

**Some Administrative And Management Challenges And Related
Problems Facing Principals Of Technical Colleges
In KwaZulu. - An Exploratory Study.**

BY

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**SUBMITTED IN ACCORDANCE WITH THE
REQUIREMENTS FOR THE DEGREE**

OF

MASTER OF EDUCATION

IN THE DEPARTMENT OF EDUCATIONAL PLANNING

AND ADMINISTRATION IN THE

UNIVERSITY OF ZULULAND

SUPERVISOR : PROFESSOR A.J. THEMBELA

DATE SUBMITTED : FEBRUARY 1991.

ACKNOWLEDGEMENT

Although it is impossible to acknowledge by name all those to whom thanks are due, I would like to express my sincere appreciation to the following:

1. Prof. A.J. Thembela Vice Rector (Academic Affairs and Research) of the University of Zululand, for helpful supervision of this dissertation throughout the period of research. His friendly attitude, interest, guidance and continuous encouragement enabled me to complete this study.
2. The Secretary of the KwaZulu Department of Education and Culture, Mr. W.N.T. Zwane, who permitted me to conduct this research in KwaZulu Technical Colleges.
3. The Circuit Inspectors, all principals of technical colleges and teachers who permitted me to enter their technical colleges in order to carry out the field of study with them.
4. The administrative staff in all KwaZulu Technical Colleges for their kindness and co-operation during the actual administration of the questionnaire and interviews. They fixed appointments for me with their principals and returned completed questionnaires in time.
5. Mr. M.G.L. Dlamini for the valuable suggestions he gave me throughout this research

6. Mr. and Mrs. Z.N. Khanyile who assisted me in typing the initial drafts.
7. T.B.T. Nhassengo and Mr T.M. Linda for their valuable help they gave me through out this research.
8. Miss N.C.T. Mwandla and Miss N. Lungu who assisted me in typing this report whilst in the making and Ms L. Kunene for typing the final report.
9. To my friends at the Education Research Unit at the University of Natal. Ms C. Salmon and Mr M.N. Ntombela for their valuable help they gave me throughout this research.
10. Last, but not least my wife Sibongile, two sons, Lindani and Sabelo and a daughter Nombulelo for their unfailing love and inspiration.
11. Above all I would like to thank God, the Almighty, for giving me strength and means to accomplish this project.

E.V. Nzama

KwaMashu

February

1991

I declare that : An Exploratory Study of Some Administrative and Management Challenges and Related Problems facing Principals of Technical Colleges in KwaZulu" is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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KWAMASHU

1991 FEBRUARY

SUMMARY

The main aim of this research is to identify some administrative challenges and related problems facing principals of Technical Colleges in KwaZulu. The major problem in KwaZulu Technical Education is the apparent lack of involvement of college principals in curriculum planning, research and administrative decision-making process. It appears that it is impossible in practice to carry out any proposals involving innovations within a technical college and also very difficult for principals to update knowledge or content to be in line with the demands of commerce and industry.

The study was intended to reveal that certain challenges and problems in the technical college have a great effect on the quality of training. The lack of communication between principals of technical colleges and commerce and industry and also the lack of consultation between the Department of Education and Culture, KwaZulu and the business world has a negative effect on the training of employable students in KwaZulu. This problem is described in Chapter one.

In order to understand the nature of the problem, it became necessary to sketch briefly the Historical Development of Technical Education for Africans in South Africa as a general background to the understanding of the problem confronting KwaZulu Technical Education. This is done in Chapter two. The conceptual framework regarding the administrative challenges and related problems facing technical education in KwaZulu is described in Chapter three.

The research design and procedure are described in Chapter four. The interview and the questionnaire techniques were used in gathering data. Three areas were selected from which a sample of technical colleges would be used for purposes of interviewing principals. The three areas were urban, peri-urban and rural. The principals responses and analysis are presented in Chapter five. The summary of conclusions and recommendations are presented in Chapter six.

Principal findings of the Investigation

1. The colleges emphasized mostly theory rather than skills to the extent that most of the trained technicians are charged not to be suitable to the business and industry of today.
2. There was no or very limited co-operation between technical colleges and either business and industry community. The technical colleges are thus unable to project future needs of local industry with the result that many of their graduates are not yet employed.
3. There was high degree of consensus among the principals about staff-involvement in any attempt related to the research of the needs of community in KwaZulu.
4. Technical Education geared to meeting the needs of commerce and industry must be offered in all KwaZulu technical colleges.

5. There was also a high consensus among the principals about the appointment of Public Relations Officers in Technical Colleges of KwaZulu.
6. The principals of technical colleges must be given a chance to research the needs of commerce and industry and contribute to the curriculum development and construction on behalf of their technical colleges.
7. A curriculum Committee for all Technical Colleges in KwaZulu comprised of the representatives from commerce and industry, Department of Education (KwaZulu), and Principals and Heads of Departments from all technical colleges must be formed. This is essential for the continual revision of existing course content, whether the content is still in line with the demands of industry. Secondly, the committee will be responsible for curriculum research, planning and design for all technical colleges in KwaZulu.
8. Some new courses failed to attract the required number of students to make the course viable. The reason for failure is the fact that they were not sufficiently advertised and that the principals did not investigate whether there was a need for that course before introducing it.
9. It was agreed that an organized industry in Natal/KwaZulu be approached to consult with the RSA Association of Technical Colleges with the purpose of obtaining the necessary changes in the N1, N2 and N3

Syllabuses which will make the latter more relevant to the various trades.

10. The Legislation governing apprentice training in KwaZulu be brought into line with that of the RSA and that the regulations pertaining thereto are applied both in the public and private sectors.
11. The practical training conducted at the technical colleges be brought into line with the competency based modular training schemes for the various trades instituted by the respective industry training boards in the RSA.
12. The development and provision of training courses for the workseekers in KwaZulu be either contingent on the availability of appropriate job opportunities or be geared towards self employment.
13. Career education must be introduced into KwaZulu schools which ensures that the pupil leaves school with the training base required by industry.

OPSOMMING

Die hoofdoel van hierdie navorsing/ondersoek is om administratiewe uitdagings te identifiseer sowel as verwante probleme waarmee hoofde van tegniese kolleges in KwaZulu te kampe he. Die hoofprobleem in KwaZulu tegniese opvoeding is die blykbare afwesigheid van betrokkenheid/deelname van kollege hoofde in/aan kurrikulumbeplanning, ondersoek en besluitvormende proses. Dit lyk prakties onmoontlik om voorstelle oor nuwigheide op 'n tegniese kollege uit te voer en ook baie moeilik vir hoofde om kennis en inhoud tot datum te bring sodat dit in gelid gaan staan met die vereistes van die handel en nywerheid.

Die studie was bedoel om te openbaar dat sekere uitdagings en probleme op die tegniese kollege in 'n groot mate die gehalte van opleiding op 'n tegniese kollege beïnvloed. Die afwesigheid van omgang/verbinding tussen hoofde van tegniese kolleges en handel en nywerheid sowel as die afwesigheid van samespreking tussen die KwaZulu Department van Opvoeding en Kultuur en die handels wereld 'n negatiewe effek het aan die opleiding van diensbare studente in KwaZulu. Hierdie problem is in Hoofstuk I beskryf.

Om die soort probleem te verstaan, het dit noodsaaklik geword om die historiese ontwikkeling van tegniese opvoeding vir Afrikane in Suid Afrika Kortliks te skets as algemene agtergrond tot die verstand van die problem wat tegnies opvoeding in KwaZulu teekom. Dit word in Hoofstuk II geskets. Die

konseptuele vakwerk omtrent die administratiewe uitdagings en verwante probleme wat opvoeding in KwaZulu teekom word in Hoofstuk III beskryf.

Die ondersoek/narvorsig, skets en prosedure is in Hoofstuk IV verklaar. Die onderhouds-en vraelystegnieke was gebruik om die data te versamel. Drie plekke was gekies waarvan 'n voorbeeld van tegniese kolleges word gebruik vir die doel van onderhoud vir hoofonderwysers. Die drie plekke was stedelik, buitestedelik en plattelands. Die hoofonderwysers se antwoorde en ontleding word in Hoofstuk V. aangebied. Die opsomming van gevolgtrekkings en aanbevelinge word in Hoofstuk VI aangebied.

HOOEBEVINDINGE VAN DIE NAVORSING

1. Die kolleges beklemtoon meer teorie as bekwaamhede in die mate dat die meeste opgeleide tegnisi ongeskik word verklaar vir die hadendaagse handel en nywerheid.
2. Daar was geen of baie beperkte samewerking tussen tegniese kolleges en of handel en nywerheid of gemeenskap. Die tegniese kolleges is daarom onbekwaam om die toekomstige behoeftes van plaaslike nywerheid te ontwerp, met die gevolg dat baie van die gegradueerdes nog nie in diens geneem is nie.
3. Daar was 'n hoe mate van samestemming ander die hoofonderwysers omtrent personeeldeelname aan die poging verwant aan die navorsing van gemeenskaplike behoeftes in KwaZulu.

4. Tegniese opvoeding wat ingespan is om die behoeftes van handel en nywerheid tee te kom, moet op al KwaZulu tegniese kolleges aangebied word.
5. Daar was ook 'n hoe samestemming onder die hoofonderwysers oor die aanstelling van skakelbeamptes op KwaZulu tegniese kolleges.
6. Die hoofonderwysers van tegniese kolleges moet 'n kans gegee word om die behoeftes van handel en nywerheid te ondersoek en by te dra aan die kurrikulum ontwikkeling en samestelling namens hulle tegniese kolleges.
7. 'n Kurrikulumkomitee vir al die tegniese kolleges in KwaZulu insluitend die verteenwoordigers van handel en nywerheid, KwaZulu Department van Opvoeding, hoofonderwysers en hoofde van Departemente van al die tegniese kolleges moet gevorm word. Dit is noodsaaklik vir die aanhoudende hersiening van huidige kurs inhoud, om vas te stel of die inhoud nog in gelid staan met die vereistes van nywerheid. Tweedens sal die komitee verantwoordelik wees vir kurrikulum ondersoek, beplanning en ontwerp vir al tegniese kolleges in KwaZulu.
8. 'n Paar nuwe kursusse het nie daarin geslaag om die verlange aantal studente aan te trek om die kursus lewensvatbaar te maak nie. Die rede vir die mislukking is die feit dat die kursusse nie doeltreffend geadverteer was nie en dat die

hoofonderwysers nie ondersoek het of daar in behoefte was vir die kursus voordat dit ingestel was nie.

9. Dit was saamgestem dat 'n georganiseerde nywerheid in Natal/KwaZulu bygedam moet word om die RSA Vereniging van Tegniese Kolleges te raadpleeg met die doel om die noodsaaklike veranderings te verkry i.v.m. NI, N2 en N3 sillabe wat laasgenoemde meer toepaslik sal maak aan die verskillende ambagte.
10. Die wetgewing wat vakleerlingsopleiding in KwaZulu regeer moet in gelid laat staan word met die van RSA en dat die regulasies daaromtrent sowel in die openbare as private sektor aangewend word.
11. Die praktiese opleiding wat op die tegniese kolleges aangevoer word moet in gelid laat staan word met die opleidingskemas waarvan die moduli op gevoegdheid gebaseer is vir die verskillende ambagte ingestel deur die besonderlike nywerheids opleidingsrade in die RSA.
12. Die ontwikkeling en voorsiening van opleidingskursusse vir die werksoekers in KwaZulu moet of gebeurlik aan die beskikbaarheid van geskikte werkseleenthede of ingespan word tot selfwerkverskaffing.
13. Beroepsopleiding moet op KwaZulu skole ingestel word om te verseker dat die leerling die skool verlaat met die opleidingsbasis wat deur die nywerheid benodig word.

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(Fundisa-KwaZulu Education Journal,
Vol. 2. No 3, 1990.)

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CHAPTER 1

ORIENTATION TO THE PROBLEM

1.1

INTRODUCTION

The title of this research work implies what is contained therein, namely, some administrative challenges and related problems facing principals of technical colleges in KwaZulu - an exploratory study. This title does not only give a theoretical evaluation of facts but specify explicitly the practical challenges and related problems the principals of KwaZulu Technical Colleges are facing in the planning and designing of college curriculum and management of colleges in particular.

It is necessary to define the exact meaning of key concepts (underlined above) that will pervade most of the field of study: so that the reader gets a clear picture of the field the researcher hopes to cover.

1.2

DEFINITION OF TERMS AND THEME ANALYSIS

1.2.1

THE CONCEPT "ADMINISTRATIVE CHALLENGE"

Administration can be defined as a social process concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organised human and material resources within an integrated system designed specifically to achieve predetermined objectives (Eric Hoy and Miskel 1987) The administrator is responsible for any innovative action within the technical college. The administration undertakes functions which are essential for production and the major task of the college administration is that of taking decisions and conducting market research. The administrator

influences results to be achieved, the direction to be pursued and various priorities to be recognised within and outside an organization. He builds into the organization provisions for innovations, change and development. The principal of a technical college is an administrator and is responsible for the promotion of good relations with the community he serves and also within commerce and industry.

The word "challenge" implies calling to account or take exception to or to invite to contest. (English Oxford Dictionary 1986). The technical college principal is faced with accountability to the community he serves. It is accepted that the technical colleges exist within and for the society and that society is ever changing, then faced with the problem of coping with ever present change. Milstein and Belasco as quoted by Lauglo and Lillis (1988:42) suggest with regards to this point that :

"The responsibility for meeting changing environmental demands and for adjusting the organizational plan to meet these changing needs rests squarely with the management of the organization namely, the technical college".

This implies that technical colleges should possess not only educational strategies to cope with change but also managerial and administrative processes to support these strategies.

As a background to this study we wish to quote John Davies (1985) who gave us an appropriate statement which reads as follows:

"The advent of the post-industrial society , with the era of high technology and information explosion, has hit harder and faster than expected leaving companies and many educational institutions e.g. technical colleges and technikons, unable to accommodate change at a

high enough degree of reciprocity. Thus, institutions, devoid of sufficiently advanced equipments and up-to-date knowledge may not be able to produce students in sufficient quantities for the rapidly proliferating high technology. It is thus arguable that there is every incentive for industry to wish to collaborate given the above and what colleges can offer in terms of seed bed for new ideas, access to facilities (both physical facilities and skilled personnel). In particular industry has an incentive to close the "pre-development-gap" through funding a start-up project for prototype development or market research".

Although the paragraph quoted above does not refer specifically to the situation in KwaZulu, it has been quoted because it emphasizes that principals of technical colleges in KwaZulu are also faced with lots of challenges which affect the quality of students they produce. It was for this reason that the words "administrative challenges" are chosen for investigation because the principal of a technical college is faced with these challenges from the community he is serving i.e. commerce and industry, yet he does not take part in the planning of college curriculum. This is the main aim of the investigation, namely, to identify some administrative challenges and related problems facing college principals in KwaZulu and hopefully to suggest a solution thereof.

1.2.2

THE CONCEPT "PRINCIPAL"

The principal is an individual in a group who is given the task of directing, guiding and co-ordinating task-relevant group activities. (Hoy and Cecil 1987).

Technical college principals plan, organize, control, motivate, make decisions and influence activities of an organized group toward goal setting and goal achievement. The principal of a technical college plays an important role in the relations between the college and the community.

If the principals of the technical colleges cannot conduct research and find out what the real community needs are, he would be doing disservice to the community. A technical college principal is faced with a challenge of undertaking applied and developmental research and consultancy primarily concerned with the solving of problems in commerce and industry. The main aim of the investigation is centred around the principal who has a problem and also faced with challenges in identifying and assessing the needs of commerce and industry and also influence the curriculum.

1.2.3

TECHNICAL EDUCATION ✓

Technical education can be described as that part of education that prepares a person for a productive career in a particular field of endeavour and for life in general. Technical education covers a large number of careers, ranging from the education of secretaries, nurses, teachers to the wide field of technical education for industry and agriculture. Technical education is, therefore, directly responsible for supplying the input of trained manpower into an economy as well as for the development of manpower during career. (Human Science Research Council (HSRC) 1981:1)

Nkungula (1980:4) maintained that technical education is essentially a co-operative education programme between the technical college on the one hand and trade, industry and commerce on the other.

Historically, vocational/technical training was, as E G Malherbe put it:

"Conceived in charity"

"Early industrial and vocational education was for the less intellectually endowed and aimed at producing workmen in semi-skilled occupations" (Malherbe E G , 1977).

As long ago as 1973, W M Kgware put it clear that:

"With the coming of political independence to Black Africa, attitudes towards technical skills began to change for the better. Today technical education is generally regarded as the key to wealth and power. Black South Africa is also beginning to respond to this call, especially since the granting of partial self-government to its homeland". (Kgware 1973:14-18)

These quotations and definitions above make technical and vocational education an indispensable part of education as well as the final phase of education for most people. The institutions that are responsible for the provision of formal and non-formal technical training are technical colleges, technikons, industrial training centres, and government and non-governmental institutions e.g. KwaZulu Training Trust in KwaZulu and the Department of Manpower in Natal (RSA). (Refer chapter 3).

This definition of technical education and the institutions that provide technical education in South Africa, Natal and KwaZulu will be elaborated upon in chapter 3 of this research.

1.2.4

INFORMAL, FORMAL AND NON-FORMAL EDUCATION

A. INFORMAL EDUCATION;

This is the type of education that is given in situations in life that come about spontaneously, for example, within the family circle, the neighbourhood and so on. (Le Roux A L 1985:7).

B. FORMAL EDUCATION

This is the type of education that takes place in a planned way at recognised institutions such as schools, colleges, technikons, universities, etc. This represents the start of non-formal education, consisting of learning on the job, self-study, attending special training courses etc. It should be a life long process in tune with a continuously changing environment, as well as with the natural maturing and opening of the individual. (HSRC, 181:2)

C. NON-FORMAL EDUCATION

This is an education that proceeds in a planned but highly adaptable way in institutions, organizations and situations outside the spheres of formal and informal education, for example in-service training in the work situation (Le Roux A L 1985:7).

The spheres of formal and non-formal education cannot be rigidly demarcated. In fact, the distinction is one definition. Non-formal education can become formal education and vice versa.

Technical education should be an integral part of both formal and non-formal education. It is closely related to the manpower needs of the country, which are in turn related to the stage of development, available natural resources, economic policy, social systems, etc., i.e. the general environment. (HSRC 1981:3)

1.2.5

THE CONCEPT "CURRICULUM PLANNING"

It is necessary to clarify this concept because it is basic to an understanding of the problem under consideration. According to Stoner and Wankel (1986:12) plans give the organization its objectives and set up the best procedure for reaching them.

"Plans permit the organization to obtain and commit resources to required objectives , members of the organization to carry on organization and procedures, progress towards the objectives to be monitored and measured so that correction action can be taken if progress is satisfactory". (Stoner and Wankel 1986 :13).

Curricula are reflections of man's own activities and interpretations and they help transmit what human beings see as valuable, desirable, useful and convenient.

Lawton and Skilbeck as quoted by Tailor and Richards (1987: 15) state that curriculum planning involves:

- i) Analysing society in terms of sub-systems e.g. economic system, technology system and aesthetic system,

- ii) Mapping out the kinds of knowledge and experiences that are most appropriate to each system,
- iii) Organizing the knowledge and experience in sequence in the light of psychological theories.

Curriculum planning involves a review of the situation and an analysis of the interacting elements constituting it. External factors to be considered are broad social changes including ideological shifts, parental and community expectations and changing nature of subject discipline. Skilbecks situational model encourages teams or groups of curriculum developers to take into account different elements and aspects of the curriculum development process to see the process as an organic whole, and to work in a moderately systematic way. Curriculum planners in our South African context do not seem to be considerate of the needs of our communities.

Principals of technical colleges have a good understanding of their communities and the situation under which they live. These principals are not taking part in curriculum design as a result those who are planning, may not plan according to the needs, demands and expectations of the community, commerce and industry. According to Skilbeck as quoted by Tailor and Richards (1987).

"Curriculum design involves understanding the structure of the curriculum as it presently exists - or analysing the situation; know the needs of people you are planning for".

It means that the information has to be gathered about current practices, attitudes, perceptions, influences and constraints. It is for these reasons above that the college principals should be involved in curriculum planning and research because they will know exactly what the community, commerce and industry needs are and be able to be of great service to the community. The concept of curriculum planning and the involvement of college principals in KwaZulu is still a problem because the curricula prescribed by the Department of Education and Training, Pretoria, is still used by all Departments of Education for Blacks in South Africa especially in self-governing states. This has become a great barrier to change in these territories.

Maugga and Nyaggah as quoted by Mathonsi E M (1976) supports Althusser's and Populantza's arguments by noting in his essay that:

"Apartheid education (i.e. Bantu Education) is part of the overall, well-considered doctrine policy of systematically maintaining White Hegemony over Blacks so that the former may perpetually exploit the latter".

The above argument emphasizes that hegemony encompasses the particular political domination of one of the class fractions over the other classes or fractions in a capitalist social formation. This argument above states clearly that the concept of curriculum planning in the South African context is still a barrier to change and also a challenge to a college principal who is expected to be innovative, current and considerate in his planning.

1.2.6 THE CONCEPT "KWAZULU"

The term "KwaZulu" is used to describe that part of the province of Natal, in South Africa, which is set aside for occupation exclusively by the Zulu people.

Thornington - Smith, Rosenberg and McCrystal (1978) gives a historical background of the term KwaZulu. They say the allocation of land in Natal and Zululand between Black and White which took place mainly during the nineteenth century, resulted in 48 principal blocks and 157 smaller being allocated to Zulus. To simplify this complex and largely haphazard pattern, the government of the republic of South Africa in 1975 proposed the consolidation of these numerous fragments into ten areas, four of which are large and six relatively small. The ten areas comprise 33161 square kilometers or 3316100 hectares. (Thornington - Smith, Rosenberg, McCrystal 1978).

When KwaZulu came into existence as a separate administrative entity in 1972, in accordance with the homeland policy of the South African Government, its own Education Department was soon set up. The Department is responsible for the construction and maintenance of school buildings, the provision of furniture and equipment, the employment of teachers, the control of hostels, inspection of schools and in-service-teacher-training. Technical colleges are also built and managed by the Department of Education and Culture, KwaZulu.

1.3 FORMULATION OF THE PROBLEM

The main problem in KwaZulu technical education is the apparent lack of involvement of college principals in curriculum planning and administrative decision -

making process. This made it almost impossible in practice to carry out any proposals involving innovations within a technical college. Secondly this inequitable distribution of curriculum services made it impossible for principals to conduct research, update knowledge and also liaise information with commerce and industry.

The apparent failure of principals to work hand in hand with commerce and industry suggests that there must be a problem not at the college but somewhere in the Department. A lack of reliable research especially in regard to community needs, has a detrimental effect on the side of planners. That is why a college principal needs to be involved in curriculum planning section because he knows exactly what the industries and commerce want from the college.

Therefore, a need exists for the study to investigate empirically whether college principals take part in the curriculum planning, and also to explore the amount of research contribution they make towards the updating of knowledge in the college. The problem in KwaZulu Technical Colleges is thus that of setting up conditions that will enable the college principals to be able to conduct research in order to assess community needs and be a part in the decision - making process.

KwaZulu Technical Colleges conduct relatively few research survey of the various sectors of the communities. Most of the surveys conducted have been in connection with trying to establish a need for a particular full time formal courses. In fact technical colleges expend most effort in trying to ascertain which courses people usually, school leavers would like to study. It would appear that

insufficient work is done in researching the employment needs of the community served by the KwaZulu colleges and this might have a detrimental effect on the economy.

If colleges concentrates too heavily on "selling" courses for which employment demand is unknown or non-existent, then courses are bound to fail, false expectations of students may be raised, technical colleges will have done a disservice to the community. The KwaZulu Technical college principals do not seem to conduct regular research in order to monitor trends in employability relating to the courses they offer.

1.4

PURPOSE OF THE STUDY

The main purpose of the study is, first, to identify some administrative challenges and related problems facing principals of technical colleges in KwaZulu. This will be done firstly by exploring the available current and recent literature on the topic. The study seeks to investigate empirically whether college principals do participate in the planning and development of college curriculum and how they participate. The factor of college-industry-relationship and the satisfaction of community needs will be looked into and possible effective alternative will be developed to fight certain barriers that exist within technical colleges in KwaZulu.

1.5

SIGNIFICANCE OF THE STUDY

This research is not of academic interest on a theoretical level only, but it is also of a most practical nature if one considers the state of technical education, the problem of unemployment and economic instability in the whole of South Africa and

KwaZulu in particular. The study wants to provide the principals with precise empirical facts that will help them to state precisely what barriers are found to affect college communication with commerce and industry. The study is also of significant importance to the planners from the Department of Education and Culture, KwaZulu, so that it will enable them to know exactly what is going on between the colleges and industries.

