A SOCIO-EDUCATIONAL EVALUATION OF THE PRE-SCHOOL INITIATIVES IN THE NONGOMA DISTRICT OF KWAZULU-NATAL

BLASIUS DUMISANI KHUMALO

May 2000

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by

BLASIUS DUMISANI KHUMALO
B.A. (Hons.), M.Ed., S.T.D. (University of Zululand)

THESIS

Submitted in fulfilment of the requirements for the degree of

DOCTOR OF PHILOSOPHIAE

in

THE DEPARTMENT OF PSYCHOLOGY OF EDUCATION

in the

FACULTY OF THE HUMANITIES

at

THE UNIVERSITY OF THE ORANGE FREE STATE

Promoter : Prof W.J. Paulsen
Co-promoter : Dr E. van Zyl

Date submitted : May 2000

ACKNOWLEDGEMENTS

My heartfelt gratitude goes to the following:

1. The Almighty for the strength afforded me to complete this task.

2. Professor WJ Paulsen for the invaluable helpful supervision and encouragement at every stage of this study.

3. Dr E van Zyl for her support and guidance in the writing and editing of this research. I tender my sincerest thanks and appreciation for her support.

4. The KwaZulu-Natal Education Department and the Education District Manager of Nongoma for granting me permission to conduct this research.

5. The principals of schools with pre-schools attached to their schools in Nongoma for the cooperation in the administration of the questionnaire.

6. Provincially and regionally-based friends and colleagues in the KwaZulu-Natal Provincial Curriculum Unit in the Directorate of Education Programmes.

7. The typist Mrs EP Botha from the University of Zululand (Durban-Umlazi Campus). Without her endless hours of typing I could not have completed the research on time.

8. Prof G Urbani, Mr GVJ Mashaba, Mr CL Ndlovu and Rev Dr N Mnyandu for their encouragement and support.

9. My family for their unfailing support throughout the period of this study. My wife Victoria Ntombenhle (ukaMahaye) and my children – Bongie, Linda, Daluxolo, Mashobane and Fanelesibonge.

10. Dr G. Kotzé for her sacrifice and selfless help for language editing.

DEDICATION

This work is dedicated to:

1. My late grandparents, SIHASHAHASHA KHUMALO (BANTWABAMI DLANINI AMASI, MINA NGIZODL' UNYOKO UKAMANDLWANA); and NTONJANA KHUMALO (UMAMTHETHWA)

2. My late parents, ENOCK NDLONDLO and BELINAH (UMAMBATHA) KHUMALO. May their souls rest in peace.

3. The black parents, teachers and principals in South Africa. May this project help them to improve the quality of education for the black child.

DECLARATION

I declare that:

"A SOCIO-EDUCATIONAL EVALUATION OF THE PRE-SCHOOL INITIATIVES IN THE NONGOMA DISTRICT OF KWAZULU-NATAL"

is my own work in conception and execution and that all the sources that I have used and quoted have been indicated and acknowledged by means of complete references.

B.D. KHUMALO

May 2000

ABSTRACT

This research presents a socio-educational evaluation of the pre-school initiatives in the Nongoma district of KwaZulu-Natal.

The researcher is of the opinion that socio-educational environmental factors in the rural areas do not support the successful implementation of pre-schooling initiatives.

The historical background in this research highlights certain social environmental factors in the rural areas. These factors translate into the school situation and consequently influence the educational effort. The literature review has shown that these factors can positively or negatively affect the educational efforts including the pre-school initiatives.

The responses of the emperical research revealed that on the social scene, societal living conditions characterised by poverty, low educational attainments by the parents, ignorance of pre-school benefits, and poor communication channels across the social spectrum limit parental participation in a meaningful and far-reaching way.

This research indicates that the educators in the rural areas of KwaZulu-Natal lack adequate skills needed to effectively handle pre-schooling in the management domain as well as in the classroom situation. Educators do not receive sustained support from the Education Department, as well as from the *iziphathimandla* (i.e. people in authority such as inkosi of the tribe, or the induna of an area). Remoteness of the rural areas from the urban areas and the lack of resources further complicate problems experienced by the rural teachers, and may negatively affect school initiatives, including pre-schooling.

In the light of the findings, this research recommends that the socio-educational problems surrounding pre-school initiatives be addressed in the following way: education stakeholders are urged to encourage community participation in school initiatives, as well as stress governmental equitable distribution of available educational resources.

OPSOMMING VAN DIE NAVORSING

Hierdie ondersoek gee 'n sosio-opvoedkundige evaluering van die voorskoolse inisiatiewe in die Nongoma distrik van KwaZulu-Natal.

Die navorser is van mening dat sosio-opvoedkundige omgewingsfaktore in die plattelandse gebiede nie 'n ondersteunende bydrae lewer tot die suksesvolle implementering van voorskoolse inisiatiewe nie.

Die historiese agtergrond van hierdie navorsing het die aandag gevestig op sekere sosiale omgewingsfaktore in die plattelandse gebiede. Hierdie faktore is verwant aan die skoolsituasie en het gevolglik 'n uitwerking op die opvoedkundige taak. Die literatuurstudie het getoon dat hierdie faktore die opvoedkundige taak, wat voorskoolse inisiatiewe insluit, positief of negatief kan beïnvloed.

Die response van die empiriese ondersoek het aangetoon dat wat die sosiale omgewing betref, lewensomstandighede gekenmerk word deur armoede, die lae opvoedkundige peil van ouers, onkunde betreffende die voordele van voorskoolse onderrig en swak kommunikasiekanale dwarsoor die sosiale spektrum, sodat betekenisvolle en doeltreffende deelname deur ouers beperk word.

Die navorsing het ook aangetoon dat die opvoedkundiges in die plattelandse gebiede op beide bestuursvlak en in die klaskamersituasie, nie oor voldoende vaardighede beskik om voorskoolse onderrig te hanteer nie. Opvoedkundiges kry nie behoorlike ondersteuning van die Department van Onderwys, of die *iziphathimandla* (gesaghebbendes in the gemeenskap) nie. Die afgeleë plattelandse gebiede en die tekort aan hulpbronne dra by tot die probleem wat deur plattelandse onderwysers ondervind word, en mag skoolinisiatiewe, insluitend voorskoolse aktiwiteite, nadelig beïnvloed.

In die lig van die bevindinge, word aanbeveel dat die sosio-opvoedkundige probleme wat met voorskoolse inisiatiewe ondervind word, aangespreek word deur onder andere, die volgende: Opvoedkundige rolspelers moet aangemoedig word om die gemeenskap te beinvloed om deel te neem aan gemeenskaplike skool inisiatiewe, asook om te beklemtoon dat staatsverdeling van beskikbare opvoedkundige hulpbronne, onpartydig moet geskied.

CHAPTER 1

GENERAL ORIENTATION

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CHAPTER 1

GENERAL ORIENTATION

1.1 INTRODUCTION

Birth marks the child's entry not only into the world, but also into society. Each society is characterised by its own cultural heritage to which the child is to be inducted. The society performs this task through the process of education.

According to Gabela (1986: 2) the content of education and the type of development sought, depends on the perception of what constitutes a good life to be lived individually, socially, politically, economically and spiritually in a given environment. The Government of National Unity (GNU) acknowledges that a child's developmental growth is affected by a combination of inter-related factors which constitute the overall environment (White Paper Interim Policy, 1996: 8). The GNU White Paper recognises that intervention needs to focus on the wider environment particularly the family, community support system and governmental policies.

In addition, in evaluating the influence of sociological factors in education, one must bear in mind that social factors form an integral part of the equation that translates into any educational system (Johnstone 1981: 26). The equation can be formulated as follows: Education system = economic system + social system + political system.

1.2 PROBLEM STATEMENT

The environment created by societal factors such as the home, the church, religious and tribal affiliations determines to a large extent the attitude towards educational initiatives. The school's relationship with the society in which it operates also shapes the attitude of the society towards itself.

The socio-educational relationship may go along with a number of attitudes which reinforce or undermine it, depending on whether they are positive or negative. Gabela (1996: 1) maintains that no bond or organisation can sustain itself or achieve desired results unless its members have a positive attitude towards one another. An organisation in which negative attitudes prevail is bound to break down and cease to exist.

Educational sociologists such as Banks (1987: 67), Lareau (1989: 61, 97), Macbeth (1989: 66) and Stone (1981: 104) maintain that the home, as an organ of society, has a strong bearing on the educational initiatives. The following home factors are cited as having a strong impact on educational initiatives:

- Family size (Cullen 1969: 71; Lawton 1968 in Craft 1970: 4).
- Social class of the family (Banks 1987: 67; Ezewu 1986: 28; Lareau 1989: 2, 3).
- Distressing home conditions (Ezewu 1986: 6, 7; Hunt 1990: 77, 78; Van der Ross 1976: 54).

- Parental school involvement (Atkin, Bastiani and Goode 1988: 6, 7; Green 1968:75; Naidoo 1994: 113, 114; Spock 1989: 34; Wolfendale 1989: 52).

Geographically, Nongoma where the empirical research is conducted, is a rural district. It is exposed to all the societal factors given above to varying degrees as circumstances dictate. These factors have their own implications and consequently their effects on educational efforts. This observation is underpinned by the following studies:

According to Hunt (1990: 77, 78) poor rural parents experience isolation or remoteness from facilities in addition to limited understanding of what is entailed in school work. This observation is supported by Schofield (1995: 5) who maintains that the majority of South African schools are poorly resourced, have weak (in some cases non-existent) management administration and governmental structures, have fragmental staff and are located in communities which could be described as 'marginalised' (in terms of location and access to urban centres, resources and employment opportunities).

In 1992 the Research Institute for Education Planning (RIEP 1992:3) of the University of the Orange Free State forecast that in 1997 and 1998 respectively there will be 7 409 200 and 7 714 900 black primary school children in the Republic of South Africa. According to the Early Childhood Pilot Discussion Document (1996: 8), the province of KwaZulu-Natal has one of the highest drop-out and repetition

rates - 22% of which occurs in the first year of schooling.

A study by Van Buuren, Letuma and Dayness (1990: 16, 18) in junior primary schools in Madadeni and Osizweni (urban townships in Newcastle in KwaZulu-Natal) established that some Zulu children in schools without pre-schools attached to them, failed to progress from the school entry grade (Grade 1). Taking this study into account, and the observation expressed in the Early Childhood Pilot Discussion Document, one can conclude that the situation is probably worse in the rural areas of KwaZulu-Natal because of under-funding.

The societal conditions for the population under study in the Nongoma district of KwaZulu-Natal have an impact on educational initiatives. The social beliefs shaped by tradition, Christianity or superstition reflect on the societal educational perception and directly or indirectly influence efforts in education.

The following are some of the important role players in pre-school initiatives in the Nongoma district:

- *iziphathimandla* (people in positions of authority) for example:
  - *inkosi* (tribal chief) or *induna* (chief's delegate) in *isigodi* (tribal area), and
  - church leaders of traditional and orthodox churches;
- the parents in the community;
- the schools;

- the government; and
- the non-governmental organisations (NGO's).

1.2.1 **Iziphathimandla**

1.2.1.1 ***Inkosi***

Inkosi (Chief/King) or *induna* (the chief's delegate) is a custodian of social customs, cultural norms and social beliefs (Mbili 1975: 28; Khanyile 1990: 12). In this position the *inkosi* or *induna* in a tribal set-up wields a powerful influence in the shaping of social attitudes towards social initiatives including educational initiatives such as pre-school education. "... *Iziphathimandla ... konke esikwenzayo sikwenza egameni lomthetho wesizwe ngokwamagunya abekwe phezu kwaso.*" (Khumalo 1997: 619). (Translation: "... A person in authority ... whatever he does, does it in the name of the law/rules governing that society/ community and the country because of the powers vested in him"). For example:

(1) **Protocol**

In visiting a tribal area traditional protocol demands that *inkosi* be the first person to be sought for permission.

(2) ***Inkosi's* permission**

Inkosi has all the knowledge of happenings in his area because he is well informed by his *induna,* hence:

- no school can be built without the permission of inkosi in his area;
- no rituals, for example *umhlanga* (reed ceremony) or *umgcagco* (marriage ceremony) can take place without the permission of *inkosi* in his area.

(3) **Allegiance**

The majority of rural people in KwaZulu-Natal have strong allegiance to the *inkosi.* This contrasts sharply with urbanized Zulus whose cultural purity has been weakened by westernized Christian ideas.

1.2.1.2 Other community leaders

To collect adequate information on the sociological aspect, it is necessary to include other community leaders from all social groupings. Their attitude to social issues, including pre-primary classes, influences the perception of people under their leadership. According to the researcher such leaders include the following:

(1) **Traditional leaders**

Traditional leaders such as *izinduna* (chief's delegates), *izangoma* or *izinyanga* (witchdoctors or healers); and

(2) **Church leaders**

Church leaders for both the orthodox and traditional churches.

1.2.2 The parents in the community

Parental involvement is an essential part of the effort to educate the youth to adulthood. Craft (1970:76), Lareau (1980: 2, 3), Morrish (1978: 131) and Wolfendale (1989: 52) emphasise active parental commitment if educational objectives of children are to be realised.

The observation by Hunt (1990:77, 78) that rural parents understand very little of what is entailed in school work, suggests that extensive motivation will have to be undertaken to familiarise rural parents not only with school work, but with the necessity of supporting pre-school initiatives.

According to Kheswa (1997: 5) the South African Schools Act, No 84 of 1996, requires that members of the community, through their participation in school governing bodies, are trained for both strategic planning and the management of school pedagogy. He maintains that they are expected to articulate the mission and vision of the school, manage finance and physical resources, hold staff accountable and attempt to bridge the gap between the school and its community. Atkin, Bastiani and Goode (1988: 6, 7) support Kheswa's argument by pointing out that when parents understand what the school is trying to do, identify with its main goals and support its efforts, understand something of their role as educators, take an

active interest in, and provide support for their children's school work, then the effects can be both dramatic and long lasting.

1.2.3 The schools

According to the researcher, the commitment of the schools, namely the school management (principal and school governing body) to pre-school initiatives are reflected in terms of the efforts to secure the following:

- suitable pre-school facilities;
- efforts to improve managerial and administrative skills in pre-school classes;
- efforts to have qualified teachers for pre-schools; and
- efforts to adopt a curriculum that encourages individual initiatives.

1.2.4 The government

The National Education Policy Act, 1996 (No 27 of 1996) stipulated six years as the age of admission to Grade I to a public school. However, in 1998 the Minister of Education in terms of Section 3 (4)(i) of the National Education Policy Act, 1996 (No 27 of 1996) and Section 5(4) of the South African Schools Act, 1996 (No 84 of 1996) amended the age limit of admission from six years to seven years according to Government Notice 2433 of 1998. (See Annexure 4).

Government Notice 2433 of 1998 together with the relevant Acts preceding it, did not refer to the pre-school year.

It is the opinion of the researcher that black education is still marked by the dark paradigm of past policies which overlooked the importance of pre-schooling. The researcher strongly believes that any form of reconstruction and development projects (RDP) in South Africa which undermines pre-schooling defeats itself because pre-schooling is globally accepted as the major foundation of education.

1.2.5 Non-Governmental Organisations (NGO's)

The NGO's were the first to introduce pre-school education in the rural areas. They possess the know-how and expertise in this field. For any success in pre-schooling to be achieved, the inputs from the NGO's will be necessary to enrich the pre-school initiatives.

From what has been stated, the question that arises is the following: What are the pre-school initiatives that have been taken in the Nongoma district; and what are their implications, if evaluated on socio-educational grounds?

1.3 AIMS OF THE RESEARCH

The study has as its area of interest the evaluation of pre-school initiatives in Nongoma incorporating certain socio-educational factors.

Secondly, this study aims to make specific recommendations with reference to the socio-educational evaluation of the pre-school initiatives in Nongoma.

The following are the specific aims of the study:

- to use literature research on those factors that influence the educational process in a negative or positive way;

- to investigate the manner in which pre-school education is administered in the Nongoma area of KwaZulu-Natal;

- to give attention to the role of social, economic and other related factors which have an impact on pre-school education with special reference to the Nongoma area of KwaZulu-Natal;

- to investigate the school environment of pre-schools in the Nongoma area of KwaZulu-Natal by using information gained from leading role-players as well as statistics from schools with pre-primary classes (see Appendix B, Tables 4-7), and also those without pre-primary classes as reflected in statistics given in Chapter 5 (5.3).

- to make recommendations on the grounds of the findings of the research

1.4 METHOD OF INVESTIGATION

The quality of research findings is directly dependent on the accountability of the researcher's methodology (Oppenheim 1992: 12; Prat and Loizos 1992: 59; Saslow 1982: 13 and Welman 1988: 5). For any study to have some measure of success, the method of research needs to take into account the characteristic nature of the population under study.

Bearing the above factors in mind, the researcher decided to use the structured questionnaire, sometimes called the normative or the descriptive survey method to gather information. Data collection focused on the various aspects that impact on pre-school initiative in the Nongoma district of KwaZulu-Natal.

The questionnaire was administered to principals in the primary schools in Nongoma district that also have pre-schools.

Literature on relevant materials i.e. the impact of socio-educational factors on early childhood, as well as factors that influence pre-school initiatives was used in the formulation of the questionnaire(s).

1.5 DEMARCATING THE RESEARCH AREA

The researcher wishes to study the dynamics of pre-schooling in the area of Nongoma, where he was born, schooled and has worked as school inspector, in the wider context of socio-educational dynamics.

The social stratification, its dynamics and contribution to pre-schooling will be discussed in Chapter 2. Nongoma is historically referred to as the heart of Zululand in the province of KwaZulu-Natal. His Majesty the King of the Zulus, Zwelithini Ka-Bhekuzulu of the Usuthu Tribe (of which the researcher is a member) resides in the district of Nongoma. Mahlabathini district forms its southern border. Hlabisa district forms its eastern border. Ubombo district forms its north-eastern border, and in the north-west, Louwsburg district is the boundary (See Appendix C, figures 1 and 2).

Roughly the main rivers within which Nongoma district is situated are the Black Umfolozi in the south, the Pongola River in the north, and the Umkuze River in the east.

Nongoma is a typical microcosm of rural conditions in KwaZulu-Natal. According to 1998 school statistics, the Nongoma district has a total of 192 schools of which 153 are primary schools and 39 are secondary schools. There are 43 approved pre-primary school classes incorporated with primary schools with a total enrolment of 1 914 (KwaZulu-Natal Education data-base in Truro House in Durban: 22 September 1998).

1.6 DEFINING THE TERMINOLOGY

A conceptual analysis of the terminology used in the topic of the study □ socio-educational evaluation of the pre-school initiatives □ is necessary to ensure a

common and an accurate connotation.

1.6.1 Evaluation

'Evaluation' (The Concise Oxford Dictionary 1991: 404) is a noun derived from the verb 'evaluate' which means to assess or appraise.

1.6.2 Examination

'Examination' (The Concise Oxford Dictionary (1991:406) is a noun derived from the verb 'examine' which means to enquire into the nature or condition of.

In this study 'evaluation' will be used interchangeably with 'examination' and will refer to a close inspection and value judgement of the conditions in which pre-schooling takes place in the Nongoma district of KwaZulu-Natal.

1.6.3 Pre-school

According to the Concise Oxford Dictionary (1991: 936) 'Pre-' is a prefix derived from the Latin: *'prae'* which means 'before' (in time, place, order, degree or importance).

Pre-school in this study refers to formal education that takes place in schools with classes set aside for this purpose. Pre-school usually caters for children at age 5 before they are admitted to Grade I at the age of 6.

1.6.4 **Initiative**

'Initiative' is an adjective from the verb 'initiate' (The Concise Oxford Dictionary 1991: 609) which means to 'begin', 'set going' or 'originate'. Its Latin origin - *'initiare'* (The Oxford Dictionary 1991: 609) means power or the right to begin something, and this will be the adopted meaning for this study.

1.6.5 **Socio-educational evaluation**

1.6.5.1 Socio

'Socio' (The Concise Oxford Dictionary 1991: 1154, 1155) comes from the noun 'society' (derived from the Latin (N) *'socius'* meaning a companion). 'Society' refers to (i) a social mode of life, or (ii) the custom and organisation of an ordered community.

1.6.5.2 Educational

'Educational' (The Concise Oxford Dictionary 1991: 373) is an adjective derived from the Latin (verb) *'educare'* which means to give intellectual, moral and social instruction (to a pupil especially a child) as form of a formal and prolonged process.

1.6.5.3 Socio-educational

'Socio-educational' means 'relating to or concerned with the interaction of social and

educational factors.

1.6.5.4 Socio-educational evaluation

In this study 'Socio-educational evaluation' indicates the appraisal or assessing of the impact of the interaction of social factors with educational objectives and the effect it has on educational initiatives.

1.7 LAYOUT OF THE DIFFERENT CHAPTERS

The following is the layout of the different chapters:

Chapter 1 : General orientation

Chapter 2 : The Nongoma area - its historical background and societal living conditions

Chapter 3 : Factors which affect pre-school educational initiatives

Chapter 4 : Methodology used in the collection and presentation of data

Chapter 5 : Presentation and evaluation of data.

Chapter 6 : Conclusions and recommendations.

1.8 SUMMARY

In this chapter the researcher stated the problem, the aim of the research, as well as

the method to be used for investigation. Moreover, the research area has been demarcated and concepts have been defined in the context in which they are to be understood.

In the next chapter the researcher will investigate the historical background and societal living conditions in the Nongoma district.

CHAPTER 2

THE NONGOMA AREA - ITS HISTORICAL BACKGROUND AND SOCIETAL LIVING CONDITIONS

2.1 INTRODUCTION

In this chapter the researcher will explore the historical background and the social conditions in the Nongoma area. People's social perceptions and consequently their participation in social events such as pre-school initiatives, are a reflection of their historical cumulative experience as conditioned by environmental factors.

The researcher has intimate knowledge of rural environmental conditions in KwaZulu-Natal. As a child born in a rural area, as a teacher and as a school inspector in the rural areas, the researcher has been exposed to the socio-economic, socio-political and the religious conditions of the Nongoma area of KwaZulu-Natal, which is the targeted area of this study.

In this chapter the researcher will investigate the tribal groupings and their composition, the structure of the society, the religious groupings, the educational scene, as well as the mode of transport.

2.2 GEOGRAPHICAL PLACEMENT OF NONGOMA

The geographical placement of this area is as follows: Nongoma lies roughly between the Pongola river in the north, Umbombo Mountain Range in the north-east, Umfolozi River in the south and the Ngome Forest in the west (See Appendix C, figures 1 and 2).

Nongoma is a typical microcosm of rural conditions in KwaZulu-Natal. According to Khumalo (1995: 26), resources are very scarce and poverty is a fairly common phenomenon in the rural areas of KwaZulu-Natal. This observation is supported by Hunt (1990: 77, 78).

The 1998 database statistics on Nongoma district depict a total of 192 schools of which 153 are primary schools, and 39 are secondary schools (Department of KwaZulu-Natal Education data-base in Truro House in Durban: 22 September 1998).

2.3 TRIBAL GROUPINGS

There are three tribal groupings, each under its own *inkosi* - formally known as 'chief', namely:

- the Usuthu tribe: under His Majesty King Zwelithini Ka-Bhekuzulu Zulu;

- the Mandlakazi tribe: under Inkosi Bhekintinta Zulu; and
- the Matheni tribe: under Inkosi Blessing Zulu.

Historically, the name 'Nongoma' was the name of the royal kraal of King Zwide of the powerful Ndwandwe tribe. Zwide was defeated by King Shaka in his Zulu-empire building conquest in the Battle of Gqokli Hill north of the present day Ulundi in 1819 (Morris 1966: 61/62).

The defeat of the British Imperial army by King Cetshwayo at Isanddlwana in 1879 saw Sir Garnet Wolseley bent on destroying the Zulu power once and for all.

According to Morris (1966: 595), Sir Garnet had a single objective in mind: "... to reduce Zululand to a condition from which it could not possibly unify itself and thus ever again pose a threat to its neighbours." To this end he created an excessive number of petty kingdoms and placed them under chieftains who owed their positions to the British Crown. Sir Garnet took particular care to divide the royal house of the Usuthu by choosing men who had good reasons to oppose the Usuthu faction. This explains the origins of the tribal groupings of the Nongoma district as it stands even today.

2.4 THE SOCIAL COMPOSITION AND CONDITIONS

The social composition of the rural community of Nongoma can be broadly categorised according to the following:

- Social standing as determined by
  - * occupation;
  - * literacy level; and
  - * status of birth (descendants from the three ruling Zulu families known as '*abantwana* - princes/princesses'- enjoy a higher social standing than the ordinary citizens).

- Beliefs, as shown in the classification given in 2.4.1, depends on:
  - * traditional/conservative belief; or
  - * Christian belief

A further classification of people in this area, however, would be strictly according to their social standing and occupations. This classification cuts across the aforementioned categorisation.

The social composition and conditions of living of the people of Nongoma

are typical of rural conditions that prevail in the Republic of South Africa (RSA). The rural environment lends itself to poverty and scarcity of resources (Berold, Caine, Cooper, Cousins, Roberts and Silverman 1981: 7; Hunt 1990: 77/8 and Khumalo 1995: 26).

However, the poor people in the rural areas usually have a positive attitude towards education. All communities, rural or urban, acknowledge the benefits and social advantages associated with education. In accordance with this, Nasson and Samuel (1990: 1) agree:

> "However much ideologically diffuse argument there may be about the purpose of education, few would deny that it plays an integral part in the political and economic processes of societies".

In support of the above Mandela (1994: 6) states:

> "My father and a few other influential chiefs had great respect for education and this respect is often present in those who are uneducated".

2.4.1 Social stratification and classes

The stratification of society in the rural areas of KwaZulu-Natal is as follows:

2.4.1.1 *Inkosi* and *izinduna*

Khanyile (1991:12), Khumalo (1997: 619) and Mbili (1975: 24) point out the powerful social influence that *iziphathimandla* (i.e. people with authority) wield over their subordinates.

The magistrate is the head of the district, and the *inkosi* is the head of his tribe. Under *inkosi* are *izinduna* (plural for *induna*) who are the *inkosi's* representatives for the various communities under the *inkosi*.

The *induna* is responsible for settling minor disputes among the community and also allocates sites for the building of homes and schools. The *induna* is also responsible for the dissemination of information to the *inkosi's* subjects.

Educational authorities make use of the *induna* for every initiative that warrants community support and involvement. For example, educational authorities must enlist community support in initiating pre-schooling in community schools and recently the introduction of the South African Schools Act (SASA) No 84 of 1996 to the school communities. With the introduction of the Local Government Transitional Councils, the councillors appointed by the communities work hand in hand with the *Induna* to help in the community projects.

2.4.1.2 Farmers

Farming is the main activity of the people of the rural areas of the Republic of South Africa (RSA). This also applies to KwaZulu-Natal and according to Van Rensburg and Oosthuizen (1994: 193) this farming is on a subsistence level.

Farming activities are mostly carried out by women. Their husbands, unable to support their families on farming, survive on wages earned in 'white' industrial areas or on 'white' farms (Bundy 1988: 7; Hunt 1990: 77, 78; Davel, Schreuder, Rautenbach and Engelbrecht 1986: 168 and Van Rensburg and Oosthuizen 1994:193).

In the Nongoma area where this research was conducted, the farming activities focus on the following:

(1) **Stock farming**

Stock farming is carried out in the following areas:

- Cattle (a Zulu symbol of wealth), is used for *lobola* (wife 'buying'), ploughing of fields, provides meat, and the skins are used for making traditional attire and mats.
- Sheep and goats provide meat and the skin provides traditional attire and mats.
- Donkeys, are used for ploughing fields.

(2) **Agricultural farming**

Agricultural farming comprises maize, *amabele* (African corn), *amadumbe*, beans, *amathanga* (pumpkins) and *ubhatata* (sweet potatoes), and other vegetables. This farming is however, on the whole, on a subsistence level.

2.4.1.3 Migrant labourers

Rural areas of South Africa are reservoirs for unskilled male migrant labourers for the metropolitan areas and mines of the Republic. According to Christie (1986:44) the mines in particular, need a large supply of unskilled workers. She maintains that the mines look to unskilled Africans to provide this cheap labour force.

The migrant labour system disrupts traditional social norms and customs (Khumalo 1995: 11). Male workers have a tendency of establishing 'new homes' around their places of employment and neglect the children and wives they left behind in the rural areas. This has a negative effect on the educational efforts of the children.

A father figure substitute is not easy to find. Women, as single parents, cannot be expected to shoulder the educational responsibilities of the children alone. Educational sociologists such as Ezewu (1986: 79); Hunt

(1990: 77, 78) and Van der Ross (1976:54) point out that shared parental responsibility is the answer if educational objectives - for example pre-schooling objectives - are to be realised.

2.4.1.4 Large and extended families

According to Khumalo (1995: 36), in the Third World countries, especially in Africa, large families are a rule rather than an exception. Khanyile (1990: 14) states that blacks in South Africa have extended families. Illegitimate children, sometimes borne by school going children, further extend the already large family.

In support of the above Mandela (1994: 10) observes:

> "... in African culture, the sons and daughters of one's aunts or uncles are considered brothers and sisters, not cousins. We do not make the same distinction among relations as practised by whites. We have no half-brothers or half-sisters. My mother's sister is my mother, my uncles's son is my brother, my brother's child is my son or my daughter".

Khumalo (1995: 36, 95) cites Craft (1970: 43) whose research findings concludes that children from large families tend to under-perform educationally.

In view of the above observation one can justify the need for pre-school education in rural areas since this would help to minimize the negative effects of large families on education.

2.4.1.5 Occupation

Rural society can also be classified according to their occupations. Common occupations to which children in the rural areas in the Nongoma district are exposed to are teaching, nursing, ministry, policing, shop-owners, shop-assistants, post officer workers and clerks in various governmental departments.

It is important to note that very few rural children are exposed to modern day technologically orientated occupations as witnessed by their counterparts in the metropolitan areas of the country. Television exposure is a rare phenomenon in most parts of Nongoma.

The researcher has personally noted that in the district of Nongoma the 'educated or the occupational class', apparently have no confidence in the education offered in black schools. Teachers, who are the custodians of education, are among those who send their children to predominantly 'white' schools in the surrounding towns of Vryheid, Empangeni and Eshowe. They feel that in these 'white' schools, there is a strong culture of learning.

2.4.1.6 Unemployed people

People from the rural areas are not only unemployed (Hunt 1990: 77,78), but they are also unemployable in terms of what they are able to offer due to poor educational qualifications. Evidence gathered by Mpanza (1996: 27, 48) based on the statistics of the 1991 population census depicts that only 12% of the population of Nongoma is economically active. Poverty resulting from unemployment has a negative effect on the educational efforts of the children (Ezewu 1986:79 and Van der Ross 1976: 54).

In most families the pensioners, especially the grandmothers, are the sole breadwinners. They use their meagre pay not only to support themselves, but it is often the main source of funding for families and for the education of their grandchildren.

