

6. CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

In this concluding chapter the problems, shortcomings and issues which were highlighted in the previous chapters will be brought together. An attempt will be made to arrive at conclusions from which will flow recommendations.

After all has been said and done it is important to note that the system of education of Bophuthatswana as proposed in chapter 5 is aimed at meeting the needs of the Tswana nation in all stages of its development. It is also hoped that with this system of education the Tswana nation will achieve self-reliance. Kaunda (1968:x) is correct in declaring that "Any educational system . . . must be geared to meet the needs of this nation in all stages of its development. Only through a sound educational system can national self-reliance be achieved; only through good education can we guarantee the building of a decent society in which every individual has a fair share of national wealth and services".

6.2 GENERAL FINDINGS

In chapter 4 it has become clear that the present system of education in Bophuthatswana is not based on the ground motif of the Tswana people. It has further

become clear that the educational system in question is primarily based on the Western way of life.

The Bophuthatswana National Education Commission failed in describing the Tswana ground motif. A more adequate description of the Tswana ground motif has been proposed in paragraph 5.2.2 of this study.

In researching the present system of education of Bophuthatswana it became vividly clear that the philosophy of life of the Tswana people, is not evident in education.

The school structure in Bophuthatswana was also found to be inefficient. The unfortunate effects of the introduction of the middle school in the school pattern have been emphasized in chapter 4 of this study.

The fact that the present secondary school curriculum is off-balance has been brought to the fore. It has been found that the middle school and the high school curriculae are too bookish, rigid, undifferentiated and exclusively academic.

It has been stressed in chapter 4 that the fact that Setswana is not used as the medium of instruction beyond Standard 2 has been noted with regret.

Regarding the examinations it was found that despite the fact that Bophuthatswana is an independent state, South African examinations are still used and recommended for further use by Bophuthatswana National Education Commission.

As far as promotion posts in the Ministry of Education are concerned it has been found that no evaluation scale is used to evaluate the applicants and therefore the whole exercise of promotion is ruled by subjectivity. The Ministry in this manner loses good material, because promotions depend on personal connections of the applicants and the head office personnel.

In examining the inspectorate it was found that almost half of the inspectors are not university graduates. Realizing the amount of the professional work of the inspectorate it becomes doubtful whether the present quality of the inspectorate could competently perform their duties with confidence and authority.

The fact that the quality of teachers manning Bophuthatswana schools leaves much to be desired was also brought to the fore.

Regarding head office structure it became abundantly clear that radical restructuring of the head office is necessary

and this can no longer be delayed.

The conspicuous absence of the planning section and the research unit in the head office structure is a matter to be noted with regret.

No system of education worthy of its name can afford to function without sections in the head office structure being entirely devoted to planning and research.

In as far as the ancillary services are concerned it was found that the present services are quantitatively deficient.

In the light of the above findings, the following recommendations are made in respect of the planning of the educational system in Bophuthatswana.

6.3 RECOMMENDATIONS

6.3.1 General recommendations

Bophuthatswana should set up an Education Commission to study and assess the findings and recommendations of the Bophuthatswana Education Commission Report of 1978. The assessment of the report in question should be done in the light of the needs of the state.

The precise composition of the Commission would be

determined by the Minister of Education in Bophuthatswana, but it is recommended that the following people should be included in the Commission: educationists with acceptable credentials, economists, sociologists, anthropologists, statisticians as well as representatives from commerce and industry, churches and the teaching profession should be included.

Bophuthatswana should train its educational planners and should staff its unit of educational planning with experts in economics, demography, statistics, education and finance. Thembela (1980:183) is correct in asserting that "The chief educational planner must be well versed in the theory of educational system planning, and (he) must also undergo some training either at the International Institute of Educational Planning . . . or at South African Universities which offer courses in educational planning."

It is further recommended that the University of Bophuthatswana should make provision for courses in educational system planning. It will be a positive gain for the University of Bophuthatswana to offer a degree in educational system planning at the post-graduate level.

6.3.2 Recommendations with respect to the ground motif and the philosophy of life of the Tswanas

The educational system which does not reflect the ground motif of the people it is intended to serve is by any definition inefficient and will not succeed in producing a balanced and happy society.

It is therefore recommended that educational system planning be based on the ground motif of the people.

The philosophy of life of the Tswanas should direct educational system planning in Bophuthatswana.

6.3.3 Recommendations with respect to the school pattern

The following pattern is recommended:

7 - 5: that is, 7 years in the primary school and 5 years in the multi-purpose secondary school.

The Middle school phase must be done away with.