1.6 DELIMITATION OF THE FIELD OF STUDY ✓

The study is limited to ten KwaZulu Technical Colleges which fall within KwaZulu area. KwaZulu is entwined geographically with the province of Natal. Within this province there are those schools and colleges that are controlled by the Department of Education and Training, Pretoria, and some by KwaZulu Department of Education and Culture. Secondly, this study was conducted in all technical colleges and industrial training centres in KwaZulu. This is an exploratory study.

The exploratory nature of the research implies that it is an initial investigation intended as a preliminary to further research. The intention is to explore, analyse and describe the administrative and management challenges and related problems facing technical education in KwaZulu, in order to open to further debate, its broad implications and significance for future technical and vocational training of people in KwaZulu, while also providing directions for further research.

1.7

METHODS OF STUDY

The method of collecting data used in the present study has been based firstly on an initial study of literature, pertaining to technical education in South Africa, Natal and KwaZulu in particular. Secondly the empirical data will be collected by means of a questionnaire. The research instrument selected for gathering data is the mail questionnaire which will be posted to all technical college principals of KwaZulu. The data obtained from the mailed questionnaire will be summarized and analysed to establish facts. This type of an instrument is considered suitable for use because it is both economical and convenient for a research to communicate with the respondents without much difficulty.

The personal interviews will be conducted. The interviews are more flexible and can permit the researcher to pursue leads that appear fruitful. The greater advantage with this type of instrument is that the investigator is always in command of the situation through out the investigation.

1.8

BRIEF OUTLINE OF THIS DISSERTATION:

In Chapter 1: the problem was clearly stated the purpose and significance of the study. The research methods were also indicated that will be used to investigate the problem.

Chapter 2: ✓deals with the historical development of technical education in KwaZulu before and after 1978 when KwaZulu Department of Education and Culture took over control of African education in the area of KwaZulu from the Department of Education and Training, Pretoria (DET). This section will unequivocally look

into the acts governing technical education in KwaZulu and South Africa, description of their nature, function and scope of technical education in KwaZulu. Lastly, this section will look into the management and control of technical colleges in KwaZulu and South Africa.

Chapter 3: ✓ will present the conceptual framework regarding the administrative and management challenges and related problems facing technical education in KwaZulu. The writer will first discuss the manner in which technical education is provided in South Africa as a background to the identification of the challenges facing technical education in KwaZulu. This chapter will also sketch briefly the vocational and technical training in South Africa. Technical colleges with greater emphasis on private sector involvement in technical education. The last part will look into formal and non-formal technical training in Natal/KwaZulu.

Chapter 4: describes research methodology and this includes an outline of research design and administration of research instrument, namely , a mail questionnaire. In this chapter the research issues are also described and clarified.

Chapter 5: analysis of data obtained from the mailed questionnaire and interviews.

Chapter 6: a summary of conclusions and recommendations is given in this chapter.

1.9

CONCLUSION TO THIS CHAPTER

The problem has now been formulated and stated quite clearly. Since the problem concerns most of the technical colleges in Natal/KwaZulu, it is necessary

to trace firstly the historical development of technical education in KwaZulu, Department of Education and Culture and this will be done in the next chapter.

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CHAPTER 2

HISTORICAL DEVELOPMENT OF TECHNICAL EDUCATION IN KWAZULU

2.1 INTRODUCTION

The historical development of technical education for Africans in South Africa under the Department of Education and Training will first be described in general outline as a background to the description and discussion of KwaZulu Technical Education. The discussion of how the KwaZulu Educational system was formed, history of technical education in KwaZulu and how the curriculum planning for technical education is designed will also be discussed.

2.2 A SHORT DESCRIPTION OF THE HISTORY OF TECHNICAL EDUCATION FOR AFRICANS IN SOUTH AFRICA

Until comparatively recently, trade and technical training did not rank high among the priorities in educational programmes for Africans in South Africa. Historically the Africans were the most neglected group as regards opportunities for getting vocational and technical education. (Malherbe, 1977:195)

In 1936 there were only twelve centres in the Cape Province and five in Natal where specialised trade instruction was given to a total of 543 African boys. About 621 African girls were trained in household work. In 1946, however, the Transvaal had ten such centres with 623 pupils. This brought the total for the whole country to 2015 African pupils receiving some form of vocational training. This was due to conventional colour bars (Malherbe 1977:194).

In 1955 there were 2239 students receiving vocational training out of over one million at school and nearly 70 000 pupils in secondary classes. In 1970 when the total African school population had grown to 2741 000 of whom there were 250 000 in secondary school classes, the number attending technical and trade classes was only 3 652 compared with 6 286 Asians, 3705 Coloureds and 83000 Whites who were receiving vocational and technical training at that time. Trade training for Blacks was on a limited scale and technical education was non-existent (Malherbe, 1977:196).

There were three main factors which retarded the development of technical education for Africans in South Africa. Firstly it was a fear of competition on the part of White trade unions. Secondly, it was a legal and traditional colour bars and job reservation. Thirdly, it was the confining of technically trained Africans to the distant and unrewarding homelands for employment (Malherbe, 1977:198).

The Human Science Research Council (H S R C) Commission of Inquiry (1980) reported its findings against a chorus of voices commenting the shortages of skills in South Africa. The commission itself saw one of its main purposes as addressing this question. The extent of the skills shortage was so great, it was claimed, that it could not be met by White population Which was already "fully absorbed" in employment nor by white immigration, which was not of a scale to keep pace with the demand. For economic growth to be maintained, it was intoned, education would have to be revamped to enable necessary education and training of categories of Blacks. (H S R C 1980)

Sharp and Hartwig as quoted by Kallaway (1988:391) have argued that skilled labour shortages arose in

South Africa during the 1960's largely as a result of:

"the trend towards arising organic composition of capital through mechanization, reorganization and nationalization of the labour process to thereby, enhance capital's national and international competitiveness".

Changes in the labour process involved the progressive deskilling and increasing subordination of manual labour, on the one hand, (and).... the creation of a minority of specialised supervisory and mental wage earning places on the other. Skilled wage-earning places have historically been occupied by Whites and unskilled manual places by Blacks; such a division of labour broadly accorded with the value and technical requirements of capitalist production argues Davies (1979) as quoted by Kallaway (1988) and with the political interest of the bourgeoisie or of particular bourgeoisie fractions. These shortages were exacerbated, it is argued, both by a shortage of White and a racist education system which prohibited the production of adequately skilled Blacks.

It might be argued that the extent of skill shortages can be gauged by the extent to which the state is providing technical training and in the greatly expanded role of capital in the provision of education and training at all levels of production.

Dr H F Verwoed in his famous speech to the senate in 1954 made this statement in connection with the provision of Black Education:

"It is the policy of my Department that the Bantu Education should have its roots entirely in the native areas and in the native environment and in the native community. This Bantu Education must

be able to give itself complete expression and it will have to perform its real service. The Bantu must be guided to serve his own community in all respects. There is no place for him in the European community above the level of certain forms of labour. Within his own community however all doors are open. For that reason it is of no avail for him to receive a training which has its aim, absorption into the European community, while he cannot and will not be absorbed there. Up till now he has been subjected to a school system which drew him away from his community and practically misled him by showing the green pastures of the European but still did not allow him to graze here. The effect on the Bantu community we find in the much discussed frustration of educated natives who can find no employment acceptable to them". (cited by Malherbe, 1977:546).

Malherbe (1977) notes that Dr Verwoed ignored the fact that only 37% of Blacks who were at that time domicile in their own areas. The rest worked in White areas. There they felt frustrated because the education system had not adequately equipped them for meaningful, productive employment because of job reservation which was established to protect the interest of whites and it may be added, because they were unable to participate in the political system.

The argument here is that the conflict in South Africa is not simply over between White racists and Blacks as oppressed people but between White capitalists and Black proletariat. Whites were oppressing Blacks because they were needed as non-competitive source of cheap labour. The struggle was therefore class centred with whites using the school system in order to reproduce

capitalist social relations (Dale et al 1976 cited by Hunter, 1978 - Kallaway 1984). As an elite they looked for the maintenance of the status quo to the school's ability to reproduce labour with the appropriate attitudes, skills and work ethic.

At present technical education is receiving a great deal of attention in South Africa and in self-governing states. The Department of Education and Training (so called in 1979 through an Act of Parliament which replaced the Bantu Education Act of 1954, in virtually nothing but name) has within the past five years in urban areas, assigned a high priority to the provision of technical education for blacks. This Department of Education and Training (D E T) has already abandoned other areas falling under the management of self-governing states like KwaZulu. The Department of Education and Training (Pretoria) is only responsible for technical colleges falling under its control outside KwaZulu in Natal like Swinton Road Technical College in Lamontville (Durban) and Plessislaer Technical College in Pietermaritzburg.

2.3

GENERAL ADMINISTRATION AND CONTROL OF BLACK EDUCATION IN THE PERIOD 1954 TO 1979 IN SOUTH AFRICA

With the granting of internal self-government status to the Black national states (formerly known as homelands) the Legislative Assemblies in these territories set up Departments of Education, or of Education and Culture. These departments were independent administratively, but remained closely linked professionally to the Department of Bantu Education. (Behr A L 1984:184). The latter was responsible for control and guidance in respect of examinations, syllabuses, courses and teaching standards.

The government of the national states, through their respective Departments of Education, however, had full control of the everyday administration and running of the schools, including the appointment of teachers and the provision of buildings, furniture, books and equipment. In order to assist the departments of education in the national states to establish themselves on a sound professional basis, it was decided to allocate for a period of time experienced senior White educational officers to these national states. (Behr A L 1984:184)

The administration and control of Black education were vested into two authorities viz:

- (a) Those in the White areas under the control of the Department of Bantu Education (later the Department of Education and Training) and
- (b) Those in the self-governing and national states under the control of their own education departments. (Behr A. L. 1984)

Following the promulgation of the Education and Training Act, 1979 (Act 90 of 1979) the Prime Minister, Mr P W Botha, on 5 May 1980 made the following statement:

"The Government pledges itself to the goal of equal education for all population groups (under states control) but emphasizes that the historical backlog cannot be overcome overnight. My Government and I are prepared to accept a programme whereby the goal of equality in education for all population groups can be attained as soon as possible within South Africa's economic means". (S A C R) 1983:691 as quoted by Behr A L 1984).

The implementation of Act 90 of 1979 did not change the administration and control of Black education in South Africa. The state remained responsible for all administrative work including syllabuses, curricula, technical education, examinations etc., even national and self-governing states were dependent on D E T (Pretoria) for control.

The major functions of the Department of Education and Training (under Act 90 of 1979) are carried out by directorates concerned with administration, planning and control. The directorate for administration deal with finance, personnel, management, buildings, equipment and school services. The directorate for planning is concerned with professional matters, such as courses, curricula, syllabuses, examinations, technical and trade training as well as all forms of educational provision, including that provided at schools, technical colleges, teacher training institutions and universities. The directorate is also responsible for communication with the Departments of Education in national and self-governing states. (Behr A L 1984:204). This includes KwaZulu which is the largest and most populous of the Black states. The KwaZulu Education Act was adopted by the KwaZulu Legislative Assembly in 1978 (KZ 1978) (Behr A. L. 1984: 230).

2.4 SOME ASPECTS OF EDUCATIONAL PROVISION IN NATAL AND KWAZULU AND HOW IT IS PLANNED

2.4.1 THE GEOGRAPHICAL LOCATION OF KWAZULU

It is important to note at the outset that, geographically, KwaZulu and Natal constitute one region. Within this region there is a multiplicity of control of education according to racial division.

The KwaZulu Department of Education and Culture is responsible for the education of Blacks in KwaZulu.

In 1979 there were 2 123 schools, of which 1 781 (84%) were primary. Of the 830 000 pupils at school 485 500 (58%) were in lower primary schools (Substandard A to Standard 2), 207 500 (25%) were in higher primary schools (Standard 3 to 5); 120 000 (14,5%) in Junior Secondary Schools (Standard 6-8) and only 14 200 (1,7%) in Senior Secondary Schools (standard 9 and 10). The remainder attended teacher training colleges and trade and technical schools (Behr 1984:230).

The KwaZulu Department of Education has singled out technical education and teacher education as priorities of the future. In 1980 the following trades were catered for: motor mechanics, motor trimming, welding and metal work, upholstery, as well as motor body repair work.

Dr. Dhlomo, Minister of Education and Culture KwaZulu in his opening address made at the 1979 session of the KwaZulu Legislative Assembly stated that:

"It is a well-known fact that if we are to develop a reservoir of skilled labour in this region, we have to produce more secondary school graduates since it is from their ranks that skilled labourers are recruited."

2.4.2 THE EDUCATION DEPARTMENTS FOUND IN NATAL

The constitutional development with the establishment of the Tricameral Parliament led to the following Departments in South Africa which are also found in Natal.

- (i) The Department of Education and Culture (House

of Delegates) responsible for Indian Education in Natal.

- (ii) The Natal Education Department, under the Department of Education and Culture (House of Assembly) responsible for the Education of the Whites in Natal.
- (iii) Department of Education and Culture (House of Representatives) for Coloureds.
- (iv) The Department of Education and Training caters for Blacks in Natal but outside KwaZulu.

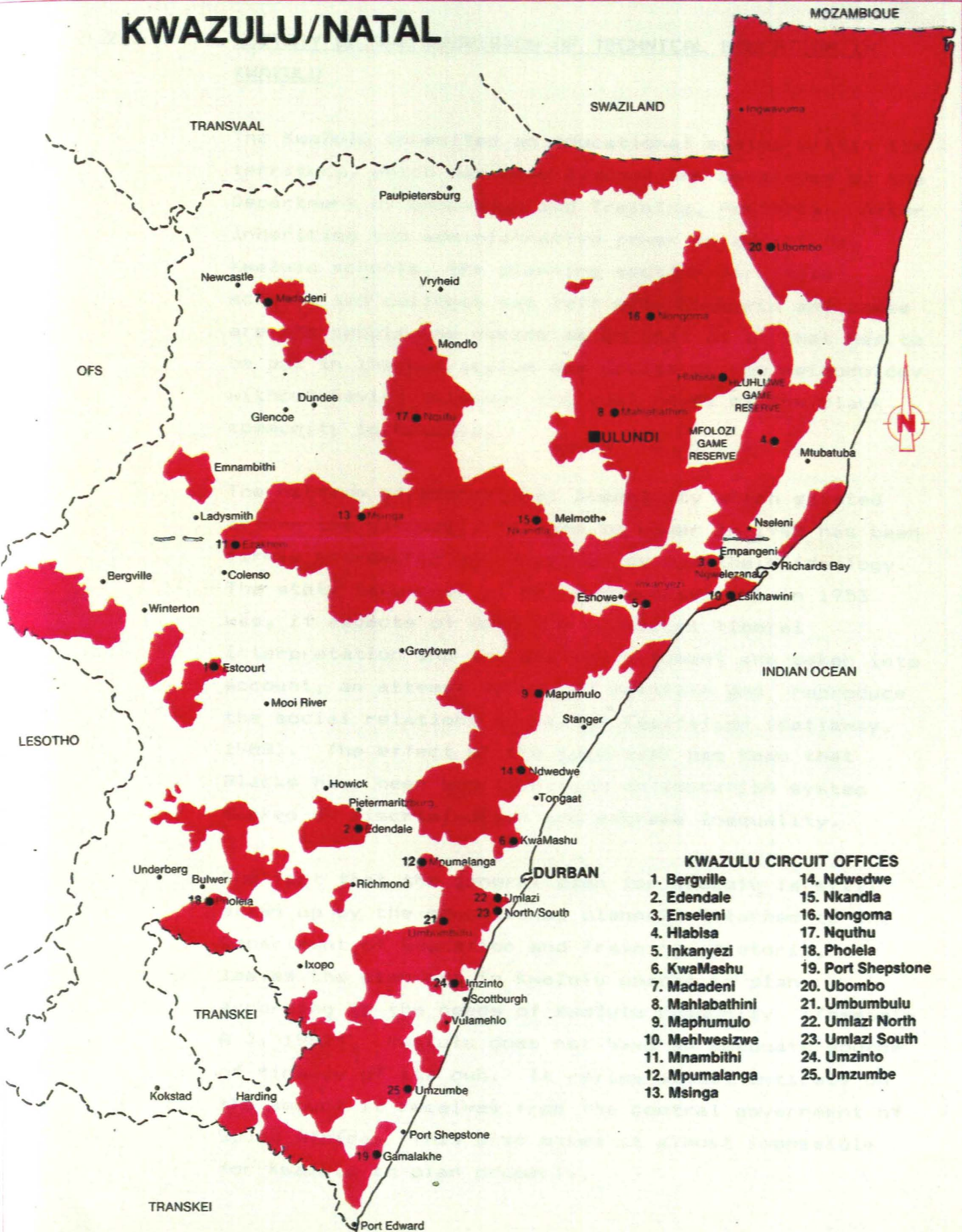
2.4.1

THE FOLLOWING MAP OF NATAL SHOWS THE LOCATION OF
KWAZULU CIRCUIT DISTRICTS AND OFFICES

CIRCUIT DISTRICTS AND OFFICES

KwaZulu Department of Education and Culture

KWAZULU/NATAL



2.5

HISTORY OF THE PROVISION OF TECHNICAL EDUCATION IN KWAZULU

The KwaZulu inherited an educational system within its territory, which had been planned and developed by the Department of Education and Training, Pretoria. After inheriting the administrative power to administer KwaZulu schools, the planning section for these schools and colleges was left with Pretoria and these are the people who decide as to what is it that has to be put in the curriculum and decide on the methodology without having assessed the real needs of the Black community in KwaZulu.

The pattern of educational inequality which existed before the nationalists came to power in 1948 has been firmly entrenched and expanded by apartheid ideology. The state take-over of Bantu education Act in 1953 was, if aspects of both the classical liberal interpretation and the marxist argument are taken into account, an attempt first, to maintain and reproduce the social relations of racial capitalism (Kallaway, 1988). The effect of the take-over has been that Blacks have been supplied with an education system marked by discrimination and extreme inequality.

The fact that the general plan for KwaZulu is still drawn up by the educational planners attached to the Department of Education and Training, Pretoria, leaves the planners in KwaZulu unable to plan according to the needs of KwaZulu community (Thembela A J, 1982). KwaZulu does not have an adequate source of finance of its own. It relies almost entirely on the amount it receives from the central government of South Africa. This also makes it almost impossible for KwaZulu to plan properly.

Thembelela (1982:69) concludes that the KwaZulu educational planners can only take estimates of recruitment for the coming year in terms of the guidelines supplied by the educational planners of the Department of Education and Training, Pretoria. This confines the activities of KwaZulu Educational planners to short range planning.

The Buthelezi commission (1982) as quoted by B J Jarvis, Black Education in South Africa, (unpublished dissertation) stated that in 1981 the per capita expenditure on education (including capital works) amounted to R73 in KwaZulu (908 613 pupils) while in the Natal Education Department it was R908 (113 062 pupils). The commission noted that this disparity was particularly a reflection of differences in teacher salaries (Buthelezi Commission, Vol 1, 1982:74) which are directly linked to qualifications but which are also caused by racial discrimination.

Dhlomo, 1979 (ii):22 as quoted by Thembelela (1981:72) announced that KwaZulu Cabinet had commissioned the Human Science Research Council to undertake a manpower survey which would enable the KwaZulu Government to know what type of skills KwaZulu region will need in more foreseeable future:

"..... the result of the manpower survey are very important if we are to plan on educational system that will be relevant to our immediate future needs." (Dhlomo, 1979:22).

Since the planning and designing for technical colleges is done by Pretoria, Department of Education and Training for KwaZulu, planners in Pretoria do not seem to be considerate of the needs of KwaZulu communities. The curriculum planning and design do not seem to relate to the needs of the factual

situation. It is not clear whether Pretoria, Department of Education and Training does interact with KwaZulu or other self-governing states to establish educational needs of the communities.

The historical survey has sketched that the curricula is still prescribed by the Department of Education and Training, Pretoria for all departments of education for Blacks in South Africa and this has become a great barrier to change within these territories.

2.6

GROWTH AND DEVELOPMENT OF TECHNICAL COLLEGES IN KWAZULU SINCE 1978-1989

When KwaZulu took over from Pretoria, there were only two technical schools serving the whole community of KwaZulu. The Department of Education and Culture KwaZulu, has strongly promoted career oriented education. The department now has a total of eight technical colleges and two industrial training centres and a technikon known as MangoSuthu Technikon to overcome a serious shortage of technically skilled people. The following technical colleges have been built and developed by the KwaZulu since 1978.

1. UMLAZI TECHNICAL COLLEGE

This technical college offers apprentice training from National Technical Certificate I (NTCI) to National Technical Certificate 6 (NTC 6). The pre-employment trade courses N1 - N3, basic skills intensive courses, water treatment N1-N3, Laboratory Assistants, N1-N3, electrical mechanical and civil engineering N1-N3 and Radio and TV courses are offered in the same college. This is the only college which offers advanced training in KwaZulu ie. N1-N6.

2. EDENDALE TECHNICAL COLLEGE

This college offers a three year Junior Certificate courses. The pre-employment courses and standard 6-10 technical curriculum is also offered.

3. EZAKHENI TECHNICAL COLLEGE

The college offers pre-employment courses, intensive courses and apprentice training N1-N3. The college offers block release courses per trimester on a part-time and full-time bases. This is a new college and has started in January 1980 with two trades but today has 6 trades (1990).

4. MADADENI TECHNICAL COLLEGE

This offers pre-employment courses, intensive courses and apprentice training N1-N3.

5. NONGOMA TECHNICAL COLLEGE

This college offers pre-employment courses, commercial courses N1-N3 and trade subjects for high school pupils. It only caters for full-time students only.

6. NTUZUMA TECHNICAL COLLEGE AND TRAINING CENTRE

This college offers a technical bridging courses to prepare less qualified students to study for NTC Part 1. The basic practical course offered are bricklaying, woodwork and machining, plumbing and sheet metalwork, painting, glazing and sign writing, welding, leather work, motor vehicle repair work, upholstery, electrical, auto

electrical, tailoring and garment making. The college caters for people who are doing NTC1 to NTC3 only.

7. TISAND TECHNICAL COLLEGE AND HIGH SCHOOL

This college was sponsored by Richards Bay mineral for the people of Esikhawini and surrounding areas. Infact phase one was completed on schedule and standard 6 has just commenced in 1989. This institution will enrol about 900 pupils in technical, technological and commercial streams and will also provide tuition for apprentice in Richards Bay area.

8. ENYENYEZI TECHNICAL COLLEGE AND TRAINING

This college offers pre-employment and intensive courses starting from N1-N3.

9. EZAKHENI TECHNICAL COLLEGE

This college offers intensive trade courses of approximately 13 weeks duration in 6 trades. This is a new college and has just started in January 1980 with 2 trades and 3 teachers = but today has 6 trades and 15 teachers. It does not have part-time courses.

10. ENSELENI, AND ISITHEBE TRAINING CENTRES

These are Industrial Training Centres both situated in rural areas and offers trade training to people with primary education. The 13 week courses in practical applications enable them to start home-industries such as brick-making, building, carpentry, welding, painting, glazing, panel beating and spray painting. These courses

help students start small businesses or craft shops.

2.7 ADVANCED TECHNICAL EDUCATION IN KWAZULU

Although the technikons fall outside the scope of this study, reference is made to this level of education for purposes of completing the picture regarding technical education in this region.

In 1976 a start was made with the provision of advanced technical education. As a result Technikon MangoSuthu at Umlazi, near Durban was erected. The establishment of this technikon is a direct result of the increasing demand for Black technicians, paramedical staff and related professional careers in the Republic of South Africa, the National and newly independent Black states.

This technikon is still governed by the Technikons (Education and Training, Act, 1981 (Act 27 of 1981) which provides for the establishment, maintenance, management and control of Technikons for Blacks and, for that purpose, for the establishment of the co-ordinating council for technical education and for matters connected therewith. At the technikons (Education and Training) amendment Act, 1984 (Act 77 of 1984 provides for the appointment of an academic board, for the admission too to technikons of students other than black and for training to be undertaken in co-operation with technical colleges. (Behr 1984:216).

At MangoSuthu Technikon courses are offered for the training of engineering, technicians, (civil, electrical and mechanical) geology and survey technicians, architectural, draughtsmen, building, surveyors, mechanical plant operators as well as for

the National Diploma in Commerce, the National Diploma in Cost Accounting and Certificate in Business Education.

2.8

THE COMPREHENSIVE SCHOOLS IN KWAZULU

The comprehensive schools are those schools that offer academic subjects, commercial courses or subjects and few technical subjects starting from standard 6 to standard 10 classes. There were (in 1990) two comprehensive High schools in KwaZulu, namely Ogwini Comprehensive High school and NqabakaZulu High School. These comprehensive high schools are financed by Toyota Company especially technical section. Ogwini high school enrolled 150 pupils from 6-10 attending theoretical and practical classes in 4 trade directions. NqabakaZulu enrolled 60 to 100 pupils in standard 6,7, and 8 for technical classes. The newly built comprehensive and technical college (ComTech) is at Umlazi. It was built in 1990.

