THE FACTORS ASSOCIATED WITH ECONOMIC LITERACY AMONG BLACK SOUTH AFRICANS AND THE SIGNIFICANCE OF TEACHING AND LEARNING THE ECONOMIC SCIENCES

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DECLARATION

THE FACTORS ASSOCIATED WITH ECONOMIC LITERACY AMONG BLACK SOUTH AFRICANS AND THE SIGNIFICANCE OF TEACHING AND LEARNING THE ECONOMIC SCIENCES.

MASTER OF EDUCATION 1994

I, Zacheus Ngcebo Dumisani Zungu, do hereby declare that this dissertation which is submitted to the University of Zululand for the degree of Master of Education has not been previously submitted by me for a degree at any other university, that it represents my own work in conception and in execution, and that all the sources that I have used and quoted have been indicated and acknowledged by means of complete reference.

SIGNED BY ME Z Dumisani Zungu ON THE 11-01-95 DAY OF.....

DEDICATION

This work is humbly dedicated to my mother Mary-Jane and my late father Andreas (Nqe) for their vision that saw me through school. Through them I learnt that a man ought to work hard in order to be successful.

SUMMARY

The focus of this study is in the sphere of the Philosophy of Education. The research was conducted mainly in Black schools in the Mehlwesizwe and Nseleni circuits, within the juris- diction of the KwaZulu Department of Education and Culture,in order to investigate the performance of pupils in commercial subjects and the perception of pupils and teachers in these subjects. The researcher has established that the offer of a commercial subjects' package in Black schools has always been a privilege, not a necessity, for the purpose of fulfilling the objectives of the apartheid system. This has resulted in a lack of economic productivity among pupils.

Pupils should be introduced to the commercial world by the private sector in order to give them more insight into its workings. There has been little involvement of this kind in schools; and the researcher believes this is essential for productivity and a sound understanding of an economic system.

The authors of commerce text books, especially Accounting, Business Economics and Economics delay in updating information in textbooks; and pupils therefore study irrelevant material. This the researcher believes contributes substantially to the failure of education to meet the expectations of the business world. Education fails thus to attain its objectives in this field.

Most Black entrepreneurs have an inadequate commercial background and thus their businesses are not smoothly run. It is therefore essential to prepare potential businessmen for the commercial world as it exists. This can be done by providing guidance in schools in the commercial stream.

Methods of research included: literature study - the researcher consulted relevant books (both prescribed and recommended sources), periodicals, newspapers, magazines, addresses and speeches. Relevant data was extracted. The researcher consulted teachers and parents; and interviews were held with prominent figures in education. A questionnaire was designed and used.

Furthermore, the researcher recommended among other things that the Department of Education should ensure that both general science and commercial subjects are offered and given equal status at post-primary school level. All schools should be provided with teachers who are well equipped with a high level of expertise to handle these subjects.

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CHAPTER 1

GENERAL ORIENTATION AND OVERVIEW OF THE STUDY

1.1 Introduction

If one considers the widely accepted notion that the New South Africa requires knowledgeable and skillful people who will contribute towards upliftment, growth and development of the economy of the country; and that countries that attain higher levels of education are typified by Japan and Switzerland, then it stands to reason that economic education should be a fundamental and integral component in any educational system or curriculum. The Swiss are highly respected watchmakers and consequently their watches are marketed internationally. The Japanese are also highly respected global marketers. As a result of their high degree of skill, economic knowledge and productivity, the cost per unit is substantially lower in the products produced in these countries compared to their competitors. In a sense, education manifests itself in various forms such as skills acquisition, abilities and general knowledge.

Wagner (1987:11) states that since World War II, perhaps the most compelling argument for human resources development is that literacy and schooling will lead to economic growth in countries which are able to make sufficient investment in human development. There is a general realisation that pupils need to be given some education in economics before they enter the working world in order to facilitate an understanding of the micro- and macro-economic environments and high economic productivity.

There is also a general consensus among economists that

education and training create assets in the form of a knowledge base which increases the productive capacity of manpower as becomes apparent in the comparison: investment in new machinery raises the productive capacity of the stock of capital assets and in human capital.

With reference to the investment in human capital in South Africa, Swanepoel, et al (1991:36) stress that marked characteristics of the South African labour structure are the relatively large supply of unskilled labour (mainly Blacks) and the limited supply of skilled labour (mainly Whites). For an understanding of economics, education and training among Black South Africans needs immediate attention. In this study it will be the task of the researcher to examine the factors associated with economic literacy and the significance of teaching and learning the economic sciences among Black South Africans. In general, agreement among most economists is that the economic growth of a country depends upon people who are vested with productive economic knowledge.

A brief historical survey of Africa suggests that almost all the continent's countries have gained independence. In the past they were under colonial rule. There is also general consensus among most South Africans that these countries were rich prior to independence. What most people realise is that in some of these African countries poverty arose after independence. South Africa's transition to political democracy is being accompanied by extraordinarily unrealistic expectations that only a utopia could fulfil. It is falsely believed by many that political freedom means emancipation of all from poverty. This expectation has already placed a tremendous burden

on the "fragile" South African economy. This is evident from the recent strikes and stayaways.

South Africa is a land of extreme contrasts. Simkins (1991) estimates that in 1990 there were 17,1 million people living in poverty in South Africa. Although poverty rose in absolute numbers between 1985 and 1990, it has declined relatively with the percentage of households living below the poverty datum line falling from 42,8 percent to 41,9 percent, even with the low economic growth of the eighties. In 1990 it would have cost R13,8 billion per year (the estimated cost of Mossgas) to bring all South African households to the minimum cost of living living level. South Africa is also a country of extreme racial inequality. Between 1918 and 1970 the proportion of income of Whites to non-Whites remained static at 70 percent to 30 percent - even though real per capita income rose three times. However, in the past two decades there has been a considerable narrowing and by 1990 the proportion of income accruing to Whites was 53,9 percent.

Simkins (1991) goes on to project that with a 2,5 percent growth rate the racial proportion of total personal income in 1995 will be as follows: Whites - 48,5 percent and Blacks 37,3 percent (excluding Indians and Coloureds). He concludes that income remains unequal along racial lines, although in a "rapidly diminishing manner". The recently elected non-racial democratic government may thus be tempted to expedite the process with a deliberate policy of redistribution. It is only people vested with economic knowledge that will determine whether this is a viable option.

1.2 Statement of the problem

It is not the intention to present reasons for or a detailed description of the economic decline. What is relevant within the South African context, however, is that when Bantu Education was imposed upon Blacks, different opinions were raised by certain members of parliament. Christie (1991) stresses that Verwoerd stated that:

> When I have control over native education, I will reform it so that natives will be taught from childhood that equality with Europeans is not for them.

It can be illustrated that prior the election of a non-racial democratic South Africa in 1994, most job opportunities were reserved for certain racial groups. In August and September 1994, many Black workers came out on strike. Among the grievances mentioned were that Whites occupy certain positions although they do not have academic qualifications. The inequalities generated by the Verwoedian era had a devastating effect on the lives of people and the economy as a whole. Separate development was a costly exercise.

In 1945, Le Roux,another supporter of the National Party - still in Christie (1991) - emphasized that:

> We should not give natives any academic education. If we do, who is going to do the manual labour in the community.

The manifestation of this is reflected in Black communities where career options are limited. Most Blacks are either teachers, nurses or policemen. The rest are manual labourers or are unemployed. There is a shortage of technical colleges and technikons.

In Kwa-Zulu/Natal there are two colleges of education that offer the economic sciences for Blacks. Even in 1980, the Minister of Education and Training, Ferdie Hartzenberg stated that educational policies in South Africa must be dictated by the principles of apartheid. Based upon these arguments there is general agreement among Blacks that the existing school curriculum is not relevant to them; that it is designed in a very subjective

way; and that it does not meet their socio-economic needs. In the City Press Newspaper of 18 September 1994, Education Minister Sibusiso Bhengu said that plans are underway to give education a boost by restructuring, rationalisation and the recruitment of well-qualified senior and other staff in favour of the disadvantaged communities. Bhengu said:

> The ownership, administration and financing of schools that come from the apartheid era must be placed within a coherent, national, non-racial framework in which constitutional rights fully come into place and which will be accepted in a democratic state.

One believes that South Africa will be transformed into a nation that is educated. One is hopeful that economic education is included in the broad definition of Bhengu's statement. Levin (1987:1) stresses that the recently formed Economics Teachers' Society has recognised the problem in South Africa:

> As the 1980s approached, teachers of Economics began to express doubts concerning the subjects' future at school level. It appeared that many pupils who were unable to cope with more demanding subjects, such as Mathematics or Science, ended up in the Economics classes. Predictably this earned Economics the stigma of being a 'drop out' subject. This stigma was so severe that some pupils were even ashamed to admit that they were taking the subject.

Educationists Zarenda and Rees (1984) concluded that:

> " ... given the type of economics education offered in a country like Britain and the type of student receiving such specialised education, a private as well as a public good tend to emerge. The same cannot be said for high school as to avoid a public 'bad' appears to be strong.

Surely, it is better not to offer the subject at all than to present it in a

confused, oversimplified or distorted manner given that there are few teachers capable of presenting the subject and that the pupils are evidently too young and immature to benefit from it.

1.3 Purpose of the study

This research sought to outline the factors associated with economic literacy among Black South Africans. The depth of research into this field is the first of its kind to be undertaken. The investigation has involved studying the following aspects:

- Teaching and learning of the economic sciences, such as Accounting, Business Economics and Economics among Black South Africans.

- The possibility of involving the private sector and getting businessmen interested in promoting these subjects by providing the necessary facilities.

- Assisting Blacks to become nore effective as direct participants in the economy, as consumers, workers, businessmen and investors.

1.4 Statement of hypothesis

This study is conducted within the Department of the Philosophy of Education and the researcher believes that it could be beneficial in the Department of Commerce and Administration. The major hypothesis for this study is:

Black South Africans are not economically literate.

In addition to investigating the truth of this hypothesis, other questions which will be considered in this study are as follows:

- are the courses that the schools are offering in the economic sciences adequate?
- are the teachers who handle the economic sciences adequately trained?

The study will focus upon teachers and pupils enrolled in junior and senior secondary schools, as the researcher is of the opinion that the economic sciences are first taught in these phases of school education.

For the purpose of the empirical investigation, perceptions of teachers especially in junior and senior secondary schools falling within the jurisdiction of now defunct KwaZulu Department of Education and Culture will be taken into account.

1.5 Definition of terms

The definition of concepts featuring in the study are presented in this section - the aim of which is to provide clarity and reduce vagueness or ambiguity.

1.5.1 Economics

Brown and Wolf (1987:1) define economics

> ... as the study of human efforts to satisfy seemingly unlimited, competing wants through the use of limited,relatively scarce resources of nature. In addition, it deals with what is produced and with who gets how much of it.

It becomes apparent that economics only deals with goods that are scarce but needed by the consumer. Man is faced with an unlimited number of wants while he has limited means of satisfying them. Man is therefore

compelled to make a choice from the various alternatives.

Bowden (1989) defines economics in various ways:

> Economics is the study of how people individuals, families, businesses, organisations,and societies work out their economic choices.

Economics can also be defined thus:

> How people (and business, societies, etc) choose (decide) about how to use the things they have.

Another definition of economics would be:

> (The discipline) is concerned with how people (business, societies, etc) use the things they have to try to get the most of what they want.

Economics is the study of one important aspect of human behaviour, and how people behave in their quest to satisfy their wants.

It is clear that all these definitions are similar. Economics is concerned with how people face the natural condition of scarcity, and which ways they choose to use the available resources. Economics must always deal with the inescapable reality of opportunity cost. Every choice to have more of a resource involves the loss of the opportunity to have more of another resource. This is the basis of economics.

Bronfenbrenner, Sichel and Gardner (1990) define economics as follows:

> Economics can be defined as the social science concerned with the problem of using or distributing scarce resources (the means of producing) so as to attain the greatest or maximum fulfilment of society's unlimited wants (the goal of producing).

Keynes in Bronfenbrenner, Sichel and Gardner (1990) defines economics as a method rather than a doctrine, an apparatus of the mind and a technique of thinking which helps the economist to draw correct conclusions. The field of economics provides studies on how the different resources people need and want are manufactured and issued to them. It also provides a field of study of the ways persons and nations choose the resources they actually need from among the many other resources that they may desire.

For the purpose of this study economics will refer to subjects like Accounting, Business Economics and Economics. Economic sciences and commercial subjects are used interchangeably in this study.

1.5.2 Black

The term 'Black' can be used interchangeably with 'African'. In this study the term shall mean the aboriginal people of Africa - excluding Hottentots, Indians, Coloureds and Europeans. Cemane (1984:15) argues that the term 'Black' is largely accepted by Blacks and has been used in the place of 'Bantu'. The word 'non-White' has also been replaced by the term 'Black' because of the implication that the people belonging to groups other than the 'white' groups were of less significance.

For the purposes of this study the term has no political connation, but refers to South Africans of a darker skin colour, who also call themselves Africans.

1.5.3 South Africa

South Africa is a country that lies at the southern tip of the continent of Africa, between the Indian Ocean to the east and the Atlantic Ocean to the west. It consists of nine provinces viz. Natal, Gauteng, Orange Free State, Eastern Province, North West, Northern Transvaal, Northern Province, Western Province and Eastern Transvaal. South Africa is the richest country in Africa.

It occupies only about four percent of the area of the continent and has only six percent of its people. The people of South Africa are one of the most complicated racial assortments of people in the world.

1.5.4 Teaching and learning

Clark and Starr (1976) define teaching as an attempt to help someone acquire, or change, some skill, attitude, knowledge, ideal or appreciation. In other words, the teacher's task is to create or influence desirable changes in behaviour, or in tendencies towards acceptable behaviour, in the pupil. They further illustrate that that as far as schools are concerned, if the pupils have not learned anything, the teacher has not taught them anything. The teacher must know what learning is desirable for his/her pupils and how to bring about this learning. There is no learning without teaching.

Duminy and Sohnge (1988) emphasize that teaching and learning are guided by the academically and professionally trained teacher. To the psychologist, learning refers to changes in behaviour and experience;

or the result of the sum-total of all such changes bringing about improvement in the learner.

1.5.5 Literacy

Arnove and Graff (1987), specify that the term "literacy" when used without qualification, refers to basic or elementary levels of alphabetic reading or writing. Literacy is not just the process of learning the skills of reading, writing, and arithmetic, but a contribution to the liberation of man and to his/her full development. It creates the conditions for the acquisition of a critical consciousness of the aims and disparities in the society in which man lives; and stimulates initiative and man's participation in the creation of projects that act upon the world, transforming it, and defining the aims of

authentic human development.

Wedepohl (1988:5) believes that through literacy, oppressed people can make their voice heard in a different way by learning to read and write. They discover new ways of living and thinking. They become free to control their own lives, without having to depend on other people. Through written and verbal communication they are able to communicate with their oppressors. In the employment environment, workers have no democratic control. A literacy project through which people learn the skill of reading and writing must also be a vehicle for learning and practising a democratic skill.

Three-and-a-half decades ago, Gray (1956:19) defined the term literacy as follows:

> ... a person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group.

It becomes clear that literacy also means any knowledge and skills that are gained by an individual.

1.6 Method of study

This research was conducted, inter alia, with the aid of the following:

1.6.1 Literature

The researcher consulted relevant books such as periodicals, newspapers, magazines, addresses and speeches to seek relevant data.

- Teachers, parents, prominent professional figures and laymen were interviewed.

- Discussions with experts in education at junior and senior secondary schools, colleges of education and universities were held.

1.6.2 Empirical study

To validate the data collected from literature, general observation and discussions, an empirical investigation was conducted. A questionnaire was designed for this purpose and is an annexure to the study. This was administered to teachers of both the Mehlwesizwe and Nseleni Circuits.

1.6.3 Analysis and interpretation of data collected through the questionnaire

Data collected from respondents was analyzed and interpreted.

1.7 Chapter outline

Chapter 1

It presents a general orientation and overview of the study. This chapter deals with the statement of the problems, purpose of the study, statement of the hypothesis, definition of terms, and the method of study.

