

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTORY REMARKS

A careful study of the educational systems of various countries reveals that there are determinants which determine these systems of education. This study will focus mainly on determinants in terms of the educational systems of Bophuthatswana and Botswana. A thorough study of the educational systems of Bophuthatswana and Botswana will be a harbinger of a careful study and subsequent comparison of the determinants of the educational systems of those countries.

An understanding of the determinants of the educational system of any country reinforces an understanding of the nature and the specific problems in a particular system of education. One may therefore safely conclude that without the knowledge of the determinants of the system of education one may not have a sound and profound understanding of that system of education.

The study of the determinants of the educational systems of Bophuthatswana and Botswana is being undertaken in order to gain a better understanding of the educational systems in question. In the development or progress of this study the following will always be borne in mind:

- That both systems of education are still developing; and
- that even if both systems of education are derived from foreign systems of education both systems are in the process of assuming their own identity.

1.2 PROBLEM OF RESEARCH

One finds in both Bophuthatswana and Botswana people who speak the same language, viz. *Setswana* and who have the same cultural backgrounds (Smit, 1970:40; BENBO, 1975:13; Botswana, 1981:19; Campbell, 1979:4181). These people, the *Batswana*, have been geographically and politically separated from one another.

Even if the people of Bophuthatswana and Botswana speak the same language and have the same culture their systems of education are different from each other. It would seem that the influence of the Republic of South Africa (RSA) on the Bophuthatswana system of education and that of England on the Botswana system of education are responsible for the difference in the educational systems in question. The problem is therefore to determine whether the influences of the RSA on the Bophuthatswana system and that of England on Botswana are causes of differences in the educational systems of Bophuthatswana and Botswana. The problem is further to determine whether there are other determinants of the systems of education of Bophuthatswana and Botswana.

The comparison of the determinants of the educational systems in question therefore presents the real problem for research.

In brief the problem of research is summarised as:

- To determine whether the influences of the RSA on the Bophuthatswana system of education and that of England on Botswana are responsible for differences of the educational systems of Bophuthatswana and Botswana;

- to determine whether there are other determinants of the systems of education in question; and
- a comparison of the determinants of the educational systems in question.

1.3 AIMS OF RESEARCH

The aims of this research are to further the understanding of the educational systems of Bophuthatswana and Botswana by determining and comparing the determinants of the systems of education in question.

The purpose of this study is therefore threefold:

- To make an intensive study of the educational systems of Bophuthatswana and Botswana;
- to determine the determinants of the educational systems of Bophuthatswana and Botswana which consequently led to the similarities and differences in the educational systems in question; and
- to compare the determinants of the two systems of education in question.

1.4 METHODS OF RESEARCH

1.4.1 GENERAL

To achieve the aims of this study as indicated in paragraph 1.3 it becomes necessary to follow different methods of research.

1.4.2 LITERATURE STUDY

To gain a fundamental insight into the determinants of the educational

systems of Bophuthatswana and Botswana an extensive literature study was conducted. The literature study was undertaken in the following manner:

- Through the Current Index to Journals in Education, journals on the methodology of Bereday were obtained and carefully studied;
- secondary and primary sources were obtained and studied. The primary sources included journals, official reports and circulars of the Ministries of Education of both countries; and
- to obtain relevant literature the following places were, inter alia, visited: the University of Botswana Library, the Botswana National Archives, Ministries of Education in Bophuthatswana and Botswana and the Library of the PU for CHE.

1.4.3 INTERVIEWS

A literature study alone could not supply the total sources of information needed for the completion of this scientific report, and for that reason interviews were conducted with the officials of education in Bophuthatswana and Botswana as well as with other people who have knowledge and experience in education in the two countries.

The Method of Historical Weight was used in selecting people to be interviewed. Put differently, the experience, knowledge and the positions held by the people interviewed served as a criterion for selecting people interviewed.

The following people were interviewed:

- J.R. Swartland, deputy Permanent Secretary for Education in Botswana;
- H. Philips, Chief Education Officer for Curriculum Development and Evaluation in Botswana;
- Christel C. Bodenstein, Education Officer for elementary education in Bophuthatswana;
- J.E. Mantswe, Circuit Education Officer in the *Tlhabane* Circuit in Bophuthatswana;
- I.S. Mfundisi, Education Officer in the Ga-Rankuwa circuit in Bophuthatswana; and
- G. Majatladi, Circuit Education Officer in charge of high schools, at the head quarters of the Ministry of Education in Bophuthatswana.
- T. Vanqa, Senior lecturer in Education, University of Botswana.

The questions for the interview were carefully selected (as per question schedule see appendix 1). The aims of these interviews were:

- To establish the degree of correlation between information gained from literature and the personal experience of the people interviewed; and
- to determine how those who stand in the administration of education feel about those determinants which give their system of education shape.

