AN INVESTIGATION OF SCHOOL-RELATED PROBLEMS
PERCEIVED BY HEADMASTERS IN THE BERGVILLE CIRCUIT,
KWAZULU TO INFLUENCE THEIR WORK PERFORMANCE.

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by

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DECLARATION OF ORIGINALITY

I hereby declare that the whole of this dissertation, unless specifically indicated to the contrary in the text, is my own original work.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1. General Introduction

Within the context of the 'apartheid' structure of South African
society, the substantial inequalities that exist are nowhere more
evident than in the nature and provision of education for South African
Blacks. The 'situation' in Black education has been widely comm-
ented upon in the past, and is the focus of considerable debate in
present times (see, for example, Kallaway P , 1984).

A major theme in the whole area of debate is that of 'discrimination'.
Within this theme, many situations have been identified in which
discrimination is evident. Among these, the following are most fre-
quently cited: unfavourable pupil-teacher ratios; unequal capital
expenditure; inadequate facilities and substandard accommodation;
platooning; a high proportion of un- or under-qualified teachers;
high private costs to both parents and pupils, as well as the far-
reaching effects of deprivation in the wider socio-economic sphere.

Notwithstanding the present predicament in Black education and the
considerable pressures that are mounting for change, schools continue
to operate, although pupil boycotting appears to be on the increase.
Among those responsible for the continued operation of school education
are the headmasters and headmistresses, who have to contend with the

effects of the factors of discrimination and deprivation in their
daily working lives.

This present study focusses on some of these people - namely, head-
masters of secondary schools. The aim of the study has been to try
to identify how principals perceive the many problems which impinge
on their working lives in schools. It is necessary to obtain a
picture of the way in which headmasters see the problems they confront,
so that steps may be taken, among other things, to assist them to deal
with problems as effectively as possible. For example, in-service
courses in educational management are likely to be less than effective
if they do not take into account those issues in the 'real world'
which are problematic for the heads of schools.

Before outlining the scope of the study, it will be profitable to
consider briefly certain aspects of the headmaster's role, in general
terms.

Gorton (1976, P. 68) sees the headmaster as the ''change agent,
because the educational programme of the school should be changed to
meet the needs of the students to a greater degree; and no one is in
a better position to help bring about these changes other than the
school administrator.'' It seems to be the case that change in a
school might be attributed to the headmaster, as it is often his
task to bring about change for purposes of promoting better progress
in education and the community at large.

The following are further observations made by Gorton (1976, P. 68)
on the task of the headmaster as an administrator:

> (He) should have a clear vision of educational
> changes which need to be brought about in the
> school; should have the ability and commitment
> necessary to introduce those changes success-
> fully and the proposed change should have the
> potential for improving the educational
> programme of the school before it can be
> considered desirable.

The fact that the headmaster has to work with increasing difficulties
in his school is well understood, but this should not be seen as
completely insurmountable to effect improvement in the Standard 8 and
10 examination results at the end of the year, if the Government
provided sufficient funds for educational needs in African schools.

In spite of this, Gorton (1976, P. 68) advises the headmaster to show
competence and involvement to encourage improvement to take place in
the school. If there is improvement, the standard of teaching and
learning should show productivity in pupils' performances during
examinations.

Ideally it might be stated that the headmaster should be knowledge-
able about pupils, teachers and what the Department of Education and
Culture expects of him. He should not only be friendly, courteous and
sincere, but should also be considerate and able to praise those who
show some improvement in their work at school. He should not hesitate

to encourage both teachers and pupils to do better in classwork and should show interest in pupils and in aspects of school life. He should try to become more visible to students, parents and teachers if they are to see him as playing an important role at the school. It can be suggested that he becomes ineffective when his behaviour is contrary to these expectations.

As Gorton says, it is essential that the headmaster should ''show interest in work, offer assistance, allow participation in decisions, be well organised, treat teachers as professional colleagues with different but equal roles, rather than as subordinates in a bureaucratic relationship'' (Gorton, 1976, P. 80).

The personal qualities and the job functions of the headmaster, besides the ordinary supervision of his school, involve ability ''to spur on the slow, remind all of their duty, analyse all situations, anticipate all problems prior to their occurrences, and to move swiftly to solve them, when they do occur''. (Morgan and Turner, 1976, P. 7).

Furthermore, Gorton feels that such social problems as poverty, unemployment, crime, vandalism and illegal drug usage can be, in part, alleviated through education.

It is in respect of such problem areas in society that the headmaster is expected to play a more prominent role in having them reduced to the minimum through effective teaching. The chances are that a good

education could produce responsible citizens who will also qualify for better jobs, thus reducing the rate of unemployment. For these reasons Gorton sees the school as part of society. If people want change, ''then the change might best be done with the young people'' (Gorton, 1976, P. 80).

Morgan and Turner (1976, P. 7) define the role of the headmaster ''as the set of expectations other people have of the behaviours and attributes, which are appropriate to that position. Each person will occupy many roles in the course of a day.''

The behaviour of an individual is seen as almost entirely determined by other people's expectations. Failure in role is seen when a person does something we disapprove of, and achieving the role, when he meets expected standards. The latter aspect is exactly what is expected of every headmaster in society.

This is confirmed by Walker et al (1974, Pp. 18, 43, 213), when they say that a leader can be understood in terms of the part played by the follower. For this reason, to understand the behaviour of a person we must have a knowledge of the people occupying the roles and responding to the expectations of others. This point becomes clearer when these authors state that the achievement of a task is, by and large, dependent upon the combined efforts of all parties concerned. To achieve this end, every person is expected to perform his task in the manner that is relevant to his position, and according to the expectations of others. If he does that, he would succeed in his task (Walker et al, 1974, P. 149).

Therefore, the headmaster, as a leader in the school and community, should be endowed with specific qualities, in order to be more successful in innovating change, in motivating pupils and staff for examinations and further studies, in advising students about careers, and in applying tact when dealing with worried, complaining and uninterested individuals. Clearly, the headmaster should be well qualified because he requires expert knowledge within his sphere of influence. For example, he should formulate policies together with the staff for specific aspects of school work, ''devise and adapt strategies for implementing them'', and then ''evaluate and review the results,'' for further improvement (Walker et al, 1974, P. 84).

Besides being an administrator, Walker et al (1974, P. 113) advise the headmaster not to abandon his pedagogic responsibilities. He should also ''make pastoral work one of his main concerns. Like a captain, he should know where he is, and where he is going, how he is going to get there and when''. The headmaster is, therefore, called upon to take his school somewhere by effecting improvement, thus reducing the high failure rates. Improvement in this regard will certainly eliminate the already existing instability and stagnation in educational progress as far as African education is concerned, hence this study. We can suggest that to succeed in this exercise, the headmaster should first analyse the present situation at his school.

In this regard, Peters (1976, P. 113) has this to say:

>......education has become rather like the
> Kingdom of Heaven in former times. It is
> both within us and amongst us, yet it lies
> ahead. Education means initiating others
> into activities, modes of conduct and
> thought which have standards written
> into them... inside the citadel of
> civilization.

In this quotation, the headmaster is expected to do something to get things done in the school, in order to promote the standard of teaching and learning with a view to improving the image. Applying the ideas set out by Peters (1976, P. 113), the headmaster should have clear aims and objectives of education. He should put his aims to the staff, pupils, parents and authorities without any reservation.

Furthermore, he should care for the staff and pupils, provide machinery for consultation and encourage the achievement of the best performance from the teaching personnel by assisting them to grow intellectually to the full so that they can do their best in class teaching. Knowing the personal problems of pupils and staff members should always remain uppermost in the headmaster's mind.

Often a charismatic headmaster is admired because he has the ability to instil the teachers with enthusiasm. He and the teaching staff can work together as a team, keep the morale of the school high and extend their services far beyond normal expectations, thus promoting effective teaching at the school.

In addition, it is still within the headmaster's sphere of influence to discourage ''an unwholesome environment for learning and growth,

poorly staffed and inadequately equipped school and low morale of
teachers and pupils'' (Jacobson et al, 1973, Pp. 5, 16, 20). In short,
the environment is expected to be such that it should be closely
related to students' needs and the school must be adequately staffed
in order to reduce administrative and professional problems for the
headmaster.

With proper planning and hard work on the part of the headmaster and
staff, the school could be saved from educational decline and stag-
nation. Naturally, if progress is realistic at school, parents and
pupils will cease to have negative attitudes towards the headmaster
and this will also reduce disciplinary problems. "As a principal is,
so is the school". So, he is expected to discern and utilize the
abilities of his staff, to inspire among them an attitude of confid-
ence and co-operation. (Jacobson et al, 1973, P. 20).

The headmaster is expected to be broad-minded and open-minded to
understand, as it were, that ''the school exists for the children
and belongs to the community'' (Jacobson et al, 1973, P. 42), and
that he ''is hired to administer and supervise it, in order to
improve it'' (P. 42). He is expected to know how to get things done
and how to develop individual potentialities of his staff and pupils,
for he is the man who is seen as the main representative of the
Education Department in the community. His most essential task is
the improvement of the standard of teaching and learning in the school.
It is for this reason that he must develop a strategy which will
enable him to accomplish this objective. We can suggest that in order

to promote efficiency, the headmaster should evaluate his teachers

as follows:

> Administrative evaluation necessitates keeping
> records of teacher improvement. In this
> connection it is suggestd that a cummulative
> folder for each teacher be kept in which are
> filed the credentials of the teacher, evidence
> of his growth, and improvement after initial
> appointment.
>
> (Jacobson et al, 1973, P. 137).

Jacobson et al go further by recommending rating procedure in terms

of headmasters. This involves ''supervision, attitude towards teachers

and students, balance between administration and supervision, rel-

ations with parents'' (P. 137), and the like. The use of such a

rating can hardly fail to result in the improvement of a professional

and conscientious principal.

In African education, the headmaster finds very difficult problems

in promoting effective teaching and learning because there does not

seem to be any noticeable change in setting aside sufficient funds

for intellectual development of the child who lacks suitably qual-

ified teachers and study facilities. This state of affairs has

detracted the headmaster's attention from a proper understanding of

his role in education and stifled the application of his academic

knowledge to improve the standard of learning at school. Davies

(1966, P. 119), for instance, states that ''role playing deals

with problems involving participants themselves,'' but not other

people. It also stresses understanding, knowledge and application.

The elimination of inhibitory factors will certainly improve the

headmaster's perception of his role.

Davies (1966, P. 168) stresses the significance of positive attitudes and group discussions with a view to creating the machinery for consultation, mutual understanding, listening to one another's ideas and reaching a consensus on matters of common interest. In this way, dictatorship and disharmony are ruled out. He says that ''change of attitudes may also be induced by group discussions or staff meetings'' (P. 168). The task of the headmaster is, therefore, greater when teachers, students and parents are called upon to play an active part in co-operating with him.

Even though it may be accepted as true that the headmaster is the key person in initiating viable strategies for the promotion of the standard of education, some writers, like Myers (1974, P. 1), describe the principal as a ''functionary'' because ''almost all significant decisions concerning his role are made for him and can be modified or abolished without his knowledge or approval.'' As a functionary he is easily replaceable. Myers continues to say (1974, P. 2):

> Principals delude themselves into thinking
> they have power, but in reality that power
> often dissolves as soon as they try to use
> it. Consider, for example, the principal
> who wants to get rid of a teacher. He can,
> through making undesirable assignments and
> the like, create some minor irritations for
> the teacher and perhaps force him to leave
> the school. But what effect do such
> actions have on faculty support, the
> attainment of long-range goals, and his
> tenure as principal? Even when power is
> real enough and can be put into use, it is
> often ephemeral.

Myers sees the headmaster as ''not sufficiently competent in either administrative or instructional theory and practice to effect important change or to offer significant leadership.'' (P.3). He goes further to describe the position of the headmaster as follows:

> Most of the principal's time is spent
> in performing routine tasks required by
> superiors and subordinates. The principal
> has almost no funds with which to bring
> about change.
>
> Physical facilities are often limited
> and inflexible.
>
> (Myers, 1974, P. 3)

What Myers describes above is exactly what is obtaining in African education. The headmaster spends too much time filling in forms and doing other routine tasks because most of them have no school clerks. This is the outcome of a lack of developmental funds to enable them to bring about the necessary changes in their spheres of influence. They are constrained by the nature of the educational system, which makes it difficult for them to provide sufficient study facilities for pupils and teachers.

Furthermore, it has been suggested that the central admin- instration has stripped the principal of most of his power ... teachers soon find it more fruitful to **bypass** the principal completely.'' This argument further emphasises that the headmaster is merely a functionary rather than a leader. In spite of this finding, the writer does believe that the headmaster can become effective if he clearly understands his task within the authority structure of the school, particularly in relation to the promotion of dedication and

hard work on the part of both teachers and pupils.

Alternatively, according to Hunt (1974, P. 129), the headmaster as
a leader should be able to define and structure his role and the
roles of his subordinates towards goal attainment. He should ''play
an active role in directing group activities through planning, comm-
unicating information, scheduling, trying out new ideas, etc.'' (P. 3).
All this should be accompanied by ''mutual trust, respect for
subordinates' ideas and consideration for their feelings'' (P. 3).

The headmaster should have the ''capacity to read the requirements
of the situation, especially the requirements of the task and of
his subordinates, and his flexibility in reacting to that situation''
(Hunt, 1981, P. 143). Clearly, if an effort is made to carry out
these requirements, the erosion of the headmaster's power might not
be done at the disadvantage of African education, which is already
on the verge of breaking down completely, as a result of insurmount-
able problems.

Elaine Lawrence (location lost) has this to say on the lack of cont-
inuity and stability at the school because of failure of the head-
master to cope with the situation:

> Our base was on the top floor, and it was
> furnished with a bare minimum of equipment and
> furniture. I soon learned that keys were to be
> an important part of the daily routine. If the
> classroom door was discovered unlocked, the
> school keeper would secure it and firmly let
> you know. The locking and unlocking, and the
> groping for keys, was a source of constant
> irritation; it symbolised the regime of
> distrust and suspicion toward children and
> teachers alike.

There was always a large percentage of probationary teachers, half the staff last year. Each autumn term began with an influx of green horns waiting to practise on unsuspecting kinds. Because of this, the school lacked any sense of continuity and stability. My class was always telling me stories of Mr X, Mrs Y and Mr Z. The children had seen so many teachers come and go that they would often ask, pleadingly, whether I intended to stay at their school.

It soon became apparent to me that many of the school's problems were aggravated rather than helped by the headmaster. He sometimes seemed unable to cope with the running of a school. Often his answer would be to burst into tears.

As new teachers trying to find our feet, it was rather disturbing to find that our chief adviser and counsellor was often unable to cope with his own work, let alone help us with ours. We learnt to keep our problems to ourselves.

The lack of furniture and equipment described in this passage is identical to the most disturbing phenomenon in African education. This is further exacerbated by a large number of temporary teachers who are unqualified and underqualified. At the beginning of each school term there is an influx of inexperienced and inadequately qualified teachers. Because of this, class teaching suffers at the expense of the African child. The headmaster tends to be seen as failing to cope with the demands of his role in the community, let alone helping teachers and pupils tackle their classwork with a reasonable degree of success. The final result is a total lack of continuity and stability in African education to the embarrassment of parents and pupils. Both teachers and pupils are also experiencing these problems in the Bergville Circuit.

These discrepancies provide a source of constant irritation at the schools. At times the headmaster is also viewed with distrust and suspicion as if he is ineffective in the performance of his expected task. At Bergville many of the best qualified teachers leave to obtain work in industry where salaries are said to be higher.

Consequently, schools are compelled to employ unqualified and under-qualified teachers. This aggravates both the administrative and professional problems of the headmaster. He is eventually seen to be unable to cope with the educational requirements of the school. Among other things, he has to face disenchanted pupils concerning the frequent loss of teachers during the course of the year, and the problem of teachers with poor qualifications.

Under normal circumstances, the headmaster, as a leader, should have the ability to create in others through consultation, guidance, motivation and creation of confidence, the will to contribute to what has to be done before action is needed.

This will make all concerned to see classwork not as a drudgery but as a necessity, which can only be ignored at our own peril.

The headmaster is further expected to know what he is seeking in his work. His colleagues, too, should be clear concerning what is expected of them in order to bring about job satisfaction and self-actualisation on their part. It is such motivation of colleagues that makes the headmaster effective. He is kept effective if he has a close

awareness of his expectations and those of others. It is only in
this way that meaningful communication can take place in the learning-
teaching situation. Communication has got to be effective. If not,
the headmaster cannot reduce the high failure rates.

As in the case of any leader, the headmaster is expected to set a
goal or goals to be achieved in a given work situation through educ-
ation and then direct his efforts towards attaining it or them tog-
ether with his colleagues, who consist mainly of teachers, students
and parents. He can only achieve the required results through the
efforts of others, while remaining accountable to these results.

He provides the information to ensure that the right things are done
and to see that the results of individual efforts are integrated, in
order to establish a team spirit. If the work is more than he can
cope with, he is expected to delegate it to his colleagues because he
cannot do everything. Where his colleagues succeed, he succeeds, and
where they fail, he fails.

Hunt (1981, Pp. 125-126) has this to say concerning leadership:

> (It is) an outcome of a man or woman's
> capacity to sense and prescribe what a
> situation requires and to encourage
> others to perceive and pursue that
> prescription.

In this passage, Hunt advocates the employment of a leader who has
the ability to predict what is likely to happen and makes specific

recommendations as to the possible solution to the existing problems.
In other words, the headmaster should have a foresight and should be
broad-minded to offer constructive suggestions concerning how the
impediments can be overcome particularly in class teaching. For
example, he is expected to have the capacity to find out why pupils
fail in such large numbers at the school and the reasons why there
are so many third class passes in Standard 8 and 10 classes. With
the findings he has made, he provides the recipe and then encourages
his colleagues to administer it, in order to bring about change. In
short, he improves the opportunities for better performance in terms
of teachers and pupils. This means that he should be concerned
about getting the task successfully done and also show consideration
for his colleagues, parents and pupils. The balancing of these two
aspects could easily lead to the improvement of the environment with
regard to community development.

From what has been discussed above, it is apparent that the role of
the headmaster is both vital and complex. Even in more settled times
this is the case, but in troubled or rapidly changing times, the
problems for the head are compounded.

In this study an attempt has been made to find out what problems
seem to be most pressing and urgent for solution in the view of those
who are formally charged with responsibility for the day-to-day runn-
ing of schools. As will be shown in later chapters, data for analysis
in this connection were derived from a small sample of headmasters,
who are responsible for schools in the Bergville Circuit of the

KwaZulu Department of Education and Culture, South Africa.

In summary, the exploratory research reported in this study represents an attempt to provide some information in respect of the working life of headmasters. The underlying theme of the research is identified as an investigation of headmasters' perceptions of problems which both impinge on the smooth running of their schools and, consequently, their work.

The remainder of this introductory chapter is devoted to providing a broad outline of the structure of the dissertation.

2. Outline of the Study

Chapter two: African Education - an overview

This chapter attempts to provide the general context for the study. It reviews the main themes in the development and education for the Black population of South Africa from earliest times. Particular attention is paid to developments since 1948, when the Nationalist Government came to power and to events leading up to and following the Soweto riots of 1976. Finally, some attention is paid to the more recent phenomenon of 'People's Education'.

Chapter three: Educational problems in KwaZulu and questions for research

Although many of the major characteristics and problems of education

for Black South Africans have been touched on in the previous chapter, this chapter attempts to identify more specifically major problems as they are suggested to manifest themselves in KwaZulu itself. Following from these considerations a summary of questions for research is offered. This summary contains all the specific questions to which the research was addressed.

Chapter four: Research procedures

Chapter four is concerned specifically with an account of the procedures adopted in acquiring the data required in connection with the questions for research previously outlined. The population is defined and the sample population is described. The remainder of the chapter is devoted to a description of the research procedures and an outline of the survey instrument adopted.

Chapter five: Introduction to the analysed questionnaire

This brief chapter is designed simply to indicate how the data have been ordered for analysis and comment in the following chapters.

Chapter six: The headmasters: Demographic data

This chapter focusses on the subjects of the survey. Various aspects related to their family backgrounds and educational histories are considered.

Chapter seven: Headmasters' perceptions of problems associated with
pupil behaviour and performance

This chapter analyses the responses of headmasters in respect of
problems which they perceive to derive from aspects of the behaviour
of the pupils who attend their schools.

Chapter eight: Headmasters' perceptions of problems associated with
teachers and teaching

In this chapter data related to the characteristics of staff and
their task in schools, as perceived by headmasters, are analysed and
commented upon. A wide range of issues is covered.

Chapter nine: Headmasters' further perceptions of problems relating
to teachers and teaching

The data analysed and commented upon in this chapter focus on
further issues related to teachers and teaching including frequency
of testing, use and availability of books and teacher language.

Chapter ten: Headmasters' perceptions of problems associated with
the assessment and examination of pupils

There is considerable evidence to show high levels of dissatisfaction
on the part of pupils in this area. This chapter, however, presents an
alternative perspective from the point of view of the headmasters
themselves. Data related to the headmasters' views of problematic issues
in the broad area of assessment are reviewed.

Chapter eleven: Headmasters' perceptions of their tasks , qualities and facilities

Whereas the previous chapters have concentrated on headmasters' views of problems deriving from their institutions and the people who work in them, this chapter reports the heads' views of the nature of their work and the qualities desirable for its execution.

Chapter twelve: Headmasters' perceptions of the education system and the necessity for change

Up to this point the research is focussed at the institutional level. This chapter shifts the level of analysis to a broader one of the education system. The data analysed relate to principals' perceptions of the system in which their schools are located and of the need for change.

Chapter thirteen: Summary and concluding observations

This chapter contains a summary of the main findings of the research, together with speculative comment on these and some suggestions for further investigation.

Appendices

Appendices have been included and contain specimens of the research questionnaire and associated documents.

CHAPTER TWO

AFRICAN EDUCATION - AN OVERVIEW

It was not until towards the end of the 18th century that the revival of missionary work in Europe led to the arrival of a number of missionary representatives in South Africa. They came to this country mainly at the beginning of the 19th century. By mid-century, they had spread all over the Cape and elsewhere in South Africa. This gave impetus to the provision of education for Afrikans. Some of these missionary societies were the Moravian Missionary Society founded in Saxony by emigrants from Czechoslovakia; the Wesleyan Missionary Society founded by John Wesley in 1791 in the United Kingdom; the Paris Missionary Society (1829); the Berlin Missionary Society (1834); the Glasgow Missionary Society; the Rhenish and the American Board Missionary Societies, which came to South Africa before 1913.

The effect of missionary participation in African education spread until the end of the first quarter of the 20th century. This is evidenced by the information on Table 1 below:

Table 1: The effect of missionary participation in African education

The total number of mission schools	2702
Total enrolment	215956
State schools	68
Total enrolment	7710

(Behr 1978, P. 159)

The state involvement in African education was minimal. It only provided schools for Malay slaves who were taught Dutch language and

religious education. This did not discourage the missionary societies
because they carried on without state subsidy in providing education for
Africans, during the pre-Union days (1910).

NATAL

In terms of the Letters Patent of 1848, the Natal colony was empowered
to preserve racial characteristics concerning Africans when it became a
separate British colony in that year. It allowed non-interference with
laws and customs of Africans, if they were not contrary to the principles
of humanity. This led to the creation of Mission reserves, which were
granted to various missionary societies. These were kept in trust for
Africans by religious bodies who were put in a better position to carry
on with mission work and introduce education among Africans. Act No. 40
of 1903 transferred reserves to the Natal Native Trust, and a grant-in-
aid was given to mission schools.

The Select Committee on Education (1858) encouraged the learning of
English and Zulu at schools including arithmetic, elements of industrial
training (boys) and needlework (girls). This clearly indicated that
this committee concerned itself with the schooling of Africans. Because
of these innovations, the Governor responded well to the request for the
appointment of the General Inspector of Education to monitor progress at
schools, although no inspection was done until 1864, possibly due to lack
of financial assistance.

African pupils were admitted to public schools. For example, the
Verulam School admitted 13 African pupils in a class of 42 pupils in

1857. This arrangement was authorised by the Council of Education in
1877, although it was alleged that very few Africans made use of this
privilege. The Education Council was concerned with control, organisation
and direction of African education. It established and maintained schools,
appointed teachers, framed regulations and paid grants to approved
mission schools.

With the availability of more financial help from the State, an
inspector of education was appointed in 1885 to promote educational
standards at the 70 schools. Further developments were effected. That
is to say, detailed syllabuses were introduced in 1886, teacher training
began, and the Native Teachers' Certificate was issued in 1887. Further
attempts were made to establish an industrial school in Swartkop near
Pietermarizburg, with effect from 1887 to 1892, in order to develop
industrial interest in students. This was not successful, because it
became a costly venture.

In 1894, the Council of Education was abolished and replaced by a
Sub-department of Native Education under the Superintendent of Education.
Parliament in the Natal Government voted funds for maintenance purposes
until 1910. The available funds further helped to introduce simple
elementary education for Africans with a view to accustom them to
industry and the three R's. It was thought that it could help to
promote their contentment and happiness for the future. At the time
of Union (1910) the total enrolment in African schools was 13400
pupils at 175 schools in Natal. With regard to staffing, it was not
possible to determine the exact number, because most of the teachers
were professionally unqualified, and in some cases the missionaries
themselves offered tuition.

TRANSVAAL

From 1842 until 1902, African education was controlled by missionary societies. The Volksraad desired full control of the activities of the missionary societies, because they seemed to have had difficulties with missionaries before leaving the Cape during the Great Trek (1835). The Voortrekkers were always against the forces that tended to draw the races together, more especially from the socio-political point of view. They decided to leave the Cape so that they could keep apart, although they could not avoid economic integration with Africans. Separate development has failed to promote peace and stability, because it encouraged and is still encouraging inequality between Whites and Africans to the disadvantage of the latter, who have no say in decision making.

Concerning the Dutch Reformed Church, it seemed it was mainly interested in preaching the gospel to Africans rather than educating them. That was what happened to the Bakhatla in the Rustenberg area in 1861 until the discovery of gold on the Witwatersrand in the Transvaal. Religious instruction was extended to Africans working in the mines. The Anglican Church established day schools for children and night schools for adults because school buildings were mainly in the locations. This arrangement prepared the way for separate development and location later on.

With the arrival in 1887 of John Thomas Darragh, in Johannesburg, seven private schools for Africans were established and four for Whites and Africans. One of the latter schools was the Perseverence School. It received State subsidy which was soon discontinued due to admission of

Coloureds. The Zuid Afrikaanse Republiek laws made no provision for grants-in-aid to schools for Africans and Coloureds. This situation compelled missionary societies to run African education without State subsidy. Clearly, African education was not taken seriously by the State. Even the St Cyprians School, which was a mixed school for Africans, Whites and other non-Whites, operated without any grant-in-aid. It was closed during the war years (1899 to 1902), but was later opened by the St Margaret's Sisters of East Grinstead.

Furthermore, at the Peace of Vereeniging (1902), African education was seen as a missionary venture. Missions carried on without financial aid from the State. It was not until 1903 that the Education Ordinance made provision for the education of Africans or non-Whites. The Government appointed teachers and paid their salaries. School buildings, materials and equipment were also provided by the State. For the first time African children received free education. An inspector of education was appointed after the Anglo-Boer War, which post was upgraded subsequently to Superintendent of Native Education. Rev W E C Clarke first occupied this post.

During Rev Clarke's time, there were 201 mission schools with 12660 pupils on roll, staffed by 289 African teachers and 41 White teachers. The aim was to teach Religious Education and character training, including elementary courses in industrial instruction. English was used as the medium of instruction as soon as pupils could grasp lessons given in it. A syllabus for teacher training was made available in 1905. Training was for three years after passing Std 3, and the curriculum for training of teachers involved English grammar, speech,

reading, composition and spelling, arithmetic, geography, handwriting, blackboard demonstration, physical exercices and singing. The Transvaal Government subsidised the training of African teachers.

Secular education of Africans was largely based on religious instruction in order "to christianise and to elevate their moral condition" (Behr, 1971, P. 386). Table 2 below indicates statistical development along these lines at the end of 1903.

Table 2: Statistical development of secular education of Africans

Mission schools	201
Enrolment	12600
Teachers	289
White teachers	41

(Behr 1971, P. 386)

Schools were subjected to inspection and quarterly grants were made available by the State. The Education Act of 1907 segregated African from White schools. For this reason they remained mainly the responsibility of missions, which received grants-in-aid from the State.

ORANGE FREE STATE

African education was controlled by the London, Paris, Berlin and Wesleyan missionary societies until 1910. However, they did not meet with much success because Africans were migratory as a result of faction fights, including hostility between Boers and Basutos over land matters.

In 1823 the London Missionary Society founded a mission station north of the Orange River. It was called Philipolis, in honour of Dr John

Phillip. This mission was intended to serve roving Bushmen and Korannas.

With the coming into being of the Boer Republic in 1854, no attention was given to African education, due to shortage of funds. They voted small sums of money for missionary aid. The mission schools taught English, Dutch and vernacular.

E B Sargant became Director of Education for the O F S in 1900. During his administration, an industrial school was provided for African children in terms of Ordinance No 27 of 1903. No government schools for Africans and other non-Whites were established. However, money was voted annually for recognised mission schools.

It was not until 1908 that a training school was established for Africans by the Dutch Reformed Church. This school was meant particularly for African teachers, evangelists and ministers of religion, and was called the Stofberg Gedenkskool.

CAPE COLONY

African education fell under a separate department with James Rose-Innes as the first Superintendent-General of Education. He controlled mission schools, and State aid was available from 1841. This resulted in the creation of state-aided schools which continued until the 1950's.

With George Grey as the new Governor a new era for African education
began in 1854. He saw education as a peaceful way of subjugating
Africans. He set about persuading the British Government to subsidise
mission schools. The curriculum comprised industrial training,
interpreting, evangelism and teacher training in African areas.

Grey was succeeded by Sir Langham Dale who found that the 25000 African
pupils at school represented a small fraction of pupils who should be
at school according to their ages. After Dale, Dr Thomas Muir took
over as Superintendent-General of education at the Cape from 1892 to
1915. He showed concern about inadequacy in the standard of education
among Africans, because of lack of teachers, irregular attendance,
and the drop-out rate.

Although Dr Muir's term of office coincided with the Anglo-Boer War
(1899-1902), followed by the National Convention and the formation of
the Union of South Africa, in 1910 he made a valuable contribution
by introducing "a system of compulsory attendance at primary schools
through his School Board Act of 1905" (Behr, 1978, P. 6) from 7 to
14 years of age. Unfortunately this country-wide innovation was
intended for White children.

AFRICAN EDUCATION FROM 1910 TO 1948

The Union of South Africa Act of 1909 placed control of African affairs
under the Minister of Native Affairs with the exception of education,
which remained the responsibility of the four provinces. They controlled
education through provincial councils, more especially primary and
secondary education including teacher training. "University education

was in its infancy and technical-vocational education was practically
non-existent" (Behr, 1978, P. 21). Each province was vested with power
to finance education through the provincial councils.

With Dr C T Loram as the chief inspector of African education, rapid
expansion took place in Natal after 1918. The changes that came into
existence involved the creation of State schools, the establishment of
agricultural training centres and teacher training courses.

At the Cape, the primary school course was practically the same as
in White schools until 1922, when a separate primary school course for
Africans was introduced. The change was regretted because there was
no indication whether Africans were consulted or not.

Concerning the curriculum, it consisted of the vernacular, hygiene,
handwork, gardening, elementary agriculture, housecraft and needlework.
The vernacular was used as the medium of instruction in the early
years. English was used in the upper classes where pupils could benefit
from instruction in it.

According to Behr (1971, P. 389), "new teacher-training courses were
introduced in 1922". Students could train as teachers for three years
for the Lower Primary Teachers' Certificate after passing Standard 6,
and for two years for the Higher Primary Teachers' Certificate after
passing Standard 8.

In 1920 primary education was made free for both White and African children, which was a step in the right direction. This included other non-Whites.

Concerning higher education, the Fort Hare College first came into operation in 1916, although the need was felt as early as 1880. In addition to Africans, Coloureds and Indians were also admitted after passing matriculation. By 1936 over 50 Bachelors degrees of the University of South Africa had been conferred on successful students, for maintenance of university standards. White students were not admitted.

The establishment of the agricultural schools was done in 1903 in terms of the extension of the Glen Grey Act of 1894 in the Transkei. This development led to the creation of an agriculatural school at Fort Hare, near King Williamstown. For this reason African demonstrators of agriculatural techniques were appointed in a number of districts.

In the Orange Free State, African education was provided with official syllabuses in 1934, after the revision of the old ones. The main drawback was the fact that most teachers were unqualified. Improvement was made, but was very slow. Schools were divided into Lower Primary from infant classes to Standard 4, and Higher Primary comprising Standard 5 and 6.

This led to the introduction of the Native Higher Primary School Leaving Certificate examination at Standard 6 level. Teacher training courses were provided with their own syllabuses, and examinations

for professional certificates were written in 1930 at Stofberg and
Modderpoort Training Colleges. The Orange Free State Provincial
Government provided subsidy towards this undertaking.

As early as 1928, the vernacular became compulsory as medium of
instruction up to Standard 2. From Standard 3 to Standard 6 the
medium of instruction was English until 1953. The teaching of
Afrikaans in the upper classes was insisted upon, because there was
a complaint that it was neglected. The other subjects taught at schools
were hygiene, arithmetic, religious instruction, handwork (boys) and
needlework (girls).

Several church schools existed in the urban areas where it was
decided that they should fall under the control of the Inter-
denominational Committees. This was successful because schools
received financial assistance from the municipalities to provide
better buildings and equipment. Part of this money had come from the
British Government after the Anglo-Boer War in 1902. A grant of
£2000000 was made available for war losses in the Orange Free State.
Of this money £171000 compensated Africans and £27000 was set aside
for African education. A number of bursaries were made available from
this fund for promising students to further their studies. African
and Coloured pupils benefited alike because, in most cases, they
attended the same schools.

The Transvaal had community schools for Africans. They received a
Government grant-in-aid to enable them to carry on. Such schools were
not connected to missionary societies. There was an inspector who,

in his capacity as manager appointed by the provincial council, saw to
their proper operation. He supervised and provided religious and
moral instruction to pupils; saw to the maintenance of school buildings;
nominated teachers for appointment by the Education Department;
supervised schools to promote the standard of teaching and learning;
furnished all required records, returns and statistics and suspended
teachers misconducting themselves.

The primary school course was extended to Standard 4 and the vernacular
was used as medium of instruction in the early stages. Emphasis was
on the teaching of the three R's at schools. Standard 5 was introduced
later on.

In the Cape and Natal, circuit inspectors professionally supervised
and inspected schools of all races, but the Transvaal and the Orange
Free State had special inspectors for African education, who also
inspected Coloured schools. With effect from 1924, the inspectors
were soon joined by the African supervisors of schools in each province.
They operated as itinerant headmasters.

Secondary schools in the four provinces prepared pupils for the Junior
Certificate and Matriculation examinations. It is important to note
that the same subjects were taught as in White schools. Secondary
school teachers trained at the South African Native College of Fort
Hare for a duration of two years after matriculation.

All provinces trained teachers for a Lower Primary Teachers' Certificate
for three years after Standard 6. The Cape and Natal also trained

Higher Primary Teachers for two years after Standard 8. In spite of
these efforts, teacher shortage still prevailed due to limited
available funds from the Government.

Concerning industrial and agricultural training, provision was made
at a number of places in the Cape and Natal to give students specialist
training. Students were admitted after passing Standard 6 to train
for a period of 3 to 5 years. Female students trained mainly in house-
craft, spinning, weaving and basketry not only in the Cape and Natal,
but also in the Transvaal. Male students did **agricultural** training
in Natal.

What the researcher has read thus far is that, in 1935, thirty per
cent of the African teachers employed were professionally unqualified.
Over seventy per cent of school-going age African children were not
at school, because of the lack of facilities. On this point the pre
1949 investigating Education Committee stated as follows:

> We witnessed the most appalling instances of
> overcrowding in some of the urban areas. In
> one school there were nearly four hundred pupils
> huddled together, most of them sitting on the
> floor of a badly lighted and badly ventilated
> wood and iron room which could under normal
> circumstances have accommodated not more than
> 50 or 60 pupils with desks. There was scarcely
> room for a blackboard, or a teacher's table –
> let alone other educational equipment such as
> maps. Four teachers were trying to instruct
> the classes crowded together in this way.

(Behr, 1978, Pp 164-165)

Because of large numbers, the missionary societies employed the services
of privately paid teachers at the rate of R2 to R4 per month. Although

these teachers were unqualified, their monthly salary was substantially below the bread line. Such teachers were found in school where provincial education departments failed to provide enough teachers. The missionary societies resorted to privately paid teachers rather than seeing children lose an opportunity to go to school.

These findings enabled the Committee to recommend that African education became the full responsibility of the State. They wished that missionary societies would continue to bring Christianity and Western civilization to Africans, which job they had done so well over the years. The latter listened patiently and sympathetically to the problems of the Africans and have taken great pains to guide and help them to progress till this day.

THE ESTABLISHMENT/ENTRENCHMENT OF BANTU EDUCATION UNDER THE NATIONAL PARTY GOVERNMENT FROM 1949 TO 1975

When the Nationalist Party came to power in 1949, they set up the Eiselen Commission of Inquiry into African education. From the recommendations made by the Commission, the Government decided to segregate Africans, because they were perceived as a different nation, whose education should be controlled in a different way. This kind of attitude led to the drawing up of a distinction between African and White education. The Africans were clearly put at a disadvantage because funding, pupil-teacher ratios, use of the vernacular as the medium of instruction in the primary phase, salaries for the personnel and many other discrepancies caused dissatisfaction.

Consequently, the standard of class teaching and learning was seriously

affected and it has not recovered to this day.

Segregation/apartheid in education has its roots in the Bantu Education
Act (Act No 47 of 1953), which created discontent, bitterness, hatred
and clearly destroyed mutual trust and understanding in South Africa.
Taking away control of African education from religious bodies by the
Government further created numerous administrative units of unequal
size and efficiency, including decision-making without consultation
of the people concerned. Removal of African education from provincial
administration and placed under a separate department in the Government
does not seem to have been a welcome step as far as Africans are
concerned.

African education fell under the Department of Native Affairs, which
placed it under a Division of Bantu Education in 1954. Among other
things, the Act provided for ministerial reduction or withdrawal of
any State subsidy set aside for African education, creation
or maintenance of African schools at his own discretion; made grants-in-aid
available to any African school approved by him; provided for the creation
of regional, local and domestic councils, boards or other bodies;
provided for prescription of curriculum to be given at schools by
regulation from time to time; decide on medium of instruction; lay down
conditions of service of teachers, and conditions of admission and
exclusion of pupils and creation of advisory boards. Churches were
only allowed to satisfy religious needs, and parents were called upon
to finance the education of their children.

From 1954 to 1958 the responsibility for African education was vested in the Department of Native Affairs. The Department of Bantu Education with its own Minister was created in 1958. Shortly after this, different African ethnic groups like Transkei, Ciskei, Bophuthatswana, Venda and others which followed later on, were granted self-government status and then Legislative Assemblies set up Departments of Education and Culture. Each Department had its own Minister responsible for control and guidance concerning examinations, syllabuses, courses and teaching standards, appointment of teachers, running of schools, provision of buildings, furniture, books and equipment.

Experienced White professional officers were seconded to Homelands Education Departments and Governments on a temporary basis, until such time as qualifying Africans could replace them. The tendency is that most of these officers are never withdrawn, because they help to carry out and to supervise the implementation of the apartheid policy of the central Government.

The administration and control of African education are vested in "those authorities in White areas under direct control of the Department of Bantu Education, and those in the Homelands, under the control of the Homeland Department of Education" (Behr, 1978, P. 172).

In the White areas, the Department of Bantu Education operates through a regional organisation, which is divided into circuits that are run by the circuit inspectors and inspectors under the control of a regional director. Each circuit has a number of schools under its control.

The position in the Homelands was slightly different because each Department of Education fell under the control and guidance of the Minister of Education "assisted by a Secretary for Education and professional assistants" (Behr, 1978, P. 172), who took care of educational progress at the circuits.

At the Head Office in Pretoria, the organisation of the Department of Bantu Education is indicated in **Table 3**:

Table 3: Central organsation of Bantu Education at Head Office in Pretoria

DEPARTMENT OF BANTU EDUCATION
CENTRAL ORGANIZATION AT HEAD OFFICE IN PRETORIA

| Minister |
| Deputy Minister |
| Secretary |

Education, Planning & Training
- Director
- Sections (under Chief Planners)
  - Technical & Trade Training
  - Teacher Training
  - Industrial Training
  - Secondary and Primary Education
  - Psychological Services
  - In-service Teacher Training
  - Adult Education

Education Control and Universities
- Director
- Chief Inspector
- Education Sections (under Inspectors)
  - Special Education
  - Religious Education
  - Trade & Technical Training
  - Culture
  - School subjects (Homecraft, Handiwork, Agriculture, Music, Art & Crafts)
  - Audio-visual Education
  - School Libraries
  - Sport and Recreation
  - Bantu Languages (under Planners)
- University Section
  - Head University Affairs

Administration
- Deputy Secretary
- Sections (under Under Secretaries)
  - Examinations
  - Services (Administrative Control, Training, Work Study and Efficiency)
  - Staff
  - Buildings
  - Finance and Stores
  - Parliamentary

Advisory Council of Bantu Education

(Source: Behr, 1978, P. 173)

Table 4:   Organisation of a regional unit of Bantu Education

DEPARTMENT OF BANTU EDUCATION – ORGANIZATION
OF A REGIONAL UNIT

Regional Director

Inspection Circuits

- Inspector
- Assistant Inspector
- Teachers
- Pupils and Students

Schools and other Educational Institutions

- Primary Schools
- Secondary Schools
- Technical Secondary Schools
- Teacher Training Colleges
- Technical Colleges
- Vocational Training Schools
- Night Schools and Continuation Classes
- Theological Schools

STRUCTURE OF A HOMELAND DEPARTMENT OF EDUCATION

Minister of Education

Secretary for Education

- Professional Assistant
- Educational Planner

Inspection Circuits

- Inspectors
- Assistant Inspectors
- Teachers
- Pupils and Students

Schools and other Educational Institutions

- Primary Schools
- Secondary Schools
- Teacher Training Colleges
- Vocational Schools
- Special Schools
- Night Schools and Continuation Classes

(Source: Behr, 1978, P. 174)

Concerning the structure of Banut education in the primary and secondary schools, until 1975, it was as follows:

Table 5: The structure of Bantu Education in primary and secondary schools

1	2	3	4	5	6	7	8	9	10	11	12	13	Year of schooling
Sub StdA	Sub StdB	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Form I	Form II	Form III	Form IV	Form V	Class
Lower Primary		Higher Primary						Junior Secondary			Senior Secondary		Phase

Source: Behr, 1978, P. 175.

The school structure from Sub Standard A to Form V extended over thirteen years. The primary school phase consisted of the Lower and Higher primary phases with each being of four years' duration. The secondary school phase covered a period of five years. It was divided into Junior and Secondary phases.

From the infant classes to Standard 6, the medium of instruction was the vernacular until 1975. In the secondary phase, English or Afrikaans or both were used on an equal basis. This meant that either English or Afrikaans could be used as the medium of instruction or half of the subjects be taught in English and the other half in Afrikaans. This created serious problems as it will be seen later on. It should also be noted that where English was used as medium of instruction, Afrikaans was allotted two extra teaching periods on the timetable per week and vice versa.

During the Bantu education era, the curriculum for the Lower Primary
phase was designed to enable pupils to read, write and cipher. At the
end of the year of primary schooling, pupils were exposed to the school
leaving examination, which was conducted by the Department of Bantu
Education through the regional and circuit offices. At the Form III level
pupils wrote the Junior Certificate external examination, as was the case
at Form V or matriculation level.

The syllabuses for Standard 5 and beyond were prepared by the inter-
departmental committees, who represented all education departments
in South Africa. The Standard 8 and Standard 10 structure of curricula
were laid down by the Joint Matriculation Board. Guidance was given
to students on grouping of subjects.

Successful students in obtaining the Junior Certificate could be admitted
to teacher training and technical colleges, while the Matriculation
Certificate continued to enable students to be admitted "for degree
courses and the senior certificate for diploma courses at a university"
(Behr, 1978, P. 176).

A MORE DETAILED CONSIDERATION OF THE POST 1976 SITUATION IN AFRICAN
EDUCATION FOCUSSING ON POOR QUALITY SCHOOLING EXAMINATION PROBLEMS,
LIMITED JOB OPPORTUNITIES AND SO ON

The Bantu education system culminated in the dissatisfaction with its
structure, the use of the vernacular as the medium of instruction from
Standard 3 to Standard 6 and the use of English and Afrikaans on an

equal basis in the post-primary schools. The outcome of the consultation between the Department of Bantu Education and the Homeland Governments was the restructuring of the school programme. A twelve-year structure of schooling was agreed upon. It was introduced in 1975 and by 1976 it was fully implemented. The thirteen-year plan made the pupil do Standard 6 in two years because it was seen as the transition from the mother-tongue instruction to English and Afrikaans which were foreign to the student.

Table 6 below indicates how the twelve-year school programme was set out in practice.

Table 6: The twelve-year school programme

1	2	3	4	5	6	7	8	9	10	11	12	Year of schooling
Sub Std A	Sub Std B	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10	Class
Lower Primary				Higher Primary			Junior Secondary			Senior Secondary		Phase

Source: KwaZulu Department of Education and Culture: March
        Quarterly Returns, 1986.

The different phases of schooling were not in accordance with the 3-3-3-3 pattern prescribed for the White schools as laid down in the regulations in Government Gazette R2020 of 12.11.71 of the National Education Policy Act (No 39 of 1967).

Concerning the medium of instruction, each Homeland Government made its own decision regarding the language to use at the schools within its jurisdiction. In the case of the post-primary schools controlled

by the Department of Bantu Education, the medium of instruction was determined by the school on the recommendation of the school committee and the school board. English has always been preferable, because it is a universal language. In post-primary schools, the use of mother tongue instruction was only in respect of religious education and non-examination subjects, like physical education and singing.

In African education there has always been hot debates on the medium of instruction. Afrikaans was rejected in the post-primary schools because it was and is still perceived as the language of the oppressor The Soweto revolts of 1976, which spread to many parts of South Africa, were the culmination of the use of Afrikaans as the medium on a "50-50 basis" with English. Students rejected Afrikaans and opted for English.

Furthermore, dissatisfaction was expressed about the use of the vernacular in the Higher Primary phase, because it was felt that education through mother tongue instruction was inadequate. It was realised that there was no appropriate scientific terminology for use in different content subjects at schools. This proved to be detrimental to the advancement of African education, more especially in a technological age. The Cingo Commission of inquiry in the Transkei recommended the use of English or Afrikaans as medium of instruction in the Primary phase (1962). English was unanimously accepted with effect from Standard 3. The other Homeland Governments decided to use English from Standard 3 upwards.

The foregoing events were soon followed by the change of name from the Department of Bantu Education to the Department of Education and Training,

after 1976. The change of name did not seem to mean much because the apartheid policy was not changed and is held responsible for poor quality schooling.

From 1976 to 1986, further decline was observed in the teachers' morale during the school boycotts and the unrest situations. Pupils and students got out of control in their efforts to condemn apartheid in African education. They often perceived the teacher as the symbol of authority. Some teachers were seen by students as inefficient and inadequately qualified in the subjects they taught at school. Clearly, many teachers were identified with the poor standard of teaching and learning, which often resulted in a number of examination problems such as cribbing, buying of leaked question papers, and a large number of failures and third class passes. Such examination results caused a great deal of embarrassment, and the belief that African advancement could not improve while segregation or the apartheid policy was alive and well.

There is no doubt that African students have a desire to achieve a meaningful career in life through education. That is why they demand a better standard of education or quality education. If their attitude is positive towards their class work and teacher, they have a better chance of qualifying for specific jobs, like teaching, nursing and so on. Their progress depends on success at school. In a survey conducted in the Transvaal, African students in the Transvaal revealed essential attitudes and complaints related to African education. Their argument centred on the fact that African education has been a political issue for many years, particularly in terms of its lack of quality. The decline in quality or effectiveness

can best be seen in Standard 8 and 10 examination results, which clearly

illustrate the increasing gravity of the problem. Continual school

boycotts, tension and unrest situations are indicative of the students'

awareness of this problem and readiness to confront the Government for

withdrawal of its apartheid policies.

In the questionnaires the students completed, and in group discussions,

they saw teachers in African education as inhibiting their progress

at schools and as the cause of poor relationships and school boycotts.

Twenty-two percent of the students saw the lack of good teachers as one

of the major drawbacks; eleven per cent identified lack of teacher effort;

seven per cent saw irregular behaviour; bad teaching methods; and three

per cent identified teachers with authoritarianism (Bosschieter and

Cullinan, 1983, P. 10).

Students further stated that some teachers were unqualified, and had

only Standard 10. The other teachers referred to were full of pride,

but it was not always easy to complain about them lest they should be

identified as ringleaders or instigators. They found teachers to be of

two types - those committed to help students and those who avoided

doing so. Teachers with negative attitudes tend to be found among

the drinking group. Their teaching methods are often poor, because of

lack of a thorough preparation of lessons.

Irregular behaviour among some teachers affected effective class

teaching, because of their involvement in sexual harassment of girls,

which was a widely cited complaint of both female and male students

in the Transvaal. Students refusing to yield to the demands of male

teachers could be victimised and even forced out of school. It is really absurd to learn that compliance is rewarded extra tuition or receives examination question papers. Not only that, some teachers damage educational progress at schools by inflicting corporal punishment more than they teach.

Concerning White teachers, the students complained that they showed hatred towards them, and perceived them as animals. This has made them not acceptable to students because "they do not know African culture" (P. 11). Students felt the attitude of some White teachers could cause boycotts and unrest at schools.

A large number of students predicted more unrest and boycotts. They generally felt unhappy about their future, except those who appeared tolerant. Dissatisfaction seems to contribute to politicisation of students because it makes some students feel pessimistic about their future. They want change or improvement. Teachers should be helpful, and avoid practising racism, although students did not expect change of attitudes among Whites for the next 20 years.

African students further expressed great concern about prospects of employment after passing their Matriculation, because the Matric Certificate was often a disadvantage at the labour market. Many Whites in industry preferred cheap labour or Standard 6's. They are often easy to control and to pay because they usually accept anything rather than to staying without a job. This was reaffirmed by the fact that during interviews, 58 per cent of the students did not have part-time jobs and 31 per cent did.

In the Buthelezi Commission Report, which, among other things, stressed the need for the establishment of the Bill of Rights in South Africa, 76 per cent respondents agreed that education for White children was much better than that for African children, and 15 per cent thought this was partly true. It was the younger age group between 16 and 24 years old that agreed with this view. Students went further to suspect that the Matric pass-rate was predetermined by the Department of Education and Training. This made them lose hope that they might not pass at the end of the year because of the present educational system.

