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**THE DETERMINANTS OF THE EDUCATION SYSTEM
IN
GAZANKULU**

by

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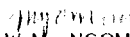
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DECLARATION

I hereby declare that THE DETERMINANTS OF THE EDUCATION SYSTEM IN GAZANKULU is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.


W.M. NGOMANI
April 1989
POTCHEFSTROOM

DEDICATION

This dissertation is dedicated to my wife, Elizabeth, fondly known as Gavaza and my five sons: George Musa, Charles Mkapi, Rodgers Tinyiko; James Mikateko and Russel Amukelani.

It is especially dedicated to the memory of my late uncle, Jack Sibangamsindo ka Nwanhenga Ngomani, who was always a source of inspiration and a symbol of hope to me to the extent that it culminated in this work.

Finally this dissertation is dedicated to my mother, Manayila Mhlava, for her foresight throughout my difficult years of schooling, and my late father Thomas Hlupheka for his insistence on hard work as a gateway to future success.

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P R E F A C E

Then I heard the Lord say,
"Whom shall I send?
Who will be our messenger?"
I answered, "I will go! Send me!"

Isaiah 6:8

The assistance and inspiration that culminated in the completion of this dissertation came from the Almighty God.

W.M. NGOMANI

OPSOMMING

Hierdie navorsing het ten doel om die determinante van die onderwysstelsel van Gazankulu bloot te lê. Dit word algemeen aanvaar dat daar faktore is wat die ontwikkeling van 'n onderwysstelsel veroorsaak. 'n Onderwysstelsel beskik beide oor algemeen erkende asook eie unieke faktore wat meebring dat die besondere onderwysstelsel uniek is. Die probleem is: Watter determinante bepaal die onderwysstelsel van Gazankulu?

Dit is die doel van hierdie navorsing om die determinante wat die ontwikkeling van die onderwysstelsel in Gazankulu beïnvloed, te beskryf. Daar is van 'n literatuurstudie sowel as van onderhoude gebruik gemaak. Onderhoude wat gevoer is, het die inligting wat deur middel van die literatuurstudie verkry is, bevestig en het ook nuwe inligting aangaande die onderwys in Gazankulu opgelewer.

Hoofstuk 2 bevat 'n teorie aangaande onderwysstelsels, wat as basis dien ter evaluering van die onderwysstelsel van Gazankulu.

Hoofstuk 3 verskaf agtergrondinligting aangaande Gazankulu. Dit sluit in die geografiese ligging, klimaat en reënval, bevolkingsamestelling en taal, historiese verlede en ekonomie. Bogenoemde is nodig geag ten einde die leser in staat te stel om die stand van onderwys in Gazankulu, wat in hoofstuk 4 gestel word, te begryp.

In hoofstuk 4 word die werklike stand van onderwys in Gazankulu weergegee. Die komponente van die onderwysstelsel van Gazankulu word beskryf. Bogenoemde stel die leser in staat om die onderwysstelsel van Gazankulu te evalueer teen die agtergrond van die teoretiese struktuur wat in hoofstuk 2 gestel is.

Hoofstuk 5 gee 'n beskrywing van die determinante van die onderwysstelsel van Gazankulu. Die determinante word in twee groepe verdeel, naamlik die algemeen aanvaarde determinante en dié wat hul oorsprong in Gazankulu het en dus uniek en eie is aan die onderwysstelsel van Gazankulu.

Hoofstuk 6 bied 'n opsomming van die voorafgaande hoofstukke. Die bevindings word weergegee. Aanbevelings word gemaak aangaande determinante wat 'n ongunstige invloed op die onderwysstelsel van die nasionale staat het, ter verbetering van die onderwysstelsel.

ABSTRACT

This research study concentrates on exposing the determinants of the education system in Gazankulu. It is universally accepted that there are factors which cause the development of an education system. An education system has both universal and individual factors that make it a unique education system. The problem is "which are these individual factors in Gazankulu which make it a unique education system?"

This research aims at revealing these determinants that give shape to the course of development of the education system in Gazankulu. Both the literature study and the interview methods were used. Interviews conducted verified information derived from literature study as well as to provide new information regarding education in Gazankulu.

Chapter 2 presents a theory on education systems, thus forming a base on which Gazankulu Education System can be evaluated.

Chapter 3 gives a background information about Gazankulu. This includes the geographical position, climate and rainfall, language and population, historical past and economy. This was considered necessary for a reader to understand the position of education in Gazankulu to be presented in chapter 4.

In chapter 4 the actual position of education in Gazankulu is given. The components of the education system in Gazankulu are described. This enables the reader to evaluate the Gazankulu Education System against the background of the theoretical structure of the education system presented in chapter 2.

Chapter 5 presents the determinants of the education system in Gazankulu. These determinants are classified into two groups, viz. the universally accepted determinants and those originating from within Gazankulu and which are unique to the education system of Gazankulu.

Chapter 6 summarises the preceding chapters. The findings are presented. Recommendations on each determinant having an adverse ef-

fect on the education system of this national state are given, with a view to effecting improvement.

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1. INTRODUCTION

1.1 ORIENTATION AND PROBLEM OF RESEARCH

A careful study of an education system reveals that an education system does not exist in a vacuum. There are certain factors responsible for the course of each education system of any country. That is why Michael Sadler, (quoted by Vos & Barnard, 1985:4) says: "In studying foreign systems of education we should not forget that things outside the schools matter even more than things inside the schools, and govern and interpret the things inside". We call these forces and factors that determine the nature and course of development of a specific education system the **determinants** of that education system.

An education system is an education system by virtue of the general structural principles which give it form (Stone, 1981:58), for example on the strength of its universally valid essential characteristics (principles) which make it an education system and nothing else. At the same time each education system displays its own unique and changing individuality, for example the general principles are in close association with the particular circumstances (Stone, 1981:58). This means that each of the different education systems of the world is an actualisation/individualisation/particularisation of the ideal education system that was given primordially. The education system of any country is therefore influenced by various determinants (factors) in the natural and cultural life-world of man, under the guidance of the community ground motive. This means that man individualises those fixed and universally given structural principles of the education system in a particular way according to the directive, determinative and controlling influence, spirit, direction and content of his ground motive and the **determining factors** (UNISA, 1978:162-163). Malao (1986:60) says that all education systems have common features and yet local circumstances give every education system its individuality

The above means that besides the existence of the generally valid structural principles of an education system, each education system (like

the Gazankulu Education System) receives a unique character under the influence of the determining factors here referred to as determinants.

Stone (1981:63-65) refers to research in Hans' Comparative Education: "A study of Educational Factors and Traditions", which is a systematic attempt to reduce factors influencing a country's educational development to a theory which would explain why the form which educational practice takes is unique in every area. Concepts such as "nationalism" and "national character" are described here as determinants of an education system.

In the same way again, Stone (1981:64) refers to studies conducted by King, Vaizey, Thut and Adams as having come to the conclusion that factors that lead to the uniqueness and diversity of education in the world include cultural conflicts, technological change, ideologies, philosophy and social change, general economic situation, traditions, religious beliefs, language problem (bilingualisms) nationalism, political ideals and ethnicity. All these influence the realisation of an education system of any country. This research study is therefore necessary to reveal and expose those main determining factors that give form to Gazankulu education system as a unique education system.

Although the education system of Gazankulu is of recent origin and therefore extensive research studies have not yet been undertaken, a few have been conducted, viz.

- * Report on Possible Reasons for Poor Standard 10 Results in Gazankulu conducted by Smit, under the auspices of the Research Institute for Education Planning, U.O.F.S., Bloemfontein, 1986. This report stressed under-qualification of teachers as one of the main causes of the poor results in Standard 10.
- * Report on Science Education in Secondary Schools in Gazankulu (1987) and recommendations for Action by Pell, Science Education Consultant, Gazankulu. This report spells out the role of education within the State to satisfy the national needs in Science and Mathematics.

- * A Report on Secondary School Mathematics in Gazankulu (1987) and Recommendations for Action, by Vieira, produced in February 1988. This report recommends that Mathematics be made compulsory for every student up to Standard 7 and that it be made compulsory in each school up to Standard 10 but for certain pupils who have an aptitude and interest in this subject.
- * Non-formal Education for Development with special reference to Gazankulu (M.Ed. dissertation, U.O.F.S., Bloemfontein, 1984) by Nyathi, Chief Inspector of Education, Gazankulu. One of the aims of this dissertation was to describe and evaluate factors which have landed the Gazankulu education system in a situation in which it cannot cope with the present educational demand in the provision of educational facilities.

From the information given by the four studies outlined above, it has emerged that it is necessary to add to the pool of knowledge already available on the Gazankulu education system by exposing the whole spectrum of factors contributing to the educational development in this part of Southern Africa, and by so doing to contribute to the guidelines essential for the development of the Machangana/Vatsonga national unit.

Following on the same ideas, the problem of this research study is therefore "Which are the main determinants of the education system of Gazankulu?" Consequently, this research problem is concerned with exposing the determining factors of the education system in Gazankulu and subsequently attempt to generalize the findings that will issue from the interpretation, but all these based on the education system in Gazankulu. Therefore the problem could be stated as follows:

- What is the theory underlying the determinants of an education system?
- What is the background of education in Gazankulu?
- What is the present structure of the education system in Gazankulu?

- Which determinants determine the present structure?

1.2 AIMS OF RESEARCH

The aims of this research are to find and expose the main determinants of the education system in Gazankulu. Therefore the aims of this research are as follows:

- To describe the theory underlying determinants of an education system.
- To describe the general background of education in Gazankulu.
- To describe the present structure of the education system in Gazankulu.
- To find the determinants which determine the present structure of the education system in Gazankulu.

1.3 METHODS OF RESEARCH

1.3.1 Literature Study

The research will concentrate mainly on a literature study based on sources in Comparative Education already available. This will provide information on the prevailing condition of education in Gazankulu as well as on the education systems of the world in general.

Both primary and secondary sources will be consulted, such as relevant books from libraries, departmental annual reports as well as other reports on the education in Gazankulu, all of which are available from the Department of Education in Gazankulu.

1.3.2 Interviews

In order to verify the information on current educational matters derived from the literature review as in paragraph 1.3.1 above, as well as to derive new information regarding education in Gazankulu, interviews will be conducted. Here, people (officials) with extensive knowledge and experience in educational matters will be consulted. In other words, the criterion for selection of such officials to be interviewed will be a person's experience, his knowledge of educational matters in general and in Gazankulu in particular, as well as his position in the Gazankulu Government (particularly in the department of education) and the official's academic level.

1.4 DEMARCATION OF THE FIELD OF RESEARCH

1.4.1 General

This research is confined to the investigation and exposition of the determinants of the education system in Gazankulu. Key words or central terms that have been used in the title of this research will be explained in order to indicate the point of departure.

1.4.2 The concept determinant

The concept determinant means "An influencing or determining factor" (The Reader's Digest Great Illustrated Dictionary, 1984:464). Malao (1986:7) quoting Gove (1971:616) defines the term determinant as "a fact, circumstance, or situation which identifies, aids diagnosis, or determines the nature of something or which fixes, determines, or conditions an outcome or issue".

From the above definitions, the concept determinant then indicates an aspect having power to influence or give particular shape or direction. It is a fundamental factor that is decisive in giving a course of development to something.

With regard to an education system then, determinants of the education system are those factors that give shape to the education system. Put differently, the determinants of an education system refer to those factors which cause the nature of development of the education system of a country. Referring to the problem under investigation, the problem centres on those factors which give shape to the education system in Gazankulu. This implies that without these factors the education system in Gazankulu should not have the characteristics presently manifested. These determinants determine the type and form of the education system of Gazankulu.

Rupert (1976:5) indicates that under the guidance of a community ground motive, a community culture (which includes the education system) is directed by impelling, limiting and determining factors which the Dutch philosopher Dooyeweerd has distinguished as 15 modalities and classified into natural and cultural factors. These are circumstances that under the guidance of a community ground motive influence the course of development of an education system and their impact differs from community to community. These determinants then, under the directive influence of the ground motive (spiritual force), influence the actualisation of the principles of education (Van Schalkwyk, 1988:246).

As mentioned before, some of these determining factors are more in evidence in the development of an education system than in others, and in the development of the education system in some countries than in others like the linguistic factor that is predominant in the Republic of South Africa, a multilingual country, than it is the case in a unilingual country (Van Schalkwyk, 1988:249). In the same way the physical and kinematic aspects have influenced the development of education in Switzerland in a unique manner. The immobility of man in Switzerland due to mountains and climate caused the Swiss people to settle traditionally in regions (cantons). This resulted in the formation of sub-cultural groups each one of which demanding its own specific education (Van Schalkwyk, 1988:246). This is so because the education system is interrelated with the environment where it takes place (Stone, 1981:64-65). Similarly, in a sparsely populated region (as it is the case

in Western Australia), it would be uneconomical to provide differentiated education (academic, technical, agricultural, domestic science and many others) as the small number of pupils (numerical) and their distribution over a wide area (spatial) will only justify one comprehensive school (Stone, 1981:66-67; Van Schalkwyk, 1988:246). Hans (quoted by Stone, 1981:69) indicates the influence of physical factors on the education system when he says that in cold regions like Denmark, Finland and Sweden the age limits of compulsory school attendance are higher than in warmer areas like Spain, Italy, Greece and France. Seen in this way, natural factors make a particular demand on the education system which must of necessity organise itself in response to this demand.

In the formation of culture, the historico-cultural factors (Vos & Barnard, 1985:49; Van Schalkwyk, 1988:248; Stone, 1981:74-76) exert a decisive influence on education as education may not develop in a manner contrary to its milieu since the education system was formed in the course of time and evolved in conjunction with time. It is here that the three cultural principles (continuity, integration and differentiation) come to the fore and make specific demands on the realisation of education systems. The Gazankulu education system is a product of historico-cultural factors and its actual manifestation today reflects the course of history through which it has passed in the formation of the culture of the Machangana/Vatsonga people. Since every culture is a product of time (Van Schalkwyk, 1988:248), it implies that it also sets its own contemporary demands and therefore the spirit of the age becomes a reality which cannot be ignored by the education system. Ulich (quoted by Stone, 1981:75) stresses the involvement of history and education when he says "Because people often disagree about what should be learned and valued, education is involved in the drama of human history, with all its achievements and with all its conflicts and failure." Viewed in this sense, education systems therefore are part of cultural history. That is why Comparative Educationists like Hans and Kandel (Vos & Barnard, 1985:19-20) in their historico-functional approach became convinced that an education system and policy could only be understood, interpreted and explained if historical causes were known. The great differences between education systems emanate, among others,

from the involvement of every education system with the culture of its own national community (Stone, 1981:75).

In the same way history abounds with literature in which the influence of majority groups has been so strong that the ethnic minorities have had to struggle to maintain the relation between education and their own culture and language, for example the dilemma they face was how they should retain their cultural integrity while simultaneously participating in the social and economic institutions of their larger society (Stone, 1981:75). In the same way Holmes (1980:1) maintains that traditionally educational policies represent the outcome of battles and conflicts of long ago.

The above exposition clearly indicates the irrevocable influence of determining factors on the education system, and how each determinant makes a particular demand on the education system. As mentioned before, the influence that each determinant exerts on the education system differs from country to country. This also applies to responses by an education system to each demand. The numerical aspect, for example, affects every education system. The response of each country's education system to this aspect will be determined to a great extent by the size of its economic aspect (financial resources at its disposal).

1.4.3 Internal and external determinants

There exist various models of determinants of an education system. Steyn (1988:73) presents models of determinants of an education system that are classified by Van Schalkwyk, Bondesio and Berkhout as follows: demands from the life-world, demands for the principles of actualisation of education systems, social structures as determinants, internal demands, demographic factors, economic factors, scientific and technological factors, political systems as well as religious and world view (ground motives) of the target group.

The determinants of education systems can be classified under two groups, viz. internal and external determinants. An internal determinant

is that factor that exists within the education system and thus influences the other components of the education system by stimulating or limiting the actualisation of the desired educational objective.

On the other hand, an external determinant is a factor that influences the course of an education system from outside the system. It has to do with the physical surroundings which may have an influence on the educational needs of the target group, for example life and world-view of the target group, the culture of the target group and the demographical and geographical surroundings of the target group (Steyn, 1983:73-76).

With regard to Gazankulu, the determinants of its education system will be revealed in chapter 5. Here, although all the 15 modalities as reflected in Dooyeweerd's classification have each an influence on this education system, only those determinants considered to have great influence on the development of the education system in question will receive attention.

1.4.4 Universal and individual determinants

A detailed exposition on the modal structural moment of the education system in accordance with Dooyeweerd's classification is given under paragraph 2.2 below. Here, the fifteen aspects of reality (modalities/determinants) are discussed as universal determinants of the education system of any country.

The influence of these factors in the development of the education system in Gazankulu is revealed in the subsequent chapters. Because any education system has both universality and individuality as its characteristics (Vos & Barnard, 1985:36; Van Schalkwyk, 1982:37-38), the universal determinants will be considered to represent those factors universally accepted and which operate in any education system of the world. On the other hand, each education system has its own individuality; it is an actualisation/realisation/particularisation of the ideal education system that was given primordially (UNISA, 1978:77). On the strength of this, it was considered convenient to classify the

determinants of the education system of Gazankulu into two groups: universal determinants (universally accepted) and individual determinants (those determinants peculiar to Gazankulu education system and which have their origin within Gazankulu and which have therefore a tremendous influence on this education system). This classification was considered logical in order to present a logical picture of the course of development of education in this country.

1.4.5 Education system

An education system is that cultural-educational (pedagogical structure) phenomenon that is interrelated with societal relationships and which finds its goal within time (the temporal structure) in the planned, organised and accelerated unfolding. This occurs in co-ordination with the differentiating community of those receiving education within a state territory under the guidance of a ground motive (UNISA, 1977:165). In other words, an education system is that interwoven structure in which various groups have a role to play with regard to public education and which is so organised as to promote its efficiency. The concern of the education system is therefore the reseration of the child to reality and reality to the child. This will receive more attention in paragraph 2.1.

1.5 GAZANKULU

Gazankulu is a national state for the Machangana/Vatsonga people. It is a territory geographically situated in the North-eastern and Eastern Transvaal, for example it stretches from the northern towards the eastern part of the Transvaal (see paragraph 3.2). Gazankulu was recognized as a discrete national state for the Machangana/Vatsonga people within the Transvaal in 1969. This self-governing state was set up on 1 February 1973, under the present Chief Minister, The Honourable Professor H.W.E. Ntsanwisi (Pell, 1987:5).

With respect to its own position, and with due regard to educational administration, Gazankulu territory is divided into two regions, viz. the Northern Region and the Southern Region. Between these two regions

there are other population groups, viz. the white area and the Lebowa area. However, the education system in both these regions is similar through the system of control of educational matters, co-ordination by the central ministry of education and supervision from circuit offices which have a direct link with the office of the Minister of Education (see chapter 4).

1.6 CHAPTERS OF THIS RESEARCH STUDY

Besides this chapter, five other chapters will be presented in the subsequent discussion. Chapter 2 is intended to give an outline of the theoretical framework of an education system while chapter 3 will give concise information about Gazankulu by identifying its geographical position, the broad history, some early traditions, climate and rainfall, language and population, the government, the economy and the early general background education in Gazankulu. In chapter 4 the present education system of Gazankulu will be discussed, which will give background knowledge for an understanding and appreciation of the present determinants of this education system, to be presented in chapter 5. A summary of the salient points will be given in chapter 6, together with the evaluation and recommendations emanating from this research study, with a view to improving the present education system of Gazankulu.

1.7 CHAPTER SUMMARY

An education system of any country to a great extent shares characteristics with education systems in other countries. This is so because each education system has universally valid structural principles that make it an education system and nothing else. This is the universality of education systems. But it has also been revealed that each education system bears a stamp of individuality, or uniqueness, based on determining factors (natural and cultural) under the guiding influence of the community ground motive. On the strength of this, it was pointed out that each education system in the world (like Gazankulu Education System) today is a particularisation/realisation of the ideal education system that was primordially given.

The aim of this research is therefore to reveal those determinants of the education system in Gazankulu which give it a unique identity despite the fact that it shares certain features with all other education systems. These factors will be revealed through the description of the present structure of the education system in Gazankulu. A recommendation will be made on each factor, calculated towards effecting an improvement on this education system.

It has been indicated above that this research study will be based on a literature study, both primary and secondary obtained from libraries and from the Department of Education. This information will be supplemented by interviews with knowledgeable officials.

The necessity for this research study has been outlined by referring to previous research studies and reports on the education system in Gazankulu.

CHAPTER 2

THE THEORETICAL STRUCTURE OF THE EDUCATION SYSTEM

2.1 INTRODUCTION

As explained in paragraph 1.4.5 above, an education system is an interwoven social structure whose main task is educative teaching in the interest of civilization. The theoretical structure/framework of the education system is a universally valid structural principle of any education system. An education system is the central field of study of Comparative Education as a discipline. Although comparative educationists differ in defining an education system, there is unanimity as to the purpose of Comparative Education's objective in studying an education system, viz. the solution of educational problems internationally with a view to effecting development through providing guidelines (Steyn, 1988:1).