Chapter 2

In this chapter, the historical education for Blacks in South Africa is examined. The economic education curriculum in junior, senior and tertiary education is also given attention. Lastly, two institutions that render non-formal education are also considered. The main aim is to know what is offered by these universities.

Chapter 3

This chapter deals with economic literacy in South Africa. A brief scrutiny of Black literacy in South Africa is made; there is an overview of economic literacy; and finally economic literacy among Black South Africans with special reference to the Mehlwesizwe and Nseleni circuits is studied.

Chapter 4

This chapter deals with values education and the economic sciences teacher in Black education. The focus of this chapter is on values education in trade unions, sanctions, economy, education, the labour market, productivity, and government policy.

Chapter 5

This chapter presents the empirical investigation. It consists of open-ended and closed-ended questionnaires which were completed by junior, and senior secondary school teachers and important figures in education such as college of education lecturers, university lecturers and school inspectors. A sample was drawn mainly from schools which fall within the jurisdiction of the Mehlwesizwe and Nseleni circuits under the now-defunct KwaZulu Department of Education and Culture.

Chapter 6

This chapter deals with findings of the study, gathered during empirical survey. The main focus of this chapter is to analyze and to interpret the data collected.

Chapter 7

This chapter deals with the recommendations and conclusion.

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CHAPTER 2

THE ECONOMIC EDUCATION CURRICULUM IN SOUTH AFRICA

2.1 Introduction

Commercial subjects are taught in many institutions, with learners ranging from teenagers to senior business executives. Zarenda and Rees (1984:188) illustrate that economic education is an important subject in the United States, the United Kingdom and many other countries. They further emphasize that issues relating to this topic occupy a permanent place at the annual meetings of the American Association. The Association has established a permanent committee for Economic Education; and since 1970, the Journal of Economic Education has become an authoritative mouthpiece on the subject. Against this background one notes the importance of economic education even in developed countries like the United Kingdom and the United States. Economic education in South Africa needs special scrutiny. The present period of negotiations and reforms has opened up the possibily for teachers to bring about major reforms in society. It follows that one of the key areas that require change is education.

An educational policy should be developed with the aim of restructuring the economy and the political system of the country. The state must take full responsibility for making education accessible to the masses. More teachers need to be trained to meet the demands of a mass school system.

Teachers who are in the present system will have to undergo further training for the future of education. The problem of literacy and numeracy will have to be addressed.

In order to transform the present educational system and curriculum, it is necessary to have a very clear understanding of the nature of the crisis in

Black education, according to the facts in "New Nation" of 25-31 October 1991; and the Careers Research and Information Centre Booklet (October 1991). These facts are as follows:

- Approximately twenty-three percent of Black adults have no schooling.
- Twenty-five percent of all Black school drop-outs are Sub A pupils.
- About nineteen percent of Black children between the ages of six and seventeen do not receive any formal education.
- At least thirty-three percent of Black people in South Africa are illiterate.
- On average, R2 722,50 is spent per annum on White scholars; while R595,39 per annum is spent on African scholars.
- White schools have an average scholar/teacher ratio of 16:1; African schools have an average of 41:1.
- White schools had a matriculation pass rate of close to one hundred percent in 1989; while African schools had a less-than fifty percent pass rate.
- Almost ninety percent of the South African workforce falls into the category of semi-skilled or unskilled labour. A lack of a coherent human resources development policy and poor vocational guidance will mean a lack of 200 000 skilled, semi-skilled and unskilled workers by the year 2000 - that is less than ten years from now.

2.2 The nature of the curriculum

Taylor and Richards (1985) contend that they have, in recent years, seen considerable interest in what is taught in schools and in debating what ought to be taught in them. This interest arose for a number of reasons. There have been changes in the attitudes and values of society and in its socio-

economic condition. There have been moves towards greater social equality and away from discrimination on the grounds of gender, colour, or creed. Paradoxically, however, there have been some moves to re-introduce selective education. It is important to note that the above clarification refers to what actually takes place in schools. Curriculum includes inter alia, the classroom situation, pupil socialization, and student/teacher relationships.

Economic conditions and technology changes also influence people's views on the contents of education. Without a curriculum, education has no means through which to transmit its messages, to convey its meanings, and to exemplify its values. In view of the crucial role which the curriculum plays in educational activities it is worthy of study.

2.2.1 Definition of the term "curriculum"

Duminy, Dryer and Steyn (1990) state that the term 'curriculum' is derived from the Latin word 'currere' which means to run or to cover a course, as on an athletics field. 'Curriculum' is also found in the expression 'curriculum vitae' where it means 'the course of a person's life'. Since the middle of the twentieth century, educationists have shown new interest in the curriculum, giving rise to, among others, a steady stream of publications, curriculum design and curriculum planning.

Duminy and Sohnge (1988) postulate that the term curriculum comprises all the content taught to pupils. Some writers have included within the definition of the term "curriculum" the theory that it is not only the courses of study or subjects studied, but also all the activities of the school. These activities include subjects taught; educational experiences provided by the school; the way in which these are provided; the form teaching takes; and the "milieu" or "climate" created by the exercise of rules and regulations within the school.

The school curriculum has the purpose of unfolding possibilities for the child in the sense that it should reveal to him reality about the present situation and the prospects for the future. Van der Stoep and Louw (1987:204) pinpoint that the word "curriculum" is a concept which constitutes a teaching and learning programme, i.e. in the course of study. The aim in constructing a curriculum is to account for all the teaching and learning situations and learning opportunities which occur in a school and other teaching institutions.

Kelly (1989:11) says that some educationists speak of the 'hidden curriculum' by which they mean the things which pupils learn because of the way in which the work of the school is planned and organized; but which are not in themselves overtly included in the planning or even in the consciousness of those responsible for the school arrangements. For example, social roles are acquired in this way, it is claimed, as are sex roles and attitudes to many other aspects of living. These will be communicated to pupils in this accidental and perhaps even sinister way.

Fraser, Loubser and Van Rooy (1991) state that the Latin version of the curriculum implies a relatively fixed track or terrain (learning content) which must be covered (mastered) by the participants (learner) in order to reach the winning-post (learning result). It can be illustrated that a teacher can use the subject curriculum as a guide for compiling his/her work scheme; and for structuring his/her lesson presentations for a particular term, week or day. He/she can also use the subject curriculum to help him/her decide on intended learning outcomes and how to determine whether the desired teaching results were attained.

The common element in almost all usages of the term is agreement that "curriculum" has to do with planning the activities of learners. Pratt (1980) defines a curriculum as follows: "A curriculum is an organised set of formal education and /or training intentions". The scope of the term varies from a

curriculum for a small unit within a single subject to a multi-year sequence that includes several academic subjects.

2.2.2 Relevant educational curricula and the role of curriculum designers

Fraser, Loubser and Van Rooy (1991) contend that the teaching profession serves society and thus must account to society for its actions. The curriculum is one of the systems by means of which the teaching profession fulfils its mandate from society. Society and its cultures are significant variables which must be taken into consideration during analysis by the Curricula Society in addressing particular didactic needs and the specific demands on the curriculum. As an institution of society, the teaching profession is there to protect and to convey to society its cultural heritage. This requires that society's traditional assumptions, value systems and priorities are reflected in all the different components of the curriculum. In many instances the curriculum has a political function and as such it is not free of ideological influences. In multicultural societies like South Africa, factors such as differences in social class and among subcultures exert specific influences on the curriculum.

Prior to the election of a non-racial democratic government on the 27th April 1994, Black education was under the control of Whites. They designed Black education curricula without consulting Blacks; and it was only recently when Minister of Education Bhengu consulted different structures on education that the prospect of an educational system that will be accepted by the whole nation became possible.

Griessel, Swart and Louw (1984:214) argue that:

> The curriculum also gives an indication of what is expected of youth regarding learning achievement and behaviour.
>
> This implies that the curriculum needs to be future oriented and has to yield to some of the behaviour patterns of society. A school

curriculum that leaves the child in the lurch when he arrives in the outside world will have failed in its task.

Hirst (1974) says that for curriculum designing to be rational, it must start with clear and specific objectives; and then, address itself to discovering the plan, the means, the content and the methods, by which these objectives are to be attained. It follows, however, that the social organisation of a school and the pattern of its general life both in and out of class needs to be seen as the vehicle of learning and teaching, within the framework of the school curriculum in its broader sense.

2.3 The curriculum prior to 1948.

According to Kallaway (1988:45) the first school was opened on 17 April 1658, at the Cape. This was less than a month after the arrival of the original shipment of 170 slaves. The school was set up specifically for the Dutch East India Company's slaves; and, as far as is known, it took them irrespective of their age. Van Riebeeck was said to be concerned that something be done for the slaves' intellectual and moral welfare.

A second school was established in 1663 to provide education mainly for the children of the colonists. It opened with twelve colonists'children, four young slaves and one Khoikhoi child. The first suggestion that schools be segregated came from within the church in 1676. The recommendation was not expressed in terms of separating children of different colours; but rather in terms of the desirability of having a separate school for slaves. Thereafter, the earlier school which had been open to all since its founding in 1663, was reserved for colonists and other 'non-slave' children. Women were instructed in domestic duties and a few young slaves were selected to be taught trades. Christie (1991) states that not many slaves or Khoi actually attended school; and those who did go to school did not receive much

education. They learned mainly about religion, and some basic reading, writing and arithmetic.

He further emphasizes that almost all of the education for Blacks was provided by mission schools. Mission schools were established with the aim of promoting Christianity among the "heathen" Africans. The missionaries who ran these schools came from France, Germany, Norway, Sweden and Britain. The missionaries taught mainly basic reading and writing, along with Christian doctrine. At the same time, manual work and practical training were an important part of mission education.

In the nineteenth century, most African people did not receive any education, or did not attend school regularly. There were a few well-educated Africans who could take up positions as teachers, clerks, interpreters, etc. Most Blacks did not enjoy equal economic and political rights.

2.4 The curriculum prior to 1976

Kallaway (1988) illustrates that in 1948, White voters elected the National Party to power, and the total onslaught began. The Eiselen Commission of 1949 laid the basis for the introduction of a separate and grossly inferior education system for Blacks. When the Bantu Education Act was introduced in 1954, the system of apartheid education was firmly entrenched. However, inequality, racism and class divisions in education began much earlier. It is clear that the Eiselen Commission was aware that Blacks were against Bantu education; and that they questioned the creation of a system especially designed for them by Whites.

According to Sisulu (1991) the government's insistence that Blacks need only be trained to become "hewers of wood and drawers of water" (a phrase coined by Verwoerd, the architect of apartheid) resulted in considerable shortages of skilled labour. He also notes that technical training for Africans

had been prohibited in the cities. Few Black universities and colleges existed during the Verwoedian era. The state provided little secondary education for Africans in the townships. Job reservation for Whites was still widely practised. The Bantu Education act stipulated that all schools for Africans had to be registered with the government. As a result of the act, almost all the mission schools and night schools closed down. This was when the system of apartheid in education began.

Christie (1991) contends that the earliest resistance to Bantu Education came in fact from the teachers who were immediately affected by the new education system. Black students also protested against Bantu Education. The African Movement was formed to provide an alternative education. For a few years, cultural clubs operated as informal schools, but by 1960 had closed down.

Christie (1991) says that in 1959 the Extension of the University Education Act was passed. This Act set up separate 'tribal colleges' for Black university students. Blacks could no longer freely attend White Universities. Again there was strong protest. Under the apartheid system, patterns of educational inequality were entrenched. Different education systems did not provide equal education for the different population registration groups. School enrolments increased dramatically, compared with the years before Bantu Education.

2.5 The 1976 uprising and the curriculum

Sisulu 91991) maintains that at the beginning of 1976, the state restructured schools from a thirteen-year curriculum to a twelve-year one, sending pupils from the last two years of primary school into the first year of secondary school.

Frustration and anger were growing; and when the Minister of Bantu Education issued instructions that half the school subjects in Standards Five and Six be taught in Afrikaans, resentment exploded as Afrikaans is considered by most Blacks as the language of the oppressor. Christie (1991) argues that some people opposed it for educational reasons, saying that children would suffer. Protests spread from school to school in Soweto. Pupils boycotted Afrikaans-medium lessons and refused to write their examinations in Afrikaans. For years, the language was used to govern the lives of workers and for policy orders.

Sisulu (1991) says that on 13 June 1976, Soweto students formed a representative "action committee" with delegates from each school. This body became the Soweto Students Representative Council. Three days later it organised 20 000 students to meet at the Orlando Stadium in a peaceful demonstration against the use of Afrikaans as a medium of instruction. During July, the uprising spread across the country, and included the homelands as well. In August, Coloured students in Cape Town joined the protests and a fullscale nationwide uprising was in process.

Christie (1991) cites the general crisis in schooling as the main causes of the 1976 uprising. The following were contributory factors:

(i) The shortage of classrooms and teachers
(ii) A high pupil-teacher ratio
(iii) Poorly qualified teachers
(iv) Poor-quality school buildings and equipment
(v) A high failure rate, especially in matric.

The economy of South Africa was in recession and this can be seen in the context of the following:

(i) Many Black workers were laid off, and unemployment rose.
(ii) Black matriculants faced poor employment opportunities.

(iii) People were experiencing economic pressure.

There were the problems of apartheid. Townships like Soweto were overcrowded and transport and housing were inadequate. In 1979, the Education and Training Act was passed to replace the Bantu Education Act of 1953. African education was now in the hands of the Department of Education and Training, but education for Africans remained virtually the same.

2.6 The 1980 school boycott and its influence on the curriculum.

Christie (1991) illustrates that the 1980 school boycott was joined by both the Coloured and Indian pupils; and hundreds of teachers came out in support.

Sisulu and Christie (1991) contend that the students demanded:

- Free and compulsory education for all.
- The right to form students representative councils.
- Re-admittance of expelled students
- That the armed forces should leave school premises and university campuses.

In 1981, the government set up the De Lange Commission to conduct an in-depth investigation into education and to make recommendations on an education policy for South Africa. The Commission recommended a single education department for all, and a changed schooling structure. In 1983, the government issued a White paper, accepting the De Lange guiding principles, but refusing to accept the major recommendation of a single education for all. In the 1980s, the government began to place more emphasis on technical education. It encouraged industries to set up training programmes to 'upgrade' Black workers. Trade unions also began to play a more active role in providing education for workers.

Christie (1991) illustrates that the conservative group regarded the De Lange proposals as a threat to Afrikanerdom. Liberals and capitalists welcomed the De Lange proposals and urged the state to implement them as soon as possible. Bethlehem (1988) says the proposals were immediately criticised by the radicals and anti-apartheid groups. They said it was simply a modernization of apartheid; and that the proposed streaming would operate against Black children by forcing them into technical and vocational educational.

2.7 People's Education: An alternative to Bantu Education

Sisulu (1991) emphasizes that the National Education Crisis Committee - currently known as the National Education Coordinating Committee - was formed in December 1985. The rise of People's Education is directly connected to the education crisis, which is, in turn, part of a broader socio-economic and political crisis in South Africa. One of the interesting features of People's Education is that it attempts to make explicit the links between educational, political, economic and cultural variables. One of the main aims of People's Education is to create People's Power. This can only come into being in education if the people are involved in the planning and implementation of the education policy and curriculum development. There is an international recognition of the right of a community to determine who shall teach, who shall be taught, what shall be taught and how it shall be taught in their schools.

Bethlehem (1988) clarifies the following three considerations before he discusses "peoples education":

(i) The desire of Blacks to control Black education themselves, where presently, it is controlled by a centralised, White, Afrikaner-dominated authority whose motives regarding Black development are questionable.

(ii) The desire of Blacks to achieve a democratisation of curriculum development in Black education in South Africa through the establishment of 'subject' committees comprising students, parents and trade unions.

(iii) The desire of Blacks to shift the emphasis in the teaching in Black schools away from a furthering of technical proficiency and future functional relevance in a White-dominated, capitalistic-structure society towards promoting a greater awareness of Black history, literature and culture, in general.