The full text of the Bill of Rights was printed for publication by the Bureau of Communications, Department of the Chief Minister, KwaZulu Government (The Chronicler or Umxoxi, Vol 3, 1986). This was done after its acceptance by the KwaZulu/Natal Indaba Constitutional Committee for recommendation to the central Government. In paragraph one sub-section (1), it states that "all human beings are born free and equal in dignity and rights"; and in paragraph eight sub-section (4) on educational rights, it reads as follows:

> "Every person shall have the same right to
> public education in an institution that will
> cater for his interests, aptitudes and
> abilities and the Province shall make
> provision for this right without discrimination"

(Pp. 10-11)

Harley (1985) sent out an open-ended questionnaire to Standard 10 students in which they indicated how they hoped to realise their aspirations or desires, and the value in terms of which the Matriculation Certificate was perceived in industry. This questionnaire was restricted to five high schools in the Edendale valley area, where

schools were controlled by the KwaZulu Department of Education and Culture, because there was no response from the schools in the municipal area of Pietermaritzburg, which were controlled by the Department of Education and Training. Of the 713 students, 513 responded to the questionnaire. The data collected was in respect of opportunities for Standard 10's in the industrial labour market.

Concerning the choice of jobs, the majority of respondents preferred the professional-type. The implication was the rejection of commercial and manufacturing sectors of the labour market. There was no mention of salesmanship, marketing or manufacturing processes except a clerical job which appeared to be of particular interest to students. There were only three boys who had a liking for factory or industrial work, like at the Hulett's Aluminium. There was a high frequency for a desire for further study.

It was interesting to notice that the respondents attached great importance to the Matriculation Certificate because they said that it was a gate-way to the university, to training for a profession either as a teacher or nurse, to better pay and a higher standard of living and respect. Because of limited opportunities for further study, most of them realised that their aspirations might not be met. The major constraints were the lack of bursaries and lack of money. In spite of these problems, 26.1 per cent refused alternatives. They said they would save money, stay at home, do private study or repeat Standard 10. Only 22.8 per cent preferred another job or any job, although the majority showed no interest in commerce and industry. They complained

that selection for jobs was not done on the basis of educational

credentials, because senior managers preferred Standard 8 job seekers

probably for economic reasons. Another problem was that Standard 10's

were moved to the lowest jobs in the hierarchy and given unskilled

jobs. They further expressed a dislike of the practice of placing

Africans under the supervision of another racial group, like Indians,

Coloured and Whites with a lower standard of education. The senior

manager wanted reliability, stability and acceptance of authority

rather than ambition and initiative.

A further limiting factor for the Standard 10's was in terms of the

system of recruitment, which tended to favour work-seekers with a

'contact' in the factory rather than an outside applicant with

educational qualifications. The respondents felt that it was rare to

advertise situations in the lower levels of the hierarchy. The

personnel officer simply made a verbal announcement.

Braverman (1974, Pp. 52-53) described the hierarchy in one industry

as follows:

> The opportunity structure in industry, as
> it has been described, appears to offer
> little to attract school-leavers. At the
> same time, this view of opportunities is
> not necessarily shared by school-leavers .
>
> (In Harley, 1985, Vol 17).

What is being observed is that it is usually Indians who occupy middle

ground or buffer zone between Whites and Africans. Braverman's research

has shown that African matriculants are poorly perceived by managers

for their lack of career plans, because at the interviews they tended

to ask for any jobs. It is because clerks are Indians, supervisors

are Coloureds and Africans are given low jobs. Complaining about

racial stratification in jobs, African matriculants pointed out that

Indians work in laboratories and offices as well as industry, for these

are perceived as their own spheres of employment. Africans working

in any of these places are subjected to supervision and control by

Indians and Coloureds, as discussed earlier. This means that different

kinds of jobs are identified as African, White, Indian or Coloured,

because of the influence of the apartheid or racial segregation policy.

It enables racial groups to monopolise types of jobs, and it is taken

for granted that Africans are poorly paid and unskilled.

Racial stratification was further observed at the industries in

Pietermaritzburg, after Wilson (1972, P. 7) had studies this "rigid

caste system" in the mining industry.

The hierarchy in one factory was as follows:

Production Manager	(White)
Superintendent	(White)
Foreman	(mostly White, some Coloured)
Leading hands	(Coloureds, two Blacks)
Section leader	(Blacks)
Operators	(Blacks)

(Ken Harley, 1985, P. 53)

This led to poor response to advertisement of job situations in the

White urban areas. This was seen when an advertisement on Managers of

Tomorrow was made in the Sunday Times Business Supplement. The African

matriculants assumed that the advertisement was only meant for other

racial groups, because not one of them contacted the manager. It was not stated in the advertisement that Africans were specifically wanted since the expansion was in the Homelands where the company needed managers for 15 outlets and was still growing.

On the contrary, the advertisement in the Natal Witness drew the best response from African matriculants in KwaZulu who were wanted for clerical jobs. They were also furnished with the phone number for easy communication with the manager, who had a response of about 2 to 3 dozen applicants. The size, prominence, location and tone of the advertisement seemed to have had influence on the perception of respondents in terms of status and possibility.

The advertisement for employment for traffic officers in Pietermaritzburg resulted in a response of 245 African applicants of whom 15 were matriculants. The main reason for this was that applicants had seen African traffic policemen on the Edendale road from Pietermaritzburg every day. This gave them an assurance that they would not be discriminated against.

Limited job opportunities have often affected Africans who have had their studies abroad. Dr Langham Dale, Superintendent General in the Cape , found this in his research. After completing their studies in England, for example, they could find no sphere or occupation but that of teachers and clerks.

Willis (1977, P. 54) in Harley, argues as follows concerning perceptions of limited job opportunities by African matriculants:

'He argues persuasively that at the
cultural level working class lads
understand the persistence of the
class structure .

The children and their families are aware of the bad effects of the

segregation policy of the Nationalist Government on grounds of the

colour of the skin. Africans do not like to be embarrassed, hence

unrest situations in South Africa.

Stressing the practice of apartheid in jobs, Molteno (1984, P. 90)

indicated that "skills needed in industry were limited to a level which

would not threaten the White working class", although Bird (1984, P.193)

gave some ray of hope that "with increase of industry and secondary

industry, greater opportunities were created for Africans". This may

sound good but he does not say anything about dismantling apartheid.

For this reason a number of African students seem to be aware of their

difficulties in pursuing their studies. They wish they could have

money to proceed to the universities or obtain bursaries to do so.

They would rather stay at their homes than to opt for alternatives,

because they have no interest in commerce and industry. They feel

that these jobs would not make them respected and get better pay for a

reasonable standard of living.

Further problems experienced by pupils at schools are in respect of

age-limit and late supply of text books and stationery. The age-limit

regulations denied admission of pupils above 18 or 19 years old,

because it was felt that they might cause disciplinary problems, more

especially in Primary and Junior Secondary schools, where pupils of

these ages might look too old for these classes. Such regulations are

perceived as a deliberate attempt to reduce student militancy particularly around examination time. A study in the Transvaal indicated that 40 per cent of the older students were unlikely to cause problems, and that 30 per cent were likely to start trouble. Age restriction was, therefore, perceived as provocative.

According to the Race Relations Survey (1984), the Minister of Education and Training, Mr Barend du Plessis, reported in 1983 that 7969 pupils over 20 years old were enrolled at schools in White areas. In 1984, the number rose to 8503. In 1983, two hundred and forty-two were refused re-admission and three hundred and nineteen in 1984.

The Race Relations Survey (1984) continued to state that text books and stationery were supplied by the State only to schools which had compulsory education in operation. All schools were also provided with text books, although pupils had to buy their own set books.

In the survey in the Transvaal, students complained about late issuing of vital books (April/May), and that these books were insufficient for the number of pupils on roll. This inhibited educational progress. The blame was put on the Department of Education and Training, which was responsible for the supply of books and stationery to all schools.

Furthermore, ineffective teaching in African schools was caused by the shortage of teachers. This statement was confirmed by a study conducted by the Race Relations Institute of South Africa. This revealed that a reandom sample of 248 Standard 9 and Matric pupils

out of 1200 did not have teachers in all subjects during extra classes on a Saturday support programme. This was done with a view to improve the pass rate. The study showed that 41 per cent did not have text books for all the school subjects, 40 per cent did not have electricity at home, 5 per cent did not have a library, and 72.2 per cent lived in four-roomed houses with families. Such problems are bound to hamper successful teaching and learning.

Mr du Plessis suggested a family planning scheme, to reduce large numbers at schools. He realised that large numbers entailed heavy expense to maintain African education.

Concerning the use of English, research findings are that teachers and pupils experience great difficulty with language proficiency, more especially English, which is used as medium of instruction from Standard 3 in African education. The introduction of mother tongue instruction from infant classes or Sub-standard A to Standard 6 in terms of the Bantu Education Act of 1953, did more harm than good to African education, because mother tongue had not reached the stage of development to provide appropriate terminology for use in content subjects.

Table 7 is the outcome of lack of understanding of literature and examination question papers in history, biology, physical science, mathematics and english in Standard 10.

Table 7: The outcome of lack of understanding of literature and examination question papers

SUBJECT	MEDIAN MARK		PUPILS PASSING	
	1978	1981	1978	1981
English	39.6%	33.1%	78. %	58. %
Mathematics	35.0%	1.6%	37.6%	14.0%
Physical Science	35.0%	5.7%	37. %	5.7%
Biology	40.5%	34.6%	50.3%	31.4%
History	34.7%	8.3%	37.5%	18.3%

Table 8: Black education: full-time candidates at schools

YEAR	TOTAL NO OF CAND-IDATES	PASSES WITH MATRICULATION EXEMPTION		PASSES WITH SENIOR CERTIFICATE		TOTAL PASSED SENIOR CERT. & MATRICULATION	
		No.	%	No.	%	No.	%
1960	957	56	5.8	126	13.2	182	19.0
61	839	76	9.1	136	16.2	212	25.3
62	894	150	16.8	214	23.6	364	40.4
63	882	245	27.8	286	32.4	531	60.2
64	1033	298	28.8	338	32.7	636	61.5
65	1339	323	24.1	504	37.6	827	61.7
66	1549	411	26.5	460	29.8	871	56.3
67	2039	485	23.8	482	23.6	967	47.4
68	2289	775	33.8	491	21.5	1266	55.3
69	2624	877	33.4	865	26.9	1742	60.3
1970	2846	1013	35.6	843	29.6	1856	65.2
71	3818	1326	34.7	1062	27.8	2388	62.5
72	4541	1801	39.6	1110	24.5	2911	64.1
73	5492	1899	34.6	1327	24.1	3266	58.7
74	6420	2087	32.5	1354	21.1	3441	53.6
75	8445	3520	41.7	1880	22.2	5400	63.9
76	7729	1947	25.2	4603	59.6	6550	84.8
77	8225	2294	27.9	3605	43.8	5899	71.7
78	9804	3236	33.0	4232	43.2	7468	76.2
79	14574	4136	8.4	6570	45.1	10706	73.5
1980	29973	4714	15.7	11221	37.5	15935	53.2
81	37718	4830	12.8	15314	40.6	20144	53.4
82	60108	6336	10.5	24205	40.3	30541	60.8

STANDARD 10 EXAMINATION RESULTS

The Standard 10 examination results for 1983/84 were as follows:

Table 9: The Standard 10 examination results for 1983/84

	REST OF SOUTH AFRICA		TRANSKEI	
	1983	1984	1983	1984
Candidates	72168	75271	10299	—
Total passes	34876	37734	4977	—
Proportion	48.3%	50.13%	48.3%	—
Pass with Matric Exemption	7108	8620	1038	—
Proportion of total number of candidates	9.8%	11.45%	10.1%	—
Pass with school leaving certificate	27768	29117	3939	—
Proportion of total number of candidates	38.5%	38.68%	38.2%	—

Source: Race Relations Survey (1984, Pp. 663-664).

Pupils, parents, teachers, community leaders and educationists criticised the poor examination results. Mr T W Kambule of the Witwatersrand University in Johannesburg perceived them as disgraceful, and did not see them improving until one examination was written by all matric students. Many parents and community leaders put the blame on the apartheid system, and inadequate qualifications of teachers. Tours, music and sports also wasted a lot of time for pupils.

Professor J P de Lange of the Rand University and chairman of the Human Sciences Research Council's Committee of inquiry into education, said pupils were lacking discipline to study. Professor Ez'kia Mphahlele of African literature at the Witwatersrand put the blame on overcrowded classrooms, underqualified teachers, lack of libraries, laboratories and poor human relations in respect of teachers, pupils and parents. Relationships will continue to be poor as long as the Matric pass rate

is poor.

QUALIFICATIONS OF TEACHERS

Table 10 below indicates the qualifications of teachers in African

schools for 1983, excluding the Transkei, Bophuthatswana, Venda and

the Ciskei.

Table 10: Qualifications of teachers

	AFRICAN	WHITE	TOTAL	PERCENTAGE
Professionally qualified with Standard 6	6754	–	6754	7.5
Junior Certificate	39951	11	39962	44.5
Technical Certificate	694	9	703	0.8
Standard 10 with Primary Teacher Certificate	13781	101	13882	15.5
Standard 10 with Senior Teacher Certificate	6029	147	6176	6.9
Degree incomplete	1554	28	1582	1.8
Degree	1651	272	1923	2.1
Special teacher certificate	423	26	449	0.5
Sub-total	70837	594	71431	79.6
	AFRICAN	WHITE	TOTAL	PERCENTAGE
Non-professional qualification but with Junior Certificate	14857	37	14894	16.6
Technical certificate	566	22	588	0.6
Matriculation or senior certificate	1507	13	1520	1.7
No professional qualification but with Degree incomplete	709	60	769	0.9
Degree	501	39	540	0.6
Sub-total	18140	171	18311	20.4
Total	88977	765	89742	100.00

Source: Race Relations Survey (1984, Pp. 663-666)

AFRICAN UNIVERSITIES

In South Africa, universities which are predominantly African are

controlled by the State because they are of the creation of the

Nationalist Government. It was Dr D F Malan, the first Prime Minister

of the present Government in 1949 who proposed that separate

universities for non-Whites be established in their own areas, in order

to avoid friction, although the researcher was not aware of any.

Dr Malan's proposal in 1948 gained the favour of the Nationalists when they came into power in 1948. Because of this move, the Extension of University Education Act (Act No 45 of 1959) led to the creation of the University of the North at Turfloop in Nothern Transvaal for Sotho, Tsonga and Venda people. The University of Zululand was established for the Zulu speaking people in 1960.

The Fort Hare Transfer Act (Act No 64 of 1959) authorised the transfer of this Xhosa university to the Department of Bantu Education. The three universities in the Homelands operated under the University of South Africa, whose origin was in the Dutch Reformed Church during the 19th century.

The University of South Africa provided examination question papers and conferred degrees and awarded its diplomas to the three African universities from 1960 to 1970. After 1970, these universities were granted autonomy much against the wishes of the people because they had their origin in the apartheid or racial segregation policy.

Concerning administration, the State President appointed Whites to the University Councils and Africans to the Advisory Councils, which were responsible to the Minister of Bantu Education who provided funds to run them. With the change of name, these universities, and a few similar ones, now fall under the control of the Department of Education and Training.

The State controlled universities in South Africa, unlike White

universities, are not allowed student participation in the university affairs. With Whites, the trend is westernised because of student unrest that occurred in the United States of America and the United Kingdom in the early 60's. There was social and political awareness which mobilised dissidence. Students wanted change in the education system related to economic and technological developments. They "demanded rapid expansion in higher education and teaching programmes which fostered innovative thinking and critical discourse" (Bosschieter and Cullinan, 1983, P. 13).

Concerning the English medium universities, they have always shown a favourable attitude towards the admission of non-Whites as students, in spite of the Government's apartheid policy. The University of Cape Town and the Witwatersrand University have always maintained a liberal policy to admitting African students, and ignored a segregational policy in academic matters. They treated non-Whites in such matters on an equal footing and without exclusion from White students. Matriculation exemption was the condition for admission for first year courses since the turn of the century in Cape Town and 1910 in Johannesburg.

In terms of the Extension of University Education Act, 1959, (Act No 45 of 1959), non-Whites were prohibited from registering with or attending the so-called White residential universities as students. The University of Cape Town remained determined to admit non-Whites on academic merit and so did the University of the Witwatersrand. Subsequent to Act No 45 of 1959, the Minister of National Education allowed non-Whites to register at the White universities provided certain

conditions were observed. All forms of academic segregation on racial grounds were removed in terms of this Act, because of constant opposition by the English medium universities.

In 1983 the University Amendment Act (Act No 83 of 1983), which was also known as the Quota Act became law. It authorised the so-called White universities to admit non-White students on the Quota system. The Ministerial consent was obtained for a number of persons to be admitted to each university in respect of racial groups. Considerable opposition was encountered by the.Government from the English language universities. The University of Cape Town took the lead during the parliamentary debate of the Bill and after the passing of the Act. "A joint statement of rejection and abhorrence of the Bill was issued by the University of Cape Town, the Witwatersrand, Natal and Rhodes University" (Behr, 1985, P. 14). The opposition was expressed in a statement by the University of Cape Town which in essence conveyed the feelings of the other three universities. The advertisement was in the national newspapers, like the Sunday Times dated 10.4.1983. The statement stressed the fact that the English language universities perceived race or colour as irrelevant in the enrolment of students and appointment of staff. The opposition was expressed because it was felt that the Quota system would continue to prevent non-White students from competing freely for admission with White students. These universities were not in favour of associating themselves with the promotion of racial segregation in academic matters.

Because of these efforts the Government decided to delay the implementation of the Quota provision for the time being, but allowed

universities freedom in the enrolment of students of all races. The Quota Act remained in the Statute Book for future use should circumstances warrant it.

Concerning the need for change, in November 1984, Mr Lulu Johnson, the President of the Congress of South African Students (COSAS), reaffirmed that students must have a say in all matters affecting them. At the time, branches in the Transvaal had increased from 17 to 25; in the Eastern Cape from 8 to 15 and in the Orange Free State there were about 9.

COSAS organised a national day of solidarity and protest with all schools, universities and colleges which were closed or on boycott. In this effort they were assisted by the Azanian Students' Organisation (AZASO), and other organisations participated in the Transvaal stay-away on 5 and 6 November, 1984.

The following demands were made by COSAS:

> "1. Recognition of democratically elected student representative councils (SRC's),
>
> 2. Scrapping of the age-limit restrictions,
>
> 3. An end to excessive corporal punishment,
>
> 4. An end to sexual harassment of female students,
>
> 5. And free text books and qualified teachers"
>
> (Race Relations Survey, 1984, P. 671).

COSAS met with criticism from the Chief Minister of KwaZulu and President of Inkatha and the South African Black Alliance, Dr M G Buthelezi, who blamed the organisation for the deaths at the

University of Zululand in 1983. He further indicated that COSAS
deliberately created disharmony among the Zulu Nation.

In 1984, widespread unrest and school boycotts took place in many areas
of South Africa, and this has continued right into 1986. As early as
April, 1984, about 13107 pupils at 24 schools in Atteridgeville near
Pretoria, the Eastern Cape and Alexandra (Sandton), boycotted classes.
The turmoil spread to the east rand and Welkom in the Orange Free State.
It did not end there, but also spread to areas around Durban in Natal,
where large scale and sporadic incidents were experienced.

Complaints and demands were as follows:

"1. Demand for SRC's,

2. Abolition of corporal punishment,

3. An end to sexual harassment of school girls,

4. An end to age-limit,

5. Free and timeous supply of text books, set
   books and stationery to all pupils,

6. An end to unqualified teachers at schools"

(Race Relations Survey, 1984, P. 672).

Through unrest situations and school boycotts, students have linked
up their grievances with the problems of society. They joined
community organisations and workers in protesting against the July,
1984, increase in general sales tax (GST), including rent increases
and dissatisfaction with Indian and Coloured elections for the new
tri-cameral parliament in August, 1984. About 800 000 pupils and
students boycotted classes, including 630 000 Coloured students on the
day of the Coloured elections.

Since the establishment of the first non-White school for the Malay slaves in the Cape, from 1658 to 1986, which is now 328 years, African education has never had a fair chance of improvement because it was always excluded and separated from White education. The present social, political and economic events in the country clearly indicate that this cannot continue indefinitely. The Government would be wise to take cognisance of this point, and bring about realistic change in order to enable all people of South Africa to work hand-in-hand in building a bright future for the country together.

For this to happen it is of utmost necessity for the African parents to be satisfied that the type of education designed for their children is not segregational because if it is, it tends to be seen as unequal thus reducing the status of Africans to an inferior position in society. This has caused contemporary thinking to gravitate towards the introduction of education for the people by the people or a democratic kind of education, where the people concerned will have a say in the decision making process. A democratic education is committed to respect for the individual and precludes indoctrination and racial prejudice. It makes provision for teaching students how to think, although it is important for parents and teachers to help the child to select what to read and which television programme to watch. Lincoln (Callahan, 1960, P. 153), in his Gettysburg Address, speaks of "government of the people, by the people, and for the people". Education should serve these ends, in order to be more acceptable to the people. The enhancement of the individual life is what should be achieved through education, so that life could be worth living to all people. This is possible to attain if individuals are afforded equality of opportunity in education and economics, social, political and legal activities. Related to these basic needs, there

should be a Bill of Rights and such freedoms as freedom of speech, conscience, thought and press.

People's education is geared to encourage schools to guide the child to full maturity and freedom in order to be less dependent when he leaves school. In this regard Callahan (1960, P. 153) writes as follows:

> Teachers are likely to try to develop
> behaviour patterns such as co-operation,
> initiative, responsibility, concern for
> others, open mindedness, critical thinking,
> etc .

The researcher feels that people's education should put emphasis on the teaching of the constitution as the basic law of the land with a view to gain pupils' loyalty and respect for that document. This will keep on reminding them of the importance of law and order. Through these ways, people's education could adequately relate to the law of the land, provided the apartheid policy is dismantled. This will result in the creation of better opportunities for jobs in the country concerning Africans. They will enjoy freedom of movement to work any-where as South African citizens.

As long as South Africa is still committed to the policy of racial segregation, the idea of equality and equal opportunities cannot be perceived as a reality. The country is segregated according to race. Africans, Coloured, Indians and Whites are segregated. They live in separate residential areas and children attend segregated schools. In most cases, the African is seriously limited in terms of the type of job that is open to him, because of the colour of his skin. In his

own country he is treated as a fourth class citizen. This tends to defeat the ends of people's education.

Furthermore, people.'s education could be seen as the watch dog of African education in order to normalise the situation at the schools. African schools are generally overcrowded and less money is spent per pupil on African than on White children. Teachers receive lower salaries and have heavier teaching loads.

The aspirations for recognition of requirements for people's education seem to suggest that all the wrongs in African education should be brought to light through free discussions. For example, the fact of segregation is not discussed at schools, partly because it is such a controversial issue and partly because of the obvious contradiction between the fact of segregation and the concept of equality, which has not been accomplished in this country. It seems the Government has a guilty conscience over this situation and would rather not talk or think about it, hence the discontent in the country and the educational problems, more especially in KwaZulu which is under research.

FURTHER ELUCIDATION ON PEOPLE'S EDUCATION

In 1976, students made considerable sacrifices by losing their lives in the struggle against the Bantu Education system and the liberation of the country from the shackles of the apartheid policies. They forced the Government to make reforms, although they were of a super-ficial nature. There was a change of name from the Department of Bantu Education to the Department of Education and Training and English became

the medium of instruction from Standard 3 onwards.

Before these changes took place, class teaching and learning were badly disrupted through school boycotts and uprisings which took place at schools and universities. They ushered in the era of the struggle against segregated education. Students took the initiative and assumed leadership with parents and teachers excluded.

It was after 1976 that the people realised that apartheid education could not be separated from the apartheid system in general. People were more concerned about education and wished apartheid education away, despite the fact that they were aware that this was a political problem. South Africa is ruled by an apartheid state in all walks of life, particularly from the social, political and economic points of view. All Whites enjoy political freedom, while all non-Whites are divided and ruled, more especially Africans, who are excluded from the central Government in South Africa, in spite of their national majority. The Africans are denied their right to self-determination and a say in the Government of their own country. Divisions within and contradictions between different racial groups are further encouraged and enforced by law. To this the Africans are unwilling to succumb without expressing dissatisfaction, hence the struggle for a democratic society led by the political leaders and the members of the trade unions, including church leaders.

To achieve change or improvement, the people need to be organised in such a way that all the forces are able to work hand-in-hand for the common purpose of upgrading their educational standard and their way

of life. This involves consciousness, mobilisation, organisation, discipline and the struggle for liberation and self-determination. Consciousness means awareness of the nature of their problems and when and how they could use their power against exploitation and oppression. Mobilisation refers to drawing on the feelings of the people and the drive for the action of millions of affected people who resent the apartheid policies, which have caused them untold suffering for many decades. Different organisations in South Africa and abroad call for the dismantling of apartheid, and such organisations are the Anti-Apartheid Groups, the African National Congress, the Inkatha, the United Democratic Front, the South African Council of Churches, parents, teachers, pupils and students.

People have clearly risen up against apartheid to make it unworkable in many ways, and military force and the South African Police in the townships have failed to contain the anger and the resistance of the people against apartheid. People are no longer prepared to endure the yoke of apartheid in all spheres of their lives. This is a new development which has not been sufficiently noticeable in the past. In spite of this, the ruling social classes maintain a tight grip on education in order to control the minds and the destiny of the people. The ruling Nationalist Party designed the kind of education that could confine the African to serving his own community. This means that he has no place in the White community above the levels of certain forms of labour.

After 1976, the different organisations persuaded the Government, until now, to meet the demands of the parents, teachers and students by

creating equal educational opportunities for all the people in the country and by dismantling apartheid. The answer is that no demands were met by the Government, except the sideways steps they tend to favour, which are meaningless to the people. The Government gave the SADF and the SAP wide powers to control unrests and boycotts.

Because the demands of the People's Conference of December 1985 have not been met by the State, COSAS remains banned, students are still in detention, teachers continue to be dismissed and transferred, democratic SRC's are refused permission to function, school buildings are not repaired and renovated and troops and vigilantes are still in townships. All these efforts are made in order to bring unrests and boycotts to a halt.

Boycotts have continued to exist because of the uncompromising attitude of the Government. The wishes of the people are not met. They want to peacefully progress in all spheres of life, but not to be reversed towards barbarism and chaos, and not to be confined to certain areas and institutions which are not of their own choice. These occurrences have resulted in the Government being seen as having lost the initiative to the people and as no longer in control of events. The masses are calling for action because the moment is decisive. They are united under the main demands and are prepared to take action on them.

The State reacted to these demands and unrest situations by imposing the emergency regulations because of fear of loss of political control.

The Government now largely depends upon the SADF and the SAP in order to have some breathing space from the widespread political upheavels. People seem to develop a dislike for the troops and the police because they condemn their behaviour as brutal. This has increased resentment for the Government and mobilised people in ever growing numbers. They are attacking local authorities, strengthening structures of their organisations and new organisations are springing up.

The Government dealt heavily with leaders and organisations who promoted unrest situations in the country. But, on the contrary this strengthened the democratic forces to go forward in the struggle for liberation from the apartheid policies. This did not cause the Government to relax the whip because many Whites are supporting the state of emergency still in the hope that the resistance of the people will be crushed. Because many governments in the world are beginning to show more sympathy towards the oppressed people by imposing sanctions, South Africa seems to be isolated from the international world more than ever before. It has lost the confidence of the investor and is gravitating towards ungovernability, hence the state of emergency which is intended to frustrate and destroy the efforts of the masses. But the cry for change is so strong that people's organisations are able to exist, while their leaders are detained and others are serving long term imprisonment. At times, physical attacks and killings by vigilantes and squads are reported. This has occurred in such areas as Moutse, Welkom, Lamontville and many other areas. Matthew Goniwe is one of the leaders killed during these hard times.

The people heightened contradictions and frustrations. They engaged in consumer boycotts, divided townships into zones under people's committees, introduced street committees under the leadership of their own organisations, which grew under the gunning and teargassing of the SADF and SAP. The people's trade unions established close links among themselves and the entire democratic movement. COSATU and UWUSA were formed and a strong stand was taken to support the trade union in the community and in political matters. Political divisions spread into the White community resulting in the resignation of Dr Van Zyl Slabbert, the leader of the Progressive Federal Party, because of the tardy pace of the Government in bringing about reform to save the country from turmoil, sanctions,loss of investors, isolation and ungovernability. People challenged tribal authorities and replaced them with village councils, particularly in the rural areas. In this way they were able to show their strength in different ways. They suppressed crime, cleared townships, created people's parks, provided first aid and schools, and all people took part in the constitution of the committees.

The Government continued to harass and coerce or to apply force against the community, when groups of youths established their own courts and meted out punishment to individuals who disagreed with them. Intimidation is not people's power because persons who are associated with this practice seem to be under no-one's control and do not seem to act with a democratic mandate from the people. A situation of this kind is often experienced when a country is ungovernable. This type of undisciplined individual action can have negative results.

Therefore, the use of violence is not people's power. When youths and older people are disciplined and organised, they can exercise people's justice and set up people's courts. These structures should function on the wishes of the people and under the control of the people. This is the example of the people's power. People's power is more realistic than individual's power, which is undemocratic, undisciplined and does not express the will of the people.

Describing people's power, Sisulu (reference unknown) writes as follows:

> It develops the confidence of our people to exercise control over their own lives and has the capacity to achieve practical improvements in our every day lives .

According to Sisulu, people's power has enabled them to control crime because apartheid and crime seem to go hand-in-hand. It can survive on crime and crime can survive on apartheid. It is often difficult to separate them. People's power and crime or apartheid cannot co-exist. People can have power if they stand together in what they do and say. They can achieve something if they are organised. The use of collective strength is very important. The National Education Crisis Committee (NECC) has paved the way for people's power to be developed in the struggle for a free, democratic, compulsory and non-racial education.

The Crisis Committee has brought all sections of the community together in pursuit of a democratic education. This has led to teachers, students and parents creating democratic organisations in some parts of the country to take control over education. They develop people's power

in the townships and schools. People are fighting for a right to self-determination particularly in education.

PEOPLE'S EDUCATION

The struggle for people's education is no longer for students alone,

it involves all sections of the community, like parents, teachers and

pupils, including different organisations to which they are affiliated

as discussed earlier. People are struggling for the abolition of

apartheid, which they cannot achieve if they are not operating from a

position of strength and their strength is in organisation and unity

but not in violence. The struggle for liberation has been transformed

into a struggle for people's power and self-determination. This has

led to the formation of the slogan "forward with people's education,

education for liberation".   The power that comes

from the masses of people is more effective than the power from the

State, which does everything to defeat and destroy the people's power,

if it is not in keeping with its policy. The Government has crushed

and frustrated the Student Representative Councils through the

imposition of the state of emergency (SRC's). The State has further

conceded the demand for free text books, although they are often

insufficient. Many detained student leaders were released while others

were allowed to write examinations in detention.

Many schools have parent-teachers associations because salaries are received

from parents. KwaZulu, for instance, has over four thousand such

teachers, according to the June 1986 Quarterly Returns. This makes

it possible for every child of school-going age to go to school. Parents

raise funds among themselves to supplement teachers paid by the State.
The importance of people's education is clearly depicted in this way.
In spite of meagre wages, parents build schools and provide set books
for their children. They do all this because they do not yet control
the budget for people's education. This is one way in which they could
enforce the will of the people in order to get the school to serve the
interests of the entire community. Any achievement like this, no matter
how small, is important. It indicates the people's ability to resolve
their problems when they are organised and united.

The school committees, although they are statutory bodies, are elected
by the people. The December, 1985, Conference of the People's Organis-
ation resolved to replace them with progressive parent, teacher, student
structures. The people's committees introduced by the December Confer-
ence seem to have come to stay because they are putting students' demands
forward and talking with principals about educational progress. This
tends to undermine the Government committees, because even Regional
Directors of Education are meeting with the people's committees. The
central Government has also been forced to recognise the people's crisis
committees by meeting with the representatives of the NECC. The Govern-
ment bodies are replaced at local, regional and national levels by
bodies of the people. These developments have occurred within a period
of three months.

Teachers are perceived by people's organisations to be drifting into
their fold. For this reason the African Teachers' Association of South
Africa (ATASA) decided to withdraw from the structures of the Depart-
ment of Education and Training (DET), because they desired to identify

themselves with the aspirations and the struggles of the people. They appear to follow the path of the people, the path to democracy. However, it is not every teacher that does that because some of them seem to be involved in the victimisation of student leaders and progressive teachers. Such teachers operate as vigilantes against the struggles of their own communities instead of being part of the struggle for people's education.

People's education refers to the kind of education "which prepares people for total human liberation; one which helps people to be creative, to develop a critical mind, to help people to analyse; one that prepares people for full participation in all social, political or cultural spheres of society"   (Mkhatshwa, 1985, P. 12).

According to Sisulu (1986, P. 110), people's education "means education at the service of the people as a whole, education that liberates, education that puts the people in command of their lives". People's education has these characteristics: it is not imposed on the people from above, but it is of the people's own choice; it does not serve the selfish interests of certain racial groups by promoting elitist and divisive ideas and values which will perpetuate the continuation of foreign monopoly. People's organisations want to take over schools and transform them from segregated institutions into zones of progress and people's power.

Although the SRC s and the parents' committees want teachers to help students to formulate education programmes which liberate but not enslave pupils, the State has refused efforts to transform the schools. The educational officers from DET are doing their best to get pupils

back to schools. Trouble makers are locked out of schools, like in some parts of the Eastern and the Western Cape, and Soshanguve and Witbank in the Transvaal. "The regional director in the Western Transvaal simply closed all schools in his area recently" (Sisulu, 1986, P. 111). Parents and students demanded that the schools be opened. This was done because parents are aware that the schools belong to the community for the education of the children, and the students know that they have a right to education. In Port Elizabeth, over 2000 parents took their children to schools and demanded that they be opened. This was done. Such demands are in line with trade unions in the country. They occupy factories in defiance of the attempts of the bosses to lock them out when they demand higher wages.

It is important to note that at the cultural clubs of the people's organisations of the ANC in the Eastern Cape and the East Rand, primary school children learned on an informal basis, without much religious content. The children learned through a programme of songs, stories and games and subjects like elementary mathematics, geography, history and general knowledge, including political education, at schools through the Freedom Charter. Reasonable fees were charged and teachers used photocopied study materials. The main purpose of this was to restructure the whole curriculum. These programmes were run by parents, the community leaders and teachers. The students also participated through the assistance of the teachers, particularly from 1980 to 1986 at the height of violence, unrest and boycotts. Inadequate funds and lack of qualified teachers resulted in the closure of freedom schools. Cultural clubs came to an end because of the harassment of the people involved. Failure to pay teachers' salaries and absorption of pupils

into State schools created further problems. It became difficult to sustain the programmes in the absence of resources, teachers and other related requirements.

KwaZulu is an integral part of South Africa and tends to be directly affected by such problems as shortage of funds, shortage of qualified teachers, high pupil-teacher rations, a low per capita expenditure per African child, shortage of classrooms, shortage of books, shortage of furniture, lack of compulsory education and lack of the system of education which is neither imposed from above nor non-segregational. These problems will be dealt with in more detail in subsequent chapters.

CHAPTER THREE

EDUCATIONAL PROBLEMS WITH SPECIAL ATTENTION TO KWAZULU

Although KwaZulu is part of South Africa as indicated before, it is saddled with unique and numerous problems because of the limited funds and isolation that it experiences from White education as a result of the segregation policies of the country.

Prominent among these problems in KwaZulu are teacher shortage; lack of financial assistance; economic and social inequality; high rate of unemployment of African matriculants; increased enrolments in African schools; high pupil-teacher ratios because of school population increase; lack of qualified teachers; poor examination results more especially in matriculation; lack of proficiency in English as medium of instruction; lack of classrooms and equipment; lack of motivation and dedication; poor scholastic achievements; poor preparation for work; shortage of skilled manpower; enhanced socio-political problems; differentiation of pupils; lack of individual attention and remedial teaching; poor human relationships; failure to raise African education from the rut into which it fell in 1976 and before; unrest and school boycotts; lack of curriculum development; evaluating and grading; overcrowded classrooms; lack of bursaries for students and accommodation for teachers close to places where they teach and lack of communication in matters of mutual interest.

1. Teacher Shortage

Because of the acute shortage of adequately qualified teachers in KwaZulu, the available eight colleges of education have proved to be extremely inadequate to cope with the ever growing population increase

college called KwaQgikazi in the Nongoma area. The tenth and eleventh have also been proposed for Ulundi and Ezakheni near Ladysmith.

The geographical setting of the existing colleges of education and their enrolment are as follows:

Fig. 1: Geographical setting of existing colleges of education

1. AMANZIMTOTI
2. APPELSBOSCH
3. ESHOWE
4. ESIKHAWINI
5. KWAQGIKAZI (For 1987)
6. MADADENI
7. MPUMALANGA
8. NTUZUMA
9. UMBUMBULU
10. EZAKHENI: Not ready yet
11. ULUNDI: Not ready yet
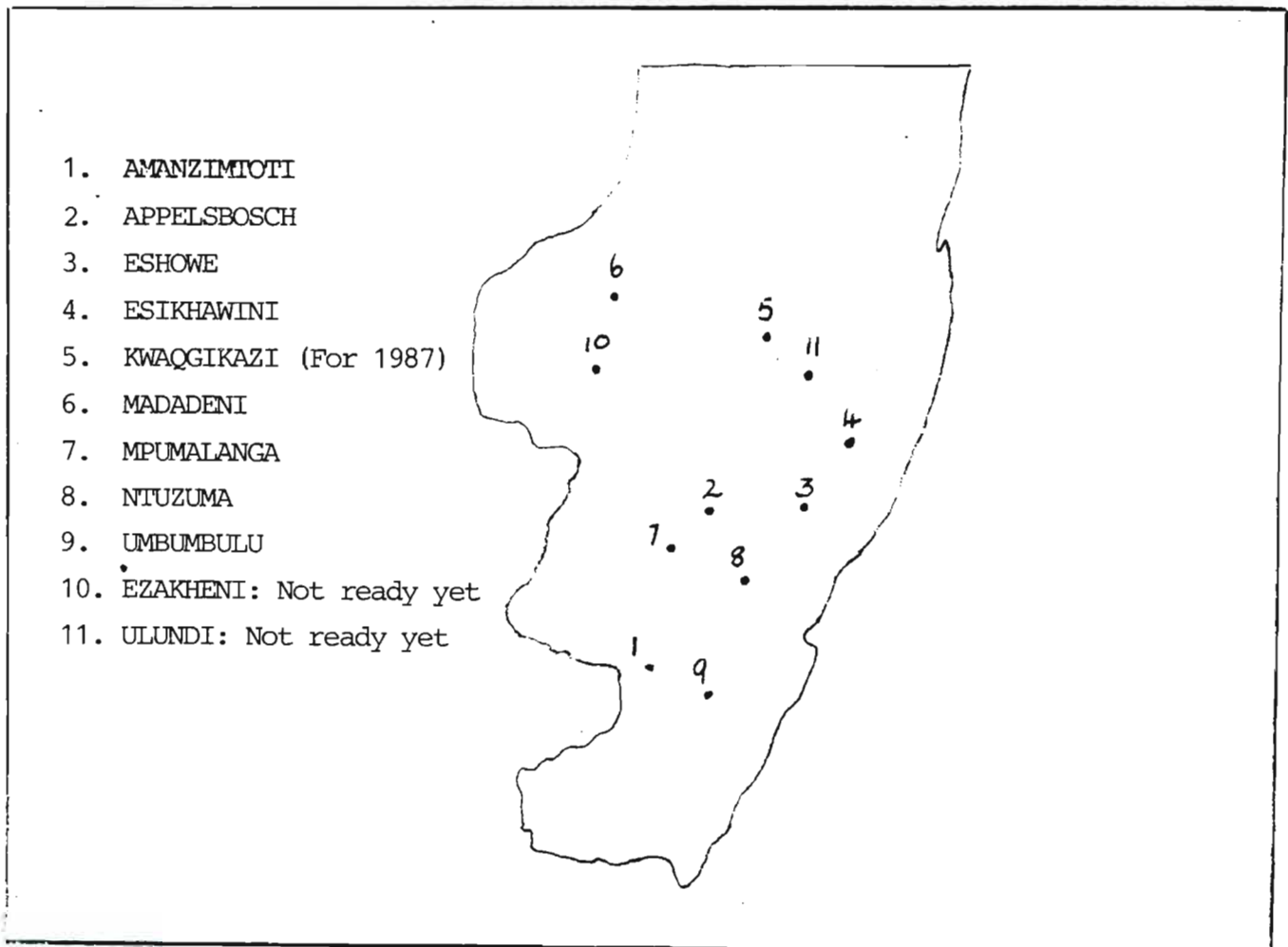
(Source: Quarterly returns: KDEC, March, 1986).

Table 11: Enrolment at colleges of education on Fig 1: 1986

COLLEGE	1ST YRS	2ND YRS	3RD YRS	TOTALS
1. Amanzimtoti	116	82	72	270
2. Appelsbosch	131	75	70	276
3. Eshowe	152	175	138	465
4. Esikhawini	206	243	193	642
5. Madadeni	395	375	192	962
6. Mpumalanga	164	190	246	600
7. Ntuzuma	157	127	106	390
8. Umbumbulu	330	154	124	608
Totals	1651	1421	1141	4213

	STAFF	CLASSROOMS
1. Amanzimtoti	17	12
2. Appelsbosch	25	13
3. Eshowe	39	18
4. Esikhawini	44	24
5. Madadeni	70	29
6. Mpumalanga	27	16
7. Ntuzuma	22	10
8. Umbumbulu	40	20
Totals	284	142

Furthermore, it might appear that some White colleges of education, like Edgewood in Natal and the Natal College of Education, including the Afrikaanse Durbanse Onderwyskollege, might continue to offer training for White teachers, until such time that they might have classrooms and equipment available because of the reduced enrolment due to a low birth rate. This element also shows among Africans, although to a limited extent because birth control is a new phenomenon among African families.

The new college at Nongoma has received 2000 applications from matriculants to train as teachers for three years with effect from 1987 to 1989. Because only six classrooms will be available for use next year, it means only 200 students could be taken and 1800 will be

without floor space, hence the demand for additional colleges of
education, in order to meet the demand for 25000 teachers by the year
2000. These requirements are likely to be met if additional funds
for bursaries and upgrading facilities and equipment could be included
in the budget, provided the grant from the central Government is
reasonable.

2. Lack of Financial Assistance

According to the study done by Harley in 1985 at the five high schools
in the Edendale valley under KwaZulu, responses to his questionnaire
made it possible for him to know the problems the Standard 10 students
experienced.

Their major problems involved lack of financial assistance to enable
them to proceed to universities, where they could pursue their studies
in B.A., B. Paed. and B. Com. Degrees, which seemed popular to most
of them. They particularly wanted to do these degrees so that they
could become teachers, but not to work in commerce and industry where
there were visible signs of racial stratification in terms of jobs
and money.

This principle was widely observed because it had become apparent
that new recruits of African matriculants performed lowest jobs
requiring no skills, according to their responses to Harley's open-
ended questionnaire. Because of lack of bursaries and scholarships,

the unskilled jobs they performed "tended to smother than reveal and develop the leadership skills sought by senior managers" (Harley, 1985, P. 52). This placed them, according to what they said, under supervision of another racial group, more especially Indians and Coloureds, whose educational standard was not higher than their own.

African matriculants further stated that supervisors were more interested in mechanical production than in the staff development programme. This made them value characteristics of stability, reliability and acceptance of authority in workers rather than ambition and initiative.

3. Economic and Social Inequality

The practice of the system of recruitment which favoured work-seekers with 'a contact' in the factory rather than an outside applicant with educational qualifications, seemed to discourage aspiring African matriculants. The belief is that it was something rare for situations in the lower levels of the hierarchy to be advertised, "as a personnel officer remarked, one simply put the word out" (Harley, 1985, P. 52). Clearly, opportunity structure tends to offer little attention to attract school leavers, because job opportunity tends to depend largely on racial stratification in economic life. For example, certain jobs come to be seen as Black, White or Indian or Coloured because of the Government policy. Such a development rules out the possibility for racial co-operation and mutual trust, including respect.

Furthermore, Wilson in Harley (1985, P. 53) indicated what happened in factories he visited in and around Pietermaritzburg. He observed

that White skilled workers received much better pay compared to poorly
paid unskilled African labour force.

The hierarchy in one factory, for example, was as follows:

Production Manager	(White)
Superintendent	(White)
Foreman	(Mostly White or Coloured)
Leading hands	(Coloureds, two Blacks)
Section leaders	(Africans)
Operators	(Africans)

(Wilson in Harley, 1985, P. 53).

In many cases Indians rather than Coloureds occupied the middle ground
or buffer zone between Whites and Africans, because generally African
matriculants were perceived by managers as inadequate due to lack of
career plans. In the interviews, they tended to ask for any jobs,
because clerical jobs, supervision and other better paying jobs were
given to Indians and Coloureds. This resulted in Africans being
exposed to low level jobs and pay.

Social inequality further became apparent in laboratory work where,
according to Harley (1985, P. 54) African matriculants tended not to
know the kind of work which was being done in the laboratory. This is
not surprising because most African schools have no laboratories and in-
adequate science equipment. For this reason they are compelled to
learn most of the work by rote at the expense of proper understanding
and insight in the subject involved. The result is that they have
most Indians and Coloureds working in laboratories and offices, while
Africans do menial work in these places and elsewhere. This affects
their status and wages. Clearly, KwaZulu is straining every nerve to
find more money in order to improve the lot of her people through
education.

The high rate of unemployment among young matriculants tends to make them dislike working in industry because in Harley's research (1985, P. 54) African matriculants have the feeling that a job in industry suggested that one would be placed under Indian supervision.

However, in traffic police work, 245 African applicants responded to an advertisement in the "Natal Witness" and the "Sunday Times" during 1983. Fifteen African matriculants were taken and this clearly indicated that they had a liking for this kind of job. This could be re-affirmed by Africans who have been seen doing this job on the road between Edendale and Pietermaritzburg in Natal/KwaZulu. Some African lads have come to realise that the social and economic structure of this country cannot be eliminated by force alone. Words can also be stronger than the gun.

Willis (1977, Pp. 126-128) said this:

> He "argues persuasively that at the
> cultural level working locals
> understand the persistence of the
> class structure. They are aware
> of the constraints on the possibility
> of upward mobility"

> (Willis in Harley, 1985).

Re-affirming this view, Harley (1985, P. 126) indicated the employers' view on African matriculants. He said in the job market African matriculants can be classified into two categories, namely the lower tier and the higher tier. By lower tier he referred to routine, repetitive, supervised jobs offering low status, low pay and poor prospects of promotion. KwaZulu is battling to have its students

afforded full recognition by improving the standard of teaching through adequately qualified teachers, and by reducing the high pupil-teacher ratios, in order to improve individual attention in a learning-teaching situation.

The upper tier refers to professional, managerial and reasonably skilled technical jobs which are identified by some measure of individual freedom and reasonable opportunities for promotion to higher positions.

Concerning African matriculants it appears it is not educational certificates that matter at this stage of the job market, but the correct or agreeable attitude to the available jobs. Harley (1985, P. 6) argues that "employers do not favour matriculants because of what their experience had taught them about the aspirations of matriculants".

He summarises the perceptions of employers concerning attitudes and aspirations of African matriculants as follows:

> Matriculants were perceived as being
> interested in these jobs as a stop-gap
> source of revenue until they had
> saved enough to enable them to resume
> their studies or until they became
> frustrated at the lack of advancement
> and resigned.

(Harley, 1985, P. 6).

In the circumstances, they were seen as a poor risk in job performance because they tend not to stick to a job if there are little chances of getting better pay and staff development. Educational certificates are clearly of greater importance at this level, because employers need skilled workmen acquired through education. They tended to find that

African matriculants lacked the right educational background to enable them to qualify for jobs or training which would lead to upper tier jobs. These are important problems facing matriculants from the KwaZulu Department of Education and elsewhere.

Concerning specific skills, most employers tend to think that the standard of education for Africans was not equal to that of other racial groups. According to Harley's (1985, P. 6) finding, employers tend to equate African matriculants with an Indian Standard 9 student, who was also equated with a White standard 8. Lack of proficiency in English and a lack of adequately qualified mathematics and physical science teachers, including biology, seemed to be the major causes of the decline.

What has been observed is that the curriculum for African schools seems unsuitable for the needs of industry, because the subject studied by matriculants prepare them for university, not for work. The limited number of students studying mathematics and science was a constant criticism. Most students tend to lack appropriate skills. For this reason deep concern was expressed about rote learning as indicated before; preoccupation with the syllabus and lack of broadening of the mind; lack of involvement of pupils in comprehensive education, in order to develop initiataive and skills of independent study; sufficient opportunity for problem solving and to avoid concentration on theory at the expense of learning to do by doing.

African students were not to blame for most of the problems they experienced in their education progress. Molteno (1984, P. 90), for

example, in analysing Bantu Education since 1953, came out with a suggestion that "part of the Nationalist Party aim was to reduce the number of Africans with medium level academic qualifications to that required mainly as teachers and functionaries in the Bantustan bureaucracies". The result was that the skills needed in industry were limited to the level that would not threaten the White working class. Bird (1984, P. 193) further pointed out that the expansion of industrialization in South Africa tended to influence the increase of secondary schools among Africans which was aimed at creating opportunities for employment of Africans both in the urban and rural areas. Industrial growth went along with creation of White collar jobs involving African school teachers, clerks, interpreters, medical doctors and lawyers in KwaZulu/Natal and other areas, who were seen as "visible community leaders in Gerber and Newman's Soweto study" (1980, P. 83). These officers seem to be so few that they are unable to cope with the growing demand and other related problems.

4. Lack of Flexibility

Ken Hartshorne (Sunday Tribune, 7.12.1986, P. 33) felt that bigger budgets, better facilities and good intentions of the Department of Education and Training were unlikely to bring about change, because African education has deteriorated seriously for many years. In the circumstances it "has never emerged from the rut into which it sank in 1976" (P. 33).

He sees the lack of flexibility within the Department of Education
and Training in getting rid of apartheid policy as causing irreparable
damage to South Africa today and tomorrow. The DET seems unlikely
to win in gaining the confidence of the majority of Africans
because it tends to implement unacceptable and unpopular State
policies which have been enforced for more than 30 years. Its credib-
ility among parents, teachers and pupils tends to be reduced due to
lack of involvement in the decision-making process. It is no longer
easy for the State to recover its lost image without reaching a
compromise with Africans.

KwaZulu and other self-governing states, like Bophuthatswana in the
Transvaal, appear to be inclined towards the establishment of a single
ministry of education, as stated in the De Lange Report of 1981 in
respect of South Africa. The single ministry, it is envisaged, could
work together with a single South African Council of Education to lift
it out of the ethnic population context.

In KwaZulu the matric examination results are not indicataive of quality
and the falling standards have a detrimental effect on performance in
tertiary education, including teacher training and an advanced technical
education. This has led to unrest even in African universities where it
has become endemic. It tends to affect the morale of both staff members
and students as well as the quality and quantity of students trying to
complete university education. The 1976 crisis in African education
is still going on and has spread to nearly all parts of South Africa.

For this reason it is clearly unknown how many schools were affected
by unrest. According to Ken Hartshorne (1986, P. 33), 130 schools with
an enrolment of "113990 pupils had been seriously disrupted".

