (Std 9) education; 14.2 % reported their parents as having passed grade 12 or higher; and 21.7% have professional parents.

Table 10
Level of Education of Students' Parents

	Professional	Grade 12 or higher	Grade 7 - 11	Below grade 7	No schooling
n	61	40	66	62	48
percent	21.7	14.2	23.5	22.1	17.1

Missing = 4 (1.5%)

Student Behaviour

The students were also asked questions about certain aspects of their behaviour in schools. In particular, they were asked to comment on their school attendance record, their participation in school activities, whether or not they have participated in vandalism, and their success with examinations. Tables 11 to14 below present the student's responses to the questions seeking information on these issues. Table 11 shows the proportion of

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students who missed school. This table shows that the majority of students incurred fewer than five absences. About 57% claim to have missed fewer than 2 times, and 30.2% claimed to have missed fewer than 5 times. Eight and a half percent indicated that they missed from 5 to 20 times a year and only a fraction (0.7%) said that they missed more than 20 times.

Table 11
Students' Absences from School

	< 2 times	< 5 times	5 – 9 times	10 –20 times	> 20 times
n	160	85	20	4	2
percent	56.9	30.2	7.1	1.4	0.7

Missing = 10 (3.6%)

Table 12 shows that 37.4% of students reported that they have never failed. Sixty-one percent said that they have failed from one to 3 times. These findings suggest high failure rate among the students.

Table 12
Number of Times Students Failed Examinations

	Never	1 time	2 times	3 times	> 3 times
n	105	108	50	12	3
percent	37.4	38.4	17.8	4.3	1.1

Missing = 3 (1.1%)

Asked to indicate how often they have written on school walls and furniture (see Table 13 below), 56.2% reported to have never written on walls, while 23.1% and 12.5% confessed to have written on walls sometimes or always, respectively.

Table 13
Students Who Have Written on School Walls and/or Furniture

	Never	Sometimes	Often	Always	Don't know
n	158	65	5	35	12
percent	56.2	23.1	1.8	12.5	4.3

Missing = 6 (2.1%)

Finally, half the students indicated having participated in school activities often to always and about half indicated they have participated only sometimes or never. Table 14 below shows that 19.6% said that they never participate in school activities; 32.7% said they sometimes did; while 40.9% said that they always did.

Table 14
Students Who Participate in School Activities Inside and Outside of Class

	Never	Sometimes	Often	Always	Don't know
n	55	92	12	115	6
percent	19.6	32.7	4.3	40.9	2.1

Missing = 1 (0.4%)

Student Perception of Teacher Empathy

The students were asked to indicate their perception of whether they were treated fairly by their teachers and whether their teachers understood them, Tables 15 to 17 present the students responses on these issues. In terms of whether they received fair treatment from the teachers, Table 15 shows that a significant proportion of the students (50.2%) reported that they have never been unfairly treated at school; 35.6% said that they have sometimes been unfairly treated.

Table 15
Number of Times Students Felt Unfairly Treated at School

	Never	Sometimes	Often	Always	Don't recall
n	141	100	7	20	4
percent	50.2	35.6	2.5	7.1	1.4

Missing = 9 (3.2%)

In Table 16 the students reported that their teachers understood them. Forty-seven percent (47.3%) claim that their teachers always understood them. A slightly lower proportion claimed that their teachers understood them sometimes (35.6%) or often (3.9%). Only 3.9% indicated that their teachers never understood them, and 7.8% gave no opinion.

Table 16
Students Who Feel Teachers Understand Them

	Never	Sometimes	Often	Always	Don't know
n	11	100	11	133	22
percent	3.9	35.6	3.9	47.3	7.8

Missing = 4 (1.4%)

The students were ambiguous about their perceptions of teacher sympathy (see Table 17). A sizeable number of students reported that their teachers sympathized with them often to always (25.9%). Thirty-seven percent felt that their teachers sympathized with them sometimes. About 21% believed their teachers did not sympathize with them and 12% did not know what to respond to the question.