One could postulate that according to Bethlehem (1988) 'people's education is concerned with de-emphasising the purely educational aspects in Black education and promoting the role of education in the broader development of the individual.

Sisulu (1991) illustrates that the present educational structure of the Black people in South Africa does not

fulfil the needs of a proper education system; and according to the majority of Blacks that is not People's Education. Van der Heever (1988) contends that this concept was launched at the education conference convened by the Soweto Parents' Crisis Committee at the University of the Witwatersrand in December 1985. He emphasizes that People's Education is part of the struggle for a non-racial democratic society in the same way that Christian National Education and Bantu Education were part of the apartheid social system. The resolution therefore, would be that People's Education should equip and train all sectors of our people to participate actively and creatively in the struggle to attain people's power in order to establish a non-racial democratic South Africa.

Father S'mangaliso Mkhatshwa, as quoted in (Van der Heever 1988) in his definition of People's Education said:

When we speak of alternative or People's Education we mean one which prepares people to be creative and to develop an analytical mind; one that prepares people for full participation in all social, political or cultural spheres of society.

One notes that the reason why Black people protested about Bantu Education is that it does not make people develop creatively and they do not have full participation in all the social, political and cultural spheres of life.

2.8 Present economic education at secondary schools

Secondary education is education that starts from Standard Six through to Standard Ten. One notes that instruction in business economics and accounting is offered from Standard Six to Standard Ten in the various

provinces of South Africa; while instruction in economics is offered from Standard Eight through to Standard Ten. These subjects are offered at both standard and higher grade levels. If one observes the objectives of the instruction in economics from Standard Eight to Standard Ten as given in the Department of Education and Training (1988) Syllabus Booklet, the list appears most commendable. In summary, these objectives include:

- to promote insight into the national economy, its economic history, development, characteristics, objectives, shortcomings and problems;
- to promote an understanding of basic economic problems;
- to promote an understanding of solutions to such problems;
- to promote the acquisition of a good basic knowledge and understanding of the economic principles attached to local, national and international economic problems;
- to promote the application of an analytical approach and the ability to appreciate rational behaviour;
- to provide pupils with an insight into economic concepts;

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- to promote an understanding of solutions to such problems;
- to promote the acquisition of a good basic knowledge and understanding of the economic principles attached to local, national and international economic problems;
- to promote the application of an analytical approach and the ability to appreciate rational behaviour;
- to provide pupils with an insight into economic concepts;

- to assist pupils to interpret statistical data, tables and graphs with insight;
- to promote logical, abstract and objective thought;
- to inspire pupils to continue with more advanced study of the subject.
- to make pupils aware of the interrelationship and interdependence of the different aspects of economic reality.

The objectives of instruction in Accounting from Standard Six to Ten as given in the Department of Education and Training (1990) Syllabus Booklet are to enable students:

- to define basic accounting concepts.
- to record cash transactions in the books of both retail and service undertakings.
- to record transactions in the various subsidiary journals.
- to analyse and interpret financial statements.
- to draw up the final accounts and financial statements of a partnership.
- to recognise the accounting concepts which are peculiar to a manufacturing undertaking.
- to understand the objectives of a working capital variation statement of source and application of funds and to prepare the relevant statement.
- to develop the ability and desire to keep records for personal use.
- to develop the ability to interpret and analyse business papers and records in the capacity of a consumer.
- to train for the advanced study of accounting.
- to develop traits of neatness, accuracy, and orderliness.
- to train to become accountants.

The work Programme for Business Economics, Standard Six to Ten by the Department of Education and Training (1990) includes the following functions of ownership:

- Marketing function
- Pricing decisions
- Distribution decisions

- Advertising
- The financial function
- Insurance
- The production function
- The scope of business economics
- The establishment of a firm
- Public relations

The objectives of teaching business economics include the following:

- To make available to all pupils opportunities to explore and learn about the world of business and the possible interests and potential careers it has to offer.

- To help develop in all pupils the ability to discriminate and to use wisely the goods and services that business has to offer.

- To assist in developing an intelligent understanding on the part of all pupils of the various occupations to be found in the world of business.

- To develop in a practical way an understanding and an appreciation of the actual functioning of our economic system.
- To enable pupils to acquire the business knowledge and skills

that they may need for their personal use.

- To prepare pupils to enter and succeed in business occupations as beginners who expect to follow business as a career.
- To prepare students to perform business activities common to professional, industrial, agricultural, service and informal trading careers.

2.9 Economic education at tertiary institutions

Tertiary education is education offered at universities, technikons, colleges of education and technical colleges. Tertiary institutions are part of the formal education system, which means they are part of the government education system. Formal qualifications such as degrees, diplomas and certificates recognised by the business world are awarded. A university offers post-matric advanced academic study, mostly in the form of three-year degree courses. Courses are offered in the faculties of Arts, Social Science, Commerce, Science and Engineering.

In South Africa, to enter university one should have a matriculation exemption; while some universities use a points system to select students. At the university the courses offered increase one's broader theoretical understanding of why things are done the way they are. They prepare students to plan, design, diagnose, direct and conduct research. These tasks form an important part of professional work.

Robbins (1991:30) states that South African universities rejected the state's quota system in 1983 and opened its doors to all races. The number of students on campuses increased. He says that before 1983, less that sixteen percent of the student body were not White. He further pinpoints that in 1991, thanks to the non-racial admission policy, this figure had risen to thirty-six percent - indicating an increase of about twenty percent. Overall student

numbers have also increased, from under nine thousand at the beginning of the 1980s to more than fourteen thousand in the 1990s.

Zarenda and Rees (1984) postulate that economic education in South Africa has tended to follow the British tradition in that it has been regarded as belonging to the Bachelor of Arts or the Bachelor of Commerce degree. Students take the course as part of a general education in the the social sciences, humanities, liberal arts, accounting and legal studies. This may be contrasted with the situation in the United States where the study of economics is increasingly seen as a professional commitment in its own right, like engineering or medicine. One observes that most commerce students in South Africa are compelled to take at least a year or two of an economic subject as part of the requirements for the degree. To be economically literate in the true sense one believes that more years may be necessary to promote economic literacy among teachers. Technical colleges offer a range of commercial and technical courses. The commercial courses include computers, secretarial diplomas and technical courses. The entrance requirement is a Senior Certificate and in some cases a standard seven or eight certificate. As a qualified artisan after studying at a technical college, one becomes a skilled worker with the theoretical understanding to implement plans to produce different products and maintain and fix machines or implements used in manufacturing. Technical colleges are a necessity in S.A. as they are practically oriented. At a technikon a student does courses that increase technical, technological and commercial skills. There are not many arts or social science courses. Technikons train technicians as skilled and semi-skilled professionals. Theory covered at a technikon is at a more advanced level than that covered at a technical college. Most South African Black Colleges of Education offer three-year diploma courses. The curricula used by the different South African universities in the teaching of accounting and business economics are nearly identical. The most obvious difference is that aspects taught in Course I in one university are taught in Course II or III in another and vice versa. The

researcher will focus on the curricula that are used by some of the South African universities. The researcher has decided not to include the curricula used in Black Colleges of Education because they normally cover Standard Six to Ten syllabi and these syllabi are discussed under secondary education.

Topics treated in Accounting at South African universities from Course I to Course II include the following:

> Local government financial accounting; cost and management accounting; accounts and financial statements of local authorities; finances, internal cost and management accounting for local authorities; the nature and functions of accounting; the double entry system; the accounting system inventory; credit granted; cash partnership companies; revenue and capital; branch accounting; close corporations; royalties; liquidations; manufacturing accounts; mergers and taken-overs; valuations; insurance; reconstructions; holding subsidiary companies; principles of accounting; amalgamations; and basic concepts and control.

Different South African University Calendars for 1991 show that among items taught in Business Economics from Course I to Course III are the following:

> Environment of business, business ownership, management aids, business finance, human resource management, production and operations management, procurement, risks and insurance management, marketing management, general management, production management, managerial finance, introduction to business economics, purchasing, banking institutions, agricultural management, real estates, industrial relations, insurance, leadership, marketing different managerial theories, administration, planning and decision making, and the strategic management process. Topics offered are

directed to the needs of the business world.

One notes that items taught in economics from Course I to Course III include the following:

> Economic history of the world, economic history of South Africa, introduction to price theory, introduction to macro-economics, monetary economics, international economics, public economics, development economics, labour economics, resources economics and econometric techniques, how the economy works, income theory, economic fluctuations and growth, international trade, micro-economics, applied and policy economics, and history of economic thought.

2.10 Non-formal education

According to Coombs and Ahmed (1974:4) non-formal education is any organised, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population which involves adults as well as children of all ages. This definition stresses that both adults as well as children benefit from such education; and that the process normally happens outside the school situation. This type of education is organised, but not fully and formally institutionalized. It is systematic but not routinized. The context of its delivery is basically out of school.

Bhoola (1983:48) stresses that:

> The term non-formal education should be reserved for short-term classes, systematic problem oriented training activities and teaching of social and political skills. The role played by KwaZulu Training Trust

and KwaZulu Finance and Investment Corporation in non-formal education shall be extensively examined.

2.10.1 The role of the KwaZulu Training Trust

The KwaZulu Training Trust situated at Marianhill, near Durban, identifies training needs and research and development training needs. Training courses are then developed for implementation throughout Kwa-Zulu (KwaZulu Training Magazine, 1991). The Trust has been established to assist the KwaZulu region and the KwaZulu Finance and Investment corporation in their overall task of facilitating the socio-economic development of the region with special emphasis on the development of the region's human resources (excluding formal education).

The training methods that are used depend on the content of the course. In some instances, the emphasis is on practical experience; in others, sound-tapes in conjunction with textbooks, or video programmes are used. A complete course may include several forms of instruction.

The language of instruction is either Zulu or English as appropriate; and care is taken not to confuse the trainee by the use of ambiguous or complicated wording. The courses have considerable practical content. There is ample opportunity within the scope of the courses for practising the skills taught.

During the 1992/93 financial year, KwaZulu and the Investment Corporation allocated a total of R4,9 million to its training wing, the KwaZulu Training Trust, to assist with the costs of providing training to its target population. The KwaZulu Training Trust trained and counselled 5 647 persons during the year under review and generated

a total of 49 740 days of training at a nett cost of R269 per training, per day. During the next three years the organisation plans:

- to provide for the training of over 20 000 people in different fields;
- to establish a further 2 500 new business undertakings, thereby creating 7 500 jobs.

This will be achieved through six well defined training programmes:

- Community Empowerment Programme (CEP)
- Programme To Improve Africa's Competence and Expertise (PACE)
- Affirmative Action Programme (AAP)
- Youth Enrichment Programme (YEP)
- Entrepreneurship Development Programme (EDP)
- Farmers Renewal Programme (FRP)

The KwaZulu Training Trust conducts lectures in the

automotive, building, home industries, metal engineering, leadership and supervisory skills, agricultural and business fields. Many of the courses are presented at venues throughout Natal and KwaZulu saving trainees the expense of transport and accommodation.

2.10.2 The role of the KwaZulu Finance and Investment Corporation

The KwaZulu Finance and Investment Corporation (KFC) previously known as the Bantu Investment Corporation was established in 1959 (Facts on Commerce, 1992). In pursuit of its statutory objectives, the KFC aims to promote the economic empowerment of the people of

KwaZulu. The essence of its mission is to promote the economic development of KwaZulu and its population, through the financing of, and investment in, sound productive enterprises in the fields of commerce, agriculture, finance, industry, and housing; and the exploitation of natural resources as well as supportive activities within these fields.

The KFC is the primary economic development agent of KwaZulu, and is promulgated in terms of the KwaZulu Corporation Act, Act Number 14 of 1984. The KFC will assist, and support any project that is financially viable, technically feasible and beneficial to KwaZulu. The KFC's philosophy with regard to commerce is to foster the development of the commercial and commercially-related service sectors through the financing of, and investment in, financially sound and viable businesses. It also fosters development of entrepreneurial skills by rendering an advisory service at the request of clients.

2.11 Conclusion

In this chapter the provision of economic education to Blacks in South Africa was examined. In assessing economic education, the methods, tools of analysis and basic principles essential to any economic enquiry were utilized.

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CHAPTER 3

ECONOMIC LITERACY AMONG BLACK SOUTH AFRICANS

3.1 Introduction

If the primary goal of economic education is economic literacy which is the ability of citizens to operate effectively in the economic areas of their lives as workers, citizens and consumers; then economic education should be addressed as a matter of urgency. Advanced industrial economies rely heavily on educational credentials as a screening mechanism in hiring and promoting workers. Promotion of an individual depends to a large extent upon educational qualifications and the productivity of that particular individual.

Levels of schooling attainment have been used in the past to calculate the extent of literacy but are now considered too general to be reliable. Internationally, the level of schooling generally required for successful retention of standard literacy skills is still a matter of deliberation and research. This chapter examines economic literacy among Black teachers and pupils in Junior and Secondary schools, with special reference to the Mehlwesizwe and Nseleni circuits. These circuits are under the KwaZulu/Natal Department of Education and Culture and are situated near the towns of Richards Bay and Empangeni.

3.2 Economic literacy

Levine (1987:24) defines the term 'economic literacy' as follows:

> Economic literacy, for instance, could be roughly defined as a certain degree of substantive information, together with assimilation skills and critical capacities an individual needs to have available, in order to participate in a meaningful and

rational way in economic debates and discussions.

Knowledge gained from economic trends enables an individual to assess aspects of economic policy, such as, what changes in economic policy should be made and when. It also provides guidance in economic decisions and evaluation of risks and opportunities in the business world. There is general agreement that countries with the highest levels of literacy are in the most economically advanced nations: Japan, the Soviet Union, the United States, Canada, Western Europe, Australia, New Zealand and Iceland. The poorer nations that have the highest rate of illiteracy range from over 95 percent in Mali to over 70 percent Nigeria, Bangladesh, Haiti, Morocco, Liberia, Burundi, Afganistan, Nepal, Ethiopia and Pakistan. Literacy came to be understood as a means whereby the individual could benefit and advance. Gradually whole societies began to acknowledge that universal literacy among their citizens was an avenue to greater economic well-being.

3.3 Literacy in South Africa

Information from the 1991 census, and research from the Development Bank of South Africa (DBSA) illustrates that there are about 15-million people without basic schooling. Of these, about one-third have probably had some schooling and have limited use of conventional literacy skills. How much can be made of these figures is open to debate; but they serve the broad task of showing the wide extent of under-education among adults in South Africa. As a result of illiteracy, people are exploited - especially in working environment. Kunnie (a South African by birth), the United States academic and theory lecturer expressed her astonishment at the high level of illiteracy among Black South Africans (New Nation Newspaper dated 7 - 13 August 1992). She states that:

> The main reason why most of these people do not have highly trained skills, is because they did not receive basic decent or formal education. Furthermore, the government even decides what should be taught. The whole intellectual process is

locked into and confined to the White academic community.

It is against this background, that the level of economic literacy among Blacks needs thorough scrutiny.

Van Heerden (1991) points out that about 25 percent of the Black adult population of South Africa is considered semi-literate. These people have seriously limited skills i.e. their literacy competence is patchy and incomplete; or they are in danger of losing their literacy skills and interest in the printed word. Recurring examples of semi-literacy are the ability to write one's own name and even address; but not be able to read simple words or even write at all; or the ability to sound out words but not understand what they mean.

Wedepohl (1988) illustrates that teaching literacy is not just teaching someone mechanical skills, but helping learners overcome feelings of being worthless and helpless. It also contributes to a fuller understanding of their own situation and what they can do to change it. Through literacy, Black South Africans will gain confidence, a sense of belonging and become active members of the community.

As illustrated in Chapter 2, 33 percent of Black South African are illiterate. Wedepohl (1983) comes to the following conclusions:

- Being illiterate means being ignorant
- Illiterate people have no dignity.
- Illiterate people are poor and helpless and cannot cope unless they are helped.
- Illiteracy causes poverty, exploitation and oppression.
- Becoming literate will qualify people for jobs, reduce poverty and liberate them.

