AN INVESTIGATION INTO THE MANAGEMENT OF EFFICIENT READING 0F LEARNERS IN NELSON MANDELA SCHOOLS: A STUDY OF SELECTED ASSISTED MQANDULI SCHOOLS IN THE MTHATHA DISTRICT OF THE EASTERN CAPE PROVINCE OF SOUTH AFRICA

by

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ABSTRACT

Reading has become centre of debate amongst teachers, principals, parents, departmental officials and the entire community of South Africa who are interested in education. Public concern over the teaching of reading has mounted in response to inflammatory statements and articles in popular media across the world. According to a statement in South African teachers' newsletter about 35% of the children in public schools of this country were reported to have reading difficulties. Even the South African Minister for Basic Education, Angie Motshega, in her public statement on grade 12 results in 2010, mentioned reading as the major problem leading to high failure rate. Being a language teacher the researcher in this study believes every learner can read and write on completion of Foundation Phase Level in our schools and that every teacher can help learners with reading and writing difficulties. This study aims to identify the strategies that help teachers to be able to teach reading effectively and efficiently. This study will be of great value to the society at large. Teachers will benefit from this study as various teaching strategies to teach reading will be exposed. The main focus of this study was to explore the factors contributing towards efficient, effective and successful reading of learners in a well-resourced classroom and well equipped teacher. Foundation Phase is where learners acquire the most important skills for lifelong learning. The reading program is a necessity for every public school. A qualitative investigation was undertaken with the purpose to expose the strategies that help teachers in Nelson Mandela Schools (NMS). The study was undertaken in two schools that are in the reading program under the Nelson Mandela Institute (NMI) . The schools were conveniently sampled as the researcher is in one of the schools, so as to obtain easy access. The principals of the two schools and the Foundation Phase teachers were identified as the participants since the program is focusing mainly in the phase. Qualitative data were collected through questionnaires and semi-structured interviews. The outcomes pointed out that parental involvement in their children's learning is seen as a major contributing factor in learners reading and writing efficiency. The well resourced classrooms and well equipped teachers are also contributing.

DECLARATION

I Albertina Nomajoko Nothenjana, Student Number 190615834, solemnly declare that this dissertation being submitted for the Degree Masters of Education at the Walter Sisulu University is my own work. It has not been submitted to any university before any examination.

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DEDICATION

This study is dedicated to my mother, Yido, my brother, Zola, my nephew, Zenande, for their support and encouragement. I also dedicate this work to my colleagues and comrades who were my inspiration to the study period. A special dedication to my kids, Sazi, Esinako and my wonderful daughter, the late Yonela, for their understanding when I was not available for them.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. INTRODUCTION

The study investigated factors that contribute towards efficient reading in Nelson Mandela schools in Mqanduli District in the Eastern Cape Province of South Africa. These schools are specifically selected for the reading programme in the Nelson Mandela Schools (NMS). NMS is an initiative of the Nelson Mandela Foundation, which was launched in 2007, to help to improve education in rural schools. It has its own programmes to improve reading and writing in the selected schools in the towns in Mqanduli district, Mthatha and Mbizana. Some of the NMS programmes include Magic Classrooms and Phemba Mfundi. The programmes have helped to develop teachers about how to teach reading and writing. Furthermore learners in NMS schools are capacitated in leadership training, reading and writing through poetry, storytelling and biographies. In the 2007 foundation statement of the NMS it was said that"…It is not beyond our power to create a world in which all children have access to good education. Those who do not believe in this have small imaginations."

This investigative was specifically carried out in schools with magic classrooms to create a world in which all children have access to good education and develop the capability to read and write professionally and academically. The adage is that a well-educated child is the one who can read and write effectively, efficiently and confidently. This study was an attempt to make contribution to this initiative in terms of NMI schools.

1.2. BACKGROUND TO THE STUDY

Reading has become centre of debate amongst teachers, principals, parents, departmental officials and the entire South African community members who are interested in education. While recent efforts to leave no child behind had focused largely in improving foundation phase learners reading scores, illiteracy continues to be

a problem in many parts of the world, for instance in the United States of America schools (Taylor & Ysseldyke, 2007). According to these authors more than 18% of United State learners experience reading difficulties in the first three years of formal schooling. They argue that this is caused by the fact that teachers do not meet the challenges encountered in teaching children how to read and write. They further indicate that difficulties inherent in teaching reading and writing have been attributed to three main causes:

- internal student factors,
- environmental factors and
- instructional factors.

Public concern over the teaching of reading has mounted in response to inflammatory articles in popular media across the United States. Educators have long been aware of many of the problems now being aired in national radio stations and televisions, continental channels and talk shows.

According to a revelation in the South African newsletter- The Teacher of July 2011, about 35% of the children enrolled in public school of this country were reported to have reading and writing difficulties. In most schools Xhosa children as mentioned in the newsletter are in the intermediate and senior phases (Grade 4-9).

The South African Minister for Basic Education, in her public statement on grade 12 results in 2010, mentioned reading as the major problem leading to high failure rate. She mentioned that the commonest explanation for reading and writing problem is poor teaching which could not be statistically substantiated. The intervention programmes implemented were in high schools only and not in foundation phases classes in primary or secondary schools where there should be grounded a solid foundation in reading and writing.

The NMS programme is meant to close the gap of poorly grounded learners reading and writing skills. Another identified concern is that the lower grade teachers are victims of over-crowded and poorly resourced classrooms. However, after engagement in the NMS programme there has been direction on what and how to teach reading and writing. This has contributed to make learners able to read and write; but this is identifiable in the NMS and not as a general experiment to benefit all learners in the Eastern Cape Province of nationally.

1.3. STATEMENT OF THE PROBLEM

The problem to be investigated could be state thus: How do teachers provide reading and writing skills development among learners in public schools of the country? The purpose is to investigate the factors that contribute towards efficient, effective and successful reading and writing skills acquisition among learners in the NMS. This study investigated the strategies and skills adopted by NMS teachers which have helped learners to develop efficiency and effectiveness and success in the teaching of reading and writing to their learners. This enabled the researcher to make recommendations towards the effective, efficient and successful teaching of reading and writing in the public schools in the Eastern Cape Province in particular and the wider South African school system in general at the end of the study.

1.4. THEORETICAL FRAMEWORK

The construction of theories is to explain, predict and master phenomena, which are relationships, events, behaviours and performances. Theoretical framework is the construction of models of reality in a certain working environment; in this study an investigation into factors contributing towards efficient reading and writing of learners in Nelson Mandela schools. Teachers' knowledge and understanding of reading and writing processes enable teachers to develop effective, efficient and successful reading

instructions. Looking at both the skills model and psycholinguist approaches to reading and writing these can help to create understanding of the reading and writing processes.

According to popular and influential reading model “Robison Skills model” by Robinson (1971) and the “psycholinguistic-model” by Goodman and Smith Frank (1971), reading and writing are active processes that should be directed towards obtaining meaning”. These linguists emphasize that both word recognition and comprehension are important components of reading .They also anticipate that reading is related to a number of factors that include physical, environmental, language, home background, educational and maturational factors writing abilities They may enhance interfere strategies with the development of reading and writing skills.

There are gaps that need to be closed in our present knowledge of teaching various aspects of reading backwardness, both in adults and children. The main goal of the National Reading Strategy (NRS) by the South African National Development of education introduced in February 2008 is to improve the reading and writing competence of learners. The NRS as a governmental tool to improve reading and writing needs, effective monitoring is needed to guide teachers who teach reading and writing. The key pillars for NRS success suggest monitoring of learners’ performance, teacher - training and support by the Department of Education (DoE) in enhancing reading and writing.

Furthermore, the main theory guiding this study is the Strategic Policy Implementation Theory. This theory states that “Policy depends on building blocks of implementation which are used in the process of articulating what objectives have been set, in organising goals and sub-goals, in allocating resources, infrastructural provision, human resources development and other resources required to be put into place for the successful implementation and achievement of set objectives” like in this study (Rumelhart, 1977: 60).

1.5. CONCEPTUAL FRAMEWORK

The formulation of the theoretical framework is followed by the development of the conceptual framework to guide the study in terms of the researcher's articulation of the study process. Literally, a concept is an image or symbolic representation of an abstract idea. In this study an investigation into factors contributing towards efficient, effective and successful reading and writing of learners in NMS were looked at. The study will further focus on the contribution of factors that lead to efficient, effective and successful reading and writing. Reading and writing are critical parts of learning and schooling in all societies. Successful learners are usually highly successful readers and writers. Reading is defined as being able to look and understand printed or written words and signs. Reading and writing abilities are skills development oriented which enables the learner to decode and comprehend a written text (Boaduo et al, 2011). Reading efficiency is a skilful capacity where one is able to make meaning from what is written.

In short, while theoretical framework is the theory, on which the study is based while the conceptual framework is the operationalization of the theory or theories which will guide the practical articulation of the research process from the beginning to the end. For instance, in this study an investigation into factors contributing towards efficient, effective and successful reading and writing of learners in NMS are going to be operationalised to be able to collect the required data to respond to the research problem. The gathering of the primary data through the structured questionnaire, literature review and structured interview questions as instruments enabled the researcher to identify the basis of the implementation challenges, which made it possible to find solution to the research problem under investigation.

To sum up the conceptual framework for this study is the researcher's own position on the problem to be investigated and gives direction to the study. Generally, it is an adaptation of an existing model used in other studies, as has been presented in the literature review with modifications to suit the present study. Furthermore, through the

conceptual framework the researcher is able to show the relationships of the different constructs that were investigated to provide a coherent treatment of the challenges identified from the collected data for the study (Boaduo, 2011).

1.6. MAIN RESEARCH QUESTIONS

The study sought to find answers to the main research question "What contributes to efficient, effective and successful reading and writing skills development among learners in the NMS magic classrooms?"

1.7. SUBSIDARY RESEARCH QUESTIONS

The following questions were considered in the attempt to find answers to the main research question:

1. What factors contribute to efficient, effective and successful reading of learners in the NMS?
2. What strategies do NMS teachers use to improve reading of learners'?
3. How do NMS strategies impact on its schools?
4. How is the impact of the NMS programmes compared to other similar programmes of reading and writing used in South Africa?
5. What is the impact of the NMS facilitators on the monitoring of the success of the programmes as compared to the subject advisors of DoE?
6. How are the teacher's attitudes towards the NMS programmes?

1.8. AIMS OF THE STUDY

The study aimed to identify the strategies used by NMS teachers that contribute to the effective, efficient and successful acquisition of reading and writing skills among learners in these schools. The study further aimed to help teachers in public schools other than those at NMS schools to acquire further knowledge and skills to improve their ways of teaching reading and writing.

1.9. OBJECTIVES OF THIS STUDY

The study was to achieve the following listed objectives:

1. To help teachers teach learners reading.
2. To help teachers to teach learners to use reading and writing for a variety of purposes.
3. To help learners to read fluently and confidently.
4. To help teachers to select and use the appropriate strategies to teach reading and writing in English as second language.

1.10. RATIONALE FOR THE STUDY

Being a language teacher the researcher believes that every learner must be able to read and write before the completion of the Foundation Phase level in public schools and that teachers must be trained so be able to help learners with reading and writing difficulties to improve and acquire these dual important skills. These skills need to be given attention, treated as subjects and teachers provided with adequate training to be able to teach them effectively. Specialized reading personnel is a necessity for every school in South Africa and as such training for teachers should be initiated as a necessity for improving reading and writing skills acquisition among our learners in our schools. Teachers need to be capacitated with these reading and writing knowledge and skills to be able to do their teaching professionally.

1.11. SIGNIFICANCE OF THE STUDY

The study is valuable to society at large. The DoE could see it as a necessity to provide adequate training to specialized personnel to teach reading and writing in every public school of this country. The teacher preparation in institutions which train teachers should make teaching reading and writing as part of their curriculum specializations and emphasize skills acquisition in this respect seriously. Teachers must benefit from this study because it is going to expose them to the acquisition of a variety of teaching strategies to use to help their learners to develop their reading and writing skills and gain confidence as efficient readers. Learners' level of reading in the country

could be improved especially in public schools. The readers of this study when completed will be able to value reading and writing as every individual's responsibility to improve on them to help the young generation of this country in their bid to acquire education. Lastly the necessity for specialized training in teaching reading and writing would be initiated and implemented among our teachers.

1.12. DELIMITATIONS OF THE STUDY

What follows is a brief discussion of the delimitation of the study to provide a concentrated environment for the study.

1. The geographical delimitation: The study was based on selected schools in the Mqanduli District in the Eastern Cape Province of South Africa. The schools are situated in the rural escarpment of the former homeland of Transkei. Only the schools that participate in the NMS programmes were included in the study.
2. Sample population delimitation: Foundation phase teachers and learners of the NMS schools were the target group. Other teachers and learners were partially used for general impression of the programmes. Schools to be studied were systematically sampled.
3. Conceptual delimitation: Reading and writing were the major concepts to be considered in this study.

1.13. LIMITATIONS OF THE STUDY

Being a full time employed educator may limit the contact sessions with the participants. The researcher took leave to overcome the time obstacle, which enable her to visit schools to administer the interview and questionnaire schedules. Teacher's attitude towards the research study was another issue, as they may perceive the study as a spying process. The researcher took time to explain to the respondents the reason for conducting the study and its advantages to the learners, teachers and the school authorities.

There may be no guarantee for the NMS programmes' existence throughout the period of the study since it is mostly funded by the United States of America (USA). This

limitation could be ameliorated only when the DoE takes control over the NMS and make them part of the national public schools system

1.14. DEFINITION OF TERMS

The following were the definition of major terms that were used in the compilation of the research report.

- **Magic classrooms**- is termed as 'magic' as it is a well resourced classroom. The ordinary classroom is changed as an ideal classroom that deserves a conducive learning and teaching environment.
- **Facilitator**- the facilitating personnel in the magic classroom who is helping the class teacher who is teaching.

1.5. ACRONYMS

The following were the main acronyms used in the compilation of the study report.

- **NMS**: Nelson Mandela Schools. This is an initiative of the Nelson Mandela Foundation, whose head office is in the University Of Fort Hare.
- **Intersen**: Intermediate and Senior Phase – meaning Grades from 4 to 9.
- **NRS**: National Reading Strategy
- **NDoE**: National Department of Education in the Republic of South Africa.

1.6. OUTLINE OF CHAPTERS

The following were brief expositions of the outline of the chapters that constituted the report preparation for easy identification and reference. Chapter 1 focused on the following subheadings: introduction, background, statement of the problem, theoretical and conceptual frameworks, main research and subsidiary research questions, aim and objectives, rationale and significance, delimitations and limitations, the definition of terms, acronyms used and the outline of chapters. Chapter 2 concentrated on the review of relevant literature. The related sources that were relevant and applicable to the study were reviewed and brief commentary of each reviewed source provided to give credence and identification of the gap lapse this study has to fill. Chapter 3

provided brief summary of the methodological design, population sample, methodological choice which comprised introduction, sampling techniques, research instruments, data collection procedure, data treatment and analysis, ethical consideration, as well as validity and reliability of data. It further dealt with the analysis, interpretation and discussion of the collected primary data to be able to place the study in its proper contextual perspective. Chapter 5 provided the list of the major findings revealed by the collected data from both the literature sources and the primary data collected from the field from which recommendations were made and conclusion to the study drawn.

PART 2
REVIEW OF RELEVANT LITERATURE

2.1. INTRODUCTION

The purpose of this section of the research proposal was to review literature conducted by other researchers on reading and writing strategies, factors correlated to reading and writing competence and models of reading and writing. In this study the topic was "An investigation into factors contributing towards efficient reading." The study concentrated on selected Mqanduli schools that were assisted by the NMI. The researcher was able to check, identify and report on reading and writing strategies employed by teachers elsewhere. The study mainly focused on factors affecting reading and writing, reading and writing strategies, reading comprehension and basic cognitive issues on reading and writing.

The reviewed literature justified and answered the question "why reading is not a natural process but a skill that needs to be taught or learnt in schools". The teaching strategies that were effective to use to teach reading and writing were revealed and used in the magic classrooms.