Because of the extent of the unrest situation in the KwaMashu, Lamont-
ville, Chesterville, Mpumalanga, Edendale, Ezakheni and Madadeni areas
in KwaZulu/Natal and other parts of the country, the Department of
Education and Training said about 4000 Standard 10 pupils could not
write their matric examinations at the end of 1984. In spite of the
disruption, most students wrote in Natal/KwaZulu except one or two
schools under the DET, particularly Chesterville and Lamontville,
where the unrest was very difficult to bring under control. There were
a further 4000 students in other parts of South Africa who decided to
delay writing until May-June 1985 examinations for private candidates.
Would the White community tolerate the hardships experienced by
Africans? Is it the intention of the State to retard educational
advancement of Africans? The research poses these questions because
he often hears of the army and police suppressing unrest instead of
talking to the leaders. Therefore, the State should adopt the policy
that will not give the impression that it purposefully intends retard-
ing African educational advancement. In other words, it should be
clearly seen to be fulfilling its role in education. What Natal/KwaZulu
and the entire non-racist community want to see is the achievement of
equality without separation and isolation. There should be power-
sharing in decision-making processes and structures without resorting
to repressive measures, blood-shed, intimidation and succumbing to
subversive elements and authoritarian pressure. The inability to meet

these needs seems not to lead to anything constructive except contin-
uous suffering, turmoil and bickering. KwaZulu is no exception to other
areas that are striving for peace, stability and educational advance-
ment. It is really encouraging to see it joining forces with Natal,
more especially in improving and providing facilities for realistic
educational progress of Africans to the level of Whites.

5. Slow Change and Little Pleasing

According to Kane-Berman (Ilanga, November 20-22, 1986, P. 7), the
Director of South African Race Relations, "there was still hope about
South Africa".

Speaking at the Institute of Personnel Management, he pointed out that
the apartheid policy was no longer to be easy to enforce, and that change
was not quite noticeable and fast as expected. It seemed difficult
to move away from the era of H F Verwoerd who enforced separate education
and development more than ever before. Because the apartheid policy
is entrenched, change is very slow and nobody seems to be pleased about
the pace. Clearly the Government does not seem to be keen to bring
apartheid to an end, hence the emergency state.

Condemning the Group Areas Act, which is one of the corner-stones of
apartheid,Kane-Berman (1986, P. 7) stated that "its abolition might
stop segregation at schools". The validity of this view was re-
affirmed by the creation of the new era schools at Uthongathi near Durban,
in Natal.   These are multi-racial schools and the project might be

spread to other parts of South Africa, if the Government gives it a
chance to prove its worth.

6. Poor Matriculation Examination Results

Such contributory factors as high pupil-teacher ratios, lack of
proficiency in English as medium of instruction, lack of individual
attention, lack of accommodation for teachers, overcrowded classrooms,
unqualified and underqualified teachers, shortage of finances,
condemnation of apartheid education by pupils through school boycotts
and aggressive attitudes towards principals and some teachers, more
especially those who are perceived as being instrumental to the
continuation of apartheid policies, seems related to poor matriculation
examination results in KwaZulu and many parts of the country.

Because of the above problems, the Department of Education and
Training in Pretoria, which prepares matric question papers for African
schools, continues to experience paper leakages for sale, in order to
encourage cribbing and cause further damage to African education.

According to the Natal Witness (8.11.1986), these papers were sold
around Pietermaritzburg for between R25 and R50 each. These were in
respect of South African history and English language. Three separate
KwaZulu schools complained to their teachers about the availability
of these papers at some schools falling under the DET before they were
written. African schools have been affected by paper leakages for a
long time, although KwaZulu succeeded in eliminating this problem as

early as 1982. The Department of Education and Culture mounted a
campaign with community leaders, school committees, teachers, Principals,
parents, pupils and the inspectorate to stamp out leakages and cribbing.
The response was encouraging, although this problem was beginning to be
felt again in certain areas of Natal/KwaZulu. Perhaps writing the same
examinations with other racial groups could be the best answer to this
problem. The school attendance could be regular, class teaching and
learning could improve and so could staffing, thus reducing school
unrest and boycotts.

With the elimination of segregated education, which seems to be the
main cause of the persistant tumultuous situation at the schools,
including KwaZulu, the researcher believes that the students'
occupational choices concerning their future could be largely met.

Ken Harley gathered the following data in 1983 from five KwaZulu high
schools in Edendale on how students in Standard 10 hoped to realise
their aspirations,and the importance of the matriculation certificate
in order to qualify to study for what they intend doing after leaving
school:

Table 12: Aspirations of students in five KwaZulu high schools in Edendale

BOYS	NO	%	GIRLS	NO	%
Teacher training	60	25.1	Nurse	146	53.3
Clerk	36	15.0	Teacher training	33	12.0
Studying law	28	11.7	Studying for degree +	18	6.6
Studying for Degree +	27	11.3	Studying for social work	17	6.2
Studying engineering	12	5.0	Clerk	12	4.4
Studying medical technology	9	3.9	Studying medicine/dentistry	7	2.6
Male nurse	8	3.4	Studying law	6	2.2
Police/traffic police	7	2.9	Police/traffic police/		
Studying medicine/"Working"	5	2.0	prison warder	6	2.2
Studying electricity	4	1.7	Studying at business		
Training in personnel work	4	1.7	college	5	1.8
Private study	4	1.7	Studying medical technology	4	1.5
Studying for social work	4	1.7	Studying pharmacy	3	1.0
Studying at technical college	4	1.7	Training in physiotherapy	3	1.0
Working in a factory/ in			Typist/switchboard work	3	1.0
industry	3	1.3	Studying agriculture	2	0.7
Health inspector	2	0.8	Studying librarianship	2	0.7
Studying journalism	2	0.8	Studying town planning	2	0.7
Radio/TV announcer	2	0.8	Studying for the ministry	1	0.4
Building own home	1	0.4			
Studying forestry	1	0.4			
Studying for the ministry	1	0.4			
Studying pharmacy	1	0.4			
No response	7	2.9	No response	4	1.5
	232	97.0		274	99.8

+ B.A., B. Sc., B. Admin., B. Com.

Source: Journal of Education, Vol 17, November 1985, Pp. 49-50.

As stated earlier in this chapter, of the total of 713 pupils in five Edendale high schools, 513 responded to the questionnaire whose data is analysed above. The indications are that most students have a keen desire for professional kind of occupation, and "reject commercial and manufacturing sectors of the labour market" (Ken Harley, 1983, P. 49). There was also a mention made of clerical jobs without any reference to jobs involving salesmanship, marketing or industrial work, except three boys who preferred working in industry or factory, like Hullets Aluminium, although their main objective was to be temporarily employed until they

passed Standard 10 so that they could earn money to assist them to do

a B.A. Degree.

In spite of the ambitions and aspirations for higher education and

professionalism, it was unfortunate that the majority of African pupils

were largely school leavers who seldom found jobs in the labour market.

Ken Hartshorne (December 7, 1986, P. 33) in the Sunday Tribune,

discussed the pass rate in African education at matric level as follows:

> In the last few years, only half of the
> standard 10 pupils have been successful in
> gaining a certificate, and only one out of
> 70 in gaining matriculation exemption.
> Closer examination of detailed statistics
> for 1983 reveals that only five percent of
> successful Black matriculants gained an
> aggregate symbol of C and above (60 per
> cent plus), the majority passed at
> borderline levels .

Such examination results in African education provide increased sources

of discontent both at schools and in the community, and the large number

of matriculants without jobs is a matter for grave concern in KwaZulu

and elsewhere.

Treating African education as different is not only causing endless

problems but rather insurmountable problems which tend to inhibit socio-

economic and political development in KwaZulu and the rest of Southern

Africa, because of inequalities in the life style.

Writing in the Daily News (Tuesday, November 11, 1986, P. 4), Mr Hylton

Johnstone, the President of the Natal Teachers' Society, clearly

re-affirmed one of the major problems in African education in KwaZulu.

He referred to fired White teachers while Africans need teachers.

He elaborated as follows:

> The Natal Education Department's recent decision to
> give job preference to student loan teachers would
> force many experienced staff out of their jobs - and
> cause a dropping of educational standards, especially
> in primary schools.

> And the department's cutting of the student teacher
> intake was threatening to close training colleges
> like Edgewood, whose board had been refused
> permission to admit Black students.

> But KwaZulu schools, which employed many under-
> qualified or unqualified staff, would need about
> 24000 more teachers by 1990 .

The reason for redundant White teachers and accommodation is the policy

of the Government which tends to refuse admitting African students and

creating a single education department for all races. The establish-.

ment of a single department would easily facilitate the deployment of

White teachers to ease the deficit in African schools. Education should,

therefore, be unshackled from political curbs for the sake of the child

and the African teacher, who long for upgrading through the help of the

White staff of adequate qualifications and teaching experience.

Looking at the map of the Province of Natal, it sounds ludicrous to

expect it to be divided into KwaZulu and Natal without experiencing

overlapping in nearly all spheres of life. Close co-operation between

the two areas could set the pace for the rest of South Africa concern-

ing solutions of socio-economic and political problems. Educational

advancement particularly in KwaZulu, could improve tremendously by helping

Principals to have less problems in promoting effective teaching at schools.

Fig. 2: KwaZulu within the Province of Natal
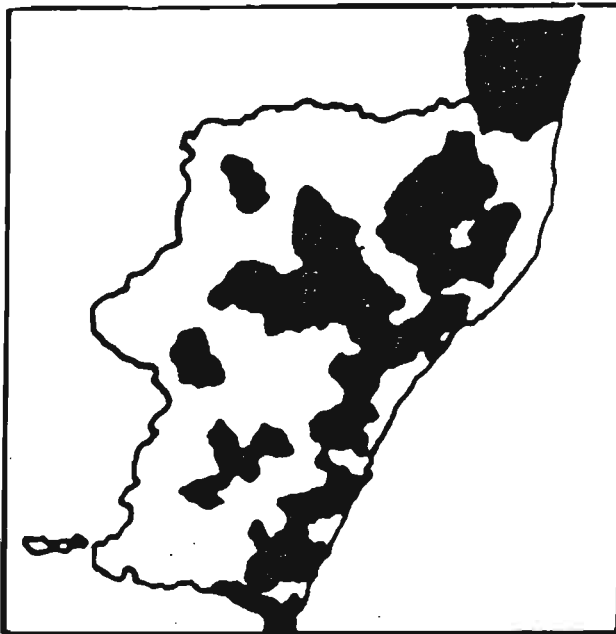
Source: Umxoxi or Chronicler: Department of the Chief Minister,
       KwaZulu Government, Front page or Page 1.

In this research, the perceptions of headmasters themselves become an interesting area for study and they form the main focus for the research reported in this dissertation. The present chapter is, therefore, devoted to discussion of specific problems and questions for research particularly in KwaZulu.

Principals are different because they range from infant classes to post-primary schools in the performance of their roles. They also differ in remuneration, status, qualifications, sex, social-class background and in many other ways.

Bearing all these experiences in mind, the researcher's present study is limited to the task of the Principal in relation to the socio-economic and political factor terms of secondary schools in KwaZulu, because of problems which tend to inhibit advancement in African education, as dealt with before.

In this research, Principals will be afforded an opportunity to provide information on how they themselves perceive their roles and problems they experience in their work situation. It should be mentioned that literature on this kind of study is limited and this represents an unfortunate gap in literature.

It is important to know how the headmaster perceives his task in his effort to improve the standard of teaching and learning at school for a better performance of students in the examinations at the end of the year; to know what problems he perceives and what his proposals are for their solution. He should also be aware of how his subordinates and supervisors see him and what they expect of him and his teachers, including pupils.

In relation to the perceptions of the headmaster, the following questions for research were formulated:

SUMMARY STATEMENT OF QUESTIONS FOR RESEARCH

1. Headmaster's background and concern about educational standards

   a) How did they obtain their matriculation qualification?

   b) What evidence is there that financial difficulties inhibited their educational progress?

   c) From what sectors of the community do the headmasters originate?

   d) What evidence is there of their perception of problems related to pupils' behaviour and progress with class work?

   e) To what extent does the language problem affect the pupils' level of communication?

2. Headmasters' perceptions of methodology and poor performance of pupils

   a) To what extent does verbatim regurgitation of facts affect pupils' level of communication?

   b) What evidence is there that postponing doing things is related to high failure rates?

   c) How do headmasters perceive pupils' failure to make notes?

   d) How can teachers promote effective teaching and good relationships with students?

   e) How do headmasters view the examination question paper leakages?

3. Headmasters' perceptions of teacher qualifications

   a) What is the outcome of the shortage of suitable manpower produced by universities and colleges of education?

   b) To what extent could teacher attitude have an inhibitory effect on educational progress?

   c) Is there any evidence that African education is effectively involved in helping the child secure a better job and an improved standard of living? Give reasons for your answer.

   d) Is there any evidence to show educational progress for the rapidly growing African population? Give reasons for your answer.

e) How do headmasters perceive the evaluation of pupils by teachers?

4. Resentfulness and class boycotts

What causes resentfulness and class boycotts in African education?

5. Role perception and desired qualities

a) How do headmasters perceive their roles?

b) What qualities should they have?

6. Improvement of the educational system

If the present education system is not perceived to lead to equality and human happiness, what measures are seen to be needed to improve it?

Details of the methods employed in this study, in an attempt to answer these questions, are described in the following chapter.

CHAPTER FOUR

RESEARCH PROCEDURES

1. Introduction

This chapter describes the methodological procedures adopted in
acquiring the data required in connection with the questions for
research, which have been outlined earlier. In particular, selection
and design of the research instrument are discussed together with
details of its administration.

As indicated earlier, KwaZulu is an integral part of South Africa
because it has not become a self-governing state. The Zulu people,
as Africans, have not been prepared to estrange themselves from South
Africa. They do not want to identify themselves with the racial
segregation or apartheid policies of the country, which tend to place
Africans at a disadvantage, more especially from the economic,
educational and political points of view. Power-sharing is what the
Zulu nation wants, in order to abolish inequalities and to be
involved in the decision-making process.

KwaZulu is entwined geographically with the province of Natal, as is
shown in figures 3 and 4.

Fig. 3: Map of Southern Africa showing location of Natal/KwaZulu
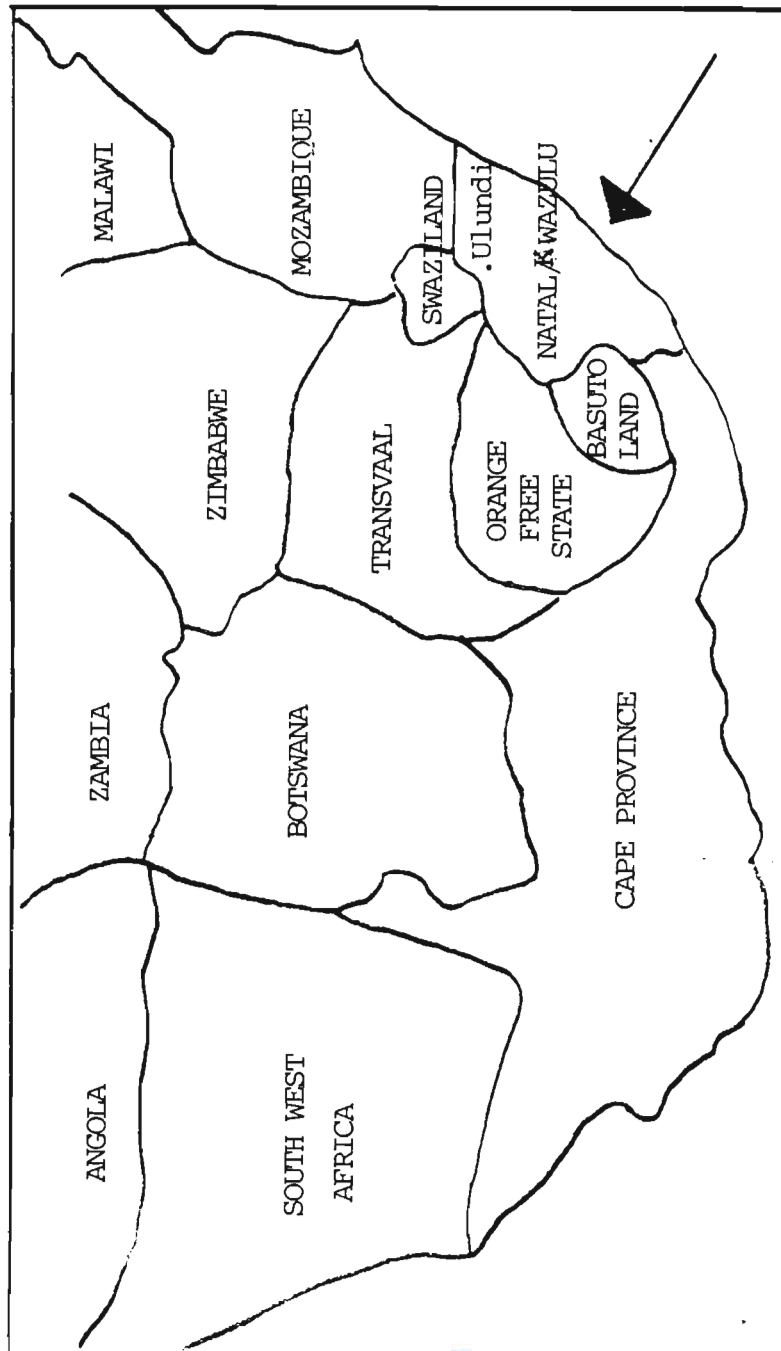
(Source: Sellman and Fowler, 1967)

Fig. 4: Map of Natal showing KwaZulu areas
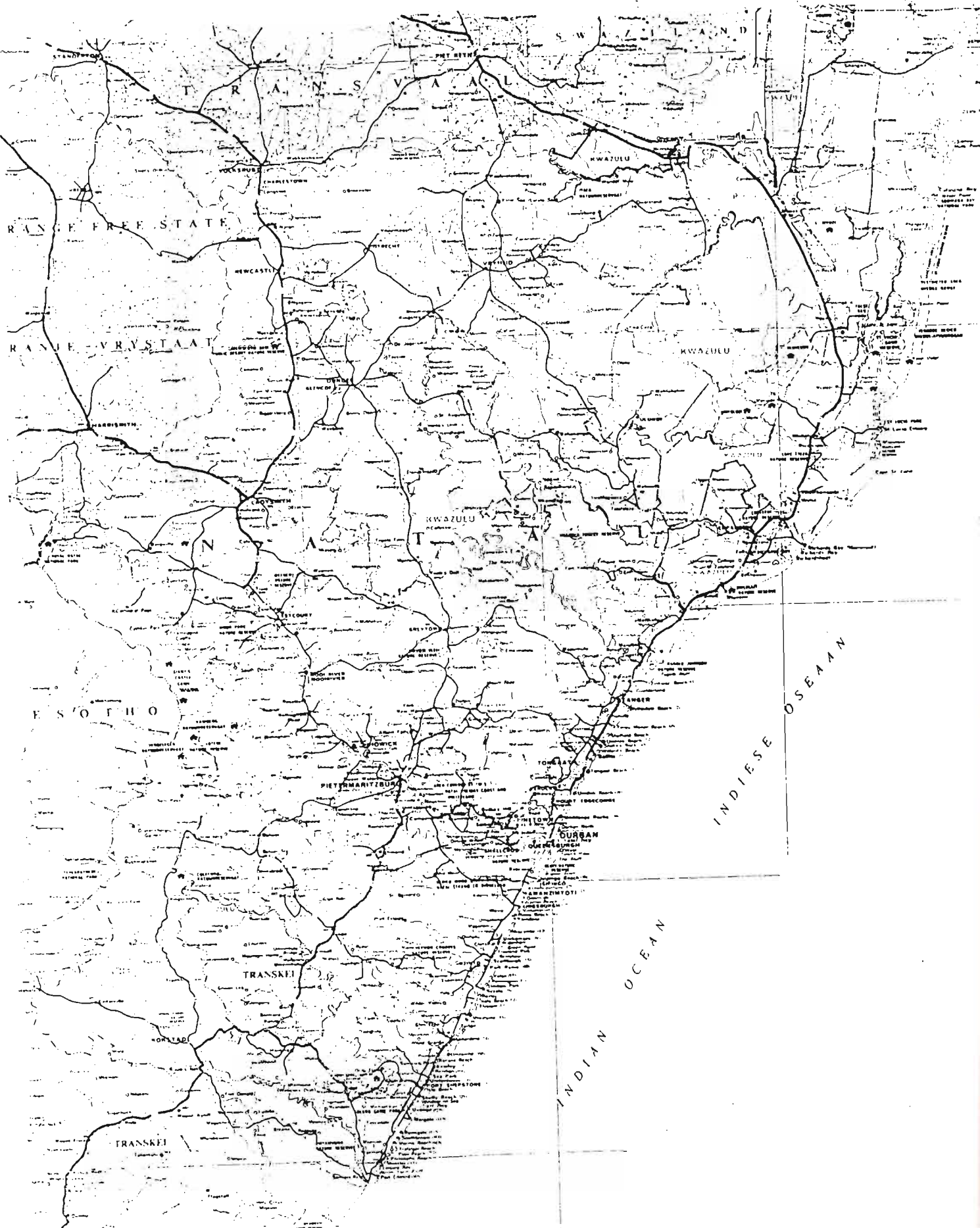
KwaZulu has its own Department of Education and Culture with its Head
Office at Ulundi, but for purposes of administration, it is sub-divided
into twenty-five 'Circuits'. Each 'Circuit' has a large number of
schools of different categories under the control of the circuit insp-
ector and two inspectors. The present research project was conducted
in secondary schools in the Bergville Circuit (Fig. 5).

Fig. 5: Map of Natal showing Kwazulu circuits

1. Bergville
2. Edendale
3. Enseleni
4. Hlabisa
5. Inkanyezi
6. KwaMashu
7. Madadeni
8. Mahlabathini
9. Maphumulo
10. Mehlwesizwe
11. Mnambithi
12. Mpumalanga
13. Msinga

14. Ndwedwe
15. Nkandla
16. Nongoma
17. Nquthu
18. Pholela
19. Port Shepstone
20. Ubombo
21. Umbumbulu
22. Umlazi North
23. Umlazi South
24. Umzinto
25. Umzumbe

2. Description of the population

The population relevant to the present study comprised principals employed in secondary schools falling under the jurisdiction of the KwaZulu Department of Education and Culture (KDEC).

In 1983, when the research was undertaken, the number and distribution of school types and of all principals employed by the KDEC were as recorded in Table 13.

Table 13: Population of principals in KDEC schools by category of school

CATEGORY OF SCHOOL	NUMBER OF SCHOOLS/ PRINCIPALS	PERCENTAGE OF ALL SCHOOLS/PRINCIPALS
Primary	1991	76.9
Secondary	469	18.1
Other	128	4.9

Source: Adapted from "Statistical Information Regarding Schools" (KDEC 1983).

3. The sample population

A decision was taken to conduct most of the research in schools in the Bergville Circuit. This was the last Circuit in which the researcher worked as Circuit Inspector before transferring to Head Office on promotion to Chief Inspector. Thus, the researcher was well acquainted with the schools and principals.

The Bergville Circuit comprised ninety-three schools of which twenty were secondary schools. Six of these secondary schools had no Standard 8 class at the time when the investigation was conducted.

As the research study was focussed on principals of schools with

Standards 8 and 10 classes, the target group of fourteen remaining

secondary schools was clearly defined and became the effective

sample group.

Table 14 lists the sample schools.

Table 14: The sample group: Secondary schools with Standards 8 and 10 classes in the Bergville Circuit

NAME OF SCHOOL	ENROLMENT
1. Amahlubi	298
2. Amazizi	517
3. Abantungwa	765
4. Bambazi	408
5. Bonokuhle	990
6. Emtshezi	677
7. Estcourt	660
8. Hlathikhulu	915
9. Ngibongeleni	848
10. Sizathina	458
11. Thokoza	451
12. Tshanibezwe	578
13. Ukhahlamba	944
14. Wembezi	1382
Total	9891

Source: "Quarterly Return Forms" for September, 1983 (KDEC)

However, of the 469 secondary schools in KwaZulu, only 170 had

Standard 10 classes. As the research involved schools with Standards

8 and 10, this meant that the total possible population of schools

was 170 and thus the effective sampling fraction became 8.2 per

cent $(\frac{14}{170})$.

The Principals of the fourteen secondary schools in the sample

(Bergville Circuit) were all male. In fact, principals of the

majority of secondary schools with Standard 10 classes in KwaZulu

are male, and so it is suggested that all male sample of principals
is substantially a representative one.

Some secondary schools were rural while others were urban. Principals
and pupils in these different areas tended to perceive the reasons
for high failure rates in Standards 8 and 10 in similar ways.

4. Selection of the research instrument

Introduction

The research instrument selected for gathering data was the mail
questionnaire. It was posted in September 1983 to all principals of
the fourteen secondary schools with Standard 8 and 10 classes in the
Bergville Circuit.

General advantages and disadvantages of the mail questionnaire

The mail questionnaire was considered suitable for use because it is
both economical and convenient for the researcher to communicate with
the respondents without much difficulty.

Using a questionnaire solves the problem of non-contact when the
respondent is not at home "when the interviewer calls" (Moser and
Kalton, 1971, P. 259). If the population to be covered is widely
and thinly spread, the mail questionnaire is the only possible
method of approach.

The mail questionnaire is not a quick method of conducting a survey

as it might be thought at first sight. Sending out a questionnaire

takes a little time, and the bulk could be returned within a period

of two weeks. But to make an allowance for late returns and

responses to follow-up, a period of a month or more might be required.

Through the use of the questionnaire approach, the problems related

to interviewers may be avoided, whose errors "may seriously undermine

the reliability and validity of survey results" (Moser and Kalton,

1971, P. 258).

Questions requiring considered answers rather than immediate

answers could enable respondents to consult documents in the case

of the mail questionnaire approach. Accurate answers could be

obtained on date, when the school was established.

It is easy for respondents to answer questions of a personal or

embarrassing nature more willingly and accurately, when they are not

face to face with the interviewer who may be a complete stranger.

In some cases it may happen that respondents report less than expected

and make critical comments in a mail questionnaire.

Concerning the limitations of the mail questionnaire, questions can

be answered only when they are sufficiently easy and straightforward

to be understood with the given instructions and definitions. This

depends upon the nature of the population being surveyed, and the

language used should be chosen with the survey population clearly in

mind. Ambiguity, vagueness, technical expression and a language

unknown to the population should be avoided.

Answers to the mail questionnaire must be seen as final, if re-checking or collection of the questionnaires by interviewers cannot be done. There is no chance of investigating beyond the given answer for a clarification of ambiguous answers. If respondents are unwilling to answer certain questions, nothing can be done about it, because the mail questionnaire is essentially inflexible.

The mail questionnaire does not make provision for obtaining the views of more than one person. It requires uninfluenced views of only one person.

In a mail questionnaire, the respondent can see all questions at the same time before answering them "and the different answers cannot, therefore, be treated as independent" (Moser and Kalton, 1971, P. 260).

Furthermore, with a mail questionnaire, the researcher cannot ascertain that the right respondent completes the questionnaire. Notwithstanding this possibility, the respondent should not be encouraged to write his/her name, in order to draw forth a free and a positive response.

> With a mail questionnaire there is no opportunity to supplement the respondents' answers by observational data. An interviewer can describe the respondents' house and neighbourhood, his appearance and manner, his attitude to the survey and the way he reacted to different questions; all this is background material.

(Moser and Kalton, 1977, P. 261)

It is also important to note that some of the limitations of the mail questionnaire were overcome by combining it with interviewing. The mail questionnaire sent to respondents can be collected by interviewers, who can explain difficulties experienced, check answers and make sure that questions are completely worked out.

In the survey the researcher undertook, the mail questionnaire was the only feasible approach capable of enabling him to cover a widely spread population in the Bergville Circuit. Interviews would have been too costly in terms of money and time.

Questions of a personal and embarrassing nature could be answered more willingly and accurately when respondents were not in front of the interviewer who was their Circuit Inspector. They could criticise and report freely on any issues raised in the questionnaires, as it will be seen later in the analysis.

Although it cannot be known that the right person answered the questionnaire, the respondents' answers were taken as they were. It could be accepted that questions had an appeal, because respondents could write what they liked on the lines provided.

The final version of the mail questionnaire used in the research is included for reference in Appendix B and will be discussed in the outline.

5. Design and description of the mail questionnaire

Introduction

As it will be seen later in this chapter, effort was made by the researcher to state clearly in the covering letter (Appendix A) why and by whom the survey was being undertaken and how the respondents were selected for questioning and why they should take trouble to respond. The provision of the covering letter served to induce response.

This section will focus on description and comment on the instrument (details of the methods used for data analysis are not discussed but rather are dealt with in appropriate places in the following chapters).

Construction of the questionnaire was guided largely by the general principles suggested by Moser and Kalton (1971), Cohen and Manion (1980), Simon (1979) and Mouly (1970).

There is a considerable range of opinion concerning what constitutes the optimum length for a questionnaire, but it is generally agreed that, provided the purposes of the research are met, shorter questionnaires are more effective. The questionnaire used in the present study has 89 questions. However, because of the fact that some of the questions asked were "open ended", this required that adequate space for responses should be incorporated into the instrument. In addition, economy of space was sacrificed intentionally in favour of achieving a clear and attractive layout, which

is considered to be an important factor influencing response behaviour.

The researcher undertook to make questions as simple and straight-forward as possible in order to be understood. They had to be free from ambiguity, vagueness and technical expressions in the language used. Questions also required straightforward and brief answers. In order to achieve this, respondents were not asked difficult questions.

He had to "decide what tone to adopt" (Moser and Kalton, 1971, P. 264) in writing a covering letter. It was stressed that responses could lead to improvements beneficial to respondents and African education. For this reason it was made clear that the information was needed by the Department of Education and Culture for further planning and advancement of education in the schools.

Pre-testing and pilot study

Pre-testing and pilot surveys made things plain for the researcher, because he was able to assess the respondents' knowledge of the subject matter to be dealt with in the questionnaire. This was evidenced from the way in which the six principals of schools with Standards 6 and 7 responded to questions. From their responses it was estimated that the population of fourteen principals of schools with Standards 8 and 10 would have little difficulty with the questions.

These preliminary steps further made it possible for the researcher to estimate how long the survey might take and how much it might cost to administer it.

Moser and Kalton (1971, P. 48) refer to the pilot survey as "the dress rehearsal". They also see pre-testing and pilot surveys as "standard practice with professional survey bodies and are widely used in research surveys" (1971, P. 48). Through the use of pre-testing and pilot study, the researcher was satisfied that the questions asked were largely meaningful, because clear responses were received from the respondents. Therefore, pre-testing and pilot study provided guidance in the present study on the suitability of questions and valuable supporting evidence.

There were a few cases of "no comment" which suggested that the majority of respondents had no problems with instructions and questions, as it will be seen in the analysis of the questionnaire. Educational standard and insight into the subject helped respondents to experience no insurmountable problems.

A pilot survey was conducted in order to assess the clarity of instructions and appropriateness of the language used (Thurlow, 1981, P. 73). This was done with six principals of secondary schools, which had no Standard 8 classes as they were newly established. This helped in rewording certain questions. The modifications are dealt with at the end of this chapter.

Description of the questionnaire

The instrument consisted of eighty-nine questions which dealt with demographic data, the task of the principal, reasons for high failure rates in African education in terms of Standards 8 and 10 and suggested improvements or changes to bring about equal education and lasting peace in South Africa.

Attention is now directed at a broad overview of the nature of the questions contained in the instrument.

Questions 1-2 dealt with the age and educational history of the respondents.

Questions 3-8 required respondents to indicate their parents' occupations, achieved educational standard, number of children, over-crowding in the family and financial well-being of family. In addition, they were asked to state why they chose teaching for a career. The main objective was to find out whether teaching was a vocation to them. From this information, the researcher could form some impression of their attitudes to teaching as an occupation.

Question 9 was included to investigate whether or not beerhalls/shebeens/bottle stores close to the main entrance of schools were considered to undermine class teaching and learning. This question served as an introduction to possible reasons for high failure rates.

Question 10 required a clarification whether pupils were seen as being as much to blame for high failure rates as anything else.

Appropriate space was provided for elaboration on answers.

Question 11 sought further information from the respondents regarding whether pupils regularly played dice for money during school breaks. If they answered in the affirmative, they were required to indicate what effect this was perceived to have on pupils' academic performance.

Question 12 dealt with use of vulgar language by pupils and whether this was seen to be related to environmental factors. Respondents were further asked, if replied in the affirmative, to indicate how this affected pupils' attitudes toward class work and teachers,

Question 13 sought opinions of respondents as to whether they considered too much involvement of pupils in sport and music competitions disrupted effective class teaching and learning.

Questions 14-18 sought information on whether some pupils promoted themselves to higher classes; whether the pregnancy rate was a problem at schools; whether pupils and teachers spoke vernacular at school most of the time and whether mid-year examinations should be abolished.

Question 19 required respondents to indicate how they perceived the prospects for the future of the African child in South Africa. This information would assist in showing the need for change from the apartheid system of education.

Questions 20-23 required respondents to indicate their perceptions of last minute cramming, inadequate study facilities at pupils' homes and pupils' failure to make notes from English and Afrikaans text books because of language problems.

Question 24 required respondents to state how they perceived the contention that most emphasis should be on passing examinations instead of knowledge for its own sake. This statement was considered to be of vital importance in the enhancement and supplementation of subject knowledge.

Questions 25-45 dealt with how respondents perceived high failure rates in relation to some teachers not preparing their subject matter content thoroughly; most pupils lacking sufficient knowledge of their subject matter content; truancy; some teachers telling pupils how highly qualified they are instead of teaching them effectively; leak of examination question papers; effect of learning by "rote"; insufficient written work; teachers with Standard 8 education teaching Standard 10 students; some teachers sitting in the staff room during school hours; most pupils being not serious with their class work; pupils not given home work regularly by subject teachers; pupils' interest in the life of the school concerning extra-mural activities; markers reducing pupils' marks for no apparent reason; most pupils being not dedicated to their work; pupils expecting leaked examination question papers; question papers being too difficult for pupils and the belief that errors with the computer reduced pupils' marks.

Questions 46-61 dealt with perceptions of respondents in terms of
factors related to ineffective class teaching and learning, such as
student unrest; pupils travelling long distances to and from school;
teaching through the "rod"; effect of teaching big classes; some
teachers giving pupils high marks during the year; discipline at
school; syllabus never completed and thoroughly revised; late coming
and absenteeism of pupils from classes; insufficient use of exercise
books; inconsistency in testing pupils; whether pupils' written work
is regularly marked; shortage of text books; frequency of home work;
some teachers talking over pupils' heads; some teachers wasting too
much time talking about things not connected with the lesson to be
taught and pupils having no study periods.

Questions 62-64 required respondents to indicate how they perceived
question papers without names of examiners; very long question papers
and answer scripts marked by unqualified or inexperienced teachers.
These questions were designed to elicit information concerning the
impressions of principals on these matters.

Questions 65-70 referred to teachers who only go to teach in the class-
rooms if instructed by the principal; teachers who are incompetent
at handling the subjects they teach; five major tasks of the principal
in order of importance; whether there is need for the principal to
guide the subordinates and supervise the teachers; the preferable
methods of running a school and the practice of teaching pupils with-
out teaching aids which contributes to poor examination results. The
responses to these questions could pave the way for further enhance-
ment of educational progress.

Question 71 required responses as to whether schools have an effective vice-principal system.

Questions 72-79 made it possible for the researcher to elicit information on how principals perceived pupils who are disfavoured by teachers for complaining about the incompetence of a teacher; an increased number of unqualified and underqualified teachers; an unboosted morale of the principal; inequalities in Central Government spending on African and White children; inadequate accommodation of teachers near the school where they teach; avoidance of sections of the syllabus with which some teachers are not conversant; high pupil-teacher ratios and salary disparities between African teachers and their White counterparts. These questions were provided for better understanding and solution of problems in African education.

Questions 80-83 sought information in connection with how the headmasters perceived support from parents through enlightenment; abuse of corporal punishment; the school carrying a greater responsibility for the behaviour of pupils and the reaction of the Department of Education and Culture to anonymous letters. These questions stress the importance of human relations and discreet handling of pupils including agreement with departmental policies against abuse of corporal punishment.

Questions 84-87 sought to find the main problems experienced by pupils; qualities of a good principal; what teachers academically lack and in respect of physical facilities.

Questions 88-89 were designed for respondents to provide data in connection with suggestions to be made in order to reduce the large number of failures and third class passes in Standard 8 and 10 classes and to effect improvements or changes to South Africa's political and educational structure to bring about equal education and lasting peace in this country.

Administration of the mail questionnaire

The procedure followed was to post the questionnaire to each principal with a covering letter requesting his assistance in completing and returning the questionnaire within the specified time. A stamped, addressed envelope was provided for return of the questionnaires.

There were possible and inevitable disadvantages in this procedure. Firstly, there was no guarantee that questionnaires would be completed by principals for whom they were provided. Secondly, if the principals refused for any reason to co-operate, there was a likelihood that the response rate would be affected.

Response in respect of principals was largely stimulated by guaranteed anonymity and confidentiality of responses to the questionnaire. The completed questionnaire was to be returned in a sealed envelope.

Finally, four weeks after sending out questionnaires, a reminder letter was sent to one principal who had not responded. Those who returned questionnaires represented a response rate of 92.9%. This represents a good response.

It took little time to send out the questionnaires and the bulk of the returns were received within a period of four weeks. Questionnaires allowed for considered rather than immediate answers. With sufficient time at their disposal, the respondents could consult documents where necessary.

Concerning the lone non-response, the researcher gained the impression that this principal's attitude was different from those who responded. There was further evidence that "response is correlated with interest in the subject of the survey" (Moser and Kalton, 1971, P. 268). It was not only that, but it also confirmed the following findings:

> Persons who do not respond to the
> first mailing are less keen to be
> helpful and hence, if they are later
> persuaded to complete the questionnaire,
> they put less effort into it.

(Moser and Kalton, 1977, P. 267)

The main procedures of administration having been outlined and the instrument described, attention is directed in the following chapters to an analysis of data obtained in connection with the previously formulated research questions.

CHAPTER FIVE

INTRODUCTION TO THE ANALYSED QUESTIONNAIRE

The following seven chapters are devoted to an analysis of the responses obtained by the survey instrument.

As the sample group was very small, determination of the headmasters' perceptions on various issues is made simply through a consideration of frequency counts. The data obtained were of such a nature that statistical testing was judged to be unnecessary. Each chapter presents tabulations of data obtained in respect of each of the items included in the survey instrument. In addition, some discussion of each item is included, although an overview discussion appears in the final chapter of this dissertation.

In Chapter four the various items in the survey instrument were described in some detail. However, for purpose of analysis the strict ordering of questions in the questionnaire is not sustained. Rather, for reasons of coherence in the analysis, the questionnaire items have been regrouped. The basis for this regrouping is as follows.

Chapter 6 deals with the educational and social backgrounds of the headmasters polled. Analysis presented in this chapter concerns specifically such matters as aspects of family background and the educational histories of the headmasters.

Chapter seven focusses on how headmasters perceive problems associated with pupil behaviour and performance. Essentially, what are being examined are the principals' views about certain factors which could constitute disciplinary problems.

Chapter eight is concerned with the headmasters' perceptions of factors relating to teachers and teaching, which may be problematic for them in the running of their schools. Matters more specifically concerning problems perceived in connection with the assessment and examination of pupils, are, however, treated separately in Chapter ten.

Chapter nine has as its focus the headmasters' identification of problems which derive from characteristics of the schools themselves and their facilities, or lack of them.

Chapter eleven is devoted to an analysis of the headmasters' views on their role - the tasks required of a headmaster and the desired qualities associated with that position.

Finally, Chapter twelve deals with the ways in which headmasters regard the education system in general and their views on the necessity for change.

CHAPTER SIX

THE HEADMASTERS: DEMOGRAPHIC DATA

This chapter is specifically concerned with the demographic data for

the headmasters which are summarised in tables 15 to 22 which follow:

Table 15: Educational history

NUMBER	AGE	WHERE MATRICULATED	YEAR
1st Headmaster	38	Eshowe High School	1966
2nd Headmaster	36	Menzi High School	1970
3rd Headmaster	31	Siyamukela High School	1972
4th Headmaster	37	Amanzimtoti High School	1972
5th Headmaster	55	Orlando High School	1952
6th Headmaster	50	Private Study	1966
7th Headmaster	37	Private Study	1971
8th Headmaster	37	Eshowe High School	1972
9th Headmaster	37	St Francis High School	1955
10th Headmaster	35	Menzi High School	1971
11th Headmaster	36	Bhekuzulu High School	1971
12th Headmaster	49	Private Study	1965
13th Headmaster	49	Private Study	1961

Of the thirteen headmasters, nine matriculated on full-time basis,

and four obtained their matric by private study. It is important to

note that the latter decided to upgrade themselves in spite of

financial difficulties.

The type of professional certificate obtained and where the respondents

received their professional training follows in Table 16.

Table 16: Where trained as a teacher and certificate held

NUMBER	COLLEGE/INSTITUTION	CERTIFICATE	YEAR
1st Headmaster	Eshowe College	J.S.T.C.	1969
2nd Headmaster	University of Zululand	S.T.D.	1972
3rd Headmaster	University of South Africa	H.E.D.	1979
4th Headmaster	University of Zululand	S.T.D.	1972
5th Headmaster	Wilberforce College	T3. J.	1954
6th Headmaster	Umphumulo College	T3. J.	1954
7th Headmaster	St Chad's College	H.P.T.C.	1967
8th Headmaster	Eshowe College	H.P.T.C.	1966
9th Headmaster	University of Zululand	S.T.D.	1967
10th Headmaster	University of Zululand	S.T.D.	1978
11th Headmaster	Eshowe College	J.S.T.C.	1973
12th Headmaster	Umphumulo College	T3. J.	1956
13th Headmaster	Umphumulo College	T3. J.	1956

KEY TO QUALIFICATIONS	
J.S.T.C.	Junior Secondary Teahcers' Certificate
S.T.D.	Secondary Teachers' Diploma
H.E.D.	Higher Education Diploma
H.P.T.C.	Higher Primary Teachers' Certificate
T3. J.	Teachers' Third Class Certificate

According to this record, six headmasters hold a Primary Teachers'
Certificate which they obtained at different times after passing
Junior Certificate or Standard 8. Two headmasters are in possession
of Junior Secondary Teachers' Certificates obtained after matriculation.
These teachers are only qualified to teach classes from Standard 6 to
Standard 8. Their training is also of two years duration. Head-
master 3 holds a Higher Education Diploma from the University of
South Africa, read after passing his Bachelor of Arts degree at the
University of Zululand.

Table 17: Name of university (if applicable) where degree or diploma was obtained

1st Headmaster	University of Zululand	Bachelor of Arts Degree
2nd Headmaster	University of Zululand	Secondary Teachers' Diploma
3rd Headmaster	University of Zululand	Bachelor of Arts
4th Headmaster	University of Zululand	Bachelor of Commerce II
5th Headmaster	University of Zululand	Course I in Bachelor of Arts
6th Headmaster	No comment	No comment
7th Headmaster	University of Zululand	Bachelor of Arts Degree
8th Headmaster	University of Zululand	Course I in Bachelor of Arts
9th Headmaster	University of Zululand	Secondary Teachers' Diploma
10th Headmaster	University of Zululand	Secondary Teachers' Diploma .
11th Headmaster	No comment	No comment
12th Headmaster	No comment	No comment
13th Headmaster	No comment	No comment

Three headmasters hold Bachelor of Arts degrees with the University of Zululand. Three headmasters have Secondary Diplomas, three Bachelor of Arts I, and one has Bachelor of Commerce II. Headmasters 11, 12 and 13 have, as yet, no university qualification.

Table 18: Headmasters studying for further qualification

	YES	QUALIFICATION STUDYING FOR	NO
1st Headmaster	1	Bachelor of Education Degree	0
2nd Headmaster	1	Bachelor of Education Degree	0
3rd Headmaster	0	No comment	1
4th Headmaster	1	Bachelor of Commerce III	0
5th Headmaster	1	Bachelor of Arts Degree	0
6th Headmaster	0	No comment	1
7th Headmaster	1	Bachelor of Education Degree	0
8th Headmaster	1	Bachelor of Arts II	0
9th Headmaster	1	Bachelor of Arts Degree	0
10th Headmaster	1	Bachelor of Arts Degree	0
11th Headmaster	1	Bachelor of Paedagogics Degree	0
12th Headmaster	1	Bachelor of Arts Degree	0
13th Headmaster	1	Bachelor of Arts Degree	0
	11		2

Therefore, 84.6% of the headmasters are studying for a further qualification. The importance of this observation is that the number of the headmasters studying for further qualifications may increase. This offers hope for an improvement of the educational standard in African education, although progress is likely to be slow.

The parental occupation of the headmasters is provided by the data presented in Table 19.

Table 19: Parental occupation

	FATHER'S OCCUPATION	HIGHEST LEVEL OF EDUCATION	MOTHER'S OCCUPATION	HIGHEST LEVEL OF EDUCATION
1st Headmaster	Labourer	Illiterate	Housewife	Illiterate
2nd Headmaster	Labourer	Std. 2	Housewife	Std. 4
3rd Headmaster	Traffic Officer	Std. 10	Housewife	Std. 7
4th Headmaster	Teacher	Std. 8 + T3 J.	Housewife	Std. 6
5th Headmaster	Farmer	Illiterate	Housewife	Illiterate
6th Headmaster	Policeman	Grade 2	No comment	No comment
7th Headmaster	Labourer	Std. 4	Labourer	Std. 6
8th Headmaster	Pensioner	Std. 1	Stays at home	Sub-std. B
9th Headmaster	No comment	No comment	No comment	No comment
10th Headmaster	Labourer	Std. 5	Housewife	Std. 6
11th Headmaster	Pensioner	Std. 2	Not employed	Std. 6
12th Headmaster	Labourer	Std. 3	Housewife	Std. 2
13th Headmaster	Shop Assistant	Std. 6	Housewife	Std. 5

It is important to note that most headmasters came from families where the parents had only a primary school education. One parent had a Standard 10 qualification, and another trained as a teacher after passing Junior Certificate. With regard to the others, none of them were educated beyond Standard 7. Ninety-eight per cent of the headmasters came from poor families.

All mothers are not working, and fathers are labourers or pensioners as can be seen in Table 19. The occupation of parents related to their standard of education.

Concerning family size, Musgrove (1970, P. 184) suggests that a family should be small, and parents should be ambitious for their children in order to succeed at school. Elaborating on family size he says:

> In general the small family produces the most intelligent children as measured by intelligence tests; presumably intelligence, is to a considerable extent inherited, and intelligent parents show their intelligence by limiting the size of their families .

Table 20 shows the number of children in the headmasters' families. An important factor to be considered is that it is not in the culture of Africans to restrict family size, as previously stated.

Describing pupils from large families, Musgrove (1970, P. 185) writes:

> It seems that even children of good intelligence will not use their intelligence as effectively as they might if they are members of large families, particularly when their fathers are manual workers.

Douglas (1970, P. 186) states that according to his research in the U.K., "in the middle class it was only families of four or more children that had a depressing effect among working-class children. The prospects became progressively worse as the family increased in size above one or two".

Table 20: Number of children in a family

	FEMALES	MALES	TOTAL
1st Headmaster	1	1	2
2nd Headmaster	2	5	7
3rd Headmaster	3	3	6
4th Headmaster	3	4	7
5th Headmaster	5	4	9
6th Headmaster	1	2	3
7th Headmaster	3	2	5
8th Headmaster	3	4	7
9th Headmaster	9	1	10
10th Headmaster	5	4	9
11th Headmaster	5	4	9
12th Headmaster	0	4	4
13th Headmaster	4	3	7

The first headmaster in Table 20 above came from the smallest family compared to headmaster 9 whose family is the largest. The rest of the families are relatively large because the number of children ranges from 3 to 9. It can be stated that large families might inhibit provision because most parents fail to cope with financial expenses incurred at school. Because of this, pupils tend to drop out of school or remain in school without text books and set books; they tend to fall behind with their studies, and are forced to discontinue their education before qualifying for specific jobs.

The thirteen headmasters in this study appear to come from homes which are driving, demanding, with high objectives and expectations and exacting pressure upon children to do well in class work because they had a keen desire to learn and to become qualified teachers. That may be the reason why most of them are doing further studies on part-time basis.

An overcrowded home is educationally and economically unsound because it tends to limit the chances for individual attention, and makes it impossible for children to study. Table 21 shows the responses of the headmasters to the following question: An overcrowded home negatively affected my ability when I was a student.

Table 21: Effects of an overcrowded home on educational progress

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
4	4	2	2	1
30.8%	30.8%	15.4%	15.4%	7.7%

When asked to elaborate on this issue, headmasters commented as follows:

1st Headmaster: It affected his ability, which he could not use to the full, and stunted his aptitude.

2nd Headmaster: The meagre monthly salary of his father made it difficult for him to provide adequate study facilities.

3rd Headmaster: His sister and himself went as far as university education. They obtained Bachelor of Arts and Bachelor of Library Science Degrees and University Education Diplomas. One sister has Standard 10 plus a Primary Teachers' Certificate, and the other has Standard 8 and third sister passed Standard 7. No one left school because of financial reasons.

4th Headmaster: There were too many children to be adequately supported and his father was earning very little money.

5th Headmaster: His home was not overcrowded.

6th Headmaster: He could study because his family was not too large.

7th Headmaster: They had a four roomed house with all rooms occupied. As a result, he had no fixed place to study.

8th Headmaster: His father neglected them as head of the family. This resulted in his mother struggling to get them educated, as well as maintaining the family.

His friends at school, whom he used to surpass in class grades, are now occupying important positions in education.

9th Headmaster: No comments.

10th Headmaster: There was no room in which to study due to lack of facilities. He was always disturbed when studying.

11th Headmaster: There were nine children in his family. His father was a driver for South African Phillips. His ability was strongly affected when he was a student.

12th Headmaster: No comment.

13th Headmaster: He was unable to complete matric at Marianhill College because his parents could not cope with the financial situation. His younger sister was sent there to train as a teacher.

Musgrave (1979, P. 50-51) identifies differences in values between large and small families in the U.K.. He states:

> It is known that there are certain important differences in values between those who have large and those who have small families. The ability to defer present pleasures into the future is one such value that is differently held. The hypothesis that there is a common cause, namely the pattern of values held by parents that influences both family size and the I.Q. of children, has been tested and appears to be true. It would appear that, whatever the cause, the quality of life in large families does not influence measured intelligence and perhaps even attitudes towards school. These tendencies in their turn will have a vital bearing on success at school, more especially in the process of selection for secondary education, where this is still relevant .

In large families, parents tend to exhaust their financial resources in the hope that the future would bring them satisfaction when their children qualify in certain jobs and start working. Most parents tend to see the disadvantages of large families, more especially from

the economic and educational points of view in terms of the child.
Large families affect the standard of living, and the development of
intelligence and attitudes toward school. Success tends to decline,
particularly in post primary schools where the failure rates are high.
A small family is preferable because, according to Musgrave (1979,
Pp. 50-51), it can easily influence the I.Q. of children. He says
that this "has been tested and appears to be true".