6.3.4 Recommendations regarding the medium of instruction

Nobody can refute the fact that the best education is in the mother tongue. Cingo (1967:135) correctly asserts that "the principle of mother tongue instruction as seen in practice and in the educational policies of other lands and peoples in the world is too vital and sacred to be sacrificed at the altar of expediency, opportunism and chance".

It is strongly recommended that Setswana be used as the medium of instruction from Grade I up to the highest possible Standard.

6.3.5 Recommendations in respect of teacher education

It became evident in the preceding chapters that a very high percentage of Bophuthatswana teachers are qualitatively wanting and are not in a position to understand nor interpret and correctly translate the Tswana philosophy of life into practice.

The importance of having properly qualified teachers can hardly be over-emphasized. Stabler (1969:35) and Hillard, (1968:14) are correct in declaring that the teacher is a victim of his limited education and because his own knowledge is so thin, he has neither the intellectual nor the emotional security which will enable him to create a classroom atmosphere of activity, curiosity and exploration.

Since education must be based on the ground motif of the Tswana people as far as it is possible, schools should be staffed with Tswana teachers who can translate the ground motif and the philosophy of the Tswanas into practice. Expatriate teachers may not be in a position to translate into practice the Tswana ground motif and the philosophy of life. Mwanakatwe (1968:112) correctly asserts that "no system of education which relies heavily on expatriate

teachers can truly meet the national aspiration".

The following recommendations are also considered vital for Bophuthatswana:

- * All Tswana teachers should at least hold a matriculation or National Senior Certificate and have at least 3-or 4-year intensive training in Pedagogics.
- * All Colleges of Education are to be upgraded to comply with the above.
- * Crash courses for the presently under-qualified teachers should be organised to orientate them in Pedagogics.
- * The teacher-training course should as far as possible reflect the philosophy of life of Black people. The course should be Tswana-oriented both in theory and practice.
- * Seminars, symposia, conferences as well as in-service courses which are Tswana in character should be conducted in order to update the Tswana teaching force.
- * A headmaster's course or orientation course is essential because every good school will reflect the attitudes and character imparted by its leader.
- * Bophuthatswana should introduce a course on school law in the curriculum of teachers education as indicated in paragraph 5.6.7.2.3 of this study. This subject

should, *inter alia*, include: The Education Act in force, the concept and legal implications of *loco parentis*, legal implications of corporal punishment, conditions of service of teachers, etc.

- * People who are joining the teaching profession must be carefully selected. On this issue Fafunwa(1967:84) asserts that "The new teacher must be carefully selected and trained, effectively inducted, . . . and adequately remunerated for his services to the nation".
- * Teachers must continuously be evaluated. The department must therefore design an evaluation scale as indicated in paragraph 5.7.3.2 of this study.

All lecturers appointed at Colleges of Education must be evaluated before assuming duties. Only the "cream" of the profession must be appointed.
- * Teachers should be able to do their work without being in conflict with the home. Therefore a close relationship between parents and teachers should be maintained.
- * Colleges of Education must fall directly under the National University. The university with its expertise should monitor standards at Colleges of Education.
- * "Laboratory schools" must be established on the campus of each College of Education as indicated in paragraph 5.6.7.2.4 of this study.

- * The Department of Education should evaluate all schools around Colleges of Education and make it a point that only good principals and teachers will be teaching at these schools.

Students in their final year of training can be sent for 12 months to these schools for their practice-teaching. Since only schools nearer to colleges will be used for this purpose, the college lecturers will have to assess them continuously. The advantage of this programme will be the fact that only good schools will be used for practice teaching.

- * Teacher education and development must be co-ordinated with an improved system of inspection so that Educational Consultants are directly involved in teacher improvement.

In a state such as Bophuthatswana where there are a massive number of under-qualified teachers one would suggest that Educational Consultants should attend to the improvement of the quality of teachers by running in-service training courses. Presently it seems that Bophuthatswana inspectors are concerned mainly with finding out whether teachers do their work or not.

A clear and scientific programme of personnel development must be initiated by every Educational Consultant every year.

Those involved in teacher education must continuously ask themselves the following question: "To what extent are we preparing the student to take his place in the classroom, the administrative office, or the counselling situation as a critic of the educational status quo, rather than as a conformist in the name of professionalism" (Horton, 1974:352).

6.3.6 Recommendations with respect to research in education

Research in education should be an ongoing process. Even if the National University might be having expertise in this field, under no circumstances should the Ministry of Education delegate this important task exclusively to the university. It is vital that the research unit be introduced in the head office structure.

Research must be carried out on the restructuring of basic education based on the sociological and cultural requirements of the Tswanas.