2.2. WHAT IS READING?

Most of people think of reading and writing as simple skills acquisition and a passive process that involves reading of words in a linear fashion. Some of teachers teaching reading and writing think of reading as a skill that is taught once off in the early years of schooling which is not the case in reality. Reading is a multi faceted process involving word recognition, comprehension, fluency and motivation which requires protracted repetition and constant application of reading a text regularly.

2.3. FACTORS CORRELATED TO READING COMPETENCE

Robinson, Goodman and Frank (1971) who have been the most influential reading theorists argue that "Reading is an active process that should be directed towards obtaining meaning". These linguists emphasize that both word recognition and comprehension are important components of reading. Knowledge and understanding of the reading process can enable teacher to develop effective reading instruction. Looking at both skills model and psycholinguistic model can increase our understanding of the reading process. These models anticipate that reading ability is related to a number of factors. The factors include physical factors, intellectual and emotional factors, language, home background and educational factors. On their discussion of the physical factors and the educational factors they failed to mention the type of furniture in a reading classroom. The comfort and discomfort made by the type of furniture may contribute to the reading competence and reading interest. The magic classrooms type of furniture in this study may address the gap.

2.4. BASIC COGNITIVE ISSUES ON READING

In order to understand how second language (L2), learners handle reading one must first establish how learners may be considered to process text at a cognitive level. This study will consider the role played by 'top-down' and 'bottom –up factors', monitoring awareness of text type and background knowledge in reading. 'Top- down' models of reading were popular from the 1970's. Goodman (1967) cited that reading is a psycholinguistic guessing game. 'Top-down' models assume that the reader integrates text rather than processing it completely. Cough et al (1972) argues that in 'bottom up' models, the reader deals with letters, words and sentences in rank order, each step depending on the previous one.

In currently accepted evidence- based models of reading (Rumelhart, 1997) and bottom up process (word recognition) and top down processes (interrogation of the background knowledge) proceed in parallel. In this study possible flaws and reflections on the two

models were identified and investigated in the NMI schools. Identification of the best of the two were possible after observations.

2.5. THE CRITICAL ROLE OF PHONEMIC AWARENESS

Reading is the product of decoding and comprehension (Cough et al 1993). Phoneme awareness means that the child must be made aware that spoken words are composed of individual sound parts termed 'phonemes'. Children must be aware that written and spelling systematically represent spoken words. The Reading Research by National Institute of Child Health and Human Development (NICHD) research article reveals that making meaning requires more than phoneme awareness. He argues that good comprehenders link the ideas presented in print to their own experiences.

Presently some teachers find it difficult and contradictory to teach single letters to form a word. Others find it as the best way to teach letters than words. This study may reveal which is the best strategy to choose towards producing good ESL comprehenders. Good readers are good comprehenders who are phonemically aware, understand alphabetic principles, apply the skills confidently and become fluent in a manner appreciable, possess strong vocabulary, grammatical skilled and relate reading to their own experience.

2.6. WHY READING IS NOT A NATURAL PROCESS

Reid Lyon (2000) on his PhD research findings found out that reading does not develop naturally, for many children specific decoding, word recognition and reading comprehension skills must be taught directly and systematically. This researcher found out that there is a deficit in effective preparing teachers. Many teachers are unprepared or under prepared to teach reading. In the Eastern Cape, there is a general shortage of Foundation Phase teachers who can teach and are prepared to teach reading at lower levels. The closed teacher training colleges were the only reliable institutions of education to prepare foundation phase teachers. The course work done in the

universities may largely unrelated to actual teaching practices. The monitoring and guidance of student teachers may frequently lack consistency and depth. Student teachers may lack basic knowledge and understanding of reading development and the nature of reading difficulties. Major efforts may need to be undertaken to ensure that colleges of education are re-established to foster expertise in teaching reading for both pre-service and in-service levels.

This study may advocate the need for an education department to re consider and re-instate strong competency based programmes with formal board certification for the teachers of reading and writing to be developed.

PART 3

METHODOLOGICAL CHOICE AND DESIGN

3.1. INTRODUCTION

This section of the research has briefly provided the methodological choice and design, population sampling, research instruments, data collection procedure, data treatment and analysis, ethical consideration and validity and reliability of data.

3.2. METHODOLOGICAL CHOICE

In this study qualitative method is chosen because of the nature of the problems to be investigated. The purpose of the study is to investigate factors contributing to reading efficiency of learners in NMI schools. Both teachers and learners will participate in the study through interviews, the method of finding information directly from them. Where statistical issues arise the use of quantitative technique will be needed but used. Both questionnaire and interview instruments will be used for data collection which is specific and will apply to data collection, treatment, analysis and interpretation.

3.3. METHODOLOGICAL DESIGN

A research design is a strategy to respond to the central research problem (Leedy & Ormrod, 2000). In this study teachers will be interviewed about the NMI programme and compare the strategies used in the magic classrooms as compared to the original classrooms. A survey through the use of questionnaires to find out how the teachers respond to the programme will be used. Observations during teaching will be done to detect the strategies that are use by the teachers to teach reading.

Seidman (1991) points out that effective qualitative interviewing and observation must be taken into account the power of the social and organizational context of people's experience. He argues that researchers become aware of their own experience with issues of race, class, gender and age as well as the way these factors may influence the participants.

According to Kirk and Miller (1986) there are four phases of qualitative research. These are invention or preparation phase, discovery phase, interpretation phase and explanation phase. In this study the four phases will be followed considered.

3.3. POPULATION SAMPLING

Population sample is the selection of participants to represent the population who were required to respond to both the questionnaire and questionnaire administered. The participants were individuals who participated in the study. In qualitative research there are various sampling strategies like site selection, stratified purposive sampling, criterion sampling, snowballing, comprehensive, maximum variation and sampling by case study.

In this study sampling by case study was used because the two schools that were studied were the NMI schools that were in the programme using new teaching strategies in teaching reading and writing. The participants were teachers participating in the programme in the two selected schools.

3.4. RESEARCH INSTRUMENTS

The data collection instruments were interviews and questionnaire. James (1997) is of the view that when conducting qualitative research, the investigator seeks to gain a complete picture of the study. In this study the researcher administered questions personally by hand and conducted face to face interviews to collect the required primary data. The questionnaires were distributed to the participants to respond to them and the completed questionnaire collected at the agreed time. The questionnaires were designed with clear instructions that were simple and concise to understand and answer. The questionnaires were aligned with the research questions and objectives.

3.5. DATA COLLECTION PROCEDURE

The researcher administered the questions, took notes and conducted interviews. According to White (2005), field notes are the researcher's records of what is observed

in the field and accurate description of individual responses. The responses were interpreted, questions tallied, tabulated and recorded in the form of tables and later converted into graphs for easy recognition and interpretation of the evidence revealed by the collected primary data.

Patterns in the data were considered in order to give accurate interpretation of the information revealed. White (2005) further states that "...qualitative data analysis involves being familiar with the data in depth to provide detailed description of settings, participants and activities, categorizing and coding pieces of data, grouping them into themes and interpreting and synthesizing the organized data into general conclusions."

3.6. DATA TREATMENT AND ANALYSIS

It is good practice to check through each completed questionnaire when received for incomplete responses. Relevant and applicable responses were used in the final report. The questionnaire responses in the study were entered into database in a form of tables for easy retrieval. To keep the analysis focused, the researcher referred to the aim and objectives of the study. Data analysis of the study followed the following sequences as advised by Ader (2008) and listed below.

1. Descriptive analysis: describe the distribution and range of responses to each variable and examine data.
2. Decode data into categories where appropriate, for example into ages for meaningful comparisons.
3. Bivariate analysis involves the use of simple cross tabulation to identify trends and examine possible associations between one variable and another.
4. Multivariate analysis with regression analysis techniques to test the effect of one variable on an outcome, controlling another.

3.7. ETHICAL CONSIDERATIONS

In this section ethical issue pertaining to the respondents in terms of permission, informed consent, and right of participants, confidentiality and anonymity were taken

into account. These included permission from participants. Informed consent, rights of participants, confidentiality and anonymity.

- **Permission**: White (2005) suggests that ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. The researcher requested a recognition letter from Walter Sisulu University in the Faculty of Education. This was taken to the district offices where the schools chosen for the study were situated for a written permission to conduct the study.

- **Informed Consent**: Obtaining informed consent implied that adequate information on the goal of the investigation and procedures were followed during the investigation. The possible advantages, disadvantages and dangers, to which respondents may be exposed, as well as the credibility of the researcher, were rendered to potential subjects or their legal representatives (Babbie, 1998). The researcher asked the participants to give consent. Participants were at liberty to withdraw from the investigation at any time of the study.

- **Rights of participants**: Participants were protected from unwarranted physical and mental discomfort, distress, harm, danger or deprivation (Babbie, 1986). White (2005) suggests that respondents in a research project should be allowed to exercise their right to be part of the research or not. The researcher requested the respondents to participate voluntarily.

- **Confidentiality**: Confidentiality indicates the handling of information in a confidential manner. Cohen and Manion (1989: 24) view confidentiality as a continuation

- n of privacy “which refers to agreements between persons that limit other’s access to private information.” All the information obtained in this study was treated confidentially and were not divulged to anyone. The participants were only.

- **Anonymity**: Information given anonymously ensured the privacy of the subjects. It is often necessary that respondents be identified, for instance when reminders have to be sent to persons who have not responded (Scott, 1996). The structured questionnaires did not request respondents for personal information.

3.8. RELIABILITY AND VALIDITY OF COLLECTED DATA

With reference to research, Bell (2004: 103) contends that"...reliability is the extent to which a procedure gives the same results under unchanging conditions on all occasions." To ensure repeatability or consistency, a pilot study was conducted as far as the questionnaire was concerned. The purpose of a study on a limited number of subjects from the same population is to detect possible flaws in the measurement procedures and unclear or ambiguously formulated items (Welman et al 1999). Welman (2004: 282) suggests that "it is best to test a questionnaire on the people of a similar type to that of the intended sample, as so to anticipate any problem of comprehension or other sources of confusion."

By consulting expert, relevant sources and using empirical research, the researcher tried to maximize reliability. A variety of sources of data, referred to as data triangulation was chosen to ensure that the theory is tested more than once. According to White (2005) the use of multiple sources of data in a research is more likely to increase reliability.

Validity indicates whether an item measures or describes what is supposed to measure or describe (Bell, 2004). Leedy et al (2005: 28) agree by saying that "...the validity of an instrument is the degree to which the instrument measures what it is supposed to measure." The questionnaires were tried out on a group similar to the one that subsequently formed the population of the study. The purpose was to check that all questions and instructions were clear and enabled the researcher to remove any items which did not yield usable data (Bell, 2004). Validity also means that the data collected

really contain information that the researcher thought could help to provide the necessary information for the completion of the study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This chapter has presented the primary data in a table and graphically represented for easy visual recognition with the analysis and interpretation to make the graphs intelligible. The primary data were collected from 10 teachers (5 from each of the two schools) and 2 principals (1 from each of the two schools). Data were collected from these respondents through questionnaire and interview. The aim of the presentation of the collected data by means of graphs for analysis and interpretation was to answer the following subsidiary research questions upon which the questionnaires were derived. The study sought to find answers to the main research question "What contributes to efficient, effective and successful reading and writing skills development among learners in the NMS magic classrooms?" The following questions were considered in the attempt to find answers to the main research question:

1. What factors contribute to efficient, effective and successful reading of learners in the NMS?
2. What strategies do NMS teachers use to improve reading of learners'?
3. How do NMI strategies impact on its schools?
4. How is the impact of the NMS programmes compared to other similar programmes of reading and writing used in South Africa?
5. What is the impact of the NMS facilitators on the monitoring of the success of the programmes as compared to the subject advisors of DoE?
6. How are the teacher's attitudes towards the NMS programmes?

The analyses were presented systematically, beginning with the questionnaire items followed by the interview responses. The data treatment through the use of tallying yielded the results represented in the tables 1 and 2.

4.2. QUESTIONNAIRE ITEMS RESPONSES AND INTERPRETATION

The responses to the questionnaire items from the respondents on each item of the questionnaire have been tallied and the results shown in tables 1 and 2. The verification of reliability and validity are identifiable from the interpretations provided after each figure.

Item statement	SA %	A %	N %	D %	SD %
1. I am trained in school management.	100	00	00	00	00
2. Foundation phase classes in this school are properly furnished and ventilated for learning.	100	00	00	00	00
3. All grades in this school are accommodated in furnished and ventilated classrooms.	00	50	50	00	00
4. There is school year plan displayed in every classroom for all teachers to refer to from time to time.	50	50	00	00	00
5. Language festival is included in the school year plan.	50	50	00	00	00
6. All teachers are included in the drafting of the school year plan.	100	00	00	00	00
7. There is budget assigned to the language programmes.	50	50	00	00	00
8. I am well versed with the NMI reading programme in this school.	100	00	00	00	00
9. Magic classrooms help to improve efficient language teaching in this school.	100	00	00	00	00
10. I am aware of the NMI programmes in this school.	100	00	00	00	00
11. There is need for me as a principal to attend workshops and meetings conducted by NMI coordinators.	100	00	00	00	00
12. The NMS workshops are of great benefit to me and the teachers.	100	00	00	00	00
13. The NMS programmes have improved the quality of teaching and learning in this school.	100	00	00	00	00
14. The teachers involved in the programmes are interested and are used to it.	100	00	00	00	00
15. Magic classrooms demonstrate the creation of excellent schools for rural learners.	100	00	00	00	00
16. The NMS programme does not clash with DoE programmes.	50	00	00	00	50

17. Classroom-based support by the NMI facilitators is of great help to teachers.	100	00	00	00	00
18. The SES for languages features in the programmes.	00	00	50	00	50
19. Monitoring of the programme is the duty of the principal.	100	00	00	00	00
20. Parental support and involvement is positive in this school.	50	50	00	00	00

Table 1: Principals Tallied questionnaire responses

4.2.1. Questionnaire items responses from Principals: What have been provided below are the responses from principals' questionnaires and their interpretation.

Questionnaire item 1: This item requested respondents to respond to the statement:

I am trained in school management. The responses are represented in figure 1.

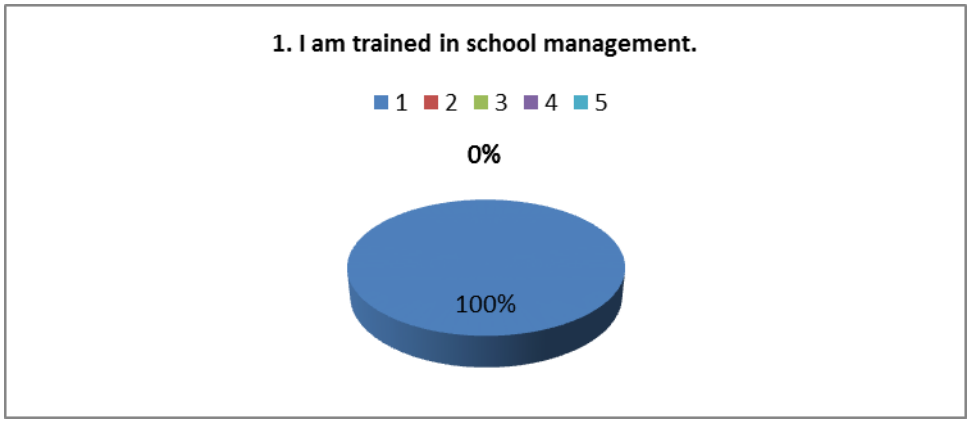


Figure 1: I am trained in school management.

Interpretation: The responses from the principals shown in figure 1 confirms that all the principals are professional equipped to do their work as managers and this is a contributing factors to success in their schools.

Questionnaire item 2: This item requested respondents to respond to the statement: Foundation phase classes in this school are properly furnished and ventilated for learning. The responses are represented in figure 2.