In conclusion, it becomes clear that Black South Africans will be able to play an important role if they can overcome the problem of illiteracy. This can be achieved through free and compulsory education for all school going South

Africans irrespective of age, colour, creed or sex.

3.4 Overview of economic literacy

It can be proved that professionals in the literacy field have to work towards the practical goal of helping people acquire literacy, or the 'enabling factor', as Gough (1968) calls it. Both in the developing and industrialized countries, the most common cause of poor education is the failure of politicians and administrators to act upon the results of scientific research done on the subject.

Akinnaso (1981:182) states that:

> The contemporary problem with literacy programs stems from the lack of fit between these new orientations (from scientific) and educational policies. In talking about literacy problems, educational leaders often show little or no awareness of current research findings and of the change in literacy standards and expectations.

Chall (1987) in Wagner (1987) asks:

> What are the minimal standards of literacy today? In the next decade? There has been much difference of opinion on these questions - some call for higher standards, others for lower. On the other hand, there appears to be some agreement that universal literacy goals are a relatively recent phenomenon even among industrialized nations. The majority of the population in most industrialized nations were illiterate up to about a hundred years ago, and in many developing nations, literacy is enjoyed by a small percentage even today. Literacy still needs to be enjoyed by the general public, especially in developing countries like South Africa.

Walstad and Loper (1988) found juniors and seniors in high school lacking in their understanding of basic concepts in both micro- and macro-economics. They contend that economic education would improve the quality of life in

South Dakota by providing its future citizens with the tools necessary to take full advantage of the opportunities of the market place and to understand the economic behaviour of the world around them. Economic education is needed to prepare students for leadership and managerial roles in business, industry and the economic sector.

The educationist, Mikulecky (1981) illustrates that for industrial workers and students, technical workers faced more difficult job - related literacy demands in technical schools. He further emphasis that workers also reported needing more job-related tasks than students for school-related tasks. The workers were found to encounter more difficult materials than the students, with the blue-collar manuals and directories averaging the equivalent of tenth-grade level of complication. It can be illustrated that workers need on-the-job-training in order to refresh their memory or to perfect their skills.

Fuller, Edwards and Gorman (1987) and Wagner (1987) maintain that at first, the question of whether literacy-growth precedes or follows economic growth may appear to be simply an academic 'chicken-or-egg' dilemma. For centuries they feel that societies have invested in literacy projects and have allocated scarce resources to formal schooling with the assumption that economic returns would be sizeable. Collins (1977) illustrates that the casual assumption contained within human capitalist theory is that the individual's investment in literacy and schooling precedes the economic returns he or she eventually gains. He further points out that rising national investment in schooling and the propensity of individuals to enrol in schools follow economic development and corresponds to social class who are like-minded. One can further contend that most economists assume that productivity depends upon investment in education. If more money had been successfully invested in education, one could expect a high rate of return.

Heath and Julia (1989), in their empirical analysis of gender differences have consistently shown that male high school students outperform female students in the tests measuring the accumulation of economic knowledge. They further emphasize that these results may be in understanding the true difference. In those cases in which students take economics as a selective course, it is likely that only the most analytically minded females will choose to take the course. This is due to a culture that discourages women from displaying an interest in quantitatively-oriented courses. In the past, most Black females were not interested in the economic sciences. The researchers believe that these subjects were intended for male students to prepare them for managerial positions in industry. Recently however, women have shown greater interest in the economic sciences. Some of them have enrolled in courses that are related to the economic sciences at the secondary schools, colleges, technikons and universities.

Walstad and Williams (1989), in their study on the enonomic literacy of American high school students, noted that the students know little about basic economics. The Test of Economic Literacy, a standardized multiple-choice test, was given to a representative sample of 8 205 high school students. Measuring knowledge of economic concepts and related issues that are discussed daily in the media, such as tariffs, inflation, and unemployment, the test found that typical high school students could correctly answer only 40 percent of the items - only 15 percent above chance. Showing especially poor understanding of questions related to national and international economics, only 25 percent could correctly answer questions on inflation. The researchers noted that only 34 percent knew the definition of 'profits'. They further argue that to reduce the deficit, in economics' knowledge, education should begin in elementary schools with well-educated teachers; and should continue through high school with the required economics' classes. They also pinpoint that a knowledge of economics, critical for maintaining a competitive position in a world economy, is the very area where Americans are the least educated.

Lingwall and James (1989) show that Canada and United States are now bound by the largest bilateral trade treaty ever written by two sovereign nations. They maintain that the free trade debate represents, for the first time, a business and economic issue that became an important personal issue for Canadians. They further emphasize that Canadians from all walks of life are starting to overcome the economic illiteracy that has developed since the early 1960s. One notes that the topic of economic literacy is also important even in well developed countries.

Walstad, et al. (1988) notes that students showed less knowledge of macro-economics and international concepts than fundamental and micro-economic ones. They further emphasize that the teacher course work in economics was found to improve the economic knowledge of their students. Their findings suggest that improvement in the economic literacy of high school students will be made when students take economics courses, and international economics, in a district committed to economic literacy. One can further suggest that students need to know and understand economics as a whole rather than in a fragmented way.

Langer and Leonard (1987) suggest that bankers need to develop greater economic literacy so that they can gain a deeper understanding of economic linkages and sharpen interpretive skills and inductive reasoning. They further argue that in terms of training bankers, there is a widespread need to teach the identification and measurement of risk, with equal emphasis on perceiving at just what point the bank is exposed to loss. One believes that by engaging students in business matters such as banking, they could increase their economics' knowledge. One can conclude that there is a vast difference between theory and practice.

3.5 Economic literacy among Black South Africans with special reference to the Mehlwesizwe and Nseleni circuits.

A study was made in the Mehlwesizwe and Nseleni circuits. The aim was to establish the performance of students in the economics sciences. The study also aimed to present a demographic profile of economic education in KwaZulu/ Natal.

3.5.1 Number of schools and teachers offering economic science.

According to the circuit office records of the Mehlwesizwe and Nseleni circuits i.e. ZE 40 and ET 20, the number of schools offering economic sciences from Std 6 to Std 10 is as follows:

Table 3.1

Distribution of schools offering economic science in the Mehlwesizwe and Nseleni circuits - 1992.

Circuit	Std 6-8	Std 8-10	Total	Number of teachers
Nseleni	5	10	15	35
Mehlwesizwe	3	16	19	64
Total	8	26	34	99

Table 3.1 illustrates that there are 34 schools offering economic science in these two circuits. There are 8 Junior Secondary and 26 Senior Secondary Schools offering these subjects. The 15 schools and 19 schools in both the Nseleni and Mehlwesizwe respectively (Table 3:1) according to the researcher, do not fulfil the needs of a fully-fledged commercial curriculum

as they mainly offer business economics instead of the three subjects tabled below. A fully fledged commercial curriculum offers three main economic science subjects namely:

(i) Accounting
(ii) Business Economics
(iii) Economics

Discussions held with some of the teachers in the seminar held at Dlangezwa High School on 15 July 1992 revealed that they will offer all three economic science subjects in the near future. The issue of the shortage of teachers who can handle economic subjects was one of the major reasons for schools not offering all commercial subjects at the moment. There are 99 teachers offering commercial subjects in both circuits. There are 35 teachers at Nseleni while Mehlwesizwe employs 64 teachers.

3.5.2 Performance of pupils studying economic science.

For the purpose of examining the performance of pupils in the economic sciences, the researcher decided to analyze the performance of pupils writing the Standard 10 examination during October/November 1990 and October/November 1991. Pupils' performance in Accounting, Business Economics and Economics was analyzed. The researcher also decided to refer to both the Mehlwesizwe and Nseleni Circuits as illustrated in Table 3.2.

Table 3.2

Pass Percentage in Matric 1990

Percentage

Circuit				Average % pass in economic sciences	Overall % in the circuit
	Acc	Econ	B.E		
Mehlwesizwe	62,36	83,22	39,0	61,53	62,09
Nseleni	71,15	67,96	86,18	75,10	47,19
Total % Average	66,76	75,59	62,59	68,32	54,64

Table 3.2 represents 11 schools from the Mehlwesizwe and eight schools from the Nseleni circuits studying the economic sciences during the academic year 1990. The percentage pass in Accounting for both the Mehlwesizwe and Nseleni circuits is 62,36 percent and 71,15 percent respectively; and the total average percentage pass in Accounting for both circuits is 66,76 percent. The percentage pass in Business Economics for both circuits is 39 percent and 86,18 percent respectively; and the total average percentage pass for Business Economics for both circuits is 62,59 percent.

The percentage pass in Economics for the both Mehlwesizwe and Nseleni circuits is 83,22 percent and 67,96 percent respectively; and the total average percentage pass for both circuits is 75,59 percent.

The average pass in all three economic science subjects offered is 61,53 percent in Mehlwesizwe; and 75,10 percent in Nseleni; while the total

average percentage pass for both circuits is 68,32 percent. The overall pass percentage in Table 3.2 reflects the pass percentage including all the subjects offered like Mathematics, Zulu, English, etc.

The performance at Mehlwesizwe with regard to Business Economics compared unfavourably with that of the Nseleni circuits. On discussion with some of the economic science teachers for both circuits, it was established that the poor performance was attributable to the fact

that some Mehlwesizwe schools were doing Business Economics at a higher grade level (though some of the students were not doing the other two economic sciences, (i.e. Economics and Accounting) while almost all the Nseleni schools were doing these subjects at standard grade level.

The researcher also investigated the pass rate of the above-mentioned subjects in the October/November 1991 matric results as illustrated in Table 3.3.

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The researcher also investigated the pass rate of the above-mentioned subjects in the October/November 1991 matric results as illustrated in Table 3.3.

Table 3.3

Pass percentage in Matric - 1991

Percentage

Circuit				Average Pass in Economic Science	Overall pass in Circuit
	Acc	B.E	Econ		
Mehlwesizwe	74,13	53,75	77,21	68,36	38,9
Nseleni	46,80	48,30	80,72	58,61	52
Total percent (average)	60,47	51,03	78,97	63,49	45,45

Records from both the Mehlwesizwe and Nseleni circuits reveal that there were 18 schools offering economic science in Standard 10 in these circuits for the academic year 1991 - 12 schools in Mehlwesizwe and 6 in Nseleni.

The total average percentage pass in Accounting is 60,47 percent; in Business Economics 51,03 percent; and in

Economics 78,97 percent. One notes that the total average percentage pass is also reduced by 11,56 percent as compared to 1990; while the total average percentage pass in economics increased by 3,38 percent. From one's general observation and discussion with some of the teachers, parents and pupils, one can gather that the increase in failure rate was attributable to the escalation in violence in these circuits. Some of the teachers also

attributed failure to non-attendance.

It was found that almost all the schools offer Accounting at higher grade level, Economics at higher grade level; and Business Economics at both higher grade and standard grade level. Most failures were students who did Business Economics at a higher grade level. Because some students took this subject as an additional without the other two economics subjects they were not sufficiently interested. The records also reveal that in 1990 and 1991 no student was able to pass Accounting with an A symbol (distinction) while other symbols range from B to H. In Business Economics almost twelve students were able to achieve an A symbol in 1990 and 1991, 5 in 1990, and 7 in 1991. In Economics, 5 students were able to obtain an A symbol in 1990 and 1991; 3 in 1990 and 2 in 1991. Most Accounting teachers believe that the failure of students to obtain an A symbol is attributable to the insufficient time allocated to the subject. They believe that three hours is not sufficient to complete the 6 to 7 questions asked in the Standard 10 question paper. In Accounting there are also questions asked (e.g. Cash Flow Statement) which are not in the prescribed text books. Some students are in favour of economics because they can to express their views apart from what is written in the generally approved text-book.

3.5.3 Number of pupils studying economic science

The researcher decided to investigate the total number of students doing the three economic sciences, i.e. Accounting, Business Economics and Economics from Standard 6 to 10 during the academic years 1989 to 1992 as shown in Table 3.4.

Table 3.4

Accounting				Business Economics				Economics			
1989	1990	1991	1992	1989	1900	1991	1992	1989	1990	1991	1992
4577	4722	5177	7941	5251	6093	7364	7811	2138	1914	2125	2488

Records for 1989 to 1992 in the Mehlwesizwe and Nseleni Circuits show that in 1989, 4 577 students studied Accounting. In 1992 this increased to 7 941 - an increase of 42,36 percent. In 1989, the records show that 5 251 students studied Business Economics. In 1992 this increased to 7 811 - an increase of 32,77 percent. The records indicate that 2 138 students were doing Economics in 1989 compared with 1992 when 2 488 studied the subject. This shows an increase of 14,07 percent. The gradual increase in the number of pupils doing the economic sciences is attributable to the following:

- pupils perceive the importance of economics- related subjects in their environment.
- There are more career opportunities.

3.5.4 Qualifications of teachers teaching the economic sciences

Records obtained from the Mehlwesizwe and Nseleni circuits for 1992 reveal that the qualifications of teachers teaching the economic sciences are as follows:

Table 3.5

Circuit	Matric only	Teachers certificate e.g JSTC	Teachers diploma e.g STD	Degree only e.g B Com	Degree(s) and teachers diploma	Total
Mehlwesizwe	3	6	20	3	32	64
Nseleni	6	6	13	3	7	35
Total	9	12	33	6	39	99

Table 3.5 reveals that there are 9 teachers in possession of a commercial matric certification in both circuits. There are 12 teachers with a two-year post matric teachers' certificate. Thirty-three teachers have a secondary teachers' diploma and senior teachers' diploma. One notes that some of these teachers have studied through the Colleges of Education i.e. 45 of a total of 99. There are only 6 teachers in possession of degrees; while only 39 teachers have a degree or a teachers' diploma. There are teachers with certificates, diplomas and degrees who did not specialise in the economic sciences after passing matric. Some of them have done the economic sciences up to Standard 10. Others have done Business Economics only. Discussions with these teachers revealed that they had to opt for subjects offered in other faculties because they were not allowed to enrol for commerce courses having failed mathematics at matric level. Some teachers claim that universities like the University of Zululand do not offer the economic sciences in evening classes. It was only at the beginning of 1994 that the University of Zululand offered these subjects in the evening.

3.6 Conclusion

In this chapter the researcher has focused on economic literacy among matriculation students with special reference to the Mehlwesizwe and Nseleni Circuits; teacher qualifications; the number of pupils doing the economic sciences; and the number of schools and teachers in this field.

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CHAPTER 4

VALUES EDUCATION AND THE ECONOMIC SCIENCE TEACHER IN BLACK EDUCATION

4.1 Introduction

Generally values education can be seen as a way of educating pupils to think critically and independently on matters to which they can readily relate. The economic sciences may help pupils in future with reference to politics, economy, trade unionisism and productivity. Through values education and economic education, economic science pupils will become more purposeful, more enthusiastic and positive in their learning. Pupils will be able to make correct and relevant economic decisions on understanding these economics-related terms. The focus of this chapter is on values education in economic science and its contribution in the work situation and economic evaluation in general.

4.2 Definition of values in terms of values education

Du Plooy and Killian (1990:109) define value as follows:

> Value denotes amongst other things, 'worth', 'desirability' or 'utility'. Educationists like Oberholzer (1968:191) state that a value is always a value to a person experiencing it. He asserts that value in its widest sense, can be defined as a 'specific experience of consciousness' on the strength of an 'inherent value realization'. Time and again the experience of consciousness embraces a specific content awakened by an object, a certain matter, person's future or past experience, need or idea, accompanied by adding a value to such matters, or denying it (translated).

According to Windmiller, et al (1980:202) values imply a choice. They are 'ideals' which provide some direction for personal behaviour. They are a kind of belief having to do with appropriateness or acceptability of behaviour. Brown and Clow (1987) argue that perhaps one admires one's teacher because he does not lose his temper when the class gets out of hand. Values guide people in making decisions.

Brown and Clow (1987) believe that values are like fingerprints, because no two people have the same set of them. But unlike fingerprints people's values do change. Values affect the way people look at the opportunity, Most have a choice. People select alternatives that best suit them. A pupil's choice of subjects especially in secondary school will be guided by his/her values in his/her future careers.