Many people in the rural areas engage in self-help projects such as gardening and selling goods on the street to make ends meet.

2.4.1.7 Literacy

The majority of the adult population of the Nongoma district is illiterate. Mpanza (1996: 53) - using the 1991 population census - presents the following statistics on the state of literacy in the Nongoma district: only 27 270 adults - which is 16% of the total adult population of 107 438 in the 18 - 64 age group - had reached Standard 4. He further points out that only 6 853 adults had reached Standard 10. This is only 6,4% of the adult total adult population (See Appendix C, figures 3, 4, 5 and 6).

Research findings by educationists such as Banks (1987: 61) and Lareau (1989: 61, 67) reveal that educated families create an environment that encourage children to adopt a positive attitude to learning and thus tend to perform better in school.

2.4.1.8 Politics

Politics as a social practice, has a direct influence on education. The Inkatha Freedom Party - a Zulu dominated political party which according to Harowitz (1991: 54) is the lineal descendant of the Zulu National Congress founded in 1928 - has a firm grip on the local community of the Nongoma district. If other political parties exist, they are in the researcher's opinion, marginalised. The ruling political party shoulders the responsibility of initiating educational activities within the province in accordance with the educational policy of the National Ministry.

Pre-schooling is a new phenomenon to the rural areas of KwaZulu-Natal. A concerted effort by the major stakeholders in education in the rural areas is necessary to make the rural communities aware of the benefits resulting from pre-school education.

Pre-schooling is internationally and nationally accepted as a necessary foundation for successful schooling and successful adjustment for life (Weikart 1992: 38). The White Paper (1995: 33) by the Government of National Unity acknowledges the fact that the care and development of

young children must be the foundation of social relations and the starting point of human resources development strategies from community to national level. This re-enforces the observation made by Gabela (1986: 2).

However, people responsible for the educational provision at national as well as at provincial levels sometimes fail to realise their objectives because of the shortages of funds. These shortages result in the reduction of resources (human and material) supplied to the schools (Zulu 1996: 10, 11). The rural schools are the hardest hit by this reduction (Govender 1990: 21; Hartshorne 1993: 7 and Mtshali 1992: 2).

2.5 THE RELIGIOUS GROUPINGS

Section 15 (1) of the Bill of Rights of the Constitution of the Republic of South Africa, in terms of Act No 108, 1996, guarantees every South African the right to freedom of conscience, religion, thought, belief and opinion. The community in the Nongoma district belong to different religious denominations with different persuasions. The following religious groupings are common in the district of Nongoma.

2.5.1 The orthodox/mainline churches

Colonialization of the indigenous Africans was complemented by Christianization of the Africans (Kiernan 1995: 25 and Moripe 1994: 103). The Zulus were no exception.

The orthodox or mainline churches are mainly of European and American origins. The close of the 19th century and the earliest part of the 20th century witnessed an active endeavour by the orthodox churches at the evangelization of the Zulus. Bundy (1988: 172) points out that the advantages of missionary representation for chiefs, and the opportunity to own land, led to many people in Zululand adopting the Christian faith - a tendency which attested more to secular than to spiritual initiatives.

2.5.1.1 Main orthodox churches

The main orthodox churches that dominate in this area are the Roman Catholics, the Anglicans, the Methodists, the Salvation Army, the Lutherans, the Dutch Reformed Church, the Presbyterians and the American Board Church.

2.5.1.2 Missionaries - pioneers in education

Among other things the missionaries pioneered and introduced formal education to the rural blacks in South Africa (Khumalo 1995: 10). Mission schools were centres of learning for converted Africans as well as 'prospective converts'.

2.5.1.3 The Eurocentric-perception of life

The Eurocentric - Christian perception of life is a common denominator for members of the mainline churches. Christians maintain that an individual,

besides being a physical entity, is also a spiritual being whose behaviour must be according to Christian principles.

2.5.2 The traditional churches

Mbili (1975: 28) asserts that African religion has been largely responsible for shaping the character and culture of African people throughout the centuries, and even if it has no books, it is written everywhere in the life of the people.

Nzimande (1977: 99) maintains that the traditional people are patriotic and they are the custodians of Zulu culture and education. Following Nzimande's postulation it is interesting to note that the Traditionalists as a group are dynamic and progressive. They are assimilating the changes brought by westernization, but they do not want to lose their identity. African traditional churches are a reflection of the above stated truism (Kiernan 1995: 24, 25 and Moripe 1994: 102).

Common traditional churches in the Nongoma area will be discussed in the following sections:

2.5.2.1 The Church of Nazareth

They are followers of the Prophet Isaiah Shembe. Shembe, according to his followers, enjoys the same status as Jesus Christ.

2.5.2.2. The Zionists

The Zionist comprise many different sects. They are easily distinguishable by their white, blue or green robes with a cross on their backs. According to Moripe (1994: 102) the Zionists movement is the largest of the indigenous churches in Southern Africa and also the stronghold of Africanisation.

2.5.3 The *Amadlozi* group

The *Amadlozi* (ancestors) group are regarded by the Christians as non-believers *(amaqaba).* This group, however, believes in the existence of the 'First Being' *(Umvelinqangi)*, or the 'Big One' (*Mkhulu-mkhulu* - which is coined into *Unkulunkulu).*

Jesus is the mediator for the Christian between the Christians and God. *Amadlozi* (ancestors) are the mediators between family members and the 'First Being'. *Amadlozi* are constantly reminded of their duty through rituals of goat or cow slaughter *(ukuhlabela amadlozi).*

2.5.4 Superstitious beliefs

Superstitious beliefs have a firm grip on a large section of the rural population. Khumalo (1995: 25) maintains that the black cultural beliefs are sometimes founded on superstition, which is impossible to prove and hard to remove. Superstitious beliefs permeate across all sectors of the rural

communities - the educated and the non-educated, the Christians and the non-Christians.

Van Schalkwyk in Dekker and Van Schalkwyk (1989: 9) observes:

> "The religious attitude of a community lay the foundations for its world-view, basic principles, values and norms. These attitudes filter through to the education system and influence its basic objectives, character, direction, content and principles".

In conclusion, one notes that each religious grouping is characterised by its own philosophy of life, which impacts and reflects on the education of their children.

2.6 THE EDUCATION SCENE

As pointed out in paragraph 2.5.1.2, schooling in the rural areas of KwaZulu-Natal was pioneered by the missionaries. Gradually the Government took over the control of black education from the missionaries, and introduced an inferior type of education for the blacks. Du Pre (1992: 72, 73) concludes by stating that in keeping with this aim, Verwoerd in 1954 expressed his desire to reform Native Education so that the Natives will be taught from childhood to realise that equality with Europeans is not for them.

According to Samuel in Nasson and Samuel (1990: 18) the Bantu Education Act of 1953 placed black education under State control. The Government of the day inflicted a wound - as intended and expressed in speeches by Le Roux in 1945 and Verwoerd in 1953 (Christie 1986: 12) - on black education that would take generations to heal. The missionary schools were gradually forced to hand over control to the State or face closure.

Bantu education was carried out under different names coined by the Government ministers of the time. This state of affairs continued until 1976 when black students protested against the education system and also against 'apartheid' in general (Christie 1986: 11).

The homelands perpetuated the black system of education as laid down by Pretoria. The 1976 events shook the black system of education in the whole country. KwaZulu, under the influence of Inkatha, remained relatively calm. The rural areas of KwaZulu, in particular, were characterised by school stability. This contrasted sharply with the events in the metropolitan areas of the Republic. In the Nongoma area schooling was never disrupted during this period until the advent of *'Uhuru'* in April 1994.

2.6.1 Types of schools and colleges in Nongoma

The following types of schools and colleges are found in the Nongoma area

of KwaZulu-Natal will be investigated in the following sections.

2.6.1.1 Boarding schools

There are two boarding schools in the Nongoma district, namely Mlokothwa High School and Bhekuzulu High School. These two schools offer boarding facilities for both boys and girls. They provide for science, commercial and academic streams for students from Grade 8 to Grade 12.

Bhekuzulu High School, named after King Bhekuzulu Ka-Solomon, originally catered for the sons of traditional chiefs and *izinduna* in the 60s and early 70s to train them in their 'hereditary' trade. Now its doors are open to all children who can afford the boarding fees.

It is interesting to note that the two schools are in most cases not available to the local communities because there are very few people in this rural area who can afford to send children to a boarding school because of the general phenomenon of poverty.

2.6.1.2 Technical schools

There is only one technical college, namely Nongoma Technical College, which is situated next to the Nongoma Town which offers technical skills to both boys and girls. Presently the technical college offers training in the following fields: carpentry, motor mechanics, panel beating, welding and

metalwork, electricity, bricklaying, business studies, leather-work and garment making.

2.6.1.3 Teachers' training college

KwaGqikazi College of Education, situated next to the town of Nongoma, is the only college offering courses for Junior Primary Teachers' Diploma (JPTD), and Senior Primary Teachers' Diploma (SPTD) in the Nongoma district. The implications for the neglect of training in pre-school education by the College of KwaGqikazi will negatively affect the quality of pre-school education in Nongoma and the surrounding districts of Hlabisa, Pongola, Mahlabathini, and Ubombo. The educational authorities intended the college to alleviate the shortage of trained teachers in the Nongoma district and the surrounding districts of Mahlabathini, Hlabisa, Ubombo and Pongola.

However, presently there is an over-supply of teachers in the whole country, especially for the non-science and non-commercial subjects. For example, student teachers who graduated from teacher training institutions in 1997 did not get employment as teachers in 1998 in KwaZulu-Natal. Currently the Education Department is busy striving towards an equitable distribution of teachers to all areas of the province through a process of rationalisation and redeployment (Resolution No 8 of 1998 of the Education Labour Relations Council).

In addition the Government is reducing the number of teachers' colleges in

the whole country, and KwaGqikazi College in Nongoma is also affected. College lecturers who are in excess are seconded to other sections of the Government as provided in KZN Circular No 28 of 1998.

Since 1997 student intake has been curbed. The following table depicts the decreasing number of students attending the College in JPTD and SPTD in KwaGqikazi College.

Table 2.1: Decreasing number of students attending the KwaGqikazi College - 1997-1999

Year	Course	Enrolment
1997	I, II & III	629
1998	II & III	416
1999	III	240

(Statistics supplied by the Rector of KwaGqikazi College on 15 January 1999).

The above table poses certain implications, for example:

- possible closure of the college after 1999;
- loss of venue for the local rural teachers who are remote from historically better resourced urban areas (college lecturers have assisted in the empowerment of local teachers by helping the District Officer in conducting in-service courses for teachers); and

- loss of employment for the college staff. The phasing out of Pre-Service Education and Training (PRESET) in some colleges of education will be replaced by In-Service Education and Training (INSET) and other options (KZN MEC for Education: KaNkosi Shandu: 1999: 3).

2.6.1.4 Primary schools

According to 1998 statistics there are 153 primary schools in the Nongoma district with 74 087 pupils and 1 835 teachers (Department of KwaZulu-Natal Education data-base in Truro House in Durban: 22 September 1998).

2.6.1.5 Secondary schools

According to 1998 statistics there are 39 secondary schools in the Nongoma district with 33 264 students and 912 teachers (Department of KwaZulu-Natal Education data-base in Truro House in Durban: 22 September 1998).

2.6.1.6 Pre-schools

Statistics supplied by the Snapshot of Basic Education in KwaZulu-Natal (Table 2,2) 1997, depicting pre-school learners (only five-year olds) in the eight (8) regions of the province is tabulated below.

TABLE 2.2 **Pre-school learners in the eight regions of KwaZulu-Natal**

Region	No of learners
1. Empangeni	5 041
2. Ladysmith	10 377
3. North Durban	11 718
4. Pietermaritzburg	3 638
5. Port Shepstone	2 788
6. South Durban	10 063
7. Ulundi	5 177
8. Vryheid	23 506
TOTAL	**72 308**

Out of a total of 72 308 pre-school children in KwaZulu-Natal, 5 177 are in the Ulundi region under which Nongoma district falls.

Information from the KwaZulu Education Department database on school statistics (22 September 1998) shows that by 1998 the district of Nongoma had 43 approved pre-primary school classes incorporated with primary schools. According to 1998 statistics, the total pre-school population for the district of Nongoma is 1 914. This figure reflects an increase of 679 (55%) from the 1997 pre-school population of 1 235 for the same district.

2.6.2 Conditions in schools in Nongoma

Conditions in the schools in the Nongoma district are gradually changing. Some good modern structures have been built by the Government in the

rural areas in the three tribal areas of the Nongoma district, namely Usuthu, Mandlakazi and Matheni. In addition, the Government has taken over from the parents the payment of teacher salaries, and subsidises most of the posts. The general conditions prevailing in the Nongoma district will be discussed next.

2.6.2.1 Staffing in schools

The number of qualified teachers is increasing, but there is still a large number of unqualified teachers occupying government subsidised posts. Mtshali (1992: 2), in Khumalo (1995: 23) observes that the rural areas of KwaZulu-Natal are the hardest hit by the shortage of adequately qualified teachers, especially in the primary schools.

Figures supplied by the Snapshot of Basic Education in KwaZulu-Natal, 1997, show that in the Ulundi region there are 7 685 educators, and 5 262 educators occupy permanent posts. The remainder of 2 423 educators (32% of the regional total) occupy temporary posts. According to the minutes of the COLT Campaign Programme Managers Meeting, there are about 13 000 unqualified or under-qualified teachers in the whole province of KwaZulu-Natal.

Government initiative to improve the quality of education, including the introduction of pre-schooling hinges on the quality of the teachers. What happens in the classroom is crucial, and the classroom environment

provides the vehicle for change and improvement of the quality of education of the children (Khumalo 1995: 23 and Ndaba 1993: 2).

2.6.2.2 School buildings

Most schools in the Nongoma district do not have basic facilities such as toilets, playgrounds, laboratories and libraries. However, the Government with the limited resources at its disposal (compare 2.4.1.8), is trying its best to address the situation. School buildings in this area are of two types, namely those built by the community and those built by the state.

(1) **State-built schools**

New modern schools on a limited scale, are being built by the Government. The list for schools to be built by the state is prioritised by the District Manager of Education and is subject to approval by the Regional Chief Director. Repairs and renovations to schools are now gradually being done by the state.

(2) **Community built schools**

Communities in the Nongoma district still build schools, and the Government refunds them on a Rand for Rand basis. At the moment the refund is R7 200 per class.

2.6.2.3 Control of schools

Control of the community schools rests with the school committees. The school committees are soon to be replaced by the governing bodies as envisaged in the South African Schools Act (SASA) No 84 of 1996.

The administrative structure (organogram) from the top down is as follows:

- The member of the Executive Council (MEC) is the political head of the department of education.
- The Superintendent-General (SG) is the administrative head of the department.
- The Regional Chief Director (RCD) is a link between the districts and the department.
- The Chief Superintendent of Education - Management (CSE - M) represents the department in the district.
- The Superintendents of Education - Management (SEM) are in control of circuits/wards in the district.
- Principals are schools managers who run schools with the help of Deputy Principals (DP) and Head of Departments (HOD).
- The Governing Bodies (GB) are responsible for the affairs of the school but are excluded from aspects which impact on

professionalism.

The principals of schools play a pivotal role in education. The atmosphere that prevails in a school is a reflection of the principal's managerial and administrative ability. The principals are the ambassadors of the education department to the communities where they work. Departmental information contained in circulars is disseminated to the *Inkosi, induna* and eventually to the community through them.

Community leaders are important stakeholders in education, and any initiative - including pre-schooling - must enjoy their active support if it hopes to succeed.

2.6.2.4 Subject combination (curriculum)

The shortage of adequately qualified teachers has resulted in schools adopting a school curriculum not reflective of the aspirations of the society it serves. For example, Khumalo (1995: 19) points out that in Nongoma there are very few schools offering agriculture and technical education.

The curriculum in most schools in this rural area does not address the needs of the youth as future job seekers. Section 28 (2) of the Bill of Rights of Act No 108, 1996, maintains:

> "A child's best interest is of paramount importance in every matter concerning the child".

The task team on Education Management Development (EMD) - December 1996: 18) made the following observation:

> "The demise of a learning culture was exacerbated by curricula which had little relevance to the lives and aspirations of the students".

For example, the Zulus, among whom this study was carried out, are an agrarian people and their experiences centre around the soil (Maré 1989: 5 and Zulu 1988: 15). There is, however, only one school in this huge Ulundi region, namely James Nxumalo Agricultural High School with an agricultural based curriculum.

In the Curriculum 2005 Booklet (1997: 1) on Lifelong Learning for the 21st century the National Minister of Education stated:

> "The Department of education embarked on the curriculum review in August 1995 and key stakeholders have been party to the process. The goal of the review process was to phase in, with effect from 1998, a new curriculum, which is based on the ideal of lifelong learning for all South Africans".

In view of the above, it is important that the issue of irrelevant curricula in schools - including pre-schools - is addressed so that South Africa as a

whole may benefit.

2.6.2.5 The teacher unions

Section 6(1)(b) of the Labour Relations Act 66 of 1995, guarantees the right to join an organisation, and 6(2)(a) guarantees the right to participate in its lawful activities.

The Natal African Teachers Union (NATU) is the dominant union for the teachers in this district. The South African Democratic Teachers' Union (SADTU) is marginalised (NATU does not have a history of radicalism). This attitude of NATU is beneficial to the children of this area. Teacher affiliation in black schools is a determinant in the school environment which impacts on a culture of learning (COL) in schools.

2.7 TRANSPORT

Transport facilities are an essential element of reconstruction and development programmes (RDP) and education. Dusty gravel roads are a norm. Some schools are inaccessible by car. Students in most cases foot it to and from school. The same applies to the young children attending pre-school classes. Long distance travelling to and from school by young children has a negative effect on their schooling efforts because it makes them to be tired and may lead to a general dislike of schooling (Khumalo

1995: 29).

2.8 SUMMARY

In this chapter the researcher has tried to map out the social set-up and the conditions under which people, especially in the Nongoma area live. Leaders as stakeholders in community affairs play an important role in educational initiatives. Since each social group generates its own dynamism, this reflects not only on its own philosophy of life, but it also affects any effort taken to improve the quality of education - including pre-schooling initiatives.

The home as microcosm of societal norms provides an important link between the society and the school which is an environment for a community in learning. The home as an organ of society, creates conditions which will support positively or negatively the educational efforts of the schools. Home conditions (Lareau 1989: 61 and Van Niekerk 1990: 26) create an environment which will affect in a positive or a negative way the schooling efforts of all children including pre-scholars.

In the next chapter focus will be directed on factors affecting schooling with special reference to social factors.

CHAPTER 3

FACTORS WHICH AFFECT PRE-SCHOOL EDUCATIONAL INITIATIVES

3.1 INTRODUCTION

According to educationists, such as Bloom (1982: 7), Ezewu (1986: 28) and Banks (1987: 69, 70) there are many factors which affect the educational situation and consequently the educational efforts of the child. These factors are linked to one another, and they may have long-term effects as well as short-term effects.

These educational objectives are part of all societies, and are influenced by situational demands and forces.

Gabela (1986: 2) argues that the content of education and the type of development sought, depends on the perception of what constitutes a good life to be lived individually, socially, politically, economically and spiritually in the given environment.

In addition the 1995 White Paper Interim Policy on Education (February 1996: 8) acknowledges that a child's development and growth is affected by a combination of inter-related factors which constitute the overall environment.

There is a link between the European system of Education and the South African one. Education in South Africa has for a long time been Euro-

centric. Therefore a reflection on the pre-schooling in certain European countries that have had closer links with South Africa is necessary.

3.2 PRE-SCHOOL INITIATIVES IN CERTAIN EUROPEAN COUNTRIES

Before giving attention to the different effects of pre-school education on the education of children, attention will first be given to the history of pre-schooling and the situation in certain European communities and how some of the practices of a Euro-centric way of life are reflected in the South African system of education and practised in pre-schools in South Africa. This educational practice in pre-schools is bound to change the social way of life of a Zulu child. The identified changes will be given later in (3.2.4) of this chapter.

Historically, man has through the ages, realized the importance of infant education. In his book *"A historical pedagogical investigation of infant education"*, Verster (1989: 99, 100) refers to the views of Comenius (1592: 1670) who gave some important pedagogic principles, particularly significant for the education of infants in his *Didacta Magna*. Among other things he expounded:

- Education should take the child's nature into consideration, that is every stage of education should be properly graded according to the child's age, talent, capabilities, prior knowledge

and stage of development.

- Every child, rich or poor, boy or girl, is entitled to education.

The second principle is embodied in Section 3(1) of the South African Schools Act No 84 of 1996 which highlights parental responsibility for children to attend school. Furthermore, section 29(1) of the Bill of Rights of the Constitution of South Africa, Act No 108 of 1996 emphasizes the fact that everyone has the right to basic education including adult basic education.

The learner-centred classroom activity advocated by Comenius is echoed by the National Ministry of Education in South Africa in the Curriculum 2005 (February 1997: 7) Lifelong Learning for the 21st Century. Outcome Based Education (OBE) stresses a learner-centred and learner-paced system of education with teachers acting only as facilitators.

According to its Interim Policy for Early Childhood Development (White Paper on Education and Training, 15 March 1995), the Government acknowledges the importance of Early Childhood Development (ECD) as a fundamental pillar of the foundations for later or lifelong learning by incorporating ECD as an intrinsic component of the White Paper Policy Framework for Education and Training in a democratic South Africa.

Certain European countries like The Netherlands, Germany and England had a strong influence on the system of education in South Africa.

Therefore their pre-school initiatives merit mentioning.

3.2.1 Germany

In Germany pre-school education is not the direct responsibility of the Land Departments of Education. It is provided for only partially by the state, and especially the Schultrager which are composed of local councils such as municipalities, church groups, charity organisations, industry and commerce (70%) or private individuals. Pre-primary education falls under the Department of Youth Affairs and is regarded as a social service (Dekker and Van Schalkwyk 1989: 51). It is interesting to note that in Germany it is the society, and not the government that takes the lead in pre-schooling activities.

3.2.2 The Netherlands

In The Netherlands the New Basic Education Act of 1 August 1985 replaces the pre-primary school (for children from 4 to 6 years old) and primary school (for 6 to 12 year olds) with a single institution. The starting age for compulsory education was lowered from six to five years, but the child may start his or her basic schooling (which lasts 8 years) from the age of four (Dekker and Van Schalkwyk: 1989: 98, 99).

Among other things, Article 8 of the Basic Education Act in The Netherlands lays down the following important guidelines for education:

- it must provide an uninterrupted line of development;
- it must focus on the abilities of each individual pupil;
- all aspects of main abilities (not only knowledge) must be developed;
- the fact that Dutch pupils grow up in a multicultural society must be acknowledged (Ministry of Education and Science 1986:19).

In The Netherlands, unlike in Germany, schooling activities, including pre-schooling, is governmentally controlled.

3.2.3 England

In England since 1945, social changes have caused an increase in the demand for pre-school education. Growing immigrant communities, larger numbers of working mothers and the development of slums are responsible for this trend. In 1984 there were 630 public nursery schools catering for 53 900 pupils while a further 245 900 children attended pre-school classes of primary schools (Department of Education and Science 1986: 19). Although Local Education Authorities (LEA) are not legally responsible for the provision of pre-school education, many of them meet this need. Private initiative also plays an important role in the provision of pre-school education. The most important organization in this respect is the Pre-school Playgroup Association. About 46% of all 3 to 4 year olds attended private

playgroups during the late seventies (Dekker and Van Schalkwyk 1989: 34).

3.2.4 European influence on South African pre-schooling and social life

The following has been isolated in the European pre-schooling system as having a bearing on the South African pre-schooling as well affecting the social way of life of the recipients.

Firstly, in The Netherlands pre-schooling is government controlled. In South Africa the KwaZulu-Natal July/August 1997 Report on Early Childhood Development (ECD) Project, indicates that the number of departmentally registered pre-schools is increasing. To the researcher this is a positive sign that the South African government will eventually take ownership of pre-schooling activities in the Republic.

Secondly, the European socio-educational system of education has influenced and changed the rural Zulu way of life. Culture determines the way of life that guides members of a social group (Foster 1973: 11). As a result of pre-schooling, new socio-cultural forms are learned, and they are bound to change a young child's social way of life for good. For example:

- a Zulu-speaking pre-scholar in the Nongoma district will be expected to wear clothes and shoes when going to school, something his non-school attending colleagues seldom

wear;

- a Zulu child will be shown pictures and told stories from the Bible instead of hearing traditional fairy stories (*izinganekwane*) from their grandparents; and

- a Zulu child in a classroom didactic situation will have a meaningful dialogue with an adult (educator) and be encouraged to look him in the face, and this is against the Zulu custom of respect or *ukuhlonipha* (Stone 1981: 104).

3.3 LONG TERM EFFECTS OF HIGH QUALITY PRE-SCHOOLING ON EDUCATION

Studies have shown that pre-schooling has beneficial long-term effects on children (Katz 1979: 25, 27; Van Buuren, Letuma and Dayness 1990: 16, 18 and Khumalo 1995: 66).

3.3.1 Studies in the United States of America

Shouse (1961) in Katz (1979: 25, 27), a representative of the David Weikart Institute in America, cites research studies undertaken by the Perry Pre-school Project in Ypsilanti public schools and Perry elementary schools. This was in response to persistent school failure and low achievements in various intelligence tests. The project, implemented in 1962, involved 3 and 4 year olds from poor communities randomly assigned to a group which either attended the Perry Pre-school Programme or not.

The effects of the programme were recorded when the participants reached their 19th year. The findings showed that amongst the pre-school group there was a greater percentage who were literate, employed or enrolled for post secondary study and a smaller percentage who were school drop-outs, labelled mentally retarded, arrested or on welfare assistance. The results are tabulated below:

Table 3.1 **Benefits of pre-schooling**

	Pre-school Group	Non-Pre-school Group
Mentally retarded	15%	35%
School drop-out	33%	51%
Arrested	31%	51%
On welfare	18%	32%
Literate	61%	38%
Employed	50%	32%
College	38%	21%

Source: Katz (1979:27)

3.3.2 Studies in the Republic of South Africa

In South Africa a study undertaken by Van Buuren, Letuma and Dayness (1990: 16, 18) in junior primary schools in Madadeni and Osizweni townships of KwaZulu-Natal to investigate the high failure rate of Zulu children failing to progress from school entry grade (SSA) or Grade 1, yielded the following:

Among other things, they observed that only one junior school also had a pre-primary school. This school's Sub A pupils (Grade 1) had 50% less repeaters than at the other schools.

3.3.3 Other pre-school related studies

The following studies on early childhood education or pre-school education have been recorded:

Bruce (1987: 146, 147) who undertook studies on the commonalities and differences between people came to the conclusion that common treatment of all children is disastrous for many, even for children from the same class or ethos. Bruce (1987: 146, 147 cites studies by Douglas (1964) which focused on what the child coming to school is able to do. Observing the child and using what the child was naturally doing was also valued. Examples of this approach can be seen in Kami's work and the Ypsilanti Early Education Programme in the United States of America (Kami and Devries 1977) as well as the Leverhulme Gulbenkian Research Project directed by Chris Athey (1972: 7) at the Froebel Institute in London.

According to Bruce (1987: 147) the most salient conclusion from all this work was that it is not so much that working class children need an entirely different education, it is rather that they need more individual and sensitive treatment within the main stream of education and a more appropriate valuation of the contributions made by their families in their education.

Edwards and Knight (1994: 14) reported on a study that focused on the transition between home and the school. They cite work by Dunn (1988) which provided a rare opportunity to examine the process of performance of very young children in their families. Dunn (1988) concludes that children as young as 2 years have an understanding of how others feel, and by the time they reach pre-schooling years most children are quite sophisticated social operators within their families. In addition, children have benefited from learning-orientated conversation which are usually one-to-one exchanges with their mothers.

Seefeldt (1980: 24, 25), in his Curriculum for Pre-schools, stresses the importance of sustaining the continuity between the home and the school. Seefeldt (1980: 24, 25) maintains that parental involvement in pre-schooling is a necessary basis for providing not only continuity, but also for increasing achievement. She points out that when parents and teachers work together, children experience a feeling of continuity. Parents know what is going on in the pre-school and can reinforce the teacher's work at home.

Other studies focused on the effects of the culture of poverty on the educational efforts of young children. The following are some of the studies cited by Shinman (1981: 35, 37) on this subject in her book: 'A Chance for Every Child: Access and Response to Pre-school Provision.'

Studies by Lewis (1961-1965) among poor communities in Mexico City, San

Juan, Puerto Rico, and New York City, led to the conclusion that the culture of poverty characterises itself in a lack of participation in community undertakings; a feeling of powerlessness, dependence and inferiority. Above all, Lewis maintains that these characteristics are self-perpetuating from generation to generation.

Haggstrom (1964) as cited by Shinman (1981:37) characterises the victims of this culture as having interests restricted to themselves and their families; and the adoption of an attitude to regard themselves as victims of fate. Haggstrom points out that where such attitudes exist, it is likely they would militate against the use of services, including pre-school provision.

A study by Graves (1969) compared rural communities in both Spanish America and Uganda. It found in interviews with mothers that those in rural areas were more likely to believe their children could be taught skills and take their share of responsibility in family life. On the contrary Graves' (1969) findings showed that city mothers had less confidence. This appeared to limit her belief in her children's capacity to cope with new situations and master new skills.

Katz (1979: 25, 27) mentions several studies showing that integrated pre-schooling has many benefits to the children attending them:

3.3.3.1 Peers as educational agents

To this effect, Katz (1979: 25) points out that the pre-school provides a number of potential and perhaps unique opportunities for non-handicapped children to serve as valuable resource in fostering the development of their handicapped peers. This is supported by the following studies:

In the first study by Guralnich (1976), non-handicapped peers were instructed to reinforce all positive behaviours of the withdrawn peers. Analysis of the data revealed that the close physical presence of the non-handicapped children and their response to and reinforcement of the positive behaviour of the withdrawn children substantially increased the positive interaction of the withdrawn children.

Another study by Wahler (1967) revealed that social behaviour that was ignored by non-handicapped peers decreased substantially among the handicapped children during intervention.

Nordquist's (1978) study indicated a very clear difference in the effects of adult versus peer reinforcement. During peer reinforcement, there was a dramatic rise of spontaneous imitation actions by the non-trained peers. This contrasted sharply with the actions shown by the same non-trained peers when subjected to interacting with adults. On the basis of these results Nordquist speculated that peers may be better generalization facilitation agents than adults.

In view of the above studies it follows that young children learn to produce new behaviour by observing and imitating the actions of others (Katz 1979: 30). Evidence collected in integrated pre-school settings from standardized tests, systematic observation, informal anecdotal evidence, and later school success suggests that non-handicapped children benefit from integrated programmes at least to the same degree as would be expected if they had attended non-integrated pre-schools.

Khumalo (1995: 66) concludes that the near total absence of pre-primary classes/creches in the rural areas of KwaZulu-Natal renders children admitted into Sub-standard A (SSA or Grade 1) ill prepared for the school's environment.