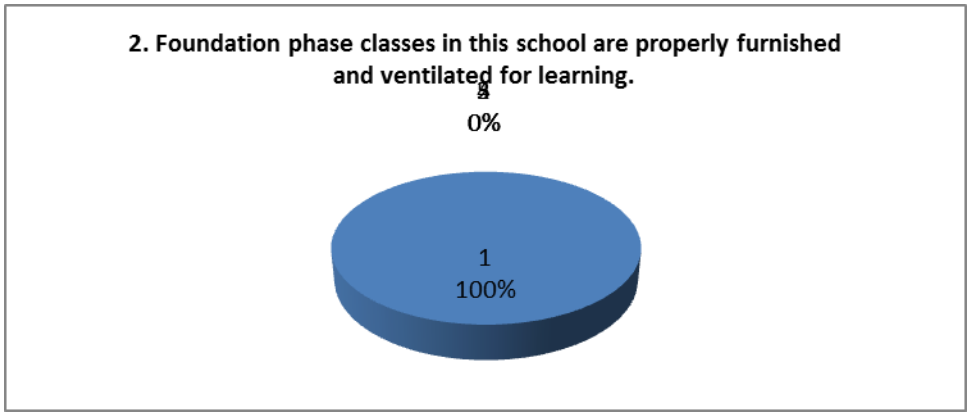


Figure 2: Foundation phase classes in this school are properly furnished and ventilated for learning.

Interpretation: There is indication from figure 2 that the general environmental conditions conducive to teaching and learning are in existence in their schools and for this reason there is every possibility that teaching and learning can be progressive in the NMS classrooms.

Questionnaire item 3: This item requested respondents to respond to the statement:

All grades in this school are accommodated in furnished and ventilated classrooms. The responses are represented in figure 3.

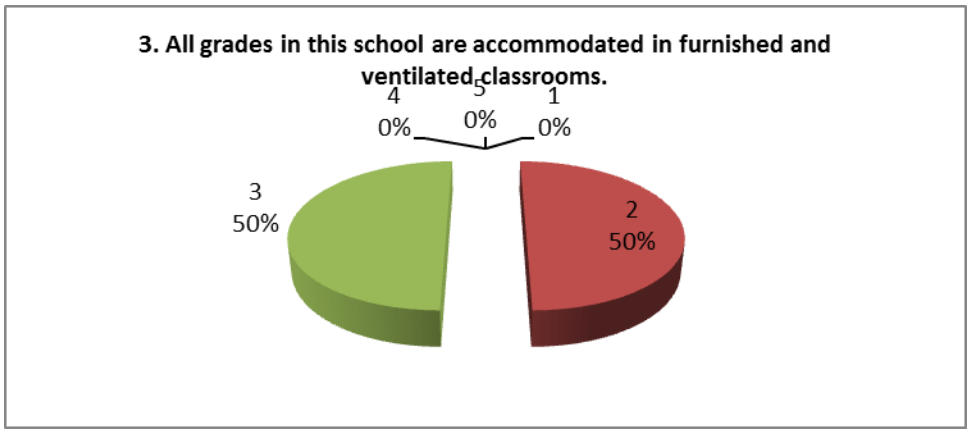


Figure 3: All grades in this school are accommodated in furnished and ventilated classrooms.

Interpretation: In comparison with DoE schools where some classes are taught under trees and in dilapidated classrooms, the principals in the NMS indicated unanimously as evidenced in figure 3 that all classes are conduced in furnished and well ventilated classrooms. This further supports the idea of effectiveness and efficiency. The result is that learners' feel at home and teachers are confident to provide the required services they are supposed to provide to their learners.

Questionnaire item 4: This item requested respondents to respond to the statement: There is school year plan displayed in every classroom for all teachers to refer to from time to time. The responses are represented in figure 4.

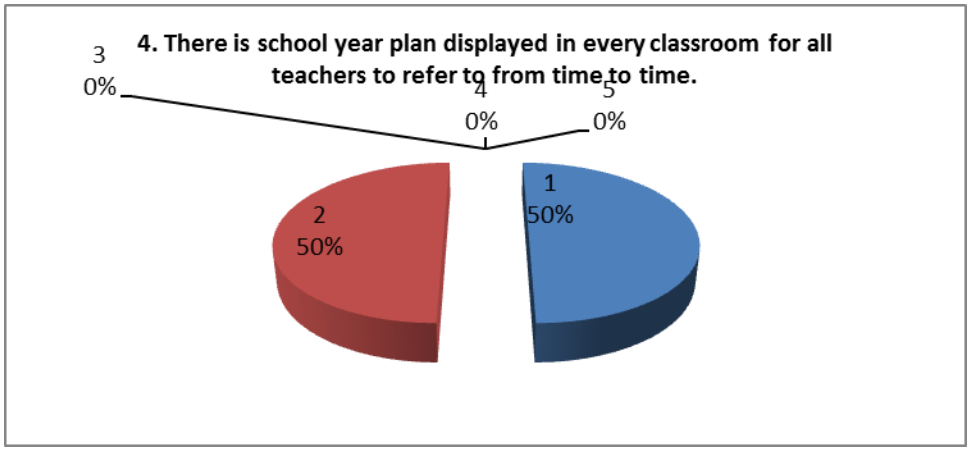


Figure 4: There is school year plan displayed in every classroom for all teachers to refer to from time to time.

Interpretation: Figure 4 reveals another effective management of efficiency and effectiveness in terms of planning. The presence of a copy of the school year plan in every classroom is a reminder that enables the teachers to reflect on their duties and responsibilities without forgetting what they are supposed to do in the course of the school year. This is effectiveness and efficiency at its highest levels of management.

Questionnaire item 5: This item requested respondents to respond to the statement: Language festival is included in the school year plan. The responses are represented in figure 5.

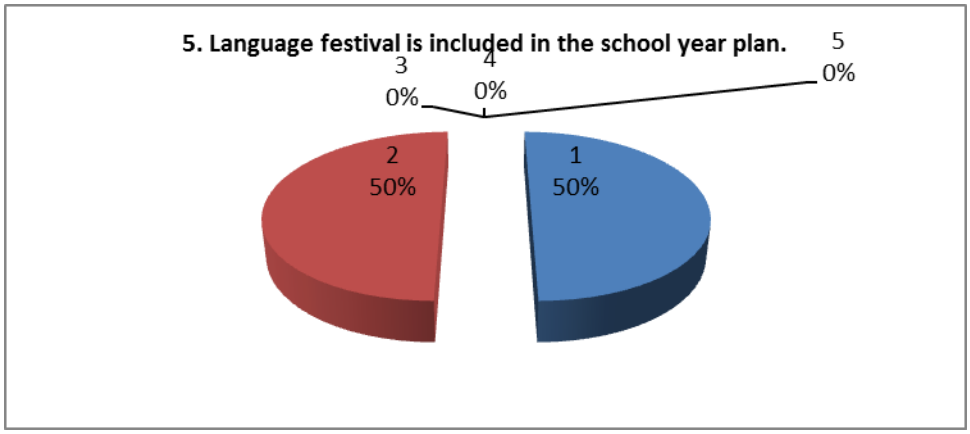


Figure 5: Language festival is included in the school year plan.

Interpretation: Figure 5 reveals that one of the most significant means to improve learners reading and writing abilities is language festival where all learners compete in their own ways to improve in their acquisition of content knowledge and skills in reading and writing. Since the schools selected for the study have year plans that include such festivals, there is no doubt that learners could improve in their reading and writing skills.

Questionnaire item 6: This item requested respondents to respond to the statement: All teachers are included in the drafting of the school year plan. The responses are represented in figure 6.

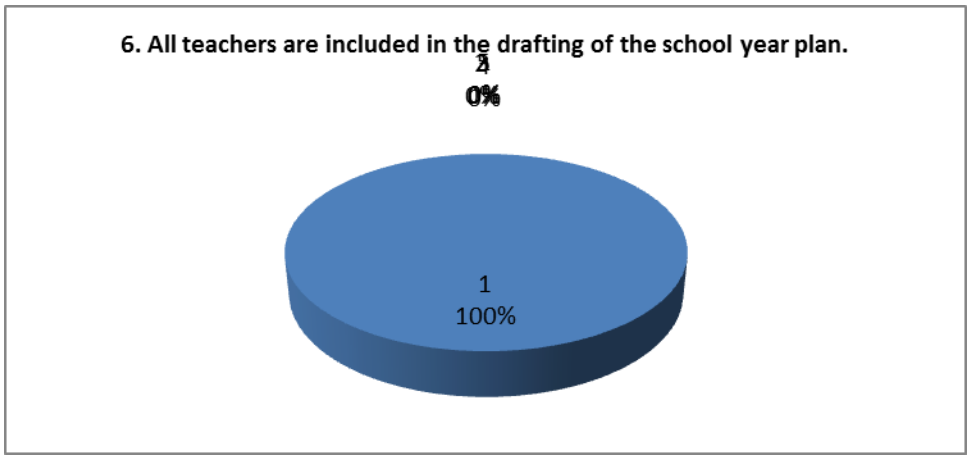


Figure 6: All teachers are included in the drafting of the school year plan.

Interpretation: From figure 6, there is evidence of cooperation among teachers in the NMI schools. If the management involves teachers in the activities of the schools especially in terms of the planning of the school year plan then there is evidence of effective manager in control of the activities in the NMS . This reveals that teachers in these schools are informed of all activities since they took part in the planning.

Questionnaire item 7: This item requested respondents to respond to the statement: There is budget assigned to the language programmes. The responses are represented in figure 7.

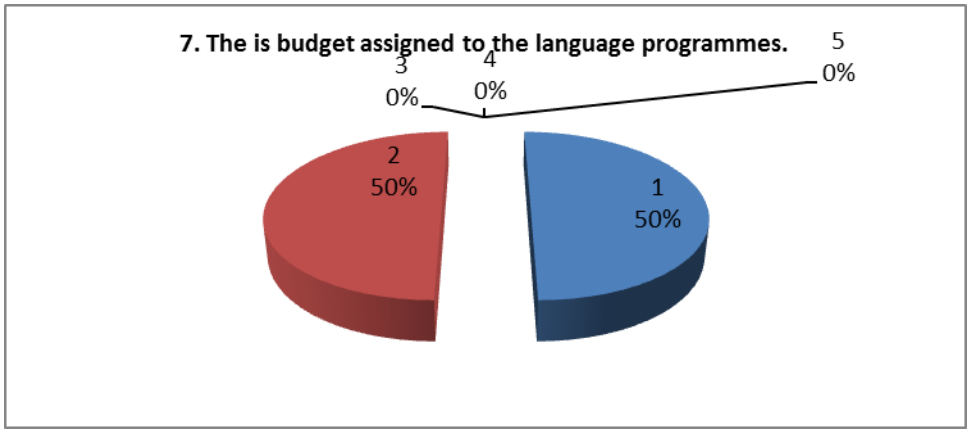


Figure 7: There is budget assigned to the language programmes.

Interpretation: Budgeting is one effective instrument in the efficient running of schools and if the language programmes in the NMS are budgeted for then the effectiveness and efficiency of the programmes could not falter. This means that financial allocation to the reading and writing programmes in the NMI schools are well catered.

Questionnaire item 8: This item requested respondents to respond to the statement: I am well versed with the NMI reading programme in this school. The responses are represented in figure 8.

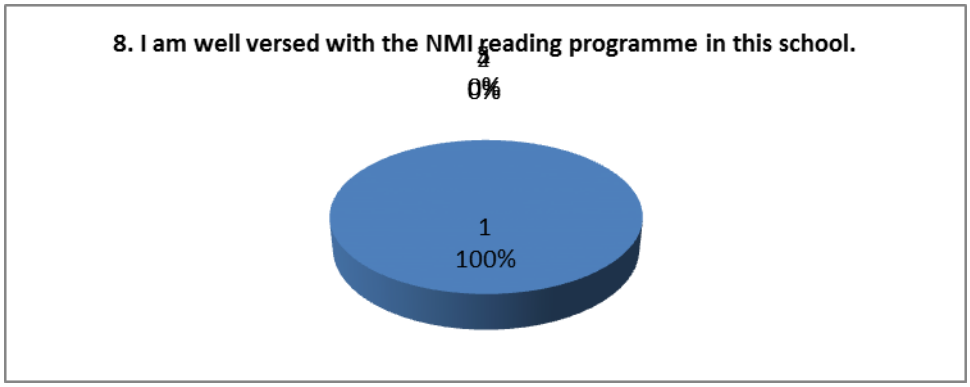


Figure 8: I am well versed with the NMI reading programme in this school.

Interpretation: Figure 8 reveals that the principals in the NMI schools are well versed with the programmes that are used in the schools. For this reason they must be in the position to monitor teachers and see to it that everything is going on as planned and budgeted for. This is indication of effectiveness and efficiency in the governance of NMI schools. It is therefore not surprising that learners are doing well in reading and writing.

Questionnaire item 9: This item requested respondents to respond to the statement: Magic classrooms help to improve efficient language teaching in this school. The responses are represented in figure 9.

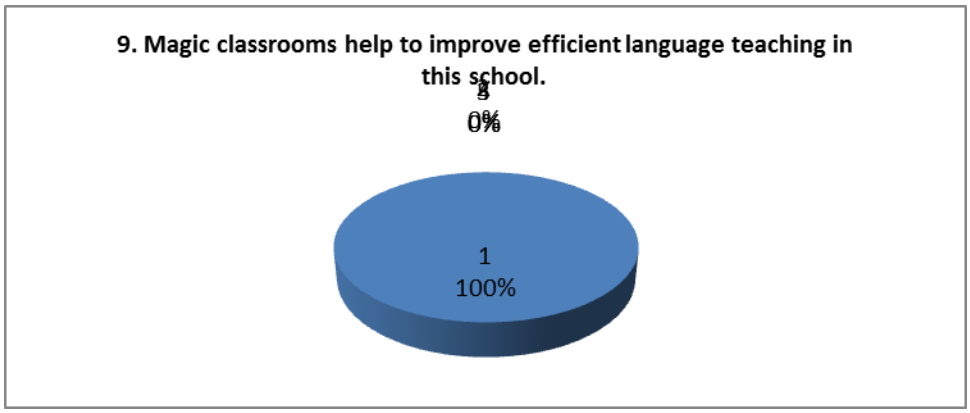


Figure 9: Magic classrooms help to improve efficient language teaching in this school.

Interpretation: The researcher identified from the classrooms visited that the magic classrooms are well resourced and equipped with all what is required for teaching reading and writing. The evidence is revealed in figure 9. If this is the case the NMS magic classrooms are ideal places for the teaching of reading and writing to learners because variety of equipment are available for use during teaching and learning.

Questionnaire item 10: This item requested respondents to respond to the statement: I am aware of the NMS programmes in this school. The responses are represented in figure 10.

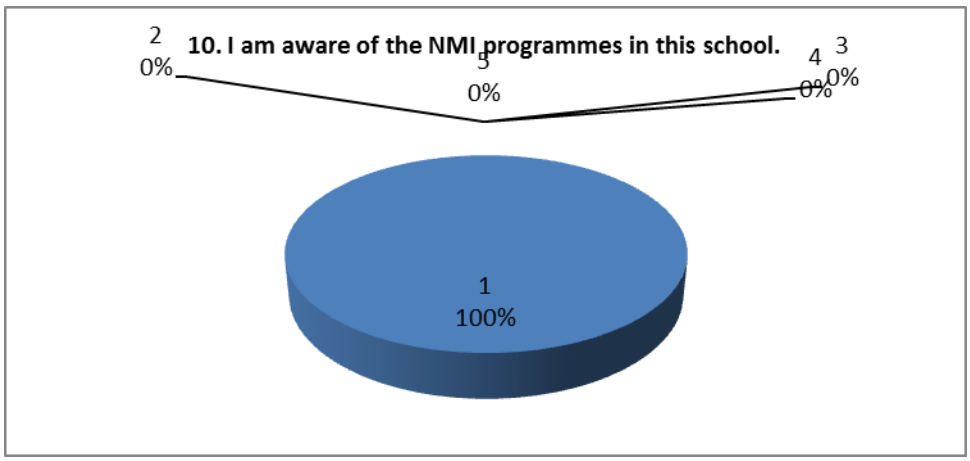


Figure 10: I am aware of the NMI programmes in this school.