2.9

MANAGEMENT AND CONTROL OF TECHNICAL EDUCATION IN SOUTH AFRICA, NATIONAL AND SELF GOVERNING STATES INCLUDING KWAZULU

All colleges are operating under the Technical College Act, 1981 (Act 104 of 1981) which prescribes the manner in which colleges are established, constituted administered and controlled. This technical college Act of 1981 is applied in all Education Department's in South Africa including KwaZulu. Article 5 states that a college shall consist of:

- A. A College Council or College Advisory Board
- B. A Principal
- C. A board of studies

D. Staff and students

The College Council manages and controls the affairs of the college in terms of its powers and duties defined in the act. The Council consists of the Principal and other members are appointed by the Minister. It is intended that council members represent the interest of the local community on as broad as front as possible. The bodies or organizations usually represented are:

- (i) Organised commerce and industry
- (ii) Large local employers such as KwaZulu Transport Services, Post Offices, Iscor, SATS etc.
- (iii) Local Cultural Organization including service organizations etc.
- (iv) Local community

Certain members are also appointed in their personal capacities because of their personal experience, expertise or abilities which can make a meaningful contribution to the development of the college.

The board of studies consists of the college principal (as chairman) two other members of council and the members of the teaching staff designated by the council. It functions as an advisory committee on academic matters as well as exercising "such powers of organization, training and discipline of students at the college. In practice, the board of studies tends to be a means by which the senior teaching staff communicate with the council on all matters concerning courses offered and the expansion of teaching facilities. This board of studies does not seem to be

part in the curriculum planning and design. Secondly, the board of studies does not seem to be involved in any research that might contribute to the updating of knowledge within the college.

Broadly a college council has the following powers and functions:

- A. to set up committees
- B. to appoint lecturers and administrative staff in non-promotion posts
- C. to determine the tuition and residence fee
- D. to issue student rules as guided by the board of studies
- E. to accept donations, raise funds and spend monies received including subsidies
- F. to enter into contracts
- G. to determine remuneration of part-time lecturers teaching self-supporting courses.

It is also noticeable that the council does not seem to be involved in administrative decision - making process and advice giving on curriculum matters.

The principal is responsible for all administrative and executive management functions. He is responsible for the execution of Legislation, departmental policy and instructions and council decisions. The principal's roles encompasses, inter alia, the following.

- A. He acts as a full member and secretary of the college council
- B. He formulates and controls all internal policies within the framework of college council policy.
- C. He draws up or approves each staff members job description and sets up internal communication and manages procedures.
- D. He drafts and controls the college budget and controls all expenditure which includes all costs except the salaries of full time.
- E. He directly controls all administrative staff.
- F. He liaises with the press, public , commerce and industry on all matters affecting the college.
- G. He conducts staff evaluation development programmes and is responsible for the quality of instruction in the college.
- H. He conducts interviews with prospective students and their parents, and is responsible for admission of all students.

It is also noticeable that the principal does not seem to be involved in research and curriculum planning section. He is a business manager and an educational manager within the college.

The technical college applies to an educational institution which is dynamic, has wide scope for development and change, and is concerned with two major educational functions i.e. Vocational Education and training across a wide front of occupations in commerce and industry and non-formal enrichment

education aimed at raising the quality of life of the community. Consequently, colleges must ideally have close contact with all sectors of their communities in order to monitor and meet the educational needs of communities. This situation demands principals involvement in researching the real needs of commerce and industry and their contributions towards the curriculum planning and design.

The history of technical education in KwaZulu has shown that planners and principals are still faced with challenges from the community of KwaZulu. It was also observed that the Department of Education and Training in Pretoria is still a barrier to any change within technical education in KwaZulu.

2.10

SUMMARY

This historical survey has sketched the development and growth of technical education for Africans briefly in South Africa and KwaZulu and how they are managed and constituted. The survey also reflected how KwaZulu Educational system was formed and constituted. The fact that KwaZulu Educational system (including technical education) is designed by the Department of Education and Training in Pretoria and is not yet planned and designed within KwaZulu created multitudes of problems of an economic and political nature. This planning system where Pretoria decides and designs for KwaZulu does not seem to produce workers with realistic aspirations and appropriate value systems required by industry and as a result this inadequate planning may create so much problems for KwaZulu.

The historical background reflected that colleges must ideally have contact with all sectors of these communities in order to monitor and meet all needs of these communities. This historical background enables

us to identify some administrative and management challenges and related problems facing technical college principals in KwaZulu. We shall do this in Chapter 3.

2.11

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CHAPTER 3

CONCEPTUAL FRAMEWORK REGARDING THE CHALLENGES AND RELATED PROBLEMS FACING TECHNICAL EDUCATION IN KWAZULU

3.1 INTRODUCTION

The purpose of this chapter is to present the conceptual framework regarding the administrative and management challenges and related problems facing technical education in KwaZulu. In this chapter the writer will discuss the manner in which technical education is provided in Natal, as a background to the identification of the challenges facing technical education in KwaZulu.

This chapter will also sketch briefly the vocational and technical provision in the South African Technical Colleges under the Department of Education and Training with greater emphasis on private sector involvement in Natal/KwaZulu technical training so as to provide the context within which to consider technical education in KwaZulu.

3.2 THE CONCEPT

3.2.1 TECHNICAL EDUCATION

This is an elaboration of the definition of this concept contained in chapter 1. Technical education is a programme designed to prepare individuals or skilled workers or technicians or sub-professionals in recognised occupations, and in new emerging occupations or to prepare individuals for enrolment in advanced technical educational programs, but excluding any program to prepare individuals for employment in occupations generally considered professional, or

which requires baccalaureate or higher degree (Nkungula 1980:4).

Willis (1963: 5) as quoted by Nkungula identified a specific function of technical or vocational education. He wrote:

"Vocational education refers to that part of student's institution intended specifically to fit the student for work".

Technical education is then, an integral part of the total educational system, sharing many of the system's basic goals and principles. It is clear from what the writer has said above that technical education aims at developing skills, abilities, work habits and appreciation encompassing knowledge and information needed by workers to enter and make progress in employment on useful productive basis. From what the writer has said above becomes clear that technical education demands the educational planners and curriculum designers to consider the needs of commerce and industry when planning for technical education.

Technical education can be described as that part of education that prepares a person for a productive career in a particular field of endeavour and for life in general.

Le Roux (1985:87) described technical education thus:

"The skills and competence taught must relate to what employers are looking for and what young people see as relevant," whilst the scheme will at the same time help schools "to widen and enrich the curriculum and to develop skills and interest, including creative abilities, to help

young people to lead a fuller life and contribute more to the life of the community."

3.2.2

THE DIFFERENCE BETWEEN TECHNICAL EDUCATION AND VOCATIONAL EDUCATION

Ngubentombi (1989:60) defined vocational education as:

"Courses of study aimed strictly at preparing the student for an occupation in agriculture, industry, commerce or public service-related activities. It may be provided through formal education, by full or part-time study leading to recognized qualifications in a trade as technician, and in the commercial and service sectors of the economy".

Equally it embraces other forms of training, not necessarily leading to a recognised qualification, given through non-formal education and includes on-the-job training both of a pre-service and upgrading nature provided by employers or private agencies, part-time studies given by voluntary groups and private study engaged in for occupational purposes by the student, often through correspondence courses (Tailor Commission 1979:116) as quoted by Ngubentombi (1989:60).

The Human Sciences Research Council (HSRC, 1981), indicated that:

"Vocational education covers a large number of careers, ranging from the education of secretaries, nurses, teachers to the wide field of technical education for industry and agriculture."

Vocational education is therefore directly responsible for supplying the input of trained manpower into an economy as well as for the development of manpower during careers. Vocational education, therefore, presents the logical end-point of the whole process of education. The difference between technical education and vocational education is that technical training is a much more limited term denoting the acquisition of specific skills needed to enable a person to cope with a well-defined job situation. The vocational education denotes a combination of general formative education and vocational training and generally constitutes a basis for on-going education. The term "Technical" is a new term which most countries prefer to use than "Vocational" because at times both terms end up having the same meaning. (Ngubentombi 1989:60)

Willis (1953: 4) as quoted by Nkungula identified a specified function of vocational education. He wrote:

"Vocational education refers to that part of students institution-intended specifically to fit the student for work"

There is usually an overlapping in the use of the two terms and they are sometimes used interchangeably.

3.2.3 AIMS OF TECHNICAL EDUCATION

1. The main aim of technical education is to develop skills, abilities, work habits and appreciation encompassing knowledge and information needed by workers to enter and make progress in employment on useful productive basis.

- II. To prepare people to function within and to improve society by facilitating smooth entry of the individual into the world of work.
- III. To assist high school pupils in acquiring job skills that will enable them to earn a livelihood and also aid in the development of the country.
- IV. It aims at serving the needs of those young people who want post-school occupational training. The technical education is therefore directly responsible for supplying the input of trained manpower into an economy as well as for the development of manpower during careers.
(Nkungula 1980:14)

Ngubentombi (1989) listed six aims of technical education and they stand as follows:

- 1. To provide opportunities for the development of social skills, including leadership, through a variety of sporting and other recreational activities.
- 2. To provide such courses of study as will enable the student on completion to enter employment with a level of skills acceptable for continued apprentice training.
- 3. To provide a clear understanding of the structure and roles of the occupation for which he or she is being trained, so as to enable the student to comprehend his specialist contribution to, and responsibilities in the community.
- 4. To ensure a level of language competence that will not only enable the student to communicate

fluently with his own environment by the spoken and written word so as to be able to read with pleasure, follow instructions, give directions and write with precision, but provide that in relation to his occupation he has a sufficient grasp of technical language to enable him to apply his skills competently.

5. To provide the student with such an insight into the ethical, political and administrative aspects of modern living, together with the social implications of scientific and technological trends, as will enable him to take an intelligent interest in local, national and world affairs.
6. To provide an acceptable base for continued study (to the advanced craft level) in the participants' vocation. (Ngubentombi, 1989)

The KwaZulu Training Trust Report on Technical Training in KwaZulu (1986: 28) gave the following aims of technical training.

1. To give people the marketable skills required in the formal and informal sectors.
2. Training offered in the rural areas should focus largely on availing people of skills which could be used for employment particularly self-employment.
3. Since there is a high degree of unemployment in the urban areas, particularly in the informal settlements, technical training aims at helping unemployed and employed people to acquire and improve their skills.

4. Technical training in KwaZulu aims at the training of youth in marketable skills for employment in both formal and informal sectors. It is the major aim of technical training in KwaZulu to train people and enable them to meet market needs.

These three sets of aims above are all pointing out that technical education is mainly aiming at providing people with marketable skills for employment in both formal and informal sectors. Nkungula (1980: 14) saw the main aim of technical education to be that of developing skills, abilities, work habits and to assist young pupils in acquiring job skills.

Ngubentombi (1989) supported Nkungula (1980) above by indicating that technical colleges provide courses of study which enable the student on completion to enter employment with a level of skills acceptable in the market or business world.

These aims of technical education especially those listed by KwaZulu Training Trust Report (1986) are of vital importance to this study as the study aims at investigating whether technical colleges do produce marketable students.

3.3

THE ROLE OF TECHNICAL COLLEGES IN THE PROVISION OF TECHNICAL EDUCATION

Firstly, colleges examine their own actions to see if they contribute to imbalances between supply and demand in labour markets, and where appropriate, respond to indicators of imbalances. Technical colleges work co-operatively with

secondary schools to determine functions, reduce overlap, and assure program continuity. The technical colleges indicate to students especially those firmly committed to technical courses, how to combine subject-matter interest with the development of marketable skills.

Dr G van N Viljoen who was, the Minister of Education and Training and Development Aid in 1987 as quoted by Behr (1988) mentioned that:

"the technical colleges and technikons provide intermediate and high-level practical emphasis. These technical colleges provide services to the community and commerce and industry by identifying, assessing and directing talent and developing skills."

The technical colleges have a task of providing service to the community, commerce and industry by first considering their needs. It is clear from this quotation above that there is a need for research before anything related to technical education is introduced. The technical colleges have a great task of undertaking applied and developmental research and consultancy primarily concerned with solving of problems in industry.

This suggests that the technical colleges must conduct research, update knowledge and also exchange information with industry. Further, the employers, employee organizations and educators should work together in ways that are mutually beneficial to learners. The technical colleges provides support for general learning, artistic creativity and advancement on cultural heritage.

The technical colleges and technikons offer relevant and functional training to meet the commercial and industrial demand for trained manpower, there is at all times close co-operation between them and management in commerce and industry. (Behr, 1988: 144)

In the Eastern Cape, for example, there is a large concentration of motor manufacturers who build commercial and passenger motor vehicles and diesel locomotives. To meet the needs for trained manpower for this industry, the Port Elizabeth Technikon provides the only non-university post-matriculation diploma in automotive engineering (Behr, 1988: 144)

3.4

THE ROLE OF INDUSTRY IN TECHNICAL EDUCATIONAL UPGRADING

The Urban Foundation conducted a Black Manpower Training Study in 1980 with one of the purposes being to assess educational and training needs as perceived by employers. The results of this study indicated that the major problem expressed by employers appears to be inadequacy of the educational system to provide aspirant job seekers with a "trainable base." In order to create this "trainable base" there was a general feeling that the entire KwaZulu educational system from pre-school education through primary and secondary education to advanced technical academic education and adult education needed to be upgraded. Priority areas identified were English literacy, mathematics and science, technical education, attitudes and orientation to work environment and awareness of career

opportunities. (K T T Publication, 1986: 11).

Although there was a preparedness on the part of the employers to meet the costs involved in improved training for "Black people":

"there is no real likelihood of employers generally offering much more than specialised training related specifically to their job requirements." (The Urban Foundation, Black Manpower Training Study in Natal and KwaZulu as quoted by KwaZulu Training Trust, 1986)

The majority of industry's corporate social responsibility budget is spent on non-formal educational projects. The main committee of the HSRC. Investigation into Education (1981) defines non-formal education as:

"education that proceeds in a planned but adaptable way in institutions, organizations and situations, outside the spheres of formal and informal education, for example, in-service training in the work situation," (Karodia, 1986: 12).

Most industries, however, only sponsor projects which are going to benefit them in the short-term, the focus therefore, being on secondary, tertiary and technical training. Very few industries focus, for example, on sponsoring pre-primary school projects (HSRC, 1981).

Nkungula (1980) pointed out that technical education is responsible for providing schooling facilities in which the education and training of

people who are to serve in commerce and industry with a view to supplying services to meet the needs of community. The industries and business as undertakings, in their turn, serve the "products" of education namely, the pupils and students, by providing them with job opportunities.

Industry advises technical education on such matters as curriculum, courses, subject syllabuses, standards, practical work and other related matters. Goodey (1986: 39) maintained that:

"industries offer financial assistance to education so as to ensure that educational institutions have the necessary apparatus and highly trained staff to enable them to train learners effectively."

For technical education to fulfill the goal of increasing the employability of school-learners, it therefore, becomes imperative to create parity between the educational system and the labour requirements of industry (HSRC, 1981). This part will also be investigated thoroughly whether it is practiced in KwaZulu technical education. This will be done in chapter five.

3.5 THE PROVISION OF TECHNICAL AND VOCATIONAL EDUCATION IN SOUTH AFRICA

3.5.1 TYPES OF COURSES

A. Formal Courses

These courses are defined as courses

following an approved curriculum with the emphasis on vocational training leading to obtaining a national or either recognised certificate. They are offered on either a full-time or a part-time basis.

Until recently many colleges were permitted to offer some of the National Diploma courses now only offered at technikons.

The most common were the various National Secretarial Certificate, certain of the T - courses (technikon diploma courses) and various diplomas in commerce subjects such as Shorthand, Typing and Accounting.

A new course structure has been devised by the Department of Education and Training for colleges. Known as the "N - course system" (as opposed to the technikon T - course system), courses are structured according to a four subject National Certificate offered at six levels. Levels N1, N2 and N3 correspond respectively to the last three standard levels of secondary schooling while N4, N5 and N6 are known as "advanced" grades. This system has operated successfully for some years (since 1984) with respect of technical courses NTC I, NTC II etc.) and is currently being implemented for all college study directions.

TABLE 3.1 below indicates the N courses that are offered in technical colleges in South Africa. They are shown according to study directions, fields and levels.

TABLE 3.1**N - COURSES AT TECHNICAL COLLEGES ACCORDING TO STUDY
FIELDS AND LEVELS:**

N - COURSE	LEVELS	STUDY DIRECTIONS
TECHNICAL	N1 - N6	Electrical, Electronics, Mechanical, Building.
COMMERCIAL	N1 - N6	Secretarial, Management, Personnel Management Marketing Management Accounting and Computing.
ART	N1 -N6	Graphic Design, fine Art.
DOMESTIC SCIENCE	N1 -N3	Food Service, Floristry Interior Decorating, Clothing Production.
COMMUNITY SERVICES	N1 - N3	Child-care, Care of the Aged Haire Care, Commercial Cosmetic

The Association of Technical Colleges and the Department of Education and Training approved new N - courses in the field of Ballet, Music, Speech and Drama. A few colleges have for some time offered part-time training in these fields, preparing students for the music examinations of the Associated Board of Royal Schools of Music and the Trinity College of Music. These courses were regarded as purely cultural enrichment courses to be offered on a non-formal basis.

Apart from the obvious benefit to the cultural life of communities served by colleges, the offering of

formal courses in Music, Ballet, Speech and Drama is of great significance for the college because at present, these are the only formal courses by which persons can obtain a teaching qualification in these fields.

Formal N - courses are offered either full-time or part-time. The duration of technical N - courses is a trimester eleven teaching weeks for N4 - N6, ten teaching weeks for N1 - N3, followed in each case by two-week period of National examinations; all other courses are offered on a semester basis (seventeen teaching weeks plus two examinations weeks). As the technical courses were originally devised for apprentices (N1-N3) and qualified artisans to progress to technician status, (N4-N6) these are called "block release" system whereby firms send their trainees for one trimester training per year has been linked almost entirely with industrial needs. A recent trend is for fewer firms to register apprentices and for colleges to attract a growing proportion of so - called "private students" into their technical classes. A number of colleges in South Africa report that these students exceed 40% of their technical student. This encourages colleges to become more active in the marketing of their courses and researching their industry's and community's needs.

B. NON-FORMAL COURSE

These are part-time courses offered according to a planned programme but not leading to any recognised National Certificate. The individual college has complete control over course content, method of instruction, registration fees and course duration although it is common for such courses to last for a school term. A non-formal

course must be self-supporting, i.e. it must generate sufficient income from class fees to cover lecturer's salary and any other expense such as course material incurred by the course. No formal teaching qualifications are required of staff teaching these courses and no entrance qualifications apply to the students.

We may distinguish between career and non-career non-formal courses. (i) Career courses can be classified as follows:

- A. Seminars: lasting from one day to a week dealing with a specific aspect to specific interest-group. Infact colleges themselves act as organizers.
- B. In-Service Training: Courses are also of short duration but usually aim at groups of a lower skill - level than seminars and usually more skill - orientated.
- C. Re-training: Courses for persons who have been redundant or whose skills have become outdated. Whereas seminars and in-service training programmes are often initiated by outside bodies, re-training courses are usually initiated by the colleges. They are usually of longer duration, from three weeks to a semester. Attendance certificates are issued by the college to students on completion of a course.

D. Literacy courses for persons wishing to learn a new language e.g. English or Afrikaans for immigrants. Computer literacy is also included here.

E. Skills: Courses such as word-processing dictaphone, typing, public speaking.

(ii) Non-career courses can be classified as follows: Cultural Enrichment and hobby courses which aim at promoting the improvement of a person's quality of life, and courses for the acquisition of a manual skill which aim at raising a person's standard of living. The former includes, for example, music, art, gymnastics, pottery, cake decorating and are taken more for enjoyment. The latter may include subjects such as Pottery, Needlework, Welding, Bricklaying where the emphasis is on acquiring useful skills from which persons derive some economic benefit.

Technical colleges have assumed a major responsibility for these courses. It is the recognised second main function of technical colleges and is referred to by the government in the White Paper on the provision of education in the Republic of South Africa (1983 (paragraph 6: 2) as follows:

"..... the government holds the view that technical colleges are the institutions that are pre-eminently suited to the planned presentation of non-formal education programmes. In the opinion of the government the technical colleges function efficiently and their control boards afford representation to all the bodies proposed in 3:38 (b)".

Vermaak (1985:3) as quoted by Jacobs of the Department of National Education says that non-formal education:

"has a role to play in the economic, cultural and social advancement of the participants"

Vermaak (1985) ended by saying that:

"Technical colleges could become the hub of the community learning system"

3.5.2 THE TRAINING OF ARTISANS

The H S R C and the National Training Board (NTB) (White Paper 1987) strongly recommended that urgent consideration be given to a system of devolution of decision-making in the apprenticeship system to the body controlling the training, i.e. Industry Artisans Training Board, providing that the partnership of Industry, employers, employees and state is maintained.

The major co-ordination and control of artisan training should be through the NTB Artisan Training Committee (NTBATC) which should have the following composition and functions.

A. COMPOSITION ; REPRESENTATION FROM

- i) National Training Board
- ii) Technical Colleges
- iii) Employer organizations

iv) Employee organizations

B. The following functions are being followed:

- i) Guidelines and requirement for accreditation of modules and courses for artisan training at centres and colleges.
- ii) Guidelines and requirements for accreditation of training centres and test centres.
- iii) Approval of criteria for final evaluation
- iv) Monitoring of tests
- v) Co-ordination of common trades
- vi) Liaison with technical colleges (White Paper, 1987)

The government was in broad agreement with these recommendations for practical in service - training of Artisans.

The joint technical college and industry subcommittees were established at the Industry Artisans Training Board level to deal with course and subject syllabus content, updating of subject matter and other matter related to technical training of apprentices at technical colleges.

Practical training concentrates on the mastering of basic and these orientated skills common to a family of trades, with only a small amount of training in aspects specific to a particular employer. The specific skills are only taught once basic, general

and trade orientated skills have been effectively dealt with. During apprenticeship the applicable trade theory is taught with practical training in an institution while the theoretical training is interspersed with the practical training to achieve the best co-ordinated results. (White Paper, 1987).

After institutional pre-training a prospective trainee is given the opportunity of entering into an apprenticeship or an industrial training scheme with an employer. Recognition in the form of exemption from the relevant and applicable modules already completed is given so as not to duplicate training. A minimum time period is attached to the final training scheme to ensure that the trainee obtains the necessary on - the - job training and experience before artisan status is attained. Industry Artisans Training Boards built up accreditation standards for centres, equipment, performance evaluation and training programmes based on each particular type of training and syllabus. The government of South Africa supports the idea that the National Training Board takes the overall initiative in co-ordinating training standards in order to ensure that the training and evaluation are maintained at a high level.

Instructors should have achieved artisan status by passing a trade test, have gained a period of experience as an artisan, have an acceptable education level, be selected using suitable tests so as to ensure that they have required aptitude and be given a course on instructional methods such as CRI on or shortly after appointment to prepare them for their task. (White Paper, 1987:9) Properly trained instructors are essential for maintaining the entire spectrum of training standards in respects of which

the National Training Board has to play a co-ordinating role. It is clear from the explanation above that there is a link between the Department of Education and Training and industry especially when it comes to the training of artisans in South Africa.

The writer investigated whether such methods of training were being applied by the National States and self-governing states like KwaZulu. This is revealed in chapter 5.

3.5.3 THE TARGET GROUP FOR POST-SCHOOL TECHNICAL EDUCATION

Technical education must be understood within the context of school and post-school education. The target group for technical education are:

A. PERSONS WHO LEFT SCHOOL

The people who left school before or after attaining standard 10 level of education and who are in need of practical-orientated career training.

B. ADULT STUDENTS

These are people who either wish to improve their qualifications with a view to improving employment opportunities or further studies, or who need retraining due to their skills being redundant or their occupation no longer existing or some other unforeseen circumstances such as illness or who merely wish to develop some skill (manual or social) or wish to enrich or advance their own cultural development.

C. CHILDREN

These are children of school-going age who attend a college after school hours to receive training (usual formal instruction) in music, ballet, art, speech and drama.

3.5.4 PRIVATE SECTOR INVOLVEMENT IN TECHNICAL TRAINING

Kallaway (1988) pointed out that Education and Training have become, within the last ten years, a major private sector undertaking. So important in the range of these initiatives in education, that the Anglo-American Chairman's Fund was recently called South Africa's other government. More money from this fund is ploughed into education than any areas of its operations which include research, charity, and cultural and social development.