1.4.4 INTERPRETATION OF DATA

Upon the collation of relevant data from literature study and interviews the information was interpreted. The 15 modalities of reality in accordance with Dooyeweerd's approach, in terms of the educational system served as a guide in arranging the determinants of the educational systems as discussed in chapter 5.

1.4.5 EVALUATION OF DATA

Throughout the reading of literature and interviews an objective stance was maintained. The 15 modalities in accordance with Dooyeweerd's approach in terms of the educational system were used as criteria for the evaluation of data.

1.4.6 SCIENTIFIC WRITING

The writing of this report was undertaken on the basis of an objective evaluation of the interpreted data.

1.4.7 COMPARATIVE METHOD

In comparing the determinants of the educational system of Bophuthatswana and Botswana the comparative method of George Bereday was used. The exposition of Bereday's method is given in paragraph 2.2.2. It is utterly important to state here that Bereday's method is not used in this report precisely as he uses it in his writings. Put differently, a slight departure from Bereday's method is made especially in chapters 3 and 4 where *area studies* commence.

The details of the adaptation of Bereday's method are given in paragraph 2.2.7.

1.5 DEMARCATION OF THE FIELD OF STUDY

1.5.1 GENERAL

This study is confined to the important determinants of the educational systems of Bophuthatswana and Botswana. The determinants of the

systems of education in question are compared by means of Bereday's comparative method as indicated in paragraph 1.4.7. In order to arrive at a better understanding of the determinants of the educational systems of Bophuthatswana and Botswana an exposition of the systems of education in question is given in this study.

1.5.2 DEMARCATION OF THE FIELD OF STUDY IN TERMS OF THE EXPLANATION OF WORDS USED IN THE TITLE OF THIS STUDY

1.5.2.1 *Determinant*

Gove (1971:616) defines the word *determinant*, amongst others, as

"a fact, circumstance, or situation which identifies, aids diagnosis, or determines the nature of something or which fixes, determines, or conditions an outcome or issue".

Wyld (1940:300) defines determinant as

"Having the power of fixing, limiting, defining . . . "

From the above definitions of the term determinant, one may conclude that determinant further means decisive and fundamental in giving shape, form and existence. The term determinant will further be described in chapter 5.

It has already been indicated in paragraph 1.4.5 that the 15 modalities of reality in accordance with Dooyeweerd's view in terms of the educational system are used as criteria for determining, interpreting and arranging important determinants of the educational systems of

Bophuthatswana and Botswana.

1.5.2.2 *Educational system*

When various societal relationships such as the state, the church, the family, the school, commerce and industry interweave or intertwine in the educational culture and thereby forming an integral part of a country's culture an educational system appears. An educational system is further inseparable from the family, the school and other social relationships (Stone, 1974:188-189).

An educational system may therefore be defined as an intertwined social structure in education within the community taking cognizance of the community's ground motif and culture.

A further description of the educational system will be given in chapters 2, 3 and 4.

1.5.2.3 *Comparative study*

Comparative study means a study which looks at differences and similarities between things. For the purpose of this research comparative means a study focussing on similarities and differences between the determinants of the educational systems of Bophuthatswana and Botswana (Stone, 1984:625).

1.5.2.4 *Bophuthatswana and Botswana*

Bophuthatswana is a territory of Botswana which has been declared politically independent within the Republic of South Africa (RSA).

The international community does not recognise Bophuthatswana's independence. Botswana is an independent country of the Batswana. It is a former British colony. It is further accepted by international community as an independent country (paragraphs 3.1 and 4.5.3).

1.6 THE STRUCTURE OF THE THESIS

Chapter 1 is primarily an orientation chapter gearing the reader for the subsequent chapters.

In order to choose a method to be used in the rest of this study and also to provide a theoretical basis for the description of the educational systems of the two countries, chapter 2 has been devoted to the methodology of Comparative education and to the theoretical structure of the educational system.

To provide indicators to the determinants of education of the two countries in question chapters 3 and 4 have been devoted to the description of the educational systems of Bophuthatswana and Botswana respectively.

The determinants of the educational systems of Bophuthatswana and Botswana are structured, organised, and juxtaposed in chapter 5. Finally the determinants of the two systems of education in question are compared, similarities and differences are identified.

In chapter 6 all matters raised in the previous chapters are summarised and recommendations made.



1.7 SUMMARY

In this chapter it has been necessary to discuss the following matters: problem, aims of research, methods of research, demarcation of the field of study and the structure of this thesis.

The ensuing chapter will be devoted to various methods in comparative studies with particular reference to Bereday's method and also to the theoretical review of the educational system.

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