Interpretation: The awareness of the principals in terms of the NMS programmes is also another positive contributing factor which makes the programmes a success. Such awareness makes the principals to monitor the teachers teaching progressively so that whatever is not done correctly is checked on time to help improve teaching and learning in the classrooms.

Questionnaire item 11: This item requested respondents to respond to the statement: There is need for me as a principal to attend workshops and meetings conducted by NMS coordinators. The responses are represented in figure 11.

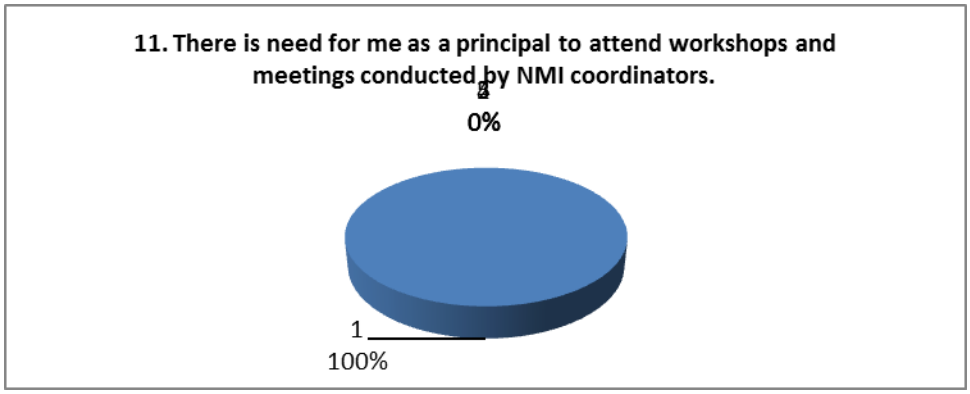


Figure 11: There is need for me as a principal to attend workshops and meetings conducted by NMS coordinators.

Interpretation: Figure 11 reveals that the principals are aware of their duties and as heads they are supposed to be informed about the programmes in their schools and for this reason have to attend workshops to up grade themselves in new developments in terms of teaching reading and writing. This signifies that principals are abreast with developments in the NMS programmes in their schools.

Questionnaire item 12: This item requested respondents to respond to the statement: The NMS workshops are of great benefit to me and the teachers. The responses are represented in figure 12.

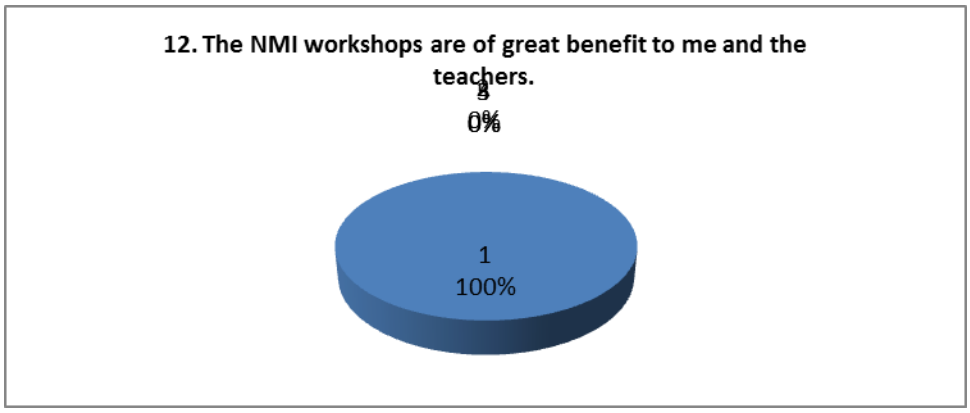


Figure 12: The NMS workshops are of great benefit to me and the teachers.

Interpretation: Generally, workshops are meant to introduce attendants to new developments in their professional practice and if the principals see this as important as revealed in figure 12 then teachers are poised to benefits immensely in terms of the knowledge and skills that they would acquire from the workshops that they attend to improve their teaching effectiveness and efficiency.

Questionnaire item 13: This item requested respondents to respond to the statement: The NMS programmes have improved the quality of teaching and learning in this school. The responses are represented in figure 13.

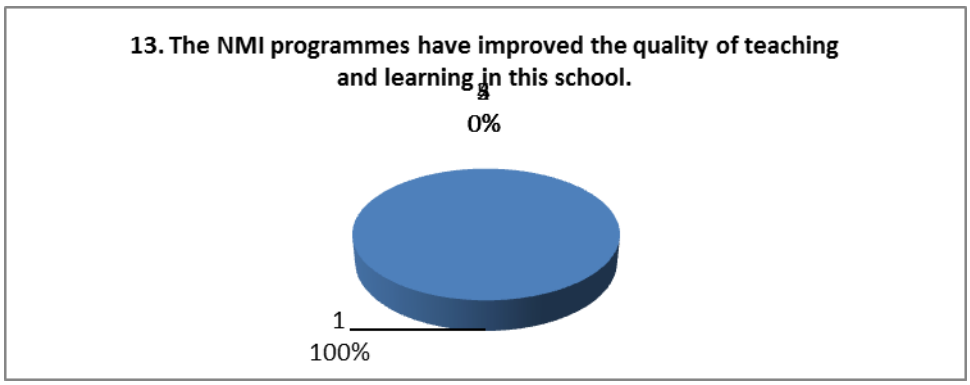


Figure 13: The NMS programmes have improved the quality of teaching and learning in this school.

Interpretation: From figure 13, the principals' views are that the NMS programmes have improved the quality of teaching and learning in their schools. It can be indicated that the NMS are very special and if all the provisions are made for the effective teaching and learning of reading and writing then learners would benefit immensely.

Questionnaire item 14: This item requested respondents to respond to the statement: The teachers involved in the programmes are interested and are used to it. The responses are represented in figure 14.

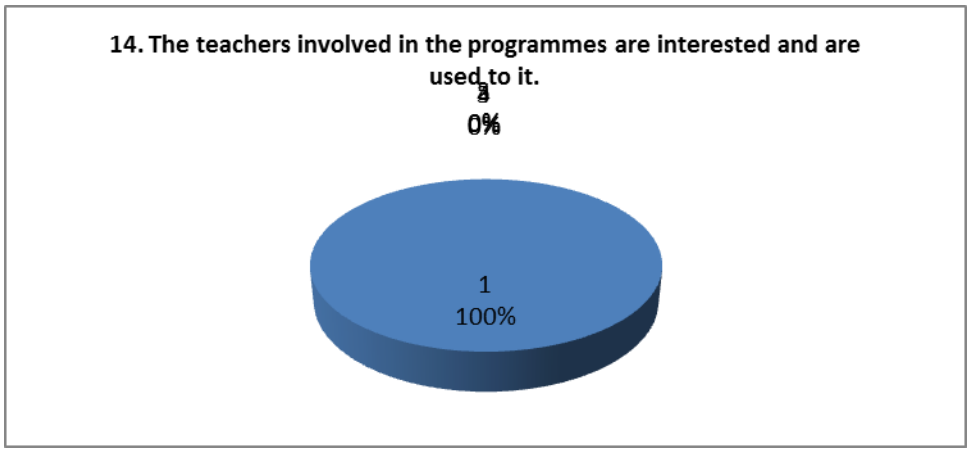


Figure 14: The teachers involved in the programmes are interested and are used to it.

Interpretation: Figure 14 reveals teachers attitude in terms of the NMS programmes. If teachers are 100% involved in the programmes then there is every indication that the programmes will be a success. It is therefore no wonder that NMS learners are good in reading and writing because their teachers support them and do their teaching professionally.

Questionnaire item 15: This item requested respondents to respond to the statement: Magic classrooms demonstrate the creation of excellent schools for rural learners. The responses are represented in figure 15.

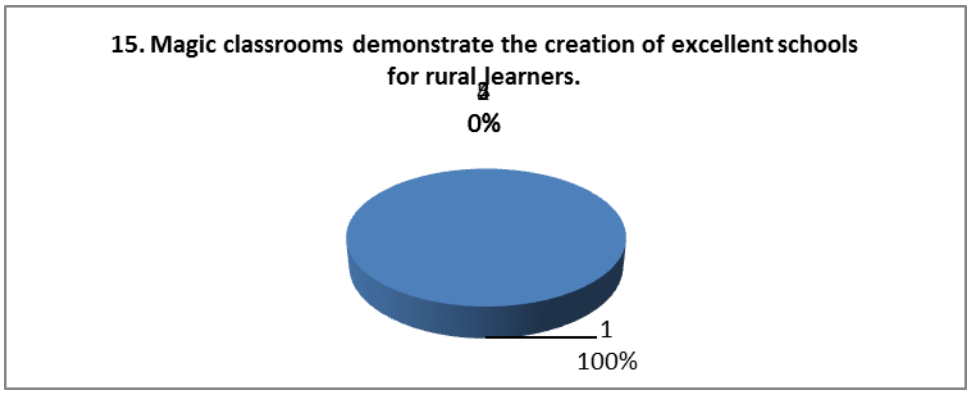


Figure 15: Magic classrooms demonstrate the creation of excellent schools for rural learners.

Interpretation: The most important revelation of the NMS schools is that they are all located in remote rural areas and for this reason the magic classrooms demonstrate the creation of excellent schools for the rural learners. If this is the case then more of such schools should be built to help improve the performance of rural schools learners' ability to read and write effectively and efficiently.

Questionnaire item 16: This item requested respondents to respond to the statement: The NMS programme does not clash with DoE programmes. The responses are represented in figure 16.

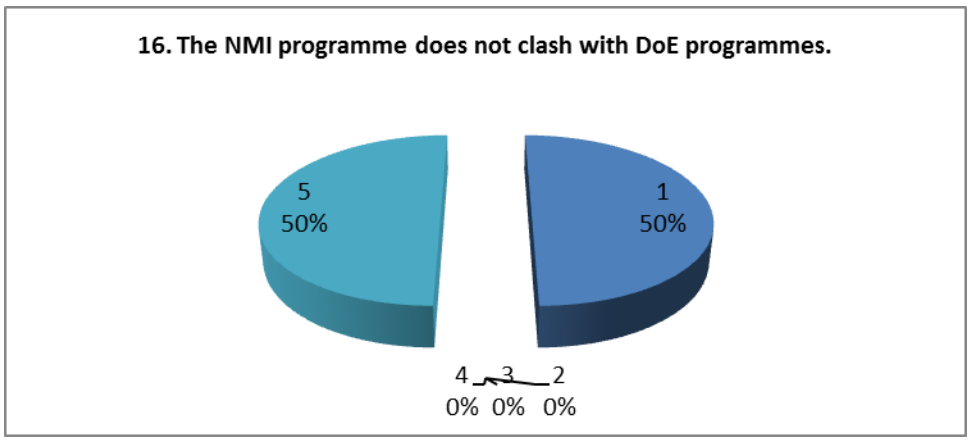


Figure 16: The NMS programme does not clash with DoE programmes.

Interpretation: Figure 16 reveals a 50-50 response which indicates that while some of the principals are of the view that the NMS programmes does not clash with DoE programmes, other feel that it is the contrary. However, it can be indicated that the principals see the activities in their schools differently in terms of what is done at NMS programmes and that of DoE.

Questionnaire item 17: This item requested respondents to respond to the statement: Classroom-based support by the NMS facilitators is of great help to teachers. The responses are represented in figure 17.

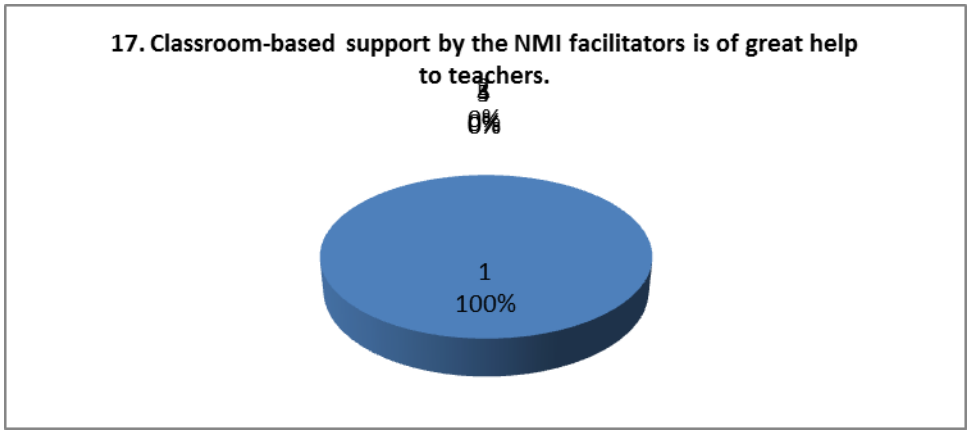


Figure 17: : Classroom-based support by the NMS facilitators is of great help to teachers.

Interpretation: Figure 17 reveals another important concern. Since principals regularly monitor teaching and learning in classrooms and visits classes when teachers are teaching, teachers receive the support of their principals and for that matter do they are teaching professionally without being chased.

Questionnaire item 18: This item requested respondents to respond to the statement: The SES for languages features in the programmes. The responses are represented in figure 18.

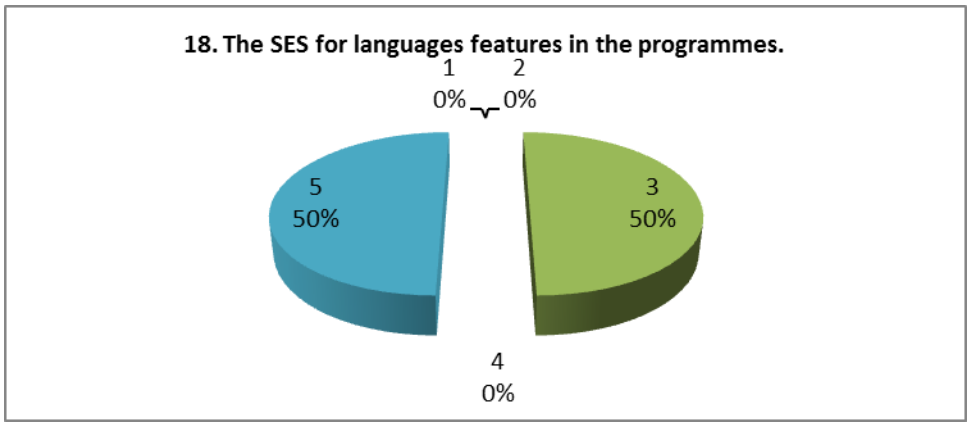


Figure 18: The SES for languages features in the programmes.

Interpretation: Figure 18 reveals that SES for languages do not feature in the NMI programmes and this is not a good evidence because the SES professionals are supposed to be language specialists and should be part of the success of the NMS programmes.

Questionnaire item 19: This item requested respondents to respond to the statement: Monitoring of the programme is the duty of the principal. The responses are represented in figure 19.

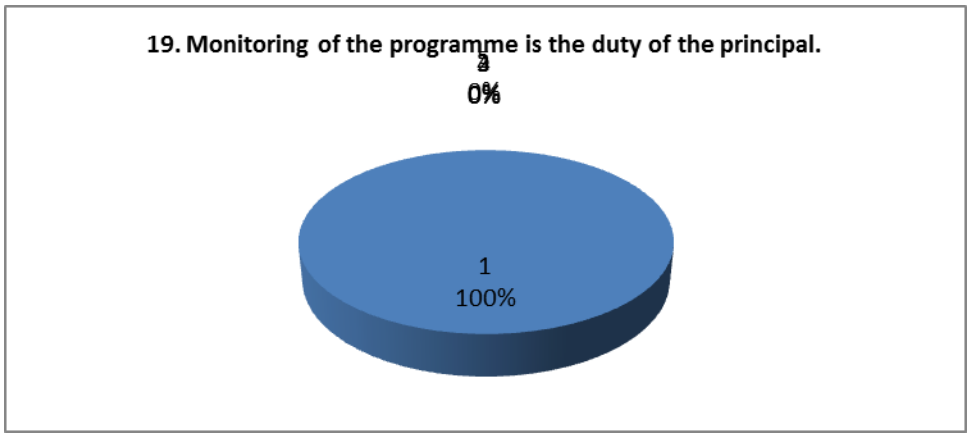


Figure 19: Monitoring of the programme is the duty of the principal.

