LEARNER HAPPINESS INDEX
Research Objectives

The intention of the Learner Happiness Index, is to measure, on a quarterly basis, how happy learners in SA are, across pre selected metrics aligned with Department of Basic Educations goals. Each quarter a series of new topics will be selected to research.

Wave 1:
- Mood
- Learner Retention
- Teachers
- Textbooks
- Bullying
- Drugs & Alcohol

Wave 2:
- Mood
- Teacher performance
- Support factors
- Exam confidence
- Expected results
Wave 1: Survey ran from 9 to 11 May 2013  
Wave 2: Survey ran from 19 to 26 August 2013

Total market for W2: 4093 learners between the ages of 13 and 24

All data weighted to match SA learner proportions according to CENSUS  
Data weighted in 3 dimensions (age, gender and race)  
Age range of respondents: 13 to 24

- [ ] Significant increase since wave 1
- [ ] Significant decrease since wave 1
Sample Demographics
Sample Demographics

**Age**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 - 14</td>
<td>29</td>
</tr>
<tr>
<td>15 - 17</td>
<td>40</td>
</tr>
<tr>
<td>18 - 24</td>
<td>31</td>
</tr>
</tbody>
</table>

**Race**

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>86</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
</tr>
<tr>
<td>Coloured</td>
<td>7</td>
</tr>
<tr>
<td>Indian/Asian</td>
<td>2</td>
</tr>
</tbody>
</table>

**Province**

<table>
<thead>
<tr>
<th>Province</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Cape</td>
<td>13</td>
</tr>
<tr>
<td>Free State</td>
<td>8</td>
</tr>
<tr>
<td>Gauteng</td>
<td>26</td>
</tr>
<tr>
<td>Kwazulu Natal</td>
<td>16</td>
</tr>
<tr>
<td>Limpopo</td>
<td>10</td>
</tr>
<tr>
<td>Mpumalanga</td>
<td>7</td>
</tr>
<tr>
<td>North West</td>
<td>8</td>
</tr>
<tr>
<td>Northern Cape</td>
<td>4</td>
</tr>
<tr>
<td>Western Cape</td>
<td>8</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>51</td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
</tr>
</tbody>
</table>
Grade:
There was a good representation of grade 8 – 12 learners within the sample

Total market
n=4093

Q3 What grade are you in now?
Type of educational institution:
3 out of 4 learners in the sample attended public schools

Total market
n=4093

Q2 Which of the following best describes you?
Mood
Mood:
Learners were most likely to be ‘happy’ followed by being ‘stressed’

Q1 Which of the following best describes your mood in the last month or so?

- Total market: n=4093
  - Happy :)  44%
  - Stressed :s  17%
  - Depressed :'( 11%
  - Sad :(  7%
  - Angry :e  6%
  - Not sure :?  15%

Happiness decreased and stress increased, as learners progressed through the grades, indicating the increase in academic pressure as one gets older.
Mood comparison:
The upcoming year-end exams seemed to influence mood levels. Most notable was the decrease in the level of happiness, and the increase in stress among learners since May 2013.

Total market excluding “Don’t know / Don’t care”
n=3994

Q1 Which of the following best describes your mood in the last month or so?
Contributing support factors
Contributing support factor - Teacher performance:
As in Wave one, perceived teacher performance was good, with 2 out of 3 learners claiming that their teachers had done their best to prepare them for their tests / exams.

Total market excluding “Don’t know / Don’t care”
n=4026

Q5: Do you think your teachers did their best to prepare you for your tests or exams?

- Yes, they did their best: 66%
- They did okay, but they could have done better: 27%
- No, they did not prepare me well: 7%

Learners in the Northern Cape had the highest regard for how well their teachers prepared them (77%).

There was no significant difference in perceived teacher performance among public school, private school or FET college learners.
Thinking about your teachers, which words best describe them?

n=1342

- Good at their job: 51%
- Motivated: 41%
- Knowledgeable/clever: 38%
- Enjoy teaching: 36%
- Inspiring: 35%
- Energetic: 30%
- Boring: 28%
- Lazy: 20%
- Don’t enjoy teaching: 15%

Sentiment towards teachers is overwhelmingly positive.

Wave 1 results
Contributing support factor - Quiet place to study and do homework: Only about half of the learners always had access to a quiet place to study and do homework after school.

Total market
n=4093

Q6 When school is finished for the day, do you have a quiet place that you can go to, to do your homework and study?

Learners at a private school or FET college were more likely than learners at a public school to have access to a quiet place to study / do homework.
### Contributing support factor - Someone to help with homework or studying:

About two thirds of learners always had access to help if needed

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, my friends and family help me</td>
<td>41</td>
</tr>
<tr>
<td>Yes, I have tutors that assist me</td>
<td>10</td>
</tr>
<tr>
<td>Yes, my teachers make time after school to help me</td>
<td>9</td>
</tr>
<tr>
<td>Yes, community members help me</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes I can find someone to help me</td>
<td>16</td>
</tr>
<tr>
<td>No, there is no one to help me</td>
<td>23</td>
</tr>
</tbody>
</table>

Total market excluding “Don’t know / Don’t care”

n=4041

Leaners at public schools were significantly more likely to have no one to help them, compared to learners at private schools or FET colleges.

Notably more white learners had tutors to assist them than black learners (16% vs. 10%). Similarly, more black learners didn’t have access to any help, compared to white learners (23% vs. 15%).

Q7 If you need help with homework or studying, do you have someone who can help you after school?
Confidence for exams
Learner confidence - Feeling in the run-up to the exams:
A large proportion of learners still had a lot of studying to do, but thought that they would know their work in time. About a fifth of respondents felt stressed because they didn’t think that they would be able to study everything in time.

Total market excluding “Don’t know / Don’t care”
n=4023

Q4 Thinking only about your upcoming tests or exams, which option best describes how you feel?
Impact of contributing support factors and school learner type on exam confidence and stress levels

• As access to teachers that did their best, a quiet study environment and someone to help with studying / homework after school increased, confidence levels in preparation in the run-up to the exams increased, and stress related to the exams decreased

• Private and FET school learners felt more confident about the upcoming exams, than public school learners. They were also more supported than public school learners in terms of access to a quiet study environment and someone to assist them with studying / homework
Learner confidence - Expected results:
1 in 3 learners believed that they would do well and improve on their previous marks. A quarter of the sample hoped that they would get distinctions, and 1 in 10 felt that they might fail some subjects.

Total market excluding “Don’t know / Don’t care”
n=3927

A slightly higher proportion of females believed that they would do well and improve on their previous marks, and males were slightly more likely to believe that they would fail some of their subjects.

Q8 What results are you expecting after the exams?
Impact of contributing support factors and school learner type on expected results

- As access to teachers who did their best, a quiet study environment and someone to help with studying/ homework after school increased, better results were expected.

- A higher proportion of private and FET school learners, compared to public school learners said they were expecting distinctions for most subjects.
Thank you!