THE IMPACT OF MIGRATION ON LEARNING: A CASE OF MVUḒI CIRCUIT IN VHEMBE DISTRICT LIMPOPO SOUTH AFRICA

by

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EDITING REPORT

RESEARCHER: Mr TAKALANI CEDRICK MASAKONA

TOPIC: The Impact of Migration on Learning: A Case of Mvuḓi Circuit in Vhembe District Limpopo South Africa.

Overall Language Impression
The document is well-edited with minimal if no errors at all. The document has been edited in terms of style, grammar, and punctuation.

Suggestions made to improve the document

1. It is advisable to write the first two chapters in simple present tenses, it makes the study recent, relevant, and interesting to study. For example, instead of saying that the study investigated, simply say the study investigates….

2. The student made use of more than one theory, this is called "theory triangulation", the student must include this in the study, under the theoretical framework.

3. The theories are presented without years and theorists. I suggest that whenever a theory is mentioned, it must be followed by the theorist behind its establishment and the year of establishment.

4. Under the problem statement, the researcher stresses that a "massive exodus of learners often results in negative impacts to both the school and learners". However, this is not elaborated
on in detail, addressing this strengthens your problem statement.

5. As much as you have mentioned what previous studies have done on this topic, I am yet to see the gap that your study seeks to address. What sets your study apart from those that have been conducted on a similar topic? This is what will ground your study.

6. (Ginsburg et al., 2016:847) – This source is appearing for the first time under your problem statement, write it in full.

7. Since we are dealing with schools and not tertiary institutions, the term "learner" suffices.

8. Experience is an uncountable noun, therefore, there is no need to add an "s"

9. The concept "respondents" is applicable in quantitative research and not qualitative, for qualitative study sticks to "participants".

10. "No part of this research will be published without the authorization of the respondents". This is not possible, remove this.

11. There are elements of snowballing in chapter four, but nothing is said about it in Chapter 3 and the abstract of the study, add this.

12. In Chapter 5, section 5.2, the summary of the literature is well presented but there is a lack of your own's findings integration. I do not see the link between your literature and the findings from your data.

13. Instead of using first-person pronouns, it is advisable to use third person.

14. The title of books under references cannot be bolded and italicized at the same time, chose one.

If these can be addressed, I believe that the document will be ready for examination.

Regards

Lutendo Nendauni
Department of Student Learning
Funding Centre for Higher Education and Development
Cape Peninsula University of Technology
District 6 Campus
Cape Town

DECLARATION

I, Takalani Cedrick Masakona, hereby declare that this dissertation titled "**The Impact of Migration on Learning: A Case of Mvudi Circuit in Vhembe District Limpopo, South Africa**" is my work and has not been previously submitted in any form whatsoever, by myself or anyone else, to this university or any other educational institution for any degree or examination purposes. All resources that I have used or quoted have been indicated and duly acknowledged employing complete references.

Signature   Date:18/08/2022

            Takalani Cedrick Masakona

University of Venda

DEDICATION

This dissertation is dedicated to the following people:

- This work is dedicated to my wife, Khathutshelo Masakona, for her inspiration and endless support during my studies.
- My mother, Nyawasedza Mudau Masakona, for always encouraging me to complete my studies.
- My co-worker Mr. Tambani JP for sweet encouraging words in times of difficulty.
- My prayer partner Mrs. Nemutandani N, for the prayers made to boost perseverance.
- Mr. Neluheni N.S for always encouraging me to complete my studies.

ABSTRACT

The purpose of this study was to investigate the impact of migration on learning in Mvudi Circuit, Vhembe district of Limpopo province. This study identified education as a factor that influences the migration of learners to township schools in Mvudi circuit. The good performance of learners in Mvudi circuit has attracted many learners to migrate from rural areas to Thohoyandou township to get a better education. The study adopted 'theory triangulation' through the utilisation of Bronfenbrenner's Ecological System theory (1989), Lee's Rural-Urban Migration theory (2007), and Mabogunje's System Approach theory (1970), as the guiding theoretical frameworks. This study adopted the anti-positivism research paradigm which includes both the interpretivist and constructionist approaches, and the research design that guided this study was phenomenology. The study adopted a qualitative research method because it grants a better opportunity to study the actions, attitudes, behaviors, and intentions of the participants. The population comprised school principals, teachers, learners, and drivers who transport learners. Purposive sampling was used as the sampling strategy in the study. Individual interviews and focus group interviews were used as data collection strategies. The collected data was analysed thematically using a variety of procedures ranging from transcription, checking, and segmentation. Thick descriptions that elaborated on the feelings, attitudes, and experiences of participants were given.

Keywords: Mvudi, *Impact, Migration, Township, Migrant, Quality education.*

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

Ban Ki-moon says: *"It would be naive to overlook the costs, including the human costs. Yet even sceptics have to recognise that migration has become a fundamental part of our globalised world"* (UN, 2013:2).

1.1 INTRODUCTION

This chapter presents an introduction and background to the study on the impact of migration on learning in Mvudi Circuit, Vhembe District of Limpopo Province. The discussions would primarily focus on the background of the study, the problem statement, the objectives of the study, and not forgetting the research questions. This chapter also exposes important aspects such as the theoretical framework of the study and the definition of key concepts that are imperative to the entire study. The chapter would further focus on addressing the significance of the study, delimitation of the study, and also put a value on the issue of ethical consideration. The ensuing paragraphs expose the research gaps and also provide reason for conducting the study.

Education is considered a basic human right and an important requisite for all forms of human development and is a requirement and a fundamental right for a nation. Nowadays, most parents understand that education is not only for professional and rich parents, but it is for everyone who values it. To acquire this prestigious icon, parents and learners are tempted to migrate to former whites-only schools and township schools to get a quality education. This study, therefore, examines the impact of migration on learning in South African township schools.

In the past, parents were denied the freedom to choose the place where their children should be taught. The *Native Land Act No 27 of 1913*, also known as the *Black Land and Group Areas Act*, closed all opportunities for black people to enjoy such an important right, because there were laws such as influx control and group areas demarcations that affected migration patterns (Choe & Chrite, 2014:82). *The South African School Act no.84 of 1996* transformed the system of education and ensured right to access to the school of one's choice; hence, masses of school learners started migrating to township schools in pursuit of better education.

This study is conducted to identify the impact of migration on learning as a factor associated with poor academic achievement and to a larger extent greater hindrance to quality education. This study, therefore worth much to be studied because it alerts educational planners and policymakers to consider the negative aspects brought by migration.

Scholars and researchers have minimally focused on the effects of migration on learning, and dwell much in other spheres of life such as business, health, and the environment. Many existing studies examining education challenges do not investigate the negative impact of migration on educational setting and context (Borgonovi & Pokropek, 2019:1). The literature identifies three key elements which often moves along with the migration phenomenon: late-coming vs transport issue, overcrowding, and shortages of LTSM (Khan & Iqbal, 2012:10162; Mugoro, 2014:20; Sha & Inamullah, 2012:225; Van der Berg, Taylor, Gustafsson, Spaull & Armstrong 2011:9). The section below outlines the background to the study.

1.2 BACKGROUND TO THE STUDY

The Bill of Rights protects the rights of every individual in the country and gives affirmation to the values of democracy such as equality, freedom, and human dignity. For years, most black people in South Africa were oppressed by apartheid laws which predominantly denied free access to former whites-only schools and township schools that offered better education. Most of the township dwellings are small to such an extent that they lack utilities and services that can accommodate and cater for the huge population influx demands. Like anywhere in the world, Thohoyandou township schools are not an exception as they are negatively affected by this trend of learners from rural areas migrating to township schools.

Over the past decade, there has been a growing tendency among parents of sending children to Thohoyandou schools with the assumption that they offer better education (Atkinson, 2014:40 & Posel, 2009:3). This notion tempted most parents to transfer their children into these institutions in pursuit of such tremendous treasure. This massive exodus of learners often results in negative impacts on both the school and learners. Migration by learners to township schools in Thohoyandou exerts pressure

on limited resources, and it becomes costly and a burden to different stakeholders, viz: parents, learners, and educators; hence educational issues such as admission riots, overcrowding, absenteeism, late coming, and others which disturb quality teaching and learning. The forthcoming section would highlight the problem statement.

1.3 PROBLEM STATEMENT

The impact of migration on learning is a problem affecting the quality education system of township schools in Thohoyandou. Over the years, the department of education has been battling to control the migration of learners into selected township schools perceived to offer better education. In this study, the researcher observed and identified the impact of migration on learning the area of concern. Migration effects occur in a social context in which policymakers, decision-makers, and practitioners are generally powerless to implement intervention strategies that can address the stated problem. Evidence shows that there is limited research on how migration negatively impacted teaching and learning in South African schools. Several studies have generated concern on the study about the effects of migration. For instance, Ngomane (2010:1) reports on the socio-economic impact of migration in South Africa, with a distinct focus on Polokwane municipality in the Limpopo province. Additionally, Neluvhola (2007:1) reports on education management implication of learners' migration among selected secondary schools in Limpopo province. All these researchers generally focused on auditing the impact of migration as linked to free access to schools, business, local economic development, municipality, and urban growth, to mention but a few issues. However, none of the researchers strictly dwelt on educational issues that go beyond the migration process. A recent study of sub-Saharan African populations indicates that in the entire continent of Africa, there exists fragmentary evidence regarding the correlates of education concerning internal migration and scarcity of data with which to unravel this relationship (Ginsburg, Beguy, Augusto, Odhiambo, Soura, White, Bocquier, Afolabi, Derra, Otiende, Zabre, & Collinson, 2016:847). Academically, the performance is affected due to overcrowding which restricts quality teaching and learning. If this migration trend continues unabated, overutilisation of amenities, frustration, and chaotic disturbances will paralyse the township education system (Gimba & Kumshe, 2011:171; Parliamentary Monitoring Group, 2015:1).

1.4 AIM AND OBJECTIVES OF THE STUDY

With a distinct focus on Mvudi Circuit, the aim of this study was to investigate how learners' migration impact education in Thohoyandou schools. The aim of the study was realised through the attainment of the following interrelated objectives of the study:

- To elaborate on reasons behind learners' migration from rural to Thohoyandou township schools.
- To determine the perceived impact of learners' migration on the learning process.
- To assess the implications of massive enrolments in curriculum delivery.
- To devise strategies that would positively redress the effects of learners' migration in schools.

1.5 RESEARCH QUESTIONS

The study seeks to address the following questions:

- What causes learners' migration from rural to Thohoyandou township schools?
- What are the perceived impacts of learners' migration on the learning process?
- What are the implications of massive enrolments in curriculum delivery?
- Which strategies may positively redress the effects of learner migration in schools?

1.6 THEORETICAL FRAMEWORK

According to Brondizio, Leemans and Solecki (2014:10), theoretical framework pertains to a specific theory or a set of theories in relation to some issues of human effort which may be useful in the study of events. Grant and Osanloo (2014:13 describe a theoretical framework as the "blueprint" of all processes of an investigation. It gives guidance when conducting a research study. Ravitch and Carl (2016:19) concur that the theoretical framework assists researchers in situating and contextualising formal theories into their studies as research guides through reliance on official theory developed by way of using explanations of some relationships and phenomena that are coherent and established.

1.6.1 The Importance of Theoretical Framework in Research

The theoretical framework provides many benefits to the research endeavours. A theoretical framework is utilised to provide a rationale for carrying out an investigation (Radhakrishna, Yoder & Ewing, 2007:23). In agreement, Abd-El Khalick and Akerson (2007:189) posit that a theoretical framework helps the researcher to predict the outcomes, interpret and analyse research results based on extant literature. It guides the choice of a research design and the plan for data analysis (Adom, Adu-Agyem & Hussein, 2018:438). Further, a theoretical framework ensures that the findings of a study are meaningful and generalisable (Akintoye, 2015:11). Swanson (2013:1) writes that a theoretical framework guides the research process, particularly in the areas of formulating a hypothesis and selecting research methods. It further helps the researcher to choose appropriate questions for the research study (Miller, 2007:2). This study adopts "theory triangulation" by employing three (3) theories. According to Angen (2000:66), theory triangulation involves using multiple theoretical perspectives to examine and interpret the same data set. The aim here is to achieve a rich understanding of the phenomenon being studied. Bronfenbrenner's Ecological Systems theory (1989), Lee's Rural-Urban Migration theory (2007), and Mabogunje's System Approach (1970) underpin this study, and the sections below discuss these theories.

1.6.2 Bronfenbrenner's ecological systems theory

According to Ettekal and Mahoney (2017:2), there are four types of interrelated environmental systems in the classic rendition of the ecological systems theory of Bronfenbrenner. These include the microsystem, mesosystem, exosystem, and macrosystems. Both Härkönen (2007:1) and Watson (2017:64) contend that there are five layers instead of four, with the chronosystem being the fifth one. The levels range from proximal settings that are smaller, wherein individuals interact directly to distal settings that are larger and indirectly influence development. Underdown (2007:5) posits that the impact of these 'systems' on learners might be perceived as fluid by various professionals and people throughout the community.
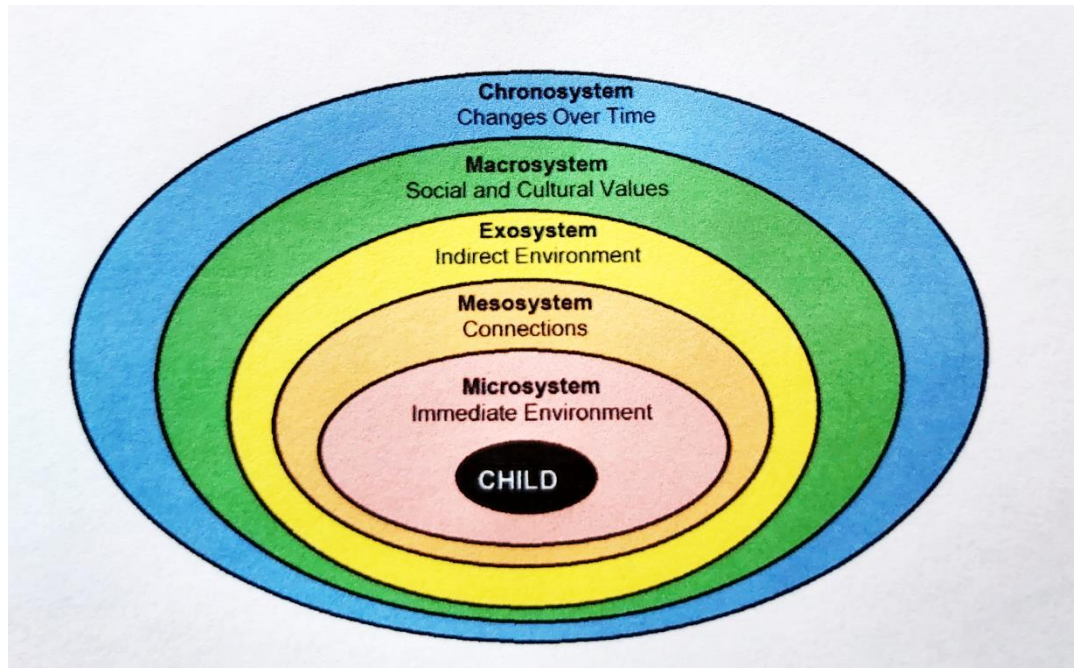
Figure 1.1: 'Bronfenbrenner's Ecological System', Psychology Notes HQ (2013)

According to Paquette & Ryan (2001:1), the interaction among factors in the maturing biology of children, their community environment or immediate family, and the societal landscape, fuel and steer development. The changes that occur in one layer will affect other layers, thereby exerting a certain effect. It is, therefore, a matter of influence that is effective in both ways, that is, a person influences the environment, just as the environment has an influence on a person (Härkönen, 2007:4). If interpreted correctly, the influence has a tremendous impact on the immediate environment. Almost all migrant learners attending both sampled schools shared the same reasons of the influence from immediate family members.

The Microsystem

Microsystem describes the 'immediate environment of the child, which may include close family, neighborhood, and school contexts of the child (Berk, 2000:18). The developing child has direct contact with stakeholders such as family members, school, neighbours, and childcare environments (Paquette & Ryan, 2001:2). The child's immediate surroundings exert some influences in choices for the developing child (Härkönen, 2007:1). In this social context, the impact of the relationships is in two directions – both from the child as well as toward the child. Parent's beliefs and behaviour usually affect their children's choices, and children's beliefs and behaviour

do the same, it is a reciprocal relationship. Therefore, the relationship context plays a fundamental role in influencing the developing child to choose a place of learning. Most learners who are attending school in every institution of learning are influenced and motivated by their parents, siblings, teachers, peers, and neighbours. Learners attending schools in the township of Thohoyandou are victims of the same reasons. Watson (2017:3) indicates that within the school community, the microsystem has an impact on children's behaviour and academic achievements. In summary, the stakeholders with direct regular contact to the child contribute a lot to one's choice of study and destination wherein such education can be offered.

The Mesosystem

The mesosystem is a second layer of the ecological system theory developed by Bronfenbrenner, which outlines that the surrounding environments are also influential on the development of the child (Härkönen, 2007:19). This layer comprises connections and processes that take place, involving two or more settings in the developing child. This layer largely depends on the connection or relation between home and school (Härkönen, 2007:19). This system postulates that the developing child is a link, and to maintain such a relation, the child attends school regularly and observes all school's rules and policies. This includes, amongst other things, being punctual and doing all school activities as prescribed. Watson (2017:4) posits that encouragement in the community to achieve academically is substantial, with families interacting with the school. Ettekal and Mahoney (2017:4) argue that parents are more poised to encourage and support their children in cases where the norms and goals of the work activity align with those of the home setting. In maintaining linkages between the two settings, transport is involved to access both institutions; this often favours the patterns of migration at a later stage.

The exosystem

The exosystem is the setting in which there is a link between the context where the person plays no active role, and where the person is actively participating. This layer contains elements of the microsystem that affect the individual indirectly (Härkönen, 2007:19). Ettekal and Mahoney (2017:4) posit that more often, parents expose their children to activities that they are familiar with. This explains the tendency for children to participate in types of activities that their parents also participated in during their

childhood period. Educated parents tend to value education highly, and it is not a surprise to find the same parents spending a lot of money to send their children to faraway distance schools. Most parents with children attending township schools in the Thohoyandou area believe that there is better education in these schools. Most influences come from mass media (radios, local newspapers), parents' workplaces, local municipalities, and other parents. Such influence tempts many parents to transfer their children to these schools. Parents get influenced, and fail to calculate the cost and effect of their decision. Hidden costs which usually confront both the parent and the child ranges from transportation costs, school fees, loss of contact time, accident fatigue, and crime, such as kidnapping, and rapes. Ettekal and Mahoney (2017:4) indicate that there are barriers that can obstruct participation in activities for example transport especially if the place of learning is many kilometers far away.

The Macrosystem

Ettekal and Mahoney (2017:5) define a macrosystem as a set of overarching norms, beliefs, and values, as reflected in the religious, cultural, and socio-economic organisation of the society. The macrosystem is the actual culture of an individual. According to Watson (2017:4), the macrosystem relates closer to the cultural influences that directly affect children and their development. This influence comes from the organisations associated with the child, inclusive of ethnicity, religious groups, and social class (Berk, 2000:26; McLaren & Hawe, 2005:08). The macrosystem is the cultural environment in which the child resides (Härkönen, 2007:20). It affects development among and within other systems and functions as a lens or filter through which an individual interprets experiences of the future. It is not a surprise to find parents of the Indian community who hold beliefs that some hotspot schools within Mvudi circuit offer better education. They fight tooth and nail to seek admission to these schools. Parents should carry out the responsibility to address their roles, and failure to do that will have a negative impact on raising that child. The belief and perception that Mvudi schools offer better education have also led most parents to register their children in these schools. Learners who have been instilled in the spirit of getting educated will work hard tirelessly to achieve that cultural belief and are ready to migrate to any schools that help them to realise such a big vision regardless the of mighty obstacles blocking the way.

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The Chronosystem

Watson (2017:4) posits that the chronosystem refers to the influence of time and how it relates to the child's environment. This system incorporates the concept of time as it relates to a child's environment (Paquette & Ryan, 2001:2). Shaffer and Kipp (2010:12) argue that these can be exterior influences, inclusive of the death of a close member of the family, internal influences such as puberty, divorce matters, etc. The changes over time as this layer is usually term can have a devastating impact on the child's life. If an unexpected change happens such as the death of the main funder in school activities, the other partner struggles with the transport costs and other study fees to sustain learning the programme. The struggling parents end up withdrawing such learners from these schools to local schools. In both sampled school, withdrawal of learners occurs due to failure to have transport fares and school fund.

1.5.3 Lee's rural-urban migration theory

For this study purpose, Lees's rural-urban migration theory is also used. In his analysis of global trends, Lee (Lee, 2007:51), alludes that there must be push and pull factors for people to migrate (Digby, 2001:167). Considering factors in the concept of migration, Lee (Lee, 2007:51) divided them into "push" factors, "pull factors", intervening hindrances, and personal factors such as age, school, job, sex, and marital status (Lee, 1966:50; Kivisto & Faist, 2009:37-39; Amaral, 2018:3). "Push factors" are aspects linked to the area of origin while "pull factors" are issues associated with the destination area. Lee (2007:51) argues that both areas of destination and origin possess positive forces that either hold individuals within the area of concern or pull others to it. Negative forces tend to push or repel individuals from an area while zero forces have no effect which they exert in the migration pattern (Lee, 1966:51). Personal factors govern factors that are associated with places of origin and destination. These eventually affect personal thresholds and either retard or facilitate migration.

Mlambo (2018:66) indicates that most of the areas in rural locations in South Africa are characterised by the insufficient provision of educational institutions that offer quality education. Page (2013:6) points out that rural services are in disarray, and are in the main, characterised by nepotism, poor accountability, corruption, and service delivery. Such problems influence people to look for places that are characterised by

service delivery that is better. Even though these migrants might not migrate to cities, they will eventually hunt for areas such as towns that are developing and are characterised by service provision that is efficient. It is based on this sentiment that developing townships like Thohoyandou attracts many learners from rural areas with hopes to acquire quality education in their institutions. Prothero (2012:430) posits that there are certain institutions that control and direct the degree of migration flow. A good school system may be counted as A+ (positive attribute) in the targeted destination by a parent with young children, and therefore literally entice the parent to seek admission (Lee, 2007:50). The sampled schools both have good attributes which serves as magnets to attracts parents, for an example high quality pass rate.

1.6.4 Mabogunje's system approach

This study is further underpinned by Mabogunje's theory (1970:1) commonly known as "A System Approach to a theory of Rural-urban Migration". Migration system theory was introduced in a seminal paper by Mabogunje (1970:1) who outlines a theory that focused on explaining why "any person from the village wants to migrate to the city" (Suckall et al., 2015:4).