Firstly, private sector offers financial assistance to education, advises education on certain matters and also make their training facilities available to learners. Private sectors like Anglo-American, Toyota Company, Post and Tele-communications, Railways and Harbours are working hand in hand with the Department of Education and Training and various other Departments of Education. Private enterprise usually provides the funds for building and equipment and the Department of Education and Training does the staffing and offer the curricula.

(Kallaway, 1988)

Further, Kallaway (1988) indicated that there are educational projects established and administered

by independent trusts. These are initiated or directly assisted by private enterprise, in particular the large multi-nationals or mining groups or they are funded through the "home" governments of these multi-nationals, e.g. USA, West Germany, Switzerland, United Kingdom.

These programmes usually involve upgrading of various kinds, training in semi-skilled work, bursaries for Blacks to study overseas, and funding of commercial and technical schools such as PACE College in Soweto. The purpose of all this is the creation of highly qualified, motivated and employable students.

The private sector or commerce and industry are directly or indirectly involved in technical education in South Africa. The representatives from Chamber of Commerce, Industries, Department of Manpower are included in the college councils and their responsibilities are to give advice to technical colleges and to see to it that the knowledge or content is updated and related to their needs. The technical colleges and technikons in South Africa especially those that fall under DET are working co-operatively with commerce and industry and there is a lot of money donated by these sectors or outside organizations. The aim of their involvement is to improve the quality of learning and to help improve the equipment in the workshops. (Kallaway, p. 1988).

Training in the private sector occurs either on the job, in an industrial training centre, in a group training centre or a private enterprise

training facility. At present the RSA's Department of Manpower grants tax concessions for certain training, but this is under review with the intention of replacing it with a cash grant system. (K T T. Publication, 1986).

The bulk of the in-service training attended by Black employees is focused on improving productivity skills. Few black employees are sent on managerial self-development type courses, revealing a lack of commitment to black advancement programmes by the majority of industries. However, commerce and industry have indicated that many black employees lack the trainable base on which advancement training depends, i.e. the ability to communicate effectively in English and Afrikaans, independent reasoning, problem solving and life skills. (Urban Foundation 1980, Black Manpower Study).

3.5.5 INSTITUTIONS WHICH OFFER TECHNICAL TRAINING IN NATAL AND KWAZULU

As this investigation has to do with the people of KwaZulu, it is necessary to look at the training facilities available in KwaZulu/Natal as there are training facilities available to these people outside KwaZulu. Training facilities can be split into those in the formal education system and those in the non-formal sector. Formal training is defined as that provided by the formal educational system, viz. the RSA Department of Education and Training and the KwaZulu Department of Education and Culture. Non-formal training is offered by a variety of sources including the private sector, public sector and a variety of non-governmental

organizations. In the non-formal sector, training is offered either on the job or in an industrial training centre, group training centre or in a private enterprise training facility.

3.5.5.1 FORMAL TRAINING FACILITIES IN NATAL

Table 3.2 below indicates the enrolments in the one year pre-apprenticeship Natal Technical Colleges of the DET where there were a total of 1000 students in 1985. (K T T Publication, 1986). Table 3.2 also shows that there are only two technical colleges for blacks under DET in Natal (1990). In Plessislaer Technical College situated in Pietermaritzburg, various trade courses plus technical teacher training is offered. Swinton Road Technical College is situated in Durban (Lamontville) and offers various trade courses plus apprentice training and commercial training. (KTT Publication, 1986).

TECHNICAL COLLEGES UNDER D.E.T IN NATAL

TABLE 3.2

INSTITUTION	AREA	PRE-SERVICE TRAINING COURSES (1 YEAR)	ESTIMATED ENROLMENT
Plessislaer Technical College	Pietermaritzburg	Various trade directions plus technical teacher	400
Swinton Road Technical College	Durban (Lamontville)	Various trade directions plus apprentice training and commercial training	600
TOTAL			1000

For the sake of completeness it should be mentioned that there is the Sastri Technical College for Indians and L C Johnson Technical College for Coloureds in Durban with a branch of the latter at Pietermaritzburg. There are also technical colleges for White students in Durban, Glencoe, Ladysmith, Newcastle, Pietermaritzburg, Pinetown, Richards Bay, Port Shepstone and Vryheid catering for a total of 5 352 students in 1985. These white technical colleges are situated in Natal and do not normally admit black students to their courses. There is Natal Technikon for whites and M L Sultan Technikon for Indians. Both these technikons are able to admit black students so that courses not at present available at the Mangosuthu Technikon (KwaZulu) are still accessible to Black students.

3.5.5.2 FORMAL TRAINING FACILITIES IN KWAZULU

A. TECHNIKON

The Mangosuthu Technikon was established at Umlazi in order to provide for the tertiary technical training requirements of KwaZulu. Residential accommodation for 920 students per semester has been provided at the technikon so as to accommodate students not residing in the immediate vicinity of Umlazi. Courses at the technikon are run on a semester basis and there are three-year diplomas followed by a higher diploma, masters diploma and a six-year research qualification leading to the laureates. A very wide range of vocational courses is available at all technikons leading to possible employment in engineering, health, art and design, home economics and other occupations. A person

having a three or four-year qualification is employed at a technician level while a five year or higher qualifies the holder as a technologist.

The student enrolment at the Mangosuthu Technikon during 1987 was just over 1000 and the number of Diplomas awarded for the work of 1986 was a total of 159. (K T T Publication, 1986).

B. TECHNICAL COLLEGES IN KWAZULU

In chapter 2 paragraph six, a list of all KwaZulu Technical Colleges was given and this section will only concentrate on the courses provided by KwaZulu Technical Colleges.

Table 3.3 below indicates the lists of all KwaZulu Technical Colleges and courses that are offered on a full-time and part-time basis.

TABLE 3.3

**TECHNICAL COLLEGES UNDER DEPARTMENT OF EDUCATION
AND CULTURE, KWAZULU**

TECHNICAL COLLEGE	AREA	PRE-SERVICE TRADE TRAINING COURSES OFFERED	NO	W/SHOP CAPACITY (ACTUAL)	
Edendale	Pietermaritzburg	CJC;CBP;E;M;PD;PDS; WM	7	165	(127)
Isakheni	Ladysmith	CJC;E;M;MBR;WM	-	105	(35)
Madadeni	Newcastle	E;CBP;M;WM;and Apprentice (4)	4	60	(32)
Nongoma	Nongoma	CJC;CBP;M;E;MBR;WM;T and Commercial	7	180	(83)
Umlazi	Umlazi (Durban)	CJC;CBP;E;DM;M;FM;MBR;PDS;RTV;WMand Apprentices (250)&Tech Teachers(10)	10	195	(120)
		TOTALS	38	705	*(397)
Ntuzuma Tech	Ntuzuma (Durban)	13 week basic skills in 9 trades plus preliminary;N1-N3 in separate blocks	9	105	*(143)
Imveniyezi Tech College and Training Centre	Boboyi Port Shepstone	Opening 1988-BR.WMG.GM.NTC1	-	40	-

Actual number of workshop practice candidates in the July 1987 moderation.

Instructor/student ratio 8,4; (15:1)

Total enrolment at all colleges: 1355 (1987).

KEY TO ALL TRADE COURSES: PRE-SERVICE COURSE (COLLEGE): DEC PRACTICAL WORK CERTIFICATES

CJC - Carpentry, joinery and cabinet-making

E - Electrician's work

MBR - Motor body repair-work

DM - Diesel mechanics

PDS - Plumbing, drain laying and sheetmetal work

RTV - Radio and television

CBP - Concreting, bricklaying and plastering

FM - Fitting and machining

M - Motor mechanics

WM - Welding and metalwork

PD - Painting and decorating

T - Tailoring

KwaZulu Technical Colleges provided for post-school non-tertiary career education on a full-time and part-time basis. This may take the form of block-release theoretical classes intended to supplement the practical training given to apprentices by their employers. A block-release course consists of up to 13 weeks of full-time study, the employer releasing the apprentice from his normal duties for this purpose. Another form of the technical college course is pre-employment training for people wishing to become apprentices.

These courses are offered in 14 different trades over a two-year period and in addition to practical trade training received, the successful student may obtain the N1, N2 and N3 Certificates which equate in standard eight to ten. In addition to these courses, certain technical colleges offer intensive commercial courses which include Accounting at the N1, N2 and N3 levels.

C. KWAZULU TRAINING CENTRES

There are four special training centres in KwaZulu which, together with three of the technical colleges offer 13 weeks intensive practical courses. These courses are intended for people who have not received the necessary educational level for admission to courses at a technical college. Requirements are that applicants be older than 16 years of age and be able to communicate without difficulty in either English or Afrikaans, (K T T Publication 1986). The courses are designed to equip people for entry into the industrial world and include trade training and training in the entrepreneurial skills, but they do not include trade theory or other technical subjects. They are not designed as pre-apprenticeship training but are intended to enable a person to apply the skills learned to the informal sector and start up his own small business. Table 3.4 lists the

institutions concerned, the trade courses offered and the size of each institution.

TABLE 3:4

KWAZULU TRAINING CENTRES

The following centres offer intensive 13 week practical work courses in the following trades:

CENTRE	AREA	TRADE SKILL COURSE	NO	W/SHOP CAPACITY (ACTUAL)	
Ezakheni	Ladysmith	AGW;BR;MPL;WMG	4	40	(36)
Enseleni	Empangeni	AGW;BR;MPL;WMG	4	50	(37)
Isithebe	Mandini	AGW;BR;MPL;WMG;MM;MER	6	70	(65)
Ntuzuma	Ntuzuma (Durban)	AGW;BR;MPL;WMG;MM;L;UM;PD;GM	9	150	(143)
Umlazi*	Umlazi	BR;PD	2	30	(26)
Ezakheni*	Ladysmith	MM;UM	2	20	(6)
Madadeni*	Newcastle	BR	1	10	(13)
		TOTAL	28	373	+(326)

*Adhoc centres at Technical Colleges.

*Actual number of candidates July 1987 moderation.

Instructor/Trainee ratio 8,8:1 (10:1).

Actual enrolment for 1987:1204 (all centres)

INTENSIVE COURSES: (Centres)

AGW - Arc and gas welding	}	DET Certificate
BR - Bricklaying	}	
MPB - Metal and plumbing	}	
WMG - Woodwork and machining	}	
MVR - Motor vehicle repair	}	
MBR - Motor body repair work	}	DEC Certificate
L - Leather work	}	
UM - Upholstery and motor trimming	}	
PD - Painting and decorating	}	
GM - Garment making	}	

3.5.5.3 NON-FORMAL TRAINING FACILITIES IN KWAZULU

A. KWAZULU TRAINING TRUST

KwaZulu Training Trust, situated at Umgababa, is constituted as a company "not for gain" in terms of the Companies Act. (K T T Publication, 1986:111). Its mission is to establish, operate and maintain viable business undertakings either in the formal or informal sector of the economy.

The KTT which was officially established in 1980 as a subsidiary company of the KwaZulu Finance and Investment Corporation, officially took over the business training function of the KFC in 1983 and presently operates autonomously under the Board of directors. The KTT obtains financial support from a variety of sources through grants as donations and is aiming to become self-sufficient in the long-term. (K T T Publication, 1986: 112).

Courses offered by the KTT are subdivided into two broad categories.

(i) ADVANCED SKILLS

These courses are offered in the retailing as well as technical fields and equip trainers with skills suitable for most eventualities in the modern and formal sectors of the economy.

Courses include fully recognised and accredited apprenticeships in the motor and metal industries as well as retail

managerial skills such as bookkeeping, merchandising, personnel management and shoplayout. The training of supervisors in decentralised industries in production planning and control is a further service provided by KTT.

(ii) BASIC SKILLS

The Fundikhono Training Centre of the KTT acts as the hub for all basic skills training done by KTT. Courses are offered at Fundikhono as well as in the field on a mobile basis to communities who have difficulty in leaving their homes. Most of the courses are designed to cater for persons who are semi-literate and possess virtually no marketable skills. Courses offered include sewing, knitting, silk-screen printing, chicken production, tractor repairs, welding. All courses offered by KTT are listed in Table 3.5 below. This table 3.5 below shows courses offered by KTT, entry requirements, duration of course and persons trained in 1987.

Lastly, KwaZulu Finance and Investment (KFC) is another big financial institution and industry responsible for financing businesses and houses in KwaZulu. It has a strong relation with KTT and they are both of great service to KwaZulu Community.

Table 3.5 below indicates courses offered by the KTT.

TABLE 3.5**COURSES OFFERED BY THE KTT**

CENTRE/ VENUE	TYPE OF COURSE	ENTRY REQUIREMENTS	DURATION OF COURSE	PERSONS TRAINED 1987
Fundikhono	Cooking with Flair	English Literacy	10 days	88
	Homecare	English Literacy	10 days	38
	Microwave Cooking	English Literacy	3 days	13
	Sewing/Silkscreening	None	15 days	530
	Pattern Cutting	Std 6	10 days	36
	Knitting	Zulu Literacy	10 days	112
	Broiler Production	Zulu Literacy	10 days	95
	Metalwork & Welding	Numeracy	30 days	82
	Elementary Vehicle Repairs	English Literacy	35 days	32
	Elementary Tractor Repairs	Zulu Literacy	15 days	9
Field	Sewing/Silkscreening	None	14 days	674
	Maize Farming	None	6 days	426
	Basic Cash Book/farmers	None	1 days	164
	Retail Management	Retailers	21 days	873
Umlazi	Motor Mechanics	Std 8 + Maths	4 years	6
	Diesel Mechanics	Std 8 + Maths	4 years	5
	Automotive Body Repairs	Std 8 + Maths	4 years	11
	Automotive Electricians	Std 8 + Maths	4 years	4
	Fitters/Turners	Std 8 + Maths	4 years	17
	Electricians	Std 8 + Maths	4 years	10
	Diesel Trade Test preparation	English Literacy	20 year	17
	Auto Electrician Trade	English Literacy	20 years	13
	Fitting/Turning Trade	English Literacy	30 years	3
	Test Preparation			
	Hydraulics/Pneumatics	English Literacy	10 years	2
	Repairshop Assisrants	English Literacy	45 years	20
	Basic Fitting	English Literacy	10 years	12
	Basic Welding	English Literacy	15 years	24
TOTAL TRAINED				3316

3.5.3.4 NON-FORMAL TRAINING FACILITIES IN NATAL

A. THE FURNITURE INDUSTRY TRAINING BOARD (FITB)

This training board has three training centres in the RSA of which one operates in Durban (Natal). The FITB was established in 1975 by the Federation of Furniture Manufacturers of South Africa and it raised its finances by a levy on all employers in the Furniture Industrial Councils. Three different classes of courses are offered at the centre, namely, trade training, staff development and training of the unemployed. These courses are available to trainees from all population groups.

Practical training is provided in the trades of wood machinist, cabinet-maker, upholsterer and polisher. This training consists of four blocks of three weeks each which are spaced about six months apart so that practical experience may be obtained between blocks. There is also an apprenticeship system available in the Furniture Industry. (KTT Publication, 1986:114).

Staff development courses are offered in 35 modules leading to Supervisory Diploma, Technical Supervisory Diploma and a Supervisory Management Diploma.

B. THE BUILDING INDUSTRIES TRAINING BOARD

The Building Industries Federation (South Africa) established the Building Industries Training Scheme (BITS) in 1984 out of the Building Industries Recruitment and Training Scheme (BIRT) which had started in 1970 and which erected the

BIFSA Training Colleges including the Durban BIFSA College at Marianhill in 1983. BITS is funded by a levy applicable to all employers in the Building Industry. (KTT Publication, 1986:118).

Training at this college is offered for the general building worker, the artisan's assistant, the apprentice and artisan, the foreman and supervisor as well as for the unemployed in basic building skills. Practical skills training is available in the trades of plumber, plaster, bricklayer, painter, carpenter, joiner and shopfitter. In addition to block releases at a technical college, the apprentice attends a 12 week practical course in his first year and three week courses in his second and third years of apprenticeship at the BIFSA college. Candidates with little or no basic education are taken into the industry as learners if they pass a trainability test. (KTT Publication, 1986:118).

They attend a 12 week BIFSA course after which they enter into a system of proficiency tests and alternating periods of 3 weeks per year courses, industrial experience and proficiency testing. As a result of this training scheme they may become a general building worker, a specified skills worker, an artisans' assistant or an artisan.

Courses are offered in supervisory/management skills in topics such as site foremanship basic, building supervision, concrete technology for supervisors, setting out and levelling, industrial relations, interpreting schedules and

contract documents as well as interpreting working drawing effectively. In 1987/1988 there were about 150 people trained in Natal/KwaZulu (KTT Publication, 1986: 118). During the 1987/88 financial year 3591 persons entered BIFSA and 2782 completed the course of whom 2761 were Blacks (KTT Publication, 1986). The following table indicates the percentage of Black trainees per trade at BIFSA in 1987.

TABLE 3.6

PERCENTAGE OF BLACK TRAINEES PER TRADE, BIFSA

TRAINEES	PERCENTAGE
Bricklayers	67%
Bricklayers/Plasterers	43%
Carpenters	57%
Joiners	-
Painters	57%
Plasterers	57%
Plumbers	16%
Shopfitters	-
Wall & Floor Tilers	-
Wood Machinists	50%
TOTALS	44%

(K T T Publication, 1986)

C. THE S A SUGAR ASSOCIATION INDUSTRIAL TRAINING CENTRE (SASITC)

Owing to the low pass rate of apprentices from Sugar Industry the S A Sugar Millers Association established a training centre at Mount Edgecombe in 1974 to address this problem. The SASITC was originally funded by the Sugar Millers

Association and tuition was offered free to employees of the mills. Financing of the centre was then taken over by the S A Sugar Association in April 1976 using funds obtained by levies on sugar cane farmers and mills. Training is offered in welding and building. Apprenticeship courses are conducted over periods of three months in the first, second and third years of each apprenticeship and are coupled with technical college and practical training so as to cover the gazetted schedules of training. Courses are grouped into three categories. (KTT Publication, 1986:124).

D. THE GENERAL POST OFFICE TRAINING CENTRE – DURBAN

A new training centre for the technical staff of the Department of Post and Telecommunication Services has been built at Umbilo (Durban) and was occupied in May 1988. The training of administrative/clerical staff takes place at the main Post Office in Durban. The training centre has 32 classrooms and 26 laboratories/workshops for practical training purposes. Practical and theoretical training is provided on a full-time basis for the following types of trainees:

- Technicians following the Technikons (T);
- Sandwich courses;
- Technicians following the technical colleges (N); block release courses;
- Telecommunications trainees following in-house skills courses; and
- Apprentices in the usual designated trades.

The T courses are three-year sandwich courses consisting of three semesters of theoretical training

and 18 months of in-service training. These courses are offered to people with a senior certificate. The first semester of a theoretical training is conducted at a technikon and the other two in the GPO training centre either in Durban or in Transvaal. There are four directions followed namely, external plant, telephony, transmission and telegraphy. (KTT Publication, 1986:127).

Technicians on N courses do three blocks of training (11 to 13 weeks full-time) and the balance of 3 years is spent in practical training. The first block is conducted at a technical college and the remaining two blocks, N5, N6 at the GPO Training college. Telecom trainees are prepared for work involving overhead telephone lines, underground cables, air plants, telegraphy and machines.

E. SA TRANSPORT SERVICES TRAINING (SATS)

Training at Sats is a complex operation, the skills training taking place under a variety of departments as autonomous training units such as mechanical engineering, civil engineering, signals engineering, as well as training of operating staff. Training of operating staff takes place at the Wentworth Training College which is one of five branches of the main SATS College at Esselen Park. Courses offered at Wentworth include:

- Commercial training;
- Diesel and Electric locomotive drivers and driver's assistants;
- Train conductors and controllers;
- Train assemblers;
- Cargo controllers;
- Crane operators; - Forklift, truck operators;

- Road transportation vehicle drivers,
including the driving of heavy articulated
vehicles.

The duration of the courses vary from six to twelve weeks with 35 hours training per week. (KTT Publication, 1986:133)

F. WENTWORTH COLLEGE TRAINING:

Deals largely with the training of apprentices,
upgrading of artisans in new techniques and materials.

G. ELECTRICAL CONTRACTORS ASSOCIATION:

(ECA): This Association is responsible for the
training of electrical industry personnel as well as
to control the standards of performance required of
these personnel. The following courses are conducted
at the ECA'S training centre in Durban.

Apprentice Introductory Course	= 4 weeks
Intermediate	= 4 weeks
Advanced	= 4 weeks
<u>Operative</u> Level 1	1 week
Level 2	1 week
Level 3	1 week

H. NATAL TRAINING CENTRE:

Established to provide in-service training for
employees, unemployed and work-seekers.

I. THE DURNACOL COLLEGE

Durnacol College was established when the Chamber of
Mines agreed to set up a college for practical

training for the Natal collieries at Durnacol. The college takes employees into its service for the training period, the intake of trainees being dependant on the needs of industry (KTT Publication, 1986:142). The following trades are followed:

- Fitting and Turning;
- Fitting and Machining;
- Electricians;
- Platters;
- Diesel Mechanics;
- Training of Miners.

J. IRON AND STEEL CORPORATION(ISCOR)

Iscor is situated in Newcastle and has one of the largest training centres in Natal. The bulk of the training offered is for their own employees, although a small percentage of apprentices are trained for smaller companies in Natal. (KTT Publication, 1986:143).

K. DEPARTMENT OF MANPOWER: (RSA)

The committee for the Better Utilization of Manpower (the Lindeque Committee) appointed in 1970, recommended tax concessions for approved training schemes registered with the DET. This recommendation resulted in the addition of Section 11 Sept to the Income Tax Act, 1962 (Act No 58 of 1962). This enabled employers conducting registered training courses for Black employees to deduct expenditure, other than capital expenditure, on such training from taxable income. (KTT Publication, 1986:144). After the report by Naude Committee, this concession was extended to training for all population groups in 1979. (Ibid).

3.6 CONCLUSION

In this chapter a short description of the provision of technical and vocational education in South Africa, Natal and KwaZulu was discussed as a background to the identification and investigation of the challenges and related problems facing technical education in KwaZulu. The present chapter has given a conceptual framework regarding technical education in South Africa in general and Natal/KwaZulu in particular.

The research the writer is conducting in all KwaZulu technical colleges and training centres is in connection with the co-ordination of training activities in KwaZulu . The activities of the technical colleges and the technical centres need to be synchronised with the needs of industry with respect to pre-employment as well as in-service training. At present they seem to follow an educational pattern which has developed without reference to industry's needs. The whole research will look at the training offered at Technical Colleges and Technical centres in KwaZulu as well as the involvement or their relationship with commerce and industry. This will be investigated and reported in chapter 5.

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CHAPTER 4

4.1 INTRODUCTION

The study of the theoretical framework as outlined in the previous chapters has provided the background for clarifying the problem and put it in clear focus. Chapters one, two and three provided a brief guide to the aims of the study, the nature and development of technical education for Africans in South Africa and KwaZulu in particular. This background also helped in the formulation of questions which were included in the questionnaire. This chapter deals with the procedures followed in acquiring research data.

4.2 METHODS USED FOR DATA COLLECTION

4.2.1 THE INTERVIEW

If questionnaires are handed out and answered by the respondents at their own leisure, it is difficult to obtain full co-operation. T M Kitwood writes:

"..... in an interpersonal encounter people are more likely to disclose aspects themselves, their thoughts, their feelings and values, than they would in a less human situation. At least for some purposes, it is necessary to generate a kind of conversation in which the "respondent" feels at ease. In other words, the distinctively human element in the interview is necessary to its "validity" (T M Kitwood, as quoted by Le Roux (1982:62)).

This research study has been influenced by an ethnographic rationale. Hammersley and Atkinson describe ethnographic interviewing thus:

"The main difference between the way in which ethnographers and survey interviewers ask questions is not, as is sometimes suggested, that one form of interviewing is "structured" and the other is "unstructured". All interviews, like any other kind of social interaction, are structured by both researcher and informant. The important distinction to be made is between standardized and reflexive interviewing. Ethnographers do not decide beforehand the questions they want to ask, though they may enter the interview with a list of issues to be covered. Nor do ethnographers restrict themselves to a single mode of questioning. On different occasions or at different points in the same interview, the approach may be non-directive or directive or depending on the function that the questioning is intended to serve".
(Hammersley, Martyn and Atkins on, *Ethnography - Principles in Practice*, 1983 112-113)

The interviews in this study were based on "a list of issues" but questions were formulated to initiate the dialogue. However, once the interview was in motion, neither the questions nor the issues were necessarily adhered to. In this way information and perspectives emerged which could not have been predicted. It eliminated pre-ordained constraints and pre-conceptions and enabled the research to develop where

the issues led. Basically, these were fundamental questions that were asked during interview:

1. What do you do in this place to determine the needs of industry and commerce?
2. Have you used any formal research methods such as surveys to assess the needs of commerce and industry?
3. How many staff-members that are involved in monitoring course enquiries and trying to determine public need for courses?
4. What do you perceive as the role of the teachers, students, H O D's and other Senior members in a college in the designing and planning of curriculum for technical colleges?
5. How often do you involve representatives from industries e.g. (from SATS: Chamber of Commerce, Chamber of Industries, Dep. of Manpower, etc.) when designing a college curriculum?
6. To what extent do you believe the council as a whole to be representative of the Community's interest?

