

(i)

THE CHILD'S ABILITY TO FORM A PROPER BALANCE BETWEEN
A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY CONSTITUTES
AN AUTHENTIC PEDAGOGIC TASK FOR THE PRE-PRIMARY SCHOOL
EDUCATOR.

By:-

THEMBA PANWELL NDLOVU

(ii)

THE CHILD'S ABILITY TO FORM A PROPER BALANCE BETWEEN
A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY CONSTITUTES
AN AUTHENTIC PEDAGOGIC TASK FOR THE PRE-PRIMARY SCHOOL
EDUCATOR.

By:-

Themba Panwell Ndlovu, B.A., B.Ed. (Unisa), JSTC (Eshowe),
(DMS) Dip. in Personnel & Training
Management.

Submitted to the Faculty of EDUCATION in fulfilment of
the requirements for the degree of MASTER OF EDUCATION
in the Department of PHILOSOPHY OF EDUCATION at the
University of Zululand.

SUPERVISOR:-

Prof. P.C. Luthuli (Dean of Faculty of Education and
Head of Department of Philosophy
of Education at the University of
Zululand).

Date Submitted:- 15 January 1990

DEDICATION

This dissertation is dedicated to my loving parents, Kaulani Kent and Makhangisa Bellica, my beloved wife Gcinile Regina, all my brothers and my children, Siph'esihle and Muziwezinsizwa.

DECLARATION

"I declare that the dissertation :

"THE CHILD'S ABILITY TO FORM A PROPER BALANCE BETWEEN
A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY CONSTITUTES
AN AUTHENTIC PEDAGOGIC TASK FOR THE PRE-PRIMARY SCHOOL
EDUCATOR."

is my own work both in conception and execution. All
the sources that I have used or quoted have been indicated
and acknowledged by means of complete references."

Signature: J. P. M. Dlovu :

ACKNOWLEDGEMENTS

I like to give my sincere gratitudes to the following people:-

- (1) My supervisor, Prof. P.C. Luthuli (Dean in Faculty of Education and Head in the Department of Philosophy of Education at the University of Zululand). He always encouraged me to do my work. Without his constructive comments, I would not have been able to complete my studies successfully.
- (2) Dr M.P. Mncwabe (a lecturer in the Department of Philosophy of Education at the University of Zululand). He frequently gave me scholarly advice and encouragement during the times of hardship.
- (3) All the educators I have worked with in the pre-primary schools. Without their cooperative willingness, my educational study would not have been completed successfully.
- (4) The bookbinders who have made this dissertation appear as it does in its final form.

Summary

Education is one of the most important human activities of all nations all over the world. Adults, that is, parents, teachers and adult members of the society educate young children in order to assist and guide them to become proper adults.

Pre-primary school education has become the necessity for pre-school children of every community. Good early education guarantees good and proper foundation for later life for a child. But poor early education, or lack of early education for the child, results in various educational problems, such as the inability to be a proper person. The pre-primary school educators have the important educational task to perform in this regard. The child must be assisted and guided by his educators to be able to form a proper balance between freedom and authority in education situations. This will enable him to be a free, responsible and self-determined person.

The researcher of this study wanted to establish the educational proficiency of the pre-primary school educators. The essential concepts which are connected with this study were defined clearly. Method of research included the researcher's personal observations in pre-primary school education situations. It also comprised of the completion of questionnaires by the pre-primary school educators.

There is debate about the views of freedom and authority in education situations. Some educationists favour freedom and dislike authority. Other educationists support the use of even strict authority. They favour the abolition of freedom in education situations. A real education

situation is one where a proper balance between pedagogic freedom and pedagogic authority is maintained.

Freedom in education should be understood as a pedagogic category. It must be viewed on the fact that the open child enters into the open world. The child must be assisted to be at liberty to exercise the freedom of choice within an education situation. Educators need to provide educational opportunities which are full of freedom of choice for children to actualize their responsible freedom and self-determination.

Authority in education must be elevated to a level where it essentially becomes a pedagogic category. With an authority a child is guided by an educator to acquire norms and values of a society. The pedagogic authority guarantees security for the child and it also ensures him to be independent morally. Educators should be able to differentiate between the pedagogic authority on one hand, and force, punishment and suppression, on the other hand.

Empirical investigation helped to establish the authenticity of the problem in education. The major hypothesis was:

"THE CHILD'S ABILITY TO FORM A PROPER BALANCE BETWEEN A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY CONSTITUTES AN AUTHENTIC PEDAGOGIC TASK FOR THE PRE-PRIMARY SCHOOL EDUCATOR."

The child cannot actualise his responsible freedom and moral self-determination without the educator's educational support and assistance. Therefore, personal observations of the pre-primary school education situations were considered by the researcher to be essential components of research. Questionnaires had also been constructed

and supplied to pre-primary school educators. Results were presented, analysed and evaluated by the researcher. Something emerged during the observations and completing of questionnaires. The educators emphasized the need for co-operation between them and parents in pre-primary school education. Educators indicated a strong desire to obtain professional training in their educational task so as to execute it effectively and successfully.

General review of the entire study, relevant conclusions, recommendations and educational implications were made. The need for more research was pinpointed. A general summary of the entire study was made.

Opsomming.

Opvoeding is een van die mees belangrike aktiwiteite beoefen deur alle nasies oral oor die wêreld. Volwassenes, d.w.s. ouers, onderwysers en ander volwasselede van 'n volk voed klein kindertjies op sodat hulle in volwaardige volwassenes kan ontwikkel.

Preprimêre skoolbywoning het 'n vereiste vir voorskoolse kinders van alle gemeenskappe geword. 'n Goeie voorskoolse opvoeding waarborg 'n goeie en behoorlike begroning vir latere skoolopvoeding vir die kind. 'n Swak voorskoolse opvoeding of 'n gebrek daaraan veroorsaak probleme vir die kind soos die onvermoë om 'n respektabele mens te wees. Preprimêre skool onderwysers het 'n belangrike opvoedkundige taak in hierdie opsig om uit te voer. Die kind moet deur sy opvoeder gehelp en gelei word om 'n behoorlike balans tussen vryheid en gesag in opvoedingssituasies te kan vorm. Dit sal van hom 'n vry, verantwoordelike en self-bepalende persoon maak.

Die navorser van hierdie stuk wil graag die opvoedkundige bekwaamheid van die voorskoolse onderwysers bepaal. Dit is nodig om die essensiële konsepte wat met hierdie studie verband hou duidelik te bepaal. Die metodes van navorsing het die navorser se persoonlike opname in die opvoedingssituasies van die preprimêre skole bevat. Dit behels ook die voltooiing van die vraelyste deur die preprimêre skool onderwysers.

Daar is gedebateer oor die beskouinge van vryheid en gesag in opvoedingssituasies. Sommige opvoedkundiges is ten gunste van vryheid en hulle hou nie van gesag nie, andere ondersteun weer selfs die gebruik van streng gesag. Hulle is ten gunste van die afskaffing van vryheid in opvoedingssituasies. 'n Wesenlike opvoedingssituasie is een waar daar 'n behoorlike ewewig tussen pedagogiese vryheid en pedagogiese gesag gehandhaaf word.

Vryheid in opvoeding moet as 'n pedagogiese kategorie verstaan word. Dit moet beskou word ten opsigte van die feit dat 'n ontvanklike kind in 'n ewe ontvanklike wêreld moet beweeg. Die kind moet opgevoed word om vry te wees en die vryheid van keuse binne 'n opvoedingssituasie te beoefen. Die opvoeders benodig opvoedingsgeleenthede vol van vryheidskeuses vir kinders om hulle verantwoordelikhedsin en selfbeskikking uit te leef.

Opvoedingsgesag moet tot 'n vlak verhef word waar dit hoofsaaklik 'n pedagogiese kategorie word. 'n Kleuter word met gesag deur sy opvoeders gelei en opgevoed om die normes en waardes van sy samelewing aan te leer. Pedagogiese gesag waarborg veiligheid vir die kind en dit verseker ook dat hy geestelik selfstandig sal wees. Opvoeders moet die vermoë besit om tussen pedagogiese gesag aan die een kant en dwang, straf en onderdrukking aan die ander kant te kan onderskei.

'n Proefondervindelijke ondersoek het gehelp om die egtheid van die probleem in opvoeding te bepaal. Die hoof uitsluitel was:

"DIE KIND SE VERMOË OM 'N BEHOORLIKE BALANS TUSSEN PEDAGOGIESE VRYHEID EN PEDAGOGIESE GESAG TE VORM, KONSTITUEER 'N OUTENTIEKE PEDAGOGIESE TAAK VIR DIE PREPRÏMËRE SKOOLSE OPVOEDER".

Die kind kan nie sonder die opvoeder se kundige ondersteuning en bystand sy vryheid en morele selfbeskikking verwesenlik nie. Daarom is persoonlike waarneming van die voorskoolse opvoedingssituasies deur die navorser oorweeg as noodsaaklike bestaandeel van navorsing. Vraelyste is opgestel en onder voorskoolse opvoeders versprei en ingesamel waarna uitslae verwerk en geëvalueer is. Die gevolgtrekking van hierdie opname het bevind dat daar 'n noodsaaklikheid vir samewerking tussen voorskoolse opvoeders en ouers moet wees. Die voorskoolse opvoeders toon 'n sterk begeerte om professionele opleiding te ondergaan om sodoende hul opvoedkundige taak effektief en suksesvol uit te voer.

Algemene oorsig van hierdie studie, tersaaklike gevoltrekkings, aanbevelings en opvoedkundige implikasies was gemaak. Die noodsaaklikheid vir verdere navorsing kan nie oor beklemtoon word nie. 'n Algemene opsomming van die hele studie was gemaak.

THE CHILD'S ABILITY TO FORM A PROPER BALANCE BETWEEN
A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY CONSTITUTES
AN AUTHENTIC PEDAGOGIC TASK FOR THE PRE-PRIMARY EDUCATOR.

(THE CONTENTS OF THE MASTER OF EDUCATION DISSERTATION)

CHAPTER I GENERAL ORIENTATION

- 1.1 Introduction
- 1.2 Statement of the problem
- 1.3 Motivation for study
- 1.4 Definition of essential concepts
- 1.5 Delimitations of the study
- 1.6 Method of research and procedure to be followed
- 1.7 Programme of the study
- 1.8 References.

CHAPTER II A BRIEF DISCUSSION OF THE DIVERGENT VIEWS ON PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY.

- 2.1 Introduction
- 2.2 Educationists who advocate the abolition of authority
- 2.3 Educationists who support the imposition of a dogmatic and rigid system of values that exclude the freedom to choose.
- 2.4 Conclusion.
- 2.5 References.

CHAPTER III THE FREEDOM AS A PEDAGOGIC CATEGORY.

- 3.1 Introduction
- 3.2 The pedagogic freedom is based on the fact that the child is open to the world.
- 3.3 The pedagogic freedom is based on the fact that the open child enters into the open world.
- 3.4 Liberty as a pre-condition for the opportunity to exercise choice.

- 3.4.1 The child's particular situatedness restricts his choices.
- 3.4.2 The provision of opportunities for the educand by the educator for actualizing responsible self-determination.
- 3.5 Conclusion.
- 3.6 References.

CHAPTER IV THE AUTHORITY AS A PEDAGOGIC CATEGORY

- 4.1 Introduction
- 4.2 The pedagogic authority is norm-oriented guidance.
- 4.3 The pedagogic authority guarantees security for the child.
- 4.4 The child is on his progression towards moral independence.
- 4.5 The difference between pedagogic authority and force, punishment and suppression.
- 4.6 Conclusion.
- 4.7 References.

CHAPTER V EMPIRICAL INVESTIGATION

- 5.1 Statement and explanation of an hypothesis.
- 5.2 Description of the research technique.
- 5.3 Selection of the sample.
- 5.4 Presentation and analysis of data.
- 5.5 Analysis and evaluation of data.
- 5.6 The need for co-operation between the pre-primary school educators and parents in pre-primary school education.
- 5.7 Conclusion.
- 5.8 References.

CHAPTER VI A GENERAL REVIEW OF THIS STUDY, CONCLUSIONS,
RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS.

- 6.1 Introduction
- 6.2 General review of findings and relevant conclusions.
- 6.3 Recommendations and educational implications.
- 6.4 The need for more research.
- 6.5 General summary.

BIBLIOGRAPHY.

APPENDICES.

CHAPTER I

GENERAL ORIENTATION

1.1 INTRODUCTION

The pre-primary school has the significant educative task as an instructive and educational institution. It must actualize for the child the formation of a proper balance between a pedagogic freedom and pedagogic authority.

Pre-primary school children today are exposed to a variety of education problems. Some of these educational problems were perhaps not experienced in the past by children in the same way. These pre-primary school children, like any others, need their parents' educative support, help and guidance. They must actualize their responsible freedom and moral self-determination to the full. (Du Plooy et al. 1982).

Most of the parents leave pre-school children at home and go to work in order to supplement the family's income. (Mlondo, 1988). Children are sent to young children's centres. Parents expect that these centres will do the educative task on their behalf. Almost every working day, from early in the morning till late in the afternoon the parents are not with their children. The pre-school children are either with the 'parent-substitute-educators' or with pre-primary school educators. Pre-primary school educators have therefore to bear the responsibility to intervene in the lives of these children. They are expected to do the parents' educative task while the parents are at work. Pre-primary school educators must educate these young children. They must make it right what is improper in what the children say, do

and think. (Du Plooy et al. 1980). The educators must exemplify the norms and values of their society to the children. They must help and guide the children to be able to practise the norm-identification life (Kilian et al. 1974). On and above the pre-primary school educators are expected:

"to promote the harmonious development of the young child's physical, spiritual and intellectual well-being and his social, aesthetic, moral and religious moulding." (Visser et al. 1982 : 253).

Therefore, these educators must themselves be persons who are morally, intellectually, spiritually and socially matured.

Cass (1975 : 24) points out clearly that:

"the fact that the teacher's personal maturity is so important a factor in her ability to satisfy her children's demands really needs no research to prove."

It thus becomes necessary for pre-primary school educators to provide pedagogic love and care for the children under their care. They can do this by supporting, assisting and guiding the children to achieve responsible freedom and self-determination. They must educate children to distinguish between what they are free and permitted to do and say. The educators must also educate children to know what they are not free and permitted to do and say. According to Vandenberg (1971 : 72)

"the additional 'pedagogy' needed involves the child's learning, after he has reached the level of awareness involved in freedom of choice. That there are things that he is permitted to do and things he is not permitted to do. When this distinction is possible, the child is able to enter into a pedagogic relation freely and of his own accord."

Pre-primary school educators should provide enough opportunities of freedom and sympathetic but authoritative guidance for children under their care. Otherwise children will not actualize responsible freedom and self-determination in an enhanced and propitious manner. As a result they will not be made viable for school in order to increase their proper adulthood.

Pre-school children who are not brought up morally and responsibly encounter education problems when they begin formal school attendance. At school, they do not regard themselves as free persons with responsibility to maintain and authority to accept (Kilian et al. 1974).

Similar, pre-primary school educators must provide adequate educative teaching for the pre-primary school children. These children are entrusted to them by their parents. Such children must acquire moral development and self-determination whilst in the pre-primary school. When they go to primary school, they will have begun to form proper balance between pedagogic freedom and pedagogic authority. Consequently, their self-confidence and self-determination would have been properly initiated. If children lack in self-confidence and self-determination, they depend on 'others' for their actions, decisions and ideas. Children with poorly developed self-determination accept easily the negative moulding of the 'others'. Their poorly formed self-images manifest themselves in various ways and thoughtless actions. Such actions may include the unnecessary stoning and burning of school buildings. These children conform easily on the actions of delinquent gangsters. They like to boycott classes for no valid reasons. They involve themselves frequently in drugs and alcohol

abuse. They indulge themselves in immature sexual practices. They assault teachers and threaten to kill innocent pupils. They do not want to learn but they want to sit for the final examinations and cheat therein. If they fail as a matter of fact, they demand automatic promotion to the next class. All these actions and deeds can be regarded as the symptoms of something wrong in their pre-school education. If it is not so, then one is bound to believe that their pre-school education was not properly actualized by them. Such a belief is even exaggerated by the ever-changing state of our political and social conditions. Such conditions have contributed to these educational problems in one way or another during the course of time.

1.2 STATEMENT OF THE PROBLEM

Most of the parents today leave their homes early in the morning and go to work. They come back home late in the afternoon being tired and they busy themselves with the chores of the household. Such parents do not have sufficient time to educate their pre-school children properly. They therefore, send their pre-school children to the young children's centres, e.g. pre-primary schools. Pre-primary school educators are expected to perform a genuine pedagogic task for the working parents. It is against the background of the aforementioned facts that the following questions are asked:

- Do the pre-primary school children, in the absence of their parents, experience pedagogic support and sympathetic but authoritative guidance towards becoming responsible people?

- Are these children provided with a variety of pedagogic opportunities so as to actualize themselves effectively and properly?
- How can these children be helped to eventually realise their freedom as freedom emanating from responsibility?
- Can these children, being together with the pre-primary school educators, get opportunities to live a life worthy of being human?
- Who, in the absence of their parents, must develop in them a proper balance between a pedagogic freedom and pedagogic authority? Can this be considered to be an authentic pedagogic task of the pre-primary school educators?

1.3 MOTIVATION FOR STUDY

This study is undertaken in order to determine if it would be possible to discover and measure good qualities which pre-primary school educators should possess. It also wants to determine to what extent do those good qualities of educators affect the formation of moral aspect and self-determination of children they educate. Do such good qualities of educators influence the development of the general well-being and gaiety of the children they take care of? Cass (1975 : 4) believes that:

"the example a teacher sets is often far more important than she herself realizes."

The study takes advantage of the fact that the pre-primary school educators are always with children. It therefore wants to find out if the formation of a proper balance between the pedagogic freedom and

pedagogic authority in children is properly developed initially by these educators.

The study also wishes to determine to what extent do parents co-operate with the pre-primary school educators in the education of their children. The teacher cannot educate a child completely and successfully without the parent's participation and involvement in education. An educator's influence, too, so often extends from the child to his family, for she is aware how inseparable the two are. So knowledge is shared, confidences are built up, and warm, friendly contacts are established and maintained. In this way the home and nursery school work together for the child's ultimate well-being. (Cass, 1975).

Furthermore, the study wishes to establish if the pre-primary school educators really understand what 'true education' is. True education includes all the aspects of adulthood - emotional, social, moral, physical, religious, aesthetic and intellectual just to name a few. (Du Plooy et al. 1982)

The researcher's motivation for this study is also inspired by the existing state of educational affairs. Our school children have become uncontrollable and rebellious. Such unacceptable behaviour culminates in general educational problems. The need exists therefore, for educational researchers to investigate thoroughly into the education situations. They must find out if the pre-primary school children are educated to be able to actualize themselves effectively. The children must develop gradually their moral maturity and self-determination while they are still young.

The researcher of this study doubts the professional proficiency of the pre-primary school educators, especially those without any formal training. He believes that without the educator's professional training there will be inadequate educative teaching. Therefore, the researcher has an earnest desire to observe personally into the education situations which are constituted between these educators and children in the pre-primary schools.

The researcher also believes that a young child must be provided with a variety of culturally-rich educational opportunities. The child needs to be exposed to sympathetic but authoritative guidance and to freedom towards responsibility. The educator's guidance to the child will promote his moral development and self-determination. A child with a well developed self-determination and a sense of responsibility cannot be easily moulded negatively. Poor educational opportunities can cause young children to be susceptible to being misused by bad people. Such 'bad people' can be either the children or old people who cannot be accorded with the word 'adults'. The children who experienced poor educational opportunities are unlikely to become independent and self-reliant when they are grown-up people.

1.4 DEFINITION OF ESSENTIAL CONCEPTS

1.4.1 Phenomenon

The word 'phenomenon' is derived from Greek word "Phainomenon" (manifestation). "Phainomenon" is in turn derived from 'phainesthai' - shows itself; 'phainomai' - I appear, I present myself. The appearances that man perceives essentially remain

covered until they can be discovered only through fundamental reflection. Furthermore, phenomenologists distinguish between appearance and phenomenon. The phenomenon is a conscious reconstitution of the originally observed (empirical) appearance (Van Rensburg et al. 1981).

The phenomenon of education is therefore a phenomenon appearing in the life-world. This is reconstituting in the conscious mind another situation based on the real education situation (e.g. a pre-primary school). This reconstituted education situation is a bloodless situation in the conscious mind of the pedagogician in his pedagogical situation where he investigates into, reflects on, and expounds on education as a phenomenon.

1.4.2 Education

The term 'education' is defined in many ways in the literature of Pedagogics. According to Luthuli (1981), the word 'education' is of Latin origin, and means to 'bring up', or 'train' or 'provide' schooling for'. Luthuli (1981 : 9) points out clearly that:

"It must again be emphasised that in this study 'bringing up' or 'leading out the potentialities' of a child can pedagogically speaking, mean only one thing: leading him towards adulthood."

The Greek word *Paidagogia*, from which the words 'Pedagogics' (Education) and 'Pedagogue' (teacher, educator) are derived, means child guidance. Originally it suggested the escorting, guiding and protection of the child. Education then, is the

complete occurrence of bringing up a child, an occurrence of help and guidance towards moral and intellectual maturity. (Engelbrecht et al. 1979). According to Van Rensburg and others (1981 : 257):

"education is the practice - the educator's (pedagogue's) concern in assisting the child on his way to adulthood."

Van Rensburg and others (1981 : 257) also maintain that:

"education may then be defined as a conscious, purposive intervention by an adult in the life of a non-adult to bring him to intellectual independence."

Education may be viewed as the positive influencing of a non-adult by an adult. The specific purpose of positive influence is effecting changes of significant value. It is thus, a purposive act, planned to direct the child's humanization on a determined course.

The educand co-operates in full acceptance of his educator's guidance. The ultimate issue cannot be scientifically determined or guaranteed. Education cannot go on indefinitely. As soon as the educand can decide for himself and bear responsibility for his independent choices the educator gives up educating him. (Van Rensburg et al. 1981).

According to Gunter (1974) the original and literal meaning of the Dutch and Afrikaans word 'opvoeding' is feeding a child until he has grown up. He also points out that the word 'opvoeding' has also a spiritual meaning. It means spiritual nourishment for higher things. Therefore, education is fundamentally the accompaniment or leading upwards of a child by adults. The ultimate aim of education

is adulthood. According to Smith (1984 : 45):

"Education aims at helping the child to attain an authentic, dignified way of life."

When the adult educates the not-yet-adult he tries to guide him to a level where he can improve his humanness. An adult also educates the child to make him approach adulthood in a meaningful way.

In education, adults can be seen striving to exemplify what they want their children to be by means of acquired experiences, norms and values. Peters (1960) compares education to models like that of building a bridge or going on a journey. He points out that firstly education implies some commendable state of mind. Secondly, education implies some experience that is thought to lead up to or to contribute to it. People are usually deliberately put in the way of such experiences. Johnston views education as:

"Something that happens to human persons, and only to them. It is the development of their potentialities so that they may be something more than they were and, as a result, may do something more than they did." (1963: 79).

Therefore, education is typically human in its appearances in the human world. Luthuli (1981) cites Ross (1966) who defines education as the influence an adult person, who holds a vital belief, brings to bear on a not-yet-adult person, with the object of making him hold the same belief.

Luthuli (1981) also cites Redden and Ryan (1955) who describe education in a similar manner. They

describe education as the deliberate and systematic influence exerted by the mature person upon the immature. Such deliberate and systematic influence is exerted through instruction, discipline and harmonious development of all the powers of the human being. The harmonious development includes physical, social, intellectual, moral, aesthetic and spiritual aspects according to the society's essential hierarchy. The above description can be seen as viewing education as a means of assisting, supporting and guiding the child in totality towards responsible adulthood. Education as a human activity is practised for the benefit of the child himself, and for his fellow-men. It is also exercised to make a good relationship between man and God.

Landman and others (1988 : 13) define education as:

"the practice of assisting the child on his way to adulthood."

They view school education as a conscious purposive intervention by a teacher in the life of a child to bring him to independence. They also maintain that the teacher's positive influence to a child aims at effecting changes of important value. Luthuli (1981) cites Manroe (1911) who defines education as one of the agents of society. Luthuli (1981 : 9) contends that:

"what is common in all these various approaches in the definition of education is that -

- (a) They all point towards a child who needs help and guidance on the basis of a society's needs, beliefs, aspirations and convictions.

- (b) the child is helped and guided or influenced towards adulthood in terms of a particular culture."

For the purposes of this study, education must be viewed as a deliberate purposive intervention by a teacher in the life of a child to bring him to moral and intellectual independence. It must be seen as the positive influencing of a child by a teacher with the specific purpose of effecting changes of significant value.

1.4.3 Child

The child must be seen as somebody who is capable of being educated, thus: educand. (Van Rensburg et al. 1981).

Luthuli (1981) views a child as someone who needs help and guidance on the basis of a society's needs, beliefs, aspirations and convictions. A child is helped and guided or influenced by an adult towards adulthood in terms of a particular culture. Luthuli (1981) is emphatic that the young is led towards the educator's idea of adulthood through shaping, moulding, guiding, directing and encouraging him.

For the purposes of this study, a child can be said to be a young person. Normally, a young child possesses the potential of becoming an adult. To do so he needs to be educated by an adult. The child acknowledges the adult's willingness to help him. The child must therefore be encouraged and motivated to accept the support and guidance given to him by an educator.

1.4.4 Ability

In this study the word 'ability' means the power of doing something; the child's potential to become what he ought to be. A healthy child has capability or competency to participate in human activities in various situations. One of such situations is the education situation which gives meaning to the child's own existence in communication with his fellow people.

1.4.5 'To form'

The verb 'to form' here means to mould, to shape, to guide, to direct, to encourage or to influence the young child to become an adult. Adulthood can be obtained through the society's well-defined customs, practices, activities and cultural traditions. (Luthuli, 1981). A young child is from birth a complete human being but he lacks all that can make him a social being. He therefore, needs the influence and interactions with the members of his society in order to become a social being.

The formation (moulding) embraces among other things, education, teaching and habit-formation. (Van Rensburg et al. 1981).

1.4.6 Proper

The word 'proper' means correct, right, accurate, exact, real, formal, actual. (The Academica Dictionary of English Synonyms 1981)

It is in this light that the word 'proper' is used. The young child must be helped and guided by the educator to form a correct harmony or adjustment

between a pedagogic freedom and pedagogic authority. This will enable the child to actualize gradually his responsible freedom and self-determination as he becomes older.

1.4.7 Balance

The word 'balance' is used here to indicate equipoise or equilibrium. This means equal weighing between pedagogic freedom and pedagogic authority. Freedom and authority are reconcilable to each other and should never the one be over-accentuated at the expense of the other. The young child must be educated to actualize self-control and self-possession.

1.4.8 Pedagogic

The concept 'pedagogic' is derived from the two Greek roots 'pais' and 'agein'. Thus : Ped - and Ago (in the word Ped-ago-gic) together they express the meaning of child - leading or accompaniment in the sense of guidance or support. The word prefix Ped - comes from Paido (boy) and is connected with pais (child).(Smit , 1981).

In this way the restricted meaning which the term 'Pedagogic' had in the Greek times has been transferred to all child-ren. In Greek times a boy was literally led by the hand to the place of 'learning' by a slave. (Smit , 1981).

Therefore, the point of departure in philosophical foundation and reflection is that which is PEDAGOGIC. (Van Rensburg et al. 1981). The child - leading and the acts executed by both the educator and child in education situations are important. They are the source

of wonderment and interest for the educationist's investigation and reflection on the phenomenon of education.