According to (Mabogunje, 1970:16, Bakewell et al., 2011:10, Bakewell, 2013: 5, Curtis et al., 2015:5), in any migration system, both the sending region and a receiving region are linked by the movement of people or migrants. The sending region is usually rural and the receiving area is usually an urban area. The linkage entails the flow of goods such as remittances, ideas, information, and materials. In this study, the receiving region is Thohoyandou township wherein there is a noticeable movement of people (migrant learners) who travels every school day to acquire better education, i.e., ideas and information are transferred and shared between the groups. Harris and Todaro (1970:9) posit that the important factor is the perceptions of people of that which the city can offer rather that the reality they encounter as they get into towns. This can explain the sometimes-irrational moves that people make toward an uneconomically unstable environment.

Suckall et al. (2015:5) point out that Mabogunje describes the way in which information about the progress of migrants at the destination is transmitted back to the place of origin. Positive information tends to encourage further migration. De Hass (2007:33)

echoes this view by elaborating that Mabogunje is engrossed with the function of information flows and feedback mechanisms in shaping the system of migration. The feedback mechanism is the means through which information concerning the reception and progress of migrants at the destination is transmitted back to the point of departure. Information that is favourable will stimulate further migration (De Hass, 2007:33). This simply explains that migrant learners who perform significantly well in the destination area of learning usually send a good message which encourages other learners and parents to opt for migration. In this case, positive information may be good results attained by the institutions sampled for the present study. This is exactly what is happening in Thohoyandou township because most of the learners who migrated there are the offspring for such reason. Quality results on their own serve as an affluent factor for parents to seek admission.

To summarise Mabogunje's system theory (1970), the fundamental logic is that socio-economic development heightens the capabilities and aspirations of people to migrate (De Hass, 2007:28). Migrant is forced to leave rural area sector by incentives from the surroundings; and finally, there are certain institutions that control and direct the degree of migration flow (Mabogunje, 1970:1). In the light of the foregoing, it is acknowledged that different disciplines approach migration in different ways. Viljoen (2005:46) argues that a major criticism that applies to a great number of theories of migration is the absence of a single theory that provides a complete explanation about the entire phenomena of migration. Most theories of migration are based on the economic, social, and other features of migrants as hinged on the experiences of the western world. Despite the noted concerns, the identified theories were used to provide a theoretical framework for this study and were evaluated on the basis of empirical observations.

1.7 DEFINITION OF KEY CONCEPTS

Underneath follows the key concepts for the study which to allow the readers to understand the message that the researcher intends to convey, thereby, enhancing understanding (Hofstee, 2011:88).

1.7.1 Impact

According to Moswela (2004:439), an impact is an effective influence on something. In the same view, Choi (2005:315) states that an impact is either an intangible or tangible effect of one thing on another. In this study, the impact is defined as the consequences or results, or effects of migration. These effects can either be negative or positive, but the focus of the study is on those that cause maladministration.

1.7.2 Migration

According to Kok (1999:20), migration simply means a change of residence and it usually involves the crossing of borders or a spatial boundary by an individual or group of persons. This movement can be for a short period of time although at times it can be permanent. (UNHCR, 2011:291). Thet (2014:1) and Amaral (2018:1) define migration as the movement of individuals or groups of people from one area to another and is widely associated with the change of permanent place of residence. This study strictly dwells and adheres to internal migration because all movement observed is happening from within the country or region. Further, migration can either be voluntary or forceful. In this study, migration is understood to be the vehicle through which one can access proper urban-oriented education. Browne (2017:2) argues that migration is a primary driver of education in the case of young people going to universities abroad and sometimes getting into better, distant schools than their local ones.

1.7.3 Migrant

The UNHCR (2011:291) indicates that although there are several definitions that seek to explain the meaning of 'migrant', it can generally be perceived as referring to a person who, for some reason or another decides to migrate to another place. According to the UNHCR (2017:3), a migrant is an individual person who decides to relocate, usually by crossing an international boundary or border to join a spouse or family members that could already be residing in another country. At times migration could be due to the desire to search for a better livelihood or escape a natural disaster, among other reasons. In this study, the term migrant will refer to a learner who has moved from one location to another searching for better-quality education.

1.7.4 Township

Ladd (1997:405) describes a township as the land that was formally allocated to host the site of a town. The word 'township' relates to both industrial and residential sites. According to Pernegger and Godehart (2007:1), township refers to the land that is underdeveloped comprising both urban and residential spaces. During the Apartheid era, such residents were set aside for the non-white population that lived close to or worked in areas that were initially reserved for whites only. Nel et al., (2009:6) echo Pernegger and Godehart in describing the township as an area that was designated through apartheid laws for exclusive occupation by Africans, Indians, and Coloureds. Townships possess a distinct history that is unique, which has a direct influence on the socio-economic status of the area and the way people operate and perceive them (Nel et al., 2009:6). In this study, the township is used to refer to an area of destination for migrant learners of which in this instance the focus is on Thohoyandou schools as they are found within this township.

1.7.5 Quality Education

According to UNICEF (2000:3), quality education means that the teaching and learning environment is healthy, safe, protective, and gender-sensitive, and provides adequate resources and facilities. Quality education also describes the process in which trained teachers employ a variety of teaching methods in well-managed schools and classrooms and skillfully assess learning, thereby reducing disparities. Quality education refers to the desirable characteristics of learners, which include healthy and motivated students undergoing teaching and learning wherein competent teachers use active pedagogies and relevant curricula in an environment that caters to good governance supplemented by equitable resource allocation (UNESCO, 2005:29). Eze (2009:6) echoes other authors by concluding that quality education involves healthy learners, healthy environment, content that is reflected in relevant curricular and process wherein trained teachers to use child-centered methods to achieve quality outcomes. In this study, quality education is used to refer to the unique type of education offered in the township area which ultimately serves as the motive behind migration and an affluent factor for learners triggering migration to the township area.

1.8 SIGNIFICANCE OF THE STUDY

The study will help the Department of Education to be aware of the negative impact of migration on education for schools around the Thohoyandou township area. The findings and recommendations will help school managers and education planners to develop strategies that may reduce the ever-increasing schools' enrolments in the township area. The research findings will further add to existing knowledge about migration and possible solutions to solve problems associated with this phenomenon. Over and above this, the research findings will invoke educational practitioners to understand the nature, dynamics, scope, trend, causes, and impact of migration surrounding educational development. This will likely help both parents and learners to realize the burden and costs involved in traveling long distances to attend school. It was the interest of this researcher to conduct a study to alert policymakers, decision-makers, and practitioners to be able, at a later stage, to implement informed decisions for improved learning of students and the functioning of teachers.

1.9 DELIMITATION OF STUDY

Simon and Goes (2013:4) indicate that delimitation of a study is those characteristics that arise from limitations in the scope of the study. They define the boundary of the study by choosing specific items as per the researcher's will. This study is aimed at investigating the impact of learners' migration on schools in the vicinity of the Thohoyandou area, more specifically the Mvudi circuit. There are several schools that have been affected by this exodus. The area was chosen because, through preliminary investigation, the current researcher realised that there are problems in this regard. The current researcher has eyewitnesses many ill disorders taking place. Since the research location is within the parameters of where he works, this reduced the cost and time of conducting the research.

1.10 ETHICAL CONSIDERATIONS

Researchers face ethical dilemmas. In situations where human beings are used as participants in a study, care should be taken to ensure the rights of individuals are safeguarded (Polit & Hungler, 1999:132-234). According to Schulze (2002:60), ethical measures are principles that the researcher observes when conducting research. The research has adhered to the ethical standards specified in occasions where human

subjects are involved. The aspect of ethical considerations and measures of quality control are discussed in-depth in chapter three.

1.11 OUTLINE OF THE STUDY

The dissertation is comprised of five chapters, arranged as follows:

Chapter 1

Chapter One: Introduction and background of the study

This is concerned with the introduction and background of the study, the purpose of the study, the significance of the research, objectives, theoretical framework, delimitation and significance of the study, ethical consideration, and the structure of the dissertation.

Chapter Two: Literature review

This chapter concentrates on reviewing literature by previous researchers. This was done to ensure correlation with the research questions of the investigation.

Chapter Three: Research design and methodology

It explores the strategy of research and methods used to gather data. It further discusses the research instrument, population and location, ethical issues and gives a clear explanation of the way the research was conducted.

Chapter Four: Data presentation and analysis

The chapter focuses on research results/findings. A specific analysis, interpretation, and evaluation of the research results or findings was done.

Chapter Five: Summary, findings, and recommendations

The chapter provided summary, findings, and recommendations pertaining to the impact of migration on learning. It also provides guidelines for the future.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides related literature review regarding the central topic of this study. Reviewing the literature is done purposefully to familiarise the research with the literature sources that exist and are covering the topic under study. It reveals the scope reflected by some empirical studies and researchers based on research findings and theoretical frameworks which entail exposure to research gaps in the existing body of knowledge. The limitation or rather the shortfalls of the previous investigation also come into the spotlight. This chapter is arranged according to the following sub-topics: Literature definition, literature gap, the conception of migration from an educational perspective, the reasons for rural-urban migration, perceived effects of migration in Thohoyandou schools, the rate of migration trends on education in selected countries and South Africa in particular, and the impact of massive enrolments on curriculum delivery. Finally, attention is given to addressing the strategies that can positively redress the effects of migration on learning.

2.2 DEFINITION, TYPES, AND RATIONALE OF LITERATURE REVIEW

A literature review is a survey of scholarly articles, books, and other sources relevant to a particular issue, area of research, or theory. It makes provision of a description, summary, and critical evaluation of these works (Ramdhani, Ramdhani & Amin, 2014:47). In support of this view, Rhoades (2011:62) contests that literature reviews can be published as a book, a book chapter, a dissertation, a stand-alone manuscript, or as a prelude that provides justification for a clinical study submitted for publication in peer-review journals. Literature reviews are primarily designed for two specific reasons, namely; providing an overview of sources you have explored while researching a particular topic and demonstrating to readers how the research fits into the larger field of study (libguides.usc.edu, n.d.).

Whilst there are numerous types of literature in the field of academic writing, Danson and Arshad (n.d) cited in O'Gorman and MacIntosh (2015:37) acknowledge four types of literature: traditional or narrative, systematic, meta-analysis and meta-synthesis. Rhodes (2011:62) on the other hand recognise the three basic types: narrative,

systematic, and meta-analytic reviews. The discussion below describes the four types of reviews:

Narrative or Traditional Literature Review

It seeks to analyse and summarise a body of literature as well as to presents a comprehensive background of the literature on the interesting topic under study. Through narrative, one can identify gaps, highlight new research streams, or even recognise inconsistencies in the topic under study. It can further help in refining, focusing, and shaping research questions as well as in developing theoretical and conceptual frameworks (Coughlan et al., 2007).

Systematic Literature Review

Danson and Arshad in O'Gorman and MacIntosh (2015:38) allude that systematic literature review takes over a more rigorous approach to reviewing the literature. It is often used to answer highly structured and specific research questions. In a nutshell, a systematic review concentrates on promoting research knowledge.

Meta-analysis Literature Review

Here standardised statistical procedures are used to analyse findings chosen from literature (Coughlan et al., 2007). Further, Polit and Beck (2006) contest that meta-analysis review assists when drawing conclusions and detecting patterns as well as relationships between findings.

Meta-synthesis Literature Review

This literature review undertakes a non-statistical procedure. It tries to evaluate and analyse findings from qualitative studies. Its focus is to build on previous conceptualisations and interpretations.

This study adopts the narrative or rather traditional literature review. The primary reason for choosing narrative as the suitable review is that there is a gap in the existing body of knowledge when analysing previous research based on a similar study. This study on its own aims to highlight new research streams for assessing the impact of migration on learning. The narrative review helps in refining and shaping research

questions. In this context, the researcher finds it to be the best match grounding this research study.

2.3 LITERATURE GAP

Most of the literature reviewed in this study reflects original practice and application in the developed countries and very few studies are derived from the developing countries, and South Africa, in particular. Therefore, this study is essentially designed to expose some negative effects experienced by schools as a result of migration in the educational fraternity. Moreover, apparent for contributing to the existing gap of knowledge. This on its own makes the whole migration literature become highly complex.

It was the interest of this researcher to conduct a study to alert policymakers, decision-makers, and practitioners to be able, at a later stage, to implement informed decisions for improved learning of students and the functioning of teachers. This need has emerged because of scholars and researchers that have minimally focused on the effects of migration on learning, and dwell much in other spheres of life like business, health, environment, etc. Particularly in the Vhembe district-Thohoyandou cluster, much focus has been on high academic performance yet neglecting the cost involved thereof, such as overcrowding, transport challenges, LTSM shortages to mention but few. This study focus area is Thohoyandou, Mvudi circuit which can be classified as peri-urban or rather a township.

2.4 THE CONCEPT MIGRATION FROM AN EDUCATIONAL PERSPECTIVE

Everything that happens under the planet earth has a cause. The question is "what is the driving force behind the mushrooming of the cities since 1940's?" One of the biggest contributing factors to the growth of cities is migration which is commonly known as explosion growth. Verster (2000:20) states that migration is a significant issue in Africa and the entire 3rd world countries. It initially occurs in response to events that the affected have little control. Amongst others, the most regular events are economic, educational, social, and political. Every movement in life has cause and reason. It is the push factors that generally cause people to migrate every day from rural to urban locations. This view is echoed by Shorter (1991:29) who maintain that the causes of migration are presented as pull and push factors. Edmonds (2013:2)

believes that the need for education in cities has increased due to the high rate of urbanisation.

The movement of people to cities and towns, and the continued growth of the economic labour market, have increased the demand for quality education. According to Ikwuyatum (2016:161), people continue to voluntarily relocate from their usual places or regions of residence to another new destination to meet their aspirations and desires for good health and education. The process of migration concerns to the transition of people from their original destinations. This is mainly facilitated by the existence of transport systems and/or connectivity. Urbanisation on its own cannot happen without the occurrence of migration; hence Shorter (1991:30) confirms the notion of the symbiotic relationship between migration and development. The concepts of migration and urbanisation are examined to better understand and appreciate the implications of the connection between migration and urbanisation, and the impact on health services, education, communication, transport systems or connectivity, and social conflict (Ikwuyatum, 2016:161).

Migration is particularly driven by the quest of humanity for greater economic chances to access good health, good education, improved wellbeing, and good life. The chances for socio-economic development are increasing in urban locations, hence an increase in the rate of urban to rural migration. This has consequences for regional development and planning issues. Migration to urban areas from rural areas has historically contributed greatly to the rapid growth of cities and the re-classification of rural areas into urban centres. Migration also continues to be a critical component of city growth (Ikwuyatum, 2016:162).

2.5 THE REASONS FOR MIGRATION

Migration is viewed to be generally concerned with the transition of people from a certain area to another, and the transition is hinged on economic growth and development as well as technological innovation (Shamshad, 2012:1). Browne (2017:1) postulates that there is evidence that education is one of the drivers of migration. Education is the single most prominent reason advanced for most migration episodes (Agu, Orji & Onodugo, 2017:20). Further, Crivello (2011:29) and Elder et al., (2015:11) maintain that young people will migrate primarily to towns and cities

primarily to access education. Young people believe that urban centres tend to offer better schooling opportunities, and as such, they will leave rural areas to access better schools. According to Punch and Sugden (2013:46), parental desire for children to escape rural labour cannot be underestimated, as it put more emphasis on pursuing education for young people. These parents encourage learners to seek white-collar, middle-class, and office jobs which can be achieved through the prioritisation of urban education. This kind of motivation ultimately propels teenagers with monetary and familial resources to move temporarily or permanently to towns and cities for schooling purposes. In short, it is for this reason that people under specific circumstances are compelled mostly to migrate to improve their circumstances (Devictor, 2016:123).

Punch and Sugden (2013:47) show that education plays an important factor in migration, particularly for young people that aspire to middle-class and middle income. These individuals will hope for white-collar jobs, which are associated with the need for higher education. This higher education is achievable mostly in township schools that offer quality education. Learners who migrate from rural schools for education are those that can afford to pay school, transport, and accommodation fees. In this case, aspirations and resources work together to facilitate the migration of learners to township schools (Browne, 2017:3). Modernised parents, who have foresight will fight very fiercely to invest in the education of their offspring which is perceived to be offered in the township area. Marshall et al., (2009:89) indicate that migration is fuelled by pull factors that attract people into township spaces and push fact that drive people away from the rural areas. The figure below tries to elaborate how pull factors overweight the push factors in causing people to move to the urban area:

Push factors.

- Unemployment,
- Low Agricultural productivity
- Poor living conditions including, education, housing and Health
- Drought, famine

Causes & Consequences.

Pull factors.

- Employment opportunity
- Urban facilities and Way of life
- Better healthcare and education
- Higher incomes

Problems faced in the urban areas

- Inadequate supply of consumer goods
- Limited employment opportunities
- Lack of shelter
- Poverty /Rising cost of living
- Inadequate social services

Figure 2.1 Pull factors triggering people to move to the towns and cities.

Source*: The conceptual framework for the analysis of rural-urban migration* (Masakona, 2021).

The main determinants of the heavy influx of people from rural areas into towns and cities are the forces that operate in rural areas, which force them to leave. These forces include a lack of modern infrastructural facilities, inadequate health, and educational facilities. On the other hand, the accelerating infrastructural facilities and civic amenities serve as attractive forces in the urban areas (Shamshad, 2012:1). The high volume of migrants in the town and cities needs the provision of vital urban infrastructure and services which include quality education and health services (Arbour et al., 2017:33).

According to Study session 5 (2019:1), people are moving away from rural areas because of limited educational and economic opportunities, and other pressures on rural livelihoods. To add emphasis, Ikwuyatum (2016:161) indicates that people continue to shift from their usual places of original residence to new destinations to meet their aspirations and desires for good health and education. Migration is often regarded as an important feature of human livelihood and in pursuit of better living standards in developing nations. According to Kok and Collinson (2006:10), important reasons for temporary migration are schooling, studying, or looking for work.

The lack of educational facilities in the District of Bahawalpur, Pakistan has been raised as the key issue that induces migration by far. As education becomes the main reason for migration, the central concern was inadequate basic opportunities for better education in rural locations. In rural areas, there are no qualified teachers available. The schools are generally not in a good condition, as such, they fail to facilitate the education of children in a proper and better environment. Assessments done reveal that in rural areas, lack of quality ensured and standardised private schooling, these however triggered parents to opt to send their children to the township to gain knowledge (Jamil & Mohyuddin, 2015:4). In Latin America, as argued by Carr (2009:6), achievement in education is mentioned as a significant factor of migration in the broader literature on migration.

2.5.1 Reasons for selecting specific destination areas.

Best education and training opportunities seem to be important in many migrants' minds (Shamshad, 2012:88). This scholar's research records that most of the internal migrants cited their reasons for moving to a specific area as education.

2.5.2 Types of migration

Different factors are at play for different migrations to occur; hence there are different types of migration taking place. There are several classes of migration and categories that range from political boundaries, internal migration, step migration, movement patterns, chain migration, circular migration, voluntary migration, decision-making approach, and involuntary migration. For this study, the discussion is restricted to one type of migration (temporary circular/cyclical migration).

According to Arbour et al (2017:14), cyclical migration involves a single movement from an area of departure or origin to a destination area, and back. Migrants share their time between two or multiple locations, involving their families, work, school, and so on. It is hoped that the frequency of movement might vary depending on the length of stay in the receiving area. A participant in circular migration spends long periods at the places of origin and destination. The table below depicts the migration research conducted by Agincourt research to explain the reasons for moving as analysed by age and sex to see the primary reasons for moving in the age-sex combination. Here, the researcher purposefully concentrates on the migration type to single out study or school as the reason for migration to facilitate comparability. The table below depicts how temporary migration with study or schooling as a motivational reason contributes to the rural-urban migration.

Table 2.1: Causes of migration, by migration types, Age, and sex for the year 2002

Migration Type with School/Study as reason	Number of Cases And Percentage	Total box sexes	Total F	M	Age 0-14yrs F	M	Age15 -34 yrs F	M	Age 35-54 yrs F	M	Age 55 +yrs F	M
In- migration	Number of cases	4473	2727	1746	1009	894	1370	640	241	164	107	48
	Percentage	0	0	0	0	0	0	0	1	1	0	0
Out-Migration	Number of cases	5152	3001	2151	1129	1071	1485	797	269	223	118	60
	Percentage	0	0	0	0	0	0	0	0	0	0	0
Temporary Migration	Number of cases	12136	4139	7997	699	691	2144	4232	1187	2608	109	466
	Percentage	12	18	9	38	32	22	11	1	0	0	0

Table 2.2 shows the reason for moving by age and sex for each migration type to facilitate, comparability. From the source above, it is visible that temporary migration type is the main reason for migration with school or study as purpose. Ages 0-14yrs and age 15-34 years have a high number of people who migrated to urban centre for educational purposes.

According to Jamil and Mohyuddin (2015:2), global mobility is on the rise, and this enables an increased number of people to migrate and reach desired places both within and external to the country. Jamil and Mohyuddin (2015:1) indicate that migration has been categorised as a strategy to survive, mostly by the poor rural habitants. Rural dwellers believe that a person should find a better and secured place to start a good living with better education rate; however, this notion accelerates the movement for many people. The economically well of families find no other reason to remain in the rural area but are forced to migrate because of education purposes. Worku (2006:36) echoes that individuals with better incomes might migrate to access better social infrastructure in urban areas encompassing health care, education, services, urban culture, and improved lifestyle. As this trend is associated with economic reasons, parents prioritise educating their children in better environments that facilitate adaptation to township life (Jamil & Mohyuddin, 2015:3).

Research conducted in the District of Bahawalpur (Pakistan), established that about a 3rd of respondents, making up around 32,5% of the sample strongly agreed with the purpose of migration. The other 33.3% confirmed that the single reason for them to migrate is to offer their children better education systems. If the research is analysed and interpreted correctly, it suggests that education performs a crucial part at many levels an individual migration. Rhoda (1979:23) suggests that some rural-urban migrations in Asia and Latin America are inspired by a desire to access education opportunities in urban areas. Perhaps in tropical Africa and Ghana, education serves as a strong determinant of rural-urban migrations (Caldwell, 1969:84). In the case of rural Nigerians, Charles (1975:25) avers that attendance at school heightens expectations of new and modern urban life such that people that are educated become prone to migration. In contrast, Caldwell (1969:61) argues that the influence of education is not absolute when rural uneducated Ghanaians relocate to towns with their poor qualifications to obtain urban employment.