The Department of Education in Bophuthatswana should appoint a commission of inquiry to make a survey of the efficiency and productivity of the present system of education. This will mean examining the quality of the output from the educational system in terms of certain criteria which must be established by the commissioners. Thembela

(1980:184) correctly asks the question: " (is) the money, effort, and energy that one put into the educational system worth the product that is produced?".

6.3.7 Recommendations relating to the appointment of Educational Consultants

No person who does not possess a relevant university degree should be appointed as an Educational Consultant (Inspector of Education). The appointment of non-graduates to senior positions is done to the detriment of the quality of education and it also deprives education of the dignity it deserves. Worse still, it makes the presence of the university irrelevant.

Ntuli (1983:4) is correct in declaring that "of course the inspectors too, especially those who still have decades of service ahead, will benefit tremendously from pursuing post-graduate studies in education or in their special subjects".

For the Educational Consultants to do their work properly and to become productive they must be based nearer their homes more than is the case at present. This step will eliminate accommodation problems.

6.3.8 Recommendations with respect to pupils

Medical, dental and nursing services must be established in schools. Obviously preventive medicine can start very effectively in schools (Thembela, 1980:89).

It is interesting to note that the Bophuthatswana Ministry of Education is supplying free books to pupils. It is, however, recommended that the supply of books must be done on a more planned and rational basis than is the case at present. At present the Department of Education merely sends books to schools without finding out from the school headmasters/headmistresses what the needs of their schools are. The result is that insufficient books are received by schools. At times schools get a surplus in some series and a shortage in others. Consequently teachers find it extremely difficult to know which children to supply and which not.

The present method of supplying books to schools further denies the subject-teacher the privilege of using books of his choice. It is important that the Department of Education should design a *requisition form* on which lists of approved books appear. The subject teacher can therefore requisition books he prefers.

6.3.9 Recommendations in respect of secondary school education

The curriculum designer for secondary school education can never design a relevant curriculum which has practical value if the aims of secondary school education are not clearly defined.

In the proposed system of education for Bophuthatswana the following aims of secondary school education are recommended (Inglis, *s.o.*, 667-668):

* The social-civic aim

This aim involves the preparation of the individual as a prospective citizen and co-operative member of society.

* The economic-vocational aim

The preparation of the individual as a prospective worker and producer is important here.

* The individualistic-vocational aim

In this regard the preparation of the individual for participation in those activities of life which primarily concern the proper use of leisure and the development of personality apart from distinctly constructive social ends is emphasized.

In the light of the above aims it becomes abundantly clear that the curriculum of the secondary school must be differentiated. The comprehensive/multi-purpose secondary school with a highly differentiated and flexible curriculum is therefore strongly recommended for Bophutha-tswana.

Pupils must be streamed according to their abilities and interests. Pupils with a flair for technical subjects must be channelled accordingly; those who are commercially inclined must be allowed to follow a commercial line and those who are academically inclined should be allowed to follow a more academic line.

Those pupils who obtain less than a 50% aggregate in Standard 8 should not be allowed to follow an academic line (see paragraph 5.6.4), but should follow a practical course. Mathematics should not be regarded as a deciding norm for admission of pupils into a technical field but what should decide the admission of pupils into the technical course should be interest and ability.

6.3.10 Recommendations with respect to implementation of recommendations

It is highly risky and unscientific to implement recommendations made by people, commissions and so on without first

testing them scientifically.

In 1978 the Bophuthatswana National Education Commission came out with some recommendations for education. After the government had accepted them *in toto* they were implemented outrightly without their effectiveness first being tested.

The importance of a research unit in the head office structure of the Ministry of Education which must be charged with the task of testing recommendations scientifically can hardly be over-emphasized (see paragraph 6.3.4).

6.3.11 Recommendations in respect of further research work

The following areas of education are recommended as being suitable for further research work:

- * Relevance of the present secondary school curriculum.
- * A Comparison between the efficiency of the products of the educational system and the money spent on education. Put differently, are the products of the present educational system worth the money spent on education?
- * The functions and responsibilities of Educational Consultants.
- * The efficiency of the head office personnel of the Ministry of Education.

- * The mother-tongue as a medium of instruction in a progressive manner up to university level.

6.4 CONCLUSION

An attempt has been made in this study to evaluate the present system of education in Bophuthatswana in the light of pre-determined criteria for planning. In evaluating the system of education in question it became clear that there are shortcomings and defects in the educational system.

It is hoped that the recommendations made in this study will contribute to a more sound and scientific method of educational system planning in Bophuthatswana.