

You Are Where You Live: Matric Results 2017

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Conclusion

Understanding the socio-economic background of learners is, in most cases, the key to analysing and understanding their school performance. According to the report by Coleman, there is little that the school can do to influence learners' academic outcomes over and above what learners bring with them to school. This includes inequalities imposed on children in their homes, in their neighbourhoods and in their peer environments. Poverty has negative effects on school performance due to the lack of resources available for learners to succeed. The figures portrayed confirm the relationship between socio-economic status and academic performance/achievement.

Recommendations

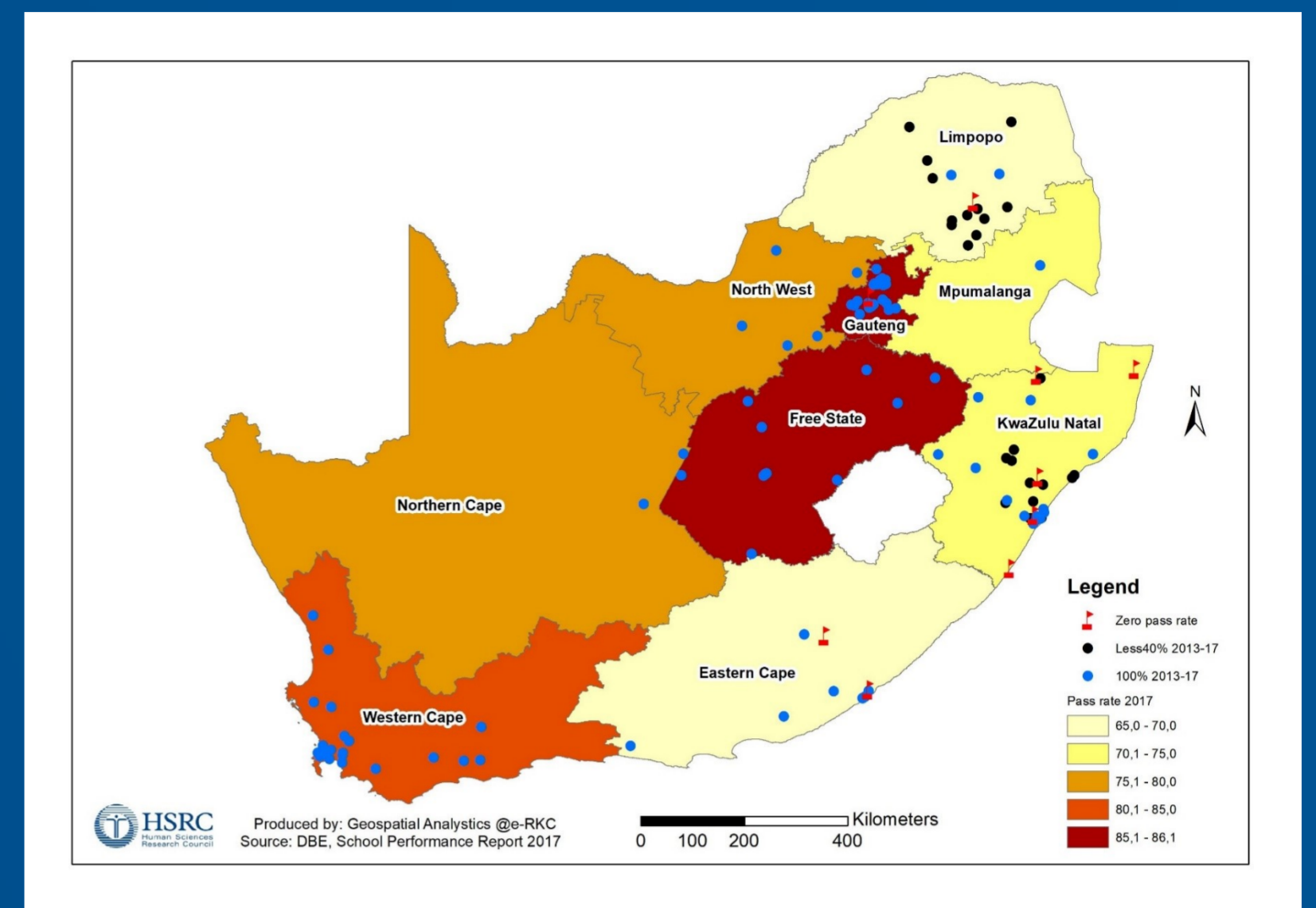
- **School level** i) Facilitation of emotional intelligence (both teachers and learners), ii) Training (teachers), iii) Improved classroom density, iv) Adequate facilities (e.g. stationery, desks, chairs etc.).
- **Government level** i) Balanced human resources posts and deployment of teachers based on proper school needs analysis, ii) Sustainable infrastructure provision, e.g. proper and secure buildings, roads, telecommunications, electricity, water and sanitation.
- **Community** i) Community involvement so as to advance and protect the school from bad influences that are barriers to effective learning, e.g. drug abuse and teenage pregnancy, ii) Community to be pro-active in the development of their areas to enable delivery of basic services, iii) Community to be protective of school premises and facilities.