From the above explanation, it becomes clear that an education system as a phenomenon is an idea on which each comparative educationist can only theorise along acceptable scientific principles. Stone (quoted by Steyn, 1988:3) defines an education system as follows: "Die nasionale onderwysstelsel, die omvattende kultuurproduk van die mens op die gebied van die opvoeding en onderwys, is 'n vervlegtingstruktuur waarin sosiale strukture van 'n bepaalde samelewing met die onderwysinrigtings verenig om deur koördinasie van bydraes en deur organisasie die versnelde ontsluiting van die jeug binne 'n bepaalde staatsgebied teweeg te bring in aansluiting by die natuurlike eise van tyd en plek."

In defining an education system as given above, Steyn (1988:3) puts emphasis on the idea that the education system should be seen as an instrument created by society to provide education for the young in an organised, orderly and planned manner in order to effect educative teaching.

It can be emphasised that an education system as an interrelated social structure functions in time perspective, and finds its true purpose and destiny in the education of the non-adult, for it is given and intended to reserate the child to his full humanness, for example to the complete and responsible fulfilment of the purpose of being human (Van Schalkwyk, 1982:5-6).

The education system finds its purpose and limits in the nature of the child, for example it is based on the nature of the child, as the nature of the child is a direct determinant of the structural nature of the education system (Van Schalkwyk, 1982:6).

An education system operates under the guidance of a ground motive and the other determining factors: natural and cultural factors. That is why, besides the existence of similarities among education systems, there are also diversities among them (Vos & Barnard, 1985:43). The school system is the core of the education system (Vos & Barnard, 1985:39).

An education system as an interwoven structure consists basically of four components, viz. the education system policy, the education system administration, the school system (which is the core) and the supportive services. It must be mentioned, however, that each social structure in the components of the education system is sovereign within its sphere of competence, as each has its own particular task given to it primordially in the interwovenness for the execution of public education (Van Schalkwyk, 1982:78). In this connection, Van Schalkwyk, (1982:17) says: "The principle of freedom for responsibility is applicable to every social structure in the education system. This means that everyone's calling, task or responsibility is only truly fulfilled when, amongst others, it is exercised according to this principle in the education system." Every social structure in the interwovenness is an integral part of the structure of society and each plays a unique role in the development of education and culture.

An education system does not take place in a vacuum (Jones, 1973:87). This means that there are determinants (factors) of that education

system. These determinants of the education system are responsible for the nature of or course of development of the education system. It is as a result of the variations of the impact of these determinants on each education system that education systems differ, although each is an education system by virtue of similar (universal) principles that characterize all of them as education systems. Following on this point, it follows that there are universal as well as individual determinants of the education system. Because an education system displays both universal and individual determinants, this research study is intended, therefore, through the explanation of the theoretical structure of an education system in general, to identify individual determinants of the education system of Gazankulu.

2.2 THE STRUCTURAL MOMENTS OF THE EDUCATION SYSTEM

2.2.1 The religious structural moment of the education system

This is rooted in the fact that the cosmos with everything in it, has been created by God. This further implies that man's religious convictions colour his view of reality including education (Malao, 1986:40).

Ruperti (1976:5) confirms this view when she says that the ground motive is the spiritual force, a community force that determines the direction of all activities. It therefore stands without reason that any education system will only be normative if the ground motive is mirrored in its education system.

2.2.2 The temporal structural moment of the education system

As man exists in time (as was explained in paragraph 1.4.5 above), the structure of his education system must of necessity go with the spirit of the time (Van Schalkwyk, 1982:45).

The education system also accommodates the changing needs, interests and values of the child as the child grows in time. All these point out that nothing exists outside time, but everything (including the education

system) is inseparably tied to time. One of the criteria to evaluate an education system of any country would then be whether that education system takes into account the needs and interests of the changing time. This also implies that the education system must focus to the future, as the child is educated to the future. That is why Alvin Toffler focuses his attention to education directed to the future. It is Toffler's conviction that "all education springs from some image of the future" (Toffler, 1974:3).

2.2.3 The modal structural moment of the education system

2.2.3.1 Introduction

Everything in the cosmos exists in particular ways which are called their modal aspects, or modalities, for example ways of being (UNISA, 1978:126-127; Van Schaikwyk 1982:40). A philosophy based on modes of being of reality has been developed by the Dutch philosopher, Dooyeweerd. Whereas material or matter for example a stone, has four modes of existence, viz. that it can exist numerically (numerical aspect), spatially (spatial aspect), kinematically (kinematic aspect) and physically (physical aspect), a plant has one additional mode of existence, viz. the biotic aspect while an animal has all the five ways of existence plus the psychic aspect. These modes of existence are called the natural aspects of reality.

Man, in addition to the above six natural aspects of reality, displays nine more modes of existence. These are the logical - analytical, historico - cultural, linguistic, social, economic, aesthetic, juridical, ethical and pistical aspects of reality. The last nine mentioned are called cultural aspects of reality (UNISA, 1978:127) so that man exists in 15 modes and this gives him a unique identity in the cosmos (Malao, 1986:41).

2.2.3.2 The natural aspects of reality

2.2.3.2.1 Introduction

These are aspects whose influence on the education system is natural, for example natural aspects or modalities are natural circumstances that are subject to the laws of nature and whose influence cannot be changed by man, for example their influence is not man-imposed.

2.2.3.2.2 The numerical aspect

The concept of number refers to a certain mode of existence of matter and determines the course of development of an education system. Aspects dealt with in education such as teacher/pupil ratio manifested through statistics facilitate planning by the education department (Malao, 1986:42). When speaking about the size of schools and classes, the number of schools and enrolments one is involved with the numerical aspect, and this demands constant planning on the part of the department of education (Vos & Barnard, 1985:46). Financial estimates for the following year are based on the concept of number (Malao, 1986:42).

2.2.3.2.3 The spatial aspect

The spatial aspect as mode of existence refers to the fact that matter has a specific structure or form (Van Schalkwyk, 1982:41). The spatial way of existence of the education system is indicated by the size of schools and their distribution throughout an area (Van Schalkwyk 1982:43). The spatial aspect is closely related to the numerical aspect when the two are expressed in terms of numbers (Malao, 1986:43). The spatial aspect has a determining influence on the provision of differentiation of facilities. It would be unwise and uneconomical, for instance, to provide a variety of institutions, for example academic, technical, domestic, vocational, commercial, etcetera in a sparsely populated area (Malao, 1986:44; Vos & Barnard, 1985:47). Under such circumstances, it would be wise and economical to have both primary and secondary schools under one roof as the existing population does not

justify separate institutions, yet in the densely populated area a provision of differentiated schools would be justified.

When the numerical and the spatial aspects are considered together, one speaks of demographic factor that influences the development of an education system.

2.2.3.2.4 The kinematic aspect

In the education system, the kinematic aspect refers to pupil migration and immigration and this aspect is connected with social and economic conditions of a country (Vos & Barnard, 1985:47). This aspect influences the course of development of an education system when for instance, parents accept new jobs in new areas or even in another country, or as a result of the emergence of agricultural circumstances that lead to a semi-nomadic life pattern (UNISA, 1978:150). Population movement as described above makes certain demands on the education system, such as standardisation of curricular in core syllabi and examinations throughout the whole country so that pupils who migrate from one part of the country to another are not disadvantaged. Such is the case in the education system of the RSA for the four provinces.

2.2.3.2.5 The physical aspect

The physical aspect of reality includes things such as climate, season, the relief of the land and mineral resources (Malao, 1986:45). The structure of the school system, the school building and equipment, the means and methods of transportation of pupils and the age limits of compulsory attendance are to a great extent determined by climate and the configuration of the country (UNISA, 1978:150). Vos & Barnard (1985:47) indicate that in the cold countries the number of years of compulsory school attendance is higher than that in warmer countries, for example the lower age limit of compulsory school attendance is usually higher in cold countries than in warmer countries. In any case, the demand is made on the education system to fulfil its educative task in a

unique manner as a result of the physical condition in operation in that country.

2.2.3.2.6 The biotic aspect

As far as the education system is concerned, the biotic aspect of reality deals with the demands of a growing, developing child population on the education system (UNISA, 1978:151). That is why school subjects such as Physical Education, Physiology, Biology, Hygiene and food schemes are provided (Malao, 1986:45). As a result of the influence of the biotic aspect, school facilities are adapted to the size and needs of the growing child's body. The education system also makes provision for safe playgrounds, soundproofing, health sites, benches, lighting and ventilation (UNISA, 1978:151). The biotic aspect therefore influences the development of the education system.

2.2.3.2.7 The psychic aspect

The education system regards each child as a reality with feelings, special interests and unique aptitude. That is why one of the most important principles of educative teaching is differentiation of pupils on the basis of their aptitude, nature and interest (Malao, 1986:46). It is for this reason that some schools classify their pupils on the strength of their aptitude, interest and their nature. The psychic aspect demands that the education system take the national character into account, and that opportunities and the right situations for every child according to his own nature be created. On the same vein the education system creates working conditions of teachers as pleasant as possible, all this from a psychic point of view. It is also for this reason that the education system makes provision for differentiation in education: schools for the mentally gifted children, special education for the psychically deviant children, be they emotionally disturbed, schizophrenic children or psychotic children (UNISA, 1978:151).

2.2.3.3 Cultural aspects of reality

2.2.3.3.1 Introduction

Cultural aspects are not deterministic, for example they do not function according to natural laws. They are man-imposed. They are norms which can therefore be transgressed. Stone (1981:72) indicates that as far as the cultural aspects are concerned, the education system does not function subject to deterministic laws, but in obedience to the demands of what ought to be. That is why they can be transgressed.

2.2.3.3.2 The analytical or logical aspect

The education system reveals differentiation and a well-ordered nature (Stone, 1981:73). It is a system characterised by a systematic organisation, planned distinctions and classification of all its activities (UNISA, 1978:51). This orderly arrangement results from man's distinctive thinking about education. Although an education system has many components, these components are systematically arranged to comprise an ordered whole. A careful scrutiny, for example, will reveal that there are variations consisting of different types, branches of study, subjects, standards, different levels of schools, for example pre-primary, primary, secondary and tertiary (Stone, 1981:73). Planning is an essential aspect of any department of education. These distinguishing features of the education system manifest themselves in the organisation of education on micro-, meso- and macro-levels, all this being the result of man's capacity for differentiation.

2.2.3.3.3 The historico-cultural aspect

Malao (1986:48) asserts that everything in the cosmos that is time-bound has a cultural-historical dimension. An education system ensures not only cultural assimilation and dissemination, but it is itself part of a nation's culture (Vos & Barnard, 1985:49).

Man, as the maker of history, gives concrete form to cultural norms and when this affects education, he creates educational culture (Stone, 1981:74). Because education systems developed to their present form through centuries, they therefore have a history. That is why an education system is part of cultural history and it is closely intertwined with it. It is for this reason that in order to fully understand and explain the education system of any country, it is necessary to understand the country's historico-cultural development (Stone, 1981:75).

2.2.3.3.4 The linguistic aspect

As pupils at school receive instruction through a language, the education system is determined by the language situation. The language problem is a controversial issue, especially in developing countries and those that have mixed cultural groups, some of which are regarded as minority groups. Various educationists, including Cingo, Stone, Hans and Luthuli have proved the importance of the mother-tongue as the best medium of instruction (Malao, 1986:49). These educationists maintain that language and thought are closely related. As such logical thought can only develop if the child's language develops simultaneously. The loss of a language (which is closely connected with culture of particular society/community) usually implies the loss of an important part of its culture.

2.2.3.3.5 The social aspect

In the context of an education system, the term "social" refers to the aspect of communication or interaction displayed by the education system (Stone, 1981:79). The term refers to communication that includes interpersonal communication, interaction with one's officials and bodies within an education system. This is based on the fact that the education system is an interwoven societal structure in which various bodies (for example state, church, family) interact with the sole purpose of effecting public education.

This interaction takes place, in the first place, on an inter-human level, as for instance between educators and pupils in the pedagogic-didactic

situation and in the second place between colleagues, be it teacher-teacher contact, teacher-principal or principal-inspector (Stone, 1981:79).

An education system provides opportunity for communication to take place, for example a school organises annual parents' day functions in which parents are also involved with educational matters.

This social aspect may further lead to international contact and co-operation among nations on educational matters (Vos & Barnard, 1985:50). Non-academic international and national organisations such as UNESCO, have been formed as a result of the social aspect to promote regular communication for the international mutual understanding of people on educational matters.

2.2.3.3.6 The economic aspect

When one speaks of education planning, one invariably implies education financing (Malao, 1986:53). According to Vos & Barnard (1985:184) the economic aspect refers to the financial aspect as well as to the effectiveness of the education system.

UNISA (1978:54) indicates that the evidence of an economic aspect in the education system reveals itself in financing of all undertakings and activities, the budgets, book-keeping, and valuations of material facilities. At the same time again, the education system operates economically by providing the economic sector with manpower, which aspect renders it an interwovenness with the commercial sector. It is for this reason that the demands in the labour market affect curricula at schools (Malao, 1986:54).

The economic aspect is one of the most important determinants in the development of national system of schools. There is a close relationship between the country's economic strength and its education system. The stronger the economy of a country, the more educational facilities it can provide (Malao, 1986:53).

2.2.3.3.7 The aesthetic aspect

The central concept of aesthetic aspect as a factor determining the course of the development of an education system is harmony. The appearance of school buildings and school grounds is not accidental, but is a response to the call of the aesthetic aspect of reality.

In other words, the architecture of the buildings and the layout of the terrain should present a unity with for example the art, music, ballet and literature which are then taught to pupils as part of their culture (Stone, 1981:83). The school buildings should therefore reflect the acceptable standard of architecture as well as the state, status and style of the arts and level of the aesthetic culture concerned (Stone, 1981:83).

It is for this reason that pupils are taught various vocations such as music and singing, painting, sculpture, poetry, design and art (Vos & Barnard, 1985:51). The aesthetic aspect therefore makes a particular demand on the education system. One can safely say harmony is therefore a crucial condition for a differentiated structure of an education system (Stone, 1981:83).

2.2.3.3.8 The ethical aspect

One of the central themes in the education system is character formation, this with a view to effecting educative teaching where consideration is given to educating the whole person not only his intellect. A school teacher is therefore continuously engaged in character-building (Stone, 1981:85).

The ethical aspect refers to morality, which lies in the sphere of relationships (love in temporal relations) (Vos & Barnard, 1985:52).

As far as the education system is concerned, this love in temporal relations (the ethical or moral aspect) reveals itself in various circumstances, for example between inspector and principal, inspector and teacher, teacher and parent, teacher and child, teacher in-

organisation and the state, school and church, school and family, school and nation, etcetera (UNISA, 1978:156).

However, ethical problems are still mirrored in the education system, in the case for instance where the provision of education of unequal value for different groups within the same education system is made (Stone, 1981:86). All these instances involve ethical considerations and are connected with ethical convictions.

2.2.3.3.9 The juridical aspect

An education system is controlled by legislation or an Education Act which is decided upon by Parliament. Because of an interwovenness of the state with education, the state imparts a juridical nature to the education system. This is so because an education system cannot manage without juristic capacity and protection in the execution of its task (Vos & Barnard, 1985:52).

It is the responsibility of the state to see to it that the activities of the schools do not clash with the policy of the government. The state correlates the entire authority, dictates the rights, powers and limitations of every societal groupings in their relation to public education, as well as to co-ordinate the operation of many educational institutions in its area in the interest of general welfare (Malao, 1986:57; Stone, 1981:83). Education legislation is therefore an expression of the state's commitment to the education system.

The part played by the state itself, church, teachers-in-organisation or university, are clearly delineated within the whole of the education system, so that the functions of the various bodies are clear to all concerned (Stone, 1981:84).

2.2.3.3.10 The pistical aspect

The pistical aspect is the aspect of faith and it is the highest aspect of reality that is only unique to man (Vos & Barnard, 1985:52). It affects

man's convictions and it becomes man's motivating power in all his activities, including the education system (Stone, 1981:86). Malao (1986:58) indicates that the pistical aspect refers to the act of surety faith, strong trust.

Among all the spiritual influences, religion is the most effective as it takes charge of the whole person. It appeals to the entire man and not only to his intellect, because it penetrates the emotional depth of human nature and conditions his habitual reactions as well as colouring the reasoning power of his creative mind (Malao, 1986:58).

The pistical aspect is a dominant spiritual force or ground motive that determines the thoughts and acts of a nation. It influences the entire education system: From policy formulation to the very education in the educational institutions. It is the directing principle of the system and gives it a certain content, direction and the structure of the system (Vos & Barnard, 1985:52; UNISA, 1978:157).

2.2.4 The individuality structural moment of the education system

2.2.4.1 Introduction

Malao (1986:59) indicates that everything in the cosmos has its own individuality and identity. The structure of the education system is the blueprint of its existence. Every object has its own uniqueness that distinguishes it from other objects. The education system of Gazankulu, for example, is nothing other than an education system on account of the fact that it has universal structural principles that make it an education system. This further implies that an education system has its own identifying structural features, the most important of which are (Steyn, 1988:70-71):

- Education system policy
- Education system administration

- School system, and
- Supportive services.

2.2.4.2 Education system policy

The gist of the role of the education system policy in the education system is given by Steyn (1988:19) when he says: "Die onderwysstelselbeleid is bindend van aard en behels die vaslegging van die besluite ten opsigte van die strukture wat geskep moet word, die fasiliteite wat verskaf moet word, die dienste wat gelewer moet word, die handelinge wat uitgevoer moet word, ensovoorts. Die onderwysstelselbeleid verteenwoordig dus die basis, die vertrekpunte, vir die inrigting en samestelling van die onderwysstelsel ten einde aan die onderwysbehoefte van die teikengroep te voldoen." The education system policy is therefore the determination of the means through which the educational needs of a particular group of people should be satisfied.

The state, owing to its particular identity as the possessor of the power of the sword in the interests of justice is empowered, on behalf of the society it rules, to establish educational policy by means of legislation (UNISA, 1978:135). In this connection, Ruperti (1976:45) says: "The state is the only societal relationship which, acting through the central legislature, speaks for the whole or for any part of a nation and whose ruling is binding for the whole or for the part."

It is the state that determines the broad outline of a national education policy. It also sees to it that the national policy as developed by other societal relationships meets with its approval (Ruperti, 1976:45).

The state remains a societal structure in which man has authority and which allows it to realise its tasks and functions normatively (Malao, 1986:64).

At the same time, the state, though it has the power of the sword, must realise that it is not competent to perform tasks of other societal

structures, because each one of the societal structures is sovereign within its sphere of competence. The state, for instance, cannot teach, because teaching is the task of the school, given to it primordially.

As already mentioned above, it is the responsibility of the state to protect the rights of everyone within the territory by means of the power of the sword. It is on this score that the education system therefore leans heavily on the state's function of juridical integration and harmonisation (Van Schalkwyk, 1982:117-118).

With regards to an education system the state stipulates definitely which bodies will be responsible for the implementation of each aspect of education. Usually an Education Act, ordinance or decree is not sufficiently detailed for immediate execution, and a clause is frequently inserted to the effect that more detailed regulations in terms of the enactment concerned shall be drawn up at a later date (Rupert, 1976:46).

Before the implementation of education legislation as discussed above can actually be realised in practice, planning is essential in accordance with the demands of the natural and cultural environment of the child whose education it is intended for (Malao, 1986:65).

2.2.4.3 Education system administration

2.2.4.3.1 Introduction

An educational administration in any education system refers to the processes involved with the creation of the correct climate under which the educational policy in the form of legislation can be maximally realised in order to effect educative teaching. Educational administration therefore refers to executive or implementary organs as well as to their functions (Rupert, 1976:57). The function of administrative bodies is to implement the enactments of legislative organs by means of regulations, for example by issuing further legally binding directives. Put differently, the function of educational administration is the interpretation and detailed specification of enactments of legislatures for the purpose

of supplying educational practice (the pedagogically qualified structures) with useful and necessary guidelines (Rupert, 1976:57).

Educational administration influences the results to be achieved in the actual educational practice, the direction to be pursued, as well as the priorities to be recognised within the education system (Musaazi, 1981:24).

Basically, the task of educational administration (the task of an education department) is to bring pupils and teachers together under such conditions as will more successfully promote the end of education (Van Schalkwyk, 1982:144), for example to actualise effective education. It can also be stated that by means of an educational administration, an educational act, which is the task of the state in the interest of civilisation, is executed through the educational institutions and supportive services.

In education system administration, six groups of processes can be distinguished, though they cannot be separated from one another in the actual educational practice, because they are undertaken simultaneously (Van Schalkwyk, 1982:144-145).

2.2.4.3.2 Education planning

Education planning involves working out in broad outline the things that need to be done as well as the methods for doing them to accomplish the purpose of education. Here, goals are defined and institutions are oriented towards goals. In schools for example, a pattern of activities and actions that are supposed to bring about the attainment of intended school goals are set out.

2.2.4.3.3 Education organisation

Education organisation refers to the establishment of a formal structure of authority through which work sub-divisions are arranged, defined and co-ordinated for defined objectives. Through education organisation, the

tasks of an educational institution are sub-divided and then related and arranged to create an operating unity (Musaazi, 1981:30-31). Organising is the arrangement of individuals and groups into a certain pattern so that their activities can be guided in a particular direction (Van Schalkwyk, 1982:150).