3.3.3.2 Projects using parents as teachers

In Britain Mayall and Petrie (1977) as cited by Shinman (1981: 178, 179) suggested that mothers with under five year olds of their own often made excellent child-minders. Mayall and Petrie (1977) advocated the use of such mothers for pre-schooling activities so as to avoid difficult social and emotional situations. They maintained that these mothers were certainly more likely to spend time playing with the children, to have child-centred attitudes, and enjoy friendly relations with parents of minded children.

Projects using parents as teachers have been successfully run in the United

States of America and Britain.

In each case, the project took into account the parents' desire to see children succeed in school. Middle-class parents especially were able to turn the desires into reality by adopting effective methods to reinforce and supplement the teacher's efforts in helping children in reading, writing and in arithmetic during holidays and week-ends. Television viewing was in most cases used as a source of general knowledge and discussion (Meighan 1992: 55, 56)

In the United States of America, the Dorothy Rich activities in Trinity College in Maryland and the Glyn (1980) in Beringham in Britain yielded dramatic results using the above mentioned projects (Meighan 1992: 55, 56).

3.4 SOCIETAL FACTORS INFLUENCING PRE-SCHOOLING

This study investigates pre-school initiatives in the Nongoma district of KwaZulu-Natal. It is necessary to understand the environment in which these pre-schools operate because environmental factors will impact negatively or positively in pre-school initiatives in the district. Knowledge, understanding, appreciation and assessment of these environmental factors will assist those charged with initiating pre-schooling in the district in making informed decisions that will assist in promoting the educational objectives of the society in question.

3.4.1 The home environment as a factor

The home and its important role players (parents) is a microcosm of societal conditions. The home plays an important role in moulding and shaping the child to a desired adulthood as documented by the following writers. Atkin, Bastiani and Goode (1988: 6, 7) maintain that it is both educationally and a professionally unacceptable for schools (or individuals within them) to operate in denial of, and in isolation from families they serve and the neighbourhood in which they have been located. Such a claim has considerable roots in evidence and experience. When parents understand what the school is trying to do, identify with its main goals and support its efforts, understand something of their role as educators, take an active interest in, and provide support for their children's school work, then the effects can be both dramatic and long lasting.

According to Green (1968: 14) a great deal of what teachers try to do in school is wasted because they have too little understanding of their pupils' environment. He maintains that the teachers' speech, their dress and their values set them apart from their pupils and their homes.

Fraser (1959) in Griffiths (1971: 3) points out that the home background is more closely related to the children's school achievements than to measured ability. For example, the family plays a profound role in the

development of achievements through the values its members hold with regard to education and in the activities that parents engage in with their children to make these values operational. Ezewu (1986: 28); Macbeth (1989: 66) and McLeod (1989: 150) all agree that a positive learning environment provided by the home is closely related to the child's school's achievement.

Morrison (1980: 15) concludes that the informal education that families provide makes more of an impact on a child's total educational development than the formal education system.

While Van Niekerk (1990: 26) cites factors such as the size and composition of the family, parents' health and social environment, Canant (1961: 12) points out that it has been established that community and family background play a large role in determining scholastic aptitude and school achievement.

Nongoma district reflects a microcosm of rural conditions in KwaZulu-Natal (Khumalo 1995: 26) with few job opportunities (Mpanza 1996: 47).

Evidence gathered by Mpanza (1996: 27, 48) based on the statistics of the 1991 population census depicts that only 12% of the population of Nongoma is economically active and that the town of Nongoma is the only major source of employment for most people. (Appendix C, figure 6).

Based on the above statistics Mpanza (1996: 48) concludes that it is evident that there is insufficient money earned by the mass inhabitants of Nongoma to meet the needs of their households.

The different home factors which impact on educational initiatives will be grouped as follows:

- Family size
- Social-class of the family
- Distressing circumstances at home

3.4.1.1 Family size as a factor

Generally in the third world countries, especially in Africa, large families are a rule rather than an exception (Khanyile 1990: 14; Khumalo 1995: 36; and Mandela 1994: 10, 120, 121). The Zulu society among whom this study was undertaken, is no exception.

Lawton (1968) in Craft (1970: 43) observes that children from smaller families have greater contact with adults. This leads to well developed linguistic skills characterized by elaborated on verbal code, which is fundamental to school success. In a typical Zulu rural family, children are not expected to engage in any meaningful dialogue with the adults, especially the father. This is in keeping with the Zulu tradition of respect or

'ukuhlonipha'.

Stone (1981: 104) criticises this Zulu tradition by pointing out that it may have a detrimental effect on students' education performance. Stone (1981: 104) observes that in the traditional Zulu community the child for instance, is not considered to be a proper person before he or she passes through the necessary ceremonies, while Badenhorst (1979) in Stone (1981: 104) concludes that this attitude must have an especially detrimental influence on the Zulu child, presenting a stumbling block to his or her progress in school where he or she is expected to become actively involved in the didactic situation.

According to Jacobs (1991: 15) a high birth rate results in low productivity. Compared to a gross domestic product (GDP) in the United States of America of R39 750 per person, in the 1980's in Kenya it was R643 per person, in Tanzania R605, in Malawi R349 and in Zaire R213. Low productivity is associated with poverty. According to Nasson (1994: 105), supported by Hunt (1990: 77, 78) and Berold, Caine, Cooper, Cousins, Roberts and Silverman (1981: 7) poverty is most concentrated and acute in the rural areas. Poverty affects the educational performance of students in a negative way (Van der Ross 1976: 54; Ezewu 1986: 79 and Raven 1980: 9, 10).

However, Craft (1970: 43) cites Floud (1957) who holds the view that there

is some evidence to the effect that the educational disadvantages of a large family are less marked for the children of Catholic parents, even at the bottom of the social scale, a fact which is largely attributed to *"la famille educogene'*, namely parental attitude and religious principles which provide a positive education environment for the children. Cullen (1969: 71) concurs by stating that previous research suggests that the family size is inversely related to education attainment but there is also evidence that its importance is less marked for Roman Catholic families.

3.4.1.2 Social-class as a factor

Division of society into classes as determined by wealth, birth, education and occupation is a social practice found in most societies. In the Nongoma district of KwaZulu-Natal, society is also divided into classes as presented in Chapter 2 (2.4.1). Social class shapes one's attitude and consequently one's outlook in life and has a bearing on the educational efforts as shown in the following studies.

Research findings, such as those by Lareau (1989: 61, 97) and Craft (1970: 132) constantly point out that social class of the family has a strong bearing on the educational initiatives of the children.

It must, however, be stated that social class of the family does not necessarily determine the level of education performance. For example, a

child born into an upper-class family is not automatically guaranteed high education performance. Social-class creates conditions which could determine the level of education performance. Craft (1970: 32) cites Floud (1957) who stated that in all modern western societies the phenomenon of social-class as the prime source of "unnatural" inequalities does not rest on differences of endowment. This is confirmed by Lareau (1989: 2, 3) who believes that social-class shapes the resources which parents have at their disposal to comply with the teachers' requests for assistance.

In addition, social-class has a powerful influence on parent involvement patterns. Lareau (1989: 61, 97) undertook studies among the parent community of Colton (working class), and the parent community of Prescott (upper-middle-class). She observed that the upper-middle-class parents of first grade children, particularly, mothers, monitored their children's schooling, intervened in their children's classroom programme, criticized the actions of teachers, and worked to supplement and reinforce the classroom experience of their children. Such dedication was not found in the working-class community of Colton.

Furthermore, studies show that there is a strong correlation coefficient between the student's educational performance and the social-class of the family. According to Banks (1987: 67) there is a consistent tendency of working class or manual workers' children to perform less well in school, and to leave school sooner than the children of non-manual workers.

Ezewu (1986: 28) states that the socio-economic status of the family affects the schooling of children positively or negatively. He continues that experience and research findings show that the higher the socio-economic status of the family the more likely it is to motivate children to learn and consequently to succeed in learning. He observed that there is a tendency for high socio-economic status families to repeat this pattern and thus maintain the *status quo.*

Craft (1970: 34) undertook demographic and contextual studies and documented that working-class children are unrepresented in selective secondary and high education at the same ability levels as the middle- class children, and that they deteriorate in performance and leave school at the earliest permitted age. In Green (1968: 99), studies by the Central Advisory Council for Education (1954: 1959) and the Robbins report (1963) confirm Craft's findings.

The Plowden report (1967) as cited by MacLeod (1989: 150) states that the higher the socio-economic group, the more parents attended 'Open Day' concerts and parent-teacher association meetings, and the more often they talked with head- and class teachers. Manual workers and their wives were more likely to feel, when they visited the school, that they had learnt nothing new about their children, or that teachers should have asked them more.

Grambs (1965: 21) observes that children from the middle-class are rewarded for a high score when they come home; when they report that they are to take a test their parents admonish them to do well and encourage them in their efforts to succeed. In a low-class home, he adds, the test scores are relatively meaningless.

The home provides a very powerful learning environment. A study by Davie, Hutt, Vincent and Mason (1984) in Macbeth (1989: 66) revealed that of 165 pre-school children, not only did middle- class children perform better in the Stanford-Binet-Intelligence Test, but also that their parents provided more books and educational toys, gave more praise to the children and involved them in more 'real' daily tasks than did working-class parents.

Drabrick (1971: 192, 194) cites Betrand (1959) whose study linked characteristics of the family social systems with the school attendance and attainment. His study indicated that low attendance and attainment correlated with low social class and high attendance and attainment correlated with high social-class.

In a rural community the level of literacy is a measure of social class. From the researcher's personal experience, 'occupations' such as teachers, nurses, police and clerks are a class apart from the majority of the people. Usually there is little interaction with the majority of the people, except in the work situation. Most of these 'employees' are usually not local people.

They are there for employment and have their allegiance to their own places of origins.

It is the opinion of the researcher that socially, people engage in fruitful mutually beneficial dialogue if they identify you as 'one of us'. Working people visit their homes over weekends and hardly get time to meet rural people at a social level. During weekends people in rural areas often meet for social functions such as attending weddings, funerals and marriages.

According to Mpanza (1996: 53) the 1991 population census shows that in Nongoma only 27 270 adults (which is 16% of the 18-64 age group) have reached standard 4, and only 6 853 (which is 12% of the total adult population) have reached standard 10. Mpanza (1996: 53) observes that more literate people are confined to the areas around the town of Nongoma where most of the schools are situated, and concludes that the general level of education in Nongoma is low. (Appendix C, figure 4).

It is clear, based on Mpanza's (1996: 53) educational level assessment, that greater pre-school educational initiatives will have to be directed to the least resourced deep rural areas of Nongoma which are away from town. This will be a necessity in terms of prioritising resources.

3.4.1.3 Distressing home circumstances as a factor

Poverty is a common phenomenon in the rural areas of KwaZulu-Natal

(Khumalo 1995: 26 and Mpanza 1996: 53). Nasson (1994: 105) supported by Berold, Caine, Cooper, Cousins, Roberts and Silverman (1981: 7); Hunt (1990: 77, 78) and the Carnegie Inquiry have confirmed overwhelmingly that it is in the rural areas that poverty is most concentrated and acute.

Poverty affects the educational efforts of children in a negative way as pointed out by the following authorities. Mandela (1994: 42) observes that a person's potential may be limited because of a family's meagre resources. He cautions that it is not a lack of ability that limits people, but a lack of opportunity.

Van der Ross (1976: 54) states that many children grow up in conditions which do not allow them to develop fully during the pre-school years. He argues that if a child grows up under such unfortunate conditions he or she will not be able to benefit fully from normal schooling when he or she reaches school going age.

According to Mwamwenda (1990: 27) the physical development which occurs during early childhood, has a number of educational implications. First, as a result of the child engaging in a variety of physical activities, his or her motor skills are facilitated and consolidated. Secondly, nutrition contributes to physical development and therefore it is vital that a pre-scholar receives adequate food if he or she is to engage in vigorous activities. If his or her diet is deficient, the pre-scholar is likely to show

retardation in weight and height. Thirdly, the pre-scholar's active physical activities depend on his or her muscular development and his or her sense of self-confidence and assurance.

The foundation for education under-performance may be laid down even before birth. A family where a mother struggles to have a single meal a day can hardly be expected to produce children with good mental capabilities and stable behaviour (Ezewu 1986: 79).

Lucas and Henderson (1981: 94) supports Ezewu's observation by stating that a child's intellectual development is fastest during the first four and a half years. This is therefore the stage when he or she needs a benign environment in which he or she can learn: Many children are so disadvantaged during their early years that they cannot function well when they enter the educational system.

Hunt (1990: 77,78) states that those parents who appear to be greatly disadvantaged in managing their children's schooling are parents who live in circumstances of deprivation, suffering, unemployment, poverty, poor housing and bad health. Hunt (1990: 178) continues and points out that rural people are at a double disadvantage. He argues that "... the poorer people in rural areas can experience isolation or remoteness from facilities in addition to limited understanding of what is entailed in school work and in

even below the age of seven years, were more prone to maladjustment, were more likely to speak unintelligible and have poor oral ability, were most likely to have poor knowledge and were poor at arithmetic. In contrast Raven (1980: 10) reports that educationally advantaged children were able to demonstrate a more extensive use of language (which is more conducive to good educational performance), such as predicting and anticipating events, seeing causal relationships, problemising imaginatively, creating symbolic representations and reflecting on their own and other people's feelings.

Sometimes, the unpleasant and stressful experiences of the children are accompanied by violence. Winship (1990: 203) points out that violence, and in particular the physical abuse of children is common among socially deprived families, and children often become involved in adult quarrels and are injured accidentally during the general turmoil. Berold, Caine, Cooper, Cousins, Roberts and Silverman (1981: 7); Hunt (1990: 78) and Nasson (1994: 105) argue that socially deprived families are more common in rural areas.

From the above evidence, it is apparent that rural children suffer from many educational disadvantages. In addition to being denied education facilitating agents such as radio, television and libraries, to mention a few, poverty has a particularly crippling effect on the educational efforts of these children.

3.4.2 The parent as a factor

In any society parents are the custodians of social norms and beliefs. Children come to school with already entrenched attitudes and beliefs which has a bearing on the child's educational efforts. This is supported by the following studies.

Parental factors, such as parental involvement (Wolfendale 1989: 52 and Lareau 1989: 2, 3); parental attitude (Morrish 1978: 32); and single parenthood (Khumalo 1995: 26 and Naidoo 1994: 113, 116) play an important role in the educational efforts of their children.

Lareau (1989: 2, 3) defines parental involvement as preparing children for school, for example, teaching children the alphabet, teaching and reading to children to promote language development, attending school events and fulfilling different requests teachers make of parents.

Lareau's argument is underpinned by Roland Meighans (1992: 54) when he states:

> "The education of children for the first five years of their lives is largely in the hands of parents. Pre-school educators have tendered to develop a policy of working in partnership with parents rather than being in *'Loco parentis'*. Pre-school education of

> this kind, including pre-school enrichment projects and play group schemes, does not assume that parents are automatically teachers, but that giving support, advice and guidance, they frequently become so."

In addition it has been pointed out that the educational reason for parent-teacher cooperation is that it helps children to learn better (Green 1968: 75, 83). His investigation over 3 years confirmed this as shown in the statistics below.

Table 3.2 Effects of parents' attitude on the child's development

Attitude of parent	Child's progress	1961 Child's %	1962 Child's %	1963 Child's %
Cooperative	Average or above	36	54	70
	Below average	39	55	65
Uncooperative	Average or above	32	28	17
	Below average	39	50	38

(Green 1968: 75, 83)

In support of the above findings, Green (1968: 14) reports that there is a general agreement among teachers that it is much easier to deal with children of cooperative parents, and over and above Sibisi (1991: 12) and

Macdonald (1994: 129) confirmed that children from pre-primary schools adapt better to the formal school environment and do better at school than those who did not attend pre-primary school.

Furthermore, Morrish (1978: 32) states that children whose parents are interested in their educational welfare tend to pull ahead of the rest, irrespective of their starting ability.

Wolfendale (1989: 52) refers to the Durkheims Education Act of 1981 in Britain which supports parental involvement in schools to promote learning across the whole curriculum and the whole range of ability through the accommodation of:

- children - home experience;
- parental educational expectations; and
- needs of children with special educational learning problems.

Added to the above, a study by Sharp and Green (1975) in Roland Meighan (1992: 51) identified four key dimensions of the good parent role as defined by the school:

- The good parent needs to be knowledgeable about the way the school operates and about the ideology of education.
- There must be a strong interest in the education of their children and a motivation for them to succeed.

- The parent has to be capable of cuing into the teacher's interpretation schemes, in particular the teacher's definition of "the good parent"
- The parent has to be good at impression management and must be both willing and able to play up to the teacher's view of "the good parent".

A parent is, according to the Concise Oxford Dictionary (1991: 864) a person who has begotten or borne offspring, a father or mother. Each parent is expected to play a clearly defined role in the upbringing of their children as given below.

Des Lauriers and Carolson (1969) in Seefeldt (1980: 24) point out that the child and the parents are completely dependent upon one another. The child needs his/her parents and the parents, to be parents at all, need the child.

3.4.2.1 The mother as a factor

Mothers in the rural areas of the Republic of South Africa play an important role in the education of their children as many fathers work as migrant labourers in the metropolitan areas of the country (Khumalo 1995: 26; David, Schreuder, Rautenbach and Engelbrecht 1986: 168, 169). However,

the mothers' educational level and their ignorance of school activities (Hunt 1990: 77, 78) severely curtail their helpfulness in educational enrichment programmes.

Naidoo (1994: 113, 114) cites Govender (1989) and John (1993) who present some of the more important ways in which mothers from a deprived community can render assistance to their pre-school children:

- Assistance provided in the form of caressing, caring, comforting, responses to questions and sharing of activities helps the child in his or her preparations for school readiness.

- The mother helps the child in his or her becoming from total dependence to independence, from childhood to adolescence. This she achieves by gradually making the child responsible to fend for himself or herself.

- Initially the child depends entirely on his or her mother. As he or she grows older, with the assistance provided by his or her mother, he or she learns to feed himself or herself, dress and undress and to sleep alone.

- Being the first teacher the mother assists the child in his or her social, cognitive, moral and linguistic development.

- Assist in concept formation by responding to many questions arising from the child's curiosity about objects in his

or her environment.

- Provide love, security and stability.

Lovell (1964), Van der Ross (1976) and Mlondo (1987) in Khumalo (1995: 44,46, 47) acknowledge that the kind of environment created above induces self-confidence in the child, gives security and love which enables the child to venture and explore into the world with less tension and anxiety. They point out that this self-confidence enables the child to engage in self-help projects which is beneficial to the educational efforts.

3.4.2.2 The father as a factor

The reality of the situation in the rural areas of South Africa is that many father figures are absent from their homes and are working as migrant labourers in the mines and in the metropolitan areas of the Republic (David, Schreuder, Rautenbach and Engelbrecht (1986:168, 169). Ramphele (1993: 24) the former Rector of the University of Cape Town, states that many rural women have to raise their children alone because their men are migrant workers.

According to Weiner (1990: 10) this separation is bound to have some major social repercussions. Ramphele (1993: 24) states that most of the affected households functioned reasonably well, aided by regular remittances and annual visits from the migrants. She adds that "the experience of absent husbands was common and this reduces the pain of separation" Similarly affected women rallied together for mutual support.

However, there is no substitute for a father figure. Spock (1989: 36) argues that children have such a need of a father figure that when a father is permanently gone, they create and preserve one in their imagination, made up partly from what they heard and partly from the characteristics they appreciate in the other men they see in their daily lives.

Naidoo (1994: 115, 116) cites Berger (1981) and John (1993) who present the following as helpful advice to fathers in assisting their pre-school children in preparation for school entry:

- The father accompanying his children to places of interest and educational importance, like a museum, park, library, beach, etc.
- The father having the patience to answer all questions that his children will direct to him.
- The father acting as a role model.
- The father setting principles and standards which the children are expected to adhere to.
- The father respecting and discharging his responsibilities.
- The father exercising authority and maintaining discipline.

It is important to note that Zulu children are denied most of the things

enumerated above because the Zulu tradition of *"ukuhlonipha"* keeps them away from their fathers (Stone 1981: 104).

The father figure is associated with discipline. Good discipline inculcated at home leads to easy adaptability to the school's environment and rules (Lovell 1964: 191); Mashau (1979) and Ottoway (1962) in Khumalo (1995: 44).

Studying which is a prerequisite for success in education depends on self-discipline, and this discipline is inculcated at home by the parents during the child's pre-school years.

The absence of the father figure negatively affects the discipline of children in most rural homes. The burden of disciplining children is often left to the rural mothers which is a difficult task, especially in the case of adolescent boys.

3.5 THE SCHOOL'S ENVIRONMENT AS A FACTOR ON PRE-SCHOOL INITIATIVE

The school as an institution of society is entrusted with the responsibility of educating children towards societal desired adulthood. This study aims to investigate factors in and outside the school that impacts on the quality of pre-school initiatives in the Nongoma district of KwaZulu-Natal. The question is "Does the school environment promote pre-school initiatives in KwaZulu-Natal generally and in Nongoma in particular?"

To address the foregoing question, the following aspects will be focused on, namely:

- The teacher as a factor which can be classified as follows:
  - the teacher's training; and
  - the teacher's pre-schooling skills.
- The school's pre-school facilities which can be classified as follows:
  - the curriculum provisioning; and
  - the pre-school classroom.
- The administration of the school.

3.5.1 The teacher as a factor in pre-school initiatives

Teachers all over the world take the lead in educational initiatives. Quality teachers are in a position to deliver quality education (Ndaba 1991: 3 and Thembela 1987: 2). For this study, the researcher will investigate the following factors as contributing to the quality of educational efforts:

- The teacher's training; and
- The teacher's pre-schooling skills.

3.5.1.1 The teacher's training as a factor

Educationists (Thembela 1987: 2; Ndaba 1991: 3 and Piek 1989: 266, 267) maintain that there is a link between teacher training and the quality of educational efforts.

Thembela (1987: 2) maintains that the status of the teaching profession is rather low because people who are not truly professional have been allowed to practise as teachers.

Piek (1989: 266, 267) argues that teachers are trained to be sympathetic to children's learning problems. He argues that the teacher must be seen to be helping children with their learning problems and he or she should know his or her pupils so that he or she can anticipate some of their problems. He concludes by saying that if pupils' difficulties are not recognised or are overlooked the pupils do not make as much progress as when their difficulties are recognised and they are helped to overcome them.

According to Ndaba (1991: 3) the crucial factor in education is what happens in the classroom. One can have the best facilities in the world, but if one does not have quality teachers, the effort is in vain.

Berold, Caine, Cooper, Cousins, Roberts and Silverman (1981: 461)

maintain that in the rural areas there are not only few trained teachers, but there is also a shortage of school buildings, books and other equipment.

According to the report of The National Education Policy Investigation (1992: 30) on Early Childhood Educare, the lack of trained teachers in programmes serving mainly black children is a serious problem affecting the quality of early childhood educare services.

The problem of untrained teachers in KwaZulu-Natal was underpinned by Mtshali (1992: 20):

> "... the rural areas of KwaZulu-Natal are the hardest hit by the shortage of adequately qualified teachers || especially in the primary schools".

The rural schooling conditions in South Africa are shared by many other countries in the African continent. Observing conditions in Ethiopia in the sixties, Mandela (1994: 362-363) came to the conclusion that "poor people everywhere are more alike than they are different".

In Zimbabwe, Nyagurea (1992) in Townsend (1994: 22, 23) points out that a general drop in educational performance is attributed to the low performance of untrained teachers. The Mugabe government has initiated in-service training for those teachers who are untrained.

3.5.1.2 The pre-school teacher's skills

Teaching a pre-school class needs teachers who are well trained, and thus who possess the skills necessary to handle the foundation classes.
Beaty (1984: 7) maintains that the initial stage is the most important part of the school work. Pre-school teachers are dedicated to provide a happy and successful beginning for the child's first group learning experience away from home, with the hope that such a beginning will have a lasting effect on the child's future development.

Beaty (1984: 3) identifies the following skills derived from the six general areas designated in 1973 and revised in 1983 by the Administration for Children, Youth and Families and the Child Development Associate National Programme, as basic competencies for persons with primary classroom responsibility for groups of young children from 3 to 5 years of age:

- To establish and maintain a safe, healthy learning environment.
- To advance physical and intellectual competence.
- To support social and emotional development and provide positive guidance discipline.
- To establish positive and productive relationships with families.

- To ensure a well run purposeful programme responsible to participant needs.
- To maintain a commitment to professionalism.

One observes that in the Republic of South Africa, the many colleges of teacher training offer diplomas in junior primary schools education. However, the focus for this training is from Grade 1 in the foundation phase, which incidentally excludes training for the pre-school classes. It is therefore obvious that there is a need for the retraining of the junior primary teachers who handle pre-school classes to empower them with skills necessary for this class.

3.5.2 The administration of schools as a factor

Society expects the school's management to create an environment in the school that will promote the societal educational objectives.

Schofield (1995: 15) observes that the majority of South African schools are poorly resourced, have weak (in some cases non-existent) management, administration and government structures; have fragmented staff and are located in communities which could be described as "marginalised" (in terms of location and access to urban centres, resources and employment opportunities).

According to the Synopsis of the Strategy for Education Management Development in the KwaZulu-Natal Department of Education and Culture (October 1996: 3, 4) the following critical problems, common to the province, have been identified:

- Haphazard management.
- Insufficient opportunities for growth.
- Very thin management structure.
- Lack of support structures for school management.
- Under/unqualified management staff (i.e. principals, deputy principals, head of departments).
- No programmes for staff development.
- Authority of management challenged by democratic processes (i.e. labour organisations).
- Roles of principals not clearly defined.
- Roles of principals not clearly understood.
- Lack of understanding of the role of school management.
- A high degree of intimidation.
- Lack of knowledge of management techniques in schools.

- Not enough accountability from principal to the community.
- Some principals are overloaded.
- Lack of adequate facilities (i.e. communication, equipment, materials).
- Inability to manage in a post-apartheid environment.
- Lack of cultural sensitivity.

These problems manifest themselves, in order of complexity, at circuit level, at district level, at regional level and at provincial level. The rural areas of KwaZulu-Natal, being under-resourced as a legacy of the past imbalances in educational funding (Zulu 1996: 10 and Hartshorne 1993: 7) are the hardest hit by this scenario.

The July/August 1997 report of the ECD Pilot Project on the current situation notes that a number of reception (pre-primary) classes are registered with the Department. The majority of these are incorporated with primary schools. Many are overcrowded, inadequately equipped, and follow programmes which are not based on the developmental needs of the young child. In addition most of the teachers are unsuitably trained. In many cases children as young as 3 years are accepted.

However, the Synopsis (October 1996: 4) acknowledges that the KwaZulu-Natal Education Department has adopted strategies to develop an ongoing, effective management development programme. The strategies to achieve these objectives are:

- Design and implement needs - driven ongoing senior/middle management training programmes which include induction seminars.
- Develop and implement an ongoing, needs-driven, management training programme for school management personnel.
- Develop and implement an ongoing, needs-driven, management development programme for school governing bodies.

It is obvious that the kind of negative environment experienced in the school will manifest itself in the classroom situation. It will thus negatively affect the pre-school initiative. Quality education that has long term beneficial effects on children (Shouse 1961 in Katz 1979: 25, 27) can only prosper in a quality administrative environment.

3.6 SOCIAL-EDUCATIONAL CONSIDERATIONS

In view of the above-mentioned societal factors that influence schooling

practices, the following social considerations emerge in respect of the area under study.

Firstly, in countries such as Germany, The Netherlands and England, that had close contact with schooling practices in the Republic of South Africa, colonialisation of the African people was complemented by the Christianization of the indigenous people by missionary activity mainly from those countries (Maripe 1994: 103 and Kiernan 1995: 25). As a result the success of pre-schooling was guaranteed by the support given by the society in those countries. Educational objectives in any country stand a better chance of realisation if there is a strong partnership between the school and the society in which the school is operating.

Secondly, in the area under study the social structures in the Nongoma district, as identified in Chapter 2 (2.4.1), must be fully exposed to the benefits associated with schooling in general and pre-schooling in particular. All sections of the society irrespective of their social status have a stake in the education of their children (Gabela 1986: 2). All social structures must be encouraged to take their rightful role in efforts aimed at promoting the interest of the young generation.

Thirdly, the school as an educational agent must take cognisance of the social environment that defines itself in the school's surroundings. Section 3.5 of this chapter deals with societal factors that influence education. It is

important that educators in schools must bear these factors in mind when they plan their teaching strategies.

3.7 SUMMARY

This study aims to investigate pre-school initiatives in the Nongoma district of KwaZulu-Natal. In this chapter the researcher's literature review mainly focuses on those factors, inside and outside the school environment which have an impact on the school's educational initiatives.

Numerous studies have confirmed that these factors have the potential to reflect positively or negatively on the educational initiatives.

The researcher aims to implement these factors from the literature review as a basis for the construction of questionnaires as instrument to be used for the collection of data in the next chapter.

CHAPTER 4

METHODOLOGY USED IN THE COLLECTION AND PRESENTATION OF DATA

4.1 INTRODUCTION

In this chapter the researcher presents the methods adopted to collect data.

A descriptive, sometimes called the normative, or survey method of research was used for the purpose of collecting data with regard to the various socio-educational aspects that impact on pre-school initiatives in the Nongoma district of KwaZulu-Natal.

A self-structured questionnaire with a bias on socio-educational factors gathered from the socio-historical background of the targeted area, as well as factors gathered from the review of literature was used to collect data. The targeted group for the structured questionnaire were the principals of schools with pre-school classes. This group formed the sample population in the Nongoma district of KwaZulu-Natal.

4.2 RATIONALE FOR CHOICE OF METHOD

The nature of the data dictates the research methodology that must be employed in the processing of those data (Leedy 1989: 140). Welman (1985: 5) argues that the quality of research findings is directly dependent on the accountability of the research methodology.

Guided by the assertions of Welman (1985:5) and Leedy (1989: 140), the researcher's choice of the 'descriptive survey' method is accounted for in the following section.

4.2.1 The required information

The information needed, namely the evaluation of various aspects that affect pre-school initiatives in the district of Nongoma, could in the opinion of the researcher be best secured through a questionnaire.

It is relatively easy for educators to give spontaneous responses to a written questionnaire given the instructions and the aim of the exercise. The respondents in the sample were not illiterate.

4.2.2 The observed data

The descriptive survey method, or the normative survey method, is employed to process data gathered through observation.

The survey studies are large-scale observational studies done on groups of respondents, the instruments usually being a questionnaire or structured interview.

The data collecting instruments will, to a certain extent, confine itself to

knowing how people feel about an idea, an issue pertaining to social change (Saslow 1982: 15). In addition, the data collecting instrument will concern itself with variables that change over time (Severin and Tankard 1988: 17), because the educational process is time-bound and adjusts itself accordingly. This study aims to evaluate how people feel about pre-school initiatives in their schools.