Interpretation: The evidence in figure 19 reveals a responsibility of the principals which is taken seriously by them. What has been revealed in the study is that principals

in NMS schools do their managerial duties professionally and for that matter monitor the programmes for their efficiency and effectiveness.

Questionnaire item 20: This item requested respondents to respond to the statement: Parental support and involvement is positive in this school. The responses are represented in figure 20.

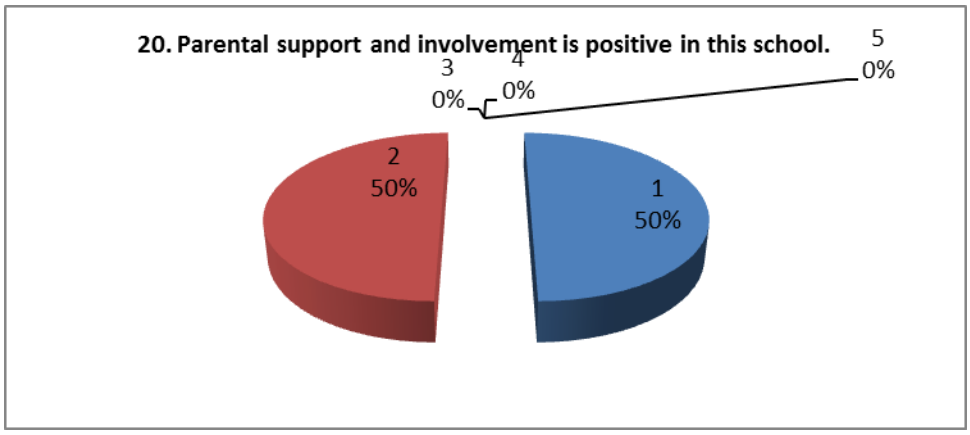


Figure 20: Parental support and involvement is positive in this school.

Interpretation: Evidence from figure 20 is that parents support and involve themselves in the schools, which is a major contributing factors to urge the teachers on to do their work professionally. Parental involvement in their children's learning is seen by many as a major factor contributing to learner effectiveness and efficiency.

In conclusion, it can be indicated that the principals' responses reveal that there is absolute effectiveness and efficiency in terms of the way the principals govern their schools. In this way they involve their teachers in everything that is done in the school. This kind of attitude contributes to teachers' effectiveness and efficiency in their teaching, which also contributes to learners' ability to perform better. In terms of the general conditions which prevail in NMS schools principals are playing their managerial roles effectively and efficiently which has made the schools what they are in terms of the reading and writing activities which have become known throughout the Eastern Cape Province.

Item statement	SA%	A%	N%	D%	SD%
21. I teach the class they are trained to teach.	50	30	20	00	00
22. Teachers teach the subjects they are trained to teach.	50	30	00	20	00
23. All grades in this school are accommodated in standard classrooms.	50	30	20	00	00
24. All classrooms are properly furnished and ventilated for learning.	60	20	20	00	00
25. There is staffroom for teachers to relax and prepare for their lessons.	40	30	10	20	00
26. There is sufficient material for every teacher in this school.	40	40	10	10	00
27. There is proper monitoring programme for reading in this school.	60	20	00	20	00
28. The school is well resources with teaching and learning materials.	60	40	00	00	00
29. There is library for learners to borrow and read a variety of books in this school.	20	20	00	50	10
30. There is book corner with a variety of text for learners to read in class.	60	40	00	00	00
31. There is substitute teacher to keep the class busy when I attend workshop.	70	30	00	00	00
32. In this school the SMT is conversant with the NMS reading and writing programme.	70	30	00	00	00
33. I am involved in the Learner Teacher Support Materials is ordered.	60	40	00	00	00
34. I receive the necessary support from NMS to teach reading and writing.	70	30	00	00	00
35. Staff development is done at school level to up grade teachers' skills and methods of teaching reading and writing.	50	30	20	00	00
36. The NMS facilitators work with the SMT to monitor the reading	30	40	20	00	00

programme in this school.					
37. The senior education specialists for languages are conversant with the NMS reading and writing programme in this school.	00	00	20	20	60
38. There is remedial class to help learners who are slow to learn in this school.	40	40	20	00	00
39. Parent support and involvement in this school is positive.	40	60	00	00	00
40. The NMS reading and writing programme has improved language performance of learners in this class.	60	40	00	00	00

Table 2: Teachers Tallied questionnaire responses

4.2.2. Questionnaire items responses from teachers: What have been provided below are the responses from teachers' questionnaires and their interpretation.

Questionnaire item 21: This item requested respondents to respond to the statement: I teach the class I am trained to teach. The responses are represented in figure 21.

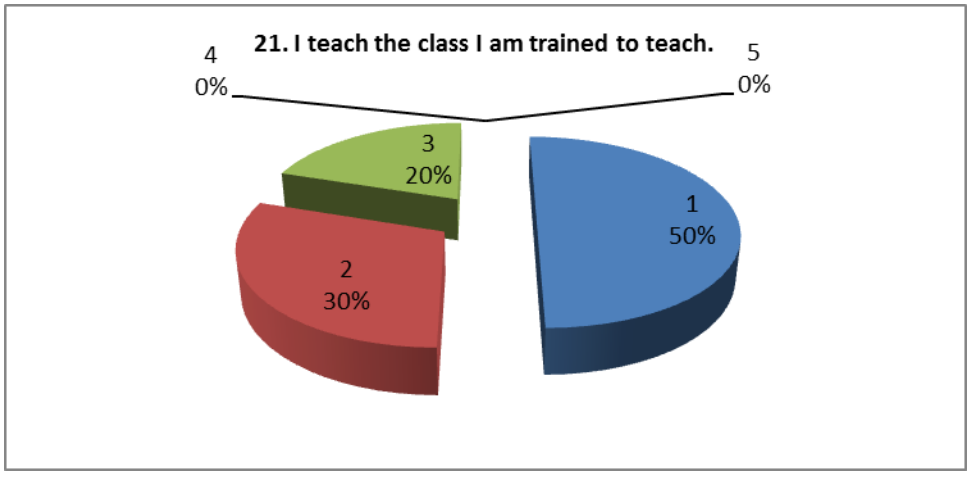


Figure 21: I teach the class I am trained to teach.

Interpretation: Figure 21 reveals a very important effectiveness and efficiency factors for better teaching by teachers. If teachers in NMI schools teach the class that they have been trained to teach, then there is every possibility that their teaching will be effective and efficient leading to learners' excellent performance in reading and writing.

Questionnaire item 22: This item requested respondents to respond to the statement: Teachers teach the subjects they are trained to teach. The responses are represented in figure 22.

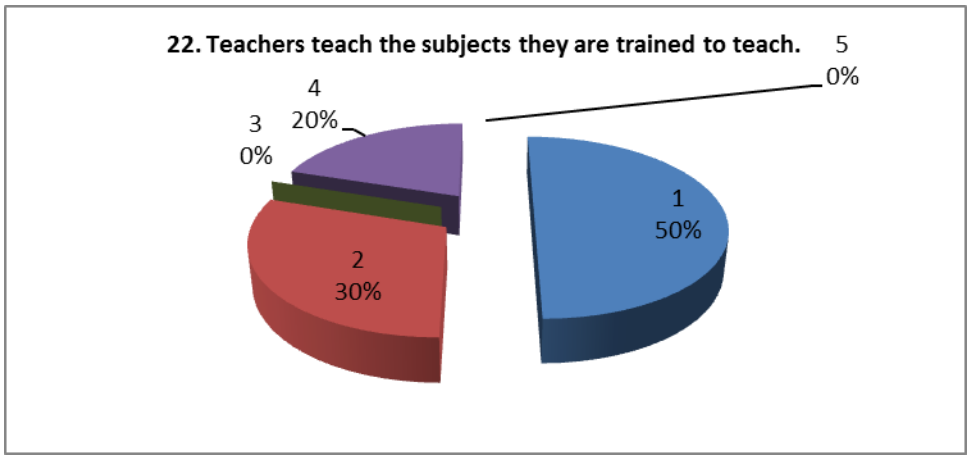


Figure 22: Teachers teach the subjects they are trained to teach.

Interpretation: Figure 22 reveals a very important effectiveness and efficiency factors for better teaching by teachers. If teachers in NMS teach the subjects that they have been trained to teach, then there is every possibility that their teaching will be effective and efficient leading to learners' excellent performance in reading and writing.

Questionnaire item 23: This item requested respondents to respond to the statement: All grades in this school are accommodated in standard classrooms. The responses are represented in figure 23.

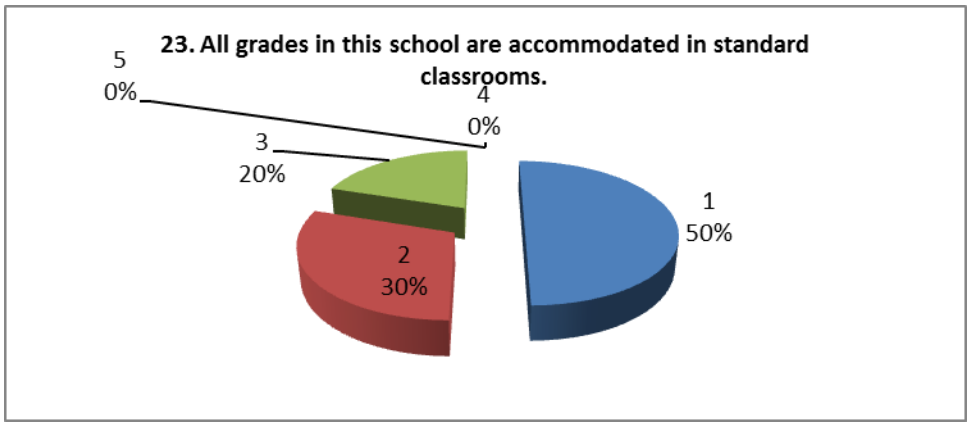


Figure 23: All grades in this school are accommodated in standard classrooms.

Interpretation: In comparison with DoE schools where some classes are taught under trees and in dilapidated classrooms with no facilities to support teaching and learning, the teachers in the NMS indicated unanimously as evidenced in figure 3 that all classes are conduced in furnished and well ventilated classrooms. This further supports the idea of effectiveness and efficiency. The result is that learners feel at home and teachers are confident to provide the required services they are supposed to provide to their learners.

Questionnaire item 24: This item requested respondents to respond to the statement: All classrooms are properly furnished and ventilated for learning. The responses are represented in figure 24.

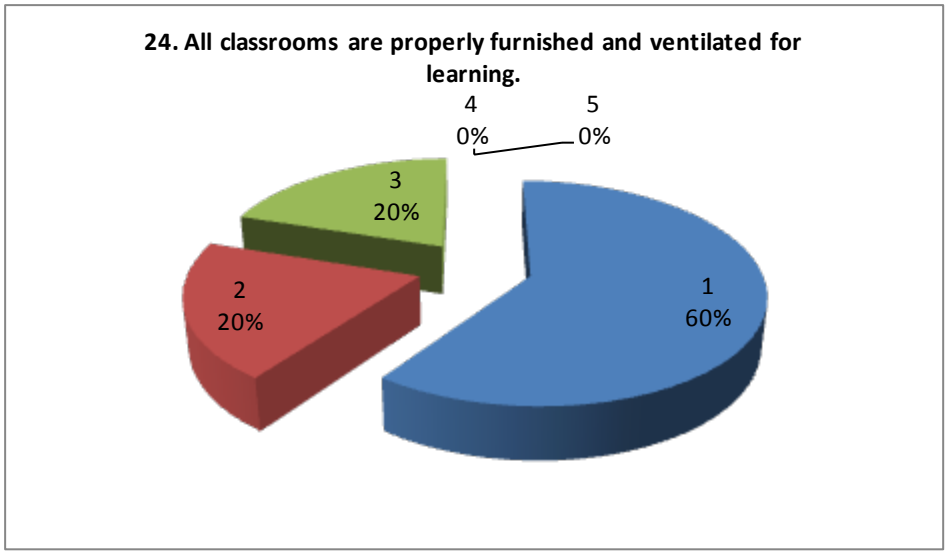


Figure 24: All classrooms are properly furnished and ventilated for learning.

Interpretation: From figure 24, there is evidence that classrooms in NMS schools are properly furnished and ventilated for learning. This is another contributing factor because effective and efficient teaching and learning in such classrooms could be achieved because of the provisions available for teachers to use.

Questionnaire item 25: This item requested respondents to respond to the statement: There is staffroom for teachers to relax and prepare for their lessons. The responses are represented in figure 25.

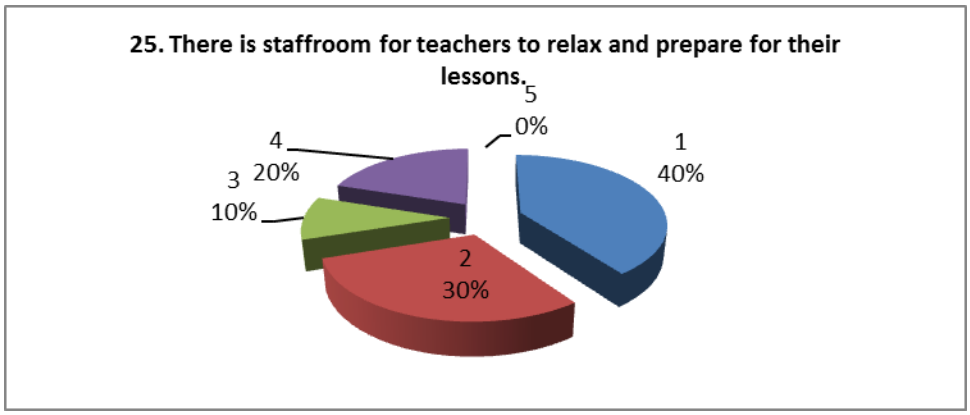


Figure 25: There is staffroom for teachers to relax and prepare for their lessons.

Interpretation: Figure 25 reveals another supporting evidence for effectiveness and efficiency. It teachers have a place to relax, do their preparations and mark learners work, then there is every indication that they will be effective and efficient because they would not be stressed in terms of their professional duties that they are to perform.

Questionnaire item 26: This item requested respondents to respond to the statement: There is sufficient material for every teacher in this school. The responses are represented in figure 26.

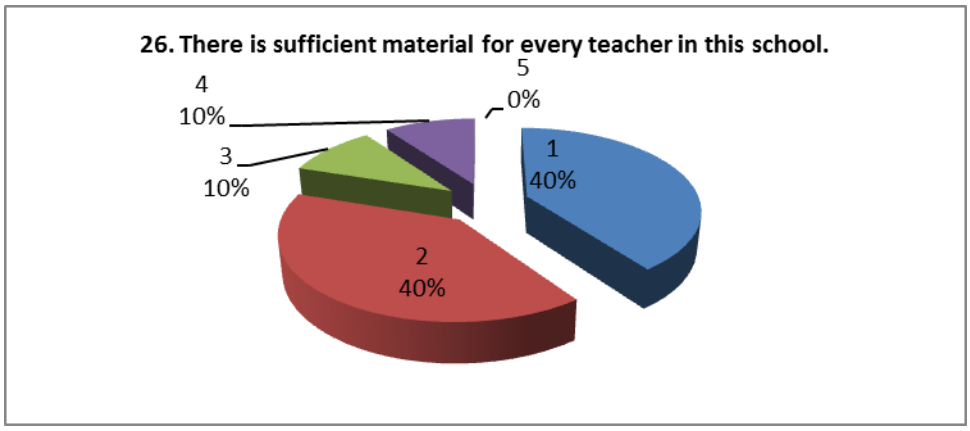


Figure 26: There is sufficient material for every teacher in this school.

Interpretation: Figure 26 further supports the reasons for teachers' effectiveness and efficiency in NMS schools. Throughout the world, there is revelation of inadequacy of teaching and learning resources as revealed in the literature review. However, in the NMS there is sufficient teaching and learning materials for every teacher and for this reason teaching and learning could be effective and efficient.