2.2.4.3.4 Education financing

In education financing, the state allocates a certain amount in the budget that will carry out education expenditure, as there is no free education today. Financing policies of a country are a reflection of its value choices, its order of priorities in the allocation of its resources and its political philosophy (Musaazi, 1981:204). Financing of education is laid down by legislation. The amount for financing is granted by a legislative body after submission of a budget in which the purposes for which money is required are set out (Van Schalkwyk, 1982:153).

It is therefore generally the duty of a government to accept full financial responsibility in paying out of public funds any money intended for educating its children. In fulfilling this obligation, the government prescribes measures of control to ensure that collecting and spending of public funds can be realistically accounted for. Principles of supreme political and juridical authority, democratic requirements, public responsibility and fairness, are also taken into account (Van Schalkwyk, 1982:68).

2.2.4.3.5 Personnel administration

Personnel administration concentrates on personnel planning and projecting, appraising human performance, selection and staffing, training development and enhancement of performance and productivity (Malao, 1986:68).

Basically personnel administration consists of two processes, viz. staff supply and staff utilisation. These two processes, encompass among others the following: record-keeping, job definition, recruitment and

appointment, promotion and transfer, research on staff matters, guidance, discipline and punishment, staff evaluation and consultation (Van Schalkwyk, 1982:154-161).

Malao (1986:68) indicates that personnel administration should also be seen as organising and treating staff at work so as to enable them to attain the highest possible realisation of their intrinsic abilities, which in turn will enable them and the organisation to which they belong optimum proficiency. Only in this way can the organisation (in this case the education system) realise the highest possible results of its educational activities.

2.2.4.3.6 Determining of procedures

Determining of procedures involves co-ordination, integration, harmonising, ordering and planning as a unity of the above discussed administrative processes, which is an essential aspect in effecting educative teaching in any education system. This entails taking decisions as to which processes should function, when, where, to what purpose, in what order, in order to realise educational objectives. Determining of procedures is not an isolated aspect. It is a procedure accompanied simultaneously by other matters such as planning, organising and staff administration (Malao, 1986:69).

Van Schalkwyk (1982:162) maintains that in order to realise a truly rationalised, effective and uniform work procedure in the education system as a whole and for every part of it, the following crucial points should be borne in mind:

- bringing about uniformity in the conduct and actions of the group;
- ensuring that every staff member's activities remain directed towards the goal;
- increasing the efficiency of mutual formal communication between all members;

- to be able to continue the functional control of all activities, to evaluate them and if necessary to correct them;
- ensuring that every individual member understands the total functioning of the education system so that he can see his own work in its context and understand its significance; and
- to bring about uniformity in the training of new staff members, so that the public know which procedures to follow when making contact with schools, supportive services and education departments.

2.2.4.3.7 Control (supervision) of education

Malao (1986:70) indicates that control and supervision affect classroom activities more directly than the other processes discussed above because it is in the classroom where it must be ascertained through control and supervision, that legislative enactments, determined aims and objectives are achieved in practice.

Educational control can either be centralised or decentralised. Centralised educational control refers to a situation where a central state legislative body delegates authority in respect of educational control to a single chief executive organ, which then exercises control over the whole national education system. If the central legislative body delegates authority to several executive organs, then the control is decentralised (Ruperti, 1976:60).

Control and supervision in democratic states are the responsibility of all social structures concerned for example state, family, church, school and community (Van Schalkwyk, 1982:163).

The inspector of education, on account of his professional and administrative knowledge, his experience on educational matters as well as his position and role of authority within the education system, is the official supervisor in the service of the state and the community (Van Schalkwyk, 1982:163). Inspection service therefore becomes a nodal

point between educational administration (education department) and its implementation (schools).

2.2.4.4 The school system

2.2.4.4.1 Introduction

The education policy of any country is carried out in the execution of education by what is referred to as the school system. All the institutions in which actual education takes place are collectively referred to as the school system (Malao, 1986:111).

This means that the task of educational institutions is the actual implementation of educative teaching in accordance with the expectations as laid down by the education policy. In order to ensure its efficient operation, the educational institution is controlled and managed externally by managerial bodies on the central, regional and local levels, and internally by its own managerial staff (Van Schalkwyk, 1988:105). Educational institutions are also assisted by supportive services such as the psychological and curriculum services (see paragraph 2.2.4.5).

Educational institutions (the school system) form the central components of an education system, for example they form an integrated organized whole which caters for all the various educational requirements of a community (Van Schalkwyk, 1988:105-106; Vos & Barnard, 1985:39). In this way educational institutions are able to create and organize teaching and learning situations in order to provide for the individual differences in ability, interest and choice as well as to meet the rightful and differentiated demands made by the community (Van Schalkwyk, 1988:106).

The school system is the result of ground motives and determining factors and it should comply with a community's ideals in meeting its immediate needs for organised education (Rupert, 1976:82). This further implies that the more developed the education system, the more differentiated the school system. An education system therefore takes these

differentiated needs into account and provide for them by means of different school types, standards, classes, levels, forms, courses, subjects and combinations of subjects (Van Schalkwyk, 1982:186).

The types of school to be developed for the type of education that must occur depend on the educational needs and desires of the community, determined by individual pupil and community differences (UNISA, 1978:14). The following are some of the general educational institutions of an education system:

2.2.4.4.2 The crèche

According to Van Schalkwyk (1982:186) this type of educational institution emphasises caring and education (taking care of, looking after, protecting, reservation of religious, ethical, social and aesthetic values) according to a child's ability to benefit from them. It provides for the needs of children from 0-3 years. Such schools are mostly provided in countries with a strong, expanding economy or poor social conditions (Van Schalkwyk, 1982:186). The education provided is informal but purposeful, planned and organised.

2.2.4.4.3 Pre-primary school

This type of institution receives children of 3-6 years of age. Such children receive norm-centred education in an informal but purposeful, planned and organised fashion. The curriculum of pre-primary education usually includes music, movement, language through stories, manual skills, religion and culture (Van Schalkwyk, 1982:187).

2.2.4.4.4 Primary school

This institution provides elementary or primary education. It is therefore an institution for fundamental, basic education. General education is given here because it is for all children and aims at providing everyone's basic right to literacy (Van Schalkwyk, 1982:187).

Primary education lays a foundation for differentiated education which will be provided later according to interest and aptitude of specific children in the community.

2.2.4.4.5 Secondary school

Secondary education follows from the general education of the primary education. It is partly general and partly specialised (Van Schalkwyk, 1982:188). Secondary education lays a foundation for tertiary education. Its education is integrated and differentiated, basic as well as specialised. It is usually divided into a junior secondary phase and a senior secondary phase, where the former is more informative with a differentiated subject-matter, while in the latter phase education is generally differentiated, and generally in accordance with the abilities, talents and interests of pupils (Van Schalkwyk, 1982:188).

In accordance with the differentiated system of education above, the following types of education are provided in the RSA:

- a technical course;
- a commercial course;
- a agricultural course;
- a natural science course;
- a course in the humanities;
- an arts course which may include Music, Ballet and Fine Arts;
- a home economic course (Home Craft, Needlework and Dressmaking);
- a general course; and

- a practical course with a specific vocation for pupils who are unable to benefit sufficiently from the ordinary classes (Van Schalkwyk, 1982:189).

2.2.4.4.6 Private schools

Private schools exist in the education system when the above types of schools are maintained by private bodies such as churches or parent associations. These schools are usually established with a particular spirit and character, though their syllabi and examinations conform, as it is in the RSA, to those of other schools (Van Schalkwyk, 1982:189).

2.2.4.4.7 Special schools

These are schools established to cater for the needs of handicapped children who may to a certain extent be educable, but due to some other reasons cannot benefit sufficiently from ordinary instruction, for example schools for the deaf and blind.

2.2.4.4.8 Education for the highly gifted

An education system should provide the opportunity for every highly gifted child to enable him to achieve optimal reservation. Van Schalkwyk (1982:190) indicates that in the White Education system of the RSA, about 2,27% of the school population is classed as highly gifted and an educational provision is made to meet the demand of such education.

2.2.4.4.9 Tertiary institutions

Tertiary education is mainly specialised and vocationally orientated. This type of education is undertaken by students who have already reached a certain level of development and are preparing, by undertaking such studies, to have a career in life. Examples of such institutions in the RSA are colleges, institutions for higher technical education and universities (Van Schalkwyk, 1982:192-193)

2.2.4.4.10 Adult education (Out-of-school education)

Adult education is a response to a striking feature of the modern world which is characterised by the need for mass education as an answer to universal education. It is for this reason that education has spread rapidly in the past two centuries, becoming a compulsory, essentially universal institution, and no longer education for the selected few. Richer countries have long since reached virtually universal education while poorer countries are still striving to reach this goal.

Knowles (1980:25) indicates that the term "adult education" involves staff development; manpower development; developmental education; in-service education; continuing education and lifelong education. Adult education encompasses practically all experiences of mature men and women by which they acquire new knowledge, understanding, skills, interest, attitude and values essential for their self-development.

The adult education mission satisfies three sets of needs and goals (Knowles, 1980:27-28):

- the needs and goals of individuals;
- the needs and goals of institutions, and
- the needs and goals of society.

The main aim of adult education is therefore to enable those individuals who, for one reason or another, could not benefit (sufficiently) from their earlier education (if ever they had any) to the extent that they could be creative, productive and therefore adaptive to this ever-changing, technological, highly complex and competitive world of today.

2.2.4.5 Supportive services

The success of an educational institution depends, among other factors, on many incidental matters. Since man and his world are dynamic by

nature, always in a state of continuous flux, it is not merely the pedagogic-didactical encounter between teacher and pupil that guarantees the success of an educational institution in the realisation of educational objectives envisaged by the society. The school therefore depends on the help from outside the school (Van Schalkwyk, 1988:131). Supportive services therefore come to the fore to enable the school to execute its task efficiently. Such supportive services are essential in order to make provision for divergent abilities and interests of all learners as well as for the fulfilment of a country's manpower needs. Supportive services, according to Ruperti (1976:112) are organized outside aid given to individual schools so that education can function smoothly. Their services are therefore aimed at enriching educative teaching carried out by educational institutions. In this way teachers become acquainted with the latest teaching and learning methods as well as new developments in the educational field (Van Schalkwyk, 1988:132).

Supportive services are of two types: those given to learners, such as medical and dental, guidance, school library, school bus transport, school journey and hostel services; while services given to educators include curriculum, examination, subject advisory, education media, training of teachers, educational research, communication and statistics and computer services (Van Schalkwyk, 1988:136-142; Ruperti, 1976:112-116; Steyn, 1988:38-39).

2.3 CHAPTER SUMMARY

In this chapter the theoretical structure of the education system has been presented. The education system was defined as an interrelated social structure. Its components composing the interwovenness were also identified.

The characteristics of the education system were given and described as the generally valid structural principles that make an education system an education system and nothing else. This was followed by a discussion on the basis on which the theoretical nature of the education system can

be understood, this read together with the determinants of the education system as discussed under paragraph 1.4.2.

Under the modal structural moment of the education system, both the natural and the cultural determinants of the education system were discussed to show that there are factors that, under the guidance of the ground motive as already revealed under paragraph 1.1 above, are responsible for giving shape to the development of and education system.

The individuality structural moment of the education system was presented to illustrate that every entity (like the education system) has its own identity or own identifying features. Four such identifying features of the education system were identified as the education system policy, the education system administration, the school system and the supportive services.

CHAPTER 3

GENERAL BACKGROUND DESCRIPTION OF GAZANKULU

3.1 INTRODUCTION

In order for a reader to understand and evaluate objectively the development of the system of education of any country (Gazankulu in this case) it is necessary first to give a general background of that country. This background information is intended to put the reader in a better position to understand the actual situation of the education system, as such a description exposes both individualistic and universal determinants of the education system right from the onset. It is believed that through the exposition of the general background of the Gazankulu education system, one will be in a better position to understand why this education system is as it is. This in itself is a harbinger to understand and appreciate the present position of the education system of Gazankulu, which is a result of the determinants of such an education system, as will be presented in chapter 5.

In order to provide the reader with a point of departure, it was considered necessary to arrange this general information about education in Gazankulu in such a way that the following be included: the geographical position of Gazankulu, broad history, early traditions of the people, their language, the development of the country's government, the economy, and the general background of the pioneering educational work that signalled the present educational activities in Gazankulu.

3.2 THE GEOGRAPHICAL POSITION OF GAZANKULU

Gazankulu is one of the smaller homelands in South Africa, and covers an area of about 674 564 ha mainly in the north-eastern Lowveld of the Transvaal (Hattingh and Malan, 1976:145). Gazankulu territory consists of four separate units, viz. the region north of the Letaba River (the largest unit) which borders on the Kruger National Park, the central unit in the vicinity of Tzaneen and the one situated farther east between

Bushbuckridge and the Kruger National Park. The fourth unit, near Phalaborwa, is of recent origin (as part of consolidation), and is the Lulekani District of the Majeje Tribe.

Gazankulu as we know it today is therefore the area between the Kruger National Park and the escarpment. It borders on other countries, viz. Lebowa and Venda, as well as White areas of the RSA (see map 3.1). (Mativandlela, 1988)

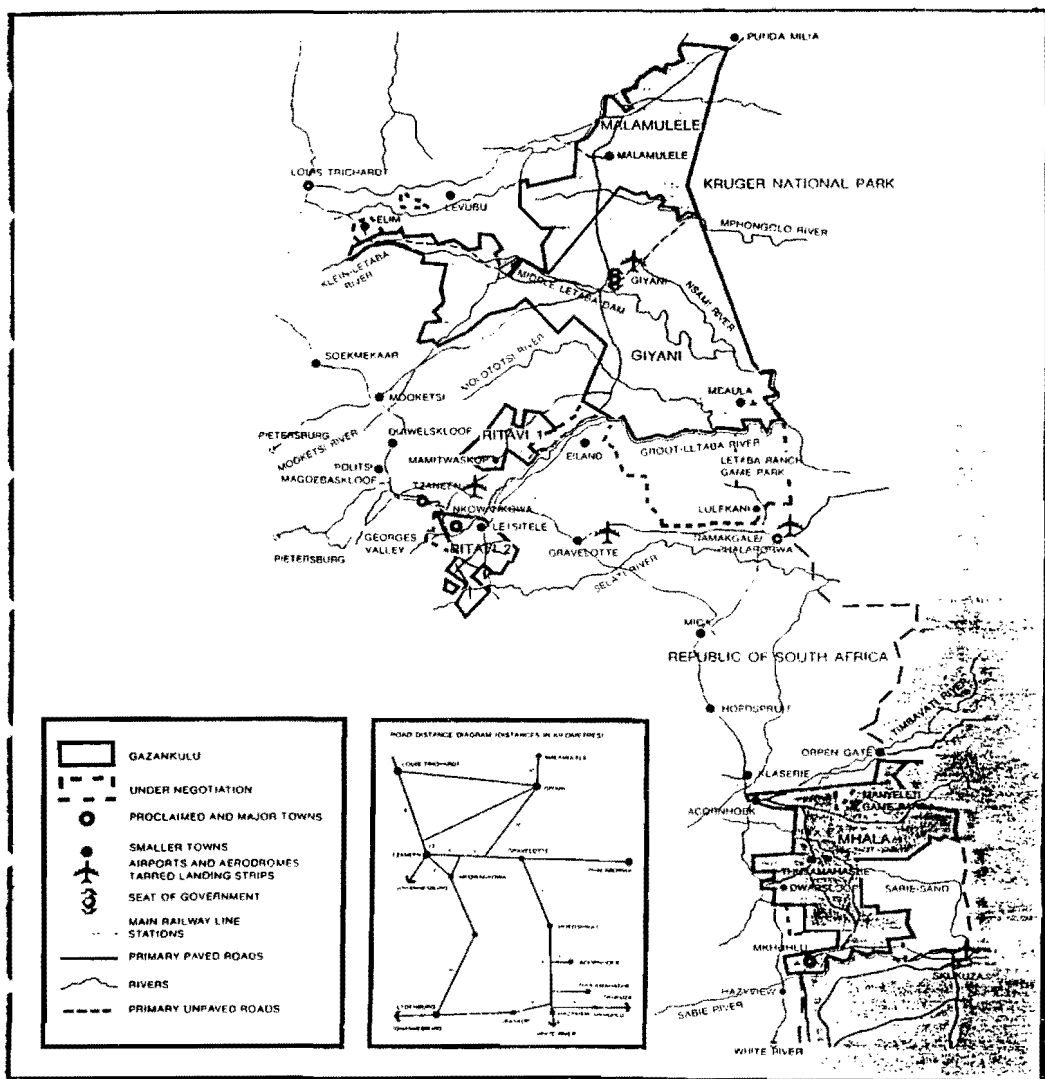
3.3 BROAD HISTORY OF GAZANKULU

The name "Gazankulu" refers to the Machangana/Vatsonga's past, especially to the rise of the Gaza empire that had been developed by Soshangana, a Nguni leader and one of Shaka's warriors (Department of Foreign Affairs and Information, 1981:4).

The Machangana/Vatsonga people today in the North-eastern and Eastern Transvaal originated in Gazaland in Mozambique. They are not truly members of the Nguni family, but have been influenced considerably by the Zulu (West, 1976:105; Hattingh & Malan, 1976:148). The flight of Soshangana from Shaka's regime to Mozambique led to the formation of this homogeneous group, viz. the Machangana/Vatsonga.

In the 19th century the Vatsonga were living in scattered units in the border area between Natal and Mozambique (West, 1976:105). Like many other Black nations, the Vatsonga people were affected by the dramatic rise of the Zulu nation. In 1920/21 they were conquered by Soshangana (Manukosi) who forced the native Tsonga tribes to submit to his authority and so absorbed them, except for a few tribes like the Maluleke, the Mabunda and the Khosa tribes who refused to be Soshangana's subordinates. These tribes and some others fled and crossed the Lebombo Mountains. Those who were subdued by Soshangana, like the group under Zwangendaba and another under Nxaba, were united with his group, the Machangana, and in this way Soshangana developed the Gaza empire (which was named after his grandfather) (Department of

Figure 3.1. Political Map of Gazankulu (The Shangaan/Tsonga Development Corporation, 1985:2)



Foreign Affairs and Information, 1981:4; Schapera, 1950:50). This means that many Tsonga tribes which did not subject themselves to Soshangana's authority moved westward over the Lebombo Mountains and into the lowveld region of North-eastern Transvaal which was at that time uninhabited (Department of Foreign Affairs and Information, 1981:4-5). When Soshangana died in 1856, the Gaza empire split up. During the reign of Soshangana's grandson, Ngungunyane, the power of the Machangana, was broken by the Portuguese, in 1895. This event caused the Machangana to seek safety in flight (Schapera, 1950:50; West, 1976:105; Hattingh and Malan, 1976:148). The Machangana sought safety by moving in a westerly direction and crossing the Lebombo Mountains. The Shangaans thus joined the Vatsonga tribes who had earlier emigrated to the Transvaal in rebellion to Soshangana's invasion, as described above. In this way they came into contact with the Venda and Sotho. The Machangana/Vatsonga nation therefore eventually developed from this into a homogeneous group with a strong national consciousness (Department of Foreign Affairs and Information, 1981:5).

Although the Zulus under Soshangana influenced their way of life, much of their language and their traditional way of life remained intact as a unique national unit. However, war songs among the Machangana/Vatsonga are those of Zulu origin and tradition.

From the above description, it becomes easy to understand how the term "Shangana" came into being in the Tsonga as a discrete national unit: the influence of Soshangana (Manukosi) a Zulu warrior who conquered many Tsonga tribes and forced them to become his subordinates, and were then called the "Machangana". Because the two groups (the Machangana and the Vatsonga) later united to form one homogeneous national group, they became known as the Machangana/Vatsonga people. Because the two groups initially fused to become one national unit in the Gaza area in Mozambique, it was felt appropriate to name the region in which they settled down after a series of fight with other Black national units "Gazankulu", the Great Gaza. This name then reminds the Machangana/Vatsonga people of their origin and their history. (Mativandelela, Mtsetwene, Mavangwa, 1988)

3.4 SOME EARLY TRADITIONS

Traditionally, the Machangana/Vatsonga were led by independent chiefs (West, 1976:105). One can therefore discern a great variation of aspects in the traditions of this nation among the Tsonga/Machangana people.

Traditionally, the Tsonga trace their descent through the same male line. Inheritance is not directly from father to son, but from a man to his younger brother, unless there is no surviving younger brother, in which case then his son becomes a direct heir.

The Tsonga clan believe they come from a common ancestor. This is reflected in the clan names that may either be from an ancestor or in some cases from an animal. However, there is no taboo among the Tsonga people about eating the animal from which the clan takes its name, unlike the case of many other people in the world. In the same way, the rule against marrying a clan member does not operate unless he/she is close kin (West, 1976:106).

Children learnt by example and were integrated into daily life as soon as they were able. Girls helped at home while boys herded goats until old enough to herd cattle. Boys were circumcised under most rigorous conditions, beaten, exposed to cold and given unpleasant food to eat, usually without salt (West, 1976:106). This practice of course still prevails today, although most of the enlightened parents send their boys to hospitals for circumcision. Many of the old traditional practices are dying off today. Marrying a clan member is gradually dying out except in the most traditional uneducated families which have not yet accepted western civilization. In the same way learning by example is gradually replaced by modern ways, where children are sent to school at an earlier age to be formally taught the ways of life.