4.2.3 Ability to count

Furthermore, the purpose of the descriptive survey is to count. It counts a representative sample and then makes inferences about the population as a whole. The job of a descriptive survey is essentially fact-finding and descriptive (Oppenheim 1992: 12).

4.2.4 No threat to participants

In addition, according to Pratt and Loizos (1992:59) a survey can yield reliable results when it questions people about matters they do not find too private or threatening, and to which they can give fairly definite answers.

4.2.5 Possibility for recommendations

Lastly, the researcher is of the opinion that the survey method is not only a reproduction of existing conditions and relations, but it has the possibility of

making recommendations on the basis of existing conditions and possible future demands.

4.3 DEFINITIONS OF THE DESCRIPTIVE SURVEY METHOD

According to Leedy (1989:141) and the Concise Oxford Dictionary (1991: 315), descriptive survey has the following meaning.

4.3.1 Survey

The word 'survey' is composed of two elements, namely 'sur' - derived from the Latin *'super'* which means 'above', 'over' or 'beyond'. The element '-vey' derives from the Latin *'videre'* meaning 'to look' or 'to see'.

Thus the word survey means "to look or to see over or beyond" (Leedy 1989: 141).

According to the Concise Oxford Dictionary (1991: 1229), survey as a noun means "the act of examining the conditions of" or "the result or findings of this" - especially a written report or an inspection or investigation.

4.3.2 Descriptive

The objective 'descriptive' frequently coupled with survey, comes from *'de'* meaning from and *'scribere'* meaning to write (Leedy 1989: 141).

Descriptive survey, therefore implies that the researcher does two things,

namely:

- he or she observes with close scrutiny the population bounded by the research parameters; and
- he or she makes a careful record of what he or she observes for future reference and scrutiny.

4.4 PERMISSION TO CONDUCT STUDY

Permission to administer the questionnaire was sought and granted by the following administrative line functionaries in the Education Department of KwaZulu-Natal for the area under study, namely the Nongoma district. These are:

- The Superintendent General (SG) of the Department of Education and Culture in KwaZulu-Natal (Annexure 1).
- Personal visits were paid to the following management structures to seek permission:
  - The Regional Chief Director (RCD) of the Ulundi region where the Nongoma district is situated;
  - The Education District Manager (DM) of the Nongoma district; and
  - The principals and School Governing Bodies (SGBs)

of the schools involved.

4.5 SAMPLING

According to Sibaya (1989: 85) a researcher tries to understand a segment of the world on the basis of observing a smaller segment, namely a sample. Ary, Jacobs and Razavich (1979: 129) point out that a small group that is observed is called a sample, and the large group about which generalisations are made is called a population.

4.5.1 Procedure and types of sampling

The nature of the characteristics of and the quality of the data will determine the procedure to be followed in sampling (Leedy 1989: 152).

Viewed globally, sampling can be divided into two major categories: non-probability and probability sampling.

4.5.1.1 Non-probability sampling

Non-probability sampling, sometimes referred to as accidental or incidental sampling, is used because it is convenient to use, and no criteria is followed in the selection of sample members (Downie and Heath 1989: 153). For example, in a class all the students may form the sample population just because they happen to be in that particular class.

In this study non-probability sampling was used with respect to school principals from the Nongoma sample of primary schools who also have pre-primary schools. These principals were used to collect data on socio-educational factors influencing pre-schooling initiatives because they happened to be managers of those schools at the time when the investigation was conducted.

4.5.1.2 Probability sampling

In probability sampling (which was used in this study to constitute a sample of schools with pre-primary classes), the researcher took care that each segment of the population was represented in the sample.

Leedy (1989: 156, 157) maintains that the sufficiency of a sample depends on two things, namely sample size and sample design.

(1) Sample design

In this study, simple random sampling design was followed. Randomization of the sample ensures that every member of the population has an equal chance of being selected.

Randomization means selecting a sample from the whole population in such a way that the characteristics of each of the units of the sample

approximates the characteristics of the total population (Leedy 1989: 153 and Oppenheim 1992: 39).

(2) Sample size

A sample must be big enough to be representative of the actual population. An increased sample stands a better change of yielding better results (Mulder 1989: 59) and must be economical in terms of time and energy (Fraenkel and Wallen 1990: 79 and Pratt and Loizos 1992: 60).

(3) Sample from the population

The researcher took a sample of 20 schools with pre-primary classes. This represents 46,5% of the pre-primary school population of 43 in the Nongoma district of KwaZulu-Natal (Truro House data-base of September 22, 1998).

To achieve representativity, the demographic distribution of the sample schools will be as follows:

- two schools will be urban;
- three schools will be peri-urban; and
- fifteen schools will be rural. The schools in this group will be randomly selected in the following manner:
  - For the remaining 38 schools (out of the total of 43)

the researcher will include every third school in the sample starting from the 6th school on the list. Therefore according to this random sampling the fifteen selected schools will bear the following numbers: (6 - 9 - 12 - 15 - 18 - 21 - 24 - 27 - 30 - 33 - 36 - 39 - 47 - 7 and 10.

- Graphically represented the above data can be tabulated as follows:

TABLE 4.1 Classification of schools according to locality

	Urban	Peri-urban	Rural	Total
Location	2	3	15	20
Percentage	10%	15%	75%	100%

4.6 RESEARCH INSTRUMENT USED FOR THE COLLECTION OF DATA

A self-structured questionnaire in English was used for the collection of data from the principals of schools with pre-school classes in the Nongoma district. All school principals can read and write English.

Saslow (1982: 140) points out that if one decides to use written questionnaires one is limiting oneself to surveying people who are literate.

4.6.1 The questionnaire

Oppenheim (1992: 100) regards a questionnaire as an important instrument of research, namely a tool for data collection. He maintains that the function of the question is measurement.

Labovitz and Hagedorn (1981: 69) believe that a questionnaire is an instrument comprising of a series of questions that are filled in by the respondents themselves.

In preparing a questionnaire, the researcher should bear two things in mind, namely the language factor, and the criterion to be used in designing it.

4.6.1.1 The language factor

The questionnaires for the educators were in English because in KwaZulu-Natal the medium of instruction is English and teachers understand this language.

In addition, Sidaki (1987: 82) believes that language, vocabulary and sentence structure used must be simple and should relate to the respondents' current level of knowledge so that they can respond easily.

4.6.1.2 Questionnaire design criterion

In designing the self-completion questionnaire Davidson (1970) in Cohen and Manion (1994: 92, 93) states:

> "An ideal questionnaire possesses the same properties as a good law: It is clear, unambiguous and uniformly workable. Its design must minimize potential errors from respondents ... and coders. And since people participation in survey is voluntary, a questionnaire has to help in engaging their interest, encouraging their cooperation, and eliciting answers as close as possible to the truth."

Leedy (1989: 143, 144) suggests that the questionnaire should be so designed to fulfil a specific objective. To achieve this, questionnaire construction should reflect courteousness, simplicity, thinking of the other person, concentration on the universal, briefness and consistency.

Lastly, Fraenkel and Wallen (1990: 337) conclude that poorly worded questions can doom a survey to failure.

4.6.2 Types of questions

There are two types of questionnaires, namely, open-ended and closed-ended questionnaires. Babie (1989: 159) states that in an open-ended question respondents supply their own answers, while in a closed-ended

question the respondents select from a list of answers provided.

Closed-ended or multiple choice questions (to be used in this study) are used for most surveys because they are easy to use, score, and code for computer analysis (Fraenkel and Wallen 1990: 337, 338).

Disadvantages associated with the closed-ended questions are that they limit the breadth of the responses, take more time to construct and require more time to cover the research topic. Sometimes closed-ended questions pose the possibility that an individual's response is not present among the options given. Fraenkel and Wallen (1990: 338) suggest that in this case the researcher should provide an "other" choice for each item, where the respondent can provide information that the researcher may not have anticipated.

Fraenkel and Wallen (1990: 338, 339) present the following suggestions for improving closed-ended questions. The researcher should:

- be sure the question is unambiguous;
- keep the focus as simple as possible;
- keep the questions short;
- use simple language;
- avoid the use of terms that might 'bias' responses;
- avoid leading questions; and

- avoid double negatives.

Bearing in mind the factors given in 4.2 (4.2.1) above, the researcher decided to employ the close-ended type of questions.

The main advantages of the close-ended questionnaires are that they are not only easy to use and score, but they can be coded for an analysis on a computer (Fraenkel and Wallen 1990: 337, 338), and this is what the researcher is intending to do.

4.7 THE PILOT STUDY

In order to find out whether the questions were well understood, and whether the questions elicited the information needed, the researcher undertook a pilot study.

Pre-testing of questions or the use of pilot-studies serve to validate the questions themselves (Pratt and Loizos 1992: 80). Pilot studies are usually administered to a small group to determine their usefulness and perhaps, reliability (Marshall and Rossman 1989: 84).

4.7.1 Benefits of pilot studies

Pilot studies are beneficial to research studies. Pilot studies save time and money by pre-empting unintelligible questions that would produce

unquantifiable results or results that cannot be interpreted (Oppenheim (1992: 64). Saslow (1982: 87) believes that the results of a pilot study can considerably improve the planning and increase the chances for the success of a subsequent larger-scale experiment.

4.7.2 The pilot schools

For the pilot study the researcher chose three schools that demographically represented the sample of schools used in the study. One school represented the urban schools; another the peri-urban schools; and a third represented the rural schools. The three schools were not included in the sample.

4.7.3 Results of piloting

As a result of the pilot study, clear and well understood questions were retained, unclear ones were deleted and new ones were added. There, can therefore be, concluded that the questionnaire is valid, in other words, that it measures what it is supposed to measure.

4.8 THE ADMINISTRATION OF THE QUESTIONNAIRE

According to Forcese and Richer (1973: 167, 168) there are two situations usually encountered in the administration of the questionnaire. The first might be called the 'captive audience' situation in which the instrument is administered to a group of individuals assembled in the same place.

Research in schools, prisons and other organisations are typical of this kind. The second type of situation concerns the mailed questionnaire which is not used here.

4.8.1 Method of administration

On an arranged date (03/05/99) with the District Manager of the Nongoma district, the researcher visited Bhekuzulu High School Hall where primary school principals were assembled for the Submission of Application for the Closed Vacancy List - Advertising and Filling of Level One Educator Post (in response to HRM Circular No 18 of 1999).

After the workshop the principals forming the sample of the population as given in 4.5 (3) above were requested to assemble, in a quiet classroom that had been arranged by the principal of Bhekuzulu High School. The researcher distributed the questionnaires himself. After explaining the purpose of the questionnaire, the researcher requested the respondents to proceed using ball pens.

4.8.1.1 Time limit

No time limit was stipulated. Once the teacher was through with the questionnaire he/she was allowed to quietly leave the classroom. When all the teachers were through, the researcher collected the questionnaires.

4.8.1.2 Time of administration

The administration of the questionnaire was done after the principals' workshop on Rationalisation and Redeployment. This was done to avoid interfering with the district workshop.

4.8.2 **The question format**

The questionnaire consisted of two (2) sections, namely:

4.8.2.1 Section A

Section A - dealing with personal particulars.

4.8.2.2 Section B

Section B - dealing with information on pre-schooling initiatives in the Nongoma district of KwaZulu-Natal.

4.8.2.3 **The number of questions**

In this study the researcher used 31 questions and a number of sub-questions for the principals. Lovell and Lawson (1970: 94) regard questions which number a little over 30 as being optional - i.e. it gives the researcher the freedom of choice, but it is not obligatory.

In addition Oppenheim (1992: 105) maintains that the length of the

questionnaire depends on the topic, and its degree of interest to the respondents. He believes that even long and complex interviews or questionnaires, will often be completed successfully if the topic is of intrinsic interest to respondents (for example, if it is about their children), or if they believe that their responses will have a direct influence on policy.

In the construction of the questionnaires, the researcher bore in mind the relevance of social factors affecting pre-school initiatives in the Nongoma district of KwaZulu-Natal.

4.9 RELIABILITY OF THE QUESTIONNAIRE

According to Huysamen (1988:55), reliability refers to the extent to which variation in an individual's test scores reflects differences in whatever the test measures rather than random fluctuations. The Cronbach Alpha reliability coefficient was calculated and found to be 0.9293 which is a high coefficient. This means that the data can be accepted with confidence because the results could be repeatable in identical conditions.

4.10 SUMMARY

This chapter presents an account of the method used and how the administration was carried out. Data collected from the principals with pre-primary classes attached to their schools will be analyzed and interpreted in the next chapter.

at rural schools.

Table 5.2 Gender of teachers

Gender	Male	Female	Total
Responses	8	12	20
Percentage	40%	60%	100%

From Table 5.2 it can be seen that the majority of the principals (60%) are women.

Table 5.3 Teaching experience

Years	1 - 5	6 - 10	11 – 15	16 & over	Total
Responses	-	3	4	13	20
Percentage	-	15%	20%	65%	100%

Table 5.3 reflects that the majority of the principals (65%) have teaching experience of 16 years and more years.

Based on the above observation, one can assume that the majority of these school managers are experienced educators who are in a position to manage their schools effectively with enlightened leadership concerning the staff and the members of the School Governing Bodies. However, their rural placement places some limitations (Hunt 1990: 77, 78 and

Berold, *et al* 1981: 461) which denies them certain opportunities easily available to their urban counterparts.

Table 5.4 Respondents qualifications

Qualifications	Responses	Percentage
Without Matric	1	5%
Matric and unqualified	1	5%
Matric and college certificate	14	70%
University degree and teaching diploma	4	20%
Post-graduate qualifications	-	0%
Total	20	100%

From Table 5.4 it can be seen that the majority of the principals (70%) have a matric and a college certificate (M + 3) or an equivalent qualification.

In addition, the above table also reflects that it is not only certain classroom-based educators who do not have teaching qualifications (Mtshali 1992: 20), but that one principal is without matric and another has matric but is professionally unqualified.

According to the researcher the majority (70%) have matric and college certificates indicating that even in the rural areas the conditions are improving as reported in Chapter 2.

5.2.2 Section B: Information concerning pre-school initiatives in the Nongoma District

Table 5.5 Training received

Training received	Responses	Percentage
Crash courses	12	60%
Technical Training College	7	35%
University	1	5%
Total	20	100%

From Table 5.5 it follows that the majority of the pre-school teachers only received crash courses in pre-school teaching.

Table 5.5 has serious socio-educational implications. According to the researcher, the following conclusions can be deduced from data presented above.

The high percentage of 60% for teachers who received crash courses for pre-schooling is a cause of concern. Quality education classroom delivery is essential if educational objectives are to be achieved (Ndaba 1993: 3

and Thembela 1987:2).

According to the report of the National Education Policy Investigation (1992: 30) on Early Childhood Educare, the lack of trained teachers for school's staff in programmes serving mainly black children is a serious problem affecting the quality of early childhood educare services.

Studies by Katz (1979: 25, 27) and Van Buuren, Letuma and Dayness (1990: 16, 18) indicate that beneficial long term effects of pre-schooling can only be guaranteed if pre-school teaching is of a high quality. High quality education can only come about if certificated and dedicated educators are made to drive the education process.

The handling of the pre-school class is a specialised activity needing appropriate skills (Beaty 1984: 3). Data depicted in the table above show that this aspect is neglected if training for pre-school educators occurred mainly through crash courses. To overcome this obstacle in-service education and training (INSET) on a continuous basis will have to be undertaken. However, education initiative in KwaZulu-Natal is hampered by under-funding (Zulu 1996: 10, 11).

Table 5.5 also reflects that 35% of the respondents received training at a Technical College. Technological skills are necessary for the developing countries like South Africa (Moulder 1991: 103).

A Strategic Plan Document on Technology-Enhanced Learning Initiative in South Africa (April-May 1997: 17) points out that a strong focus on early childhood education is essential to prepare children for using technology throughout their school life and for lifelong learning.

NOTE: The following questions were evaluated on a 4-point scale reflecting the following range/categories:

Never	1
Seldom	2
Often	3
Always	4

Table 5.6 Use of self-made teaching aids

Range	**1**	**2**	**3**	**4**	**Total**
Responses	2	7	7	4	20
Percentage	10%	35%	35%	20%	100%

From Table 5.6 it can be seen that the same percentage, namely 35%, either seldom/sometimes or often successfully used self-made teaching aids, while 20% maintain that this is always the case; but 10% argue that this is never the case.

Educational under-funding (Zulu 1996: 10, 11) compels educators to be resourceful if educational objectives are to be achieved, and this is particularly true of teachers in the rural areas because they are isolated from educationally resourced urban areas (Govender 1990: 21) and Hartshorne 1993: 7).

Table 5.7 Team teaching/networking efforts

Range	1	2	3	4	Total
Responses	5	10	3	2	20
Percentage	25%	50%	15%	10%	100%

From Table 5.7 it can be seen that the majority of the teachers for pre-school classes (50%) seldom/sometimes engage in team teaching or networking with the neighbouring schools, while 25% argue that this never happens. On the other hand 15% argue that this is often the case, while 10% believe that this is always the case.

Outcome-Based Education (OBE) introduced in the foundation phase in the Republic emphasises team teaching to achieve educational outcomes. OBE maintains that team teaching is not only necessary for teachers within the same grade, but macro-planning in the phase makes it necessary to ensure that there is integration in the three learning areas of Numbering, Literacy and Life-skills.

Table 5.8 School management information on pre-schooling requirements

Range	1	2	3	4	Total
Responses	1	9	7	3	20
Percentage	5%	45%	35%	15%	100%

From Table 5.8 it can be seen that the highest percentage of school managers (45%) are seldom/sometimes informed about the pre-school requirements of their schools, while 5% hold the view that this is never the case. On the other hand 35% believe that school managers are often informed about pre-school requirements, and 15% maintain that this is always the case.

School principals are tasked with the management of their schools and should be better informed about the needs of their schools. Data given in Table 5.8 reflects an admission by school principals that a critical management problem exists in their schools. Among other things the Synopsis of the Strategy for Education Management Development in KwaZulu-Natal Department of Education and Culture (October 1996: 3, 4) identifies the following management problems as common in KwaZulu-Natal schools:

- haphazard management;
- very 'thin' management structure;
- lack of support structure for school management;

- under/unqualified management staff (i.e. principals, deputy principals, head of departments);
- roles of principals not clearly defined;
- lack of knowledge of management techniques in schools;
- not enough accountability from principals to the community; and
- lack of cultural activity.

Table 5.9 Feeding arrangements for pre-scholars

Range	1	2	3	4	Total
Responses	11	4	3	2	20
Percentage	55%	20%	15%	10%	100%

Table 5.9 indicates that the majority of the respondents (55%) do not provide for feeding arrangements for pre-scholars in their schools, while 20% argue that this seldom/sometimes happens. On the other hand 15% believe that feeding is often provided for pre-scholars, and 10% maintain that this is always the case.

Socially, the rural areas of the Republic of South Africa suffer from poverty (Hunt 1990: 77, 78; Khumalo 1995: 26 and Nasson 1994: 105) and the Nongoma district is no exception (Mpanza 1996: 53).

Educationally, this social condition (poverty) impacts negatively on the

educational efforts of the children (Ezewu 1986: 79; Mwamwenda 1990: 27 and Van der Ross 1976: 54).

Table 5.10 Daily programme as a reflection of pre-scholars' level of development

Range	1	2	3	4	Total
Responses	2	7	9	2	20
Percentage	10%	35%	45%	10%	100%

From Table 5.10 it can be seen that the highest percentage of principals (45%) maintain that day-programmes for pre-scholars often reflect pre-scholars' level of total development.

To the researcher the above observation is an indication that the government policy on training in Early Childhood Development as reported in section 3.3.1 (2) of Chapter 3 is beginning to yield certain positive results.

However, 35% of the respondents believe that day programmes seldom/sometimes reflect the pre-scholars level of development. In the same table, 10% of the principals argue that day programmes never reflect the pre-scholars' level of development. Only 10% are positive that day programmes reflect such a reality.

Table 5.11 Organised tours as a learning experience for pre-scholars

Range	1	2	3	4	Total
Responses	19	1	-	-	20
Percentage	95%	5%	0%	0%	100%

From Table 5.11 it can be seen that the overwhelming majority of the principals (95%) admit that organised tours to other well-resourced sites as a learning experience, are never organised by their schools. Only 5% report that such organised tours are seldom/sometimes undertaken as a learning experience.

To the researcher, this occurrence of non-support for educational tours can be attributed to the following socio-educational factors.

On a social level, poverty which is common in rural areas (Hunt 1990: 77, 78) and Mpanza (1996: 53) and un-employment experienced by many parents render them unable to support such school initiatives.

On an educational level, certain school managers lack knowledge about the benefits of such tours.

Among other things, the Synopsis of the Strategy for Education

Management Development in KwaZulu-Natal Development of Education and Culture (October 1996: 3, 4) identifies a lack of foresight and school management techniques as some of the problems common among school principals in KwaZulu-Natal.

Table 5.12 Attitude of school management to pre-school class

Range	1	2	3	4	Total
Responses	4	3	5	8	20
Percentage	20%	15%	25%	40%	100%

From table 5.12 it can be seen that the highest percentage of principals (40%) is always positively predisposed to the pre-school class, while 25% believe that this if often the case. Yet 20% of the respondents recorded a never response, and 15% believe that the attitude of the school management to pre-school classes is seldom/sometimes positive.

To the researcher, the following socio-educational conclusions can be drawn from the 40% support reflected in Table 5.12.

From a socio-educational perspective, the below average support (40%) for pre-schooling, is not a very positive indicator of support by school principals. One can assume that:

- the social benefits associated with pre-schooling such as ability to improve adjustment in life (Katz 1979: 25, 27) are not

appreciated by or taken cognisance of by the principals; and

- the educational benefits linked to pre-schooling such as the reduction of repetition or failure rates in grades as shown in the study by Van Buuren, Letuma and Dayness (1990: 16, 18) in the Madadeni district of KwaZulu-Natal, are not appreciated by the principals. In addition, McDonald (1994: 129) confirms that children from pre-primary schools adapt better to the formal school environment and do better at school than those who did not attend pre-primary school.

Table 5.13 Parental school visits as motivation for children

Range	1	2	3	4	Total
Responses	5	7	7	1	20
Percentage	25%	35%	35%	5%	100%

From Table 5.13 it can be seen that the same percentage, namely 35% (for seldom/sometimes or often) of principals experience that parents visit schools to discuss their children's problems with the teachers.

Social practices have a bearing on educational objectives. Khumalo (1995: 77) observes that on the whole in a black society, parents seldom visit schools as a motivation for their children to learn. Lareau (1989: 61, 97) stresses the educational benefits associated with school visitations by

parents.

In the same table 25% of the respondents maintain that such visits never take place, while only 5% argue that such visits always take place.

Table 5.14 Parental provisioning of information on children's home environmental conditions as help in assessing educational problems

Range	1	2	3	4	Total
Responses	4	9	4	3	20
Percentage	20%	45%	20%	15%	100%

From Table 5.14 it can be seen that the highest percentage of respondents (45%) say that parents seldom/sometimes provide educators with information on the children's home environmental conditions to assist in the child's educational problems, while 20% believe that it is never the case. However, 20% maintain that parents often provide information on children's home environment, and 15% argue that this information is always given.

The social tendency by parents of withholding information on home environmental conditions of children does not serve the interest of the child's education. Educational objectives are easy to achieve if there is cooperation between the society and the school. Atkin, Bastiani and

Goode (1986: 6, 7) argue that when parents identify with the school's main goals and support its efforts by providing support for their children's school work, the educational effects of this action can be both dramatic and long lasting. Green (1968: 14) reports that there is a general agreement among teachers that it is much easier to deal with children of cooperative parents.

Table 5.15 Transport arrangements for pre-scholars to and from school

Range	1	2	3	4	Total
Responses	18	-	-	2	20
Percentage	90%	0%	0%	10%	100%

Statistics given by Table 5.15 depicts that the overwhelming majority of the respondents (90%) indicate that pre-scholars are never transported to and from school.

Travelling over long distances to and from school has negative effects on schooling objectives. Khumalo (1995: 29) observes that students who travel long distances to and from school are not only too tired to concentrate in class, but they are also too tired to attend to their homework properly. He concludes by saying that the frustration of long

distance travelling can result in a general dislike of schooling.

Provision of transport for scholars is a parental (as social custodians of children) responsibility. Parents have the responsibility to provide love, security and stability (Naidoo 1994: 113, 114).

It is important to note that only 2 (10%) of the respondents believe that arrangements are always made to transport pre-scholars to and from school. In the sample schools, 2 schools are identified as urban schools in Chapter 4 (4.5.1.2 (3)) in this study. In Chapter 2 (2.4.1.5) working class families were identified to be around the town of Nongoma, and these salaried employees can possibly afford to arrange transport for their children.

On the whole, lack of transport facilities can be attributed to parental poverty as was cited in Table 5.11 (a) above. In addition, the researcher, being a rural citizen himself, is aware that good road infrastructure is a rare phenomenon in the rural areas. Taxi drivers are not willing to operate on such roads.

Table 5.16 Resourcefulness of pre-school educators for helping children from educationally deprived homes

Range	1	2	3	4	Total
Responses	3	7	7	3	20
Percentage	15%	35%	35%	15%	100%

Data reflected in Table 5.16 show that the same percentage of principals, namely 35% maintain that pre-school educators seldom/sometimes or often are resourceful in assisting children from educationally deprived homes. On the other hand the same percentage (15%) of the principals argue that pre-school teachers are never or always resourceful in assisting children from educationally deprived homes.

Parents' educational expectations for their children (i.e. having children who will be employable, useful and productive citizens) are society's expectations. These expectations are the same for both rural and urban parents. Parents perceive schools as societal educational agents to supplement whatever parents are not able to provide.

A poor social environment, being common in the rural areas (Hunt 1990: 77, 78) and Mpanza 1996: 53) lends itself to educational deprivation in the homes of rural children.

Educators are expected to be resourceful to compensate for the

educational deprivation that rural children experience in their homes. However, the below average percentage of 35% (that principals allocated seldom/sometimes or often for educator resourcefulness in helping children from educationally deprived homes) does not augur well for education. If educational objectives are to be achieved, principals of schools as managers of their schools should not attempt at advancing their teachers' capability to deliver education.

Table 5.17 Educator preparedness as link between Grade R and Grade 1

Range	1	2	3	4	Total
Responses	4	5	5	6	20
Percentage	20%	25%	25%	30%	100%

Table 5.17 indicates that 30% of the principals believe that educators are always prepared to form a link between pre-school (Grade R) and the entry grade (Grade 1), while 25% argue that this is often he case. On the other hand 25% believe that educators are seldom/sometimes prepared to form the link between Grade R and Grade I, and 20% hold the view that this is never the case. Outcome-Based Education (OBE) emphasises the fact that there must be sound integration across learning areas and across grades.

Table 5.18 Foundation phase educators' (as stakeholders) involvement in OBE curriculum development

Range	1	2	3	4	Total
Responses	9	3	3	5	20
Percentage	45%	15%	15%	25%	100%

Table 5.18 indicates that the highest percentage of the principals (45%) hold the view that educators in the foundation phase were never involved in the OBE curricular development, while 15% argue that this is seldom/sometimes the case. On the other hand 25% believe that this is always the case and 15% maintain that this often happens.

The curriculum is an embodiment of the stakeholders' educational aspirations. The curriculum is a product of involvement through consultations with the relevant education stakeholders such as the educators in the foundation phase. Society must take ownership of the curriculum, but this can only come about if a consultative process was followed. Non-educator involvement (45%) does not augur well for the objectives of education. People participate fully if they regard the initiative as "ours" and identify with it.

Table 5.19 Continuous guidance by departmental officials for school principals on OBE classroom and school management

Range	1	2	3	4	Total
Responses	13	6	-	1	20
Percentage	65%	30%	0%	5%	100%

Table 5.19 shows that the majority of the respondents (65%) maintain that guidance by officials on OBE classroom and school management is never given, while 30% of the respondents believe that guidance is seldom/sometimes given by officials of the Education Department. However, 5% argue that such guidance is always given.

Outcome-Based Education (OBE) is a new type of education. All educators, and especially rural educators, because of the disadvantaged socio-educational environment (Hunt 1990: 77, 78 and Mtshali 1992: 2) in which they operate, need assistance on OBE on a continuous basis. The OBE process in the Republic of South Africa in the Foundation phase needs strengthening and this can only come about if continuous in-service workshops are organized for educators.

Table 5.20 Sustainable supply of essential learning material from the Education Department

Range	1	2	3	4	Total
Responses	14	6	-	-	20
Percentage	70%	30%	0%	0%	100%

Statistics from Table 5.20 reflect that the majority of the principals (70%) maintain that supply of essential learning material is never on a sustainable basis, while 30% of the respondents maintain that the department seldom/sometimes supply schools with learning materials.

A sustainable supply of learning material will not only boost educator moral and confidence, but will ensure that educational objectives are achieved.

Long term planning (strategic planning) in education will not only show the department's commitment to achievement of educational goals, but will give education officials space to evaluate and if necessary modify methods and techniques for the achievement of those goals.

Table 5.21 Illustrative Learning Programme (classroom activity) reflection of integration in Numbering, Literacy and Life-skills

Range	1	2	3	4	Total
Responses	2	11	3	4	20
Percentage	10%	55%	15%	20%	100%

From Table 5.21 it can be seen that the majority of the respondents (55%) believe that classroom activity seldom/sometimes reflects integration in Numeracy, Literacy and Life-skills, while 10% believe that this is never the case. On the other hand 20% maintain that the Illustrative Learning Programme always reflects an integration in Numeracy, Literacy and Life-skills, while 15% argue that it is often the case.

On page 118 the need to integrate the three learning programmes of Numeracy, Literacy and Life-skills was stressed.

Section 18 of the Assessment Policy Document in the General Education and Training Band, Grades R to 9 and ABET, states that a demonstration of the ability to integrate learning experiences as a specific outcome, will serve as a basis for assessment. This document maintains that the focus of assessment shall be on the progress learners make towards the achievement of the outcomes.

In addition, Lubisi, Wedekind, Parker and Gulting (1997: 11) maintain that on the National Qualification Framework, these outcomes are generic and cross curricular, and they underpin the learning process in all its facets for all learners at all levels.

Table 5.22 (a) Providing children an opportunity to talk about their feelings

Range	1	2	3	4	Total
Responses	3	4	6	7	20
Percentage	15%	20%	30%	35%	100%

Table 5.22 (a) shows that the highest percentage of the respondents, namely 35% argue that children in the pre-schools are always given an opportunity to talk about themselves, while 30% hold the view that pupils are often given such an opportunity. However, 20% believe that children are seldom/sometimes given an opportunity to talk about their feelings, while 15% argue that this never happens.