It is important to state further that, in this study, the respondents
see the overcrowded families as having numerous disadvantages, more
especially in terms of providing children with adequate study
facilities, a fixed place to study and an ability to cope with
expenses incurred at school. Nine headmasters expressed these
difficulties.

An analysis of the financial state of the headmasters' homes

Table 22 shows the perceived financial position of each headmaster's
family whether he came from a "very well to do", "well off", or
"very poor" home. This provides an insight and better understanding
of the difficulties with which they had to contend. For average and
very poor families to produce men of their calibre can be seen as an
achievement both to the parents and the respondents.

Table 22: My family was:

VERY WELL TO DO	WELL OFF	AVERAGE	VERY POOR
0	0	8	5
0.0%	0.0%	61.5%	38.5%

Of the thirteen headmasters, eight stated that their families were average, and five said that their families were very poor. The eight headmasters may perceive the financial state of their families as average, but this must not be seen against family size. A large family means more money spent, and less or no money saved for the education of children.

Furthermore, the thirteen headmasters supplied reasons why they chose teaching for a career. The reason for the inclusion of this item is that the writer believed that it was important to know how each of them perceived teaching as a profession. In this way, one will be able to see how their attitudes relate to the present high failure rates in Standard 8 and 10 classes. Those who see teaching as a vocation will tend to try and improve their own standard of education in order to be able to guide and motivate teachers and pupils properly with a view to promoting effective teaching and learning at the schools.

1st Headmaster : Chose teaching because he liked it.

2nd Headmaster : Teaching was then the only respected job open to all races. He wished to teach the African child.

3rd Headmaster : He was forced by conditions at home.

4th Headmaster : He wanted to help Black people to get educated.

5th Headmaster : He wanted to uplift the nation educationally.

6th Headmaster : He was called to teaching. He hated the motto of some high school teachers who said teachers should study to pass their own examinations, and not bother to do much about the child. He wanted to save the child from cruel and thoughtless action.

7th Headmaster : He was forced by financial problems to take teaching. He wanted to be a social worker. He then opted for teaching to serve the community in this way.

8th Headmaster : He liked teaching very much.

9th Headmaster : Teaching was the only occupation in which he could earn some money within the shortest time. He was from a very poor family.

10th Headmaster: He discovered that his talent lay in teaching when he was helping a group of students at home with private studies.

11th Headmaster: He had a keen interest in teaching.

12th Headmaster: His parents wanted him to be a teacher.

13th Headmaster: He was influenced by his former principal at the Emangweni Primary School (Mr N A Z Mazibuko). Additionally, he became interested in teaching so that he could uplift the Black nation.

To summarise, 8 - headmasters liked teaching: 61.5%
                3 - were forced by financial problems:23.1%
                2 - were influenced by parents: 15.4%

Concerning the independence children should be afforded particularly in expressing their own views on matters related to their propensities, Musgrave (1979, P. 199) states:

> To be left alone is perhaps one of the most urgent needs of children in a child-and-home-centred society (studies of the careers of successful American Scientists and scholars indicate that at some stage of education, their teachers have had enough sense to leave them alone. They have often suffered prolonged 'neglect', but in a general context of high expectation) .

Too often people move into vocations by mere chance, without knowing what they should expect ahead of them in the way of satisfying the needs of society as well as their own needs. As a result, they spend much time at jobs that bring them no satisfaction.

It is important to note that eight respondents decided on teaching without pressure exerted upon them. The remaining five would not have become teachers had it not been for strong reasons. For example, it can be suggested that it is not in the interests of educational advancement for people to choose vocations for extraneous reasons. Musgrave is, therefore, right to say that children should be left alone to decide on their careers. But they require practical guidance in this regard, preferably by guidance teachers.

The conclusions the researcher could reach are that the thirteen head-masters under study were concerned about education, because they successfully studied Matric privately and full time. Some of them were reading for their degrees in order to upgrade their level of performance at schools. Their main problem was the lack of funds.

CHAPTER SEVEN

HEADMASTERS' PERCEPTIONS OF PROBLEMS ASSOCIATED WITH PUPIL BEHAVIOUR
AND PERFORMANCE

This chapter discusses factors which could lead to social rejection,
study problems and high failure rates.

Table 23 shows the perceptions of the headmasters in terms of the
presence of a beerhall at the main entrance of the school. It can be
stated that with such facilities established close to the school, it
will be educationally detrimental and the discipline and tone of the
school are bound to be affected.

Table 23: Presence of beerhall at main entrance of the school

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	0	0	1
4th Headmaster	0	1	0
5th Headmaster	0	0	1
6th Headmaster	0	0	1
7th Headmaster	0	0	1
8th Headmaster	0	0	1
9th Headmaster	0	0	1
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	2	1	10
	15.4%	7.7%	76.9%

The first headmaster who answered in the affirmative reported that
"relatives of some students buy liquor and drink it with students
behind toilets. This seriously affects students' educational progress."

The second headmaster said that "teachers drink during school hours". One headmaster was undecided and ten replied in the negative because their schools were obviously not exposed to such a situation.

Shebeens

The proximity of shebeens close to the school has similar bad effects as beerhalls. To this the headmasters have responded as follows:

Table 24: Shebeens close to the school affect students

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	0	1	0
6th Headmaster	0	0	1
7th Headmaster	1	0	0
8th Headmaster	0	0	1
9th Headmaster	1	0	0
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	4	1	8
	30.8%	7.7%	61.5%

Four headmasters answered 'yes', eight said no and one made no comment. The first headmaster who answered in the affirmative stated that the shebeen at the main entrance of the school did not affect discipline during school hours. "After school, some staff members frequent the place." He continued to state that "it is likely to damage their reputation and to interfere with their performance at school, thus causing high failure rates at the end of the year. This I say because the visit to the shebeens by some teachers seems to have a high frequency rate."

The second headmaster indicated that "people around the school premises make noise which disturbs teachers and pupils from classwork". This refers to homes where shebeens are in operation.

With regard to the third headmaster, he reported that "students dodge during breaks to have a sip of liquor. This lowers the dignity of education".

The fourth headmaster said that "through the co-operation of the school committee, problems which the school used to experience have now been curtailed".

Headmasters also saw beerhalls close to schools as a threat to the welfare of education because they complained about teachers drinking intoxicants. This unhappy situation corresponds to the reasons for destroying shebeens and bottle stores by pupils during the Soweto disturbances in 1976. The school children told the press that they hated bottle stores, beerhalls and shebeens because their parents would tend to get drunk and consequently ignore them. Bottle stores were burnt down and the shebeens were ordered to close.

Elaborating on the problems of shebeens and the like, the pupils stated that they:

> caused unhappiness in the Black man's life.
> A number of lives have been lost. Salaries
> had not reached families because they were
> spent at the shebeens. Nothing good has
> come out of them. Hundreds of pupils have
> become delinquents, beggars or orphans, as
> shebeen kings and queens have become
> capitalists .

(Kane-Berman, 1978, P. 20).

Therefore, shebeens, bottle stores and beerhalls have not only affected the lives of some Africans, but also the education of the child which is clearly part of his progress and prosperity in South Africa.

The table below indicates the responses of headmasters to the fact that pupils are blamed by subject teachers for high failure rates.

Table 25: Pupils blamed for high failure rates

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	5	1	2	4
7.7%	38.5%	7.7%	15.4%	30.8%

Only one headmaster strongly agreed, five agreed, one was undecided, two disagreed and four strongly disagreed that pupils were to blame for high failure rates.

Elaboration on high failure rates

The first respondent said that pupils "do not want to study independently because it has been common practice to buy leaked examination question papers". He was saying that pupils were to blame for poor examination results.

The second headmaster strongly agreed that pupils were as much to blame for high failure rates than anything else. He said that "children are flexible. They could fare well provided they get well qualified and enthusiastic teachers".

The third headmaster disagreed. He said the main causes of high

failure rates were "lack of motivation from teachers and parents;
underqualification of teachers; lack of study facilities; lack of aim
on the part of children and leakage of examination question papers".

The fourth headmaster merely disagreed without any elaboration.

The fifth headmaster had this to say:

> The pupils we teach lack the sense
> of responsibility and drive. They
> come to school, in order to please
> their parents and not for their own
> good. That is why they have lost
> the point. They do not study the
> work taught at school .

Headmaster six did not elaborate on his answer.

The seventh headmaster strongly disagreed because he was convinced
that "the child is pliable. The teacher is to blame, if he does not
teach the child properly; cover the syllabus, and prepare the child
for the future".

The eighth respondent agreed that pupils were to blame for high failure
rates. He said "most pupils nowadays are queer cases. For example,
in literature you will notice that the work dealt with in class is
never read by the child, until the teacher continues again. The child
cannot do it without the teacher's help".

The ninth respondent agreed. He said "most teachers try by all means
to stuff pupils with information, only to receive a cold shoulder
from students. When the teacher gives work, some pupils absent them-
selves".

The tenth respondent strongly disagreed. He said "if pupils are well
taught, in a well equipped and disciplined school they ought not fail,
unless the home situation affects their studies".

If the parents seem not to be doing something to offer encouragement
and advice to children to develop a sense of responsibility, children
fall behind in their studies at school. It can be suggested that this
requires effective communication between the headmaster and parents
in order to avoid sharing ideas with them after a catastrophe has
taken place. He can establish a link with parents by providing them
with information and advice in terms of children's educational progress.
He may also delegate this task to the head of department for each
subject who is also expected to engage with parents in solving problems
and in considering suitable methods of solving them. In this way,
pupils' abilities and aptitude could be enhanced to correspond to the
type of employment they envisage for the future.

Musgrave (1979, P. 41) says:

> Most parents can give neither the
> specialised training necessary nor
> the advice that a child needs if he
> is to match his abilities and aptitudes
> to the local opportunities for
> employment in the best possible way .

The parent is expected to make a noticeable contribution toward the
education of the child by offering constructive advice. Parents
could play a supportive role in co-operating with the school. The
child tends to be motivated to improve his level of performance and
natural propensity in order to qualify for decent employment.

The eleventh respondent agreed that pupils were to blame for poor examination results because they "are not well motivated. They tend to lack the necessary drive to cope with their studies. The insidious fruit of striking has generally disorientated our pupils".

The twelfth respondent strongly agreed that pupils were to blame. He said that they had insufficient time to study. This problem could be solved by making pupils aware of subject ethos and aims.

Their academic progress should be monitored and the degree of motivation enhanced. Pupils should be taught skills to study, and must consult with their subject teachers and the school counsellor. They should also know the resources available at school and outside the school.

The thirteenth headmaster was undecided "because even though students are to be blamed, the teachers as well are to be blamed because at times the teachers do not play their role faithfully to the pupils".

Table 26 refers to playing dice for money by pupils during school breaks. This was included in this study because the writer wanted to know whether or not it did contribute to high failure rates at schools. Headmasters responded as follows:

Table 26: Regular playing of dice for money influences failure

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	0	0	1
6th Headmaster	0	0	1
7th Headmaster	0	0	1
8th Headmaster	0	0	1
9th Headmaster	1	0	0
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	1	0	12
	7.7%	0.0%	93.3%

According to what headmaster nine says, playing dice regularly has had a bad effect on the academic performance of pupils. "This has an effect of causing such students to dislike attending school, and this drives them to run away from school during normal teaching hours, so that they meet outsiders with whom they play dice". The rest of the headmasters replied negatively because their schools seemed to be not experiencing this problem.

In the following table, headmasters show their responses to the possible use of vulgar language by children at schools. The aim is to see to what extent pupils are "culturally refined".

Table 27: Use of vulgar language by children at schools

ALL PUPILS	MOST PUPILS	HALF THE PUPILS	A FEW PUPILS	NO PUPILS
0	0	0	8	5
0.0%	0.0%	0.0%	61.5%	38.5%

Eight headmasters admitted that a few pupils in their schools used vulgar language, and five respondents denied that bad language was used at their schools.

The use of vulgar language tends to make pupils to suffer from social rejection because vulgar language is abhorred by mankind. Avoidance of such language is important because rudeness might make a child unacceptable to his peer group and teachers. As a result of this, he might experience study problems, more especially with well behaved children.

If there are such children, is it because of the influence of the home environment?

Table 28: Whether vulgar language was due to the influence of the home environment

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	No comment	0
3rd Headmaster	0	No comment	0
4th Headmaster	0	0	1
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	0	No comment	0
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	1	0	0
	7	3	3
	53.8%	23.0%	23.0%

Seven headmasters confirmed that the use of vulgar language by school children was the result of the environmental influence, three had no comments, and three responded negatively.

Concerning the three headmasters who answered negatively, it is clear that it is not every child who uses vulgar language.

The seven respondents who answered affirmatively showed that they thought the influence of the environment does not contribute to high failure rates at schools.

The use of vulgar language tends to damage relationships with his peer group, and he also tends to suffer from social denial because such language seems to be not acceptable to families. Avoidance of bad language could promote a positive attitude which is so greatly needed in problem solving. Individuals with a positive attitude tend to be agreeable and to ensure that their attitude is correct before taking action to use vulgar language particularly in difficult and unhappy situations. Therefore, this requires changing one's usual habit or the way one tends to respond negatively to problems. Change is difficult at first. It is like writing with the other hand. But with practice it becomes easy.

The use of vulgar language could also be suggestive of uncontrolled feelings. Pupils could be encouraged to think constructively in order to win the love and respect from others in society.

Recorded below is an indication of how vulgar language affects pupils' attitudes to teachers as perceived by the headmasters.

Attitudes towards their teachers (each response is the direct quotation)

1st Headmaster : He said that pupils' attitudes became negative and unruly. Use of vulgar language sometimes shows social maladjustment. A socially maladjusted child tends to have no respect for other people's feelings.

2nd Headmaster : No comment.

3rd Headmaster : He stated that at times such pupils show a negative attitude. They incite others to do as they do, in order to despise and degrade the teacher.

4th Headmaster : No comment.

5th Headmaster : It affects teachers because of the clash in aims. The teacher aims at civilizing and polishing the child.

6th Headmaster : Some of them show symptoms of resentment toward their teachers, when teachers try to correct those pupils. Pupils see no reason why vulgar language is unacceptable.

7th Headmaster : They tend to bully. Most of these pupils are old for schooling, as a result they do not respect their teachers. They claim to be better, seeing that most of the teachers are young.

8th Headmaster : It does not have any effect on teachers because this vulgar language is used in the absence of the teachers.

9th Headmaster : No comment.

10th Headmaster: No comment.

11th Headmaster: The pupils' attitudes have no effect on teachers.

12th Headmaster: No comment.

13th Headmaster: They seem not to respect their teachers, especially because they are of their own age.

Respondents eight and eleven above are of the opinion that the use of vulgar language has no effect on teachers because pupils use it in the absence of teachers. If they know that this is wrong, they should refrain from it at all times.

Furthermore, it was thought necessary to determine the personal relationships between vulgar language and performance in class. These are the headmasters' responses:

1st Headmaster : As the vulgar language users' relationship with their classmates is tarnished, it is unlikely for them to do well in class. Consequently, such pupils become mentally disturbed.

2nd Headmaster : No comment.

3rd Headmaster : He said that pupils who use vulgar language at school lack the drive, self-motivation, and responsibility. During lessons, instead of listening to the teacher, they are involved in a lot of day-dreaming. Sometimes they criticise the teacher, and even classify him accordingly, especially if he falls short of ability to teach them successfully.

4th Headmaster : No comment.

5th Headmaster : He described such pupils as having uncouth manners, which are not conducive to learning.

6th Headmaster : With those feelings of resentment prevailing, their class work suffers a great deal.

7th Headmaster : Their class work is poor. The teachers withdraw from educationally helping them by showing a negative attitude toward these pupils.

8th Headmaster : Usually, the few pupils that use vulgar language are naturally poor at class work. So, I do not believe that their poor performance is due to usage of vulgar language.

9th Headmaster : No comment.

10th Headmaster: He said that pupils who use vulgar language were good at class work, although this view was unsubstantiated.

11th Headmaster: He said that their class work was not affected.

12th Headmaster: No comment.

13th Headmaster: He said that this did not affect their class work very much.

From the foregoing findings, it seems that principals perceived that bad language exists among a few pupils with unrefined manners, and whose class work is generally poor. Such pupils tend to enjoy disrupting the class so that nobody will benefit from education.

Table 29 indicates the responses of the headmasters to the following question: children in my school spend too much tine in sport and music competitions compared to the time they devote to academic work.

Table 29: Too much time spent on sport and music competitions than in academic work

(a) Sport

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
0	2	1	2	8
0.0%	15.4%	7.7%	15.4%	61.5%

(b) Music competitions

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
0	1	1	3	8
0.0%	7.7%	7.7%	23.0%	61.5%

Although 61.5% headmasters in the Bergville Circuit strongly disagreed, and 38.4% disagreed that sport and music competitions contributed to poor examination results in Standard 8 and 10 classes at the end of 1983, the Minister of Education and Culture in KwaZulu, Dr O D Dhlomo,called for support of teachers in overcoming the recurrence of these unprecedented examination results. For example, only 33.0% pupils passed Standard 10 examinations.

Table 30: Summary of Standard 10 examination results for December 1983

SCHOOLS	ENTRIES	PASS A	PASS B	PASS C	PASS D	PASS E	PASS EE	PASS F	FAIL	PASS M	PASS S	PASS
143	19632	0	3	25	325	746	1673	3698	13182	939	5511	6450
%	-	0.0	0.02	0.13	1.65	3.80	8.52	19.59	67.14	4.79	28.07	32.86

Table 30 shows that only 353 Standard 10 candidates obtained clear passes with symbols "B, C, D" which qualified them for University entrance. The total number of those with symbols "E, EE, F" is 6117. Unfortunately, there is no clear cut education policy at present to provide for these pupils, and the position is worsened by the large number of failures which is 13182. This state of affairs deserves serious consideration by the Government to bring this disastrous situation under control. Pupils should have adequately qualified subject teachers, study facilities and the pupil-teacher ratios should be reduced to the minimum. If pupils are to leave school due to poor examination results, where should they go?

In addition to the above one hundred and forty three high schools, seven had their Standard 10 examinations cancelled because it seemed that there were irregularities in the candidates' scripts at the marking centres. The number of students involved was 13007.

The position in Standard 8 examinations was more or less the same as in Standard 10. For this reason Dr Dhlomo said the following in his policy speech in the KwaZulu Legislative Assembly:

> The hopeless academic showing proved that something is radically wrong in our post-primary schools ... the department had

> formulated a strategy for improving
> the situation, cutting extra-curricula
> activities, running courses for principals,
> promoting parent-teacher associations and
> diagnosing problem study areas.
>
> All these measures will not work effect-
> ively if they are not supported by the
> teachers .
>
> (The Daily News, Tuesday, May 15, 1984, P. 3).

He also expressed disappointment at the failure of teachers to provide

meaningful suggestions to reduce the high failure rates in Standard

8 and 10, in their meeting of the Natal African Teachers'Union, held

early in 1983.

> He said: 'I was disappointed to hear that a
>   meeting of the Natal African Teachers'
>   Union to review the poor results
>   provided no constructive and profess-
>   ional proposal.

He continued to state that he failed to understand why the NATU members

"should shout at the Department at public meetings instead of joining

the Department of Education and Culture to improve the education of

our children". (The Daily News, May 15, 1984, P. 3).

The headmasters in this survey, as teachers, also belong to this

organisation which had until this time, tended not to show any visible

concern about high failure rates at schools. In general, eleven head-

masters did not accept the view that too much time was spent on sport

and music competitions at the expense of class teaching and learning.

The summary of the Standard 8 examination results for the end of 1983
academic year is set out as follows:

Table 31: Summary of Standard 8 examination results for December 1983

SCHOOLS	ENTRIES	PASS A	PASS B	PASS C	PASS D	PASS E	FAIL	PASS
380	45345	2	45	589	4868	16625	23216	22129
%	-	0.004	0.099	1.30	10.74	36.66	51.20	48.80

Of the 45345 entries, only 636 candidates managed to obtain a first
class pass, 4868 got symbol D, and 16625 obtained a third class, while
23216 were outright failures. The largest number of candidates
obtained School Leaving Certificates, and others failed the examination
altogether. Those who returned to repeat Standard 8 in 1984 created
floor space problems in the already overcrowded classrooms at the
schools.

Table 32 indicates self-promotion by some pupils to higher classes
at school. Pupils seemed to be tempted to promote themselves because
they did not want to repeat classes. They tend to fail because of a
shortage of suitably qualified teachers, shortage of books, irregular
attendance at schools, laziness and a lack of study facilities. Given
this, it is unwise for academically weak students to engage in self-
promotion because they only increase the number of failures, particularly
in Standard 8 and 10 classes. The best thing for them is to repeat
or leave school if they cannot find enough time for their studies.

Furthermore, there seems to be inadequate control of admissions at the
beginning of the year at some schools. Every child should produce

sufficient evidence that he passed the previous class before he is considered for admission. In fact, it is even better to conduct standardised admission tests which could be obtained from the Head on request.

Table 32: Self-promotion by some pupils to higher classes at school

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
0 0.0%	2 15.4%	0 0.0%	6 46.2%	5 38.5%

The majority of the headmasters indicated that they had no knowledge of pupils promoting themselves at schools (84.7%). Two headmasters confirmed this statement as true. It should be noted that the involvement of the 13 headmasters in this question will keep them on the alert to the existence of this problem at schools. To some extent, the large numbers of weak pupils in Standards 8 and 10 could be ascribed to this phenomenon.

Table 33 deals with the pregnancy rate as a problem at schools. Pregnancy among school children does not only disrupt education, but it also seriously affects family life both economically and morally. It destroys the child's future because she must leave. Because headmasters and parents have failed to reduce the rate of this problem, the Department should design a policy to cure it. This problem should not be merely perceived as extra-curricular because it is very disruptive to educational progress.

Table 33: The pregnancy rate is a problem in schools

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	6	2	3	1
7.7%	46.2%	15.4%	23.0%	7.7%

Concerning the role of the family, Musgrave (1979, P. 42) says:

> The family provides not only physical
> care, but also teaches children the
> parents' interpretation of social
> reality around them, and it is within
> the family that the child's personality
> is developed in the early and informative
> years .

Bernstein (1973, P. 312) sees this as "differences in the practices

of child rearing in different social classes ...". Clearly, child

rearing is not established with the same emphasis on norms and values

in the different societies. The attitude and behaviour of parents

and teachers creates a learning environment for children. This,

therefore, calls for the adoption of different techniques of child-

rearing and guidance with a view to reducing pregnancy in school

children. Parents and teachers who are more permissive in their child-

rearing and teaching are not likely to succeed in this exercise

without experiencing insurmountable problems most of the time. Some

children may easily disregard them. This, of course, does not imply

that people should be unreasonably rigid with children. Flexibility

seems to be a more acceptable technique in child-rearing and teaching.

The presence of this widespread problem at schools cannot only be

damaging to the future careers of pupils, but it also destabilises

family ties by increasing the number of illegitimate children, thus

making families unable to cope with the ever increasing cost of living and educational expenses. The number of pupils who cannot afford school expenses is on the increase in the Bergville Circuit, as well as other Circuits in KwaZulu where the writer has served communities as an Inspector of Schools. Some of these cases are the outcome of the pregnancy rate at schools. The validity of this phenomenon has been confirmed by 53.9% of headmasters who "strongly agreed" and "agreed" with this view. Perhaps the establishment of parent-teacher associations could also be an answer to this problem.

From the basis of the research, the following are the main problems: the presence of beerhalls and shebeens near the schools disturbs teachers and pupils because they tend to lack the sense of responsibility and drive. Some pupils become delinquents and even use bad language. Too much involvement in extra-curricular activities, like sport and music competitions seem to contribute to poor academic showing, unrest situations and pupils promoting themselves to the new classes because there has been little teaching and learning.

CHAPTER EIGHT

HEADMASTERS' PERCEPTIONS OF PROBLEMS ASSOCIATED WITH TEACHERS AND
TEACHING I

This chapter is going to discuss problems perceived by headmasters in
terms of teachers and teaching.

Table 34 below conerns the use of Zulu in oral communication, particularly
at school. Clearly, speaking Zulu most of the time mitigates against
the child speaking English and Afrikaans spontaneously. What happens
is that pupils in African education fail to master these languages
adequately. This might well be caused by teachers who are inclined
toward the use of mother tongue at schools.

Table 34: Headmasters' perceptions of teachers who speak Zulu most
of the time

ALL TEACHERS	MOST TEACHERS	HALF THE TEACHERS	A FEW TEACHERS	NO TEACHERS
0	7	2	4	0
0.0%	53.8%	15.4%	30.8%	0.0%

The school should provide an incentive to students to want to learn
to speak these official languages, so that they can be proficient in
one or both of them when they leave school - more especially English
which is the medium of instruction in KwaZulu schools. This will
assist the child to communicate with people of other language groups,
particularly in work situations and further studies.

This finding confirms that most teachers are inclined toward speaking
their own mother tongue at the expense of official languages. The

headmasters who share this view comprise 69.2% and a few headmasters form 30.8%. There were no headmasters who replied negatively to this question.

In African education, the tendency is that many students are inhibited by poor communication in the official languages. The fault does not seem to be with students, but with methodology at colleges of education where insufficient emphasis is put on the use of the direct method when teaching. This seems to have led to a breakdown in communication between the teacher and pupil at schools. It can be suggested that the teacher is not entirely to blame for the lack of mastery of official languages by students because in the Verwoerdian era the Bantu Education Act (1953) introduced mother tongue as the medium of instruction, even in classes from Standard 3 to 6. The result was the shifting of emphasis from English to mother tongue, which completely narrowed situations in which the child could be sufficiently exposed to this language.

In this regard, Halliday (1973,source not located) writes as follows:

> Many people are aware of the existence of
> a hypothesis that educational failure is
> in some sense to be explained as linguistic
> failure. Something has gone wrong, it is
> suggested, with the language .

What Halliday says sounds correct, that lack of language proficiency leads to failure rates at schools. In African education there does not seem to be anything wrong with the standard of English and Afrikaans. The fault seems to be in the educational system and methodology that tends not to involve a "grass roots" approach to the teaching of these

languages. Once these problems are solved, the chances of teachers
and pupils speaking mother tongue most of the time should be reduced.

Table 35 indicates the extent to which pupils are perceived to comm-
unicate in their mother tongue.

Table 35: The extent to which pupils are perceived to communicate
in their mother tongue

ALL PUPILS	MOST PUPILS	HALF THE PUPILS	A FEW PUPILS	NO PUPILS
2	9	2	0	0
15.4%	68.5%	15.4%	0.0%	0.0%

This is a revelation because it means pupils will have difficulty in
expressing themselves freely in English and Afrikaans if they are
lacking in background. If they cannot speak these languages it is
impossible for pupils to read question papers with sufficient under-
standing during examinations hence the high failure rates. Halliday
(1973) sees this problem as "acting as a barrier to
successful learning and teaching".

Elaborating on the concept of language failure, Halliday (1973)
says "the child who fails in school fails because he has not
got enough language". That is where his deficiency can be found.

Pupils are not only faced with the problem of verbal self expression,
but of reading text books and set works in English and Afrikaans with-
out understanding. This will clearly contribute to high failure rates.
To this problem headmasters have responded as follows:

Table 36:   Reading without understanding text books and set works
            in English and Afrikaans contribute to high failure rates

ALL PUPILS	MOST PUPILS	HALF THE PUPILS	A FEW PUPILS	NO PUPILS
1	8	3	1	0
7.7%	61.5%	23.0%	7.7%	0.0%

Eight headmasters said that most pupils read without understanding
text books and set works in languages different from their own, three
said half the pupils, one said all pupils and another said a few
pupils fail the examinations because of inability to understand these
books in "foreign" languages.   This is a most disturbing finding and
it is clear that positive remedial steps should be taken to correct
the situation.

Table 37 refers to mid-year examinations.   There is a tendency for
some schools to discontinue conducting the June examinations, while
others still value them as of academic importance.   Table 37 indicates
how the headmasters under study perceive the abolition of these exam-
inations.

Table 37:   Abolition of mid-year examinations

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3	3	1	4	2
23.0%	23.0%	7.7%	30.8%	15.4%

Four headmasters disagreed that the mid-year examinations should be
abolished because they are a waste of time, three strongly agreed ,
three agreed , two strongly disagreed , and one was undecided .
There is a danger that the standard of learning and teaching might
drop if mid-year examinations are discontinued because both teachers

and pupils might not work hard enough during the course of the year.

Table 38 refers to "cramming" for examinations. The thirteen head-masters under study were afforded an opportunity to state clearly how they saw the practice of last minute cramming before examinations. The writer wanted to know whether or not this practice could be avoided in order to have it replaced by an effective study method. They responded to the following question as indicated: last minute cramming must be avoided.

Table 38: Last minute cramming

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
9	3	0	1	0
69.2%	23.0%	0.0%	7.7%	0.0%

Nine headmasters strongly agreed that last minute cramming must be avoided, three agreed, and one disagreed. Therefore, 92.2% headmasters saw no point in loading pupils' minds with undigested facts for examination purposes at the last moment. The headmasters wished to see pupils engaged in studies right through the year in order to pass.

According to Bliss (1983, P. 2), something can be done to overcome this problem. He says:

> Successful people do not procrastinate -
> at least in matters relating to their
> field of achievement. It's as simple
> as that - procrastination prevents success .

Therefore, students should be discouraged from being procrastinators in terms of their studies because they will fail to live up to their potential.

Table 39 indicates the need for the provision of study time tables
for pupils by subject teachers. In their responses, the headmasters
indicated whether or not pupils fail because they have no study time
tables. This question was framed as follows: Pupils fail because
teachers do not encourage them to provide study time tables at home
after school.

Table 39: The failure of teachers to provide study time tables

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	1	0	0
5th Headmaster	0	1	0
6th Headmaster	1	0	0
7th Headmaster	0	0	1
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	0	1	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	0	1	0
	6	3	4
	46.2%	23.0%	30.8%

Six headmasters identified themselves with the idea that pupils fail
because teachers do not help them to provide study time tables at
home after school, four headmasters denied this and three were
"undecided".

Clearly, pupils cannot easily make the grade, unless they are assigned
to a specific time table, and a work programme to observe when study-
ing at home after school.

The teacher should have a positive attitude about helping pupils to succeed in their studies. With this in mind, he could be in a better position to translate his positive attitude into reality by guiding pupils to provide themselves with study time tables and work programmes to cover their academic year of study.

It is further expected that the pupils involved will have enough willpower to carry out the suggestions of their subject teachers, more especially in adhering to the proposed study times. Bliss (1983, P. 93) says the student should learn to be tough with himself. He continues to say that "a person who knows how to be 'tough' with himself probably doesn't lack willpower, and doesn't procrastinate".

Decision making both on the part of the teacher and student is important in getting a task done, "but it's equally important to be tough with yourself in deciding which task to do, forcing yourself to choose promptly instead of endlessly vacillating among various possibilities" (Bliss, 1983, P. 98).

Describing indecision, Bliss (1983, P. 98) writes as follows:

> Indecision is, of course, simply one way
> of procrastinating, and like all forms of
> procrastination it drains energy, causes
> stress, creates an emotional barrier,
> lowers self-esteem, and prevents things
> from getting done. But it is only a
> habit - which means it can be
> changed .

In this passage, Bliss appeals to all concerned to avoid postponing doing things. If teachers could avoid indecision, and encourage

students to provide themselves with study time tables to which they could adhere at home after school, change can take place in educational progress, more especially if guidance and supervision will be available during studies.

Table 40 focuses on the fact that pupils fail to make their own notes from English and Afrikaans text books because of language problems. This problem tends to interfere with the learning process, and at times makes learning virtually impossible.

It is of vital importance for teachers to encourage pupils to make notes from text books, so that they can learn to study independently with understanding. Spoon feeding is a futile exercise because it only leads to verbatim regurgitation of information, thus inhibiting intellectual development on the part of the child. Teachers should, therefore, adopt a meaningful approach to note taking.

Table 40: Headmasters' perceptions of failure to make notes

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
4	6	0	3	0
30.8%	46.2%	0.0%	23.0%	0.0%

There were 77.0% headmasters who strongly agreed and agreed that pupils fail to make their own notes from English and Afrikaans text books because of language problems. Only 23.0% disagreed with this view.

Note taking has been found to be a common problem in nearly all African schools, particularly in KwaZulu and Natal, where the writer

has been involved in all categories of schools including post-primary

schools from 1964 to 1985. For example, besides the Bergville Circuit,

such circuits as Ladysmith (1964 to 1971, before KwaZulu came into

existence), Enseleni, Inkanyezi, Mahlabathini, Mehlwesizwe, Maphumulo,

Mnambithi, Nkandla, Nongoma and Ubombo, including KwaMashu, Madadeni,

Hlabisa and Ndwedwe; over fifty per cent of the pupils were found

without set works and text books. Headmasters and subject teachers

have tried in vain to get all pupils provided with books. Therefore,

pupils do not only fail to make their own notes from English and

Afrikaans books, but quite a large number do not have these books.

It was found that books supplied by the Government are insufficient

and most parents are so poor that they cannot manage to meet this

demand with ease.

Table 41 requires headmasters to indicate whether pupils should be

taught in order to pass examinations or for acquisition of knowledge

for its own sake. The responses to the following question were

thought provoking: pupils fail to make their own notes from English

and Afrikaans text books because of language problems.

Table 41: More emphasis should be on passing examinations instead
of knowledge for its own sake

STRONGLY AGREED	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	0	1	8	3
7.7%	0.0%	7.7%	61.5%	23.0%

The majority of the headmasters felt that pupils should not only be

taught to pass examinations, but should be educated for life because

education is a gateway to a meaningful livelihood. Before the child

could acquire knowledge, he should have interest in learning.

This is important because education will enable the child to fend

for himself, and to make a contribution in community

development.

The high failure rates at schools could be the outcome of subject

matter content which is not thoroughly prepared by teachers concerned.

The headmasters were given the following question to answer in order

to see how they perceived their teachers in terms of class teaching:

teachers do not prepare their subject matter content thoroughly.

Table 42: Teachers do not prepare their subject matter content
thoroughly

ALL TEACHERS	MANY TEACHERS	HALF THE TEACHERS	A FEW TEACHERS	NO TEACHERS
0	4	1	7	1
0.0%	30.8%	7.7%	53.8%	7.7%

This analysis clearly shows that the problem of teachers not preparing

their subject matter content thoroughly does exist at schools, and makes

an undesirable contribution toward high failure rates in the exam-

inations. Therefore, it is important that this problem is overcome

if examination results are to improve.

Gordon (1974, Pp. 176-177) comments as follows on teacher effectiveness

and attitudes of students to such teachers:

> Teachers feel good about themselves when
> they are permitted to teach and they feel
> warm toward students when the youngsters
> are motivated to learn; and students love
> to learn and feel good about teachers who

> can foster learning. On the other hand,
> teachers get to dislike kids who won't
> let them teach, and kids dislike teachers
> and schools when they feel, 'I don't
> learn anything in school'.

Clearly, teachers who can promote effective teaching and good relation-
ships with students are those who can prepare the lessons they teach.
Such teachers are well disposed toward students and their future.
Consequently, students feel motivated to learn. In situations where
students would adopt negative attitudes toward certain incompetent
teachers, they tend to show dislike for the school, and may make
positive efforts to get rid of them.

Table 43 shows how the respondents react to the idea of pupils fail-
ing because they are lacking sufficient knowledge of their subject
content. Pupils tend to lack the relative abilities to cope with class
work.

An important aspect of academic ability is referred to by Nash (1973,
P. 89) when he states:

> In each classroom, therefore, the
> child must construct a self-concept
> and a pattern of behaviour consistent
> with the expectations he perceives
> others to have for him .

In this context, Nash is referring to academic self-perception, more
especially on the part of the child. The child is expected to indicate
the kind of behaviour pattern that conforms to what others expect of
him. A word of praise from the teacher and parents for achievement
he makes in class will accelerate his level of understanding of his

class work. The child will also show interest in his subjects and a positive self-evaluation.

According to Barker-Lunn (1970, P. 89) "children 'doing well' at school were important and failure resulted in a depressingly poor self-image". The implication here is that pupils lacking knowledge of subjects they learn at school tend to develop a poor self-image, and feel ashamed at not being able to cope with the work. More often than not, the fault might not be with students, but with inadequate class teaching. About this, Bernstein (1973, P. 203) wrote as follows:

> Formal educational knowledge can be considered to be realised through three message systems: curriculum, pedagogy and evaluation. Curriculum defines what counts as valid knowledge, pedagogy defines what counts as a transmission of knowledge, and evaluation defines what counts as a valid realisation of this knowledge on the part of the taught .

It is, therefore, important to note that students lacking sufficient knowledge of their subject might be caused by the inadequate handling of these three variables (by teachers concerned). Students should know what their field of study involves in terms of each subject, appropriate methodology should be employed in transmitting knowledge to pupils and each child should be able to see his level of performance in class against this background.

The question headmasters answered was as follows: pupils fail because they are lacking sufficient knowledge of their subject matter content.

Table 43: The headmasters' perceptions of pupils failure in exam-
          inations because of lack of sufficient knowledge of their
          subject content

STRONGLY AGREE	AGREE	UNDECIDED	DISGAREE	STRONGLY DISAGREE
2	6	2	3	0
15.4%	46.2%	15.4%	23.0%	0.0%

It is essential to note that 61.6% headmasters strongly agreed and
agreed' that pupils fail because they are lacking knowledge of their
subject content. This means that they write examinations at the end of
the year when they are ill-prepared. This is important because exam-
inations serve as a yardstick to measure the extent to which a cand-
idate has grasped the prescribed subject content.

Table 44 refers to the problem of truancy among pupils. Some pupils .
fail the examinations because they engage in truancy. This problem
needs to be overcome because such pupils tend to either drop out of
school and become an embarrassment to parents, or join delinquents
at school, thus threatening the school discipline.

To this problem, the thirteen headmasters responded as follows:

Table 44: Truancy among pupils can be eliminated by keeping them
          involved in class work

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5	5	0	3	0
38.5%	38.5%	0.0%	23.0%	0.0%

From the above analysis one can see that the problem of truancy among
pupils does exist at schools, and is giving ten headmasters trouble,
more especially in respect of class teaching-learning. It is quite

obvious that pupils who play truant at school fall short of the require-
ments of the syllabus, hence the high failure rates in the examinations
at the end of the year. For this reason the headmasters are faced with
an insurmountable problem, which they cannot solve without the closer
co-operation of parents and individual subject teachers. There were,
however, 23.0% of headmasters who "disagreed" that truancy had anything
to do with poor performance in class work.

Depending upon the teacher's approach and attitude, some pupils will
"rebel and retaliate by continuing the behaviour that they know bugs
the teacher - just to find out how far they can go before provoking
a response" (Gordon, 1974, P. 29).

Elaborating on this view, Gordon says:

> Evaluation and critical responses obviously
> stop the learning process. Without intent,
> unaccepting teachers actually interfere
> with the teaching - learning activity in
> the classroom and there by reduce the
> amount of time when the teacher can
> teach and the student can learn .

Truancy seems so effective that the child tends to be downright
incapable of correcting himself. For this reason it becomes impossible
for change to take place from within rather than from without. The
student could, however, be made conscious of his misdemeanours through
communication. This may help to neutralise his resentment for the school,
more especially if teachers tend to criticise and classify him in the
presence of his colleagues. Teachers should, therefore, learn to be
tolerant and accepting in order to reach for the child. For example,
time could be extended to help slow students in subjects where they have
problems.

Table 45 shows the headmasters' responses to the idea of teachers who should be teaching pupils effectively rather than telling them how highly educated they (i.e. the teachers) are. The need for change from this practice seems inevitable if class teaching should have the desired effect in educational progress. Teachers should be sufficiently flexible in trying to move away from the practice of self-conceit concerning their academic qualifications.

Table 45: The teachers should be teaching pupils effectively rather than telling them how highly educated they (i.e. teachers) are

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
9	3	1	0	0
69.2%	23.0%	7.7%	0.0%	0.0%

The twelve respondents unanimously strongly agreed and agreed that teachers should be teaching pupils effectively rather than telling pupils of their high qualifications. One headmaster was undecided.

Students might start complaining about lack of time to learn if the teacher tends to fritter away valuable time on things not related to the subjects they ought to learn. The teacher should facilitate learning rather than inhibit it, more especially if students are eager to learn, as is usually the case. At times teachers tend to blame pupils for being "harder to teach, less interested, unmotivated, or lacking in discipline. One teacher admitted, "I feel I have to be an entertainer and compete with television to attract interest" (Gordon, 1974, P. 176).

It is important for teachers to devote sufficient time to real teaching and learning. Learning stops when students have problems, and teaching stops when teachers tend to drift away from effective teaching, thus damaging pupil-teacher relationships at the expense of educational progress.

Gordon (1974, P. 177) further states that "when the teacher-student relationship is good because both are meeting their needs, it is usually safe (as well as appropriate)...". The importance of such a situation is that conflict might be avoided between students and the teacher in the classroom.

Table 46 refers to examination leaks. The leak of examination question papers particularly in terms of Standard 8 and 10 seems to have had a negative effect in African education where this problem largely occurred. Table 46 shows the responses of the headmasters to the attitudes of teachers toward class teaching because of this irregularity.

Table 46: The leak of examination question papers encourages teachers not to teach effectively

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
7	4	0	1	1
53.8%	30.8%	0.0%	7.7%	7.7%

The full awareness by the headmasters of this problem is significant. Their response is a clear indication of their objection to this exigency. The 154 Standard 10 pupils in the Bergville Circuit also perceived leaked question papers as one of the reasons for high failure

rates in African (Matriculation) schools, because they encouraged them not to study (Preliminary Report: Beard and Simon, 1983, P. 2).

Even in the other Circuits mentioned above, lack of seriousness on the part of pupils was rife because pupils expected leaked examination question papers. This lack of seriousness with class work also seemed common among the teachers.

The seven Standard 10 high schools whose candidates did not get their examination results for 1983, were associated with irregularities which seemed to have occurred at the examination centres. This resulted in 1300 pupils being affected by the cancellation of their scripts.

Lack of curricular efficiency on the part of some teachers seems to be related to poor examination results and paper leakages at the end of the year. It is clear that teachers need to be upgraded in classroom practice so that discipline and class control, planning and preparation of lessons, presentation of subject matter, evaluation and grading of pupils' class work and application of subject knowledge could improve.

Teaching becomes successful if language proficiency is no problem to the teacher. This calls for the urgent attention of the colleges of education and universities to put more emphasis on this component. The teacher should be fluent, pronounce words correctly, have knowledge and use of subject terminology, motivate pupils to use correct language and to increase their vocabulary through study and listening to the media.

Language proficiency goes hand-in-hand with the application of teaching aids and techniques of using them in order to promote the learning atmosphere in the classroom. This will clearly inspire pupils to love school and the subject taught and the teacher will be in a better position to show interest in the educational progress of every pupil in class.

Because of curricular efficiency, examination irregularities could be eliminated if the teachers could be motivated to make pupils eager to participate in lessons and to enjoy learning at all times.

Pupils who learn by rote tend to lack understanding of the second language. In African education, pupils learn two additional languages as well as the mother tongue. English is introduced from sub-standard B and Afrikaans from Standard one. These languages are "foreign" to pupils because they do not speak them at home. It is difficult for them to comprehend what they learn at school because their fluency, reading and writing skills tend to be undeveloped.

They experience considerable difficulties in understanding these languages because of the simultaneous introduction of English and Afrikaans in the lower primary phase. Both pupils and their teachers need to maximise their skills in order to promote their understanding of them, although it might be better for Afrikaans to be introduced at Standard 3 because it is not used as the medium of instruction in KwaZulu schools.

Headmasters were asked what chances a pupil had of passing an examination if learning was by rote. A summary of their responses appears

in Table 47.

Table 47: The chances of passing an examination in terms of pupils
           who learn by rote.

VERY GOOD	GOOD	UNDECIDED	POOR	VERY POOR
0	1	4	6	2
0.0%	7.7%	30.8%	46.2&	15.4%

Of the thirteen headmasters, 61.6% rejected rote-learning as the means

of passing examinations. Standard 10 students also admitted that

failure rate at matric level was very high in African high schools

because students failed to understand what they were learning. They

related this weakness to poor "communication of teachers" (Beard and

Simon, 1983, P. 2).

Written work will always be related to topics dealt with in oral

lessons and should not be neglected; more especially from Standard 3

to 10 because the demand for written work is greater in these classes

than in the lower primary classes where a stress should be on oral

conversational work in terms of "new" languages.

The importance of written work is not merely for the purpose of

writing, but to reinforce and practise language learning and the

understanding of subject content. The level of writing in English or

Afrikaans, including mother tongue, is unlikely to be achieved by

students if written exercises are irregular and insufficient. These

inadequacies tend to lead to high failure rates in external exam-

inations for Standard 8 and 10. Table 48 shows responses to this

proposition.

Table 48: Pupils fail because of insufficient written work

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
6 46.2%	5 38.5%	0 0.0%	1 7.7%	1 7.7%

Eleven headmasters strongly agreed and agreed that pupils fail because of insufficient written work, one disagreed and another strongly disagreed. The eleven respondents have expressed concern over the lack of enough work done by pupils during the course of the year. This has made their task considerably difficult because in most cases, pupils are not in the hands of adequately and professionally qualified teachers. The headmasters find it extremely difficult to direct and guide such teachers without becoming stifled by the strain of this work. If such efforts are not sufficiently successful, it is the child who suffers. The standard of education he gets does not lead to making him an independent and responsible adult. To achieve this end, "the teacher must be a professional and responsible master of his task" (Luthuli, 1982, Pp. 96-97).

The Standard 10 students in the Bergville Circuit tended to accuse teachers of laziness, although some of these teachers are qualified to teach matriculation classes (Beard and Simon, 1983, Pp. 2-4). The score of such teachers, as perceived by students to be lazy and unmotivated was 85%. These findings confirm the validity of the proposition that pupils fail because of insufficient written work.

Concerning teacher quality and high failure rates, Luthuli writes as follows:

> The idea of teacher quality can be summed
> up by mentioning that the desired results
> cannot be achieved by mere time and
> quantity manipulation of the school
> curriculum but that quality will have to
> be relied on and lack there of, as is the
> case in Black schools, breeds discont-
> entment and finally results in schools
> becoming institutions that promote
> chaos .
>
> (Luthuli, 1982, Pp. 100-101).

The improvement of the quality of the teacher is of vital importance in raising the quality and quantity of written work in all subjects, in order to reduce the high failure rates at the end of the year. An aim might be the improvement of the teacher's professional efficiency in the classroom situation. This is the problem of the headmaster in African education. He really needs urgent help to enable him to perform his task more efficiently.

Over and above teaching experience and a high sense of duty, a teacher is expected to be adequately qualified to teach the classes he is in charge of in order to be able to cope with their success. Such needs include motivation, efficiency and a wide knowledge of subject he teaches.

If the teacher is knowledgeable in his subject, it should follow that pupils will achieve and this contributes to the good tone of the school, the enrichment of school life and the motivation of others. They can also participate in group discussions and debates without feeling inhibited.

The analysis of the following responses of headmasters indicates
that Standard 8 and 10 pupils are taught by inadequately qualified
teachers at most schools. Generally this is because of the shortage
of suitable manpower produced by universities and colleges of
education.

Table 49: **To contemporary Africa, teachers with a Standard 8 education
should not teach Standard 10 pupils.**

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
9 69.2%	2 15.4%	2 15.4%	0 0.0%	0 0.0%

Elaboration by headmasters (each response is the direct quotation).

1st Headmaster : No comment

2nd Headmaster : It is unfortunate that the lack of manpower puts us
in an embarrassing situation. We have to staff our
schools with unqualified people for the task they
are expected to perform with excellence.

3rd Headmaster : Such a teacher will find it very difficult or
simply impossible to teach matriculants.
Psychologically, this teacher will be affected
by an inferiority complex in front of a Standard
10 class, and the result will be ineffectiveness
in his lessons. When considering the shortage
of suitably qualified teachers, officials find
themselves bound to employ such teachers in
higher classes.

4th Headmaster : Teachers in charge of Standard 8 should at least
have passed Standard 10 and they should do further
studies to upgrade their certificates or diploma.

5th Headmaster : Because of the shortage of better qualified teachers
higher classes are taught by unqualified and
underqualified teachers. This is absurd because
they find difficulty in coping with the
requirements of the syllabi.

6th Headmaster : It is ridiculous that a person lowly qualified
could be able to impart knowledge beyond his reach.

7th Headmaster : A teacher should know more than the pupils in order to elaborate well, and have many examples in the subject.

8th Headmaster : This absurdity is a real anomaly because one can teach what one really knows. These underqualified teachers can never rise to the expected standard in teaching that particular class. Pupils are then bound to fail because of the lack of desired information.

9th Headmaster : The lack of subject knowledge leads to lack of self-confidence and self-esteem. The teacher tends to be easily irritated and to have an inferiority complex. He teaches in mother tongue instead of English which is the medium of instruction at schools, thus largely contributing to making pupils fail to express themselves in English and to reading their text books with understanding.

10th Headmaster: This is the most important reason why we have such a high percentage of failures in matric or Standard 10. We may not expect miracles from pupils. In order to improve the examination results, we must first get suitably qualified teachers. These teachers must be self-motivated.

11th Headmaster: No comment.

12th Headmaster: A teacher with Standard 8 education may teach Standard 10. Teaching is an art, and if the teacher is sufficiently penetrating in his subject, he may teach Standard 10 with great success. I know a teacher who taught matric with success, even though he held Standard 6 plus Native Primary Lower 3 (N.P.L. 3) qualifications.

13th Headmaster: From the psychological aspect of it, how can respect come from one who is being taught? The poor teacher cannot motivate pupils. Therefore, they will have no confidence in what the teacher tells them. The academic background is also necessary on the part of the teacher.

Eleven headmasters strongly agreed and agreed that in contemporary Africa, it was absurd to find a teacher with Standard 8 education teaching Standard 10 students.

The majority of headmasters were experiencing great embarrassment and frustration in carrying out their academic tasks adequately because of the shortage of suitably qualified teachers. According to analysis of teacher qualifications, the Bergville Circuit does have Standard 8 plus Primary Teachers' Certificate teachers in charge of Standards 8 and 10 (D.E.C.: Quarterly returns, March 1983).

It is important to note that the decline in the quality of teaching related to the introduction of the Bantu Education system (1953), which resulted in the loss of the most competent and dedicated White teachers. There was considerable deterioration in the quality of education during the next three decades as can be seen by the shortage of adequate manpower and ever increasing failure rates, particularly in schools offering matric. Furthermore, Standard 8 classes have suffered many failures and third class passes.

A staff room provides a convenient place for the teaching personnel to do corrections in respect of pupils' written work; preparation of lessons to be taught; counselling pupils and guidance in the event of problems. In the staff room, teachers also get an opportunity of discussing common problems either with pupils or on subjects they teach, including other related matters. It is, therefore, inappropriate for some teachers to absent themselves from the classrooms. This observation was responded to as follows by the headmasters:

Table 50: Pupils fail because some teachers sit in the staff room during school hours and do not go to classes to teach pupils

ALL TEACHERS	MOST TEACHERS	HALF THE TEACHERS	A FEW TEACHERS	NO TEACHERS
3	1	8	1	0
23.0%	7.7%	61.5%	7.7%	0.0%

In this analysis, 92.2% of the headmasters admitted that some teachers sat in the staff room during school hours and did not go to classes to teach pupils. This development, if it remains unchecked, could definitely undermine and destroy the objectives of education, which involved "helping a child secure a better job and improved standard of living" (Kantor, 1980, P. 121).