Questionnaire item 27: This item requested respondents to respond to the statement: There is proper monitoring programme for reading in this school. The responses are represented in figure 27.

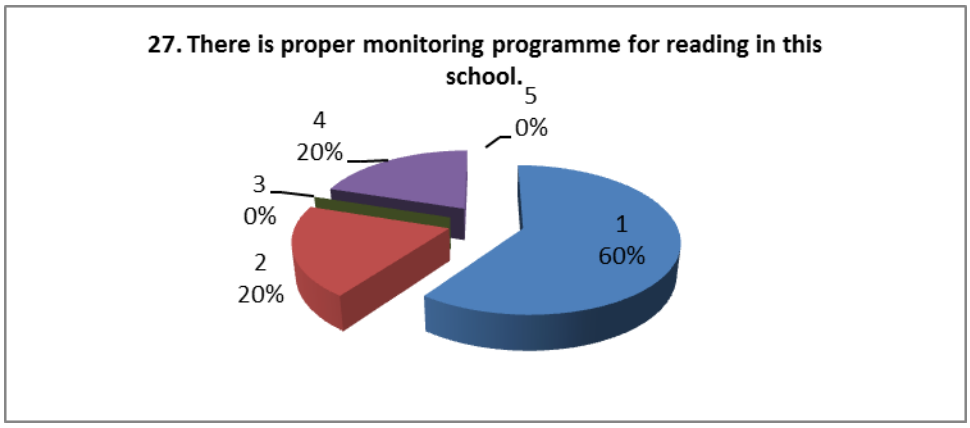


Figure 27: There is proper monitoring programme for reading in this school.

Interpretation: Figure 27 supports the information revealed by principals in figure 19 where monitoring of the programmes are spearheaded by the principals. If this is the case then the effectiveness and efficiency of teachers could be excellent leading to learners' performance improvement.

Questionnaire item 28: This item requested respondents to respond to the statement: The school is well resources with teaching and learning materials. The responses are represented in figure 28.

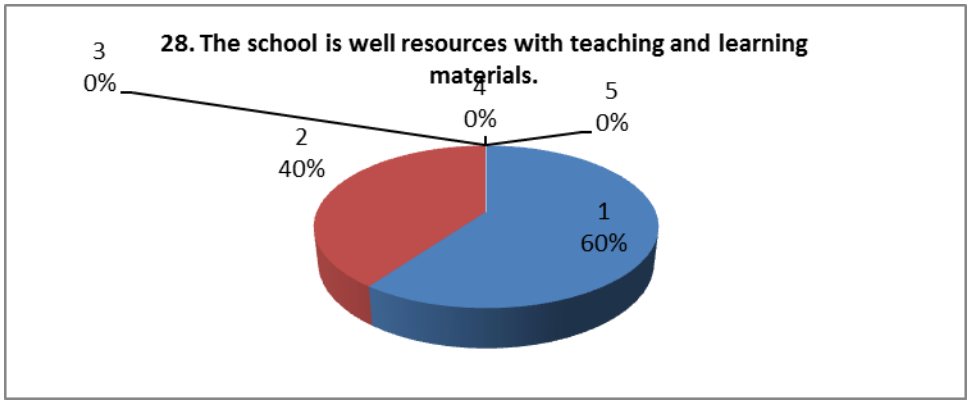


Figure 28: The school is well resources with teaching and learning materials.

Interpretation: Figure 28 reveals, yet another factor that contributes to teacher effectiveness and efficiency in terms of teaching and learning. If the NMS are well resourced in terms of infrastructure and resources for teaching and learning including

additional materials, then there is no wonder that these schools stand out prominent in the Eastern Cape Province as excellent institutions of learning.

Questionnaire item 29: This item requested respondents to respond to the statement: There is library for learners to borrow and read a variety of books in this school. The responses are represented in figure 29.

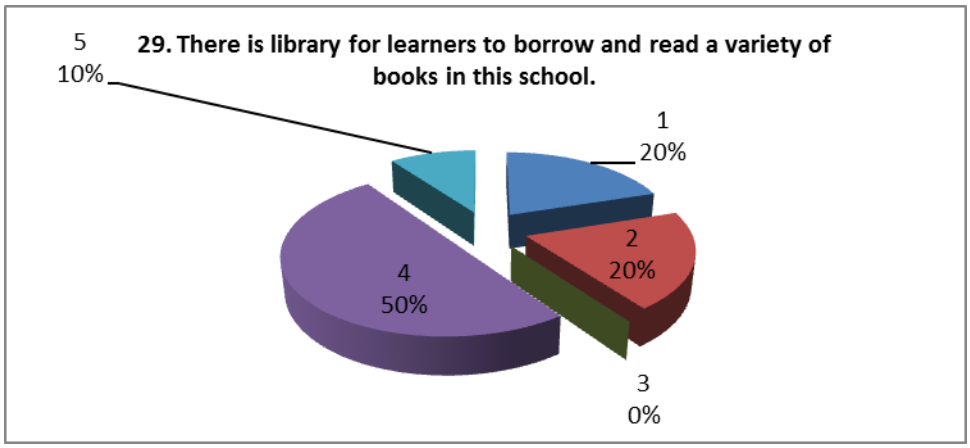


Figure 29: There is library for learners to borrow and read a variety of books in this school.

Interpretation: Figure 29 reveals further evidence of effectiveness and efficiency of learners. The availability of a library in a school is in itself a booster to reading and writing. As revealed in the literature review, many schools worldwide do not have school libraries which are supposed to support learners reading. But with NMS the availability of libraries is indication that learners can borrow books and read to improve their reading effectiveness and efficiency.

Questionnaire item 30: This item requested respondents to respond to the statement: There is book corner with a variety of text for learners to read in class. The responses are represented in figure 30.

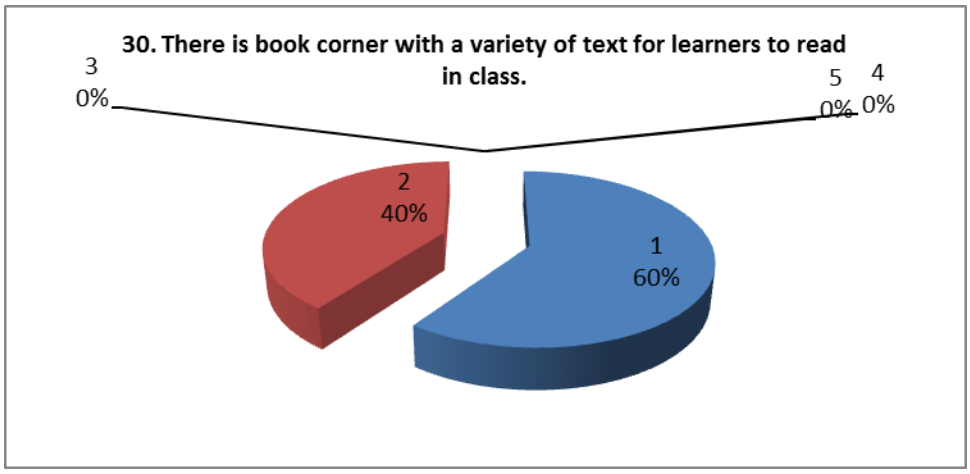


Figure 30: There is book corner with a variety of text for learners to read in class.

Interpretation: Despite the fact that there is a library in NMS, every classroom has book corner where reading materials are stored for immediate utilization by learners and teachers. This means that teachers and learners are in constant interaction with reading and writing materials readily available and used when required.

Questionnaire item 31: This item requested respondents to respond to the statement: There is substitute teacher to keep the class busy when I attend workshop. The responses are represented in figure 31.

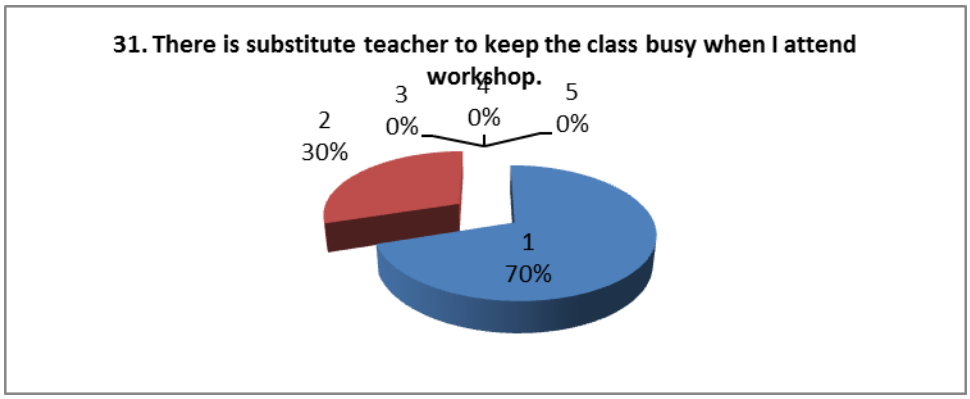


Figure 31: There is substitute teacher to keep the class busy when I attend workshop.

Interpretation: Figure 31 still reveals another factor which supports effectiveness and efficiency in schools in terms of teacher absence. In the NMS schools, there is always a

substitute teacher to take the place of a teacher in case of emergency or illness. This means that there is no break in the teaching and learning continuum in the schools.

Questionnaire item 32: This item requested respondents to respond to the statement: In this school the SMT is conversant with the NMS reading and writing programme. The responses are represented in figure 32.

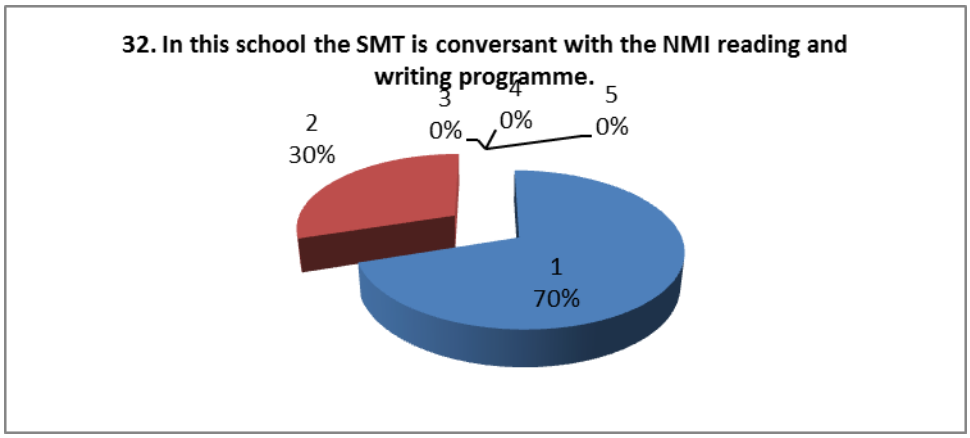


Figure 32: In this school the SMT is conversant with the NMS reading and writing programme.

Interpretation: Figure 32 reveals further evidence of efficiency and effectiveness. The SMT of the schools are in constant touch with the activities in the schools which shows that there is coordination of activities in the NMS schools making teachers perform at their best levels.

Questionnaire item 33: This item requested respondents to respond to the statement: I am involved in the Learner Teacher Support Materials is ordered. The responses are represented in figure 33.

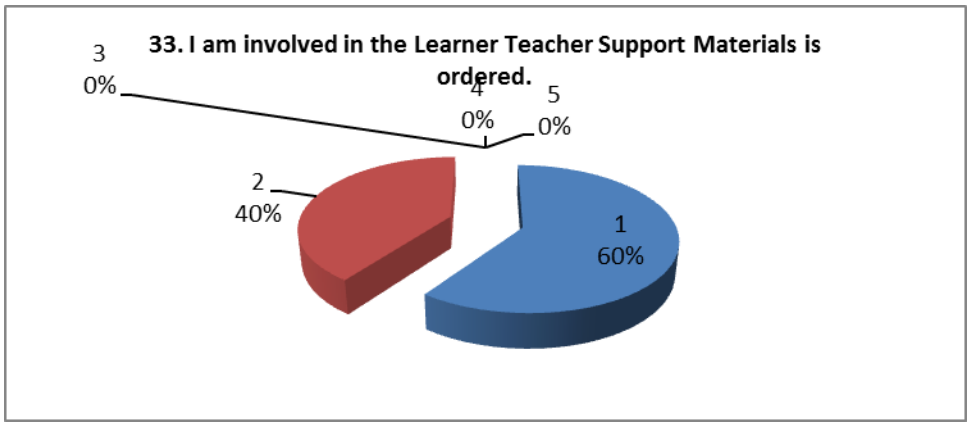


Figure 33: I am involved in the Learner Teacher Support Materials is ordered.

Interpretation: Figure 33 reveals that teachers are involved when ordering materials for use in their teaching. This means that all resources ordered will be the ones needed by the teachers for their use in their teaching. This is another contributing factor to efficiency and effectiveness.

Questionnaire item 34: This item requested respondents to respond to the statement: I receive the necessary support from NMS to teach reading and writing. The responses are represented in figure 34.

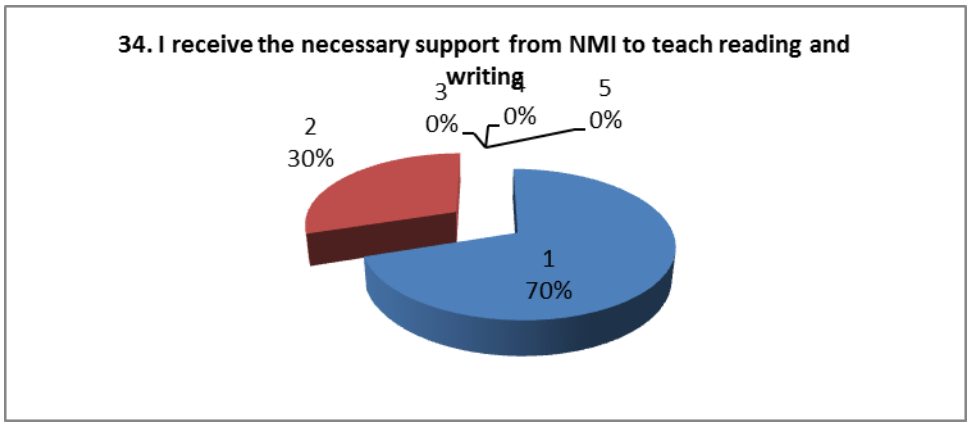


Figure 34: I receive the necessary support from NMS to teach reading and writing.

Interpretation: Figure 34 still reveals another factor for effectiveness and efficiency. Getting the necessary support from the school authority in terms of reading and writing is very encouraging. This means that teachers are in touch with their school manager who is ready to attend to their needs to enable them do their teaching professionally.

Questionnaire item 35: This item requested respondents to respond to the statement: Staff development is done at school level to up grade teachers' skills and methods of teaching reading and writing. The responses are represented in figure 35.

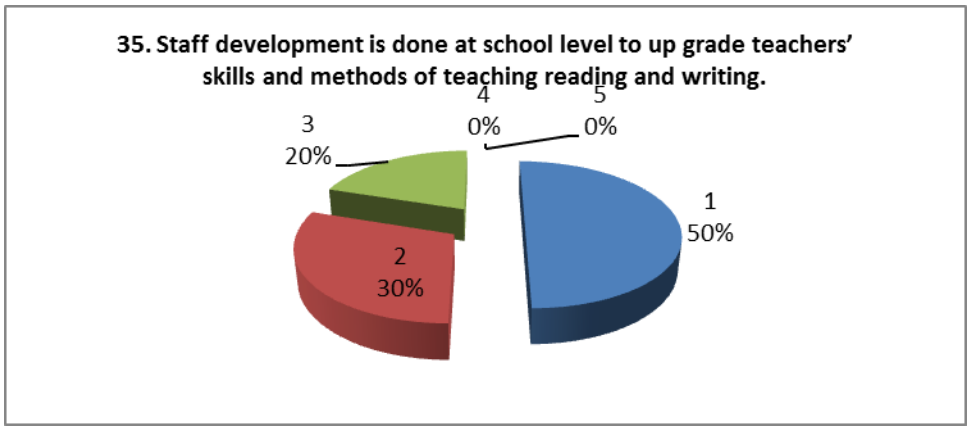


Figure 35: Staff development is done at school level to up grade teachers' skills and methods of teaching reading and writing.