This opportunity offered to the pupils helps to induce self-confidence in the children and consequently promotes a friendly atmosphere in the classroom. The teacher comes to appreciate and understand the problems of some of his or her pupils. As a result, the learning experience

of the children is enhanced. Lovell (1964: 193) points out that pupils need to feel secure, to receive appreciation as individuals in their own right, to be able to contribute to group life through cooperative enterprise.

Piek (1989: 267), on the other hand maintains that the teacher should know his or her pupils so that he or she can anticipate some of their problems. If pupils' difficulties are not recognised or are overlooked the pupils do not make as much progress as when their difficulties are recognised and they are helped to overcome them.

Table 5.22 (b) Ensuring that children hear a range of stories

Range	1	2	3	4	Total
Responses	3	3	8	6	20
Percentage	15%	15%	40%	30%	100%

From Table 5.22 (b) it follows that the highest percentage (40%) of the principals hold the view that pre-school educators often ensure that children hear a range of stories, while 30% of the respondents believe that educators always ensure that children hear a range of stories. On the other hand the same percentage, namely 15% argue that his never, or seldom/sometimes happens. From an educational point of view story telling widens the children's vocabulary and their general knowledge. If children are given such opportunities their self-confidence is boosted which is a great advantage in the education process.

Table 5.22 (c) Planning activities for children to listen and move to music

Range	1	2	3	4	Total
Responses	4	5	4	7	20
Percentage	20%	25%	20%	35%	100%

From Table 5.22 (c) it can be seen that the highest percentage, namely 35% of the respondents believe that pre-school educators always plan activities where children listen and move to music, while 20% argue that this activity often takes place in schools. On the other hand 25% believe that this seldom/sometimes happens, while 20% argue that this is never the case. This activity is very good for body movements, but it also attunes them to harmony and rhythm, besides helping them physically. Educationally, this activity helps the pupils to develop love and appreciation of artistic expression (body movement according to rhythm) and love for music. Given proper guidance and exposure some of the kids may even later in life engage in these activities for a living or an occupation.

Table 5.23 Classroom-based technological activity link with surrounding environment

Range	1	2	3	4	Total
Responses	4	7	8	1	20
Percentage	20%	35%	40%	5%	100%

Statistics from Table 5.23 above indicates that the highest percentage, namely 40% of the respondents believe that pre-school educators often form a link between classroom-based technological activity and the surrounding environment, while 5% of the respondents hold the view that this link is always formed. The importance of technology and its translation into technological skills is a useful tool for lifelong learning (compare page 116 in this chapter). Moulder (1991: 103) argues that we cannot improve the quality, or produce the quantity of education that is required in South Africa unless we turn to technology.

Education is an investment by society for survival. Society hopes that the technical skills acquired through learning in schools will be brought back to the areas where the children come from. In the long run, the standard of living of the society will be improved.

From this table it is evident that 20% of the respondents believe that educators for pre-scholars never consolidate the link between classroom-based technological activity and the surrounding environment, while 35%

maintain that this link seldom/sometimes happens.

Table 24 (a) **Provision for psychological counselling for violence-predisposed children**

Range	1	2	3	4	Total
Responses	11	5	3	1	20
Percentage	55%	25%	15%	5%	100%

According to data in Table 5.24 (a) the majority of the principals (55%) maintain that psychological counselling for violence pre-disposed children is never provided, while 25% of the respondents hold the view that psychological counselling seldom/sometimes is offered for violence predisposed children. Yet 15% of the respondents point out that psychological counselling for violence pre-disposed children is often offered, and 5% argue that this is always the case.

This study, *inter alia,* aims to evaluate the impact of societal practices on the educational scene. Socially Winship (1990) in McKendrick and Hoffmann (1990: 204) point out that violence, and particularly the physical abuse of children, is common among socially deprived families. On the other hand, McKendrick and Hoffmann (1990: 24) argue that all forms of violence are disruptive. They firmly believe that the impact of violence contradict the commonly held values of personal and societal well-being.

On the strength of the above observation, it is obvious that education is

among the first casualties of societal violence. Age, and the mental and physical development of the children make them particularly vulnerable to the effects of violence. It is therefore necessary that psychological counselling for all children who are affected by violence, urban or rural-based, should be provided by the education department.

Table 5.24 (b) Provision of health nursing services

Range	1	2	3	4	Total
Responses	2	7	8	3	20
Percentage	10%	35%	40%	15%	100%

From Table 5.24 (b) it can be seen that the highest percentage, namely 40% of the respondents maintain that health-nursing services are often offered for pre-schools, while 15% argue that this is always the case. On the other hand 35% of the respondents argue that this seldom/sometimes happens, while 10% believe that this never happens at all. Against the background of social deprivation in the rural societies (Hunt 1990: 77, 78) the above observation is bound to help the educational process positively. Poverty is associated with poor health, and a healthy body is associated with a healthy mind.

Table 5.25 (a) Foundation phase educator familiarity with OBE terminology

Range	1	2	3	4	Total
Responses	2	4	5	9	20
Percentage	10%	20%	25%	45%	100%

Table 5.25 (a) shows that the highest percentage of the respondents, namely 45% believe that the Foundation phase educator is always familiar with OBE terminology, while 25% believe that this is often the case. However, 20% of the respondents agree that this is seldom/sometimes the case, while 10% maintain that this is never the case. OBE is a new system of education, and this positive observation by the principals shows that educators, even in rural areas are enthusiastic about this new system of education.

Table 5.25 (b) Foundation phase educator ability for language code-switching

Range	1	2	3	4	Total
Responses	2	5	7	5	19
Percentage	10%	25%	35%	25%	95%

From Table 5.25 (b) it can be seen that the highest percentage of the principals, namely 35% believe that Foundation phase educators are often able to code-switch from the language in which learning material is written

(English in KwaZulu-Natal) to the children's home language (Zulu in Nongoma district), while 25% believe that this is often the case. However, 20% of the respondents argue that this is seldom/sometimes the case, while 10% opt for never.

In Nongoma, Zulu is the home language of the majority, and educators should exploit this home language base to help children to learn. According to Bloch and Mahlalela (1998: 24) children develop a strong foundation in thinking and imagination when concepts are formed and learned in their mother tongue, as this is the language that they use easily.

Whilst section 6(2) of the South African Schools Act (Act No 84 of 1996) guarantees the individual the right to choose the language of learning, the Language-In-Education Policy focuses on the promotion of multilingualism and the development of the official languages (Rensburg 1998: 5). Multilingualism has both social and educational advantages:

Socially, Bloch and Mahlalela (1998: 23) maintain that it is useful to speak more than one language. They stress that getting to know people with different languages and cultural practices makes for better understanding and a valuing and respecting of differences. In the opinion of the researcher, this is socially very beneficial because history has destined many racial groupings to live together in the Republic of South Africa.

Educationally, Rodseth (1976) in Kingwill (1998: 19) and echoed by Bloch and Mahlalela (1998: 24) holds the view that mastery of English (the commercial and medium of instruction language in KwaZulu-Natal) is very

much dependent on the acquisition of basic reading skills in the mother tongue. Code-switching ability by the educator will be very useful in helping the children to learn in a rural environment like Nongoma.

(Table 5.25 (b) reflects that one principal (5%) did not respond, thus giving the total number of respondents as 19 (95%).)

Table 5.26 (a) Pre-school educator assessment of pupils

Range	1	2	3	4	Total
Responses	2	2	7	9	20
Percentage	10%	10%	35%	45%	100%

From Table 5.26 (a) it follows that the highest percentage of the respondents, namely 45% argue that educators in the pre-school grade always assess their pupils, while 35% maintain that this is often the case. However, the same percentage of respondents, namely 10% argue that this is seldom/sometimes or never the case.

Educationally, section 6 of the Assessment Policy Document maintains that Outcome-Based Education (OBE) is learner-paced, and learner-centred and builds on the notion that all learners need to and can achieve their full potential.

In his Foreword in the Assessment Policy in the General Education and Training Band, Grade R to 9 and ABET Document, Professor Bhengu (23

December 1998) announced that the matter of progression between grades and phases will be addressed through the application of Expected Levels of Performance (ELP's) for each grade and phase. Section 7 of the Assessment Policy Document, among other things points out that each learner's progress is based on demonstrated achievement by the learner.

According to the researcher, the existence of the Assessment Policy Document will further help the educator by guiding him or her in pupils' assessment in the Foundation phase.

Table 5.26 (b) Pre-school teacher reporting of pupils' progress in school

Range	1	2	3	4	Total
Responses	1	4	10	5	20
Percentage	5%	20%	50%	25%	100%

Table 26 (b) depicts that the majority of the respondents (50%) argue that educators for pre-scholars often report progress of their pupils in school, while 25% argue that pre-school educators always report. On the other hand 25% of the respondents opt for seldom/sometimes, while 5% argue for never.

It is interesting to note that schools are now beginning to assess pupils

according to the principles of Outcome-Based Education (OBE) as table 5.26 (b) reflects. Section 19 of the Assessment Policy in the General Education and Training Band, Grades R to 9 and ABET Document (23 December 1998) points out that educators have the overall responsibility to assess the progress of learners in achieving the expected specific outcomes. In addition, section 19 spells out that the assessment process involves a partnership between educators, learners, parents and education support services (ESS).

To the researcher, the partnership or collective assessment promotes the educational interest of the learner because it enhances the quality of assessment. Collective assessment ensures that the fate of the learner is not left to the arbitration of a single individual.

Table 5.26 (c) Pre-school teachers' reporting of pupils progress to parents

Range	1	2	3	4	Total
Responses	1	6	5	8	20
Percentage	5%	30%	25%	40%	100%

From Table 5.25 (c) it follows that the highest percentage of the respondents, namely 40% believe that educators always report pupils' progress to the parents, while 25% argue that educators often report pupils' progress to the parents. Thirty percent (30%) recorded seldom/sometimes, while 5% recorded never reporting.

This study aims to investigate the impact of societal factors on the educational effort. Societies in all countries invest for their future wellbeing through the education of their children (Gabela 1986: 2).

The societal area under investigation is rural. Hunt (1990: 77, 78) argues that rural parents in most cases remain ignorant of school activities. However, the reporting to parents as supported by the highest percentage of the respondents, will encourage parents to be positive about, and supportive of school activities. When parents are informed about school activities, they identify with the school, and this is helpful to the educational efforts of the children (Atkin, Bastiani and Goode 1986: 6, 7).

Table 5.27 (a) Pre-school teacher exposure to In-Service Education and Training (INSET)

Range	1	2	3	4	Total
Responses	5	9	3	3	20
Percentage	25%	45%	15%	15%	100%

Table 5.27 (a) reflects that the highest percentage of the respondents, namely 45% maintain that INSET is seldom/sometimes offered to pre-school teachers, while 25% of the correspondents believe that pre-school educators are never exposed to INSET opportunities. However, the same percentage of respondents, namely 15% maintain that this is often or always the case.

Compare page 116 where the importance of INSET for the rural educators on a sustained basis was emphasised. It is interesting to note that KaNkosi Shandu (1993: 3), the current Education MEC for KwaZulu-Natal, has identified KwaGqikazi College of Education (situated in Nongoma town) as one of the colleges to be converted to the INSET centre. Pre-school educators in Nongoma should be encouraged to take advantage of this service, not only for self-empowerment, but for arming themselves with better education delivery skills.

Table 5.27 (b) Consultation between the pre-school teacher and principal

Range	1	2	3	4	Total
Responses	2	4	6	8	20
Percentage	10%	20%	30%	40%	100%

According to Table 5.27 (b) the highest percentage of the respondents, namely 40% maintain that consultation between the principal and the pre-school teacher, occurs at all times, while 30% believe that consultation between the pre-school teacher and the principal often takes place. On the other hand 20% opt for seldom/sometimes, while 10% believe that this is never the case.

Principals are managers of their schools. According to the Report on Education Management Development (December 1996: 27) management

is about doing things and working with people to make things happen. This report points out that management is a process to which all contribute and in which everyone in the organisation ought to be involved.

On the strength of the above observation the importance of the consultative process is obvious. Consultation has the potential to lead to the realisation of our educational objectives because people involved take ownership of the process. The rural pre-school pupil in this case is the beneficiary.

Table 5.27 (c) Guidance for pre-school teachers

Range	1	2	3	4	Total
Responses	1	8	8	3	20
Percentage	5%	40%	40%	15%	100%

Table 5.27 (c) reflects a percentage of 40% for seldom/sometimes or often by the respondents for guidance given to teachers including pre-school teachers. However, 15% of the respondents believe that this is always the case, while on the contrary 5% argue that his is never the case.

This percentage of 40% is not surprising when the following factors are taken into consideration: with the best intentions by the principals of schools, as reflected in the responses in Table 5.27 (b) above, where consultation between pre-school teachers and principals were

investigated, lack of management skills and techniques (as mentioned in Table 5.8) and pre-school requirements, limit their scope to be effective in this area.

To the researcher, on the strength of Table 5.8 above, guidance in any activity is the domain of people who are themselves well-informed.

However, educationally, the responses are encouraging for the educational efforts for the pre-scholars in the rural society of Nongoma. Guidance is a necessity for the pre-school educators in the Nongoma district, since 60% of the pre-school educators are reflected to have received crash courses in Table 5.5 above.

Table 5.27 (d) Inspection of pupils' work by principals

Range	1	2	3	4	Total
Responses	0	6	9	5	20
Percentage	0%	30%	45%	25%	100%

Data provided by Table 5.27 (d) shows that the highest percentage of the respondents, namely 45% hold the view that principals often inspect the work done by pre-scholars. Table 5.27 (d) also reveals that a large percentage of the principals, namely 30% maintain that inspection of pupils' work is seldom undertaken, while 25% argue that such inspections are always done.

Inspection results would provide the principals with a valuable tool for guidance for pre-school educators. Given the responses made in Table 5.27 (b) above (lack of pre-school management skills and techniques) guidance as a result of inspection is limited by the principal's lack of insight into the activities of the pre-school class.

However, on the strength of the positive responses (45% for often and 25% for always) children in the rural area of Nongoma will benefit educationally from the inspection activities by the principals.

Table 5.27 (e) Pre-school teacher involvement in staff meetings

Range	1	2	3	4	Total
Responses	0	7	8	5	20
Percentage	0%	35%	40%	25%	100%

Data reflected by Table 5.27 (f) shows that the highest percentage of the principals, namely 40% recorded that pre-school educators are often exposed to staff meetings, while 25% believe that this is always the case. On the contrary 35% argue that this is seldom/sometimes the case

Staff meetings are both socially and educationally important to the school environment.

Socially, staff meetings help educators to improve their communication.

Communication is the lifeblood of any organization. Secondly, staff meetings help teachers to know each other better, and thus improve personal relations which are important in the creation of a healthy climate in the school environment. Lovell (1964: 193) points out that a friendly atmosphere helps children to contribute to the group life through corporative enterprise.

Educationally, staff meetings are very helpful. Firstly, staff meetings should be used for the dissemination of new information to all the other members of the school. Dissemination and sharing of information result in ownership of the process of parties involved. The Report on Education Management Development (December 1996: 30) points out that decisions related to concerns such as student learning, resource management, and staff management and development, derive from premises founded on common, agreed principles.

Secondly, staff meetings promote consultation. Compare Table 5.27 (b), page 146 where the educational benefits of the consultative process were spelt out, and one of these is the realisation of our educational objectives.

Table 5.28 (a) School's provision for play equipment on premises

Range	1	2	3	4	Total
Responses	12	7	0	1	20
Percentage	60%	35%	0%	5%	100%

From Table 5.28 (a) it can be seen that the majority of the respondents (60%) maintain that play equipment is never provided for pre-school children on the school premises, while 35% believe that this seldom/sometimes happens. However, 5% argue that this is always the case.

Play equipment on the school's premises provides a social environment which promotes the interests of education.

Socially, play equipment helps to improve communication among the kids, improves conversation skills, and creates a friendly atmosphere in the school environment which enhances security. According to Lovell (1964: 193) children who feel secure are able to contribute to group life through cooperative enterprise.

Educationally, the provision of play equipment on school premises promotes the educational efforts of the children. According to Mwamwenda (1990: 27) the physical development of children has a number of educational implications. First, as a result of his or her engaging in a variety of physical activities, the child's motor skills are facilitated and consolidated.

Secondly, Mwamwenda (1990: 27) contends that the pre-scholar's active physical activities, depend on his or her muscular development and his

sense of self-confidence and assurance. Ezewu (1985: 45) points out that as a member of a group the child learns to argue, conform, cooperate and join the group in attempts to experiment.

On the strength of the above observation it would appear that social and educational development of the majority of the pre-scholars in the Nongoma district is neglected since play equipment is not provided for them on the school premises.

To the researcher the absence of play equipment can be attributed to under-resourcing which is common in the rural areas (Hunt 1990: 77, 78) and Nasson 1995: 105). Secondly, this absence of play equipment can be attributed to the lack of knowledge by the school management of the social and educational benefits associated with their provisioning for pre-scholars.

Table 5.28 (b) Fencing of school as a safety precaution

Range	1	2	3	4	Total
Responses	8	3	1	8	20
Percentage	40%	15%	5%	40%	100%

From Table 5.28 (b) it can be seen that the same percentage, namely 40% either maintain that fencing is never or always provided as a safety

precaution for the schools, while 15% point out that this is seldom/sometimes the case. On the other hand 5% maintain that this is often the case.

On the basis of the above observation it would appear that while some schools, neglect fencing, other schools are making efforts to fence them as a safety precaution. Children need to operate in an environment that is safe for them to be productive as learners (Lovell 1964: 193).

Table 5.28 (c) Provision of first-aid equipment by schools

Range	1	2	3	4	Total
Responses	13	3	1	3	20
Percentage	65%	15%	5%	15%	100%

According to Table 5.28 (c) the majority of the respondents, namely 65% maintain that first-aid equipment is never provided by the schools, while 15% argue that his is seldom/sometimes the case. Yet, 15% hold the view that this is always the case while 5% argue that this is often the case.

The home social environment in the Nongoma district is characterised by poverty (Mpanza 1996: 53). This condition in itself exposes these rural children to conditions which might need first-aid.

In addition, the majority of the principals in Nongoma indicated that there was no feeding scheme in schools (55% in Table 5.9); lack of transport facilities for pre-school kids (90% in Table 5.15); and no psychological counselling for socially abused kids (55% in Table 5.24 (a)).

To the researcher, the neglect of the provisioning of the above-mentioned facilities might not only affect the educational efforts of the children negatively, but will sometimes result in conditions that will require medical assistance.

Furthermore, children and play cannot be separated. Getting injured during the course of play sometimes becomes inevitable, and first-aid treatment becomes a necessity. Children need to feel that the school (as their second home) cares for them.

Table 5.29 (a) Awarding achievement by pre-school teachers

Range	1	2	3	4	Total
Responses	5	5	5	5	20
Percentage	25%	25%	25%	25%	100%

Table 5.29 (a) indicates the same number of responses, namely 25% for all the categories, i.e. never; seldom/sometimes; often and always.

Educationists, such as Grambs (1965: 21) and Macbeth (1989: 66)

observe that if children are awarded, they are encouraged to improve.

On the basis of the above observation one would hope that pre-school educators in the Nongoma district become aware of the educational benefits associated with awarding achievements by pupils.

Table 5.29 (b) Pre-school teachers' use of corporal punishment

Range	1	2	3	4	Total
Responses	16	2	1	1	20
Percentage	80%	10%	5%	5%	100%

From Table 5.29 (b) it can be seen that the majority of the respondents (80%) maintain that corporal punishment is never used by the pre-school teachers in their schools, while 10% argue that this seldom/sometimes happens. However, the same percentage of 5% points out that it is often or always the case.

Section 10(1) of the South African Schools Act (Act No 84 of 1996) forbids the use of corporal punishment by teachers to learners.

Studies by Lovell (1964: 191) and Piek 1989: 266, 267), point out that the administration of corporal punishment has a negative effect on the educational efforts of the children.

Khumalo (1995: 21, 22) argues that the teacher enjoys a position of trust by his or her pupils, and must reciprocate the trust to the students. He points out that this position of trust is damaged or broken if the teacher employs unnecessary and unjustified forms of punishment such as corporal punishment.

On the basis of the above table, it would appear that children in the pre-schools in Nongoma operate in a friendly school environment. This experience would make them not only to love schooling, but help them adopt a positive attitude towards schooling which is educationally beneficial.

Table 5.29 (c) Pre-school teacher's friendliness towards kids

Range	1	2	3	4	Total
Responses	1	1	3	15	20
Percentage	5%	5%	15%	75%	100%

Statistics in Table 5.29 (c) reflects that the majority of the principals (75%) maintain that pre-school teachers are always friendly towards the kids, while 15% view them as often friendly towards the kids. On the other hand the same percentage of 5% holds the view that they are never or seldom/sometimes friendly towards the kids.

In Table 5.29 (b) it was pointed out that a friendly attitude by the teacher towards the children is educationally beneficial to the kids.

On the basis of the above responses, it is therefore clear that pre-scholars in Nongoma benefit educationally as a result of friendliness shown by their teachers.

Table 5.30 (a) Society's cooperation in assisting schools to build new classrooms

Range	1	2	3	4	Total
Responses	3	4	4	9	20
Percentage	15%	20%	20%	45%	100%

From Table 5.30 (a) it can be seen that the highest percentage, namely 45% of the principals reported that society always cooperate in assisting schools in building new classrooms, while 20% argue that this is often the case. However, 20% maintain that this seldom/sometimes happens, while 15% point out that the society never cooperates in assisting schools to build new classrooms. Atkin, Bastiani and Goode (1988: 6, 7) argue that if society cooperates with the school initiative, the educational benefits are both dramatic and long lasting.

On the strength of the positive statistics given in Table 5.30 (a) and the observation by Atkin, Bastiani and Goode (1988) rural children in pre-school in the Nongoma district stand to benefit educationally from the

cooperation offered by the society.

Table 5.30 (b) Society's cooperation in protecting school property and staff

Range	1	2	3	4	Total
Responses	1	3	7	9	20
Percentage	5%	15%	35%	45%	100%

Data reflected in Table 5.30 (b) above shows that the highest percentage, namely 45% of the respondents recorded that society always cooperate in protecting the school's property and staff, while 35% believe that protection of school property and staff is often given by the society. However, 15% of the principals argued that protection of school property and staff is seldom/sometimes offered by the society, while 5% maintain that such protection is never given.

On the basis of the above observation it would seem that children and staff in the Nongoma district operate in a safe environment afforded them by the society in Nongoma. A safe protected environment helps children to contribute positively to group living efforts (Lovell 1964: 191). On the other hand safety measures extended to the schools, help the educators to feel welcomed and consequently help them to identify with the educational efforts of the community in question, as the researcher has observed on many occasions.

Table 5.30 (c) Society's involvement in school affairs

Range	1	2	3	4	Total
Responses	0	4	11	5	20
Percentage	0%	20%	55%	25%	100%

Table 5.30 (c) shows that the majority of the respondents, namely 55% reported that society is often involved in school affairs, while 25% believe that the Nongoma society is always involved in school affairs. However, 20% argue that society in this district is seldom/sometimes involved in school affairs.

As pointed out in Tables 5.30 (a) and 5.30 (b) above, society's involvement in school affairs helps the educational efforts of the schools.

On the basis of the responses given in Table 5.30 (c) above the educational efforts of children in the Nongoma district is enhanced by the involvement of the society in the affairs of the school.

Table 5.30 (d) Society's involvement in funds to supplement Departmental initiatives

Range	1	2	3	4	Total
Responses	4	7	5	4	20
Percentage	20%	35%	25%	20%	100%

Statistics supplied by Table 5.30 (d) depict that the highest percentage of the respondents, namely 35% maintain that society is seldom/sometimes involved in funding to supplement Departmental initiatives, while 20% argue that this is never the case. On the contrary 25% maintain that this is often the case, while 20% believe that this is always the case. This observation is in sharp contrast to that reflected in Tables 5.30 (a); 5.30 (b) and 5.30 (c) above where the same society was reported to be supportive of school efforts.

However, the data reflected in Table 5.30 (d) should be viewed in context. Firstly, rural societies are poor (Mpanza 1996: 53) and Hunt (1990: 77, 78). Poverty denies them the opportunity to render any financial assistance. Secondly the mines which employed large numbers of people from the rural society (Christie 1986: 44) are currently retrenching many labourers because of uneconomical mining. The researcher has noticed that many unskilled workers from Nongoma are victims of these retrenchments. People who are not employed cannot assist any school

initiatives financially.

Table 5.31 (a) Parental help for children in Numeracy

Range	1	2	3	4	Total
Responses	2	13	3	2	20
Percentage	10%	65%	15%	10%	100%

Table 5.31 (a) depicts that the majority of the respondents (65%) maintain that parents seldom/sometimes help their children in Numeracy which is one of the three learning programmes in the Foundation phase besides Literacy and Life-skills, while 10% argue that this never happens. However, 15% point out that there is often parental help while 10% believe that parental help is always there for children in Numeracy.

Parents as societal members play an important role in the education of children (Lareau 1989: 2, 3) and Macbeth 1989: 66). Societal status of parents as determined by circumstances define their participation in educational efforts. Hunt (1990: 77, 78) has observes that poor rural parents remain ignorant of activities in the schools. Mpanza (1996: 53) points out that the majority of parents in the Nongoma district are illiterate. These handicaps do not help to support Numeracy as one of the learning programmes.

A good foundation in comprehension of numbers is essential. Numeracy competence or understanding opens the way for technological, scientific and commercial orientated occupations, and might be useful to help the child find employment after school. Outcome-Based Education emphasises that learning is a lifelong experience, and the basis should be established in the foundation phase.

Table 5.31 (b) Parental help for children in Literacy

Range	1	2	3	4	Total
Responses	-	14	4	2	20
Percentage	0%	70%	20%	10%	100%

From Table 5.31 (b) it can be seen that the majority of the respondents (70%) argue that parents in Nongoma seldom/sometimes help children in Literacy, which is one of the learning programmes in the Foundation phase. However, 20% argue that parental help for children in Literary is often there, while 10% point out that this is always the case.

This lack of support for Literacy by parents negatively affects the educational efforts of pre-school children in Nongoma for the same reasons as those given after Table 5.31 (a) above. In addition, a study by Lareau (1989: 97) among the upper middle class of the Colten community

in England revealed that parents, especially mothers, who monitored their children's schooling, intervened in their children's classroom programme, criticized the actions of teachers, helped to supplement and reinforced the classroom experience of their children.

Table 5.31 (c) Parental help for children in Life-skills

Range	1	2	3	4	Total
Responses	-	12	7	1	20
Percentage	0%	60%	35%	5%	100%

From Table 5.31 (c) it can be seen that the majority of the respondents, namely 60% hold the view that parents seldom/sometimes help their children in Life-skills which is one of the learning programmes in the Foundation phase. On the contrary 35% of the respondents maintain that parental help for children in Life-skills is often there, while 5% believe that this is always the case.

This lack of support for Life-skills by the parents negatively affect the educational efforts of pre-school children in Nongoma for the same reasons as given after Tables 5.31 (a) and 5.31 (b) above.

Table 5.32 (a) Parental home provisioning of children's books

Range	1	2	3	4	Total
Responses	11	3	4	2	20
Percentage	55%	15%	20%	10%	100%

Table 5.32 (a) shows that the majority of the respondents, namely 55% maintain that parents never provide children's books in their homes as an effort to help their children's education, while 15% point out that this is seldom/sometimes the case. However 20% maintain that there is often parental home provisioning of children's books, while 10% point out that this is always the case.

Educationists such as Banks (1987: 70); Bloom (1982: 7) and Ezewu (1986: 28) point out that the availability of home resources greatly promotes the educational efforts of the children. However, parental ignorance of the educational benefits associated with the availability of these resources (Hunt 1990: 77, 78) and the poverty which is common in the rural district of Nongoma accompanied by a low literacy rate (Mpanza 1996: 53), in the opinion of the researcher, contribute to the absence of children's books in rural homes.

On the basis of the above statistics, and the observations made by the above educationists, the societal conditions of ignorance, poverty and low literacy rate of the Nongoma community will negatively affect the educational efforts of their children.

Table 5.32 (b) Parental exposure of children to newspapers/ magazines

Range	1	2	3	4	Total
Responses	7	6	3	4	20
Percentage	35%	30%	15%	20%	100%

From Table 5.32 (b) it can be seen that the highest percentage, namely 35% of the respondents maintain that parents in Nongoma never expose their children to newspapers or magazines to help them in their education, while 30% argue that this seldom/sometimes happens. On the contrary 20% point out that parents expose children to newspapers and magazines, while 15% hold the view that this is often the case.

The lack of home resources such as newspapers or magazines as suggested by Table 5.32 (b) and the observations made after Table 5.32 (a) above, will negatively affect the educational efforts of children in the Nongoma district.

Table 5.32 (c) Parental provisioning of radios for pre-scholars

Range	1	2	3	4	Total
Responses	12	4	3	1	20
Percentage	60%	20%	15%	5%	100%

From Table 5.32 (c) it can be seen that the majority of the respondents, namely 60% argue that parents never provide radios for pre-scholars to help them in their education, while 20% believe that this seldom/ sometimes happens. Yet, 15% maintain that there is often parental provisioning for radios for pre-scholars, while 5% argue that this is always the case.

Radio Ukhozi (for the Zulu speaking Nguni society) constantly runs programmes in story telling, fairy tales, and Sunday School classes targeting pre-scholars. From the responses above it would seem that children in Nongoma are denied this exposure. It is obvious that they do not benefit from the educational benefits emanating from these programmes.

To the researcher, the above observation is a result of poverty. Most radios in the rural areas are battery-operated, and the unemployed majority cannot afford to buy these batteries on a sustained basis.

Table 5.32 (d) Parental provisioning of television for pre-scholars

Range	1	2	3	4	Total
Responses	10	5	3	2	20
Percentage	50%	25%	15%	10%	100%

Statistics in Table 5.32 (d) reflects that the majority of the respondents, 50% argue that parents do not provide televisions for their pre-scholars, while 25% is of the opinion that this is seldom/sometimes the case. However, 15% argue that there is often parental provisioning of television, while 10% point out that this is always the case.

From the researcher's personal observation, the absence of electricity in the rural areas of Nongoma and the poor living conditions provide a hindrance to the acquisition of a television.

It is obvious that the societal living conditions of the Nongoma district denies the majority of the pre-scholars the educational benefits associated with television. It is interesting to note that their urban counterparts are exposed to these facilities and this enables them to forge ahead of their rural counterparts. Mandela (1994: 42) observed that a person's potential may be limited because of a family's meagre resources.

Table 5.33 (a) Pre-school curriculum success in promoting physical development of pupils

Range	1	2	3	4	Total
Responses	1	5	9	5	20
Percentage	5%	25%	45%	25%	100%

According to Table 5.33 (a) the highest percentage, namely 45% of the respondents maintain that the pre-school curriculum often succeeds in promoting the physical development of the pupils, while 25% argue that the pre-school curriculum always succeed in promoting the physical development of pupils. However, 25% of the respondents argue that pre-school curriculum seldom/sometimes succeeds in promoting physical development of pupils, while 5% hold the view that this is never the case. In real terms, it means that the school time-table provides for extra-curriculum activities for pupils.