Further, Kantor advocates the following:

> ... the closer involvement of parents and others who are neither teachers nor profess-ional school administrators, to provide material assistance and check on the quality of instruction provided. Parents and others may be able to exercise influence on school committees and parent teacher associations and less directly as tax payers and voters .

The involvement of parents in this manner will certainly sound a strong warning to teachers who are in the habit of sitting in the staff room during school hours instead of teaching pupils.

Such teachers might lack motivation and direction by the headmaster. It might help if they were given guidance and also told what they should be doing.

Table 51 signifies the importance of motivation in the educational process. Duminy (1971, P. 19) says motivation helps "to arouse and to maintain the will to learn" which is "a basic concern of the school and an essential part of the teachers' work" (P. 19). It appears most teachers tend to lack this driving force because headmasters have responded positively to the following problem.

Table 51: Most teachers are not sufficiently motivated

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
9	3	1	0	0
69.2%	23.0%	7.7%	0.0%	0.0%

According to this finding, 92.2% headmasters strongly agreed and agreed that most teachers were not sufficiently motivated and there was only 7.7% who was undecided. An unmotivated teacher presents a serious problem for the headmaster in carrying out his task of school admin- istration and professional guidance.

Niven of the University of Natal offers suggestions concerning the essential qualities of every teacher. He says that the teacher should have the ability to work hard, should be able to establish

> a relationship truly indicative that both educator and educand are mutually involved in a process of discovery, should make it his business to read widely in his subject and methodology, should improve his qualifications, research or any attempts at raising the standards

(Niven, 1971, Pp. I - 12),

and should be able to assess and report the progress of individual pupils in the subjects he is in charge of. The headmasters seem to be lacking sufficient assistance in training and guiding teachers along these lines.

Elaboration by the headmasters on teachers who are not sufficiently motivated (each response is the direct quotation).

1st Headmaster : No comment

2nd Headmaster : Some teachers from the colleges of education are not sufficiently motivated for the enormous task they are called upon to perform. They lack initiative, enthusiasm and drive to pursue certain goals in the presentation of their matter. The ethics that form a code of learning are lacking.

3rd Headmaster : There would be no need for principals to chase
teachers from behind to do their class work; to
exercise responsibility as teachers; to behave
accordingly in society; to give and mark written
work for the pupils, if they are sufficiently
motivated.

4th Headmaster : They are working just for the sake of making a
living rather than help the nation. They teach
just for the sake of working.

5th Headmaster: Most teachers take the teaching profession as a
source of earning a salary at the end of the
month, not as a vocation and service to the
community and also to God. They are not properly
motivated for this profession.

6th Headmaster : The teaching profession has not been undertaken
because of the teachers' love. Many pupils are
compelled by parents who like teaching to train as
teachers. Such teachers are a menace, and work
under great stress.

7th Headmaster : I think there is something wrong with our colleges
of education, where these new and young teachers
are trained. They do not have (most of them)
qualities of being teachers. They must be followed
from behind in their work.

8th Headmaster : Underqualified teachers are reluctant to go to
class to expose their ignorance to the unruly pupils.
They earn very little and have nothing to exert
themselves for. Some teachers are so deeply
engaged in sport and music that they have very little
time for teaching. Teaching has become their side
line.

9th Headmaster : Teachers should be capable of handling the syllabi
because I believe that teaching involves both
professional and academic expertise. An intrinsic-
ally motivated teacher will also give full guidance
to a child with a view to training him to be
responsible. It is responsibility which will make
a child study independently.

10th Headmaster: Most teachers are. working, that is, they are in
school teaching because they shall be paid. To
such teachers, salary comes first and the welfare
of the child is second, if not least. These
teachers are a headache to principals for they
always dodge classes or school work.

11th Headmaster: Their behaviour seems to show that they were not
well trained. They are not sure of the departmental
regulations. They do not follow school rules.

12th Headmaster: It is lack of motivation and family conditions. Most parents earn meagre salaries, and, if all parents work so much the better.

13th Headmaster: A few teachers have self-discipline or inner drive. Most teachers think only in terms of getting paid at the end of the month. You will find them busy counting the number of days left before they get paid. They tend to forget that the child is the focal point in education.

It is most striking that most headmasters are not satisfied with the type of training given to the present day student teacher by the colleges of education. They see these teachers as not sufficiently motivated because, among other things, they are lacking initiative, enthusiasm and a drive to pursue and accomplish educational goals.

The headmasters find it not only cumbersome, but embarrassing to have to follow these teachers from behind in terms of class work and other requirements. They complain that teachers do not give and mark pupils' written work as regularly as expected. In some cases, this might be caused by large numbers of pupils in the classes.

The fact that teachers work for pay rather than for the welfare of the nation appeared very frequently in the comments of the headmasters. They complained of teachers who avoid going to classes during their periods to teach pupils simply because they lack the wish, motivation and desire to want to teach. The headmasters perceive such teachers as being found mainly among those who are inadequately qualified.

In the light of this exposition it seems imperative for colleges of education to lay a special emphasis on the importance of quality

training and what it involves. This can be said because the standard

of work provided in the education system is determined mainly by the

quality of the person being trained, and the quality of training that

he receives. Quality training means that the objectives of a

college of education should be to produce competent, effective

teachers.

These teachers should be endowed with sufficient knowledge, under-

standing, ability and skills to enable them to carry out their task

in a more meaningful way. The writer feels that these basic elements

must be attended in colleges of education.

Furthermore, teacher training should encourage innovative, creative

and analytical skills to equip teachers for problem solving and

ability to adapt themselves to many varied contexts in the class-

room situation. They should receive effective training in dealing

with some of the more serious problems concerning inadequate

guidance in drawing up schemes of work and work programmes as well

as preparation of test questions and marking memoranda, the depend-

ence on indiscriminate choral chanting, the neglect of extensive read-

ing, large classes and rote learning in content classes.

Headmasters were asked about the standard of teaching in their schools
(each response is the direct quotation).

This question was put to them in order to see how they felt about the

standard of class teaching in terms of their schools. The thirteen

headmasters under research responded as follows:

1st Headmaster : It is high. The staff at my school try their level

best. They attend their classes regularly. The problem which we have is the lack of facilities, like a laboratory, library, books and furniture.

2nd Headmaster : The standard of teaching in my school is from fair to satisfactory. Most teachers lack the general insight into the importance of the task they are expected to perform.

3rd Headmaster : It is good because teachers are devoted to their work and are always prepared to accept advice. Most of the teachers on the staff are young and energetic.

4th Headmaster : Some teachers are still not instrinsically motivated.

5th Headmaster : It is just average due to the fact that most teachers are not properly motivated for effective class teaching.

6th Headmaster : Class teaching is unsatisfactory because some teachers are not professionally qualified. Had that not been the case, the standard of teaching would be fair.

7th Headmaster : It is average because some teachers are semi-qualified and unqualified. Furniture is insuff-icient; the pupil-teacher ratios are high; teachers are very few; the school had neither a library nor a laboratory and most parents are too poor to buy books for their children.

8th Headmaster : The standard of teaching at the school is average because male teachers tend to be involved in the drinking problem, which largely affects school work.

9th Headmaster: Teaching at this school may be said to be generally satisfactory, although lack of teaching aids and an effective methodology tend to retard expository teaching. Team spirit makes teaching happier and enjoyable.

10th Headmaster: The standard of teaching is very poor. This is attributed to the qualifications of the teaching staff and the attitudes of pupils toward education. If we can get suitably qualified teachers and sufficient teaching aids, things may improve.

11th Headmaster: It is high because ninety percent of pupils show a keen interest in the subjects we teach, although they have problems with English and Afrikaans.

12th Headmaster: We are trying to maintain an above average standard, and are fighting the odds of the enrolment.

13th Headmaster: It is just average. The teaching staff is divided
                   into two categories, namely instrinsic and
                   extrinsic.

According to the general feeling of the headmasters, the standard of

teaching at the schools is average, and it could be better if the

following discrepancies did not feature so prominently:

    (a) Lack of facilities, like libraries and laboratories.

    (b) Teachers lack insight into the subjects they teach. This

        was also confirmed by matric students in 1983 at Bergville.

    (c) Lack of instrinsic motivation on the part of teachers.

    (d) There were too many unqualified and underqualified teachers

        at the schools. In this regard, pupils perceived reasons

        for high failure rates at Black matriculation schools as

        being the outcome of "incompetent teachers". That is

        what pupils could see because they are generally not

        aware of the qualifications of teachers.

        (Beard and Simon, 1983).

During the "Soweto Riots" (1976), the causes of the disturbances were

investigated. Among other things, the "shortage of qualified teachers"

was mentioned as having lowered the standard of teaching at the schools.

"Black teachers are probably in one of the least enviable positions

in the black community. Underpaid when compared with White teachers

and for the most part inadequately trained" (Kane-Berman, 1978, P. 109).

The teacher shortage problem is also supported by other notable

writers on African education who had this to say:

> The shortage of teachers is shown to be
> critical in the areas of Black Secondary
> Education, technical and vocational
> training, ·the teaching of languages, the
> Natural Science and Mathematics.
>
> (Hofmeyr and Lewin, 1982, P. 15)

The headmasters were worried about the perpetual high pupil-teacher

ratios in African education which are mainly caused by the dominant

Afrikaner position in South Africa. Some Afrikaner intellectuals,

like Professor Gerrit Viljoen, the former Rector of Rand Afrikaans

University, are beginning to see the danger of White domination over

the other racial groups. He says:

> We must admit that, as Afrikaners and as
> Whites, we have used our dominant position
> in this country to secure for us through
> legislation and other measures an excessive
> and sometimes even critically self-protective
> way of life ... In future our survival will
> be much less secure than before. The
> circumstances which have led to this
> dangerous phase are, of course, that our
> Afrikaans National life has been solid-
> ified, strengthened and developed; thanks
> to the rule for a period of thirty years and
> more by National leaders ... Practical
> experience taught us that much of statut-
> orily entrenched measures for self-
> protection particularly when this involved
> self-benefiting discrimination at the
> expense of other population groups, actually
> end up by creating more dangers and problems
> for us than solving anything. Where
> excessive self-protection leads to harm
> to others or offends their human dignity,
> this brings on us in our internal relations
> a harvest of embitterment and divisiveness
> which may create more potent enemy in our
> midst than any external threat.
>
> (Viljoen, 1981, P. 60)

In this passage, Viljoen sees the numerous statutory laws guarding

the survival of the Afrikaners as a passing phase simply because this is being done at the expense of the other racial groups. He wonders why now, because in the past the Afrikaners could survive in the absence of such laws, even though they were in the minority. He indicates that he abhors self-protection if it leads to harming others or undermining their human dignity. He sees the outcome as embitterment and a divided South Africa, signifying nothing. At the end of the passage, he perceives an enemy from within as worse than the one from without. Viljoen is, therefore, appealing for the removal of noxious laws and the establishment of social justice in terms of all South African racial groups.

In Table 40 the length of the school day is analysed. The drawing up of the time table is the responsibility of the headmaster. For this reason he is in a better position to know the length of time for each day's work. He is also expected to know the syllabi for all classes in the school, so that it should be possible to guide and supervise the teaching and students at their work. The times set aside for each subject must be so arranged that they are to the best advantage of educational progress in terms of teachers and students. In doing this the headmaster has to ensure that during school hours pupils may not be engaged in non-academic activities.

This is the question the headmasters responded to:

Table 52: Do you feel that the school day is too short?

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	0	0	1
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	0	0	1
6th Headmaster	0	0	1
7th Headmaster	0	0	1
8th Headmaster	1	0	0
9th Headmaster	0	0	1
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	1	0	0
13th Headmaster	0	0	1
	4	0	9
	30.8%	0.0%	69.2%

Elaboration by headmasters upon their answers (each response is the direct quotation).

1st Headmaster :   I am satisfied with the school day as it stands in the school (7h30 to 15h30). Most of the students stay very far away from school. It will be selfish to come to school earlier than or dismiss later than the above time.

2nd Headmaster :   No comment.

3rd Headmaster :   One does not get enough time to help individual children who might have had some difficulties when teaching. Lack of individual attention is enhanced by big numbers in our classes. Time for extra-mural activities which are indispensable in sound education is too short.

4th Headmaster :   It is sometimes difficult to finish the syllabus and to do enough revision and drill work. Some of the intrinsically motivated teachers used to teach even on Saturdays and during holidays.

5th Headmaster :   School day is enough for the day's work only if it is effectively used.

6th Headmaster :   Time is sufficient only if it can be used profitably. If time could be exceeded, the students, especially bright ones, would be bored

7th Headmaster :   I cannot easily add more working hours because teachers are overloaded with the high number of pupils and many subjects each teacher teaches.

8th Headmaster : The morning study starts at 6.30 am (6.15 am in summer) and the school starts at 7.30 am and closes at 3.00 pm daily. The two breaks take only 50 minutes collectively. Under normal circumstances, this length of the school day is long enough to effect educative teaching.

10th Headmaster: It is not short at all. What makes it too short is that time tables are not followed. If they can be correctly followed, syllabi can be completed long before examination time comes.

11th Headmaster: Pupils concentrate more in the morning, and after lunch they are totally exhausted.

12th Headmaster: The school day is too short when considering the requirements of the various syllabi. The medium of instruction retards the progress of the day. Consequently, the teachers cover the syllabi by organising extra lessons during school holidays and Saturdays.

13th Headmaster: This is a day school. Some of these pupils travel long distances. That results in some of them failing to show the best performance when the afternoon comes. The reason for the poor performance is that they cannot provide themselves with money for meals.

Of the thirteen headmasters, 69.2% did not think that the school day was too short if it was used effectively. They felt that their task was made more difficult by teachers who did not follow the time tables properly resulting in failure to complete the syllabi before the examinations begin.

Standard 10 pupils in the Bergville Circuit also complained of insufficient time to study, and unfavourable home conditions for studying. In the light of these findings it is quite clear that pupils neither have enough time to study at home nor at school. While the problem of having to travel long distances to their homes is appreciated, some headmasters felt that pupils were unable to receive individual attention, and remedial teaching from teachers because the school time is too short.

For effective teaching and learning to take place, it is essential that every school should maintain good discipline. Problems cannot simply occur without reason. They should, therefore, be investigated without delay and an appropriate solution be provided before the school becomes unoperative. Things like high failure rates, for example, have a high degree of sensitivity and irritability which might result in rebelliousness, sullenness, obstinacy and expressions of other forms of anti-social behaviour. Inability to cope with class teaching can lead to lack of attention, cribbing, absenteeism and other forms of deviate behaviour. To avoid these problems, the principal and staff should enforce consistency and justice to all students at school.

The response to the question concerning the issue of discipline and poor performance was as follows:

Table 53: Would you support the view that lack of discipline is one of the causes of poor examination results?

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	0	0	1
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	12	0	1
	92.3%	0.0%	7.7%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Where there is no discipline, students just do what they like.

2nd Headmaster : Disciplined pupils can render good performance at
school.

3rd Headmaster : The school is disciplined.

4th Headmaster : Young teachers are a great problem. Some of them
tend to make love to school children. So the only
person the children respect sometimes is the principal.

5th Headmaster : Discipline implies readiness to comply with demands
of school work, where a lack of it implies that the
child is not prepared to do routine school work.
Such a child is not likely to show interest in school
work.

6th Headmaster : Only a disciplined state of mind of a teacher can
lead to effective teaching for the benefit of the
child so that he could acquire knowledge for his
survival. The 1976 revolts against the Afrikaans
medium of instruction, leakage of examination
question papers, and failure of government to
control class boycotts drastically affected the
power of the Principal to enforce discipline at
school.

7th Headmaster : A well disciplined student will cause no chaos at
school and at home. It is easy to suggest any profit-
able method of studying to him because he is always
ready to learn.

8th Headmaster : Once there is no discipline at school it is difficult
to create an atmosphere of learning. Lack of
discipline leads to serious organisation problems.

9th Headmaster : Where there is no discipline, there is no effective
teaching. Good discipline is the basis of sound
education. Undisciplined teachers will have undis-
iciplined classes, and an undisciplined school. It
is, therefore, difficult to get anything from a school
without discipline.

10th Headmaster: Where there is no discipline there can be no effect-
ive teaching and learning.

11th Headmaster: If pupils are not well disciplined, they really do
not concentrate on what the teacher is saying.

12th Headmaster: Bad discipline is certainly not conducive to good
learning. The teacher spends most of the time
disciplining students instead of teaching, and the
students learning.

13th Headmaster: When there is a lack of discipline at the school,
the examination results of the school become affected.
Even if the school once achieved the best results,
it becomed impossible to maintain the required high
standard of education.

Twelve headmasters said that lack of discipline is one of the causes of poor examination results.

A problem that emerged was their dissatisfaction with young teachers, who tended to make sexual advances to school children, often resulting in pregnancy. Clearly, such consequences affect academic and family life.

These pupils who are in school because of the wishes of their parents, create unnecessary problems for the headmaster who has to account for their examination results at the end of the year. Other factors affecting examination results are delinquent pupils who play an active role in causing trouble at schools in order to disturb the conscientious and serious students from their studies.

Peters (1976, P. 3) has this to say about disruptive pupils and some teachers who may seek self discipline:

> The head may be confronted by a mass of
> resentful pupils about having to stay
> at school or a militant group on the staff,
> who regard discipline as a device used by
> a repressive establishment to perpetuate
> its hegemony .

Some pupils and young teachers are seen by the headmaster as undisciplined which results in non-effective teaching and learning which eventually leads to poor examination results.

Although headmasters feel deeply concerned about lack of discipline in African schools, it appears they are not fully aware of the growing

attitude among some teachers and pupils toward maintenance of authority
at schools because "schools are no longer viewed as places for maint-
enance of authority, but institutions devoted to learning". This trend
of thought is suggestive of the idea that it is learning that should
be seen as the best form of discipline.

One of the most important functions of the headmaster is to develop
a positive attitude to class work in pupils and teachers. This he can
do through personal example and a positive attitude toward educational
progress at school. If he gives constant guidance to pupils and
teachers, a good response could be noticeable. His encouragement and
inspiration could lead to dedicated efforts made to increase the level
of performance in the classroom situation. At the same time he must
never hesitate to take disciplinary steps regarding bad work and
attitudes.

The headmaster could strive to communicate the aims of the school to
pupils so that a communal spirit of loyalty, involvement and concern
can be established.

Table 54 shows how the thirteen headmasters perceive their pupils
regarding attitudes to class work:

Table 54: Most pupils are not positive toward class work

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
6	6	0	1	0
46.2%	46.2%	0.0%	7.7%	0.0%

The general feeling of the headmasters was that most pupils were not

all positive about their class work since 92.4% strongly agreed and agreed with this observation. Only 7.7% disagreed. In the Bergville Circuit, pupils also endorsed this popular view. They "blamed themselves" for high matriculation failure rates, and this element ranked among the highest in the list of reasons for poor examination results (Beard and Simon, 1983, P. 2).

Interestingly, one of the students in Standard 10 had this to say:

> The reason is not lesson to the teach
> when they learn in the classroom. Is
> not study at home during the school's
> out. It's because if we not ask to
> the problem you have. When teacher
> learn we not leason to her/him we
> beasy doing unnecessary things.
> During the examination room we copy
> we get into the room with books
> to copy .
>
> (Beard and Simon, 1983, P. 3).

Homework is an important part of school work because it is given to pupils in order to meet the requirements of the syllabi. It enables the child to study under supervision.

It might be claimed that the headmaster could provide a policy regarding homework and the application of this policy could be observed by both teachers and pupils. Supervision of pupils may be exercised when compiling and applying the home work time table, so that it will have the desired effect.

The provision of homework time table makes it possible for the child to study according to a plan. The homework time table could be displayed at a convenient place in the classroom and each child in

class could have a copy for use at home. Pupils may not be overloaded with homework just because more than one teacher teaches them.

Pupils who do not have adequate study facilities at home could be helped to study under the supervision of teachers at school.

Table 55 indicates the responses of the thirteen headmasters to the frequency at which homework is given to pupils. The question was asked as follows:

Table 55: Is the frequency at which pupils are being given homework by individual subject teachers regular?

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	1	0	0
6th Headmaster	0	0	1
7th Headmaster	0	0	1
8th Headmaster	0	0	1
9th Headmaster	1	0	0
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	3	0	10
	23.0%	0.0%	76.9%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Homework is irregular because some teachers are lazy to mark. Most pupils take an advantage of this by concentrating on sport and music at the expense of other subjects.

2nd Headmaster : The young teachers are not keen to work. Homework will make them work.

3rd Headmaster : Each teacher is giving homework in order to keep the pupils busy and alert.

4th Headmaster : Some teachers avoid giving homework because it involves marking.

5th Headmaster : Teachers are not sufficiently motivated and some are discouraged by pupils who do not do their homework.

6th Headmaster : The rate at which pupils are given homework by individual subject teachers is not regular because of the enormous number of pupils in their classes.

7th Headmaster : When pupils are given homework to do at home, they tend to copy the work from one another. Class work under the teacher's supervision is preferable.

8th Headmaster : Lack of discipline might reduce the rate at which homework is given to pupils.

9th Headmaster : Most teachers do not like marking. It is not an easy task, more especially with large numbers we have. Teachers, therefore, try to avoid this tedious job.

10th Headmaster: Most teachers do little marking because of big classes.

11th Headmaster: Only a few teachers assign homework to students.

12th Headmaster: Teachers do not always give homework to scholars regularly.

13th Headmaster: They are able to do homework and there after concentrate on their studies every evening.

There were 76.9% headmasters who said that homework was not regularly given to pupils by subject teachers, and 23.0% replied in the affirmative. Most respondents complained about pupils not being fully aware of the amount of work they have to cover in the syllabi before the examinations at the end of the year. This was the reason why they wasted so much time practising for music competitions and sport at the expense of class work. This was confirmed by pupils in the Bergville Circuit, who said that there was "too much emphasis on sport and music" (Beard and Simon, 1983, P. 2) at the schools, which tended to

lead to high failure rates. Because involvement in these extra mural activities appears to have been excessive, headmasters are no longer able to control the pace without facing the resentment of some pupils and teachers. For this reason the Department of Education and Culture might well have to define a policy on extra mural activities in the best interest of effective and uninterrupted class teaching and learning.

The above example seems to indicate that the headmaster is placed in a vulnerable position in "Black" education. He may not only show recognition of staff efforts, but should not find it difficult to bring a dangerous situation in the school under control through the use of school rules, common sense and experience. Grace might well be writing about the situation when he states that "the head must show more interest in the work of his teachers. The growing burden of administration and increasing size of schools were, however, seen as threatening this situation in future" (Grace, 1972, Pp. 96-97).

The administrative duties of the headmaster have increased with the ever growing school enrolment because of natural population increase. Consequently, the headmaster is not always available to supervise a regularity concerning homework. This work should not be seen as an extra load for individual subject teachers. Alternatively, pupils are also being referred to by headmasters as "lazy home work dodgers". Perhaps the establishment of parent-teacher associations might help in fighting laziness and irresponsibility among both teachers and pupils in order to help the headmaster in solving the problem of poor examination results.

It is the task of the headmaster to stimulate and promote learning and extra mural activities among pupils so that they become interested in being at school. Sport and music are important items of his educational programme and pupils could be exposed to them without making them overdone at the expense of other subjects.

Pupils could be encouraged to participate in sport and music for the sake of pleasure rather than to win. This is important because organising inter school competitions is a demanding task, although it provides regular highlights in the school lives of individual children.

> These competitions cause disruption, present
> disciplinary problems and involve large
> expenditure. It is therefore necessary
> to arrange such competitions in collaboration
> with the Circuit Inspector. A competition
> should not last longer than one day.
>
> (Guide for principals of schools: ZE 31, 1977, P. 24).

Table 56 shows the responses of the headmasters concerning the pupils' interest in the life of the school.

Table 56: Pupils' interest in the life of the school and extra mural activities

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	0	1
3rd Headmaster	1	0	0
4th Headmaster	0	0	1
5th Headmaster	0	0	1
6th Headmaster	0	0	1
7th Headmaster	1	0	0
8th Headmaster	0	0	1
9th Headmaster	0	0	1
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	0	0	1
	6	0	7
	46.2%	0.0%	53.8%

Extra mural activities (each response is the direct quotation).

1st Headmaster : Pupils are told at the beginning of the year that they will have so many activities and that they should decide in advance on the activities they want.

2nd Headmaster : The activities are limited and only a relatively small number of pupils participate in sport.

3rd Headmaster : Most of them are engaged in different activities, according to their interest.

4th Headmaster : Extra mural activities are part and parcel of the tone of the school. Such activities promote magnanimity. They help the pupils to improve their talents. Those pupils whose class abilities are questionable get a chance of showing others that they are also contributing to the success of the school.

5th Headmaster : The pupils participate in all types of sports we have in the school. Even those who do not part-icipate they render moral support to their school mates.

6th Headmaster : Some scholars are simply indifferent and show negative attitudes to the whole school structure to the extent that they simply leave the school or fail the examination at the end of the year.

7th Headmaster : Most pupils are more interested in extra mural activities than in school work, because their teachers lay emphasis on sport.

8th Headmaster : Many children do enjoy extra mural activities.

9th Headmaster : A certain group is interested in sport.

10th Headmaster: They are mostly interested in soccer, music, netball, torniquette, boxing, Students' Christian Movement, Youth Brigade and so on.

11th Headmaster: Extra mural activities should show where pupils' talents are because pupils are not the same in class work.

12th Headmaster: Pupils and teachers like extra mural activities because they keep them away from the didactic situation.

13th Headmaster: Very few pupils have an interest in learning. When it comes to extra mural activities the majority of pupils place priority in them thus neglecting school work.

It is of interest that most headmasters see nearly all pupils and many teachers as being more interested in extra mural activities than in class work.

This undermines the influence of the headmasters in reducing the high failure rates and the large number of third class passes at the schools. Thirty five percent of pupils admitted that the high African matric-ulation failure rate was the outcome of "too much emphasis on sport and music" (Beard and Simon, 1983, P. 2).

The headmasters are faced with a serious problem, since schools are "cluttered up with students who have no academic interests, resulting in wastage and lowering of standards" (Malherbe, 1977, P. 251). Lack of academic interest, particularly on the part of the pupils and some teachers is a matter for grave concern.

Furthermore, there are teachers who have "contributed to progress of education. But progress is too slow for the rapidly growing popul-ation". It is detrimentally affected by grossly inadequate financial resources. "Without sufficient funds, education will still have a long way to go to attain desirable standards" (Pollack, 1971, Pp. 15-16).

Table 57 shows how the headmasters responded to the following question: handling big classes prevents effective teaching.

Table 57: Handling big classes prevents effective teaching

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
10	2	0	1	0
76.9%	15.4%	0.0%	7.7%	0.0%

According to 92.3% headmasters who strongly agreed and agreed teaching big classes is a serious handicap to successful educational progress. Only one respondent disagreed. The Standard 10 pupils in the Bergville Circuit also complained that there were "too many pupils in the classrooms" (Beard and Simon), thus increasing the high failure rate at the schools.

Most pupils who fail examinations present problems for parents because they have to leave school and try to find employment as unskilled labourers. In the circumstances, Kane-Berman (1978, P. 188) had this to say:

> As long as black children were seen as
> little more than potential unskilled
> labourers, the government had apparently
> felt little need to provide enough
> money and facilities to educate them
> beyond that .

The writer feels that time is long overdue to improve the standard of teaching and learning at the schools by reducing overcrowding in the classrooms in order to afford pupils individual attention. When a slight improvement on the allocation of funds was made in 1984, the Chief Minister had this to say in his vote of thanks to the Aministrator of Natal, Mr J C G Botha, on the occasion of the second session of the fourth KwaZulu Legislative Assembly:

We have, Sir, also applauded the decision
made by the Minister of Finance to raise
spending on education by 23 percent to bring
the total expenditure on education to
R4 200 million in the 1984/85 financial
year. We know that even this generous
infusion of finance into education will be
insufficient to bridge the gap which at
present exists between per capita expenditure
on White and Black children. At present
R1 221 is spent per head on a White pupil.
It is comforting to know that increases in
expenditure in education are greater than
increases in expenditure on defence.
Expenditure on defence this year was
increased by 21.3%, giving a defence
expenditure of R3 755 million. We
conclude that the penny is finally
beginning to drop as far as budget prior-
ities are concerned, even if yawning
gaps still exist between expenditure on
Whites and Blacks .

(Inkosi M G Buthelezi, 3 April, 1985, P. 7).

Although African education has not been given sufficient attention

for generations past, the indications are that the financial increases

observed might eventually be brought on a par with the increases on

White education in the near future in order to resolve the problem of

big classes and many other crucial issues seriously affecting

successful teaching and learning in African schools. "It would ease

the atmosphere and remove tensions if we were to eliminate these

glaring disparities in expenditure per head for education and for old

age pensioners. As long as they exist, how can we deny that we are

a racist society."(**Inkosi** Mangosuthu G Buthelezi, 3 April, 1985, P. 4).

Racism should be removed in all spheres of life, more especially in

education which is the key to an improved standard of living in terms

of all nations of the world.

To improve the position, teachers could refrain from giving pupils high marks during the year because it is misleading to the child, more especially if he fails at the end of the year. The headmaster is expected to encourage teachers to work to the best of their ability and to see effective class teaching as part of a national duty.

It appears there is need for improvement of the educational policy at the colleges of education with a view to giving student teachers the necessary skills in marking pupils' written work. It is misleading and embarrassing to the child to do well in class during the year only to fail at the end of the year. Marking should be strict but fair in order to make the child want to improve his performance in each subject. This will also promote relationship between teachers and pupils.

Table 58 shows the responses of the headmasters to the problem.

Table 58: Teachers give high marks during the year

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
2 15.4%	7 53.8%	0 0.0%	3 23.0%	1 7.7%

This analysis clearly indicates that pupils never know their "true" ability in their subjects because teachers give high marks during the year. There were 69.2% headmasters who strongly agreed and agreed on this point. Those who were opposed to this view constituted 30.7% as shown above.

The absence of books has created further problems for the headmaster. Teachers are unable to make an early start with effective teaching

and there seems to be no specific time set aside for study in most
cases, and some pupils tend to be extremely weak. The tendency is
that some teachers ingratiate themselves with pupils by giving them
high marks during the year, and condoning weak pupils in Standard 6,
7 and 9, in order to avoid unrest and class boycotts by unruly pupils.
In addition, headmasters have not succeeded in influencing teachers
to use past examination question papers to the best advantage in
order to acquaint pupils with the style and content of them. This
might help to raise the standard of teaching and learning at schools.

It is important for every school to maintain good discipline so that
it can operate successfully against unrest problems and to get pupils
to learn properly. Problems that occur have to be investigated and
solved. The headmaster and his staff are expected to set an example.

Clearly, it is achievable that pupils should want to learn through
guidance, inspiration, control of their written work, conducting
remedial teaching, supervising their studies, getting them involved
in debates, dialogues and recreational activities, like educational
tours, sport, music and scouting. Therefore, if pupils are positively
occupied, they tend to be well adjusted and orientated, hence disc-
ipline will be minimal.

Table 59 shows the responses of the headmasters to the following
question concerning discipline: What do you think discipline is like
at your school?

Table 59: Attitudes toward discipline

VERY GOOD	GOOD	UNDECIDED	POOR	VERY POOR
1 7.7%	11 84.6%	1 7.7%	0 0.0%	0 0.0%

Most headmasters were satisfied with discipline at their schools.
To reduce the problems of discipline, more emphasis may be put on
'' corrective teaching and high moral standards, regular schooling,
organised games, gardening projects of all kinds and less friction
with staff members'' (Shields, 1962, P. 15).

Furthermore, the headmasters of a further 15 high schools visited by
the writer at the 7 Zululand Circuits in 1984 for inspection also
reported common problems in terms of absenteeism, truancy from classes
and even disinclination toward homework among pupils. These problems
were seen as having adverse effects on education at the schools. In
the light of these findings, it is quite clear that it is of utmost
importance to bring pupils under control in order to make class
teaching more effective and reduce failure rates. On this point, the
former Minister of Educaction and Training, Mr Piet du Plessis, had
this to say:

> The high matric failure rate among
> black pupils was causing considerable
> concern and had been investigated
> thoroughly by the department.
>
> (The Natal Mercury, Thursday, 31 May, 1984, P. 4).

It is important to note that his department was, as a matter of
urgency, showing great concern about the high failure rates in African

education. For this reason he saw it as an inevitable challenge.

Concerning discipline at schools, du Plessis said:

> Pupils had to learn to study regularly
> and review their work. The finding was
> that this did not happen. Pupils needed
> the chance to study in an environment
> more conducive to effective study. If
> facilities were not available at home, they
> had to be provided as far as possible
> at school.

(The Natal Mercury, Thursday 31 May, 1984, P. 4).

Du Plessis does not only talk in terms of discipline as applied to pupils, but to teachers as well. He calls upon headmasters to ensure that teachers ''evaluate their pupils more regularly and give them feed-back as to their strong and weak points''. Eventually he speaks to principals directly, urging them to see ''that teachers were properly prepared for classes and punctual'' (The Natal Mercury, 31 May, 1984, P. 4).

In a corresponding investigation the writer has conducted in the Zululand Circuits recently, headmasters felt exasperated by some teachers who would not do their work. These were teachers who tended not to go to classes during their periods until they were reminded by the headmaster. Because of this, pupils would fall behind with the syllabi, written work would be very little and the marking of this work very inconsistent. When some of these irregularities were found, the headmaster was helpless because classes were too large and teachers were not adequately qualified to teach the subjects successfully. Obviously, these discrepancies weaken the headmaster's effective control of his school and affect the attainment

of pupils in the examinations at the end of the year.

Therefore, the presence of disciplinary problems at the schools cannot be easily ruled out, more especially in respect of pupils, as Cosin states: ''Teachers are faced with hostile children every day. Such bargain for greater autonomy'' (Cosin et al, 1977, P. 8). For example, the refusal of the Minister of Law and Order, Mr Louis le Grange, to take disciplinary steps against pupils who boycotted classes at the Atteridgeville Township schools near Pretoria could be seen as a step in the right direction because it allowed direct communication between the Minister of Education and Training and students through their 18 representatives including parents and teachers as well as inspectors of schools. The policy of the Minister of Law and Order is that ''educators had to solve their own problems and that the police had to act only to protect lives and property. It was not their job to get children back to school'' (The Natal Mercury, 31 May, 1984, P. 4).

Such a policy leaves the headmaster with a difficult task of dealing with class boycotts and angry groups of pupils without relying upon the assistance of the police. For this reason it is imperative for the government to change its racial policies to such an extent that the causes of unrest at schools are reduced to the minimum.

It is expected that the headmaster shall ensure that teachers completed and revised the syllabi thoroughly before the examinations at the end of the year. But it appears there are problems experienced in getting this done because pupils tend to complain of question papers being too difficult and failure to complete the syllabi. The headmaster could

supervise school work through class visits, and provide regular and
effective help and guidance to teachers and pupils. He could express
appreciation for good work and encourage and inspire all concerned,
but he must never hesitate to take action when necessary.

Table 60 shows the responses of the headmasters to the following
question: The syllabus is never completed and revised thoroughly.

Table 60: The syllabus is never completed and revised thoroughly

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
2 15.4%	8 61.5%	0 0.0%	3 23.0%	0 0.0%

Most headmasters confirmed that the syllabi were never completed and
revised thoroughly before the commencement of the examinations, thus
resulting in high failure rates in African schools. Failure to
complete the syllabus was also re-affirmed by the Standard 10 pupils
in the Bergville Circuit. Some pupils said that this was one of the
causes of too many failures in Standard 10 (Beard and Simon, 1983, P.2).
''Teachers should be more engaged in imparting knowledge rather than
in disciplining pupils'' (Cosin et al, 1977, Pp. 6-7) which seems to
supersede effective class teaching.

The task of the headmaster is really difficult, if he has to deal
with teachers who are not in a position to complete the syllabi and
revise them thoroughly. Teachers, too, complain about large classes
which do not afford them an opportunity to perform their work to the
best of their ability. All this is happening at the expense of the

child, who finds it extremely difficult to meet the requirements for
a pass at the end of the year.

Class teaching should be as effective as possible in order to make
pupils interested in coming to school on time and in attending school
regularly. In this way, the behaviour of the pupils might not create
educational problems at school.

Table 61 shows the responses of headmasters to the following situation:

Table 61: Some teachers do not have effective discipline because
pupils are often late for classes

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
2	9	0	2	0
15.4%	69. %	0.0%	15.4%	0.0%

There were 84.6% headmasters who strongly agreed and agreed that
frequent late coming affected the discipline of some teachers. Only
15.4% disagreed with this contention. Therefore, late coming on the
part of the pupils is seen as inhibiting effective teaching, and this
calls for the urgent attention of the headmaster who should bring this
problem to the notice of the parents for closer co-operation with the
school.

Table 62: Some teachers do not have effective discipline because
pupils are often absent from classes

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3	7	0	3	0
23.0%	53.8%	0.0%	23.0%	0.0%

Most headmasters strongly agreed and agreed that absenteeism contributed to poor discipline in some teachers. Only 23.0% disagreed. Because 76.8% headmasters saw absenteeism as a disciplinary problem at schools, a thorough investigation should be made into its causes, in order to help both teachers and pupils to overcome it. If this problem continues unchecked it might be detrimental to the child's future. For this reason the headmaster should see this as a challenge to guide the child to refrain from absenteeism. The little improvement the child makes should be taken notice of by the teacher so that he should continue to react positively. Pupils should be encouraged to see the headmaster and the teaching staff if they need help.

At the beginning of each year, parents are made to buy exercise books of all sizes in terms of each subject, only to find that they do not seem to be put to sufficient use at schools. The headmaster has to collect and carefully check them from time to time during the course of the year in order to ensure that the various sections of the syllabi are dealt with in their exercise books in the form of written exercises and tests.

Table 63 shows how the headmasters perceived teachers in relation to unfamiliar sections of the syllabi.

Table 63: Teachers avoid the sections of the syllabus with which they are not quite conversant

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5 38.5%	6 46.2%	0 0.0%	2 15.4%	0 0.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : They do not want to show their ignorance.

2nd Headmaster : Most teachers are shy to appeal for help where they are not happy with the syllabus. For this reason they simply avoid that section with which they are not quite conversant.

3rd Headmaster : Teachers in difficulties always contact the principal and request him to assist and get the right person to help him/her.

4th Headmaster : No teacher can be foolish enough to like to expose his ignorance to children, and to dent his image in front of the pupils.

5th Headmaster : Some teachers are generally weak and avoid certain sections of the syllabus which are difficult for them.

6th Headmaster: Some teachers are too shy to ask their colleagues to help them to teach the parts which give problems.

7th Headmaster : One may not teach something one does not know.

8th Headmaster : They are afraid of going to another teacher or school to ask for assistance, feeling that they will be laughed at.

9th Headmaster : At this school, teachers are flexible to the extent that sharing of ideas is not always a problem.

10th Headmaster: They are afraid to ask for help from their fellow teachers for fear of being called ignorant.

11th Headmaster: Some teachers are too shy to consult their colleagues or the principal about problem areas in the syllabus. As such they avoid them in order to escape losing face with the pupils at the expense of effective teaching.

12th Headmaster: Yes, most teachers do that, but an able principal corrects that corruption soon.

13th Headmaster: This is very common with teachers who are unqualified and underqualified.

Eleven headmasters said that teachers avoid the sections of the syllabi

with which they are not familiar. Only two respondents   disagreed

with this statement. This was another anomaly making the task of the headmaster difficult under the present system of education. To a large extent, this was because it involved unqualified and under-qualified teachers.

From the research, it could be seen that linguistic failure, dislike of the apartheid system of education, teacher shortage, high pupil-teacher ratios and avoidance of difficult sections of the syllabi are responsible for poor discipline, lack of motivation and high failure rates. Further problems related to schools are reported in the following chapter.

CHAPTER NINE

HEADMASTERS' PERCEPTIONS OF PROBLEMS ASSOCIATED WITH TEACHERS AND TEACHING II

Chapter nine deals with the headmasters' perceptions of problems related to teachers and teaching.

Table 64 shows the headmasters' responses to the following question.

Table 64: Do you think pupils' academic performance is affected by not making sufficient use of exercise books?

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	0	0	1
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	0	0	1
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	0	0	1
	10	0	3
	76.9%	0.0%	23.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Correct and sufficient use of exercise books can improve both the quality and quantity of written work with the resultant increase in pass rates.

2nd Headmaster : Written exercises are a yardstick to measure the effectiveness of one's teaching without which one does not know the results of one's teaching. They also help pupils to gauge themselves and to get used to being questioned.

3rd Headmaster : Through practice even the slow child benefits, and this will stay long in his mind.

4th Headmaster : Insufficient written work indicates that the students do not get practice in expounding knowledge.

5th Headmaster : Academic performance is affected, if the pupils do not use their exercise books effectively.

6th Headmaster : Regular written exercises will make the pupils want to learn, thus improving the pass rates at the end of the year.

7th Headmaster : Written work is a means whereby the progress of pupils in any subject is assessed. It enlightens the teacher concerned, what sections of the syllabus need particular attention. It gives the teacher the opportunity of discovering the slow learners, who will heed extra lessons.

8th Headmaster : Students have to do sufficient written work in order that they acquaint themselves with speed and accuracy.

9th Headmaster : Pupils are given classwork as well as homework almost daily.

10th Headmaster: Teaching without a follow-up is futile. Therefore, if pupils are not given enough practice in written exercises, they fail to meet the requirements of the examinations at the end of the year.

11th Headmaster: If pupils are not honest with written work in class, homework and revision work done in class, their academic performance will be affected.

12th Headmaster: Written work is the mainstay of any successful teaching. Without enough written work, the competitive spirit for success is hampered.

13th Headmaster: Pupils may be given a lot of written work during the year but still fail the examinations because they merely do the work in order to please the teacher so that they could not be punished.

Most headmasters confirmed the view that pupils' academic performance was affected by not making sufficient use of exercise books. The majority of them saw the need for regular written exercises as an essential means of improving the quality and the amount of class work

in order to increase the examination pass rates on the part of the
pupils. In short, these headmasters support the idea that practice
makes perfect. Furthermore, both the teacher and the parent become
better enlightened as to the problems and progress of the child conc-
erned.

On the idea of needs for African education, S C Clark said:

> At the request of an African school boy who
> works in my garden at weekends, I bought
> certain of the text books and exercise books
> he requires this year to pursue his studies
> in Std. 8. The text books cost R41 and the
> exercise books R17. In addition, school fees
> of R20 are payable. My own children attend
> a primary school with superb facilities, which
> I venture to suggest are vastly superior to
> those of the school attended by my gardener.
> For that facility I pay R20 per child as school
> fees.
>
> The parent of a child attending my gardener's
> school must pay the average weekly wage of a
> male adult general worker in commerce and
> industry. The fundamental inequality and
> injustice of requiring African pupils or
> pupils of any race to pay for school books
> is manifest. The argument that there is
> insufficient money available to provide
> free books has become untenable.
>
> Over the past six months a great deal of
> money has been found for urgent water supply
> facilities because of the crisis brought on
> by the recent drought. I suggest the needs
> of Black education constitute a crisis of
> equal or even greater proportions. It is
> just that most Whites are oblivious of the
> problem. Free education is a fundamental
> right. The money to provide this facility
> simply must be found.
>
> (The Natal Mercury, Saturday 28 January, 1984, P. 10).

This extract highlights the degree of unfairness and injustice that tends to prevail in this country, where the poor are being discriminated against mainly on grounds of skin colour. Whatever the laws of this country say about Africans, it is believed that the existing position in African education does constitute a moment of danger for South Africa. Whites must not be unmindful of it if human relations in South Africa are to show any signs of improvement. If free education is a fundamental right, as Clark (1984) puts it, it must be made available to Africans as well.

The testing of pupils on class work should be planned so that they should be able to prepare themselves. But teachers at the schools tend not to follow any specific system of conducting class tests. There are weekly, fortnightly and some periodic testing. This seems inappropriate because of a lack of uniformity. For example, a child transferring from one school to the other would be academically affected by these variations.

Tables 65 to 68 show the responses of the headmasters to the following question:

Table 65: Teachers at your school conduct periodical tests once a week, fortnightly or monthly.

Once a week

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	1	0	0
6th Headmaster	0	0	1
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	0	0	1
10th Headmaster	0	1	0
11th Headmaster	1	0	0
12th Headmaster	0	0	1
13th Headmaster	0	1	0
	4	2	7
	30.8%	15.4%	53.8%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : The tests on weekly basis have not been prescribed by the Circuit Office. However, random conduction of such tests is approved by the Office .

2nd Headmaster : They conduct them monthly.

3rd Headmaster : No comment.

4th Headmaster : No comment.

5th Headmaster : No comment.

6th Headmaster : To check the weekly work done at school.

7th Headmaster : Very few teachers attempt weekly tests due, in some cases, to huge numbers.

8th Headmaster : They do oral and class tests once a week. Some skip the week.

9th Headmaster : Just official tests.

10th Headmaster: The pupil-teacher ratio is high. This practice may not work well.

11th Headmaster: No comment.

12th Headmaster: Monthly, because of huge classes they teach.

13th Headmaster: Because of high numbers in the classes, it is
difficult to cope with such marking weekly.

Headmasters 1 and 8 reported that class tests were conducted at random;
sometimes once a week, although some teachers missed a week. Headmasters
3, 4, 5 and 11 decided to make no comment. Headmasters 10 and 13
found weekly tests impossible because of high pupil-teacher ratios
which retard the pace in terms of marking pupils' exercise books.
Therefore, weekly tests did not exist in an organised way and the high
pupil-teacher ratios require considerable attention for effective
teaching to take place unhampered.

Table 66 indicates the headmasters' responses to whether or not teachers
conduct fortnightly tests.

Table 66: Fortnightly

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	0	1	0
6th Headmaster	0	0	1
7th Headmaster	0	0	1
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	0	0	1
11th Headmaster	0	1	0
12th Headmaster	0	1	0
13th Headmaster	0	0	1
	3	3	7
	23.0%	23.0%	53.8%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Class tests are conducted at the completion of every chapter or section to consolidate the knowledge taught.

2nd Headmaster : Some teachers conduct them fortnightly, but this is not regular.

3rd Headmaster : No comment.

4th Headmaster : No comment.

5th Headmaster : No comment.

6th Headmaster : No comment.

7th Headmaster: Very few teachers attempt fortnightly tests.

8th Headmaster : Some teachers prefer to do class tests fortnightly.

9th Headmaster : Still unofficial tests.

10th Headmaster: The pupil-teacher ratios are high. This practice may not work well.

11th Headmaster: No comment.

12th Headmaster: No comment.

13th Headmaster: Enough work is not covered as this time does not allow fruitful testing.

In Table 67 headmasters indicate whether or not teachers conduct monthly tests.

Table 67: Monthly

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	0	0	1
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	0	1	0
13th Headmaster	1	0	0
	11	1	1
	84.6%	7.7%	7.7%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Official tests supervised by the Office are conducted at the end of each month and the results thereof are forwarded to the Office.

2nd Headmaster : Usually, they have enough matter to test pupils on.

3rd Headmaster : Some do, but others do not because they are handling big classes.

4th Headmaster : The work tested is based on all the work done during the course of the month.

5th Headmaster : No comment.

6th Headmaster : To check the monthly work.

7th Headmaster : The majority of the teachers have regular monthly tests due to the fact that they have covered sufficient ground.

8th Headmaster : No comment.

9th Headmaster : It is monthly tests.

10th Headmaster: The pupil-teacher ratios allow this form of testing.

11th Headmaster: To check the effectiveness of the work done in that month.

12th Headmaster: No comment.

13th Headmaster: Marking is handled easier, since there is enough time to do it and return the exercise books on time to pupils before the following test.

The elaboration of the headmasters indicate that they are fully aware of the importance of the monthly tests in class teaching, even though there are inhibitory factors in conducting them regularly, like high pupil-teacher ratios and inconsistency..

Table 68 indicates headmasters' responses to whether or not teachers conducted periodic testing.

Table 68: Periodic testing.

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	0	1	0
6th Headmaster	0	1	0
7th Headmaster	0	1	0
8th Headmaster	1	0	0
9th Headmaster	0	1	0
10th Headmaster	0	0	1
11th Headmaster	1	0	0
12th Headmaster	0	1	0
13th Headmaster	1	0	0
	7	5	1
	53.8%	38.5%	7.7%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Half yearly tests and November promotion tests are still conducted at this school.

2nd Headmaster : Quarterly they conduct official tests.

3rd Headmaster : Quarterly tests are done regularly.

4th Headmaster : They are conducted toward the end of the quarter to acquaint students with examination questions.

5th Headmaster : No comment.

6th Headmaster : No comment.

7th Headmaster : No comment.

8th Headmaster : Official tests are done by the whole school every six weeks.

9th Headmaster : No comment.

10th Headmaster: We have a policy. Therefore, this is not applicable to my school. The policy is that there be a monthly test in all subjects.

11th Headmaster: Minor tests are occasionally conducted, if necessary.

12th Headmaster: No comment.

13th Headmaster: Trial examinations are given in the third term, to
prepare pupils for long examination papers.

This study revealed that there was no uniform system of testing foll-

owed at the schools. There were 30.8% headmasters whose schools cond-

ucted weekly tests, 15.4% were undecided, and 53.8% had no weekly

tests at all because the time for class teaching was limited, and pupil-

teacher ratios were high. Most schools had monthly tests conducted,

84.6% headmasters confirmed this observation. Besides this, 53.8%

of them had tests done at their schools on a quarterly basis but there

was inconsistency because the remaining headmasters did not have

any specific arrangement to follow, as stated in the previous para-

graphs.

The headmaster has an important task to perform in promoting effective

class teaching at school. He should ensure that written exercises

and essays are not only regular and up to standard, but that marking

is consistent and accurate. He could succeed in doing this through

regular class visits ''and during visits the principal must always

act in a professional, considerate and polite manner'' (Guide for

Principals of Schools, 1977, P. 29). As soon as his report on visits

becomes available, each teacher has to read and sign the portion

which is related to his class work. The significance of this report

is that teachers should respond positively to the remarks and recomm-

endations of the headmaster and the headmaster must also see that this

is done in order to ensure educational progress at school.

Tables 69 and 70 show the headmasters' responses to the following

question: Written exercises are marked regularly.

Table 69: Written exercises are marked regularly : Language exercises

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
2 15.4%	7 53. %	0 0.0%	4 30.8%	0 0.0%

Table 70: Written exercises are marked regularly: Essays

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
2 15.4%	6 49. %	0 0.0%	4 30.8%	1 7.7%

There was a high degree of conflicting views among the thirteen

headmasters with regard to regular marking of pupils' written exer-

cises and essays at schools as can be seen from the above findings.