Table 17
Students Who Felt Teachers Sympathize with Them

	Never	Sometimes	Often	Always	Don't know
n	58	104	15	58	33
percent	20.6	37.0	5.3	20.6	11.7

Missing = 13 (4.6%)

Finally, the students were asked to give their views and opinions about their teachers' attitudes towards them and their own attitudes towards school and schooling in general as well as how they view their life generally. Table 18 to 22 summarize the students' responses.

Perception of their teachers. On the issue of how the students perceived their teachers, Table 18 shows that a fairly large proportion of students felt that their teachers demanded too much from them. For example, 48.1% of the students agreed with the statement that teachers demanded too much, while 17% did not agree. 28.1% were neutral. In terms of whether the teachers gave them freedom to pursue their interests, many of these students disagreed with the item that states this (49.4%). Only 26.3% of the students agreed with the same statement and 29.5% took a neutral position.

Table 18
Percentage Frequencies of Students' Responses to Statements about Teachers

Questionnaire item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing
Teachers demand too much.	15.7	32.4	28.1	14.2	2.8	6.8
Teachers do not allow me to pursue my interests.	10.3	16.0	20.6	29.5	19.9	3.6

Attitudes towards school. Table 19 shows the students' views about school in general. For example, it shows that the students have a fairly positive attitude towards school. A combined total of 82.5% of the student respondents agreed and strongly agreed with the statement that school was a "favourite place to be in". Only a combined total of 11% disagreed. An equally large proportion of the respondents (a combined total of 80%) agreed and strongly agreed with the statement, "School is teaching me what I want to learn." In terms of how they think school can help them earn a job, a combined total of 48.4% of the students strongly agreed or agreed with the statement that school can help them find a job. About 30% disagreed and strongly disagreed. A surprisingly high proportion (21%) was neutral on this issue.

When the question was phrased differently, a large majority of the students (a combined total of 71.5%) indicated disagreement and strong disagreement (23.1% + 48.4%) with the statement that the things "learned in school are useless". A substantial proportion of respondents (78.7%) indicated that they strongly disagreed (63.7%) or disagreed (15.7%) with the statement that being in school represents "wasting my time". In terms of how familiar they are with school rules, about 60% (59.8%) disagreed (including strongly) with the statement that they do not know the rules of the school,. A combined total of about 74% (39.9% +34.5%), expressed agreement (including strongly agree) with the statement that they "like the rules of their school". A large proportion of the students (69%) strongly agreed and 20.3% agreed with the statement that a uniform is important to be worn at school. A similar proportion of students (65.5%) said they attend sport activities at their school. Those who were neutral or who say do not attend these activities are about equal in size (15.7% and 17.8% respectively).

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Table 19

Percentage Frequencies of Students' Responses to Statements about School

Questionnaire item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing
School is one of my favourite places to be	50.5	32.0	6.4	4.6	6.0	0.4
School is teaching me what I want to learn.	47.7	32.4	6.4	5.3	7.8	0.4
School will get me a job.	25.6	22.8	20.6	15.7	14.2	1.1
Most of the things we learn in class are useless.	6.4	7.1	14.9	23.1	48.4	-
I feel that I am wasting my time in school.	7.8	5.7	6.4	15.7	63.7	0.7
I do not know what the rules of this school are.	11.4	10.3	16.4	27.4	32.4	2.1
I like the rules of this school because I know what to expect.	39.9	34.5	11.4	8.2	5.0	1.1
It is important to wear a school uniform.	69.0	20.3	3.2	1.4	5.7	0.4
I go to soccer games and other sports activities at school.	36.3	29.2	15.7	11.0	6.8	1.1
I am not interested in adjusting to the school.	11.7	17.1	29.5	19.6	20.6	1.4

An interesting pattern of results emerged with the statement, "I am not interested in adjusting to the school." Here the majority response came from 29.5 % of the students who marked the neutral point in the scale and a similar proportion who disagreed with the statement. This pattern of results suggests that the students were only slightly interested in adjusting to the school.