Findings: Zooming in on KwaZulu-Natal

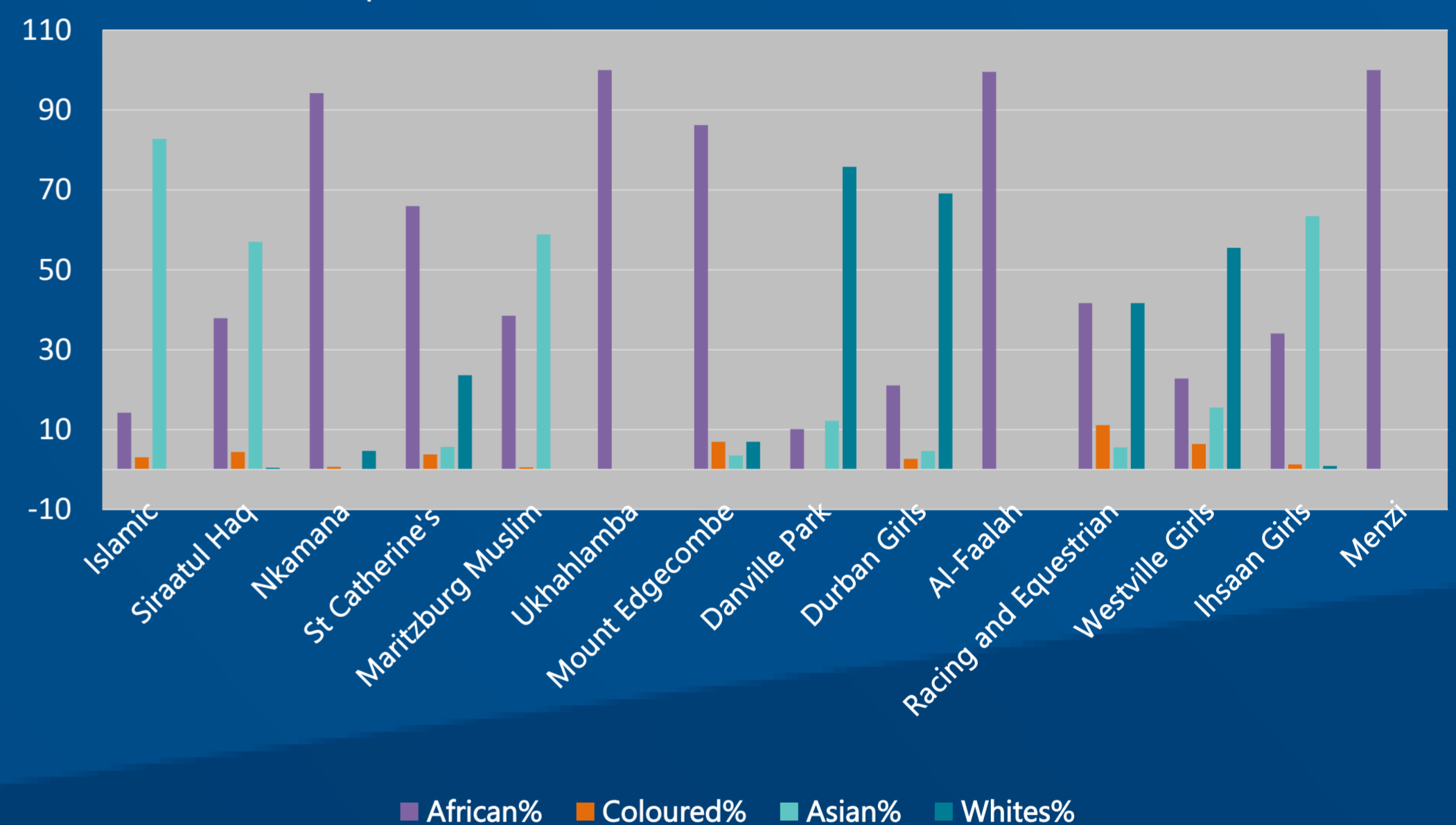
- Almost all the schools that formed part of the study are located in urban areas - with the exception of two, namely Inkamana and Ukhahlamba.
- Nationally, nine schools achieved a zero percent pass rate in 2017 - five of which are in KwaZulu-Natal.
- Other schools achieving a zero percent pass rate are mostly from rural provinces (two in Eastern Cape and one in Limpopo), while only one school in an urban province (Gauteng) had a zero percent pass rate.