The noticeable disagreement among them was mainly due to large

numbers of pupils in the classrooms, which had caused a burden on the

teachers when it came to marking. Consequently, this has put a

great strain upon competent teachers because the available funds

were too meagre to allow the employment of sufficient teachers.

The shortage of teachers has seriously affected the headmasters'

efficiency in motivating the available staff members to show suff-

icient dedication to their class work.

Inconsistency in marking pupils' written work has also brought about

a high drop-out rate at schools. Some pupils have realised that it

was a waste of time to remain at school where there was an acute
''shortage of suitably qualified teachers, colour bar in jobs, higher
education did not improve their chances of employment'' (Kane-Berman,
1978, P. 23). There was no point ''in passing Junior Certificate or
Matric to do a labourer's job. State policy does not motivate them
to seek the rare chances which do exist''. Not only that, poverty
amongst parents who cannot afford things like school charges, set
books, stationery and school uniforms have also contributed to the
high drop-out rate. Parents sent out older children to work, to
supplement family income (Kane-Berman, 1978, P.23).

Because education is so important, effective class teaching cannot
take place without the required text books and teaching aids. The
headmaster should, therefore, ensure that all pupils have the nece-
ssary books and equipment for their class work. When books are
available, they should be put to proper use, and pupils should keep
them neatly covered at all times in order to last longer.

Table 71 shows the responses of the headmasters concerning the text
books shortages: The shortage of text books is a real problem for
pupils' study needs.

Table 71: The problem of text book shortage

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
9	4	0	0	0
69. %	30.8%	0.0%	0.0%	0.0%

According to Kane-Berman (1978, Pp. 186-187), the Department of Bantu Education had, among other things, announced in November and December 1976 that the supply of text books would be extended to pupils. ''All pupils would receive text books and stationery by the beginning of 1979. But they would still buy their own set books and stationery'' (Kane-Berman, 1978, P. 186). What the writer has found is that headmasters in KwaZulu are still experiencing the problem of pupils who do not have sufficient text books. Obviously, there has been very little effort made since 1979 to provide free books in African schools.

Most pupils have no text books and have to share the available books at the rate of three to four pupils per book. Independent study becomes impossible under such conditions.

It appears it would be impossible to meet the high requirements of the syllabi without regular homework given to students, and the students themselves should be fully aware why this is necessary in order to dispel any kind of resentment.

Table 72 shows the responses of the headmasters to the question of homework regularly.

Table 72: The regular giving of homework

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	0	0	1
6th Headmaster	1	0	0
7th Headmaster	0	0	1
8th Headmaster	0	0	1
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	4	0	9
	30.8%	0.0%	69.2%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Giving of homework depends on the type of different subjects and different teachers. This is my answer in respect of as regularly as it should be.

2nd Headmaster : Teachers do not like marking. They do this only if pressurised by the Principal.

3rd Headmaster : Most children do not have text books because of poverty.

4th Headmaster : Many students have no text books.

5th Headmaster : Homework is not given as regularly as it should be, due to lack of text books.

6th Headmaster : It helps the pupils to remember what has been done at home. In other words, it checks the school situation at home.

7th Headmaster : Very few teachers give homework regularly because they seem lazy to mark.

8th Headmaster : Homework is irregularly given. Teachers are reluctant to give themselves extra work.

9th Headmaster :   They are given homework almost daily, more
                    especially in mathematics and accountancy because
                    these subjects need writing all the time.

10th Headmaster: Text books are a problem. The school has no books
                    and this factor affects home work. The quality of
                    secondary education is determined by the avail-
                    ability of books (text books and literature books).

11th Headmaster: Numbers are high and teachers fail to finish mark-
                    ing in time. Homework is, therefore, never given
                    regularly.

12th Headmaster: Class numbers are very high so that the teachers
                    find it difficult with a situation, which is
                    beyond their control.

13th Headmaster: Pupils do not have sufficient text books. The
                    teacher has to write on the blackboard or give
                    students a few days to do their homework, so that
                    they could share books. This often results in
                    copying.

The majority of the headmasters have confirmed that homework was not

regularly given to students partly because of the following reason:

''...pupil-teacher ratios are far higher in Black schools ...''

(Simon, 1979, P. 49).

The 69.2% headmasters who dislike the irregularity of homework in

their schools are positive in their condemnation of the apartheid

policies which encourage more money to be spent on White than African

education.

Teachers are perceived as taking it for granted that pupils understand

what they are being taught. This is only indicated at the end of the

year when pupils perform poorly in the examinations.

Table 73 shows the responses of the headmasters to the following

question: Teachers talk over pupils' heads.

Table 73: Teachers talk over pupils' heads

ALL TEACHERS	MOST TEACHERS	SOME TEACHERS	A FEW TEACHERS	NO TEACHERS
0	0	6	3	4
0.0%	0.0%	46.2%	23.0%	30.8%

It was an established view on the part of the headmasters that some teachers ''talked over pupils' heads'' because 69.2% of them replied in the affirmative, while 30.8% denied this was the case at their schools. Because this is a matter for grave concern, the headmasters' confidence should be restored in order to enable him to promote effective teaching.

Pupils can only be afforded individual attention if enough classrooms and additional subsidised teaching posts are provided per school in order to reduce the pupil-teacher ratios.

Furthermore, there seems to be a tendency among some teachers of wasting time talking about things not connected with the lessons to be taught. This practice results in the syllabi never being adequately dealt with. This should be perceived as a challenge to the colleges of education and universities. They are the only institutions that can efficiently help to overcome this problem when training teachers for our schools. The headmaster simply cannot make headway without their fullest support.

Table 74 shows the headmasters' responses to some teachers who waste too much time talking about things not connected with the lessons to

be taught: Some teachers waste too much time talking about things

not connected with the lesson to be taught.

Table 74: Irrelevant teachers talk.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
2	8	1	2	0
15.4%	61.5%	7.7%	15.4%	0.0%

There were 67.9% headmasters who strongly agreed and agreed that

teachers wasted too much time talking about things not connected with

the subjects. Only 7.7% was undecided and 15.4% disagreed with this

statement. Clearly, this weakness affects educational progress at

school, culminating in poor performance on the part of students at

the end of the year. The allotted time per subject should be profit-

ably used during class teaching.

It appears pupils need to be directed and controlled in a meaningful

way to benefit from their studies. In this way, their standard of

class work can improve. To succeed in this, the headmaster should

take pains to make this possible, so that pupils should acquire

sufficient knowledge in their subjects at school. Study periods

need to be controlled.

Table 75 shows the responses of the headmasters to the problem

concerning controlled study periods.

Table 75: Pupils study without controlled study periods

ALL PUPILS	MOST PUPILS	SOME PUPILS	A FEW PUPILS	NO PUPILS
4	0	5	1	3
30.8%	0.0%	38.5%	7.7%	23.0%

There were 77.0% headmasters who replied in the affirmative, but three headmasters denied that there were any pupils studying without controlled study periods. These findings stress their opinions about importance of providing study periods for pupils.

Headmaster number 3 in the Maphumulo Circuit (1979), where the researcher was the Circuit Inspector, had this to report about class control:

> I tell teachers to remain with their classes
> and help pupils during class teaching. They
> should be doing corrections at school and
> preparing for the next lessons instead of
> going to stay in their cottages during their
> free periods. I hate to see a backlog in
> corrections because it kills interest on
> the part of the pupils. They must see how
> they have faired, while everything is still
> fresh in their minds.
>
> (Pilot study: Headmaster 3: 1979, P. 14).

The researcher asked him how he directed his teachers to be that kind of teacher.

In this chapter, lack of sufficient use of exercise books is conspicuous, despite the fact that they are largely provided by parents from their meagre financial resources. Further problems relate to

the testing programme which is often affected by big classes and inconsistency. Many teachers fail to mark language exercises and essays regularly. For this reason, some teachers tend to be irresponsible by failing to provide study timetables, talking over pupils' heads and talking about things not related to the subject to be taught.

CHAPTER TEN

HEADMASTERS' PERCEPTIONS OF PROBLEMS ASSOCIATED WITH ASSESSMENT AND EXAMINATION OF PUPILS

This chapter deals with the political implications of the apartheid education in conjunction with pupil/teacher attitudes towards class work and poor Matriculation examination results.

Table 76 indicates that it is not only the absence of study time tables that makes pupils fail, but it is also inadequate study facilities at pupils' homes. This was the question asked to the headmasters: The high failure rates are the outcome of inadequate study facilities at pupils' homes.

Table 76: High failure rates as the outcome of inadequate study facilities at pupils' homes

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
7	5	0	1	0
53.8%	38.5%	0.0%	7.7%	0.0%

Seven headmasters strongly agreed, five agreed and one disagreed that high failure rates were the outcome of inadequate study facilities at pupils' homes. The thirteen respondents elaborated as follows:

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster :   This is a day school in a rural area. Some of the homes do not even have a table not to mention other study facilities, like reference books.

2nd Headmaster :   In most homes parents do not provide ample time for children to study. They consider requests for study as a way of avoiding work at home. They thought pupils absorbed enough during normal tuition.

3rd Headmaster : Most homes from which children come are not cond-
ucive to sound studies. They are crowded families
and there are many young people who are neither
employed nor schooling. They are a great menace
to scholars.

4th Headmaster : Some homes do not even have a table to write on.

5th Headmaster : Most pupils do not stay with parents where they
are schooling. There are neither reference books
nor tables on which to do school work.

6th Headmaster : Many parents seem to be inexperienced and without
knowledge of the necessity to provide study facilities
for the children at home. Pupils complain of lack
of study rooms and home libraries. This makes them
fail to have time set aside for study. Lack of
money could be the main cause of parents' failure to
provide study facilities at home.

7th Headmaster : Day scholars do not get time to study, where they are
lodgers, but some do not want to do private study
at all because they cram or buy examinations
question papers.

8th Headmaster : Learning without concerted and properly organised
study results in failure. Very few people learn,
understand and assimilate information without
repetition thereof.

9th Headmaster : The majority of parents around this school are
people who never went to school, and thus know no
study conditions, and other facilities which might
be conducive to effective study. There is utterly
no motivated study on the part of the home.

10th Headmaster: We passed secondary school examinations under the
same living conditions. We are a backward group,
but this does not affect our school performance.
The reasons that I may put forward as the causes
of such high rate of failure is lack of drive and
responsibility.

11th Headmaster: Most of the families are without furniture as well
as electricity to provide sufficient light.

12th Headmaster: Pupils are faced with the environment which is not
conducive to learning. No electricity, no study
desks or tables, no group study and no help while
pupils study.

13th Headmaster: You will find a child coming from school having to
do manual work before getting time to study.
Sufficient rooms for study are not available.

Twelve respondents   strongly agreed   and   agreed   that the high
failure rate was the outcome of inadequate study facilities at pupils'
homes. Only one headmaster disagreed with this view. On the whole,
the 92.3% headmasters said that lack of equipment and apparatus caused
a serious set back to pupils' studies at home. Headmasters mentioned
shortage of tables, reference books, library rooms, electricity, desks
and a quiet environment, because of overcrowded families. The head-
masters continued to point out emphatically that pupils were engaged
in domestic chores, after school hours, which consequently denied
them the ample time to study, simply because most parents thought
pupils had enough time at school to learn as much as they could.

Some of these pupils belong to families with a large number of jobless
people and non-scholars, who cause a lot of disturbance to them when
they try to study. This is one of the results of unemployment in African
communities.

There were also pupils who had no specific time set aside for study
because they received no encouragement from their parents. This
generally happens in families where parents are not sufficiently aware
of the demands of education upon individual pupils. Where learning
is not taken seriously, pupils wait until examinations are near at
hand, and then start cramming with no actual understanding of the
contents of their class work. Besides this, they tend to rely upon
leaked examination question papers, which only helps them to obtain
certificates, thus undermining the educational process.

The respondent who disagreed pointed out that the high failure rates were mainly the result of lack of drive and responsibility on the part of both teachers and pupils at schools. Their attitudes toward class work were seen as academically inappropriate in most cases.

Various reasons are advanced for poor examination results in African education. Table 77 shows the responses of headmasters concerning the assumption that pupils' marks are reduced by certain markers for invalid reasons.

Table 77: Markers reduce the marks of the pupils for no apparent reason in the examination at the end of the year

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
2	3	6	1	1
15.4%	3.0%	42.2%	7.7%	7.7%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : If the behaviour of the child is not satisfactory, we discipline that child because through effective teaching his attitude can be improved.

2nd Headmaster : No comment.

3rd Headmaster : I do not know whether this does happen or not.

4th Headmaster : I have been a marker for some time and it is my experience that when children pass at a higher rate than was originally expected, marks are reduced. For example, in the Standard 5 examination the 1st class pass rate percentage as well as the 2nd class are determined by Head Office.

5th Headmaster : I have seen from our best students whom, according to our expectancy table had passed, but failed. The examiners may have thought that those students had copied or were helped somehow.

6th Headmaster :   At the end of 1982 , pupils claimed to have fared well in some examination question papers only to find that they failed dismally - something which had not been happening in the past.

7th Headmaster :   Markers can only do this if there are clear indications of cribbing. But mostly it is candidates themselves who fail to pass the examination.

8th Headmaster :   No comment.

9th Headmaster :   The pupils that fared well in the course of the year obtained lower marks than the weaker students. Marking was prejudicial.

10th Headmaster: I am not quite sure.

11th Headmaster: I do not think this is true.

12th Headmaster: We use common marking in the school and the marked scripts are thoroughly checked by the Principal.

13th Headmaster: No comment.

The majority of headmasters were undecided concerning whether pupils failed the examinations because their marks were reduced by markers. Three agreed, two strongly agreed, one disagreed and one strongly disagreed.

It is important for markers to do their work properly so that only deserving candidates should pass.

Clearly, marked scripts should be carefully scrutinised in order to avoid careless mistakes. Examiners and sub-examiners are expected to do this accurately.

There seems to be a lack of dedication on the part of most pupils to study seriously with effect from the first school day to the final school

day. This might be due to inconsistency in adhering strictly to a study time table. Teachers could ensure that this is done in order to avoid failure at the end of the year.

It was felt that ''cramming'' for examinations was also a problem. Table 78 addresses this aspect.

Table 78: Most pupils are not dedicated to their class work. They study more seriously before the examinations begin

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
8 61.5%	5 38.5%	0 0.0%	0 0.0%	0 0.0%

From the results in the above table it can be stated that most pupils are not dedicated to their class work until examinations are close at hand.

There are 61.5% headmasters who strongly agreed and 38.5% who agreed with this observation. It is self-explanatory that the position of the headmasters needs to be strengthened in order to promote his competence and efficiency to deal successfully with such a situation. Among other things, he should be ''in a position to decide about the size and quality of the teaching staff, the amount of his own teaching, the number of pupils admitted'' and so on (Peters, 1976, P. 17).

He (P. 25), further states that "a head will either rule his school, or there will be no rule; he will be an inspiration or there will be none; and if he fails in these aspects, no other virtue will be of much avail and he keeps his job under false pretences.''

In order to be effective, the headmaster must endeavour:

> to have a concern for people, to have a concern
> for his task, to achieve things through other
> people, to have ability to enable subordinates to
> feel free to discuss certain things about their
> jobs and the team leader must make constructive
> use of ideas and opinions of his subordinates
> and to keep participants aware of the results.

(McHush and Boyd-Barrett, 1976, Pp. 48-53).

To achieve this, teachers should realise the great ''demand for self-discipline and sacrifice of time'' (Pp. 48, 53) on their part. Through regular, constructive and academic staff meetings, teachers must learn how to do the job more efficiently, and to have good communication with the headmaster, pupils, parents and school inspectors. Such an environment will be seen as having a very healthy climate, not only as a school in which children can grow, but also one in which teachers can grow.

Pupils who have not progressed satisfactorily in class work tend to expect a leakage of examination question papers in order to qualify for a pass to the next class. Stringent steps have been taken by the Department to reduce this problem through the imposition of rules to be carried out by headmasters. Pupils also know that they are liable for disqualification if they are found committing any offence which might affect the conduct of the examination. In the case of teachers, a charge of misconduct can be preferred against them.

Table 79 will enable the reader to see the attitude of headmasters toward pupils who depend upon examination leakages.

Table 79: Pupils expect leakage of examination question papers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
4 30.8%	6 46.2%	2 15.4%	0 0.0%	1 7.7%

Seventy seven percent of the headmasters strongly agreed and agreed that pupils expected leakage of examination question papers. There were 15.4% headmasters who were undecided and only 7.7% who strongly disagreed. The expectation of leaked examination papers was confirmed by several pupils (score: 154) in the Bergville Circuit, and this was the reason why pupils did not bother to study diligently (Beard and Simon, 1983, P. 2).

Leakage of examination question papers is detrimental to the educational progress of any nation. It was for this reason that the Department of Education and Culture in conjunction with selected members of the KwaZulu Legislative Assembly decided on a strategy to combat this problem at the schools. Meetings were held with parents and students as from 1982 to discourage buying leaked examination question papers and dishonesty that takes place in the examination room. Some improvement was noticed.

Pupils tend to feel that question papers are too difficult. Such an attitude cannot be avoided if pupils write examinations when they are ill-prepared. This points to the school principal as the key figure in producing the desired change at school. Perhaps this may sometimes be viewed as ''passing the buck'' because he too blames the teachers and pupils. It is of paramount importance for the headmaster

to realise that he is the central figure in the change process. He should, therefore, understand that the public is demanding an accelerated rate of change in the standard of teaching and learning at school. This cannot happen without him taking the initiative.

If the headmaster's role is effective in the implementation of the desired change or improvement, pupils are unlikely to continue to see examination question papers as too difficult. He could either initiate or help to facilitate the promotion of effective teaching. This he can do by extensive involvement in class teaching, supervision, guidance, counselling and an active leadership role in influencing a change of attitude toward class work in terms of teachers and students.

Table 80 depicts the responses of the headmasters to the view that pupils see question papers as too difficult.

Table 80: Question papers are too difficult for pupils

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
0	1	3	7	2
0.0%	7.7%	23.0%	53.8%	15.4%

There were 69.2% headmasters who did not accept the view that question papers were too difficult for pupils, although 23.0% were undecided and 7.7% agreed that this was true. If pupils failed in such large numbers and with such an unheard of number of third class passes every year, even though the headmasters believe that question papers are not too difficult, it means that there is definitely something wrong

somewhere, hence this investigation. Beacher in Evans has this to say about troubles: ''Troubles are often the tools with which God fashioned us for better things'' (Evans, 1983, P. 177).

Such setbacks as high failure rates in Black matriculation schools, and the waning power of the headmasters might motivate enlightened people even to greater heights of achievement. This refers to educationists, administrators and the like ''to develop a mindset that turns educational adversity into an educational renaissance'' (Evans, 1983, P. 177).

It is interesting to note that Standard 10 pupils in the Bergville Circuit saw the standard as being too difficult, when 69.2% of their headmasters did not think so, and 23.0% of the headmasters were not sure whether or not question papers were too difficult for pupils.

During preliminary research into poor examination results in Standard 10, most pupils said nothing about question papers being too difficult for them. Listing their reasons for poor performance in order of importance, the 503 matric pupils from Standard 8 high schools in the Circuit responded as follows:

  (i)   Blame on teachers - under and unqualified,
        shortages, laziness, drunkenness, abuse
        of corporal punishment, etc.

  (ii) Lack of facilities - libraries, books and
        apparatus.

  (iii) Themselves.

  (iv) Inconsistency and incompetence at the
        marking centre in Pretoria.

        (Beard and Simon, 15 June 1984, P. 1).

Some pupils seem to believe that errors made by the computer reduce their marks in the examinations at the end of the year. This seems to be a mere assumption because the computer only shows mistakes when it has been fed with wrong information. Perhaps that is what they are trying to say. The implication here is that people preparing data for the computer should always ensure maximum accuracy.

Table 81 shows the headmasters' responses to this item:

Table 81: The belief that errors with the computer reduce pupils' marks

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	0	1	0
7th Headmaster	0	0	1
8th Headmaster	1	0	0·
9th Headmaster	0	1	0
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	5	2	6
	38.5%	15.2%	46.2%

The above table indicates that most headmasters did not believe that the errors with the computer had anything to do with the reduction of pupils' marks. But the recent revelations come as a shock that malpractices occur at the marking centres, mainly where it is alleged that ''White pupils, some as young as 16, were used to mark Black matric examination papers in December last year''. This information was ''disclosed to the Sunday Tribune by Black teachers who went to Pretoria last December for marking" (Sunday Tribune,

5 February, 1984, P. 3). So irregularities are not only connected
with the computer as the 38.5% headmasters had said in the questionn-
aire, but with the marking centres as well. The press had this to
say:

> Teachers also alleged senior examiners, in
> charge of markers, appointed relatives as
> markers although they did not appear to be
> acquainted with the particular subject they had
> to mark. The wife of one English examiner
> would occasionally come and give instructions
> to markers.
>
> You could see even by the way they addressed
> one another that they were related, one
> teacher said.
>
> He said 'in one group almost all the Whites
> had the same surname.'
>
> There are memoranda for marking, but they are
> meaningless if you don't teach the subject
> or you are not acquainted with it.
>
> (Sunday Tribune, 5 February, 1984, P. 3).

Such allegations are damaging to human relations and the examination
section if Standard 10 teachers show this kind of resentment toward
the unfortunate behaviour of certain Whites who are being seen as
having contributed to the poor matriculation examination results.
According to these findings the fault is not solely with the computer
error.

If such things are being discovered about examination irregularities, the
task of the headmaster becomes even more difficult. There is almost
nothing to motivate him if he is to work against such odds. What is
called for is a high degree of honesty, reliability and responsibility
from all concerned.

Student unrest has become a dominant factor in class disruption and
in rendering schools uncontrollable. Pupils are so strongly influenced
by political events in South Africa and elsewhere that the headmaster,
as a symbol of authority, is either undermined or threatened with
death. Some headmasters have had their houses and vehicles destroyed,
including school buildings and private property of certain teachers
who seem to disagree with pupils' actions. Their main objective is
to dismantle apartheid policies so that a new order can be established,
which will allow equal opportunities for all irrespective of race, colour,
creed or geographical setting.

Table 82 shows the headmasters' responses to this situation.

Table 82: Student unrest is responsible for poor examination results

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
4 30.8%	7 53.8%	1 7.7%	0 0.0%	1 7.7%

There were 84.6% headmasters who strongly agreed and agreed that
poor examination results are responsible for student unrest at schools,
7.7% was undecided and another 7.7% strongly disagreed.

Warning the Government on the irreparable harm done to South Africa
by the worsening unrest at schools, Mr Ken Andrew was reported as
having made the following enlightened remarks in Parliament during a
debate on education and training, and this has put the country in a
state of disarray:

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> We must find a way out of the familiar
> pattern of grievance, boycott, threat,
> incidents, police involvement, more
> incidents and then endemic unrest.
>
> Until the Government recognises that
> the Black people of this country reject
> apartheid education and do something
> about it, our Black schools and universities
> will be plagued with problems and unrest.
>
> Without a change in philosophy on the part
> of the Government, South Africa will
> remain saddled with one crisis after
> another in Black education.
>
> It is the fourth successive year in which
> about fifty percent of pupils failed their
> Matric exams - the official response is far
> too casual.
>
> I fail to understand how only half of the
> students capable of passing Standard 9 are
> not able to get through Standard 10.
> Whites would not put up with this and
> Blacks should not either.
>
> (The Natal Mercury, Saturday 12 May, 1984, P. 4).

This passage clearly depicts the position in African education.

Africans are no longer prepared to tolerate apartheid education,

because they see it as unequal and inferior. This resentment has

found fertile soil in pupils at schools, where it is largely

expressed in class boycotts and violence. Pupils are discontented

with poor examination results, ''inequalities in expenditure, depart-

mental inefficiencies and communication breakdowns'' (The Natal Mercury,

Saturday May 12, 1984, P. 4).

Furthermore, the exclusion of Africans from the new constitutional

development in South Africa, has added more resentment and poor

communication. The government could act speedily to defuse the growing unrest in Black schools, more especially in post-primary schools and universities. The integration of education into a single department could be a far better corrective measure than anything else. All schools in the country will get equal attention and consequently humiliation will be removed.

The proximity of pupils' residential places to schools where they attend is of utmost necessity in order to save them walking long distances to and from school. Very often there is no transport. The school hours cannot be easily observed if pupils stay far away from school. They tend to be late for school and reach their homes late at the close of the day. Clearly, pupils spend more time on the road than at their studies, and the result is that their performance in class is affected.

These problems are bound to inhibit the child's progress. To solve this situation, new schools could be established close to the pupils' homes and hostel facilities could be provided, more especially in terms of post-primary schools. This could help students to be exposed to an environment that is conducive to study.

Table 83 shows the responses of the headmasters to the following question: Travelling long distances to and from school affects the child's performance in class.

Table 83: Travelling long distances to and from school affects
the child's performance in class

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
6	6	1	0	0
46.2%	46.2%	7.7%	0.0%	0.0%

The majority of the headmasters strongly agreed and agreed that
travelling long distances to and from school affects the child's
performance in class. Pupils remain long hours at school and cannot
go home even at lunch time. Most schools operate from 7.30 am until
4.00 pm every day. Therefore, travelling long distances and starv-
ation affect pupils' span of concentration at school.

It is the duty of the headmaster to ensure that all teachers attached
to the school take instruction on the negative effects of teaching
through the ''rod''. Below is Table 84 indicating the headmasters'
responses to the following question.

Table 84: Teaching through the rod has no positive effect

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5	1	3	3	1
38.5%	7.7%	23.0%	23.0%	7.7%

Control by flogging children tends to damage relationship and pupils
see this as an assault by teachers. There were 46.2% headmasters who
strongly agreed or agreed with this view; 23.0% were undecided; 23.0%
disagreed and 7.7% strongly disagreed.

The rating of controls highlighted by Digby (1976, title unknown) when he writes about the average person are as follows:

> ... the average human being has an inherent dislike of work and will avoid it if he can. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed and threatened with punishment to get them to put forth adequate effort towards the achievement of organisational objectives. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

The headmaster has also to deal with individuals who tend to require being reminded about their school work. But this does not mean that they should be flogged in order to get them co-operating adequately. Some other types of punishment may be enforced. In the case of pupils, they could be reprimanded, warned, suspended from school, failed if they deserve it and expelled from school if all efforts have had no effect. Teachers who have a dislike of work, too, may be given a stern warning against the recurrence of the same offence, charged with misconduct and finally dismissed from teaching if it is in the interest of education to do so.

McGregor (1977, P. 43) is not advocating the use of corporal punishment as such, but is stressing the need for the use of pressure to be exerted on average individuals in order to attain the envisaged educational progress. In this regard, McGregor says that ''the average human being learns under proper conditions not only to accept, but to seek responsibility'' (1977, P. 43). This may not be the only cause of dislike of work but it is of particular significance in stressing the need for an environment that is conducive to motivation and a sense of duty.

Teaching through the ''rod'' is disliked by pupils because it is
often associated with unrest in African education. This was revealed
in the study conducted by the University of Zululand in which
Gilbert wrote as follows:

> The source of complaint was that
> punishment in the schools was too
> severe or inappropriate (24% of all
> respondents mentioned this).
>
> (Gilbert, 1982, P. 22).

Handling big classes is a common phenomenon in African schools, and
that is the reason why it is seen as one of the main causes of ineff-
ective teaching. The shortage of funds is the main problem retarding
educational progress in African schools.

The Government does not grant enough funds to meet the basic needs.
Parents are failing to cope with the ever increasing pupil population
in erecting sufficient classrooms and employing privately paid teachers.
For this reason the number of pupils per class is twice as much or
more at schools.

According to the ''Guide for Principals of Schools'' (D.E.T., 1977,
P. 26), a maximum of 50 pupils should be accommodated in each standard
sized classroom with a total area of 56 m^2 in the sub-standards and
52 pupils in the standards. But these specifications are never adhered
to because of reasons beyond the control of the headmasters.

He replied as follows:

> I threaten them, if they do not comply,
> I tell them that I will report the
> matter to the School Committee that
> there is a problem teacher here. Older
> teachers help to advise the younger
> ones on certain things.
>
> (Pilot Study: Headmaster 2, 1979, P. 14).

These two passages indicate how concerned this headmaster is about the welfare of the child. He tells his teachers what they should be doing and also advises them as to what kind of teachers they should be. Further, he stresses that ''pupils should be controlled, guided and corrected'' (P. 24). This principal was one of the four headmasters the researcher interviewed in the Maphumulo Circuit.

Question papers without names of examiners

The examiners of individual subjects in terms of Standard 8 and 10 external examinations are appointed by the department concerned on the basis of qualification and good teaching experience of each subject involved. The question paper he sets is based upon the contents of the syllabus as a whole, and he also provides objectives of the syllabus, guidelines and a marking memorandum, indicating the duration of the paper, the answers and the marking scale.

The question paper he sets should be up to standard and teachers should teach pupils in such a way that they are able to cope with this standard. Because the syllabus is never sufficiently covered at most schools and pupils are lacking the nature and style of such

papers, headmasters and subject teachers are keen to know the examiner of each subject, so that they should be in a position to communicate with him when problems are experienced.

Table 85 shows the headmasters' responses to the following issue:

Table 85:   Question papers without names of examiners are not favourable

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3 23.0%	6 46.2%	0 0.0%	2 15.4%	2 15.4%

The general impression gained here is that most headmasters are in favour of names of examiners appearing on question papers.   There were 69.2% of them who strongly agreed and agreed with this view, 15.4% disagreed and 15.4% strongly disagreed.

The significance of these findings is that they are indicative of the fact that the establishment of contact with examiners of each subject does not only guide, but encourages headmasters, teachers, pupils and inspectors of schools to work harder to bring about some noticeable improvement in the pupils' level of performance in the final examinations.

It appears that the tendency for some examiners to make question papers too long for the given time is causing concern to students.

In some cases, pupils write very long examination question papers which they are unable to finish within the given time.   Table 86 shows the headmasters' responses to the preceding statement.

Table 86: Long examination question papers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3 23.0%	8 61.5%	1 7.7%	1 7.7%	0 0.0%

In this survey, there is only one headmaster who does not feel that pupils are being made to write very long examination papers which they are unable to finish in a given time, and another headmaster is undecided. The headmasters who strongly agree and agree are 84.5% as shown in Table 86 above.

It is absolutely essential for the Department of Education and Training to avoid setting unduly long examination papers for pupils.

Pupils' answer scripts should be marked under strict supervision at the marking centres. When selecting markers, meticulous care should be taken to ensure that marking is done by teachers who are adequately qualified and well experienced in the subjects involved, in order to restore confidence and to maintain a high **standard**.

Table 87 shows the responses of the headmasters to the problem of question papers both marked by underqualified and inexperienced teachers.

Table 87: Question papers marked by underqualified and inexperienced teachers   .

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
6 46.2%	5 38.5%	1 7.7%	1 7.7%	0 0.0%

It can be seen that 84.7% headmasters strongly agreed and agreed

that pupils' examination scripts were marked by underqualified and

inexperienced teachers. This was re-affirmed by an article in the

Sunday Tribune. These irregularities were made known by African

teachers who participated in marking the December 1983 examination

papers:

> Teachers said the white teenagers appeared
> to be either high school pupils or university
> students doing vacation jobs of marking black
> examination papers. Teachers also alleged
> that senior examiners, in charge of these
> markers, appointed relatives as markers although
> they did not appear to be acquainted with
> the particular subject they had to mark ...
>
> (Sunday Tribune, 5 February 1984, P. 3).

Teachers pointed out that these irregularities ''have been going on

for some time'' (P. 3) in African education.

Besides these occurrences at the marking centres, the problem of

underqualified and inexperienced teachers has also been in existence

for a long time in African education. Different headmasters have

dealt with it in various ways without success; some lost hope and

decided to abandon it as a frustrating and futile exercise, while

others patiently carried on looking for possible solutions.

It is professionally unsound for teachers to enter classrooms and

teach pupils only when they are told to do so by the headmaster. This problem

seems to suggest a lack of concern for pupils' future, inadequate

schemes of work and daily preparation, poor relationships with pupils,

a low salary and poor qualifications. Such teachers seem to require

motivation and inspiration to do further study in order to restore
their confidence.

Table 88 shows the responses of the headmasters regarding whether
teachers only go to classrooms to teach if instructed by the head-
master:

Table 88: Teachers go to classrooms when instructed

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3 23.0%	6 46.2%	0 0.0%	4 30.8%	0 0.0%

Most headmasters felt that some teachers would not go to teach in
the classrooms if they were not instructed to do so. This has had a
bad effect on the standard of teaching and learning at schools. The
Director of Education and Training has criticised teachers for the
poor matriculation examination results in African schools at the end
of 1983.

He said:

> It is simply the lack of dedication
> to teach the pupils and school committees
> and parents should know this once and
> for all.

> (Echo, Thursday 2 6 January, 1984, P. 17).

He further stated that he was ''releasing these facts so that every-
body can see who is the culprit - the Department or the lazy teacher''
(Echo, 1984, P. 17). So, laziness and lack of dedication in terms of
the teacher seem to have much to do with poor examination results at
the majority of African schools.

Headmaster 1, in the Maphumulo Circuit, supported the urgent need for class visitation on the part of the headmaster in order to promote effective teaching and learning. In addition, he stressed that teachers should show dedication to class teaching through hard work and improvement of their knowledge in the subjects they teach:

> The procedure in this Circuit of class visitation reports is a wonderful instrument for the principal to check whether or not teachers are teaching adequately. One is able to assess the teaching methods employed, pupils' responses in lessons, their level of performance in tests and the standard of work in the classes. Sacrifice is required on the part of the teacher, so as to discover short-comings and iron them out before the end of the year. Each teacher must be properly placed according to merit. Teachers teaching through the book are not only un-inspiring but are undesirable in the classroom situation. They tend to make students doubt the teacher's knowledge of the subject if he fails to prove to be a master of it.

(Pilot study: Headmaster 1, 1979, P. 22).

With the approach described in this passage, it seems the problem of ''pushing teachers from behind'' could be reduced to a great extent thus improving the pupils' level of performance at the end of the year.

It is not every headmaster who has the ability to take the initiative in order to see whether or not teachers are teaching adequately. Headmasters who failed to do this were as much to blame as were the school inspectors concerning the examination results at the end of 1983. Accusing such officers the ''Echo'' had this to say about the Director of Education and Training:

> ·He added that some school inspectors were
> in the habit of currying favour with
> principals and teachers by avoiding
> writing bad reports.
>
> (Echo, Thursday 26 January, 1984, P. 17).

If some officers above tend to be perceived in this fashion, it leaves the child on the horns of a dilemma because on the one hand he has the apartheid policies not providing sufficient funds for his education while on the other hand some people in responsible and reliable positions are said to be ingratiating themselves with principals and teachers, who also form the front line troops in education, ''by avoiding writing bad reports'' (P. 17). Perhaps the best thing to do is to restructure the present education policies in such a way that educational progress and attitudes are centred upon the protection and welfare of the child.

It has often been said that some teachers are not properly qualified to cope with the subjects they teach because of a lack of guidance, motivation and opportunities for further studies. This tends to have a retrogressive effect on educational progress at schools.

Table 89 shows the responses of the headmasters to the suggestion that teachers are not competent to teach the subject matter.

Table 89: Teachers are not competent to teach their subjects

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONLY DISAGREE
6	6	1	0	0
46.2%	46.2%	7.7%	0.0%	0.0%

There were 9 2.4% headmasters who strongly agreed and agreed that some teachers are not competent to cope with the subject they teach.

Niven (1971, P. 11) rightly says:

> Many teachers make it their business
> to read widely in their subjects or
> in methodology ... others cannot see
> the need for improved qualification,
> research, or any attempt at raising
> standards; some even adopt a trade
> unionist approach in ensuring that
> they do nothing for which they are
> not paid.

According to this study, there are fewer teachers in African education who take the trouble to read widely on the subjects they teach at schools. For this reason every headmaster is faced with a problem of motivating them to improve their qualification and to show more dedication to their class work so that pupils should benefit. A competent teacher tends to ''become a leader rather than an instructor. Guiding pupils should be his main objective and should be flexible and adaptable in their responses'' (Niven, 1971, P. 10).

It is, therefore, contended that a teacher should have the following qualities as an individual:

> A specialist knowledge of his part-
> icular subject, ability to learn in
> respect of himself and his pupils, in
> order to cope with the demands of the
> changing world.
>
> (Niven, 1971, P. 13).

This passage stresses the importance of acquiring expert knowledge of the subject for the sake of the pupils' educational progress. The

teacher should have the ability to make progress in furthering his studies in order to serve as a good example to his students.

In the light of these findings, it seems significant for the headmaster to set his priorities straight, particularly in terms of his major tasks. This will enable him to have clear educational goals for his school.

The lists of duties below show the headmasters' responses to the following question:

List the major tasks of the headmaster in order of importance (each response is a direct quotation).

1st Headmaster :
(a) He is doing administration of the school
(b) He teaches in higher classes.
(c) He gives the correct way of teaching.
(d) He promotes effective teaching and learning by guiding unqualified teachers.
(e) He helps in disciplinary problems of the school.

2nd Headmaster :
(a) He takes responsibility over all that happens at school.
(b) Overall planning of staff and school activities for the year.
(c) Interviews with inspectorate, counselling staff, parents and pupils.
(d) Reports to the school committee, inspectors and other higher bodies.
(e) Handles major disciplinary matters, control of examinations and promotion of pupils at school.

3rd Headmaster :
(a) To supervise all pupils and teachers.
(b) To see to it that duties assigned to assistants are carried out.
(c) To teach so that he can get into contact with pupils.
(d) To do class visits regularly.
(e) To control written work.

4th Headmaster :
(a) Teaching.
(b) Guidance to teachers and supervising them.
(c) Discipline at school.

	(d)	Correspondence and keeping school records.
	(e)	Co-operation between him and the community.

5th Headmaster : (a) To administer the school.
                   (b) He supervises the teaching staff.
                   (c) He teaches a subject possibly in the highest class.
                   (d) He accounts for all that takes place at school.
                   (e) He keeps the inspectorate informed of all the matters concerning the school.

6th Headmaster : (a) Administration.
                   (b) School treasurer.
                   (c) School committee advisor.

7th Headmaster : (a) He is an accounting officer.
                   (b) He is expected at all times to be worthy of the trust placed in him.
                   (c) He should carry over a great deal of the child-parent relationship.
                   (d) To check whether all the syllabi are finished before examinations at the end of the year.

8th Headmaster : (a) To find out whether progress has been made just before examinations.
                   (b) He must control all school work of teachers and pupils.
                   (c) He must be constantly up to date with all the regularities affecting his school.
                   (d) He serves as a link between educational authorities and teachers, as well as between parents and teachers.

9th Headmaster : (a) To organise and administer the school.
                   (b) To guide and lead the teachers.
                   (c) To control written work of pupils.
                   (d) To enforce discipline.
                   (e) To control the finances of the school, and to use them in the interest of pupils.

10th Headmaster: (a) To do administrative work.
                   (b) To give teachers subjects they prefer to teach.
                   (c) To control discipline at school.
                   (d) To see to it that teachers are doing their work.
                   (e) To maintain order at school.

11th Headmaster: (a) Teaching and supervising teachers.
                   (b) Leadership and guidance.
                   (c) Implementation of the policy of the Department.
                   (d) Establish contact between the Department, teachers and community.
                   (e) Manage the school.

12th Headmaster: (a) General supervision of teachers and pupils.
                  (b) To see to it that all duties and instructions given to teachers are carried out.
                  (c) To maintain discipline.
                  (d) To maintain contact with pupils and teachers by visiting classes.
                  (e) To maintain a stable and harmonious link between the school and the community and the school and the Department.

13th Headmaster: (a) To check whether the duties he has delegated are carried out properly.
                  (b) To supervise pupils and teachers, and that use is made of each item in accordance with his or her abilities and interests.
                  (c) To create the student-teacher-parent relationship.
                  (d) To create harmony between the school and the Departmental Officers, for example, the Circuit Office.
                  (e) To teach in order to promote effective teaching and learning.

Most headmasters are particularly concerned about administrative matters with special emphasis on discipline. The importance of effective teaching and learning does not seem to be sufficiently stressed. Therefore, unqualified and underqualified teachers, including pupils, might not be adequately helped to improve their teaching and learning techniques. This seems very necessary in order to avoid pupils failing examinations at the end of the year as at present.

Clearly, teachers need effective educational guidance and supervision from the headmaster in order to ensure that each pupil is properly taught. Sufficient attention should be paid to the pupils' abilities, aptitudes and interests, so that it should not be difficult to guide him to an appropriate career.

The research did indicate that the following factors were contrib-
uting to poor teaching and learning as well as poor human relations:
Inadequate study facilities at home, lack of dedication to class
work, leakage of examination question papers, computer errors, unrest
situations, travelling long distances, teaching through the rod,
question papers without names of examiners, long examination papers,
marking by underqualified teachers and telling teachers to go to
classes instead of sitting in the staff room.

However, it was important to see that some teachers were incompetent
in the subjects they taught and examination question papers were too
difficult for pupils. In the following chapter the research has been
addressed to the tasks and desired qualities of the headmaster.

CHAPTER ELEVEN

HEADMASTERS' PERCEPTIONS OF THEIR TASKS, QUALITIES AND FACILITIES

The significance of this chapter is that it focusses attention on the headmasters' perceptions of their tasks and desired qualities against the background of poor facilities, lack of qualified teachers and poor job opportunities after passing matriculation, because of apartheid policies of South Africa, which are placed above the needs of Africans.

Tables 90 and 91 show the headmasters' responses to the fact that it is really necessary for the headmaster to have to guide subordinates and supervise the teachers:

Table 90: Guiding the subordinates

ALWAYS	USUALLY	UNDECIDED	SOMETIMES	NEVER
10	3	0	0	0
76.9%	23.0&	0.0%	0.0%	0.0%

Table 91: Supervising the teachers

ALWAYS	USUALLY	UNDECIDED	SOMETIMES	NEVER
10	3	0	0	0
76.9%	23.0%	0.0%	0.0%	0.0%

The ten subjects who answered affirmatively said that it was always necessary for the headmaster to have to guide and supervise the subordinates and teachers. Three headmasters indicated that this was usually necessary at schools.

Niven supports these findings as follows, particularly in terms of

young teachers:

> The young teacher must not merely
> reproduce method and handling, but
> should experience that himself ...
> He must know the best ways of handling
> the personalities of the pupils as a
> group and as individuals.
>
> (Niven, 1971, P. 2).

Furthermore, Niven (July, 1971, P. 3) suggests the development of

educational technology in the training institutions and the use of

film and video to show effective teaching methods. He also adds

that ''frustration in getting professional help induces young teachers

to leave the profession''. According to Niven, this can be eliminated

through the ''appointment of a professional probationary supervisor

who could be a teacher trainer and should have strong links between

training institutions and the employing authority'' (P. 3).

Niven (1971, Pp. 1-4) adds that:

> Dobinson carries the concept further by
> suggesting that the new teacher will have
> only about three quarters of a full time
> table, and will be regularly visited by
> a tutor from the training authority
> concerned. Organise regular discussion,
> and residential weekend courses during
> vacation, not receive (full) financial
> recognition, until the satisfactory con-
> clusion of at least one probationary year.
> Regional teachers' resource centres
> have an important role to play in the
> professional guidance of teachers on
> first appointment.

With a large number of unqualified, underqualified and probationary young teachers in African education the headmaster seems to be faced with an impossible problem if he has to develop teacher-quality to the level advocated by Dobinson and Niven. Anything not nearing these requirements would be unrealistic, as is the case in Black schools. The headmaster is the man in the centre and he really needs assistance from all concerned.

The methods of running the school must be so constructive that noticeable progress should be the outcome. The education policy regarding such matters should reflect academic and professional growth. This should be as flexible as possible so that the headmaster is in a position to know the whole range of these problem solving techniques in order to adopt those he finds appropriate for use at school.

Table 9 shows the headmasters' responses concerning the best methods of running the school more effectively and of solving problems by domination, excluding rebels, compromise, communication and other as stated in the following question: Is it really necessary for the principal to have to guide the subordinates and supervise the teachers?

Table 92: Guiding the subordinates and supervising the teachers

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	0	0	1
6th Headmaster	0	1	0
7th Headmaster	0	0	1
8th Headmaster	0	0	1
9th Headmaster	0	0	1
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	1	1	11
	7.7%	7.7%	85.4%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : He gives help in most cases of the school and teachers. He helps in the administration of the school.

2nd Headmaster : Teachers must also be involved in the planning of both administrative and academic activities of the school.

3rd Headmaster : To dictate duties to teachers and see that are carried out.

4th Headmaster : Class teachers should contribute to the effective running of the school.

5th Headmaster : The principal must heed the suggestions made by his assistants, and decide how to cater for them. After consultation, he should give a final word.

6th Headmaster : No comment.

7th Headmaster : Teachers should not be dominated by the Principal.

8th Headmaster : Domination of teachers can lead to misunderstanding. The principal should allow teachers to air their views.

9th Headmaster : He should apply gentle persuasion.

10th Headmaster: It is not necessary because a certain teacher might be having a better idea than the principal.

11th Headmaster: It can make teachers hate the principal.

12th Headmaster: The principal and staff must work co-operatively for the success of the school. Domination may result in sabotage and disunity between the principal and staff.

13th Headmaster: The teachers usually resent autocratic and intransigent methods of domineering.

Table 93: Excluding rebels

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	1	0	0
6th Headmaster	0	1	0
7th Headmaster	0	0	1
8th Headmaster	0	0	1
9th Headmaster	0	0	1
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	2	1	10
	15.4%	7.7%	76.9%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : He is always on the look out for pupils who may be rebellious.

2nd Headmaster : No compromise and detente could be reached by excluding rebels.

3rd Headmaster : Rebels are sometimes useful because they are courageous enough to air their views and show you your weak points.

4th Headmaster : The school should mould children and expel them if necessary.

5th Headmaster : The Principal must plan ahead to avoid confrontation. Any change should be thoroughly considered before it is implemented.

6th Headmaster : No comment.

7th Headmaster : The rebels should be considered, and never to be excluded.

8th Headmaster : Rebels will in turn organise against the principal.

9th Headmaster : It is dangerous to exclude the rebels because they may resort to dangerous agitation.

10th Headmaster: Excluding rebels is not necessary because it can result in adverse effects.

11th Headmaster: Rebels are teachers. I may not advise that they be excluded. A principal who excludes rebels divides the school into two enemy camps.

12th Headmaster: There is much good that can be obtained from rebels. Find ways of dealing with them.

13th Headmaster: Treat all teachers with tolerance and fervent shrewdness. Do not try to divide your staff into co-operating and non co-operating groups.

Table 94: Compromise

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	0	1	0
6th Headmaster	0	1	0
7th Headmaster	1	0	0
8th Headmaster	0	0	1
9th Headmaster	0	0	1
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	0	0	1
	8	2	3
	61.5%	15.4%	23.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : He is always giving some help to the teachers and pupils.

2nd Headmaster : Compromise is the only measure, which tends to accommodate the views of all groups involved thus making it possible to make progress.

3rd Headmaster : The compromise which has been reached must not mean deviating from your duties.

4th Headmaster : It is the best method sometimes to give a hearing to your pupils through the prefect system.

5th Headmaster : No comment.

6th Headmaster : No comment.

7th Headmaster : The principal should sometimes compromise.

8th Headmaster : A compromise will at times force the principal to have no final say in the organisation and administration of the school.

9th Headmaster : A compromise is what the teachers want.

10th Headmaster: Because everybody will be happy at school a compromise is essential.

11th Headmaster: I believe that the principal is not, as others say, the only teacher. He must compromise with the staff for they are all working toward one goal of educating the child.

12th Headmaster: Compromise is the best method to resolve a deadlock with the staff.

13th Headmaster: Stick to what is correct without having to compromise your standing principles.

Table 95: Communication

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : He should communicate with the teaching staff to teach and help students prosper.

2nd Headmaster : Compromise could only be achieved through communication.

3rd Headmaster : Communication is the best method because the principal and the staff get all the information and share it.

4th Headmaster : The school must have subject committees, staff meetings, parents meetings and a sound prefect system.

5th Headmaster : The principal first discusses the anomaly in the staff meeting. The teacher is corrected in camera.

6th Headmaster : Proper communication for understanding is the best method of running the school.

7th Headmaster : The principal should communicate with the teachers.

8th Headmaster : Communication is the best method because it affords everybody a chance to become involved in the sound running of the school.

9th Headmaster : Communication may also be of some help, depending on the nature of the problems.

10th Headmaster: Communication is of importance because it solves problems.

11th Headmaster: Communication is the corner-stone to good leadership.

12th Headmaster: This helps to understand one another.

13th Headmaster: This is one of the best methods of solving problems by communicating with your teachers, so that you can get to know their difficulties and problems.

Other methods

1st Headmaster : He always tries to help the school in good order and good discipline.

2nd Headmaster : No comment.

3rd Headmaster : No comment

4th Headmaster : No comment.

5th Headmaster : No comment.

6th Headmaster : No comment.

7th Headmaster : He should motivate teachers to teach pupils successfully and should request teachers to give their opinions and suggestions.

8th Headmaster : No comment.

9th Headmaster : Group discussions also help to solve problems.

10th Headmaster : No comment.

11th Headmaster : No comment.

12th Headmaster : No comment.

13th Headmaster : No comment.

In the light of these findings, the headmaster should always be prepared to adopt a positive attitude in thinking out ways and means of solving whatever problems he experiences in carrying out his task of

promoting effective teaching and learning at school. This should be quite possible because 84.4% of the headmasters have objected to domination of teachers. One answered affirmatively, and the other was undecided. In the event of some teachers and pupils showing a lack of sufficient co-operation particularly in respect of class work, the headmaster should probe the cause.

In this regard, Headmaster 1 (Pilot study, 1979, P. 36) writes as follows:

> When I encounter such a problem I probe
> the cause. And, what I have found is that
> some teachers are not fully equipped to
> teach the subjects they are responsible
> for, while others need to be reminded
> all the time. For example, on Mondays they
> are often found without preparation. But
> they do co-operate sometimes, if one
> shows them how bad it is to be irres-
> ponsible.

The headmaster responded in this manner when the writer asked him how he evaluated the problems of his office.

The domination of pupils was also ruled out as unnecessary by this respondent. The writer asked him how he saw pupils at his school and the reply was as follows:

> I tell them that I do not accept any gossips.
> So far, they are responding very well, although
> to me this seems to symbolise adoration rather
> than co-operation. I mentioned these things
> at assembly. What I mean here is that I
> also keep them aware of the changes in
> the school regarding time tables, staffing
> and the like. I discourage them from talking
> ill of their school. If they have problems,
> they must report them to the prefects and
> the Youth Brigade of the Inkatha Liberation

> Movement. In this way I am always the
> first person to know things and try to
> put them right immediately.

The study finds agreement between this headmaster in the Maphumulo

Circuit and the thirteen headmasters in the Bergville Circuit. There

are 76.9% respondents who felt that rebels should not be excluded in

attempting to solve problems, 61.5% prefer solving problems by comp-

romise and 100% identified themselves with solution of problems

through communication with teachers, pupils and parents. It is also

the general feeling of the respondents to settle disputes at schools

by mutual agreement. Furthermore, motivation of teachers and pupils

and group discussion are mentioned as essential phenomena in promot-

ing educational progress at school.