1.4.9 A pedagogic freedom

A pedagogic freedom is actualized in the education situations when the child possesses the freedom of choice in deciding and acting. This pedagogic freedom is deliberately created by the educator for the child to exercise his developing freedom. However, the educator should see to it that the child's freedom in the education situation is not destroyed or misused by the child. This may be so due to the child's lack of the demands of propriety, obligations and responsibilities which are brought forward by his freedom of choice. (Van Rensburg et al. 1981).

1.4.10 A pedagogic authority

A pedagogic authority should never be regarded as the enforcement of an arbitrary will but as a service rendered to fellow-men in pursuit of their aim of adulthood. (Van Rensburg et al. 1981).

Kenneth Benne held that a pedagogic authority belongs to the social office of teaching. The teacher represents and embodies the authority of the community, or even the extended community, over the young (Vandenberg, 1971).

In this study, a pedagogic authority will be understood on the fact that the child accepts the educator's help. The educator gives sympathetic authoritative guidance to the child in order to help him to become a moral and intellectual being who is self-reliant. Man (also a child) is in

constant need of responsible and developed adult guidance to become what he ought to be.

1.4.11 'To constitute'

The verb 'to constitute' means to be an essential part of a particular being; to be necessary for the particular being. (Van Rensburg et al 1981)

The child possesses a potential ability to achieve specific actions. He has a possible ability to form a proper balance between pedagogic freedom and pedagogic authority. The development of the child's potential ability forms an integral part of the educator's educative task in the pre-primary school situation.

1.4.12 Authentic

The word 'authentic' is derived from the Greek words: authentikos, authentes, meaning the real doer of a deed. This meaning is in accordance with the facts : authoritative; trustworthy; reliable; of undisputed origin; genuine. (Van Rensburg et-al. 1981)

In this study, the word 'authentic' will be used to mean genuine, original, pure or real. It is the educator's real educational task to help the child to develop into a free responsible person with self-determination.

1.4.13 Task

The dictionary meaning of the word 'task' is piece of work to be done. (The Oxford school Dictionary). The pedagogic task therefore, means the teacher's educative rôle of teaching. The teacher essentially

recreates reality for the child and the child recreates himself to the reality. This eventually becomes a two-way recreation. (Van Schalkwyk, 1986).

1.4.14 Pre-primary school

The pre-primary school must be seen as an extension of home education and teaching. It differs only in that it offers the young child a more organized form of education (Sonnekus, 1980).

Pre-primary education is designed usually for young children from the age of three years up to compulsory school-going age. In this study, the concept of 'pre-primary school' will be used more frequently than that of creche, nursery school and pre-school. These other concepts, especially a pre-school, have a connotation of non-learning or non-educative period of life (Vance, 1973). The nursery school is a school serving the needs of two-, three-, and four-year old children. It offers them experiences which are adapted to what is now known about the growth needs at these age levels (Read, 1960).

The pre-primary school with its well organized and well-planned learning activities can be regarded as the right place at the correct age. At a pre-primary school, children can receive proper education. They may be helped to develop gradually responsible freedom and moral maturity. Here the children can be enriched with what they did not learn from home due to their working parents.

1.4.15 The educator

The educator is an adult person who is independent, self-reliant, fully-matured and able to render aid. The educator is a responsible old person. She makes

decisions in the education situations which are constituted between herself and children. She must also see to it that the assistance given to the young child will further the child's advancement to full maturity. The educator should never neglect an opportunity of helping a child. The educator should give the child his right of self-reliance. The child's right of self-reliance reduces the educator's excessive protection. (Van Rensburg et al. 1981).

The term 'educator' is therefore, preferred here to the word 'teacher'. The word teacher connotes to the expert-educator in formal schools. On and above, the pre-primary school educators have educative obligations imposed upon them by the working parents. Therefore, the researcher views these teachers as being the real educators because they substitute the working parents prematurely.

1.5 DELIMITATION OF THE STUDY

The educational research is undertaken to investigate into a particular field of the education phenomenon. The educational researcher has usually a specific field of interest in education and he therefore makes a reflective investigation thereof. Luthuli (1981) terms this area of research as 'Area of concern'

Van Rensburg and others (1981 : 276) point out that:

"Because of the vast field covered by Pedagogics, it is expedient to divide the study content into various pedagogical perspectives (part-disciplines)."

This study will, therefore, intend to research into the nature of pre-primary school education. The study will

also try to reflect on the authentic pedagogic task of the pre-primary school educators and the learning of children.

The pre-primary school is an appropriate place where a good foundation of formal education is laid. It is also viewed as a bridge of the child's education which extends continuously from home to school.

(Van Schalkwyk, 1986).

The older children in pre-primary schools have great likelihood of proceeding to formal schools when they reach the school-going age. Therefore, they need a proper child-guidance and accompaniment towards becoming what they ought to be.

In summarizing, the additional delimitation to the study are as follows:

- (a) Only children at the pre-school children's centres are considered in this study. Children's centres include places such as pre-primary schools and creches. That is, children from the ages of 3 years old up to 6 years old or those children who have become ready for formal school.
- (b) The study does not include children who are not in the pre-school children's centres or those who have already left there.
- (c) Only a certain number of pre-primary schools under Kwa-Zulu and Natal regions will be visited and involved in this research.

1.6 METHOD OF RESEARCH AND PROCEDURE TO BE FOLLOWED

A method is a way by which a systematic procedure is used when the phenomenon is analysed. The word 'method' is derived from both Latin ; methodus and Greek ; methodos,

meta + hodos. The method is determined largely by the nature of the phenomenon or by the sphere of the phenomenon's investigation (Van Rensburg et al. 1981).

The method which will firstly be applied in this study is that called the phenomenological approach. This method provides methodical and systematic knowledge of a phenomenon of our original experience and of phenomenon in its original meaningful existence (Gunter, 1979). The aim of this study is to discover and reflect on the essences which make a phenomenon of education what it is. This study intends to discover and reflect on the essences which make the forming of a proper balance between a pedagogic freedom and pedagogic authority in a child. The study also wants to confirm the educative teaching thereof as the pre-primary school educator's authentic educative task.

According to the phenomenologist of education, he delimits the particular field of study and confines to it. He studies the phenomenon of education perspectively and distinguishes between the pedagogical part-perspectives without separating them.

The phenomenological approach makes the phenomenologist's scientific practice to be meaningful. It allows him to study, investigate and examine the education phenomenon in its original meaningful existence. The education structures are not disturbed during the application of this phenomenological method but they are studied in their ontic relatedness. (Gunter, 1979).

The phenomenologist lets the education phenomenon reveal its essences as it would do in concealed situations.

This method is unlike empiricism and rationalism where the structures of a phenomenon are separated and studied in isolation. According to Landman and others (1982 : 80)

"Phenomenology is necessary to disclose these original essences that are present and which are concealed behind the appearance which is superficially perceptible."

In order to ease the work of research, a phenomenologist has to perform scientific work methodically and systematically. He devises a number of possible steps classified according to the stages to be followed in trying to make the phenomenon of education reveal itself.

In addition, this approach has its own essential structures, which can be described in terms of the following basic steps:

- * Phenomenal reduction - represents the purification of an appearance to arrive at a phenomenon.
- * Subjective reduction - that is removal of personal prejudice and subjectivity to a phenomenon and the pedagogician's biased attitudes.
- * Essential (eidetic reduction) - the combination of phenomenal reduction and subjective reduction results in essential (eidetic) reduction. That is, it leads to final exposure of the eidos of the phenomenon. (Griesel et al: 1984).

The phenomenologist of education will firstly allow the education phenomenon to speak for itself and to describe

itself in education situations. Secondly, he will name the essences of the phenomenon of education as they manifest themselves in the education situation. Thirdly, he will test whether the formulated essences are really essential and meaningful. Fourthly, the essentials of the phenomenon of education must be separated from the non-essential. Fifthly, the phenomenologist of education enters into a dialogue with the other pedagogicians from other pedagogical part-disciplines. This dialogue is held so as to establish, in terms of their vantage points on the reality of education, whether his authentic essences are in fact ineluctable and inescapable. Sixthly, the phenomenologist of education must remain a student of his research until he is certain about his pronouncements and scientific findings. Seventhly, he must examine critically the designations which have been devised for these essences. Eighthly, the phenomenologist of education starts noting of the close interrelationship between essential features without which the education situation may not occur. Ninthly, on the basis of the universally valid essences he reconsiders his own particular educative doctrine founded on his philosophy of life. This can be regarded as the logical and final step in the phenomenological method. Philosophy of life and phenomenology are therefore not alien, hostile and separate but complementary, mutual basic and meaning-giving. (Du Plooy et al. 1982).

It is against these steps that the phenomenological approach is used. The phenomenological approach represents a break with all-isms in the sciences. It is totally opposed to substantialism. The phenomenological approach emphasizes the statement that 'humanness is being-in-the-world'(Dasein). It helps to clarify education as an experiential manifestation

in vivid phenomenal terms. It has helped to establish and develop Pedagogics as an autonomous science throughout the world. It forces a phenomenologist of education to take concrete education situation as essentially is, as the foundation for scientific practice. It exposes essential features of the appearance of education which lays basis for the unity and unique character of Pedagogics. It has permitted the exposure of education fundamentals of the appearance of education as a particular reality. It adds greater meaning to the educative doctrines emanating from different underlying philosophies of life. (Du Plooy et al. 1982).

There are many objections and limitations to the use of the phenomenological approach. One objection against it is that, the non-phenomenologists regard it as a means of attaining certain ideological or religious objectives (Griessel et al. 1984). One limitation to this approach is that of the phenomenological structures - analysis of the pedagogic event as being an exposition of purely formal nature. The universalities that reflect the essences of the pedagogic are undoubtedly 'bloodless'. The universalities cannot accommodate divergent, varying philosophical contents because then they could no longer be considered to be scientifically - practical. (Du Plooy et al. 1982).

The limitations of the phenomenological approach in this research will be weakened by undertaking a survey reading of the relevant literature on the philosophy of education. Literature study will be confined to the study concepts: freedom and authority in education. The research question is:

THE CHILD'S ABILITY TO FORM A PROPER BALANCE
BETWEEN A PEDAGOGIC FREEDOM AND PEDAGOGIC
AUTHORITY CONSTITUTES AN AUTHENTIC PEDAGOGIC
TASK FOR THE PRE-PRIMARY SCHOOL EDUCATOR

To confirm this supposition, the researcher intends to make personal observations into the education situations. He will visit pre-primary schools so as to investigate empirically into these education situations. Questions directed to teachers and sometimes to children will be asked by the researcher during these visits. The acquired information will be recorded in the observation schedule.

The other research method which will be used is that of the completion of questionnaire forms by the pre-primary school educators. The researcher will construct the questionnaire. The questionnaires will be sent to the educators of various pre-primary schools to respond to them.

The questions in the questionnaire will be such that the respondent will be free to answer them by making a circle or ticking the answer she selects. The 'other category' will enable the respondents to express their opinions by explaining briefly. There will be no answers which are more correct than others in the questionnaire. All the answers will be determined by the respondent's attitude, feelings and knowledge about them.

The researcher will make a follow-up to see if most or all the respondents have responded to the questionnaires given to them. All the questionnaires will be collected and the acquired data will be analysed and evaluated according to the objectives of this educational research. The final aim of the whole research will be to improve the present pre-primary education situation.

1.7 PROGRAMME OF THE STUDY

Chapter One, as a general orientation, introduces the problem that is prevalent in current educational spheres.

It describes the problem in its perspective. After introduction, the formulation of the educational problem is postulated. The motivation for undertaking this study is mentioned. Definition of important concepts is given. The delimitation of the study is spelled out in this first chapter. The method of research and procedure to be followed are briefly described here. The entire programme of study is portrayed in this chapter.

Chapter Two introduces a discussion of the divergent views on pedagogic freedom and pedagogic authority. The discussion is universally viewed in education literature. Ideas on pedagogic freedom and pedagogic authority are critically viewed. There are educationists who advocate the abolition of authority in education and they favour freedom in education. There are also educationists who support the imposition of authority in education and they dislike any form of freedom in education. This chapter concludes these divergent opinions in a systematic and critical manner.

Chapter Three discusses freedom as a pedagogic category, which is founded as an essence revealed in education situations. Highlights are made to indicate the conditions under which freedom prevails in education. The child in education is viewed as being always situated in his existence in the world. This chapter concludes this discussion by emphasizing that a pedagogic freedom is an important pedagogic category. Without pedagogic freedom a child cannot be helped sufficiently to become a free but responsible human being.

Chapter Four looks at authority in education situations as a pedagogic category which assists the child in becoming an adult. Through sympathetic yet authoritative

guidance a child is helped to identify himself with the norms and values of his society. The pedagogic authority acts as a child's place of safety and security from where to explore and extend the horizon of his life-world. A child is also helped to develop towards moral independence. A pedagogic authority must never be perceived as being similar to force, punishment and suppression which are willynilly afflicted to the child in education situation.

Chapter Five makes an attempt of establishing a supposition that:

"THE CHILD'S ABILITY TO FORM A PROPER BALANCE BETWEEN A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY CONSTITUTES AN AUTHENTIC PEDAGOGIC TASK FOR THE PRE-PRIMARY SCHOOL EDUCATOR."

This supposition will be determined with the help of the researcher's empirical investigation. Personal observations into the education situations in the pre-primary schools will be held. This will validate the suppositions of both the major hypothesis and minor hypothesis. There will also be completion of questionnaires by the pre-primary school educators. This chapter concludes by emphasizing the need for co-operation between pre-primary school educators and parents in educational matters.

Chapter Six gives a cursory review of this study as a whole. It gives general conclusions, recommendations and educational implications thereof. The need for more research is also anticipated. The final conclusion of the study as a whole is given. Then follows the bibliography and appendices.

The study is educational- philosophically inclined. It tries to investigate into, and to reflect on the

nature, aim, progression and structures of Fundamental pedagogics (Philosophy of Education).

There is a close relationship between the Philosophy of Education and the other pedagogical part-perspectives (part-disciplines). The Philosophy of Education and the other pedagogical part-perspectives are all concerned with, interested in and actively involved with the phenomenon education.

The Philosophy of Education as a basis, foundation or ground provides for all the necessary essences of education to all the pedagogical part-perspectives. The pedagogical part-perspectives supply to the Pedagogics their research results for the general improvement of education. These pedagogical part-perspectives may not be separated but they may be distinguished for scientific practice. (Du Plooy et al. 1981).

1.8 REFERENCES.

- 1 Cass, J.E. (1975) : The rôle of the teacher in the nursery school. Oxford : Pergamon Press LTD.
- 2 Du Plooy, J.L. et al. (1980) : Introduction to Fundamental Pedagogics. Cape Town : HAUM .
- 3 Du Plooy, J.L. et al. (1981) : Introduction to Fundamental pedagogics. Pretoria : HAUM.
- 4 Du Plooy, J.L. et al. (1982) : Fundamental pedagogics for advanced students. Pretoria : HAUM .
- 5 Engelbrecht, S.W.B. et al. (1979) : History of Education and Theory of Education. Goodwood: Via Afrika LTD.
- 6 Griessel, G.A.J. et al. (1984) : Fundamental Pedagogics (B.Ed.) Study guide 1 for OFP402-N (Pedagogics as a science). Pretoria : Unisa.
- 7 Grobler, L.C. (1982) : Education. Only guide for EDU301-S. Pretoria : Unisa.
- 8 Gunter, C.F.G. (1974) : Aspects of educational theory. Stellenbosch : University Publishers and Booksellers.
- 9 Gunter, C.F.G. (1979) : Aspects of educational theory. Stellenbosch : University Publishers and Booksellers.
- 10 Johnston, H. (1963) : A Philosophy of Education. USA : Mc Graw-Hill Book Co., Inc.
- 11 Kilian, C.J.G. et al. (1974) : Fundamentele pedagogiek en fundamentele strukture. Fundamental pedagogics and fundamental structures. Durban : Butterworths.

- 12 Kilian,C.J.G.et al.(1979) : Fundamental pedagogics and fundame-
ntal structures. Durban : Butterworths.
- 13 Landman,W.A.et al.(1982) : An introductory reader in Fundamental
Pedagogics for the student and the
teacher. Cape Town/Wetton/Johannesburg:
Juta & Co. LTD.
- 14 Landman,W.A.et al.(1988) : Education for Secondary School Teachers
Pretoria/Cape Town : Academica.
- 15 Luthuli,P.C.(1981) : The Philosophical Foundations of Bla-
ck Education in South Africa.
Durban : Butterworths.
- 16 Mlondo,N.M.(1988) : The educational rôle of a black worki-
ng mother. M.Ed. Dissertation,
University of Zululand .
- 17 Peters,R.S.(1960) : Authority,Responsibility and Education.
London : George Allen & Unwin LTD.
- 18 Read,K.H.(1960) : The Nursery School. A Human Relation-
ships Laboratory. (3rd ed.)
Philadelphia/London : W.B. Saunders
Co.
- 19 Smit,A.J.(1981) : Two Basic Concepts in Education.
Pretoria : Academica.
- 20 Smit,A.J.(1984) : Fundamental.Pedagogics(B.Ed.).Only
guide for OFP401-M.(The pedagogic as
a field of fundamental pedagogics.)
Pretoria : Unisa.
- 21 Sonnekus,M.C.H.(1980) : Huis,pre-primêre skool,primêre skool:
Skakels in die eenheid(ketting)van
opvoeding en onderwys. Skoolgereed-
heid - leefgereedheid. pretoria :
Unisa.

- 22 The Academica Dictionary of English Synonyms.
- 23 The Oxford School Dictionary.
- 24 Vance,B.(1973) : Teaching Prekindergarten child : Instru-
ctional Design and Curriculum.California:
Wadsworth Publishing Co.
- 25 Vandenberg,D.(1971) : Being and education. An essay in existe-
ntial Phenomenology. Englewood Cliffs,
N.J. : Prentice-Hall.
- 26 Van Rensburg,C.J.J.et : Notes on fundamental pedagogic concepts -
al.(1981) an introductory orientation. Pretoria:
N.G. Kerkboekhandel.
- 27 Van Schalkwyk,O.J. : The Education System,theory and practice.
(1986) Silverton : Educo Publishers.
- 28 Visser,P.S.et al.(1982): General Empirical Education(B.Ed.).
Study guide for OAE402-B. Pretoria:Unisa.

ooooooooo000ooooooooo

CHAPTER II

A BRIEF DISCUSSION OF THE DIVERGENT VIEWS ON PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY.

2.1 INTRODUCTION

The problem about the place of authority and freedom in education has not been solved successfully. Educationists who dislike authority in education view it as 'authoritarianism'. Similarly, those who detest freedom in education associate it with licentiousness.

It is such arguments about the place of authority and freedom in education that have an inclination to decline into contradictory comparisons. One side accuses the other of 'abolishing authority', and the other replies with charges of 'authoritarianism'. Consequently, tension between pedagogic Activism and pedagogic Negativism seems inevitable. The former refers to the stiff discipline and strident punishment that leads to the subjugation of the child by the legalistic authority of the school. The latter refers to the over-accentuation of personal freedom and individuality. (Van Rensburg et al. 1981).

The educationists are basically influenced by a particular philosophy of life which is usually needed to determine a particular theory of education for a particular practice (Griessel et al. 1986). Luthuli maintains that:

"Many educationists agree that no educational practice will be relevant and meaningful, let alone achieve anything if it is not based on a philosophy of life." (1985: 81)

The following is a concise study of a few theories of education which indicates a picture of how

differently some educationists view and implement authority and freedom in education.

2.2 EDUCATIONISTS WHO ADVOCATE THE ABOLITION OF AUTHORITY.

There are certain educationists who do not like the use of authority in education. Amongst them are the existentialists, liberalists, democrats, naturalists and other educational philosophers. The following reveal their views on the use of authority in education.

2.2.1 Existentialists.

Existentialists over-emphasize man's existence in the world. They see man as being free and being unrestricted by outside influence:

"One of the most important ideas in the existentialists' tradition is that man is free to choose and his choices are undetermined by external conditions."
(Wingo 1974: 326-327).

From the above quotation, it becomes clear that existential philosophers emphasize the principle of indeterminism. They discourage hard determinism. This implies that the existentialist teachers do not use authority as a means of guiding a child sympathetically and authoritatively towards the child's self-determination.

The existentialist educationists believe that the child must be left alone to his decisions and initiative. He must never be obstructed by the external authority of an adult. Wingo cites Satre who emphasizes that:

"Man cannot be sometimes slave and sometimes free; he is wholly and forever free, or he is not free at all." (1974:372).

Such existentialist educationists must be warned against giving the children under their care and instruction a licence to destroy themselves. It is against this background that Bertrand Russell made the following counter-statement concerning freedom:

"Some freedoms cannot be tolerated - one who advocates freedom in education cannot mean that children should do exactly as they please all day long." (1977 : 188).

Bertrand Russell is correct when he maintains that the child must not be permitted to do exactly as he pleases, especially when this implies permissiveness. The teacher as an authoritative person, must have some kind of discipline and authority which is continuous in education situations. Brubacher (1969 ; 205) reminds us that:

"To let a child act without restriction in the classroom as his individuality dictates invites chaos."

2.2.2 Liberalists.

The liberalist educationists advocate the unchecked freedom of the individual who must not be confined to any conditions. This freedom must be acquired through tolerance, abolition of any criticism and protection of its own liberal and unbound ideas. (Van Rensburg et al. 1981).

The liberal educationists argue that the exercise of authority in teaching suppresses the child's creativity and development of autonomy. They believe that it is the exercise of authority in teaching that leads to indoctrination. They maintain that authority destroys relationships of mutual respect and interest. Instead authority promotes, they argue, the authoritarian domination

and the child's subservience. Kleinig (1982) cites Ivan Illich, who claims that:

"'teaching' remains coercive."

According to the above citation, the teacher's role of unfolding reality for the child is viewed as being always coercive, suppressing and forceful to the young child. The liberalists do not view teaching as a teacher's supportive assistance and educative help given to the child so as to help him obtain proper adulthood. Illich might be in the ambiguous situation of confusing the concept of 'authority' with that of 'authoritarianism'. The former means sympathetic and authoritative guidance given to the child. The latter connotes coercive, forceful and unlimited powers used by the authoritarian teacher in an education situation.

Kleinig distinguishes between the teacher's (educator's) positional authority and expert authority (1982). The former refers to the fact that the teacher is in authority, i.e. he is in a position or situation where he, being the adult can and must exercise authority. The latter acknowledges the teacher as the bearer of authority and the only experienced person in an education situation.

The critics of authority in education maintain that:

"to the extent that the authority possessed by a person is not grounded in knowledge of the relevant kind, it is bogus."
(Kleinig 1982 : 216).

No matter how far the liberalist educationists can propagate for 'freedom of the individual', there is no doubt that there is no complex social organisation that could exist without some authority structure.

This is also true for any educational system in the world. To this idea, Cilliers (1975 : 74) emphasizes that:

"The child cannot do without the authority of educators in his development towards true freedom as an actuality or reality in his life."

Therefore, education should always imply sympathetic guidance, which in turn implies authority. Education is therefore, only possible with authority.

2.2.3 Democrats.

Democracy advocates for individual toleration, liberty and equality. (Kleinig, 1982). Democracy, consequently, makes a great point of freedom in education. In democracy, the fundamental objective of freedom is:

"to ensure for the individual an opportunity to express his unique personality, to be different from his neighbors. The right to be free, the right to be different, finds its principal expression in academic freedom and civil liberty."
(Brubacher 1969 : 363).

It can be debated whether the above fundamental objective of freedom cannot be attained if pedagogic authority is used in education. It is certain that some kind of control or regulation is a precondition for effective freedom. (Brubacher, 1969).

According to Cilliers (1975 : 78)

"The degree of external freedom allowed should always be contingent upon the learner's level of maturity."

The above quotation means that a young child must not be overburdened with the unnecessary freedom which he does not need at his level of development. If democracy means 'rule by the people', the democrats

should therefore know that a proper democratic life demands more than their emphasis on individualism. The experience of freedom should be that of doing things freely, rightly and independently.

2.2.4 Naturalists.

According to the naturalists a child obtains his knowledge solely through sensory experience. They argue about the application of authority when a young child is educated:

"Pedagogic authority inhibits the child: he disciplines himself by learning that the consequences of behaviour which conflicts with nature may be unpleasant."
(Griessel et al. 1986 : 182)

The naturalists regard a school as a free, small natural community. They detest any discipline, moral or religious instructional programmes. They view the child as being good by nature. The teacher should not exert his influence on the child but he must be simply an observer. They maintain that the teacher should not obstruct the child's activities but he must organize them. The teacher must also provide with learning material for a pupil. (Griessel et al. 1986).

The naturalist educationists believe that a child possesses natural ability to master detail of any kind, be it verbal mastery of his vernacular language in the pre-school years, or the mastery of sports in the later school years. Breese (1973:15) contends that:

"To what extent should the teacher be allowed to take the initiative and decide what the child should learn?"

Breese implies that the child does not need authoritative and sympathetic guidance which is indispensable for him in obtaining proper adulthood. Breese forgets the fact that the child does not need only the language proficiency and mastery of sports in order to become a free and responsible person. But the child as a human being needs the educative assistance from the other human beings (adults, teachers / parents). A human being, as dynamic as he is, cannot be simply understood by the mechanical processes of language and sports mastery. But still, even if this was possible, the child's mastery of language and sports would still involve the educative authority of an adult person.

The well known advocators of Naturalism were Rousseau and Froebel. They maintained that the child was inherently good, especially from birth. The evil that intrudes into man's being is the result of evil environmental influences of several types. (Wingo, 1974).

The naturalist educationists do not realise the fact that the child can commit self-destruction, should he be left alone to his iniquities. The exercise of authority in education is therefore necessary due to the child's inability to make correct choices initially. The child's decisions and actions are deliberately chosen but are sometimes aimed at unintentionally. It is true that a young child cannot distinguish between what is good and bad, right and wrong, proper and improper, realistic and idealistic. The child is at birth without a language. He cannot feed, clothe or protect himself. He needs continuous adult supportive assistance. The child is ever exposed to the dangers and evils of the human world. As a result, the child finds

himself fiddling around with the most dangerous things because he does not know how harmful such things can be. Therefore, the adults cannot be indifferent to such critical situations. They must render the necessary authoritative and sympathetic guidance to the child so that he may eventually become 'what he ought to be'. In this regard, Wingo cites Thorndike, a behaviorist, in psychology who maintains that:

"The original tendencies of man have not been right, are not right, and probably never will be right." (1974:126).

From the aforementioned statement, it is apparent that the lack of authority in education will imply that the child's freedom will easily deteriorate into licentiousness. This will finally culminate in his rejection of authority and self-destruction will take place. Consequently Cilliers is correct when he argues that:

"true education without authority is impossible". (1975 : 75)

Therefore, if children are to receive true education, they must also be prepared to accept authority. The children's willingness to be controlled by adults in matters concerning insight, experience and decision implies that they admit that they are still immature and dependent. (Cilliers, 1975).

2.2.5 Other educational philosophers.

Other educationists favour freedom because they cannot tolerate the extreme use of authority in education. Cilliers (1975) cites Sigmund Freud's discovery of a causal relationship between a sense of frustration and the development of neurosis. He maintains that in the conventional school, the child was surrounded by rules and restrictions specifically designed to repress many

of his natural impulses. Griessel and others (1986) cite Dewey who views human freedom as a man's freedom to make the earth serve his ends and in this way promote his own growth.

Though the extreme exercise of authority in education is not favoured, we cannot tolerate any kind of 'laissez-faire' to take place in our classrooms. A young child is not a being that can only be manipulated and measured by cause and effect processes. The human child should be seen as being free within both the individual and social contexts. The word 'growth' connotes mechanical development. However, to educate a young child is an unpredictable and sometimes risky activity. No educator can be sure of the results of his educative activities in an education situation. He can only hope for the positive results that may manifest themselves remotely.