Attitudes towards cheating and breaking the law. To get a clearer picture of the students' views, the survey asked the students to agree or disagree with two statements about cheating and breaking the law (see Table 20). In terms of cheating, a

combined total of 64% either disagreed strongly (46.3%) or disagreed (17.8%) with the statement, "A student has a right to cheat if it will keep him/her from failing." An equal proportion of the students also strongly disagreed (40.9%) and disagreed (22.4%) that "It is all right to break the law as long as you do not get caught." These results indicate that a considerable number of children were aware of what was right or wrong.

Table 20

Percentage Frequencies of Students' Attitudes Towards Cheating and Breaking the Law

Questionnaire item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing
A student has the right to cheat if it will keep him/her from failing.	10.3	9.3	15.3	17.8	46.3	1.1
It is all right to break the law as long as you do not get caught.	8.2	12.5	14.2	22.4	40.9	1.8

Student support system. Several of the scales were designed to seek information about the students' perception of how seriously they are taken at school, whether or not they have friends or family to turn to when they have problems. They also sought information about the students' general view of their problems, and life in general.

Table 21 shows that the students are not very confident that they are taken seriously in school. Almost half (48%) of the students disagreed or disagreed strongly (29.9% and 18.1%, respectively) with the statement, " At school nobody takes me seriously." About 26% gave a neutral response to this question. Those who took a neutral position increased to 36.3% with regards to the statement," I feel as if I do not have anyone to reach out to." Those who disagreed with this statement came to 39.5% (23.1% who disagreed and 16.4% who disagreed strongly). A similar pattern of response emerged with regards to the statement, "I do not know anyone in whom I can confide."

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Table 21

Percentage Frequencies of Students' Responses about Their Support System

Questionnaire item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing
At school nobody takes me seriously.	7.5	13.9	25.6	29.9	18.1	5.0
I feel as if I do not have anyone to reach out to.	7.5	14.9	36.3	23.1	16.4	1.8
I do not know anyone in whom I can confide.	8.2	17.1	39.9	21.0	12.1	1.8
When I am troubled, I keep things to myself.	21.7	21.4	18.5	23.5	14.2	0.7
I have lots of friends.	13.5	24.6	23.5	24.2	13.5	0.7
I feel close to my family.	42.7	26.3	10.7	8.9	7.8	3.6
When I am unhappy, there are people I can turn to for support.	35.6	31.0	9.3	13.5	9.6	1.1

A combined total of 33.1% (21%, who disagreed and 12.1 % who disagreed strongly) gave a negative response to this statement while about 40% gave a neutral response. A slightly higher proportion of students (a combined total of 43.1%) agreed with the statement, "When I am troubled I keep things to myself." Asked if they have lots of friends, a combined total of 38.1% suggested they did. An equal percentage of students disagreed with this statement (37.7%), and 23.5% took a neutral position. In contrast though, a combined total of 69% of the students agreed with the statement, "I feel close to my family." (42.7% who strongly agreed and 26.3% who agreed). Moreover, asked whether they had someone to turn to for support when they have troubles, a combined total of 66.6% took a more positive view, agreeing or strongly agreeing with the statement. These results suggest that the students do not have great certainty about

whether they have friends or people at school who can act as their confidants and support group, with some suggesting that they have and others suggesting they do not have such support. Despite these however, many feel close to their families and have someone to support them when they are in trouble.

The final set of results come with two statements about life (see Table 22). The majority of the students (62.3%) agreed and strongly agreed with the statement, "The problems of life are sometimes too big for me." However, an equally large proportion of students (65.5%) agreed with the statement, "I am pretty sure my life will work out the way I want it to," and 14.9% were neutral.

Table 22

Percentage Frequencies of Students' Responses about Their Life in General

Questionnaire item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Missing
The problems of life are sometimes too big for me.	30.6	31.7	15.7	12.5	7.8	1.8
I am pretty sure my life will work out the way I want it to.	38.1	27.4	17.1	8.5	6.0	2.8

Last of all, the questionnaire asked the students to indicate what they felt about completing the questionnaire (see Table 23). Students overwhelmingly agreed to have felt good about doing so while only 2.1% felt nothing and 2.5% felt bad or not at all good.

