

**The impact of the hidden curriculum on the South African
school leaving examination in the Northern Province**

by

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Philosophiae Doctor

in the

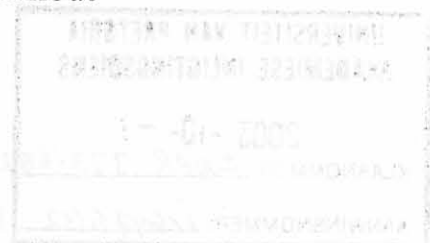
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2002



DECLARATION

I declare that

The impact of the hidden curriculum on the South African school leaving examination in the Northern Province

is my own work, and that all sources referred to or quoted have been indicated and acknowledged by means of complete references. This thesis has not been submitted in candidature for a degree at another university.



.....
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April 2002

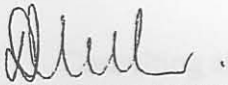
ACKNOWLEDGEMENTS

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I declare that I have edited

The impact of the hidden curriculum on the South African school leaving examination in the Northern Province

by Modiba Mack Phaswana regarding aspects of language usage.



.....
JOHANN F MULLER

April 2002

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SUMMARY

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While it is acknowledged that poor performance of learners in the South African school leaving examination is a problem faced by all the provinces of South Africa, the intensity of this problem is not the same in all the provinces. Using the South African school leaving examination results as an indicator, it seems that education in the Northern Province is failing to comply with the high expectations of the public. Whereas prior to 1994 the poor performance of learners in the South African school leaving examination was mainly associated with the apartheid policies of the former government, the advent of the democratic government with its emphasis on transformation, restructuring and a better life for all, raised new public expectations which included better performance by learners.

Throughout the early years of the democratic government, viz. from 1994 to 2001, the performance of learners in the South African school leaving examination in the Northern Province has been very poor compared to other provinces.

This study asserts that apart from the well known resource and social context related factors that have been shown to relate to the poor performance of learners in the Northern Province, there are unintended outcomes related to the patterns of the delivery of the curriculum. Questionnaires to explore the opinion of principals, educators and learners with regard to some dimensions of the hidden curriculum were distributed to a representative sample of schools in three categories of performance in the Soutpansberg district. An analysis of the data using the Spearman's rank order correlation coefficient and a stepwise logistic regression revealed that expectations of poor results by all three groups, principals seemingly not accepting responsibility for their schools' performance, punctuality and absence of learners and educators, parental support, school discipline and completion of the syllabi correlated with the schools' performance. An interpretation of the data revealed that differential school performance can be linked to the role schools play in the stratification process as seen in the learning patterns supported by the unintended or hidden curriculum.

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Hidden curriculum

Formal curriculum

School leaving examination

Functionalist theory

Reproduction theory

Correlation coefficient

Stepwise logistic regression

Intended effects

Unintended effects

Redundancy principle

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