2.3 EDUCATIONISTS WHO SUPPORT THE IMPOSITION OF A DOGMATIC AND RIGID SYSTEM OF VALUES THAT EXCLUDE THE FREEDOM TO CHOOSE.

Apart from the advocators of freedom in education, there are also those who favour strongly the exercise of strict and inflexible authority in education. It is no wonder that these authoritarian teachers detest any kind of freedom in education situations. They believe that if freedom is at the child's disposal, it breeds behavioural problems, rejection of authority and immorality. But how far from the truth are these teachers? Is it true and fair to lay blame at the use of freedom which has been exposed to the child in an education situation?.

It is important that one should consider the manner in which freedom is exposed to a child. The amount of it must be directly proportional to a young child's level of intellectual and moral development. The supporters

of authority in education should not believe that it is better for a child to go right in chains than wrong in freedom. The last statement does not illustrate clearly that a child develops gradually towards becoming a free but responsible person who is mentally independent.

The following discussion is about the schools of educational philosophy that advocate the imposition of a dogmatic and rigid system of values that exclude the freedom to choose : Fascism and Communism.

2.3.1 Fascism.

Fascism protests against individualism. It believes that the individual comes second, and the state first:

"In Fascism the state becomes the end and the individual the means." (Brubacher 1969:359).

The same fascist spirit prevails in the classrooms of the fascist state schools. The fascist educationists do not tolerate any kind of democratic philosophy of education.

The fascist teacher is expected to exercise strict and severe punishment if the pupils do not want to comply with the classroom requirements. The fascist teacher, being the only adult person in classroom and he being the person who embodies the fascist philosophy of life, must exert his superior personality onto the pupils.

The fascist educational policy is that of exposing and persuading the pupils to conform to its educational aims. If teachers are to be successful in their teaching rôles, they must exemplify for pupils the social norms and values of the fascist state. The fascist teachers should make certain that their pupils' spiritual life is identified with that of

their own. The pupils' spiritual life and that of their teachers should be united and become one. (Brubacher, 1969).

In all education activities, a battle should be fought against their big enemy, individualism, even if this battle can imply depriving their pupils of the responsible freedom which they deserve as human beings. As a result, individualism can even be eradicated harshly and brutally:

"Fascist educationists believe on bold and even brutal authoritarian means."
(Brubacher 1969 : 358).

It is in this regard that the fascist believes, that the discipline and respect for authority so significant of the fascist hierarchy can be effected and maintained. The children's opinions are mercilessly crushed and they are subsequently compelled to conform to the status quo.

2.3.2 Communism.

In Communism, the educational policy is propagated by indoctrinating pupils especially in matters of party policy. Here, the teachers must act according to the Communistic state's educational aims. They have no say in what they teach:

"The school is a weapon in the hands of the ruling class, and teachers are soldiers in the battle for communism." (Brubacher 1969:361).

The pupils are therefore forced to conform to the demands of the ruling party's policy. The latter's ideas are rigidly impressed in the minds of the pupils without any slight sign of freedom of choice. The authoritarian teachers being soldiers in the battle for communism, do not give even an inch of freedom for fear pupils will take a yard. (Breese, 1973).

In Communism, the idea is that property would be equally shared by all. The communist gives no freedom of religion. The only religion that is promoted throughout the Communistic domain is Atheistic religion. The communistic state schools do teach moral instruction to the young. But this moral instruction is in accordance with the ruling party's understanding of morality. Even here, the educative activity is performed in an authoritarian manner. The Western democratic ideas are fiercely suppressed and brutally exterminated at the budding stage. Being totalitarian in nature, the communism cannot tolerate any form of liberal education. Communistic states like those of fascist states, teach a monolithic culture in their schools. (Brubacher, 1969).

2.4 CONCLUSION

From the above mentioned facts, it is convincing that on the one hand, the advocators of freedom in education over-accentuate freedom at the disadvantage of authority. On the other hand, those for authority in education over-emphasize authority at the expense of freedom. Therefore, the teachers from either side cannot expect to succeed in educating young children to be free but responsible people with self-determination:

"One of the most important functions of the teacher is to maintain a careful balance between authority and freedom in every stage of the development of the pupil."
(Cilliers, 1975: 75)

Truly speaking, the pupil must be given a certain amount of freedom to act and experiment in his own world-of-living. But this freedom must be in a way he himself thinks it is right and proper. In all such educational opportunities, the pupil's freedom will have to be controlled and sometimes directed by an authority of the adult (teacher). This is done

to protect the child from destroying himself for he is still not yet mature and has many shortcomings. He has no insight of his actions and imaginations. He also lacks experience and correct judgement due to his immaturity and dependence on adults.

The teacher's educational authority must not be confused with what is called 'authoritarianism'. The concept 'authoritarianism' means ruling with unlimited powers. A teacher should not act like an authoritarian in an education situation. A teacher must act in a socially acceptable manner since he gets his authority from the society he serves. A teacher should always try to give to his pupils the authoritative and sympathetic guidance. This he can do when he inculcates the principles of piety and justice. He must have a sacred regard for truth. He should, in a responsible and justifiable way, teach the pupils to love their country, to be honest and humble. A teacher himself should demonstrate to the pupils a life full of sobriety, industry, chastity and temperance. He must teach pupils uprightness, conscientiousness and the courage to stand up for what is right even when the majority opposes him. (Cilliers, 1975).

Luthuli (1985) maintains that a child's freedom of choice is a responsible privilege of autonomous choice. He believes that it can only be acquired under the sympathetic, authoritative guidance of an adult person. The latter possesses a particular philosophy of life of his own which he understands better because it embraces both his language and his cultural patterns.

Educationists should not leave a child to Nature to teach him for this eventually culminates in entire lack of respect for authority in all spheres of life. Instead of viewing freedom and authority as contradictory to each other, educationists must consider the two as

having a harmony of such a nature that freedom becomes a legitimate child of authority.

Educationists should not absolutize the justification that so much of socially recognised authority depends for its acceptance on hidden coercion and ideological manipulation. Especially in young children and in later life is this justification over-emphasized. But this justification is not favoured because it tends to degrade the human dignity which is vested in the human being. A child is born with a complete human dignity which should always be respected. A young child only lacks in the intellect and independence simply because he is not yet mature.

In concluding, one can ask : What is pedagogic freedom? What is pedagogic authority? What are the preconditions for pedagogic freedom and pedagogic authority? Can education take place without the pedagogic freedom? Can education occur without the pedagogic authority? How can a correct balance be maintained between the pedagogic freedom and pedagogic authority in an education situation? All these questions will be answered in the subsequent chapters.

2.5 REFERENCES.

- 1 Breese, J. (1973) : Freedom and Choice in Education (Problems and Perspectives). London : Hutchison Educational LTD.
- 2 Brubacher, J.S. (1969) : Modern Philosophies of Education. New York : McGraw - Hill.
- 3 Cilliers, J.L. le R. (1975) : Education and the child. Durban : Butterworths.
- 4 Griessel, G.A.J. et al (1986) : Principles of Educative Teaching. Pretoria : Acacia Books.
- 5 Kleinig, J. (1982) : Philosophical Issues in Education. London & Sydney : Croom Helm LTD.
- 6 Luthuli, P.C. (1985) : What Ought To Be In Black Education. Durban : Butterworths.
- 7 Russell, B. (1977) : Sceptical Essays. London : Unwin Paperbacks.
- 8 Vandenberg, D. (1971) : Being and education. An essay in existential phenomenology. Englewood Cliffs, N.J. : Prentice - Hall .
- 9 Van Rensburg, C.J.J. et al. (1981) : Notes on Fundamental pedagogic concepts - an introductory orientation. Pretoria : N.G. Kerkboekhandel.
- 10 Wingo, G.M. (1974) : Philosophies of Education : An Introduction. USA : D.C. Heath & Co.

oooooooo000oooooooo

CHAPTER III

THE FREEDOM AS A PEDAGOGIC CATEGORY.

3.1 INTRODUCTION

The freedom in education situations implies that the participants have power to act as they like. But this freedom also means that the participants must be responsible for their actions to the demands of propriety. For the teacher as an adult person, he is able to act in a free but responsible manner in education situations. However, a child's developing freedom, he being someone who is still becoming what he ought to be, needs support and guidance of the adult. If a child cannot get this adult support and guidance, he will use his freedom either inefficiently or abusively.

Therefore, there is a great need for educators to understand freedom as an essence in education. The freedom must be really and essentially elevated as a prerequisite for an education to occur. It must also be raised to a universally valid level in education and an essential concept thereof. The freedom should also mean that it cannot be evaded from an education situation. The freedom in education makes it possible for a child to be adequately prepared to experience an opportunity of pursuing his own good in his own way. In this regard, Vandenberg (1971:71-72) believes that:

"The experience of freedom is the concomitant of being the sole originator of one's wide-awake actions, of actually existing independently rather than being dominated by someone else in the conflict of having his own being for others."

Vandenberg (1971) contends that the experience of freedom is that of 'doing things freely'.

Freedom in education is viewed as a pedagogic category. This is so because it is a means of communication between a teacher and child. Through freedom, a teacher and child can reveal and explain their thoughts. Freedom as a pedagogic category verbalizes, articulates and illuminates essences of the phenomenon of education. The freedom also designates, evokes and offers basic pronouncements about essences in education situations. (Griessel et al 1984)

Van Rensburg and others (1981: 324) maintain that:

"Pedagogic category is pedagogically founded enunciation or pedagogic verbalization or pedagogic concept used to describe the 'pedagogic' in its primordial phenomenality."

The pedagogic category of freedom is therefore a pedagogic concept which is essentially an integral part of the education reality. In this way, freedom facilitates a child's learning and becoming. It broadens the child's life-world through the child's decision to explore his life-world and then expand its horizon. Free but controlled activities of the child in education can promote his actualization of responsible self-determination more often than not.

3.2 THE PEDAGOGIC FREEDOM IS BASED ON THE FACT THAT THE CHILD IS OPEN TO THE WORLD.

When a child is born, he is cast into the unknown and unfamiliar world. He initially struggles for himself to get into grips with this strange world of reality. However, his helplessness, and therefore, his dependence on others make it impossible for him to be self-sufficient. That is why he depends on his fellow-men for his survival. This is the time when a young child needs education:

"The act of educating reveals the child as an open being." (Van Rensburg et al 1981:344).

A child needs support and assistance from his educators. His educators can be one or more of the following:

parents, teachers, policemen, pastors and other adults in his community. Du Plooy and others believe that:

"the possibility to educate the child is embedded in his openness to the world of which he wants to know more especially by means of his self-exploration." (1984:170).

It is universally accepted that a child is an open possibility for education. All people all over the world educate their children to become proper adults. A child constantly needs his educator's help and guidance. A child wants to know things by name in and around his life-world. He even questions the things of the adult-world. He also needs physical and spiritual support from his educators. (Du Plooy et al. 1981).

The child's openness to the world ensures for him his possibility for actualizing education. And his helplessness and dependence on others make his demand for education becomes justifiably necessary. The fact that the human being does not enter into this world as an adult but as a child strengthens this necessity of educating him in becoming a proper adult. It is only through the child's frailty and susceptibility to education that he can come to grips with reality. (Grobler, 1982).

Luthuli (1981) maintains that opinions or views on life are not the entities which the child is born with. But they are learnt from early childhood on the way to adulthood. He contends that:

"Such acquisition takes account of the socio-cultural environment which influences the person educationally." (Luthuli 1981:25)

It is interesting to note that a child is born within

the family which comprises culture. For it is culture that provides for the child's crave for knowledge. It also provides answers for his query and curiosity. His educators are therefore carriers and transmitters of their particular culture. Using their culture, the adults encourage the child to think freely, creatively and imaginatively. From culture questions are asked. Being an open being, a child realises that he is inadequate and he therefore openly surrenders himself to the world in order to be adequate and enlightened. Educators should always illuminate trust and security for a child so that he can associate with them. If this does not happen, a child will not be free to learn anything from them.

A child naturally craves for the teacher's (adult's) support. Man, as a human being, lives in an open world (Du Plooy et al 1982). When a child is born he has long been expected by his parents. They receive him with warm and loving arms. They are open and free to assist and guide their young child as he becomes an adult. Their educative task is made possible by the fact that:

"Man is always incomplete and open. His nature cannot be exhibited in a closed model." (Du Plooy et al 1982 : 82)

A teacher, being a living example of particular norms of propriety, must prescribe and implement his philosophy of life for a child. The child is free to internalize norms and values of a life-view of the society from which he is born. This implies that:

"he is free to decide how he will inhabit his world." (Du Plooy et al 1982 : 82).

A child, being an open potential, is born with open possibilities. He needs the support and assistance of an educator in order to actualize his many

possibilities and change them into potentialities. He can achieve this if he is allowed the freedom of deciding and acting. Griessel and others (1986:134) point out emphatically that:

"Therefore, freedom as an innate characteristic of life resides in the very fact that man possesses the ability to make decisions in every concrete situation."

The above reference implies that a child as an open possibility is actively concerned with continuous self-realization through his own decisions and actions. (Griessel et al 1986).

Because a child is an open possibility, the education reality can be effectively employed to him. By his very nature a child is willing to learn because he himself wants to be 'someone else'. Langeveld maintains that:

"That man is a being who educates, is being educated, and is committed to education, is in itself one of the most fundamental features of the image of man." (Du Plooy et al. 1982:4).

Du Plooy and others (1982:7) quote Oberholzer (1954) who believes that:

"Man has lent himself to education, and is lending himself to it, and that he has committed himself to education and is still doing so."

Education unfolds reality for the child. New skills and knowledge acquired by the child open up new opportunities for him. In this way a child finds his place in the world. His attitudes about himself and others and behaviour are modified or changed altogether through the educative activity. A child realizes that the future promises him great expectations which are still unknown to him yet.

Therefore, he confronts the future confidently:

"The child faces an open future and that is why he is so particularly aware of the future and directed to it."
(Griessel et al. 1986 : 38)

It is through educating that a child can face the expected future. With education he can be helped to actualize his abilities. The educators of the child should work towards assisting the child to become a free, responsible and self-determined person. Without education a child cannot know what he is capable of doing properly from the many things disposed to him:

"Possibilities will forever remain possibilities if men do not grasp them and change their situations by realizing them to their own advantage." (Educare 1983 : 45)

However, it must be emphasized that a child learns best if he is free and relaxed. Therefore, the educators must help the child in developing his freedom. A child can only give himself to the teachers for help if he trusts, knows and respects them. He can submit himself to his teachers wholeheartedly only if he feels a sense of security and protection from them. A child also wants to belong to others. But the same child wants to show his superiors that he can 'stand on his own' and create something 'new' all by himself. But should the child be unable to stand on his own, he will look for help from his educators. So, as a child is open to the world, the world should also be open to him. A child likes to feel that he is important and wanted by others in the world.

3.3 THE PEDAGOGIC FREEDOM IS BASED ON THE FACT THAT THE OPEN CHILD ENTERS INTO THE OPEN WORLD.

A child is prepared to tell and show his teachers his deficiencies, provided that they give him some encouragement and strengths to overcome them. A child knows that his

incompleteness can be gradually mastered firstly by him, and secondly by his educators when they help and guide him.

But educators must realize that a child in need will not indicate this if they mock at him and are boastful to him about their abilities. A helpless child is still a proud and confident child. Therefore, such a child must be helped by adults only when he needs their help. This must be done in a straight and proper way without any indication of apathy and boast. The educators should therefore, plan an educative activity in such a way that a child can always reveal his shortcomings and abilities to his teachers spontaneously, freely and unsuspectingly. Du Plooy and others (1984: 135) emphasize that:

"In his utter helplessness he cannot do this (i.e. find his own abode in his own life-world) without the assistance, acceptance, purposeful intention and responsibility of a well-disposed adult to whose care he has been entrusted, and whose duty it is to accompany him in such a way that he will live and experience his childhood fully as a mode of living humanly."

A child is willing to explore and exploit all the possible opportunities which are made available for him by adults in order to meet the future with confidence:

"The child is an open potential, living in an open world with an open future."
(Griessel et al. 1986 : 38)

A man as a free being has freedom of choice and action. He does not act instinctively like an animal. His freedom of choice and action enables him to establish his own future in free submission to the power of norms and values. (Griessel et al. 1986)

A free child orients himself to his world. He gets a better knowledge and tries to obtain a better understanding

of himself and his position in relation to the world. (Landman et al. 1982). But even so, the educator's educative togetherness with the child cannot be sufficiently emphasized. Luthuli cites Duminy (1980) who clarifies that:

"the educator who reveals to the educand his willingness to associate with him and to care for him as someone in need, will strengthen the child's trust in an educative association with him." (1985 : 21).

By pointing out that the world is open to the child, the implication is that he shares in his own becoming. The child's continuous choices among the numerous possibilities are given to him by his actual situatedness. (Griessel et al 1986).

How are the child's possibilities to be determined? Through education his possibilities are decided. Education implies among other things, the child's free participation and internalization of norms and values of his society. Freedom which ignores the child's social norms and values is not 'a responsible freedom' but 'a licentious freedom'. (Griessel et al.1986).

When a child is born into his world, he finds that the entire reality is totally unknown and unfamiliar to him. Therefore, he becomes a 'perfect foreigner' of this world during his arrival. He puts his feet in the land which he did not choose to be in, and therefore, he tries to know and understand its entire reality.

A child's feeling of being a stranger in the human world is intensified by the fact that he feels being restricted in his situatedness. Therefore, he tries to find a place where he can feel free, safe and protected. This is his safe life-world where he will always return to whenever he feels being threatened.

A child quickly realizes that there are inhabitants in this unfamiliar world. Through their human behaviours and activities, a child understands initially that these inhabitants (adults) have already established their stands in their own life-worlds. These life-worlds are (to a child) their havens.

In this regard, Du Plooy and others (1984 : 135) maintain that:

"A child being borne into this world after his birth has to find his own abode in his own life-world."

By the phrase 'his own life-world', it is not meant that a child must be left alone to decide on the nature and scope of his life-world. He must be helped by adults to inhabit his life-world properly. A child is born into a social environment has to move from his life-world which is full of brutality to that of adults which comprises norms and values. Adults must always determine if what a child says and does is correct and proper according to their judgement standards of propriety. A child is born without culture and life-view of his own making. But he has to acquire a philosophy of life from his society and shape it to suit his own unique view of life.

This is the background against which the child's freedom must be understood and developed by educators. Although an open child enters an open world, this open world has limitations for him. Fortunately, a child is helped by the experienced adults who know these restrictions imposed upon him by his mode of being a child and his being in an open world:

"The adult-to-be is really a privileged being. When coming up against the unknown he questions the experienced, wise and willing adult-educator to assist him in his inhabiting the world in a human way." (Du Plooy et al. 1984 : 138)

The educators should always know that a child as an open being in an open world never attains his perfection during the entire period of becoming an adult. The world in which he lives changes continuously and it has numerous challenges for him. Griessel (1987 : 16) agrees strongly that:

"The human being's world is open, and not finished or complete, for as long as he lives and during this period of becoming from cradle to grave he is exposed to different moulding influences."

Therefore, the educators must allow as much freedom as possible if they want to develop the same freedom to children. Children must experiment their developing freedom in real and relevant situations. Allowing children to do as much as they like, even if this allowance implies slight deed of 'wrong-doing' is the best test for determining the extent of their freedom of choice and action. The educators should always supervise these education situations.

The educator can then only expatiate from this amount of the child's freedom. The determination of the child's freedom will help the adult in integrating and continuing with the child's developing freedom.

3.4 LIBERTY AS A PRE-CONDITION FOR THE OPPORTUNITY TO EXERCISE CHOICE.

Liberty can be defined as freedom of choosing and acting in one's own ways which are open to him without any outside restriction. That is what the word 'liberty' means. In education situations, an educator must plan her educative activity in such a way that what the young children do on their own is actually meant to be achieved by her in their education.

Garforth (1979) cites Rousseau who writes in the Emile, about 'Well-regulated liberty'. Rousseau

here means an environmental situation which is planned to induce attitudes and practices believed by an educator to be socially acceptable. The children are left with the illusion of freedom because they are unconscious of the (to them) unobtrusive environmental pressures to which they are being subjected. Garforth believes that:

"There is no subjection so complete as that which preserves the forms of freedom."
(1979 : 139)

Griessel and others (1986) view liberty as a spiritual condition that has both negative and positive sides. In its negative side, it is freedom from - e.g. freedom from outer compulsion and limitations, freedom from fear and ignorance and so on. In its positive side, it is the real freedom for responsibility.

Freedom is also, as a means of being human, an inner spiritual freedom of man. He acquires it through education. It is not given to him at birth.

Vandenberg (1971 : 71) adds to this idea that:

"The child has to be free to be someone himself to explore the world to require and to receive help as the disclosure of possibilities."

Although the child's liberty is embedded in his inner self, there are certain norms and values that have a determining rôle in his whole life. It is Du Plooy (in Educare, 1983 : 42) who avers that:

"Liberty will reveal itself remarkably well when people are free from internal and external restraints."

This is unfortunate for a person can perhaps avoid external restraints. But how can he be totally free

from internal ones? A person is ever restrained by his situatedness as long as he lives in the world. His freedom is therefore, determined and actualized as long as he exists. As soon as he stops existing he also ceases to be free. In this way his existence leads and directs his freedom.

Liberty must be viewed as a security for each one of us against the threatening powers of nature and society (Du Plooy, in Educare 1983). Liberty must not only imply to exterminate all kinds of hindrances in a person's life. But it should also mean to create responsibility by means of limits, norms, values and by conditions of security.

Liberty means a freedom from the situation. Liberty in education situations would imply that the educator and children should feel free from the restraints of an education situation. They should not fear anything. They should not be restricted and controlled by anything in the education situation. Practically this is not so because the participants in the education situation are governed by the norms and values of their philosophy of life. Their philosophy of life, in turn prescribes, determines and dictates their educative situatedness. In this way, their liberty cannot be such that they are free from elements composing the situation in which they find themselves.

Liberty that finally ends up with what is good and right is 'responsible freedom'. In this regard Griessel and others (1986 : 70) maintain that:

"Human freedom is closely related to responsibility, because everyone has to accept responsibility for his choices."

3.4.1 THE CHILD'S PARTICULAR SITUATEDNESS RESTRICTS HIS CHOICES.

The child's mode of childhood implies that the child always finds himself being in particular situatedness. As a child he cannot choose to act in his own way without the approval of the adults. Being helpless and dependent, his choices and actions must be on the same level of his mental and moral maturity.

In the education situation, the child is free to study, play, write classwork and do arts and craft as far as he is allowed by his teachers. Teachers must be very cautious about their ways of developing a child's freedom within an education situation.

Some sociologists and social philosophers believe that some of the educators' methods restrict and inhibit the child's freedom. In this regard, Du Plooy and others (1982 : 49) maintain that:

"The educator should know when to restrain a child's freedom of choice so that the child can be made fully aware of both prescribed norms and opportunities within his scope of achievement and when to give free rein to the child's urge towards independence of personality."

Generally, the teacher's task is to transmit his cultural knowledge and skills to the children. He exemplifies the socially positive attitudes and acceptable behaviour to the children in his class. This he performs by guiding them, controlling them and manipulating them. The teacher should approve a child's good and correct deed, and disapprove a child's bad and wrong actions. That is why the child always finds himself confined in the education situation. He wants to know things, to be experienced and to be mature. The educator's educative intervention of helping the child to become a proper adult is supported by

many educationists:

"Interference by the adult seeking a greater perfection within the range of the child's convention seems to me perfectly valid, and an essential element in the child's development and growing up." (Bantock 1952 : 72)

The child's particular situatedness reminds us of what was mentioned by one of the great advocates of Naturalism, Rousseau, who pointed out that:

"Man was born free, and he is everywhere in chains." (Barrow 1978 : 12).

Rousseau did not mean literal slavery or inferiority complex of any kind. But as 'man's chains', he meant all the social customs, and values that man had to conform to and comply with as soon as he was born. According to Rousseau, a 'free man' was one who was without the restrictions of society. But how could man, being a social being, be without the restrictions of his society?

Ozmon and Craver (1986) cite Buber who distinguishes between the 'I and Thou' and 'I and It' concepts. The 'I - Thou' relationship is a subject-to-subject relation. It enables the individual to relate and identify with the outside world. It promotes mutual sensibility of feeling : empathy. There is sharing of knowledge, feelings and aspirations when the 'I - Thou' relation exists in an education situation.

In the 'I - It' relationship, the teacher views the child in an objective way, i.e., in a subject-to-object relation. This relationship is undesirable in an education situation. It is from the standpoint of 'I - It' relation that inhumanity, death and destruction are imposed upon one person by another. (Ozmon and Craver, 1986).

Du Plooy and others (1982) are of the idea that all restrictions and involvements in unavoidable situations offer opportunities to give meaning to things. Although a child's particular situatedness in the classroom restricts his choice, he gets to know many useful things by being together with his teacher. Unavoidably, a young child sometimes resists the adult's domination. This truly manifests itself especially if a child believes that he has the right of doing something which he is prohibited to do by an adult. By trespassing the boundary of his particular situatedness, he widens the horizon of his restricted choice:

"However, this freedom is not unlimited. Inevitable limitations do exist, but even so, man is not entirely at the mercy of these inevitables." (Du Plooy et al 1982:82)

In an education situation, a child cannot be left alone to decide and choose what he 'wants' to do. His decisions and choices are somehow controlled or regulated by his teacher-educator. This is only done to help him develop effective freedom (Brubacher, 1969). As children are introduced into a particular culture, they are restricted on their freedom. Their culture prescribes norms and values. Culture is also particular in nature. It is anchored into their society's life-view. In this way does education become selective. It educates only what it is intended to educate. Landman and others (1982) analyse the education reality. They contend that it reveals the child's freedom as a restricted one. They also maintain that the child's freedom should be within bounds.

The child's particular situatedness implies that a child must not be turned loose before his mental and moral maturity. To turn a child loose before his mental and moral maturity is not to give him

freedom:

"but to thrust him out amongst brutes and abandon him to a state as wretched and as much beneath that of man as theirs."
(Rusk 1979 ; 174).

Therefore, the question arises from the many others considered to be great problems of education: How can the educators educate a child to be able to obey freely and willingly to the demands of propriety? The child's free obedience to the demands of propriety must be developed in such a way that the child complies with them voluntarily. Norms and values of a society are essential and unavoidable. Griessel and others (1986 : 136) maintain that:

"The man's freedom to make choices and decisions and in so doing determine his actions himself is however not untrammelled freedom, but restricted freedom, because man as an inhabitant of the world, is situation - bound."

However, the child's particular situatedness restricts his freedom of choice, the educators must teach him to choose from and within those limits. The child's developing freedom of choice must be enhanced by his educators. They must guard against choosing incorrectly or dangerously:

"Thus no child is free to choose until he is already sufficiently disciplined to see the implications of his choice. And in such prior disciplining it is our duty as educators to shield him from harmful impulses that may later militate against his freedom of choice."
(Bantock 1952 : 68)

The child's freedom must be developed in such a way that he can live a free and moral life. He must be able to control his freedom within the context of time and space. Garforth (1979 : 40) quotes Mill who believes that:

"A person feels morally free who feels that his habits or his temptations are not his masters, but he theirs; who even in yielding to them knows that he could resist; that were he desirous of altogether throwing them off, there would not be required for that purpose a stronger desire than he knows himself to be capable of feeling."

3.4.2 THE PROVISION OF OPPORTUNITIES FOR THE EDUCAND BY THE EDUCATOR FOR ACTUALIZING RESPONSIBLE SELF-DETERMINATION

The provision of educative opportunities for the educand by the educator for actualizing the child's responsible self-determination is very significant. Through these educative opportunities educative activities are perceived. The educative activities open up or reveal to the children that they can actualize their own possibilities by availing themselves of all the possibilities afforded to them by the world and disclosed by the adult or teacher. (Du Plooy et al.1984).