Traditionally the homestead of an important Tsonga family took the form of a circle entirely enclosed by a fence, usually in the form of planted trees. The family would incorporate some trees, one of which was a sacred tree usually situated in the centre close to the cattle kraal with

wives' huts flanking it on either side in order of importance. The huts of unmarried boys (Malawu) and those of unmarried girls (tinhanga) were on either side of the main entrance, and nearby was the meeting place of men. There were also smaller enclosures for goats and pigs as well as a hen coop. There were also storage huts (Madulu) that were attached to the main sleeping place (West, 1976:105). All the above life patterns are of course gradually disappearing due to civilisation but are still common in some primitive and rural settlements.

Regarding marriage, once partners were chosen, the young man informed his family and a go-between (ntsumi) visited the girl's village to make arrangements. The engaged girl or boy was accompanied by other young people for a few days' visit. On taking leave of each other, the young men and women knotted tall grasses together, usually at a crossroad, as a symbol of their love. This practice has of course disappeared almost completely.

The second stage was a negotiation for lobola. Either cattle or hoes were used for lobola. Finally, the new wife, with great reluctance, came to her husband's new home. The unwillingness on the part of the new wife was usually symbolised by her fleeing her husband's village and refusing to return. Her establishment at her husband's village became fixed when she had her first born, and this was strengthened upon her husband's taking a second wife. This further implies that Tsonga custom permitted polygamy. The preferred choice was the first wife's younger sister (West, 1976:106). Though lobola is up to this day the common practice in most marriages, most of the traditional practices regarding marriages as discussed above have partially disappeared and in their place is the usual modern marriage practice common in the Western civilisation today.

Tsonga people had a mixed economy of a generally varied kind. Tsonga people were agriculturists who cultivated sorghum and maize as well as vegetables. They kept cattle, goats, sheep, poultry and pigs. They were traders who acted as middle-man, bartering cloth and other goods for ivory, copper, hoes, gold and skins from the interior. They were intrepid hunters who hunted with assegais, sticks (Swigiya) and dogs

until this practice was outlawed by colonial authorities (West, 1976:105). Except for the mixed economy that still exists amongst some traditional rural settlements, most of these practices as outlined above have ceased due to acceptance of Western civilisation.

According to Tsonga custom, the chief's death was kept secret for a year before the new one was presented to the people at a large assembly. Succession went to the dead chief's surviving brothers in turn to rule first until it was given to the rightful heir, the eldest son. This is still the practice today.

The Tsonga believed in a remote Supreme Being. They had a belief in the power of the ancestors who could manifest themselves as snakes. These ancestors were propitiated by prayers and offerings ranging from a little beer at the sacred tree as already mentioned, to the sacrifice of an animal. These offerings were the responsibility of the eldest male of the family (West, 1976:107). The traditional Tsonga family which has not yet been influenced by western civilisation still practises the same ways of life today, but this is gradually disappearing.

With regard to important matters, the family consulted the bones. There were bone specialists and each bone had a special significance. The bone specialist or bone thrower (n'anga) was believed to have power to interpret the pattern in which the bones fell. He would then advise the inquirer accordingly. Some of the bone-throwers specialised in the smelling-out of witches (kufemba) who were hated and feared as the embodiment of evil (West, 1976:107).

All that has been discussed above typifies the traditional Machangana/Vatsonga people. Today the culture of the Machangana/Vatsonga has entered into a new phase as a result of the influence of western civilisation. Although the traditional rural settlement still accepts and practises most of the life patterns as outlined above, most of the enlightened families have adopted the life patterns of whites in Southern Africa today to a greater extent (Mtwetwene, Mativandlela, 1988).

3.5 CLIMATE AND RAINFALL

The climate of Gazankulu described as situated in the Lowveld of the Transvaal can be characterized as very warm summers with a mean temperature of 24,5 C while winters are moderate with a mean temperature of 16 C and frostfree. The mean annual rainfall varies between 330mm in the low-lying parts to 640mm in the western mountains and 760mm in the other mountainous regions of the escarpment (Hattingh & Malan, 1976:145). The principal rivers in Gazankulu are the Shingwedzi, Letaba and Sabie. The flora is representative of the sour bushveld, mopaneveld and the eastern lowveld.

3.6 LANGUAGE AND POPULATION

The language spoken by the Machangana/Vatsonga people is Tsonga. Although there are various dialects as a result of geographical distances between the regions as indicated under paragraph 3.2 above, the language has maintained its standardized form in the written form.

According to the 1980 and 1985 census, the population of Gazankulu was 416 105 and 494 987 respectively, giving a national increase of 78 882 over five years, for example an increase of 15 776 per annum, for example 20% per annum. The majority of these people are in the rural areas. The main tribes composing the Machangana/Vatsonga people are the Maluleke/Vanwanati, Valoyi/Mathebula, Mabunda, Nkuna, Nxumayo and Mnisi.

3.7 THE GOVERNMENT OF GAZANKULU

3.7.1 Constitutional development

The constitutional development of Gazankulu, as is the case in all other Black national states in the Republic of South Africa, has been influenced and to a great extent determined by the development of the Machangana tribal organisation (Department of Foreign Affairs and Information, 1981:5).

Due to exceptional circumstances in which the suburbs of the Machangana were established in the Transvaal, there were originally no tribal entities of solid tribal authority as in some of the other Black nations. That being the case, an enforcement of the traditional authority within tribal authorities was mostly absent. With the exception of a few tribal chiefs, a great portion of the population was under local control of headmen who in most cases possessed no particular hereditary status (Department of Foreign Affairs and Information, 1981:5).

Settlement areas were clearly defined through legislation in 1913 and 1936. The importance of traditional authority increased and the acceptance of the Law of Black authorities in 1951 (Act No. 69 of 1951) which chiefly aimed at the consolidation and development of the Black population's own traditional government system, viz. the leadership of the chief elected into councils, have contributed greatly in the restoration and perpetuation of tribal authorities. This prepared the road for distinctive development as well as to lead to the development of the Machangana/Vatsonga national unit.

The constitutional development of Gazankulu was accelerated during 1961 when the territory was given a Territorial Authority status in which Tribal and Community authorities were represented by a chief or headman, and again in 1969 when provision was made for the Executive Council consisting of 6 members (Department of Foreign Affairs and Information, 1981:6). At this stage the government consisted of 6 departments each headed by a director as a permanent executive officer, viz. Department of Authority Affairs and Finance, Community Affairs, Justice, Agriculture, Works, Education and Cultural Affairs. Prof. Hudson Ntsanwisi who by then was still professor at the University of the North, was elected Chief Councillor.

The Machangana Territorial Authority functioned until 1 July 1971 when it was dissolved through a proclamation of the State President and in accordance with the provision of this proclamation, the constitution of this Black National state was replaced by the Machangana Legislative Assembly (Department of Foreign Affairs and Information, 1981:6).

On 1 February 1973 this state became a self-governing territory within the Republic of South Africa. The Citizens of Gazankulu were now in possession of their own state and own government. The formation of the Gazankulu Legislative Assembly took place by way of designated and elected members. Gazankulu citizens started taking part in their own elections for the first time in their election on 17 October 1973 (Department of Foreign Affairs and Information, 1981:6). The first phase of self-government was entered into through proclamation R15 of 1973 where it was stipulated that the Executive power of the Gazankulu Legislative Assembly be vested in the cabinet consisting of the Chief Minister and five Ministers. All posts of "director" were re-named "Secretary". The departments were as follows: the Chief Minister and Finance, Interior, Justice, Agriculture and Forestry, Education and Works (Department of Foreign Affairs and Information, 1981:6). Provision was made that Tsonga (mother-tongue) be accepted as an additional official language of Gazankulu. In addition to the legislative power, the Legislative Assembly was given power of considering the South African Parliament's laws or to repeal laws related to matters under its jurisdiction.

With the coming into operation of the above constitutional proclamation, Gazankulu was entering into the second phase of political development in which among other things the Legislative Assembly could consider Gazankulu being provided with its own flag and national song of which the state was in possession (Department of Foreign Affairs and Information, 1981:6). As a further symbol of constitutional development the Department of Health and Welfare was established in 1976, bringing the number of cabinet ministers to seven.

The establishment of the Gazankulu Legislative Assembly created the appointment of the Commissioner General for the Shangaan/Tsonga national unit, who was exclusively appointed by the Republic of South Africa. He is a representative of the South African Government in respect of the national state, and as such he is the direct link between the Gazankulu Government and that of South Africa (Department of Foreign Affairs and Information, 1981:6). (Mativandlela, Mtsetlwe, 1988)

3.7.2 The Gazankulu government today

As already stated, a Territorial Authority serving as the first central authority, was established for the Machangana/Vatsonga national unit in 1961. Consequently, on 15-16 October 1969 the Territorial Authority, based on ethnicity, was established with greater power by virtue of Government Notice R95 of 15 April 1969 (Hattingh and Malan, 1976:148). Gazankulu received a legislative assembly on 1 July 1971 and self-government status was consequently granted on 1 February 1973 by virtue of Proclamation R15 of 1973 (Hattingh & Malan, 1976:148; Department of Foreign Affairs and Information, 1981:6).

At present the Gazankulu Legislative Assembly consists of 42 designated and 26 elected members. The Chief Minister is elected by members of the Legislative Assembly by secret ballot and he in turn appoints his cabinet members. Of these other cabinet members, two, but not more than three, must be chiefs or their representatives (Hattingh & Malan (1976:148; Department of Foreign Affairs and Information, 1981:7).

It has already been pointed out that when the Gazankulu Legislative Assembly was established on 1 July 1971, there were six departments only. Since September 1980, the Department of Finance has functioned independently with its own minister and own secretary and was no longer part of the Department of the Chief Minister as before.

At present Gazankulu Legislative Assembly, under the leadership of Prof. Dr. H.W.E. Ntsanwisi as Chief Minister, consists of eight cabinet ministers, viz. the minister of the Department of the Chief Minister and Economic Affairs, Interior, Works, Education, Agriculture and Forestry, Justice, Health and Welfare and Finance.

3.8 ECONOMY OF GAZANKULU

3.8.1 Historical past

As Van Schalkwyk (1988:249-250) indicates, the system of economy such as a socialist, a capitalistic or a subsistence economy is one of the influential factors in the provision of educational facilities of any society. A capitalistic economy demands a much higher differentiated education system than a socialistic economy which may be satisfied with a mere academic and primary education. Education provision is influenced by economic factors such as poverty, wealth, unemployment, productivity, utilization of manpower and skilled or unskilled personnel.

The natural factors already discussed (for example demographic, physical, biotic and psychical) are not in themselves problems for an education system. A large number of pupils in itself is not a problem, but becomes a problem when financial resources (economy) are inadequate (Ruperti, 1976:34).

According to information collected during the interviews with senior old officials in the departments, the economy of the Machangana/Vatsonga before the recognition of these people as a national unit, with their own territorial authority as discussed above, could be described as a subsistence type of economy as was the case with many other Black nationalities in South Africa before they came into contact with the westernized type of economy.

The Machangana/Vatsonga people's economy, as discussed above, was based mainly on livestock farming and crop production on a very small scale for home consumption. Any surplus yield from crop production would be stored for the following year. Vegetable production was usually dried and preserved for the following year in the form of "Mikhusa", meaning dried vegetables. The same preservation method was applied to other crops, for example pumpkins and melons. These could be sliced and dried. In this way this could be stored for many months or years.

In the event of this crop being needed for use, it would be parboiled and then eaten.

Because the Machangana/Vatsonga people live in a very hot area, slaughtering of cattle was preferred in winter when the quality of meat would remain good for a long time because of cool weather and fewer flies than it would be in summer. The preservation method here was also that of drying the meat before it was boiled. Such dried and preserved meat is called "mintonga" (Machaba, 1988).

3.8.2 Present economic position in Gazankulu

Gazankulu, as an extension of sub-sectors of the RSA is committed to the free enterprise economic system. As an extension of the sub-sectors of the RSA, Gazankulu, like many other Homelands within the RSA, is not self-contained (Malao, 1986:91).

The economy of Gazankulu can basically be divided into three categories, viz. agriculture, mining and industry.

* Agriculture

Generally, the agricultural potential of Gazankulu could be described as moderate, with an estimated 87% best suited for extensive animal husbandry (Ackron, 1988:18). Hattingh & Malan (1976:143) confirm this when they say that because of low rainfall and the sub-tropical climate, farming in Gazankulu is confined mainly to stock farming, although maize and other crops are grown under dry-land conditions. Of the total territory's area, 11,8% consists of dryland crop farming. The greatest part of the rest is available for stock farming.

Gazankulu has an estimated 20 000ha of land suitable for irrigation, but there is not enough water to bring water to anything like this surface area into production. Further to this, recent studies into the availability of water in the Levubu, Letaba and Sabi Sand river systems point to a bleak picture unless the rapid rate of population

growth and the rising demand for water for human consumption are curbed (Ackron, 1988:18).

The STDC (Shangaan-Tsonga Development Corporation) regards agricultural development as of prime importance, and has, through the establishment of the Gazankulu Agricultural Company, created a development vehicle that is adequately suited to meet the requirements of the local inhabitants. This company manages several farming projects producing cotton, tobacco, vegetables, maize, coffee, citrus and mangos. It also has dairy farms in Giyani and Nkowankowa, where approximately 2 000 direct job opportunities have been created (Tzaneen Town Council, August 1983:39). Through the establishment of the Middle Letaba Dam, about 40km west of Giyani, approximately 6 000ha of irrigation land will become available (Tzaneen Town Council, August 1983:39).

*** Mining**

Gazankulu is not well endowed with exploitable mineral deposits. A number of old mines have been reopened. In the Giyani area, at least six old mines may be reopened shortly and this will provide employment opportunities for about 1 500 people (Ackron, 1988:16-17). Of more significance in this connection are developments in the Majeje area near Phalaborwa Mining Company, which is heavily mineralised (Ackron, 1988:17).

Magnesite is the most important mineral mined near Letaba. Minor deposits of gold are found in a place like the Giant Reefs gold mine, north-east of Giyani next to the Kruger National Park, and here a considerable number of black workers have been employed (Hattingh & Malan, 1976:151).

*** Industry**

Industrial development in Gazankulu is concentrated on industrial development points of Nkowankowa, Giyani and Mkhuhlu (Ackron,

1988:13). At present the Bantu Investment Corporation (BIC) possesses a furniture factory in Letaba. This employs a considerable number of Gazankulu inhabitants of Nkowanowa.

In 1986, 236ha had been zoned for industrial development in Gazankulu. It is noted that roughly 100 industrial concerns employing an estimated 2 800 Gazankulu citizens have been established in this sector mainly with the assistance of the Central Government's Industrial Decentralisation Programme (Ackron, 1988:13-14). It has also been noted that most of these industries concentrate on the fields of food, wood and wood products, furniture and manufactured metal products. However, the main obstacle in industrial development in Gazankulu is shortage of power, water and sophisticated backup infrastructures, including resources of skilled labour, the availability of raw material or markets or both (Ackron, 1988:15).

In summary, it can be pointed out that by looking at the contributions of various sectors to the Gross Domestic Product, manufacturing contributes 14%, construction 11%, agriculture 10% while community, social and personal services (composed mainly of the services of Government to the community) a massive 49% (Ackron, 1988:4). This means that at present the Government contributes most to in the Gazankulu's economy. It is also observed that 96% of Gazankulu's population live in rural areas and generally make a disproportionately low contribution to Gazankulu (Ackron, 1988:7).

From the above picture, one cannot but conclude that Gazankulu's economy has a negative effect on the education of the young.

3.9 GENERAL BACKGROUND OF EDUCATION IN GAZANKULU

3.9.1 Introduction

All Black education in Southern Africa is indebted to the zeal of the missionaries of various missionary societies (Malao, 1986:95). Education of the Machangana/Vatsonga people, like that of many other Blacks in

South Africa, was introduced by missionary societies. As far as the Machangana/Vatsonga people are concerned, the concept of education as we know it today was introduced by the Swiss Missionary Society. In 1873 a journey of exploration which determined the future activities of this mission was undertaken by Mabilie and Reverend Berthoud (Brookes, 1925:6). This journey was aimed at evangelising the Tsonga people in the North of the Transvaal and in Portuguese East Africa.

Early in 1875 Messrs Creux and Berthoud started their long "trek" from Lesotho, and on 9 July 1875, they landed at a little spot in the Zoutpansberg which they named Valdezia. It is from this day that a definitive work of the Swiss Mission in South Africa begins (Brookes, 1925:6-7).

3.9.2 Education under the Swiss Missionary Society

In 1877, the same missionary society started evangelical work at Elim, a few kilometres west of Valdezia.

The Swiss Missionary Society did not only build churches but they also established institutions of learning and hospitals. They also published books. The first Tsonga books were published and one of these books was *Buku ya Tsikwembu - The Book of God* (Cuendet, 1950:28). Besides this religious publication, the Swiss Mission was the first to publish Tsonga Literature, viz. *Sasavona*. The Swiss Missionary Society was a sort of medical missionary society. They always built a church, a school and a hospital almost at the same place. That is why, when Elim as a missionary station was started in 1883, it was immediately followed by Elim Hospital in 1896 (Cuendet, 1950:28, Brookes, 1925:15). In 1897 Dr. Liengme took over the work at Elim, and the present Elim Hospital commenced its beneficent work in the following year.

The church with its institutions helped the Tsonga people by giving them a sense of human dignity, an awareness that they were people made in the image of God (Cuendet, 1950:6). Lemana Training Institution has for many years amply justified its existence as a training centre for teachers and evangelists, serving other Protestant churches as well as

the Swiss Mission itself (Brookes, 1925:15). It can therefore rightfully be said that an institution of the Swiss Mission served not only the Tsonga people on literacy, scientific and educative work, but many people from Venda and Lebowa. It has been the provider of a literature, secular as well as directly religious. In the field of ethnography no single figure has stood out more prominently in modern South Africa than the Reverend Henri Junod. In the humbler sphere of direct education of the young, the Swiss Mission has done excellent work. From the beginning its activity has been industrial and agricultural as well as purely literary. The introduction of the plough to the Transvaal Blacks in the Spelonken is, historically, due to the work of Reverend E. Creux (Brookes, 1925:15).

The development and preservation of the Tsonga Language (in written form) in the Bible, books and grammar have been and remain of tremendous value and will be in the years to come (Cuendet, 1950:6-7). The Machangana/Vatsonga proverbs and idioms have been preserved for posterity.

The Swiss Mission, after having established Lemana Training institution and Elim Hospital, proceeded to establish a church at Shilubane to serve the Va-Nkuna Tribe near Tzaneen. Here also, the Swiss Mission established the Shilubane Hospital, still in existence today. From here, the mission proceeded eastward to Bushbuckridge where the Swiss Mission founded Masana Hospital to serve the health and welfare of the Machangana/Vatsonga near the game park. Here also, churches and schools were erected.

It can rightly be said today that the development of the Tsonga nation in the Homeland, many of those occupying positions of responsibility have been educated by the Swiss Mission Church (Cuendet, 1950:5). The Machangana/Vatsonga leaders in the political, professional, medical and ecclesiastical fields are products of the Swiss Mission, notably Lemana College and the Tsonga Presbyterian Church (Cuendet, 1950:12). All the Machangana/Vatsonga national shrines, mission stations, hospitals and

colleges were established by the Tsonga Presbyterian Church (Mativandilela, Mtsetwene, 1988).

3.10 CHAPTER SUMMARY

In this chapter, a general description of Gazankulu was presented by outlining the country's geographical position, broad history, early traditions of the people of Gazankulu, the constitutional development, the economic position, the language and population of the people of Gazankulu as well as the early introduction of education in the modern sense of the word among these people. This background and general information was felt necessary for the reader to understand how both the individual and universal determinants of the education system shaped this education system to its unique present position.

The main reason for the inclusion of the present Gazankulu economy is that economy is regarded as the central backbone in the provision of education in any country. In the presentation of the determinants of the education system of Gazankulu then, the present position of the education in this country must be evaluated in the light of the economy as outlined.

CHAPTER 4

THE EDUCATION SYSTEM OF GAZANKULU

4.1 INTRODUCTION

It was stated under paragraph 3.9.1 that the concept "education" in the modern sense among the Machangaan/Vatsonga people was introduced for the first time by the Swiss Missionary Society that landed at Valdezia on 9 July, 1875.

Before the formation of the Union of South Africa in 1910, the education of all blacks in South Africa was controlled by the Provincial Administration. The education of the Machangaan/Vatsonga was no exception to the rule. In 1948 the National Party came to power, and introduced the policy of apartheid. As a result of the Eiselen Commission Report of 1949, the Black Education Act, 1953 (Act No. 47 of 1953) as amended was drawn up and passed in 1953. Bantu Education was borne in a separate education system for Africans (Christie, 1986:78-79; Vos & Barnard, 1985:73-74). This Act removed the control of Black Education completely from Missionary Societies including the Swiss Mission among the Machangana/Vatsonga people. It also meant the transfer of the control of Black education as from January 1954 from the provincial administration to the central government. Gazankulu is presently a self-governing state with self-governing education.