School time-table accommodation for physical development is not only socially beneficial for group life (Lovell 1964: 193) but there are also a number of educational benefits associated with it. Mwamwenda (1990: 27) and Ezewu (1985: 45) point out the educational benefits that accompany the physical development of the pupils (compare page 152 above).

On the basis of the above observation it would appear that pre-schools of Nongoma provide for the physical development of the pupils and that this is bound to help the children educationally.

Table 5.33 (b) Pre-school curriculum success in promoting cognitive (intellectual) development of pupils

Range	1	2	3	4	Total
Responses	1	4	9	6	20
Percentage	5%	20%	45%	30%	100%

Statistics reflected in Table 5.33 (b) shows that the highest percentage, namely 45% of the respondents maintain that the pre-school curriculum is often successful in promoting cognitive (intellectual) development of the pupils, while 30% argue that pre-school curriculum always succeed in promoting cognitive (intellectual) development of pupils. On the contrary 20% maintain that the pre-school curriculum seldom/sometimes succeeds in promoting cognitive development of pupils, while 5% argue that this never happens.

Glass and Holyoak (1986: 2) regard 'cognition' as referring to all our mental abilities - perceiving, remembering, reasoning and many others - that are organized into a complex system.

On the other hand, Hawes (1982: 189) views cognitive development as 'ability' to comprehend ideas and processes at various ages and stages and in relationship to the current demands of syllabuses.

In view of the above statistics, underpinned by the views of psychologists such as Glass and Holyoak (1986: 2) and Hawes (1982: 189) it would appear that pre-scholars in the Nongoma district are benefitting educationally from the pre-school experience since their curriculum succeeds in promoting their cognitive (intellectual) development.

Table 5.33 (c) Pre-school curriculum success in promoting affective (emotional) development of pupils

Range	1	2	3	4	Total
Responses	1	3	11	5	20
Percentage	5%	15%	55%	25%	100%

From Table 5.33 (c) it can be seen that the majority of the respondents, namely 55% maintain that pre-school curriculum is often successful in promoting affective (emotional) development of pupils, while 25% believe that pre-school development is always successful in promoting affective (emotional) development. However, 15% argue that pre-school curriculum seldom/sometimes succeed in promoting affective development of pupils, while 5% believe that this never happens.

Fontana (1988: 143) maintains that the affective domain can be divided into the following categories, namely: (i) receiving; (ii) responding; (iii) valuing; (iv) organizing, and (v) characterization.

Educators in schools should stress not only the control of one's emotions, but their effective application for social and educational benefits. Children,

are social members first, and secondly they are expected to reap the best educational benefits from the schools.

From the statistics given in Table 5.33 (c) it would appear that the children in the pre-schools in the Nongoma district derive the maximum educational benefits since the schools accommodate and promote their emotional development.

Table 5.33 (d) Pre-school curriculum success in promoting normative (moral) development of pupils

Range	1	2	3	4	Total
Responses	2	1	11	6	20
Percentage	10%	5%	55%	30%	100%

Table 5.33 (d) indicates that the majority of the respondents, namely 55% believe that the pre-school curriculum often succeeds in promoting normative (moral) development of pupils, while 30% argue that pre-school curriculum always succeeds in promoting normative development of pupils. On the other hand 10% of the respondents believe that pre-school curriculum never succeeds in promoting normative development of pupils, while 5% argue that this seldom/sometimes happens.

According to the researcher, our morals modify and define our relationship with other societal members in society. Gabela (1986: 2) points out that society expects educational content to reflect what is socially and morally accepted to constitute a good life in a given environment.

Fontana (1988: 218), on the other hand, points out that the task of teachers in assisting children's moral development depends to a large extent on two things. Firstly, the teacher must set good examples in tolerance and sympathy, and secondly, the educators must practice what they preach.

In keeping with the views expressed above, Louw and Edwards (1995: 530) argue that moral development refers to the process by which children learn the principles that enable them to judge particular behaviour as right and wrong and to direct their own behaviour in accordance with these principles.

On the strength of the above statistics and observations, it would appear that pre-school children in the Nongoma district stand to achieve the educational goals of their society since the pre-school curriculum often succeeds in promoting normative (moral) development of the pupils.

Table 5.33 (e) Pre-school curriculum success in promoting social development of pupils

Range	1	2	3	4	Total
Responses	2	2	9	7	20
Percentage	10%	10%	45%	35%	100%

Table 5.33 (e) indicates that the highest percentage, namely 45% of the principals believe that the pre-school curriculum often succeeds in

promoting the social development of the pupils, while 35% point out that this is always the case. Yet, the same percentage of 10% of the respondents is of the opinion that the pre-school curriculum never or seldom/sometimes succeeds in promoting social development in pupils.

Compare the introduction in Chapter 1, where the researcher pointed out that education is, among other things, expected to induct the child into the cultural heritage of the society into which the child is born in an orderly manner.

In support of the above, sociologists Berger and Berger (1975: 303) point out that social order is maintained by enforcing compliance with the social norms and rules that are thought to ensure the effective operation of a particular society.

The Education Department in KwaZulu-Natal has established a Directorate for Culture. This directorate is tasked with the promotion of social and cultural heritage of the different racial groupings in KwaZulu-Natal. Children in schools are encouraged to participate in cultural events organised by the directorate. This exposure is of great social and educational value.

Socially, the cultural events promote communication across the racial divide, and consequently foster good human relations. According to the researcher, good human relations, among the racial groupings in the

Republic of South Africa, is a necessity for the Republic during this period of transition. Communication between the different racial groupings in South Africa will result in a better understanding of other people and the acquiring of new information. Hawes (1982: 121) cautions that without information there is distrust; and where distrust is rife innovations falter and fail.

Educationally, the promotion of social development by the schools, helps the children to learn certain social aspects of education. Curriculum content should be a reflection of the aspirations the society has for its children in any given social environment (Gabela 1986: 2 and Khumalo 1995: 16).

On the strength of the above statistics the schools' efforts in Nongoma in promoting the social development of the pupils also promotes their educational endeavour.

Table 5.33 (f) Pre-school curriculum success in promoting conative (the will) development of pupils

Range	1	2	3	4	Total
Responses	3	4	9	4	20
Percentage	15%	20%	45%	20%	100%

Data in Table 5.33 (f) shows that the highest percentage, namely 45% of

the respondents believe that the pre-school curriculum often succeeds in promoting the cognitive (the will) development of the pupils, while 20% of the respondents point out that this is always the case. However, 20% of the respondents believe that the pre-school curriculum seldom/ sometimes succeeds in promoting cognitive development of pupils, while 15% argue that this is never the case.

According to Louw and Edwards (1993: 742) the cognitive processes are those that give behaviour direction. They argue that when we talk about aims, goals, intentions, wishes and desires we are referring to cognitive processes.

It has been pointed out above after Table 5.33 (e) that society has intentions and desires for its children; and that these translate into the society's educational aspirations (Gabela 1986: 2 and Khumalo 1995: 16).

On the strength of the above responses, the schools in the Nongoma district, as societal educational agents, succeed in carrying out their mandate of promoting the aspirations of the society through the curriculum. The cognitive (the will) aspect of the pupils is developed through the curriculum.

Table 5.34 (a) Tribal *Inkosi's* association with building of new pre-schools

Range	1	2	3	4	Total
Responses	12	5	1	2	20
Percentage	60%	25%	5%	10%	100%

From Table 5.34 (a) it can be seen that the majority of the respondents, namely 60% believe that the tribal *Inkosi* is never associated with building of new pre-schools, while 25% point out that the *Inkosi* is seldom associated with building new pre-schools. On the contrary 10% of the respondents believe that the *Inkosi* is associated with the building of new pre-schools, while 5% hold the view that this often happens.

In chapter 2 (2.4.1) it was pointed out that the *Inkosi* of the tribe is not only the custodian of tribal norms, customs and beliefs, but that his approval is needed for any initiative that affects his tribe.

From the researcher's personal observations, the following factors contribute to the data reflected in Table 5.34 (a):

- Firstly, ignorance of the pre-school and educational benefits (Hunt 1990: 77, 78) is largely responsible for the attitude displayed by the *Inkosi*.

- Secondly, lack of contact (as a result of official protocol) hinders personal communication between the tribal *Inkosi* and the school principals. Principals of schools (on the strength of their management positions) are better able to inform and influence the *Inkosi* on school matters, including pre-schooling initiatives.

In view of the above observations it would appear that pre-schooling is not favourably supported by the *Inkosi* of the tribe in the Nongoma district.

Table 5.34 (b) **Tribal *Inkosi's* association with the protection of educators**

Range	1	2	3	4	Total
Responses	5	4	6	5	20
Percentage	25%	20%	30%	25%	100%

From Table 5.34 (b) it can be seen that this highest percentage, namely 30% of the respondents maintain that the tribal *Inkosi* is often associated with the protection of the educators, while 25% maintain that the *Inkosi* is always associated with the protection of the educators. Yet 25% of the respondents believe that the *Inkosi* of the tribe is never associated with the protection of educators while 20% point out that this seldom/sometimes happens.

Educators, as social beings, need to feel secure in order to identify and

have a sense of belonging to the community they are serving. This protection encourages them to work better, and productively.

In view of the above societal protection provided by the *Inkosi* of the tribe, it would appear that the pre-scholars in the Nongoma district benefit from the educational experience given by their educators because of the protection afforded to the educators.

Table 5.35 Educator : Pupil ratio in Grade R classes in schools

	1	2	3	4	5	Total
Class Range	**20 & Less**	**21-30**	**31-40**	**41-50**	**More than 50**	**Total**
Response	-	5	5	8	2	20
Percentage	0%	25%	25%	40%	10%	100%

From Table 5.35 it can be seen that the highest percentage, namely 40% of the respondents maintain that the educator : pupil ratio in the pre-school classes is between 1:41-50, while the same percentage, namely 25% hold the view that it is between 1:21-30 and 1:31-40. However, 10% argue that the ratio is more than 50 pupils per teacher.

Officially, according to the staffing norms for the primary school in KwaZulu-Natal the teacher : pupil ratio is 1:38 (KZN HRM Circular 51 of 1998). However, in practice this is not the case. KwaZulu-Natal has a long history of overcrowded classrooms (Khumalo 1995: 12, 13 and Govender 1990: 21). In addition, Hartshorne (1993: 7) indicates that

KwaZulu-Natal has the highest pupil : teacher ratio of 40:1. Given the data as reflected in Table 5.35, it would appear that the staff conditions observed by Hartshorne in 1993 have not improved significantly in 1999 when this study was undertaken.

Educational objectives are negatively affected by large classes. It is relatively easy for teachers to pay individual attention to pupils if the class is not too large. Individual attention paid to pupils greatly enhances their educational efforts because the teacher comes to know his pupils well, and anticipates some of their problems (Piek 1989: 266, 267).

On the basis of the statistics and the observations made above, it would appear that the teacher : pupil ratio in the Nongoma district does not positively support the educational efforts of the pupils.

5.3 STATISTICS ON SCHOOLS WITH AND WITHOUT PRE-SCHOOL CLASSES

In this section the achievement of children in schools with pre-primary classes and those without are compared.

In Appendix B, Tables 8 and 9, the names of schools with pre-primary classes (experimental), and a corresponding number of schools without pre-primary classes (control) are depicted. The researcher tabulated their Grade I, 1997 and 1998 enrolment as well as their attainment in 1997.

To achieve representativity of the sample of schools, the researcher

considered the demographic spread of the schools in the Nongoma district on a proportional basis. The schools were therefore divided into urban (U); peri-urban (P/U); as well as rural (R) schools.

The method used to constitute the sample of schools for the experimental group is given in chapter 4 (4.5.1.2 (3)) of this study.

The same procedure was followed in the constitution of the sample of schools for the control group. The number of schools without pre-primary classes in the list for the Nongoma district determined the sampling interval.

Graphically represented the above data can be tabulated as follows:

Table 5.36: Demographic location of schools with and without pre-primary classes

	U	P/U	R	Total
Schools with pre-primary classes (Exp)	2	3	15	20
Schools without pre-primary classes (Cont)	2	3	15	20
Total	4	6	30	40
Percentage	10%	15%	75%	100%

Source: Table 5.42 (page 251) and Table 5.44(page 253)

5.3.1 Analysis of the 1997 data in the experimental and control groups of schools(compare table 5.43 (page 252) and table 5.45 (page 254)

In the opinion of the researcher, the following factors need to be considered when an analysis of the above data is done.

5.3.1.1 Data collection

The researcher, with the assistance of the District Manager for the Nongoma District, distributed the attached two circulars (Annexure 2 and 4) to the principals of the sample schools with and without pre-primary classes. The principals generously gave the required information.
The researcher gave percentages to the pass and the failure rates in the chosen schools.

5.3.1.2 Pass rates

The information collected from the experimental and the control schools depicts the following.

1) There is a difference in the pass rates between the experimental and the control schools.
2) The number of failures in Grade I is smaller in the schools with pre-primary classes than in the schools without. This concurs with observations made by Van Buuren, Letuma and Dayness (1990: 16, 18).

3) The total number of failures in the control schools is 308 which is 15,4% of the total of 2003 compared to that in the experimental schools the total number of failures is 153 which is 7,9% of the total of 1930.

5.3.1.3 The locality of the school

The locality of the school according to the data is a determinant in the pass rate.

1) The two urban experimental schools reflect a pass rate performance with an average of 95,9%, while the two urban control schools average 86,2%. The better performance of the urban schools can be attributed to the easy availability of helpful educational resources such as electricity, television, radio, roads, and water. This fact is underpinned by Hunt (1990: 77, 78) and Schofield (1995: 5) as stated in paragraph 1.2.

2) Statistics provided by the two groups also show that the further the school is from the urban environment the higher the failure rate. This situation is attributed to the remoteness of the schools from the Education officials whose offices are urban-based.

3) The high failure rate and the repeaters in Grade I of the schools without pre-primary classes have serious financial implications for the Education Department in KwaZulu-Natal in the provisioning of resources: e.g.:

- Learners Support Material (LSM);
- manpower provisioning of educators; and
- accommodation by way of more classes.

- 4) In some schools the failure rate is as high as 37 (school No 1); and 44 (school No 9). These repeaters need a class of their own.

5.3.1.4 The size of the class

The size of the class is according to the statistics a determinant in the pass rate. The smaller the number of pupils the better the pass rate, irrespective of the locality of the school.

The following factors determine the class size in KwaZulu Natal:

1) In KwaZulu-Natal the admission policy is determined by the school's Governing Body (Section 5 of SASA No 84, 1996).. The enforcement of this policy depends on the administrative ability of the school management.

2) The age of admission into Grade I was 6 years (KZN Circular No 2 of 1997). The admission age is to be increased to 7 years (Notice 2432 of 1998; Minister of Education: Oct 1998) as given in the attached schedule (Annexure 5).

3) The KZN October 1998 official head count for "Ghost Teachers" revealed that some classes in Grade I are large because the schools admitted children into Grade I who are below the age of 6. These children increase the number of failures at the end of the year.

5.3.1.5 The classroom language and home language as a factor

Section 6 (1) of the Constitution of the Republic of South Africa, 1996 recognises eleven official languages. IsiZulu, English, Afrikaans, isiXhosa and Sesotho are spoken in KwaZulu-Natal.

2) Section 29 (2) and 30 of the Bill of Rights of the South African Constitution guarantees children the right to receive education in the language of their choice (preferably the home language in the Foundation Phase of Grade 1-3).

3) In the Nongoma district, as is the case in the majority of schools in KwaZulu-Natal, English is the dominant language in the classroom because the learning material is in English. IsiZulu,

the home language is marginalised in the classroom.

"In South Africa, many parents and teachers do not like the idea of mother tongue or home language education when the mother tongue is an African language" (Block and Mahlalela 1997: 23).

4) "Code Switching" from the dominant language to the marginalised language is allowed to facilitate learning and teaching in a multilingual and bilingual situation.

"Most learners benefit cognitively and emotionally from this type of structured bilingualism found in a dual-medium (also known as two-way immersion) programme ... the Department's position is that an additive approach to bilingualism is to be seen as the normal orientation of language-in-education policy." (Rensburg 1998: 5).

However, the teacher's grasp of the dominant language is problematic, further compounding the difficulties faced by the children in the classroom.

"...Together with terrible inequalities in teacher training, curriculum content and resources, this policy contributed greatly to the differences in educational qualities which people had to endure under apartheid." (Bloch and Mahlalela 1997: 20).

5) The second language issue continuously affects students'

performance in a negative way across all the grades and publicly manifests itself nationwide in the matric pass rate. Zulu (1999: 2) cited the second language issue as one of the factors contributing to the drop in matric pass rate from 54% in 1997 to 50% in 1998 (see Annexure 6).

5.3.1.6 Other related factors

In the opinion of the researcher, the following social factors are determinants in the achievement statistics. These are the attitude of the larger community to education and the poverty as experienced by the community under study.

1) Firstly, parental attitude to education is a reflection of their larger society to education. Research has shown that if parents take a positive attitude towards education there is a tendency for improved educational attained by the children and vice versa (Green 1968: 75, 83; Morrish 1978:32; Meighan 1992: 51 and Sibisi 1989: 12).

2) Secondly, poverty, a common phenomenon in the rural areas of South Africa (Hunt 1990: 77, 78 and Mandela 1994: 42) is known to negatively affect the educational efforts of children (Lucas and Henderson 1981: 56 and Van der Ross 1976: 54).

In conclusion, it is generally assumed that children from pre-primary

classes cruise easily through Grade I (Meighan 1992: 51 and Sibisi 1989: 12). However, statistics reflected in Table 5.37 show that even for experimental schools in the rural areas of Nongoma, the number of failures in Grade I in some schools is high. For example the number of failures in the following schools is considerably high: (i) School No 9 = 14; (ii) School No 10 = 14; (iii) School No 13 = 12; and (iv) School No 16 = 21. The researcher attributes this discrepancy to social factors which impact on the school's environment, and consequently the educational efforts of the children.

5.4 SUMMARY

The foregoing chapter focuses on the presentation and evaluation of data that was gathered by means of a questionnaire from the 20 principals of primary schools with pre-school classes.

The next chapter will present findings from the study as well as recommendations based on the data which has just been presented and evaluated.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter will draw a final summary of the research project. The researcher will also present the findings from which conclusions will be made. From these conclusions recommendations will be made.

6.2 SYNOPSIS

6.2.1 The purpose of the study

The main purpose of this study was to evaluate the impact of socio-educational factors on the pre-school initiatives in the Nongoma district of KwaZulu-Natal.

Twenty primary schools with pre-schools were selected in the Nongoma Magisterial District and were evaluated for this purpose. Demographically, these schools represent urban, peri-urban, and a rural areas.

6.2.2 Restatement of the problem

The conditions which ensure the success of educational initiatives, such as pre-schooling initiatives, is nurtured by environmental situations created by the community, the home, the school and the education department.

The level of commitment together with roles played by the relevant education stakeholders such as the parents; the classroom-based and the office-based educators in schools; the school governing bodies; and the community leaders, help to determine the environment in which pre-schools operate. Their actions consequently determine schooling initiatives to address the educational objectives of the people in a given society.

The researcher is of the opinion that rural societal and educational conditions in the Nongoma district, nurture an environment that does not fully support the pre-schooling initiatives.

6.2.3 Methods used for data collection

In this study both the historical and social background to pre-schooling in the Nongoma area and the literature review on factors contributing to pre-school initiatives formed the framework for the design and the construction of the questionnaire that was used to gather the necessary information from the sample, namely 20 principals from primary schools with pre-primary classes. The following conclusions emanated from the data.

6.3 CONCLUSIONS

From the findings of the historical background of the Nongoma district and the factors that affect pre-school initiatives, the literature review on factors

that affect pre-school initiatives and the results of the empirical research, the following conclusions are made.

6.3.1 Out-of-school society's participation/involvement and their effect on pre-school initiatives

The following out-of-school societal factors seem to have a bearing on the pre-schooling initiatives in the Nongoma district of KwaZulu-Natal.

6.3.1.1 Community involvement

The majority of the rural members of the society is favourably disposed to pre-schooling (compare Tables 5.30 (a), (b) and (c)). However, their effectiveness in full participation in school initiatives is negatively affected by their lack of understanding of what is really involved and needed in schooling in general and pre-schooling in particular (Hunt 1990: 77, 78 in Chapter 1 (1.2).

6.3.1.2 The *iziphathimandla's* (people in authority) involvement

The *iziphathimandla* (people in authority like *Inkosi* or *Induna*) are never associated with pre-schooling initiatives (compare Table 5.34 (a)) in the Nongoma district because of the following factors:

- Ignorance of the social and educational benefits associated with pre-schooling initiatives by the *iziphathimandla*;
- Lack of communication between the schools and the *iziphathimandla*; and
- Protocol distances knowledgeable people (principals) from the *inkosi's* immediate surroundings and the *induna* who mediates on schools' behalf cannot be an effective champion of pre-schooling initiatives because the *izinduna* are generally illiterate (compare Chapter 1 (1.2.1)).

6.3.1.3 Parental involvement

Parents seldom visit pre-schools as a motivation for their children to learn (compare Table 5.13). Parental school visits, as shown by numerous studies, encourage children to learn (Lareau 1989: 61, 97).

Most parents do not provide educators with information on home living conditions of pre-scholars (compare Table 5.14). Thus, the educators may not fully appreciate the problems experienced by children at their homes. These experiences have a bearing on the children's educational efforts (Atkin, Bastiani and Goode 1986: 6, 7 and Green 1968: 14).

Many parents do not make travel arrangements for their children to school in the morning and from school in the afternoon (compare Table 5.15). Long distances to and from school (a common phenomenon in rural areas)

negatively affect educational initiatives as tired pupils cannot concentrate in class and are too tired to do their homework at home after school (Khumalo 1995: 29).

This social tendency of a lack of transport to and from schools is blamed on poverty (resulting from unemployment of parents) and the state of neglect of rural roads which discourages taxi and bus owners to risk their vehicles.

The majority of the parents do not help their children in the foundation phase learning programmes of Numeracy, Literacy and Life-skills (compare Tables 5.31 (a), (b) and (c)). It would appear that the educational efforts of the pre-scholars are not positively supported because of parental non-intervention. Numerous studies indicate that parental involvement in children's school activities, define their children classroom participation because it supplements and reinforces the classroom experience (Lareau 1989: 2, 3 and Macbeth 1989: 66).

The social situation of the majority of the parents, namely, ignorance and poverty, accompanied by the low level of educational attainments, is largely responsible for parental non-intervention.

Many parents in the Nongoma district do not expose their children to agents that support the educational efforts of the children compare (Tables 5.32 a, b, c and d). These educational agents include children's books,

newspapers, radios and television. Studies indicate that these educational agents greatly enhance the educational experiences of the children who are exposed to them (Bloom 1982: 7; Ezewu 1986: 28 and Macbeth 1989: 66).

Again rural and social conditions of poverty and ignorance of benefits associated with these educational agents are responsible for this state of affairs.

6.3.2 Locality of schools and their effect on pre-school initiatives

The locality of, or the geographical placement of the school has social factors which reflect on pre-school initiatives in the district of Nongoma (compare Tables 7 and 9 in Appendix B). This study showed the following with respect to the locality of the school:

6.3.2.1 Urban schools

Urban schools provide better support for pre-school initiatives (compare Table 5.15). The following forms of support are identified:

- transport for pupils;
- exposure of pupils to educational support agents such as radios, newspapers and television;
- playing equipment on school premises;

- fencing of school property;
- better equipped classrooms;
- having parents who pay school visits; and lastly
- having educators who are qualified and familiar with OBE concepts and processes.

6.3.2.2 Deep rural schools

Deep rural schools, because of social conditions, lack most of the positive support measures given in 6.3.2.1 above.

6.3.3 In-school societal environmental factors and their effect on pre-school initiatives

The conditions in schools created by the important role players produce an environment that has a direct bearing on pre-school initiatives in Nongoma (compare Tables 5.28 a, b and c; Tables 5.29 b and c and Table 5.30 b).

The positions held by these role players, the nature of their work and the power they wield determine the outcome of pre-schooling initiatives. The identified role players are:

6.3.3.1 Pre-school teacher

This study concluded that:

1) The majority of pre-school educators in Nongoma only received crash courses on pre-schooling (compare Table 5.5). This observation does not support pre-schooling initiatives. Teaching a pre-school class requires specialist training, needing certain skills gained by in-depth training if the best educational benefits are to be realised (Beaty 1984: 3 and Chapter 3 (3.5.1.1)).

2) Many teachers in Nongoma are not resourceful and lack initiatives in creating self-made teaching aids (compare Table 5.16). Literature reviews point out that Government funding for schools is on the decline (compare Chapter 2 (2.4.1.8)). Schools will to a large extent rely on the educators' resourcefulness to supplement what the department cannot supply.

3) Many teachers in Nongoma do not engage in networking or team teaching with teachers from within the school and from the neighbouring schools (compare Table 5.7). There are both social (improvement of communications) as well as educational (sharing of classroom experiences) benefits which result from

networking and team teaching.

4) The Foundation phase educator, where Grade R is located, was not involved in OBE curriculum development for this phase (compare Table 5.18). Curriculum content should be a reflection of the educational aspirations of the society it is serving (Gabela 1986: in Chapter 1 (1.1)). In order to represent Outcome-Based Education Curriculum content there is a need to accommodate the experience of educators from the rural areas too.

5) Many pre-school educators lack skills in integrating the learning programmes, namely, Numeracy, Literacy and Life-skills in the Illustrative Learning Programmes, and classroom activities (compare Table 5.21). OBE stresses the totality of the learning experience through the integration of the learning programmes (Lubisi, Wedekind, Parker and Gulting 1997: 11).

6) Many pre-school teachers afford their pupils the opportunity to participate in classroom activities. Pre-school educators give pupils an opportunity to talk about their feelings, ensure that children hear a range of stories and plan activities where children listen and move to music (compare Tables 5.22 (a), (b) and (c). These actions support the educational efforts of the

children.

7) Many pre-school educators succeed in forming a link between classroom-based technology activity with the surrounding environment (compare Table 5.23). This observation has certain long-term social benefits: when children leave school they are expected to be contributing members of the society (Moulder 1991: 103). Translation of school-learned skills into one's own community helps to improve the living conditions of that community.

8) Many pre-scholars in Nongoma do not receive psychological counselling in the case of being exposed to violence (compare Tables 5.24 (a) and McKendrick and Hoffman 1990: 24).

9) Many pre-school educators assess their pupils on a continuous basis and report pupils' school progress to school colleagues and to parents (compare Tables 5.26 (b) and (c)). This is particularly helpful to the educational efforts of the children because it:

- encourages parental participation or involvement; and
- balances the assessment of pupils as no one person should be the sole arbitrator of a pupil's progress.

10) Many pre-schools are positively disposed to pre-scholars because pre-school teachers are friendly towards kids and they do not use corporal punishment (compare Table 5.29 (b)). This friendly atmosphere greatly enhances the learning experience of pre-scholars (Fontana 1988: 143 after Table 5.33 (c); Khumalo 1995: 21, 22); Lovell 1964: 19 and Piek 1989: 266. 267).

6.3.3.2 Pre-school management

Pre-school management, especially by the principal, sets the atmosphere of the school and creates the environment that will determine the course of the pre-school initiative in a particular school (compare Chapter 3 (3.5.2)). This study has focused on the following factors, and the following conclusions have been made:

1) Many principals of schools with pre-schools are not well informed about pre-school requirements (compare Table 5.8).

2) The majority of the principals are not successful to provide the following for the schools:

(a) No feeding arrangements for the pre-scholars (compare Table 5.9) despite the availability of this facility as a joint venture by the Education Department and the Health Department. Many studies point out that poverty is a common phenomenon in rural areas (Hunt 1990: 77, 78;

Khumalo 1995: 26 and Mpanza 1996: 53 in Chapter 3 (3.4.1). Hungry kids cannot concentrate in class, and thus their educational efforts are negatively affected.

(b) No provision is made for adequate play equipment for the small kids. Small children need to play for optimum physical growth and mental development (compare Table 5.28 (a); Mwamwenda 1990: 27 and Van der Ross 1976: 54 in Chapter 3 (3.4.1.3).

(c) No effective guidance in pre-schooling matters as principals themselves lack sufficient knowledge in pre-schooling (compare Table 5.27 (c)).

(d) No educational tours are organised because there seems to be ignorance of the benefits associated with such visits and because of lack of financial support from the parent, the majority of whom are not employed (compare Table 5.11).

3) The majority of the principals are positively disposed towards pre-schooling, and engage in the following activities for the pre-school teachers (compare Table 12):

(a) consultation between the pre-school teachers and the principal (compare Table 5.27 (b);

(b) inspection of pre-scholars' work (compare Table 5.27 (d); and

(c) involvement of pre-school teacher in meetings (compare Table 5.27 (f).

6.3.4 Pre-school curriculum and its effect on pre-schooling initiatives

The pre-school curriculum in the Nongoma district succeeds in promoting:

- physical development of the pupils by having it reflected in the class time-table (compare Table 5.33 (a);
- cognitive (intelligence) development of the pupils (compare Table 5.33 (b);
- normative (moral) development of the pupils (compare Table 5.33 (d);
- affective development of the pupils (compare Table 5.33 (c);
- social development of the pupils (compare Table 5.33 e); and
- cognitive (the will) development of the pupils (compare Table 5.33 (f)).

6.3.5 **The Department of Education's involvement and the effects on pre-schooling initiatives**

The Department of Education officials are tasked not only with the

implementation of government policies, but they have an added responsibility of assisting and providing guidance to schools and communities to help them to achieve their educational objectives. In this respect this study has revealed that:

- Department of Education officials hardly give guidance to principals on OBE classroom and school management (compare Table 5.19). It seems that this neglect has a negative effect on school initiatives because departmental leadership is not effective.

- The Department of Education does not supply essential learners support material (LSM) on a sustainable basis (compare Table 5.20). This observation is bound to frustrate schooling initiatives, and the rural schools are badly affected because their circumstances have the effect that there is no one else that they can look upon for assistance (compare Chapter 2 (2.6.2.1) and Chapter 3 (3.6).

6.4 RECOMMENDATIONS

The researcher has isolated and directed his recommendations to the following educational stakeholders:

6.4.1 The community members

For meaningful social participation in pre-school initiatives, the following community members have been singled out:

6.4.1.1 The parents

1) *Literacy upgrade programmes*

The parents should be urged to campaign for literacy upgrade programmes for their own areas. Literacy must be connected with adult basic education and integrated in lifelong learning. Every effort must be made to meet the learning needs of the rural adult population, and capacity building must be strategised, systematised and localised as much as possible. These capacity building efforts will help the rural parents to understand and appreciate the social and educational benefits associated with parental involvement. Parental involvement will characterise itself by:

- parental school visits to motivate children to learn;
- provision of information on home living conditions of children to help educators understand and appreciate the learning problems of children;
- provision of school transport for children to and from school to counteract the negative effects of long distances travelling in order to be educated; and

- helping their children to reinforce and consolidate the classroom experience.