2.6 THE EFFECTS OF MIGRATION ON LEARNING

Soaring immigration directly affects different stakeholders of education because immigrants need readily available place and space for learning in the form of school (Arbour et al, 2017:10). According to Study Session 5 (2019:68), the process of migration yields both positive and negative social and economic consequences. Positive benefits include education and economic development. Migration puts increased strain on existing infrastructure and social services, and it has disadvantages pertaining to unplanned and rapid urban growth. This further leads to poor infrastructure in terms of insufficient sanitation, water, housing, health care services and transport. Rural-urban migration has impacted the city's municipal services such as healthcare, education, and transportation (Potter, 2004:229).

It is of outmost importance to understand that the population of the towns and cities tend to be heterogeneous and socially diversified to such an extent that different stakeholders are affected either positively or negatively by the effects of urbanisation. This notion is echoed by UNDESA (2014:65) who argues that as people are pulled towards towns and cities, the impacts of migration are mixed (positive and negative). The process of migration affects all sizes of settlements. Rural-urban migration also brought serious challenges in many countries, and it is of utmost important to learn that analysis of information is essential to understand such challenges and to help policy makers to define, craft and evaluate programmes and policies to deal with the situations (Ikwuyatum, 2016:162).

2.6.1 The issue of transportation as an effect of migration

Arbour et al. (2017:33) indicate that transportation of infrastructure becomes critical due to its importance to most commuters, residents, organisations, and governments. Arbour et al. (2017:33) further outline that those migrants depend on transportation to commute, and this creates an increase in the demand for such facilities. Migration processes include among other factors, aspects such as traveling to, from where, how, when, and influenced by what conditions. The conditions are heavily influenced by existing social and transport networks of individuals in diverse areas. The whole endeavour is strongly dependent on the process and mode of transportation between people and places.

Guthrie (1980:42) indicates that the costs of increased transportation often led to school closure. Increased travel distance increases the chance of dropping out of school. Mugoro (2014:21) adds that the increase in bus fares and absence of proper transport arrangements for students work to force many of them to drop out of school. In South Africa, transport is of interest because inefficient transport service delivery has a significantly negative effect on social exclusion and the economy. Thohoyandou CBD under Thulamela Municipality is rated as an urban node that has major congestion because of its economic stature and educational purposes (VDM, 2013:42). The VDM Integrated Transport Plan (ITP) of 2004 reports that the highest percentage of people that travel, that is 33.8%, do so for the purpose of education. This has implications for localised congestion in Vhembe District with seasonal and peak periods experienced. These relate to work, education, shipping, tourism, shopping, and church trips exacerbating congestion in the area.

Table 2.2: Percentages of People who make Trips for Educational Purpose		
Trip Purpose	% Trips in Terms of VDM	% Trips in Terms of the Total Limpopo Province
Work	9.5	3.4
Education	**33.8**	**12.1**
Shop	10.9	3.9
Looking for work	1.4	0.5
Medical	1.7	0.6
Visit	22.6	8.1
Sports	13.1	4.7
Church	2.5	0.9
Welfare	0.3	0.1
Other	9.5	1.5

Source: Vhembe ITP quoted in VDM, 2013

From the table, it is visible that trips for educational purpose have more percentage that make the use of transport for education purpose the highest as learners move in and out in the township area.

One other bigger challenge confronted by commuters is the traveling modes meanwhile accessing the pre-destined area of learning. Most of slum area streets are not even wide enough to accommodate vehicles and this causes delays. Schools with high enrolment also suffer consequences of high congestion due to different transport modes (Arbour et al, 2017:33).

According to Mugoro (2014:20), transport problems for students in Kigali- Ruwanda is reported to affect girls mostly, due to their involvement in sexual behaviour practices. Isugi and Nyirabihogo (2011:15) confirm that "sugar mammies" and "daddies" have been hunting for students using their own transport as a trap to catch them since access to transport is difficult. A survey conducted by Mugoro (2014:20) in Kigali-Rwanda, indicates that most students usually walk along the roads because they have no bus and taxi fares and are not accepted to board buses if not paying the fares. It is during this marching exercise that adult people such as sugar daddies, sugar mammies, and drivers' prey on learners and commit them to rape and sexual intercourse. Students, especially some girls accept the offer. The girls end up being vulnerable to unwanted pregnancies and sexually transmitted diseases such as HIV/AIDS (Mugoro, 2014:21).

Mugoro (2014:20) contents that students are walking most of the time, but it becomes cumbersome for them when it comes to boarding buses and taxis. They end up getting late to school for lessons and arrive home late at the night, which triggers the worries of parents pertaining to the safety of their children. The New Times (2016:1) maintains that traveling long distances causes fatigue and as the day commences it often kills a learner's concentration. Charles Mutazihana, the head teacher at Kigali Parents School echoes similar sentiment by maintaining that the long distances that children walk to school affect their concentration in class. Some students get to school sweating, stressed, and exhausted, both psychological and physical, a situation that compromises their performance in class (The New Times, 2016:1). Further, the New Times (2016:1) exposes that traveling long distances by learners exert some burdens such as carrying schoolbag, waking up earlier, attending to homework later and experiencing a reduction on leisure time that is needed for a balanced life.

2.6.2 Solid waste challenges.

Globally, most towns and cities' public schools are facing high levels of pollution. Papers appear to be the most frequently generated solid waste materials. Anna et al., (2011:24) contest that solid waste is an avoidable bi-product of human activities. Failure and inappropriate solid waste management practices in township schools constitute a big challenge that eventually compromises school environmental quality.

It is a good and recommendable practice that the school environment needs to be conducive to supporting effective teaching and learning, but once the environment is neglected with exposure to solid waste materials contact time of the learner is often compromised. Ana et al., (2011:25) also outline that migration and increased enrolments of township school children increase the quantity and complexity of generated solid waste in school. Ana et al., (2011:25) further argue that the main problem associated with the disposal of solid wastes in a public township school is littering of paper which needs splendid management and control. To solve or rather manage to litter, some schools try to punish late learners by asking them to pick up papers around the school; however, this traditional method of punishment affects the tone of the school through interruptions (Ugwuegbulam & Ibrahim, 2015:141). The burning of solid waste at open dumps is very dangerous because it generates smoke and contributes to the emission of air pollution. In many cases, such dumping sites are near classrooms. Air pollutions pose health threats to both learners and educators, in a nutshell, this brings about interruptions (Ana et al., 2011:25).

2.6.3 Overcrowding as an effect of migration

Overcrowding reflects a situation where large numbers of people live in a limited space, in this case, excessive transit of people from underdeveloped area flock to township areas and are squeezed in small space (Civil Service India, 2019:2). Khan and Iqbal (2012:10162) indicate that a classroom is regarded as overcrowded when the number of learners exceed the official or optimum levels that can be accommodated. According to Bascia and Faubert (2012:345), teaching large classes is prone to impede the ability of educators to meet societal outcomes expected in education. This view is echoed by Ijaiya (1999:310), Carlson (2000:23), Sha and Inamullah (2012:225), Khan and Iqbal (2012:10162), who argue that overcrowding damages the quality of teaching and learning and has serious impact on the attainment of educational goals. When children are kept in overcrowded conditions it can cause behaviour's disruption, conflict, diseases, lack of one-to-one learning, and sub-standard academic achievement (Shah, 2012:11).

According to Shagufta, Nagina, Manzoor and Ishtiaq (2012:365), the classroom serves as the heart and soul of the education system. The personal space has an impact on learning, this calls for designers of classrooms to consider such issues in the design

of schools. Dalieh (2017:2) indicates that overcrowded class sizes and inadequate infrastructural maintenance are all concerns that challenge the delivery of quality education in Liberian urban public schools. Overcrowded classrooms expose learners to the risk of a subdued rate of performance than would likely be seen in smaller classrooms (Malik, 2015: 675). Large class sizes do not provide adequate space for teachers to adequately engage or interact with their learners (Yelkpieri, Namale, Esia-Donkoh & Ofosu-Dwamena, 2012:319-332). It is for this reason that Mamman, Chadi, and Jirgi (2015:118) explain that classes that are smaller and less crowded enable teachers to provide prompt feedback and facilitate discussion. Effective learning is proportional to the size of the class, leading to improved learner achievement. Anzalone (2015:53) argues that an increase in class size is counterproductive to the achievement of learners.

Case of overcrowding tends to be a huge challenge for school administrators. According to Marais (2016:56), an exploration of the challenges faced by teachers and learners in overcrowded classrooms in South Africa points to the knowledge attained during teacher training. This kind of knowledge such as relating to management and teaching pedagogy cannot be effectively applied in classrooms that are overcrowded. The issue of huge classes in South Africa is commonly a topic of school management, as it poses challenges to their leadership skills. Yelkepieri et al., (2012:325) maintain that large class sizes will overshadow quality in the education sector.

According to Baker et al., (2017:35), overcrowding can influence social tensions between new arrivals and long-time migrants with distinct networks and backgrounds. In the Philippines, new migrants were marginalised irrespective of their social or religious background because they lacked proper documentation. This observation became true after an analysis conducted in three Indian cities in the Philippines (Sahoo, 2016:53; Baker et al., 2017:28). According to Bhatta (2010:33), overcrowding can cause poor air quality. Increased temperature in towns and cities also has indirect effects on air pollution. In the classroom situation, when the temperatures rise, the demand for increased power output occurs to drive tools such as electrical fans, air coolers, air conditioners, and water coolers, This, however, increases the school budget to manage such excessive temperatures.

2.6.4 Water and Sanitation challenges

The *Constitution of the Republic of South Africa, Act 108 of 1996* pronounces that every citizen has a right to access dignified services for sanitation and safe drinking water. Overcrowding poses threats to users and beneficiaries have interest in the adequate provision of water and sanitation service. An increase in the demand for water for the growing population might place additional stress on resources that are overstretched. In the township, there is a serious shortage of water; and the community abuse water services by making illegal connections, and others use water for brickworks, car washes, and gardening without making any payment (Dau, 2010:32). When the school is built, provision is made for the public toilets proportional to the enrolment incubated. Nealer (2009:74) stresses the importance of portable water for public use and further justifies the management and provision of such water as a priority.

2.6.5 Shortages of LTSM or resources as an effect of migration

Globally, countries that have a faster rate of migration are facing a great challenge of sustainability and equity in the distribution of social and economic resources (Bhagat, 2014:3). Education is progressively understood to underpin the stories of success regarding economic growth the pressure of the government to improve access to education for all citizens (Joshi, 2006:115). According to Kārkliņa et al., (2016:34), overcrowding gives birth to multiple of problems in the host schools. Adjustments to the available infrastructure are highly expected. Kārkliņa et al., (2016:34) further point out that if the host school, opt to extend new buildings, this will bring along large costs. The massive influx of learners certainly calls upon schools to increase class sizes and add more classrooms. In addition, Van der Berg et al., (2011:9) stipulate that school management, for instance, has an important role to play in the procurement of textbooks and additional materials to offer teachers pedagogical tools and to facilitate effective use of available materials. An influx of children caused by migration forces towns and cities to increase their resources and capacity to address the trend (Arbour et al., 2017:33). Insufficient and inadequate resources pose big issues for school children.

2.6.6 Depopulation of learners in local schools as an effect of migration

In the academic literature, school closure is a case when society is being depopulated (Kārkliņa et al., 2016:14). Additionally, Pettersen et al., (2001:6) believe that in rural communities where schools are shut down and there is a long distance to travel to the nearest school, stagnation of population will often follow. In this type of community, relocation and little immigration are common traits that can lead to depopulation. A Danish study concludes that a reduction in the population often leads to school closure (Egelund & Lausten, 2006:32). Further, American and English studies of school closure report that most schools are shut down because of declining population and learner numbers. Within the literature on international migration, school is one of the most important factors for determining location (Kārkliņa et al., 2016:15). Parents often choose locations for settlement wherein quality education will be provided, and in case such schools are far they will opt to migration. Batevik et al., (2013:56) show that by closing the high schools due to depopulation, certain aspects of the local culture and tradition can be lost.

Viktorija and Vidmantas (2018:7) establish that depopulation, which is a decrease in the population, or the number of students influences a subsequent decrease in the network of the general education schools. They further indicate that in Lithuania, for the year 2001-2016; when the population decreases, the number of general education schools in the country decreased by 49 %. This literal implies that when the network of schools continues to decrease in the rural area, the schools served by big settlements with more administrative centres have more opportunities to remain in operation. Kārkliņa et al., (2016:15) indicate that set of educational institutions consists of schools with a small number of learners; and therefore, this compels municipalities to optimize the network of general education institutions according to the principle of the financing model.

Bell and Sigsworth (1987:2), and Schwartzbeck (2003:14) observe that small schools in rural areas are fundamentally disadvantaged in both social and educational aspects. Small schools more often need alternative arrangements such as mixed-grade or multi-grade teaching. They may practice the sharing of facilities and specialized teaching within school clusters (Galton & Hargreaves, 1995:175).

2.6.6.1 School closure as a result of depopulation

Lack of discipline, mismanagement, and low quality of teaching is regarded to contribute to some learners avoiding local schools and opting to travel to faraway schools where they think quality teaching is given (Nembudani, 2015:187). When learners opt for migration, this ultimately causes school closure which has some adverse effects. School closure due to factors such as lack of discipline, parental involvement, poor teaching standards, and shortage of resources might coalesce to cause a local school to be unattractive to learners. All this combination of factors may cause learners to enrol in schools that are far from their homes, provided there is good transport that is affordable to parents in terms of costs (Nembudani, 2015:177).

According to Nembudani (2015:91), the closure of schools because of declining enrolment has become a global phenomenon and South Africa as a country is also a victim of these catastrophes. The closure of a local school may cause parents to dislike the local school due to the pressure of paying extra transport costs to cater for the travel expenses of learners that attend school in the distant neighborhood. The parents who are commuting their children to other areas might not feel closely attached to the local school (Barakat, 2009:4). Therefore, school closure disrupts the social fabric and cohesion of the local community. The bond that brings and keeps people close together is known as social cohesion (Nembudani, 2015:166). In some instances, the government is mandated to assume the responsibility to provide transport for those who migrate and end up traveling long distances to township schools (Nembudani, 2015:93). School closure closes the chance to get income for those parents who earn their living by selling products at schools. SGB-paid workers who assist in cleaning, gardening, and the NSNP programme, remain frustrated as they lose a livelihood. School closure always gives rise to challenges which have some detrimental effects to the smooth running of the school, especially for learners, parents, and educators.

2.6.7 Loss of contact time due to absenteeism and lack of punctuality

Tutordoctor (2017:1) postulates that time spent traveling on school buses might clearly be translated into the number of hours spent per day. Depending on such, buses might also imply limited access to some activities after school, including sports. According

to Seth Ndahoyo, a teacher in Musanze District, Kigal Rwanda indicates that learners traveling long distances are prone to arrive at school late and miss the whole lesson or introductory parts of it, ultimately affecting their entire learning in the longer term (The New Times, 2016:1). This can easily create a large chance for learners to drop out. For the day scholar, absenteeism might turn out to be a syndrome because of traveling long distances. Learners constantly think about the distance to get to school, and these thoughts keep ringing in their minds whenever they wake up. These thoughts coupled with the pile of home-works, assignments, and projects ultimately demoralise them (The New Times, 2016:1). In Norway, it is normal that dropping out, lagging in school, and lower grades are more normal for those learners who live in dorms or have a longer distance to travel to school (Solstad & Thelin, 2006:161).

The New Times (2016:1) emphasises that when children travel long a distance, they become more prone to headaches, stress, and exhaustion. Hoadley (2010:37) finds that low time-on-task and content exposure, and poor curriculum coverage, are some expected problems, and if not attended will all erode the opportunity to learn. Equal Education (2016:39) cites the research conducted on violence that takes place in Western Cape township schools, this research has found that violence due to overcrowding results in embarrassment, shame, fear, anxiety, self-blame, and anger; and all of which eventually impede the ability of learners to concentrate in their work, at times resulting in absenteeism. Research studies by UNESCO show that long distances from centre of learning contribute to poor school attendance (The New Times, 2016:1).

2.7.1 THE RATE OF MIGRATION TRENDS ON EDUCATION IN ZIMBABWE

According to Ranga (2013:13), Zimbabwe has experienced an out-migration pattern commonly known as the 'brain drain'. The phenomenon has received broad research with most results indicating an increased trend of qualified Zimbabweans moving to overseas countries that are rich and in the SADC region, particularly in countries like Botswana and South Africa. In-depth assessment studies on the causes and impacts of the 'brain drain' indicate that an estimated number of 479,348 Zimbabweans were living in diaspora. Ranga (2013:13) indicates that the education and health sectors are

affected the most regarding emigration. The figures reveal a continuous trend of emigration of skilled Zimbabweans from 2001. This prediction of the trend has been corroborated with findings showing that skilled Zimbabweans, including teachers, have continued to leave the country since the mid and late 2000s. Ranga (2013:13) further points out that some statistics on the trend of the 'brain drain' in Zimbabwe began even long before the start of the new millennium. Assessments conducted indicate that teachers are driven into migration to neighbouring countries such as South Africa to survive the economic crisis at home. In South Africa, the department of education offers better salaries which attracts teachers (Ranga, 2013:136).

2.7.2 THE RATE OF MIGRATION TRENDS ON EDUCATION IN BOTSWANA

Brown and Schultz (2002:16) indicate that there is a tendency in Botswana to explain the immigration of teachers in terms of economic reasons. The migration of teachers involves them leaving their countries of origin to serve on a contractual basis in another country for a period more than a year (Oucho, 2003:12). There is an acknowledgment that the existence of migrant teachers in schools attracts implications that are profound for school management (Ingersoll, 2001:3). For the school to develop holistically, they depend on the cohesion, commitment, and continuity of employees. School managers are, therefore, prone to suffer in case of subjection to cultural differences that are widespread among teachers or turnover rates that are high (Brown, 2004:4). Migrants, like any other persons, have their cultures and tradition of doing things inseparable from them. It has now become evident that migration impact in Botswana is more experienced in educators than in learners.

2.7.3 THE RATE OF MIGRATION TRENDS ON EDUCATION IN SOUTH AFRICA

Looking at the trends, South Africa on its own does not have a migration rate as compared to international standards. The city of Johannesburg has been over-population due to migration for economic reasons. The South African government relies on local municipalities for actual service delivery. The high rates of migration within South Africa and into the country result in a rapid loss of social cohesion and social capital. Cross (2009:11) posits that South Africa is becoming a hotspot destination country for the entire continent of Africa. This is true as one perceives the

cross-border migration that comes through the border gate of Limpopo from Zimbabwe. Cross (2009:14) further indicates that this in-migration put pressure on the infrastructure and services budgeted for local populations. Stress is often felt on the cost of spending for migrants on infrastructure, human services, health, and education. These informal migrants as added to the local migrants who came for economic and educational reasons loaded an extra burden on the host municipality's budget. It is often believed that in South Africa, most migrants are attracted by service and infrastructure. This usually happens in areas where service delivery is still weak; health and education services remain the largest migration attraction (Cross, 2009:15).

2.7.4 THE RATE OF MIGRATION TRENDS ON EDUCATION IN SRI-LANKA

Sri Lanka is also experiencing out-migration which is propelled by low per capita income, unemployment and/or underemployment, high inflation, indebtedness and lack of access to resources. For the last two decades, Sri Lanka witnessed a tenfold increase in migrant numbers. Educational purposes mainly undergraduate and postgraduate studies is categorised as one of the primary drivers for out-migration. A significant cross-border movement in the form of international student mobility has emerged. There is growing trend among Sri Lankan students to choose developed countries for educational purposes targeting better employment and opportunity for residency soon afterwards. Data retrieved from agencies indicate that there is enormous increase in the number of Sri Lankan students seeking educational opportunities in other South Asian countries, specifically Bangladesh, India and Pakistan. Policymakers are faced with great challenge of overcoming this rapid internationalisation of higher education. Intervention strategies should be placed to strengthen higher education as means to mitigate the adverse effects of student migration. A brain drain is underway because of student migration (UNESCAP, 2022).

2.7.5 THE RATE OF MIGRATION TRENDS ON EDUCATION IN AFGHANISTAN

Afghanistan is a country also affected by the impact of out-migration. Most of its immigrants are asylum seekers in Germany who continues to welcome qualified migrants in the labour force industries. In Germany, migration is a welcomed norm and is no longer seen as a strain on the social system, but instead viewed as a booster for economic and social improvement. Unaccompanied minors from Afghanistan continue

to leave their country because of continuing conflict which leads to the destruction of homes, livelihoods, and further impedes access to health, education, and services for most civilians (Fischer, 2019:1). According to Boland (2010:1), education and employment prospects open to parents and children in Afghanistan is very limited or non-existent due to insecurity within the country. The decision to have a child on the move to a western country will always prevail if such needs are not met.

2.8 CHAPTER SUMMARY

This chapter unearthed literature revolving around migration. The concept of migration from an educational perspective came under the spotlight. The reasons for migration and the effects of migration were exposed to the fullest. Finally, the rate of migration trends in both African states and international countries also receive special attention. The next chapter presents research design and methodology underpinning the study.

3.1. INTRODUCTION

The previous chapter presented a literature review in relation to the phenomenon under study. This chapter presents the design and research methodology followed in this investigation. The discussion in this chapter includes amongst other things anti-positivism as the research paradigm, phenomenological research design, and qualitative research method which guided the research procedures in this study. The chapter additionally outlines the sampling process that covers the target population, sampling procedures and the sample size thereof. Further, the chapter discusses the study's qualitative nature with reference to typical qualitative characteristics and its appropriateness. The selection of data collection is informed by the research objectives and questions, which aim to explore the impact of learners' migration in township schools. Furthermore, this chapter spells out the data collection strategies, with specific reference to the individual interview and focus group discussion. Data analysis procedures and ethical considerations are presented. Finally, research quality control measures are presented to indicate their fitness in the study.

3.2 RESEARCH DESIGN

Merriam (2013:92) indicates that the term research design outline how the study should be carried out; in summary, this is the basic plan of the study. De Vos (2001:123) and Mouton (2012:55) concur that research design is the blueprint that outlines the procedures that need to be considered in the conduct of the research. Terre Blanche, Durrheim and Painter (2012:34) present a research design in terms of a plan that controls the environmental set up for data collection and analysis in a way that recognises the objective of the study and the expenses involved. Therefore, this study adopts a phenomenological research design, which is elaborated below in item 3.2.1.

3.2.1 The Phenomenological Research Design

The term phenomenology is a derivative of the Greek word "*phainomenon",* made up from "*phainesthai"*, to appear; from "*phainei"* to show, meaning philosophy. The concept of phenomenology is an endeavour to articulate the lived experience of participants without making prior assumptions about the objective reality of the

situation (Holloway, 2005:47; Henriksson & Friesen, 2012:1). Phenomenology entails the study of meanings that are common but shared by participants that experience a similar phenomenon, to forge an understanding of the lived experiences of participants (Van Manen, 1990:9; Merriam, 2009:24; Creswell, 2013:76).