Class teaching and learning involve the solution of different

kinds of problems that inhibit educational progress if they are not

properly attended to. The findings of this research indicate that any

or all of these techniques could be used if related to the prevailing

situation, even though communication proves to be largely preferable.

Table 96 refers to the practice of teaching pupils without teaching

aids which tends to contribute to poor examination results. The

headmaster should take steps to ensure that his staff become aware of

and make use of teaching aids when teaching each subject. Both the

school and the staff should also improvise teaching aids in order to

promote effective teaching and learning.

Table 96: The practice of teaching pupils without teaching aids contributes to poor examination results

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
6 46.2%	7 53.8&	0 0.0%	0 0.0%	0 0.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : There are abstract facts which can easily be illustrated by a good teaching aid to enable fast thinking and understanding on the part of the pupils.

2nd Headmaster : Most of the teaching activites in African schools are mainly theoretical because of lack of teaching aids. Teaching without teaching aids is doomed to fail.

3rd Headmaster : There are facts or concepts which cannot be taught effectively without teaching aids. Teaching aids aid memory.

4th Headmaster : Children learn better when they see and do things.

5th Headmaster : Teaching aids make teaching easy.

6th Headmaster : Teaching without teaching aids is not effective. Pupils do not really get the correct insight into the subject.

7th Headmaster : Teaching aids help pupils to understand the subject better.

8th Headmaster : The use of teaching aids easily promotes better understanding of the subject content.

9th Headmaster : Lack of use of teaching aids is one of the main reasons for poor examination results.

10th Headmaster : The teacher says this is the picture of a cow, and the child will understand better when he learns about the cow.

11th Headmaster : Teaching aids form the basis of effective teaching.

12th Headmaster : Teaching aids help pupils to have mind-pictures for the lesson taught, and they also facilitate comprehension. Without teaching aids, the lesson is doomed.

13th Headmaster : Teaching aids are essential for successful class teaching in respect of each subject taught.

The thirteen headmasters strongly agreed and agreed that lack of use of teaching aids contributes to high failure rates. This confirms the belief that the starting point in the acquisition of knowledge is through the use of concrete objects which are so important from early childhood, and should be regularly used. Effective teaching cannot take place without making constant use of teaching aids. This is so important that teachers should state the kind of teaching aids they will use during each subject in their schemes of work and daily preparation.

It is important to note that the unanimity among the headmasters regarding the value of teaching aids is not supported by improved examination results at schools. This clearly indicates that regular professional guidance of teachers by the headmaster is of utmost necessity so that teachers can be motivated to give of their best. Their teaching techniques will improve because through guidance, discussion and supervision it will be possible to identify shortcomings and weaknesses of individual teachers, more especially in making class teaching practical rather than theoretical.

The headmaster should ensure that the school's policy on teaching aids and how to use them is established.

Table 97 shows the headmasters' responses to effectiveness of the vice-principal system. Because he is the headmaster's deputy such specific duties as discipline, testing programmes and procedures, examination programmes and procedures, appointment and control of prefects, extra mural activities,allocation of academic duties in respect of teaching

and staff relations should be delegated to him by the headmaster,

including several other duties, like visits to teachers and subsequent

reporting, class teaching, taking assembly, interviewing parents

and pupils and so on. The question asked was as follows: Does the

school have an effective vice-principal system?

Table 97: An effective vice-principal system

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	0	0	1
4th Headmaster	1	0	0
5th Headmaster	0	0	1
6th Headmaster	0	0	1
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	0	0	1
11th Headmaster	0	0	1
12th Headmaster	0	0	1
13th Headmaster	1	0	0
	7	0	6
	53.9%	0.0%	46.1%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : He is always helping the principal and staff, where they have difficulties and the students.

2nd Headmaster : The departmental head carries out the duties of the vice principal.

3rd Headmaster : The enrolment does not permit the establishment of a paid vice principal. Nominal vice principals do not exert themselves.

4th Headmaster : This is a new school. We do not have a vice principal, but only the first assistant teacher.

5th Headmaster : The school has only the first assistant. He is not paid and his duty is not so very active.

6th Headmaster : The school has no officially appointed vice principal.

7th Headmaster : The vice principal should also act on behalf of the principal during his absence. He helps him even in his presence.

8th Headmaster : He deals with staff relations.

9th Headmaster : The school has no effective vice principal system.

10th Headmaster: It was a wrong man that was chosen as the vice principal because he tends not to adhere to his duties properly.

11th Headmaster: The school had no such a post until recently (1983).

12th Headmaster: No comment.

13th Headmaster: No comment.

Nearly all schools have no effective vice principal system. The feeling of one headmaster is that such a teacher is not very active. Headmaster 9 further confirms the view that a teacher in this post is ineffective. Headmaster 10 complains that a wrong man was chosen for the post. It is quite clear that all is not well at some schools because of an inefficient vice principal system. Another weakness is that first assistants are said to be incompetent because they are not paid for this post.

The perceptions of these headmasters are quite different from those of Wolcott in his book entitled ''The Man in the Principal's Office'' (Wolcott, 1973, P. 176).

In his description of the Taft District School, although it was an elementary school, there was no appointed vice principal. Every school in the district ''was required to have a faculty member off-icially designated to assume responsibility in the principal's absence'' (Wolcott, 1973, P. 176). There is need for a similar setting in

African education in order to put schools on an academically sound footing.

Only 53.9% headmasters stated that their schools have an effective vice principal system. This seems ironical because pupils' performance in Standards 8 and 10 examinations is poor. Vice principals should be paid sufficient, and in-service courses be arranged in order to render their services truly effective. It is also important to note that a person in this post should be adequately qualified and well experienced.

According to the "Guide for Principals of Schools", a vice principal is expected to carry out the following additional duties:

>   2. The drawing up of the school and homework
>   timetables.
>
>   4. The taking of full sets of the pupils'
>   exercise books, removal of random samples
>   to determine whether the teacher
>   concerned marks the pupils' work
>   regularly, drawing up of reports which
>   are discussed with the teachers and then
>   submitted to the principal.
>
>   (ZE31, Department of Education and Culture, 1977, P. 14).

It seems clear why 46.1% headmasters negatively answered the question whether or not their schools had an effective vice principal system. These six headmasters seem to realise that they did not have vice principals who could meet the requirements stipulated in the above passage. Most vice principals were perceived as first assistants because they were not salaried and adequately qualified for the posts they held.

Therefore, Bantu education provided meaningful regulations which had

no suitably qualified manpower and sufficient funds to make those

instructions work effectively in promoting the standard of education

in African schools. This is a very unfortunate state of affairs. The

headmasters seem to find difficulty in getting vice principals who

should be coping with specified academic functions assigned to them.

In most cases, the first assistant operates on a full time basis as

a subject teacher in charge of not less than two subjects plus several

administrative duties he has to perform, like keeping of the admiss-

ion and summary registers and the control of school attendance, the

completion of annual returns, keeping of stock registers, respons-

ibility for pupils' council at school and so on.

Table 98 refers to pupils who complain about a teacher for incompetence

and are disfavoured by the rest of the teachers.

Table 98: Pupils who complain about a teacher for incompetence are
disfavoured by the rest of the teachers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3	4	1	5	0
23.0%	30.8%	7.7%	38.5%	0.0%

There were 53.8% headmasters who admitted that pupils who complain

about a teacher for incompetence are disfavoured by the rest of the

teaching staff. A conscientious hard working and dedicated teacher

will make it a point to join hands with pupils to pass the examination

through effective teaching. Such a teacher will not merely work single

handed, but will have dependable allies in the headmaster and other

teachers. Incompetence on the part of the teacher leads to poor relat-

ions with pupils and parents.

Pupils, too, have a tendency to combine efforts when they act against a teacher for whom they have developed a dislike, particularly because of incompetence. In these circumstances, he should try to do his work as efficiently as expected to avoid any kind of conflict with pupils.

Conflict among pupils is also of educational value, more especially if they are encouraged to compete over class work through tests, debates, dialogues, speech and drama and essay writing. In such an academic atmosphere pupils will be forced to study, and to reach a consensus with the teacher regarding home work and disciplinary action. Consistency in encouraging pupils to work hard, and compete over class work is essential for the attainment of better examination results at the end of the year.

It is also important to note that 38.5% of headmasters suggested improved relations between teachers and pupils. If that is the case, more successful teaching and learning should take place at schools.

Tables 99, 100, 101, 102 and 103 refer to the headmasters' perceptions of a good principal.

A good principal is:

Table 99: Neat in appearance

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0&

Table 100: Fair to his subordinates

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0&

Table 101: Well qualified

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	0	0	1
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	0	0	1
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	11	0	2
	85.4%	0.0%	15.4%

Table 102: Produces more than his post demands

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	12	0	1
	92.3%	0.0%	7.7%

Table 103: Honest

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0%

Other qualities thought would make for a good principal (each response is a direct quotation)

1st Headmaster : No comment.

2nd Headmaster : A good principal must feel inspired to serve others, be open-minded, have self-control, empathy, good sense of team spirit, democratic decision-making, joint problem solving, organising abilities, and so on.

3rd Headmaster : A good principal must, in addition, have an acceptable personality.

4th Headmaster : He should be a good planner, organiser and leader.

5th Headmaster : He should have foresight.

6th Headmaster : He should be friendly to pupils.

7th Headmaster : He must be realistic. He must act as time and situation demand.

8th Headmaster : He is strict, but fair and friendly to his staff.

9th Headmaster : Modesty and diligence.

10th Headmaster: No comment.

11th Headmaster: He should be exemplary even outside school hours,
                   dedicated to the upliftment of his fellow men,
                   religiously inclined, resepctful to his superiors,
                   and should have the love for his profession.

12th Headmaster: He should be interested in national activities,
                   like scouting and liberation movements.

13th Headmaster: He should be patient, trustworthy, versatile,
                   progressive and co-operative.

In addition to the qualities the thirteen headmasters have given in

this study about a good principal, Bruce Scott says:

>He should be well read himself in
>professional literature and other lines.
>He should be a perpetual source of
>suggestion and inspiration.
>
>(Scott, 1953, Pp. 60-64).

Scott further states that the headmaster ''must have the correct

attitude toward his work and co-workers, and must be broad minded and

lenient without being lax'' (P. 60-64). A good principal should

criticise, evaluate and improve his method of doing things. He

should tell teachers what they should be doing and to connect their

class teaching with the aims and objectives of education. This will

help to improve classroom instruction and to make teachers grow

professionally. Besides this, his other important task is to detect

efficiency and inefficiency in class teaching.

It is of paramount importance that the headmaster should be fully

aware of the fact that he occupies a potentially powerful position

in which he is expected to have the ability to effect change in the
school by doing more work than is demanded. For example, he ''should
attempt to predict and influence the outcome of issues with which he
deals every day; achieve effective human relations and morale; form-
ulate curriculum objectives; determine the curriculum and organise it''
(Lipham et al, 1968, P. 3). According to this research, very few
headmasters have sufficiently identified themselves with creative
leadership in the improvement of the standard of teaching and learning
at the schools.

On the need for a good principal to have the ability to produce more
than required, Culver and Hoban (1973, P. 7, 12) stress that the head-
master ''has power to influence the climate of the school''. Christie
in Culver and Hoban states further that'the principal should abandon
his traditional authoritarian role in favour of accepting conflict as
legitimate, and engaging his staff in open dialogue, co-operative,
decision-making, and the taking of actions which can bring meaningful
change to the school'' (1973, Pp. 7, 12). He further suggests that
teachers should accept with an openness of their own minds the respon-
sibility of sharing with the principals the task of building better
schools for the community. This would involve effective leadership
which would lead to stimulating and aiding pupils and teachers to
achieve common goals in education and to find ways and means of
attaining them for purposes of uplifting the African community.

Furthermore, there are other qualities a good principal must have
in order to be more successful in operating a school. He should:

take his claim to have the right to make
decisions on matters within his own expertise
without reference to his superiors but through
reference to a professional code of norms and
standards to which he subscribes. He is
responsible for the rule-structure of the
school. Indeed there is evidence to suggest
that teachers prefer a head to be an
effective rule-making and rule-enforcing
bureaucrat in these areas which they do not feel
impinge on their professional work.

(Turner, 1974, Pp. 31-32).

Concerning the management of innovation, Turner (1974, Pp. 31-32)

emphasises the fact that the headmaster ''is a dynamic force''. The

headmaster is expected to encourage innovation at the school for the

promotion of educational standards.

The matter of aims, methods and attitudes to change is important

in the headmaster's performance of his task more efficiently as

indicated below:

...when staffing the school and working with
his teachers, he should exert a little
influence here and there and see that things
are going on without upsetting his teachers.
He should drop in and give a helping hand,
sitting with a group of children and
looking at what they are making, hearing
what they intend.

(Gibson, 1975, Pp. 197-198).

Gibson states further that a good principal will realise that he has

the advantage, which gives him:

a chance to get outside and see others work,
a chance to move around in the school, to
sample what is going on and perhaps to influence
it; and the opportunity for contact with

> children, which Miss Oxley, in her Secondary
> Modern School, regards as her most important
> function,

(Gibson, 1975, Pp. 197-198).

She sees herself as ''a moving point in the school, because she believes in drifting around the school, and being in many places. Children come up and meet her and talk to her'' (P.197). The same thing applies to the teaching staff. With this approach, she believes that the principal's influence can permeate without being tyrannical in any way because the most essential element in it is the deep interest she has in the school and its social group.

In this way, she came to understand why children had trouble with their subjects at school. She found that they could not deal easily enough with the ''tools'' of education. For example, children could not easily read and write and some of them had clashes with certain staff members for these reasons they could not cope with classwork. The researcher's elaboration on what is expected of a good principal is that he should always be seen to be making his school but not breaking it.

In promoting local leadership, a good principal provides educational leadership in the community. For instance, in the District, Oxley created a mother's club, which became the forerunner of parent-teacher organisations at the Hannock School in the USA.

The launching of this project led to the reduction of truancy, infectious diseases, loans of suitable books from public libraries, inauguration of public entertainments and lectures for parents, this was later known as the Community Social Centre.

Tables 104, 105, 106, 107 and 108 refer to the headmasters' perceptions of what teachers in their schools are lacking.

Table 104: Teachers in your school are lacking: Wide reading.

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	0	0	1
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	11	0	2
	84.6%	0.0%	15.4%

Table 105: Knowledge of pupils' problems

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0

	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0%

Table 106: Knowledge of the syllabi

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	0	0	1
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	0	0	1
9th Headmaster	0	0	1
10th Headmaster	0	0	1
11th Headmaster	1	0	0
12th Headmaster	0	0	1
13th Headmaster	0	0	1
	6	0	7
	46. %	0.0%	53.8%

Table 107: Knowledge of examination requirements

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	0	0	1
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	11	0	2
	84.6%	0.0%	15.4%

Table 108: Adequate qualifications

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	0	0	1
	12	0	1
	92.3%	0.0%	7.7%

Any other (please specify)

1st Headmaster : No comment.

2nd Headmaster : No comment.

3rd Headmaster : No comment.

4th Headmaster : Lack of dedication and intrinsic motivation.

5th Headmaster : Lack of foresight and planning for the future.

6th Headmaster : Lack of knowldege of departmental rules and consulatation when experiencing problems.

7th Headmaster : No comment.

8th Headmaster : No comment.

9th Headmaster : No comment.

10th Headmaster: No comment.

11th Headmaster : No comment.

12th Headmaster: No comment.

13th Headmaster: Lack of intrinsic motivation.

Wide reading is of utmost importance because it is a contributory

factor to staff development in individual terms. It helps the acad-

emic staff to do their class work efficiently, and it enables them

to keep up to date. If teachers are engaged in wide reading, they

are in a better position to transmit knowledge and values adequately.

Furthermore, the teacher is not merely an imparter of information, of

cognitive (more or less technical) skills and abilities, he also

passes on to his pupils the values and norms, the beliefs and the

patterns of behaviour of society.

As an imparter of knowledge, it follows that he should have the know-

ledge of the pupils' problems. On this particular point, Grace

(1972, P. 97) says:

> The head must show more interest in the
> work of his teachers. The growing burden
> of administration and the increasing size
> of schools were however seen as threatening
> the situation in the future.

Elaborating upon the urgent need for the headmaster to take the

initiative in creating an effective and stimulating environment at

the school, Grace says:

> There is no doubt that the climate of the
> British Schools is to a large extent shaped
> by the manner in which the head teacher
> perceives and performs his role.
>
> Head's failure to recognise staff efforts
> due to too much pre-occupation with
> administrative work so that recognition
> of staff efforts was neglected. (a) Verbal
> recognition, (b) Mature professional men
> need to be recognised.

> Need for granting of graded posts as sign
> of recognition. Need for teachers to develop
> professionally through new experiences and
> challenges.
>
> (Grace, 1972, Pp. 95, 100).

The need for higher qualifications of teachers dates as far back as

1673. A large number of communities insisted upon this because the

Cambridge University had graduates as school teachers. Parents had

problems with too much flogging of children at schools, and the

standard of teaching was not up to their expectations because most

teachers were not adequately qualified. Consequently, they lacked

knowledge of individual subjects, methodology and knowledge of the

pupils' problems.

Elsbree (1939, P. 34) says of the importance of adequate qualifications

for teachers:

> In spite of the absence of the state cert-
> ification laws and other central agencies
> for the maintenance of scholastic standards,
> many individual communities insisted on
> high qualifications for their teachers.

Elaborating on high teacher qualifications and quality, Elsbree

(1939, P. 40) suggested as follows:

> He should be a good scholar, fond of
> children, ingenious and progressive in
> his methods, and a Christian. His life
> and conversation was exemplary.

Furthermore, the question of teacher qualifications was an important

matter as Richardson (1973, P. 240) observed:

> The problems of teacher qualifications
> must not be handled as if it does not
> exist or as though it was unrelated to
> professional growth.

It is, however, interesting to note that teachers in the colonial era could only read, write and cipher. Colonies had ignorant and poorly educated teachers. One does not expect to find a situation like that today; though it is similar in the sense that many teachers are professionally unqualified and underqualified as those of the colonial era, especially in African schools.

Elsbree (1939, P. 33) had this to say about every colonial teacher:

> It is a general plague and complaint
> of the whole land that for one discreet
> and able teacher you shall find twenty
> ignorant and careless.

The headmaster of today has to contend with the situation of the colonial era in trying to meet the needs of society without any noticeable success. He has to face angry parents, pupils and higher officers of his Department over ''disastrous'' examination results in Standard 8 and 10 classes. He finds himself in a difficult position because of inadequately equipped manpower and shortage of funds.

Elsbree (1939, P. 33) condemns the kind of teaching and learning that occurred in colonial schools. He refers to teachers of this era as having taught things they never learned, and this they undoubtedly did. It was easy to do this because discipline could be maintained through the use of corporal punishment.

> ·He tries with ease and unconcern to teach
> what n'er himself could learn; gives law
> and punishment alone; judge, jury,
> bailiff, all in one; holds all good learn-
> ing must depend upon the rod's extremest
> end,...

The question of teacher qualifications has, therefore, been seen as crucial in education since before the colonial era until the present. In Great Britain, for instance, a person who could read, write and cipher was employed to teach others. But, as time went on, people had to acquire a School Certificate or General Certificate of Education (G.C.E.) to qualify as teachers. In this way, lack of wide reading, lack of knowledge of syllabus, lack of knowledge of pupils' problems, lack of knowledge of examination requirements and lack of adequate qualifications were gradually eliminated in the classroom situation for the benefit of the child.

In African education, the problems of the colonial era stated in the foregoing paragraphs still remain unsolved mainly due to the shortage of suitably qualified teachers. This is making it not only very difficult, but almost impossible for the headmaster to provide pupils with a good education.

Furthermore, on the problem of teacher qualifications, Gibson (1975, P. 236) had this to add:

> Whatever the level we achieved, our
> schooling made us aware of the importance
> of acquiring qualifications, ranging from
> the three R's to School Certificate or
> G.C.E., that would enable us to compete
> for jobs; and having got one, to fit in
> and get on;...

When de Lange addressed a seminar arranged by the Association of
Indian School Inspectors in South Africa recently, he created the
impression that education in this country was heading for a course
of progressive and logical reform. Clarifying what he meant, he
said:

> ...the Human Sciences Research Council's
> recommendation that education of all
> races be controlled by the Government.
>
> The Education Bill before Parliament
> provides for a single ministry which will
> decide on financial matters, conditions
> of service, educational standards and
> international relations.
>
> This will be for all the people of
> South Africa who will be treated
> equally·
>
> (The Daily News, 29 June, 1984, P. 14).

De Lange appeared quite certain that there would be ''total equality''
in the next few years (The Daily News, 29 June, 1984, P. 14). With
these predictions in mind, there is a hope that shortages in Black
education will be sufficiently reduced in African schools.

Tables 109, 110, 111, 112 and 113 refer to the headmasters' percep-
tions of what teachers are lacking at schools in terms of furniture,
books, library, science equipment and electrical facilities.

Teachers in your school are lacking:

Table 109: Furniture for their needs

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	0	0	1
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	12	0	1
	92.3%	0.0%	7.7%

Table 110: Text books

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	0	0	1
3rd Headmaster	0	0	1
4th Headmaster	0	0	1
5th Headmaster	0	0	1
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	9	0	4
	69.2%	0.0%	30.8%

Table 111:   Library

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	0	0	1
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	12	0	1
	92.3%	0.0%	7.7%

Table 112:   Science Equipment

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	0	1	0
12th Headmaster	1	0	0
13th Headmaster	0	0	1
	11	1	1
	84.6%	7.7%	7.7%

Table 113:   Electricity

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	0	1	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	0	0	1
	11	1	1
	84.6%	7.7%	7.7%

Any other (Please specify)

1st Headmaster : Accommodation for teachers as well as pupils is a
problem. The cottages are not enough for teachers
at school. The pupils who come from far away places
stay in unsuitable conditions for proper studying,
and they are also crowded.

2nd Headmaster : Accommodation for teachers is inadequate. This
affects their task of improving the quality and
quantity of their class work at school.

3rd Headmaster : No comment.

4th Headmaster : Hobby games. Entertainment facilities. Study
facilities.

5th Headmaster : Audio-visual aids.

6th Headmaster : No comment.

7th Headmaster : No comment.

8th Headmaster : No comment.

9th Headmaster : Suitable sports grounds and sporting facilities.

10th Headmaster: No comment.

11th Headmaster: Sport facilities and recreational places.

12th Headmaster: No comment.

13th Headmaster: No comment.

These findings show that teachers are experiencing serious shortages in furniture, text books, library, science equipment, electricity, adequate accommodation, audio-visual aids and recreational facilities, like sports grounds and other types of requirements which could motivate them to teach more efficiently and diligently. Of the headmasters in this study 92.3% said that teachers were lacking furniture for their needs, 69.2% stated that teachers were lacking text books, 92.3% pointed out that teachers were lacking libraries, 84.6% saw teachers as being in urgent need of science equipment and electricity.

It can also be seen from this study that very few respondents replied in affirmative; except 7.7% who did not lack furniture for teachers' needs, 30.8% who did not lack text books, 7.7% who did not lack science equipment and another 7.7% who did not lack electricity. 7.7% was undecided about lack of science equipment and another 7.7% again about whether or not teachers did lack electricity in their work situation.

Table 114 refers to the manner in which the headmasters perceive the prospects for the future of the child in African education.

Table 114:   Prospects for the future of the child in this country

VERY GOOD	GOOD	UNDECIDED	POOR	VERY POOR
1 7.7%	3 3.0%	4 30.8%	4 30.8%	1 7.7%

This finding indicates that 38.5% headmasters perceived the prospects for the future of the child in South Africa as poor and very poor.

Those who perceived the prosepcts as very good and good were 30.7%. Clearly, this section was still optimistic about the future of the child in education. Even though this group is in the minority, it does provide a basis for the Government to improve the educational standard in African schools. It will, therefore, be unwise to ignore the positive responses of these four headmasters.

Only 30.8% headmasters were undecided on this issue. This is a very unpredictable group because they chose to reserve their opinions. It creates another problem for the reader to suggest what is in their minds. The best thing to do is to design a policy that will restore the confidence of the majority of the headmasters and the African society.

In Chapter 12 of this dissertation, the headmasters have confirmed the findings of the De Lange Commission by stating that ''one depart- ment of education must be established''. Unfortunately, the Central Government does not seem to take notice of this requirement at present:

> ...the government has maintained a
> stubborn and costly insistence on plac-
> ing the needs of apartheid above those of
> black education. It is committed to
> providing 'equal but separate education'
> but it has turned a deaf ear to a fund-
> amental recommendation by the De Lange
> Commission for a single ministry. How
> one achieves equality under separate
> systems with five ministers of education
> is hard to imagine.

(The Natal Mercury, Tuesday 10 April, 1984, P. 14).

Respondent 1 refers to shortage of funds as the main cause for schools

failing to provide basic facilities, like chalk and teaching aids.

''This cripples teaching at times, when the school is without money

to buy even chalk and teaching aids''. Against this background, the

Natal Mercury said:

> Something is decidedly wrong, the paper
> has concluded in an editorial. But the
> question is what? It could be poor
> facilities, the level of teaching or even
> frustration, because for a black matric
> certificate is no guarantee of a job.
> Whatever the reason, the swiftest
> possible action must be taken to get to
> the root of the matter.

(The Natal Mercury, 10 April, 1984, P. 14).

The shortage of funds has led to poor facilities, employment of

inadequately qualified teachers in possession of a Black matric

certificate who cannot easily find jobs. The lack of qualified

African teachers as one of the main causes of high failure rates

at the schools, has been reaffirmed by Headmaster 2 :

> He enjoys a competitive salary with the
> private sector, enjoys innovative, and
> independent decision-making. He is
> encouraged to do independent research in

> respect of education and teaching. Teaching
> might attract many people, as a result, and
> the problem of the shortage of teachers
> could be reduced.

This headmaster feels that, if African teachers are paid the same

salary as their White counterparts, ''the problem of the shortage of

teachers could be reduced''. This view is also supported by the

editorial in the Natal Mercury:

> At the root of the matter is a desperate
> shortage of qualified black teachers - it
> has been estimated that 250 000 will be
> required by the year 2020 - hopelessly
> inadequate school facilities and insuff-
> icient money to cater for the growing
> multitude of black pupils. At present
> KwaZulu has more than 1 000 000 children
> in its schools, and by the year 2000
> that figure could have doubled.
>
> (The Natal Mercury, 10 April, 1984, P. 14).

It is also interesting to see Headmaster 4 show great concern about

''the large number of failures and third class passes...''. He calls

for adequate staffing to overcome this problem and this ''must receive

highest priority''. On this point the Natal Mercury editorial says:

> Meanwhile the statistics of failure in
> government schools for blacks continue to make
> sorry reading. Yet no apparent thought is
> given to reviving church and private black
> schools, which in Natal and KwaZulu achieved
> a pass rate of more than 90 percent in the
> 1983 Senior Certificate Matric examinations.
>
> (The Natal Mercury, Tuesday 10 April, 1984, P. 14).

Headmasters have complained about the high pupil-teacher ratios, and

this element can be found in almost every aspect of this thesis.

Headmaster 5, for instance, writes as follows:

> It is very hard for a teacher to mark
> 60 compositions, because he is also
> teaching other subjects. It is also
> hard to attend to individual pupils'
> problems.

If the high pupil-teacher ratios and individual pupils' problems are making effective teaching and learning impossible, the researcher must agree with the editorial in the Natal Mercury that ''black education can be described only as a muddle from start to finish'', and that ''matters certainly won't improve while ideology rules the roost'' (The Natal Mercury, Tuesday 10 April, 1984, P. 14).

For successful teaching, headmasters feel the following duties require their attention: guiding and supervising subordinates, including rebels when solving problems, reaching a compromise, providing teaching aids, setting up an effective vice principal system, protecting pupils against the disfavour of incompetent teachers and adequately qualifying for principalship.

The research further addresses the following problems to the Government: lack of furniture, lack of text books, lack of library, lack of science equipment, lack of electricity and the prospects for the future of the African child in this country. The following chapter clearly indicates the headmasters' perception of the system of education and the necessity for change.

CHAPTER TWELVE

HEADMASTERS' PERCEPTIONS OF THE EDUCATION SYSTEM AND THE NECESSITY
FOR CHANGE

Chapter twelve identifies lack of funds as the main source of all
troubles besetting educational progress among Africans. These problems
will be specifically dealt with here.

Table 115 refers to an increased number of unqualified and under-
qualified teachers due to lack of funds to further their studies.

Table 115: The reasons for an increased number of unqualified and
underqualified teachers is the lack of funds to enable
them to further their standard of education.

(a) Unqualified teachers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3	7	2	1	0
23.0%	63.8%	15.4%	7.7%	0.0%

The above table shows that 86.8% of headmasters strongly agreed and
agreed that the lack of funds was responsible for an increased number
of unqualified and underqualified teachers in African education, 15.4%
were undecided and 7.7% disagreed. Nobody strongly disagreed. This
problem needs the urgent attention of the Government.

Elaboration of headmasters (each response is the direct quotation)

1st Headmaster : Some of them are unable to go for training because
there are no funds to help. Some go for one year

and fail for the first year. Others are teaching
as unqualified teachers because they are awaiting
calls to go and train as nurses.

2nd Headmaster : Bursaries which could help to alleviate this unfort-
unate position are not easily available. Therefore,
the schools have to face the situation as it stands
or work without sufficiently qualified manpower.

3rd Headmaster : Indecision by students is the main cause of their
being ordinary labourers, and if they cannot find
jobs, they resort to teaching.

4th Headmaster : The boarding schools charge too much money, as
compared to day schools. That is why some students
decide to go and work first, before going to train
as teachers.

5th Headmaster : In most cases, it is the lack of funds that is a
cause of the problem. Most people become teachers
by chance, after having been disappointed by other
professions or jobs they have chosen.

6th Headmaster : They usually run short of funds to further their
studies, and they resort to teaching as unqualified
teachers, which could serve as their source of
income.

7th Headmaster : Most of the teachers in the Black community come
from families whose earnings are below the poverty
line. Such people cannot be expected to complete
their education without difficulty.

8th Headmaster : The Black community is poor. Parents fail to pay
high fees at training colleges. Most unqualified
teachers are school leavers who are awaiting calls
to other trades or professions.

9th Headmaster : These young teachers have no funds to enable them to
qualify for teaching.

10th Headmaster: Many unqualified people appear to be born teachers,
but due to financial difficulties, they are unable
to further their studies.

11th Headmaster: At times, the shortage of institutions where some
students could go and train as teachers is the main
cause of an increased number of unqualified teachers.

12th Headmaster: Unlike nursing, teaching needs financial help in
order to succeed to go to colleges of education.

13th Headmaster: The lack of funds is the main cause of some people
being unqualified teachers.

Table (b) indicates headmasters' perception of lack of funds as the main cause of an increased number of underqualified teachers.

Table (b) : Underqualified teachers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
3 23.0%	6 46.2%	2 15.4%	2 15.4%	0 0.0%

The majority of the headmasters have linked underqualified teachers with lack of funds to upgrade their qualifications, since 23.0% and 46.2% have strongly agreed and agreed with this view. Only 15.4% were undecided and the other 15.4% were in disagreement with the general feeling of the headmasters. The lack of funds for African education seems to be related to the governments' attitude toward the Black man as shown in the ensuing quotation:

> Verwoerd enforced both separate and
> unequal education of Africans, when he
> took control of Native Education. He was
> influenced by the Welsh Committee on
> Native Education, who put it frankly
> that education spoiled him. It makes him
> lazy and unfit for manual work, cheeky
> and less docile as a servant, estranges
> him from his own people, and often leads
> him to despise his own culture.

(Hofmeyr and Lewin, 1982, P. 21).

The recommendation of the Welsh Commission was that the Government must ''give the Native an education which will keep him in his place-geographic or status'' (Hofmeyr and Lewin, 198 , P. 21). An increased number of unqualified and underqualified teachers in African schools does largely contribute to keeping the African child in an inferior position in society. For this reason the lack of funds

allocated to African education hampers this inadequately qualified African teacher from upgrading his standard of education. The outcome of Verwoerd's separate and unequal education of the Africans is poor examination results, surplus cheap labour and a high dropout rate in the schools.

These occurrences tend to undermine the headmaster's academic role in the enhancement of African education.

Verwoerd's view of African education is re-affirmed in the following passage:

> There can be no questioning that black education has been shamefully neglected over the years and that it continues to bear the scars of the Verwoerdian philosophy that the recipients should be educated to 'fit their station'.

(The Natal Mercury, Saturday 29 March, 1986, P. 6).

The African youth is so angered and open to ''freedom fighters'' that more violence tends to make South Africa ungovernable. For this reason it is clear that the government cannot do without the support of the Africans. They could be heeded in order to improve relationships and co-operation, more especially in educational progress.

The lack of funds for teachers to further their standard of education has also resulted in a very limited number of graduates in the schools. De Reuck and Silva have this to say about teacher qualifications in KwaZulu:

> ... only 583 graduates out of a total
> of 22,566 teachers. The 50% matric
> failure rate in the 550 high schools
> graphically indicates the constraints
> under which the education system
> operates.

(De Reuck and Peters,1985, P. 1).

The two authors and the researcher are involved in the ''KwaZulu

Education Enhancement Programme (K.E.E.P.) whose primary aims are

''to produce students who can successfully enter employment when they

leave high school'' and ''to produce matriculants who can obtain a

tertiary education qualification before entering employment''. This

programme involves sponsorships by various groups to improve teaching

skills with the help of subject specialists.

According to the National Institute for Crime Prevention and the

Rehabilitation of Offenders, Mrs Hettie Steyn, Director of the Durban

branch, complained of the criminal situation that was building up in

the communities as a result of the ''destitute former prisoners'',

who had nowhere to go when they came out of prison. The significance

of the development is lack of funds to prevent pupils from dropping

out of schools before qualifying for work. Some of these pupils tend

to sell their labour at the schools as unqualified teachers and become

involved in crime.

> We have reached a crisis situation as we
> do not know what to do with the people who
> sleep on the beach or in alleys and generally
> return to crime.

(The Natal Mercury, 27 February, 1984, P. 9).

This opinion was expressed because the institute was constantly short of funds to curb the spread of ''weary wanderers'' in society. The state subsidy was insufficient as was the case with African education:

> Prevention required constant involve-
> ment in the different communities with
> a view to improving the quality of
> life and make them aware of crime and
> to combat it, said Mrs Steyn.
>
> Crime knows no class, race or creed
> barriers and the biggest problem for
> children even in wealthy areas is
> boredom.
>
> It is boredom that drives them to
> experiment with drinks and drugs and
> delinquency.
>
> (The Natal Mercury, 27 February, 1984, P. 9).

Therefore, one can suggest that the lack of funds does not only aggravate the number of unqualified and underqualified teachers at the schools, but it has also led to a high drop-out rate with resultant problems of boredom and frustration. It appears most of the school leavers are unemployed and redundant while others turn to crime.

As a result of these social problems, the headmaster is unable to exert himself sufficiently for individuals who might finish school without any specific qualifications to earn a living and be of service in community development.

The first priority should be teacher recruitment and training in order to promote the standard of teaching and learning at the schools. Even the De Lange committee on education emphasised this point. They stressed that the quality of education depended upon the quality of available teachers, especially in African post-primary schools:

> The shortage of teachers is shown to be
> critical in the areas of black secondary
> education, technical and vocational
> training, the teaching of languages,
> the Natural Sciences and Mathematics
>
> (Hofmeyr and Lewin, 1982, P. 15).

In order to reduce the number of unqualified and underqualified

teachers the main committee of the De Lange Commission recommended

the ''need for greater centralisation in teacher recruitment and

training. This.called for national evaluation and recognition of

qualifications, certification and registration of teachers''

(Hofmeyr and Lewin, 1982, P. 15). With the improved system of educ-

ation the headmaster will be assured of getting adequately trained

teachers.

Table 116 refers to Government failure to restore the principal's

confidence by overcoming the problem of raising funds among parents

toward the salaries of privately paid teachers.

Table 116: The principal's morale is not improved because he has
got to raise funds toward salaries of privately paid
teachers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
4 30.8%	4 30.8%	2 15.4%	3 23.0%	0 0.0%

These findings clearly indicate that the headmaster is overburdened

with extra-curricular responsibilities because 61.6% respondents

strongly agreed and agreed with this view . The undecided subjects

were 15.4% and 23.0% disagreed with this statement. The parent in

African schools is experiencing great difficulty because he pays for

the erection of classrooms, education of his children and for salaries

of privately paid teachers. Such a situation is worsening daily,

particularly at the schools.

> Any talk of artificially cutting back
> the number of White teachers because there
> are enough White teachers is quite absurd
> while we have little chance of training
> the required quarter of a million black
> teachers by 2020.
>
> Surely these so-called White surplus
> teachers could teach the thousands of
> black pupils who will not have teachers
> at all.
>
> A sick patient does not ask what the
> colour of his or her doctor is, neither
> do thousands upon thousands of black
> pupils who have no teachers.
>
> The time has come for those in government
> to look at the needs of education instead
> of looking at the needs of apartheid.
>
> (Thembela, Sunday Tribune, 4 March 1984, P. 26).

This article depicts the true position of what occurs in South Africa.

Whites have a surplus of qualified teachers while African parents

are paying the salaries of privately employed teachers, who are not

professionally qualified.

Thus the headmaster finds it extremely difficult, if not impossible,

to reduce the high failure rates. The researcher suggests that education

without apartheid should be perceived by the state as the best answer

to the shortage of competent and trained teachers.

The problem of insufficient funds set aside for African education is a
most disturbing feature because it is causing harm to the Black popul-
ation. Striking statistics produced by van Eck, the editor of the
latest issue of the magazine of the Progressive Federal Party are provided
below:

> ·As many as 72 percent of the black pupils
> who left school in 1982 had an education of
> Standard Five or below and more than half
> were either illiterate or semi-literate.
> While over 92 percent of the White pupils in
> the Cape passed matric last year, only
> just over 50 percent of blacks passed
> nationally. While only 3.4 percent of
> White teachers are unqualified - do not have
> a Matric and a professional qualification -
> the figure for African teachers is a stagg-
> ering 85 percent. For coloureds it is over
> 66 percent and Indians 19 percent.
>
> (Sunday Tribune, 4 March 1984, P. 28).

If so many African pupils left school in 1982 with very little educ-
ation we can ask what they are doing? Unless an adequate answer can
be provided at present, it seems South Africa will continue to experience
endless social and political problems.

Table 117 refers to the headmasters' perception concerning the Govern-
ment spending R1021 toward the education of each White child and
R176,20 for the African child.

Table 117: Unequal spending on the education of the Black (R176.20
            and White (R1021) child in South Africa (Source for these
            figures is the South African Institute of Race Relations
            Survey page 465).

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
8	3	0	2	0
61.5%	23.0%	0.0%	15.4%	0.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : An African child has to struggle for all his finan-
cial assistance. Through that difficulty, he will
do his best.

2nd Headmaster : The already over-burdened parents who are supposed
to contribute towards the salaries of teachers are
also expected to pay for their children's books,
uniforms and so on. The poor principal's task
becomes more difficult in terms of the promotion
of effective teaching and learning.

3rd Headmaster : In South Africa, it is the daily prayer of Whites
never to be equal with the Blacks. So, it is a
day dream to talk of equality in anything.

4th Headmaster : The White child is given sufficient facilities for
studies whereas a Black child is given nothing.

5th Headmaster : No comment.

6th Headmaster : There are a number of students who fail because
of the shortage of books, frustration, due to
poverty, poor schooling facilities and general
ill conditions not conducive to education. The
R844.80 which is a difference could do much to
help this suffering child.

7th Headmaster : The increase per capita per child of governmental
contributions will help to reduce the pupil-teacher
ratios. It will make sufficient text books avail-
able. It will ease the burden on poor parents.
It will help to eliminate suspicions between super
ordinates and subordiantes.

8th Headmaster : I disagree because the lack of parity in the
governmental spending on Black and White children
has been there for many years, but quality teach-
ing has been taking place. Examination results
can improve to a certain degree.

9th Headmaster : I agree, but something can be done by the African
teacher through dedication to his work.

10th Headmaster: Suitable books for the libraries cannot be purch-
ased. The laboratories for all African schools
cannot be equipped. Teaching with dedication
becomes impossible and the standard could not be
equated with that of the Whites.

11th Headmaster: There are inadequate facilities available for the education of the African child because of insufficient money allocated to it, while the White child is benefitting more than him.

12th Headmaster: The money spent on education should be the same, so as to help the African child to get a fair chance too.

13th Headmaster: This situation results in the lack of furnished laboratories, lack of well furnished libraries, lack of furnished classrooms and a high rate of drop-outs.

There are 84.5% headmasters who strongly agreed and agreed that it is impossible to see the examination results improving if the Central Government spent R1021 for each White child and R176.20 for each African child. There are 15.4% headmasters who disagreed.

Elaborating upon their answers, most headmasters attributed the poor examination results to inadequate per capita expenditure on the Black child, as a result of the apartheid policy. In spite of this, Headmaster 9 stressed the need for teachers to dedicate themselves to class teaching. The significance of his perception is that pupils suffer because some teachers lack a sense of duty.

Table 118 refers to the headmasters' perceptions concerning lack of adequate accommodation for teachers near the schools where they teach and its relation to class teaching.

Table 118: The effect of inadequate accommodation (in terms of proximity) on class teaching.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
4 30.8%	4 30.8%	0 0.0%	5 38.5%	0 0.0%

According to this finding, there are many teachers who do not perform well in class teaching, because of lack of suitable accommodation near the school where they teach. There are 61.6% headmasters who perceived this problem at their schools.

What happens is that a teacher relies upon the headmaster and the school committee for accommodation close to the school. As there is usually no accommodation, the headmaster experiences difficulty in recruiting qualified teachers to come and teach at his school. Some school committees and parents have tried to provide cottages for teachers but failed due to insufficient funds.

Five headmasters said that inappropriate class teaching had nothing to do with teachers who were unable to find adequate accommodation near the school where they teach. This tends to suggest that some teachers are devoid of positive attitudes toward classwork. Individuals with a negative attitude are inclined to see a problem and complain; unlike those with a positive attitude who always look for a solution.

Table 110 refers to the headmasters' perceptions of the pupil-teacher ratio in White education in relation to the ratio in African education.

Table 119: Pupil-teacher ratio

| Whites | : | 1 | : | 18.2 |
| African | : | 1 | : | 39.1 |

(Source: Race Relations Survey, 1984, P. 650).

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster :   This is one of the contributory factors to the
                   high failure rates among Africans as compared to
                   Whites.

2nd Headmaster :   This disproportion is caused by the fact that our
                   output from the Colleges of Education is minimal.
                   Even those that qualify for certain disciplines
                   are absorbed by industry, which pays better than
                   the Education Department.

3rd Headmaster :   The less pupils one has in class, the more effect-
                   ive teaching will be because communication is easy,
                   marking is not so tedious and even learning cond-
                   itions in class are healthy.

4th Headmaster :   It is very unfair that the pupil-teacher ratio is
                   not the same. African teachers suffer, and they
                   cannot give the best of their abilities because
                   of big numbers. Individual attention becomes
                   impracticable.

5th Headmaster :   This proportion led to better examination results than
                   for Africans for whom there is no individual atten-
                   tion to pupils, where the pupil-teacher is 1: 39.1
                   or more.

6th Headmaster :   No comment.

7th Headmaster :   I believe that this issue needs to be normalised for
                   proper and effective teaching can only take place
                   when there is a healthy communication between the
                   teachers and the pupil. Individual attention cann-
                   ot be achieved with large numbers.

8th Headmaster :   The White child is always at the advantage. He
                   receives all the teacher's attention at all times.
                   The poor African teacher suffers because of this
                   high pupil-teacher ratio.

9th Headmaster :   The pupil-teacher ratios for 1982 are a clear indic-
                   ation that no individual effective teaching in the
                   forseeable future for Africans is forthcoming.
                   Consequently, the standard of education will remain
                   low and inadequate. The parity between the two
                   groups is still impossible.

10th Headmaster: As aforesaid, there can never be justice where a
                   White and an African are put together or compared.

11th Headmaster: The birth rate for the Blacks is increasing faster
                   than their means of sending their children to teacher
                   training colleges, and building their own schools,
                   whereas with the Whites it is just the opposite.

12th Headmaster: No comment.

13th Headmaster: The White population is less, but most of them are qualified for teaching, and they are paid more than the Africans. The Africans are more, but the number of qualified teachers is insufficient.

In the decades after the introduction of Bantu Education in 1953, the quality of education deteriorated considerably, as can be seen in the number of pupils taught by teachers in classrooms. In 1953, the pupil-teacher ratio was 40 and in 1974 it had grown to 50 (Malherbe, 1977, P. 551) although in some homelands it had risen to 60 pupils per teacher per class.

> In so far as this pupil-teacher ratio is an index of the quality of teaching in the classroom, Bantu schooling compares very unfavourably with that provided for the other racial groups, where not only are the teachers better qualified but where also the average pupil-teacher ratio is much lower.
>
> (Malherbe, 1977, P. 551).

It is unfortunate that some writers have no specific solutions to offer except making statements which do not seem to be significant especially to the African, who is presently finding nothing subst-antial to fall back on to better his position in education. For example:

> It seems unlikely that any building programme and programme of teacher education will keep pace with the Black school-age population growth; and total equalisation of expenditure and facilities is beyond financial resources. The whole meaning of the concept, Education system, therefore may have to be recon-sidered.
>
> (Occasional paper no. 4, University of Natal, February 1981, P. 25).

This passage seems to leave one with very little hope that there could be anything done to reduce the pupil-teacher ratios in African schools.

Concerning the White population, it is pointed out (P. 29) that ''funds may be raised by parents or provided by outside organisations for the improvement and extension of facilities inside and outside the class-room'', this is in addition to state subsidies. Africans cannot raise enough funds from parents because the majority of parents are extremely poor and jobless, and there is inadequate financial aid received from outside organisations. This situation places the headmaster in a very difficult position in his efforts to promote effective teaching and learning at the school.

Table 120 refers to the perceptions of the headmasters regarding their teaching staff who seem not to be paid the same salaries as their White counterparts.

Table 120:   Unequal pay

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Equal pay of all teachers in South Africa will
enable the Black teachers to enjoy their work and
also encourage students to choose teaching as a
career in life with interest.

2nd Headmaster : (a) Underpaid teachers lack motivation, which
affects class teaching to a great extent.

(b) Teachers are absorbed by industries, which
offer competitive salaries.

(c) An unsatisfied teacher cannot offer any
sufficient and adequate quality and quantity
of work in the classroom situation. They are
comparatively quite indifferent, dispirited
and sometimes reluctant and lazily dispirited.
They complain deep-seatedly in their hearts
without positive response and feel rejected
by the South African System of National
Education. Hence they cannot accept their
call with enthusiasm and dedication.

3rd Headmaster : If the qualification is the same, then the salary
should be the same.

4th Headmaster : Salaries must be equal between African teachers and
White teachers, but the stumbling block is that class
situations are not the same, to facilitate effective
teaching. With regard to Africans, there is lack
of facilities, whereas with Whites there are abund-
ant facilities which makes all the difference.

5th Headmaster : But, even if I may feel so, there can never be
equal pay for equal work in South Africa. African
teachers are more hard working than the White
teachers, particularly in foreign languages.

6th Headmaster : If the education is equal, the pay must also be
equal.

7th Headmaster : Black teachers teach big classes, some with up to
100 pupils per class. This results in frustration
on the part of Black teachers. Though they may
wish to teach effectively, the large number of
pupils proves them wrong.

8th Headmaster : This will attract many good teachers back to teach-
ing because they are always absorbed by industries,
which generally pay well for a living.

9th Headmaster :   I feel they should be paid even more than their
                   White counterparts, when considering:

                   (a) high numbers they teach in one class,
                   (b) marking of those exercise books,
                   (c) making the pupils pass under appalling
                        conditions without adequate facilities, and
                   (d) medium of instruction being a foreign lang-
                        uage.

10th Headmaster: For the same job it is logical that there should
                   be the same pay. Because of the low pay teachers
                   are on the verge of declaring themselves a Trade
                   Union, so that they can vent their dissatisfaction
                   from a position of strength.

11th Headmaster: African teachers are teaching under more difficult
                   conditions than their White counterparts. The
                   harder you work, the more you should earn.

12th Headmaster: Teachers are not fully devoted to work, as they
                   feel they are inadequately paid. They take teaching
                   as part time work, while they are busy applying to
                   industries for well paying jobs. This may be seen
                   in a number of highly qualified teachers taking up
                   employment in factories where there are higher
                   salaries.

13th Headmaster: As long as both parties are equally qualified the
                   salary should be the same.

In this regard, Klaaste in Kane-Berman (1978, Pp. 123-124) says:

        Black teachers are probably in one of the least
        enviable positions in the Black community.
        Underpaid when compared with White teachers
        and for the most part inadequately trained.
        On their shoulders rests the responsibility
        for making of the Bantu Eduation System.
        In addition to practical problems such as
        classroom shortages and the difficulties of
        maintaining discipline in classes with high
        pupil-teacher ratios, they are in the
        inviduous position of being agents of a
        policy which is universally detested among
        their pupils and no doubt by most teachers
        as well.

Because of inadequately qualified teachers who are underpaid, the headmaster has failed to implement apartheid in African education, there are not even sufficient funds provided to make the system work to the satisfaction of the Black community. If the examination results are as poor as they are at present, the African community cannot avoid being deeply concerned about its welfare because the number of properly educated pupils tends to be decreasing instead of increasing.

As Klaaste puts it, it also affects the headmaster's morale to appear to be a supporter of a system that is generally disliked by pupils, teachers and parents including headmasters. If this is the case, one does not see how the headmaster can be more successful in raising the standards of teaching and learning at the school.

On the same problem of underpayment of African teachers, Auerbach, a noted educationist, added the following details:

> On average, African teachers earned only
> 46 percent of the salaries paid to Whites in
> similar posts with qualifications. Even
> though the government had said it was
> committed in the principle of parity, and
> had indeed begun to narrow the social gap,
> the salary differential reflected one of
> the biggest problems in African education:
> the extreme parsimony of the state

(Kane-Berman, 1978, P. 178).

Unfortunately, such educationists as Luthuli (1982) do not seem to be fully aware of the current reaction of teachers to low salaries. This has become a very sensitive issue because African teachers are

pressing for parity with White teachers in salaries.

> Though the salaries of teachers cannot
> be considered as one of the most important
> factors determining teacher quality, it
> does contribute quite significantly to the
> good morale of teachers, because the best
> brains are likely to be attracted by a
> good salary.

(Luthuli, 1982, P. 99).

For instance, in this dissertation, one hundred percent of the headmasters feel that their teaching staffs should be paid the same salaries as their White counterparts. For this reason the salaries of African teachers must be considered as one of the most vital factors in determining teacher quality. When elaborating on this point, they stressed that the pay should be equal, if the qualifications are the same.

Table 121 refers to the significance of parental co-operation with headmasters and teaching staff.