2) *Working with local authorities*

The rural parental community should co-operate with their local authorities such as the Local Transitional Councils to engage in self-help projects to address poverty that is common in the rural areas. Engagements in self-help projects will result in the improvement of their social living conditions and the revenue collected will help parents to participate in educationally focused activities by way of funding them.

3) *Parents' associations*

Parents' associations should be formed which should attempt to influence their local *induna* and even their tribal *inkosi* to have more and better facilities for their own areas. Rural parents should strive for more pre-schools for their children. Basic school necessities such as clean water, clean toilets and well equipped children playgrounds should be available at all schools, irrespective of their geographical location. An equitable distribution of educational resources and the right to basic education for all the citizens of the Republic of South Africa are advocated in the Constitution, Act No 108 of 1996.

4) *Tools for ensuring rural community involvement*

To ensure maximum rural community involvement in school initiated projects, the school management and the Education Department officials

should fully exploit the following tools as marketing agents:

Firstly, mass media, for example Radio Ukhozi for the Nguni speaking Zulus, should be exploited to disseminate the intended information to the people. Radio Ukhozi in KwaZulu-Natal has a wide audience and it carries the authority to influence societies as happens all over the world with commercially-driven agents. Together with AIDS awareness campaigns, pre-schooling campaigns should also be intensified.

Secondly, community-bringing-together events, such as *imbizo* (traditional meeting of rural people with the *inkosi*); *umhlanga* (reed ceremony); or *umgonqo* (graduation ceremony from girlhood to womanhood); or even the church services should be exploited to stress the educational and social benefits associated with school initiatives such as pre-schooling.

6.4.1.2 The *iziphathimandla*

The *iziphathimandla*, for example the *inkosi* and the *induna*, as community leaders should be encouraged to improve communication links with the schools. The school management and the officials of the department should note that gaining the support of the *inkosi* in educational initiatives should be seen as a process; the result of which the *inkosi* should be made to take ownership of the process and feel that he is part of the innovation. This communication exercise will ensure the successful implementation of the educational initiatives.

6.4.2 Pre-school teachers

The following initiatives are strongly recommended for the pre-school teachers in the rural district of Nongoma;

6.4.2.1 In-Service Education and Training (INSET)

Intensive In-Service Education and Training (INSET) programmes on a systematic and sustainable basis need to be provided for the pre-school educators to achieve educator competency in Nongoma. In Nongoma INSET programmes should, among other things, target the following areas as identified by this study:

Firstly, INSET programmes should be undertaken to counteract the negative effects resulting from insufficient pre-school teachers' training, namely crash courses which most teachers received. In-Service Education and Training will reinforce and help consolidate the mediocre training received. Maximum productivity in teaching shows itself in the mastery of the material being handled, as well as insight into the requirements of the job. A competent educator will take initiative; perform optimally and will be solution-orientated, and as such will be an asset to the rural pre-school in particular.

Secondly INSET will generate self-confidence and help to widen the scope and subject knowledge of the participants. Self-confidence will result in the

teacher being resourceful and assist in supplementing whatever learners support material the Education Department is unable to supply to the schools and pupils.

6.4.2.2 Networking

Pre-school teachers in the Nongoma district should be encouraged to engage in networking. Networking should focus on the educators within the relevant phase within the same school and from the neighbouring schools. The education officials, the teacher organisation bodies and other relevant education stakeholders in a given area, should work together and identify common central centres (nodal schools) to serve as a resource centre as well as a meeting place for the surrounding cluster schools. Nodal schools for networking are economically cost- effective for the schools concerned and for the Education Department. Nodal schools encourage an equitable sharing of the resources and can serve a wider school community, and thus help the Education Department to economise on resource provisioning. In addition, networking has both social (improvement of communication links) as well as educational (sharing of experiences and cross-pollination of ideas) benefits for all who are involved in the process.

6.4.3 Pre-school management

The following initiatives are strongly recommended for the pre-school managers of the Nongoma district.

6.4.3.1 Capacity building

School managers' competency needs to be developed to effectively manage and facilitate change and lead schools in their districts as well as create effective linkage with the immediate community and other stakeholders. Old and aged principals (a common feature in the rural districts), who feel marginalised by the changes in education, must be offered opportunities to undergo refresher courses to retool themselves and acquire competencies vital for managing in a changing school environment. Professional development of school managers has long term social and educational benefits. Strong school management and leadership can generate confidence and create closer school and community cooperations.

6.4.3.2 Management of resources

Many rural principals need training in basic human, financial and resource management. Principalship competency will show itself in being well informed on pre-school requirements and the provision of such necessities as feeding schemes for pre-scholars, organising educational tours, as well as caring for the health and psychological needs of children.

6.4.3.3 Human relations

It must be stressed that successful management of human resources

depends on the maintenance of good human relations within the schools. Top-down style of management needs to be discouraged. The need for consultation and transparency in school activities that involve the school stakeholders need to be stressed. The school management must realise that the mission and vision statements of the school, the code of conduct for the school and the strategic plan of the school must be a collaborative product of all the stakeholders in that particular school. Collective responsibility and ownership for the educational objectives, as well as the methods adopted to achieve them must be emphasised.

6.4.4 Government and other stakeholders in education

The following initiatives are strongly recommended for Government and other education stakeholders in the Nongoma district of KwaZulu-Natal.

- Reforming and transforming education systems must aim at an equitable standard of education-provisioning for all schools irrespective of their geographical location. Equal chances of access to schools by learners must be stressed. The educational aspirations of the parents from the rural and farming areas are the same as those of parents from the cities.

- The Government is urged to provide for INSET workshops aimed at building capacity and competency for its officials. These empowered officials should be monitored and urged to

disseminate these capacity building information to the principals of schools in their circuits through INSET courses.

- Department of Education officials must encourage schools and communities in their circuits to identify nodal schools to serve as resource centres for the surrounding schools. These nodal schools are socially, educationally and economically beneficial for the areas involved.

- The Government should be urged to supply learners support materials (LSM) on a sustainable basis. This material should reach all the schools in time to give the schools and educators enough time to make adequate preparations. Timeous delivery of materials will help in the restoration of a culture of learning and teaching (COLT) to some of the schools.

6.5 GENERAL CONCLUSION

Education is a priceless national asset. The challenges posed by pre-schooling that will have long term social and educational benefits face the nation. Collaborative efforts by all concerned, namely the Government, the schools and the communities are called for. This research recommends a way forward to assist in the achievement of pre-schooling strategies that will yield both socially and educationally desired results, especially for the

previously disadvantaged rural areas of our country. The Government should note that the need for basic education must be located within the ethical, political, social, economic and cultural conditions of human societies under its control.

Investment in primary education has economic as well as socio-educational implications.

Economically, Benavot (1985) as cited by Lockheed and Verspoor (1991: 2, 3), found economic growth powerfully affected by primary education in countries in Asia, Latin America, the Middle East and Africa. Primary education resulted in more paid employment, higher individual earnings and greater agricultural productivity.

On a socio-educational level, primary education resulted in the enhancement of the social status of the people in the developing countries, because it raised their standard of living, lowered the birth rate and provided better health facilities.

Lastly, the provision of primary education forges national unity and social cohesion by teaching common mores, enhances the status of women and promotes adaptability to technological change.

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APPENDIX A

QUESTIONNAIRE FOR SCHOOL PRINCIPALS WITH PRE-SCHOOL CLASSES

You are cordially invited to complete the questionnaire. The information given will be treated as confidential.

Do not write your name on the questionnaire. There are no right or wrong answers.

Kindly make a cross (x) where applicable, in the appropriate space. Raise your hand if you need help.

SECTION A: PERSONAL PARTICULARS OF RESPONDENT

1. Locality of the School

RURAL	URBAN	SEMI-URBAN
1	2	3

2. Gender

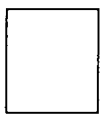
MALE	FEMALE
1	2

3. Teaching experience

1 - 5 years	1
6 - 10 years	2
11 - 15 years	3
16 years and over	4

4. Respondent's qualifications

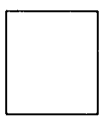
Without matric	1
Matric + unqualified	2
Matric + college certificate	3
University degree + teaching diploma	4
Post-graduate qualification(s)	5



SECTION B: INFORMATION CONCERNING PRE-SCHOOL INITIATIVE IN NONGOMA DISTRICT

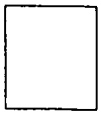
1. Did the pre-school teacher in this school receive any of the following training in preschool teaching?

Crash courses	1
Technical colleges' training	2
Teacher training colleges' training	3
University training	4



NOTE: The following questions will be evaluated on a 4 point scale reflecting the following range/categories:

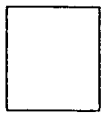
Never	1
Seldom / sometimes	2
Often	3
Always	4



Kindly make a cross (x) in the appropriate space to indicate what your evaluation/experience is

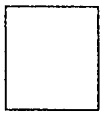
2. Preparations of visual material for the pre-school class depends on the teacher's initiative and insight. Is the pre-school teacher in your school successful in the use of self-made teaching aids?

Never	1
Seldom / sometimes	2
Often	3
Always	4



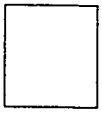
3. Team teaching/networking enriches the teaching and learning process. Does the pre-school teacher in your school invite other teachers in Grade R or Grade I within the school or from the neighbouring schools?

Never	1
Seldom / sometimes	2
Often	3
Always	4



4. Is the school management (principal, vice-principal, head of department and school governing body) informed about pre-school requirements in this school?

Never	1
Seldom / sometimes	2
Often	3
Always	4



5. Hunger is common in the rural areas of KwaZulu-Natal, and hungry children cannot concentrate. Are arrangements made by this school to feed pre-scholars?

Never	1
Seldom / sometimes	2
Often	3
Always	4

6. Day programmes must reflect pre-scholars level of total development. Does the day programme in the Grade R in this school reflect this principle?

Never	1
Seldom / sometimes	2
Often	3
Always	4

7. Children learn more by experiencing. Does the school management organize educational tours to other well resourced pre-schools in other areas of KwaZulu-Natal?

Never	1
Seldom / sometimes	2
Often	3
Always	4

8. Would you describe the attitude of the school management as sympathetic to the pre-school class?

Never	1
Seldom / sometimes	2
Often	3
Always	4

9. Parental school visits motivate children to learn. Do parents of pre-scholars in this school visit the school to discuss their children's problems?

Never	1
Seldom / sometimes	2
Often	3
Always	4

10. Teachers are able to assess a child's educational problems if they know the child's home environmental conditions (e.g. father-mother relations; religion; socio-economic status of the family). How helpful are the parents to educators in this school in providing information on the child's home environmental conditions?

Never	1
Seldom / sometimes	2
Often	3
Always	4

11. Long distances to and from school have a negative effect on educational objectives. Are transport arrangements made to take children to and from school?

Never	1
Seldom / sometimes	2
Often	3
Always	4

12. Are teachers in your pre-school class resourceful in helping children from educationally deprived families to cope with school work?

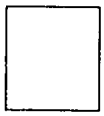
Never	1
Seldom / sometimes	2
Often	3
Always	4

13. 1998 marked the implementation of Outcome-Based Education (OBE) in Grade I in the Foundation Phase of which Grade R (Pre-school) forms the first part. Was the pre-school teacher in this school adequately prepared to form the link between Grade R and Grade I in the OBE process?

Never	1
Seldom / sometimes	2
Often	3
Always	4

4. Foundation Phase Curriculum development in OBE could not be effective without the input from relevant stakeholders, such as the Foundation Phase teachers. According to your knowledge were pre-school teachers involved in this process?

Never	1
Seldom / sometimes	2
Often	3
Always	4

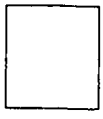


15. Guidance for OBE classroom and school management is essential for the effective running of the school. Do departmental officials provide these for pre-school teachers under their control on a continuous basis?

Never	1
Seldom / sometimes	2
Often	3
Always	4

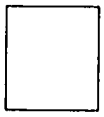
16. Does the pre-school class in this school have an adequate and sustainable supply of the essential learning material from the Education Department?

Never	1
Seldom / sometimes	2
Often	3
Always	4



17. The illustrative Learning Programme (classroom activity) must reflect the integration of the three learning areas - namely Numeracy, Literacy and Life-skills. Is the pre-school teacher successful in this regard?

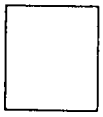
Never	1
Seldom / sometimes	2
Often	3
Always	4



18. An Outcome-Based Education classroom activity centres around pupils' active participation with the teacher playing a facilitation role. How successful is the pre-school teacher in this school in the following areas?

a) Giving children opportunities to talk about their feelings:

Never	1
Seldom / sometimes	2
Often	3
Always	4



b) Making sure that children hear a range of different stories:

Never	1
Seldom / sometimes	2
Often	3
Always	4

c) Planning activities where children listen and move to music:

Never	1
Seldom / sometimes	2
Often	3
Always	4

19. Does the activity in the pre-school class promote technology by forming the link between the pre-school classroom and the surrounding environment (e.g. water, electricity)

Never	1
Seldom / sometimes	2
Often	3
Always	4

20. The learning efforts of pre-scholars may be negatively affected by harsh home and environmental conditions e.g. violence factions and diseases. How functional are the following services in your school?

a) Psychological counselling:

Never	1
Seldom / sometimes	2
Often	3
Always	4

b) Health nursing services

Never	1
Seldom / sometimes	2
Often	3
Always	4

21. Outcome-Based Education (OBE) stresses that children learn better in the Foundation Phase if mother-tongue is used as medium of instruction. Is the pre-school teacher in this school familiar with the following in your school?

a)	OBE terminology	1	2	3	4	29
b)	Language-code switching	1	2	3	4	30

22. Is the pre-school teacher in this school conversant in the following OBE related activities?

a)	Assessment of pupils	1	2	3	4	31
b)	Reporting of pupil's progress in school	1	2	3	4	32
c)	Reporting pupil's progress to parents	1	2	3	4	33

23 How often do the following take place in this school where pre-school teachers are involved?

a)	In-service training	1	2	3	4	34
b)	Consultation between principal and teacher	1	2	3	4	35
c)	Guidance for teachers	1	2	3	4	36
d)	Inspection of pupils' work	1	2	3	4	37
e)	Staff meetings	1	2	3	4	38

24. The school management and the school governing body must provide equipment for physical growth and safety of the pre-scholars. Is the following equipment provided for in your school?

a)	Play equipment on premises	1	2	3	4	39
b)	Fencing around school	1	2	3	4	40
c)	First-aid equipment	1	2	3	4	41

25. The classroom atmosphere can result in a positive or negative learning environment for the pupils. How would you rate the pre-school teacher in this school in the following respects?

a)	Awards achievement	1	2	3	4	42
b)	Uses corporal punishment	1	2	3	4	43
c)	Friendly towards kids	1	2	3	4	44

26. Cooperation between the school and the society which the school is serving is beneficial to the educational efforts of the school. Do the school and society cooperate concerning the following?

a)	Assistance in building new classes	1	2	3	4	45
b)	Protecting school property and staff	1	2	3	4	46
c)	Involvement in school affairs	1	2	3	4	47
d)	Funds to supplement departmental initiatives	1	2	3	4	48

27. To what extent do you think parents of pre-scholars in this school help their children in the following school work learning areas?

a)	Numeracy	1	2	3	4	49
b)	Literacy	1	2	3	4	50
c)	Life-skills	1	2	3	4	51

28. Parents help the child educational efforts by providing enough learning materials. Do you think that parents of pre-scholars provide the following materials?

a)	Children's books	1	2	3	4	52
b)	Newspapers / magazines	1	2	3	4	53
c)	Radio	1	2	3	4	54
d)	Television	1	2	3	4	55

29. Is the curriculum in the pre-school class successful in promoting the following developments of pupils?

a)	Physical	1	2	3	4	56
b)	Cognitive (intelligence)	1	2	3	4	57
c)	Affective (emotional)	1	2	3	4	58
d)	Normative (moral)	1	2	3	4	59
e)	Social	1	2	3	4	60
f)	Conative (the will)	1	2	3	4	61

30. The extent to which the Inkosi of the tribe associate with school activities including pre-schooling.

a)	Building of new schools	1	2	3	4	62
b)	Protection of educators	1	2	3	4	63

31. Overcrowding hampers learning by denying individual attention by teachers to pupils' learning problems. What is the teacher-pupil ratio in Grade R class in this school?

1 : 20 or less	1
Between 21 - 30	2
Between 31 - 40	3
Between 41 - 50	4
More than 50	5

TABLES

TABLE 1

5.37 Fact file - KwaZulu-Natal snap survey 1999

Fact File - Snap Survey 1999			
The KwaZulu-Natal Department of Education and Culture is the largest Education Department in Southern Africa.		Number of administration staff about	8 000
		Number of schools	5 913
		Per capita spending per child	R2 640
		Number of regions	8
		Number of Districts	39
Budget – 1999	R7,1 billion		
Teachers salaries	92% of budget	Matric candidates:	
Number of learners	2,8 million	Full time	112 254
Number of educators	77 800	Part-time	34 341

(Source: Education Indaba - December 1999 / January 2000)

TABLE 5.38

A snapshot of Basic Education in KwaZulu-Natal 1997

KwaZulu-Natal Department of Education and Culture

REGION	STATUS	SCHOOLS IN 1997: PP	Prim	Sec	Comb	Spec Rem Other	SUB-TOTAL	TOTAL
Empangeni	Public	5	4[illegible]	195	13	3	706	708
	Independent	0	1	1	0	0	2	
Ladysmith	Public	6	[illegible]	181	[illegible]	4	701	705
	Independent	[illegible]	[illegible]	2	2	0	[illegible]	
North Durban	Public	31	446	187	19	17	700	711
	Independent	2	4	3	1	1	11	
Pietermaritzburg	Public	17	45[illegible]	1[illegible]5	29	8	646	681
	Independent	4	7	8	15	1	35	
Port Shepstone	Public	5	497	104	23	3	682	691
	Independent	1	5	0	3	0	9	
South Durban	Public	19	4[illegible]	181	15	9	650	662
	Independent	3	[illegible]	[illegible]	3	0	12	
Ulundi	Public	2	457	195	6	1	691	699
	Independent	0	5	3	0	0	8	
Vryheid	Public	4	340	89	44	2	479	483
	Independent	0	3	1	0	0	4	
PROVINCIAL TOTAL/AVERAGE	Public	89	3615	1327	177	47	5255	5340
	Independent	10	28	21	24	2	65	

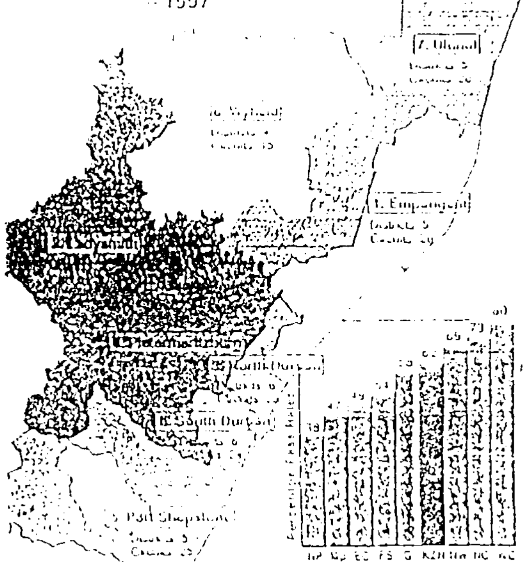
REGION	STATUS	LEARNER ENROLMENT IN 1997: PP	Prim	Sec	Spec Rem Other	SUB-TOTAL	TOTAL
Empangeni	Public	5041	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	0	[illegible]	184	0	[illegible]	
Ladysmith	Public	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
North Durban	Public	11718	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	244	5[illegible]4	[illegible]	15	[illegible]	
Pietermaritzburg	Public	3538	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	436	[illegible]	[illegible]	[illegible]	[illegible]	
Port Shepstone	Public	2768	217319	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	217	1452	[illegible]	[illegible]	[illegible]	
South Durban	Public	10003	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
Ulundi	Public	5177	2111[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	2	[illegible]	[illegible]	0	[illegible]	
Vryheid	Public	23506	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	164	534	[illegible]	[illegible]	[illegible]	
PROVINCIAL TOTAL/AVERAGE	Public	72308	1754210	[illegible]	[illegible]	[illegible]	2642161
	Independent	1604	11822	6847	[illegible]	[illegible]	

REGION	STATUS	EDUCATORS IN 1997: Perm	Temp	Pvt Paid	SUB-TOTAL	TOTAL
Empangeni	Public	[illegible]	[illegible]	139	9923	9956
	Independent	11	0	32	33	
Ladysmith	Public	[illegible]	[illegible]	52	10665	[illegible]
	Independent	[illegible]	[illegible]	57	[illegible]	
North Durban	Public	[illegible]	[illegible]	[illegible]	13724	13870
	Independent	69	23	54	146	
Pietermaritzburg	Public	[illegible]	[illegible]	[illegible]	5389	9033
	Independent	[illegible]	[illegible]	[illegible]	644	
Port Shepstone	Public	7054	1344	52	8490	8593
	Independent	41	2	60	103	
South Durban	Public	[illegible]	[illegible]	[illegible]	13317	13553
	Independent	[illegible]	[illegible]	[illegible]	236	
Ulundi	Public	5262	2304	24	7590	7685
	Independent	[illegible]	36	1	95	
Vryheid	Public	[illegible]	[illegible]	32	4937	4969
	Independent	19	1	12	32	
PROVINCIAL TOTAL/AVERAGE	Public	64665	10179	1670	76535	77[illegible]
	Independent	679	91	593	1363	

REGION	STATUS	RATIOS IN 1997: L:C	L:E	E:C	Sec Pass
Empangeni	Public	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	16.91	[illegible]	[illegible]
Ladysmith	Public	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]
North Durban	Public	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]
Pietermaritzburg	Public	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]
Port Shepstone	Public	47.33	36.0[illegible]	[illegible]	[illegible]
	Independent	23.27	18.50	[illegible]	[illegible]
South Durban	Public	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]
Ulundi	Public	[illegible]	[illegible]	1.54	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]
Vryheid	Public	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	[illegible]	[illegible]	[illegible]
PROVINCIAL TOTAL/AVERAGE	Public	[illegible]	[illegible]	[illegible]	[illegible]
	Independent	[illegible]	16.42	[illegible]	[illegible]

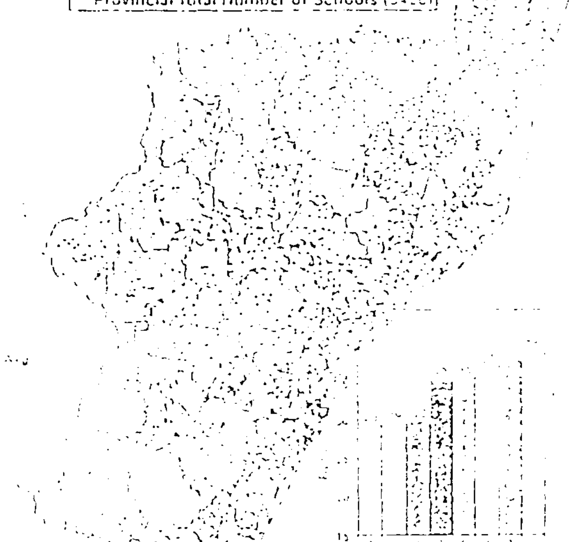
REGION	NUMBER OF SCHOOLS IN 1996: Without Water	Without Power	Without Phones	With Platoon Classes	Without Textbooks	Without Libraries (Sec)
Empangeni	[illegible]	[illegible]	[illegible]	[illegible]	5	128
Ladysmith	[illegible]	[illegible]	[illegible]	[illegible]	34	[illegible]
North Durban	[illegible]	[illegible]	[illegible]	42	22	[illegible]
Pietermaritzburg	[illegible]	[illegible]	[illegible]	34	[illegible]	[illegible]
Port Shepstone	[illegible]	477	514	25	25	118
South Durban	[illegible]	[illegible]	215	[illegible]	21	96
Ulundi	[illegible]	[illegible]	637	32	25	155
Vryheid	[illegible]	461	4[illegible]	21	30	42
PROVINCIAL TOTAL/AVERAGE	1513	3374	3559	241	161	818

Education Regions
showing number of Districts and Circuits
- 1997



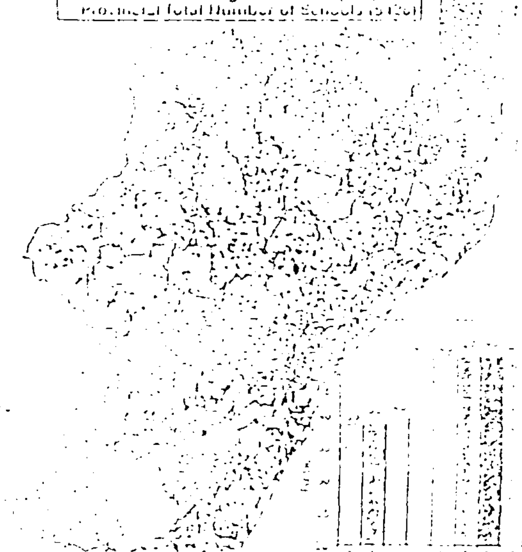
NATIONAL % MATRIC PASS

Learner: Educator Ratio
- 1 to 39 (3500)
- 40 to 371 (1752)
No data or awaiting verification (174)
Provincial Total Number of Schools (5426)

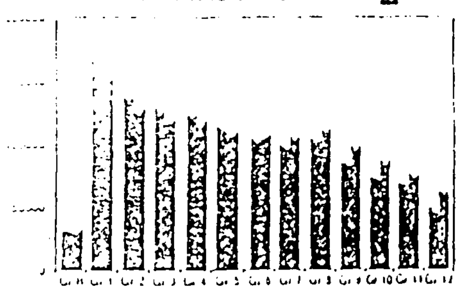


LEARNER: EDUCATOR

Learner: Classroom Ratio
- 1 to 39 (2212)
- 40 to 556 (3027)
No data or awaiting verification (187)



Number of male and female learners from Gr 1 to Gr 12



Number of Learners by Type

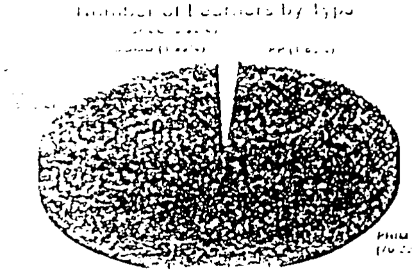


TABLE 5.39

1998 KwaZulu-Natal regional statistics on Pre-primary schools

KWAZULU-NATAL DEPARTMENT OF EDUCATION

OVERVIEW OF RECEPTION YEAR PROVISION - STATS - EMIS '98 - SNAP SURVEY

REGION	No. of Schools Offering Grade R	No. of Grade R Learners	No. Independent Schools	No. Ex-NED Pre-primary Schools	No ECD Pilot Project Sites
South Durban	172	8 858	20	22	32
Ulundi	174	8 096	0	0	30
North Durban	151	7 569	21	23	33
Vryheid	41	1 761	1	5	26
Pietermaritzburg	90	3 407	20	16	30
Port Shepstone	57	2 284	9	4	32
Ladysmith	98	5 690	7	9	32
Empangeni	107	5 441	9	11	33
TOTAL	890	43 106	87	90	248

EDUCATION FOUNDATION: Register of needs survey - Pre-primary Schools in KwaZulu-Natal

KZN NATIONAL EDD PILOT PROJECT SITES 284

TABLE 5.40

Names of schools in the Nongoma district with pre-primary classes; their location and class enrolment (22 September 1998)

Key: Rural (R); Peri-Urban (PU); Urban (U)

SCHOOL	LOCATION	ENROLMENT
1. Bangamaya CP	R	44
2. Bazini CP	R	75
3. Bhobhobho CP	R	58
4. Celulwazi CP	R	53
5. Cwayisa CP	R	28
6. Dongothule CP	R	53
7. Ekuthokozeni CP	R	39
8. Endlozana P	R	52
9. Enzondwane P	R	52
10. Esidinsi P	R	62
11. Esweni P	R	50
12. Fundukhuphuke P	R	33
13. Holinyoka P	P/U	70
14. Kohlokolo P	R	43
15. Kombuzi CP	R	60
16. Kwagwebu CP	R	42
17. Kwamaduma CP	R	71
18 Kwamdolo LP	R	80
19 Kwampunzana P	R	23
20. Kwamusi P	R	49
21. Kwankulu CP	R	19
22. Kwazihlakanii-hele CP	R	14
23. Lethukukhanya CP	R	81
24. Mahlombe CP	R	40

TABLE 5.40 (Continued)

25. Mangqwashu P	P/U	40
26. Mgxanyini P	R	29
27. Mpumalanga HP	R	26
28. Msebe P	R	46
29. Msenteli P	R	60
30. Mtakayise CP	R	67
31. Ngangayip CP	R	25
32. Ngethule P	U	31
33. Ngolotsha P	R	40
34. Ngwabi P	R	36
35. Ngxongwane CP	R	85
36. Nongoma Pre-primary	U	24
37. Obani CP	R	40
38. Ovukaneni CP	R	18
39. Queen Kwamathela JP	R	24
40. Thusana P	P/U	10
41. Ubumbano P	R	67
42. Usuthu CP	R	34
43. Wela P	R	21
GRAND TOTAL	43	1 914

(Source: Department of KwaZulu-Natal Education data-base in Truro House in Durban - 22 September 1998)

TABLE 5.41

Enrolment according to location of schools

LOCATION	NO. OF SCHOOLS	ENROLMENT	PERCENTAGE
Urban	2	55	2,87%
Peri-Urban	3	120	6,27%
Rural	38	1 739	99,86%
TOTAL	43	1 914	100%

TABLE 5.42

Sample of schools with pre-primary classes, their location and Grade 1 enrolment for 1997

SCHOOL		LOCATION	GR I ENROLMENT 1977
1.	Ngethule	U	53
2.	Nongoma Pre-primary	U	46
3.	Holinyoka	P/U	94
4.	Mangqwashu	P/U	33
5.	Thusana	P/U	35
6.	Cwayisa	R	83
7.	Endlozana	R	44
8.	Esweni	R	69
9.	Kombuzi	R	120
10.	Kwamdolo	R	135
11.	Kwankulu	R	53
12.	Mahlombe	R	138
13.	Msebe	R	177
14.	Ngangayiphi	R	64
15.	Ngxongwane	R	107
16.	Queen Kamathela	R	213
17.	Wela	R	125
18.	Bhobhobho	R	84
19.	Kongothule	R	136
20	Enzondwane	R	121
TOTAL			1 930

(Source: KZN Department of Education in Truro House data-base - 22 September 1998)