Interpretation: Staff development, as revealed in figure 35 is a means to up grade teachers' content knowledge and skills acquisition in terms of new developments in their fields. The fact that staff development is done at school level to up grade teachers' skills and method of teaching reading and writing contributes to the effectiveness and efficiency.

Questionnaire item 36: This item requested respondents to respond to the statement: The NMS facilitators work with the SMT to monitor the reading programme in this school. The responses are represented in figure 36.

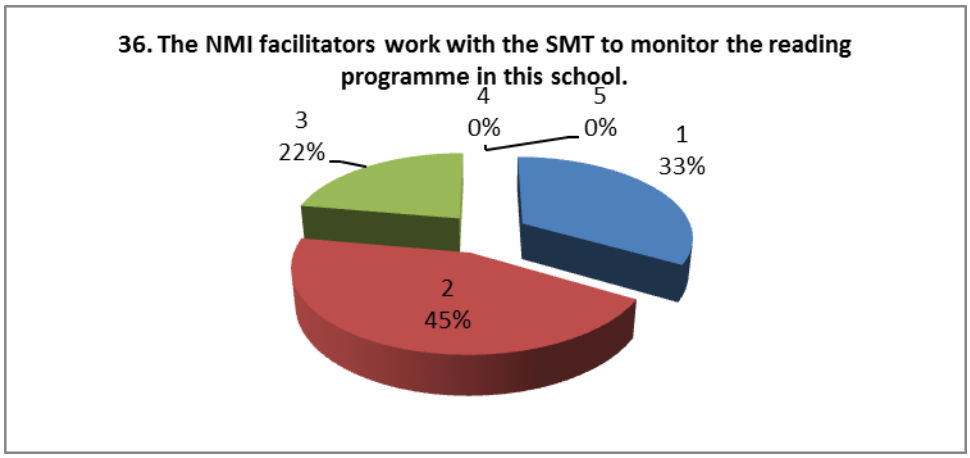


Figure 36: The NMS facilitators work with the SMT to monitor the reading programme in this school.

Interpretation: Monitoring is another factor which contributes to teacher effectiveness and efficiency. If NMS facilitators work with the SMT to monitor the reading and writing programmes in the schools, then there is every indication that teachers will improve in their efficiency and effectiveness.

Questionnaire item 37: This item requested respondents to respond to the statement: The SES for languages are conversant with the NMS reading and writing programme in this school. The responses are represented in figure 37.

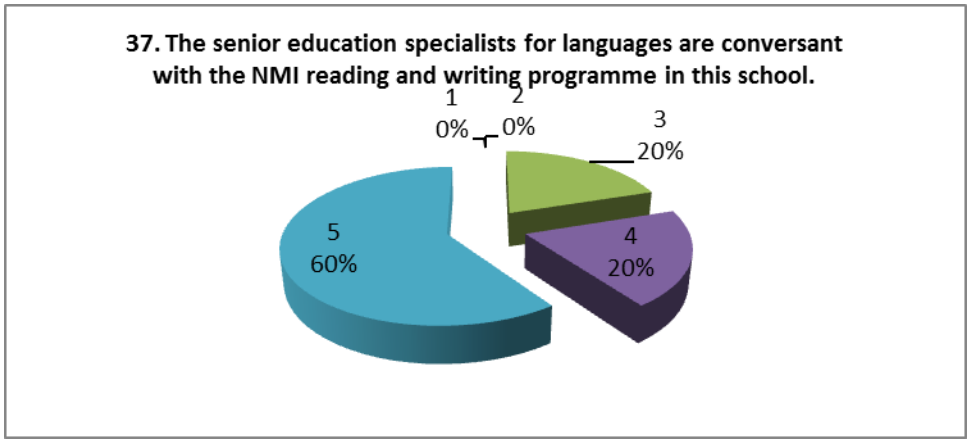


Figure 37: The senior education specialists for languages are conversant with the NMS reading and writing programme in this school.

Interpretation: In figure 37, there is worrisome evidence that SES personnel not conversant with the NMS reading and writing programmes. The senior education specialists (SES) are supposed to be language advisors and if they are not familiar with the NMS programmes then there is problem in terms of their contribution to implement them successfully.

Questionnaire item 38: This item requested respondents to respond to the statement: There is remedial class to help learners who are slow to learn in this school. The responses are represented in figure 38.

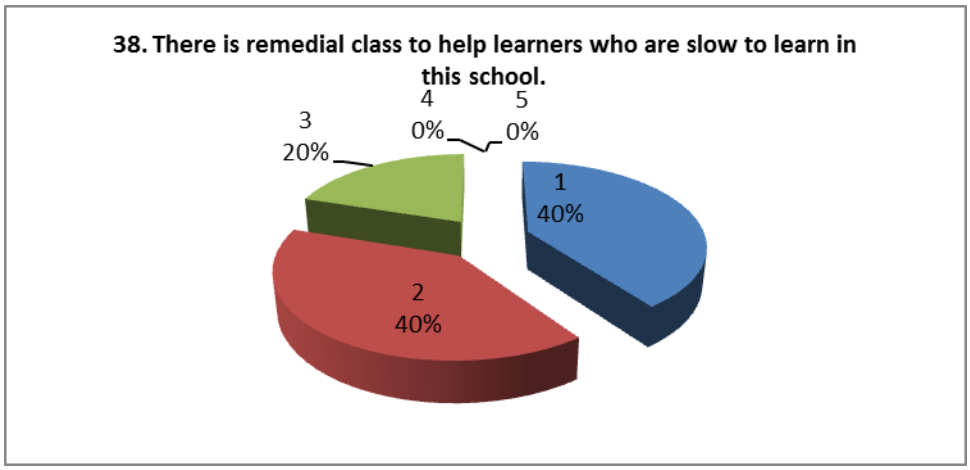


Figure 38: There is remedial class to help learners who are slow to learn in this school.

Interpretation: In figure 38, there is evidence that no learner is left behind because regular remedial classes are organized to help learners with problems to catch up in their school work.

Questionnaire item 39: This item requested respondents to respond to the statement: Parent support and involvement in this school is positive. The responses are represented in figure 39.

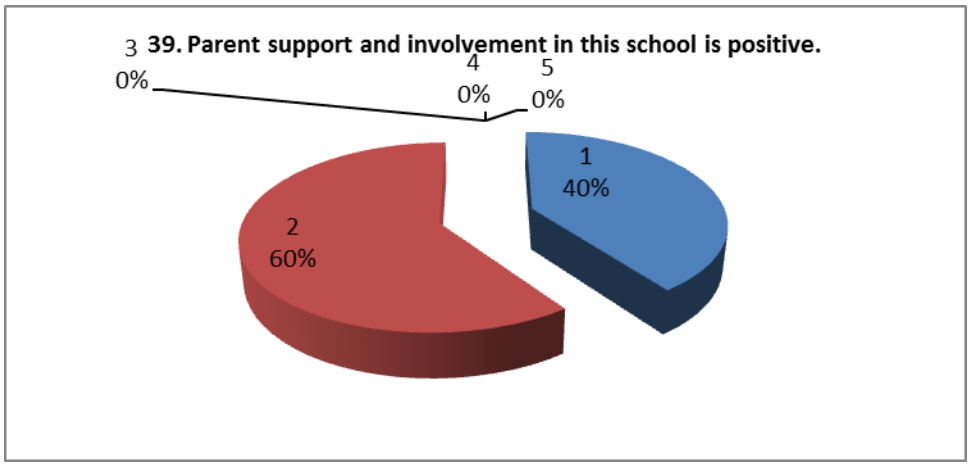


Figure 39: Parent support and involvement in this school is positive.

Interpretation: The identification of the fact revealed in figure 39 is a factor which contributes to teacher efficiency and effectiveness and that is parental involvement in the activities of their children. There is, therefore, no surprise that NMS perform creditably well in terms of learner performance.

Questionnaire item 40: This item requested respondents to respond to the statement: The NMS reading and writing programmes have improved language performance of learners in this class. The responses are represented in figure 40.

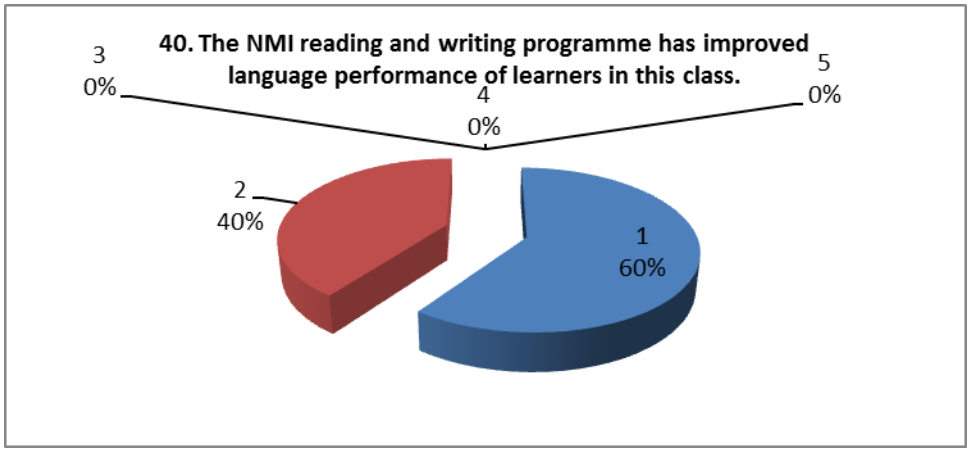


Figure 40: The NMS reading and writing programmes have improved language performance of learners in this class.

Interpretation: Figure 40 sums up the evidence of the efficiency and effectiveness of the NMS reading and writing programme. The revelation is that the NMS reading and writing programmes have help learners to improve in their performance in reading and writing.

It can generally be concluded that teachers support the NMS reading and writing programmes because they have been trained to teach the subjects as well as the classes which make them confident in the performance of their duties. The availability of staffroom for teachers to relax and prepare, well furnished and ventilated classrooms, teaching and learning materials and the required resources, the support they obtain from their principals, parents, SGB and SMT and the regular monitoring of their teaching and learning including the organization of workshops to up grade their skills contribute to their efficiency and effectiveness.

4.2.3. Interview items responses from principals: What have been provided below are the interview items responses from principals and their interpretation. Two schools were selected and their principals were interviewed. The four interview items were the following questions:

1. How do you participate in the NMS reading and writing programmes?

2. What makes the foundation phase teachers in your school to teach reading and writing efficiently and effectively?

3. How do you involve other stakeholders like parents and SGB members in the NMS programmes?

4. Do you recommend that NMI programmes need to be extended to other phases in the school system? If your answer is YES/NO why do you say so?

The responses to the interview questions from the two principals were unanimous. They indicated that they participate in the NMS reading and writing programmes and that managing the programmes has not been a burden. They were of the view that the programmes have done wonders in terms of the learners' ability to read and write and their participation, in terms of regular monitoring have made them gain confidence in themselves and in their teachers as well. They indicated that teachers are always on time to their classes to teach and that has impacted positively on the learners beyond the foundation phase classes.

In responding to question two they indicated that regular monitoring and support have made the teachers confidence and do not feel threatened by the presence of another person in their classes when teaching. The teachers are well trained and the schools are well equipped with resources including the application of a variety of teaching methodological approaches, strategies and methods. Such variations enable the learners to accustom themselves with various styles of acquiring content knowledge and skills in reading and writing.

In terms of involvement of other stakeholders, the two principals were also unanimous in their responses. They indicated that parents and SGB members regularly respond to invitations and meet with the teachers to find out about any assistance they may need from them to help them do their teaching professionally. In short, they indicated that the well resourced nature of the classrooms in terms of reading and writing with a variety of resources has provided the teachers the ability to introduce the learners to various strategic instructional methods which help the learners to learn effectively and efficiently.

They were of the view that teachers' ability to prepare adequately and the school-based classroom support they receive regularly from the NMS facilitators are all contributing factors to their effectiveness and efficiency. The institutionalization of reading and writing clubs in the schools were mentioned by the principals as major contributing

factor in the success of the NMS reading and writing programmes. They also mentioned that the ILIMA LOKUFUNDA PROJECT which enables parents, SGB, learners and teachers to work together as a team to clean up the school and educate one another in terms of motivational talks adopted by the schools is another contributing factor for effectiveness and efficiency in the reading and writing programme.

In terms of the final question, their responses were also unanimous, meaning that they recommend the programmes to be extended to all the other phases in the school system because learners will benefit and will not have problem in terms of the use of ESL during examinations. According to them, if this is done there will be marked improvement in the national matriculation examination results in ESL which may also contribute to the general performance of all the learners at the end of their high school years.

It can be concluded that NMS reading and writing programmes help learners to develop confidence and the way the teachers are trained to teach also serve as major motivational urge to push the learners on to love and enjoy reading and writing in ESL. The environmental factors in terms of the general school settings of the classrooms, the availability of instructional and learning resources and the professional training that the teachers in these schools have received contribute to the success of the programmes. Furthermore, the introduction of substitute teachers during the absence of teachers does not leave a gap in the teaching and learning continuum. The involvement of all stakeholders also contributes to the success of the NMS programmes.

4.2.4. Interview items responses from teachers: What have been provided below are the interview items responses from teachers and their interpretation. The interview questions administered to the teachers were the following:

1. What contributes to the reading and writing effectiveness and efficiency of learners on the school?

2. How does the magic classroom impact on your teaching?

3. How does the magic classroom impact on learners' learning?

4. How do the NMS programmes compared to the contribution of the DoE towards improvement of reading and writing in this school?

5. What do you thin needs to be improved in the NMS programmes to help learners to read and write effectively and efficiently?

All the teachers indicated in their responses what have contributed to the learners effectiveness and efficiency in reading and writing include the training that the teachers have receives, the contribution of the facilitators, the regular monitoring of their principals, the availability of teaching and learning resources and the level of motivation of the learners in the schools.

In terms of the impact of the magic classrooms, they responded that these classrooms are specifically designed and constructed for learners to feel comfortable during teaching and learning. These classrooms, according to the teachers are well resources and equipped with a variety of resources including electronic blackboard, video facilities, television, speakers and projectors.

Workbooks specifically designed to introduce learners to reading and writing are used during teaching which provide the basis for the acquisition of both the content knowledge and skills for effective and efficient reading and writing. Learners also have access to all these resources and use them to increase their confidence. These serve as the major motivational factor urging the learners to excel well in reading and writing.

In terms of the comparison of the NMS and DoE programmes, they indicated that, the NMS programmes are far superior to the DoE ones. They even indicated that the DoE programmes are not well articulated and that DoE schools are poorly resourced which puts a lot of strain on teachers. Furthermore, they indicated that teachers in DoE

schools have not been provided specific training in teaching reading and writing and for this reason the NMI programmes supersede that of the DoE programmes.

In terms of the needs for improvement of the NMS programmes, the teachers responded that there should be regular retraining of the teachers in terms of new developments in reading and writing so that they will always be abreast with these developments and further improve on their teaching methods, approaches and strategies. These, they believe, will help them to help their learners read and write effectively and efficiently.

To conclude, it can be indicated that the NMS magic classrooms are well resources for the teaching and learning of reading and writing. Teachers have been s to effective teaching and learning and the level of learners' motivation to read and write is high. Teachers are not stressed and do their work with absolute sincerity and professionalism which contributes to the successful implementation of effective and efficient reading and writing in the NMS schools.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

The purpose of this study was to identify the strategies used by NMS teachers that contribute to the effective, efficient and successful acquisition of reading and writing skills among learners in these schools. The study further aimed to help teachers in public schools other than those at NMS to acquire further content knowledge and skills acquisition to improve their ways of teaching reading and writing to learners in their respective schools, especially in the foundation phase classes.

5.2. LIST OF FINDINGS

The major findings from the study revealed the following which require the attention of the researcher to list and briefly discuss to be able to make appropriate recommendations.