Table 23

Students' Feelings About Completing the Questionnaire

Very good	Good	Nothing	Not good	Very bad	Missing
66.5%	19.9%	2.1%	0.4%	2.1%	8.9%

Missing = 1.4%

CHAPTER 5

DISCUSSION

The central question asked in this study was whether one could see signs of student alienation in the student population invited to participate in our study. To find the answer to this question we designed a questionnaire that sought information of students' attitudes towards and perceptions about school and their teachers. Teachers were also asked to comment these same issues about their students. In this section the main findings of our study are discussed. Where applicable the findings will be discussed in relation to the four correlates of student alienation that experts have reported on and which we discussed in chapters 1 and 2. We begin, however, by summarizing the main characteristics of the teachers who were involved in the program.

Main Characteristics of the Teacher Participants

An analysis of teacher's responses on the biographic data section of the questionnaire reveals that most are young – 40 years old and under. They are as a group fairly qualified, indicated by the fact that they have, on average, a Secondary Teaching Diploma. They are also fairly experienced, with most of them reporting having teaching experience of 10 and more years. In addition, the majority of the teachers are married and are parents themselves. All these attributes suggest that judgements they have made of their students, which we will discuss next, are informed by their professional and personal experience.

Teacher Perceptions of the Students

The teachers gave a variety of responses about their students' attitudes and behaviour towards school. The majority of the teachers felt that their students got along well with them and participated very well in the classroom activities. The majority is also convinced that their students took their education as meaningful to them. Most indicated that they were interested in their students such that they even felt that those students who failed should be give more chance to repeat classes and be encouraged not to quit school. These opinions suggest that the teachers are, indeed, quite committed to the education of their students.

However, most teachers found that their students were absent from school frequently and, also, that they came to their classes not very well prepared. They also noted that students who came from big families were problematic and, also, that the poor discipline at home adversely affected the students' behaviour at school. These results indicate that some of the students in their charge may be prone to disaffection.

The Student Responses

The students, themselves, reported varying degrees of absenteeism, with most reporting having missed only from one to 5 classes during the entire year. There was, however, about two percent of them reporting having stayed away from school 10 times or more. For these students, their frequent absence from school may be a symptom of disaffection with school activities. That this disaffection exists may also be deduced from the high rate of student failure as reported by students who have failed a class or grade twice or more times. On another issue, a sizable number of students have also admitted to having written on walls and furniture, a fact which suggests a considerable propensity to

vandalise property. Although half of the students indicated that they participated in school activities, about 19.6% said they did not participate at all. These results may give cause for concern as non-participation in school activities usually strongly suggests disaffection from school.

In terms of how they are treated by their teachers, it is heartening to note that most students reported having experienced fair treatment from teachers. The exception is a small group of students (10%) who reported the contrary. Although the number of students who reported this was small this finding should be taken seriously since it indicates that there is a group of students who need to be immediately attended to before they develop negative attitudes toward the school.

The students' perceptions of teacher demands on them are noteworthy. Many students strongly felt that their teachers demanded too much (48.1%) from them and also that their teachers did not allow them freedom to pursue their interests (49.4%). The consistency of responses to both items can be taken as a confirmation that as a group, there is a feeling of what Mau (1992) suggests is powerlessness to exercise their wishes.

As far as their attitudes are concerned, the students had a fairly positive approach towards school. A very large majority reported that schools were favourable places to be (82.5%); that the teaching they received was relevant (80%). Many also expressed a strong belief that schooling would help them find jobs. The students also disagreed with both negative statements about the relevance of school. For example, about 71% disagreed with the statements that most of the things they learned in class were useless and that they were wasting their time in school (a combined percentage of 79.4 disagreed). These results suggest that that the students seemed to understand the meaning

of their schooling, thereby manifesting little of what Mau (1992) labels as meaninglessness.