All these definitions suggest that values imply that people's views differ in the sense that what is important to a certain individual may be useless to another. Secondly, the level of education can also play a major role in values i.e as an individual advances educationally, his/her views tend to change. Thirdly, values can also be culturally based. New ideas create new values . There is a need for teachers to help pupils to appreciate other people's values because they differ from people to people. One can conclude that it will only be possible for pupils to make sound decisions when they are aware of their own values and those of others.

4.3 Definition of the term 'Values Education'

According to Harwin, et al (1973) values education is the relating of the facts and concepts in a subject to the pupil's own life. Pupils are encouraged to explore the connection between the subject matter and their own feelings, opinions and behaviour. They believe that it is important for the economic science teacher to lay down the learning objects of any subject matter, e.g in the lesson on partnership.

Raths (1978) contends that values education when properly applied could help pupils become better at anticipating consequences. He cites pupils feeling angry and hopeless and lacking the ability to think about further events. He says that if pupils could be made aware of some activities they could practice anticipating consequences. It can be illustrated that subjects are taught at school because they have a particular value to pupils. Take the case of a topic in economics on value and utility: it can be stated that in order to have value, an article must have utility. That is, it must have the power to satisfy a want, e.g farm products always have value because everyone desires them. So, farmers can find a market for their products. The desire for an article must be backed by purchasing power.

A student of economics could find it valuable to study the subject as it could enable him/her to make correct choices in the market. It would also lead to a better understanding of the operation of the market and price mechanisms and the economic structure of the country. It could lead to a broader perspective and provide the student with the opportunity for intellectual development.

4.4 The role of the Economic Science Teacher in Values Education

There is a general belief that the successful economic science teacher occupies an unusually favourable position in the teaching profession, since preparation automatically qualifies him/her for either of two careers in business or in teaching.

Douglas, et al. (1973:3) postulate that the experience the teacher gains in either career strengthens his/her qualifications for both careers, because of his/her work. The dynamic, interesting, ever-changing subject matter, modern business, keeps him/her acquainted with his/her local business community and helps him/her become a respected leader in it. In addition, his/her students are usually extremely interested in their work and their future careers.

Stephens (1989:51) emphasizes that education departments also influence the

economy through the values and dispositions concerning children, society, the curriculum,pedagogy and evaluation with which they instill in their advanced students. Teachers act as opinion formers within and beyond the profession by writing books and research reports, serving on committees, in conferences, and broadcasting. He says that British universities did not become involved in the training of teachers or the study of education in any significant way until the fourth quarter of the nineteenth century. He says there was concern that teachers, insufficient in numbers and inadequate in quality would be bad for industry and society.

Nyikana (1988:17) illustrates that the role of the teacher in values education is often very controversial. She believes that some people are against the teaching of values by teachers, because teachers can instill their own values in pupils. In the economic sciences, particularly in business economics and economics,there is hardly a topic that can be dealt with without reference to the influence of beliefs, convictions, attitudes and values on the selection of commodities by consumers from all walks of life.

Burkhardt (1976) cites the tasks which he believes could be of importance to an economic science teacher in Black education. He says the task of the economics teacher centres on the creation and organisation of a stimulating and rewarding business learning environment for pupils, which seeks to ensure their active participation in the learning experience. In this regard the teacher should play a role in motivating pupils. It is also the duty of the teacher to manage and select the curriculum materials that are appropriate - like the teaching media. He further emphasizes that with the movement towards a school based curriculum development gathering strength, the economics teacher is offered greater opportunities for autonomy in the selection of themes and issues in his/her school's economics programme. It is no longer the task of the economics teacher to act solely as a communicator of economic facts. He/she needs, rather, to be involved with the class. Teachers are encouraged to accept pupils' feelings and ideas in an atmosphere of trust and

mutual respect.

A major task of an economics teacher in Black education is that of ensuring that his/her pupils encounter economic theory and issues in the most practical and realistic way possible. One could illustrate that in encouraging pupils to form their own opinions about economic issues, teachers must be prepared to accept that the pupils' opinions may differ significantly from their own.

Burchard (1976) postualtes that to achieve the development of individuality among their pupils, teachers should avoid acting as a barrier between economic institutions, theories, ideas and the pupil. It is desirable for the economic science teacher to be able to teach all business-related subjects offered at the school in which he/she teaches through valuing strategies.

4.5 The role of values education among Blacks in South Africa

Values education in economics is seen as a way in which Blacks can learn to think critically in economics-related decisions. The sub-headings will focus on the role played by values education of Blacks in economics-related matters.

4.5.1 Sanctions and the economy

The word 'sanction' can be defined as '... a law or decree; the specific penalty enacted in order to enforce obedience to a law ; the provision of rewards for obedience , along with punishment, for disobedience to a law.' (Oxford English Dictionary, 1974:1182). In both law and sociology the concept of sanctions is based on the extent to which fear will contribute to conformity, and act as a deterrent against social deviance (Tittle, 1980:42). Similarly, in its application to international commercial relationships between countries, sanctions also deal with concepts of deviance and deterrence but are extended from an interpersonal to an inter-state, or multi-state level(Venter, 1989:2).

Doxey (1987:11-12) says that economic sanctions are usually penalties or

punitive actions imposed by one or more government(s) to obtain compliance with an international law or a universally approved charter or code. He further maintains that such punitive measures can often be embarked upon under the auspices of a world organisation such as the United Nations. Countries trying to force South Africa to abandon her apartheid policies have had drastic effect on the South African economy.

Stoneman (in Hanlom, 1990:180) states that the decline in the South African economy in the 1980s appears to be just what might be expected as an effect of sanctions. He argues that the economy is now in such dire straits that it would require major negotiation with the outside powers if the cause was comprehensive sanctions alone. One can illustrate that sanctions is a way of halting much wider damage to the economy. It increases the rate of crime, unemployment and the general anarchy in the country. Finally, it leads the government to observe instructions and should also be regarded as a means of satisfying domestic public opinion requirements. Black political leaders have played a major role in solving the problems caused by sanctions through solving South Africa's political problems with White political leaders in a peaceful manner for the nation.

4.5.2 Education, the labour market and government policy

Education, the labour market and government policy are interrelated issues and that they cannot be separated. Mace (in Thomas and Simkins, 1987:21 - 22) says these three are all linked by the underlying notion that education and training make people more productive in the labour market. He continually refers to education and training jointly because they are becoming increasingly linked in government policy. It makes less sense if education and training serve different purposes;and the links between education and training and the labour market are inadequately understood by policy makers, since the school is responsible for the education of the young, satisfying the requirements of the labour market and society.

Education deals directly with greater productivity and earnings. Thomas and Simkins (1987) postlate that educated people learn, on average, more than less educated people. They note that their high earning capacity is as a result of additional education. This raises their productivity levels. They say that more educated people possess greater innate productive skills and this is why they are more productive and are paid more. Education provides individuals with skills and allows for a change in attitudes. 'Human capital' will affect the labour market in a number of ways.

"The Economist", of 21 March 1986 (in Thomas and Simkins) stipulates that academic education needs to be addressed in order to ensure that the country has a more 'educated' workforce.

Signs from the labour market suggest that pupils should get more academic education to improve their labour market prospects. Swanepoel, et al. (1991) maintain that the quality of the labour depends to a large extent on the skill of the workers. In this regard, education and training play important roles. Finally, it is generally accepted that the government is genuinely interested in pursuing educational policies that will promote economic development. It is clear that the primary question it must address is how the labour market functions.

4.5.3 The role of trade unions

A trade union is established with the aim of promoting the interests of its members in whatever work situation they are in. Unions strive for better working conditions, improvement in service conditions, regulation of the discharge of workers and improvement of standards of living. Van Heerden (Hanlon, 1990) stresses that trade unions have been in the forefront of the political struggle in South Africa. He strongly supported the international campaign for sanctions. Subjected to a growing international boycott and adverse publicity, industries such as Shell, have improved wages, working

conditions and industrial relations. Trade unions in South Africa have continued to shift the balance of forces within factories.

Natrass (1990) contends that striking within trade unions is regarded as the final pressure on the employer. She argues that if the whole workforce strikes it is difficult for the employer to replace the whole workforce with new employees because of the specialised knowledge and skill that the latter have. It is also difficult to teach an entire new workforce. A collective bargaining structure between employer and the employee must take place so that both parties will feel satisfied. The principle of collective bargaining needs to be transmitted to the entire Black workforce because, one believes, most of the Black workforce are still ignorant about the actual role of trade unions.

Heald (1989) pinpoints that since the Wiehahn Commission of Inquiry endorsed the granting of trade union rights to Blacks in 1979 there has been a growth in trade union membership - an activity which is unprecedented in South African economic history. An understanding of labour, economic and demographic trends thus becomes critical; and is a basic prerequisite for achieving an appreciation of contending ideologies and their potential impact on the political scenario in South Africa.

Heald (1989) shows that the Congress of South African Trade Unions (COSATU) is, at present,the largest and most powerful trade union federation in South Africa. Many trade unions which are affiliated to COSATU are allied to the African National Congress; and a number of these have chosen to formally subscribe to the Freedom Charter. It seems reasonable to describe this federation, broadly speaking, as being charterist. They tender a socialistic alternative and espouse a non-racial attitude. Carrim (1986:8) cites the following five COSATU principles:

- Non-racialism
- Industrial unionism (one per industry).

- Worker control
- Representation on the basis of paid-up membership
- Co-operation between affiliates at national level

Trade unions try to achieve their aims by means of peaceful actions. If they do not succeed in reaching an agreement with management, they resort to strike action.

With reference to the South African situation, the Black Trade Unions, under COSATU, organised a two-day general strike on the 4th and 5th of October 1991, opposing value added tax. This was introduced by the government but opposed by the general public, especially the trade unions. Many workers, especially Blacks observed the two-day general strike and some industries claim to have lost millions of rands in profit; and this had a disastrous affect on the economy of South Africa which is on the decline. Black workers and the general public need to be taught about the role of trade unions and the economic results of strikes and stayaways in the country as a whole. One may suggest that before workers go on strike, they should make sure that their strike is legal, as the consequences of an illegal strike cause problems for workers in the work situation.

4.5.4 Productivity

Swanepoel, et al (1991) argues that the degree of skill differs from worker to worker. A skilled worker receives a much higher wage than an unskilled worker because of the higher productivity of skilled labour. On the subject of the South African labour situation, one notes that our country is characterised by a large supply of unskilled labour among the Blacks while the country has a limited supply of skilled manpower.

Bethlehem (1988) illustrates that the South African economy requires a large skilled labour force, but this is being eroded in two ways:

4.5.4.1. Firstly, by the loss of skills due to the emigration of professionals from South Africa; and then the decline in immigration because of the political situation; and

4.5.4.2 Secondly, by the shortage of sufficient skilled Blacks to meet the needs of industrial and commercial development.

If such shortages are not catered for, instead of economic growth, our country will be faced with economic decline.

Bethlehem (1988) postulates that economic growth is essential in order to meet the challenge of a major demographic change in South Africa in the next fifteen to twenty-five years. The danger remains that economic failure will spell doom for millions of the country's most disadvantaged people. The challenge facing our educational institutions is to improve the quality of

instruction and the maintenance of educational standards especially among Black South Africans.

Liebenberg, in an article in the Journal for teachers of the economic sciences, Volume 6, Winter 1992, points out that South Africa's poor productivity performance prompts one to look at the possible underlying reasons. Some of the more important factors which hamper productivity in this country are:

- The lack of high-level manpower and management skills in South Africa.
- Technology (the application of new knowledge, methods, products and processes) plays a crucial role in the process of productivity improvement.
- The majority of the South African population lacks awareness and knowledge of productivity.
- Political factors such as sanctions and disinvestment aimed at

demolishing apartheid, reduce trade and hamper technological development.

- Social factors e.g. health, housing, transport and social security, especially with regard to the Black population, have a very severe dampening effect on productivity improvement.

Liebenburg contends that because of these factors the South African economy has performed well below its long-term potential for the last decade, and this has reduced productivity growth significantly. One can illustrate that proper education and training especially among Black South Africans would improve the level of productivity.

An increase in productivity normally happens as a result of an increased efficiency on the part of capital and labour. Productivity refers to the total amount of labour done by each employee within a specific period of time. The term is generally confused with labour productivity.

4.5.5 Consumer education

According to Eksteen, Kennedy and Naude (1992) consumers are the people who eat or use an article. A consumer is regarded as a user of an article and a purchaser of goods or services. Other terms for the consumer are the buyer, or customer. Consumers are the people who are responsible for the consumption of final goods and services. The consumer is thought of as an individual. In practice, however, consumers are institutions, individuals and groups of individuals.

Brown and Clow (1987) pinpoint that consumers have five basic rights that need to be identified. These are:

4.5.5.1 the right to choose,

4.5.5.2 the right to be informed,

need to be identified. These are:

4.5.5.1 the right to choose,
4.5.5.2 the right to be informed,
4.5.5.3 the right to be heard,
4.5.5.4 the right to safety
4.5.5.5 the right to a healthy environment.

The consumer's right to choose makes him/her responsible for choosing wisely among the choices available to him/her. Consumers are advised to check one product or service against another to be sure they have the best for the fulfilment of their needs. They are further advised to check the prices and quality in more than one store; in other words, engage in "comparison shopping". The success of a business depends upon the consumers, because if the business stocks products that are not bought by the customers, it will be forced to close down or switch over and sell other products that are needed by the consumers. It is against this background that most Black entrepreneurs lack economic literacy, because some of them are production-oriented, instead of being consumer-oriented. Some of them take pride in having a considerable amount of stock in their shops, only to find out that they have bought stock that is not in accordance with consumer demands.

Eksteen (1983) contends that the axiom, "The customer is always right", is a guide to the marketing activities of producers and manufacturers. Business competes for the patronage of the consumer and therefore marketing nowadays can be described as being "consumer-oriented". A consumer-oriented economy is therefore marketing-oriented. It can be shown that producers are directed by the consumers in the production process; and if the product is not in demand by the consumer, such a product must not be manufactured.

It needs to be highlighted that before anything can be consumed or used, it

must be purchased. Hence consumers are buyers of goods and services - such as food, clothing, shelter, electricity, gas, water and so on. One believes that the consumer is responsible for protecting his/her own interests.

Finally, one can conclude that families with low incomes tend to spend a greater part of their earnings on essentials, like food and housing than families with higher incomes. As incomes rise, families tend to spend a greater part of their earnings on such items as clothing, education, and entertainment.

4.6 Conclusion

It is useless to spend large amounts of money, on education without any future productivity. One should screen pupils with pre-existing abilities. The net social costs of education then turns out to be the difference between the social costs of education and the costs that would have been incurred by society and by employers, had no sorting been provided by the education system.

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CHAPTER FIVE

EMPIRICAL INVESTIGATION, PROCEDURE AND METHOD OF STUDY

5.1 Introduction

A descriptive method of research was used for the purpose of collecting data with regard to the factors associated with economic literacy among Black South Africans and the significance of teaching and learning economic sciences in the Nseleni and Mehlwesizwe Circuits. Mahlangu (1987:15) emphasizes that descriptive method is a prevailing method used in the social sciences. He further illustrates that under the conditions that naturally occur in the home, classroom, recreation centre, factory and community in general, human behaviour can be systematically examined and analyzed. The descriptive method is a combination of several methods which study the present status of events. It is for this reason that a descriptive method was employed and used.

Steyn (1981) states that the results of this kind of research can also be used for prediction and estimates by means of statistical techniques. Various types of descriptive research, namely surveys, development studies, case studies and the survey research were used in this study.

The research was conducted by interviewing teachers, parents, leading figures in education and laymen. Teachers of the economic sciences were also invited to attend seminars which focused on the teaching of Accounting, Business Economics and Economics from Standard Six to Sstandard Ten. These seminars were held at Dlangezwa High school and the University of Zululand in March and July 1994 respectively. The Standard Ten examiners and Economic Sciences authors were also invited to the seminar. The researcher also held discussions with teachers teaching the economic sciences in secondary and senior secondary schools. Later, teachers in both the Mehlwesizwe and Nseleni Circuits were asked to fill in the questionnaire during one of the seminars held in September 1993.