4.2 EDUCATION SYSTEM POLICY

4.2.1 Introduction

Before 1973 South African Educational Legislation for Blacks was the vogue in areas covered by Gazankulu today.

The first Educational Act for Education in Gazankulu exclusively was passed in 1973, and this is known as the Gazankulu Education Act of 1973 (Act No. 7 of 1973). This act was charged with the control,

administration and supervision of education and all related matters throughout Gazankulu.

4.2.2 The Gazankulu Education Act

The main aspects covered by this Act include, inter alia, the following:

- **Definitions**

Here central concepts/terms used in the Act are explained in Section 1 of the Act. The following may serve as examples of terms or phrases defined within the context of the Act:

1. (i) "advanced technical education" means technical education and training of a standard which is higher than the standard ordinary required for an examination for Standard 10 or any equivalent examination and which the Minister declares to be advanced technical education for the purpose of this Act; (xiii).

The rest of the Act is divided into Sections, each dealing with a particular facet of education. A few examples will illustrate this:

- **Section 2: Control, administration and supervision of education.** Here, it is explained that the function of the Department under the direction and control of the Minister will be to perform all the work necessary for or incidental to the control, administration and supervision of education. It is also stated that the Department may organise its activities or any part thereof in inspection circuits determined by the Minister.
- **Section 3: Establishment, erection and maintenance of Government schools.**

In this section of the Act, the Minister is empowered, in consultation with Treasury and out of moneys appropriated by the Legislative Assembly for the purpose, to establish, erect and maintain schools in Gazankulu which then were called Government schools (Gazankulu,

Act No. 7 of 1973, article (1)). From the above examples given, it becomes clear that the Gazankulu Education Act, through legislation, gives the Gazankulu education system legal foundations because throughout the whole Act, the educational aspects that it lays down spell out the rights and privileges of all involved in the practice of education. Malao (1986:164) indicates the importance of legal foundation when he says that no system of education can survive without educational legislation.

This is the result of the fact that the State, as a structure in possession of the power of the sword, has juridical authority for the protection of all its citizens (including education, in this case).

The Gazankulu Education Act stipulates clearly the powers and functions of the Minister of Education and his Secretary within the context of education in Gazankulu. Through consultation and interviews with the Department of Education senior officials, it was established that procedures in the formulation of education policy lie in the hands of the Minister of Education and other Cabinet Ministers. The policy (law) is introduced in Parliament by the Minister of Education. Such a policy is first presented to Parliament in the form of a Public Bill, for example a draft of a proposed law, to be debated. Only after it has been accepted by the majority in Parliament does it become an education policy, usually formulated in broad terms.

In accordance with the education policy in vogue, the Secretary for Education from time to time issues regulations in finer details as an interpretation of this policy, to Circuit Offices, which in turn send these to schools for the implementation of this policy (Vukela, 1988).

4.3 EDUCATIONAL CONTROL

4.3.1 Introduction

Malao (1986:163) refers to those exercising educational control as functionaries that have powers to direct education. This means that

educational control is that function that ensures that the Educational Act as manifested through legislations is carried out as required or stipulated. The following will show that as Gazankulu is a democratic country, both the state and the local community have each a say in the educational control.

4.3.2 Centralised control of education

Centralised control of education relates to the responsibility of the state regarding the control of education. In Gazankulu, centralised control refers to the running of the headquarters of the Ministry of education at Giyani (headquarters), including the inspectorates within this territory (see figure 4.1).

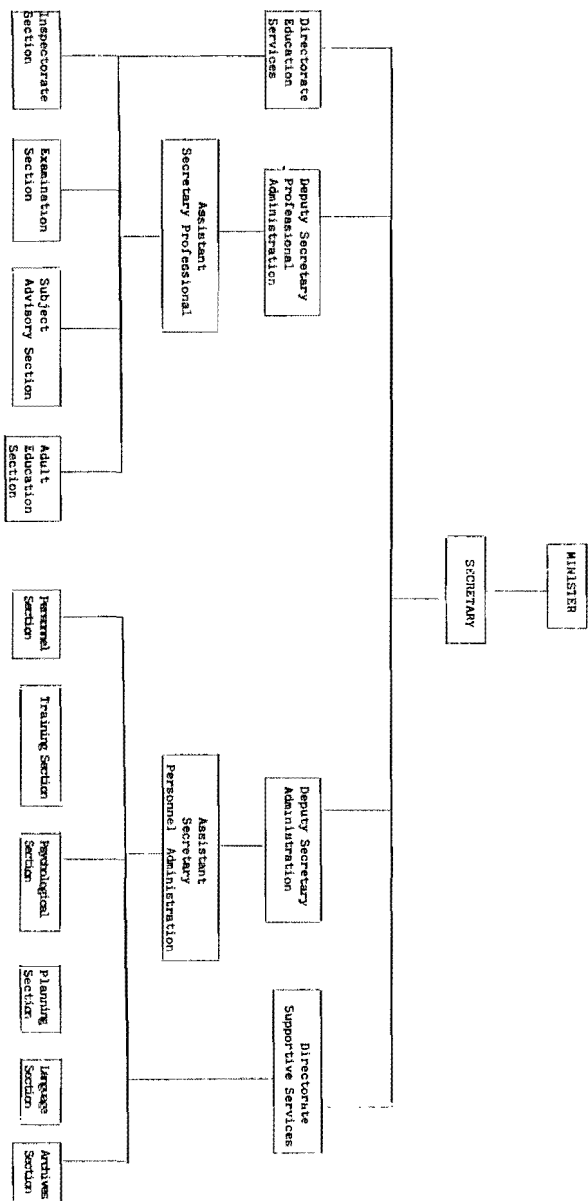
The Department of Education in Gazankulu developed from the education system of the RSA as mentioned before. It is a nodal structure between the state (Gazankulu Legislative Assembly) and schools. As in any country in the world the political head of the department of education is the Minister of Education. In terms of the provision of the Gazankulu Education Act, (Act No. 7 of 1973), the powers and duties of the Minister of Education are (Gazankulu Education Act, act No. 7 of 1973:6-35):

- The promotion of primary and secondary education as well as research carried out for the enhancement of education in general in the interests of the public.
- Control, administration and supervision of education (Section 2 (1) 9).
- Establishment, erection and maintenance of Government schools without prejudice.
- Approval of private schools after consideration of the need of such schools, as well as withdrawal or amendment of conditions for establishment of such schools.

FIGURE 4.1

Organisational Structure of the Education System Administration

(Gazankulu Government, Public Service Commission Circular No. R2/2/3/4/1, 1987:2-3)



- Transfer of management and control of private schools to the Department.
- Determination of establishment and appointment, promotion and discharge of staff at Government schools.
- Stipulation of the conditions of service of teachers, including salaries, salary scales and allowances. Conditions of service of teachers include, inter alia, leave privileges of a teacher employed permanently or temporarily.
- Stipulation of the requirements for appointment of any official (on probation or on permanent appointment).
- Transfer and secondment of certain teachers.
- Discharge of teachers on account of ill-health, abolition of his post or any reduction, reorganisation or rearrangement of posts.
- Suspension of the teacher accused of misconduct or cancel the suspension provided that such suspension shall not affect proceedings in connection with the accusation of misconduct.

The above are some of the main duties and powers of the Minister of Education accorded him by the Gazankulu Education Act (Act No. 7 of 1973). In summary, therefore, one could say that the Minister of Education, in terms of the Gazankulu Education Act, performs all the duties necessary for or incidental to the co-ordination, control, administration and supervision of education services.

As indicated under paragraph 3.3.2 the Gazankulu Education System is a product of the education of the RSA (presently DET) the functionaries in the educational control of the educational control in Gazankulu bear a strong resemblance to those of the DET. As such the following officers are included in the Head Office structure of the Minister of Education.

The Secretary for Education

The Secretary for Education is a permanent administrative officer who continues to exercise his powers and duties regardless of changes in government. He is part of the civil service of Gazankulu. He is responsible to the Minister and is in charge of the activities of the Ministry of Education. Among other duties, the Secretary for Education is responsible for (Gazankulu Education Act, Act No. 7 of 1973:10-28):

- Admission and discharge of pupils, for example the Secretary for Education determines different conditions in respect of different schools. The Act stipulates that in the case of the Secretary refusing the admission of any person as pupil to a Government school or an aided school, or in the event of him withdrawing admission granted to a pupil, such as refusal or withdrawal shall be subject to an appeal to the Minister whose decision shall be final.
- Determining procedure in case of misconduct by teacher. If a teacher is charged with misconduct as defined in Section 21 of the Act, the Secretary may charge such a teacher in writing with misconduct. Such a teacher with misconduct shall be required to deliver, within a specified period, a written admission or denial of the charge levelled against him. The Secretary may suspend from duty any teacher accused of misconduct as defined in section 21 of this Act.
- Restriction on performance of other remunerative work. Without permission from the Secretary for education, no teacher shall perform or bind himself to perform other remunerative work.

The Directorate

Below the Secretary, there are at present in Gazankulu two Directors of Education, one for Education Services and the other for Supportive Services.

It was established through interviews with senior members of the department that the Section "Directorate" has a task of

- providing basic and secondary education;
- planning the physical structure;
- developing curricula for schools in accordance with the needs of society. The curricula are established through research and consultation;
- rendering supportive services as will be discussed in paragraph 4.6;
- evaluating the success of teaching and educating through examinations, and
- evaluating the extent to which the education policy has been implemented by the school system.

4.3.3 The Personnel and the Administrative Branches

For the purpose of effective implementation of education policy in Gazankulu, the education system administration in Gazankulu is divided into two branches, viz. the Administrative Branch and the Personnel Branch.

4.3.4 The Administrative Services Branch

The purpose of this branch is to administer the overall management of the department. Its function is to administer the financial administration of the Department as well as to conduct, audit school inspections and to render provisioning administration services.

From the above provisions, the Department has created the following divisions:

Audit and Inspection Division, which has the following sections:

- Audit section
- School Inspection section

Financial Administration Division, with the following sections:

- Salary section
- Accounts section
- Provisioning Administration Division, composed of

Office services section, which is composed of registry, typing
and transport sub-divisions

School administration section

Stores and equipment section

4.3.5 The Personnel Administrative Branch

This has as its purpose to administer personnel matters of the Department. Its functions include the provision of suitable personnel and apply conditions of services as well as providing training. Provision is therefore made for a personnel division whose purpose is to provide suitable personnel and conditions of service. Its functions include inter alia recruiting, and transfer of personnel as well as the handling of leave, establishment, accidents, promotion matters and management of transfer costs.

Provision is also made for a training division. The purpose of this division is to provide training to personnel for effective realisation of the policy of the Department. Its functions include establishing training

requirements, compiling lectures, presenting courses and evaluating training programmes (Khosha, Mona, Shirilele, Nyathi, Ngobeni, 1988).

4.3.6 Local control of education

4.3.6.1 Introduction

Gazankulu is a democratic country. Local participation and initiatives are displayed throughout many educational activities including educational control.

4.3.6.2 School committees and hostel committees

4.3.6.2.1 Composition of school committees

A school committee consists of (Gazankulu, 1976:2) four parents elected at a meeting of parents; four members nominated by the circuit inspector after consultation with local interested persons; a chairman and vice-chairman nominated by the circuit inspector from among the members of the school committee. Any member of a school committee shall hold office for a period of three years as from a date fixed in advance by the Secretary of Education. Hostel Advisory Committees to control boarders are nominated by the cabinet.

4.3.6.2.2 Duties, powers and functions of school committees

Among others, the duties and functions of any school committee shall be to (Gazankulu, 1976:8-9):

- bring any matter to the circuit inspector, which in the committee's opinion affects the welfare and efficiency of the community school;
- expel any pupil from the community school on the grounds of immorality, continual misconduct, or for many other reasons the school committee regards as of sufficient importance to the school, provided that the principal shall also have the right to suspend such

a child for reasons as mentioned above, provided that he shall submit immediately a written report to the chairman of the school committee which shall investigate the matter, provided also that the parent of such a pupil shall have the right of appeal to the circuit inspector;

- report immediately to the circuit inspector the name of the pupil who has been expelled;
- inquire into any complaint concerning the community school or teaching staff, and where necessary to refer such a complaint to the circuit inspector;
- consider inspection reports and when necessary to make recommendations to the circuit inspector on any matter mentioned or arising from such reports;
- advise the circuit inspector in the appointment of teachers;
- establish, control and administer school funds subject to regulations governing establishment, control and administration of school funds at community schools;
- be responsible for the supervision of buildings, sites, fencing, school furniture and school equipment;
- organise parents day functions during March each year where among other matters, the school committee and the principal shall give in public a statement of revenue and expenditure of the school fund for the previous new financial year.

4.4 SCHOOL SYSTEM

4.4.1 Introduction

As mentioned under paragraph 1.4.5, the education system is a societal structure in which various social structures interweave but in which each

societal structure remains sovereign within its sphere of competence. According to Vos & Barnard (1985:39) the school system is the core of the education system. It is worth mentioning that whereas educational administration's function is the working out in finer details (in the form of regulations and guidelines) of the enactment of Parliament, the school system's role is to execute these enactments as laid down by the education policy. The school system of Gazankulu therefore is not an exception to the rule, for all the different types of schools in Gazankulu are expected to realise the education policy as outlined by the Gazankulu Education Act of 1973 (Act No. 7 of 1973) as briefly outlined above. The purpose of the school system is therefore the realisation of execution of education as laid down by Gazankulu Act.

The school system of Gazankulu will be discussed under the following headings: pre-school institutions; primary school education; secondary school education; technical education; teacher training; university (higher education), adult education, special school education and supportive services. The school pattern of Gazankulu is at present (4*2)6*(3*3). This means that the duration of primary school education is 6 years, namely lower primary (4 years) and higher primary (2 years) junior secondary education (3 years) and senior secondary education (3 years).

4.4.2 Pre-school education

Through interviews conducted, it was established that the purpose of pre-school education is to make a meaningful and educative preparation for primary education. This is done by acquainting the child with a school situation as he/she will meet. At this school, motherly love that was given at home is displayed as much as possible so that the child develops a love for the exploration of the unknown as he/she did at home. The child is also prepared here to work with the group as he would be expected to do when he is an adult. Norms and values of society are displayed to the child by the behaviour of the school staff. Through the use of Threshold books, children are indirectly taught how to

distinguish between various shapes and colours of objects in the world in which they live.

Altogether, Gazankulu has eight pre-primary schools, although the eighth one has not yet been put into operation. The enrolment in 1987 shows an increase of 12,4% as compared to the previous figure of 1986 (Gazankulu, 1987:45). It is interesting to note that of the eight circuits in existence before 1 June 1988, when the number of circuits in the country was increased from eight to fourteen, three, viz. Giyani South, Hlanganani and Malamulele East did not have pre-primary schools, and these are circuits with no townships in their jurisdiction (Hanyani, Sibanda, 1988).

4.4.3 Primary education

4.4.3.1 Introduction

Primary school in Gazankulu starts from Sub-Standard A and ends in Standard 4. The admission age is taken as six years.

4.4.3.2 Provision of educational facilities

Despite a great shortage of classroom accommodation in Gazankulu, primary education is provided in all villages and townships. By the end of 1987 there were altogether 323 primary schools in Gazankulu (Gazankulu, 1987:53) (refer to table 4.1). In 1987 the average teacher/pupil ratio in the primary schools was 1:44 (refer to table 4.2).

From this table, one notes that the Malamulele East Circuit had the lowest teacher/pupil ratio while Giyani South Circuit had the highest. Among other reasons that may be given for the highest teacher/pupil ratio in the Giyani South Circuit is that most of the schools in this circuit are in remote areas - far away from modern infrastructures, and teachers are not attracted to take employment in such areas. It goes without saying that in such cases the quality of teaching is negatively affected as individual attention is almost impossible.

TABLE 4.1

Number of schools (Gazetted, 1987:53)

(a)												(b)		
NO. C I R C U I T	P R I M A R Y					S E C O N D A R Y			TECHNICAL COLLEGE	TEACHER TRAINING	SPECIAL	GRAND TOTAL		
	PRE-PRIMARY	LOWER PRIMARY	HIGHER PRIMARY UNCOMBINED	HIGHER PRIMARY COMBINED	TOTAL HIGHER PRIMARY	TOTAL PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY					TOTAL SECONDARY	
1. Giyani North	2	1	1	25	26	20	3	7	10	1	-	40		
2. Giyani South	0	0	0	37	37	37	3	7	10	-	-	47		
3. Hwange	1	14	7	24	31	46	2	13	15	-	-	61		
4. Mafikeng East	-	3	2	29	31	34	1	8	9	-	-	43		
5. Mafikeng West	1	10	6	24	30	41	1	9	10	-	-	51		
6. Mafikeng North	2	9	6	42	48	59	15	9	24	-	-	83		
7. Mafikeng South	1	7	2	21	23	31	11	5	16	-	-	48		
8. Rikopi	1	10	3	30	35	46	3	13	16	-	1	64		
Total	8	54	29	232	261	323	39	71	110	1	2	437		

TABLE 4.2

Teacher/pupil ratio (Gazankulu, 1987:54)

(a)

(b)

NO.	CIRCUIT	P R I M A R Y			S E C O N D A R Y		
1.	Giyani North	436	18 592	1:42	199	4 461	1:22
2.	Giyani South	320	24 219	1:75	124	4 028	1:32
3.	Illanganani	641	29 678	1:46	244	8 491	1:34
4.	Malamulele East	490	20 481	1:41	134	4 980	1:37
5.	Malamulele West	573	23 054	1:40	155	6 156	1:39
6.	Mhala North	849	39 216	1:46	327	10 842	1:33
7.	Mhala South	450	19 847	1:44	186	5 017	1:26
8.	Ritavi	704	32 569	1:46	376	12 701	1:33
Present totals		4 663	207 656	1:44	1 745	56 676	1:32
Previous totals		4 386	191 007	1:43	1 638	45 051	1:27
Increase in numbers		277	16 649		107	11 625	
Increase in %		6,31	8,71		6, 53	25,80	

In 1987 the total primary school enrolment stood at 207 656 (Gazankulu, 1987:35), of which 106 158 and 101 498 were boys and girls respectively.

Because of a great shortage of classrooms as a result of the country's economy, pupils are heavily congested in the only available classrooms. In most cases many classes are conducted outside under trees, particularly lower classes, for example SSA to Standard 2. Table 4.6 gives a summary of classroom/pupil ratio in the primary schools in 1987 in the then existing eight circuits. From this table, one notes that the Hlanganani Circuit had the highest classroom/pupil ratio viz. 1:81 (Gazankulu, 1987:54).

4.4.3.3 The curriculum

Basically, the curriculum in the primary school includes the three languages (mother tongue - Tsonga, English and Afrikaans), Mathematics, General Science, History and Geography, Religious Education, Agricultural Science/Needlework and Clothing, Arts and Crafts, Gardening, Physical Training, Health Education, and Woodwork (DET, 1983:4-113; DET, 1975a:1-92).

4.4.3.4 Medium of instruction

In the lower primary section (presently SSA to Standard 2), the medium of instruction is the mother tongue - Tsonga. In the Higher Primary Section (Standard 3 to Standard 4) the medium of instruction is English with the exception that Afrikaans as a subject is taught in Afrikaans.

4.4.3.5 Repeaters in primary schools

The total number of repeaters in primary schools in 1987 was analysed as follows (Gazankulu, 1987:38-39):

TABLE 4.3**Repeaters in primary schools (Gazankulu, 1987:38-39)**

Standard	Boys	Girls	Total
SSA	4 456	2 366	7 822
SSB	2 981	1 965	4 946
1	3 092	2 086	4 946
2	1 821	1 257	3 078
3	1 749	1 346	3 550
4	982	851	1 833
5	593	528	1 121
Total	15 674	11 399	27 528

Although there may be sound reasons in certain cases why a child had to repeat the same class, if one considers time and money wasted in the provision of education for these children, it is indeed disheartening and this should be read together with the fact that the Gazankulu economy is poor.

4.4.3.6 Examinations in primary schools

As from 1988 examinations in the primary schools will be internal except Standard 4. Standard 5 will henceforth be regarded as the beginning of the junior secondary education. (Khosa, Nyathi, Ngobeni, 1988)

4.4.4 Secondary education

4.4.4.1 Introduction

Secondary school education in Gazankulu is divided into two phases, viz. the junior secondary education starting from Standard 5 and ending in Standard 7, and the senior school education that takes Standards 8, 9 and 10. This division into junior secondary and senior secondary schools

does not necessarily imply physical division, as in most cases the same school houses both the junior and senior classes.

4.4.4.2 Number of secondary schools

Although it has not been realised as a result of the state of economy in Gazankulu, attempts are being made to establish a secondary school in every village. There are altogether 437 secondary schools in Gazankulu (Gazankulu, 1987:53).