By providing educational opportunities for the child, the education principle of totality is fulfilled. That is, the child must be educated in his totality, i.e.

- * cognitively (all that has to do with his knowing)
- * affectively (emotions, feelings, moods, sentiments)
- * conatively (his aspirations)
- * Socially (anything to do with his society)
- * religiously and morally
- * physically and sexually
- * politically and economically
- * etc. etc. (Du Plooy et al 1984).

The teacher's task must be to create the conditions in which the child can see the necessity or reason for whatever action the teacher wants him to perform.

Rousseau's message for the early years is clear:

"let the child run free." (Barrow, 1978:17)

The importance of these educational opportunities provided for the educand by the educator is affirmed by Peters (1970). He maintains that a child would inevitably learn many facts about himself and his situation simply as a condition of forming and carrying out purposes. The young child's interest can be aroused by a teacher simply by providing educational opportunities and encouragement:

"The child must be given as much freedom as possible for the sake of his development to intellectual and spiritual independence, responsibility and self-control."
(Cilliers, 1975:75)

A child in the classroom experiences a certain amount of freedom. He has freedom to ask questions, to answer questions in his own way, to compose an essay, to play in the games and to create originally. However, a child should know that his freedom is, as Rousseau calls it, a 'well-regulated freedom'. Kilian and Viljoen (1974 : 187) agree with this idea and point out emphatically that:

"In being together with the adult, the child experiences an atmosphere of freedom in which to move though it is experienced as a checked freedom."

The opportunities enable the child to internalize the adult's influences. It is here where the child can be able to assess his own potentialities. He must be able to direct his future actions and choices appropriately. He learns to live a life worthy of being human. He also gets time to answer in the affirmative to life, which is really and essentially actualizing of responsible freedom. (Kilian et al 1974).

The teacher's deliberate participation in these educational opportunities assist the child in gaining first hand experience. The teacher's participation also leaves the child free of any suspicion of the adult's domination:

"Indeed, there can be no genuine freedom for the pupil unless the teacher is free to make his greater experience available for his pupils." (Brubacher 1969 : 208).

Closely related with the teacher's domination are the teacher's rules for children. Rules should be as few as possible and should be reasonable. Teachers should be quite sure that all children know what the rules are and understand them. Teachers should then be consistent about these rules. Teachers should be reliable too. Children must know that teachers can be trusted because they keep their promises to them. Children must also be able to rely on the information teachers give them. While teachers give rules to children, teachers must also allow a certain amount of freedom for the children. This freedom must also demand from the children 'a limited responsibility' (Cilliers, 1975). Teachers must see to it that children do carry out the obligation entrusted to them.

Children at pre-primary schools can be left free to choose for themselves in good many matters when they are quite young. They can choose what toys to play with; whether to play in or out of doors when the weather is fine. They can decide on their own whom to play with. But teachers must make the decisions that involve health, safety and education for children who are too immature and inexperienced. Teachers will require that these decisions are observed. Teachers should not totally leave children very much alone, to develop in their own way without giving them

guidance. Teachers must still make suggestions and even give help where it is needed. (Cass, 1975).

During provision of educational opportunities for a child, periodic breaking away can give to the child the opportunity to increase his self-reliance. As the teacher breaks off periodically, the child gets the time to be free from the teacher's protective and controlling influence. He gets along with constituting the world in his own individual way. He listens to his developing conscience. This is the time when the child decides to accept or reject the demands of propriety (Griessel, 1987).

Teachers must create for children the necessary conditions of learning in the education situations they normally hold. Mill calls these conditions 'a variety of conditions'. Here, a child hears a variety of views, beliefs and facts expressed. Provision is made for opportunities for different tastes, interests, pursuits, abilities and codes of conduct. In this manner, the basis for the development of a child's ability to make rational judgements is grounded. For, the development of rational thinking and rational judgements must have a basis (Lloyd, 1979). Landman and others (1988:19) are convinced that:

"The child must have opportunities to act independently. This is only possible with an increasing release of the child and his increasing acceptance of responsibility."

But even here, the child must be in a stage where he can accept a certain amount of responsibility. The pre-primary school can provide cultural enrichment programmes to broaden these children's

experiential worlds, play apparatus and opportunities for creative thinking. (Visser et al. 1982). Visser and others (1982:253) maintain that:

"Pre-primary school activities are planned so as to actualize the modes of learning and modes of becoming at higher level than would have been achieved in the home."

During these activities the teacher tries to act on the child's mind and conscience. The teacher instils to the child an ability to think, judge, determine, initiate and arouse spontaneity. She does all these acts to help the child to become a free human being. (Rusk, 1979).

The providing of opportunities for the educand by the educator will allow for disobedience for the child to become someone himself and thereby also make room for genuine obedience:

"the paradoxical element in the grounding of educating is that the child has to be free to disobey in order to genuinely obey." (Vandenberg 1971 : 71).

The play activities predominating in the pre-primary school programmes should be effectively used to develop a child's self-determination. Johnston (1963 : 232) maintains that:

"What we do, speaks more loudly than what we say."

This is also relevantly true to the examples set by teachers for pupils. Though we cannot depend on examples for our children's education. But examples do have a tremendous influence on the performing of those acts which lead to moral virtue or vice.

The provision of opportunities for the child can be best effected while the child is young and has not

developed fixed patterns of life. The pre-primary school has an important rôle to play here:

"The nursery school occupies an intermediate position between early training of character and subsequent giving of instruction. It carries on both at once and each by the help of the other, with instruction gradually taking a larger share as the child grows older." (Russell 1976 : 151)

3.5 CONCLUSION.

In concluding this chapter, it has become clear that freedom in education situation is a very important essence. It has been shown as being a human potential. Education can contribute a great deal in forming freedom with responsibility. Children must be assisted and guided to develop responsible freedom. The child's openness is however limited by his mode of childhood, his feeling of insecurity, complexity of the world and unfavourable environmental conditions. A philosophy of life with its particular norms and values to be observed by its people also restricts the child's openness.

Therefore, a child must be helped to assume responsible freedom. Otherwise, the child will hurt himself through ignorance and inexperience. For this reason his freedom is a limited one. The adult imposes her authority upon the child's freedom. This is only done to guide and support the child towards happiness, well-being, a sense of balance and feeling of being satisfied with life.

The child's educators, especially the pre-primary-school educators have an important teaching rôle. They must assist the child in developing free but responsible self-determination. Gunter (1982:93) emphasizes that:

"The freedom of man as a subject thus renders his education possible and necessary, but at the same time it also limits the power of education. For although one is not responsible for the kind, quality and number of educational opportunities one receives when young, one can and must be held responsible for the use one makes of them at the time and subsequently."

The manner in which the child's freedom has been developed and increased will determine how confident and courageous he will be ready to be restricted by the limits of nature and mankind. A child must learn to live peacefully with the natural constraints and with his fellow-men. However, he cannot achieve this all by himself. He needs the adults' sympathetic and authoritative guidance in order to become an adult. Freedom without responsibility is not freedom but 'licentiousness'. The educator's authoritative guidance forms the basis of the child's responsible freedom and self-determination.

3.6 REFERENCES.

- 1 Bantock,G.H.(1952) : Freedom and Authority in Education.
London : Faber and Faber LTD.
- 2 Barrow,R.(1978) : Radical Education. London : Martin
Robertson & Co. LTD.
- 3 Brubacher,J.S.(1969) : Modern Philosophies Of Education.
New York : McGraw - Hill.
- 4 Cass,J.E.(1975) : The rôle of the teacher in the nursery
school. Oxford : Pergamon Press LTD.
- 5 Cilliers,J.L.le R. : Education and the child. Durban :
(1975) Butterworths.
- 6 Du Plooy,J.L.et al. : Introduction to Fundamental Pedagogics.
(1981) Pretoria : HAUM.
- 7 Du Plooy,J.L.et al. : Fundamental Pedagogics for advanced
(1982) students. Pretoria : HAUM .
- 8 Du Plooy,J.L.et al. : Introduction to Fundamental Pedagogics.
(1984) Pretoria : HAUM .
- 9 Educare,Vol.12.2(1983) : 'Liberty.' by J.L.Du Plooy.
Pretoria : Unisa .
- 10 Garforth,F.W.(1979) : John Stuart Mill's Theory Of Education.
Oxford : Martin Robertson & Co.LTD.
- 11 Griessel,G.A.J.et al. : Fundamental Pedagogics(B.Ed.). Study
(1984) guide 1 for OFP402-N (Pedagogics as
a science). Pretoria : Unisa.
- 12 Griessel,G.A.J.et al. : Principles Of Educative Teaching.
(1986) Pretoria : Acacia Books.
- 13 Griessel,G.A.J.(1987) : Orientation in Fundamental Pedagogics.
(A study manual for beginners).
Goodwood : Via Afrika LTD.

- 14 Grobler,L.C.(1982) : Education. Only guide for EDU301-S.
Pretoria : Unisa.
- 15 Gunter,C.F.G.(1982) : Aspects of educational theory.
Stellenbosch : University Publishers and
Booksellers.
- 16 Johnston,H.(1963) : A Philosophy of Education.
USA : McGraw - Hill Book Co.Inc.
- 17 Kilian,C.J.G. et al. : Fundamentele pedagogiek en fundamentele
(1974) strukture. Fundamental Pedagogics and
Fundamental structures. Durban :
Butterworths.
- 18 Landman,W.A. et al. : An introductory reader in Fundamental
(1982) Pedagogics for the student and the
teacher. Cape Town/Wetton/Johannesburg:
Juta & Co. LTD.
- 19 Landman,W.A. et al. : Education for Secondary School Teachers.
(1988) Pretoria : Academica.
- 20 Lloyd,D.I. (1979) : Philosophy and the teacher.
London : Routledge & Kegan Paul.
- 21 Luthuli,P.C. (1981) : The Philosophical Foundations Of Black
Education In South Africa. Durban :
Butterworths.
- 22 Luthuli,P.C. (1985) : What Ought To Be In Black Education.
Durban : Butterworths.
- 23 Ozmon and Craver(1986): Philosophical foundations of education.
London : Charles E. Merrill.
- 24 Peters,R.S.(1970) : The Concept Of Education. London :
Routledge & Kegan Paul.
- 25 Rusk,R.R.(1979) : Doctrines Of The Great Educators.
London : MacMillan.

- 26 Russell,B. (1977) : On Education. Especially in Early Childhood.
London : Unwin Paperbacks.
- 27 Vandenberg,D.(1971) : Being and education. An essay in existential
phenomenology. Englewood Cliffs, N.J. :
Prentice - Hall.
- 28 Van Rensburg,C.J.J. : Notes on Fundamental Pedagogic Concepts -
et al.(1981) An introductory Orientation. Pretoria :
N.G. Kerkboekhandel.
- 29 Visser,P.S.et al. : General Empirical Education.(B.Ed.)Study
(1982) guide 1 for OAE402-B. Pretoria : Unisa.

oooooooo000oooooooo

CHAPTER IV

AUTHORITY AS A PEDAGOGIC CATEGORY.

4.1 INTRODUCTION.

The educational problems caused by authority in education situations are not a recent matter. From long time ago educators and educationists have always experienced the difficulties of exacting and administering the education authority. To this idea, Du Plooy and others(1985 : 89)cite Griessel(1975) emphasizing that:

"Authority is a basic problem to education and to the ideas of education doctrines, especially towards the end of the 15th century."

When Griessel points out that authority is a basic problem to education, the implication made is that authority in education is an essentiality. Authority in education is something that is very indispensable for education situation to occur. Its importance makes it not to be dispensed with in education. Consequently, the authority in education is regarded as a pedagogic category. Being a genuine pedagogic category, authority in education is known as a 'pedagogic authority' . This is authority which prevails in education situations constituted by educators and educands.

The pedagogic authority is a universally-valid pronounced essence in education. This means that all over the world the pedagogic authority is actualized in education situations being in one form or another. All educators in the world use authority in the education of their children. The significance of pedagogic authority in the education situation becomes a prerequisite for education to take place. Du Plooy and others (1982 : 102) cite Langeveld(1944) who emphasizes that:

"The establishment of authority is one of the major aspects of all education and every educative action. Without authority and sympathetic but authoritative guidance, adulthood can never be attained, while acknowledgement of and obedience to authority are of the best qualities of mature adulthood."

Some educationists believe that the term 'teacher' embodies the idea of authority(Kleinig,1982). The teacher's task of teaching, by its very nature, cannot be effectively accomplished without the use of authority. Teaching(instruction) assumes a position of authority or superiority in status(Kleinig,1982).

The teacher is an exceptional adult who knows the meaningfulness of trust, understanding and authority in human relations (Landman et al. 1982). Gunter(1986 : 36-7) adds to these ideas when he points out that:

"Without authority in some form or other there cannot be an educational situation and education cannot take place. The educator's educative actions as assisting and supporting guidance to the child imply that the educator is a person of authority."

Education, by its very definition, means the purposive and deliberate intervention by an adult in the life of a child. This implies assisting and guiding the child towards obtaining independent adulthood. Therefore, it is true that:

"Education is, however, an impossibility without guidance."
(Cilliers 1975 : 81).

By the word 'guidance' it is implied that any person claiming to be an educator of a child or children is also of necessity a bearer of authority(Du Plooy et al. 1982).

What therefore, is the importance, aim and task of authority in education? Does authority enter into the pursuit of all knowledge? Is it a good or a bad thing? Can it be escaped from education situations? These questions will be attempted and answered in the subsequent sections.

The pedagogic authority must be viewed as something that helps in guiding children in the acquisition of norms and values of their society. It must be seen as a guarantee of security for a child in education situation. It must also be regarded as a means of a child's progression towards moral independence. We must also be able to differentiate clearly between pedagogic authority on one hand, and force, punishment and suppression, on the other hand.

4.2 THE PEDAGOGIC AUTHORITY IS NORM-ORIENTATED GUIDANCE.

The teacher-educator as an adult person, assists and guides the children under her care in acquiring norms and values of her society. Being helpless and ignorant, the young children depend on their teacher-educator for their meaningful existence in the world. The educator is primarily the person who informs the young children all that is good, right, correct, proper and approved by the educator's society. The educator also lets the children know that some of their decisions and actions are bad, wrong, incorrect, improper and disapproved by the society which she serves.

It is in this light that the pedagogic authority comes into being in the education situation. The child's helplessness and ignorance make the educator's authoritative and sympathetic support and guidance possible and necessary:

"There is, it seems to me, no escape from the problem of 'minority' values and the needful acceptance, by the common man, of the authority inherent in them. All men necessarily rest in incompleteness; it is in the nature of life that some must be more incomplete than others." (Bantock 1952 : 53) .

The educative task of adults is a distinguished one from many other human activities. The educator renders assistance and guidance voluntarily but obligingly to a child in need and search of help and support. Voluntarily, because the educator is willing to be of help to the helpless child. Obligingly, because the child's education is the educator's (adult's) obligation and responsibility to carry out. Bantock (1952:187) expounds on this idea:

"Is there nothing beyond my fellowman? If not, then there is nothing beyond myself...my neighbour is but myself in a mirror. So we toil in a circle of pure egoism."

Sometimes, the teacher meets no problems in her teaching activity. But there are times when the problems are encountered by the teacher in a teaching situation. Here, the teacher must stand for all that is true and for what her society values as of high standard. Norms and values are determined by a

philosophy of life of a particular cultural group. In such a situation, a teacher must ignore the tendencies of favouritism and undue familiarity when she appeals and addresses her class. The teacher must always teach the children what is proper. The teacher must also exemplify a proper behaviour to her class. Bantock(1952 ; 202) believes that :

"The teacher is not a Big Friend, diffusing 'Smiles and Soap' to his little band; he is the representative of something of vital importance beyond himself and he must make demands accordingly."

The educators must be aware of the little differences that prevail within the education situations of a society. For example, a teacher-educator in a class teaches her class that drinking alcoholic drinks is not only evil practice but it is also unhealthy for the young children. But look, some of her pupils are urged by their fathers at a traditional Zulu home, to sip the beer from its container when the child brings it to his father. The Zulu culture has this practice as taking away 'poison' (ukususa ubuthi). The Zulu people also take this practice as a symbol of respect for adults.

Surely, such contradictory teachings do confuse young children when they are supposed to learn one valid truth. In such situations, children come to a conclusion that there are things which they are permitted to do at home but not at school. Is this the way our children's education should proceed? What is actually meant when it is pointed out that school education is nothing but an extended home education? Such a supposition becomes null and void if plentiful occasions like the one cited above really preponderate in our educative activities. Contradictory statements do confuse our children in their learning. Therefore, the teacher-educators, whether they are at school or at home, must be very careful when they deal with young children. Especially at school, teachers must be cautious about what the parents have already laid as foundation of their children's education. The school must respect human knowing. The school must not confuse and hinder a child's learning. But it must make every man to be a rational and as knowing in his choices as circumstances permit. Every man(child) has a duty to learn as much about the world, the society, and himself as he can.(Broudy, 1961) .

The educator is a living example of norms and values of his society. He must teach these norms and values to the children. But he must live according to the demands of propriety of his society. Young children wonder why their educators do not obey the authority of norms they always advocate:

"Norm authority is already incorporated in the educator's conduct. The educator holds up an example of normative conduct, generally acceptable in adult society." (Du Plooy et al. 1982 : 106) .

A value-judgment is made by the educator for the child's benefit whose sense of values and norms is still not adequate. (Du Plooy et al. 1982).

A good educator is the one who exemplifies norms and values to a child and explains to him why he should live up to the requirements of propriety (Du Plooy et al. 1985). For a young child is quite aware of his helplessness and therefore, he craves for becoming an adult person himself:

"The child is impressed by his own weakness in comparison with older people, and he wishes to become their equal." (Russell 1976 : 82) .

Due to the child's helplessness and inadequacy, the adult must guide the child in such a way that he can absorb the content of the education situation in a meaningful way. The child cannot perform this on his own in the specific situation. (Engelbrecht et al. 1984) .

If the aim of education is to assist the child in achieving proper adulthood, then the society has an important rôle to play. Luthuli (1981 : 21) points out rightly that :

"As children are still guided and moulded towards full adulthood, which constitutes the society's membership, they are thus not members of society. Man is however born a potential member of society and through education he progressively becomes conscious of the way of life his society and of his rights and duties in that society. Being born a member of society, the society must mould, guide and direct this potential member to enable him to take his place in society."

Luthuli(1981) also maintains that all communities possess a set of aims and values which they wish their children,who are not-yet-members,to learn and observe them.

When a child is born,he is without any set of norms and values. The child acquires norms and values from the adults as he becomes older. The child as a human being cannot ignore to be educated in norms and values of his society. He cannot also deny to identify himself with educators:

"Nobody is born with a preformed set of values. Norms are,however,undeniably part of the life-world and are instilled in the child through identification with his educators."
(Griessel 1985 : 68) .

The child is willingly prepared to accept and internalize his society's norms and values and make them his own provided that they are meaningful to him and his life. The educator's way of life should emulate for a child a life full of norms and values of the educator's society :

"The adult should be a living example of normed-exemplification and norm-acceptation to the child."
(Kilian et al. 1974 : 173) .

The educators, whether they are at home or at school,have a tremendous duty to perform. The educator's being together with the child implies that the educator is responsible for whatever illuminates in the child's experience. Therefore,educators,as experienced people must be certain about their educative activities for young children:

"Responsibility implies that we know what we are doing. Thus the more we know the probable effects of our ways of dealing with children,the greater is our responsibility in relation to them."
(Peters 1960 : 38) .

The educator's responsibility for educating a child is also motivated by a child's wanting to be someone else. This pulling apart by an educator and a child can be seen as a fruitful tension comprising of an adult's intervention, approval and disapproval of the child's acts:

"The tension that ensues when a not-yet-adult is confronted with the demands of adulthood makes education possible." (Griessel 1985 : 60).

Although a child wants to become someone else by his own right, he cannot be held responsible for his decisions and actions. This is so because he is still immature and inexperienced with life as a whole. As a child, he does not know the norms and values of his society. He is not-yet-an-adult and therefore, is not guided by the society's philosophy of life as yet in his decisions and actions due to his immaturity:

"A person may be regarded as adult when he himself allows to be guided by the norms with which he identifies, because he is accountable to them."
(Educare 1988 : 83).

The above quotation implies that education doctrines should advocate education which is full of norms and values embedded in their particular philosophies of life. Any education doctrine advocating 'normlessness' or any norms which humiliate man will never accompany children towards proper adulthood. This is not to over-emphasize normativity in education at the expense of childhood as a mode of being. But this means that whenever education is thought of, norms and values are also implied. The child's being presupposes a necessity of education.:

"Education should be education with norm identification in mind." (Kilian et al. 1974 : 235).

The aim of education and of norms and values must enable the child to effect a positive change in his life. He must learn to act in accordance with the authority of norms :

"If the child is increasingly showing signs of changing his life through norms he is in fact answering to the normed embodiment of the adult in the relationship of authority as dialogue relationship."
(Kilian et al. 1974 : 173) .

In the education situation a relation situation is actualized. An educator addresses an educand with norms and a child responds by obeying and complying with the needs of norms . An adult also accepts the authority of norms which have a determining direction on his life and actions. (Kilian et al., 1974) .

Kilian and Viljoen (1974) contend that the adult does not act according to norms so as to please somebody, but because it has become an integral part of his life (Landman):

"The adult accepts the authority of norms."
(Kilian et al. 1974 : 235) .

Because the adult himself accepts the authority of norms, it possibly becomes easy for a child to identify with an educator's actions. Should a child disagree to accept the norms of his society, he will not become a proper adult :

"If it should happen that the child rejects the authority of the teacher he will definitely not become a proper adult... he will be an immature adult who refuses to subject himself to the authority of the demands of propriety(norms) as a proper adult ought to do." (Landman et al.1982 : 11).

When an educator confronts a child with norms an educator should not force a child to accept norms. But an educator must exemplify norms for a child and explain the norms in details. A child's rejection and resistance to norms may not be a real cause for his reaction. This may be caused by a child's desire to be someone else. This creates tension between an educator and child. But an educator must be patient to help a child in accepting the norms and living up according to them. It is an educator's responsibility to accompany a child towards proper adulthood. More often than not, a child cannot be held responsible for not becoming a proper adult. Vandenberg(1971:75) believes that:

"Room for disobedience maintains the tension between pedagogic authority and the pupil's freedom, between the pressure exerted on the pupil's existence by the norms present in the person of the teacher to whom he freely ascribes authority and his wanting-to-be-Someone-himself."

By offering a child with little opportunity for disobeying, a child is given a sense of feeling free, safe and secure to a certain extent. He learns to decide and act in his own capacity but within the limits of the demands of propriety. The desire to venture into the unknown is enhanced by the sense of security.

4.3 THE PEDAGOGIC AUTHORITY GUARANTEES SECURITY FOR THE CHILD.

The pedagogic authority guarantees security for the child by protecting, guiding and supporting him in his adventures.

The child who feels insecure and unsafe cannot be courageous enough to venture into the world and explore the unfamiliar world :

"The authority practised by the educator gives the child a sense of security and freedom from care in a vast world where the child is unsteady, uncertain and irresolute." (Du Plooy et al.1982 :106).

An educator's authority must be accompanied with love. A child who senses the feeling of being loved will be determined to explore and examine freely and voluntarily into the unknown world. However, a child must also be educated to show love to an educator and his guidance. Du Plooy and others(1982) cite Perquin(1965) who avers that:

"Without reciprocal love there is no authority. Where love is absent, there is no educative authority either."

An educator must respect a child's human dignity during the use of his pedagogic authority onto a child. An educator's aim of exercising authority to a child should be directed at a child's becoming a proper adult. A child likes to respect an adult who also shows respect to him as a complete person. Mutual respect culminates into self-respect to both an educator and educand. Griessel and others(1986 : 141) quote Oberholzer(1959 : 51) who points out emphatically that :

"Where authority rules, there is love and emotional security; where the course of events is determined by an authority who is sympathetic, there one finds regularity and courtesy; there is order and orderliness, respect and awe, self-control and discipline. What else is discipline beside the spontaneous, constant and the communal readiness to answer individually and collectively to the demands made on the individual and group separately and collectively? "

A child who is guided by an educator seeks for support and accepts it when it is offered to him. He assesses his choices and actions by the support he receives from an adult :

"The child dwelling in a safe world is aware of help when he needs it in his expectations, and in accepting whatever help he requires in order to be Someone himself, he grounds educating."
(Vandenberg 1971 : 67) .

An educator's authoritative and sympathetic guidance is the fundamental ground for pedagogic authority and the educative activity. Vandenberg(1971 : 67) contends that :

"The acceptance of such help, then is the ontological ground of pedagogic authority. It is when educating has significance for his being."

Griessel and others(1986) believe that it is typical of the young child venturing into a world foreign to him to protect himself by acceding to authority because he knows that the authority region is a safe, secure place. The child who is authoritatively and sympathetically guided by the adult is eager to comply with the demands, commands and claims made on his faithfulness and service. Such a child also wishes to obey the norms and live according to the demands of propriety.

The acceptance of authority by the child is conditional to the adult's trustworthy and truthfulness to the child. If the child trusts the educator as a true and an honest person, the child will definitely observe the educator's authority. The educator must also indicate to a child that a child is worthy of being trusted by the other people. In that way mutual trust will be formed. Smit(1984 : 81) maintains that :

"The acceptance of authority poses no problems for the educand. It is embedded in the relationship of trust. He is prepared to allow himself 'to be told' by the person whom he entrusts himself or with whom he feels secure. He recognizes the educator's authority because of his respect for him."

Luthuli(1985 : 21) also adds an important conception to this idea of trust, and he believes that:

"In the same manner the child must also have trust and confidence in his educator, so as to reveal his subjective world to him. Only when the child trusts his educator can the child venture to explore his life-world."

The pedagogic authority enables the adult to offer the helpless child who is in need of help, the required support and security. Being secured, the child ventures into the unfamiliar future which he perceives as anxiety(Grobler, 1982)

Landman and others (1982) believe that the child's experience of security is established by the conversation which takes place between the educator and child. Through this dialogue the child is able to reveal to the adult all his problems that sometimes hinder his feeling of security. After the conversation the child feels safe with the teacher and the child is furthermore eager to submit to the teacher's authority.

The educator must help the child to actualize his affective security. The child's uncertainty caused by his openness to the world makes him to choose and act in an unacceptable social way. At an early age, a child has no inborn norms to help him to choose correctly and properly. He is not yet completely self-reliant. The results of his decisions and actions cannot be his sole responsibility. That is why a child cannot live at this stage without an educator's authority :

"He(child) has to rely on an adult for help and guidance." (Van Rensburg et al.1981 : 360).

The child is on his progression towards moral independence. But he must first find safety(security) in an educator. Because there is mutual trust between an educator and a child, an educator accompanies a child so confidently that a child experiences emotional safety as he advances to moral maturity.

4.4 THE CHILD IS ON HIS PROGRESSION TOWARDS MORAL INDEPENDENCE.

The nature of the education situation suggests that an educator is already a morally matured person whereas an educand is an immatured person. Both are persons and are on progression towards refining their moral independence. The moral aspect of the teacher suggests that not anyone who is a grown up person can be raised to a status of a teacher if he behaves immorally in the presence of his pupils. The authority entrusted to the teacher predetermines that he is someone who is morally sound and who is directed by norms and values of his society's life-view :

"In education, not anyone can be a teacher, not anyone can be placed in a position to exercise the authority expected of a teacher. So some kind of test of competence and assessment of ability must be made to guarantee that the person is fit for his position and can make a good use of it." (Lloyd 1979 : 130).