The researcher obtained permission from the school principals to use their teachers as respondents. The researcher went personally to 15 schools where teachers were asked to complete the questionnaire. The researcher guided teachers on filling in the questionnaire. The questionnaires were collected by the researcher from the principals and teachers at the time agreed upon. All expenses incurred when this research was conducted were borne by the researcher. Two hundred teachers responded to the questionnaires.

5.2 Tools and techniques of research

Turney and Robb (1971) state that in selecting tools of research, the investigator should study the basic characteristics, strengths and limitations of the tools. The researcher found it necessary to use the following tools and techniques in this investigation:

- Literature study i.e the researcher consulted relevant books (both prescribed and recommended sources), periodicals, newspapers, magazines, addresses and speeches to seek relevant data.

- Teachers, parents, leading figures in education and laymen were interviewed. Formal and informal discussions were held.
- Discussions with experts in education at the secondary schools, colleges of education and universities were held.
- A teachers'questionnaire to validate the empirical study was designed.

5.2.1 Questionnaire

A questionnaire was also used in this study. Sibaya (1989) states that a questionnaire is not just a list of questions or forms to be filled in, but is a scientific instrument for the measurement and collection of a particular kind of

data. A questionnaire was used to seek factual information while other forms of analysis revealed opinions, attitudes and interests.

5.2.1.1 Types of questionnaires.

Two types of questions, namely, structured and unstructured were used in the questionnaire. The structured for this purpose consisted of the closed questionnaire; and the unstructured the open questionnaire.

5.2.1.1.1 The closed questionnaire

Mahlangu (1987) regards a closed or structured questionnaire as a questionnaire which calls for short, quick responses. It also provides for "yes" or "no" responses. This type of questionnaire is easy to fill in, takes little time, keeps the respondent on the subject, is objective and easy to tabulate and analyze. Sibaya (1989) regards a closed questionnaire as standardised, simple, inexpensive, relevant and directive to the research that is conducted.

Behr (1983) believes that a closed questionnaire facilitates answering and makes it easier for the researcher to code and classify the responses. He regards this type of questionnaire as necessitating the use of either mechanically stored or computer input punch cards. One can conclude that a closed questionnaire facilitates the tabulation and analysis of data. It also improves the reliability and consistency of data.

5.2.1.1.2 The open questionnaire

Mahlangu (1987) regards an open or unstructured questionnaire as a questionnaire that does not suggest answers. In this case the respondent is free to air his/her views, opinions and believes in his/her words. He has no clues in his/her responses. Mahlangu is supported by Sibaya (1989) by

the fact that the questionnaire is designed to permit free responses from the subject rather than limiting him/her to stated alternatives. The open questionnaire therefore, is one in which the topic is structured for the respondent but he/she is given the task of answering in his/her own words, structuring his/her answer as he/she sees fit and speaking at whatever length he/she desires.

Good (1963) says that the open-ended or free response questionnaire frequently goes beyond statistical data or factual data into the areas of hidden motivations that lie behind attitudes, interests, preferences and decisions. Chisnall (1986) supports Good (1963) in the fact that an open-ended question, which is also known as "free answer" or "free response" question calls for a response of more than a few words. In this case the topic is established for the respondent, who is left to structure a reply as he/she sees fit. The respondent is also free in phrasing his/her answer which may be lengthy and detailed in his/her own words.

Turney and Robb (1971) maintain that the unstructured questionnaire is referred to as the "open-ended", "short-answer", or "free-response" item, because, after the question there is a space provided in which the respondent is asked to write his/her answer. They further emphasize that this type of item not only permits explanation but responses can be difficult to summarize and tabulate. Finally, Behr (1983) regards the open-ended questionnaire as being useful for the respondent to state his/her case freely and possibly to substantiate his/her claims. He further states that the work of tabulating and summarising the responses is time-consuming and often very tricky. The choice between open and closed questions depends upon the purpose of the survey. Monette, Sullivan and De Jong (1986) state that the decision whether to use open-or closed-ended questions is a complex one that often requires considerable experience in the employment of survey methods in order to assess the data.

5.2.2 Designing a questionnaire

Behr (1983) states that the construction of a questionnaire needs considerable thought. The nature, form, and order of questions are very important if meaningful results are to be obtained. He further emphasizes that a questionnaire needs to be brief because if too many questions are asked, the respondent tends to become tired or bored, with the result that those questions appearing towards the end of the questionnaire are either left unanswered or answered without much care.

Khubisa (1991) lists a summary of criteria that are helpful in constructing a questionnaire:

- It must be short enough so as not to take too much time and so that the respondent will be inclined to respond to it and complete it.
- The questionnaire should provide some depth, in order to avoid superficial replies as responses.
- The ideal questionnaire must not be to suggestive or too unstimulating, particularly with reference to choices.
- Questions must be asked in such a way that the responses will not be embarrassing to the individual.
- The questionnaire must not be too narrow, restrictive or limited in its scope or philosophy.

A good questionnaire design is a culmination of a long process of planning and thought. The researcher should at all times be aware of the specific goals and objectives of the research when formulating questions. Questions should be included because of their relevance to the aims of the study and not because they are interesting.

5.2.3 Permission to conduct research

A personal request was made to the Department of Education and Culture (KwaZulu) to conduct a study. The permission was granted by the Department and the researcher was told to work through the Circuit Inspector(s) of the

area(s) from which the sample was selected. The researcher sought permission for utilising the teachers of secondary and high schools in completing the final questionnaire and conducting literature review.

Leading figures in education like university lecturers, college of education lecturers and school inspectors were asked to complete the questionnaire. The purpose of the study was clearly stated to them.

5.2.4 Cover letter

A cover letter was used by the researcher and it accompanied the questionnaire. Mahlangu (1987) emphasises that the cover letter should promote the study to such an extent that the respondent is eager to reply to the questions. He further states that respondents should be made to feel that they can make a contribution to the study. The questionnaire was formulated in such a way that the respondents did not have to reveal their identities.

5.2.5 Interview and observation

Sibaya (1989) defines an interview as a face-to-face interpersonal role situation in which one person, the interviewer, asks the interviewee questions that have been designed to obtain answers relevant to the research problem. The researcher interviewed important educational figures like teachers, lecturers, inspectors, pupils and economic science examiners to obtain relevant information.

Verma and Beard, as cited by Sibisi (1989) postulate that observation is seen as a research technique which utilises direct contact between the researcher and the phenomena under investigation. They further emphasize that this method is widely used in the study of child development. The researcher does not have to ask people about their own behaviour and the actions of others. He can merely observe what they say and do.

Mahlangu (1987) argues that of all the methods and techniques used in research, the personal interview is certainly one of the most important. He further states that by using this method, the researcher in education establishes a confidential relationship and is able to obtain information from the pupil and offer help.

Turney and Robb (1971) are of the opinion that rules that facilitate data collecting in an interview must include the following:

- ask only one question at a time.
- repeat a question if necessary.
- try to make sure that the subject understands the question.
- listen carefully to subject's answers.
- take note of answers that seem to be vague, ambiguous, or evasive.

5.2.6 Literature study

The researcher decided to review relevant books, both prescribed and reference sources, periodicals, newspapers, magazines, addresses and speeches to seek relevant data. Texts (material) used by the researcher in his study included books, encyclopedias, periodicals, abstracts, newspapers, pamphlets and government documents.

5.2.7 Selection of the population sample

Sampling is one of the major tools of research concerned with collecting, analyzing and interpreting data. It involves the study, in considerable detail, of relatively small numbers of information taken from a larger group. Chisnall (1986) regards sampling as a number of sampling units which is drawn from a population and examined in some detail. This information from the sample is then considered as applying to the whole universe. He further illustrates that samples must be representative of the population from which they are drawn, so that valid conclusions about the population can be drawn.

Khubisa (1991) defines sampling as a process of selecting a number of individuals for a study in such a way that the individual represents the larger group from which he/she is selected; and the research results based on it will be generalizable to the population targeted. The degree to which the sample represents the population is the degree to which results for one are applicable to the other.

5.2.8 Conclusion

This chapter discussed empirical investigation, procedures and method of study. Tools and techniques used in the research were mentioned.

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CHAPTER SIX

DATA ANALYSIS AND INTERPRETATION

6.1 Introduction:

This chapter presents the major findings of the empirical study.

6.2 Questionnaire analysis and interpretation of data

Table 6.1

Qualification

	FREQUENCY	PERCENTAGE
Matric	10	5,0
Teachers Diploma Only	74	37.0
Degree Only	10	5.0
Degree and Teachers Diploma	99	49.5
Other Specify	1	0.5
Responses	194	97.0
Non-responses	6	3.0
Total	200	100.0

According to the above exposition 49,5 percent of the respondents hold degrees and the teachers' diploma; and 5 percent hold matric only. Most respondents in this study are in possession of high academic qualifications. Most of the teachers who responded are attending evening and afternoon classes at the University of Zululand while others have already completed their degrees on a part-time basis.

Table 6.2

Teachers in the various department

	FREQUENCY	PERCENTAGE
Languages	55	27,5
Human Sciences	46	23,0
Natural Sciences	42	21,0
Economic Sciences	37	18,5
Other (specify)	17	8,5
Responses	197	98,5
Non-responses	3	1,5
Total	200	100,0

The above table shows that 27,5 percent of the respondents fall under the Department of Languages. Thirty seven of the respondents consist of economic science teachers representing 18,5 percent of the teachers who responded to the questionnaire. Under "other" all seventeen are in possession of a degree, teachers' diploma and honours degrees - 8,5 percent.

Table 6.3

How long have you taught?

	FREQUENCY	PERCENTAGE
Less than 1 year	32	16,0
1 - 5 years	88	44,0
6 - 10 years	43	21,5
11 - 15 years	21	10,5
More than 15 years	14	7,0
Responses	198	99,0
Non-responses	2	1,0
Total	200	100,0

It can be noted that 44 percent of the teachers who responded have taught between 1-5 years; and only 1 percent failed to respond to the question requiring this information.

Table 6.4

Have you studied any commercial subjects at a post- primary and post-matric level?

	FREQUENCY	PERCENTAGE
Yes	83	41,5
No	115	57,5

Responses	198	99,0
Non Responses	2	1,0
Total	200	100,0

The statistical data shows that 57,5 percent have not done commercial subjects at post-primary and post-matric levels. Only 41,5 percent of the teachers have studied commercial subjects. It can be assumed that some of the teachers lack the knowledge of economic sciences. This was mentioned by most of the teachers who completed the questionnaire.

Table 6.5

Were commercial subjects offered in the secondary and high school you attended?

	FREQUENCY	PERCENTAGE
Yes	132	66,0
No	65	32,5
Responses	197	98,5
Non-responses	3	1,5
Total	200	100,0

Sixty-six percent of the respondents attended schools that offer economic sciences. Most post-primary schools in the Mehlwesizwe and Nseleni Circuits offer a package in commercial subjects. Some of them offer Business Economics as an additional (seventh) subject especially in matric, even in packages that do not include economic sciences.

Table 6.6

Is there any career guidance offered in your school ?

	FREQUENCY	PERCENTAGE

Yes	78	39,0
No	118	59,0
Responses	196	98,0
Non-responses	4	2,0
Total	200	100,0

Thirty-nine percent of the schools offer career guidance to its pupils. Most pupils realize after they have passed matric that they have chosen the wrong direction in the selection of subjects in post-primary school. Authentic guidance of their stream of education is needed to assess aptitude, skills and ability.

Table 6.7

Freedom of selection of subjects at your school

	FREQUENCY	PERCENTAGE
Strongly Agree	29	14,5
Agree	96	48,0
Uncertain	19	9,5
Disagree	37	18,5
Strongly Disagree	15	7,5
Responses	196	98,0
Non - responses	4	2,0
Total	200	100,0

Forty-eight percent of the school respondents agree that there is individual freedom in the selection of subjects in their schools while 18,5 percent disagree.

Table 6.8

Teachers always work hand-in-hand with parents with regard to the choice of subjects by pupils

	FREQUENCY	PERCENTAGE

Strongly Agree	90	45,0
Agree	79	39,5
Uncertain	16	8,0
Disagree	8	4,0
Strongly Disagree	6	3,0
Responses	199	99,5
Non - Responses	1	0,5
Total	200	100,0

Only seven percent of the respondents strongly disagree and disagree with the fact that teachers always work hand-in-hand with parents on choice of subjects; 84,5 percent of teachers work hand-in-hand with parents on the choice of subjects taken by pupils.

Table 6.9

Schools' task to present career opportunities to commercial stream pupils.

	FREQUENCY	PERCENTAGE
Strongly Agree	29	14,5
Agree	69	48,0
Uncertain	19	9,5
Disagree	37	18,5
Strongly Disagree	15	7,5
Responses	196	98,0
Non - responses	4	2,0
Total	200	100,0

The data given above shows that 14,5 percent of the teachers strongly agree that the schools must explain the career opportunities available in the commercial stream; 48 percent agree; 5 percent are uncertain; 18,5 percent disagree; and 7,5

percent strongly disagree. It can be stated that it is the task of the school to explain career opportunities available to pupils; and that the teacher is regarded as someone who has wide knowledge. Some pupils attend schools without knowing what is expected to be done by them in future; and if the school advises them in their choice of subjects, they will be able to choose subjects that are relevant to their future career.

Table 6.10

Orientation at school

	FREQUENCY	RESPONSES
Yes	77	38,5
No	118	59,0
Responses	195	97,5
Non - responses	5	2,5
Total	200	100,0

It can be noted that 59 percent of schools do not do orientation at their schools when pupils are registering for the first time. Pupils simply enrol in different classes without knowing the future careers in the subject they study.

Table 6.11

Are pupils given enough opportunities to decide the stream they want to follow?

	FREQUENCY	PERCENTAGE

Yes	96	48,0
No	102	51,0
Responses	1998	98,0
Non - responses	2	2,0
Total	200	100,0

The above table shows that 51 percent of pupils are not given enough opportunity to decide the stream they really want to follow while 48 percent are given a chance. It may happen that pupils take commercial subjects while their careers are science directed. Such pupils are misguided and misdirected.

Table 6.12

Do pupils undergo any aptitude test or any assessment tests before they are admitted to the various streams offered at your school?

	FREQUENCY	PERCENTAGE
Yes	44	22,0
No	154	77,0
Responses	198	99,0
Non - responses	2	1,0
Total	200	100,0

According to the above statistics, 77 percent of the pupils do not undergo any aptitude test or any assessment test before they are admitted to the various streams offered at the school; while 22 percent of the respondents illustrate that their pupils undergo aptitude tests before they are admitted to the various streams. An aptitude or assessment test may be necessary for the pupils to test their ability and skills. Such pupils would then be placed in different streams according to their abilities and skills.

Yes	96	48,0
No	102	51,0
Responses	1998	98,0
Non - responses	2	2,0
Total	200	100,0

The above table shows that 51 percent of pupils are not given enough opportunity to decide the stream they really want to follow while 48 percent are given a chance. It may happen that pupils take commercial subjects while their careers are science directed. Such pupils are misguided and misdirected.

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Yes	44	22,0
No	154	77,0
Responses	198	99,0
Non - responses	2	1,0
Total	200	100,0

According to the above statistics, 77 percent of the pupils do not undergo any aptitude test or any assessment test before they are admitted to the various streams offered at the school; while 22 percent of the respondents illustrate that their pupils undergo aptitude tests before they are admitted to the various streams. An aptitude or assessment test may be necessary for the pupils to test their ability and skills. Such pupils would then be placed in different streams according to their abilities and skills.

Table 6.13

Does your school offer commercial subjects ?

	FREQUENCY	PERCENTAGE
Yes	188	94,0
No	11	5,5
Responses	199	99,5
Non - responses	1	0,5
Total	200	100,0

It can be noted that 94 percent of the respondents offer commercial subjects in their schools; and only 5,5 percent do not offer such subjects. In recent years there has been a gradual increase in the number of schools that offer the economic sciences.

Table 6.14

If yes, how many teachers offer these subjects at your school?