The students also seem to score very low on normlessness, another correlate of student alienation (Mau, 1992). For example, a majority of the students (about 60–80%) denied not knowing the rules of their schools, they expressed a liking for their schools' rules, and strongly accented the importance of wearing school uniform. These results imply that the majority of the students are aware of norms and uphold them.

The students demonstrated their strong preference for social networks as demonstrated by their declaring (more than 65%) that they go to soccer and other sport activities. A majority also disagreed with the statement that no one took them seriously at school, and the statement that they do not have anyone to reach out to. They also expressed strong agreement with the statement that when they are unhappy they have people to lend them support. In contrast, they agreed strongly with the statement that when they are troubled they keep things to themselves. With regards to the statement that they have lots of friends, the responses were not so clear cut, with almost an equal number agreeing and disagreeing with the statement. There is a little bit of an inconsistency here, with the students having a generally positive view of their support system on the one hand and claiming that they have few friends on the other. Further research should focus on unearthing the nature of this inconsistency.

It is important to mention that some results are particularly worrying. Although the majority of students do not exhibit negative indications of disaffection, a sizeable number (from 15–23%) exhbit characteristics of disaffected students defined in the literature (Barret, 1989; Pickles, 1992; Voelkl, 1995; Voelkl, 1997; Cooper, 1993; and

Mau, 1992). For example about 23% reported absenteeism and academic failure; about 15% admitted to engaging in vandalism – denoted by writing on walls and furniture (and a similar number indicated their lack of participation in school activities. About 20–21 % claim to be either or always treated unfairly at school and believe that teachers never sympathise with them. This percentage translates to about 45 to 50 students who can be described as students on the periphery who are likely to develop negative attitudes towards the school and would then later withdraw quietly and thus become disaffected.

Other Findings

Although the teachers' demographic information was not the main focus of this study, the fact that the teachers had positive responses and inferences about their students is significant. It means that they have provided a warm school environment in which the students can grow and develop. It is well documented that teachers' negativity only begets more negative attitudes in students. Cooper (1993) illustrates that the students' misbehaviour in the class may be retribution for the teachers' misdemeanours. Voelkl (1995) corroborates the contention that increased levels of warmth and empathy of teachers elicit higher achievement of students in tests than otherwise would be the case. Teachers' professional ethic must include a duty and/or responsibility to provide warmth in the school environment.

Some of the students' demographical features deserve considerable attention as well. For example, the majority of the students report that they come from large classes, with class size ranging from 30 to 45 and more. Cooper (1993) explains how big class sizes hinder teachers in attending to individual students needs. On the basis of this, one would expect that there would be more disaffection from the student participants. That

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they had positive responses indicates that to some extent the large classes they have attended have not affected them very negatively. Of course, this issue has not been fully investigated here and could be the topic of further investigation.

Asked whether students from big families were problematic, a majority of the teachers indicated that they thought so. If large families proves problematic, this factor can not be operate here since the students reported coming from small families and not large ones.

CHAPTER 6

CONCLUSIONS

This study aimed to investigate the problem of disaffection among adolescent secondary school students. In this section, the limitations of this study are discussed. Suggestions for future investigations of this and/or similar problems are also presented.

Limitations

The most obvious limitation of this study is size of the groups who participated in the study. Although an attempt was made to select a sample group that would represent all the schools in the Free State, only the students in one district were surveyed.

In addition, the sample contained only those participants in grades 10 to 12 and did not include learners in the lower grades – namely, those in grades 8 and 9. These groups of students also form part of the population of adolescents in secondary schools. The exclusion of these younger students affects our comprehensive understanding of disaffection in South African secondary schools.

One other limitation of the study concerns the teachers' sample. The sample contained far more male subjects than female subjects, thus there may be a gender bias in the responses in favour of the male teachers. To put this in perspective, however, it must be said that most secondary schools in South Africa employ more male teachers than female ones and the opposite situation occurs in primary schools.

Another problem of this study may be the fact that the questionnaires were presented in English, which was not the native language of the majority of the respondents completing the survey. It is possible that the use of English may have limited the students' understanding of the questionnaire.