The most appropriate design which has direct relation to the aim of this study is phenomenology. Through this design, one can explore and understand lived experiences of different stakeholders that are part and parcel of township schools stricken by the impact of migration. The phenomenological design enables participants to articulate their personal meanings of their involvement experience in the performance of certain activities, through detailed interviews. Holloway (2005:47) posits that phenomenology attempts to give a description of the lived experience of individuals through a reflection of meanings of their practices. Phenomenological research design also examines unique experiences of individuals in given situations. This is an exploration not of a given reality but a preconception of that reality (Burns & Grove, 2003:360). Laverty (2003:5) and Willis (2007:172) buttress the perception that phenomenological research design puts great focus on consciousness. The conscious perception of an individual on things and contexts that arise from experiences of life.

Neubauer, Witkop and Varpio (2019:91) indicate that the objective of phenomenological enquiry portrays the essence or structure of the lived experiences in an investigation to give out the actual meaning which identifies the significance of a phenomenon. It strives to provide an accurate description of the daily lived experiences. The current researcher explored the conscious perceptions of participants in an endeavour to comprehend the meanings of their experiences or behaviours. Merriam (2009:26) and Kafle (2011:183) argue that phenomenology is appropriate to penetrate deep into emotional, intense, and affective human experiences. In this research, the focus is on illuminating experience in the phenomenon under study.

Added to the advantages of qualitative research that are general, phenomenology possesses the following advantages:

- It is a "systematic, critical and rigorous investigation of phenomena" (Streubert, Speziale & Carpenter, 2003:53).
- It is an approach which is appropriate to research on human experience.

There are different types of phenomenology such as descriptive, reductive, constitutive phenomenology, phenomenology of essence to mention but few. However, descriptive phenomenology and phenomenology of essence are selected for the purpose of this study. Streubert and Carpenter (1999:60) indicate that descriptive phenomenology endeavours to stimulate the perceptions of people regarding lived experience and emphasises the depth, breath, and richness of those experience. It is on this background that the current researcher engaged in the steps of describing, analysing and intuiting phenomena in question (Holloway, 2005:128; Streubert, Speziale & Carpenter, 2003:61). This approach concentrates on the quest to investigate human consciousness through a focus on the world that participants of the study experience subjectively. This became visible as the researcher engaged participants in the interview process. Phenomenology of essence suits this research study due to the fact that it comprises searching through the data to uncover common essences or themes and establishing relationships that are shared within a particular phenomenon; and such a probe offers a sense of that which is accidental and essential (Streubert, Speziale & Carpenter, 2003:60). In this study, phenomenology has been employed because participants aired their views, experience, perceptions regarding the perceived impact of migration in township schools. The individual and focus group interview becomes the vehicle of transmitting lived experiences. Guided by phenomenological research design, this study adopts a qualitative research method.

3.3 RESEARCH PARADIGM

The word paradigm was introduced in the late 15th century in the English language. This was from the Greek word "*paradeknunai",* meaning to 'show side by side'. The word paradigm implies a worldview that underlies the theory, set of theories and methodologies within a specific scientific field or subject (Meissner, 2017:132). A paradigm is a worldview that is shared by a community of practice and reflects the values and beliefs in a discipline, and it further guides the way in which problems are addressed (Schwandt, 2001:183). According to Chilisa and Kawulich (2012:1) and

Patton (2002:13), a paradigm is a way to describe a worldview that is informed by philosophical assumptions guiding the nature of reality. This knowledge about the nature of reality is known as ontology., while the way of knowing is labelled- as epistemology. There are ethics and value systems in human endeavour, which inclusively are known as axiology. Antwi and Hamza (2015:218) confirm that a research inquiry should be based on otology, epistemology, and methodology.

According to Warner, Waalewijn and Hilhorst (2002:9), paradigms relate to sets of references which frame the way science and management work as well as how people comprehend and act in the world in which they live. This is in line with the view shared by Tshisikhawe (2017:83) who summarises that the word paradigm relates to a culture of research with set beliefs, assumptions, and values which a community of researchers has in common pertaining to the nature and way of conducting research. This is essentially an approach to thinking about carrying out research as postulated by Antwi and Hamza (2015:218). A paradigm incites researchers to raise certain questions and engage approaches that are appropriate for systematic inquiry. Chilisa and Kawulich (2012:1) allude that there are three basic factors that determine choice of a research paradigm in a research study, which are assumptions regarding the nature of knowledge and reality, literature, theoretical framework and research practice, and ethical principles as well as value systems.

Burton, Brundrett and Jones (2014:52) state that there are several research paradigms which may be used in research. Paradigm may include the approach, methodology, epistemology and ontology aspects that are used in the conduct of research (Chilisa & Kawulich, 2012:1). The next section discusses the anti-positivist paradigm as the paradigm grounding this study.

3.3.1 Anti-positivist or Post-positivism Paradigm

This research adopted anti-positivism paradigm basically known as post-positivism. Creswell (2003:9) views the anti-positivist paradigm as reliant upon the view that participants have about the situation under study. It also recognises the effect of the research on the background and experiences of participants. MacGregor and Murname (2010:422) contest that post-positivism is a concept that assumes a research paradigm that can generate a hypothesis through inductive reasoning rather

than testing a hypothesis. In this context, scholars strive to understand why people operate in the manner they do.

This study uses the post-positivist paradigm as it offered a better opportunity to understand human experience in the social world (Antwi & Hamza, 2015:218). Shaningwa (2007:30) maintains that post-positivist paradigm enables the researcher to comprehend the phenomena being studied and to allow for an interpretation of meanings within the participants' social and cultural contexts. Rehman and Alharthi (2016:53) recognise the place of the values and beliefs of the researcher in affecting the entity under observation. The post-positivist paradigm is underpinned by observation and interpretation. This paradigm is relevant to this study because it offers a good platform for the observation of participants as they engage in their daily activities within respective township schools. The effects of migration are true human experiences of what is taking place in Thohoyandou township schools. It is through personal visits to selected schools for data collection that enabled the researcher to confront these expected experiences: late coming, overcrowding, transport challenges, to mention but few. During the interview session, both individual and focus group, the researcher observed the local learning environment to confirm reality of the social and cultural contexts. In this endeavour, the researcher was able to make sound judgement by analysing interpretation of facts as conveyed by participants in the study.

Fox (2008:4) indicates that post-positivism provides a basis for both interpretivism and constructivist approaches. The interpretivist approach cherishes the quest to understand and interpret meaning of subjects to create sense of the social order. On the other hand, a constructivist or constructionist approach perceives social reality not as independent of actors, but as emergent from collaborative or individual constructions of values, concepts, ethics, beliefs and norms in the social arena. Post-positivism is also referred to as constructivism because it emphasises the ability of an individual to construct meaning from social experiences (Mack, 2010:7).

The interpretivist approach has been employed to this study to reflect that learners, teachers and parents share different views regarding the reasons of migrating as argued by Husam Helmi Alharahsheh and Pius (2020:42) who contest that this approach is more sensitive towards individual meanings and contribution. It can also

be drawn from the participants in the study that individuals have certain beliefs and opinions about migration reality. The meaning ascribed by each participant in the interview sessions clearly outlines the subjective judgments of each individual.

The constructionist paradigm on the other hand has been deployed solely on the ground that human beings construct meaning out of social experiences. The beliefs, influences, and assumptions of parents about the quality education reality triggered the seeking for admissions to the township schools. The social life experiences gathered from the immediate environment as depicted in 'Bronfenbrenner's Ecological System', the theoretical framework exerts pressure to construct meaning. Cultural influences play a fundamental role in the construction of meaning. It is not a surprise to find parents of the Indian community who hold beliefs that some hotspot schools within Mvudi circuit offer better education. They fight tooth and nail to seek admission to these schools. From these social experiences, collaborative meaning is constructed which helps to shape the direction of reality.

3.4 QUALITATIVE RESEARCH

The study adopts a purely qualitative approach, because (Daymon & Holloway, 2005:2; Marshall & Rossman, 2006:21) posit that the qualitative approach strives to uncover meanings which participants attach to their behaviour, how they interpret situations, and what their perspectives are on issues. Given the fact that, qualitative research is a logical investigation into the qualities or the nature of social group behaviours that are complex through the employ of naturalistic and interpretive approaches; therefore, this approach enabled the current researcher to gather sufficient information regarding the effects of migration from various participants. Qualitative research is naturalistic in that it strives to study the daily lives of diverse groups of people or communities in settings that are natural. It is crucial for the study of settings and processes in education. Denzin and Lincoln (2003:2) posit that qualitative research encompasses a naturalistic and interpretive approach to the subject of study. It endeavours to interpret or make sense of the phenomenon of interest by reflecting on meanings that people derive from contexts.

Laverty (2003:5), Willis (2007:172), Edmonds and Kennedy (2013:136) observe that qualitative research expressly focuses on consciousness, the consciousness of an individual on the perception of issues and the contexts that arise from contextual

experiences. The current researcher explores the perceptions of participants to appreciate the meanings of their experiences regarding the impact of migration in township schools. Through conducted interviews, the researcher can study the participants' actions, feelings, and behaviours, hence Gay and Airasian (2003,13) commend methods used in the qualitative study because they help researchers to gain detailed information about the reality of things and they are apparent. Both participants and the researcher were afforded a better opportunity to understand the impact of migration on learning. The researcher prepared the UNIVEN informed consent forms to invite participants to the interview sessions which followed the focus group and individual interviews. The consent forms highlight the purpose of the study, outline procedures, interview process, benefits, remuneration, cost of the study, and confidentiality. Each participant (learners, teachers, principals, transport drivers), either individual or group was recorded meanwhile they respond to the set of questions prepared by the researcher. The interview questionnaire instrument provokes participants' ideas to present their feelings, opinion, and behaviours around the impact of migration issues on learning. These interviews were conducted in a natural educational setting (office) to promote privacy and confidentiality.

3.4.1 Rationale for Qualitative Research

Having understood the nature of this study, guided the researcher to purposeful choose qualitative research because this study involves the human experience of learning, and the migration effects on education that affect human beings become the midpoint of focus. Qualitative research offers a platform that provides insights into people's feelings and beliefs. Haradhan (2018:2) echoes that qualitative researchers are interested in people's beliefs, experiences, and meaning systems from the perspective of the people.

Qualitative research is normally carried out to explore problems that are relatively unknown. This means that real people are observed and interviewed in their natural settings. Lincoln (2000:3) confirms that qualitative research infuses naturalistic and interpretive approaches. This implies that qualitative researchers investigate phenomena in their natural settings. They attempt to interpret a phenomenon or make sense of it in terms of the meanings people make about their situations. The settings

of this study are the school environment and transport services wherein migrant learners are observed.

3.4.2 The reasons for using qualitative research.

Scholars who hold the post-positivist side of the qualitative continuum find the following reasons as genuine for the use of qualitative research:

- To generate rich information and nuance which demonstrates or documents qualitative knowledge of the existing phenomenon,
- To improve the understanding of a topic through studying it simultaneously, using triangulation or concurrently, using two methods (Ospina, 2004:6).
- To explore a phenomenon that has not been studied and which may subsequently be developed using quantitative methods.

According to Antieno (2009:16), qualitative research is ideal for simplifying and managing data destroying complexity and content. In qualitative research, smaller sample sizes are used, and this saves costs. Interviews cannot be limited to questions and are re-directable by researchers during interviews. In qualitative research, emphasis is put on explaining the reason for how people behave and think. Interpretation of data is done in qualitative research through unpacking every theme identified to determine the level of quality in understanding research outcomes (Flick, 2006:2). Identified themes are broken down into sub-themes to get a deep meaning of recurring chunks of data.

Qualitative research offers some of the following strengths (Yauch & Steudel, 2003:23; Creswell, 2014:78):

- It enables people to contribute information and provide for fresh evidence that was not even considered at the initial stage.
- It might play a crucial function of suggesting relationships that are possible, their effects, causes and other dynamic procedures.
- The process of data collection needs a limited number of respondents and can be conducted using limited resources.

The purpose of this study was to explore the impacts of migration on learning. This study expresses the assumptions of the interpretivist researcher in attempting to

understand human experience. The primary focus is on the views and perceptions of the participants who are key informants about the issue under study. The researcher uses non-participant observation checking the day-to-day challenges that confront the transport drivers, teachers, and school management team in their interactions. In this journey of phenomena enquiry, qualitative research offers a good platform to get thick and rich narrative explanation of the phenomena under study. When given opportunity to conduct research through interviews, the views of participants such as learners, teachers, principals, and transport drivers in their natural setting are recorded as viable information. The goal of qualitative research is indeed to create an understanding of events and individuals in their natural state (Neuman, 2011:3).

3.5 STUDY POPULATION

Population describes a group of elements, events, objects, or individuals which conform to a specific criterion and from which the researcher intended to generalise the findings of an investigation (Engel & Schutt, 2013:112; McMillan & Schumacher, 2006:119). In support of this, Airasian and Gay (2003:102) maintain that a population refers to a group that is of interest to the investigator. Neuman (2003:216) echoes this view by maintaining that the target population for the researcher is composed of a pool of cases or individuals that are earmarked for study.

De Vos (2001:190), Bless and Craig (2002:342) define population in terms of a complete set of things, events, and people to whom the research findings are to be applied. This implies that the population addresses the entire collection of people about whom we intend to draw conclusions. In this study, the targeted population is all secondary and primary school principals, all secondary and primary school educators, all primary and secondary school learners who use transport, and all transport drivers of cars that carry learners around schools within the Mvudi Circuit. This population can be referred to as perceived impact of teachers, principals, learners as well as drivers.

Monette, Sullivan, DeJong and Hilton (2014:132) state that the description of the population need specify four important issues, that are content, extent, unit, and time as follows:

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- Content

  This aspect of the population concerns characteristics that members of the population possess altogether. In this study, principals of schools, teachers, learners, and transport drivers are members of the population. Principals of school A and B are managers of the schools, role players in curriculum delivery, and account to the department of education for quality education offered in their respective institutions. School teachers in both schools have the responsibility to deliver quality education to all learners admitted without fear or favour. Learners use common transport such as buses, taxis, and bakkies. Transport drivers have a role to ferry learners to and from school within the specified time.

- The extent

  This refers to the spatial or geographic coverage of the population. In this study, the extent refers to the locality of the school where this population is found. This locality is peri-urban or rather a township.

- The Unit

  This implies the unit of analysis. It has nothing to do with individuals or group, but it focuses solely on the organisation, which in this case is the school itself. The school here represents the unit because whatever happen at a school can easily be generalisable to the next school where research will not be conducted.

- Time

  Time is a factor on its own which describes the period in which a unit possesses appropriate characteristics to qualify into the sample of study. The township schools purposively selected as sample have more years in succession with high enrolments boosted mainly by migration processes. Given the fact that these schools have increasing enrolment year by year, time factor qualifies them without doubt.

Given the definitions adopted in this research, the study population has purposively been chosen from the township schools of Thohoyandou solely on the ground that they are the most targeted schools with big enrolments and deemed to provide quality

education. It must also be noted that qualitative research is centred on a limited number, but the selection of the research site and participants is critical to the entire usefulness of the findings of the study (Phrasisombath, 2009:26).

3.6 SAMPLING METHOD AND PROCEDURE

According to Bless and Smith (2000:156), sampling is a technique whereby a small proportion is drawn from a population. Sampling entails a process of selecting from a sampling frame, to identify the people or issues to be considered for inclusion in the research project (White, 2005:114). Marlow and Boone (2005:136) contend that sampling entails selecting participants in the research, this literal implies that it is hardly impossible that a single research study cannot include all populations, in a natural setting it would be difficult to interview all participants in the study. Only a sample that represents the whole population is included in the study. For learners, a sample was drawn only from those learners who use transport daily to access the school. For the drivers of transport, a sample was drawn only from the pool of those that transport learners more than five kilometers. All in all, learner participants stay far away the school and use public transport and are the subjects.

This study, therefore, adopted the non-probability sample. The current researcher chose the non-probability wherein he uses a purposive sampling strategy. Phrasisombath (2009:26) concurs that in qualitative research, non-probability sampling is utilised to select the sample to use in a study. In support of this, McMillan and Schumacher (2006:378) observe the sampling procedure as a method wherein the selection is done with a view to understanding some aspects of the population without the need or desire to generalise findings to the entire population. In this study, purposive sampling is used since the researcher only selected schools that reflect the characteristics of interest in the study. These are schools with a track record of the migration of learners from rural areas. Struwig and Stead (2001:122) say that participants' purposive sampling should indeed manifest traits the researcher is interested in. Through purposive sampling, the current researcher handpicks participants suitable for the study based on the judgment of their possession of qualities that meet the need of the study. In this study, learner participants stay far away from the school and use public transport and are the subjects. Teachers selected

find it difficult to teach in a class with migrant learners stricken by migration effects such as overcrowding, and late coming due to transport. Principals as managers of the school are selected to be part of the study solely because they must manage the school to produce expected quality, migration effects hampered them severely to run the systems effectively and efficiently. Finally, drivers are role players because if they are not time conscious, they contribute to time loss. This, therefore, required somebody who is more knowledgeable about a concern under investigation. This might also be guided by professional expertise, role experience, or power (Cohen, Manion, & Morrison, 2011:156). In this study, the researcher works in one of the schools where a sample was drawn and has comprehensive knowledge and experience relating to the issue. McMillan and Schumacher (2006:378) further add that purposeful sampling entails selecting participants that are information-rich to facilitate an in-depth study for understanding the phenomenon in question, and the impact of migration process.

To wind up this discussion, this study adopts purposive sampling simply because participants are part and parcel of the research project. The school principals are in charge of running the school thereby managing the smooth running of curriculum delivery. School teachers give support by teaching learners, migrant learners are the incumbents to receive quality education even though they come from far abroad. Transport drivers were purposively chosen because they transport learners on a daily base. All these samples of participants are key informants of the challenges brought by the migration process on learning. The transport drivers, learners, teachers, and principals in particular have qualities that qualifies them to be affected by migration process, hence they are purposeful sampled to form part of the research study. The current researcher, as the primary investigator saw the characteristics of each respondent suitable to make this research viable. The design of the sampling technique is based on the judgement of the researcher about who would supply the relevant and best information to answer the research objectives (Etikan & Bala, 2017:215).

3.7 STUDY SAMPLE

According to Roberts (2004:135), the sample is a source of data which marks a conclusion on the description of individuals to participate in interviews. A sample is a

representative of the population and with this reason in mind; a sample is interrogated for the purpose of acquiring knowledge concerning the whole population (Bless & Smith 2000:156). The sample size in qualitative research should not be very large to make it difficult to collect rich and thick data (Onwuegbuzie & Leech, 2007:242). According to Denhere (2010:87), sampling address three fundamental questions, viz: participants, number of participants and the reasons for their selection.

In the context of this study, two schools were purposively chosen, one primary school and one secondary school. Both of these are found within the vicinity of Thohoyandou township and are considered to have high enrolments simple because their enrolments are rocketing higher than 1500 learners. From these school the following study sample is drawn:

- Two (2) principals, one per school participated in the individual interview to explore management challenges brought by the impact of migration in their institutions.
- Two groups of educators each comprising of six (6) teachers to make twelve (12) teachers in total, one group from the primary school and the other group from secondary school. These groups were engaged in focus group interview to explore their experiences about migration process as it relates to teaching and learning process.
- Two groups of learners, each comprising of eight (8) learners to make sixteen (16) learners in total, one group from the primary school and the other one from secondary school. These groups were engaged in focus group interview to explore their experiences regarding migration process as it relates to teaching and learning process.
- Two (2) transport drivers, one who transport learners from primary school and the other who transport learners from secondary school undergone individual interview with the researcher to explore their challenges meanwhile transporting these learners to respective schools.

3.8 RESEARCH INSTRUMENTS AND DATA COLLECTION PROCEDURE

Creswell (2008:10) indicates that data collection is a way that is used to select the identified individuals for the research, get their permission and collect data by either observing their behaviour or asking them questions. Data collection reflects the frequency of behaviour types, and/or responses in the form of words, quotes, or opinions. Kumar (2005:143) contests that the decision about a particular technique of collecting data is influenced by the purpose of data gathering, the nature of the information collected, the available sources, and the skills in the use of a specific technique of data collection. It must be acknowledged that each method has both sides of the story, i.e., good things and bad things.

As this research project is qualitative in nature, the researcher, employed a qualitative research approach in the collection of data. Qualitative research relies on multiple methods or strategies to collect and corroborate data. In qualitative research, the researcher become the primary research instrument; hence, in this study, individual interviews, and focus group interviews are primary data collection techniques. According to Ary, Jacobs and Razavieh (2006:474), qualitative research is interactive research that uses the face-to-face method of collecting data. It demands a lot of time to observe, interview, and record the process in a systematic manner as they occur naturally. Nieuwenhuis (2012:6) states that the primary strategies of data collection in qualitative studies are observations, interviews, and focus group discussions. The table below highlight the sample, number of participants and instruments used to collect data.

Table 3.1: The Sample and the instrument used.

Sample	Number of Participants	Instrument used to collect Data
Primary and Secondary Principals	2 (one per school)	Individual interview (done separately)
Primary and Secondary school teachers	12 (six per school)	Focus group Interview (done separately at each school)
Primary and Secondary school learners	16 (eight per school)	Focus group Interview (done separately at each school)

Transport Drivers (Primary and Secondary)	2 (one per school)	Individual interview (done separately)

The section hereunder discusses two techniques to collect data that the current researcher used in this study:

3.8.1 Individual Interview

According to Ryan, Coughlan and Cronin (2009:309-311), an individual interview is a social interaction that involves a conversation between two people commonly used for data collection. It is a valued method to gain insight into the understandings, experiences, and perceptions of people on a given phenomenon of study. Individual interviews require a special kind of accuracy regarding administration for them to yield results that are desired. Gray (2009:384) argues that "no matter what kind of interviewing style is used, and no matter how carefully interview questions are worded, all can be wasted unless the words of the interviewee are captured accurately". Drawing from this, the current researcher uses a digital voice recorder for the individual interview to capture accurate and detailed data that needed to be available for scrutiny. Audio recordings are used to capture perceptions, constructions of reality, meanings, and definitions of situations during interviews (Punch, 2005:168; Silverman, 2010:288). The researcher usually took the lead in helping participants to open more about their views, and perceptions of the posed questions (Shuy, 2002: 541).

In this study, the school principals of the two schools that were sampled did their best to express their views on the research raised questions. Participants' moods and attitudes were positive due to the fact the research questions deal with aspects that pose threat to the quality of education expected from them.

3.8.2 Focus-group interviews

In the focus group interviews, rich data can be generated through face-to-face interaction within the groups. In this case, sensitive aspects which may be missed in individual interviews might be shared. In a group, people are prone to develop and express ideas in ways they would not when working as individuals (Chilisa & Preece, 2007:315). Like in individual interviews, the researcher also made use of a digital voice recorder in the focus group interview to allow capturing of accurate information.