4.2.2 REASONS FOR THE USE OF THE INTERVIEW

Firstly an interview is more flexible and can permit the researcher to pursue leads that appear fruitful. The respondent can be persuaded to elaborate on points which have not yet been made clear enough or have been partially avoided by him. It is easy to clarify questions that were misunderstood. The great

advantage with this type of instrument is that the investigator is always in command of the situation through-out the investigation.

In an interview the interviewer is able to establish greater rapport and thus stimulate the respondent to give complete and valid answers. It permits the canvassing of persons who are essentially illiterate for questionnaire purposes or who are reluctant to put thought in writing. In an interview the investigator may detect signs of evasiveness, non-co-operation and other irregularities in the respondent.

"By allowing for the operation of the interviewer's personality in overcoming reluctance and resistance, the interview of the results in successful contact with people who would refuse to participate under less compelling circumstances (Mouly 1970, 266) as quoted by Sidaki G M P 1987:102)

Sidaki G M P (1987:102) stated that in the unstructured interview the investigator is able to pursue a given lead in order to gain insight into the problem and to obtain more adequate answers. It, therefore, often leads to significant insights in unexpected directions. This flexibility can lead to by-products which were not expected in the original plan of the study but which often have greater significance than the outcomes of the initial design.

4.2.3 CONDUCTING AN INTERVIEW

The researcher in this study had decided to use personal interviews as well for the reasons mentioned in par. 4.2.2. Particular questions such as those relating to problems of determining the needs for industries and commerce followed up and discussed by in depth. The researcher, therefore, decided to visit the technical colleges personally and confront the principals in order to explain and answer questions concerning the purpose of the study, put the principals at ease in a way that may not have been possible with a pure questionnaire technique. There were 10 technical colleges in KwaZulu and the researcher interviewed 6 principals out of 10.

The researcher telephoned the principals and an interview appointment was made. The interviews were held in each principal's office at a time suitable for them. At the appointment meetings, the researcher once again briefed the respondents as to the purpose of the interview. The researcher attempted to make the respondents feel at ease.

4.3 THE QUESTIONNAIRE

Behr (1983:149-150) defines a questionnaire as:

"..... a document normally distributed through the post to be filled out by the respondent himself in his own time. On occasion questionnaires are completed by the respondents under the supervision of the researcher".

The questionnaire technique as a research instrument is used to collect information from widely spread sources.

4.3.1

TYPES OF QUESTIONNAIRES

A. THE STRUCTURED QUESTIONNAIRES

The structured form of questionnaire also known as closed form, makes use of preformulated questions. These questionnaires also used an Osgood Semantic Scale whereby a researcher gives numbers from one to seven and request the respondent to tick or, mark the most appropriate number or block. This type of questionnaire has the advantage that it facilitates answering and makes it easier for the researcher to code and classify responses. The questions that the researcher used in this study demanded the respondent to place a tick, make a mark and just put a cross. The main disadvantage is that somehow the respondent may be forced to respond in a certain way, thus not reflecting his feelings.

B. THE UNSTRUCTURED QUESTIONNAIRES

The researcher also used open - ended questionnaires. This enabled the respondent to respond freely, and to give reasons for his answer. The problem with this type of questionnaire is that one finds difficulty in

interpreting the responses. These types of questions were used in the other section of the research. The reason for open - ended questions was to give the respondent an opportunity to air his views freely.

4.3.2 REASONS FOR THE USE OF QUESTIONNAIRE

In this study the writer wanted to obtain information regarding the Challenges facing technical education in KwaZulu. It was felt that a questionnaire should be developed and used to principals of technical colleges in order to collect information. The major reasons for using this instrument were:

- A. it is practically impossible to interview all principals of technical colleges because of the distance between the colleges.
- B. the questionnaire method affords a good measure of objectivity in assessing and coding the responses of principals.

In this study a questionnaire was constructed in English and was sent to all principals of technical colleges in KwaZulu. The researcher sent 10 questionnaires and 6 principals were requested to fill these questionnaires in the presence of the researcher who gave them assistance.

As returned questionnaires were received and their answers were coded according to a coding scheme and the coded data analysed. Finally the data collected was interpreted and evaluated by the researcher.

4.4 SAMPLING

A. SAMPLE: as a basis for research:

Research is in most cases conducted on the basis of a sample from which the research worker derives certain generalization applicable to the population from which the sample is taken (Mouly 1970). Mouly (1970:175) as quoted by Sidaki G M B (1987) indicated that.

"..... sampling is both necessary and advantageous. Taking a total census is costly and often difficult".

The main reason for sampling is to reduce expense in time, effort, and money - and the factor of cost must be balanced against the adequacy of the data that are obtained.

4.4.1 THE SIZE OF THE SAMPLE

The size of the sample is determined by the nature of the survey; the instrument to be used, and the means of access to the population. The size of the sample should be in line with the degree of precision required (Mouly, 1970).

4.4.2 BASIC INFORMATION REGARDING THE CONTEXT WITHIN WHICH THE TECHNICAL COLLEGES OPERATE WITHIN KWAZULU

The five principals interviewed were chosen from colleges that are situated in a rural area and some from those that are situated in the urban area. Firstly, the researcher wanted to differentiate or give a clear difference between "urban" and "rural" areas.

There is no universally - accepted definition of the terms "rural", "urban", and "urbanisation" (Graaf, 1989). Indeed it might be argued that the best way to view "rural" and "urban" areas is to see them as points on a continuum which may then be defined in three ways:

- I. A continuum based on modes of production. One extreme should refer to forms of agricultural production - the cultivation of crops, forestry, and/or the husbandry of livestock and the other to forms of urban/industrial production. On such a continuum, those areas predominantly concerned with forms of agricultural production would be rural, while those concerned with forms of industrial production would be urban. This continuum is of particular applicability to the White - designated rural area - urban area form of linkages (Graaf, 1989).
- II. A continuum based on development, i.e. the provision of employment, infrastructure and institutions. Less - developed regions would be rural, particularly homeland regions, and more developed regions would be urban.

III. A continuum based on institutional definitions. Since the official definition of urban is one in co-operating those regions which fall within the areas of jurisdiction of local governments, rural becomes equivalent to all regions which do not receive services delivered by local governments (irrespective of whether these regions include dense settlements or not). (Graaf, 1989 - unpublished paper - University of Natal).

The picture of the path from rural to urban painted by these three continua should not be drawn too simplistically. "Rural" in fact, may be imagined as a mirror - image of "Urban" (Graaf, 1989) and may best be defined in contrast to "urban". Rural areas particularly within homelands, have recently tended to provide a more stable political environment for the education and nurturing of children than to the politically unstable sectors of the economy provide a significant income, and source of consumer goods and entertainment. It has been realised that all colleges that are situated in urban areas are communicating easily and profitably with Commerce and Industry. A number of Technical colleges in KwaZulu are situated in urban areas and few are in rural areas.

Graaf (1989) went on to mention that there are areas which are known as "peri-urban", i.e. those areas that fall between "urban" and "rural" areas e.g. KwaSithebe Technical College. The rural homeland areas are largely dependent upon urban areas and the fulfillment of the roles perceived above depends upon financial support for the rural areas by the urban areas. Consequently, it is true that the provision of services in urban areas will have an indirect effect upon rural areas. As Graaf put it;

" a great deal of rural development happens in urban areas".

4.4.3 THE CHOICE OF AN APPROPRIATE SAMPLE

The first decision that had to be taken at the outset of the research was to decide which colleges to include in the survey. It was felt that the research should involve all KwaZulu technical colleges. There are 10 technical colleges in the whole of KwaZulu and they all fall under the Department of Education and Culture, KwaZulu. A sample of all colleges was considered, namely 10 colleges. There were 6 principals that were selected for interviews.

The six principals interviewed were chosen purposely to represent different types of colleges which are commonly found in Natal/KwaZulu. The first technical college to be visited was Nongoma Technical College situated right in the rural area in Nongoma, Northern Zululand. The Nongoma Technical College offers both Technical and Commercial courses to full-time students only. The principal was interviewed.

The second college to be visited was Edendale Technical College situated in the urban area. The Edendale Technical College offers both technical and commercial courses to full - time students only. The third college to be visited was KwaSithebe technical college situated in a peri - urban area in Mandeni. This college offers both Technical and Commercial courses to both male and female students who are full-

time. The fourth and fifth colleges to be visited were Ntuzuma and Umlazi Technical Colleges. These colleges were small - city based colleges (urban) catering for part - time and full - time students and offering both Technical and Commercial courses. The sixth one was Enyenyenzi situated at Port Shepstone. It offers both Technical and Commercial courses to full-time students only.

It was decided to concentrate on an exploratory study of the really administrative challenges and related problems of all the so-called African colleges in KwaZulu. These colleges are all found in KwaZulu and exhibit many unique characteristics; are located in a great variety of communities and environments, and vary in size and courses offered. Only by surveying all these colleges could a variety of responses be obtained and comprehensive picture be drawn of the matters relating to the challenges and needs of commerce and industry. The following sample was used:

TABLE 4.1**SAMPLE OF TECHNICAL COLLEGES IN KWAZULU CHOSEN FOR
EMPIRICAL INVESTIGATION**

NAME OF COLLEGE	SAMPLE CHOSEN	NAME OF COLLEGE	SAMPLE CHOSE
URBAN AREA	PRINCIPALS	RURAL AREA	PRINCIPALS
Ntuzuma Technical	1	Nongoma Technical	1
Umlazi Technical	1	Enyenyenzi Technical	1
Edendale Technical	1	Enseleni Technical	1
Ezakheni technical	1	Sithebe Technical	1
Madadeni Technical	1		
Tisand Technical	1		
TOTAL	6	TOTAL	4

4.5 DESCRIPTION OF THE MEASURING INSTRUMENT

In the following discussions, the item numbers and page numbers referred to are those of the mailed questionnaire. The questionnaire is divided into five different parts and the researcher will start from part one to five.

PART ONE;**4.5.1 BASIC COLLEGE INFORMATION**

ITEM 1.1

This item requests for the name of the college. The aim of this is to identify categories and factors associated with a particular college. The researcher wanted to find out if all the challenges facing technical colleges are similar. The name of the college will also help the researcher to follow up non-respondes with reminder letters or contact the principal telephonically if more information is needed.

ITEMS 1.2.1 AND 1.2.2

These items ask for the size of the college, first in terms of full - time male and female students and part - time male and female students if any. This was asked to ensure the real size of the college because size is an important category of concern.

ITEMS 1.3

This item was designed to determine the total number of teachers/lecturers who are in permanent posts and those who are part-time. It was also designed to find out the number of male teachers who are employed permanently and female teachers who are either in temporary or permanent posts. Full-time classes are mostly taught by full-time lecturers and part-time classes at times are taught by part-time lecturers.

ITEMS 1.4 AND 1.5

These items were designed in order to find out whether the college does offer part-time courses. This item sought to determine an overall categorisation of a college in terms of relative proportions of all part-time and full-time students. Further the item requires the principal to identify the types of courses offered on a part-time basis.

ITEM 1.6.1 AND 1.6.2

These items were designed to identify the experience of the principal as a head of the college and also the experience he has in his present college. This will help us to assess or evaluate his knowledge of industry and community needs.

ITEM 1.7

This item aimed at finding out the principal's field of training. The aim is to assess whether he has a commerce or technical background. This will help us to assess the growth of the college whether it develops in the Technical or Commercial direction.

ITEM 1.7.1

The question aims at finding out whether the principal qualifies to be in a technical college. It is believed that the principal's qualifications have a positive effect on the management of a technical college.

ITEM 1.8

This item aims at finding out the real achievement the principal has had in the college. The aim is to assess whether he makes contributions to the college; or he does involve commerce and industry in his daily communication with the outside world.

ITEM 1.9

In this item we are trying to find out whether he does involve commerce, industry in his plans. Further, the item wants to find out about his plans for the college, whether they are constructive or beneficiary to the community.

PART TWO**4.5.2 STAFF INVOLVEMENT IN COMMUNITY'S NEEDS****ITEM 2.1**

The idea here is to determine whether the principal does involve the members of staff when researching the needs of commerce and industry. Further we want to establish the fact whether senior staff members or certain selected members are involved or whether the principal is doing everything on his own.

ITEM 2.2 AND 2.3

This item was designed to determine whether the principal does conduct research to assess the

community or commerce needs. How does the principal introduce new courses, conduct research, whether he has a public relations officer. If he does have one, to what extent are his duties concerned with industry and commerce and community needs?

ITEM 2.4

Almost all technical colleges in Natal/KwaZulu do not have a public relations officer. This item is particularly directed to those few colleges with a public relation officer and the aim is to determine whether he does contribute to the expansion of the college or not.

ITEM 2.5

In this item principals were requested to rate the degree of voluntary involvement of staff in the general promotion and initiation of new courses. This will reflect something of the principal's own management style.

PART THREE

4.5.3 PRINCIPAL AND STAFF INVOLVEMENT IN CURRICULUM PLANNING AND DESIGN

ITEM 3.1

This item was designed to determine whether the principals in the technical college do participate in the curriculum planning and design. We want to

establish whether the staff is involved in curriculum planning and design. The aim of this item is to observe whether principals and staff members are being consulted by the department when planning for the college or it remains the responsibility of the department to plan and design for the colleges.

ITEM 3.2 AND 3.3

This is related to academic and professional background of the principal. It is believed that the principal's professional and academic background have a positive effect on their performance in curriculum planning and design. This item request the principal to indicate with a tick whether he had any training in curriculum planning and the nature of training.

ITEM 3.4

This is an open question designed to find out the role of teachers, students and Heads of Departments and other Senior members in a college in the designing and planning of curriculum.

ITEM 3.5

This item was designed to find out whether the principal likes to serve in the curriculum council, attend workshops, help design community based curriculum, work hand in hand with planners and hold discussion about curriculum development changes with the department, industries or local communities. The motive behind this is to assess whether he is prepared

to take part in the updating of knowledge in his college. The researcher might discover that some principals are not even interested in taking part in these curricula activities.

ITEM 3.6

This question requests the principal to suggest the future curriculum-designing activity he likes to see incorporated in the designing procedure.

ITEM 3.7 AND 3.8

The respondent was to indicate the person or people he thinks might carry out this designing activity within his college. He must give reasons for his response. Further, the principal needed to suggest the measures that should be taken to ensure that curriculum-designing is carried out. The investigation assumes that there are people (lecturers) within the college who are competent in curriculum planning and design. The researcher wants to find out whether those people are being used by the principal or the principal is doing everything on his own with their involvement.

ITEM 3.9

The items would determine whether the principal regard it as a problem not to take part in curriculum planning. We want to find out as to what extent is action a problem to them. The principals were asked to use a seven point Osgood Semantic Scale to rate the degree of a problem.

PART FOUR

4.5.4 NEW COURSES INTRODUCED

ITEM 4.1 AND 4.2

The two items were designed in order to request the principals to list down any new courses introduced during the past three years. This is to find out if NTC courses, commercial courses and cultural enrichment courses were introduced. The aim is to determine the degree of growth in new courses by colleges as well as the directions this growth has been occurring. Further, item 4.2 has the intention to find out which courses failed to attract the required number of students because of some deficiency or faults.

ITEM 4.3

This item was used to determine principal's opinions and experience as to whether the offering of a course can create demand. The principal has to name those courses and offer the opinion on whether it was imperative to first establish the need for a course before offering it.

ITEM 4.5

This item used an Osgood Semantic Scale to determine the methods he uses in market research when considering introducing new courses. This will reveal

his experience in market research strategy especially because he deals directly with commerce and industry.

PART FIVE

4.5.5

OBTAINING RELEVANT INFORMATION FROM THE COMMUNITY

ITEM 5.1

This item was designed to determine the extent to which it was a problem to identify the needs of community, industry and commerce. It is acknowledged that "slight problem" and "severe problem" have various meanings for different people and that it would be difficult to compare different responses. However, these were considered reasonably understood concepts for an exploratory investigation.

ITEM 5.2

This item was used to determine not only the degree of difficulty or ease in obtaining data from the community about needs for courses in the three fields - technical, commercial and non-formal but also to ascertain whether there are different degrees of difficulty in obtaining data relative to these fields.

ITEM 5.3

This question was designed for the sake of asking the principal to evaluate the degree of activity of various groups and organisations in communicating community needs to the college. The researcher listed about 14 organizations or companies that can work hand

in hand with a technical college and also contribute to the total expansion of a technical college. Principals are requested to evaluate each organization's contribution on a 7 point scale ranging from "no input" to "very much input". The space was also provided for a principal to add more organizations he communicates with.

ITEM 5.4 AND 5.5

These two questions were designed to enquire about the role of college council. The aim is to determine their level of activity, their ability and knowledge to represent. We want to assess whether it does work for the community and how much contribution it makes.

PART SIX

4.5.6 CONCLUDING QUESTIONS

ITEM 6.1

In this last question we want to find out if the principals saw a need for this survey or a guide based on this research. They were asked to answer on a five - point scale how strongly they felt such a need.

ITEM 6.2

By way of conclusion, this section allowed principals the opportunity of adding any remarks they felt relevant to the subject.

4.6

CONCLUSION

In this chapter the sampling procedures were described. The appropriateness and the representativeness of the sample were demonstrated. The questionnaire and the interview were described as instruments that were used in this study. The administration of the questionnaire was described.

Having collected raw data according to the procedures thus far described, we are now in a position to analyse and interpret this data. This will be done in Chapter 5.

4.7

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CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

The central aspect of this research is the description of some management and administrative challenges facing principals of technical colleges in KwaZulu. KwaZulu has only 10 technical colleges including industrial training centres. Seven Technical colleges and one industrial training centres responded. These colleges range in size from 100 to 500 students and are all situated in either urban areas, rural area and peri-urban areas in KwaZulu.

The questionnaire and interviews were used to collect data from technical colleges and industrial training centres of KwaZulu. The data collected from each principal gave some indications as to whether principals had some management problems or whether they faced similar challenges. The questionnaire was divided into six parts, with structured and unstructured questions. The data collected was analysed so as to arrive at the conclusion regarding the challenges facing KwaZulu Technical college principals.

5.1 Basic Information about Technical Colleges

5.1.1. Size of the College

Table 5.1**Technical Colleges According To Student Enrolment**

Student Enrolment	Number of Colleges	Percentage Response
100 - 200	2	20,5%
201 - 300	3	30,0%
301 - 400	1	10,0%
401 - 500	2	20,0%
Above 600	-	-
None Response	2	-
TOTAL	10	80,0%

KwaZulu Technical Colleges differ in sizes and this is due to the fact that some are situated in a rural setting where there is a low demand for technically trained people and others are situated in the urban areas. The size of a technical college in actual fact is determine by the area where the college is situated. The Technical Colleges that are situated in an urban and peri-urban areas are too big, expanding rapidly and offer better or effective tuition. This is because in an urban area there are number of local high schools which are responsible for the feeding of that particular technical college.

Secondly, KwaZulu Technical Colleges that are situated in an urban area are exposed to commerce and industry, as a result they easily communicate information with these industries. Thirdly, these urban or peri-urban Technical Colleges have an access to industries where there are able to do some practical work and also get advices from these

local industries. It means that they have an access to better equipments and machines in the local industries. There is a great demand for technically trained artisans or technicians in the urban areas, as a result, KwaZulu Technical Colleges that are situated in urban areas are far better than those in the rural areas especially when it comes to the equipments in the workshops; highly competent and qualified lectures recruited from local industries and availability of manpower in particular. This facilitates growth and also attracts local industries that intend employing those that have completed their training.

The KwaZulu Technical Colleges that are situated in the rural setting have low enrolment and this is due to the fact that there is a low demand for technically trained people and also that there are few or non existing industries within the area where the college is situated. These colleges are not liaising or linked to any industry in the area consequently they are not competing with the urban or peri-urban technical colleges. There are six technical Colleges in KwaZulu that are situated in the rural areas. The enrolment in the technical colleges situated in the rural areas ranges between 100 to 350 students as compared to urban and peri-urban areas where the enrolment ranges from 300 to 550 students. There are only two urban technical colleges with bigger enrolments and which are expanding rapidly. There are both old in KwaZulu and also situated in the densely populated areas.

The conclusion drawn from this table 5.1 above is that there is no fixed size of a normal technical college in KwaZulu. The size of a technical college is determined by the geographical area where the college is situated. The

difference amongst these three areas is that those that are in rural areas are growing slowly; have low enrolment, and do not have an access to local industries where they are suppose to get advices. Secondly the technical colleges in the rural areas do not update equipments in their workshops and it then becomes a problem for a teacher or lecturer to teach without sufficient equipment or well equipped workshop.

Table 5.2

Technical Colleges Classified According to Nature of Courses Offered.

Nature of Courses Offered	Total Number of Colleges in KwaZulu	Number of Colleges which responded	Percentage Response in Each Category
Full - time only	8	6	75%
Part - time only	1	1	100%
Full and Part time	0	0	-
Full and Small Part Time	1	1	100%
TOTAL	10	8	

Table 5.2 above reveals that 75% of the technical colleges in KwaZulu are offering full-time courses only. one hundred percent of the technical colleges are offering part-time courses only. These courses are mainly offered by industrial training centres situated in rural areas in KwaZulu. The table above also indicates that only 100% of the technical colleges which are offering full-time mainly and small part-time courses in KwaZulu.

5.1.2 TOTAL NUMBER OF (ESTABLISHMENT) POSTSTable 5.3Establishment Posts According to Technical College
Student Enrolment

Student Enrolment	Range of Establishment Posts	Number of Colleges in Each category	Number of Colleges obtained in Sample
100 - 200	10 - 15	1	1 (100%)
201 - 300	16 - 25	3	2 (67%)
301 - 400	26 - 35	3	2 (67%)
401 - 500	36 - 45	2	2 (100%)
501 - 600	46 - 55	1	1 (100%)
Non - response	46 - 55	2	
TOTAL		10	8

Table 5.3 gives a summary of the responses to the question of the number of establishment posts in the technical colleges of KwaZulu. From the table above it is clear that the number of posts in each college vary according to the enrolment. The table 5.3 also reveals that lecturers or teachers in all KwaZulu Technical Colleges are employed on a permanent basis; even those technical colleges with part-time courses are also using same lecturers that are on permanent posts. The number of permanent post in each technical college is quiet satisfactory, but as

soon as the Department of Education and Culture, KwaZulu, decides on opening more technical colleges that will offer part-time courses or evening classes then, there will be no need for more part-time lecturers especially those that will be recruited directly from industries.

5.1.3 Colleges offer Part-Time Courses

Responses to this question stood as follows: Only one technical college and two industrial training centres which offer part-time courses and evening courses. This technical college offers the following courses: N1-N3 in electrical, Mechanical and Civil Engineering, Water treatment N1-N3 and Laboratory Assistants N1-N3. The two Industrial Training Centres are offering block-release courses per trimester for apprentices who are not yet registered as full-time students. The other 7 technical colleges are not yet offering part-time course (refer to chapter 3, Table 3.1, N - courses at Technical Colleges according to study fields and levels). The conclusions drawn from this section of the study is that the quality and number of courses offered by KwaZulu. Technical Colleges are adequate and are at the same level as those that are offered by other technical colleges from White, Coloureds and Indian Departments.

5.1.4 Experience and Training of Principals

Table 5.4 below summarizes the data obtained from questionnaire items 1.6.1 and 1.6.2 which request the principals to state the number of years they had been principals of colleges.

Table 5.4**Categorization of Principals According to Experience**

Years of Experience as Principal	Number of Respondent	Percentage
0 - 3 years	2	25%
4 - 6 years	4	50%
10 - 15 years	1	12,5%
16 - 20 years	1	12,5%
TOTAL	8	

Table 5.4 above indicates that there is a reasonably high degree of inexperienced among the technical college principals. Seventy five percent of the principals in KwaZulu Technical Colleges have been appointed within the last four years. Only 25% of the principals have an extensive experience as principals in Technical Colleges. This implicates that there must be an adequate technical education advisors or inspectors that will keep on advising the newly appointed principals and even organize some workshops/seminars at least once a year. KwaZulu, Department of Education and Culture has only one technical education advisor to give advices to 10 technical colleges that are spread in the whole of KwaZulu. This creates problems if one considers the fact that technical college has commerce and technical fields. Secondly these two fields are headed or managed mostly by inexperienced principals

who need advice every now and then. This suggests that the Department should appoint at least two more technical education advisors and also a number of subject advisors that will be responsible for technical college subjects or courses. It means that the subject advisors will give advices to the Heads of Departments in the college whereas technical education advisors will give advices to principals only.