TABLE 5.43

1997 Achievement statistics of sample of schools with pre-primary classes (experimental) and 1998 enrolment

School	1997					1998 Enr
	ENR	PASSES	PASS %	FAILURES	FAILURE %	
01	53	51	96.2%	2	3.8%	61
02	46	44	95.6%	2	4.4%	48
03	94	90	95.7%	4	4.3%	104
04	33	31	93.9%	2	6.1%	24
05	35	32	91.4%	3	8.6%	38
06	83	77	92.8%	6	7.2%	91
07	44	40	90.9%	4	9.1%	38
08	69	65	94.2%	4	5.8%	72
09	120	106	88.3%	14	11.7%	104
10	135	121	89.6%	14	10.4%	126
11	53	50	94.3%	3	5.7%	62
12	138	127	92.0%	11	8.0%	143
13	177	165	93.2%	12	6.8%	145
14	64	60	93.8%	4	6.3%	58
15	107	99	92.5%	8	7.5%	133
16	213	192	90.1%	21	9.9%	191
17	125	115	92.0%	10	8.0%	130
18	84	79	94.0%	5	6.0%	98
19	136	123	90.4%	13	9.6%	101
20	121	110	90.9%	11	9.1%	130
TOTAL	1930	1777	92.1%	153	7.9%	1897

TABLE 5.44
Schools without pre-primary classes, their location and 1997/8 enrolment

SCHOOL		LOCATION	ENROLMENT	
			1997	1998
1.	Layukona	U	231	175
2.	Lindizwe	U	185	156
3.	Manzimakhulu	P/U	75	55
4.	Nhlophenkulu	P/U	167	150
5.	Gomondo	P/U	78	73
6.	Bhekumthetho	R	87	82
7.	Ebukhalini	R	30	47
8.	Gibindlala	R	74	78
9.	Kwa-Nsele	R	114	77
10.	Magenqeza	R	105	98
11.	Mandlezulu	R	69	59
12.	Minya	R	104	107
13.	Nkabane	R	80	60
14.	Nzobo	R	149	219
15.	Qonqo	R	74	79
16.	Queen Kamsweli	R	103	127
17.	Sigubudu	R	88	96
18.	Sonkeshana	R	99	125
19.	Zamani	R	58	61
20	Zimele	R	35	30
TOTAL			2003	1695

Table 5.45
1997 Achievement statistics of sample of schools without pre-primary classes (control) and 1998 enrolment

School	1997					1998 Enr
	ENR	PASSES	PASS %	FAILURES	FAILURE %	
01	231	194	84.0%	37	16.0%	175
02	185	164	88.7%	21	11.4%	156
03	73	67	91.8%	6	8.2%	55
04	167	147	88.0%	20	12.0%	150
05	78	68	87.2%	10	12.8%	73
06	87	81	93.1%	6	6.9%	82
07	30	27	90.0%	3	10.0%	47
08	74	66	89.2%	8	10.8%	78
09	114	70	61.4%	44	38.6%	77
10	105	84	80.0%	21	20.0%	98
11	69	61	88.4%	8	11.6%	59
12	104	85	81.7%	19	18.3%	107
13	80	63	78.8%	17	21.2%	60
14	149	126	84.6%	23	15.4%	219
15	74	70	94.6%	4	5.4%	79
16	103	88	85.4%	15	14.6%	127
17	88	75	85.2%	13	14.8%	96
18	99	74	74.7%	25	25.3%	125
19	58	55	94.8%	3	5.2%	61
20	35	30	85.7%	5	14.3%	30
TOTAL	2003	1695	84.6%	308	15.4%	1954

APPENDIX C

MAPS

FIGURE 1: Maps of Nongoma and the surronding districts

(Source: 1991 Population Census)

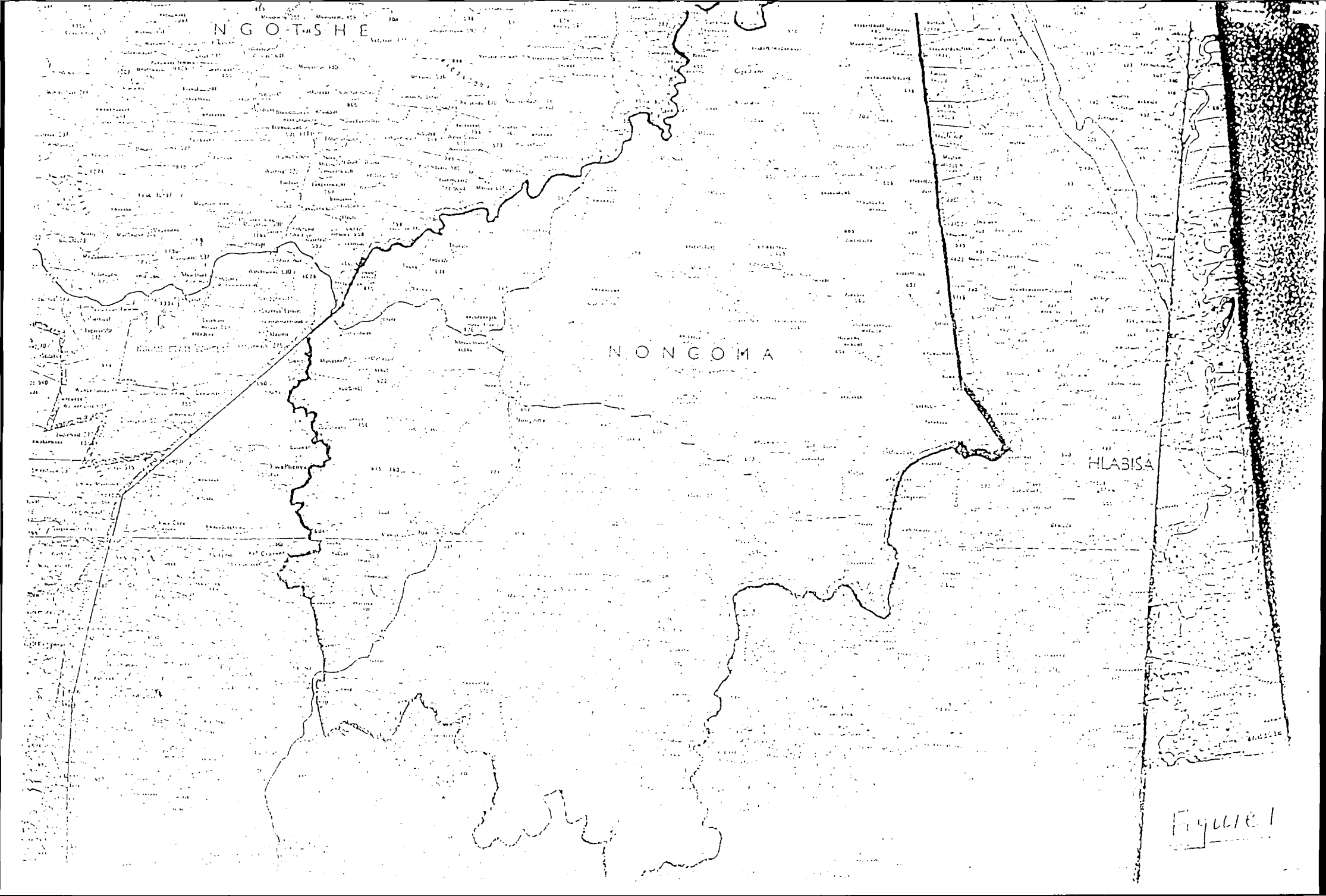


Figure 1

FIGURE 2: Nongoma District Map

(Source: 1991 Population Census)

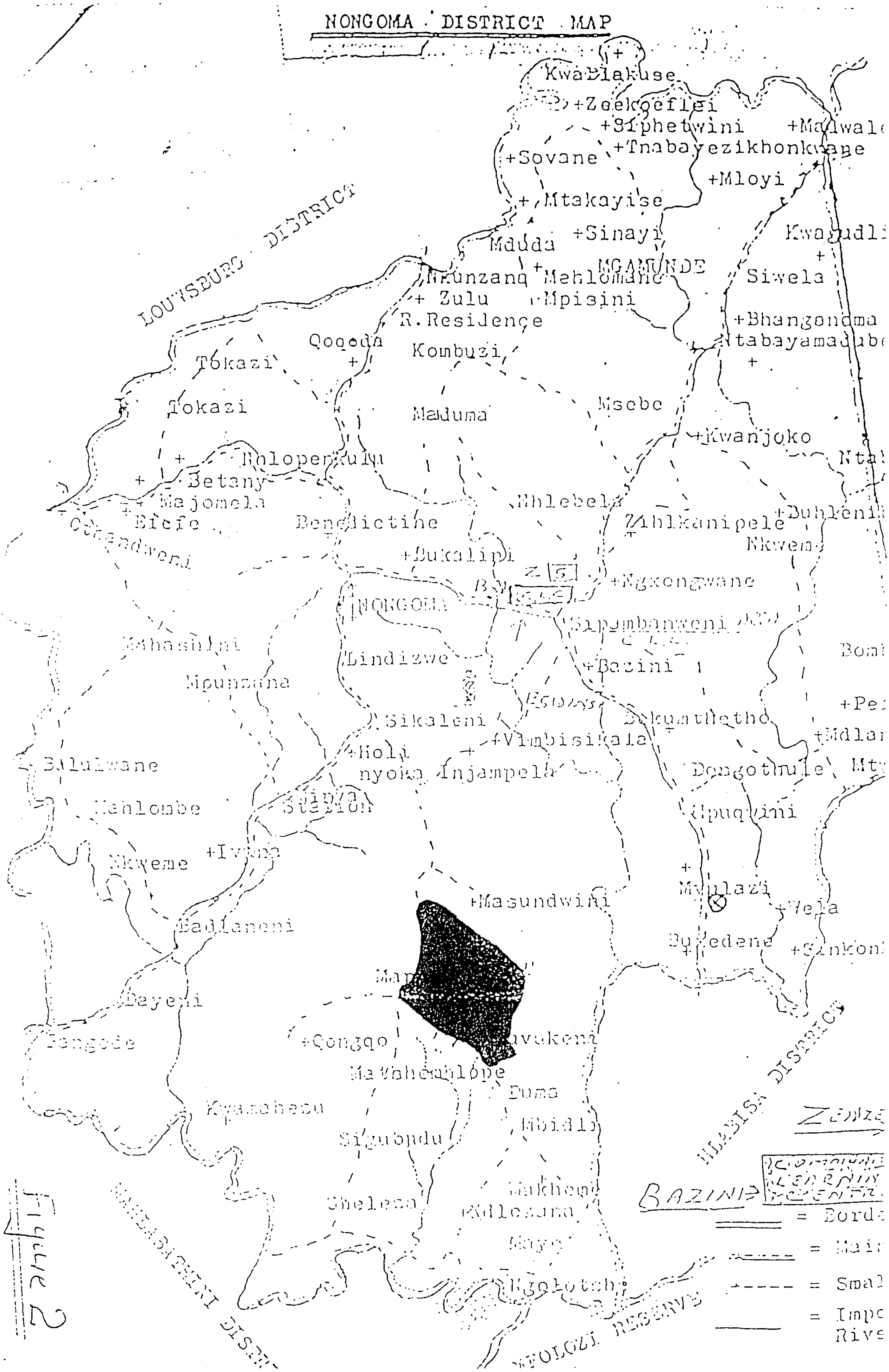

NONGOMA DISTRICT MAP
LOUWSBURG DISTRICT
KwaBlakuse
+Zeekoeflei
+Siphetwini
+Thabayezikhonkwane
+Sovane
+Mloyi
+Mtakayise
+Sinayi
Mduda
NGAMUNDE
Nkunzana
Mehlomane
+ Zulu
Mpisini
R. Residence
Siwela
+Bhangonoma
Qoqoda
Kombuzi
Tokazi
Tokazi
Maduma
Msebe
+Kwanjoko
Nhlopenkulu
Betany
Majomela
Mhlebela
Benedictine
+Bukalipi
NONGOMA
+Ngxongwane
Lindizwe
+Bazini
Mpunzana
Sikaleni
+Vimbisikala
Bululwane
Injampela
Dongothule
Station
+Ivuna
Mahlombe
Nkweme
+Masundwini
Badlaneni
Dayeni
+Qongqo
Dumo
Sigubudu
Mbidli
Mkhombe
Ngolotsha
Pongola
ZULULAND
HLABISA DISTRICT
BAZINI
= Border
= Main
= Small
= Important Rivers
Figure 2

FIGURE 3: Nongoma adult population with standard 10 per EA

EA = Enumerator Area

(Source: 1991 Population Census)

NONGOMA

Total Adults with Standard 10 per EA

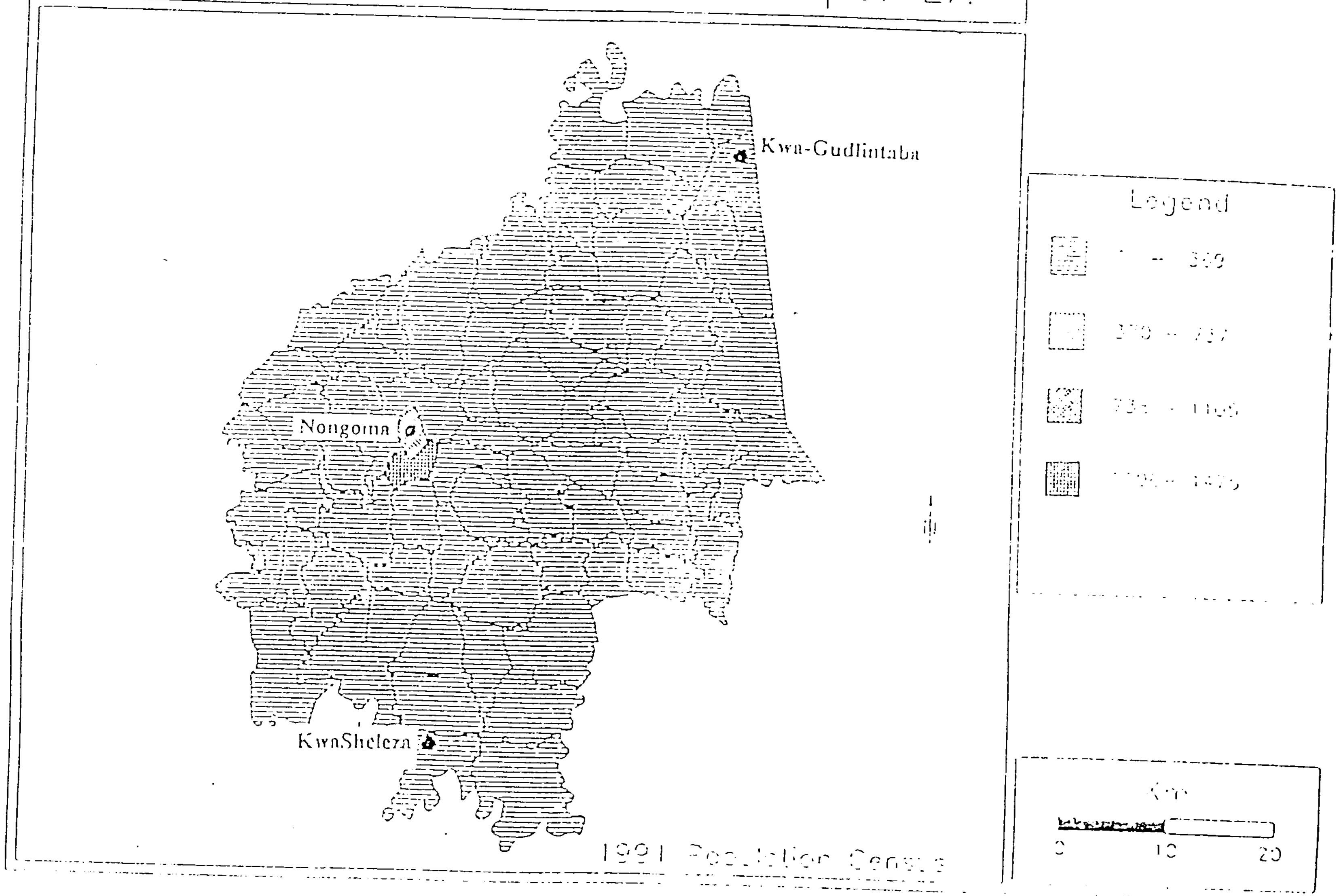


Figure 3

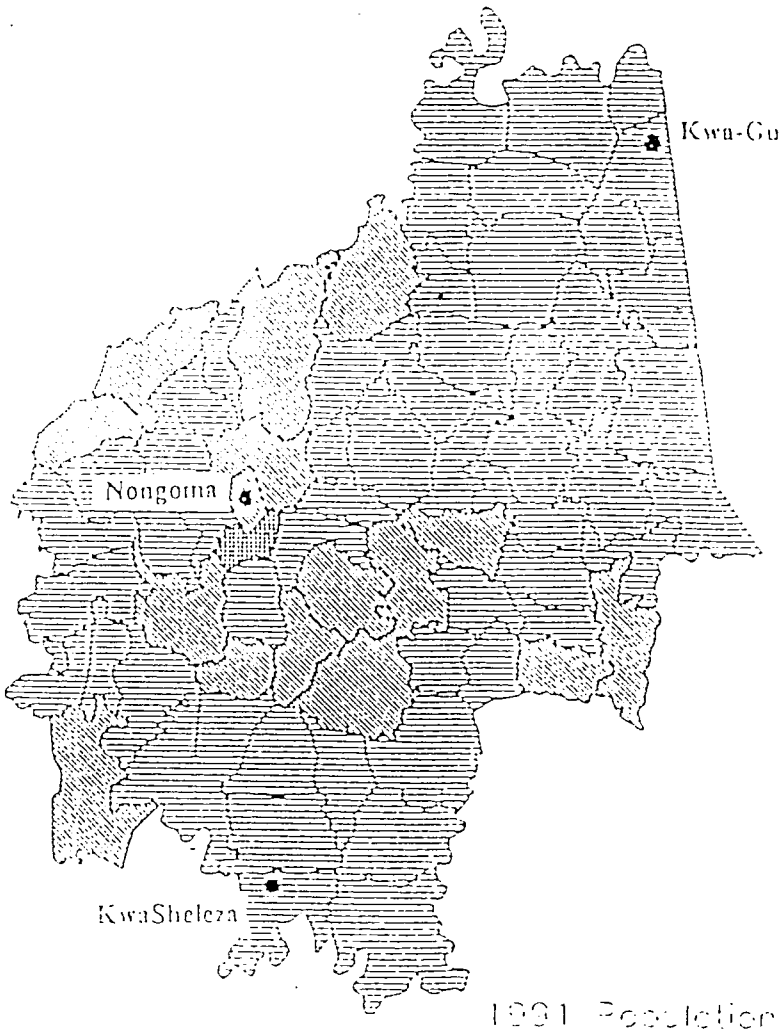
FIGURE 4: Nongoma total literacy (Std 4) per EA

EA = Enumerator Area

(Source: 1991 Population Census)

NONGOMA

Total Adult Literacy (Std. 4) per EA



Legend

1991 Population Census

Figure 4.

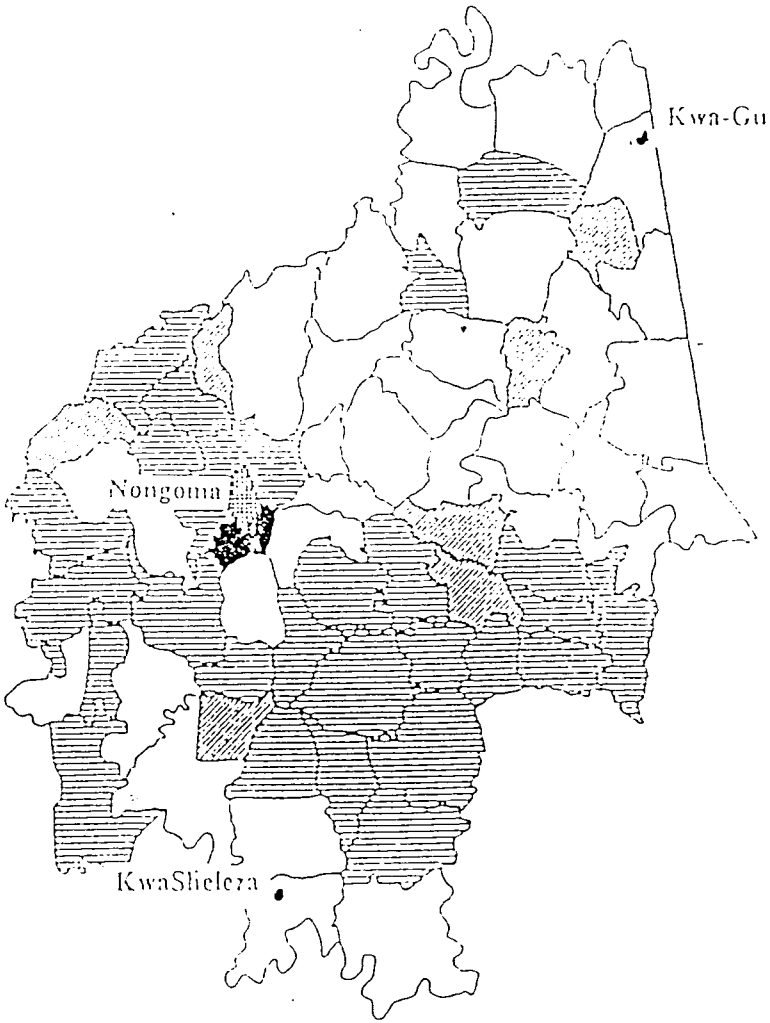
FIGURE 5: Nongoma population density by EA

EA = Enumerator Area

(Source: 1991 Population Census)

NONGOMA

Population Density by E.A.



Legend

19 963 to 76 8454

76 8454 to 133 7278

133 7278 to 190 6102

190 6102 to 247 4926

247 4926 to 304 379

Km

0 10 20

Figure 5

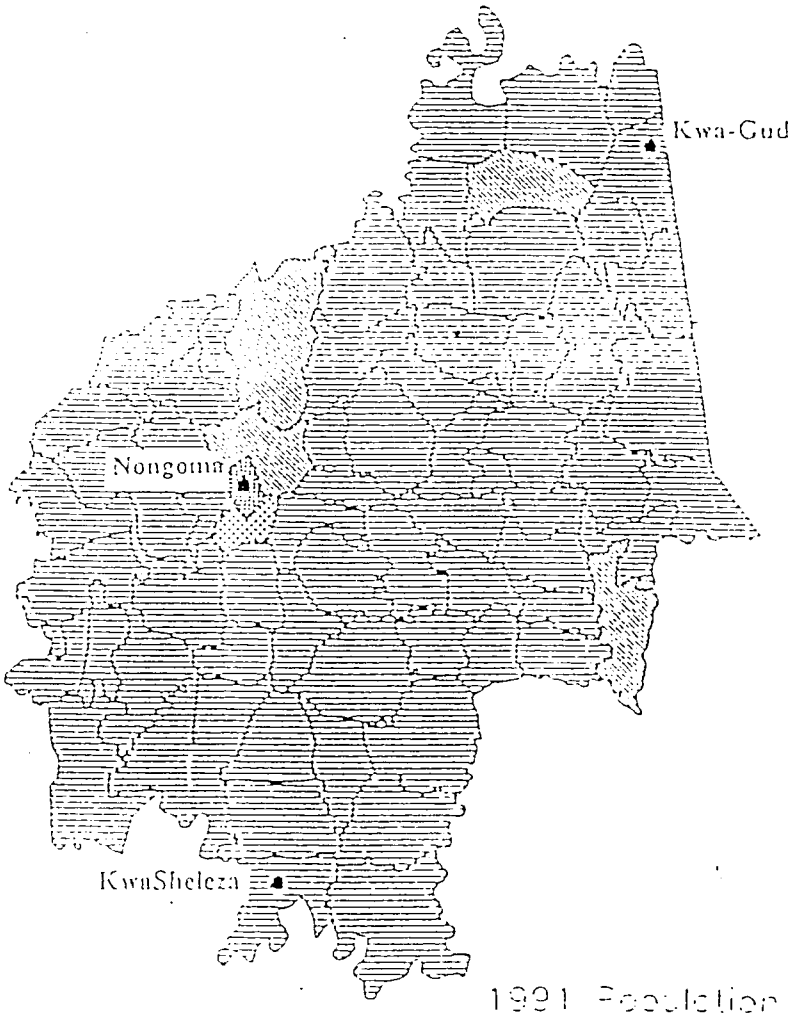
FIGURE 6: Nongoma: Number of people employed per EA

EA = Enumerator Area

(Source: 1991 Population Census

NONGOMA

Number of People Employed per EA



Legend

Figure 6.

APPENDIX D

ANNEXURES

ANNEXURE 1

PO Box
NONGOMA
3951

15 March 1999

The Superintendent General
Department of Education and Culture
Private Bag X04
ULUNDI
3838

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH TO 40 PRE-PRIMARY SCHOOLS IN THE NONGOMA DISTRICT

1. I KHUMALO BLASIUS DUMISANI, hereby request to be permitted to conduct research to 40 pre-primary school educators in the Nongoma District of KwaZulu-Natal.

2. The researcher is a registered student for a PhD degree with the University of the Orange Free State.

3. The study focuses on the social aspect of pre-schooling initiatives in this rural district of KwaZulu-Natal. The aim is to make recommendations for effective social participation in pre-schooling initiatives to improve the quality of education in our province.

4. The targeted educators will be expected to respond to the questionnaires on agreed-upon dates after normal schooling to avoid disruption to the learning process. The intended period for the research is April 1999.

5. If successful, a copy of the thesis will be made available to the Department of Education.

I will be very glad if my request is favourably considered.

I am
Yours sincerely

KHUMALO, BD (MR)

ANNEXURE 2

Department of Education & Culture
Private Bag X04
ULUNDI
3838
20th October 1998

The Principal
Schools with pre-primary classes:

Kindly supply the Department with the following information with regard to Grade I (SSA)

SCHOOL	1997 ENROLMENT	1997 NO OF PASSES	1998 ENROLMENT
1. Ngethule			
2. Nongoma Pre-primary			
3. Holinyoka			
4. Mangqwashu			
5. Thusana			
6. Cwayisa			
7. Endlozana			
8. Esweni			
9. Kombuzi			
10. KwaMdolo			
11. KwaNkulu			
12. Mahlombe			
13. Msebe			
14. Ngangayiphi			
15. Ngxongwane			
16. Queen Kwamathela			
17. Wela			
18. Bhobhobho			
19. Dongothule			
20. Enzondwane			

ANNEXURE 3

PO Box 402
NONGOMA
3950

Tel: 0358-8743601 (W)
0358-310565 (H)
Fax: 0358-8743593

Dear Colleague

1. This study aims to evaluate the impact of socio-educational factors on pre-school initiatives in the Nongoma District of KwaZulu-Natal.

2. Your being part of the pre-school environment enhances the credibility of the information required.

3. Please kindly note the following:

3.1 The questionnaire aims to elicit information on pre-schooling conditions, and it is not a TEST of your performance or competence.

3.2 There are not right or wrong answers, we merely request your honest and spontaneous response to arrive at a trustworthy and reliable data.

3.3 Please answer all the questions.

Thank you for your cooperation

B.D. KHUMALO (MR)

ANNEXURE 4

Department of Education & Culture
Private Bag X04
ULUNDI 3838
20th October 1998

The Principal
Schools without pre-primary classes:
Kindly supply the Department with the following information with regard to Grade I (SSA)

SCHOOL	1997 ENROLMENT	1997 NO OF PASSES	1998 ENROLMENT
1. Layukona			
2. Lindizwe			
3. Manzimakhulu			
4. Nhlophenkulu			
5. Kwasele			
6. Bhekumthetho			
7. Ebukhalini			
8. Gibindlala			
9. Kwansele			
10. Magenqeza			
11. Mandlezulu			
12. Minya			
13. Nkabane			
14. Nzobo			
15. Qonqo			
16. Queen Kamsweli			
17. Sigubudu			
18. Sonkeshana			
19. Zamani			
20. Zimele			

ANNEXURE 5

STAATSKOERANT, 19 OKTOBER 1998 No. 19377 9

NOTICE 2433 OF 1998

DEPARTMENT OF EDUCATION

SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996) AND NATIONAL EDUCATION

AGE REQUIREMENT FOR ADMISSION TO AN ORDINARY PUBLIC SCHOOL

The Minister of Education, after consultation with each Member of the Council of Education Ministers, hereby give notice in terms of section 3(4)(i) of the National Education Policy Act, 1996 (No. 27 of 1996) and section 5(4) of the South African Schools Act, 1996 (No. 84 of 1996), of the age requirements for the admission of learners to an ordinary public school or different grades at a school, as set out in the Schedule.

MINISTER OF EDUCATION
OCTOBER 1998

SCHEDULE

AGE REQUIREMENTS FOR ADMISSION TO AN ORDINARY PUBLIC SCHOOL

Interpretation

1. In this notice any expression to which a meaning has been assigned in the South African Schools Act, 1996 (No. 27 of 1996) and the National Education Policy Act, 1996 (No. 84 of 1996) shall have that meaning.

2. In this notice a reference to grade R will have the same meaning as grade O in the South African Schools Act, 1996.

Age requirements for admission to an ordinary public school

3. The statistical age norm per grade is the grade number plus 6.

Example:
Grade 1 + 6 = age 7
Grade 9 + 6 = age 15
Grade 12 + 6 = age 18

ANNEXURE 6

PRESS RELEASE

THE MINISTER OF EDUCATION AND CULTURE, DR VT ZULU ANNOUNCES THE RESULTS OF THE 1998 SENIOR CERTIFICATE EXAMINATION

DATE 06-01-1999

For coparative purposes the 1997 results are also provided

	1997	1998
Number of candidates who wrote the full examination	102 381	108 063
Total number of candidates who passed	55 254	54 324
Total number who obtained Senior Certificate	36 432	36 326
Total number who obtained matriculation exemption	18 822	17 998
Percentage Pass	54,0%	50,3%
Percentage who obtained Senior Certificate	35,6%	33,6%
Percentage who passed with matriculation endorsement	18,4%	16,7%
No of schools with 100% pass rate	50	59
No of subject distinctions	9 118	10 333

REGIONAL ANALYSIS REFLECTS THE FOLLOWING

	1997			1998		
REGIONS	No Wrote	No Passed	% Pass	No Wrote	No Passed	% Pass
North Durban	20 696	12 140	55,66	21 206	11 565	54,54
South Durban	16 625	8 893	53,49	17 433	8 667	49,72
Port Shepstone	8 960	5 237	58,45	8 724	4 321	49,53
Pietermaritzburg	11 342	5 806	51,19	12 400	6 264	50,52
Ladysmith	16 656	8 140	48,87	17 864	8 101	45,35
Vryheid	7 459	3 695	49,54	7 101	3 422	48,19
Ulundi	11 668	5 143	44,08	11 819	5 831	49,34
Empangeni	13 070	6 403	48,99	14 424	6 502	45,08