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In this study, focus group interview was conducted with schoolteachers and school learners to find their shared experiences on issues pertaining to punctuality, absenteeism, contact time, etc. meanwhile they engage with migrant learners in the schools. In support of this, Hardwick and Worsely (2011:186) note that a focus group interview provides insight into the shared meaning of people's lives, and it affords a good platform for individuals to be influenced by others, as it all happens in a group situation. From the researcher's observation as the primary investigator, he saw people engaging in focus group interviews being free to express their ideas without fear and even supporting others' views.

3.9 DATA ANALYSIS PROCEDURE

This study adopted Miles and Huberman's framework as its qualitative data analysis. Transcription, checking, coding and data analysis were used as departure points to analyse the collected data. Thick description to elaborate on the feelings, attitudes and experience of participants was carried out. The following procedures are followed as outlined by Punch (2009:202):

- **Transcribe**: This is a word for word writing down of responses that are recorded, even the expressions that are non-verbal. The researcher transcribed the verbal and non-verbal expressions into written words of both individual interviews and focus group (Hesse-Biber, 2011:7).
- **Checking**: During the interview process, the researcher gave participants the opportunity to listen to their responses, and further read the researcher's notes to endorse confirmability.
- **Data Segments**: Summaries and segments were made through the data system. Themes and patterns based on coding of available data. Concepts were conceptualised and given explanation, thereby taking precautions to avoid significant loss of information. Questions were categorised to allow easy analysis. Finally, the researcher was not tempted to alter the participants' responses.
- **Data Analysis**: The researcher used inductive analysis to analyse the qualitative data. The most appropriate method of analysis was the thematic

content analysis. This method was used based on the phenomenology approach of the qualitative research work. The procedure of thematic content analysis consisted of an analysis of transcripts, identification of themes within the data and forging themes from the text. All in all, it was the researcher's responsibility to make sense of the collected data which was achieved through its exploration and interpretation.

As an attempt to conclude the above endeavour, the researcher provided thick descriptions that reflect attitudes, experience, and feelings of the participants. These descriptions and narratives gave insights into the views of participants.

3.10 ETHICAL CONSIDERATIONS

According to Gomm (2008:365), research ethics refers to "rules of morally good conduct for researchers". In support of this, Johnson and Christensen (2004:94) define ethics as guidelines and principles which assist researchers to understand things regarded as valuable. This means that ethics in research describe principles of right and wrong which individual researchers use decision-making choices to guide their behaviours (Masiiwa & Kabanda, 2006:104).

Care needs to be exercised to ensure the rights of individuals are protected in situations involving human beings (Polit & Hungler, 1999:132-234). According to Schulze (2002:60), ethical measures are principles which the researcher observes when conducting research. The researcher has adhered to the entire ethical standards that are specified in circumstances that involve human subjects. This study has adhered to the following research ethics:

3.10.1 Permission to conduct research.

For this research, the ethical clearance for data collection was obtained from the Ethics Committee of the University of Venda. The researcher also wrote a letter requesting for permission to carry out the study to the district director through the circuit manager. Permission from the district was granted through the circuit manager of Mvudi circuit. Permission was sought from designated school principals of various schools selected for the study. In all instances, a formal written letter was used as mode of communication.

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Guillemin and Gillam (2004:38) indicate that the process of obtaining approval to conduct research is procedural ethics which should be taken into consideration. According to McMillan and Schumacher (2011:15), all instructional research conducted in places such as a school or university should be approved, and such approval need to be obtained prior to the collection of data.

3.10.2 Informed consent

According to Johnson and Christensen (2008:109), an informed consent is concerned with the procedures through which individuals elect whether to participate in a study or not. This implies that participants make their decisions about participation after receiving information on the purpose of the study, the rights to participation, the expected procedures, and associated risks. Participants must also be informed about the benefits to accrue because of participation in a study. This literally means that participants should be fully informed about the scope of the entire project.

In this study, the respondents were furnished with sufficient information regarding the purpose of the study, the benefits of participants, the advantages, and disadvantages of participants, and the credibility of the researcher. Participants were also told about the way the results will be used so that participants can make informed decisions about participating in the study. As some participants were minors (school learners under the age of 18), parents' consent forms were issued.

Informed consent procedures were upheld, and written consent was sought prior to participants' involvement (Creswell, 2007:141). Participants were given enough information about the study before data was collected. This was done because Rose (2017:3) describes informed consent as a voluntary agreement to participate in research. It can further be known as a process through which subjects understand the research and its risks. Such information should be provided in a language that is easily understood by respondents (Nijhawan et al., 2013:134). In this study, EFAL was used as a medium of instruction, and interpretation was given also in the mother tongue (Tshivenda).

3.10.3 Confidentiality and Anonymity

Confidentiality relates to the nature of control of access to research information and the guarantee that the results of the study will not be shared with the public audience (Anderson, 2009:75; Krathwohl, 2004:215). The researcher used confidentiality and anonymity to assure participants that every effort will be made to ensure that the data provided will not be disseminated in any form. Crow and Wiles (2008:1) aver that the confidentiality and anonymity of participants are important ethical aspects of research. They are often used by some researchers to conceal the identities of the participants. In addition, there was no attempt to identify participants and research settings in print. This means that information obtained from participants should be regarded as confidential, and as such, the researcher is the only person who has access to names and data.

To ensure confidentiality, the researcher accorded codes to participants in the process of transcribing and translating data. This is done after seeking participants' permission to record their responses before the interviews and discussions. The lists containing the actual names and numbers, or pseudonyms allocated to participants were kept away from the processes of audio recording, note taking, and transcriptions. Results are presented anonymously. In this exercise of maintaining anonymity, pseudo names, audio tapes, and photos were used by the researcher to ensure confidentiality. The researcher makes sure that nothing reported from this study would permit the identification of participants (Kaiser, 2009:1633).

3.10.4 Protection of participants from harm

The researcher ensures that there are no questions that offended the participants. The psychological, mental, and emotional states of the participants are never compromised. The participants are treated fairly, and precautions are taken to avoid stressing or frustrating them. Halai (2006:2) indicates that the principle of no harm to participants should be practiced and maintained at all costs. This implies that the researcher is expected to provide participants with an outline of the risks involved in participating in the study. As this study is conducted amidst of Covid-19 pandemic, protocols and safety measures against the spread of the virus are strictly observed and followed. The use of sanitisers, observance of social distance in group settings,

and wearing of masks are strictly followed as outlined by the Standard Operating Procedure (SOP) guideline of the Covid-19 pandemic.

According to Lichtman (2013:52), participants should have reasonable expectations that they will not be involved in a situation where they will experience harm. Participants are encouraged to contribute meaningfully to the impact of migration on learning. This is to ensure that quality education is provided in schools instead of using this occasion as an opportunity to expose the weaknesses of people or to settle some scores. Maree (2012:306) recommends that participants should not be exposed to unnecessary psychological or physical harm. Participants are also encouraged to relate research aspects and issues accurately and not to attach personalities.

3.10.5 Action and competence of the researcher

The current researcher made a visit to the units (schools) before data collection was done to create a rapport with respondents as well as to familiarise himself with the terrain. As the data was collected from two different schools, permission to secure meetings with participants was sought from the school managers. The researcher further established the most suitable time for meeting with the participants. As this was done under the Covid-19 era, time for meeting participants was not efficient enough, so break time and after hours were perfect timing. Participants were requested in a friendly manner to participate wholeheartedly in the research. The researcher also considered that no value judgment was made during the research study.

3.10.6 Informing respondents about the findings.

Good practice of maintaining confidentiality is adhered to at all costs. Disseminating of the findings will be done in the form of a completed dissertation which will be deposited at the University of Venda library and will also be available electronically. This was done fully considering LA vrakas (2008:1), who indicates that participants' debriefing is a procedure that is implemented at the conclusion of a survey's data gathering phase. Schulze (2002:18) indicates that research subjects must be informed about the findings of the study as a mark of the gratitude of the researcher.

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3.11 RESEARCH QUALITY CONTROL MEASURES

According to Stiles (1993:593), the research should be useful and believable to the audience beyond the immediate information contributed by participants. This implies that control measures should focus on the criteria that is intended to evaluate the quality of the rigor used in reporting the results of qualitative investigations. Quantitative research uses reliability, objectivity, and validity to ensure trustworthiness; but qualitative research uses dependability, credibility, transferability, and confirmability as criteria (Anney, 2014:272).

To meet the demand for data trustworthiness in this study, the researcher used triangulation which took into consideration the theories and multiple data sources. This was done because trustworthiness serves as a worthy framework to ensure the credibility of qualitative research (Krefting, 2013:43). In support of this, Stiles (1993:608) points out that triangulation is a means to obtain information from multiple methods, data sources, theories or interpretations, and assessment of the processes. Here, the intensity of the personal relationship between the respondents and the researcher is important in measuring the truthfulness of the data on the experiences of the respondents. Moon et al., (2016:1) indicate that there are four elements that are crucial for reviewers and end-users to assess the quality of qualitative research outcomes, and they are: credibility, dependability, confirmability and transferability.

3.11.1 Credibility

According to Pitney and Parker (2009:63), credibility in qualitative research concerns the degree to which the findings of a study are believable. Hesse-Biber (2011:76) concurs that credibility pertains to the degree to which research outcomes approximate reality or are judged to be reasonable and trustworthy. To quality assure that credibility and trustworthiness are maintained, the researcher purposively employed two procedures: triangulation of data collection and member checks. This in line with what Kolb (2012:85) notes that the trustworthiness of a qualitative study can be ensured using triangulation.

A thorough audit was conducted by working forward and backward in the research process as a strategy to ensure the collected data and interpretation of the results are derived from information from participants and not figments of the imagination of the

researcher. Other staff members who were not participants were tasked with triangulation and member checks to make sure that the data is accurate enough. They conducted verification of the collected data.

The primary motive during this interpretation was never to generalise the results to the population, but the identification of general principles which are accepted and the trends that are associated with the topic under study. Engaging with audio recordings, notes and transcripts was intensively done to clearly demonstrate the linkages among the collected data, literature review, and interpretations. Finally, the use and interpretation of verbatim excerpts of the responses of participants, reflecting issues such as the tone of the gathered responses were done. Durrheim and Wassenaar (2011:5) confirm that this is the basis of the assurance that the conclusions made by the researcher stem from the data collected from participants.

3.11.2 Dependability

Dependability according to Maree (2012:305), describes dependability as the extent to which the audience might be convinced that the findings of the study were obtained as alluded to by the researcher. This implies that readers should be able to evaluate findings and interpret data to assess if really it matches data given by key informants. The researcher took adequate care to ensure that the process of the research was research traceable, logical, and well documented in a flexible way by providing a detailed account of the entire process of researching with participants.

In this study, dependability is ensured by giving an exact and detailed description of the methods used to collect data, data analysis, and interpretation. Individual interviews and focus group discussions are employed to collect data wherein common categories and themes were identified systematically across data sets and outlined to give reliable findings. They were then collated by way of simultaneous coding and analysis. Miles and Huberman (2010:3) posit that dependability, which is a component of trustworthiness implies that the procedure of study should be reasonable and consistent over time and across research methods and researchers.

3.11.3 Confirmability

Confirmability describes the degree to which the findings of a study may be corroborated or confirmed by other researcher practitioners (Baxter & Eyles, 2011:520). The role of triangulation in the promotion of confirmability was emphasised in the context to reduce the effect of the biases of the researcher. The researcher keeps stability by using a reflexive journal (a notebook) which includes the entire activities that transpired in the field and personal reflections regarding the study, such as the 'ah' phenomenon that arises during the investigation (Anney, 2014:272).

The researcher prepared a digital voice recorder that recorded all interview proceedings because McMillan and Schumacher (2006:205) state that data should be recorded in a mechanical way with a digital voice recorder to offer a record that is relatively accurate. Participants were given consent forms, in the case of those who are minors (school learners under the age of 18), parental consent forms were provided and signed by their parents. Participants were not forced to attend the interview and focus group discussion, the researcher kept on asking if all participants are attending freely.

Confirmability makes sure that the collected data and interpretations of the results are clearly derived from the data and not the figment of the imagination of the investigator (Tobin & Begley, 2004:392). Studies conducted by Lincoln and Guba (1985:301-313), Koch (2006:91-100) and Bowen (2013:307) opine that qualitative inquiry can be confirmed through triangulation, reflexive journal and audit trail.

3.11.4 Transferability

Lincoln and Guba (2014:749) state that transferability concerns the degree to which the phenomena or results of a study are useful or applicable to practice, theory and future research. These findings can be employed with the same methods but in a different environment and yield similar results of great value. Transferability is about the extent to which the outcomes of qualitative research are transferrable to other similar contexts with similar respondents. The results of this study are not generalised to a larger population but will be transferrable to another similar context. The outcomes of a qualitative study must be interpreted in the context of particular characteristics of institutions and geographical areas in which the research is conducted.

To achieve transferability, the current researcher offers an in-depth or thick description of the data and processes of the study. Geographical area and purpose sampling are strictly followed for transferability to be viable (Tobin & Begley, 2004:392; Bitsch, 2005:23). Bitsch (2005:75) further maintains that the researcher should facilitate the transferability judgment regarding potential users by providing thick descriptions of the research process. Taking into consideration the above statement, transferability in this study can be carried out in a similar context of township schools wherein performance results are exceedingly high. This is the place where reasons to migrate are more triggering.

In conclusion, it is also imperative to note that the generalisability of research results may not be applicable in contexts and settings which are separate from those in which data was gathered. This implies that the findings, conclusions, and recommendations are not applicable to other South African provinces since the socio-economic situations are different (Costello, 2003:46 & Mills, 2007:96). Qualitative research is not generalisable like quantitative studies because they relate to smaller environments of single cases or individuals (Maxwell, 2013:214; Flyvberg, 2006:220).

3.12 CHAPTER SUMMARY

This chapter uncovered qualitative research methodology as used to gather and analyse information on the impact of migration on learning in Mvudi Circuit of Limpopo province. The ethical considerations were attended to closely, while the research quality control measures were addressed too. In the next chapter, the focus is on data presentation and its analysis thereof. The presentation of data includes amongst others the verbatim statements from the responses of participants, findings, data analysis, and interpretation.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter presented the paradigm, design and methodology of the study. This chapter presents and analyses information collected using interviews carried out with various categories of participants ranging from learners, teachers, principals, and transport drivers. The interview schedules, both individual and focus group were structured to collect data from participants who were constituted through purposive sampling. Interview questions were guided by the main research questions. The school category of participants is derived from both primary and secondary schools.

According to Dawson (2009:119), there are three components of qualitative data analysis. These include comparative analysis, content analysis, and thematic analysis. Madill and Gough (2008:257) give categorise of methods of data analysis in qualitative research as discursive, instrumental, structured, and thematic. While there is a variety of inductive approaches to analyse qualitative data, the approach to data analysis used in this research is thematic content analysis. The data collected from interview sessions are interpreted using the thematic content analysis, as it is the most appropriate method of data analysis used in qualitative work (Cohen, Manion & Morrison, 2000:197). To vindicate the data, focus group interviews and individual interviews were conducted with respective participants at two township schools; and such data was used as the base to render content analysis, which develops themes and patterns.

4.2 DATA ANALYSIS PROCEDURE

In this section, data analysis comes under the spotlight. The focus is on biographical data and analysis of the contextual questions. The biographical data comprises of three elements, viz: participants, number of participants, and their experience thereof.

Table 4.1 The Biographical data of the participants and their working experience

Participants	Number	Experience
Primary Principal	1	13 years
	2	0-10years

Class teachers attached to Primary School	4	11 years and above
Transport Driver attached to Primary school	1	13 years
Secondary Principal	1	13 years
Class teachers attached to Secondary School	3	0-10years
	3	11 years and above
Transport Driver attached to Secondary school	1	5 years
Total number of respondents	16	

As one analyses table 4.1, it is clear and apparent that respondents in the interview sessions have sufficient and efficient working experience in their area of occupation. Counting on their experiences, these respondents have wider knowledge in their fields of operation and can give reliable data to the research questions posed.

Table 4.2 Demographic Data of Sampled Learners by Grade

Participants (Learners)	Number	Grade
Primary School Participants	8	7
Secondary School Participants	3	9
Secondary School Participants	2	10
Secondary School Participants	3	11
Total number of Participants	16	

Table 4.2 illustrates the number of learners' participants per grade who were sampled based on the notion that they migrated from rural areas to township school, and they further use different transport mode to access their schools. Purposeful sampling procedure has been followed because according to Wagner, Kawulich and Garner (2012:93), the researcher relies on his personal experience to select participants considered to be knowledgeable in the population of commuters who migrated to township schools and are key informants suitable for interview process. On the other hand, some learners' participants were selected by their friends who shared same

experience of travelling daily as migrant learners. This selection method used by learners is called snowballing as postulated by Cohen, Manion and Morrison (2011:158).

4.3 QUALITATIVE DATA ANALYSIS OF THE CONTEXTUAL QUESTIONS

To analyse the qualitative content, the current researcher follows the general stages of thematic analysis, comprising of familiarisation, formation of categories and coding, interpretating of themes, and presentation of results (Mabuza, Govender, Ogubanjo & Mash, 2014:1). The researcher develops a formal system for the analysis of qualitative data to assist in getting the meaning of data easily. The system involves the following:

- Making different ideas and themes to relate to one another (O'Connor & Gibson, 2003:65).
- Engaging coding techniques to find and mark underlying ideas in the data.
- Putting similar kinds of information into groups per established categories.

The current researcher familiarises himself with the qualitative data in its entirety through listening to the audio tapes repeatedly. The process of analysis is informed by the theoretical framework, research objectives, research questions, and eventually the review of the literature. Codes and categories are developed from the collected data based on an inductive process. This is done with the objectives and purpose of the study in mind. Leech and Onwuegbuzie (2007:565) observe that coding refers to the strategy of constant comparative analysis. Codes representing participants were developed and used, and this confirms that the study follows correct procedures. This is conceptualised by the fathers of the grounded theory (Glaser & Strauss,1967). According to Flick (2002:178), the aim of coding is to "break down and understanding of a text, attaching and developing categories and putting them into a defined order over time". This literature concurs with the way the researcher used themes and sub-themes. The coding process includes the grouping and labelling of data, and it also helps to identify and connect pieces of data.

Qualitative analysis, which is the main focus of the study, is more concerned with establishing meanings of practices and experiences. The participants in this study are coded as follows: Principal of Primary School as PPS; Principal of Secondary School

as PSS; Class teachers at Primary School as CTPS; Class teachers at Secondary School as CTSS; Leaners of Primary school as LPS; Learners of Secondary School as LSS; and lastly, transport driver for primary school is coded as TDPS and transport driver for secondary school is recorded as TDSS. These groups are coded in terms of their institutions where they are attached to. The Interviews are first conducted at School A, a primary school and then proceed to secondary school which is School B. The analysis of data is carried out as informed by themes or rather "thematic index" emerged from collected data and the research questions for this study.

4.4 ORGANISING EMERGING THEMES

The current researcher conducted this study out of fascination after observation. It is for the same reason, that induced him to analyse the data trying to find out and use interviews as a point of departure. The researcher carefully looked at the ideas and themes that have emerged from collected data. Four significant themes have been developed and are further divided into sub-themes to get clarity of participants' views about the questions raised. The forthcoming table 4.3 depicts the summary of emerging themes and sub-themes as categorised.

Table 4.3 Thematic index categorised as Themes and Sub-Themes

Themes	Sub-themes
4.4.1 Reasons of learner migration from rural schools.	4.4.1.1 Parents view on learners' migration. 4.4.1.2 Views of participants on reasons for migration. 4.4.1.3 General attitude of staff towards migration process. 4.4.1.4 Perceptions of participants towards migration process
4.4.2 The impact of migration on learning.	4.4.2.1 The impact of late coming 4.4.2.2 Participants' view on access to facilities and amenities. 4.4.2.3 Participants' views on the use of transport or walking long distance. 4.4.2.4 Views on the supply of LTSM.

	4.4.2.5 Views on leaners' behaviour.
4.4.3 The impact of massive enrolments on curriculum delivery.	4.4.3.1 Participants' views on overcrowding classroom.
	4.4.3.2 The impact of contact time on curriculum coverage.
	4.4.3.3. Participants' view on the quality of education in an overcrowded class.
	4.4.3.4 Views on observance of Covid-19 rules and measures versus curriculum delivery
4.4.4 Strategies to redress the effects of migration	4.4.4.1 Participants' views on strategies to mitigate the effects of migration.

4.4.1 Theme 1: Reasons of learner migration from rural schools.

This theme aims to spell out the different reasons held by stakeholders regarding learner migration from rural areas to township schools.

4.4.1.1 Parents' view on learners' migration.

The individual interview and focus group were conducted to indicate the reasons why parents wish to seek admission for their learners in township schools instead of rural area schools. Participants said:

> … the area where we come from there is no school. When you ask what does that mean? They further indicate that educators for rural schools do not teach [PSS].
> … some parents say that there is a good education in this school (School A-Primary) [PPS].

Based on the motive for migrating learners, the researcher found that parents are induced to seek admission to distant schools to get a proper quality education for their young ones. The other finding is that poor education and lazy teachers compelled parents to transfer learners to other schools where there is good education. Accordingly, Enoch (2021) cites poor academic level as one factor that triggers learners' migration for a bunch of reasons. When the child is not learning much or

that their level is low, it ultimately compels the parent to transfer to another where there is quality education. These findings are true, the researcher has witnessed transfers taken for the same reasons.

4.4.1.2 Views of participants on reasons for migration.

The primary and secondary school principals share the same sentiment regarding parents' reasons for transferring learners from rural schools to township schools. Participants said:

…we make sure that we give home tasks to engage learners in learning and strengthen communication with parents to gain the upper hand of support in education [PPS2].

… maintain good discipline by giving learners more work which improves quality education. During the reading of matric results, we are often announced as a leading school in bachelors' pass for the district [PSS2].

There is a good education in this school. My parents took me to this school and found out that teachers are very good at teaching and understand them very well. Rural schools where I live are untied and not clean enough. There is no access to clean water and sanitation [LPS].

Teachers can teach very well. There is discipline. One can make the choice of career without using much effort [LSS].

The researcher's findings reveal that principals believe that parents are bringing learners to their schools because there is a report of producing quality education. Both school principals agree that their schools get high enrolment from learners migrating from other schools in search of good education-based discipline. The other finding is that good governance creates discipline, and quality education becomes the end-product of the great invested efforts. The researcher concur with the views of the participants.

The type of pedagogy offered in school appeals much to parents and learners. Enoch (2021) indicates that teachers and the methodology used in school matter most, and this really dictates that type of education or methods employed should appetize the parents and if not, it will trigger them to transfer learners to another school. Brezis and Soueri (2011:16) confirm that young people move to schools in countries with a higher quality of education.