	FREQUENCY	PERCENTAGE
1 - 2	38	19,0
3 - 4	113	56,5
5 - 6	38	19,0
More than 6	3	1,5
Responses	192	96,0
Non - responses	8	4,0
Total	200	100,0

The above data illustrate that 56,5 percent of the schools consists of three or four teachers; 19 percent consists of five or six teachers; and 1,5 have more than six teachers.

This will gradually increase in the next three years as the Eshowe College of Education will be offering pre-service education commercial subjects as from 1995.

Table 6.15

How many qualified teachers offer these subjects at your school?

	FREQUENCY	PERCENTAGE
0	9	4,5
1 - 2	57	28,5
3 - 4	99	49,5
5 - 6	33	16,5
More than 6	2	1,0
Responses	200	100,0
Non - responses	0	0,0

Total	200	100,0

According to the above date, 1 to 2 teachers (28,5 percent); 3 to 4 teachers (49,5 percent); and 5 to 6 teachers (16,5 percent) are well qualified. Not all teachers teaching the economic sciences in these two circuits are qualified.

Table 6.16

Should schools offer commercial subjects?

	FREQUENCY	PERCENTAGE
Yes	196	98,0
No	2	1,0
Responses	198	99,0
Non - responses	2	1,0
Total	200	100,0

Ninety-eight percent of the respondents are of the opinion that schools should offer the economic sciences while only one percent disagree. Interest in the teaching and learning of such subjects has grown from strength to strength.

Table 6.17

Pupils who follow the commercial stream are better equipped to face the challenge of the economy.

	FREQUENCY	PERCENTAGE
Strongly Agree	70	35,0
Agree	89	44,0
Uncertain	19	9,5
Disagree	15	7,5
Strongly Disagree	4	2,0

Responses	197	98,5
Non - responses	3	1,5
Total	200	100,0

The data given above show that 35 percent of the respondents strongly agree that pupils who are involved in the economic sciences are well equipped to face the challenge of the economy. One can conclude that teachers perceive that the knowledge gained by pupils is of great help for the future.

Table 6.18

Is there any co-operation between the private sector and the school in teaching and learning these subjects?

	FREQUENCY	PERCENTAGE
Yes	58	29,0
No	139	69,5
Responses	197	98,5
Non - responses	3	1,5

Total	200	100,0

The above statistics indicate that 69,5 percent of the respondents felt that there is no co-operation between the private sector and the school; while only 29 percent felt that there is co-operation. School situations deal with the theoretical aspects. Collaboration with industry will facilitate the correlation of theory with practice When a pupil is employed by industry after the completion of his/her studies, he/she normally undergoes further training before he/she can start working. Such training would be better if it occured during the pupil's formative years especially during vacations.

Table 6.19

Are there any subject advisors in commercial subjects?

	FREQUENCY	PERCENTAGE
Yes	26	13,0
No	168	84,0
Responses	194	97,0
Non - responses	6	3,0
Total	200	100,0

These statistics show that 84 percent of the respondents emphatically expressed that there are no subject advisors for the commercial subjects in the schools under jurisdiction of the former KwaZulu Department of Education and Culture; while 13 percent said there were.

Table 6.20

Do you think Black teachers are qualified to teach commercial subjects?

	FREQUENCY	PERCENTAGE
Yes	132	66,0
No	59	29,5
Responses	191	95,5
Non-responses	9	4,5
Total	200	100,0

Sixty-six percent of the respondents believe that teachers are well qualified to teach commercial subjects; while 29,5 percent believe that they are not qualified. Most of the teachers who qualified in the colleges more than five years ago, encounter problems in subjects such as accounting. This can be attributed to the drift in or change of syllabus from high school to university in areas like: company cash flow statements; source and application of funds; and accounts for non-trading concerns.

Table 6.21

Pupils perceive commercial subjects as difficult.

	FREQUENCY	PERCENTAGE
Strongly Agree	8	4,0
Agree	45	22,5
Uncertain	68	34,0

Disagree	65	32,5
Strongly Disagree	13	6,5
Responses	199	99,5
Non-responses	1	0,5
Total	200	100,0

It seems respondents are not sure whether pupils perceive commercial subjects to be difficult or not.

Table 6.22

The department offers syllabus guidance direction in subjects (Discuss with commercial teacher)

	FREQUENCY	PERCENTAGE
Strongly Agree	12	6,0
Agree	56	28,0

Uncertain	42	21,0
Disagree	47	23,5
Strongly Disagree	36	18,0
Responses	193	96,5
Non-responses	7	3,5
Total	200	100,0

Teachers do not get guidance and direction from the Department; and if they do, it occurs too late, and there is too little time to implement it. The statistics show that 41,5 percent disagree that the Department offers syllabus guidance in the commercial subjects.

Table 6.23

The department offers in-service training for teachers teaching these subjects.

	FREQUENCY	PERCENTAGE
Strongly Agree	12	6,0
Agree	40	20,0

Uncertain	52	26,0
Disagree	45	22,5
Strongly Disagree	49	24,5
Responses	198	99,0
Non-responses	2	1,0
Total	200	100,0

It can be illustrated that no in-service training has been organised by the department in almost eight years. The last in-service training was in 1986.

Table 6.24

The teachers motivate pupils to study these subjects.

	FREQUENCY	PERCENTAGE
Strongly Agree	37	18,5
Agree	103	51,5
Uncertain	78	19,0
Disagree	18	9,0
Strongly Disagree	-	-
responses	196	98,0
Non-responses	4	2,0
Total	200	100,0

The above data show that 18,5 percent of the respondents strongly agree that teachers motivate pupils to study economic sciences; 51,5 percent strongly agree; 19 percent are uncertain; and 9 percent disagree. It becomes clear that although most of the teachers motivate pupils to study these subjects there are still teachers who believe that highly gifted pupils must follow the science stream while commercial stream belongs to the normally gifted pupils.

Table 6.25

Teachers perceive commercial subjects as difficult

	FREQUENCY	PERCENTAGE
Strongly Agree	2	1,0
Agree	21	10,5
Uncertain	59	29,5
Disagree	87	43,5
Strongly Disagree	27	13,5
Responses	196	98,0
Non-responses	4	2,0
Total	200	100,0

Most of the teachers perceive commercial subjects as easy. The subjects which are mostly favoured by the teachers are Economics and Business Economics. Teachers felt that accounting demands a lot of thorough preparation.

Table 6.26

Teachers are performing their role as educators in the teaching of commercial subjects.

	FREQUENCY	PERCENTAGE
Strongly Agree	37	18,5
Agree	132	66,0
Uncertain	18	9,0
Disagree	8	4,0
Strongly Disagree	1	0,5
Responses	196	98,0
Non-responses	4	2,0
Total	200	100,0

The above statistics illustrate that 18,5 percent of the sample strongly agree that teachers are performing their role as educators in the teaching of commercial subjects; 66 percent agree; 9 percent are uncertain; 4 percent disagree; and 0,5 percent strongly disagree. Performance by teachers has not yet reached the required standard which is a one hundred percent pass. Perforance by teachers is still below par.

Table 6.27

The number of teachers teaching these subjects at your school is adequate.

	FREQUENCY	PERCENTAGE
Strongly Agree	11	5,5
Agree	50	25,0
Uncertain	14	7,0
Disagree	83	41,5
Strongly Disagree	36	18,0
Responses	194	97,0
Non-responses	6	3,0
Total	200	100,0

According to the above data 5,5 percent of the respondents strongly agree that the number of teachers teaching economic sciences in their schools is adequate; 25 percent agree; 7 percent are uncertain; 41,5 percent disagree; and 18 percent strongly disagree. It becomes clear that the number of teachers teaching these subjects is inadequate and that more teachers are needed.

Table 6.28

In your opinion, is it necessary for the teachers and pupils of commercial subjects

to work in close co-operation with industry?

	FREQUENCY	PERCENTAGE
Yes	194	97,0
No	2	1,0
Responses	196	98,0
Non-responses	4	2,0
Total	200	100,0

From the above figures, it may be seen that 97 percent of the respondents believe that the teachers of commercial subjects and pupils must work in close co-operation with industry; and only one percent believe otherwise. It can be argued that education must be designed in such a way that children will be able to cope with technological advancement.

There was a report in the Zululand Observer of 11 October 1991, on Standard 8 Empangeni High School pupils visiting the Bell Company in Richards Bay. Teachers believe that children know nothing when they enter the business world; and as a result they decided to encourage them to visit the Bell Company. The visit served as an eye opener to the children. They were organised in such a way that they arrived at the company on time and worked the normal Bell Company hours. They went through the Bell Induction Programme which included videos on the growth of the company. The report said the pupils showed initiative in what they were given to do, and were friendly, helpful and co-operative.

Table 6.29

What is the general performance of pupils in commercial subjects at your school.

	FREQUENCY	PERCENTAGE
Very Good	11	5,5
Good	117	58,5
Uncertain	31	15,5
Bad	28	14,0
Very Bad	4	2,0
Responses	191	95,5
Non-responses	9	4,5
Total	200	100,0

The statistics indicate that 5,5 percent of the respondents regard the general performance of pupils in commercial subjects as very good; 58,5 percent as good; 15,5 percent are uncertain;, 14 percent as bad;and 2 percent as very bad. A commercial student normally carries his/her accounting text book with him/her - indicating that pupils are more interested in accounting than in the other two subjects. The general performance in all subjects is similar. It also indicates that more work of an independent nature should be given e.g. assignments homework and worksheets.

Table 6.30

Do you consider Black South Africans as commercially oriented?

	FREQUENCY	PERCENTAGE
Yes	78	39,0
No	116	58,0
Responses	194	97,0
Non-responses	6	3,0
Total	200	100,0

Thirty-nine percent of the respondents consider Black South Africans as commercially oriented; while the majority - 58 percent - regard them as not commercially oriented. This suggests that Black South Africans are economically Illiterate.

This state of affairs could also be attributed to limited work opportunities for Blacks in the commercial sector.

Table 6.31

Do you consider that most Black entrepreneurs as economically literate?

	FREQUENCY	PERCENTAGE
Yes	65	32,5
No	127	63,5
Responses	192	96,0
Non-responses	8	4,0
Total	200	100,0

These figures show that 32,5 percent of Black entrepreneurs are economically literate; while 63,5 percent are economically illiterate. There is still a shortage of the Black managers especially in the manufacturing industry; and the study of thee economic sciences may help in reducing this gap.

Table 6.32

Do you consider that Black entrepreneurs need additional education?

	FREQUENCY	PERCENTAGE
Yes	190	95,0
Non	6	3,0
Responses	169	98,0
Non-responses	4	2,0
Total	200	100,0

The above data indicate that 95 percent of the respondents are of the opinion that Black entrepreneurs need additional education; while only three percent regard additional education as unnecessary. Through additional education it becomes clear that the entrepreneur would be able to use the factors of production in the most advantageous way. He would also be able to evaluate the effect of different business variables such as price fluctuations, consumer resistance, inflation and different market conditions.

Table 6.33

Do you consider the knowledge gained from a study of commercial subjects at school help Black substantially?

	FREQUENCY	PERCENTAGE
Yes	159	79,5
No	33	16,5
Responses	192	96,0
Non-responses	8	4,0
Total	200	100,0

According to this data 79,5 percent of the respondents are of the opinion that a study of the economic sciences in school helps Blacks substantially and contributes a great deal to Blacks economic empowerment and entrepreneurial skills. 16,5 percent believe otherwise. The Indian community is regarded as being economically literate. When it comes to the business the Indians are at the top. All Indian post-primary schools in Natal offer the economic sciences. Most Indian Graduates hold degrees that are associated with business. Blacks who have studied the economic sciences normally get employment first as compared to those who have enrolled in the other streams.

6.3 Conclusion

Future economic growth and the overall development of South Africa will depend to a large extent on the optimal development of all the country's human resources. A high level of productive human resources in the economic sciences will play a significant role in this regard. For the structuring of the economy and future planning, it is essential to know how many qualified people will be available in specific fields; and the number of specially qualified people that will be required to provide the expertise needed for the country's economic growth.

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CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

In this study the researcher focussed on the factors associated with economic literacy among Black South Africans and the significance of teaching and learning THE economic sciences. The nub of the research was on the preparation for Blacks to be able to make sound economic decisions in the new non-racial democratic South Africa.

Through the review of literature, general observation, interviews, discussions and the use of the questionnaire, the researcher established the following:

- It became apparent that there are few teachers teaching the economic sciences. As a result some schools do not offer the commercial stream due to the shortage of such teachers.

- Most schools have a small number of pupils studying the economic sciences. This is solely owing to the fact that pupils are not properly guided on the choice of subjects.

- Commercial teachers and pupils do not perform well because the commercial stream is completely nelgected by the Department. The study also revelaed that the Department has no commercial subject advisors. The Department has few inspectors who have a knowledge of commercial subjects.

- The authors of commerce text-books delay in updating information and pupils study what is not actullay happening in the business world. This contributes substantially to the failure of education to meeet the expectations of the business world. This is education which fails to attain its objectives.

- All teachers should be well qualified in order to give correct information about the subjects. The Department should supply all teaching aids and equipment on time.

- Pupils have a negative attitude towards the economic sciences because they are not well informed about these subjects.

7.2 Recommendations

Based on the empirical findings of the study, this chapter presents the recommendations and concludes the study. For the first time in South Africa's history a government has the mandate to plan the development of education and a training system for the benefit of the all the people. The government is faced with the problem of creating an education and training system that will be accepted by everyone. This is the policy of the Ministry of Education in South Africa. In the light of this the recommendations will be discussed in accordance with and consistent with the aims and objectives of the Reconstruction and Development Programme of education and training in this country as outlined by the Ministry of Education.

This chapter will address the following recommendations:

- The role of pupils in the teaching and learning process of the economic sciences.

- The role of the teacher in the teaching and learning ofthe economic sciences.

- The role of the private sector in the teaching and learning of the economic sciences.

- The role of the Government in the teaching and learning of the economic sciences.

7.2.1 The role of the pupil in the teaching and learning of the economic sciences

Educare, which introduces an educational component into child care, must be an integral part of a future education and training system. The domocratic government also bears the ultimate responsibility of training, upgrading and setting national standards for Educare providers, with the assistance of civilian society.

Pupils should recognize that education and training is a basic human right. The government has an obligation to protect and advance these rights so that all pupils have the opportunity to develop their capacities and potential and make a full contribution to society. The system must increasingly be open to training opportunities for all children and the youth. Adults must be made available for learners so that they can move easily from one learning environment to another enhancing a life-long learning culture. This certainly goes well beyond the provision of schooling to improve learning programes in the community. The study indicates that pupils are not endowed with economic knowledge clear enough for entry to university. It is important for pupils to have a basic knowledge of economic modules before they embark on a program in economics.

The process of moving out of the highly segmented apartheid mode of the different parts of the system is creating substantial stress. The system as a whole is dealing with the effects of rapid enrollment and a simultaneous decline in the real value of subsidies from the state. Students are under chronic financial pressure, which is again transferred to their insitutions. The resulting actions and counter actions have become a serious source of instability in learning institutions and interrupt study. The student body is increasingly representative of the broad population, and brings into the system the learning deficits accumulated in the

Black schools.

Every person - child, youth and adult - should be able to benefit from an educational system designed to meet basic learning needs. These needs consist of both essential learning tools like literacy, oral expression, numeracy and problem solving; and a basic learning content such as the knowledge, skills values and attitudes required by any human being in order to survive and to develop the four capacities: to live and work in dignity; to participate fully in development; to improve the quality of their lives; to make informed decisions and to continue learning. The scope of basic learning needs varies from country to country and culture to culture; and there are inevitable changes with tthe passage of time.

To avoid becoming educational dead-ends for separate groups or individual learners,basic education programmes should be designed around a common core of fundamental concepts, knowledge and skills formation. The expected learner achievements should therefore be formulated in progressive steps appropriate to the learners' circumstances and experience. The programmes should encourage a large measure of self-learning, which will enable learners to be assessed and credited with nationally recognised standards of attainment.