5.1.5 Principals' Field of Training

Table 5.5 below summarizes the data obtained from questionnaire item 1.7 which request the principal to state their fields of training:

Table 5.5

Principal's Field of Training

Field of Training	Number Of Principals Responded	Percentage Response
Commercial	-	-
Technical	8	100%
Academic	-	-
Non - response	2	-

Table 5.5 above reveals that all principals in KwaZulu Department of Education and Culture, have a technical background to their training than commerce and academic background. All the appointments are

principals with technical training background and this probably is due to the fact that all technical colleges in KwaZulu had developed after 1978 when KwaZulu took over control of education from the Department of Education and Training (Pretoria) started with technical courses and required technically trained principals at the outset. The principals field off training, which is technical training, is satisfactory and adequate if one considers the fact that these principals are managing technical colleges not commercial ones. This technical background enables the principal to understand and to know exactly what the industries want from colleges. The fact that they are technically trained, indicates clearly that they can work hand in hand with those technician that are already in the industries and be able to train and produce excellent technicians. This suggests that principals must be recruited from both technical and commercial background so that there will be a balance in the management of technical colleges.

5.1.6 Qualifications of Principals

(a) Academic Qualifications

The survey revealed that there is one principal (12,5%) who has a B. Educ. degree obtained from the University. Eighty seven and half percent of the principals had standard 10 as their highest academic qualifications. This indicates that 87,5% of the principals have not yet been exposed to university education. This does not

affect principals of technical colleges because technical education or training is not done or offered at the university. The academic qualification of principals is also quite satisfactory.

(b) Professional Qualification

The survey revealed that 75% had National Technical Diplomas and National Teachers Diploma. These principals besides being technicians are professional teachers who have undergone a two year training. Only 25% who do not have National Teachers Diploma but have National Technical Diplomas. This also does not affect their management of Technical colleges. The qualification of a principal in a technical college is mostly a National Technical Diploma plus a National Teachers Diploma. There are principals with degrees in the technical colleges but this is only a recent requirement.

5.1.7 Major achievements the principals had in their Technical Colleges

Out of the 8 principals who responded to the question, 87,5% indicated that there was a dramatic increase in an enrolment and that the majority of the Technical Colleges have enjoyed significant growth. The growth rate is 59,2%. One good example is a college which had 80 students last year (1989) and had 135 students in 1990. Of the 8 principals who responded 25% have introduced computer science as a course in their colleges and one college has put the

whole administration on the computer. The majority of the principals also indicated that they have built a number of classrooms, workshops and libraries. Some principals, 75% have even introduced new courses including Building Science, Electrical, Auto-Electrical, Hairdressing and block-release courses. One good example is a principal who had indicated the following achievements in his college:

- (i) His college was the first to offer courses for employed males and females who attended part-time in 1980.
- (ii) His college was the first in 1980 to offer fitting and Machinery and TV/Radio courses in the whole of KwaZulu. These courses are offered to full-time and part-time students.
- (iii) First Black apprentices taught in 1980 were in his college. This indicates that there is some progress achieved by principals in KwaZulu Technical Colleges. It is recommended that these other technical colleges situated in rural areas in KwaZulu should do the same as those that are in urban areas. They must copy the same style of urban technical colleges and introduce new courses that are in demand in the local or national industries. That can only be done through research survey that can be conducted either by principal or Public Relations Officer (Refer Chapter 5, Section 5.2.4) to find out as to what the needs of commerce and industries are.

5.1.8 Plans for the Next 2-3 years

Out of 8 respondents who responded to this question 37,5% said they were planning to uplift the standard of training in their colleges, increase the number of students and add more buildings in their premises. Fifty percent responded by saying that they wanted to develop more practical courses to assist community with self-help projects. Twelve and five percent responded by saying that they plan to access the community needs, talk to feeder schools (local high schools) and introduce courses for school leavers. They also intended to promote greater awareness among potential employers of college completers. The principals of technical colleges have shown a willingness in introducing more trade and part time courses or evening classes.

This section of the study indicates that all KwaZulu Technical Colleges have shown an anxiety to be involved in research that will improve the quality of training or learning in their respective technical colleges.

It is therefore, recommended that KwaZulu should encourage this type of exercise where all principals will conduct a survey in the area where the college is situated and find out about the needs or demands of the community before any new course is introduced. This can be accommodated in their 2-3 year plan.

5.1.9 Conclusion to Part One

The survey revealed that there has been a rapid growth in the number of technical colleges in KwaZulu especially in the Urban and peri-urban areas. The enrolment in the technical colleges has grown significantly. This growth has taken place with a great need to introduce new courses, part-time classes and expansion of existing course. The survey also revealed that all principals are too eager to extend their colleges, build new workshops, update equipments in their workshops and improve methods of training. KwaZulu, Department of Education and Culture is concentrating much on the recruitment of principals with technical training and this has resulted in a college being expanded only in technical section/direction and not in Commercial section. (Refer Table 5.5 Chapter 5).

The conclusion drawn from this section of the survey is that that size and enrolments of technical colleges are quite adequate except that those technical colleges in rural areas need to be upgraded to the level of those that are situated in urban and peri-urban areas. The qualifications of principals in KwaZulu Technical Colleges is also adequate.

The number of courses offered in KwaZulu Technical Colleges are not yet adequate at all. There is a tendency of neglecting the commercial courses and concentrate heavily only on technical ones. The technical colleges were designed and made to offer both technical and commercial course. There is no

school that can offer Secretarial, Management, Personal Management, Marketing Management, Accounting and Computing courses. All these courses fall under Commercial line and are offered from N1-N6 levels. It is, therefore, suggested that all technical colleges should balance both technical and commercial courses in their provision for technical education in KwaZulu.

5.2 STAFF INVOLVEMENT IN IDENTIFYING THE COMMUNITY NEEDS

5.2.1 Principal's Involvement of Staff-Members

The degree of staff involvement in the process of assessing community needs can be gauged from table 5.6 below:

Table 5.6

Degree to which Principal's are Willing to Involve Staff in Identifying Community Needs

Preferred degree	Percentage Response
Principal Solely responsible	12,5%
Principal mainly responsible but have some help from staff	50,0%
Principal share this responsibility with staff	25,0%
Principal totally delegate this responsibility to staff	12,5%

The figures in Table 5.6 suggest that the majority of principals (in excess of 75% are supporting the ideas of sharing or involving staff members in the process of assessing community needs. Only 12,5% of the principals who like to be totally responsible for the task and not to involve other members of staff. The conclusion drawn is that principals like working hand in hand with members in the assessment of the needs of the community . Only 12,5% who delegate this responsibility to others.

5.2.2 Staff positions who share responsibility with Principals

The principals were asked to state the categories or positions of those staff members whom they actively use to assist them in researching community needs. The response from this question was that principals involve their most senior staff especially Heads of Departments, Senior lecturers and Deputy principals. Eighty seven and half of the principals are using these senior members of staff when researching the needs of community and about 12,5% are using ordinary lecturers and guidance teachers. This is due to the fact that other colleges are still new and small and do not have these divisional or sectional heads and seniors who can be delegated and perform this task.

5.2.3 Assessment of Community Need

Table 5.7**Classification of Means of Assessing Needs**

Means of Assessment	Frequency
Use local news paper	12,5%
Visit local schools	50,0%
Telephone Students who enquire about College	12,5%
Visit local employers and Banks	12,5%
Other: e.g. Radio, Technical Advisor, Surveys	12,5%

The method used by each principal when assessing the community needs can be gauged from table 5.7 above. What is observed from this table is that 50% of principals do visit local high schools to enquire about their needs. Twelf and half percent of the principals use local news papers to inform the people about the course they offer. Twelf and half percent communicated with the students over the telephones and 12,5% of the principals visit local employers and banks to assess the needs of the community.

The conclusion drawn from this survey is that there are very few principals, 12,5% who communicate information with employers, local industries and commerce to assess their needs. From the responses above it can be concluded that principals of technical colleges in KwaZulu 50% are working closer with local high schools and comprehensive schools and little communication or consultation is made to

commerce and industries. It is, therefore, recommended that the principals should consult local employers, commercial institutions and industries to assess their demands or needs so that at the end the principals know exactly what the local community expects from the technical colleges.

5.2.4 Public Relations Officer at Technical Colleges

In item 2.3 of the questionnaire (appendix 1), it was asked whether the colleges had official public relations officers. Eighty seven percent of the principals in KwaZulu Technical Colleges responded in the negative. Only 12,5% who have created such posts but they work as guidance officers at the moment. The Heads of Departments and Senior lectures are the only members of staff used as public relations officers. This is a special arrangement within the college.

The general functions which are supposed to be performed by Public Relations Officers are performed by principals where there are no senior or Heads of Departments in the College. The principal and Heads of Departments who perform this task do not have any formal training or experience and do not have sufficient time to undergo such training.

The principal have shown an interest and importance of the appointment of a public relations officers. They felt that the public relations officer is the one who will be able to conduct effective research which will enable them to know exactly what the real

needs of commerce and industries are. This has been supported by the fact that 12,5% of the principals have appointed guidance officers who act as public relations officers.

5.2.5 Involvement of the Public Relations Officer in determining community needs

Responses to this question stood as follows: 87,5% of the principals felt that there was no need for an appointment of this person in the college. 12,5% felt that there is a need for this person to be appointed in the college. It appears that 87,5% of the principals were more concerned with the aspect of "selling" their existing courses, or with fund - raising, than determining need for new courses.

Principals spend too much time visiting local high schools, comprehensive schools, commerce and industries trying to assess their needs and also trying to provide vocational guidance services to pupils. In most cases, this work is done by a public relations officer because a principal has a duty to control staff and be in his office all the times. It can be concluded that an appointment of a public relations officer who will liaise with the public, students and Industry can have a considerable effect.

If the officer can be appointed and start visiting commerce, industry and culture, he can gain first - hand knowledge of needs of courses. The public relations officer can spread to the community a greater awareness of the college facilities and

ignorance of the scope and functions of technical colleges, which in turn can stimulate organisations and members of the public to see colleges as providers of their training needs.

Lastly, through his experience and success in dealing with the media and other public relations officers, various contacts with business, industrial and professional leaders are often made by him which are not so readily open to other members of staff, even the principal. The public relations officer is often in a privilege position to be able to ascertain the public's negative images, or false perceptions of the college.

5.2.6 Degree of the Staff Involvement in the process of initiating new courses

The degree of staff involvement in the process of initiating new courses can also be gauged from this table 5.8 below:

Table 5.8

Classification of Staff According to Degree of Involvement in Initiating New Courses

Degree of Involvement	Staff Response
Staff never assists	12,5%
Staff rarely assist	-
Staff often assist	87,5%

It is clear from the table above that 87,5% of the principals regard the task of determining the Community needs as one to be shared with staff members. The members of staff especially Heads of Departments and subjects expects have a duty of assessing the needs of commerce and industry and have to involve themselves in any research related to the assessment of the Community needs. The purpose of this action is to eliminate this bad tendency of introducing new courses without prior consultation with industry. The technical colleges have a tendency of "Selling Courses" to the people and in most cases this system does not succeed or meet the needs of Commerce and Industry.

5.2.7 Conclusion to Part 2

The majority of principals (in excess of 75%) are positive to the idea of involvement of staff members in their attempt to research the needs of the Community. Staff members are also willing to be involved in this task. In general (in excess of 50%) principals visit local high schools to enquire about their needs. It also appears that some principals (12,5%) used to visit local employers to assess their needs.

Public Relations Officer functions are generally performed by principals at colleges. The appointment of a public relations officer at a technical college could raise the level of college - Community communication and greatly assist the principal in determining the needs of new courses.

5.3 PRINCIPAL AND STAFF INVOLVEMENT IN CURRICULUM
PLANNING AND DESIGN

Table 5.9

5.3.1 Degree of Principal - Teacher - Involvement in
Curriculum Planning and Design:

Nature of Involvement	Percentage Response
Only Department should prescribe	50,0%
Principal and staff are involved	37,5%
Principal with college Council involved	12,5%
Principal delegates this responsibility	-
Other: e.g. Subject committee members involved	-

The Department of Education and Culture, KwaZulu seems to be the one who prescribes for technical without involving the principals, members of staff from the college, members from college council, and representatives from industries. The principal, Heads of Department, Senior lecturers and subject experts within the college are expects in their fields and they need to be consulted and be involved when designing a curriculum for a college. The knowledge or content in any college courses needs to be updated timeously and it is necessary that, that knowledge be made relevant to the demands or needs of commerce and industry. It is, therefore, imperative that industry or commerce be consulted when trying to

update a certain course content within the college or in the Department, and when designing or constructing a knowledge or content for a new course. This compels all the individuals like Industry, Commerce, Technical College and the Department to be represented when designing a curriculum for a technical college courses.

5.3.2 Training in Curriculum Planning

Item 3.2 in the questionnaire requested the principals to indicate whether they had undergone any training in curriculum planning. Sixty three percent of the principals responded by saying that they had undergone a training in the colleges especially those who had done National Teachers Diploma. Thirty seven of the principals responded by saying that they have not yet undergone a training in curriculum planning and design.

This indicates that principals in KwaZulu Technical Colleges are well trained to participate in any curriculum activities.

5.3.3 Nature of Training

In the second part of item 3.2 and 3.3 of the questionnaire principals were requested to specify the nature of training they had undergone. In all cases they mentioned that they received a curriculum training when they were doing National Teachers Diploma and workshop courses. Three principals indicated that they did curriculum studies in career

Education and Training, Pretoria. There is only one principal who did curriculum planning at B.Educ. level as a course.

The conclusion drawn from this section above is that KwaZulu Technical College principals have good training in curriculum studies. The fact that they have been undergoing some training in curriculum studies and also have attended workshops indicates that they can be included in the process of negotiating for a new curriculum for technical colleges. If a principal had undergone any training in Curriculum studies especially those who did it at National Diploma level; that person qualifies to be a member in the curriculum Council. It is, therefore, recommended that principals of technical colleges be included in the future curriculum design for KwaZulu Technical Colleges. Secondly, it is necessary that all principals, H.O.D. and other Senior members new or existing course.

5.3.4 Role of the Teachers, Students, H.O.D's and Senior Member of staff in Designing Procedure

The responses to question 3.4 in the questionnaire are as follows: One principal mentioned that Senior members, H.O.D's and students will identify areas of need, get feedback from the community, industry and personal needs of students. This will help to design new models and monitor progress. Only 3 principals who indicated that all those people mentioned above should give an input as to what they consider essential for education of the community at large.

Two college principals responded by saying that in order to update knowledge in the college, teachers, students, senior members in the college and representatives from industry must give an input.

In summary, principals are so ambitious to see teachers, students, H.O.D's and other Senior members of staff in the college being involved by the Department in any decision making process especially when it comes to the issue that has do with their education within the college.

5.3.5 Curriculum Activities to be carried out by the principal

In item 3.5 of the questionnaire, principals were asked if they would like to participate in curriculum workshops, help design community based curriculum and hold curriculum discussions about curriculum development changes with the Department. The manner the principals responded to this question will be gauged from table 5.10 below.

Table 5.10**Principal's Involvement in Curriculum Activities**

Type of Activity	Total Number	Yearly Participation	Quarterly Participation
(a) Serve on the curriculum council	7	(5) 71,4%	(2) 28,6%
(b) Attend curriculum work-shops	7	(5) 71,4%	(2) 28,6%
(c) Help design community based curriculum work-shops	-	-	-
(d) Work hand in hand with planners by giving suggestions	7	(5) 71,4%	(2) 28,6%
(e) Evaluate curriculum materials	6	(4) 66,7%	(4) 33,3%
(f) Hold discussions on curricula development changes with: (i) Teachers (ii) Local Community (iii) KwaZulu Department of Education and Culture			

These data show a reasonably high degree of voluntary involvement in the curriculum planning and design. This is possibly indicative of the majority of principals adopting a participatory management style, at least in so far as this aspect of leadership is concerned. One hundred percent of the principals are those that are willing to hold discussions about curriculum changes with teachers, local community (commerce and industry) and planners from the Department of Education and Culture, KwaZulu.

In conclusion its clear that the principals of technical colleges are so eager to be involved in curriculum planning and design and also anxious to be consulted if there are any curriculum development changes.

5.3.6 Future curriculum designing procedure

Analysis of the 8 principal's answers to item 3.6 of the questionnaire shows that all principals suggested that there must be an involvement of field staff i.e. Inspectors, principals and teachers in designing courses with input from private sectors in so far as career education is concerned. This suggests that principals want one curriculum that keeps tract with modern development. Seventy five percent of the principals indicated that the curriculum of all subject are outdated and a complete review based on the requirements of industry is required. Two principals responded by saying that they would like to see all principals, staff representatives from industries and the Department involved with curriculum design.

There appears a strong need for principals' involvement in the curriculum planning.

5.3.7 The person who can carry out curriculum designing within the college

The responses from 8 principals are not the same. Two principals (25%) indicated that the task must be

performed by the council i.e. Principal, divisional heads and subject heads. Fifty percent of the principals responded by indicating that the lecturers concerned with the subject e.g. Trade teaching guided by new development should undertake this task of curriculum designing.

This item 3.7 request the principals to give reasons for their answers.

The responses to this question were as follows:

- Senior Lectures, Commercial and Technical are directly involved with the needs of students and community. (37,5%).
- The Artisan-Technician knows what is required by industry and commerce (25%).
- Divisional Heads and Subject Head i.e. (the council are best qualified to determine course content (25%).
- The lecturers concerned with a trade should know best what is best for the trade tuition (12,5%).

In conclusion, principals are in favour of the involvement of Divisional Heads, Subject Head, Subject Specialists, and other members of the council e.g. principals to participate in the designing procedure.

5.3.8 Measures to be taken to ensure that curriculum designing is carried out

The responses of the principals in excess of 87,5% indicated that there must be constant and regular review of the requirements by employers and technikons. Thirteen percent responded by indicating that there must be a feed-back from industry. These responses suggest that there must be a link between technical colleges and industries. The curriculum designers must work hand in hand with industries to assess their needs, and to know exactly what is it that they want to be included in the curriculum. This also suggests the need for principal connection with industry so that they will know exactly what is happening in industries and to use that knowledge in the future planning procedure. We conclude by saying that there is a need for a link between industry and technical colleges. The relationship between technical colleges and industry are extremely poor especially in the colleges that are situated in rural areas. It is the responsibility of the principals to liaise with industries and commerce all the times so that they will know exactly what is happening or what is needed from the industry.

5.3.9 Extent of problems created by not taking part in curriculum planning and development

Principals were asked in item 3.9 of the questionnaire to evaluate the extent of the problem not to take part in curriculum planning and development for their colleges. The responses of

principals had pointed to this being a major problem confronting them, especially those who were determine to update knowledge and develop their colleges. The data obtained from item 3.9 shows that 50% of principals rated the problem as a severe one, 25% rated it as at least moderately large one and 25% as a slight problem.

Table 5.11 below gives the percentage frequencies of the responses for "slight Problem", "Moderate Problem" and Severe Problem" as derived from principal ratings on the seven - point Osgood Semantic Scale. Ratings 1 and 2 were grouped as "slight problem", rating 3,4 and 5 as "moderate problem" and ratings 6 and 7 as "severe problem."

Table 5.11

Extent of Problem Not to Participate in Curriculum Planning and Design

Problem Rating	Slight		Moderate			Severe	
Scale	1	2	3	4	5	6	7
Responses	2		1	1	-		4
	(25%)		(12,5%)	(12,5%)			(50%)
Frequency %	25%		25%			50%	

It can be concluded, therefore, that it is a major problem to principals not to take part in curriculum planning and development.

5.3.10 Conclusion to part three

The principals indicated that the curriculum planning and design is prescribed by the Department and given to them in the form of a syllabus. There was a feeling from principals that all college principals, senior staff members, subject specialists, representatives from commerce and from college councils must come together and plan or design curricula for technical college after researching all the needs or demands of the market.

The study revealed that number of principals 62,5% had a very good training in curriculum planning and design. The study also revealed that principals of technical colleges are willing to serve in the curriculum council, attend curriculum workshops, help design community based curriculum and hold discussions at curriculum development changes with the Department or representatives from planning section, Ulundi.

The survey revealed that principals seem to be dissatisfied with the manner in which the Department selects and constructs knowledge for colleges. There is no sufficient research-work done by the colleges as to know exactly what the commerce and industry want or need. The principals recommended that the following people be included in the future curriculum design.

1. The Artisan or Technicians who know exactly what the industry wants.

2. Divisional heads, subject specialists and senior lectures especially those who have been serving in the workshops for years are best qualified to determine course content.
3. Principals and deputy principals who had been in contact with business, industrial and professional leaders, are also legible to be included when deciding on updating knowledge or constructing a new curricula for colleges.

5.4 NEW COURSES INTRODUCED

This part of the questionnaire sought to:

- (a) Obtain data on the growth patterns of new courses.
- (b) Determine why certain courses failed despite apparent demand for them.
- (c) Determine whether colleges could create public demand/need for courses by suitable marketing them.

5.4.1 Number of new courses introduced at colleges

Table 5.12 provides the percentage frequencies of college that reported introducing new course in two groups of colleges.

Table 5.12**Distribution of Colleges According To Type Of Courses Offered**

Type Of College	Number In Category	Percentage Response
Technical	6	75%
Commercial	2	25%
None Response	2	-
TOTAL	10	

Table 5.12 above revealed that there is a greater growth in new courses in the technical direction. From the table above it is evident that more colleges introduced new technical courses. The following technical and commercial courses were named by principals as new courses introduced recently in the colleges.

Table 5.13**Technical and Commercial Courses Offered in KwaZulu Technical College**

Type of Course	Frequency %	Type of Course	Frequency %
Technical N1 - N3		Commercial N1 - N3	
Building trades	(3) 37,5%	Secretarial Course	(2) 25,0%
Mechanical trades	(4) 50,0%	Hairdressing	(1) 12,5%
Electrical trades	(4) 50,0%	Computer Science	(1) 12,5%
Water and Waste Treatment	(2) 25,0%		
Laboratory Assistant	(2) 25,0%		
Motor Upholstery	(2) 25,0%		

Table 5.13 indicates clearly that KwaZulu Technical Colleges are only expanding on the technical direction rather than commercial and non-formal course directions. (Refer to par. 5.1.9) it is obvious that the demands of the community are only on the technical section of the college. It can be said that principals of technical colleges are satisfying a wide range of industry needs rather than commercial needs (refer to Table 5.13) above and they cannot balance or satisfy both technical and commercial needs without a well developed system of monitoring enquiries and ensuring contact with a variety of organizations and interest group.

KwaZulu Technical Colleges are reasonably active in promoting new courses in technical direction only at a higher rate (75%) and commercial section on lower rate (25%).

5.4.2 Courses failing to prove expected demands

In order to offer a course, a college somehow establishes its need, the course is then approved by the department and the course is officially offered and marketed by the college. It happens that a course fails to attract the required number of students to make the course viable. The following reasons were given by the principals as real courses for failure:

Table 5.14**Courses Failing to Prove Expected Demands**

Type of Course	Reason	Frequency of Responses
Black Making of laying	Considered inferior to Brick laying	25%
Domestic Science	Domestic Considered inferior	25%
Building Science	Inadequate advertising	25%
Leather Work	Need for course based on insufficient information	25%

The table above indicates that failure of these courses could be the result of inadequate or faculty marketing strategies in most cases. There were eight technical colleges which responded to this question and four are situated right in the rural areas. The problem with the technical colleges situated in the rural areas is that they are not well exposed to all the facilities, media for advertisement of courses and at times they fail to recruit people who will do the course. The failure resulted from causes such as "college could not afford the facilities" or "too late in the year to advertise the course properly and 50% of the principals responded by saying that the courses failed because the student felt the course was too inferior to them.

5.4.3 Effects on demand for a course by offering it

In Chapter one of this research work under "Formulation of the Problem" 1.3, it was pointed out that there is a tendency of selling courses without

first assessing whether the courses are in demand or not. This creates problems for the technical college because a college keeps on producing people who are unemployable and this is a disservice to the community. The colleges can create a need for certain courses or at least stimulate public interest in something for which only slight awareness or need had hitherto been felt. Only 50% of the principals who responded to this question and they agreed that the demand followed the offering of course. Fifty percent of the principals expressed the view that it was not always necessary to prove public demand for a course before offering it. It can be said that many principals believed in marketing courses to promote a course. Almost all courses in Table 5.13 had been created by the offering of the courses.

In conclusion it is clear that there is no survey that is being conducted by technical colleges prior to the introduction of a new course. The existing norm, in other technical colleges especially Whites and Indians' technical colleges is that there must be a research conducted by a college before any new course is introduced. Firstly, there must be a consultation with Commerce and Industry to get their opinions concerning the course to be introduced. Secondly, the principal or Public Relations Officer in any technical college must go all out to find out from the local community where that particular new course(s) is/are needed. It is then that the principal of technical college will be able to advertise the course.