4.4.4.3 Secondary school enrolment

The enrolment in secondary schools can be summarised as follows (Gazankulu, Department of Education, 1987:36-37):

TABLE 4.4

Secondary school enrolment, 1987 (Gazankulu, 1987:36-37)

Standard	Boys	Girls	Total
6	8 042	9 342	17 384
7	5 788	6 738	12 526
8	5 132	6 232	11 384
9	4 137	4 536	8 673
10	3 261	3 468	6 729
Total	26 360	30 316	56 676

4.4.4.4 Secondary school repeaters

A summary of repeaters in secondary schools in Gazankulu is given below (Gazankulu, 1987:40-41):

TABLE 4.5

Repeaters in secondary schools, 1987 (Gazankulu, 1987:40-41)

Standard	Boys	Girls	Total	% of total enrolment
6	676	1 140	1 907	10,9%
7	749	994	1 743	13,9%
8	642	997	1 639	14,3%
9	806	872	1 678	19,3%
10	606	824	1 530	22,7%
Total	3 570	4 927	8 497	

From the above table in relation with table 4.4 it becomes clear that class repetition is a problem. One may not therefore fail to conclude that the education system of Gazankulu functions uneconomically and this picture constitutes a colossal national disaster economically.

4.4.4.5 Secondary school curriculum

The secondary school curriculum has certainly been inherited from the South African system of Black education. This curriculum includes Tsonga, English Afrikaans, General Science (up to Standard 7), History and Geography, Agricultural Science, Religious Education, Mathematics, Biblical Studies, Needlework and Clothing/Home Economics/Housecraft (for girls), Commercial Subjects (in certain schools) and Physical Science and Biology (from Standard 8). Mathematics in Gazankulu has been declared by the Gazankulu Legislative Assembly compulsory up to Standard 10 (DET, 1975b:1-80).

A matric candidate may choose six of the above-listed subjects but in accordance with the specifications laid down by the Joint Matriculation Board. A candidate may also decide to take some subjects at Standard

Grade and others at Higher Grade, or he may take all subjects either at Standard Grade or Higher Grade (Joint Matriculation Board, 1988:51-139).

4.4.4.6 Examinations in secondary schools

Up to 1987, Standards 8 and 10 examinations were externalized. As from 1988, only Standards 7 and 10 will be externalized. Gazankulu Standard 10 candidates write the South African Senior Certificate Examination in which the Department of Education and Training (DET) and the Joint Matriculation Board are partners in the control of this examination (Joint Matriculation Board, 1988:51-139).

4.4.4.7 Secondary school teacher/pupil ratio

Head office officials interviewed indicate that a teacher/pupil ratio of 1:28 is the norm in post-primary schools. In practice this is rarely the case.

Table 4.2 (b) gives a summary of the teacher/pupil ratio in secondary schools. One notes here that Giyani North Circuit has the lowest (1:22) while Malamulele West Circuit had the highest (1:39) teacher/pupil ratio (Gazankulu, 1987:48).

4.4.4.8 Classroom/pupil ratio

Table 4.6 summarises the classroom/pupil ratio in each of the circuits existing before 01/06/88. Though an increase of 25,80% was noted in 1987 (Gazankulu, 1987:54), classroom accommodation in secondary schools is still a serious problem. That is why even when a teacher/pupil ratio of 1:28 is an acceptable norm in Gazankulu, this ideal may not be realised in the near future as a result of the country's poor economy. In the Malamulele West Circuit, for instance, a classroom pupil ratio of 1:54 has been noted. This means that many secondary school pupils are literally taught outside, for example under trees. During rainy seasons no lessons take place in some schools. Obviously the education of the young is negatively affected.

TABLE 4.6

Classroom/pupil ratio (Gazankulu, 1987:54)

NO.	CIRCUIT	(a)			(b)		
		P R I M A R Y			S E C O N D A R Y		
		PUPILS	CLASS- ROOMS	RATIO	PUPILS	CLASS- ROOMS	
1.	Giyani North	18 592	277	1:67	4 461	106	1:42
2.	Giyani South	24 219	355	1:68	4 028	90	1:44
3.	Ilhanganani	29 678	365	1:81	8 491	185	1:46
4.	Malamulele East	20 481	302	1:67	4 980	98	1:50
5.	Malamulele West	23 054	353	1:65	6 156	113	1:54
6.	Mhala North	39 216	531	1:73	10 842	290	1:37
7.	Mhala South	19 847	272	1:72	5 017	145	1:34
8.	Ritavi	32 569	434	1:75	12 701	277	1:43
Present totals		207 656	2 889	1:71	56 676	1 303	1:43
Previous totals		191 007	2 794	1:68	45 051	1 060	1:42
Increase in numbers		16 649	95		11 625	243	
Increase in %		87,71	3,40		25,80	22,92	

4.4.5 Special education

Gazankulu has only one institution for the physically handicapped children, viz. the Letaba School of Cripples. By the end of 1987, the enrolment of this school stood at 200, composed as follows (Gazankulu, 1987:7): blind 15, crippled 99, deaf 86, with a total of 200.

4.4.6 Technical education

There is only one school in Gazankulu that offers technical education, viz. Giyani Technical College situated at Head Office. The enrolment of this school and technical courses offered are given in table 4.7 (Gazankulu, 1987:43) and shows a negative overall growth from the previous year.

4.4.7 Teacher training

At present, there are two Colleges of Education in Gazankulu, viz. Tivumbeni (at Ritavi near Tzaneen) and Hoxane in the Mhala District. Hoxane College of Education trains teachers for primary schools while Tivumbeni specialises in teacher training for secondary schools. Teacher training at Tivumbeni is of two nature: one with degree courses and the other without degree courses (Gazankulu, 1987:42). A summary of this is given in table 4.8. At both Colleges of Education the duration is 3 years and the entry qualification is a Senior Certificate. With the rise of standards today, coupled with the demands of the technological era, preference for admission is given to Matriculation Exemption passes, particularly those with Science and Mathematics subjects in their Matriculation.

4.4.8 Tertiary education

Gazankulu does not yet have a University of its own. As from 1984 an agreement was entered into by the Gazankulu Government and the University of the North to establish a University of the North Branch at the capital town, Giyani, and it is called the University of the

TABLE 4.7

Enrolment at technical college, 1987 (Gazankulu, 1987:43)

COURSES	ENROLMENT								
	MALES				FEMALES				GRAND TOTAL
	N1	N2	N3	Total	N1	N2	N3	Total	
Electrotechnical	16	6	10	32	-	-	-	-	32
Mechanical	21	17	-	38	-	-	-	-	38
Motor	14	11	13	38	-	-	-	-	38
Civil	25	24	-	49	-	-	-	-	49
Soft trades	2	3	-	5	3	5	7	15	20
Total	78	61	23	162	3	5	7	15	177
Previous total	100	74	27	201	13	6	10	29	230
Increase in numbers	-22	-13	-4	-39	-10	-1	-3	-14	-53
Increase in %	-22,00	-17,56	-14,81	-19,40	-76,92	-16,66	-30,00	-48,27	-23,04

TABLE 4.8

Teacher Training: Enrolment according to Courses, 1986 (Gazankulu, 1987:42)

COLLEGE	COURSES	ENROLMENT			PREVIOUS TOTALS	INCREASE IN NO.	INCREASE IN %
		M	F	Total			
HOXANE	PRE-PRIMARY I	0	20	20	23	-3	-13,04
	PRE-PRIMARY II	0	22	22	18	4	22,22
	PRE-PRIMARY III	0	18	18	19	-1	5,26
	TOTAL	0	60	60	60	0	0,00
	J.P.T.D. I	0	64	64	92	-28	-30,43
	J.P.T.D. II	0	95	95	62	33	53,22
	J.P.T.D. III	0	52	52	51	1	1,96
	TOTAL	0	211	211	205	6	2,92
	S.P.T.D. I	47	49	96	150	-54	-36,00
	S.P.T.D. II	88	62	150	117	33	28,20
	S.P.T.D. III	71	41	112	147	-35	-23,80
	TOTAL	206	152	458	414	-56	-13,52
	S.T.D. I (Home Econ.)	0	22	22	32	-10	-31,25
	S.T.D. II (Home Econ.)	0	28	28	18	10	55,55
	S.T.D. III (Home Econ.)	0	18	18	14	4	28,57
	TOTAL	0	68	68	64	4	6,25
	G. TOTAL HOXANE	206	471	697	743	-46	6,19
TIVUMBENI	<u>WITHOUT DEGREE COURSES</u>						
	S.T.D. I	106	54	160	207	-47	-22,70
	S.T.D. II	120	94	214	194	20	10,30
	S.T.D. III	128	67	195	158	37	22,78
	TOTAL	354	215	569	559	10	1,78
	<u>WITH DEGREE COURSES</u>						
	S.T.D. I	21	10	31	35	-4	11,42
	S.T.D. II	13	7	20	12	8	66,66
	S.T.D. III	5	2	7	10	-3	-30,00
	G. TOTAL TIVUMBENI	393	234	627	616	11	1,78
GRAND TOTAL OF THE TWO COLLEGES		599	725	1324	1359	-35	2,57
PREVIOUS TOTAL OF THE TWO COLLEGES		707	652	1359			
INCREASE IN NUMBERS		-108	73	-35			
INCREASE IN PERCENTAGE		-15,27	11,19	-2,57			

North-Giyani Teaching Centre. This is a part-time study in the evenings from 17h00-20h55 (Monday to Friday) and 08h00-11h55 on Saturdays. Though at present only a limited option of study directions/fields is offered, those catered for go up to the first graduate level and this includes faculties of Arts, Education, Mathematics and Natural Sciences, Economics and Administration. For other fields of university studies and post-graduate studies not offered at the Giyani Teaching Centre, Gazankulu Students go to any university in the RSA, especially Black universities. The majority of Gazankulu Students are enrolled at the University of the North (Khosha, Nyathi, Ngoben, 1988).

4.5 SUPPORTIVE SERVICES

As mentioned in paragraph 2.2.4.5 above supportive services are services aiming at enriching and enhancing teaching. Malao (1986:144) indicates that the more developed a country is, the more supportive services must be provided in accordance with differentiated society needs. The education system of Gazankulu makes provision for the following supportive services (Gazankulu, 1987:16-33):

* Psychological Services

This can be broadly divided into three sub-sections, viz. Guidance and Counselling, Remedial and Special education and Evaluation (Gazankulu, 1985:23). Educational Guidance is given in its totality with the objective of effecting social and educational adjustment through effecting a meaningful career planning. Counselling is given to pupils/students who have been observed to be emotionally distressed and whose scholastic performance has therefore been negatively affected. Remedial education is intended to serve those pupils with learning and disability problems.

All the above are effected through psychological tests - as these tests are information-gathering instruments (interest and aptitude), hence meaningful guidance can be given.

*** Language Services**

The Language Services, being an integral part of the Department of Education under the Director of Auxiliary Services, has as its most important function the fostering of the growth and development of Tsonga as an effective medium of communication. It also serves in the interpretation during sessions of the Gazankulu Legislative Assembly (Gazankulu, 1987:31).

*** Library Services**

The Gazankulu National Library, which still falls under the Department of Education, Auxiliary (supportive) Service is certainly responsible for the establishment, organisation, administration and maintenance of libraries throughout Gazankulu. Although these Library Services concentrate on National and School libraries, hospitals and public libraries are also envisaged. The National library is mainly stocked with reference publications for post-matric subjects which are lent to users engaged with university studies (Gazankulu, 1987:289).

*** Archives Services**

The main aims of the Archives Service are the rendering of a comprehensive Archives Service to all government offices and other incidental institutions of Gazankulu; the custody and processing of Archives as well as the making of Archives and facilities available to researchers in terms of the Gazankulu Act No. 6 of 1976 as amended. Its service includes the formulation of the filing system to be followed by all government departments (Gazankulu, 1987:28-29).

Apart from the above listed supportive services, there are the Examination Services and Subject Advisory Services, the latter presently catering for Afrikaans, History, Mathematics, English, Religious Education and Biblical Studies, Science Education and Geography (Gazankulu, 1987:16-24).

*** Sports and Recreation**

The Department of Education of Gazankulu also creates a field for education in the direction of sports and recreation. At present this service concentrates on athletics, soccer and netball. Various commercial sector enterprises (private sector) are sponsors who encourage educational sporting activities, like the Aidec Brokers who, in consultation with the Department of Finance sponsor netball and soccer in which the winning team receives a floating trophy. It is of special significance to note that in Gazankulu, not only is the Department of Education concerned with educational activity, but other departments like the Department of Interior, are wholly involved in and co-operate with the Department of Education in this issue. The latter department has created posts of sports organisers who work hand in hand with schools in sporting activities.

*** Music and Singing Services**

Music and Singing are compulsory non-examination subjects up to Standard 10, though the Department offers music as an examination subject, viz. Theory of Music from Standard 5 to Standard 8 (Gazankulu, 1987:16).

*** Pupil Accommodation Service**

Pupil accommodation service is given in the case where, even with transport service given for pupils residing farther away, it would be humanly impossible for pupils to reach the school in time. In such cases hostel accommodation is provided. Schools of this nature include Ripambeta (Malamulele East Circuit); Shingwedzi (Malamulele West Circuit); Lemana (Ililanganani Circuit); Bankuna and Mahwahwa (Ritavi Circuit) and Orhovelani and Hoyohoyo (Mhala North Circuit and Mhala South Circuits respectively).

*** Medical and Dental Service**

Medical and dental services are provided at every school regularly where a need arises. This service is provided for both teachers and pupils, for example immunisation and vaccination (Mtsetwene, Mavangwa, Hanyane, Khosa, Mathebula, 1988).

4.6 CHAPTER SUMMARY

It was stated under paragraph 4.3.2 above that the Gazankulu education system developed from the education system of the RSA. This further implies that Gazankulu Education System has been inherited from the RSA and though certain features will be unique in Gazankulu as a result of its national character and other factors to be exposed in the subsequent chapter and which are peculiar to it, there are strong resemblances between the education systems of the RSA (DET) and Gazankulu. This resemblance manifests itself in many educational matters, such as educational control and supervision, the organisation administrative structure in the education department located in Giyani, the administrative capital.

The resemblances in educational matter between the education system of the RSA (DET) and the education system of Gazankulu are also clearly displayed with regard to the types of school system, in the provision of the supportive services, except that those available in the DET are much more differentiated than it is the case in Gazankulu, perhaps due to insufficient financial resources.

CHAPTER 5

THE DETERMINANTS OF THE EDUCATION SYSTEM IN GAZANKULU

5.1 INTRODUCTION

It was mentioned in paragraph 1.4.2 that a determinant refers to that factor that influences the course of development of the education system, for example those factors that make it what it is today. In presenting the determinants of the education system in Gazankulu, Malao's model of the determinants of the education system will be adopted (Malao, 1986:204-259), except that the terms "internal" and "external" determinants will be referred to as "individualistic" and "universal" determinants respectively.

It was also indicated in the section in question (paragraph 1.4.2) that those determinants have been divided into two parts, viz. universal determinants for example factors that are regarded universally as the main causes that shape the education of any country. In this research therefore the individualistic determinants will refer to those factors that originate and operate from within Gazankulu and cause education to be what it is today and which make it unique.

Although each of the 15 aspects discussed in section 2.2.3 has an influence on the course of development of education in Gazankulu, only a few of these will be discussed in this chapter, as these have been considered to have a tremendous impact on the course of education in question.

In this chapter, 13 determinants have been identified and will be classified into two groups, viz. universal factors: historical development, religion, languages, numbers, economy, psychic, juridical and analytical determinants, and individual determinants, that is the national ideal, teacher/pupil ratios, classroom accommodation, teacher qualifications and teacher/parent/child attitude towards Mathematics as a compulsory subject.

5.2 UNIVERSAL DETERMINANTS

5.2.1 The historical development as a determinant

As already mentioned in section 4.3.2 the Gazankulu education system is a product of the education system of the RSA (DET) as the former developed from the latter. As such there is a strong resemblance between educational activities of the DET and that of Gazankulu.

This can be illustrated by reference to a few aspects such as:

- Curricula and syllabuses currently used in Gazankulu are compiled by the DET and the Joint Matriculation Board (JMB).
- Before 1988, examinations in Standards 5, 8 and 10 were external, set by the DET, the latter examinations set jointly with the JMB. In Gazankulu, as from 1988, only the Standard 10 examination still remains the responsibility of the DET and JMB. Certificates in the abovementioned Standards are issued by the DET in collaboration with the JMB.
- It is quite a long time since the school calendar in Gazankulu was similar to the one used by the DET. This was only partially disrupted when schools directly under the DET had riots and were forced to close, which was never the case in Gazankulu.
- The system of educational supervision and management control used in Gazankulu is similar to that of DET (refer to paragraphs 4.3.2 and 2.2.4.3.7 as well as the organisational structure of educational administration). This can be illustrated by the fact that before the permanent head of education in the DET became Director-General, he was Secretary for Education, which rank is still accorded the permanent head of education in Gazankulu.
- Supportive services available in the DET are similar in many respects to those existing in Gazankulu (refer to paragraph 4.5).

In conclusion, one can safely say that the curricula and syllabi, external examinations, school calendars and educational control, supervision, management and organisational structure in operation in Gazankulu are products of the historical development of education in Gazankulu out of the DET. Seen in this way the historical development of education is a determinant of education in Gazankulu (Mativandlela, Khosa, 1988).

5.2.2 Religion as a determinant of education

It was mentioned in paragraph 3.9.2 that missionary work among the Machangana/Vatsonga people was started at Valdezia by the Swiss Missionary Society in 1825. Since then, Christian work has permeated all educational activities at schools among the Machangana/Vatsonga. Though it is difficult to estimate the percentage of the population in Gazankulu that has accepted Christian religion into their daily life, one cannot doubt that the state of Gazankulu has a Christian character.

The above statement can be proved true by the fact that there is no school in Gazankulu today that does not begin its school work in the morning either daily or once a week by a morning devotion.

Religious Education is a compulsory subject in all standards in Gazankulu and before 1988, it was a compulsory examination subject in the external examination in Standards 5 and 8. From 1988, Religious Education is an external examination subject in Standards 4 and 7 as these are entry into a junior and senior secondary schools respectively. Some high schools include Biblical Studies in their Standard 10 curriculum.

The Department of Education in Gazankulu has appointed an inspector (Subject Adviser) for Religious Education for the whole territory. The fact that Religious Education has been for a long time and still is a school subject (and in certain standards compulsory), that Biblical Studies is done by certain schools in Standard 10, that daily or once a week every school begins its work by morning devotions, that there is a Subject Adviser for Religious Education, means that the religious conviction has permeated into all aspects of life including educational activities. Because

the religious aspect of life (including educational activities) occupies a central place in man's activities (for example content, method curriculum of education and destination of man), one can safely say that the education in Gazankulu is influenced to a great extent by the religious aspect of reality (Khosa, 1988).

5.2.3 Languages as determinants of education

In any country, the content of education is imparted to pupils through the medium of a language. Malao (1986:49-51) accords a high status to a language in communication, instruction, formation of ideas and thought process when he quotes Cingo, Stone, Hans and Luthuli indicating the importance of mother tongue as the best medium of instruction, because before the child enters a school, he has acquired a proficiency in his language and has built up a vocabulary that covers sense - impressions as well as daily activities, on which the formation of subsequent ideas and abstract relations will depend. This highlights the role of language in education.

Education in Gazankulu uses three languages for communication, viz. Tsonga, English and Afrikaans. These languages then determine the course of education in Gazankulu. Tsonga as the mother tongue is used as a medium of instruction in the junior primary section, for example from Sub-Standard A to Standard 2. English as a subject is taught from Sub-Standard A while Afrikaans as a subject starts from Standard 1. From Standard 3 the medium of instruction in Gazankulu is English.

That Tsonga is an important determinant of education can be seen from the fact that in all standards if a candidate fails it, he automatically fails the whole examination. From Standard 3 English determines the child's educational progress. It is necessary to point out here that understanding of English as a medium of instruction from Standard 3 upwards is crucial for the child's educational progress, as from here, English has a dual purpose, viz. that English is a medium of instruction for all subjects except Tsonga and Afrikaans, and that therefore understanding of English opens the door for a better grasp of the other

content subjects besides the fact that its pass in Standard 10 is one of the conditions for success in obtaining a matriculation exemption.

In Gazankulu, Afrikaans is a compulsory subject from Standard 1 to Standard 10 although it is not a medium of instruction.

The above means that in order to have a reasonable measure of competence in communication (more so in English and Afrikaans) a child must spend most of his energy reading English and Afrikaans books from any source available. This of course places an unnecessarily heavy burden on the pupil in Gazankulu.

It is, however, educationally accepted in Gazankulu as in any other under-developed country that Tsonga as mother tongue has not yet developed sufficiently to cope with modern scientific terminology in accordance with technological development. That is why, despite the fact that mother tongue instruction is the best medium of instruction, a foreign language, English in this case, is used (Khosa, Nyathi, Ngobeni, 1988).

5.2.4 Numbers as determinants of education

Table 4.6 (a) and (b) summarises pupil classroom ratio for both primary and secondary schools as well as the number of classrooms available in each of the eight circuits in existence then.

By analysing this table, the following comes to light (Gazankulu, 1987:54).

* Primary Schools

** 1986 enrolment	=	191 007
** 1987 enrolment	=	207 656
** Increase in enrolment	=	16 649 (8,71%)
** Number of classrooms in 1986	=	2 794
** Number of classrooms in 1987	=	2 389
** Increase in classrooms	=	95 (3,4%)
** Classroom/pupil ratio 1986	=	1:68
** Classroom/pupil ratio 1987	=	1:71

* Secondary Schools

** 1986 enrolment	=	45 051
** 1987 enrolment	=	56 676
** Increase in enrolment	=	11 625 (or 25,80%)
** Number of classrooms 1986	=	1 060
** Number of classrooms 1987	=	1 303
** Increase of classrooms	=	243 (22,92%)
** Classroom/pupil ratio 1986	=	1:42
** Classroom/pupil ratio 1987	=	1:43

By taking a classroom/pupil ratio of 1:40 (the ideal in Gazankulu in the primary schools) the 1987 enrolment of 207 656 would need 5 191 classrooms. This means an additional 2 302 classrooms.