Table 121: Co-operation with parents

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
10 76.9%	3 23.0%	0 0.0%	0 0.0%	0 0.0%

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : Where parents co-operate with the school, there are always good examination results. The parents will try and improve the study conditions for their children according to the suggestions given by the teachers. For example, build an extra room as a study room. They tell the young ones to keep quiet when it is time for their elder brother or sister to study.

2nd Headmaster : Co-operation with parents may help to ensure that the child attends school daily. Parent co-operation may also ascertain that their children get the necessary care, like food, clothing, money and so on, in order to facilitate the school's task in supervising, encouraging and helping their children to study effectively even at home.

3rd Headmaster : Parents should be able to control their children against the use of dagga, dice and intoxicating drinks.

4th Headmaster : Contemporary parents have a positive attitude towards education of their children, but the pay gap is the problem with which they are confronted. In spite of this, parents do co-operate with the principal.

5th Headmaster : A successful principal works co-operatively with the parents. Both parents and students should be educated and there should be regular meetings.

6th Headmaster : If the parent knows nothing about what is happening at school, he will be reluctant to co-operate with what is said by children as well as teachers.

7th Headmaster : It is encouraging to teach a child from an enlightened family. Such a family tells the child to study at home.

8th Headmaster : They will know what is actually happening at school.

9th Headmaster : A child is a man-to-be, whose future must be moulded by both the teacher and the parent. Therefore, co-operation is indispensable between the teacher and the parent.

10th Headmaster: Some parents have practically no insight into the educational problems facing their children. Co-operation with them makes parents become involved in the solution of problems facing their children and the school. In this way, parents help in creating a stimulative environment for their children at home.

11th Headmaster : Most difficulties encountered by pupils are the direct result of the ignorance of their parents. If the parents are enlightened, the status quo can definitely change.

12th Headmaster: Parents should also be encouraged to provide
                   libraries for the advancement of their children
                   at home. Should they stay aloof, teachers can-
                   not easily assist the children to improve in
                   their class work.

13th Headmaster: It is very easy to educate and enlighten parents
                   if there is co-operation. Once they are enlight-
                   ened, it is also easy for them to motivate their chil-
                   dren to study.

Concerning co-operation of parents in the education of their children,

Brian Kantor (1980, P. 121) says:

            ...the closer involvement of parents
            and others who are neither teachers
            nor professional school administrators
            provide material assistance and check
            on the quality of instruction provided

It is rather worrying that White ''politicians and bureaucrats are

responsible to White voters and taxpayers who understandably take

little interest in Black education policies. Unfortunately, the only

time they take such notice is when pupils engage in riotous behaviour''

(Kantor, 1980, P. 121).

This is a matter of conern as to why White leaders and officers take

little interest in Black education policies, because these laws are

made by Whites for Blacks without any consultation. Kantor (P. 121)

says:

            The improvements could be made in Black
            education by making education highly
            responsive to the preferences of parents
            and the community generally.

            To the extent that Black education managed
            by White has attempted to achieve objec-
            tives that Black parents would not approve

of, must be judged as a patent failure.
The education system has clearly not
encouraged Black children to be cont-
ented with their lot·

(Kantor, 1980, P. 121)

According to Kantor, the task of the headmaster cannot be made easier

unless there is a change of attitude of people in authority and unless

there is sufficient co-operation between the school and parents.

Education must meet the needs of the community. This is the major

task of the headmaster. He is expected to guide and motivate pupils

as well as teachers and co-operate with parents so that they are

better able to provide not only a supportive but a stimulative

environment needed by children.

The headmaster is also expected ''to be effective, to have a concern

for the task, to achieve things through other people, have ability

to enable subordinates to feel free to discuss certain things about

their jobs'' (McHush and Boyd-Barrett, 1976, P. 48).

McHush and Boyd-Barrett also advise that the headmaster or managerial

leader should make an ''input'' by visiting parents, and an ''output''

by getting parents involved in what is going on at school. These

writers even suggest that the headmaster could also measure the

frequency of parents visiting the school by keeping ·''a track of the

number of parents that voluntarily visit the school'' (P. 67).

In African schools, parents are generally not involved, especially

as far as the education of their children is concerned. For example,

in the Maphumulo Circuit, when the researcher asked Principal 4 what kind of parents voluntarily visited the school, he replied that parents seldom came to school and they never brought any complaints. Parents were not afforded an opportunity to provide a supportive and stimulative environment required by children because co-operation with them was poor.

When a similar question was asked to Principal 2, it was encouraging to see that parents were frequenting the school, bringing complaints, requests and defending their children when they were found in the wrong.

In the pilot study, Principal 1 says:

> It is mainly parents who have got complaints and requests about children and moneys that visit the school voluntarily. They often come and blame teachers for alleged mishandling of their children. But, as far as I know, there is no teacher who simply punishes a child without valid reason. What is bad is that these parents openly take sides with their children, though they easily yield when convincing reasons are advanced for the steps taken against their children. In short, parents appreciate dialogue.
>
> Furthermore, the commercial group of parents come and complain about restricting their children to wearing school uniform. They feel children should be allowed to dress as they please. But I have always told them that uniform facilitates easy identification of children. It neutralises the feeling among children of being better than others and it makes it easier for teachers to treat them all alike.
>
> But one would find some parents taking sides with their children by giving very flimsy excuses in terms of their children's absence from school. It is easy for these parents to show such weaknesses, because they also interfere with school attendance by getting children involved in household duties,

sending them on errands, herding cattle and
so on.

The tendency to use children as messengers is
being propelled by the fact that most parents have
no telephones and are semi-literate. The result
is that some parents combine these respons-
ibilities with matters pertaining to their
children at the expense of the school by supporting
what is told by their children as true. Parents fear
that they might be expelled from school.

Some of these parents come to school to request for
the payment of fees by instalment. The main snag
is the fact that there are too many jobless parents
in this community. In spite of this, they still
have to contribute towards the erection of add-
itional new classrooms, pay school fees, privately
paid teachers, pay for transport and the like.

(Pilot study, Principal 1, 1979 Pp. 5-6).

Besides character training, supervision and encouragement of children's

school activities, the headmaster could encourage:

interplay between teachers, pupils and
parents, as explained in the above
quotation. The school could educate
parents of pupils and could allow itself
to be educated by them. That means the
school could be an educative institution
not only for children, but also for adults
who operate it, or on whose behalf it is
operated, but this does not mean to say
that teachers must dictate to parents or
parents to teachers. They must strive to
see each other or one another as they
really are. Mutual understanding is of
paramount importance here. The teachers
and the parent could have shared concern
for the child.

(Richardson, 1973, Pp. 5-6).

Sometimes the parents may have a stronger case, if acting independ-

ently of the school influence, and the staff could use their profess-

ional association if they have problems. The headmaster and the

chairman of the School Committee may set up separate parents'
organisation to fight the bad practices of certain teachers who are
involved in criticising their school. The headmaster may operate
through the parents' Action Committee. They can write letters to
the press to keep facts straight, although these efforts may be under-
mined by young teachers in pressure groups who may serve as propagand-
ists and knowledgeable advisers in schools and unions. Good advice
by a teacher is to tell parents how to approach their child's school
with complaints or requests. Through co-operation with the community
Parents' Associations may be formed to disseminate information,
organise activities and help to curb the drop-out rate at the school.

Some parents encourage their children to leave school because of
poverty. Even though the quotation below may not be particularly
concerned with African children, poverty does force them to leave
school in their early lives, too:

> Urban parents force the children to go
> to school for a few years, for a little bit
> of education makes a big difference in
> earning power and then they force their
> children to leave school and go to work and
> bring money into the house.

(Mia Brandel-Synier, 1971, P. 81).

Therefore, poverty among African parents is one root cause of
inadequate co-operation with the school. Parents are unable to
provide a supportive or a stimulative environment needed by the child.
In this way, the task of the headmaster in promoting effective teach-
ing and learning at the school becomes greatly hampered.

Table 122 refers to the headmasters' responses to the feeling that

the use of corporal punishment to excess destroys human relations.

Table 122: The abuse of corporal punishment damages relationship
between teachers and pupils.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
7 53.8%	4 30.8%	1 7.7%	1 7.7%	0 0.0%

Eleven headmasters strongly agreed and agreed that the abuse of corp-

oral punishment damages relationship between teacher and pupils, one

was undecided and the other disagreed.

It is important for students to know the circumstances in which corp-

oral punishment could be administered if the rules and regulations

of the school are violated. Corporal punishment is only administered

to male students by the superintendent or principal on the buttocks.

These officers are also authorised to monitor the infliction of corp-

oral punishment by their assistants.

The use of corporal punishment is permissible under specific cond-

itions as indicated below:

1. Corporal punishment may be administered to
   a boarder only in cases of gross negligence
   of duty, truancy, insubordination, wilful
   damage of property, flagrant lying, theft,
   dishonesty, assault and indecent action
   against any other person.

2. No person other than the Superintendent or
   the Principal of a school, if he is not also
   the superintendent, boarder: provided that
   an assistant superintendent or a teacher or
   any other person appointed in a supervisory
   capacity in a hostel may in the presence of
   and with the approval of the Superintendent
   or Principal, as the case may be, administer
   corporal punishment to any boarder.

3. Corporal punishment may be administered
    only to male boarders and then only on
    the buttocks.

(Government Gazette, 30 April, 1982, P. 21).

In terms of the ''Guide for Principals of Schools'' (BO/BE, P. 10),

the use of corporal punishment is restricted by the following

conditions:

1. Corporal punishment may not be admin-
    istered to girls. It is considered to
    be an offence to do so.

2. All the assistant teachers must sign
    in the punishment book that they have
    read the regulations on corporal punish-
    ment.

3. Corporal punishment may only be given
    after serious transgressions such as
    constant neglect of work, lies, bully-
    ing, indecency, refractoriness, truancy,
    theft etc.

4. Corporal punishment may only be admin-
    istered by the Principal or an assistant
    teacher under the supervision of the
    Principal.

5. Corporal punishment must be given on the
    back of the thighs with a cane or with a
    leather strap 2.5 cm in width. Corporal
    punishment must be administered moderately
    and reasonably, taking into account the
    age of the boy and his state of health.

6. No other form of corporal punishment may
    be administered.

7. The principal must keep punishment book
    in which each instance of giving corporal
    punishment is noted. The name of the
    pupil, the standard, age, the nature of
    misdemeanour, the number of cuts and the
    name of the person who administered the
    punishment must be mentioned,

Furthermore, the University of Zululand conducted a socio-psycholo-
gical study of the unrest in African schools in 1982. Among the
other things, the abuse of corporal punishment featured prominently
in the respondents' responses:

> The major source of complaint was that
> punishment in schools was too severe
> or inappropriate, 24% of all respondents
> mentioned this.

(Gilbert, 1982, P.22).

Corporal punishment is not the only factor relating to unrest the
headmaster has to contend with at school. Gilbert also points out
that unrest was linked to the general dissatisfaction with the apart-
heid policies of South Africa (P. 26).

The discontent of Africans with these noxious policies is further
supported by Behr as shown hereunder:

> The schooling of Africans has expanded
> vastly. Nevertheless, there has been a
> measure of dissatisfaction among certain
> urban Africans with the Bantu Education
> System, which they regard as being inferior
> to that of other groups. This dissatis-
> faction which would seem to be largely
> politically motivated, has arisen not-
> withstanding the fact that the prescribed
> curricula and syllabuses, and the pattern
> of education have developed along the
> lines similar to those for Whites. The
> legitimate complaints relate to problems
> of financing, the pupil-teacher ratio,
> overcrowded classes, poorly qualified
> teachers and badly equipped schools.

(Behr, 1978, P. 265).

The headmaster in African education is really operating under most trying conditions. He has to contend with the abuse of corporal punishment by some teachers on the one hand and student unrest on the other hand.

Table 123 refers to the headmasters responses to the idea that most parents expect the school to take full responsibility over their children's behaviour.

Table 123: Schools should carry greater responsibility for the behaviour of their children

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
10 76.9%	3 23.0%	0 0.0%	0 0.0%	0 0.0%

All the thirteen headmasters strongly agreed and agreed that most parents feel that the school has to carry greater responsibility for the behaviour of their children. This might be the outcome of psychological boundaries that come into play in a school situation. These aspects could be emotional, temporal and physical in nature as indicated below:

> A pupil who day-dreams may have physical and temporal membership of the school but not emotional; his teachers find it imposs- ible to bring him across this particularly psychological boundary. Parents may be forbidden entry to the school building, yet they are psychologically present with their children, whose attitudes, values and behaviour are related more to their parents than the school.
>
> (Davies, 1976, P. 43).

The important point here is the implication that the headmaster and staff should strive for the attainment of emotional membership of the school of both pupils and parents. Parents should be encouraged to visit the school, for this will help to enhance the attitudes, values and behaviour of all the parties concerned. In this way, parents and pupils can identify themselves with the school thus making the task of the headmaster more effective than it is at present. Furthermore, parents can raise their opinions concerning their condemnation of pupil-teacher ratios, lack of classroom accommodation, lack of equipment, lack of suitably qualified teachers and so on.

Concerning responsibility for the behaviour of children, Richardson (1973, P. 19) states quite clearly that the school is not the child's only educational milieu:

> The contract that teachers have to make
> with society concerning the education of its
> children is in fact very problematic. For
> the school is not the child's only educat-
> ional milieu. He is being educated in diff-
> erent kinds of ways by other institutions,
> including, of course, his own and other
> peoples families. Nor are children, like
> the goods that come out of the factory,
> just material products. They are human
> beings. As human beings they cannot be
> merely moulded or fashioned or manufact-
> ured by those who operate the school.
> Even the 'wastage' cannot be simply
> thrown out, as the waste materials from
> factories and mines were once thrown out,
> without fear of consequences.

The teachers alone cannot be expected to provide all the education for the children. The school should enrich the knowledge that the children have acquired from other institutions, like the home, the neighbourhood and the church.

The child's own family has a vital role to play in the development
of such essential qualities as conduct, self-restraint and intell-
ectual abilities.

Therefore, if parents do not participate fully in the education of
their children, the headmaster might experience serious problems in
relating successfully to the children:

> The head may be confronted by a mass of
> resentful pupils about having to stay at
> school or a militant group of the staff
> who regard discipline as a device used by
> a repressive establishment to perpetuate
> its hegemony,
>
> (Peters, 1976, P.3).

Since education is much more a matter of public concern, the head-
master simply cannot do without the assistance of the educated
parents who would help to neutralise tension and unrest at the school
in times of trouble.

Schools are no longer viewed as places for maintenance of authority
but ''institutions devoted to learning. People attend them presumably
because they are ignorant and should be put in touch with teachers
on what is to be learnt'' (Peters, 1976, P. 3).

With the waning power of the headmaster, parents cannot always rely
upon him to carry greater responsibility over their children but
could help him by co-operating with him in various ways that could
be beneficial to the school and the development of education in the
community.

10th Headmaster: Some parents even shun their responsibility of disciplining their children on the pretext that this is the responsibility of the school.

11th Headmaster: Parents in their failure to fulfil their noble duty of bringing up their children, correctly pass the buck to the teachers. Some of them fear their children who profess to know more than they do, and who are very unruly and rebellious.

12th Headmaster: They sometimes bring school children for punishment at school for offences committed at home. The child tends to respect teachers more than parents.

13th Headmaster: If the child goes astray, the parents tend to refer the matter to the school instead of exercising their powers as parents.

In summary, it would seem that the headmaster wants to be relieved of the extra burden of taking full responsibility over the behaviour and discipline of the children by getting parental assistance.

It appears certain members of the public tend to resort to writing anonymous letters to the Department concerning irregularities obtaining in the community.

They seem to do this for their own protection against being sued for damages because they might not have enough evidence against the accused.

The following question enables the headmasters to indicate their responses to the problem of anonymous letters:

I have heard it said that the Department of Education and Culture takes too much notice of anonymous letters, complaining about the Principal. What are your feelings on this matter?

Elaboration by headmasters (each response is the direct quotation)

1st Headmaster : The Department of Education and Culture should take notice of anonymous letters and make a follow up in respect of principals or schools concerned. This method could help, because there are things which the school inspectors could not take notice of in their cirucits. At times these letters help.

2nd Headmaster : I have never heard of such a thing. If, however, such a thing happens, it might be very saddening and embarrassing. This might lower the total image and authority of our departmental personnel right from the Honourable Minister to the Secretary and his Assistant Secretaries, Chief Inspectors, Circuit Inspectors, Inspectors, Principals, Teachers and School Committees. Proper channels of communication were created and must be used.

3rd Headmaster : Gossiping should not be encouraged by the Department of Education and Culture. But there must be mature contact between the principal and the Department.

4th Headmaster : This is not an easy matter, since it is not easy to fathom its depth. The Department of Education and Culture is an official body and such letters must have been sent on a confidential basis.

5th Headmaster : For the whole Department to encourage this type of thing, shows that the Department is weak. Genuine complaints should be considered by the Department.

6th Headmaster : It is bad because the letter must first pass through the principal, Circuit Inspector and then reach the Department. The Department should redirect these letters to where they should start.

7th Headmaster : Under normal circumstances, I may not approve of it because it is not professional.

8th Headmaster : Yes, the Department is correct because the principal is the only responsible person for all that is happening at school.

9th Headmaster :   So far, I have not heard anything of that nature.
                    But, if it is true, it would be below the status
                    and dignity of the Department. The principal has
                    differences with people on local petty issues, so
                    he can be labelled with false allegations. People
                    against the principal should come out clearly and
                    stand their ground.

10th Headmaster: This is a very disturbing notion indeed when a
                    principal is expected to reply to an anonymous
                    letter. He loses respect for the officials who
                    demand such a reply from him. In most cases,
                    anonymous letters are written by people who can-
                    not stand for what they say. They write whatever
                    they like out of sheer spite. The Officer
                    demanding a reply to such a letter is then ident-
                    ified with the writer of the anonymous letter.

11th Headmaster: Should that be the case, I condemn this with the
                    contempt it deserves. Principals are not angels.
                    If they are wrong, they must be charged. An
                    anonymous letter may make false allegations which
                    necessitate unnecessary inquiries.

12th Headmaster: The Department should discourage such letters. It
                    paves the way for besmirching innocent teachers,
                    thus affecting the teaching profession negatively.

13th Headmaster: No comment.

The headmaster has to tolerate irregularities or problems created for
him by some members of the public and this makes it very difficult for
him to concentrate upon his main task of promoting effective teach-
ing and learning at the school. For the sake of peace and order
complainants should identify themselves so that their grievances can
be solved in the correct way.

Ten headmasters objected to anonymous letters being taken too much
notice of by the Department of Education and Culture. But Headmasters
1 and 8 felt this was necessary because Inspectors in the Circuits
are not able to see everything that goes wrong. For this reason the

headmaster, as an officer operating the school involved, should give

a clarification on what was happening. Headmaster 13 did not wish

to comment.

This problem needs further research in order to find new ways of

improving communication if it continues to ''embarrass'' the Depart-

ment and the headmasters.

Tables 124, 125, 126, 127 and 128 refer to the perceptions of the

headmasters in terms of the main problems experienced by pupils.

Table 124:   The main problems experienced by pupils are:
             Lack of classroom accommodation

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	0	0	1
13th Headmaster	1	0	0
	11	0	2
	84.4%	0.0%	15.4%

Table 125: Lack of desks

	YES	UNDECIDED	NO
1st Headmaster	0	0	1
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	12	0	1
	92.3%	0.0%	7.7%

Table 126: Lack of funds

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0%

Table 127: Lack of stimulating environment

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0%

Table 128: Lack of suitably qualified teachers

	YES	UNDECIDED	NO
1st Headmaster	1	0	0
2nd Headmaster	1	0	0
3rd Headmaster	1	0	0
4th Headmaster	1	0	0
5th Headmaster	1	0	0
6th Headmaster	1	0	0
7th Headmaster	1	0	0
8th Headmaster	1	0	0
9th Headmaster	1	0	0
10th Headmaster	1	0	0
11th Headmaster	1	0	0
12th Headmaster	1	0	0
13th Headmaster	1	0	0
	13	0	0
	100%	0.0%	0.0%

<u>Any other (please specify)</u>

1st Headmaster :   There is no suitable accommodation to study where
                   they stay.

2nd Headmaster :   Lack of study room at home.

3rd Headmaster :   No comment.

4th Headmaster :   (a)   Lack of individual attention.
                   (b)   Lack of love from homes.
                   (c)   Lack of dedicated teachers.

5th Headmaster :   Lack of financial aid from the Central Government.
                   For example: White child   :   R1021
                                     African child   :   R176,20.

6th Headmaster :   (a)   Lack of guidance by the teachers.
                   (b)   Lack of parental control.

7th Headmaster :   No comment.

8th Headmaster :   No comment.

9th Headmaster :   Lack of sporting facilities.

10th Headmaster: Lack of proper motivation.

11th Headmaster: (a)   Lack of interest.
                   (b)   Lack of parental encouragement.

12th Headmaster: No comment.

13th Headmaster: No comment.

These findings indicate that schools in African education resemble
institutions depicting inadequate facilities of the worst order even
though the parents of these children have contributed so much. Their
children lack such basic needs as classroom accommodation, as 84.6%
of the headmasters surveyed have confirmed. They lack desks, 92.3%
of the subjects identified this problem. They lack funds and a
stimulating environment according to 100% of the respondents. They
lack suitably qualified teachers to teach them, 100% of the head-
masters re-affirmed this problem.

There are other essentials that pupils in African schools do not have. To mention examples revealed by this study, pupils need suitable home accommodation conducive to studying. They are also lacking individual attention because of large numbers in the classrooms. Furthermore, they often lack motivation and incentives. These aspects need urgent attention to ensure educational progress.

Parental control is inadequate due to the fact that most of them are working. They leave their families very early in the morning every day, and do not return home until late in the evening. Children are left by themselves most of the time and do as they please.

Pupils in African education lack the type of education which could enable them to qualify for better jobs because Dr H Verwoerd denied Africans a place in the White community above the level of certain kinds of jobs. He converted private schools into state schools with the aim of rooting African education in the tribal culture because tribal people seemed less of a threat to Whites than Westernised Blacks. This resulted in the use of mother tongue as medium of instruction from sub-standard A to Standard 6 and the exodus of White teachers. Shortly after this, half the subjects were taught in English and Afrikaans. For this reason, pupils could hardly communicate with ease in either of these languages.

In this regard, Kane-Berman (1978, Pp.22 - 3) had this to say on the Bantu Education system:

> Schools were taken over by the State which
> the churches had pioneered (1955). Pupils
> boycotted classes in protest. Dr H Verwoerd
> had declared that there was no place for
> Africans in White community above the level
> of certain forms of labour. If a Black child
> anywhere in the country was being taught he
> will live his life under a policy of equal
> rights, he is making a big mistake. It was
> the governments intention to ensure that
> African education was rooted in tribal
> culture, since the Nationalists were
> concerned lest modern education undermines
> their racial policies. Tribal people were
> seen as less a threat to White civilization.

Concerning lack of funds and suitably qualified teachers, the State

expenditure on African education ''is rigidly controlled by the

government''. Clearly, African education is designed to be inferior

to keep Africans in inferior positions, for example, differentiation

in State expenditure for different races. The sum of R42 per year

in 1975-76 was spent on each African child. Whites got R644 per

child, more than 14 times as much (Kane-Berman, 1978, Pp.22 - 3).

The result was severe shortage of schools, classrooms, desks and a

stimulating environment as well as overcrowded classrooms and lack of

individual attention because of high pupil-teacher ratios. The number

of ill qualified teachers increased and relations between teachers

and pupils deteriorated because of the breakdown in communication

with a very high drop-out rate as the outcome.

Because of the lack of funds, classrooms, desks, suitably qualified

teachers, salary parity, dedicated teachers, individual attention and

a stimulating environment the position is so bad at the schools that

it calls for urgent attention from all concerned. Class boycotts
tend to occur frequently, government property is being destroyed as
well as property belonging to some government officials, principals
attached to African education are being humiliated and threatened
with death by pupils. This they do because they perceive them as
agents of the apartheid policies which are still causing untold
suffering to African education as revealed in this study.

Furthermore, it is important to note that these weaknesses in African
education are rooted in the recommendations of the Welsh Committee,
for more than three decades, who advocated the giving of ''the Native
an education which will keep him in his place - geographic or status'',
as discussed earlier in this dissertation. Hence the numerous problems
experienced by African pupils at the schools (Hofmeyr and Lewin, 1982, P. 1).

Perhaps the creation of an effective African advisory body of educ-
ational experts could help to establish meaningful communication with
the government, more especially in matters of lack of funds to provide
better facilities and salary parity in African education. This is
a very complicated issue because it involves many government bodies
connected with decision-making in African education.

> In determination of aims and other matters,
> decision-making is still largely in the hands
> of Whites. Heavy bureaucratic controls,
> and the absence of an effective advisory
> body of Black educational experts, lead to
> weaknesses and lack of legitimacy in the
> minds of Blacks.
>
> (University of Natal, Occasional Paper No. 4,
> February 1981, P. 19).

This passage further stresses the need to involve Africans in decision-making regarding educational matters in order to promote better progress at the schools, more especially by increasing funds toward African education.

The government will be wise to heed this advice in order to ensure full co-operation from all concerned.

A general review of the findings of research, in terms of frequencies with which various attributes were perceived by headmasters to be inhibiting educational progress, suggest that the need for improvement or change cannot be avoided indefinitely, if peace and order are to be realised. Among other things, headmasters see the need for elimination of underqualified teachers, collection of privately paid teacher funds by them, provision of equal spending on education of the child, close co-operation with parents, provision of classrooms, desks and qualified teachers for pupils and accommodation for teachers near schools where they teach as requiring positive attention.

CHAPTER THIRTEEN

SUMMARY AND CONCLUDING OBSERVATIONS

1. Introduction

In the introductory chapter it was indicated that the research reported in this study was essentially of an exploratory nature. In view of this general orientation, it follows that the research neither strictly sought nor generated explanations of responses in the areas under investigation. Rather, an attempt was made to identify empirically how principals perceive the many problems which impinge on their daily working lives.

This chapter represents a summary of the main findings related to the specific questions for research outlined previously. The findings have been summarised under headings which reflect the various dimensions of the study and, where appropriate, have been accompanied by general comment and suggestions for further research. The chapter is concluded with a general overview of the study.

2. Summary of the main findings of research

(a) Pupil behaviour and performance
(Reported in Chapter 7)

Whereas there was little evidence to suggest that pupil behaviour

and performance was, in any substantial way, affected by patronage
of beerhalls and shebeens, principals were nevertheless of the
opinion that teacher patronage could have a detrimental effect
upon reputation and performance. Similarly, headmasters perceived
there to be no significant problems for pupil behaviour deriving
from such concerns as the playing of dice, participation in sport
and music activities and the use of bad language. Problems
deriving from the self-promotion of pupils were perceived by the
principals as being minimal, in so far as they believed this
phenomenon to be negligible. However, an observation was made
to the effect that the control of annual admissions needs to be
carefully observed and tightened up as necessary.

One area in which the headmasters were overwhelmingly in agree-
ment was that of juvenile pregnancy rates. Over fifty per cent
of the principals perceived this to be a problem not only in terms
of a disruption of schooling but also in terms of its effect on
economic and moral aspects of family life. Clearly, this is not
simply an educational problem but is one of broader concern.
However, the present study would suggest that it is an area
requiring further investigation and perhaps more direct treat-
ment in the school curriculum.

In general terms, whereas a substantial proportion of headmasters
were prepared to place blame on pupils for high failure rates at
school, such views were often qualified by reference to the
influence of teachers and parents. Environmental influences on
pupil attitudes and performance were acknowledged and it might

be suggested that greater efforts need to be made to promote
more effective communication between parents and schools so that
home-school relations can be improved. If parents' understanding
of the significance of their role in the educational partnership
could be improved, then this might have a beneficial effect in
terms of levels of pupil motivation and attitude.

(b)   Teachers and teaching I

(Reported in Chapter 8)

Among the many problems perceived by headmasters to derive from
matters related to teachers and teaching, a major issue appeared
to be that of a generally perceived lack of proficiency on the
part of teachers in respect of the 'official' languages. In
particular this has an immediate effect on pupils' ability to read
with understanding and to make effective notes. These factors
in turn are perceived to have a detrimental effect on the
standard of pupils' work.

In addition to these study skill inadequacies, headmasters appeared
to be more generally concerned with a general lack of instruction
and preparation of pupils in approaches to study. Such things
as a commonplace lack of study timetables and an excessive emphasis
on cramming indicated a pressing need for greater attention and
effort to be given to improving pupils' ability to handle their
studies.

Many of the problems which pupils experience, including poor

performance in examinations, are perceived by principals to derive from low levels of qualification and motivation of teachers.

A major problem in respect of teachers, which is well documented, is seen by headmasters to be their relatively low level of qualification. In many instances this means that Standard 10 classes are being taught by teachers who often only have a Standard 8 education themselves. Many consequences flow from this, of which perhaps a major one is the frequent failure of teachers to complete the syllabus. Many parts of the syllabus according to headmasters are avoided by teachers because they are too difficult for them. The consequences of this for pupils is obvious.

Headmasters generally perceive the standard of teaching in their schools to be less than satisfactory and cite inadequate preparation on the part of teachers as being a major contributory factor. This results in a lack of sufficient subject knowledge on the part of the pupils; a situation which is compounded by high levels of truancy.

Whereas big classes are perceived to be a major barrier to better teaching this probably has a major effect on the teaching methods largely employed. Rote learning is seen by principals to be a common approach and this has a negative effect on pupils' ability to understand what they are studying. Closely related to this is the excessive concentration by teachers on teaching specifically and exclusively for examinations. This process is exacerbated

through the leaking of examination papers. Headmasters are over-
whelmingly prepared to perceive their teachers to be poorly
motivated and this serious matter is one which requires much
fuller investigation than it has hitherto received. One conse-
quence of low levels of motivation is a lack of preparedness on
the part of teachers to set written work or homework which involves
extra work and marking. Both these matters were seen by principals
to be serious problems, as was the subject of discipline.

When asked if the school day was long enough for the requirements
of the syllabus, principals substantially agreed that the day was
quite long enough, if it were used effectively and the time-table
was followed more assiduously by teachers.

In summary, many issues were raised in this part of the research
and it became apparent that many of the perceived problems related
to teaching derived from poor qualifications and low levels of
motivation on the part of teachers.

(c) Teachers and teaching II
     (Reported in Chapter 9)

Associated with an earlier identified concern with the quality of
pupils' written work, it was apparent that headmasters believe that
academic performance is further affected by insufficient use made
of exercise books. Similarly, headmasters were overwhelmingly of
the opinion that the shortage of textbooks presented a real problem
for pupils' study needs.

That part of the research which investigated the headmasters'
perceptions of the frequency of testing in their schools indicated
that although periodic testing occurred this took place at
infrequent intervals and without much uniformity. Tests at
intervals of less than a month were considered rare. This may
be considered to be unsatisfactory in respect of a need to monitor
pupils' work constantly.

Although headmasters were of the opinion that pupils' work was
marked regularly, they expressed considerable concern for the
teachers' apparent lack of willingness to set regular homework.
Some explained this in terms of teacher laziness while others put
the blame on the vast amounts of work that would be involved,
bearing in mind the large size of classes.

(d)   Assessment and examination of pupils
      (Reported in Chapter 10)

The research reported in this chapter focussed more specifically
upon certain aspects of the schooling process more directly related
to poor performance in public examinations.

Headmasters were almost unanimous in their assertion that the work
of pupils is overwhelmingly prejudiced by 'home factors' such as
grossly inadequate study facilities and lack of parental encour-
agement.

The headmasters reiterated that pupils' examination results were

affected negatively due to a lack of application throughout the school year. Pupils really only exert major effort prior to examinations and rely heavily on examination leakages.

Headmasters were not of the opinion that public examination papers were too difficult for realistic completion and were equally divided in respect of the commonly-held perception that poor results in public examinations were, in part, caused by frequent instances of computer error.

A major factor perceived to be detrimental to examination success was that of student unrest, which paradoxically was seen in turn to promote such unrest.

Other factors which were frequently seen to have negative effects on school and examination performance were shown to be travelling long distances to school, lengthy examination papers and the use of inexperienced, underqualified examiners and lack of teacher competence.

It is interesting to note that in spite of the many concerns and criticisms held and levelled by principals at the quality of teaching in their schools, when asked to identify their major tasks, they emphasised matters related to administration and discipline but understressed their role in the promotion of effective teaching and learning.

(e) <u>Headmasters' tasks, qualities and facilities</u>

(Reported in Chapter 11)

In this section of the research report, particular attention was paid to headmasters' perceptions of aspects of their work; their tasks and qualities and the facilities at their disposal.

It has already been noted that most principals saw their role as being predominantly concerned with general administration and the maintenance of discipline. Some confirmation of this is afforded by the data discussed in chapter eleven. In general, headmasters did not see it as their job to guide and supervise their teachers but rather to be more concerned with solving problems and maintaining discipline. In their work principals perceived themselves to be well served by their vice-principals.

Principals were unanimous in their identification of the qualities of a good principal who was seen to be neat in appearance, fair to his subordinates, well qualified, honest and capable of producing more than his post required formally.

In terms of the facilities available to them in the management and running of their school, headmasters seemed to be most pessimistic in respect of their teaching staff. In particular the teachers were seen to lack wide reading, knowledge of pupils' problems, knowledge of the syllabi, knowledge of examination requirements and adequate qualifications. The principals however

were prepared to acknowledge that the teachers' work was consider-
ably prejudiced through a lack of such things as furniture for their
needs, text books, library facilities, science equipment and
electricity.

It is significant that, in spite of these perceptions, the head-
masters were not unduly pessimistic about the future of the child
in South Africa.

(f)   The education system and the need for change
      (Reported in Chapter 12)

Within the general context of a critical lack of funding for the
education of Blacks and the need for fundamental change in the
administration of education, the headmasters perceived certain
matters as requiring positive and immediate attention. Among these
were a rapid improvement in the level of teacher qualification and
the elimination of the need for the 'private' employment of
teachers; a rapid equalisation of spending on education between
the various departments and substantial improvements in the
provision of physical facilities. Under-lying all these is the
perception of a pressing need for the greater involvement of
Black South Africans in decision-making regarding educational
matters.

3.   Concluding observations

As has been emphasised earlier, this study represents no more than

an exploratory and tentative attempt to identify some of the problems perceived by headmasters to impinge upon their daily work. The results obtained, which offer an interesting contrast with surveys of pupil perceptions (see, for example, Beard and Simon, 1983), although derived from a fairly small sample of headmasters, indicate a fairly high level of dissatisfaction and concern with the existing situation.

The picture which emerges from the opinions of the headmasters is one of substantial disadvantage and dislocation of the provision of education from the pressing needs of those it is designed to serve. In this respect, many of the problems perceived closely resemble those which characterise the provision of education in the so-called Third World countries. However, it may be suggested that in the South African context, disadvantage and inefficiency are caused not so much by a lack of economic resources as mishandling of these resources; a situation compounded by racially exclusive political practice. Clearly, there is a pressing and vocally articulated need for change and reform.

It has been suggested that, since education systems tend to reflect and reproduce, rather than alter, the socio-economic structures of the societies in which they operate, any initiatives designed to make the provision and practice of education more effective or relevant must operate on two levels simultaneously. This means that efforts aimed at modifying the internal effectiveness and equality of education systems must be accompanied by modifications

to socio-economic conditions and incentives outside the system. Positive links between education and overall development can only be forged in this way.

It is clear that many of the problems perceived by headmasters in the research sample are not strictly educational problems, but are essentially socio-economic in character. Other problems which are more obviously educational require massive political and economic intervention for their solution. Notwithstanding these consider-ations, yet further problems have been identified which relate more specifially to the day-to-day running of schools, and it is here that theway in which the role of the principal is perceived and enacted .s so vitally important. For enactment of the role to be enhaced, attention needs to be paid to articulated role perception and problems such as those identified in this small study.

Education's ontribution to the development of Black South Africans will depend i substantial part on the insight and imagination of politicians, Hicy-makers and educational planners but, within this position, t is vitally important to have inspired and supportive leaders at the vel of the individual school. For this latter to have a chance of being achieved, serious attention needs to be paid to what principa: think and feel about their work.

It is hoped that, some small way, the research reported in this dissertation, has ne some contribution to the identification or

confirmation of the perceived problems of headmasters, albeit within a very small sample of these. It is the researcher's belief that in order to address these problems, in so far as is feasible, attention needs to be paid to greatly expanding provision and opportunity for staff development programmes and courses for those responsible for the management of education at the level of the school.

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Department of Education and Culture
Bergville Circuit
P. Bag X708
Estcourt
3310

1.6.83

Dear Sir

A QUESTIONNAIRE SENT TO ALL PRINCIPALS OF POST PRIMARY SCHOOLS IN
THE BERGVILLE CIRCUIT.

The information to be obtained through your kind co-operation in
answering this questionnaire honestly and correctly is urgently needed
by our Department for further planning and advancement of education
in the schools. The results obtained from this survey also form
part of my research towards a Masters in Education at the University
of Natal, Durban. For this reason, the improvements that will result
from this research will undoubtedly be very beneficial to everybody.

Through this questionnaire, the writer wishes to get your feelings
about certain important things concerning yourself and the position
in your own school. I would also advise you to feel entirely free
and relaxed about this matter, because the purpose of this study is
not to test your knowledge but to improve the pass rate in Standards
8 and 10.

I want to assure you that your answers to the questions that follow
will be treated confidentially. Therefore, you may not even bother
to sign your name after completing this questionnaire.

Please answer all the questions clearly and to the point. Your
answers should be shown by ticking words that correspond to your
own attitude or feeling and by making a brief clarification where
lines are provided for this purpose.

It would be appreciated if you returned the questionnaire to
Mr S.N. Tshabalala at the above address within four weeks of its
receipt. I also enclose a postage free self-addressed envelope.

The thesis on this research will be made available to you on
completion of the study. Please do not answer any questions that
offend you.

Sincerely yours

S.N. Tshabalala
CIRCUIT INSPECTOR OF EDUCATION AND CULTURE: BERGVILLE

SNT/fmn

Department of Education and Culture
Bergville Circuit
P. Bag X708
Estcourt
3310

3.7.83

Dear Sir

REMINDER LETTER FOR RETURN OF QUESTIONNAIRE ON POST PRIMARY SCHOOLS
IN THE BERGVILLE CIRCUIT

It is now four weeks that the above was sent to you by post without
a response.

You are kindly asked to complete and return it to the undersigned
within a fortnight of the receipt of this reminder letter.

Sincerely yours

S.N. Tshabalala
CIRCUIT INSPECTOR OF EDUCATION AND CULTURE: BERGVILLE

SNT/fmn

THE QUESTIONNAIRE

1. What is your age? _____

2. Please list your educational history.

    (a) Name of school/institution where you matriculated _____
    _____ and the year you completed your matric:
    19_____

    (b) Name of college/institution you studied at _____

    _____

    The type of qualification you obtained _____
    The year you completed this qualification 19_____

    (c) Name of University (if applicable) _____
    The type of qualification _____

    (d) Are you presently studying for a further qualification?

YES	
NO	

    (e) If yes, name the qualification you are studying for _____

    _____

3. What is/was your father's occupation? _____
    and highest level of education _____

4. What is/was your mother's occupation? _____
    and highest level of education _____

5. How many children did your parents have? (a) Females _____
    (b) Males _____

6. An overcrowded home negatively affected my ability when I was a student.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

    Please elaborate:

    _____

    _____

    _____

7. My family was:

VERY WELL OFF	WELL OFF	AVERAGE	POOR	VERY POOR

8. Why did you choose teaching as a career?

_____

_____

_____

_____

9. Is there a beerhall/shebeen/bottle store close to the <u>main entrance</u> of your school?

   (a) Beerhall

YES	
NO	

   If yes, how does it affect your school?

_____

_____

_____

   (b) Shebeen

YES	
NO	

   If yes how does it affect your school?

_____

_____

_____

10. Pupils are as much to <u>blame</u> for a high failure rate as anything else.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

   Please elaborate upon your answer.

_____

_____

_____

11. To the best of your knowledge, do any of your pupils <u>regularly</u>
play dice for money during school breaks?

YES	
NO	

If yes, what effect do you feel this has on their academic performance?

_____

_____

_____

12. (a) Children in my school use <u>vulgar language</u>

ALL CHILDREN	MOST CHILDREN	HALF THE PUPILS	A FEW CHILDREN	NO CHILDREN

If there are such children, is it because of the influence of the
home environment?

YES	
NO	

If yes, please elaborate as to how their use of vulgar language
affects the following:

(i) attitude towards their teachers

_____

_____

_____

(ii) their classwork performance

_____

_____

_____

13. Children in my school spend too much time in sport and music
competitions compared to the time they devote to academic work.

(a) Sport

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

(b) Music competitions.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

14. Some pupils <u>promote</u> themselves to higher classes in my school.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

15. The pregnancy rate is a problem in school.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

16. Teachers and pupils in my school speak Zulu <u>most of the time</u>.

(a) Teachers.

ALL TEACHERS	MOST TEACHERS	HALF THE TEACHERS	A FEW TEACHERS	NO TEACHERS

(b) Pupils.

ALL PUPILS	MOST PUPILS	HALF THE PUPILS	A FEW PUPILS	NO PUPILS

17. Reading without understanding text books in languages different from their home language contributes to failure rate.

ALL PUPILS	MOST PUPILS	HALF THE PUPILS	A FEW PUPILS	NO PUPILS

18. Do you feel that the mid-year examinations should be abolished, because they are <u>a waste of time</u>.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

19. What are the prospects for the future of the child in this country?

VERY GOOD	GOOD	UNDECIDED	POOR	VERY POOR

20. Last minute cramming must be avoided.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

21. Pupils fail because teachers do not encourage them to provide study time tables at home after school.

YES	
NO	
UNDECIDED	

22. The high failure rate is the outcome of inadequate study facilities at pupils' homes.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate

_____

_____

_____

23. Pupils fail to make their own notes from English and Afrikaans text books because of language problems.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

24. More emphasis should be on passing examinations instead of knowledge for its own sake.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

25. Teachers do not preapre their subject matter content thoroughly.

ALL TEACHERS	MANY TEACHERS	HALF THE TEACHERS	A FEW TEACHERS	NO TEACHERS

26. Pupils fail because they are lacking sufficient knowledge of their subject matter content.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

27. Truancy among pupils can be eliminated by keeping them busily engaged in class work.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

28. The teachers should be teaching pupils effectively rather than telling pupils how highly educated they (the teachers) are.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

29. The leak of examination question papers encourages teachers not to teach effectively.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

30. How are the chances of passing the examination in terms of pupils who learn by rote?

VERY GOOD	GOOD	UNDECIDED	POOR	VERY POOR

31. Pupils fail because of insufficient written work.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

32. In contemporary Africa, it is absurd that a teacher with Standard 8 education is teaching Standard 10 pupils.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate upon your anwer

_____

_____

_____

_____

33. Pupils fail because some teachers sit in the staff room during school hours and do not go to classes to teach pupils.

ALL TEACHERS	MOST TEACHERS	HALF THE TEACHERS	A FEW TEACHERS	NO TEACHERS

34. Most teachers are not sufficiently <u>motivated</u> .

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate upon your answer

_____

_____

_____

_____

35. How is the <u>standard of teaching</u> in your school?
Please elaborate

_____

_____

_____

_____

36. Do you feel that the <u>school day</u> is too short?

YES	
NO	

Please elaborate on your answer

_____

_____

_____

_____

37. Would you support the view that lack of discipline is one of the causes of poor results?

YES	
NO	

Please elaborate on your answer

_____

_____

_____

_____

38. Most pupils are not at all serious with their class work.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

39. Is the rate at which pupils are being given homework by individual subject teachers regular?

YES	
NO	

Please elaborate

_____

_____

_____

40. Are all the pupils interested in the life of the school? (learning and extra mural activities)

YES	
NO	

Extra mural activities

_____

_____

_____

_____

41. Some markers reduce the marks of the pupils for no apparent reason during the examinations at the end of the year.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate

_____

_____

_____

_____

42. Most pupils are not dedicated to their work. They study more seriously shortly before the examinations begin.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

43. Pupils <u>expect leakage</u> of examination papers.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

44. Question papers are <u>too difficult</u> for pupils.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

45. Do you believe that <u>errors</u> with the computer reduce pupils' marks?

YES	
NO	

46. Student <u>unrest</u> is responsible for poor results.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

47. <u>Travelling</u> long distances to and from school affects the child's performance in class.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

48. Teaching through the <u>rod</u> has no positive effect.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

49. Handling <u>big classes</u> prevents effective teaching.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

50. Teachers give <u>high marks</u> during the year.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

51. What do you feel <u>discipline</u> is like at your school?

VERY GOOD	GOOD	UNDECIDED	POOR	VERY POOR

52. The syllabus is never <u>completed and revised</u> thoroughly.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

53. Some teachers do not have effective discipline because pupils are often <u>late and absent</u> from classes.

(a) Late

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

(b) Absent

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

54. Do you think pupils' academic performance is affected by not making sufficient use of exercise books?

YES	
NO	

Please elaborate on your answer

_____

_____

_____

_____

55. Teachers at your school conduct periodical <u>tests</u>: once a week, fortnightly or monthly.

(a) Once a week

YES	
NO	

Please elaborate briefly

_____

_____

(b) Fortnightly

YES	
NO	

_____

_____

(c) Monthly

YES	
NO	

(d) Any other (Please specify)

YES	
NO	

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56. <u>Written exercises</u> are marked regularly.

(a) Written exercises

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

(b) Essays

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

57. The shortage of text books is a <u>real problem</u> for pupils' study needs.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

58. Homework is given as <u>regularly</u> as it should be. Is that true?

YES	
NO	

Please elaborate

_____

_____

_____

_____

59. Teachers <u>talk</u> over pupil's heads.

ALL TEACHERS	MOST TEACHERS	SOME TEACHERS	A FEW TEACHERS	NO TEACHERS

60. Some teachers <u>waste too much time</u> talking about things not connected with the lesson to be taught.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

61. Pupils have no controlled <u>study periods</u>.

ALL PUPILS	MOST PUPILS	SOME PUPILS	A FEW PUPILS	NO PUPILS

62. Question papers without names of examiners are not favourable.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

63. In some cases pupils write very long examination papers which they are unable to finish within the given time.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

64. Question papers are marked by <u>under qualified or inexperienced</u> teachers.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

65. Some teachers only go to teach in the classrooms if they are <u>instructed</u> by the principal.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

66. Some teachers are <u>not competent</u> to handle the subjects they teach.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

67. List the five (5) <u>major tasks</u> of the principal in the order of importance.

    (a) _____

    (b) _____

    (c) _____

    (d) _____

    (e) _____

68. Is it really necessary for the principal to have to <u>guide</u> the subordinates and <u>supervise</u> the teachers?

    (a) Guiding the subordinates

ALWAYS	USUALLY	UNDECIDED	SOMETIMES	NEVER

69. The <u>best methods</u> of running the school more effectively are to <u>solve problems by</u>:

    (Please respond to all the categories)

    (a) Domination of teachers

YES	
NO	

    Please elaborate on your answers

    _____

    _____

    _____

    (b) Excluding rebels

YES	
NO	

    _____

    _____

    _____

    (c) Compromise

YES	
NO	

    _____

    _____

    _____

(d) Communication

YES	
NO	

_____

_____

_____

(e) Any other methods
    (Please specify)

YES	
NO	

_____

_____

_____

70. The practice of teaching pupils without teaching aids contributes to poor results

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate on your answer

_____

_____

_____

71. Does the school have an effective vice principal system?

YES	
NO	

Please elaborate on your answer

_____

_____

_____

72. Pupils who complain about a teacher for incompetence are disfavoured by the rest of the teachers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

73. The reasons for an <u>increased number</u> of unqualified and underqualified teachers is the lack of funds to enable them to further their standard of education. Please elaborate upon your answer.

(a) Unqualified teachers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

_____

_____

_____

_____

_____

(b) Underqualified teachers

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

_____

_____

_____

_____

_____

74. The principal's <u>morale</u> is not boosted because he has got to raise funds towards <u>salaries</u> of privately paid teachers by persuading parents to make monthly contributions .

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

75. With the Central Government <u>spending</u> R1021 for each White child and R176.20 for each African child, it is impossible to see the examination results improving in quality. Please elaborate upon your answer. (Source for these figures is the SAIRR Survey, P. 465)

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

_____

_____

_____

_____

76. Teachers do not do so well in class teaching because most of them have no adequate accommodation near where they teach.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

77. Teachers avoid the sections of the syllabus with which they are not quite conversant.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate on your answer

_____

_____

_____

78. The pupil-teacher ratios for 1982 were:

        White   1 : 18.2
        African   1 : 39.1

Please would you comment on this disproportion

_____

_____

_____

_____

_____

79. Do you feel that your teaching staff should be paid as their White counterparts?

YES	
NO	

Please elaborate on your answer in relation to the attitude of the African teachers towards class teaching

_____

_____

_____

_____

_____

_____

80. Co-operation with parents can enlighten them so that they are better able to provide not only a supportive but a stimulative environment needed by children.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate on your answer

_____

_____

_____

81. The abuse of corporal punishment damages the relationship between teachers and pupils.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

82. Most parents feel that the school has to carry greater responsibility for the behaviour of their children.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

Please elaborate on your answer

_____

_____

_____

83. I have heard it said that the Department of Education and Culture takes too much notice of anonymous letters complaining about the principal. What are your feelings on this matter?

_____

_____

_____

_____

_____

84. The main problems experienced by pupils are :

   (a) Lack of classroom accommodation

YES	
NO	

(b) Lack of desks

YES	
NO	

(c) Lack of funds

YES	
NO	

(d) Lack of stimulating environment

YES	
NO	

(e) Lack of suitably qualified teachers

YES	
NO	

(f) Any other (Please specify)

_____

_____

_____

85. A good principal is:

(a) Neat in appearance

YES	
NO	

(b) Fair to his subordiantes

YES	
NO	

(c) Well qualified

YES	
NO	

(d) Produces more than his post demands

YES	
NO	

(e)   Honest

YES	
NO	

Please write any other qualities that you think will make for a good principal

_____

_____

_____

86. Teachers in your school are lacking:

(a)   Wide reading

YES	
NO	

(b)   Knowledge of pupils' problems

YES	
NO	

(c)   Knowledge of the syllabi

YES	
NO	

(d)   Knowledge of examination requirements

YES	
NO	

(e)   Adequate qualifications

YES	
NO	

Any other (Please specify)

_____

_____

_____

_____

87. Teachers in your school are lacking:

    (a) Furniture for their needs

YES	
NO	

    (b) Text books

YES	
NO	

    (c) Library

YES	
NO	

    (d) Science equipment

YES	
NO	

    (e) Electricity

YES	
NO	

    Any other (Please specify)

_____

_____

_____

_____

88. What <u>improvements or changes</u> would you suggest in order to reduce the <u>large number of failures</u> and third class passes? It is important that you give a very full response to this question.

_____

_____

_____

_____

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_____

89. Do you think that any improvements or changes need to be made to South Africa's political and educational structure which will bring about equal education and lasting peace in this country? If yes, what improvements or changes would you suggest to achieve equality in education and lasting peace in South Africa?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please check for answers omitted.

Thank you for your co-operation in completing this questionnaire properly.

S.N. Tshabalala