The problem of understanding the context of disaffection is also something to consider. It is possible that teachers and authorities may have regarded disaffection as a debilitating condition, while the students may have merely seen it as an insignificant and boring adult construct.

Finally, the study has only focused on the students' and teachers as respondents and may have excluded other categories of respondents who could have provided more information on the problem.

Accomplishments

Despite the limitations, this study was interesting in that it shows that the majority of the students surveyed did not show many signs of disaffection, and those that did were in the minority. This finding is significant because we have very little empirical data about disaffection in South African Schools. Because of the generally poor state of the country's education, one can be hastily led to conclude that there is greater disaffection than there really is. That there is little disaffection in the schools surveyed here is interesting. It could mean that the poor learning conditions that people have discussed may not contribute to disaffection in schools. Of course, as pointed out further study on this issue needs to be conducted. This study has barely scratched the surface of the problems involved in this issue. The fact that only a minority of the students could be considered to experience disaffection confirms findings in our studies . Barret (1989) and Pickles (1992) for example, claim that those students who become overcome with disenchantment are in a minority. In this study only a small percentage of the respondents failed, played truant, did not participate in activities, disregarded those in authority,

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disapproved of the school laws, chose lawlessness, and so on. Therefore, this study does provide insight, however little, into the problem of student disaffection in South Africa.

Suggestions for Further Research

The impact of the demographical factors on student alienation demands more intense and further investigation. Since disaffection is extremely sensitive to cultural and environmental circumstances, a strong need exists to find the correlates of students' disaffection which are more applicable and relevant to the South African situation. Therefore a scale or inventory of disaffection must be developed to cover the nature of the population under study.

Future research endeavours should also take cognizance of the fact that more and sufficient time must be allocated to cover the vast landscape in which the population is spread as well as to cover the size of the population affected. It is suggested that all categories of the population be represented in future studies to ensure that the most representative data can be obtained. It is necessary to mention that the impact of democraphical factors on the students' academic behaviour must be accorded sufficient consideration in future studies.

The research pursued in this study nevertheless provides data which could serve as a guideline for further research and begin to corect some of the myths about the disaffection of Black students in secondary schools in South Africa.

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FREE STATE PROVINCIAL GOVERNMENT

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02 August 1999

Mr T. I. Makume
Director (South Africa): Uniqiwa / Concordia Project
University of the North
Qwa Qwa Campus
Private Bag X 13
PHUTHADITJHABA
9866

Dear Mr Makume

REQUEST TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. Your request dated 9 June 1999 and the detailed research requests for eleven students received on
    1 July 1999 refer.
2. Research titles applied for:

Name:	Titles:
Me Makgoarai Mofutsanyana:	The effect of intervention strategies used by teachers on the academic performance of learners with behaviour and/or emotional disorders in the Eastern Free State.
Mr Letekatoa Taoana:	Conceptual difficulties experienced by grade 12 pupils in basic concepts of chemistry, specifically the Mole.
Mr Molefi Tbobileng:	A survey of what facilitates or hinders ESL learning in QwaQwa high schools.
Ms Maria Nkosi:	How effectively do pre-primary school playroom(s) assist children to develop holistically (i.e., Intellectually, Emotionally (affective), Socially and Physically (fine and gross motor) through various learning centers (areas)
Mr Molefi Mofokeng:	Rethinking the sources of disaffection among secondary school students.
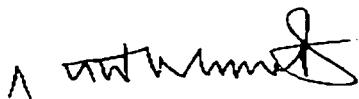
Mr Tatolo Edgar Molebatsi:	An investigation into the high failure rate of ESL grade 12 Exams.
Mr Thabo Letho:	An effective student - Teaching practice programme.
Mr Mohapi Mohaladi:	The relationship between matric pass rate and the extent of Total Quality Management (TQM) principles implemented in Harrismith District Schools.
Mr Paseka Maboya:	A study of parental / guardian involvement in decision making structures and processes at tertiary-level institutions in South Africa with special reference to tertiary educational institutions in the Free State Province.
Ms Varaluxmi Chettv	The role of organisation and management towards increasing pupil achievement in rural schools.
Me Mamokhele Julia Mami Maduna	Supporting curriculum change in the classroom: An analysis of the impact of the use of teaching aids in mathematics teaching and learning in QwaQwa primary schools.