When in 1987 only 95 classrooms were erected (3,40%), it was noted that in order to accommodate 207 656 pupils the Department should put up to 2 302 additional classrooms. The number of pupils therefore dictates to the government the number of classrooms, but instead it only managed to erect 95 classrooms, which is far below expectation.

In secondary schools, the Department is trying to reduce the teacher/pupil ratio to 1:28 or lower. In terms of the 1987 enrolment of 56 676, the number of classrooms would then be 2 024, which is 721 more than the existing 1 303 classrooms. This means that in order to meet a classroom demand the government is compelled to erect an additional 721 classrooms apart from future expansion in enrolment. Of course if this is realized, more teachers will also be required. This will put more

pressure on the economy. In summary, therefore, numbers in both primary and secondary schools in Gazankulu dictate to the government to build additional classrooms each year. The aspect of number is therefore a determinant of education in Gazankulu.

5.2.5 The economy as a determinant of education

One of the strongest determinants of an education system is the economy, as education and financing are inseparable because there is no free education. In paragraph 2.2.3.3.6 it was indicated that universally the economic aspect in the education system manifests itself in financing of all undertakings and educational activities, the budgets and book-keeping, to mention but a few.

In any country, schools must be built, teachers must be paid for their services, facilities must be provided and supportive services introduced. For this reason, the economy of any country is a decisive factor in the provision of educational facilities.

As mentioned earlier, the Department of Education in Gazankulu developed from the education system of the RSA. For this reason, Gazankulu, without its own independent economy, still receives financial aid from the RSA in the form of grants allocated annually. The survival of the Gazankulu education system therefore is entirely dependent on the size of this financial grant from the RSA.

In paragraph 3.8 Gazankulu's economy was briefly outlined. Here it was pointed out that this poor economy has a negative effect on the provision of educational facilities in the country. This is emphasised and proved true when one considers the classroom pupil ratio as discussed in paragraphs 4.4.3.2 and 4.4.4.8 and illustrated in table 4.6 for primary and secondary schools. The discussion of numbers as a determinant of the education in Gazankulu (paragraph 5.2.4) proves beyond any shadow

of doubt that in the primary and secondary schools a shortage of 2 302 and 721 classrooms respectively exists today.

This is a precarious position indeed. With a norm of 1 classroom to 40 pupils in the primary school and 1 classroom to 28 in the Secondary school, this means that there are 92 080 and 20 188 pupils in the primary and secondary schools respectively without classroom accommodation. If it could be assumed that the average normal annual increase in school enrolment is 3% for both the primary and secondary school, then in 1989 there would be 16 612 more pupils in the primary schools and 4 534 more pupils in the secondary schools, demanding respectively 415 and 162 classrooms. The total shortage of classrooms in the primary and secondary schools would respectively be 2 717 and 883. In money terms this spells out a huge sum of money. Table 5.1 below shows the Department of Education's estimated budget by the Minister for the year 1988/89 which was presented to parliament in the form of programmes. The Department's vote under review carries a total amount of R187 977 000 (Gazankulu, 1988:1).

TABLE 5.1

Estimated educational spending in Gazankulu during the financial year ending 31 March 1989 (Gazankulu, 1988:1)

Programme	Specification	Amount in Rands
1	Payment of Compensation	64 800
2	Overhead Management of the Department	25 678 000
3	Primary Education	77 351 500
4	Differentiated Secondary Education	59 392 100
5	Special Education	1 954 000
6	Vocational, Trade and Industrial Training	920 600
7	Teacher Training	20 527 800
8	Adult Education (Out-of-School) Education	1 593 000
9	Tertiary Education	495 000
Total		187 976 800

The amount estimated under each programme includes, inter alia, personnel expenditure, administrative expenditure, stores and livestock, equipment, professional and special services, transfer payments and miscellaneous expenditure (Gazankulu, 1988:19-27).

Gazankulu's own income is derived from taxes, townships and agriculture, and this is meagre. The main source of income comes from the South African Government as a financial assistance, otherwise educational provision in Gazankulu would be impossible. From the above table, it becomes very clear that the economy is one of the strongest and most decisive determinants of education. A poor economy has a decisively negative influence on educational provision.

5.2.6 The psychic aspect as determinant of education

In section 2.2.3.2.7 it was indicated that universally an education system considers each child as unique, an entity, a reality, who has feelings, individual interest and aptitude.

The Gazankulu Department of Education, like many other departments all over the world, takes cognisance of this fact by providing differentiated education to a certain extent to cater for the unique nature of the child and his interest. For this reason, the Letaba School for Cripples caters for the handicapped pupils, viz. blind, deaf and crippled (Gazankulu, 1987:6-8).

Apart from this provision, there are, besides the provision for general schools, Commercial schools (for example Hlalukweni High School in the Malanulele West Circuit, Macema High School in the Giyani South West Circuit, Hoyohoyo High School in the Cunningsmore Circuit, and Lemana High School in the Illangamani North Circuit) as well as an agricultural High School in the Giyani Central Circuit. In each of the 14 existing circuits there are several schools offering Home Economics for girls.

Gazankulu has only one technical high school situated at the capital, Giyani (Gazankulu, 1987:43). Unfortunately, Gazankulu has not yet made provision for a school for mentally gifted pupils, yet one is inclined to believe that Gazankulu population is a normal population that includes exceptionally bright pupils with their special aptitudes who should be catered for.

5.2.7 The juridical aspect as a determinant of education

It was pointed out in paragraph 2.2.4.2 that for an education system to function normatively and therefore to be able to realize its goal, the state which is endowed with the power of the sword has a major special task. This is done by policy formulation in the form of educational regulations, proclamations and ordinances governing the running of education. In this way everybody within the system knows his rights, powers and

limitations, and this educational law protects all societal structures involved with the implementation of public education.

An education policy is decreed in the form of an Education Act. Paragraph 4.2 indicated that the present Education Act in operation is known as the Gazankulu Act of 1973 (Act No. 7 of 1973). This Act clearly stipulates the functions, powers and limitations of social bodies within the education system, for example the Minister of Education in the control, administration and supervision of education (Section 2), establishment and maintenance of government schools (Section 3), approval of private schools (Section 4) award of grants-in-aid in respect of private schools (Section 5) as well as dealing with a charge of misconduct of teachers (Section 21).

The Gazankulu Education Act also stipulates the duties and powers of the Secretary for Education in sections dealing with admission and discharge of pupils (Section 9), determination of establishment, appointment, promotion and discharge of staff (Section 10) as well as the conditions of service of teachers (Section 12).

On the strength of the provisions of the Gazankulu Education Act of 1973 (Act No. 7 of 1973) as briefly sketched under paragraph 4.2 above, one can therefore conclude that the juridical aspect is a determinant of education in Gazankulu.

5.2.8 The analytical aspect as a determinant of education

That an education system displays a logical, well-ordered manner in the execution of its task was discussed in paragraph 2.2.3.3.2. Here it was pointed out that the education system is characterised by systematic organisation as well as planned and orderly distinctions and classification of its activities.

The Gazankulu Education System reveals the following features in the manifestation of the analytic aspect of reality:

- Under the Secretary for Education, there is a Director of Supportive Services. One of his sections is the Planning Section headed by a Chief Education Planner and several junior administrative officials (Gazankulu, 1984:7).
- The organisational structure of the Ministry of Education reveals an orderly arrangement, for example

Minister of Education

Secretary for Education

Two Deputy Secretaries (posts still vacant)

Two Assistant Secretaries (one for personnel and the other administrative)

Two Directors (one for Education Services and the other for Education Supportive Services)

Chief Inspectors of Education

Senior and Junior Head Office Officials, typists and messengers

Gazankulu is divided into two regions for purposes of easy control, viz. the Northern and Southern regions, and each is headed by a Chief Inspector. Below the Chief Inspector are Inspectors of Education (Circuit Inspectors) who are assisted by Inspectors of Schools. Each Circuit office has a Senior Administration and Junior Administration clerk as well as messenger and a typist. This is indeed a logical arrangement.

- Schools are logically grouped (see school system, paragraph 4.4);
- the time-tables for external examination drawn by the Ministry of Education, DET implemented by the Ministry of Education of

Gazankulu as well as time-tables locally drawn by each school reveal a systematic arrangement;

- the order in which the school calendar is drawn by the Ministry of Education indicates a logical arrangement;
- the classification of posts of education officials as described earlier as well as posts attached to schools, for example Principal, deputy Principal, department head, teacher are all in existence to confirm that indeed the education system in Gazankulu functions logically and sensibly. The analytical aspect of reality is therefore a determinant of education in Gazankulu.

5.3 INDIVIDUAL DETERMINANTS

5.3.1 The national ideal as a determinant of education

In their discussion of the development of comparative Education into a science, Vos & Barnard (1985:4) indicate a period of national forces and factors of the first half of the 20th century as a period during which an awareness dawned in the minds of some comparative educationists of the role of forces outside the school in shaping an education system of a country into what it is. These forces are responsible for making each education system unique besides that it shares certain characteristics with others.

One of these forces is a national character whose role in the development of an education system is quite substantial as it involves some national feelings, attitudes, beliefs and seemingly a similar philosophy of life. One may therefore be correct to conclude that central to the concept of national character is the concept "National Ideal" that stems from national character, and which has a decisive influence on the development of a society culture including education.

Ilson (1984:836) defines the word "ideal" as "a conception of something in its absolute perfection. An ultimate object of endeavour; a goal. A

standard of model of perfection. A worthy principle or aim". The national ideal of Gazankulu is "Mintirho ya vulavula" (Deeds speak). Its official acceptance throughout this national state has been confirmed by the fact that a book entitled "Deeds Speak: The Views of Professor H.W.E. Ntsanwisi, Chief Minister of Gazankulu", edited by H.T. Cooper is being read by all Gazankulu citizens today.

This national ideal gives the people of Gazankulu the highest aspirations in all spheres of life, including their educational activities. Its educational implication is presently manifested in the spirit of competition among schools of all types, for example the rate in the erection of school buildings and the quality of examination results, social gatherings (as revealed by the majority of schools regularly holding series of meetings and functions with parents and discussing about improvement of education), numerical aspect (almost all parents struggling to enable their children to attend school), analytical aspect (teachers, principals and inspectors competing on logical presentation of statistical data to the Department), economic aspect (the effort every family makes towards financial contribution to erect schools) and the aesthetic aspect (as revealed by efforts of almost all schools to decorate and beautify school premises in the best way possible).

The obvious key behind "Mintirho ya Vulavula" (Deeds Speak) is its meaning. Good work needs no explanation, for it is self-explanatory. Nobody takes trouble to tell of good work done that you yourself see. Good work speaks for itself.

Implicit in the "Mintirho ya Vulavula" are the Gazankulu National Objectives, which can be achieved if education is harnessed to the full. The National Objectives of the Gazankulu Government are (Pell, 1987:5):

- Improvement of the quality of life of the people through increasing the availability and widening the distribution of basic needs of life-sustaining goods and services;

- raising the levels of living that includes provision of more employment opportunity and higher income and better education opportunities;
- expanding the range of economic, social and political chances as a whole;
- optimal utilization of the land, its natural resources and the proper conservation thereof;
- the development of all economic sectors to stimulate economic growth so that more goods and services can be produced and distributed;
- improvement of the health situation and the rendering of welfare services;
- encourage economic co-operation between Gazankulu and its neighbours for the benefit of all;
- structuring of an appropriate planning and operational organisation to plan and implement development project.

Implicit in this list is the need for a literate and educated people in Gazankulu. It is also obvious that with emphasis on improvement and development in so many areas of human endeavour and aspiration, the thread of quality technical and professional education provision is imperative (Pell, 1987:5). Hence the importance of working towards the National Ideal "Mintirho ya Vulavula" in order to attain these objectives. It is the goal set by this National Ideal that will make it possible to attain a stage of self-sufficiency in trained manpower, which in turn might enable Gazankulu to make a significant contribution to the trained technological manpower pool for the whole of South Africa (Pell, 1987:5). The Chief Minister of Gazankulu, Professor Dr. H.W.E. Ntsanwisi and his Cabinet, are acutely aware that the success to technological progress as outlined above is dependent on the quality of education in Science and Mathematics. Hence a decree that Mathematics be compulsory up to Standard 10 as will be discussed in paragraph 5.3.5.

From the above exposition of the Gazankulu National Ideal, "Mintirho ya Valavula" (Deeds Speak), one cannot fail to conclude beyond doubt that the Gazankulu National Ideal as a determinant indeed determines the course of development of this education system.

5.3.2 The teacher/pupil ratio as a determinant

Table 4.2 gives a summary of the teacher/pupil ratio for both primary and secondary schools in Gazankulu. Through interviews with Head Office officials of the Department of Education, it was established that for primary schools the accepted teacher/pupil ratio is 1:40. The norm for secondary school is 1:28.

Table 4.2 reveals that for the primary school, Malamulele West Circuit maintained this ideal while Giyani South Circuit was the worst of all the eight circuits, with a teacher pupil ratio of 1:75. In consideration of such a figure one cannot fail to conclude that educative teaching (effective teaching) effected by giving individual attention to each child is humanly impossible and therefore the education of the young is left in a deplorable condition. The teacher/pupil ratio in the Gazankulu education system is therefore a decisive determinant of the course of development of education. With regard to the secondary schools, the worst case is revealed by Malamulele West, with a teacher/pupil ratio of 1:39. This means that in Gazankulu, most children do not receive the educationally expected teacher/pupil ratio that is conducive to and ideal for educative teaching. This condition accounts to a great measure for the poor state of affairs in the Standard 10 examination results as revealed in table 5.3 (Khosa, 1988).

5.3.3 Classroom accommodation as determinant of education

In paragraph 4.4.3.2 and 4.4.4.8 the classroom/pupil ratio was discussed for primary and secondary schools respectively. This was illustrated by table 4.6. For the primary schools, the highest figure of one classroom to 81 pupils in the Hlanganani Circuit was recorded. This clearly indicates that Gazankulu has a great shortage of classrooms.

In most of these schools, many classes are conducted outside under trees, in both primary and secondary schools. In certain schools, during inclement weather, either pupils are congested in a classroom, and where this is not possible still, no teaching takes place and pupils are sent back home for that day or more. If one remembers that time wasted is never regained, one cannot fail but conclude that the state of education of young is indeed in a serious position due to shortage of classroom accommodation.

Many school inspectors have often remarked that during inspections, no inspection actually took place because the inspector had to sit in the hot sun, with wind blowing off his books and other official records. With this in mind, one cannot fail to deduce that very little guidance (if any) could therefore be given to such teachers by the inspector on such days. Among other reasons for the poor performance in the examinations at the end of the year can therefore be attributed to the great shortages in classroom accommodation (Khosa, Nyathi, Ngobeni, 1988).

5.3.4 Teacher qualification as determinant of education

Table 5.2 gives a summary of teacher qualification (Gazankulu, 1987:51). By analysing this table, the following comes to light:

Total number of teachers (of all categories)	= 6 573
Total number of qualified teachers	= 4 678
Total number of unqualified teachers	= 1 895
Percentage of unqualified teachers	= 28,68%
Unqualified teacher with academic qualifications below Standard 10	= 148 (2,25%)
Unqualified teachers with only Standard 10	= 1 694
Unqualified teachers with a degree	= 23 (0,35%)
Standard 10 with Primary Teachers' Certificate	= 1 648 (25,07%)
Total unqualified teachers	= 1 865 (28,37%)

The above analysis of teacher qualifications in no doubt reveals that the pedagogically qualified structure in Gazankulu leaves much to be desired,

Table 5.2. Teacher qualifications (Guzarbulu, 1987:51)

NO.	CIRCUIT	UNQUALIFIED TEACHERS WITH :-										TOTAL
		1. GIYANT MORCH	2. GIYANT SOUTH	3. BLAWANGANT	4. MALAMULELE EAST	5. MALAMULELE WEST	6. MALALA NORTH	7. MALALA SOUTH	8. RINTANT	9. TOTAL		
		2	0	1	4	1	18	13	3	42		
	STD. 6-8	2	1	2	1	6	48	40	2	106		
		3	2	2	10	7	66	53	5	148		
	TECHNICAL QUALIFICATIONS	13				1	1	1		16		
		13				0	0	0		16		
	STD. 10	90	160	71	118	118	190	90	90	496		
		88	128	76	119	119	171	90	40	798		
		178	288	147	237	237	370	90	164	1664		
	DEGREE INCOMPLETE	1				1		0	3	5		
		0				1	1	1		5		
	DEGREE	1	1	1	1	2	2	3	7	23		
		1	1	1	1	2	2	3	7	23		
		106	160	75	123	123	220	107	56	972		
	SUB TOTAL	90	130	81	88	88	130	130	42	913		
		196	292	179	211	211	440	243	98	1885		
		0	0	0	0	0	0	1	0	2		
	STD. 6	2	2	14	4	4	4	2	5	39		
		2	2	14	7	7	7	3	5	41		
	STD. 8	34	41	62	40	40	153	97	145	649		
		69	63	135	95	95	215	122	197	882		
	TECHNICAL QUALIFICATIONS	15	6	2	2	2	2	2	0	19		
		0	0	0	0	0	0	0	0	0		
		15	2	2	2	2	2	2	2	19		
	STD. 10 WITH PRIMARY QUALIFICATIONS	64	82	141	140	140	251	134	137	714		
		82	141	140	140	140	251	134	137	934		
		146	200	340	337	337	581	323	281	1648		
		20	20	14	11	11	23	86	40	249		
	STD. 10 WITH J.S.T.C.	5	9	18	1	1	11	13	35	95		
		25	32	50	12	11	51	30	121	341		
	STD. WITH 3 YEARS TEACHER TRAINING	38	24	62	36	36	63	65	98	442		
		24	36	62	32	32	41	56	111	397		
		62	67	124	68	68	119	104	209	839		
	DEGREE INCOMPLETE	55	20	31	31	31	55	22	58	353		
		31	31	40	10	10	25	1	28	136		
	DEGREE	98	40	65	69	69	98	12	86	489		
		77	31	43	22	22	29	21	60	249		
		23	4	3	7	7	13	26	26	86		
		00	14	40	25	25	34	34	86	636		
	SUB TOTAL	284	288	441	248	248	413	223	487	2436		
		284	288	441	248	248	413	223	487	2436		
		408	362	720	413	413	697	736	1034	4078		
	GRAND TOTAL	170	308	506	371	370	643	383	543	3324		
		204	369	566	453	453	728	407	619	3240		
		664	664	895	621	621	1176	680	1162	6573		

particularly if one considers the fact that of the 4 678 qualified teachers, 1 648 (25,07%) are those with only Standard 10 and a teacher's certificate (PTC) which in today's rise of educational standards is regarded by DET as "unqualified". This then left Gazankulu in 1987 with only 3 030 (46,09%) qualified teachers in her educationally qualified structure and 59,91% unqualified. The situation is indeed alarming.

Table 5.3 illustrates the high failing rate in Standard 10 as a result of teacher qualification.

TABLE 5.3

Summary of Standard 10 results according to inspection circuits
(Gazankula, 1987:76)

Circuit	Number wrote	Matric pass	Senior	Fail
1. Giyani North	532	237	231	64
%		44,5	43,42	12,08
2. Giyani South	312	74	179	59
%		23,72	57,37	18,91
3. Hlanganani	1 048	275	558	215
%		26,24	53,24	20,52
4. Malamulele East	521	132	288	101
%		25,34	55,28	19,38
5. Malamulele West	580	136	292	152
%		23,44	50,34	26,21
6. Mhala South	472	90	214	168
%		19,81	51,95	28,24
7. Mhala South	472	90	214	268
%		19,06	45,34	35,59
8. Ritavi	1 916	518	827	571
%		27,04	43,16	29,89
Total	6 613	1 706	3 229	1 678
Percentage		25,79	48,82	25,37

A report (dated 10 June 1988) compiled by a team of experienced teacher educators under the chairmanship of Prof. D.R. White of the University of the Witwatersrand, which had been invited by the Department of Education in Gazankulu to evaluate the work of Tivumbeni and Hoxani Colleges of Education, reveals the deplorable state of teacher education offered by the Tivumbeni College of Education. This college prepares students for the three-year Secondary Teachers' Diploma (STD) with or without degree courses (refer to table 4.8).

The major impressions gained by the team were "that the staff of Tivumbeni confirmed, with the possible exception of those enrolled for degree courses, that students tended to enter college with levels lower than a genuine Standard 10 level in the subjects which they wished to teach. In Tsonga (the mother tongue), there was work being done beyond Standard 10, but in all other subjects the work of Standard 6-10 in all schools was repeated with no extension to tertiary level studies. The result of this (the team concluded) is that those emerging from this college of education cannot be regarded as qualified to teach up to Standard 10, because they have no academic knowledge beyond that level, to provide a proper perspective for confident and competent teaching. At best, their diplomas should be graded as M + O" (White, 1988:1).