The question that troubles the minds of the curriculum developers and its implementers is : What must be included in moral education? Broudy(1961 : 237 - 238) is convinced that if a representative body of citizens is asked what they want in the way of moral education they can answer as follows :

"We want our children to develop reliable tendencies to tell the truth, to respect the community's codes of right and wrong, to be courageous, to be persevering in the face of obstacles, to withstand the temptations of disapproved pleasures, to be able to sacrifice present pleasures in favor of more remote ones, to have a sense of justice and fair play."

The practice of influencing and encouraging the child to tell the truth is strongly supported by Russell(1976 : 104) and he maintains that:

"To produce the habit of truthfulness should be one of the major aims of moral education."

But before going any further, we need to understand better what the concept 'moral' means. We also need to know when and how the concept moral affects the old people's behaviour in general and the children's behaviour in particular .

The term 'moral' comes from Latin word 'mores', meaning manners, customs and folkways. Moral behaviour therefore, means behaviour in conformity with the moral code of the social group. (Hurlock, 1972).

The school as a social structure for guiding and assisting young children in becoming proper adults, can do a good work in as far as the child's moral development is concerned.

Wingo(1974 : 61) maintains that:

"The school is the instrument for maintaining existing social orders and for helping to build new social orders when the public has decided on them."

The child should be helped to learn to act in ways that society approves of. The child really needs to be instructed and to be guided as to which socially acceptable behaviour is good for him. The educator should avail herself for the child in order to identify himself with the educator and the educator must exemplify this acceptable behaviour to the child.

(Visser et al.,1982).

In some cases, the child behaves contrary to the society's moral code because he does not know or he has not mastered the society's moral code. This child's moral misbehaviour is nonmoral behaviour :

"Unmoral or nonmoral behavior is due to ignorance of what the social group expects rather than intentional violation of the group's standards. Some of the misbehavior of young children is unmoral rather than immoral." (Hurlock 1972 : 375).

Among the factors which promote immorality among young children are the adults' deliberate nonconformity and disapproval of social standards as they are observed by the social group:

"Immoral behavior is behavior that fails to conform to social expectations. Such behavior is not due to ignorance of social expectations but to disapproval of social standards or to lack of feeling of obligation to conform." (Hurlock 1972 : 375) .

Luthuli(1985 : 60) maintains that :

"What needs to be brought to the minds of pupils is that an action is not morally right in terms of particular situations and circumstances but in terms of a general standard of rightness,..."

The implication which is made is that the educator should gradually influence her child as an educand to subject himself to the authority of all that a child must do and obey.

The educator's authority should promote the acquisition of morality, rule of conduct, endurance with spiritual values, respect for humanity, traditions, society's norms and laws. The educator must help the child to obey the demands of these moral forces by rendering authoritative and sympathetic guidance.

(Griessel et al.1986).

The educator appeals and addresses the child in the education situations. The child responds to the educator's appeal. The adult in turn, must listen to the child's response. The adult is really called upon to assist the child in his helplessness and normlessness. The adult's own obedience to the demands of propriety encourages the child to obey the same demands of propriety. Griessel(1985 : 76) maintains that:

"In his(child's) moral development as the moulding of his conscience he needs positive support on his way to self-reliance."

Because the child wants to become someone else in his own right, he causes tension between the educator's need for obedient coexistence and the child's wish to be someone else. This tension is due to the child's not knowing as yet what he ought to be. The educator being an adult person with a philosophy of life must guide, protect and help the child in his becoming an adult.(Griessel, 1985).

From the early childhood years, that is infant and nursery school years, the child must be involved in an order of values and morals. The child must be accustomed with commands and prohibitions in the presence of an authoritative educator. (Nel,1974).

Some writers on philosophy of education such as Landman and others (1988) believe that moral self-determination should not be the exclusive prerogative of adult life. But the youth must also be helped to advance by degrees to inner discipline which is very vital part in their life. The adults must assist the youth in distinguishing between good and evil and self-evaluation. Full responsibility of the youth can only be attained if they receive the adult's authoritative and sympathetic guidance.

Closely related to the moral aspect of adulthood is the religious aspect. The child must be told that there is a Superior Authority (Creator) who also wants and demands obedience to Piety, Virtue and His Authority from all people, young and old :

"Children, obey your parents in everything, for this pleases the Lord. Fathers, do not embitter your children or they will become discouraged."
(Colosians 3 : 20 - 21) .

What is the aim of education? What is the aim of authority in education? Engelbrecht and others(1979 : 158) view the aim of education and authority as follows :

"The aim of education and the aim of authority is one and the same thing. In both cases it is directed at helping and guiding the child to maturity. The combined aim is to bring a person to the point where he accepts responsibility for himself, his own life and actions, and where he is able to make decisions and choices in freedom and to accept responsibility for them."

The word 'maturity' from the above quotation means adulthood. Adulthood, however, does not only mean physical growth of a person. An adult person is one who has become morally and mentally self-determined. Jordaan(Educare 1988 : 83) maintains that :

"When a man reveals a moral consciousness, ascribes to values and norms, has moral insight issuing in moral decisions and behaviour, one can expect him to comply with the demands of being-an-adult. The aim of education is to help the child to become amenable to eventual accountability."

When discussion is made on moral aspect there should not be a confusion of taking it as the most important aspect of adulthood. There is no such aspect:

"Man is a unitary being with a variety of possibilities and abilities that collectively make him the being that he is, ontically and in principle. By developing him fully and in a balanced way he can become fully human."
(Van Schalkwyk 1986 : 21) .

Moral aspect is undeniably an important part of the person's development towards a free but responsible human being with a self-determination. Too often than not, moral aspect can be developed by implementing pedagogic authority in a proper way.

4.5 THE DIFFERENCE BETWEEN PEDAGOGIC AUTHORITY AND FORCE, PUNISHMENT AND SUPPRESSION.

Many people all over the world begin to shiver when mention is made on the word 'authority' .

This is true for almost all the people of different nations worldwide. The pedagogic authority realized in education situations is no exception to this 'superficial authority-crisis'. But an authority in education should be authoritative and sympathetic guidance to the child in becoming an adult. There seems to be a confusion in differentiating between pedagogic authority on one hand, and force, punishment and suppression on the other hand. The authority can be handled and regulated in education situation in any one of the three forms, namely (i) Authoritarian (ii) Laissez-faire and (iii) Democratic leadership.

An authoritarian teacher controls his class by initiating and planning everything in the classroom. He is too impersonal and uses methods such as praising, blaming and punishing. Pupils become passive absorbers of instruction and information. (Lloyd, 1979).

A laissez-faire teacher is the opposite to authoritarian teacher. He leaves everything to pupils to decide. He does not let them know or punish them when they have done something wrong. He does not influence them in thinking or behaviour. As a result, pupils feel insecure and ask repeatedly for help. (Lloyd, 1979).

A democratic teacher is regarded as a group leader. He leads the pupils in the study of problems that are relevant to the knowledge he wants them to learn. There is mutual respect for one another's ideas - whether pupils' or teacher's ideas. In this way, children are encouraged through hinting, prompting and guiding to think for themselves. Such a democratic teacher's authority is determined and governed by the educational aims. (Lloyd, 1979).

Half way between the authoritarian teacher and the laissez-faire teacher we find a democratic teacher with his pedagogic authority. Griessel and others (1986 : 138) point out emphatically that:

"Pedagogic authority must not be interpreted as oppressive measures but can be defined as norm-orientated assistance in the child's progression towards moral independence."

The teacher using the pedagogic authority is assumed to have acquired professional training and the ability to implement it in education situations. Without teacher-training, teaching is ineffective. If there is lack of ability to use proper training skills in education there will be no effective teaching either. The teacher must be in authority and be an authority in the disciplines relevant to education and in some area of academic knowledge. (Lloyd, 1979).

The school in a democratic country is of necessity actively involved with an authoritative set-up. The school teacher here, has legal responsibilities and is answerable to the community at large for aspects of his behaviour. A good teacher is one who always evaluates his teaching methods. He does this not to discourage but to encourage different opinions of his pupils. He avoids by all means any symbols of dogmatic and authoritarian tendencies (Bantock, 1952) . He refrains from using phrases like: "I'm the teacher, aren't I?" , "Who do you think you are?" , "Because I said so ! " , "You, stupid child." etc. etc. . Such phrases reveal an authoritarian attitude. (Kleinig, 1982).

Teachers in exercising their pedagogic authority should lead children towards an understanding of the rules of community and their own school rules. They must allow children much freedom to question but they should, through prompting, hinting, demonstrating and suggesting lead the children towards acquiring, with understanding, valued knowledge and skills in the most economical way. (Lloyd, 1979) .

Control behaviour should be the teacher's main concern in implementing his pedagogic authority. This needs his skill and imagination. The basic components of pedagogic authority require from the teacher to be a special person. He must be prepared to tell and be told. He must be prepared to address pupils and be addressed by them. The teacher must be able to charge children and to be charged by them. He must teach them obedience and he must be obedient to the authority of norms and to his superiors. (Du Plooy et al. 1985) .

The educator as an adult person with a human dignity, must respect the human dignity of the child during the education occurrence. The educator has an important task of helping the child to learn to respect his own human dignity as well as that of the child's fellow men. (Landman et al. 1988).

There is something certain about discipline in education situations. Discipline should not be completely removed from the education situation. It cannot be separated from the 'pedagogic authority'. Du Plooy and others (1985 : 90) maintain that :

"To maintain 'pedagogic authority' when accompanying a child to adulthood does by no means imply force, suppression or punishment. It is high time that people upholding a narrow, sterile connotation of authority should become imbued with the new colour we have tried to introduce to the concept, and which should henceforth be stressed at all times."

Force must not be used as an end in itself in education situations. But it must be a means of securing pedagogic authority. By force is meant compulsion by the use of punishment. Sometimes teachers find themselves being out of control of the education situation. They decide to turn to the use of force as an aid to regain the lost control:

"If authority breaks down and those in authority lose the control and the cooperation of their pupils they may have to resort to the use of appropriate force, i.e. punishment, in order to maintain standards of behaviour that are necessary so that education can take place." (Lloyd 1979 : 131) .

Teachers and parents must guard against a misunderstanding of the concept punishment. People always connote the concept 'punishment' with 'bodily injury' (corporal punishment). They should realize that there are various ways of punishment beside 'corporal punishment'. The latter may be afflicted ungrudgingly and sympathetically and also as a last resort, after all other methods have been used and failed. It must not be applied in front of other pupils so as to avoid the effects of either martyrdom or heroism from them. The age of the pupils should always be taken into account when corporal punishment is to be used.

Love must always prevail during the use of punishment. Pupils must know the cause or source of punishment and they must see it to be a genuine reason of their being punished. The school must help in socializing, moralizing and reforming the children's misbehaviour. Hence punishment in schools should always be reformative in nature.

Teachers evoked by certain pupils' defiances during certain times find themselves behaving like authoritarian teachers. Under these conditions, they become harsh, rigid and hardened. It is during this time when it is very difficult to distinguish between pedagogic authority and 'authoritarianism' :

"In education, authority is often associated with dogmatism and repression, supported by threat, deprivation of privilege, punishment or expulsion."
(Lloyd 1979 : 128) .

No good teacher can allow himself to be ruled and controlled by his emotions, anger and circumstantial conditions. The good teacher should however, govern all the aforementioned aspects. Children, by their very nature, feel very inferior about themselves. Teachers must therefore, not contribute in any way towards this state of affairs. Instead teachers should encourage the pupils in fighting against their complicated inferiority :

"The feeling of inferiority is very strong in children; when they are normal and rightly educated, it is a stimulus to effort, but if they are repressed it may become a source of unhappiness." (Russell 1976 : 82).

Adults should therefore never be too strict to children because the children will either run away from them or eventually become hard-headed people. After their elopement they will live as much as they like a life contrary to their society. Similarly, educators (parents, adults) should not treat children with unnecessary soft-handedness for this spoils the children and cause them to become "jelly-like creatures."

4.6 CONCLUSION.

From the previous discussion, it has been frequently shown that the pedagogic authority plays a vital rôle in an education situation.

In fact, the existence and occurrence of the education situation is inconceivable without pedagogic authority. Bantock(1952:189) maintains that :

"So, unless the respect for authority, the authority of the subject, the authority teacher exists, learning becomes impossible."

The pedagogic event as such embraces authority. The teacher, as an adult person has authority over the child. He has authority of knowledge that he possesses and wants to impart to the child. The child in turn has authority over the teacher, because the teacher must act within the limits of the mode of childhood. Seemingly, there is no education if there is no authority in an education situation.

As a norm-orientated guidance pedagogic authority is not a privilege for those who are in authority but it is an obligation. For a child to actualize proper adulthood he needs both freedom and authority to be equitably formed into him:

"Thus, self-discipline and obedience can be learned only through freedom, while freedom can be achieved only through obedience or self-discipline."
(Cilliers 1975 : 78) .

The child who does not sense security and protection wherein he lives, cannot dare to venture into the unknown world. He cannot also be courageous to explore and extend the horizon of his life-world because he is not feeling free, safe and secure. But the child who is free and safe will be determined to appeal to the adult for help whenever he needs it. The adult is responsible for helping the child. The child is also responsible for accepting the adult's help. Both of them carry responsibilities. The adult's responsibility is to comply with the demands of norms and values (propriety) in as far the child's becoming adult is concerned. Whereas the child's responsibility is to obey to the adult's authority as a means en route to adulthood. In this regard, Griessel and others(1986 : 141) contend that :

"They accompany each other on the road to adulthood and responsibility."

The child's progressing towards moral independence needs an adult's dedication and courtesy. The child cannot attain moral adulthood all by himself. Again here, the adult's support and assistance cannot be sufficiently stressed. Without the educator's help the child cannot develop morality.

The educator's teaching, explanation and exemplification of what is 'proper' and what is 'improper' together with the 'why's' thereof are very important in the child's becoming a proper adult.

The educators and teachers at all levels of education must be able to distinguish between the forms of authority they use in education so as to achieve the needed learning experiences from their learners.

The pedagogic authority is authoritative and sympathetic guidance which is rendered to the child by the adult. The child is helpless and in need of the adult's aid and support. The power endowed with the educator must be taken as a means to secure pedagogic authority. It must be regarded as means to set standards whereby individual people subscribe to comply with. Force should not be a means of revenge or retaliation of the children's misbehaviour. But it should be reformatory in its character. Force as punishment must be exercised with love and sympathy and after application it must be 'forgotten'. Punishment should not be a means of oppression and brutalization of children by adults. It should also not victimize and tyrannize the young children. When used, it must be applied after all other means have failed. Punishment should not only imply 'corporal punishment'. But other methods of punishment can also be implied in its application. It must be used sparingly and as a last resort. The age of the offender should be considered whenever it is used. It must be used in privacy.

In conclusion, one may say that the education situation should promote in children the development of responsible freedom, obedience to authority of norms and values and self-determination. Educators should not try to separate freedom from authority in education. They should not ignore the presence of freedom and authority in any one education situation. They should guard against over-emphasizing one at the expense of the other, because this summarily exterminates the 'ideal education situation' which is conducive to proper education.

4.7 REFERENCES.

- 1 Bantock,G.H.(1952) : Freedom and Authority in Education.
London : Faber & Faber LTD.
- 2 Broudy,H.S.(1961) : Building a Philosophy of Education.
Englewood, Cliffs, N.J.: Prentice-Hall,Inc.
- 3 Cilliers,J.L.le R. : Education and the child. Durban : Butter-
(1975) worths.
- 4 Du Plooy,J.L.et al. : Fundamental Pedagogics for advanced stude-
(1982) nts. Pretoria : HAUM.
- 5 Du Plooy,J.L.et al. : Introduction to Fundamental Pedagogics.
(1985) Pretoria : HAUM.
- 6 Engelbrecht,S.W.B. : History of Education and Theory of Educa-
et al.(1979) tion. Goodwood : Via Afrika LTD.
- 7 Engelbrecht,S.W.B. : Education I. Goodwood:Via Afrika LTD.
et al.(1984)
- 8 Griessel,G.A.J. : Orientation in Fundamental Pedagogics.
(1985) (A study manual for beginners.). Goodwood :
Via Afrika LTD.
- 9 Griessel, G.A.J. : Principles of Educative Teaching. Pretoria
et al.(1986) : Acacia Books.
- 10 Grobler,L.C.(1982) : Education. Only guide for EDU301-S.
Pretoria : Unisa.
- 11 Gunter,C.F.G.(1986) : Aspects of educational theory.Stellenbosch:
University Publishers and Booksellers.
- 12 Hurlock,E.B.(1972) : Child development. Tokyo : McGraw -Hill .
- 13 Jordaan,J.H.(1988) : Educare 1988 Vol. 17.1 and 2. The"model
of the essence-structure".Pretoria:Unisa.
- 14 Kilian,C.J.G.et al. : Fundamental pedagogics and Fundamental
(1974) structures. Durban:Butterworths.

- 15 Kleinig, J. (1982) : Philosophical Issues in Education. London : Croom Helm LTD.
- 16 Landman, W.A. et al. (1982) : An introductory reader in Fundamental Pedagogics for the student and the teacher. Cape Town : Juta & Co. LTD.
- 17 Landman, W.A. et al. (1988) : Education for Secondary School Teachers. Pretoria : Academica.
- 18 Lloyd, D.I. (1979) : Philosophy and the teacher. London : Routledge and Kegan Paul.
- 19 Luthuli, P.C. (1981) : Philosophical Foundations of Black Education in South Africa. Durban : Butterworths.
- 20 Luthuli, P.C. (1985) : What Ought To Be In Black Education. Durban : Butterworths.
- 21 Nel, B.F. (1974) : Fundamental Orientation in Psychological Pedagogics. Stellenbosch/Grahamstown : University Publishers & Booksellers (PTY) LTD
- 22 Peters, R.S. (1960) : Authority, Responsibility and Education. London : George Allen & Unwin LTD.
- 23 Russell, B. (1976) : On Education. Especially in Early Childhood. London : Unwin Paperbacks.
- 24 Smit, A.J. (1984) : Fundamental Pedagogics (B.Ed.). Only guide for OFP401-M. (The pedagogic as a field of fundamental pedagogics). Pretoria: Unisa.
- 25 The Holy Bible (1983) : New International Version. Cape Town : Bible Society of South Africa.
- 26 Vandenberg, D. (1971) : Being and education. An essay in existential phenomenology. Englewood Cliffs, N.J. Prentice-Hall.
- 27 Van Rensburg, C.J.J et al. (1981) : Notes On Fundamental Pedagogic Concepts - an introductory orientation. Pretoria : N.G. Kerkboekhandel.

- 28 Van Schalkwyk,O.J.(1986) : The Education System,theory and practice. Silverton : Educo Publishers.
- 29 Visser,P.S. et al.(1982) : General Empirical Education.(B.Ed.).
Study guide for OAE402-B.
Pretoria : Unisa.
- 30 Wingo,G.M.(1974) : Philosophies of Education : An introduction. USA : D.C. Heath & Co.

oooooooooooo000oooooooooooo

CHAPTER V

EMPIRICAL INVESTIGATION.

5.1 STATEMENT AND EXPLANATION OF THE HYPOTHESIS.

The major hypothesis of this study proposes that a pre-primary school child's ability to form a proper balance between a pedagogic freedom and pedagogic authority constitutes an authentic pedagogic task for the pre-primary school educator (teacher). The pre-primary school educator's pedagogic task should consist, among other things, of the following aspects:

- Norm-exemplification for the child.
- Bearer of the demands of propriety of the educator's life-view according to her society.
- Provision of authoritative and sympathetic guidance for the child.
- Provision of opportunities for the child to live a life which is worthy of being human.
- Supporting the child to realise his freedom as freedom coming from responsible self-determination.
- Provision of opportunities for the child so as to actualize himself effectively and properly.
- Preparing the child for school maturity and readiness.

A pre-primary school child spends most of his time in the pre-primary school with his educators and other children. While the child is there, he learns, plays, enjoys his meals and does many constructive things. He does all these activities being in the company of his peers under the care of his educators. These educators educate children by telling them all that is proper, right and good. They also exemplify for the children the norms and values of their society's philosophy of life.

The educator is a bonafide bearer of authority in an education situation. She helps the children in understanding and internalizing the demands of propriety. The educator exercises her authoritative and sympathetic guidance to children to help them to become proper adults.

Through this guidance the child is gradually helped to live a worthwhile human life. The child learns from his educators' support and assistance that his freedom has got to be freedom developing towards responsible freedom . In this way, the child is developed to be self-determined. Educational opportunities provided for the child enable him to actualize himself effectively and properly. By the virtue of the educator's interactions with the child, the child's preparation for school maturity and readiness is ensured. The question that arises from the educator's pedagogic task is : Does the educator in the pre-primary school execute her educative rôle properly and effectively?

Minor hypotheses emanating from the major hypothesis are the following :

- there is a close relationship between the pre-primary school educator's educative rôle and her professional training. She needs to be trained professionally in her educative task so that she may do her educational rôle successfully and systematically. A pre-primary school educator who has been trained professionally, has confidence and courage to do her educational work properly.
- there is a close relationship between the educator's age and her performance output in education. A very young person(child) cannot be able to educate another child. It is the adult's duty to educate children. By the same token, a very old person who has been retired from her profession or work, may not be able to educate children properly. It is young people who are energetic and determined who usually perform a sound educational rôle.
- there must be cooperation between the pre-primary school educators and parents with respect to pre-primary school education.

5.2 DESCRIPTION OF THE RESEARCH TECHNIQUES.

This investigation was carried out by means of an observation schedule and a structured and semi-structured questionnaire.

Tuckman(1978 : 26) defines an observation as:

"What is - that is, to what is seen."

It is only direct observation of apparent behaviour that can reveal what the subject actually does.(Good,1972). When the researcher observes,he knows exactly what he is looking for in his observational situations. His direct observations are assisted and guided by the observation schedule or check list which consists of variables to be investigated.

Basic guides to good observations include the following:

(1) OBTAIN PRIOR KNOWLEDGE OF WHAT TO OBSERVE.

The researcher must ascertain beforehand what he intends to observe. Prior knowledge of what to look for enables the researcher to observe and remember more specific items of a situation.(Rummel,1964).

(2) EXAMINE GENERAL AND SPECIFIC OBJECTIVES.

The formulation of the problem and the specific points needing investigation determine what should be observed and control the observer. A thorough survey of previous studies related to the general problem provides ideas of what to observe and record. A researcher should list specific things to look for as a guide in his observations. However, a researcher cannot totally escape from observing things he did not intend to observe. Rummel(1964 : 87) emphasizes that:

"On the other hand, an investigator should not look only for those things he has determined to observe, but should also 'sense' and record other activities which may have a bearing on his problem."

(3) DEVISE A METHOD OF RECORDING RESULTS.

To save time and to standardize the procedures for multiple or independent observations,there must be the informational and statistical units for recording observations. Many researchers recommend recording observations as soon as possible. But recording is a time-consuming work. To facilitate and speed up recording process a researcher must design an observation schedule or check list(See Table 1, p.99). This reduces the amount of writing to a minimum.

Name of school.

Table 1. An observation schedule of the educator's tasks.

Evaluating 4-point scale	Promoting the child's freedom	Encouraging the child's free activi- ties.	Developing the child's respo- nsibility.	Developing the child's obedie- nce to the edu- cator's autho- rity.	Balancing of freedom and authority in the child.
1. Very good					
2. Good					
3. Poor					
4. Very poor					

Researcher's general comments:

.....

.....

An observation schedule must include a complete list of items to be observed. It must also contain a space to include items not anticipated at the time the schedule was planned. (Rummel,1964).

Results of observed behaviour,attitudes and feelings are recorded immediately after observation. This is done by either checking the list of variables investigated or adding to them what was not anticipated. Writing during the observation periods can sometimes disturb the spontaneity and relaxation atmosphere vital for observation situation.

(4) DEFINE AND ESTABLISH CATEGORIES.

Apart from making numerical counts of the kinds of behaviour to be observed,there is necessity and desirability for some qualitative observations and interpretations. The researcher uses a two-way table,listing the kinds of behaviour on one axis and qualitative ratings or interpretations of them on the other axis. Categories facilitate recording data that would otherwise be difficult to compile. Each category must be concisely and carefully described so as to indicate the phenomena the investigator expects to find in each . This description is useful especially for a team of observers. (Rummel,1964).

(5) OBSERVE CAREFULLY AND CRITICALLY.

The researcher must think carefully and critically about the problem he wants to observe. He must concentrate on the specific aspects which interest him. He must always try to obtain more reliable and authentic data. He must not observe haphazardly and hurriedly. Rummel(1964 : 88) points out strongly that :

"He must know his subject matter,develop perceptions based on the proposed classification of his data, and develop skill at the process of observing."

(6) RATE SPECIFIC PHENOMENA INDEPENDENTLY.

The researcher must try to rate and record qualitative values independently of others. This he can do by using a well-defined rating scale.

Very often, investigators tend to let ratings of one phenomenon influence their ratings on others. For instance, rating and recording the physical appearance and neatness of attire of teachers and their proficiency in classroom instruction. The observer who has rated a subject very highly with respect to his appearance should not be influenced by it in other respects. The observer should rate each item to be observed on the defined scale for each. By doing that the 'halo effect' is more apt to be minimized. (Rummel, 1964).

(7) BECOME WELL ACQUAINTED WITH THE RECORDING INSTRUMENTS.

The observer must be familiar with the observation schedule and any instruments used in recording results of observation. This will promote the observer's accuracy and speed in recording results of observations. If instruments or other mechanical aids to be used, he must practise to use them before collecting data. If observation will be conducted by teamwork, preliminary training and periodic conferences and discussions among observers must be undertaken. This will help to standardize their procedures and increase the reliability and authenticity of the data they collect. (Rummel, 1964).

The advantages of observation are that:

1. Observation provides direct contact with the subjects observed. A wide variety of phenomena can be studied.
 2. Fewer subjects are demanded by observation.
 3. Observation permits the collection of data in typical behaviour situations.
 4. It permits the recording of behaviour at the same time with its spontaneous happening.
 5. It does not rely on retrospection or reflection.
 6. It gives room for the emergence of data that the subjects might not have provided in interviews or questionnaires.
- (Rummel, 1964).

However, the observation method has also a number of disadvantages:

1. People realizing that they are being observed, may deliberately try to make favourable or unfavourable impressions on the observer.

2. The observer cannot predict the spontaneity of an occurrence of an event during his presence. Waiting for spontaneous occurrences is time-consuming and emotionally exhausting.
3. Unforeseeable factors, such as weather conditions, alternate attractions, and the like interfere with the observational task.
4. Observation is limited by the duration of occurrences and geographic locations.
5. Some occurrences may be provided by subjects only through interviews or correspondence. For example, the various private and personal events of people's lives cannot be observed. (Rummel, 1964) .

The term 'questionnaire' as used in this chapter is limited to a data collection instrument or schedule to be filled out by the respondent rather than by the researcher. Oppenheim (1966:24) emphasizes that:

"The questionnaire has a job to do: its function is measurement, and the specification should state the main variables to be measured."

The ordinary questionnaire has a bad reputation as a cheap method of collecting unreliable research data. Yet, it does normally elicit more natural, less distorted responses than the formal interview or inventory. It is impersonal and economical way of collecting research data. (Sandven, 1963).

There are two main types of questionnaire: an open or unstructured questionnaire, and a closed or structured questionnaire. (Mahlangu, 1987).

In an open questionnaire a respondent is free to express as he thinks. But a respondent may omit an important issue in his answer or go astray from what is wanted by the researcher. Interpreting, tabulating and summarizing responses from this kind of questionnaire is not easy. (Mahlangu, 1987).

Closed questionnaires require short, concise and check responses. Such questionnaires can be answered by one-word answer, e.g. 'yes' or 'no', 'true' or 'false'.