7.2.2 The role of the teacher in teaching and learning the economic sciences.

This study clearly identifies that though teachers are suitably qualified to teach, many of them are inadequately prepared to teach the economic sciences. The reasons for this have been outlined previously. Recommendation in this regard rest upon two fundamental aspects:

- teaching power
- the role of the teacher in development (educational development in particular).

Teachers have the ability to mould children for the future. Power is the effective

inlfuence. Although the teacher has the ability to take part in decision making he/she lacks the power to affect the outcome. The concept of power is perhaps the most fundamental in the whole of the educational experience. The educational process is the shaping, distribution and exercise of power. The authority teachers command in historical Black schools has been minimal. Teachers will have to exert themselves in a fashion consistent with the recommendations of the Ministry of Education.

- Teachers should be given subjects to teach according to their skills and ability - not according to their academic qualifications - because in some cases the qualifications do not meet the desired standard.

- Beginners and finalists should be handled by the most experienced teachers.

- Pupils must be taught by qualified teachers who are competent in their subjects and who are dedicated to their work. Unqualified teachers should upgrade themselves in order to be competent in their subjects. Teaching and learning are effective when pupils are taught by qualified teachers who know the right teaching methods.

- In some Black schools, textbooks are not supplied. Teachers and parents should ensure that pupils have the prescribed books. If all the pupils have text books, teachers will be able to give them homework, thus ensuring that the pupils do some of the work themselves.

- Regular guidance to pupils and parents by teachers of these subjects is important. The interest and motivation of pupils can be captured by explaining possible career opportunities for those who study the economic sciences. Aptitude tests must be conducted before pupils are admitted to the commercial stream.

7.2.3 The role of the private sector in the provision of a meaningful economic education

This study clearly indicates that the private sector has a role to play in the provision of a meaningful economics education. Indeed, the private sector are the custodians of the wealth of the country; and it would be simplistic if one believed that education should be concentrated only in the hands of the government.

Black business development in South Africa has been restricted by discriminatory legislation, regulation and custom. For many years, Black entrepreneurs have been deliberately and systematically excluded from access to economic opportunities which may heve facilitated their participation in moulding the national economy. Consequently Black business has not developed along the lines synonymous with the big business conglomerates today. Capitalism's predominant interest in the Black population has been at low levels and not as equal partners in economic ventures. Those Blacks in business who have grown successfully have done so despite the obstacles put in their way by the political establishment. The nature and scale of business to which Black were allowed access was limited to those who provided the daily domestic necessities of the urban Black community.

During the 1980s restrictions on Black business development began to ease as part of the state's "reform" programme. However, the damage to Black entrepreneurship seems to have already been done in terms of operational scale, diversity, location, market access, capital availability and attitudes. In fact, the "reform" appear to represent a cynical admission of prior injustice when it is probably already too late for any short-term recovery from a position of induced weakness contributed by the state. In any event, the "reforms" do not address the crucial issue of business location. Black business remains confined to Black areas; except in some cases where a White municipality may decide to "open" a portion of its central business district to all races. This kind of conditional and superficial "reform" is not acceptable to many Black business interests, especially in an increasingly politicised environment.

- Black South Africans need commercial education. Some cannot run their shops properly since they are commercially unaware. Colleges and all schools must offer commercial subjects in their streams. By so doing Blacks will be commercially oriented and businesses will be smoothly run.

- People from industry should visit schools and explain to pupils how effective the commercial subjects would be to their future development and the country as a whole. It would be better if the commercial schools could work hand-in-hand with industry. Industry should offer temporary jobs to commercial subject pupils during vacations. In this way pupils will be able to apply their knowledge and improve their skills.

- All the documents attached to trade should be brought to class if possible. This would be of considerable assistance in making these subjects real and relevant.

- Black entrepreneurs need additional education especially in commercial subjects in order to maximise their profits.

- The private sector must take an active interest in the funding of projects aimed at improving the teaching of commercial subjects e.g. the organizing and funding of in-service courses and seminars. This exposure to the business environment would help commercial teachers to encourage pupils to extend themselves in the classroom situation.

7.2.4 <u>The role of the government in the provision of a meaningful education especially in the economic sciences.</u>

Education and training under apartheid was characterized by three key features. Firstly, the system was fragmented along racial and ethnic lines, and was saturated with the racist and sexist ideology and educational doctrines of apartheid. Secondly, there was a lack of access or unequal access to education and training

at all levels of the system. Vast disparities existed between Black and White provisions; and large numbers of people - in particular, adults, school dropouts, and children of pre-school age - had little or no access to education and training. Thirdly, there was a lack of democratic control within the education and training system. Students, teachers, parents and workers were excluded from the decision-making process.

The fragmented, unequal and undemocratic nature of the education and training system had profound effect on the development of the economy and society. It has resulted in the destruction, distortion or neglect of the human potential of our country, with devastating consequences for social and economic development. This is evident in the lack of career paths offered to Black workers and in the effect on worker motivation and general productivity. And more importantly, apartheid education and its aftermath of resistance destroyed the culture of learning in large sections of our communities; leading, in the worst-affected areas, to a virtual breakdown of schooling and conditions of anarchy in relations between students, teachers, principals and the educational authorities.

New policies are needed to reverse the trends which dominated the troubled history of South African education and training under White minority rule. The denial of equal citizenship and equal rights to all South Africans necessarily involved the denial of equal educational rights. The education system for the Whites has always been highly priviledged and self-contained. The funding of education and training has been grossly unequal across the racial and ethnic sub-systems.

Access to education and training was severely rationed on a racial and ethnic basis. There has been compulsory education for White children for decades, with the result that the White adult population has been completely literate for generations. By contrast, millions of Black adults and out-of-school youth still have little or no access to education and training. Most Black adults, especially rural women, are illiterate. South Africa now has a democratic government,

elected by all the people under a constitution which guarantees equality and non-discrimination; cultural freedom and diversity; the right to basic education for all; and equal access to educational institutions. This means that the legacy of the struggle is the common legacy of all South Africans.

The Ministry of Education is faced with the task of reconstruction and development in the education and training systems. This involves dismantling the apartheid juggernaut, developing a completely new and democratic culture of rights and responsibilities, rebuilding the system from grassroots, and expanding learning opportunities for all.

- Colleges are in demand. Therefore, the number of colleges offering commercial subjects must be increased.

- Subject advisors in each commercial subject must be appointed by the government (Education Department) according to ability, skill, experience and academic qualifications. Subject advisors must organise in-service courses. In-service courses are helpful if well conducted.

- The teacher-pupil ratio should be organised in such a way that teachers are able to cope effectively with classes. Overcrowded classes must be avoided as much as possible. Effective teaching is enhanced by smaller classes.

- The number of commercial subject teachers must be increased. Some schools do not even have a commercial stream due to a shortage of such teachers The department must provide workshops to promote such subjects. Bursaries for the teachers in this field, in particular, must be provided by the government.

7.3 Suggestions for further study

The researcher would like to admit that this study has its shortcomings and limitations. The researcher feels that the study would shed more light if it could have covered a wider field with more respondents. The researcher also feels that more institutions of education like technical colleges, primary schools, colleges of education, traders in the informal sector, technikons and universities should be included in the empirical study, thus covering a wider field. The researcher wishes to reiterate the fact that it is almost impossible for a researcher to cover the vast ground because of insufficient funds.

7.4 Conclusion

Education is the most critical factor in national development and the major contributor to economic and social change. Education today is available to everyone in several forms. There is the traditional system; and multiple other non-formal and informal avenues that are available and used by most people to foster the learning process.

If all that has been said in the above-mentioned summary of findings and recommendations can be implemented, the researcher believes that Blacks will be able to uplift the economy of the country in the present non-racial democratic South Africa.

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APPENDIX

THE FACTORS ASSOCIATED WITH ECONOMIC LITERACY AMONG BLACK SOUTH AFRICANS AND THE SIGNIFICANCE OF TEACHING AND LEARNING THE ECONOMIC SCIENCES.

TO ALL TEACHERS:

I am appealing to you to kindly complete this questionnaire on commercial subjects and then return it to the researcher in charge of this study. Your responses will be treated as confidential.

This study aims to deal with:

- teaching and learning of economic sciences, such as Accounting, Business Economics and Economics in secondary and high schools.

- providing teachers of the aforesaid subjects with skills to handle these subjects effectively.

- increasing the number of schools offering these subjects.

- the possibility of involving the private sector and getting them interested in

promoting these subjects by providing these subjects by providing the necessary facilities.

In order to ensure confidentiality please do not write your name on the questionnaire.

Your positive response will be highly appreciated.

INSTRUCTIONS:

Kindly choose only one answer from various alternatives that are given. Indicate your answer by merely making a cross (x) in the box/frame/square representing your answer. Be precise in your answers.

THE QUESTIONNAURE

SECTION A:

PERSONAL PRTICULARS:

1. QUALIFICATIONS:

Matric	( )
Teachers' Diploma	( )
Degree Only	( )
Degree and Teachers' Diploma	( )
Other (specify)	

2. DEPARTMENT

Languages	( )
Human Sciences	( )
Economic Sciences	( )
Natural Sciences	( )
Other (specify)	

3. How long have you taught?

Less than 1 year	( )
1-5 Years	( )
6-10 Years	( )
11-15	( )
More than 15 years	( )

SECTION B:

TEACHERS' INVOLVEMENT IN COMMERCIAL SUBJECTS

4. Did you study any commercial subjects at school (post primary and post matric level?

Yes	( )
No	( )

5. Were commercial subjects offered in the secondary and high school you attended?

Yes	( )
No	( )

SECTION C:

CAREER GUIDANCE:

6. Is there any career guidance offered in your school?

Yes ( )
No ( )

7. Is there any freedom in the selection of subjects at your school?

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly disagree ( )

8. It is the task of the school to explain career opportunities available to pupils following the commercial stream.

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly disagree ( )

9. Teachers always work hand in hand with parents with regard to the choice of subjects by pupils.

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly disagree ( )

10. At the beginning of secondary and high schools pupils or parents are oriented with regard to subjects offered at school and the career direction of each stream?

Yes ( )

No ( )

11. Are pupils given enough opportunities to decide the stream they want to follow?

Yes ( )

No ( )

12. Do pupils undergo any aptitude test or any assessment tests before they are admitted to the various streams offered at your school?

Yes ( )

No ( )

SECTION D:

SCHOOL'S INVOLVEMENT IN COMMERCIAL SUBJECTS:

13. Does your school offer commercial subjects?

Yes ( )

No ( )

14. If yes, how many teachers offer these subjects at your school?

1-2 ( )

3-4 ( )

4-5 ( )

5-6 ( )

More than 6 ( )

15. How many qualified commercial teachers offer these subjects at your school?

1-2 ( )
3-4 ( )
5-6 ( )
More than 6 ( )

16. Should schools offer the commercial stream?

Yes ( )
No ( )

17. Pupils who follow the commercial stream are better equipped to face the challenge of the economy than pupils who do not follow the commercial option.

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly disagree ( )

18. Is there any co-operation between the private sector and the school in teaching and learning these subjects?

Yes ( )
No ( )

19. Are there any subject advisors in commercial subjects in your department?

Yes	( )
No	( )

20. Do you think Black teachers are well qualified to teach commercial subjects?

Yes	( )
No	( )

21. Pupils perceive commercial subjects as difficult.

Strongly disagree	( )
Agree	( )
Uncertain	( )
Disagree	( )
Strongly disagree	( )

22. Teachers perceive commercial subjects as difficult.

Strongly agree	( )
Agree	( )
Uncertain	( )
Disagree	( )
Strongly diagree	( )

23. The Department of Education and culture offers in-service training for the teachers teaching these subjects.

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly disagree ( )

24. The Department offers syllabi and guidance directions in commercial subjects (Discuss with commerce teacher).

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly diagree ( )

25. The teachers motivate pupils to study these subjects.

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly Disagree ( )

26. Teachers are performing their role as educators in the teaching of commercial subjects.

Strongly agree ( )
Agree ( )
Uncertain ( )
Disagree ( )
Strongly disagree ( )

27. The number of teachers teaching these subjects at your school is adequate.

Strongly agree	( )
Agree	( )
Uncertain	( )
Disagree	( )
Strongly disagree	( )

28. In your opinion, is it necessary for the teachers of commercial subjects to work in close co-operation with industry?

Yes	( )
No	( )

SECTION E:

ECONOMIC LITERACY AMONGST BLACKS:

29. What is the general performance of pupils in commercial subjects?

Very good	( )
Good	( )
Uncertain	( )
Bad	( )
Very bad	( )

30. Do you consider Black South Africans as commercially oriented?

Yes	( )
No	( )

31. Do you consider that most Black entrepreneurs are economically literate?

Yes ( )
No ( )

32. Do you consider that Black entrepreneurs need additional education?

Yes ( )
No ( )

33. Do you consider the knowledge gained from a study of commercial subjects at schools helps Blacks substantially?

Yes ( )
No ( )

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Dear Mr. Zungu

RESEARCH ON FACTORS ASSOCIATED WITH ECONOMIC LITERACY AMONG BLACK SOUTH AFRICANS AND THE SIGNIFICANCE OF TEACHING AND LEARNING THE ECONOMIC SCIENCES

The Department has received all the documentation required for the formal processing of your application.

The Department has great pleasure in granting you permission to conduct research as you requested. However, in doing so, the Department will expect you to observe the following:

i) work through the Circuit Inspector(s) of the area(s) from which you will select your sample;

ii) ensure that information elicited be treated as confidential;

iii) make a copy of the research findings available to the Department if requested to do so.

Best wishes for a successful research project.

Yours sincerely,

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3887

Nselem Circuit
Empangeni Rail
3910

Dear Sir

RESEARCH ON FACTORS ASSOCIATED WITH ECONOMIC LITERACY AMONG BLACK SOUTH AFRICANS AND THE SIGNIFICANCE OF THE TEACHING AND LEARNING THE ECONOMIC SCIENCES:

Kindly, grant me the permission of conducting an above mentioned research in any secondary and high school of my choice in your circuit.

I enclose the photostat copy of a letter from the Department granting me permission to work through any circuit Inspector where I choose to select the sample.

I would also ask the Circuit Inspector to furnish me with information pertaining to the following:

i. Name of schools offering commercial subjects in the circuit (both secondary and high schools).

ii. Qualifications of teachers teaching these subjects.

iii. Number of pupils doing commercial subjects (1989,1990,1991 and 1992) in the circuit.

iv. Analysis of full time November 1989,1990 and 1991 Commercial subjects results i.e. B.Econ., Economics and Accounting in the circuit.

v. Any other relevant information.

Thanking you in anticipation.

FAITHFULLY
Z. Zungu
ZND ZUNGU (MR)

IMINITHI
MINUTE

UHULUMENI WAKWAZULU

Z.B. 9

KWAZULU GOVERNMENT SERVICE

KWAZULU-REGERINGSDIENS

Ifayela/
Verw. No./
Ref. No.

Buza ku/
Navrae/
Enquiries

Ucingo/
Tel. No.

IHOVISI LIKA/
OFFICE OF THE/
KANTOOR VAN DIE

UMNYULI WESIFUNDI SEMFUNDO NEMPUCUKO
CIRCUIT INSPECTOR OF EDUCATION & CULTURE
KRING INSPEKTEUR VAN ONDERWYS & KULTUUR
1992-02-25
MEHLWESIZWE
IGIXUWAMA SEPOSI/ X8512
PRIVATE BAG/PRIVAAT SAK
ESIKHAWINI 3887
KWAZULU GOVERNMENT SERVICE
REGERINGSDIENS

Ku/The/Die ..... 19 .....

TO WHOM IT MAY CONCERN.

1. Mr. Zungu has been given permission by the Depart. of Education and Culture to conduct a research "On factors associated with Economic Literacy among Black South africans and the significance of the teaching and learning the Economic Sciences."

2. Please assist him in this regard.

3. Your help in this matter will be highly appreciated.

[signature]
Circuit Inspector

Approved

KWAZULU GOVERNMENT SERVICE
CIRCUIT INSPECTOR
1992-03-09
EMPANGENI BAG
UHULUMENI WAKWAZULU

Kingspress C/3/2951