The team further concludes that Tivumbeni College of Education is functioning at present on the level of a rather poor quality secondary school and as such student leaving Tivumbeni at the end of 1988 will be unable to contribute the raising of standards of education in Gazankulu schools, and in terms of academic knowledge, command of English (as medium of instruction from Standard 3 onwards) and professional competence they will be inadequately equipped (White, 1988:33).

In confirming poor teacher qualifications as a factor that gives shape to education in Gazankulu, Smit (1986:8) after analysing 'opinion' questionnaires that had been given to teachers to complete, indicates that the teachers themselves did not rate the under-qualification of teachers as a very important factor as it appeared on the priority list only as number 14, yet at the meeting with inspectors and principals, this factor was seen as one of the most important reasons for unsatisfactory results.

The fact that teachers themselves rated under-qualification of teachers low on the priority list suggests that though under-qualification might be a strong factor, by revealing this they would automatically be underrating and degrading their own status and competence. The poor teacher qualifications, as discussed above, have a negative effect on education in Gazankulu. This is supported by the 1987 and 1988 Standard 10 examination results as analysed above as well as by the findings of

the reports compiled at different periods by Smit and his team and White and his team from the Universities of the Orange Free State and the Witwatersrand respectively as indicated above. This clearly proves beyond a shadow of doubt that teacher qualification is a determinant in a negative sense of education in Gazankulu (Khosha, Nyathi, Ngobeni, 1988).

5.3.5 Teacher/parent/child attitudes towards mathematics as a compulsory subject

The subject Mathematics was declared compulsory by the Gazankulu Government as early as 1982, but the application of this rule had not been strictly adhered to by the education department and schools (Vieira, 1988:4). As from 1985 this rule was revised and strictly enforced from Sub-standard A to Standard 10.

Previously Mathematics was only taken by interested and able students with a potential for it. Declaring Mathematics compulsory meant an increase in the students taking it but without a proportionate increase in the number of teachers academically qualified to offer it particularly in secondary schools. This meant that even non-Mathematics teachers were seconded into teaching it. The obvious result was an alarmingly high rate of failures in this subject. Whereas the Government of Gazankulu under the leadership of the Chief Minister, obviously had the interests, future and well-being of the people of Gazankulu at heart when it decreed Mathematics compulsory (Gazankulu, 1988:8), this in fact now has had exactly the opposite effect.

The negative effect produced by making Mathematics compulsory up to Standard 10 in Gazankulu is illustrated in tabel 5.4 below, which shows a historic development of the total number of candidates writing the Standard 10 examination, the actual number writing Mathematics and those who achieved symbol E and above, for example number of passes per year from 1981 to 1986 (Vieira, 1988:7).

TABLE 5.4

Number registering for Mathematics Standard 10 as well as actual number writing and passing Mathematics Standard 10 (Vieira, 1988:7)

Year	Writing Standard 10 Examination	Writing Standard 10 Mathematics	Achieving Grade E or above in Mathematics	% Pass
1981	2 125	1 805	45	2,5%
1982	2 266	955	96	10,0%
1983	2 977	670	155	23,0%
1984	3 374	810	174	21,0%
1985	4 418	910	214	24,0%
1986	4 952	3 232	157	4,8%

The table above shows that the % Mathematics passes rose steadily until 1985; then dropped sharply. The reason for this severe drop is that in 1985 every student was forced to take Mathematics up to Standard 10 when the rule that Mathematics was compulsory was strictly enforced. It means that enforcing compulsory Mathematics for every student had therefore an effect diametrically opposed to the one the Government intended to have, and as a result it has significantly lowered the standard of Mathematics in Gazankulu.

Enforcing of Mathematics generally produced a severely negative attitude and resistance to the subject in some schools. Consequently, the successful teaching of this subject was a near impossibility (Vieira, 1988:7).

According to the analysis of the Standard 10 examination results in Mathematics in 1987, 844 (16,08%) out of 5 209 students did not write Mathematics yet they had registered for this subject according to Preliminary examination entry forms (DET, 1987:3264). It becomes obvious that one of the main reasons for many of these students to have

discontinued this subject is the attitude developed during the course of the year.

The above statistics clearly indicates that the pass rate in Mathematics sharply dropped from 1985.

Besides consideration of the demand of this technological era, in which Mathematics has a vital role to play, the Gazankulu Government made Mathematics compulsory for this advantage:

- In terms of the current Matriculation regulations, only five subjects need to be passed provided they are correctly grouped. The usual norm for Matriculants is thus six subjects. If a seventh subject (in this case Mathematics) is taken and passed, the marks scored in it are added to the grand total. This would be an advantage to the student because one of the conditions of University Entrance exemption is the attainment of a mark aggregate of 1052. This means that a student whose average mark for the six subjects is less than 1052, would be at an advantage if he successfully completes the seventh subject (Mathematics in this case) as he would gain university entrance, for example Mathematics would be bonus marks which can enable the average and below average student to secure university entrance (Vieira, 1988:6;14).

In reality, both the child on the one hand and teacher and parent on the other have become too negative towards this proposal as a result of long imprinted habits which refuse change. As Ripinga says (1987:19) "... and the commonest disease teachers suffer from is arteriosclerosis, that is long set habits that become a second nature forcing them to act always in the old well-established way, independently of the transformed world around them".

A parent of the child (who may be a teacher by qualification) and who never did Mathematics in his/her youth, tells the child that Mathematics is a nightmare and can only be passed by a genius. The teacher in the class, who happened to be among the selected few at that time to do

Mathematics, openly tells and discourages many students by appearing guilty of feeling superior to their pupils, and belittling pupils' inherent ability ("You are too stupid to do Mathematics") or ("only clever people can do Mathematics") (Gazankulu, 1988:8). In a report (Gazankulu, 1988:8) it is stated that "reducing pupils' fear or hatred of Mathematics is a much more difficult task as these feelings are now deep seated and embedded in their minds by continuous and long term exposure to negative comments by their parents, peers, family, friends and Mathematics teachers themselves". Because cowards die many times before their death comes, a high failure is the result.

In summary, one could indicate that though not all students have the aptitude or ability to cope with Mathematics, the Chief Minister and the Government decreed Mathematics to be compulsory because they are actually aware that quality education in Science and Mathematics is a key to technological progress. As a self-governing state, a long term goal must be self-sufficiency in trained manpower which might then be followed by a broader goal of making a significant contribution to trained, technological manpower pool for the whole of South Africa (Pell, 1987:5).

Taking into account the picture revealed by the analysis of the examination results reflected in table 5.4 as well as the facts presented by Vieira as discussed above, it becomes abundantly clear that teacher/parent/child's attitudes towards Mathematics as a compulsory subject are a determinant of education in Gazankulu.

5.4 CHAPTER SUMMARY

In paragraph 1.4.2 it was indicated that in any education system there are factors that cause the nature of development of that education system. Some of these determinants are universal while others are individualistic in nature. In this chapter, a brief but concise exposition of the universal and individualistic determinants of education in Gazankulu was given. Individual determinants were considered as those factors which originate from within Gazankulu and are peculiar to Gazankulu education system. The weight of each factor was clearly indicated to prove beyond

reasonable doubt that education in Gazankulu indeed is what it is as a result of these determinants.

CHAPTER 6

CONCLUSION

6.1 INTRODUCTION

The purpose of this research study was to investigate and reveal the determinants of the education system in Gazankulu, for example those factors that shape education in Gazankulu and thus make it display characteristic features observable today. The research methods to be applied were indicated. This was followed by the demarcation of the field of study of this research study, and this included explanation of concepts "determinant" and "education system". The components of the education system were identified to indicate that indeed an education system is an interwoven social structure.

In order to achieve the purpose of this research, it was felt necessary to give a general outline of the theoretical structure of the education system. This would serve as a criterion against which the Gazankulu Education System could be evaluated.

The general background information about Gazankulu was presented. Included here was the presentation of both the past and the present economic position of Gazankulu. This order was considered logical, as it would enable the reader to have a logical view of the sequence of events leading to the causes of impact of the determinants of education in Gazankulu that would be discussed later in chapter 5.

The present education of Gazankulu was outlined. Here, the actually existing components of the education system in Gazankulu was presented, against the background of the theoretical structure as discussed in chapter 2, for example this would enable the reader to judge Gazankulu Education System against the ideal system of education as discussed in the said chapter.

Chapter 6 will concentrate on singling out those determinants that are considered to have an obvious and adverse effect on the development of the education system in Gazankulu. The objective of the discussion in this chapter (chapter 6) is to present those factors that have such a retarding effect on this education system that their present influence should as far as possible be counteracted immediately, in order to effect the desired educational improvement. To this end, recommendations will be made which are calculated to effect a positive change. These recommendations are calculated to add a drop of scientific knowledge that will help improve education in Gazankulu. More other research studies are therefore recommended in order to better understand and improve this education system.

6.2 RECOMMENDATIONS ON THE DETERMINANTS WITH A NEGATIVE INFLUENCE ON THE EDUCATION SYSTEM IN GAZANKULU

6.2.1 Languages as determinants of education

A discussion of the role of a language in the education system was provided in paragraph 2.2.3.3.4 and 5.2.3.

It is a universal fact that primary education should provide the child with basic education (skills) for man's survival: Literacy in the form of writing, arithmetic and reading (the 3 R'S). Implicit in this is communication (speech) in the form of a language. Secondary school education is a specialisation in the field of human knowledge in terms of the child's aptitude and interest. In all specialisations available for the child, language plays a major role. Entry into any field of specialisation available to the child calls for a language. Entry into any field of specialisation in the secondary education therefore calls for a particular demand of competency in language proficiency.

In paragraph 5.2.3 it was indicated that the Gazankulu system of education has three languages of communication of which two serve the purposes of instruction, for example Tsonga (mother tongue and medium

of communication and instruction in the lower primary section, for example up to Standard 2), Afrikaans (as a subject from Standard 1).

However, it stands to reason that the use of three languages creates a heavy burden for the child, as an additional workload is placed on him and with which he must cope.

With regard to Tsonga as a language, it is stipulated that if a pupil/candidate fails it, he automatically fails the whole examination. This means that where possible, in Standard 10, subject teachers should be those with suitable qualifications in the subject, preferably a teacher with a degree course in Tsonga in order that he can offer a richer content than is called for in the subject at that level in order to guarantee success in the subject. This means that the Department of Education should not recommend a Standard 10 Tsonga teacher to teach this subject if only he has an academic qualification in the subject up to Standard 10.

English is the medium of instruction for all subjects except Tsonga and Afrikaans. The understanding of English therefore places a very important responsibility on the teacher, as English paves the way for the child to understand and acquire the desired content of the other subjects. This means, therefore, that the subject teacher for English should be such that his academic qualification should be far above the level of matric for him to be equal to the task. But in contrast to this, very few teachers handling English in the matric classes possess qualifications in English higher than matric level. Yet one of the conditions for success in the Standard 10 examinations is a pass in one of the official languages (which includes English).

Seen in this light, it would mean that it should be the responsibility of the Department of Education in Gazankulu to train suitably qualified English teachers, not only those responsible for English as a subject but also those responsible for content subjects the medium of which is English as well. The quality of education would definitely be improved. (Khosha, Nyathi, 1988)

6.2.2 Economy

In sections 2.2.3.3.6 and 5.2.5 it became abundantly clear that the economy of the country is a decisive factor in the provision of education of any country like Gazankulu. The financial provision of education as reflected in the Minister's estimated budget for the financial year 1988/89 against the background of pupil classroom ratio presented in paragraphs 4.4.3.2 and 4.4.4.8 shows clearly that the economy of Gazankulu has a negative effect on the educational provision of this country.

The Minister's estimated budget of R187 977 000 as indicated in 5.6 may be sufficient to provide for 2 717 and 883 classrooms for primary and secondary schools respectively in order to meet the existing present classroom demand but this is insufficient to meet the other educational projects as outlined in table 5.1

The above would then suggest that the department should consider steps to increase the national education budget in any way possible. Since the Department receives educational grants from DET annually, a motivated request (supported by statistical data) should be made to DET that this budget be increased substantially. At the same time, the Government of Gazankulu should consider other serious steps from within the country to raise the financial position of the whole country in order to meet the country's educational demands, for example other income/generating projects.

6.2.3 The analytic aspect

The analytic aspect of reality in Gazankulu's education system was discussed under paragraph 5.2.8. Here, it was pointed out that planned and orderly distinctions and classifications are features that characterise the educational activities in the Gazankulu education.

It was also indicated that the Department of Education in Gazankulu has a planning section responsible for the smooth realisation of the logical aspect of man.

However, the effectiveness of the planning section in Gazankulu needs re-evaluation in the light of the country's expanded educational demands. It has been observed, for example, that whenever a secondary school is proposed for registration to serve a certain rural community, such a proposal in most cases comes from the community itself and this section seems to be unaware of the existing local conditions demanding registration of such a school. Yet this section is fully manned by both graduate and post-graduate personnel.

Paragraph 4.4.6 pointed out the provision of differentiated education in Gazankulu. It was indicated that the country has only one technical high school catering for both the Northern and Southern regions. The distance between the two extremes of these regions is well over four hundred kilometers. This makes it essential that such a technical school should have boarding facilities. Yet a question is what enrolment can it take in a current year? One would suggest that the planning section make recommendations to the Department that a second technical high school be made available in the Southern region.

It was also pointed out, during the discussion of the psychic aspect as determinant of education, that no provision is made at all for differentiated education on the strength of aptitude and giftedness of a child in Gazankulu. One would not be wrong to point out that the lack of such educational provision is a weakness on the part of this planning section of the Department.

6.2.4 Teacher/pupil ratio

The teacher/pupil ratio in the Gazankulu Department of Education was presented in paragraph 5.3.2. This was given as 1:40 and 1:28 in the primary and secondary schools respectively.

In reality this norm rarely applies, as revealed by the Giyani South Circuit in the primary section which has 1:75 and Malamulele West Circuit in the secondary schools registering 1:39.

When educative teaching is considered, viz. that a teacher should normally give the best individual attention to each child in the class to the best of his ability, one wonders if a teacher can fulfil his educative teaching role when confronted with 75 pupils at any given time. In this connection, it is necessary to compare this situation with that which obtained in England during the same period. In contrast to this the teacher/pupil ratio in England and Wales as at January 1974, 1979 and 1984 reveals the following: (The Secretary of State for Education and Science and the Secretary of State for Wales, 1987:46).

Pupil to teacher ratio	1974	1979	1984
Primary	24,8	23,0	22,1
Secondary	17,5	16,7	16,2

From the above data, one observes that in both the primary and secondary schools in Gazankulu a teacher has almost twice the workload in comparison with the condition of England and Wales. The Gazankulu Education System should strive for reducing its norm pupil/teacher ratio that will enable the education system to realize its objectives as outlined in 5.3.1. This can be achieved by making a provision for more trained teaching personnel.

6.2.5 The classroom pupil ratio as determinant of education

A summary of the classroom pupil accommodation Gazankulu was given in section 5.3.3. By way of introducing the argument, reference can be made to developed technologically advanced countries like England, in which the class size is as follows (The Secretary of State for Education and Science and the Secretary of State for Wales, 1987:47):

TABLE 6.1

Class sizes and contact ratios (The Secretary of State for Education and Science and the Secretary of State for Wales, 1987:47)

	1974	1977	1979	1984
Primary				
Average class size	-	26,9	25,9	24,7
Secondary				
Average class size	21,8	21,4	21,0	20,4

Classroom size is related to the teacher/pupil ratio as discussed above. As already mentioned, Gazankulu has a great shortage of classrooms in primary and secondary schools, which is related to teacher effectiveness. Whereas in 1987 the classroom pupil ratio in Gazankulu in the primary and secondary schools stood at 1:71 and 1:43 respectively (Gazankulu, 1987:54) that of England as reflected above in 1984 already stood at 24,7 and 20,4 respectively. It goes without saying that while that of England was 24,7 and 20,4 in 1984, for primary and secondary schools respectively, with developmental changes this could show still lower figures today if available. This suggests that Gazankulu has a long way to go before reaching a meaningful effective educative teaching universally considered humanly possible and desirable. Serious steps should therefore be taken to reach this ideal. (Khosa, Nyathi, Ngobeni, 1988)

6.2.6 Parent/teacher/child attitudes toward Mathematics as a compulsory subject

A detailed account of this was given in paragraph 5.3.5.

The implication of this section is that not only teacher's qualification in Mathematics or the availability of Mathematics suitably qualified teachers as well as the aptitude and interest of pupils in Mathematics is the only cause of the enormous high rate of failure in the subject, but the attitude

already adopted by the parent, teacher and the child towards the subject is the main contributing factor (Gazankulu, 1988:8). As mentioned in section 5.3.5 teacher's remarks such as "You are too stupid to do Mathematics" or "only clever people can do Mathematics" and the like, have in the long run a deep-rooted negative attitude towards this subject even in the child of average intelligence and aptitude for Mathematics. The result of this is that where in fact an average pass in Mathematics in Standard 10 would enable a candidate to obtain an aggregate pass (a university entrance) by obtaining 1 052 marks as already explained in 5.3.5, the majority of candidates get a school-leaving certificate or fail.

It is therefore strongly recommended that the Department of Education should take serious steps to explain to the teacher, pupils and parents the implication of this subject being compulsory. Everybody concerned should be made to understand that an education system is time-bound. It goes and changes with the spirit of time. We are living in the period of technology and education should therefore be geared towards meeting the demands of technology of which one of the major ingredients is Mathematics. Unless this is done, the Gazankulu Education System will educate citizens who will experience future shock by producing numerous but not productive graduates who will not meet the demands of this developing country. That is why Stone (1981:81) indicated that in reality the training provided in an education system should be correlated with economic realities of the country. Unless this is the case a similar situation will arise in Gazankulu to what occurred in Indonesia in 1968 where there were 6 000 unemployed graduates yet there was a great shortage of trained workers who could have been trained in the technical schools. In order to avoid the "future shock" that Alvin Toffler (1974:3) is referring to, the Department of Education in Gazankulu should consider all steps that will motivate the nation to look at the role of Mathematics together with Science in this ever-changing world. (Ngobeni, 1988)

6.2.7 Teacher qualification as a determinant of education

A detailed account of teacher qualification as a determinant of education in Gazankulu was given in paragraph 5.3.4. In this section it was

indicated that in 1987 only 3 030 (46,09%) had recognised teachers' certificates as against 3 543 (53,90%) unqualified.

Ripinga (1987:4) declares unequivocally that the quality of teachers is one of the most important determinants of the quality of a system of educational provision. That is why in the USA the community reached a stage where it refused to accept the evaluation of a teacher institution without supplementary evaluation, for example seeing the activities of teachers themselves as products of this institution in an actual educative work (Ripinga 1987:5). He cites examination tests that have consequently been involved in an attempt to ensure that all teachers have mastered certain basic knowledge and skill before they are admitted to teaching.

The summary of the analysis of the 1987 Standard 10 results proved beyond reasonable doubt that teacher qualification is a contributing factor in the high rate of failure as revealed in table 5.3

Paragraph 5.3.4 also exposed the findings of the evaluation team of experts on the existing teacher education at Tivumbeni and Hoxani Colleges of Education. This team under the leadership of Prof. D.R. White, was willing to stake their joint professional reputations on the validity of the picture they painted on teacher qualification existing at the two colleges of education.

The summary of the evaluation team mentioned above reveals a deplorable state of teacher education offered at Tivumbeni. This team discovered that with the exception of students enrolled for Secondary Teachers' Diploma (STD) plus degree courses, the courses for the rest of STD students have no extension of knowledge to tertiary level studies, and that their curriculum is a repetition of the work done in Standard 6-10. Hence their qualifications can be regarded as M + O. This means that when they qualify as teachers they go and give back to their students in Standard 6-10 the same equivalent knowledge they themselves received, with virtually no extension. This further implies that despite the constant changes and rise of educational standards today, the existing

educational standards in Gazankulu in the hands of such teachers remain uncharged. Hence there is a high rate of failures in Standard 10.

It is therefore strongly recommended that the Government and the Department of Education in Gazankulu consider serious steps calculated towards implementing immediate improvement. One such step would be to stipulate that henceforth any prospective teacher must have at least one or two university courses in the subject he/she intends to teach, particularly from Standard 6-10. In addition to this, since the medium of instruction in the content subjects in Gazankulu is English, a degree course in English or a diploma specialisation in English should be compulsory to a prospective teacher in the secondary school. This would ensure specialisation where every teacher handles a subject in which he/she is suitably qualified to teach. More teachers should therefore be trained (Khosha, Ngobeni, 1988).

6.3 CHAPTER SUMMARY

In this chapter, the purpose of this research study was indicated. All the necessary steps taken to achieve this goal were clearly indicated.

As the theme of this research study was the investigation and exposition of the determinants of the education system in Gazankulu, the most outstanding determinants were singled out and their influence on the education system of Gazankulu pointed out. This was followed by recommendations calculated towards effecting an improvement in the education system of Gazankulu.

Some more research studies in this field in Gazankulu are strongly recommended to add to the already existing facts that characterize the education system of Gazankulu. The more different educational spectacles focus on the same educational phenomenon, the better will it be visible and grasped with a view to enabling this education system to meet the needs of this fast developing national state in particular and the Republic of South Africa in general.

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