There is usually a statement or question to be answered. It is followed by a list of anticipated responses to be checked by a respondent. There must be an 'Other' category for responses which cannot be anticipated. This type of questionnaire is easy to answer, it is objective and easy to tabulate and analyse. It also reduces the risk of misinterpretation by the researcher. The respondent is kept on the subject and he takes little time to respond to it. (Mahlangu, 1987).

To construct a good questionnaire a researcher must be careful and scholarly. A well-formulated questionnaire will elicit high returns. The following guidelines are useful when questionnaires are constructed:

- Keep the questionnaire as brief as possible so that it does not take too much time for the respondent.
- Phrase questionnaire items so that they can be understood by every respondent. Keep to short and simple sentences.
- Phrase questionnaire items so as to elicit clear and straightforward answers.
- Items should not be biased and they should not hint the respondent to answer in a particular way.
- Alternatives to questionnaire items should be provided.
- Questionnaire items that might elicit reactions or embarrassment, suspicion or even hostility in the respondent must not be included. Questions relating to age for instance, should be put in terms of ranges rather than precise ages.
- Questions should be arranged in logical order. If both general and specific questions are asked on a topic, the researcher should ask general questions first. This order helps the respondent to frame his own thinking. This also helps him in yielding his answers objectively and logically. Questions which create a favourable condition should be asked first before those that may be of an intimate nature. The more objective questions are asked first to precipitate and define the situation, and respondents may then find it simpler to state their views on a point.
- Questions should be arranged in such a way that responses can be listed and interpreted readily.

The researcher must decide ahead of the type of data needed for desired analysis and if the questions will give such particular data. The arrangement of the questionnaire should facilitate the process of analysis.

- Lastly, the questionnaire should be attractive in appearance, neatly organized and clearly duplicated or printed. (Mahlangu, 1987).

A pilot test is conducted on a questionnaire to find out its utility and correctness. The results of the pilot study help in correcting the unanticipated mistakes or adding the 'omissions' to the questionnaire. A pilot study may be undertaken on a 'captive audience' such as co-workers or students. The respondents of the pilot study help the researcher to modify areas of sensitivity.

A questionnaire must be accompanied by a covering letter when it is addressed to the respondent. This letter explains the aim and value of the research and the reason for including the respondent in the sample. The structure and appearance of the covering letter should make the respondent eager to respond to the questions. If possible a covering letter should be signed by a person in high status, e.g. Head of the Department or Dean of Faculty in a University. This signature will persuade respondents to reply to the questionnaire promptly. If there is a sponsor for the study foundation this must be explained in this letter. Anonymity and confidentiality of respondents should be assured. If there are respondents who will be interested in the findings of the research they enclose a stamped, self-addressed envelope. (Rummel, 1964).

The researcher must make a follow-up study in order to obtain the maximum percentage of returns. A postcard reminder is sent to the respondent for the first time if the questionnaire has not been sent back soon after the first mailing. If there is still no response to the first postcard reminder it is better to mail a second questionnaire together with a new covering letter. Persuasive means should be made to the respondents to complete and return the questionnaire.

A high return can also be encouraged by selecting an interesting topic to the respondents.

If there is a high lack of response a small group of non-respondents should be interviewed. In this way the researcher will know the reasons for not replying. It may be that they realize that there are no significant dissimilarities between their responses and those of their colleagues. The other reason for not replying to the questionnaire may be that the non-respondents feel that the questions do not concern them as a group or sample. If this is the case, questions that concerned non-respondents can be excluded from the questionnaire. The questions can then be restated to involve only the desired sample.

The questionnaire must be valid and reliable. It must test and measure what it is intended to measure. It must also be consistent. Respondents may cheat in the questionnaire if they will remain anonymous. The results of the questionnaire may be modified by comparing them with those of direct observations.

The following are some of the advantages of the questionnaire:

1. The questionnaire covers a wide field of investigation at low cost and short time.
2. It reaches all people even those who are unapproachable.
3. It is the best approach of collecting data which can be obtained in no other way.
4. Its usefulness is realized when interviewing people individually is either difficult or impossible.
5. Wider coverage promotes validity in the results because there is selection of a larger and more representative sample.
6. Its impersonal nature implies that it may give more frank and objective answers and therefore more valid responses.
7. The questionnaire gives the respondent the opportunity for well-considered and more thoughtful answers.
8. It increases progress in various areas of educational research and illuminates much information which would otherwise be lost.
9. It precludes the interviewer's influence on the respondent.
10. It is easier to assess.
11. Uniformity is allowed and comparison of answers ensured.

The following disadvantages of the questionnaire may be listed:

1. The amateur investigator may abuse the questionnaire because it is apparently simple.
2. Usually questionnaires are not returned in 100%. Laziness and resentment by the respondent may contribute toward poor response. This poor response affects the validity of results.
3. The respondent's lack of understanding of the questions may lead to his biased information. The researcher should always watch for bias of non-response and false response for various reasons.
4. The ability or willingness of the respondent to give information will affect the validity of results.
5. People of low intelligence or low education are inclined not to respond to questionnaire. If they do, they usually give invalid answers due to questions being misinterpreted by them.
6. If the respondent has little or no interest in a particular problem, he may answer the questionnaire indiscreetly.
7. It is usually too difficult to detect misinterpreted questions.
8. The completion of a long questionnaire is tedious and time-consuming. (Mahlangu, 1987).

The observation schedule used in this study comprised of the main variable of investigation. These included among others, the development of the child's freedom by the educator in education situations; the educator's help and guidance to the child's developing his obedience to the educator's authority; Development of the child's responsible freedom; Restriction of the child's freedom by the educator; Promotion of the child's activities by the educator. Balancing the child's freedom and self-control by the educator. A checkmark was used to indicate the frequency of occurrence of various variables under investigation.

The respondents of the questionnaire in this study were required to answer questions by making a cross(X) or ticking the selected answer. However, the 'Other' category enabled the respondents to express briefly their views. Section A consisted of the general questions on Biographical Knowledge, educational levels and attitudes of respondents towards educating as professional work.

Section B consisted of objective and specific questions about the child and his development. Questions about the child's formation of a proper balance between a pedagogic freedom and pedagogic authority were asked. Section C comprised of the questions on the teacher's development programmes. Questions on the means to incorporate parents in pre-primary school education were included.

5.3 SELECTION OF THE SAMPLE.

The researcher selects a sample that serves mainly the aims of research. The sample design and procedures should be without stumbling blocks in the way of achieving the desired research. The sample must be implemented with the minimum cost and it must be as objective as possible.(Mlondo,1988). There are many ways in which the term 'sample' can be defined. Rummel(1964:66) defines sample as follows:

"Sampling is the process of using a part as a basis for an estimate of the whole."

As a representative of the population a sample consists of subset elements from the population. The sample should yield similar results of analysis as would be attained if the whole population had been researched.(Helmstadter,1970). Technically speaking, every research study follows a sampling procedure in the sense that a particular study covering the entire field at a moment is only a sample of what has been and what is yet to come. (Rummel,1964).

Any decision concerning sampling must, necessarily, be based upon the established purposes of the investigation. Such a decision must also be based upon an exact description of the population to be researched. It must be based upon the sources of the population from which the sampling units are selected. The size of the sample depends on the purposes of the study and the nature of the population studied.

Samples are either biased or unbiased. If the samples are biased they either over-estimate or under-estimate parameters. However, unbiased samples do not over-estimate or under-estimate parameters.

If the subset elements of the unbiased sample are increased, statistics equal the corresponding value of the parameter. A parameter can be defined as a corresponding value.

Various methods or types of sampling have been developed to avoid or at least to minimize the possibility of biases. These types of sampling may be classified loosely into two categories namely PROBABILITY SAMPLES (random, stratified, systematic and area) and JUDGMENT SAMPLES (purposive and quota). (Rummel, 1964).

A simple random sample is one in which every element in the population has a chance of being included in the sample equal to that of every other member. (Rummel, 1964). Random sampling tries to avoid bias. Random samples can be drawn by drawing techniques such as lottery method and random numbers. In lottery method, a list is made of all the members in the frame and numbers are assigned to each member consecutively. Such numbers are then written on similar slips of paper, placed in a container and mixed thoroughly. Then the number of slips required for the sample are drawn from the container. Although the reduction of the number of slips increases chances of remaining slips to be drawn, this method is considered to be unbiased. In RANDOM NUMBERS, all elements in the population are given numbers so that each number has the same number of digits in it. A table of random numbers is used to determine the elements selected for the sample. It is so designed that any digit from 0 to 9 has equal chance to appear in any given position in the table. The researcher selects any point from a table of random numbers and reads consecutive numbers in any direction, i.e. horizontally, vertically or diagonally. The researcher should decide the starting point before looking at any number in the table. This helps him avoid any suspicion of bias. The numbers read will indicate the numbers assigned to each of the elements to be selected for the sample (Rummel, 1964).

In the stratified sampling, the population is divided into subpopulation or domains of study, called strata. Then the sample is selected within each. The decided number of samples is drawn at random from each stratum.

Each domain, or subsample is treated as if it were itself a population for purposes of random sampling. Stratified sampling is useful when different sampling methods with different strata of the population are to be used. It is effective when different features for subgroups exist within the population. It is also useful when it is difficult to identify and sample individual items at random but easier by groups of families (Rummel, 1964).

A systematic sampling is a technique used when a roster of members from which selection can be made is available. Such members can be such that they cannot be randomized. Perhaps the randomization process would be not appropriate due to lack of manpower and finances. The researcher decides the sample interval (every n th element) which will give a desired percentage of the whole roster as a sample. Out of the first n elements, one (k) is drawn at random. Then, counting from k every n th element is drawn thereafter for the sample. To make an example, the researcher has 800 names in alphabetical order from telephone directory as a population. He must draw a sample at 20% sample interval. 20% of 800 is 160. He then collects the systematic sample by drawing at random one name from the first 160, and then every 160th name thereafter. A systematic sample is considered random as long as the purpose for the roster of elements has no effect on the variables of investigation under consideration.

The final sampling method under probability samples will be that of area or area-probability sampling. This method is used to obtain sample representative of various geographic areas. A complete list of all the individuals or elements within the entire geographic area or frame is not necessary if this method is used. This area-probability sampling method has been used in this study.

Judgment sampling is based on judgments made by those collecting the data. Two types of judgment sampling are purposive sampling and quota sampling.

In purposive sampling there are controls which are usually identified as representatives of certain aspects. Such controls can be identified as representative areas (city, county, state, district).

They can be identified as representative characteristics of individuals (age, sex, marital status, socio-economic status, race). Controls can also be types of groups (school administrators, school counselors, elementary teachers, secondary school teachers). A master design is developed by the researcher. The number of cases to be selected in the sample is proportionate to the total number of such cases with the 'control' characteristics in the population. These proportions are sometimes based on shallow and partial information about the population (Rummel, 1964).

In quota sampling, an interviewer is provided with a quota of cases he is to select considering each of several predetermined characteristics. The characteristics may be similar to those involved in purposive sampling. But he is given considerable freedom to choose the individual cases. This may lead to large biases due to the fact that those who are always available at the times and places may not be the representatives of the population. Researchers have tendency of using the line of least resistance in meeting their quotas. They ignore people in areas more difficult to reach. Poor supervision of interviewing teams and insufficiently defined controls have led to results that have contributed grave criticisms of the method. The method lacks a way of calculating the limits of possible error and cannot determine the required number for the sample. However, improvement in the use of techniques of judgment sampling can be enhanced. More attention must be given to developing good sampling designs, better training and supervision of interviewing teams. (Rummel, 1964).

The purpose of this investigation is to establish if the child's ability to form a proper balance between a pedagogic freedom and pedagogic authority constitutes an authentic pedagogic task of the pre-primary school educator. The population to be sampled was selected from certain pre-primary schools. About 120 educators from 25 pre-primary schools were involved in this investigation. Both educators and children at these pre-primary schools were carefully observed by the researcher during various education situations. Each educator from each pre-primary school was given a questionnaire to respond to questions and to submit it to the researcher.

These pre-primary schools were distributed unevenly in Natal and KwaZulu areas. 5 pre-primary schools were observed in Clermont/KwaDabeka areas. 10 pre-primary schools were visited at Umlazi area and 2 were in Umbumbulu area. 6 pre-primary schools were observed at Klaarwater/Marianhill areas and only 2 were visited at Ndwedwe area.

The number of educators observed and investigated in various schools spread from 1 educator up to 8 educators per pre-primary school. From 120 questionnaires presented to different educators of pre-primary schools, only 94 questionnaires were received.

5.4 PRESENTATION AND ANALYSIS OF DATA.

Respondents responded by either marking their choice with a tick (✓) on the boxes provided or by giving brief explanations where necessary.

SECTION A : BIOGRAPHICAL DATA.

1. Marital Status	Number Of Educators	%
Single	32	34.04
Married	42	44.68
Separated	1	1.06
Divorced	6	6.38
Widowed	12	12.77
Responses	93	98.94
Non-responses	1	1.06
Total	94	100

44.68% of the pre-primary school educators indicated that they are married and 34.04% are single. 12.77% indicated that they are widowed. The married and widowed educators together add up to 57.45% of the entire sample. It is interesting that a bigger number of the educators are mothers. They exercise their motherly love and care to children in their pre-primary schools.

2. Age Range

	Number Of Educators	%
Less than 20 years old	3	3.19
21 - 25 years old	15	15.96
26 - 30 years old	13	13.83
31 - 35 years old	15	15.96
36 - 40 years old	15	15.96
41 - 45 years old	7	7.45
46 - 50 years old	11	11.70
50 years old and over	14	14.89
Responses	93	98.94
Non-responses	1	1.06
Total	94	100

According to statistical information, most of the educators are adult people. Only 3.19% of the whole sample are less than 20 years old. 14.89% indicated that they are 50 years old and/or over. Most of them as were personally observed by the researcher are aged pensioners or retiring professionals. The education activity is the adult's sole responsibility. No child can educate the other children. Nevertheless, the old grandmothers who are retired from work may not be energetic and zealous to educate young children everyday.

3. Previous work

	Number Of Educators	%
Teaching	28	29.79
Nursing	2	2.13
Industry	15	15.96
Domestic Worker	18	19.15
Clerical Job	4	4.26
Housewife	10	10.64
Other	15	15.96
Responses	92	97.87
Non-responses	2	2.13
Total	94	100

29.79% of the educators who were asked by means of questionnaire indicated that they were teachers. The observation indicated that they are retiring teachers due to old age. The 'Other' category consisted of school leavers who have never done any work before except schooling. 15.96% of the respondents indicated that they were once workers in industries. The educators who are without professional training in Early Childhood Education must be helped to acquire it. This will help them to educate the young children effectively and properly.

4. Reason(s) for leaving previous work

	Number Of Educators	%
Marital Reasons	10	10.64
Retrenchment	8	8.51
Low Pay	19	20.21
No Job Satisfaction	12	12.77
Poor Work Conditions	4	4.26
Other	32	34.04
Responses	85	90.43
Non-responses	9	9.57
Total	94	100

10.64% of the educators indicated the reasons for leaving previous work as marital reasons. 8.51% indicated that they were retrenched and 20.21% indicated that they were poorly paid. 12.77% indicated that they were not satisfied with the job they were doing. 4.26% showed that there were poor working conditions. The 'Other' category had 34.04% of the respondents. The reason for such a large percentage might be that the housewives and school leavers had nothing to say and they then chose the 'Other' category.

5. Reason(s) for taking up the present work

	Number Of Educators	%
Making a living from it	9	9.57
Breadwinner	7	7.45
Love for teaching young children	69	73.40
Supplementing my family's income	8	8.51
Other	1	1.06
Responses	94	100
Non-responses	0	-
Total	94	100

73.40% of the respondents indicated that they took up pre-primary school teaching because they have love for teaching young children. It is doubtful whether the other respondents rated the other alternatives higher than that of 'love for teaching young children' or not. 9.57% of the respondents indicated that they wanted to work in order to make a living. 7.45% indicated that they were breadwinners. In the 'Other' category, 1.06% mentioned that they had specialised knowledge of pre-primary school education. A request was made to them to offer such knowledge to pre-primary school education. An educator who has love and interest in children may educate them competently.

6. Working hours per week

	Number Of Educators	%
Less than 25 hours per week	3	3.19
26 - 30 hours per week	6	6.38
31 - 40 hours per week	24	25.53
41 - 49 hours per week	21	22.34
50 hours or more per week	35	37.23
Responses	89	94.68
Non-responses	5	5.32
Total	94	100

37.23% of the respondents indicated that they work 50 hours or more per week. Only a very few of them are either supervisors or deputy supervisors of the educators in the pre-primary schools. 25.53% of the respondents indicated that they work between 31 - 40 hours per week. 3.19% indicated that they work less than 25 hours per week. 5.32% were non-respondents. Non-respondents were perhaps caused by either laziness or inability to calculate numbers. People who have a reasonable amount of working hours per week, tend to perform their duties well. But over-loaded people cannot do their work satisfactorily. By the same token, educators with a fair duty load can execute their educational tasks well but those who are over-loaded can get tired and bored easily.

7. Your current monthly income

	Number Of Educators	%
Less than R100 per month	12	12.77
R100 - R150 per month	30	31.92
R150 - R200 per month	13	13.83
R200 - R250 per month	22	23.40
R250 - R300 per month	8	8.51
R300 - R350 per month	2	2.13
R350 - R400 per month	3	3.19
R400 - R450 per month	0	-
R450 - R500 per month	1	1.06
R500 - R550 per month	1	1.06
R550 or more per month	1	1.06
Responses	93	98.94
Non-responses	1	1.06
Total	94	100

The majority of the respondents(31.92%) indicated that they earn between R100 - R150 per month. 23.40% of the educators indicated that they earn between R200 - R250 per month. 13.83% indicated that they earn between R150 - R200 per month. 12.77% of the respondents indicated that they earn less than R100 per month. 8.51% indicated that they earn between R250 - R300 per month. 3.19% of the respondents indicated that they earn between R350 - R400 per month. Only a very few (1.06%) indicated that they earn between R450 - R500 per month; another 1.06% earn between R500 - R550 per month and the remaining 1.06% indicated that they earn between R550 or more per month.

Generally, poorly paid workers perform their work haphazardly. "A fair pay for a fair day's work" must be applied if proper education is to be realized in pre-primary schools as well.

8. Your Level of Education

	Number Of Educators	%
No Schooling	1	1.06
Lower Primary(SSA -Std 2)	3	3.19
Higher Primary(Stds 3 - 5)	4	4.26
Junior Secondary(Stds 6 - 8)	51	54.26
Senior Secondary(Stds 9 - 10)	29	30.85
Tertiary Education(Diploma/Degree)	3	3.19
Responses	91	96.81
Non-responses	3	3.19
Total	94	100

The majority of the respondents(54.26%) indicated that they went up to Junior Secondary School Education. It was not clear whether they reached Std 8 or not. 30.85% indicated that they obtained Senior Secondary School Education. Again, it was not clear whether they passed Std 10 or not. But most of them were young people who could have passed Std 10 at school. 4.26% obtained Higher Primary School Education (Stds 3 - 5) . 3.19% obtained Lower Primary School Education (SSA - Std 2) and another 3.19% obtained Tertiary Education (Teachers' Diploma/Certificates or university Degrees). Only 1.06% indicated that there was no schooling. The non-responses were due to the fact that formal educational levels are always treated as private affair for a person. The fact that very few educators(3.19%) obtained tertiary education implies that the pre-primary school educators are generally unqualified to teach young children. They must be trained adequately so that they may be able to perform their educational rôle properly and professionally.

9. Is your employment subsidized by the government or any other bodies?

	Number Of Educators	%
Yes	47	50
No	41	43.62
Responses	88	93.62
Non-responses	6	6.38
Total	94	100

50% of the respondents indicated that the pre-primary school fees and salaries for educators were supported by donations. Such donations are from either the private sector or community organizations. 43.62% indicated the 'No' response and explained briefly and clearly that their activities were backed financially by the school fees the parents pay regularly. The government seems to have no helping hand in the pre-primary school education according to what was revealed by the research. Naturally, all people in their activities seem to be highly determined and zealous if they know that the national government is involved in one way or other with the social activities. The government can assist the pre-primary school education activities by financing and standardizing education programmes for the whole nation.

10. Do you like teaching?

	Number Of Educators	%
I like it very much	91	96.00
I like it	2	2.13
I dislike it	0	-
I dislike it very much	0	-
Responses	93	98.94
Non-responses	1	1.06
Total	94	100

Almost all respondents(96.81%) indicated that they like teaching very much. Even 2.13% showed that they like teaching. There was only 1.06% for non-response. The research has indicated that almost all educators do the work that they like very much. Therefore, what they like doing they must be trained to do it properly and professionally, particularly if this refers to early childhood education.

SECTION B : THE CHILD'S DEVELOPMENT OF A PROPER BALANCE
BETWEEN A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY.

11. What are the average age ranges of pre-primary school beginners?

	Number Of Educators	%
1½ years - 2 years old	32	34.04
2 years - 2½ years old	9	9.57
2½ years - 3 years old	11	11.70
2½ years - 4 years old	14	14.89
Other(Please Specify)	28	29.79
Responses	94	100
Non-responses	0	-
Total	94	100

The majority of respondents (34.04%) indicated that the pre-primary school beginners' average age ranges are usually 1½ - 2 years old. However, 29.79% provided different answers in the 'Other' category. Some said that even children younger than one year are admitted at these pre-primary schools. Others mentioned that from 10 months old up to 6 years old are admitted. 14.89% of the respondents indicated that most children are admitted when they are between the ages of 2½ years and 4 years old. 11.70% indicated that they are admitted when they are between 2½ years - 3 years old. 9.57% indicated that the average age ranges of beginners are usually between 2 years - 2½ years old.

The diversity of responses was caused by the fact that most of the pre-primary schools are still conducted within the Creches or Child Care Centres. These centres usually keep very young children. Educating very young children who are under the age of 3 years old is a difficult task. The younger the child is the more difficult it is to give proper and planned educational activities.

12. How is the child's verbal communication when he arrives at the pre-primary school for the first time?

	Number Of Educators	%
Very good	43	45.75
Good	13	13.83
Satisfactory	12	12.77
Poor	19	20.21
Very poor	6	6.38
Responses	93	98.94
Non-responses	1	1.06
Total	94	100

45.75% of educators indicated that the child's verbal communication is very good when he arrives there for the first time. 13.83% said that it is good, 12.77% indicated that it is satisfactory. Only 20.21% indicated that it is poor and 6.38% said that it is very poor. 1.06% did not respond to this question. It is only a child who participates in speech progressively well, that can learn effectively from his pre-primary school educators. Truly speaking, the individual child has unique ability to use his mother tongue pretty well. However, the educators can do a tremendous enhancement in the development of the child's mother tongue.

13. How is the child's verbal communication when he leaves the pre-primary school for the primary school?

	Number Of Educators	%
Very good	80	85.11
Good	2	2.13
Satisfactory	12	12.77
Poor	0	-
Very poor	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

85.11% of the respondents indicated that the child's verbal communication is very good when he leaves the pre-primary school for the primary school. 12.77% of them indicated that it is satisfactory. Only 2.13% indicated that it is good. Generally, it can be said that it is good. The reason for this improvement can be found from the child's stay with his pre-primary school educators. The child converses with his educators and they correct him where he makes mistakes. The child also converses with other children and this promotes his frequent language usage. When he begins the primary school education, he has been prepared for it and is also ready for it in various ways.

14. How often does a child use a freedom of choice in his learning activities?

	Number Of Educators	%
Always	64	68.08
Sometimes	25	26.60
Never	3	3.19
Responses	92	97.87
Non-responses	2	2.13
Total	94	100

68.08% of the respondents indicated that a child always uses a freedom of choice in his learning activities. 26.60% said that a child uses it sometimes. Only 3.19% indicated that a child never uses a freedom of choice in his learning activities. The child must be encouraged to use his freedom of choice in his learning activities. This will promote the child's development of responsible freedom.

15. How often is the child restricted to use his freedom of choice in his learning activities?

	Number Of Educators	%
Always	26	27.66
Seldom	54	57.44
Never	12	12.77
Responses	92	97.87
Non-responses	2	2.13
Total	94	100

57.44% of the respondents indicated that the child is seldom restricted to use his freedom of choice in learning activities. 27.66% of them said that he is always restricted to use it. Only 12.77% said that he is never restricted to use his freedom of choice in his learning activities. The child may be restricted to use his freedom of choice only if his freedom disturbs the general flow of the pre-primary school programmes. The child needs to know that his freedom of choice can sometimes be restricted by certain restraints without forfeiting his personal image.

16. Is the child purposely permitted to feel free, happy and useful during his playful activities?

	Number Of Educators	%
Yes	89	94.68
No	3	3.19
Responses	92	97.87
Non-responses	2	2.13
Total	94	100

94.68% of the respondents said 'Yes' to the above question and only 3.19% of them said 'No'. Only 2.13% were non-responses. The child must be purposely allowed to feel free, happy and useful during his playful activities. A child who is provided with educational opportunities so as to make him feel free, happy and useful in his playful activities can change these into work activities. This is essential especially in formal education and work situations.

17. Who usually decides for the child to make a choice of toys he wants to play with at school?

	Number Of Educators	%
Child himself	78	82.98
Teacher	16	17.02
Other children	0	-
Other(Please Specify)	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

The majority of the respondents(82.98%) indicated that the child himself decides in making a choice of toys he wants to play with at school. Only 17.02% of them indicated that it is the teacher who usually decides for him which toys to play with. In fact the educator should provide a variety of toys at the child's disposal so as to enable him to make a relevant choice. By allowing the child to make little decisions he is helpfully guided to bear responsibility.

18. How often is the child's play regulated by the teacher?

	Number Of Educators	%
Very often	12	12.77
Sometimes	75	79.79
Never	6	6.38
Responses	93	98.94
Non-responses	1	1.06
Total	94	100

The majority of the respondents (79.79%) indicated that the child's play is regulated by the teacher sometimes. 12.77% said that it is regulated by the teacher too often. Only 6.38% said that it is never regulated by the teacher. The teacher should regulate regularly the child's play even if this regulation means standing at the back and observe the child plays. The child's play must be regulated in a suggestive manner. Such an adult's regulation should be aimed at promoting the child's obedience to authority of the educator. The child's self-control can also be developed by the educator's authoritative regulation.

19. What must be done to a child who for the first time does something wrong?

	Number Of Educators	%
Nothing	2	2.13
Warning	81	86.17
Praising him for effort shown	7	7.45
Indifferent attitude towards what he has done	0	-
Other(Please Specify)	4	4.25
Responses	94	100
Non-responses	0	-
Total	94	100

86.17% of the respondents indicated that a child must be warned. 7.45% of them said that he must be praised for effort shown. 2.13% of them said that nothing must be done to him. Only 4.25% of the respondents answered in the 'Other' category. Some of these in this category said that the child must be punished. Others from the same category said that he must be excluded from the other children. The fact is, if he does something wrong for the first time, he must be told that he is doing something wrong. He must be warned that he should not do it again.

20. What must be done to a child who does wrong things continuously and purposely?

	Number Of Educators	%
Nothing at all	1	1.06
He must be intervened and shown the right thing to do	88	93.62
Praise him for effort shown	3	3.19
Indifferent attitude by the educator to what the child is doing	2	2.13
Responses	94	100
Non-responses	0	-
Total	94	100

93.62% of respondents indicated that a child who does wrongly continuously and purposely must be intervened and shown the right things to do. 3.19% of them said that the same child must be praised for effort shown. 2.13% of them said that the educator should have indifferent attitude to what he is doing. Only 1.06% of them said that nothing must be done to that child. Usually a child does something wrong continuously and purposely because he does not know that what he is doing is wrong. Therefore, the educator's intervention in the child's wrong deeds is needed to stop the child from continuing doing wrong and show him the right thing to do.