5.4.4 Necessity for Public Demand before introducing New Courses

The principals were given a space to give their own opinions on whether its always necessary to first prove public demand before introducing a new course. The principals responded in different ways and gave different opinions in this matter.

There is only 12,5% of technical college principals who responded by indicating that it is not always necessary to prove public demand. Where market trends and/or job needs indicate the needs for skilled workers in a particular field the educational institution should anticipate public demand and be ready when it arises. Eighty seven and half percent of the principals felt that its important to know the needs of the Community because with no public demand any course will fizzle out. The principals indicated that its no use offering the course, employ a teacher for the course and even build a classroom and a workshop for that particular course without investigating whether the public do need it. In conclusion we can indicate that there is a need for an approval of a demand for courses by the community before it is established.

5.4.5 Methods used by Principals when Introducing new courses

The principals were requested to indicate methods they normally use when introducing new courses. The survey revealed that most done of work by the

technical colleges to research the commerce and Industry's needs, involves direct action by the technical colleges to promote their course and stimulate public interest. The methods used by principal stand as follows:

- Advertise the course and monitor response (87,5%).
- the principal and his staff rely on their intuitive understanding and knowledge of the Community to initiate courses (87,5%).
- The principals visited schools (73,5%)
- Members of the college council are asked for inputs regarding needs for course (50%).
- Send out survey questionnaires to industry (62,5%).

The last method of sending out survey questionnaires to commerce and industries especially local ones, is the best method and can be adopted by other technical colleges. It is, therefore, recommended that all principals should at least visit local high schools, request the members of the colleges council for inputs and sent out questionnaires to local industries in order to get the required information.

5.4.6 Conclusion to Part Four

It can be concluded that KwaZulu technical Colleges is expanding very rapidly. These technical colleges are expanding only on the technical direction.

Certain new courses like hairdressing, electrical trades, and computer courses, offered in response to apparent public demand, sometimes fail to become reality due to poor public response. This mostly happen with formal courses. The majority of principals believe that the need for a course does not have to be established beyond reasonable doubt before offering and marketing it. Thus they seem to appreciate the principle that public awareness of the community needs can be created by the offering of the course. The demand for the course can also be stimulated by the continued marketing of the course. The principals who adopt this style achieve greater enrolment growth rates.

This system does not always succeed, instead it creates problems at times, if one considers the fact that marketing courses can make the college to get negative response. It is always recommended that both marketing of the courses and research be adopted to avoid poor response from the community.

Lastly, the KwaZulu Technical Colleges are only concentrating in one direction i.e. technical training at large. It is suspected that this is caused by the fact that all principals in KwaZulu technical colleges were trained in one direction and

not even a single one recruited from commerce or academic. It is, therefore, suggested that there must be a balance between technical and commercial training in all technical colleges of KwaZulu.

5.5 OBTAINING RELEVANT INFORMATION FROM THE COMMUNITY

This part of the questionnaire aims at finding out the nature of the problems encountered in trying to identify needs of the community and principals self-evaluation of their expertise in determining needs.

5.5.1 Extent and Nature of problems in identifying needs

KwaZulu Technical College principals were requested to evaluate the extent of the problem to identify their communities needs for new courses. Table 5.15 below gives the percentage frequencies of responses for "slight problem" "Moderate problem" and "Severe problem." Ratings 1 and 2 were grouped as "Slight Problem."

Table 5.15

Extent and Nature of Problems in Identifying Needs

Problem Rating	Slight		Moderate			Severe	
Scale	1	2	3	4	5	6	7
Number of Responses	2	-	1	3	1	-	7
	(25%)		(12,5%)	(37,5%)	(12,5%)		(12,5%)
Frequency %	25,0%		62,5%			12,5%	

The table above reflects that researching community needs is a major problem to the principals of technical colleges in KwaZulu sixty three percent of the Principals indicated that they have a problem in researching the needs of the community and is clear now that KwaZulu Technical Colleges conduct relatively few research surveys of the various sectors of the communities.

This research revealed that colleges expand most effort in trying to ascertain which courses people, usually, school leavers, would like to study. It would appear that insufficient work is done in researching the employment needs of the Community served by the KwaZulu colleges. The research also revealed that colleges instead of researching the community's needs, are concentrating on "selling" courses for which employment demand is unknown or non-existent; then courses are bound to fail.

This is one of the most important challenges facing KwaZulu Technical College principals i.e. to research the community's needs rather than selling courses to the people.

5.5.2 Nature of the Problems the principals encounter when trying to ascertain the community needs

In response to an item 5.1.1 from the questionnaire (Appendix 1), the principals gave the following problems they encounter when researching the needs of the Community.

- (a) The greatest problem usually is that people do not realise the value of training to meet a need which does not already exist. e.g. New courses are often poorly supported until the community realises their value through application in life situations. (i.e. when a meaningful job is obtained).
- (b) Confusion and ignorance among the public concerning the role of the technical college within the community.
- (c) Due to unrest situations prevailing in Black townships, as a White person, I cannot conduct a survey or meetings outside the technical college boundaries thus communication which is of utmost important is lost. The Black H.O.D's and Senior Lecturers are at risk until such time the situation improves, we will then be able to solve communication problem.
- (d) The general feeling from the public is that technical college is for dull pupils and they have developed that negative attitude towards a college and also regard the college as inferior to high schools. (ii)
- (e) Absence of full-time Public Relations Officer creates problems. (i)
- (f) College councils are not contributing towards this task. (i)

It can be concluded that the problems listed above are those that encounter principals when trying to communicate with the public at large.

5.5.3 The Degree of ease or difficulty experienced by principals when obtaining relevant information for new course:

Table 5.16 below shows a degree of ease or difficulty experienced by principals when obtaining relevant information from their communities with regard to establishing need for new courses. Answers range from Easy to Difficulty.

Table 5.16

Degree of Difficulty Encountered When Obtaining Data for Establishing Need for New Courses

Type of course	Degree of Difficulty		Total %
	Low	High	
Technical	37,5%	62,5%	100%
Commercial	25,0%	75,0%	100%
Non-Formal	37,5%	62,5%	100%

The data above shows that its difficult to obtain information useful to the establishment of new courses especially commercial courses. KwaZulu Technical Colleges have a problem of introducing commercial courses because of the absence of organised commerce body they can communicate with. The principals have a problem in determining

information useful to the establishment of new courses in commerce. The table above reflects that 75% of principals are experiencing difficulty in commerce; 62,5% of principals are experiencing difficulty in determining information useful to the establishment of new technical courses and 37,5% indicated that they do not experience a difficulty in establishing useful information regarding non-formal courses.

In conclusion; the table above indicates that few bodies or industries who have established few contacts with colleges in connection with commercial courses and technical colleges have to rely heavily on informal contacts with person and organizations in the commercial sector. Furthermore this indicates that principals have to establish means to work into contact with local organizations, sectors and industries in order to obtain more information regarding the establishment of new courses.

5.5.4 The role of the outside organizations and sectors outside the college in conveying needs of the college

This section of the study will look into the role or contributions of the outside sectors or groups in conveying the needs of the college. The role of the groups or sectors depends on the college itself; it is not the matter of the college now being passive and the groups being the active ones. The outside sectors are challenging the Technical College principals to involve them in the running of the college, and updating of the knowledge within the Technical College.

The principals were asked in item 5.3 from the questionnaire (Appendix 1) to evaluate the degree of activeness of various groups or sectors. The 7 point scale ranging from 1 - 7 "No input" to 7 "very much input" was used and these results are set up in table 5.17 below. Percentage frequencies have been grouped to provide three categories: "Low Activity," "Moderate Activity" and High Activity." There were 8 respondents to this question.

Table 5.17

Classification of Groups According to Their Level of Participation in Communicating Community Needs to Colleges

Type of Groups/Sectors	Frequency Percentage		
	% Level of Participation		
	Low%	Moderate%	High%
Chamber of Commerce	50	25	25
Chamber of Industries	50	12,5	37,5
Local Professionals	87,5	12,5	-
Department of Manpower	62,5	25	12,5
Local High Schools	50	37,5	12,5
Local Business Men	62,5	25	12,5
Local Press	37,5	25	37,5
Large Employers e.g. Sats	75	12,5	12,5
Cultural Organisations	87,5	-	12,5
Local Churches	100	-	-
Service Clubs e.g. Lions	75	12,5	12,5
Sports Organizations	75	12,5	12,5
Your College Staff	2,4	10,1	87,5
Your College Council	25	37,5	37,5

The table above indicates clearly that these sectors or groups are not yet actively involved in KwaZulu Technical Colleges. Infact the representatives from these sectors i.e. the representative from Chamber of Commerce, Industries, Local professionals, Department of Manpower etc., are supposed to be included in the college councils or college curriculum team. It is the representatives of these bodies that form the nucleus of college councils.

These council members normally represent these bodies on a fairly permanent basis and tend to become knowledgeable of colleges' affairs in their own right. The research revealed that KwaZulu Technical Colleges do not have these representatives in their governing or advisory councils. The research also revealed that principals, are not working closer with these organizations. The principals of KwaZulu Technical Colleges are also faced with this big challenge of bringing these organizations closer to the college.

In order to harness the potential of these organizations for the benefit of the colleges, principals go all out to work at securing more active involvement from them which goes beyond the mere representation on their councils.

Very little contacts exists between local high schools. The responses of principals concerning local professionals and high schools' communication with the colleges reflects a "low" degree of communication i.e. 87,5% with professional and 50%

with local high schools. This indicates that there is no good communication between professionals and the colleges. This, if colleges wish to expand their commerce courses, technical courses and also want to introduce any new course, meaningful liaison between the local high school and professional should be encouraged and promoted. This is one of the most important challenges facing principals of technical colleges, where he is expected to be dynamic and be able to facilitate relation with other institution around the college.

The remaining ten groups listed in table 5.17 above all score "Low" evaluation for the level of participation in the process of communicating the needs of the community with college except one group i.e. college staff which reflects that 87,5% of the staff members from each college are actively involved in college education. The rest of the groups except "college staff" from the table above obtain virtually no "HIGH" scores at all.

In conclusion, it can be indicated that technical colleges must work hard at establishing meaningful contacts with all these groups listed above. They have a lot to offer KwaZulu Technical Colleges. KwaZulu Technical Colleges have either not yet succeeded in gaining enough of their active support, or these groups offer resistance to colleges or they are ignorant of the part colleges can play in their process. It can also be true that technical colleges have not yet considered the importance of all these groups and have made little effort to involve them or

offer service to them. For example, in the case of local schools and churches, colleges can offer facilities to the benefit of the community.

The principals of KwaZulu Technical Colleges are faced with these challenges i.e. of making the colleges known to the community.

5.5.5 College Council as representative of the community's interest

The item 5.5 in the questionnaire (Appendix 1) request the principals to indicate the extent of the councils involvement in determining community's interest. Infact number of principals (37,5%) indicated that they do not have councils instead they have advisory boards consisting of the parents, Circuit Inspectors, Heads of Department in the same college and a principal. The advisory board gives advices to principal and college staff and this board functions more or less the same as the governing council. The only difference is that the college council had representatives from chamber of commerce and industry and some colleges even recruit members from large employers e.g. Sats and the Department of Manpower.

Table 5.18 below provides the percentage frequencies of colleges who have responded to item 5.5.

Table 5.18**College Council as Representative of Community's Interest**

Interest Rating	Low		Moderate		High
Scale	1	2	3	4	5
Responses	12,5%	12,5%	25%	25%	25%
	1	1	2	2	2
Frequency	25%		50%		25%

The interest rating was categorised into 3 categories i.e. "Low" representation of the community's interest, "Moderate" representation and "High" representation of the community's interest. The result above (Table 19) indicates 25% which is "Low" representation of the community's interest in colleges; 50% which is "Moderate" representation of the interest and 25% which is the "High" representation of the interest of the community by other councils.

In conclusion, the table above (Table 5.18) indicates that there is no high input given by the college councils to the colleges. This indicates that the council do not represent the interest of the community very well and this is supported by the fact that there are only two technical colleges which responded by agreeing that their college councils are working hard to assess the needs of the community and make recommendation as to what is it that the people want. This is a great challenge indeed to all

principals of KwaZulu Technical Colleges.

5.5.6 Conclusion to Part Five

The task of determining the needs of community is a major problem facing most principals of technical colleges in KwaZulu. It is important that all principals be in a position to know and understand the community they are serving and to know exactly what their needs are. Principal's self - evaluation of their knowledge and capability to do this researching of the communities needs is generally "moderate" (62,5%) and they mention some of these problems they encounter when trying to research community's needs.

- (a) People do not realise the value of training to meet the need which does not already exist.
- (b) They are ignorant of the role of technical colleges.
- (c) Absence or non existent of the P.R.O's, within the technical colleges.

This has created a problem and principal expressed the need for help and guidance in this task of management.

Principals showed responses to varying degrees of difficulty to determining information relevant to the determining of needs for courses in technical, commercial and non -formal courses. Principals are

requested to establish a closer links with organizations connected with commerce, industry and other sectors of the economy. It has been established that colleges have not yet been successful in involving the following groups in the running of the college i.e. local churches, local professional, large employers, cultural organizations, Department of Manpower, sports and organizations. The college staff is the only group which is actively involved in communicating information with the principals.

Finally it was concluded that there is little input made by the college councils or advisory boards (Table 5.18 above). This brings us to a conclusion that a principal of a technical college has a duty or task of involving a college council in the management and assessment of the community's needs. The college council by right is the one body that represents the interest of the community and this research has revealed that number of technical colleges (37,5%) do not have college councils and they are functioning without them. The principals are expected to work without a governing council or advisory board. It is, therefore, recommended that there must be an advisory council or governing council that will be able to work hand in hand with technical college principal to try and research the needs of the community.

5.6 VIEWS OF PRINCIPALS

5.6.1 Feedback

This section of the questionnaire asks the principals if they would welcome copies of the report of this survey or guide, based on this research with suggestions for market research into the needs for courses in their situations. They were requested to respond to the question by ticking in one box ranging from "very strong" to "strongly against." The response to this item 6.1 from the questionnaire (appendix 1) stood as follows: Seven principals 87,5% responded by marking or ticking "very strongly" which obviously means that they would very strongly welcome the copy of this survey. Twelf and half of the principals responded by saying they strongly welcome the copy.

This response from principals is an indication that there has been no recent survey conducted in this field of education in KwaZulu. Secondly this reflects that all KwaZulu Technical College principals (100%) are desperately in need of help and guidance in their technical colleges. The principals feel that this survey will help to solve some problems that seem to be unattended to by the Department of Education, KwaZulu.

In conclusion 100% of principals are in favour of getting copies or guides based on this research and that will be done by the researcher.

5.6.2 Principal's comments

The principals were asked if they had any comment they would like to bring to the researcher's attention. This item 6.2 from the question which is also the final item. The principals of technical colleges responded in different ways.

(a) The first respondent

- Curriculum design must be done with the needs of the community, industry and the individual in view.
- More relevant courses must be offered at technical colleges. They further emphasized that courses should be made relevant to the needs of industry and commerce.
- An umbrella body consisting of experts on various directions should be responsible for curriculum design.
- Practical training in various direction is important.

In reaction to what the first respondent has said above, it is evident that there is a need for a involvement of principals, representatives from commerce and industry when designing or planning a curriculum for a technical college. The courses that are being offered by colleges must be relevant to the needs of commerce and industry. This is one of

the greatest challenges facing technical education in KwaZulu i.e. to provide a relevant education to commerce and industry.

(b) The Second respondent

- Technical - Commercial education and Training is too broad based. Specific job training should be given more attention
- Unfortunately specific training is only viable when employment is guaranteed at the successful conclusion of the course.
- Job placement should be a priority of an Education Department. Much effort and money is wasted on providing education and training which does not ensure that successful candidate will get employment or entry in to the market place.
- Finally, too much reliance is placed on the value of Certificate and Diploma's and not enough on attitudes, discipline and life skills.

In conclusion, it is clear from what the second respondent had said above that there is a real problem in KwaZulu Technical Education. The last respondent above indicated that there is a lot of money wasted in training people that are not employable. An extensive research is needed in

KwaZulu Technical Colleges before a new course is introduced. The education provided by technical colleges does not ensure employment or entry into the market place. This indicates that a need exists for a research before an improvement of an existing course or introduction of any course in the college.

5.7 FINDINGS FROM PRINCIPALS OF TECHNICAL COLLEGE

5.7.1 WHAT DO YOU DO IN THIS PLACE TO DETERMINE THE NEEDS OF INDUSTRY AND COMMERCE

The principal responded by indicating that representatives from Chamber of Industries and Commerce are usually invited to technical colleges, to come and explain as to what is it that they want and what type of students they will need. One Technical College situated in an urban area indicated that there is a close link between his technical college and industries.

There are other technical colleges around Durban which indicated that there is no proper communication between their technical colleges and industries. One principal indicated that he only took the bricklaying students to local industries at his expense and those industries are communicating with his technical college properly. One principal from an industrial technical centre in KwaZulu indicated that he only visits local industries and finds out from them as to what is it that they want or what their demands are. He, then, established the need for a course and start introducing it to students.

One principal of a technical college situated in peri-urban area responded by indicating that he is a member of commerce committee in his circuit and he usually mixed with commerce groups around the technical college and discuss number of things regarding their needs as factories, banks, industries etc. He further indicated that he does not have any representation from Chamber of Commerce and Industries and Manpower Department in his governing council, as a result he is battling to recruit suitable people from these groups who will give him guidance regarding the introduction of new courses and improvements in the workshops.

The principal of one technical college situated in a rural setting indicated that his college had specific problems. The main problem is that his technical college is not situated closer to the industries and commerce. As a result, it is difficult for a technical college to obtain information from commerce and industries. This creates problems for a principal because he remains not knowing exactly what, how and when to introduce a course. He does not know whether there is a demand or need for the introduction of a course. This also creates difficulties on the side of industries at the time when they want to employ a person who had qualified from rural Technical College.

In conclusion to this question, it can be indicated that principals of technical colleges are all eager to work hand in hand with commerce and industries.

These groups (commerce and industry) will help in advising them about courses to be introduced. They will also donate some money to improve the facilities in the technical colleges especially in the workshops. Thirdly involvement of these groups (Banks, Industries, and other commercial institutions) when introducing new courses will decrease or slow down this policy of marketing or "Selling courses" in the technical colleges. There must be a thorough research before introducing a new course.

HAVE YOU USED ANY FORMAL RESEARCH METHODS SUCH AS SURVEYS TO ASSESS:

5.7.2 The needs of commerce and industry

There is only one principal from a technical college who responded by indicating that he had conducted a house hold survey around the college. The aim of this survey was to find out what the really needs of the community's are. He was doing this in consultation with the Natal University who drew him a survey scheme, designed questionnaires and also assess results. This survey was also extended to local firms, industries and commercial groups or institutions. The responses to this survey was pretty good as a result the principal succeeded in drawing a picture that will enable him to arrive at the solution to the problems of community's needs. He is now offering the courses that are needed by local industries and commerce.

The other principals indicated that they had never done a formal research when assessing the needs or demands from their communities. They indicated that they do not have time for conducting a survey because of the pressure of work on their shoulders.

Secondly, one principal indicated that this work of conducting surveys must be done by Public Relations Officers (Refer paragraph 5.2.3) The Public Relations Officers (P.R.O.) are responsible for visiting commerce, industries and other members of the community to collect knowledge that will help to improve the conditions in the college. The P.R.O. will then get this information and help to eliminate certain barriers that exist between outside organizations and technical colleges. The fact that principals do not conduct formal research or surveys indicates that there is a lot of work in their hands and there are unable to leave their schools and communicate or visit commerce and industries.

5.7.3 How many staff members that are involved in monitoring course inquires and trying to determine public need for courses.

The principals responded by indicating that they normally involve senior members from staff i.e. Sectional Heads or Heads of Departments, Senior Lecturers and other specialists within the colleges. These Heads and Senior Lectures are sent to different firms, Banks, Manpower Department and Chamber of Industries to attend certain courses or seminars and then they are able to assess the demands for these organizations. This also helps the colleges together

information that they need. One Technical College indicated that the deputy principal is conducting a survey in the form of questionnaires once a year. This helps him to determine public need for courses.

5.7.4 What do you perceive as the role of teachers, students, H.O.D. and other senior members in a college in the designing and planning of curriculum for technical college

The response to this question was that students need not to be involved in any planning and designing procedures. There is a need for an involvement of H.O.D. and other senior members in a technical college and these are the people who know the work and who are experts in their fields of study. The principals felt that there is a great need for an involvement of all these people when planning and designing a curriculum for a college. The specialists and senior members can do better than the people who are seated in Pretoria and design curricula that are not suitable to the needs of the communities. The Department of Education and Training is responsible for curricula design for all Technical Colleges in South Africa including self-governing states. There is a tendency of dictating to the colleges as to what is that they must teach and the principals from KwaZulu Technical Colleges indicated that these curricula (knowledge constructed by D.E.T. and submitted to Technical Colleges in the form of syllabi) are not yet updated time and again and irrelevant to the needs of commerce and industries.

This has created multitudes of problems whereby Pretoria designs and dictates to them at the end they produce students that are not properly employable. There is a need for an involvement of teachers, when designing any future knowledge for technical colleges.

5.7.5 How often do you involve representatives from industries e.g. (From Chamber of Commerce, Chamber of Industries, Department of Manpower etc.) when designing a college curriculum.

The principal responded by indicating that the representatives from different organisations above had never been involved in any curriculum activity. This exercise is only done by the Department of Education and Training and sent directly to the self-governing states in the form of syllabi. The Chamber of Industries and Commerce, Manpower Department and many other organizations do not have representation either in the college council or curriculum committees. This indicates that these organisations are not part of the training as a result they are not yet given a chance to highlight to principals or planners at Ulundi as to what is it that they want to see included in the technical or commercial training of students. This is a problem if one considers the fact that these students will be expected to get employment by the same organizations above who were not part in their technical or commercial training.

One principal suggested that there must be some workshops that will mix members or representatives from commerce and industries members from Department of Education and Culture, KwaZulu, staff - members from different colleges and Principals or Deputy Principals. These workshops will help colleges a great deal because there will be a complete exchange of ideas.

The principals recommended that there must be representatives from commerce and industry in any future curriculum planning activity. Secondly, highly trained technicians and curriculum designers should work hand in hand with commerce and industries, in order to update existing knowledge and break certain barriers with colleges. One principal indicated that new syllabi be drawn out in the colleges because the present syllabi are outdated and not relevant to the needs of commerce and industries. New syllabi should be drawn in consultation with commerce and industries, teachers, senior members of staff different expert in the Technical College, Deputy Principals and Principals.

5.7.6 To what extent do you believe the council as a whole to be representative of the community's interest

The response to this question was that principals do not have college councils instead they have advisory councils. The council consists of the Principal, Deputy Principal, Inspector of Schools or Circuit Inspector, Representative from Chamber of Commerce and Industries, Representative from Large Employers

like Toyota, Sats etc. These people form a council that will work for the college, improve a number of things in the college. The College Councils are not yet actively involved in assessing the Community's needs. One principal responded by indicating that advisory board or College Councils are not yet active and does not represent the interest of the community.

5.8 CONCLUSION

The whole survey indicates that there are many challenges facing KwaZulu Technical College principals. A person who is from KwaZulu Technical Colleges is having an impression that everything is going well; but a closer look indicates that there are numerous problems facing principals. The next chapter which is the last one, will give an overview of this research in the form of a summary of conclusions and certain recommendations will be made.

5.9 REFERENCES

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CHAPTER 6

SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

It is now necessary to recapitulate and give an overall view of this research.

6.2 Restatement of the problem

The main aim of this research is to identify some administrative and management challenges and related problems facing KwaZulu Technical College principals. The major problem in KwaZulu Technical Education is the apparent lack of involvement of college principals in curriculum planning, research and administrative decision making process. It appears that it is impossible in practice to carry out any proposals involving innovations within a technical college and also impossible for principals to update knowledge and also to be in line with the demands of commerce and industry if these barriers mentioned above are still existing.

KwaZulu Technical Colleges conduct relatively few research surveys of the various sectors of the communities. It means that technical colleges do not conduct regular research in order to monitor trends in employability relating to the courses they offer. The main problem in KwaZulu Technical Colleges is that of finding ways and means of improving the quality of work that takes place in the technical colleges so that the principals can be assisted to develop that spirit of

consultation with commerce and industry and be able to realise the need for research.

6.3 Purpose of the study

The study was intended to reveal that certain challenges and problems in the technical colleges have a great effect on the quality of training. The lack of communication between principals and commerce and industry has a great effect on the quality of training in the technical college. The lack of consultation between principals of technical colleges and the Department of Education and Culture, KwaZulu has also a negative effect on the quality of training.