3. Permission is granted for the above students to conduct research in the Free State Department of Education under the following conditions:
   3.1 The names of teachers/learners (where applicable) must be provided by the principals.
   3.2 Officials / Principals / HOD's / Teachers / Learners (where applicable) participate voluntarily in the projects.
   3.3 Where applicable, the names of schools and respondents involved remain confidential in all respects.
   3.4 Completion of questionnaires by teaching staff and learners must take place outside normal tuition time of the school.
   3.5 This letter must be shown to all participating persons.
   3.6 Individual reports on the 11 projects must be donated to the Free State Department of Education after completion of the projects where it will be accessed in the Education Library, Bloemfontein.
   3.7 You must address a letter to the Head: Education, for attention
       W.B. van Rooyen
       Room 1211
       C.R. Swart Building
       Private Bag X20565
       BLOEMFONTEIN
       9301
       accepting the conditions as laid down.

4. We wish the students every success with their research.

Yours sincerely

HEAD: EDUCATION

QUESTIONNAIRE FOR STUDENTS

This questionnaire consists of three sections:

<u>Instructions</u>

Mark the box containing the appropriate number with an "x"

Example: Are you attending school at present?

1	Yes	2	No

<u>Section A</u>

1.   In what age category do you belong?

1	10 - 12 yrs	4	19 - 21 yrs
2	13 - 15 yrs	5	22 - above
3	16 - 18 yrs		

2.   Sex:

1	Male	2	Female

3.   Your present grade:

1	Grade 7 or 8	4	Grade 11
2	Grade 9	5	Grade 12
3	Grade 10		

4.   Estimate the size of your class:

1	Less than 20	4	40 to 50
2	Less than 30	5	50 and above
3	30 to 40		

5.   How often have you been absent from school since this year began?

1	Less than two times
2	Less than five times
3	Five to nine times
4	Ten to 20 times
5	More than 20 times

6.   How many times have you been absent for each of the following reasons?

Illness	.... times
Doing home chores	.... times
Being suspended	.... times
Had no uniform/books	.... times
Other reasons:.............	.... times
....	.... times
....	.... times
....	.... times
....	.... times

7.   How many children are there in your family?

8.   The highest educational level of your parents is:

1	Professional
2	Grade 12 or Higher academic
3	Grades 7 to 11
4	Below Grade 7
5	Had no schooling at all

9.   How many times have you failed in examinations during the last three years?(including mid-year examinations).

1	Never
2	Once
3	Twice
4	Three times
5	More than 3 times

10. How many times have you been
unfairly treated at school?

1	Never
2	Sometimes
3	Often
4	Always
5	Do not recall

11. Do the teachers understand you?

1	Never
2	Sometimes
3	Often
4	Always
5	Do not know

12. Have you written on walls and/or furniture at school?

1	Never
2	Sometimes
3	Often
4	Always
5	Do not know

13. Do the teachers sympathize with you?

1	Never
2	Sometimes
3	Often
4	Always
5	Do not know

14. Do you participate in school activities? (both inside and outside the class).

1	Never
2	Sometimes
3	Often
4	Always
5	Do not know

Please indicate with an "x" the extend to which you agree or disagree with each of the following statements. Key: 1=Strongly agree; 2=Agree; 3=Neutral; 4=Disagree; and 5=Strongly disagree.