21. Do you like to tell and show the child what is proper and right?

	Number Of Educators	%
I like it very much	94	100
I like it	0	-
I dislike it	0	-
I dislike it very much	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

The entire sample indicated that they like to tell and show the child what is proper and right. The child must be told and shown what is proper and right to do. Too often, a child says and does wrongly just because he is ignorant. Naturally, a child conceals his ignorance from other people to see it. The educator can detect it by what the child does and says.

22. Do you like to provide for the child the educational opportunities so as to assist him live a life which is worthy of being human?

	Number Of Educators	%
I like it very much	92	97.87
I like it	0	-
I dislike it	0	-
I dislike it very much	0	-
Responses	92	97.87
Non-responses	2	2.13
Total	94	100

Almost the entire sample indicated that they like very much to provide for the child the educational opportunities so as to assist him live a life which is worthy of being human. Only 2.13% of the sample did not respond to this question. The child needs to be provided with a variety of the educational opportunities. Such opportunities make the child develop human worthiness.

23. Do you agree that a child needs an educator's guidance and help to be able to distinguish between good and bad, proper and improper?

	Number Of Educators	%
I agree strongly	94	100
I agree	0	-
I disagree	0	-
I disagree strongly	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

100% of the respondents indicated that they agree strongly that a child needs his educator's guidance and help to be able to distinguish between good and bad, proper and improper. Therefore, their positive response to this question implies that the educator's authoritative and sympathetic guidance is needed by the child. This enables the child to distinguish successfully between right and wrong, good and evil, proper and improper, and true and false.

24. Do you agree that the child does not accept automatically the educator's authority without having been guided continuously and consistently by the educator?

	Number Of Educators	%
I agree strongly	88	93.62
I agree	1	1.06
I disagree	2	2.13
I disagree strongly	0	-
Responses	91	96.81
Non-responses	3	3.19
Total	94	100

The majority of the subjects (93.62%) indicated that they agree strongly with the idea that the child accepts the educator's authority through the latter's continuous and consistent guidance. 1.06% of them indicated that they just agree with the same idea. 2.13% of them said that they disagree with this idea. Non-responses were 3.19% of the entire group researched. The educator must be consistent and persistent with her authoritative and sympathetic guidance to the child's development to a proper adult.

25. The educator's authority makes the child feel secured and well protected.

	Number Of Educators	%
This is very true	80	85.11
This is true	14	14.89
This is false	0	-
This is very false	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

85.11% of the respondents indicated that it is very true that the educator's authority makes the child feel secured and well protected. 14.89% of them said that it is true. The child who has the feeling of security and protection will, if he senses danger, seek for the educator's protection (authority).

26. The child must be guided to the effect that his freedom demands responsibility from him.

	Number Of Educators	%
I agree strongly	88	93.62
I agree	4	4.25
I disagree	0	-
I disagree strongly	0	-
Responses	92	97.87
Non-responses	2	2.13
Total	94	100

Almost all the respondents(93.62%) indicated that they agree strongly with the opinion that a child must be guided to realize that his freedom demands responsibility from him. Only 4.25% said that they just agree with this idea.

Non-responses were 2.13% . To support the idea that freedom which demands responsibility is developed,two young children were observed at a certain pre-primary school. Both were little girls of five and three years old. They told the observer that they were exempted from attending the morning prayers because they had responsibility to answer the telephone calls. They were told to go and call the educators at the assembly as soon as they heard the telephone call. Therefore,their responsible freedom was spent in the office until the morning prayer was over.

27. A free child is determined to venture into the unknown and explore his life-world.

	Number Of Educators	%
I agree strongly	81	86.17
I agree	5	5.32
I disagree	2	2.13
I disagree strongly	1	1.06
Responses	89	94.68
Non-responses	5	5.32
Total	94	100

86.17% of the subjects of research indicated that they agree strongly with the notion that a free child is determined to venture into the unknown and explore his life-world. 5.32% of them indicated that they just agree with this idea. 2.13% said that they disagree with this idea. Only 1.06% said that they disagree strongly that a child who is free is determined to venture into the unknown and explore his life-world. Only 5.32% of the sample did not respond to this question. Therefore, educators should create the free educational opportunities which will promote the child's willingness and determination to venture into the unknown and explore the world around him.

28. The educator's authority must be used with love and sympathy while the child's freedom should be developed to responsible self-determination.

	Number Of Educators	%
This is very true	93	98.94
This is true	1	1.06
This is false	0	-
This is very false	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

Almost all respondents(98.94) indicated that this is very true that the educator's authority must be used with love and sympathy while the child's freedom should be developed to responsible self-determination. Only 1.06% of them said that this is just true. Only with love and sympathy can the educator's authority enhance the development of the child's freedom to responsible self-determination.

29. The child should be helped to realise that his freedom has to be controlled by the authority of the educator.

	Number Of Educators	%
I agree strongly	86	91.49
I agree	7	7.45
I disagree	0	-
I disagree strongly	0	-
Responses	93	98.94
Non-responses	1	1.06
Total	94	100

91.49% of the respondents indicated that they agree strongly that a child should be helped to realise that his freedom has to be controlled by the educator's authority. 7.45% of them just agree with this idea. 1.06% of them did not respond to this question. A child must learn that his freedom has got to be controlled by other people. This control of the child's freedom helps in forming in the child self-control.

30. The authority of the educator must be controlled and limited by the freedom a child possesses.

	Number Of Educators	%
I agree strongly	74	78.72
I agree	5	5.32
I disagree	8	8.50
I disagree strongly	1	1.06
Responses	88	93.62
Non-responses	6	6.38
Total	94	100

78.72% of the respondents indicated that they agree strongly with the idea that the educator's authority must be controlled and limited by the child's freedom. 5.32% of them indicated that they just agree with this idea. 8.50% of them disagree and only 1.06% of the respondents disagree strongly with this idea. The educator should give as much authority as it is needed by the child's freedom. There should be a compromise between the educator's authority and the child's freedom.

SECTION C : THE TEACHER'S DEVELOPMENT PROGRAMMES.

31. The availability of pre-primary school teachers' In-Service-Training Programmes:

	Number Of Educators	%
Not available	1	1.06
Sometimes available	33	35.11
Always available	57	60.64
Responses	91	96.81
Non-responses	3	3.19
Total	94	100

60.64% of the respondents indicated that there is always available of the pre-primary school teachers in-service-training programmes. However, there were those (35.11% of respondents) who indicated that these programmes are sometimes available. Only 1.06% of the respondents said that the programmes are not available. 3.19% of them did not respond to this question. There is an urgent need for the pre-primary school educators to receive a thorough and proper training in the pre-primary education. Such training will enable them to execute their educative role professionally.

32. Do you have the pre-primary school teachers' educational tours to well established centres for Early Childhood Education?

	Number Of Educators	%
Always	47	50
Sometimes	42	44.68
Never	2	2.13
Responses	91	96.81
Non-responses	3	3.19
Total	94	100

50% of the respondents indicated that they always have the pre-primary school teachers' educational tours to well established centres for Early Childhood Education. 44.68% of them indicated that they sometimes have these educational tours. Only 2.13% indicated that they never have these educational tours. 3.19% of them did not answer this question. By visiting to well established centres for the early child education, the pre-primary school educators learn and observe many useful skills and techniques.

They can improve their own educative teaching skills.

33. Do you like to upgrade your education through correspondence college?

	Number Of Educators	%
I like it very much	77	81.92
I like it	9	9.57
I dislike it	3	3.19
I dislike it very much	0	-
Responses	89	94.68
Non-responses	5	5.32
Total	94	100

81.92% of the research subjects indicated that they like very much to upgrade their education by correspondence colleges. 9.57% of them indicated that they just like it. Only 3.19% of them said that they dislike it. 5.32% of them were non-respondents to this question. The pre-primary school educators must be encouraged to upgrade their education. It is only through upgrading one's education that one may be able to confront the demands made by education in the world of modern technology.

34. Which education streamline would you like to specialise in?

	Number Of Educators	%
None	2	2.13
Pre-school education	76	80.85
Primary education(SSA - Std 5)	2	2.13
Secondary education(Stds 6 - 10)	8	8.51
Tertiary education(College/University)	6	6.38
Other(Please Specify)	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

80.85% of the respondents indicated that they would like to specialise in pre-school education. 8.51% of them indicated that they would like to specialise in secondary education. 6.38% of respondents said that they like to specialise in tertiary education and 2.13% of them said that they would like to specialise in primary education. Only 2.13% of the respondents indicated that they do not like to specialise in any education streamline. Specialisation in professional teacher-training may produce teachers with efficient educative teaching.

35. In your opinion, how important is early childhood education?

	Number Of Educators	%
Very important	94	100
Just important	0	-
Unimportant	0	-
Very unimportant	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

100% of the respondents believe that early childhood education is very important. According to research, pre-primary school educators need to be trained professionally to enable them to execute their educative task properly and confidently. Such properly trained educators will be able to develop to the pre-primary school child a positive attitude towards primary school education and successive education.

36. According to you, is the cooperation between the teachers and parents in their children's education necessary?

	Number Of Educators	%
Very necessary	94	100
Just necessary	0	-
Unnecessary	0	-
Very unnecessary	0	-
Responses	94	100
Non-responses	0	-
Total	94	100

All the respondents(94) indicated that it is very necessary for the pre-primary school educators to cooperate with the parents of the pre-primary school children. The up-to-date information from either a parent or a teacher helps to remedy the child's learning problems. It also facilitates the child's development towards proper adulthood.

37. Which way of communication do you prefer in reporting to a parent about her child's schoolwork.

	Number Of Educators	%
Face to face meeting with a parent	61	64.89
Circular letters sent to parents	30	31.92
A teacher's oral message given to a child to his parent.	2	2.13
Other(Please Specify)	1	1.06
Responses	94	100
Non-responses	0	-
Total	94	100

64.89% Of the responses indicated that they prefer to meet the parent face to face when they want to report to a parent about her child's schoolwork. 31.92% of them said that they prefer sending a circular letter to parents. Only 2.13% of them said that they would send a teacher's oral message to a parent by a pre-primary school child. In the 'Other' category one respondent pointed out that personal telephone calls are made to discuss with the parents about their children's schoolwork. A pre-primary school educator must try to make some means of meeting parents on a regular basis about their children's schoolwork.

38. Which means are made to try and meet parents of pre-school children?

	Number Of Educators	%
No means at all	1	1.06
Quarterly teacher-parents' meetings	70	74.47
Half-yearly teacher-parents' meetings	6	6.38
Once a year teacher-parents' meetings	7	7.45
Other(Please specify)	7	7.45
Responses	91	96.81
Non-responses	3	3.19
Total	94	100

74.47% of the research subjects indicated that they make means to try and meet parents of the pre-primary school children in quarterly-teacher-parents' meetings. 7.45% of them said that they meet the parents once in a year during teacher-parents' meetings. Some respondents amongst 7.45% answered that they meet monthly with the parents. Others from the same category of the 'Other' indicated that they hold personal discussion with the parents when the children are brought or fetched. Only 1.06% said that no means are made to meet the parent. 3.19% of the sample did not respond to this question. The pre-primary school educators should try to meet regularly with the parents of the children in the pre-primary schools. Such meetings may solve the educational problems that may have arisen in the course of time.

39. How is parents' attendance at these teacher-parents' meetings?

	Number Of Educators	%
Excellent	26	27.66
Very good	22	23.40
Good	12	12.77
Fair	14	14.89
Poor	16	17.02
Very poor	1	1.06
Responses	91	96.81
Non-responses	3	3.19
Total	94	100

27.66% of the subjects of research indicated that the parents' attendance at these teacher-parents' meetings is excellent. 23.40% of them indicated that it is very good. 12.77% of the subjects indicated that it is good. 14.89% of them indicated that it is fair. 17.02% of the research subjects indicated that the parents' attendance at these teacher-parents' meetings is poor. 1.06% of them indicated that it is poor. Only 3.19% of the sample were non-responsive. The pre-primary school educators should urge and encourage the parents to attend at the teacher-parents' meetings. This will enable the educators to discuss and solve with the parents any educational problems which may be prevailing in the pre-primary schools.

5.5 ANALYSIS AND EVALUATION OF DATA.

The major hypothesis was tested by the following questions; 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 and 30. It was found that the pre-primary school educators are in a better position to execute the educative task. This is due to the fact that most of the parents leave their young children at home early in the morning and go to work. They come late from work and attend other small chores of the house. Therefore, parents have not enough time of educating their young children to the same extent they would do if they were not working. The pre-primary school educators have an important educational rôle to play in the development of the young children towards the free but responsible self-determined persons. It was shown that children begin to attend at a pre-primary school at a very young age, 1½ years to 2 years old. This means that their language development, amongst others, has not been completed yet. The educators have the additional task of helping the young children to master their vernacular language. The child's mastery of his mother tongue facilitates the occurrence of formal education. The majority of respondents to the question pertaining to the child's verbal communication when he begins at the pre-primary school indicated that it is very good. But following the majority were those who indicated that it is poor. One wonders how can a beginner's verbal communication be very good at a pre-primary school level! The educators need to attend to individual children's needs as far as the further development of their mother tongue is concerned. The researcher had an opportunity to converse with a five year old boy in a certain pre-primary school. The little boy could not help saying 'yesterday' when he actually meant 'tomorrow' .

A child must always be encouraged to use his freedom of choice in his learning activities. This helps him in learning easily and meaningfully. Restriction to the child's use of freedom of choice in his learning activities may only be imposed if the child disturbs the general school programme. Reasons for restricting him must be given to him and he must be helped to understand them.

A child who is allowed to make decisions, no matter however small they may be, is helped to feel free, happy and creative during his fantasies. Most respondents indicated that the child must be warned if he does something wrong for the first time. This warning gives the educator a chance to intervene in the child's play and regulate the child's play, even if this means watching him at the background as he plays.

The educator need not always make the child be aware that she regulates his play constantly. The educator must tell and show the child whom she educates all that is proper and right. The research has shown that all respondents indicated that they like very much to tell and show to the child what is proper and right. Almost all of the respondents indicated that they like to give to a child the educational opportunities so as to help him live a human life which is full of worthiness. A child cannot be able to live a human life without the educator's authoritative and sympathetic guidance and help towards that type of life. A child who heeds the educator's authority will find it easy to conform to a school life when he begins formal education.

One of the minor hypotheses states that there is a close relationship between the pre-primary school educator's educational rôle and her professional training. A professionally trained educator can perform the best results in her educational tasks. It was confirmed by this research in the responses to the questions 33 and 34. About 82% of the respondents indicated that they would like to upgrade their education through correspondence colleges.

In the case of specialisation in professional training 81% of the respondents indicated that they would like to specialise in pre-school education. The deduction that may be drawn is that one's desire to upgrade one's education leads to the wish to improve the quality output in one's job. In order to improve their educative teaching skills the respondents indicated that they always have educational tours to well established centres for Early Childhood Education.

The researcher observed that in the case of the educators who have undertaken the professional training in teaching the young children, they are confident with their educative task. They also perform their educational rôles effectively and professionally.

Another minor hypothesis suggests that there is a close relationship between the educator's age and her educational performance output. Most of the retiring educators who were observed told the researcher that they were very tired of educating the children. These old age educators pointed out clearly that they were old age pensioners. They were working to supplement their families' incomes.

The research also revealed that very old educators (above 50 years of age) indicated that they do not like to upgrade their education. The main reason for their dislike was that they feel that they may not succeed. By disliking to upgrade their education, they make themselves unable to be conversant with the new skills and modern teaching methods. It is normally the young people who are energetic and determined to achieve a sound educational task. An educator should like her educational work. If she likes it she will be prepared to improve herself in her work. Training is most important and those who are in the position to be trained should make full use of the opportunities available to them.

A minor hypothesis suggests that there must be cooperation between the educators and the parents of the children in the pre-primary schools. It was tested by questions 36, 37, 38 and 39. All the respondents indicated that it is very necessary to cooperate with the parents in their children's education. Those educators who were observed by the researcher added to the importance of this cooperation. They emphasised that they get an opportunity to ask specific questions about individual children.

In the case of communicating with the parents, the majority of the respondents (64.89%) preferred meeting the parents face to face to sending an oral message to a parent by a child (2.13% of the respondents). 31.91% of the respondents chose to communicate with the parents by circular letters.

Others even recommended communicating with them through the telephone calls if it is possible. The telephone conversations between the educators and parents can be made especially in the cases of emergency. It is essential that the educators and parents meet regularly so as to discuss the educational problems that might develop in the course of time. It is motivating to see that the parents have begun to realise the importance of these teacher-parents' meetings. However, the research has also shown that in some places the parents' attendance is still poor. (17.02% of the respondents indicated to be so). In other places it was indicated that it is even very poor, 1.06% of the respondents indicated thus. The educators are encouraged by seeing the parents' concern about the education of their children.

5.6 THE NEED FOR THE COOPERATION BETWEEN THE PRE-PRIMARY SCHOOL EDUCATORS AND PARENTS IN THE PRE-PRIMARY SCHOOL EDUCATION.

It goes without saying that there should always be a close cooperation between the parents and pre-primary school educators. The mother especially, must visit occasionally at the pre-primary school where her child goes. Such visits convince her child that she (the mother) approves of the pre-primary school educators in the house. The child also realises that his mother is friendly to his pre-primary school educators. The mother can get an opportunity to discuss with the educators the personality traits of her child. This is the ideal time when the mother should indicate very clearly the likes and dislikes about food, sleeping habits, participating in various games and lavatory use by her child.

As part of cooperative work, the parents must ask the child what he has learnt at school on each day. This makes the child know that his parents think about him while they are apart from each other. The child suddenly knows that he is not left alone in his school work but both the educators and his parents are with him. This eventually eliminates the young children's tendency of playing one adult against

the other as far as their school work is concerned. But as soon as the children see that both adults (parent and teacher) show interest in their school work, they stop cheating. Their cooperative work must be aimed at achieving the child's development to proper adulthood. The parents' discussion with the child about a day's events is an essential contribution to the child's development towards proper adulthood (Mlondo, 1988).

By working together with the teachers, the parents can easily see if her development of attitudes, opinions and interests in the child coincides with theirs. Together they guide the child, impart their values to him and help him to identify with the adults' values. (Mlondo, 1988).

The most important educative task of the parents is to encourage the child to go to school regularly and to supervise the child's homework (Luthuli, 1985).

In addition to statutory bodies such as school committees, school management councils, school governing bodies, etc, there must be teacher-parent associations. The latter are non-statutory parent-teacher associations. The main function of these bodies is to join the efforts of parents and teachers to a very limited degree when some service is needed by the school. The services may include amongst others, collection of funds, entertainment, aid with the transportation of the children and assisting with serving the children during meals. (Van Schalkwyk, 1986).

The parents of the pre-primary school children must see to it that the education of their children takes place in accordance with their philosophy of life. The teaching methods, aim, contents, evaluation and management of education should align with their view of life to a certain extent. (Van Schalkwyk, 1986).

5.7 CONCLUSION.

The study has confirmed the supposition which was postulated at the beginning: The child's ability to form a proper balance between a pedagogic freedom and pedagogic authority constitutes an authentic pedagogic task for the pre-primary school educator.

In order to be able to carry out their educative activities effectively, the pre-primary school educators must be trained in their education profession. They should realise the responsibility imposed upon them by their educative task. They need to know more what the philosophy of education and child development are all about. Their professional training will enable them to confront with courage and confidence the exposition to such a critical phase of the child's development. The child is readily susceptible to any kind of conformity, that is, positive or negative moulding of the child. But if the educators have studied Education as a profession, they are in a better position to approach and practise it systematically and professionally.

It is disappointing to notice that a very few pre-primary school educators have attained the minimum professional teachers' qualifications. Most of them indicated that they have junior secondary school education. This implies that they do not possess the current professional knowledge on the child development. Therefore, they may not be able to relate their educative task to the philosophical foundations of education as a means of a human being's existence in the world.

5.8 REFERENCES.

1. Good,C.V.(1972) : Fundamentals Of Educational Research.
Englewood Cliffs, New Jersey :
Prentice-Hall.
2. Helmstadter,G.C.(1970) : Research Concepts In Human Behaviour
New York : Meredith Corporation.
3. Luthuli P.C.(1985) : What Ought To Be In Black Education.
Durban : Butterworths.
4. Mahlangu,D.M.D.(1987) : Educational Research Methodology.
Pretoria : De Jager-HAUM Publishers.
5. Mlondo,N.M.(1988) : The Educational Rôle Of A Black
Working Mother.(Unpublished M.Ed.
Dissertation,University Of Zululand).
6. Oppenheim,A.N.C.(1966) : Questionnaire Design And Attitude
Measurement. London : Heineman
Educational Books LTD.
7. Rummel,J.F.(1964) : An Introduction To Research Procedure
In Education. New York/Evanston
London : Harper And Row Publishers.
8. Sandven J.(1963) : The Rôle Of Educational Research In
Social Education. Norway/U.K./U.S.:
Scandinavian University Books.
9. Tuckman,B.W.(1978) : Conducting Educational Research.
New York : Harcourt Brace,Javanovich.
10. Van Schalkwyk,O.J.(1986) : The Educational System.Theory And
Practice. Silverton:Educo Publishers.

CHAPTER VI

A REVIEW OF THIS STUDY, CONCLUSIONS, RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS, THE NEED FOR MORE RESEARCH AND GENERAL SUMMARY.

6.1 INTRODUCTION.

The main objective of undertaking any scientific investigation should be to pursue the scientific knowledge, fathom it and apply the findings to the community's services. By the same token the educational research results should of great necessity be made available to the educational planners and other social bodies in the society. Such educational results may be used to improve the unfavourable conditions in education.

The research findings when applied to the education situations should confirm the validity and strength of the formulated hypothesis. Such findings must be considered when the young children are educated to become proper adults. What has been highlighted and recommended in the research must not be regarded as 'cut-and-dry' recipe but merely as guidelines. Such guidelines may be used to determine the direction of both the present and future educational course.

The study as a whole has significance to education. The educational implications aim at improving and innovating the education situations.

6.2 GENERAL REVIEW OF FINDINGS AND RELEVANT CONCLUSIONS.

One of the drawbacks of the research was that some of the pre-primary school educators could not participate in the research. Their refusal was connected with the contract they took with their affiliation organizations. Another drawback of the research findings was that most of the respondents still think that research questionnaires are similar to test or examination questions. They therefore hesitated to take part in responding to the questionnaire.

Other pre-primary school educators did not want to participate in the research. They told the researcher that they feared that the research would reveal their state of being unqualified to educate the young children in the pre-primary schools. They thought that their involvement with the research would eventually deprive them of the source of their income. They also wanted to know if the research would bring some improvement in their earning power or sponsor any donations. In some places, with political turmoil, the educators simply associated the research process with the political dealings. This made the research to proceed very difficult .

The research findings have indicated that most of the pre-primary school educators are either unqualified or semi-qualified for their educational task. They need to be trained in pre-primary school education. This will help them to perform their educative rôle effectively and professionally. The pre-primary school educators cannot evade the educational responsibility which has been entrusted to them by today's family structure and family life. The working parents, especially mothers, hope that their educational rôles will be achieved by the pre-primary school educators. There are a number of reasons for such hope from the parents. The status of women has been rapidly raised and advances in technology within the home are the inevitable realities. There are increased mobility, the confusing marriage rôles and easier divorce. The level of education has been raised. The parents have high expectations about their children's future. All these factors have made the pre-primary school educator's educative task to be more demanding than was the case before. The child-caring and child-rearing tasks have assumed the most central position in the every family's life. It is in this respect that pre-primary school educators need thorough professional training in their educational rôles.

Stimulation and encouragement can be developed and maintained to the pre-primary school educators only if they have insight in their educative work.

This study has tried to establish that the pre-primary school educators need to understand the education situation before they embark on it. They must know what constitutes the education situation. They must know that the education situation embraces amongst other things, pedagogic freedom, pedagogic authority and the balance that should be maintained between them. The pre-primary school educators should understand the educational concepts such as: child, childhood, adult, adulthood, educator, education, morality and contents of education. The knowledge of these concepts will help them to understand and perform their educative task properly.

If the pre-primary school educators are not trained along the professional lines of education, their educative rôles will remain primitive, unsystematic and unscientific in appearance and action. This is in fact also true for all the teachers in the teaching profession.

6.3 RECOMMENDATIONS AND EDUCATIONAL IMPLICATIONS.

The research discovered a number of obstructing factors for the educators in performing their educational tasks competently. These hindering factors are amongst others, financial problems, the lack of standardization of the pre-primary school education which results in contradictory teaching. There is also lack of the reliable transport for children who need it. The educators complained about the lack of government aid in pre-primary school education. They also pointed out clearly that their working conditions have nothing to be desired. From what have been mentioned above, the following can be recommended so as to alleviate the infertile education situations:

- (1) the pre-primary school educators need to be trained thoroughly so as to enable them to execute their educational task professionally and systematically. Such professional training will derive confidence and courage in the educators to do their work responsibly.

- (2) the sponsorship and donations from large companies and community private sectors should support the pre-primary school education activities. This they should do because the companies and private sectors get their financial stability from the community. The companies and private sectors can be investing intelligently for future manpower supply if they attend to the community's basic needs one of them being the pre-primary school education.
- (3) The government can support the pre-primary school education in various ways. It can assist the pre-primary school education by standardizing it and offering help in teacher-training courses. These courses may be either pre-service or in-service-teachers' courses. Such teacher-training courses will help in avoiding the contradictory teaching which is caused by cultural differences. To avoid the contradictory teaching to young children, the adults should not expose the young children to education situations which have double standards. Harmony between the home education and pre-primary school education should always be maintained.
- (4) the government's financial aid in the pre-primary school education will guarantee its future citizens who will have been brought up properly.
- (5) transporting of the children to and from school should be a reliable and punctual service. Those who are involved in transporting the children should know that they are involved directly in educating the young children during these transporting periods. These educative periods are usually controlled by either the parents or schoolbus drivers.
- (6) the working conditions in the pre-primary schools should be developed to be similar to those of popular professions and trades. The pre-primary school educators should be satisfied with their educational work in the pre-primary schools. They should enjoy certain fringe benefits like the other professional workers. They should be paid at least a salary which will enable them to make a living. Such a living salary may encourage them to educate the young children efficiently.

- (7) the community's cooperation in the pre-primary school education should be encouraged strongly. The community members should do every means to promote the education progress of their children. The community members should not expect remuneration for the supportive work they render in the pre-primary schools where their children go. Female members of the community can do anything like fundraising, visiting at the pre-primary schools, growing flowers or vegetables and participating with the educators. Male members can put a broken window pane, repair door hinges, grow vegetables and play a father's rôle in the presence of the children. Such parents' activities can contribute towards developing the young children to be proper adults.

6.4 THE NEED FOR MORE RESEARCH.

This research has tried to confirm the supposition that the child's ability to form a proper balance between pedagogic freedom and pedagogic authority is the pre-primary school educator's educative task. However, the pre-primary school cannot be solely held responsible for educating the young child to become a proper adult. The community at large should also contribute towards the child's development en route to adulthood. There is a need for more research on the community's involvement in the pre-primary school education activities. Such an investigation may assist in effecting in the community the desired attitudes and interests in the pre-primary school education.

6.5 GENERAL SUMMARY.

It has been indicated in this study that most parents are employed in industry, domestic and professional jobs. They have little or no time to educate their young children at home. They get up early in the morning and go to work. They come from work late in the afternoon or in the evening. Some of the parents are still high school students themselves. They spend long hours studying their own school work than educating their little children.

Some of the parents are only able to be together with their children during week-ends, month-ends, public or school holidays. The lack of regular and continuous parental involvement in their children's education has made it necessary to establish well organised pre-primary schools. Such schools should strive towards the promoting of the child's ability to form a proper balance between a pedagogic freedom and pedagogic authority. The pre-primary schools should educate the young children to be free but responsible people. Such pre-primary school education should inculcate in the children obedience and self-control.