4.4.1.3 The general attitude of staff towards the migration process.

Participants in the interview sessions aired views that espouse one another regarding the issue of staff's attitude towards the migration process. It is revealed from the interviews that the migration process has both positive and negative effects, but for the purpose of this study, both sides are reflected. Participants said:

… educators always complain about more workload which makes them tired, especially now during Covd-19. The support staff is partly happy because their jobs are secured because of the more numbers of learners [CTPS4].

Parents never mind about the quality of teaching, what matters to them most is that their children have been admitted. They do not care; they only seek admission. They are only satisfied by the fact that learners are getting minimal pass requirements [CTSS2].

From the citations, the researcher finds that each stakeholder holds a differing motive regarding this question. For teachers, it means more being added, because teaching a concept is repeated several times to cover all groups using the rotational mode of attendance. The support staff had dual thoughts, other are happy because their jobs are secured meanwhile others are grumbling about the added workload of cleaning. For parents, what matters most is that their children have been admitted. They worried less about quality teaching, what is more, important to them is admission.

A literature study by Chiofalo, Fernández-Martínez, Garre and Martinez (2019:10) indicates that teachers count on the collaborative attitudes of their local pupils, who welcome the newcomers. This notion clearly indicates that people held different

perceptions towards immigrants. The researcher, therefore, concurs with the views of participants in this subject.

4.4.1.4 Perceptions of participants towards migration

Participants were requested to give their perception towards migration as it relates to quality education. Participants indicated that:

… migration process has both good and bad things. The good thing about it is that our posts and jobs are secured against rationalization and redeployment process [CTPS]

The bad things attached to this process, is that it is very hard to practice individual teaching. No quality education can be gained in this ideal condition because of overcrowding challenge. Parental involvement is not strong enough because parents cannot easily be contacted and give immediate help. We cannot achieve targeted quality result as planned. Distant seems to be hindering factor for active participation by parents [PSS].

The researcher finds that people have different perception regarding the aspect of migration. Each stakeholder has its own school of thoughts, and these assumptions are based on different psychological, socially and economic background.

As evident, learners' perceptions vary widely from the actual data and even more from the teachers' perceptions and what literature suggests, the baseline will be the angle of view. According to Gordon (2016:14), the perception and attitudes toward immigrants varied across race groups, socio-economic status, and levels of education of South Africans. People stricken by poverty and with low education tend to have high level of complete rejection towards immigrants. Educated people are selective about immigrants who should be welcomed in SA (Gordon, 2016:18). This indeed support the findings from views shared by different participants in the study.

4.4.2 Theme: The effects of migration on learning

This theme is intended to narrate participants' views on the effects of migration. These narratives help to see how the effects of migration correlates to the topic under study.

4.4.2.1 The impact of late coming

Late coming is inevitable to happen meanwhile there are migrant learners who try to reach the school through different means of transport. Participants raised a serious challenge of late coming which had far reaching impact as far as curriculum coverage is concerned. Participants said:

… late coming often disturb the teaching and learning process, Interruptions of the lesson, disruption of learning, loss of concentration, and distract other learners' attention as late comers take seats [CTPS].

The researcher finds that the first periods of both sampled schools suffocate much because of late coming. The researcher discovered that the first periods of each day normally start without all learners. When making a thorough analysis, the researcher discovered that some learners usually arrive at school 10 to 20 minutes later, and when asked, they blame transport issues. Another finding is that when late arrivals are allowed to enter during teaching session, interruption and distraction took place. This finding unveils and further support that late coming is habit that has detrimental effect on the smooth running of the curriculum, because its occurrence disturbs both teacher and learners and contact time is affected most.

Okpupara and Chuwuone (2007:12) argue that late coming has contributed extremely in a negative way to the academic achievement of learners and the functioning of the school. Maile and Olowoyo (2017:1) describe late-coming as cancer that saps away quality education. These findings totally concur with the researcher's findings that late coming steal much of the contact time. It further strays the performance of selected township schools in a different direction. Many schools are performing poorly due to inefficient use of the teaching and learning time.

4.4.2.2 Participants' views on access to basic facilities.

This sub-theme aims to provide details on challenges faced by learners in their endeavor to have access to basic facilities in township schools. When an institution is built, the volume and capacity determine the number of facilities. Number of facilities should be equivalent to the number of occupants of that structure in question. The same applies to an institution like a school. Participants said:

Resources like toilets and classrooms are not efficient enough because the enrolment keep-on increasing, it is hard to plan sufficiently for such amenities. Allocation for these resources is a challenging task because resources are always in short supply. The learner-toilet ratio is often not equal. Most classrooms are carrying more than required standard capacity (nearly 90 learners) 1:90 [PSS].

We confront great challenge because some of our classrooms like Library, Music Centre, Computer Centre, Science Centre were converted into teaching classrooms. Classes no longer perform the original purpose intended when built, the school is full and overcrowded [PPS].

Findings gathered from the participants clearly indicate that there is an immensely shortage of classrooms in both institutions. The enrolment far exceeds number of amenities. Participants to the study confirm that almost all buildings were converted into teaching classrooms. Even though conversion was conducted, the carrying capacity of individual classroom ranges from 60 to 90 learners in both schools.

National Education Act 27 of 1996 states that public primary schools should however not exceed a learner educator-ratio of 40:1 (Republic of South Africa 1996: s.p.). This ratio has far been exceeded in schools where the sample population was drawn, and this indeed caused infrastructure deficiency as argued by West and Meier (2020:3). It is confirmed that school infrastructure and the learner educator-ratio have a great impact on the quality of education (Emmanuel, 2013:11, the OECD, 2011:392 & Skelton, 2014:4). This really concurs with the researcher's findings.

4.4.2.3 Participants' views on transport challenges or walking long distance.

Factors impacting the education system are very diverse, from the personal characteristics of learners, the environment they come from and the involvement of parents in their education, to transport allocation through various mode of vehicles. This sub-theme offers insight into challenges confronting learners, parents, schools, and transport drivers in the process of ferrying commuters (learners) to and from the school. Participants had this to say:

… learners who walk long distance often came to school being tired and exhausted. They lack concentration. They suffer sickness of late coming especially during winter months. They usually fail to attend first period [CTSS1].

…sometimes, I am left behind. Other times, we are delayed being conveyed. In some days, the driver can carry other commuters with cash and forced us to stand to give them our seats [LPS].

… seat shortages and we carry one another like bags of mealies [LSS].

… learners are vulnerable to all sorts of crimes ranging from child trafficking, rapes, risks of accidents meanwhile crossing traffic congested streets and roads [CTPS3].

The researcher finds out that some learners travelled up to 30km away to access the school. In these instances, they board transport early in the morning at 4h00 AM. The researcher often witnessed the tiredness and weariness of leaners in the classroom. The current researcher also concurs with participants that travelling by the bus or taxi station is a threat to these minors, because they are likely to be targeted for other crimes, so these exert burden of accompanying learners now and then.

Mugoro (2014:20) indicates that transport problems for students is reported to affect girls mostly as a result of their involvement in sexual behaviours. Learners without bus or taxi fares become victims of adult people such as sugar daddies, sugar mammies and other drivers who prey on learners through cheating them to sexual intercourse and rape. This mostly affects girls who accept the offer. This literature decisively confirms that walking long distance has some negative effects on learners. Portwig

(2017:70) indicates that learners portrayed rising anxiety levels when they fear for their own lives due to dangerous situations. On their day to day travelling experiences, they fear to arrive too early or too late for the bus and being left behind at the bus stop. These experiences expose them to dangers and unsafe situations.

4.4.2.4 Participants' view on the supply of LTSM.

The participants engaged on focus interview session make the following contributions:

… here we encounter problems when there are shortages of LTSM like learner's textbooks and workbooks. Parents do not understand and cannot even accept such shortages. Learners often steal books from other peers and this cause chaos during the end of the year when book retrieval is done [PPS].

There are not enough resources like tables and textbooks, many are the time that learners fight over for limited resources. One desk which carries two learners often shared by three learners [PSS].

The researcher finds that the number of allocated resources is far less compared to the current demand. The researcher also concurs with the participants that textbooks and workbooks allocated are insufficient because the enrolment number keeps on increasing due to migrant learners. Participants in an individual interview for secondary school indicate that number of classes, tables, and chairs is not sufficient. The researcher has witnessed sharing of desks in one of the sampled schools.

According to Van der Berg, Taylor, Gustafsson, Spaull and Armstrong (2011:9), the SMTs have a crucial role to play in procuring teaching and reading materials to offer teachers pedagogical equipment to meet the large demand of migrant learners. This is in line with feedback gathered during the interview session wherein participants mentioned such statements.

4.4.2.5 Participants' views learners' behaviour.

Participants have shared their views concerning the behaviour of migrant learners and indicate that:

… learners have deviant behaviour because most of the time they are given too much pocket money which makes them to become unruly. A lot of pocket money drive them to buy liquor and other toxic stuff like drugs [CTSS].

The researcher's findings indicate that primary learners' behaviour is still under control. There are only a few instances where learners are reported to do malpractices that display deviant behaviour. The findings indicated that learner's behaviour of a secondary learner is often a challenge. This finding seems to be a general statement that does not affect all learners, and as such it, cannot be a concluding remark. Deviant behaviours are likely to happen to some learners who are given a lot of pocket money end up indulging in alcohol and drug abuse substances. Laby, et al. (2021:5) reveal that some taxi transport mode challenges which include amongst others overload during peak periods, unreliable pickup times, breakdowns, indiscipline taxi drivers, and learners' safety. The researchers' analysis indicates that learners' behaviour does not have much impact to the topic under study; and as such the findings reject the motion.

4.4.3 The impacts of massive enrolments on curriculum delivery.

This theme aims to unearth impact made by massive new enrolments on curriculum delivery. Participants were asked to reflect their experiences on this issue.

4.4.3.1 Participants views on overcrowded classroom.

The learning space which is overcrowded makes it difficult to offer quality education. It is on this very same base that respondents in this study said that:

It is very difficult to cover curriculum coverage content because the level of understanding differs from child to child. Some are time takers, and others are very quick to grasp learning content [CTPS].

Massive enrolments exert some delays to achieve targeted time for submission. This usually happen when it comes to marking of scripts. During the assessment period, as educators of high enrolment we often complain of fatigues and stress for meeting the deadline of submission dates [CTSS].

Leaners who misbehave got the opportunity to disturb teaching and learning process, in this context much time will be wasted meanwhile trying to maintain discipline. Other learners find overcrowded a right spot to hide. No space for necessary roaming movement by the educators [CTSS & PSS].

Recovery plans are there in place fully knowing that the pace of learners in grasping the learning content is different in an overcrowded classroom, but for extra-class conducted on weekends it put financial pressure on parents whose learners stay faraway. Provisions are also made for slow learners…. Reteaching sessions put pressure on educators [PSS]

The researchers' findings indicate that all sampled schools have high enrolments and are overcrowded. The researcher attests to the stress suffered by teachers in this ideal condition. The researcher also finds that learners of sampled secondary schools undergo some extra classes which aimed to recover content gaps developed during normal teaching periods. It is also envisaged that parents are experiencing financial pressure to pay traveling costs and accompanying learners especially dark hours of winter months.

The accounts above confirmed the fact that massive enrolments have a serious impact on teaching that can yield quality education as argued by Yelkepieri, et al (2012:325) who maintain that large class size will overshadow quality in the education system. Overcrowded classrooms certainly place learners at the risk of retarded rate of performance than they would otherwise perform in smaller class sizes (Malik, 2015:675). An overcrowded classroom contributes to poor learning conditions because it is often associated with a lack of space, fresh air, and high noise levels that could lead to a lack of attention. On a serious note, overcrowding can even create stress for learners (Van Wyk, 2008:143).

4.4.3.2 The impact of contact time on curriculum coverage.

During the interview session, transport problems were often raised as a factor on their own, which pose challenges in contact time for learners. Migrant learners who attend school from distanced locations always battle to manage contact time. To manage contact time for learning is always a struggle. Participants in the study voiced that:

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… punctuality is very difficult to observe especially during the first periods. Transport often delays learners to make it in the first period. There is no time for catch-up programmes especially if one intends to do it in the morning or afternoon. Contact time is strictly bound and it should be used effectively within the confined boundaries. If the time is lost, recovery time is not easy to regain [CTSS].

…yes, many times transport failed us. We fail to reach school on time due to the fact the transport was roaming to deliver other commuters meanwhile ignoring our school contact time. We miss the content taught in the first periods. [LSS & LPS].

The researcher's findings reveal that first periods are not attended mostly due to late comings. The researcher agrees with class teachers' participants who indicate that catch-up programmes intended for hours in the morning cannot be viable because most learners have transport problems. According to Laby, et al. (2021:4), transport issues affect learners to be late and contact time is not possible. The researcher concurs with the literature of Laby, et al (2014:4).

4.4.3.3 Participants' view on the quality of education in an overcrowded class.

Under normal circumstances, every school is expected to offer and make provision for quality education. The department of education is hampered by anomalies such as the ever-increasing enrolments that resulted from the influx to some of the township schools perceived to offer quality education, which further resulted in flooding of classes. Participants from school A and school B who figured here as key informants said that:

Quality teaching is often compromised. There is no space for mobility to catch learners' attention. No chance to do individual attention. Gifted learners are the ones who benefits. It is difficult to offer the best education in this ideal condition. In overcrowding, slow learners find it difficult to keep pace because they need individual attention. Not easy to do remedial teaching because there are time limits [CTPS]

In an overcrowded classroom, it is hard to maintain discipline. Bully learners got opportunity to hide meanwhile disturbing teaching [PSS].

… there is no quality education, we just teach to satisfy minimum requirements. Marking is very difficult, and often too long to give feedback. Fatigue of teachers is often expected which ultimately demotivates teachers [CTSS].

One of the key findings from these statements is that there is no quality education in such an educational setting. Teachers are often attacked with fatigue and feel demotivated to teach in an overcrowded classroom. West and Meier (2020:4) concur with the researcher in maintaining that neurobiological effects ranging from acute stress, hypertension, cognitive decline to psychological problems in learners and teachers because of over-crowdedness, have also been reported. In support of this, Mash and Wolfe (2012:416, 419) posit that stress may also occur which gives rise to cognitive disturbances in children, and these will yield in interference with academic performance, academic delays, attention disorders, and other cognitive errors. Cortes, Marais (2016:2), Moussa and Weinstein (2012:25), and Van Wyk (2008:143) share the same view that overcrowded classrooms are among other common factors leading to didactical neglect. Teaching in poorly conducive classroom adversely affected by overcrowding may not yield quality expected results, hence the phrase minimal curriculum coverage. In this ideal condition, the teachers are unable to pay enough attention to each learner's educational needs, hence the researcher concur with the findings.

4.4.3.4 Views on observance of Covid-19 rules and measures versus curriculum delivery.

The new normal era of Covid-19 has some disastrous effect in the fleet management industry because it has laid rules and regulation. During alert level 1, most normal activities may resume but under strict observance of precautions and health guidelines. Participants said:

… teaching during covid-19 has some challenges of teaching one content for more days to cover all groups under which learners have been sub-divided [CTSS].

… observance of social distance when conveying learners is very difficult to observe Initially it was too much killing on the side of business making but, the alert level 1 open door to carry 100% of the licensed capacity [TDPS].

… firstly, it was very difficult to ferry two or three learners, we tend to ignore such ruling [TDSS].

The key finding established was that the curriculum was stripped of trying to teach only important aspects. The Annual Teaching programme (ATP) was introduced to meet the expected outcome. The sampled schools had huge enrolment which hinders curriculum delivery to the optimal. Learners were following the rotational method of attendance, and this favour mainly grades 7 in the primary school and Grade 12 in the secondary school. The researcher also finds that there was a disparity in sharing the contact time, grades 7 and 12 were given high priority.

The researcher further finds that during Covid-19, fleet industries experienced bigger challenges regarding the number of passengers to be carried. A bus or taxi service might not carry above 70% of the licensed capacity for long distances which cover 200km more. Findings obtained from the sample of learners confirmed that it was hard to observe this rule, violation of the law became order for the day. The observance of Covid-19 protocols within the boarded transport was also a total failure.

4.4.4 Strategies to redress the effects of migration.

Having seen the adverse effects of migration on learning, sampled schools have embarked on ways to reduce the high enrolments. One of the important stresses felt is on admission for beginners' class, i.e., Grade R and Grade 8 respectively. This matter come under spotlight during the interview session held with respondents who are key informants about the subject in question.

4.4.4.1 Participants' views on strategies to mitigate the effects of migration.

It is of utmost importance that the effects of migration be addressed for quality teaching and learning to happen in these educational institutions. During the individual and focus group interviews, participants were asked to state what strategies should be

used by the district and local government to minimise transport problems which had far reaching impact as far as learning is concern. Participants stated:

Parents should be encouraged to seek admission for their children in nearby local schools. The department should empower local schools in rural areas with essential school facilities like modern infrastructure, library, etc [CTSS].

Parents should organise their own private transport rather than depending on public transport which is not reliable and costly sometimes [CTPS].

The departments should start constructing of modern schools in rural areas equipped with all resources like libraries computer centre, and science centre which cater to a comprehensive education for a learner. If new educational settings are in place most learners will be attracted to attend them, thereby reducing migration influx to the township school like ours [PPS].

…. learners are affected because reaching school is a long journey. Sometimes they lack money to attend extra classes scheduled for weekends. Traveling long distances causes fatigue, and during strikes, the route may be blocked. Failure to use time efficiently had some detrimental effects on proper learning; hence I say learners' migration is not good at all [PSS].

The researcher finds that accessing township schools by learners who stay far away from the school is a burden, and it comes with costs attached to it. The mode of transport employed also poses threats because of the variety of challenges involved, hence the educators' participants emphasise the attendance of school in a local residential area. It is revealed that expected quality education in the sampled schools comes with a cost and stress, especially for both the learners and parents.

4.5 EVALUATION OF THE RESEARCH FINDINGS

This section recognized and discussed the results that arose from the data collected. The discussion primarily focused on establishing and explaining the relationship between data collected from two complementary sites, derived from respondents' responses. Additionally, the data were further compared to the views of other studies

in the field, personal experiences, and the theoretical framework which underpinned this research study. The current researcher finds it difficult to tease out and delineate different sub-themes from each other, as one facet of a respondent's life tended to be part of, to be caused by, or to be the effect of another situation in his life.

On interview sessions conducted with school principals, class teachers, learners, and transport drivers; important data emerged and is worth to be discussed. This analysis was guided by the theoretical framework, literature review, research question, and research objectives. In analysing the interview data, four themes emerged from participants' narratives. These include reasons for the migration of learners from rural schools, the impact of migration on learning, the impact of massive new enrolments on curriculum delivery, and strategies to redress the effects of migration on learning.

Research Question 1: What are the reasons for parents to move children to your school?

This section presented and discussed the research findings under the following theme: reasons for the migration of learners from rural schools, the impact of migration on learning, the impact of massive enrolments on curriculum delivery, and strategies to redress the effects of migration on learning. As stated previously, these sub-themes are intertwined, they are connected to such an extent that they are inseparable.

Theme 1: Reasons for learner migration from rural schools.

This study sought to outline the reasons held by different stakeholders on issues pertaining migration of learners from rural schools to township schools. The research findings uncover some underlying discourses regarding rural-urban migration. It has emerged that learners migrate to a township school in search of quality education to satisfy parents' wishes According to Punch & Sugden (2013:46), parental desire for children to escape rural labour cannot be underestimated, as it usually puts more emphasis on pursuing education by young people. Literature postulated by Punch and Sugden (2013:47) indicates that education functions as a factor for migration, especially in the middle-class, middle-income, aspiring youth. Browne (2017:3) argues that aspirations and resources work together to facilitate the migration of learners to township schools. Additionally, Tamanja (2014:2) indicates that peer influence,

poverty, and educational pursuit emerged as the main motivational factors for the migration of learners.

Participants in this study indicate that there is no good education offered in most rural educational settings. There seems to be a lack of discipline which hampers the quality of education in these institutions. Educators do not teach; they seem to do less of what is required and expected of them. Participants in the focus group interview believe that there is a good education in township schools. Other participants in the study cite that township schools have good infrastructure and there is an opportunity of accessing resources like water and good sanitation. These comments seem to provide evidence that quality education act as an attraction force for the migration of learners. Shamshad (2012:1) confirms that the major causes of the high influx of rural migrants into towns and cities relate to repulsive forces of the rural locations which include lack of modern infrastructural facilities, inadequate educational and health facilities, expanding infrastructural facilities, civic amenities, and relating different ideas and themes to one another.

In terms of the theoretical framework, participants (learners, class teachers, and principals) share the same sentiment on the role of parents in influencing learners to choose the school to learn. It has emerged from the research data that parents are the ones who decide where learning should be done. Stakeholders such as parents and siblings with whom the learner has direct regular contact contribute a lot to one's choice of study and destination wherein such education can be offered (Paquette & Ryan, 2001:2, Härkönen, 2007:1, Watson, 2017:3). These findings are precisely what the current researcher was expecting, based on the literature and theoretical framework. The research findings support the current researcher's initial hypothesis.

Research Question 2: What are the effects of learners' migration on learning?
Theme 2: The impact of migration on learning.
This section sought to highlight some negative impact that surrounds the migration process. The effects that emerged from the interview data include the impact of late coming, the impact of contact time on curriculum coverage, the impact of massive enrolments or overcrowding, the insufficient supply of LTSM, and views on learners' behaviour.

It emerged from key informants that late coming is likely to happen when learners do not reside near the place of learning. Some of the responses cited are that learner often misses the first periods. Other comments captured indicate that late coming often disturbs the teaching-learning process, interruptions of the lesson, disruption of learning, loss of concentration, and distracts other learners' attention. The literature contribution made by Mugoro (2014:20) indicates that learners wake up on time but experience challenges to board buses and taxis. This causes them to be late for school. *The New Times* (2016:1) argues that late coming disorganises learners' concentration in class. Late coming yields the loss of contact time which to a larger extent suffocates curriculum coverage. The time lost can hardly be regained.

Other participants indicate that learners have deviant behaviour because they are given too much pocket money which makes them buy liquor and drugs and then become unruly. Research findings from participants indicate that to recover the time lost by adding extra hours of teaching early in the morning and after school, extra classes are required, and parents must pay extra taxi and bus fares. The daily movement in buses and taxicab expose learners to anomaly behaviour. According to Mugoro (2014:20), transport problems for students are reported to affect girls owing to their involvement in sexual behaviours.

Research Question 3: What impact do the massive new enrolments have in curriculum delivery?

Theme 3. The impact of massive enrolments on curriculum delivery.