The purpose of this study was to reveal that certain factors influence the quality of training in the technical colleges. It is necessary for the Department of Education and Culture, KwaZulu to keep it in mind that lack of research and consultation with the principal of technical colleges and the community (to assess their needs) is killing on the side of technical college. The aim of this research was to indicate that unless these challenges and problems are attended to and attempt made at solving them, the quality of training in all KwaZulu Technical Colleges will remain low. It is the aim of this study to encourage a close communication between commerce-industry and technical college principals. This will definitely eliminate number of barriers that are found existing within KwaZulu Technical Education.

6.4 Methods employed in this study

The literature studied, as shown in chapter two was the main source of background information related to the problem that was felt to exist. From the study of this literature in chapter two it was soon realised that the scope of this problem was so wide that the investigation had to be limited to the principals' relationship with commerce and industry and also to the principals contribution to the curriculum planning and development. The historical background described in Chapter 2 helped to explain the origin and related problems that grew to affect the quality of training in KwaZulu Technical Colleges.

The main points revealed by this historical setting are that technical education for Africans in KwaZulu and other national and self-governing states within South Africa was planned, designed and imposed by South Africa. The KwaZulu, Department of Education and Culture inherited problems directly or indirectly from the Department of Education and Training, Pretoria. It is then the responsibility of the Department of Education and Culture, KwaZulu to attend to these problems in the technical colleges and see to it that the quality of training is improved.

In conclusion, review of the literature revealed that technical colleges emphasized mostly theory rather than skills to the extent that most of the trained technicians are judged not to be suitable to the business and industry of today. It was also revealed that no or very limited co-operation between technical

colleges and either business and industry or community. The technical colleges are thus unable to project future needs of local industry with the result that many of their graduates do not readily find employment. This kind of situation led to a number of people studied to question the value of technical education.

The conceptual framework regarding the challenges and related problem facing KwaZulu technical college principals is described in Chapter 3.

6.5 Empirical Study

The research design and procedure are described in Chapter 4. The interview and the questionnaire techniques were used in gathering data. Three areas were selected from which a sample of technical colleges would be used for purposes of interviewing principals. The three areas were urban, peri-urban and rural. Two principals were interviewed from each area. During this interview the principal answered a questionnaire of Appendix I. The Data collected was then analysed and interpreted in Chapter 5. The writer will hereunder gives conclusions and recommendations.

6.6 Summary of Conclusions

This section lists conclusions drawn from this study.

1. There was a high degree of consensus among the principals about staff-involvement in an attempt pertaining the research of the needs of community.

2. Technical education geared to meeting the needs of commerce and industry must be offered in all KwaZulu Technical Colleges. This will enable the technicians not only to earn the livelihood but also to develop and improve their technical skills.
3. There was also a high degree of consensus among the principals of KwaZulu technical colleges about the appointment of a Public Relations Officer and this appointment is considered as an integral part of the marketing management function and not yet a separate entity in the college.
4. The principals are not yet given a chance to research the needs of commerce and industry, and also to contribute to the curriculum development on behalf of their colleges. It was, therefore, concluded that the principals, H.O.D's, Senior Lecturers and Subject experts should be involved in any future curriculum research, planning and construction.
5. A curriculum committee comprised of Representatives from Commerce and Industry, Department of Education and Culture, KwaZulu, Principals of Technical Colleges, and certain members from the community must be formed. This is essential for the updating of knowledge in the college and also planning facilities which would train technicians and thus help, solve what is believed to be the KwaZulu biggest problem shortage of technicians.

6. It was revealed in this survey that some new courses failed to attract the required number of students to make the course viable. The reason for failure is the fact that they were not sufficiently advertised and also the fact that the principals did not investigate whether there was a need for that course before introducing it. It was concluded that there must be a thorough research before the introduction of any new course.
7. The survey revealed that the groups or sectors like Chamber of Commerce and Industries, Department of Manpower, local businessman, Cultural organizations etc. are not yet actively involved in KwaZulu Technical Education. The technical colleges must communicate information within these groups or sectors and they must be represented in the college councils or advisory boards.

6.7 Recommendations

Although this study focussed upon principals involvement in technical college curriculum research, planning and construction, and also their relationships with commerce and industry, it is recommended that the following points revealed by this research be attended to.

6.7.1 Technical colleges situated in the Rural setting

Technical colleges that are situated in the urban and peri-urban areas are well equipped, with highly competent lecturers and there is definitely an effective tuition as compared to rural ones. These technical colleges are exposed to local industries or firms and commerce. This indicates that there is a need to improve all technical college that are situated in the rural setting.

It is, therefore, recommended that technical colleges must be linked to commerce and industries either locally or with those situated in the nearest town. This enables the principals to communicate with the management in the industry and to know exactly what their demands are. Technical colleges that are situated in the rural setting need to be encouraged to communicate with commerce and industry. Lastly the Department of Education and Culture, KwaZulu must see to it that rural technical colleges have to update equipments in their workshops and also employ better qualified teachers or lecturers who will be able to produce employable technicians.

The students who are exposed to a well equipped workshop for practicals, up to date curricula, highly trained lecturers and have also good access to local industries or firms for observation or practice purposes, while under-going training, at the end of their technical training are definitely becoming marketable and competitive.

This signifies that there is a great need for an improvement of technical education in all rural technical colleges in KwaZulu to be brought to the same level of those that are in urban and peri-urban settings.

6.7.2 The offering of both Full-time and Part-time courses in KwaZulu Technical Colleges

Table 5:2 indicated that there is only one technical college in KwaZulu that offer full-time and part-time or evening classes. It is recommended that KwaZulu should have more technical colleges offering part-time courses or evening courses to cater for those people who are employed during the day. This suggests that the Department of Education and Culture, KwaZulu should open more technical colleges in the rural and urban areas that will offer evening or part-time classes/courses to enable employed and unemployed people to improve their technical skills

6.7.3 Staff-involvement in identifying the needs of the community

It is recommended that staff members especially Heads of Departments, Senior lecturers and subject experts be involved in any action related to the research of community needs. The staff also needs to be inspired by their principals so that they will work harder to assess the needs of the community. It is also recommended that the members of staff be

divided into two groups. One group will assess the commercial needs of the community and the other will assess the technical needs of the community. It is recommended that the principals should share any responsibility with staff members especially when trying to assess the need of a particular community.

6.7.4 The need for a Public Relations Officer

It is recommended that the Department of Education and Culture KwaZulu must consider the institution of a full-time post at technical colleges designated as "Public Relations Officer". Secondly, all technical colleges should appoint a Public Relations Officers on a post level 2 basis or at the level of a senior lecturer. The Department of Education and Culture, KwaZulu should make the appointment of the public relations officer official to all technical colleges.

6.7.5 Principal and Staff Involvement in Curriculum Planning and Design.

The study revealed that 62,5% of the principals in KwaZulu Technical Colleges had a very good training in curriculum planning and design. The study also revealed that all principals of technical colleges are willing to serve in curriculum council or committee organized by the Department of Education and Culture, KwaZulu. There is a tendency with the Department of selecting knowledge and construct a curriculum for a particular course without any thorough research being conducted prior to the

curriculum development. As a result commerce and industry seem not to be consulted when constructing a curriculum.

It is, therefore, recommended that all principals, H.O.D's Senior Lecturers and Subject Experts be involved in any future curriculum planning and design. Secondly the principals must be given a chance to research the community needs and use that data for the construction of a new curricula. It is further recommended that a curriculum council consists of the representatives from commerce and industry, representatives from the Department of Education and Culture, KwaZulu (Planning Section), all principals of technical colleges, Heads of Departments and Subject Experts from various technical colleges of KwaZulu be formed. This committee or council will look into the problems facing technical education, assess the demand or need of business and Industry and make recommendations to the curriculum designers. This will help the Department of Education and culture, KwaZulu to construct a sound and a reasonable curriculum based on research.

This creates a need for a continual revision and updating of content and equipment and this technical education tends to be irrelevant to the community if there is no sufficient research prior to the introduction of any course. The writer therefore, recommends a wider involvement of commerce and industry, representatives from the Department of Education and Technical College principals in any

future curriculum research, planning and construction for technical colleges.

6.7.6 Controlling introduction of New courses in the Technical college

The survey revealed that there is a rapid growth in the introduction of new courses in KwaZulu Technical Colleges. It is further revealed in this survey that some other courses failed to attract the required number of students to make the course viable. The reason for failure is the fact that they were not sufficiently advertised. From this brief explanation it can be observed that to market and establish a course properly according to sound marketing principles is a complex and often difficult task. The following recommendations can be made to this regard:

1. Before introducing a new course, the principal and his staff (must first embark on regular research into the needs of the community as well as research aimed at finding out what the real needs of commerce and industry's are (employment needs)).
2. The principal and staff should continually evaluate the quality of each course offered and the quality of instructions, corrective steps be taken immediately where necessary. These actions need to be managed by principals and senior staff members within the college.

3. The costs of courses should be reviewed regularly, not simply in terms of running costs, but also in the light of consumer demand or consumer expectations. This is "price controlling".
4. Advertisement of a new course should be done thoroughly i.e. the advertising budget, advertising media used and the system for recording inquires at the technical college, all should be updated.

6.7.7 The need for an Involvement of the Outside Organizations and Sectors in the Functioning of the College

Since there is no good communication between these organizations and technical colleges (Refer. Table 5:17) at all, it is now recommended that all principals should communicate information with these organizations. These groups have a lot to offer KwaZulu Technical Colleges.

Firstly, these groups above know exactly what the industries want or are expecting from colleges. Secondly these groups need to be consulted when designing and constructing a college curriculum. Infact these groups can be contacted when deciding upon curriculum materials because they have a lot to say or offer to the changes that can be made in the curricula. These groups are good advisors to technical colleges especially when it comes to the introduction of new courses and improvement of

equipments in the workshops. Furthermore, these groups have a lot of money to donate into the technical college which can be used in the improvement of college facilities, workshops and in the expansion of the college buildings. This is a big challenge facing principals of technical colleges i.e. to recruit these sectors or organizations into their technical colleges and also to liaise information with them time and again.

In conclusion; it can be suggested that all colleges should involve these organizations or representatives from these organizations so that they will be able to get advice concerning introduction of new courses, improvement of the quality of training and also on the expansion of the technical college. The organizations cannot come to the technical college and make a request to be included in the functioning of the college but it is the responsibility or duty of the principal to go all out and recruit these organizations to come and work with him in his college. This action will help students who are in need of employment after completing their training and will help the technical college to expand rapidly.

6.8 The recommended areas for Research

This survey has revealed that there are more areas which need to be researched in KwaZulu Technical Colleges. The recommended areas of research in KwaZulu Technical Education are:

- (i) To determine the need for proposed new formal courses:

Such research should be conducted at college level and local (level. This will help the principal to improve the manner the new courses are introduced in KwaZulu Technical Courses. It is important to know exactly whether there is a need for particular courses before a principal introduces a course.

- (ii) To forecast the need for existing formal courses

This appears to be a neglected area. The principals of technical colleges do not seem to worry themselves much about the existing courses, whether they are still in demand or not. It is important for medium and long-term planning to know whether the need for each course is likely to increase, decrease or be maintained. This kind of research should also be conducted at local level and within the community where the technical college is situated.

- (iii) To determine the nature and extent of any competition to the technical college

This entails finding out whether courses are offered by any other person or institution regardless of whether or not these courses are also offered by the college. Such "threats" can be regarded as opportunities into two ways:

first, because they indicate the real existence of a need, secondly because they offer the opportunity to the college to expand its influence by uniting with these competitors.

(iv) To determine the need for Part-time courses

This survey has revealed that there is only ONE technical college which offers evening classes or courses in KwaZulu. These part-time courses are of vital importance to people who want to improve their level of training and also those who want to acquire new skills. This type of learning is only made specifically for the people who are employed during the day and can only attend lectures in the evening. This is an important area for research.

(v) To determine the level of Student satisfaction and Public image of the college

The students are the most advertising and recruiting media and also the most conveyors of the colleges image to the public.

(vi) To determine the adequacy of content of the technical colleges courses

Technical Colleges need to be continually involved in curriculum research and development. This research can be conducted at college and local level. The reason for this research is to update knowledge in the college and also to make

a college to be in line with the demands and needs of technology and industry. The college curriculum needs a constant revision.

- (vii) To determine the standard of technical colleges' courses and qualifications at local and National level

This research can be done with the help of the Department of Education and Culture KwaZulu and the Human Science Research Council (H.S.R.C.).

6.9. **CONCLUSION**

All college personnel and all activities need to be co-ordinated towards the goals of student satisfaction enrolment growth, improvement and expansion of courses, and greater understanding of the employment needs in KwaZulu and surrounding areas of Natal. If relevant training is to be significantly enhanced in KwaZulu Technical Colleges, effective ways will have to be found to improve environments for technical education. Those involved in technical education must be sufficiently perceptive and creative to find appropriate ways of working with commerce and industry, with community and the Department of Education and Culture, KwaZulu and other agencies to improve the standards, expectations and conditions in the technical colleges. In the final analysis the policies of the Department of Education and Culture, KwaZulu must be geared towards providing an environment with which the principals of technical colleges will be able to manage and administer those technical colleges effectively and efficiently.

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APPENDIX 1

QUESTIONNAIRE

TO BE COMPLETED BY PRINCIPALS OF KWAZULU TECHNICAL COLLEGES

Your are requested to answer this questionnaire honestly and truthfully. You should not write your name anywhere on this questionnaire. Your identity will not be revealed under any circumstances, so you need not fear to answer truthfully.

PART ONE1. BASIC INFORMATION ABOUT TECHNICAL COLLEGES.1.1 NAME OF COLLEGE

1.2 Student Population as of 1990

1.2.1 Total full-time male student-----

1.2.2 Total full-time female students-----

1.2.3 Part Time students (if any):

Male-----

Female-----

1.3 Total number of establishment posts in your college:

Male-----

Female-----

1.4 Does your College offer any part-time course)

YES	NO
-----	----

1.5 If Yes, name the courses offered on a part-time basis.

(a)-----

(b)-----

(c)-----

(d)-----

(e)-----

1.6 For how many years have you been:

Principal of a Technical College

Principal of your present College

1.7 In which field did you qualify?

1.7.1 Qualifications-----

1.8 What major achievements have you had in this college

1.9 What are your plans for the next 2-3 years?

PART TWO

2. STAFF INVOLVEMENT IN IDENTIFYING THE COMMUNITY'S NEEDS

2.1 Are you the only person concerned with researching your Community needs or do other staff assist you?
 Answer by making with a TICK the category which best describes your situation:

- (i) I am solely responsible
- (ii) I am mainly responsible, but have some help from staff
- (iii) I share this responsibility with some staff
- (iv) I totally delegate this responsibility to others
- (v) Other

If you have answered that other staff are involved to assist you, please name their positions:

- (a) -----
- (b) -----
- (c) -----
- (d) -----
- (e) -----

2.2 How do you assess Community Needs?
 Answer by marking with a TICK the category which best describes your situation.

- Use local News Papers
- Visit Local Schools
- Telephone students who enquired about courses
- Visit Local employers and Banks
- Others.

2.3 Do you have a Public relation Officer on your staff?

YES	NO
-----	----

- 2.4 To what extent is the Officer involved in determining Community Needs?

- 2.5 To what extent do your staff generally involve themselves voluntarily in the process of initiating New courses?

Please tick an answer:

They never assist
 They rarely assist
 They often assist

PART THREE

3. PRINCIPAL AND STAFF INVOLVEMENT IN CURRICULUM PLANNING AND DESIGN.

- 3.1 Are you involved in any curriculum planning and design for your college or do members of staff assist you? Answer by marking with a tick the category which best describes your situation:

ONLY PRESCRIBED BY THE DEPARTMENT

- (i) I am solely involved
 (ii) I am involved with other staff
 (iii) I have this responsibility with a Council
 (iv) I totally delegate this responsibility to others
 (v) I am not involved, its for the Department
 (vi) Other (please specify)

- 3.2 Have you had any training in Curriculum planning:

YES	NO
-----	----

- 3.3 Of what Nature was it-----

- 3.4 What do you perceive as the role of the teachers, students, H.O.D's and other Senior members in a college in the designing and planning of Currilum for technical Colleges:

- 3.5 Would you like to carry the following Activities. Mark by using a cross.

ACTIVITIES	YES	NO	ITEM	1MONTH	1YR	QUARTERLY
(a) Serve on the Curriculum Council						
(b) Attend Curriculum Workshop						
(c) Help design community based Curriculum/Workshops						
(d) Work hand in hand with planners by giving suggestions						
(e) Evaluate Curriculum Materials						
(f) Hold discussions about Curriculum development changes with						
(i) Teachers						
(ii) Local Community						
(iii) Department of Education and Culture, KwaZulu, etc.						

3.6 What kind of future Curriculum designing activity would you like to see incorporated in the designing procedure.

3.7 Who best might carry out curriculum designing within your college

3.8 What measures should be taken to - ensure that Curriculum designing is carried out?

3.9 To what extent do you consider it a PROBLEM not to take part in Curriculum planning and development for your College? Mark with a tick your estimate on the scale ranging from (1) to (7)

SLIGHT PROBLEM 1 2 3 4 5 6 7 SEVERE PROBLEM

PART FOUR

4. NEW COURSES INTRODUCED:

4.1 Have any New National Technical Certificate courses been introduced at your college during the past three years?

YES	NO
-----	----

If yes please name the courses:

- (a)-----
 (b)-----
 (c)-----
 (d)-----

- 4.2 During the past Three years were there any New courses for which there seemed a need and for which permission had been granted to offer the course, but which failed to attract the required number of students to be run?

YES	NO
-----	----

If you answered yes: please list in the table below the names of courses which failed and the corresponding reasons for failure.

COURSE	REASON

- 4.3 Are there any courses offered at your college for which experience has shown that the need

or Demand for the course(s) had been created by the offering of courses.

YES	NO
-----	----

If Yes, please name the course.

- (a)-----
 (b)-----
 (c)-----
 (d)-----
 (e)-----

- 4.4 If you wish you may use the space below for your opinions and experience on the matter of whether it is always necessary to first prove public demand before introducing a new course.

- 4.5 Which of the following Methods have you used or are using in market research when considering introducing new courses? Please be free to add other methods you have used.

Indicate with a TICK the appropriate block using the key:

Never used
 Seldom used
 Often used

	1	2	3
(a) Advertise the course and Monitor response			
(b) Send out Survey Questionnaire to Commerce			
(c) Send out Survey Questionnaire to Industry			
(d) Monitor general telephonic enquiries			
(e) Monitor general reception desk enquiries			
(f) As for inputs from college Council			
(g) Use intuitive understanding knowledge of Local area			
(h) Other			

PART FIVE

OBTAINING RELEVANT INFORMATION FROM THE COMMUNITY:

- 5.1 To what extent do you consider it a PROBLEM to identify your Community's NEEDS for New courses.
Mark with a TICK your estimate on the Scale ranging from (1) to (7).

SLIGHT --- --- --- --- --- --- --- SEVERE
PROBLEM 1 2 3 4 5 6 7 PROBLEM

- 5.1.1 Could you please describe briefly the nature of the problems you encounter when trying to ascertain the Community Needs.

- 5.2 Indicate the degree of EASE or Difficulty you experience to obtain the relevant information from your Community in order to establish Need for Technical, Commercial and Non-formal Courses.

Mark a TICK on ONE of the positions on the given Scale for EACH.

TECHNICAL: EASY --- --- --- --- --- --- --- DIFFICULTY
 1 2 3 4 5 6 7

COMMERCIAL: EASY --- --- --- --- --- --- --- DIFFICULTY
 1 2 3 4 5 6 7

NON-FORMAL: EASY --- --- --- --- --- --- --- DIFFICULTY
 1 2 3 4 5 6 7

- 5.3 How active are the groups listed in the table below (please add others that are important to you) in bringing to your attention the educational needs of your area. Evaluate each of their roles by placing a TICK on the Scales, ranging from:

1 = NO input to = very much Input

	1	2	3	4	5	6	7
Chamber of Commerce							
Chamber of Industries							
Local Professionals							
Local High School							
Dep. of Manpower							
Local Business Men							
Local Press							
Large Employers e.g. Sats							
Cultural Organisations							
Local Churches							
Service Clubs e.g. Lions							
Sports Organisations							
Your College Staff							
Your College Council							

- 5.4 With reference to your College Council.

- 5.5 to what extent do you believe the Council as a whole to be representative of the Community's interest. Estimate by marking a TICK on the Scale:

Low -- -- -- -- -- High
Representative: 1 2 3 4 5 Representative:

PART SIX

6.1 Would you welcome

- (a) A copy of the main findings of this survey?
- (b) A guide, based on this research, with suggestions for market research into needs for courses in our situations?

How strongly do you feel the need for this?

Very strongly	Strongly	Undecided	Against	Strongly against

6.2 Finally do you have any comments you would like to bring to my attention:

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----
7. -----
8. -----
9. -----
10. -----
11. -----
12. -----

APPENDIX 2

P.O. BOX 43254
INANDA
4310
27 June 1990

The Secretary
Department of Education and Culture
Private Bag X20
ULUNDI
3838

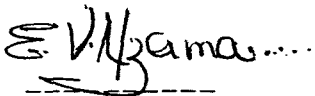
I am doing some research on the administrative challenges and related problems facing principals of technical colleges in KwaZulu - An Exploratory Study. I am registered with the University of Zululand. I am writing this letter to request for permission to conduct this research in all KwaZulu Technical institutions.

I will use a questionnaire and also conduct interviews. Questionnaires will be sent to ten principals of technical colleges and Industrial training centres. The aim of the survey is to identify some problems that confront principals of technical colleges in KwaZulu and possibly give some recommendations.

The writer will supply the Department of Education and Culture with a copy of this research or survey.

Thank you.

Yours faithfully



E.V. Nzama

UMNYANGO WEMFUNDO
NAMASIKO



DEPARTMENT OF EDUCATION
AND CULTURE

DEPARTEMENT VAN ONDERWYS EN KULTUUR

Ikheli Locingo :	Isikhwama Seposi :	X04	Ucingo
Telegraphic Address: INKANYISO	Private Bag :	Ulundi.	Telephone
Telegrafiese Adres :	Privaatsak :		Telefoon 0358-203594
Imibuzo :	Usuku :		Inkomba
Enquiries :	Date :		Reference
Navrae : B.H. PIPER	Datum: 06.07.1990		Verwysing

Mr. E.V. Nzama
P.O. Box 43254
INANDA

Dear Mr. Nzama

RESEARCH IN KWAZULU TECHNICAL SCHOOLS/COLLEGES.

Thank you for your letter of 27 June 1990 in which you have supplied the information requested by me in my letter of 28 May 1990.

In granting permission for the research project to be undertaken we would request that you -

- (i) work through the Circuit Inspectors of the areas in which the technical colleges, industrial training centres are situated.
- (ii) ensure that information elicited be treated as confidential, and
- (iii) make a copy of the research findings available to the Department if requested to do so.

Best wishes to you for a successful research project.

Yours sincerely,

B.H. PIPER
PRINCIPAL EDUCATION PLANNER

APPENDIX 4

A Cover letter to principals of technical colleges

Dear Sir/Madam

Kindly complete the enclosed questionnaire. The questionnaire is on the general management and administration of the technical colleges in KwaZulu. The survey is for an M.Ed. Degree.

You are requested to complete this questionnaire honestly and truthfully. You should not write your name anywhere on this questionnaire. Your identity will not be revealed under any circumstances. All your responses will be kept confidential and they will be used only for statistical purposes. The study is purely academic and has nothing to do with any Education Department in the country.

There is only one questionnaire with eight pages to be completed by a principal.

Enclosed is a self-addressed envelope. Please use it when returning the questionnaire.

Thank you.

Yours sincerely



E.V. Nzama

APPENDIX 5

CIRCUITS AND TECHNICAL COLLEGES CHOSEN FOR RESEARCH

CIRCUITS	TECHNICAL COLLEGES	NO.OF PRINCIPALS
KwaMashu	Ntuzuma Technical College	1
Umlazi North	Umlazi Technical College	1
Edendale	Edendale Technical College	1
Port Shepstone	Inyenyezi Technical College	1
Mnambithi	Ezakheni Technical College	1
Madadeni	Madadeni Technical College	1
Nongoma	Nongoma Technica College	1
Inkanyezi	Isithebe Industrial Training Centre	1
TOTAL		8

APPENDIX 6PRINCIPALS INTERVIEWED

CIRCUIT	TECHNICAL COLLEGES	NO
KwaMashu	Ntuzuma Technical College	1
Umlazi North	Umlazi Technical College	1
Edendale	Edendale Technical College	1
Port Shepstone	Inyenyezi Technical College	1
Nongoma	Nongoma Technical College	1
Inkanyezi	Isithebe Industrial Training Centre	1
TOTAL		6

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