Method

Data on the matric pass rate was downloaded from the Department of Basic Education website and linked to provinces. Schools with 100%, less than 40% and zero pass rates were then overlaid on the map. For socio-economic data, Small areas layer (SAL) was used and the focus placed on racial composition, highest education level achieved, unemployment and, also, the geo-type of the area. The same clusters of schools were overlaid on the SAL map and the socio-economic data associated with each school was extracted using GIS technology. This enabled the understanding of the socio-economic background of the learners for each school. Graphs and tables were created based on the outcome of the analysis.

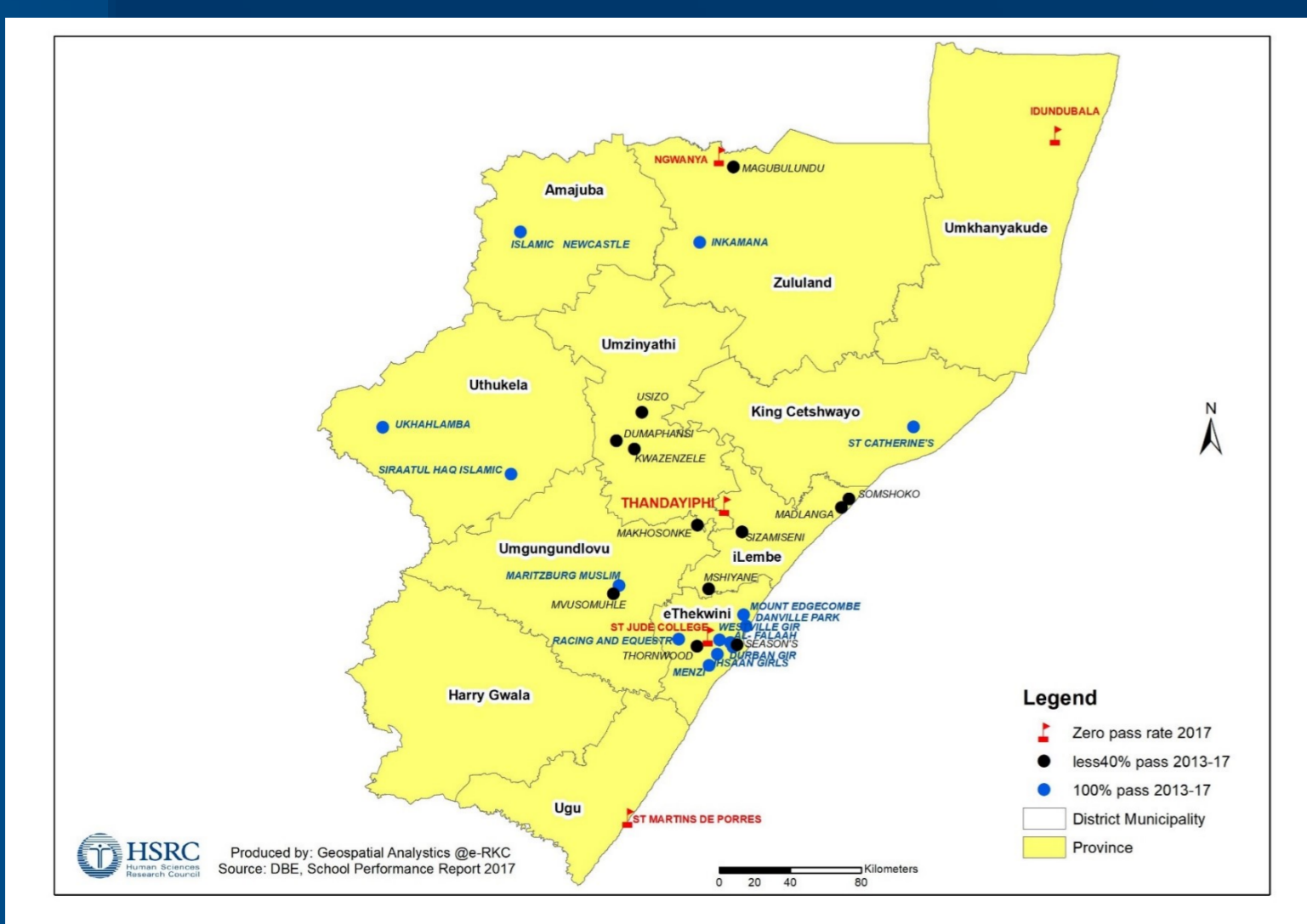


Racial Composition of KZN Schools with 100% Pass Rate: 2013-17



School	Locality		Race				Education								Geo-Type
	Subplace	District M	African%	Coloured %	Asian %	White %	No Education	Some Primary	Primary	Some Secondary	Matric	Higher	NA	Unemployment	
Thandayiphi JS	Menyezwayo	iLembe	100	0	0	0	40,3	26,1	3,6	12,6	4,3	0,0	13,0	87,1	Tribal
Ngwanya CS	Klipspruit	Zululand	100	0	0	0	11,0	38,5	3,7	23,1	6,4	0,0	17,4	73,5	Tribal
Idundubala	KwaSonto	Umkhanyakude	99	0	0	0	22,3	32,1	4,7	22,3	6,7	1,0	10,9	84,8	Tribal
St Martin de Porres	Port Shepstone	Ugu	75	3	14	8	0,8	4,3	1,2	7,9	10,6	6,3	68,9	2,0	Urban
St Jude College	New Germany	eThekwini	72	3	7	16	0,7	2,6	0,7	7,8	17,0	8,5	62,7	10,8	Urban

Socio-economic data associated with KZN schools with zero pass rate, 2017



Value-Add

- Existing/secondary data is made useful through the use of GIS technology. Data can be accessed in various formats and then prepared for GIS compatibility by conversions, linking, geo-coding and overlaying.
- This enables analysis and visualisation of the information, which further enhances educational decision-making and infrastructural planning.
- Not only learner performance was looked at. The use of GIS allowed an understanding of other factors leading to the achievement levels of each school, e.g. socio-economic status at home and within the neighbourhood, to be considered.

References

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