Example: Sometimes life is difficult

1	2	3	4	5

1.   Teachers demand too much.

1	2	3	4	5

2.   At school nobody takes me seriously.

1	2	3	4	5

3.   Teachers do not allow me to pursue my interests.

1	2	3	4	5

4.   The problems of life are sometimes too big for me.

1	2	3	4	5

5.   I am pretty sure my life will work out the way I want it to.

1	2	3	4	5

6.   When I am troubled, I keep things to myself.

1	2	3	4	5

7.   School is teaching me what I want to learn.

1	2	3	4	5

8.   I feel that I am wasting my time in school.

1	2	3	4	5

9.   School is helping me get ready for what I want to do afterwards.

10.   I like the rules of this school because I know what to expect.

1	2	3	4	5

11. I do not know anyone in whom I can confide.

| 1 | 2 | 3 | 4 | 5 |

12. A student has a right to cheat if it will keep him/her from failing.

| 1 | 2 | 3 | 4 | 5 |

13. It is important to wear a school uniform.

| 1 | 2 | 3 | 4 | 5 |

14. I have lots of friends.

| 1 | 2 | 3 | 4 | 5 |

15. I do not know what the rules of this school are.

| 1 | 2 | 3 | 4 | 5 |

16. School is one of my favourite places to be.

| 1 | 2 | 3 | 4 | 5 |

17. I go to soccer games and other sports activities at school.

| 1 | 2 | 3 | 4 | 5 |

18. I feel as if I do not have anyone to reach out to.

| 1 | 2 | 3 | 4 | 5 |

19. It is all right to break the law as long as you do not get caught.

| 1 | 2 | 3 | 4 | 5 |

20. When I am unhappy, there are people I can turn to for support.

| 1 | 2 | 3 | 4 | 5 |

21. School will get me a job

| 1 | 2 | 3 | 4 | 5 |

22. I feel close to my family.

| 1 | 2 | 3 | 4 | 5 |

23. I am not interested in adjusting to the school.

| 1 | 2 | 3 | 4 | 5 |

24. Most of the things we learn in class are useless.

| 1 | 2 | 3 | 4 | 5 |

25. How did you feel about completing this questionnaire?

| 1 | Very good | 2 | Good | 3 | Nothing | 4 | Not good | 5 | Very Bad |

Section C

1) Things that make me feel good at school are:

....
....
....

2) Things which I find disturbing at school are:

....
....
....

3) Things that need to be improved are:

....
....
....

Thank you very much for your time and effort in completing this questionnaire. Please check to make sure that you have not skipped any questions. You must now return this questionnaire.

APPENDIX C
QUESTIONNAIRE FOR TEACHERS

This questionnaire consists of three sections - namely Sections A, B, and C.

Section A: Biographical data

1. Age(in years):

1	Under 30
2	30 - 40
3	41 - 50
4	51 - 60
5	Over 60

2. Level of education:

1	PTC	5	SED
2	JSTC	6	STD
3	SEC	7	FED
4	PTD	8	HED

3. Sex:

1	Male	2	Female

4. Marital Status:

1	Married	4	Separated
2	Single	5	Divorced
3	Widowed		

5. Number of years in teaching:

1	Less than 1	4	6 - 10
2	1 - 2	5	Over 10
3	3 - 5		

6. Number of own children:

1	None	4	Three
2	One	5	Four or more
3	Two		

Section B

Please mark with an "x" to indicate your response to each of the following questions or statements. Key: 1=Strongly agree; 2= Agree; Neutral; 4=Disagree; and 5= Strongly disagree.

1. My students get along well with me.

1	2	3	4	5

2. Most teachers are interested in their students.

1	2	3	4	5

3. My students come to class well prepared - i.e. with pencil and paper, books, and home work completed.

1	2	3	4	5

4. My students are often absent from school.

1	2	3	4	5

5. My students participate very well in class.

1	2	3	4	5

6. Children who fail repeatedly should be advised to leave school.

1	2	3	4	5

7. Students from big families often have problems at school.

1	2	3	4	5

8. Poor discipline at home affects students' behavior at school.

1	2	3	4	5

9. My students find education meaningful to them.

1	2	3	4	5

1. The main reason that some students hate school are:

    1.1) ....

    1.2) ....

    1.3) ....

2. I think the effects of some students' dislike of school are:

    2.1) ....

    2.2) ....

    2.3) ....

    2.4) ....

3. I expect my students' parents to ....

    ....

    ....

Thank you very much for your time and effort to complete this questionnaire. You will be duly informed about the outcome of this study.