This section is intended to outline some side effects brought by the influx of learners to township schools. Curriculum delivery has suffered multiple stress caused by the Great Trek of learners who migrated from rural schools It has emerged from the participants that curriculum delivery is often disturbed. The massive number of new enrolments who are admitted to a new school has not been budgeted for, and this put more pressure on limited resources. Mwirigi and Muthaa (2015:159) indicate that large enrolment challenges facing township schools include: queuing for the use of facilities such as toilets, sharing of learning materials, overcrowded classrooms, and increased indiscipline. Before migration take place, the resources were proportional to the capacity of the school.

A literature review from Mwirigi and Muthaa (2015:159) further stresses that large numbers of learners have indiscipline cases, and insufficient educational facilities, and equipment. The education supplies tend to be inadequate creating over-use of some facilities that are available in schools. The result is that school principals are likely to face obstacles in organising learners to utilise the limited facilities. Participants in the study indicate that learners fight for limited resources. Resources such as tables are in short supply, and battles are likely to happen. This exercise in turn is likely to affect the coordination of the process of instruction in schools. This leads to poor attainment of the objectives of the curriculum by learners.

Overcrowding was extremely cited as a major emerging challenge brought by the migration process. Participants in the study voice that quality teaching cannot be justified in this ideal condition. Participants state that in an overcrowding class quality teaching is often compromised since there is no space for mobility to catch learners' attention. There is no chance for individual attention and, in most cases, the gifted learners are the ones who benefit. Teachers and principals agree with the view that an increase in enrolments affects the quality of learning because overcrowded classrooms encourage noise and poor classroom management. Teachers encounter challenges in marking all the given exercises and learners are forced to share available textbooks. This implies that the quality of learning is compromised by the increased enrolment of learners. This is quite possible for schools with inadequate curricula and physical facilities to enable them to cope with the large numbers of learners. According to Bascia and Faubert (2012:345), teaching large classes can hinder the ability of educators to fulfil societal outcomes that are expected in education. This view is echoed by (Ijaiya, 1999:310; Carlson, 2000:23; Khan & Iqbal, 2012:10162; Sha & Inamullah, 2012:225;), who argue that overcrowding damages the quality of teaching and learning and has a serious impact on the attainment of educational goals.

From the theoretical framework point of view, overcrowding in these schools is compounded by the religion, beliefs, and views held by parents. When parents seek admission to these schools it is a war. According to Shelton and Brownhill (2008:13), a child who has been influenced and exposed to a certain religion from a tender age might exhibit different attitudes and behaviours towards schooling because of the

cultural values which would have been imparted. It is not a surprise to find parents of the Indian community who held beliefs that some hotspot schools within Mvudi circuit offer better education. They fight without retreat to seek admission to these schools.

4.6 CHAPTER SUMMARY

The chapter presented scientific information that was collected using focus group interviews and individual interviews which were conducted with different respondents based on the topic: "the impacts of migration on learning''. Responses were gathered from different respondents such as school principals, class teachers, learners, and transport drivers who shared their views on the impact of migration on daily basis. In presenting and analysing the interview data, four major themes emerged, which included reasons for learners' migration from rural schools, the impact of migration on learning, the impact of massive new enrolments on curriculum delivery, and strategies to redress the effects of migration on learning. The next chapter addresses the summary, conclusion and recommendations.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented the findings of this study, which were further analysed and discussed in detail. The purpose of this study was to investigate the impact of migration on learning in Mvudi Circuit of Thohoyandou schools' cluster in the Vhembe District. The research study was guided by research questions that were primarily to explore the reasons causing learners' migration, explore the effects of learners' migration on learning, and assess the impact of massive enrolments on curriculum delivery in the hotspot of Thohoyandou township schools. The literature review and interview questions were employed to address the research questions and aim of the study. The current chapter offers a summary of the research findings, conclusions, and recommendations to reduce the impact of migration in schools. The chapter also presents limitations and suggestions for the study as guided by the findings of the study.

5.2. SUMMARY OF THE KEY FINDINGS

Based on the findings of study conducted, it is found out that most of the learners in both school face transportation problems. From the result, there are many transportation problems faced by learners who enrolled far away from their communities that affect their school attendance. There is a relationship between the transportation problems and the level of learners' punctuality. The results are shown that the transportation problems are related to learners' school attendance due to traffic jams that contribute students to be late for school, transport cost; harassment of learners from taxi and bus operators and learners to spend more hours a day on transportation affect learners' performance. Overcrowding challenge has been found as key factor that compromise quality teaching, lack of space for mobility, lack of individual attention, hard to do remedial teaching, curriculum coverage, loss of contact time, difficulty in marking, and often too long to give feedback. The other key finding is the issue of acquiring admission on both sampled schools. Parents insist to get admission even though the school is full, and yet fail to calculate the shortage risks of LTSM and other essential amenities. The researcher finds that there is always a battle in the morning over the shortage of tables or chairs. All these associated problems have a negative impact on maintaining quality education.

5.3 REFLECTION OF THE KEY FINDINGS OF THE STUDY

This section articulates the main purpose of the study which was to investigate the impact of learners' migration on learning in Thohoyandou township schools, Mvudi Circuit Vhembe East District. From the reviewed relevant literature, the current researcher found that education is a factor influencing migration, particularly for middle-class and middle-income groups and inspirational youths (Punch & Sugden, 2013:47).

It is also found that it is learners whose parents can afford to pay school, transport, and accommodation fees, who move to township schools. They tend to be from families that can raise the funds for travel. In this case, aspirations and resources work together to facilitate the migration of learners to township schools (Browne, 2017:3). This supports the theory that parents indeed influence learners' choice of study matters (the destination and type of school) as indicated in Bronfenbrenner's theory. The microsystem is a child's immediate surroundings which exert some influences on their day-to-day choices (Harkonen, 2007:1). Ikwuyatum (2016:161) indicates that people continue to move from their original places of residence to new destinations for the purpose of satisfying their aspirations and desires for better education and health care. Bhatta (2010:19) confirms that better quality of education is one of the major driving forces for migration. This is also relevant in this study. The current researcher's findings also support this notion because learners' participants indicated that: "*There is a good education in this school. My parents took me to this school and found out that teachers are very good at teaching and understand them very well. Teachers can teach very well. There is discipline. One can make the choice of career without using much effort".* Both primary and secondary learners' participants agreed that they attend school at township schools to satisfy their parents, siblings, own desires, and aspirations of getting a better education. This is in line with the literature elaborated above.

According to Mugoro (2014:20), transport problems for students have been reported to affect girls mainly because of their involvement in sexual behaviours. The New Times (2016:1) emphasises that when children travel long distances, they become prone to stress, exhaustion, and headaches. Some of them arrive at school sweating and distressed both psychologically and physically, and this compromises their

performance in class. This literature further confirms that the distance that students walk to school disorganises their concentration in class. Students come to school exhausted by the long walking distance. The New Times (2016:1) exposes that traveling long distances by learners exerts some burdens such as carrying a schoolbag, waking up earlier, attending to homework late, and reducing free leisure time. This literature has a relationship with the findings from participants. Learners' participants from both institutions shared challenges of transport ranging from divers' conduct, late coming, vulnerability to all sorts of crimes, shortage of seats, tiredness, etc to mention but a few. Indeed, one cannot turn a blind eye to transport challenges as it affects the smooth running of curriculum delivery.

According to Bascia and Faubert (2012:345), teaching huge classes can scupper the ability of educators to accomplish the expected outcomes of education in society. This view is echoed by Ijaiya (1999:310). Carlson (2000:23), Sha and Inamullah, (2012:225), Khan and Iqbal (2012:10162) argue that overcrowding damages the quality of teaching and learning; and has a disastrous impact on the attainment of educational goals. When children are kept in overcrowded conditions it can cause behaviour disruption, conflict, diseases, lack of one-to-one learning, and sub-standard academic achievement (Shah, 2012:11). According to Kārkliņa, Søholt, Aasland, and Villa (2016:34), overcrowding gives birth to multiples of problems to the host schools. Adjustments to the available infrastructure are likely to become the order of the day. Participants in the interviews indicated that some problems with a direct link to overcrowding are compromising quality teaching, lack of space for mobility, lack of individual attention, hard to do remedial teaching, difficulty in marking, and often too long to give feedback. All these associated problems have a negative impact on acquiring quality education.

According to Blanco (2017:308), mass migration shifts the burden of responsibility from the area of departure or origin to the area of destination or arrival. Van der Berg, Taylor, Gustafsson, Spaull and Armstrong (2011:9), state that school management has an important function to execute in procuring textbooks and other learning materials to assist teachers with pedagogical tools. Lack of adequate security at some schools and particularly in toilets, substantively aggravates learners' risk of sexual assault (Arbour et al., 2017:33). Hoadley (2010:37) indicates that low time-on-task and

exposure to content and poor curriculum coverage, are some expected problems, and if not attended will all erode learning opportunities. Absenteeism may become a syndrome owing to long-distance travel. The more one thinks about the long distance to school, the more the chances of absconding. The negative thoughts coupled with loads of home-works, assignment activities, and projects ultimately demoralise them (The New Times, 2016:1). Kārkliņa et al. (2018:33) further assert that learners in township schools can be discouraged from participating in extracurricular activities because of the extended working day, travel time and moving into dormitories. It has been cited by other participants in the interviews that insufficient LTSM in congested schools put pressure on the SMT to procure additional study materials. Other related problems that are likely to occur include shortages, stealing of textbooks, fights for resources amongst learners, and disturbance of the retrieval system.

5.4 RESEARCHERS' RECOMMENDATIONS

According to Blanco (2017:308) migration is an intricate matter that demands intense commitments from all actors and stakeholders to ensure it has no grave impact on the education of students. Considering that migration demands an honest and unwavering commitment, the current researcher submits the following recommendations:

5.4.1 Department of Education

- The Department of Basic Education should strive to ensure that all public schools are well resourced, for instance, with computer laboratories, libraries, sporting facilities, and other learning tools.
- The various districts involved in the Department of Education should provide support for each school to alleviate the impact of migration on learning.
- Dalieh (2017:1) argues that stakeholders in the community need to partner with other private and public organisations to ensure the problems of overcrowding are well attended to. In concurrence, the current researcher recommends that the Department of Education should make a continuous investigation to ascertain if they are adequate resources for teaching and learning, this will help to minimize overcrowded classrooms.

5.4.2 Intervention Strategies in terms of acts and policies

To contribute to the body of existing literature in the field, this research proposes priorities needed for policy intervention to generate sustainable and vibrant quality education. Some proposed intervention strategies are written below:

- The government should be strict on the development of policies to guide enrolment ratios regarding both human and material resources to enhance the quality of education in public primary schools, this is also affirmed by (Mwirigi and Muthaa, 2015:60).

- New arrivals should be familiarised with housing assistance policies and programs available to them. will solve the problem of traveling long distances which aggravates transport problems. Potter et al., (2004:229) also recommend the establishment of effective means for communication with new arrival learners can be a better strategy to help them address some problems facing new arrivals.

- Education policies that support migrants' access to school should be revised to mitigate the influx of learners to already overcrowded schools.

- Concentration of modernised elements and social amenities in the urban areas and their noticeable absence in rural areas attract many people from rural locations into towns. It is in this regard, that the provision of various social services inclusive of better education, infrastructure, water, medical facilities, and electricity in rural areas might reduce the size of flows of the population into urban areas.

- Considering the population growth of the township schools, decentralisation of learners to other nearby schools might be helpful in providing needed services and a better-quality education.

5.4.3 Effective Intervention Strategies Schools use to address migration impacts.

Whilst most people agree that there is no single bullet or panacea that can solve school problems brought by migration, this study highlight some fundamental strategies which will ensure lasting change.

- Teachers in rural areas require motivational workshops to boost their morale so that they can execute their professional duties with pride. In this adventure,

professional bodies and community-based organisations with an interest in education should be involved, this will reduce migration to township schools.

- Transportation of school learners is a huge problem that does not require gentle effort and is likely to take a long time to be addressed. It is however possible for the distance that learners travel to school should be reduced in the future. The short distance that learners travel would naturally easy transport problems. It is, therefore, advisable to build comprehensive schools in remote areas as adequate space is available and where transport hurdles may not apply. Such a comprehensive school should accommodate all grades ranging from R to 12. The school buildings should be the high-rise ones to maximize the use of the limited space available.

- Municipal services become under pressure due to mass, therefore, schools and public transportation should be expanded to accommodate the urban population growth (Potter et al., 2004:229).

- Cyrus, Nicole, Erik, and Deborah (2013:1270) posit that teachers should toil to strike the balance of avoiding losing contact time. The crisis that springs from the behaviour of students is better to be dealt with quickly before it contributes to time wastage. It may also be advisable for teachers to assess the behaviour of learners prior to the provision of instruction to allow for proper planning to avoid behaviours that distract teaching and learning in class. This strategy works better for latecomers who desert to distract the learner's attention.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

The aim of this research was to explore the impact of migration on learning. Through this study, the researcher managed to spell out the effects that adversely affect the quality of education offered in Thohoyandou township schools. Quality education, which is the target comes at a cost and also with reduced quality because of other related factors involved in between.

The current researcher recommends that further studies be carried out on the related topic. The focus should be on developing strategies to manage the impact of migration on learning. For further study, the current researcher recommends that the topics hereunder should be considered:

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- The development and implementation of strategies for the management of education for learner migration.

- Strategies to support SMT in managing the impact of learner migration in township schools.

- An empirical investigation of the management strategies for learner migration in township schools.

- Effective Intervention strategies to address the impact of migration on learning.

The research study further affords the opportunity for other research to be conducted based on the impact of migration on learning. It is suggested that the same study can produce significant results if it can be repeated using quantitative and mixed research studies. This can be done to determine whether similar findings are attained to validate the findings of this research. Further investigation that is similar to this study might yield a comprehensive picture by extending the research sample boundary to include parents and circuit managers as respondents.

5.6 LIMITATIONS OF THE STUDY

This research was conducted on a small community sample of two selected secondary and primary schools in the Mvudi Circuit, Vhembe East District of Limpopo Province; thus, its findings cannot be generalised due to the research study approach employed. Research findings might not be the same for the eight provinces which have different systems of administration and environmental factors as well as contexts. However, some of the findings can apply to similar contexts in other districts and/or provinces.

5.7 CONCLUDING REMARKS

Following the findings of the study, it became evident that host schools wherein migration is taking place suffer the severe impacts of migration because migration provides a myriad of challenges in contemporary society. Based on the results, it is realised that there is a plethora of challenges faced by stakeholders created by learners who enrolled far away from their local communities. Considering all research findings, the following conclusions are made:

The right to choose the school of one's choice has literally steered learner migration. Every parent around the world has an aspiration to arrange the best education for their

children; it is not a surprise to find that most parents in South Africa seeking to find a school wherein quality education will be offered. The learners' migration tendency is largely influenced by the parents' desire to choose a suitable school. The socio-economic background of the parents plays a vital role in this regard as the financial cost will accrue. It is an unfortunate case on the SMT side because school choice poses the pertinent challenge of providing quality education as expected by the layman's mind.

The research reveals that the impact of migration on learning emerged instantly when transport is used as a means to connect the two worlds (place of learning and residence). Transport problems most prevalent include covering the distance from the residents of learners to schools, the costs of transportation, traffic jams, and unacceptable behaviours of some taxi and bus operators, especially during peak hours. The fleet industry as a sector jeopardizes learners' participation in learning at school. More often, transport is an ideal vehicle that ferries learners, and learners are dependent on this means. There should be good working relations among learners, parents, SMT, and transport drivers to make transport viable means thereby creating a win-win solution for all stakeholders. For this working relationship to be functional, effective communications, transparency, and trust should be the ingredients. Transport problems affect school attendance and the administration of such learners in the afternoon. Most transports do not honour picking time hours; learners always leave at late hours. Both learners and school administrators agree that transport problems affect learner attendance at school. There is a relationship between the transport problems and the quality of education offered in schools.

The effects of migration seriously affect the smooth running of the school because more often contact time is compromised as disturbed by latecomers who fail due to traveling long distances. Disturbance and interference in the learning process are the most prevalent issues in the morning. Learning content gaps are created daily as learners take the routine to make it on school time. Covering the curriculum gaps need some additional time after school hours or on weekends which also makes it difficult because of transport problems. Parents are expected to deep down their pockets to cover traveling expenses. Quality education is expected to become a white elephant as it has been diluted by these adverse effects especially overcrowding which is

skyrocketing in these township schools. School managers and educators struggle to teach with disturbance by migrant learners whose demands are endless and consume the little budgeted resources. Overcrowded classes further contribute to poor class management, teachers are workload with work, and instances of learners sharing textbooks become a norm.

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ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr TC Masakona

STUDENT NO:
18006756

PROJECT TITLE: **The Impact of Migration on Learning: A Case of Mvudi Circuit in Vhembe District Limpopo South Africa.**

PROJECT NO: SEDU/20/CSEM/15/1609

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr MP Tshisikhawe	University of Venda	Supervisor
Dr MG Sikhwari	University of Venda	Co - Supervisor
Mr TC Masakona	University of Venda	Investigator – Student

Type: **Masters Research**
Risk: **Straightforward research without ethical problems**
Approval Period: **September 2020 – September 2023**

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions
While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.
• The project leader (principal investigator) must report in the prescribed format to the REC:
  – Annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  – Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  – Annually a number of projects may be randomly selected for an external audit.
• The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, .the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
• The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
• In the interest of ethical responsibility, the REC retains the right to:
  – Request access to any information or data at any time during the course or after completion of the project,
  – To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
  – withdraw or postpone approval if:
  – Any unethical principles or practices of the project are revealed or suspected.
  – It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
  – The required annual report and reporting of adverse events was not done timely and accurately,
  – New institutional rules, national legislation or international conventions deem it necessary
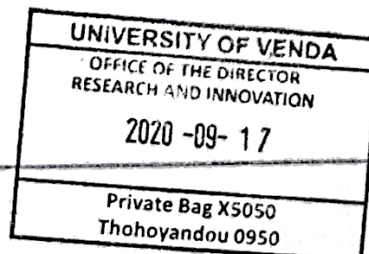
ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: July 2020

Name of the RESSC Chairperson of the Committee: Prof Mashau Takalani Samuel

Signature:

Director Research and Innovation

Signature: ... GIEEkosse...

UNIVERSITY OF VENDA
OFFICE OF THE DIRECTOR
RESEARCH AND INNOVATION
2020 -09- 17

Private Bag X5050
Thohoyandou 0950

PRIVATE BAG X5050, THOHOYANDOU 0950, LIMPOPO PROVINCE), SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 8080

111

Enq: Mr. Masakona T.C	P.O. Box 216
Contact: 076 737 3434	Lwamondo
Persal No: 80365809	0985
	22 September 2020

The Circuit Manager

Mvudi Circuit

P/Bag X2166

Sibasa

0970

Madam: APPLICATION TO CONDUCT EDUCATIONAL RESEARCH AT YOUR SCHOOLS.

The above matter refers.

I kindly inform you that I have registered for M.Ed. (Educational Management-full dissertation) for the academic year 2020 with University of Venda. The title of the research project is: **THE IMPACT OF MIGRATION ON LEARNING: A CASE OF MVUDI CIRCUIT IN VHEMBE DISTRICT LIMPOPO SOUTH AFRICA.**

My proposal has been approved by the School of Higher Degree Committee (SHDC) and Research Ethics Social Science Committee (RESSC). I therefore request a permission to conduct educational research at the selected / sampled schools which fall within your jurisdiction i.e., Mvudi Circuit. The research may assist the department when planning for the provision of education in South Africa.

The above-mentioned research will be conducted from the 01st of October 2020 to the 30th of November 2020.

Banking on your endless support.

Yours faithfully

The applicant: Masakona T.C

Supervisor: Dr. Tshisikhawe M.P (071 424 8583)

Email: takiemask@gmail.com

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ANNEXURE C: PERMISSION TO CONDUCT RESEARCH AT MVUDI CIRCUIT

Enq: Mr. Masakona T.C

Contact: 076 737 3434

Persal No: 80365809

P.O. Box 216

Lwamondo

0985

22 September 2020

The District Director Manager

Mvudi Circuit

P/Bag X2150

Sibasa

0970

Sir: APPLICATION TO CONDUCT EDUCATIONAL RESEARCH AT YOUR CIRCUIT (MVUDI).

The above matter refers.

I kindly inform you that I have registered for M.Ed. (Educational Management-full dissertation) for the academic year 2020 with University of Venda. The title of the research project is: **THE IMPACT OF MIGRATION ON LEARNING: A CASE OF MVUDI CIRCUIT IN VHEMBE DISTRICT LIMPOPO SOUTH AFRICA.**

My proposal has been approved by the School of Higher Degree Committee (SHDC) and Research Ethics Social Science Committee (RESSC). I therefore request a permission to conduct educational research at the selected / sampled schools which fall within your jurisdiction i.e., Mvudi Circuit. The research may assist the department when planning for the provision of education in South Africa.

The above-mentioned research will be conducted from the 01st of October 2020 to the 30th of November 2020.

Banking on your endless support.

Yours faithfully

The applicant: Masakona T.C

Email: takiemask@gmail.com

Supervisor: Dr. Tshisikhawe M.P (071 424 8583)

University of Venda

LIMPOPO
PROVINCIAL GOVERNMENT

EDUCATION
VHEMBE DISTRICT

Ref: 14/7/ R

Enq: Rakhunwana A.G.

MVUDI CIRCUIT

PRIVATEBA2166

SIBASA

0970
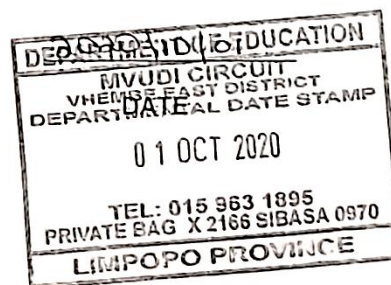
30.09.2020

To: Masakona T.C.

P.O.Box 1281

Thohoyandou

0950

PERMISSION TO CONDUCT RESEARCH AT OUR SCHOOLS

1. The above matter refers.
2. Our office received your request for permission to conduct research at our schools.
3. This office has no objection on your request as long as you don't interrupt lessons during school periods
4. This office wishes you goodtime on your journey for that research .

CIRCUIT MANAGER

DEPARTMENT OF EDUCATION
MVUDI CIRCUIT
VHEMBE EAST DISTRICT
DEPARTMENTAL DATE STAMP
0 1 OCT 2020
TEL: 015 963 1895
PRIVATE BAG X 2166 SIBASA 0970
LIMPOPO PROVINCE

APPENDICES

RESEARCH ETHICS COMMITTEE

UNIVEN INFORMED CONSENT

Appendix 1

FOR SCHOOL PRINCIPAL

LETTER OF INFORMATION

Title of the Research Study: The Impact of Migration on Learning: A Case of Mvudi Circuit in Vhembe District Limpopo South Africa.