- Principals in the NMS are equipped to do their work as managers of teaching and learning in their schools.
- General environment conditions (well ventilated classrooms and adequate furniture) are conducive to teaching and learning.
- There is use of language festivals to improve content knowledge.
- Teachers are involved in the drafting and development of the year plan and in the ordering of the LTSM.
- The workshops by the NMS facilitators and the school based training help improve teachers' skills to teach reading and writing efficiently.
- The use of the substitute teacher when the teacher goes for a workshop is helping both the teachers and learners.

- Monitoring and support given by the principal and programme facilitators is of great help to teachers.
- Parental involvement in the program is appreciated by all the parties involved.
- Remedial classes play a vital role in helping the learners.

5.3. RECOMMENDATIONS

Based on the findings from the consulted literature and collected primary data sources, the researcher recommends the following to enable teachers help their learners to improve in their reading and writing, which they need to be able to perform creditably in their school work.

- Principals should monitor reading and writing of learners on a regular basis.
- Every school should have well trained teachers and adequate resources to teach reading and writing.
- Parental involvement needs to be encouraged in every school
- Training institutions should make teaching reading as part of their curriculum specialization.
- All schools should have libraries and book corners.
- Reading clubs should be initiated in every school.
- Programmes like ILIMA LOKUFUNDA or similar programmes should be initiated in all public schools so as to promote parent-teacher-learner working relations.

5.4. CONCLUSION

The study aimed to identify the strategies used by NMS teachers that contribute to the effective, efficient and successful acquisition of reading and writing skills among learners in these schools. The study further aimed to help teachers in public schools other than those at NMS schools to acquire further knowledge and skills to improve their ways of teaching reading and writing. The researcher adopted both the quantitative (see tables and graphs) and the qualitative (see interpretations and

interview summaries) approaches and employed the questionnaire and interview schedules as data collection instruments. Findings from the collected primary data revealed major factors supporting the improvement of learners' performance in reading and writing at NMI schools which could be adopted in all public schools to help learners improve and perform creditably in terms of their school work.

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WALTER SISULU UNIVERSITY
FACULTY OF EDUCATION
NELSON MANDELA DRIVE
MTHATHA
10 APRIL 2012

The Circuit Manager
Circuit 11
Mthatha Education District
Mthatha
5099

Sir

Request for permission to conduct Research: A.N. Nothenjana (M.Ed.WSU)

I am undertaking research as a Master's Degree student at the above mentioned University. The aim of the research is to investigate the factors that contribute towards effective reading of learners in the Nelson Mandela Institute (MMI) schools in Mqanduli. This is a humble request to conduct a study in a sample of two schools.

Teaching and learning will not be affected, research will be conducted during break times and or after school hours. This research can help teachers to select and use the appropriate strategies to teach reading in English as a second language

Thanking you in advance for your kind assistance

Yours Faithfully

(Miss) A.N. Nothenjana
083 506 8885

WALTER SISULU UNIVERSITY
FACULTY OF EDUCATION
NELSON MANDELA DRIVE
MTHATHA
10 APRIL 2012

The Principal
Gwebinkundla J.S.S
Mqanduli
5080

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FACULTY OF EDUCATION
NELSON MANDELA DRIVE
MTHATHA
10 APRIL 2012

The Principal
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Sir

Request for permission to conduct Research: A.N. Nothenjana (M.Ed.WSU)

I am undertaking research as a Master's Degree student at the above mentioned University. The aim of the research is to investigate the factors that contribute towards effective reading of learners in the Nelson Mandela Institute (MMI) schools in Mqanduli. This is a humble request to conduct a study in a sample of two schools.

Teaching and learning will not be affected, research will be conducted during break times and or after school hours. This research can help teachers to select and use the appropriate strategies to teach reading in English as a second language

Thanking you in advance for your kind assistance

Yours Faithfully

(Miss) A.N. Nothenjana
083 506 8885

Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

Botha Sigcau Building *Office No. 35A *Ground Floor *Mthatha *Private Bag X5003 *Mthatha *5099
REPUBLIC OF SOUTH AFRICA *Tel: +27(47)502 4288 *Fax: +27 (47) 5313535 *Website: ecprov.gov.za
*Email:tnompozolo@webmail.co.za
Enq: Mr S.N. Moyikwa Date:10.09.2012

APPENDIX B

LETTER GRANTING PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.

Dear Miss Nothenjana

Permission to conduct Research

Permission is hereby granted for you to conduct research provided the following conditions are taken into consideration.

1. Educators are not forced to participate if they are reluctant to do so.
2. Ethical issues such as what are legitimate to do, or moral are considered.
3. It is hoped that the study will be of great assistance to the department. This implies that your findings will be shared with us.

You will be required to present the copy of this permission to the principals of the affected schools.

Good luck.

Yours in Education

S.N. Moyikwa

PROVINCE OF THE EASTERN CAPE
DEPARTMENT OF EDUCATION
MTHATHA DISTRICT
2012 -09- 10
SIGN:.....
CIRCUIT MANAGER

GWEBINKUNDLA J.S.S

P.O.BOX 373
MQANDULI
5080

NGWEVANA LOC.
MQANDULI
5080

SCHOOL MANAGER: P. N. SIYO
CONTACT NO. :0731383748

S.M.T.:A.N.NOTHENJANA
CONTACT NO.:0835068885

Dea r Miss Nothenjana

PERMISSION TO CONDUCT A STUDY

Permission is hereby granted for you to conduct a study in the above addressed school .As the school we understand the purpose of the study and the extent to which the teachers will be involved.

It is hoped that the study will be of great assistance to the school and the department as the findings will be shared with us.

Good luck

Yours in service

N.P.SIYO

SCHOOL STAMP
GWEBINKUNDLA J.S.S
DEPT. OF EDUCATION
BOX 373, MQANDULI
PRIN SIGN :
DATE : 13/09/2012

MQANDULI VILLAGE SCHOOL

P.O. BOX 365

MQANDULI

5080

PRINCIPAL: MS. M. MBEDU

CONTACT. NO. 0799019869

S. M. T: MS QUMA

CONTACT NO. 0787080510

Dear Ms. NOTHENJANA

CONSENT TO CONDUCT A STUDY

This serves to respond to your letter requesting to conduct a study in this school. The school has no objection in letting you conduct a study.

We wish you good luck on your studies.

Yours in education

Ms. MBEDU

MQANDULI VILLAGE J.S.S.
P.O. Box 365 - MQANDULI
Principal: M. Mbedu
Date: 2012-04-12

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: A. N. NOTHENJANA
Researcher's Institution: WALTER SISULU UNIVERSITY Phone: 047 502 2111
Name of the Main Supervisor (in case of students): N.A.P. BOASIO
Purpose of the study/research: (if research is for a qualification, which one?): M. Ed.

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) Mqanduli Village School on (date) 12-04-2012 by (full name) K. Jubase of (address) MQANDULI
Witness: Name: C.N. Mbalo Signature: _____ Date: 12-04-2012

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____ on (date) _____ by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: M. MBEDU Signature: M. Mbedu
Office Stamp:

MQANDULI VILLAGE J.S.S.
P.O. Box 365 - MQANDULI
Principal: M. Mbedu
Date: 2012-04-12

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: K.N. NOTHENJANA
Researcher's Institution: WALTER SISULU UNIVERSITY Phone: 047 502 2111
Name of the Main Supervisor (in case of students): N.A.P. BOTHO
Purpose of the study/research: (if research is for a qualification, which one?): M.Ed.

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) MQANDULI on (date) 12/04/12 by
(full name) Luleka Quma of (address) MQANDULI VILLAGE J.S.S.
Witness: Name: C.N. Mbelo Signature: Date: 12-04-2012

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____on (date) _____by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: M. MBESU Signature: M. Mbesu
Office Stamp:

MQANDULI VILLAGE J.S.S.
P.O. Box 365 - MQANDULI
Principal: M. Mbesu
Date: 2012 - 04 - 12

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: A.N. NOTHENJANA
Researcher's Institution: WALTER SISULU UNIVERSITY Phone: 0475022111
Name of the Main Supervisor (in case of students): N.A.P. BOADUO
Purpose of the study/research: (if research is for a qualification, which one?): M.Ed.

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) MQANDULI VILLAGE SCHOOL on (date) 10-04-2012 by (full name) Nomakorja Cynthia Mbali of (address) Mqanduli
Witness: Name: T. Rema Signature: T. Rema Date: 12/04/12

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____ on (date) _____ by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: M. MBEDU Signature: M. Mbedu
Office Stamp:

MQANDULI VILLAGE J.S.S.
P.O. Box 365 - MQANDULI
Principal: M. Mbedu
Date: 2012-04-12

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: A. N. NOTHENJANA
Researcher's Institution: WSU Phone: _____
Name of the Main Supervisor (in case of students): N.A.P. BOANDO (PEC)
Purpose of the study/research: (if research is for a qualification, which one?): M. Ed. (Mngt & Policy)

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) Mqanduli on (date) 2012-04-12 by
(full name) M. Mbedu of (address) Mqanduli Village
Witness: Name: N. MDEWU Signature: _____ Date: 2012/04/12

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____on (date) _____by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: MATHEKO MBESU Signature: M. Mbedu
Office Stamp:

MQANDULI VILLAGE J.S.S
P.O.Box 365-MQANDULI
Signature: M. Mbedu

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: A. N. NOTHENJANA
Researcher's Institution: WSU Phone: _____
Name of the Main Supervisor (in case of students): N.A.P. BOANDO (FEC)
Purpose of the study/research: (if research is for a qualification, which one?): M. Ed. (Mngt & Policy)

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) MQANDULI on (date) 12 APRIL 2012 by
(full name) NOMPAZAMO NDABOKUTYA of (address) MQANDULI VILLAGE
Witness: Name: B. PETSE Signature: _____ Date: 12 April 2012

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____on (date) _____by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: MATHEKO MBESU Signature: M. Mbesu
Office Stamp:

MQANDULI VILLAGE J.S.S.
P.O.Box 365-MQANDULI
Signature: M. Mbesu

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: A.N. NOTHENJANA
Researcher's Institution: WALTER SISULU UNIVERSITY Phone:
Name of the Main Supervisor (in case of students): NAP BOADUO (FRC)
Purpose of the study/research: (if research is for a qualification, which one?): MASTERS IN EDUCATION

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) MQANDULI on (date) 12 APRIL 2012 by (full name) TANDISWA V. MATCHAMBA of (address) GWEBINKUNDLA J.S.S
Witness: Name: B. LUFELE Signature: B. Lufele Date: 12 April 2012

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____on (date) _____by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: PATRICIA NOMSI SIYO Signature: P. Siyo
Office Stamp:

GWEBINKUNDLA J.S.S
DEPT. OF EDUCATION
BOX 373, MQANDULI
PRIN SIGN : P.Nsiyo
DATE : 12-04-2012

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INUESTIGATION INTO FACTORS CONTRIBUTING TOWARDS INEFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: A. N. NOTHENTJANA
Researcher's Institution: WALTER SISULU UNIVERSITY Phone: _____
Name of the Main Supervisor (in case of students): N.A.P. BOADEO (PROF)
Purpose of the study/research: (if research is for a qualification, which one?): M. ED.

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) MQANDULI on (date) 12 APRIL 2012 by
(full name) SYLVIA MHLANTLA of (address) GWEBINKUNDLA J.S.S.
Witness: Name: TEMBISA CESHEMBA Signature: T. Cesh Date: 12-04-2012

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____on (date) _____by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: PATRICIA NOSIPO SIYO Signature: P Siyo
Office Stamp:

GWEBINKUNDLA J.S.S
DEPT. OF EDUCATION
BOX 373, MQANDULI
PRIN SIGN : P.U Siyo
DATE : 12-04-2012

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: A.N. NOTHENJANA
Researcher's Institution: WALTER SISULU UNIVERSITY Phone: _____
Name of the Main Supervisor (in case of students): N.A.P. BOADUO (PROF)
Purpose of the study/research: (if research is for a qualification, which one?): M. ED.

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) MQANDULI on (date) 12 APRIL 2012 by
(full name) PATRICIA SIYO of (address) GWEBINKUNDLA J.S.S.
Witness: Name: B. NDZINGANI Signature: _____ Date: 12/04/2012

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____on (date) _____by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: PATRICIA NOSISI SIYO Signature: _____
Office Stamp:

GWEBINKUNDLA J.S.S
DEPT. OF EDUCATION
BOX 373, MQANDULI
PRIN SIGN: _____
DATE: 12-04-2012

WALTER SISULU UNIVERSITY
DIRECTORATE OF POSTGRADUATE STUDIES
INFORMED CONSENT FORM

Title of the project:
AN INVESTIGATION INTO FACTORS CONTRIBUTING TOWARDS EFFICIENT READING OF LEARNERS IN NELSON MANDELA SCHOOLS
Name of Researcher: AN. NOTHEMJANA
Researcher's Institution: WALTER SISULU UNIVERSITY Phone: _____
Name of the Main Supervisor (in case of students): MAP BOARD (FCC)
Purpose of the study/research: (if research is for a qualification, which one?): M.Ed.

PARTICIPANT'S INFORMED CONSENT

The purpose of the study and the extent to which I will be involved was explained to me by the researcher or another person authorized by the researcher in a language which I understood. I have understood the purpose of the study and the extent to which I will be involved in the study. I unreservedly agree to take part in it voluntarily. I understand that I am free to withdraw from the study at any time at any stage at my own will. I am aware that I may not directly benefit from this study. I am made aware that my responses will be recorded anonymously and that I may be audio- or video-taped for the purpose of this research.
For participants who are under 18 years (minors): I have explained to my parent/guardian that I am willing to be part of this study and they too have agreed to it.
Signed at (place) MQANDULI on (date) 12 APRIL 2012 by
(full name) THEMBISA CESHEMBA of (address) GWEBINKUNDLA J.S.S
Witness: Name: T.V. Mothwando Signature: T.V.Moth Date: 12/04/2012

In case where minors are participants, the parent/guardian, also needs to sign below (In such cases, a letter of introduction in a language which the parent/guardian understands will accompany this form)

PARENT'S/GUARDIAN'S INFORMED CONSENT

I _____ am the father/mother/guardian of the minor. The purpose of the study/project and the extent to which the minor under my care will be involved was explained by the researcher or another person authorized by the researcher to me in a language which I understood. I have understood the purpose of the study and the extent to which the minor will be involved in the study. I unreservedly agree for him/her/them to take part in it if he/she/they have no personal objection. I understand that I and/or the minor are free to withdraw our consent at any time at any stage at our own will. I have explained to the minor under my care that I have no objection in him/her in taking part in this study and he/she too have agreed to it.
Signed at (place)_____on (date) _____by (full name)_____
of (address):_____
Witness: Name: _____ Signature:
_____ Date:_____

ENDORSEMENT BY THE HEAD OF THE PARTICIPANT'S INSTITUTION

Name: PATRICIA NOSES SIYO Signature: P.N.Siyo
Office Stamp:

GWEBINKUNDLA J.S.S
DEPT. OF EDUCATION
BOX 373, MQANDULI
PRIN SIGN : P.N.Siyo
DATE : 12-04-2012

APPENDIX K

WALTER SISULU UNIVERSITY

DIRECTORATE OF POSTGRADUATE STUDIES

MANDATORY CONSENT FORM: ELECTRONIC THESES & DISSERTATIONS (ETD) AND PLAGIARISM REQUIREMENT (For postgraduate research outputs from 2009 September)

TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT ON INTERNET AND WSU INTRANET

FACULTY: _____

QUALIFICATION NAME: _____ ABBREVIATION: _____ YEAR: _____

STUDENT'S FULL NAME: _____ STUDENT NUMBER _____

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER/MINI-DISSERTATION/DISSERTATION/THESIS (TICK ONE)

TITLE OF THE RESEARCH OUTPUT: _____

_____

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SUSULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAIGARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.

_____ _____

SIGNATURE OF STUDENT DATE

ENDORSEMENTS BY:

SUPERVISOR:

FULL NAME: _____ SIGNATURE: _____ DATE: _____

CO-SUPERVISOR(S):

1 FULL NAME: _____ SIGNATURE: _____ DATE: _____

2. FULL NAME: _____ SIGNATURE: _____ DATE: _____