Principal Investigator: Takalani Cedrick Masakona   B.Ed. Hons Management

Co-researcher   : Rabelani Tshifura   BED Foundation Phase

Supervisor: Dr M.P Tshisikhawe   **Co-Supervisor**: Dr M.G Sikhwari

Brief Introduction and Purpose of the Study:

Introduction:

I am Takalani Cedrick Masakona a Master of Education at the university of Venda. I would like you to request you to be part of my research study, which is on the impact of migration on learning. I hope to find more on challenges that affect day to day learning as brought by learner -migration processes.

Purpose of the study:

The main objectives of the research study include:

- Investigating the reasons that cause learners' migration in Thohoyandou township.
- Exploring the effects of learners' migration on learning.
- Assessing the impact of massive enrolments in curriculum delivery.
- Identifying the strategies that would positively redress the effects of learners' migration in schools.

It is anticipated that the research study will result in minimizing the negative impacts of migration on learning around Thohoyandou township schools.

Outline of the Procedures: :

The decision to take part in the study is yours and yours alone. If you agree to be in this study, I will ask questions on reasons for learner migration from rural schools,

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dealing with the impact of migration on learning in township schools and financial impact of migration.

An individual interview scheduled session will be staged to ask the above questions. The venue will be at your school at your convenient time which will be communicated in due course. Everyone is free to refuse to take part in the research study if they have doubts or think that their participation could leave them physically, emotionally or psychological disturbed. If you agree to take part but change the mind later, you can stop at any time during the interview without giving reason. Your honesty in providing the answers to the questions will be appreciated. The individual interview schedule will take 30-40 minutes at the most.

Interview process: If you accept to take part in this research study, I humbly request your permission to audio record the interview. This will solely help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview. The transcriber is not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcript will be kept in a safe place. The final shall be available to the participants before public and be accessed through the University of Venda.

Risks or Discomforts to the Participant:
I do not think that taking part in the study will cause any physical or emotional discomfort or risk. As we are still under lockdown era caused by Covid-19 virus, stringent guidelines for protection shall be followed without any compromise. This is due to the fact that participants shall only be answering interview questions on the subject understudy. If there will be some questions the participants do not want to answer during the interview, he or she has the right not to answer it.

Benefits: Although you may not benefit directly. The study results may help us to improve the quality of education that has been hampered severely by the negative consequences of learner migration. There are no monetary benefits for the participants. Researchers will receive stipend as travelling allowances to cover transport costs incurred during the research period. Other expenses will also be

directed to cover publications, edifications and buying of essential equipment for research study.

Reason/s why the Participant may be Withdrawn from the Study:

Participation in this study is voluntary. You will be expected to honour the interview session which will be done in a suitable time at your convenient time. You can withdraw your consent to participate in the study at any time during the interview without stating particular reason. In case you opt to withdraw, there will be not any disciplinary action to be taken against you. If you later wish to withdraw your consent, you may contact the researcher on the address provided.

Remuneration: You will not be paid to take part in the study. There are no monetary benefits for the participants. There are no costs involved for you to be part of the study. No form of renumeration will be awarded to the participants.

Costs of the Study: Participants will not be expected to pay any incurred expenses which results from research study. It is the responsibility of the researcher to see to it that all expenses are covered. The researcher will seek financial assistant from the Univen Research Grant   .

Confidentiality: The participants are advised that the research study is seeking their views and experiences about the impact of migration on learning in township schools. All records from this study will be regarded as confidential. I will not record any name anywhere and no one will be able to connect you to the answers you give. Gathered information will only be used for this research and will not be disclosed to any unauthorised people. Results can be published or presented in such a fashion that participants remain unidentifiable.

Research-related Injury: No form of injury is anticipated from the interview schedule. Compensation in the form of typically money will be awarded to the participants in case, they miss their transports due to unforeseen circumstances that cause delay (economic harm).

Persons to Contact in the Event of Any Problems or Queries:

Researcher: Masakona Takalani Cedrick

Cell No: 076 737 3434

Email: takiemask@gmail.com

Supervisor: Dr M.P Tshisikhawe   Co-supervisor: Dr MG Sikhwari

Telephone Number: 015 962 9078   Telephone: 082 269 7936

Email: paul.tshisikhawe@univen.ac.za

The University Research Ethics Committee Secretariat on 015 962 9058. Complaints can be reported to the Director: Research and Innovation, Prof GE Ekosse on 015 962 8313 or Georges Ivo.Ekosse@univen.ac.za

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population.

CONSENT

Statement of Agreement to Participate in the Research Study:

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- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant   Date   Time   Signature

I, …………………..   **……………**   **…………**   **…………………..**

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Full Name of Researcher

……………………   Date ……………….   Signature …………………

Full Name of Witness (If applicable)

……………………   Date **……………….**   Signature**…………………..**

Full Name of Legal Guardian (If applicable)

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RESEARCH ETHICS COMMITTEE

UNIVEN INFORMED CONSENT

Appendix 2

FOR CLASS TEACHERS

LETTER OF INFORMATION

Title of the Research Study: The Impact of Migration on Learning: A Case of Mvudi Circuit in Vhembe District Limpopo South Africa.

Principal Investigator: Takalani Cedrick Masakona   B.Ed. Hons Management

Co-researcher   : Rabelani Tshifura   BED Foundation Phase

Supervisor: Dr M.P Tshisikhawe   **Co-Supervisor**: Dr M.G Sikhwari

Brief Introduction and Purpose of the Study:

Introduction:

I am Takalani Cedrick Masakona a Master of Education at the university of Venda. I would like you to request you to be part of my research study, which is on the impact of migration on learning. I hope to find more on challenges that affect day to day learning as brought by learner -migration processes.

Purpose of the study:

The main objectives of the research study include:

- Investigating the reasons that cause learners' migration in Thohoyandou township.
- Exploring the effects of learners' migration on learning.
- Assessing the impact of massive enrolments in curriculum delivery.
- Identifying the strategies that would positively redress the effects of learners' migration in schools.

It is anticipated that the research study will result in minimizing the negative impacts of migration on learning around Thohoyandou township schools.

Outline of the Procedures: :

The decision to take part in the study is yours and yours alone. If you agree to be in this study, I will ask questions on view and perceptions of teachers on the social impact

of migration and migration impact on classroom management and administration. Focus group interview scheduled session will be staged to ask the above questions. The venue will be at your school at your convenient time which will be communicated in due course. Everyone is free to refuse to take part in the research study if they have doubts or think that their participation could leave them physically, emotionally or psychological disturbed. If you agree to take part but change the mind later, you can stop at any time during the interview without giving reason. Your honesty in providing the answers to the questions will be appreciated. The individual interview schedule will take 30-40 minutes at the most.

Interview process: If you accept to take part in this research study, I humbly request your permission to audio record the interview. This will solely help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview. The transcriber is not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcript will be kept in a safe place. The final shall be available to the participants before public and be accessed through the University of Venda.

Risks or Discomforts to the Participant:
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Benefits: Although you may not benefit directly. The study results may help us to improve the quality of education that has been hampered severely by the negative consequences of learner migration. There are no monetary benefits for the participants. Researchers will receive stipend as travelling allowances to cover transport costs incurred during the research period. Other expenses will also be directed to cover publications, edifications and buying of essential equipment for research study.

Reason/s why the Participant may be Withdrawn from the Study:

Participation in this study is voluntary. You will be expected to honour the interview session which will be done in a suitable time at your convenient time. You can withdraw your consent to participate in the study at any time during the interview without stating particular reason. In case you opt to withdraw, there will be not any disciplinary action to be taken against you. If you later wish to withdraw your consent, you may contact the researcher on the address provided.

Remuneration: You will not be paid to take part in the study. There are no monetary benefits for the participants. There are no costs involved for you to be part of the study. No form of renumeration will be awarded to the participants.

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Confidentiality: The participants are advised that the research study is seeking their views and experiences about the impact of migration on learning in township schools. All records from this study will be regarded as confidential. I will not record any name anywhere and no one will be able to connect you to the answers you give. Gathered information will only be used for this research and will not be disclosed to any unauthorised people. Results can be published or presented in such a fashion that participants remain unidentifiable.

Research-related Injury: No form of injury is anticipated from the interview schedule. Compensation in the form of typically money will be awarded to the participants in case, they miss their transports due to unforeseen circumstances that cause delay (economic harm).

Persons to Contact in the Event of Any Problems or Queries:

Researcher: Masakona Takalani Cedrick

Cell No: 076 737 3434

Email: takiemask@gmail.com

Supervisor: Dr M.P Tshisikhawe   Co-supervisor: Dr M.G Sikhwari

© University of Venda

Telephone Number: 015 962 9078   Telephone: 082 269 7936

Email: paul.tshisikhawe@univen.ac.za

The University Research Ethics Committee Secretariat on 015 962 9058. Complaints can be reported to the Director: Research and Innovation, Prof GE Ekosse on 015 962 8313 or Georges Ivo.Ekosse@univen.ac.za

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population.

CONSENT

Statement of Agreement to Participate in the Research Study:

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- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during this research which may relate to my participation will be made available to me.

University of Venda

Full Name of Participant	Date	Time	Signature
I, ...	....	....	....

(*TC Masakona)* herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher

……………………… Date ……………….. Signature …………………

Full Name of Witness (If applicable)

……………………. Date ………………. Signature…………………..

Full Name of Legal Guardian (If applicable)

………………… Date……………… Signature…………………….

Please note the following:

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If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

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University of Venda

RESEARCH ETHICS COMMITTEE

UNIVEN INFORMED CONSENT

                                                  Appendix 3

FOR SCHOOL LEARNERS

LETTER OF INFORMATION

Title of the Research Study: The Impact of Migration on Learning: A Case of Mvudi Circuit in Vhembe District Limpopo South Africa.

Principal Investigator: Takalani Cedrick Masakona   B.Ed. Hons Management

Co-researcher   : Rabelani Tshifura   BED Foundation Phase

Supervisor: Dr M.P Tshisikhawe   **Co-Supervisor**: Dr M.G Sikhwari

Brief Introduction and Purpose of the Study:

Introduction:

I am Takalani Cedrick Masakona a Master of Education at the university of Venda. I would like you to request you to be part of my research study, which is on the impact of migration on learning. I hope to find more on challenges that affect day to day learning as brought by learner -migration processes.

Purpose of the study:

The main objectives of the research study include:

- Investigating the reasons that cause learners' migration in Thohoyandou township.
- Exploring the effects of learners' migration on learning.
- Assessing the impact of massive enrolments in curriculum delivery.
- Identifying the strategies that would positively redress the effects of learners' migration in schools.

It is anticipated that the research study will result in minimizing the negative impacts of migration on learning around Thohoyandou township schools.

Outline of the Procedures: :

The decision to take part in the study is yours and yours alone. If you agree to be in this study, I will ask questions on social distance from the school, the effects of transport problem and migration impact on curriculum delivery.

Focus group interview scheduled session will be staged to ask the above questions. The venue will be at your school in your convenient time which will be communicated in due course. Everyone is free to refuse to take part in the research study if they have doubts or think that their participation could leave them physically, emotionally or psychological disturbed. If you agree to take part but change the mind later, you can stop at any time during the interview without giving reason. Your honesty in providing the answers to the questions will be appreciated. The individual interview schedule will take 30-40 minutes at the most. Learners who are still minors will ask parents to sign consent form.

Interview process: If you accept to take part in this research study, I humbly request your permission to audio record the interview. This will solely help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview. The transcriber is not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcript will be kept in a safe place. The final shall be available to the participants before public and be accessed through the University of Venda.

Risks or Discomforts to the Participant:

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Benefits: Although you may not benefit directly. The study results may help us to improve the quality of education that has been hampered severely by the negative consequences of learner migration. There are no monetary benefits for the

participants. Researchers will receive stipend as travelling allowances to cover transport costs incurred during the research period. Other expenses will also be directed to cover publications, edifications and buying of essential equipment for research study.

Reason/s why the Participant may be Withdrawn from the Study:
Participation in this study is voluntary. You will be expected to honour the interview session which will be done in a suitable time at your convenient time. You can withdraw your consent to participate in the study at any time during the interview without stating particular reason. In case you opt to withdraw, there will be not any disciplinary action to be taken against you. If you later wish to withdraw your consent, you may contact the researcher on the address provided.

Remuneration: You will not be paid to take part in the study. There are no monetary benefits for the participants. There are no costs involved for you to be part of the study. No form of renumeration will be awarded to the participants.

Costs of the Study: Participants will not be expected to pay any incurred expenses which results from research study. It is the responsibility of the researcher to see to it that all expenses are covered. The researcher will seek financial assistant from the Univen Research Grant   .

Confidentiality: The participants are advised that the research study is seeking their views and experiences about the impact of migration on learning in township schools. All records from this study will be regarded as confidential. I will not record any name anywhere and no one will be able to connect you to the answers you give. Gathered information will only be used for this research and will not be disclosed to any unauthorised people.   Results can be published or presented in such a fashion that participants remain unidentifiable.

Research-related Injury: No form of injury is anticipated from the interview schedule. Compensation in the form of typically money will be awarded to the participants in case, they miss their transports due to unforeseen circumstances that cause delay (economic harm).

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Ⓒ University of Venda

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during this research which may relate to my participation will be made available to me.

Full Name of Participant   Date   Time   Signature

I, ………………..   **…………..**   **…………**   **…………………..**

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Full Name of Researcher

……………………   Date ………………   Signature…………………..

Full Name of Witness (If applicable)

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University of Venda

LETTER OF INFORMATION

Title of the Research Study: The Impact of Migration on Learning: A Case of Mvudi Circuit in Vhembe District Limpopo South Africa.

Principal Investigator: Takalani Cedrick Masakona   B.Ed. Hons Management

Co-researcher   : Rabelani Tshifura   BED Foundation Phase

Supervisor: Dr M.P Tshisikhawe   **Co-Supervisor**: Dr M.G Sikhwari

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Introduction:

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Purpose of the study:

The main objectives of the research study include:

- Investigating the reasons that cause learners' migration in Thohoyandou township.
- Exploring the effects of learners' migration on learning.
- Assessing the impact of massive enrolments in curriculum delivery.
- Identifying the strategies that would positively redress the effects of learners' migration in schools.

It is anticipated that the research study will result in minimizing the negative impacts of migration on learning around Thohoyandou township schools.

Outline of the Procedures: :

The decision to take part in the study is yours and yours alone. If you agree to be in this study, I will ask questions views and perception of transport drivers.

© University of Venda

An individual interview scheduled session will be staged to ask the above questions. The venue will be at the school in your convenient time which will be communicated in due course. Everyone is free to refuse to take part in the research study if they have doubts or think that their participation could leave them physically, emotionally, or psychological disturbed. If you agree to take part but change the mind later, you can stop at any time during the interview without giving reason. Your honesty in providing the answers to the questions will be appreciated. The individual interview schedule will take 30minutes at the most.

Interview process: If you accept to take part in this research study, I humbly request your permission to audio record the interview. This will solely help me to listen to the interview again at a later stage, and if I need the assistance of the second person in a form of a transcriber, then that person can also listen to the recorded interview. The transcriber is not allowed to share the information he/she listened to, to anyone. The audio recordings and the transcript will be kept in a safe place. The final shall be available to the participants before public and be accessed through the University of Venda.

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- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant   Date   Time   Signature

I, ...

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Full Name of Researcher

…………………………   Date…………………   Signature………………

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INDIVIDUAL INTERVIEW SCHEDULE WITH <u>SCHOOL PRINCIPALS</u>

Introduction

I would like to thank you for accepting the invite to participate in this research project. You are assured that everything you say during the interview will only be used for this project. You are advised not to mention your names, names of schools or colleagues. You are at liberty to use language of your own choice so that you can freely express your views without compromise.

SECTION 1: BIOGRAPHIC DETAILS

Age: …………

Gender: ……………

Highest educational qualification: ………………………………………………………

Positions in education: ……………………………

Maximum time for interview: ………………………

SECTION 2: THE IMPORTANCE OF THE PERSON BEING INTERVIEWED

- The school principal is very important because he/she deals directly with problems which face the schools.
- He/she ensures that the school continues to function effectively despite challenges that affect the school.

SECTION 3: REASONS OF LEARNER MIGRATION FROM RURAL SCHOOLS.

3.1. There is evidence of learners who leave rural school in numbers to township schools like your school. What do parents provide as reasons of transferring children from these school to your school when seeking admission permission? Explain in detail.

3.2 What do you think are the reasons for parents to move children to your school beside those that they gave you? Elaborate please.

3.3 Do you think parents are the one who choose the place where learners should attend school? Substantiate your answer.

SECTION 4: DEALING WITH THE IMPACT OF MIGRATION ON LEARNING IN TOWNSHIP SCHOOLS.

4.1 Based on your experience as a township school principal, is the learners' enrolment for the past three years increasing or decreasing and what is the reason thereof?

4.2 What do you feel is the general attitude of the staff and parents towards the learners' enrolment?

4.3 What measures do the school management take to improve the learners' enrolment?

4.4 How does learner migration impact on teaching and learning? Briefly explain.

4.5 What is the impact of learner migration on school management? Elaborate in detail.

4.6 How does the SMT deal with the effects of learner migration on curriculum planning in your school? Provide examples.

4.7 How does school management deal with the effects of learner migration on resource allocation in your school? Give examples.

4.8 What is being done by stakeholders to minimize the effects of learner migration from your school? Elaborate carefully.

SECTION 5: FINANCIAL IMPACT OF MIGRATION

5.1 How does the school generate more finance for its survival?

5.2 What financial burden does the school face with large enrolments?

SECTION 6: GENERAL

6.1 Before we conclude, is there anything you would like to add on the impact of migration on learning?

University of Venda

FOCUS GROUP INTERVIEW SCHEDULE WITH <u>CLASS TEACHERS</u>

Introduction

I would like to thank you for accepting the invite to participate in this research project. You are assured that everything you say during the interview will only be used for this project. You are advised not to mention your names, names of schools or colleagues. You are at liberty to use language of your own choice so that you can freely express your views without compromise.

SECTION A: VIEW AND PERCEPTIONS OF TEACHERS ON THE SOCIAL IMPACT OF MIGRATION

1. Does the school have problems relating to learners' migration regarding attendance? If so, what are they?

2. Do you have learners who are not punctual to attend first periods? What do you think are the reasons?

4. What is your experience regarding learners' behaviour who migrated from other school and use public transport?

5. According to your experience as class teachers what are the consequences of walking long distance by learners to school?

6. According to your experience what are the consequences of travelling long distance by learners to school?

7. Do you think that transport problems affect learners' school attendance? Explain

8. What measures should be done by parents, local education district and government to ensure that learners are free from transport problems.

SECTION B: MIGRATION IMPACT ON CLASSROOM MANAGEMENT AND ADMINISTRATION.

9.Will you please explain in your own words, problems that you experience in connection with learners' late coming?

10. What challenges do educators face in curriculum coverage for massive enrolments?

11. How do you manage teaching in an overcrowded classroom?

12. How do you feel about the quality of education offered in an overcrowded classroom?

13. What is the general attitude of the staff and parents on the general condition of your school?

14. What is the attitude of the educators towards the workload added due to migrant learners?

SECTION C: GENERAL COMMENTS

What is your general perception about learners who migrated to your school?

Briefly explain?

FOCUS GROUP INTERVIEW SCHEDULE FOR <u>LEARNERS</u>

> **Introduction**
>
> I would like to thank you for accepting the invite to participate in this research project. You are assured that everything you say during the interview will only be used for this project. You are advised not to mention your names, names of schools or colleagues. You are at liberty to use language of your own choice so that you can freely express your views without compromise.

SECTION A: SOCIAL DISTANCE FROM THE SCHOOL

1. What is the name of the place where you live?
2. How long would it take for you to walk /travel from home to school?
3. At what time do you start your journey to school?
4. At what time do you usually arrive at school?

SECTION B: THE EFFECTS OF TRANSPORT PROBLEM

5. How do you usually walk to and from the school?
6. What transport mode do you use for coming to school? And why do you use such transport?
7. Have you ever failed to attend to school on time?
8. What transport challenges do you face as a commuter?

SECTION C: MIGRATION IMPACT ON CURRICULUM DELIVERY

9. Why have you preferred to attend township schools?
10. Do you have access to all Learner Teacher Support material needed by the school?
11. What challenges to you experience to attend extra-after and Saturday classes?
12. What type in interruption do you cause by late coming?
13. What challenges do you experience by late coming?
14. What else would you like to say about the migration impact on learning?

APPENDIX 8

INDIVIDUAL INTERVIEW SCHEDULE WITH <u>TRANSPORT DRIVERS</u>

Introduction

I would like to thank you for accepting the invite to participate in this research project. You are assured that everything you say during the interview will only be used for this project. You are advised not to mention your names, names of schools or colleagues. You are at liberty to use language of your own choice so that you can freely express your views without compromise.

SECTION 1: BIOGRAPHIC DETAILS

Age: ……………

Gender: ……………

Highest educational qualification: …………………………………………………………

Position in Fleet Management Industry ………………………………………………….

Maximum time for interview: ………………………

Destination covered to and from in km …………………...

SECTION 2: VIEWS AND PERCEPRTION OF TRANSPORT DRIVERS

1. What challenges do you experience with young children (Grade R-7 learners) meanwhile transporting them to school?

2. What challenges do you experience with children (Grade 8-12) meanwhile transporting them to school?

3. What challenges do parents cause when transporting their learners?

4. What do you think are the main challenges of transporting learners at this school on the side of the SMT?

5. Vehicles which ferry the public should be roadworthy. What is your intake as it relates to your transport?

6. What is your intake on social distance to be observed inside the commuter's vehicle?

7. Do you think learner migration is necessary looking at the current country state of affairs?

APPENDIX 9

Proofreading Report

18 September 2019

This letter serves to confirm that I, Dr I. Ndlovu of the English Department, University of Venda, have proofread and edited a research proposal titled "The Impact of Migration on Learning: A Case of Mvudi Circuit in Vhembe District of Limpopo Province" by Takalani Cedrick Masakona (18006756) to be submitted in the Department of Educational Management, School of Education, University of Venda.

I carefully read through the proposal, focusing on proofreading and editorial issues. The recommended suggestions are clearly highlighted and can either be accepted or rejected using the Microsoft Track Changes Function.

Yours Sincerely

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COPY-EDITING ENDORSEMENT

To whom it may concern,

This certify that the summative portfolio (excluding appendices) whose title appears below, has been edited for proper English language grammar, punctuation, spelling, and overall style. The researcher must take heed of all the suggestions and comments made.

TITLE

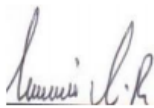The Impact of Migration on Learning: A Case of Mvuḓi Circuit in Vhembe District Limpopo South Africa

AUTHOR

Masakona, T.C

DATE EDITED

19 January 2022

Signed

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