When one considers the significance of the task the pre-primary school educators should do, one realises the necessity for them to be trained persons for their educational work. Their professional training in the pre-primary school education will help them to understand the reasons for educating the children systematically and professionally. After proper professional training the educators will know much about child development and child education. Their training will enable them to treat the child's fragility with care especially during the pre-primary school years. The training will also make them understand childhood as a mode of being in the world. Their educative activities will always be directed at assisting the child to form a proper balance between a pedagogic freedom and pedagogic. Because the educators understand what education means, they will be able to form and lay good foundation for good life and for the formal education. Without the community's cooperative involvement the pre-primary school educators may not succeed to achieve their aims of educating the young children in the pre-primary schools. These pre-primary school educators need the support and encouragement of the community in executing their educative activities successfully.

BIBLIOGRAPHY.

- 1 Bantock, G.H. (1952) : Freedom and Authority in Education. London : Faber & Faber LTD.
- 2 Barrow, R. (1978) : Radical Education. London : Martin Robertson & Co LTD.
- 3 Breese, J. (1973) : Freedom and Choice in Education. (Problems and Perspectives). London : Hutchison Educational LTD.
- 4 Broudy, H.S. (1961) : Building a Philosophy of Education. Englewood Cliffs, N.J. : Prentice-Hall, Inc.
- 5 Brubacher, J.S. (1969) : Modern Philosophies of Education. New York : McGraw-Hill.
- 6 Cass, J.E. (1975) : The rôle of the teacher in the nursery school. Oxford : Pergamon Press LTD.
- 7 Cilliers, J.L. le R. (1975) : Education and the child. Durban : Butterworths.
- 8 Du Plooy, J.L. & Kilian, C.J.G. (1980, 1981, 1984 or 1985) : Introduction to Fundamental Pedagogics. Pretoria : HAUM.
- 9 Du Plooy, J.L., Griessel, G.A.J. & Oberholzer, M.O. (1982) : Fundamental Pedagogics for advanced students. Pretoria : HAUM.

- 10 Du Plooy, J.L. (1983) : Liberty. Educare Vol. 12.2
(1983). Pretoria: Unisa.
- 11 Engelbrecht, S.W.B. & Lubbe, A.N.P. (1979) : History of Education and Theory of Education.
Goodwood : Via Afrika LTD.
- 12 Engelbrecht, S.W.B., Yssel, J.C., Griessel, G.A.J. & Verster, T.L. (1984): Education I. Goodwood Via Afrika LTD.
- 13 Garforth, F.W. (1979) : John Stuart Mill's Theory of Education. Oxford : Martin Robertson & Co LTD.
- 14 Good, C.V. (1972) : Fundamentals of Educational Research.
Englewood Cliffs, N.J. : Prentice-Hall, Inc.
- 15 Griessel, G.A.J., Gerber, A.E. & Grobler, L.C. (1984) : Fundamental Pedagogics (B.Ed.). Study guide 1 for OFP402-N. (Pedagogics as a science). Pretoria : Unisa.
- 16 Griessel, G.A.J. (1985 or 1987) : Orientation in Fundamental Pedagogics. (A study manual for beginners).
Goodwood : Via Afrika LTD.
- 17 Griessel, G.A.J., Louw, G.J.J. & Swart, C.A. (1986) : Principles of Educative Teaching. Pretoria : Acacia Books.
- 18 Grobler, L.C. (1982) : Education. Only guide for EDU301-S. Pretoria : Unisa.

- 19 Gunter, C.F.G. (1974, 1979 or 1982): Aspects of educational theory.
Stellenbosch : University
Publishers and Booksellers.
- 20 Helmstadter, G.C. (1970) : Research Concepts in Human
Behaviour. Meredith
Corporation : N.Y.
- 21 Hurlock, E.B. (1972) : Child Development. Tokyo :
McGraw-Hill.
- 22 Johnston, H. (1963) : A Philosophy of Education.
USA : McGraw-Hill Book Co.,
Inc.
- 23 Jordaan, J.H. (1988) : The "model of the essence-
structure." Educare 1988
Vol. 17.1 and 2. Pretoria :
Unisa.
- 24 Kilian, C.J.G. & Viljoen, T.A.
(1974 or 1979) : Fundamentele pedagogiek en
fundamentele strukture.
Fundamental pedagogics and
fundamental structures.
Durban : Butterworths.
- 25 Kleinig, J. (1982) : Philosophical Issues In
Education. London & Sydney :
Croom Helm LTD.
- 26 Landman, W.A., Kilian, C.J.G.,
Swanepoel, E.M. & Bodenstein,
H.C.A. (1982). : An introductory reader in
Fundamental Pedagogics for
the student and the teacher.
Cape Town : Juta & Co. LTD.
- 27 Landman, W.A., Bodenstein, H.C.A.,
van der Merwe, I.J.M., Smith, A.G. &
Windell, J.H.J. (1988) : Education for Secondary
School Teachers.
Pretoria : Academica.

- 28 Lloyd, D. I. (1979) : Philosophy and the teacher.
London : Routledge & Kegan Paul.
- 29 Luthuli, P. C. (1981) : The Philosophical Foundations Of
Black Education In South Africa.
Durban : Butterworths.
- 30 Luthuli, P. C. (1985) : What Ought To Be In Black
Education. Durban : Butterworths.
- 31 Mahlangu, D. M. D. (1987) : Educational Research Methodology.
Pretoria: De Jager-HAUM Publishers
- 32 Mlondo, N. M. (1988) : The Educational Rôle Of A Black
Working Mother. (Unpublished M. Ed.
Dissertation : University of
Zululand).
- 33 Nel, B. F. (1974) : Fundamental Orientation in
Psychological Pedagogics.
Stellenbosch/Grahamstown :
University Publishers and
Booksellers (PTY) LTD.
- 34 Oppenheim, A. N. C. (1966) : Questionnaire Design And Attitude
Measurement. London : Heineman
Educational Books LTD.
- 35 Ozmon, & Craver,
(1986) : Philosophical Foundations Of
Education. London : Charles E.
Merrill.
- 36 Peters, R. S. (1960) : Authority, Responsibility and
Education. London : George Allen
and Unwin LTD.
- 37 Peters, R. S. (1970) : The Concept Of Education.
London : Routledge & Kegan Paul.

- 38 Read, K.H. (1960) : The Nursery School A Human Relationships Laboratory. (3rd ed.) Philadelphia/London : W.B.Saunders Co.
- 39 Rummel, J.F. (1964) : An Introduction To Research Procedures In Education. New York/Evanston/London : Harper and Row Publishers.
- 40 Rusk, R.R. (1979) : Doctrines Of The Great Educators. London : MacMillan.
- 41 Russell, B. (1976) : On Education. Especially In Early Childhood. London : Unwin Paperbacks.
- 42 Sandven, J. (1963) : The Rôle Of Educational Research In Social Education. Norway/UK/US: Scandinavian University Books.
- 43 Smit, A.J. (1981) : Two Basic Concepts In Education. Pretoria : Academica.
- 44 Smit, A.J. (1984) : Fundamental Pedagogics (B.Ed.). Only guide for OFP401-M. (The pedagogic as a field of fundamental pedagogics). Pretoria : Unisa.
- 45 Sonnekus, M.C.H. (1980) : Huis, pre-primêre skool : Skakels in die eenheid (ketting) van opvoeding en onderwys. Skoolgereedheid - leefgereedheid. Pretoria : Unisa.
- 46 The Academica Dictionary of English Synonyms.
- 47 The Oxford School Dictionary.

- 48 The Holy Bible. : New International Version.(1983).
Cape Town : Bible Society of S.A.
- 49 Tuckman,B.W.(1978) : Conducting Educational Research.
New York : Harcout Brace,
Javanovich.
- 50 Vance,B.(1973) : Teaching Prekindergarten child:
Instructional Design and
Curriculum. California :
Wadsworth Publishing Co.
- 51 Vandenberg,D.(1971) : Being and education.An essay in
existential phenomenology.
Englewood Cliffs,N.J. Prentice-
Hall.
- 52 Van Rensburg,C.J.J., : Notes On Fundamental-Pedagogic
Kilian,C.J.G.& Landman, Concepts - An Introductory
W.A.(1981) Orientation. Pretoria : N.G.
Kerkboekhandel.
- 53 Van Schalkwyk,O.J.(1986) : The Education System,theory and
practice.
Silverton : Educo Publishers.
- 54 Visser,P.S.,Franzsen,F.M.: General Empirical Education.(B.Ed)
Wiechers,E.,Olivier,A.& Study guide 1 for OAE402-B.
Petrick,H.C.(1982) Pretoria : Unisa.
- 55 Wingo,G.M.(1974) : Philosophies of Education. An
Introduction.
USA : D.C. Heath & Co.

APPENDIX A.

A QUESTIONNAIRE FOR PRE-PRIMARY SCHOOLS.

AIM: The aim of this questionnaire is to collect information about how the pre-primary school educators promote the child's ability to form a proper balance between a pedagogic freedom and pedagogic authority.

INSTRUCTIONS: Please answer the following questions by either ticking on the frames provided or by writing required information in the space provided as the case may be. Note that there are no wrong or right answers. Be faithful in your answers. Do not reveal your name as the information given will be kept confidential and anonymous. Your honest responding to this questionnaire will assist in gaining frank data which will be used for research purposes.

SECTION A : BIOGRAPHICAL KNOWLEDGE.

1 Marital Status:

Single	1
Married	2
Separated	3
Divorced	4
Widowed	5

2 Age Range:

Less than 20 years old	1
21 - 25 years old	2
26 - 30 years old	3
31 - 35 years old	4
36 - 40 years old	5
41 - 45 years old	6
46 - 50 years old	7
50 years old and/or over	8

3 Previous work:

Teaching

1

Nursing

2

Industry

3

Domestic Worker

4

Clerical Job

5

Housewife

6

Other(Please specify)

7

.....

4 Reason(s) for leaving previous work:

Marital Reasons

1

Retrenchment

2

Low pay

3

No Job Satisfaction

4

Poor Work Conditions

5

Other(Please specify)

6

.....

5 Reason(s) for taking up the present work:

Making a living from it

1

Breadwinner

2

Love for teaching young children

3

Supplementing my family's income

4

Other(Please specify)

5

.....

6 Working hours per week:

Less than 25 hours per week

1

26 - 30 hours per week

2

31 - 40 hours per week

3

41 - 49 hours per week

4

50 hours or more per week

5

7 Your current monthly income:

Less than R100 per month

1

R100 - R150

2

R150 - R200

3

R200 - R250

4

R250 - R300

5

R300 - R350

6

R350 - R400

7

R400 - R450

8

R450 - R500

9

R500 - R550

10

R550 or more

11

Other(Please specify)

12

8 Your Level of Education:

No Schooling

1

Lower Primary(SSA - Std 2)

2

Higher Primary(Stds 3 - 5)

3

Junior Secondary(Stds 6 - 8)

4

Senior Secondary(Stds 9 - 10)

5

Tertiary Education(Diploma/Degree)

6

9 Is your employment subsidized by the government or any other bodies? :

Yes (Please specify).....

1

No

2

10 Do you like teaching?:

I like it very much

1

I like it

2

I dislike it

3

I dislike it very much

4

SECTION B : THE CHILD'S DEVELOPMENT OF A PROPER BALANCE BETWEEN
A PEDAGOGIC FREEDOM AND PEDAGOGIC AUTHORITY.

11 What are the average age ranges of pre-primary school beginners?:

1½ years - 2 years old

1

2 years - 2½ years old

2

2½ years - 3 years old

3

2½ years - 4 years old

4

Other(Please specify)

5

12 How is the child's verbal communication when he arrives at the pre-primary school for the first time?

Very good

1

Good

2

Satisfactory

3

Poor

4

Very poor

5

13 How is the child's verbal communication when he leaves the pre-primary school for the primary school?:

Very good

1

Good

2

Satisfactory

3

Poor

4

Very poor

5

14 How often does a child use his freedom of choice in his learning activities?:

Always

1

Sometimes

2

Never

3

15 How often is the child restricted to use his freedom of choice in his learning activities?:

Always	1
Seldom	2
Never	3

16 Is the child purposely permitted to feel free, happy and useful during his playful activities?

Yes	1
No	2

17 Who usually decides for the child to make a choice of toys he wants to play with at school?:

Child himself	1
Teacher	2
Other children	3
Other(Please specify)	4

18 How often is the child's play regulated by the teacher?:

Very often	1
Sometimes	2
Never	3

19 What must be done to a child who for the first time does something wrong?:

Nothing	1
Warning	2
Praising him for effort shown	3
Indifferent attitude towards what he has done	4
Other(Please specify)	5

20 What must be done to a child who does wrong things continuously and purposely?:

Nothing at all

1

He must be intervened and shown the right things to do

2

Praise him for effort shown

3

Indifferent attitude by the educator to what the child is doing

4

21 Do you like to tell and show the child what is proper and right?:

I like it very much

1

I like it

2

I dislike it

3

I dislike it very much

4

22 Do you like to provide for the child educational opportunities so as to assist him live a life which is worthy of being human?:

I like it very much

1

I like it

2

I dislike it

3

I dislike it very much

4

23 Do you agree that the child needs the educator's guidance and help to be able to distinguish between good and bad, proper and improper?:

I agree strongly

1

I agree

2

I disagree

3

I disagree strongly

4

24 Do you agree that the child does not accept automatically the educator's authority without having been guided continuously and consistently by the educator?:

I agree strongly

1

I agree

2

I disagree

3

I disagree strongly

4

25 The educator's authority makes the child feel secured and well protected:

This is very true

1

This is true

2

This is false

3

This is very false

4

26 The child must be guided to the effect that his freedom demands responsibility from him:

I agree strongly

1

I agree

2

I disagree

3

I disagree strongly

4

27 A free child is determined to venture into the unknown and explore his life-world:

I agree strongly

1

I agree

2

I disagree

3

I disagree strongly.

4

28 The educator's authority must be used with love and sympathy while the child's freedom should be developed to responsible self-determination :

This is very true

1

This is true

2

This is false

3

This is very false

4

29 The child should be helped to realize that his freedom has to be controlled by the authority of the educator:

I agree strongly

1

I agree

2

I disagree

3

I disagree strongly

4

30 The authority of the educator must be controlled and limited by the freedom a child possesses:

I agree strongly

1

I agree

2

I disagree

3

I disagree strongly

4

SECTION C : THE TEACHER'S DEVELOPMENT PROGRAMMES.

31 The availability of Pre-Primary School Teachers' In-Service-Training Programmes:

Not available

1

Sometimes available

2

Always available.

3

32 Do you have pre-primary school teachers' educational tours to well established centres for Early Childhood Education?:

Always

1

Sometimes

2

Never

3

33 Do you like to upgrade your education through correspondence college?:

I like it very much

1

I like it

2

I dislike it

3

I disagree it very much

4

34 Which education streamline would you like to specialise in?:

None

1

Pre-School education

2

Primary education(SSA - Std 5)

3

Secondary education(Stds 6 - 10)

4

Tertiary education(college/university)

5

Other(Please specify)

6

.....

35 In your opinion, how important is early childhood education?:

Very important

1

Just important

2

Unimportant

3

Very unimportant

4

36 According to you, is the co-operation between the teachers and parents in their children's education necessary?:

Very necessary	1
Just necessary	2
Unnecessary	3
Very unnecessary	4

37 Which ways of communication do you prefer in reporting to a parent about her child's school work?:

Face to face meeting with the parent	1
Circular letters sent to parents	2
A teacher's oral message given to a child to his parent.	3
Other(Please specify)	4

38 Which means are made to try and meet parents of pre-school children?:

No means at all	1
Quarterly teacher-parents' meetings	2
Half-yearly teacher-parents' meetings	3
Once a year teacher-parents' meetings	4
Other(Please specify)	5

39 How is the parents' attendance at these teacher-parents' meetings?:

Excellent	1
Very good	2
Good	3
Fair	4
Poor	5
Very poor	6

APPENDIX B.

IPHEPHA LOKUPHENDULA IMIBUZO LOTHISHA BEZIKOLE ZASENKULISA.

INJONGO : Injongo yaleliphepha ukuqoqa ulwazi olumayelane nokukhuphula kothisha amandla engane okwenza isilinganiso esiyiso phakathi kwenkululeko nomthetho ekufundeni.

INDLELA YOKUPHENDULA: Uyacelwa ukuba uphendule lemibuzo elandelayo ngokuba ukhethe impendulo ezikweleni noma ubhale kafushane ulwazi oluceliwe ezikhaleni ozinikeziwe, kuye ngokuthi umbuzo ufunani. Qaphela ukuthi akukho zimpendulo ezingalungile kumbe ezilungile. Uyacelwa ukuba uphendule ngokwethembeka. Ungalivezi igama lakho ngoba ulwazi ozolunikeza luyogcinwa luyisifuba futhi engaziwa umninilo. Ukuzinikela kwakho ekuphenduleni ngokwethembeka lemibuzo kuyosiza ekuzuzeni imidanti eyiyo eyosetshenziswa ekufezeni izinjongo zocwaningo.

ISIQEPHU A : OKUPHATHELENE NEMPILO YAKHO.

1 Isimo Somshado:

Angishadile

1

Ngishadile

2

Angihlali nowakwami kodwa asikehlukanisi

3

Sesahlukanisa nowakwami

4

Ngashonelwa

5

2 Iminyaka yakho yobudala:

Ngaphansi kuka 20 weminyaka

1

Phakathi kuka 21 - 25 weminyaka

2

Phakathi kuka 26 - 30 weminyaka

3

Phakathi kuka 31 - 35 weminyaka

4

Phakathi kuka 36 - 40 weminyaka

5

Phakathi kuka 41 - 45 weminyaka

6

Phakathi kuka 46 - 50 weminyaka

7

Uneminyaka engu 50 noma ngaphezulu

8

3 Umsebenzi owake wawusebenza phambilini :

Ukufundisa

1

Ubuhlengikazi

2

Ezimbonini

3

Owasekhishini

4

Owobubhalane/owasehovisi

5

Ukuba unkosikazi wekhaya

6

Okunye(Cacisa)

7

4 Isizathu(izizathu) esakwenza washiya emsebenzini owedlule:

Izizathu eziphathelene nomshado

1

Ngadilizwa emsebenzini

2

Imali yabe iyingcosane

3

Ngangingenelisiwe umsebenzi engangi-wenza

4

Izimo zasemsebenzini zazingezinhle neze

5

Okunye(Cacisa)

6

5 Isizathu esikwenze wasuthatha lomsebenzi owenza-
yo manje:

Ngawuthathela ukuziphilisa

1

Yimina engondlayo ekhaya

2

Uthando lokufundisa abantwana abancane

3

Ukwethasisela eholweni labasekhaya

4

Okunye(Cacisa)

5

6 Mangaki amahora owasebenza ngesonto?:

- Ngaphansi kuka 25 wamahora ngesonto
- Phakathi kuka 26 - 30 amahora ngesonto
- Phakathi kuka 31 - 40 amahora ngesonto
- Phakathi kuka 41 - 49 amahora ngesonto
- Amahora angu- 50 noma ngaphezulu ngesonto

1
2
3
4
5

7 Ulinganiselwa kuziphi izinombolo umholo wakho ngenyanga?:

- Ungaphansi kuka R100 ngenyanga
- Uphakathi kuka R100 no R150 ngenyanga
- Uphakathi kuka R150 no R200 ngenyanga
- Uphakathi kuka R200 no R250 ngenyanga
- Uphakathi kuka R250 no R300 ngenyanga
- Uphakathi kuka R300 no R350 ngenyanga
- Uphakathi kuka R350 no R400 ngenyanga
- Uphakathi kuka R400 no R450 ngenyanga
- Uphakathi kuka R450 no R500 ngenyanga
- Uphakathi kuka R500 no R550 ngenyanga
- Ungu R550 noma ngaphezulu ngenyanga

1
2
3
4
5
6
7
8
9
10
11

8 Izinga lemfundo yakho:

- Angifundanga
- Imfundo yase L.P.(SSA kuye kwibanga 2)
- Imfundo yase H.P.(Ibanga 3 kuye kwelesi-5)
- Imfundo yase Junior Secondary(Ibanga 6 kuye kwelesi-8)
- Imfundo yase Senior Secondary(Ibanga 9' kuye kwele- 10)
- Imfundo ephakeme(yasekolishi/nyuvesi)

1
2
3
4
5
6

9 Ingabe ukusebenza kwakho kuxhaswe ngezimali zikaHulumeni kumbe zezinhlango ezithile zomphakathi?:

- Yebo(Cacisa).....
- Qhabo

1
2

10 Ingabe uyakuthanda ngempela ukufundisa?:

Ngiyakuthanda kakhulu impela

1

Ngiyakuthanda nje

2

Angikuthandi

3

Angikuthandi kakhulu impela

4

ISIQEPHU B : UKUTHUTHUKISA KWENGANE ISILINGANISO ESIYISO
PHAKATHI KWENKULULEKO NOMTHETHO EKUFUNDENI.

11 Kuvamise ukuba zibe neminyaka yobudala emingaki izingane eziqalisa ukufunda kuleNkulisa?:

1½ weminyaka - 2 iminyaka yobudala

1

2 iminyaka - 2½ iminyaka yobudala

2

2½ iminyaka - 3 iminyaka yobudala

3

2½ iminyaka - 4 iminyaka yobudala

4

Eminye(Cacisa)

5

12 Kuba njani ukuxhumana ngokukhuluma nengane ezoqalisa ukufunda eNkulisa?:

Kuhle kakhulu

1

Kuhle nje

2

Kuyenelisa

3

Akukuhle

4

Kubi kakhulu

5

13 Kuba njani ukuxhumana ngenkulumo nengane esiqeda ukufunda eNkulisa nesilungele ukuyofunda ePrimary School?:

Kuhle kakhulu

1

Kuhle nje

2

Kuyenelisa

3

Kubi

4

Kubi kakhulu

5

14 Kukangakanani lapho ingane isebenzisa khona inkululeko yokuzikhethela emishikashikeni yayo yokufunda?:

Njalo nje

1

Kuyenzeka nje

2

Akwenzeki nhlobo

3

15 Kukangakanani lapho ingane inqandwa khona ukusebenzisa inkululeko yayo yokuzikhethela emishikashikeni yayo yokufunda?:

Njalo nje

1

Kuba ngankathi

2

Akwenzeki nhlobo

3

16 Ingabe ingane iyavunyelwa ngesibomu ukuba izizwe ikhululekile, ijabulile futhi ilusizo lapho imatasatasa nemidlalo yayo?:

Yebo

1

Qhabo

2

17 Ubani ojwayele ukunqumela ingane ukuqoka amathoyizi efuna ukudlala ngawo eNkulisa?:

Iyona ingane uqobo lwayo

1

Uthisha

2

Ezinye izingane

3

Okunye(Cacisa).....

4

.....

18 Kukangaki lapho umdlalo wengane ulawulwa khona uthisha?:

Kukaninginingi

1

Ngezikhathi ezithile

2

Akwenzeki nhlobo

3

19 Kufanele kwenziweni enganeni eyenza okungalungile ngokokuqala ngqa?:

Lutho	1
Isexwayiso	2
Mayituswe ngomfutho ewutshengisayo	3
Mayinganakwa kwekwenzayo	4
Okunye(Cacisa).....	5

20 Kufanele kwenziweni enganeni eqhubekayo nokwenza okungalungile ngamabomu?:

Lutho	1
Kufanele iyekiswe lokho ekwenzayo okungalungile bese itshengiswa ukwenza okulungile	2
Mayibongwe ngomfutho ewutshengisayo	3
Uthisha makangayinaki ngekwenzayo	4

21 Ingabe uyakuthanda yini ukutshela nokubonisa ingane lokho okuqotho nokulungile ekumele ikwenze na?:

Ngithanda kakhulu impela	1
Ngithanda nje	2
Angithandi	3
Angithandi neze neze	4

22 Uyakuthanda yini ukuhlinzeka ingane ngamathuba afundisayo ukuze isizakale ukuphila impilo eqotho nenobuntu?:

Ngithanda kakhulu impela	1
Ngiyathanda nje	2
Angithandi	3
Angithandi neze neze	4

23 Ingabe uyavumelana yini nombono wokuthi ingane iyakudinga ukuholwa nokusizwa nguthisha ekubeni ikwazi ukwehlu-kanisa phakathi kokuhle nokubi, okuqotho nokungeqotho na?:

Ngiyavumelana kakhulu

1

Ngiyavumelana nje

2

Angivumi

3

Angivumi nhlobo

4

- 24 Ingabe uyavumelana yini nokuthi ingane ayiveli nje yemukele umthetho kathisha ngaphandle kokuholwa uthisha ngokuqhubekayo nangokuphikelela okumileyo?:

Ngiyavumelana kakhulu

1

Ngiyavuma nje

2

Angivumi

3

Angivumi neze

4

- 25 Umthetho kathisha wenza ingane izizwe iphephile futhi ivikeleke kahle:

Lokhu kuliqiniso kakhulu

1

Lokhu kuliqiniso

2

Lokhu kuliphutha

3

Lokhu kuliphutha kakhulu

4

- 26 Ingane kufanele ukuba iholwe ekutheni ikwazi ukuthi inkululeko enayo idinga imfaneleko kuyona ingane uqobo lwayo:

Ngiyavuma kakhulu impela

1

Ngiyavuma nje

2

Angivumi

3

Angivumi neze

4

- 27 Ingane ekhululekile ishisekela ukuhlwaya ngisho kwengakwazi kanye nokuphenyisisa umhlaba ephila kuwo:

Ngiyavuma kakhulu impela

1

Ngiyavuma nje

2

Angivumi

3

Angivumi nhlobo

4

28 Umthetho kathisha kufanele ukuba usetshenziswe ngothando nangozwelo kanti inkululeko yengane kufanele ithuthukiswe ukuze ingane izimisele ngokufanele:

Lokhu kuliqiniso kakhulu

1

Lokhu kuliqiniso nje

2

Lokhu kuliphutha

3

Lokhu kuliphutha kakhulu

4

29 Ingane kufanele yelekelelwe ekubeni iqondisise ukuthi inkululeko yayo inokuqondiswa ngumthetho kathisha:

Ngiyavuma kakhulu impela

1

Ngiyavuma nje

2

Angivumi

3

Angivumi nhlobo

4

30 Umthetho kathisha kufanele ukuba ulawulwe futhi unqandwe lapho kufanele yinkululeko ingane enayo:

Ngiyavuma kakhulu impela

1

Ngiyavuma nje

2

Angivumi

3

Angivumi nhlobo

4

ISIQEPHU C : IZINHLELO ZOKUTHUTHUKISA OTHISHA.

31 Zibakhona yini izinhlelo zokuqeqesha othisha basenkulisa abavele sebefundisa khona?:

Azikho nhlobo

1

Zibakhona ngankathi

2

Zibakhona njalo nje

3

32 Niyaye nibe nazo yini izinkambo zemfundo yothisha basenkulisa kumaZiko asethuthukile kakhulu emfundweni yabantwana abancane?:

Njalo nje

1

Kwesinye isikhathi

2

Lutho

3

33 Uyakuthanda yini ukwenyusa izinga lemfundo yakho ngokufunda ngePosi na?:

Ngikuthanda kakhulu impela	1
Ngiyakuthanda nje	2
Angikuthandi	3
Angikuthandi nhlobo	4

34 Wumuphi umkhakha wemfundo ongathanda ukufunda ugodode kuwona?:

Awukho	1
Imfundo yaseNkulisa(Pre-school education)	2
Imfundo yasePrimary School (SSA kuye kwibanga 5)	3
Imfundo yase Secondary School (Ibanga 6 kuye ku 10)	4
Imfundo Ephakeme(yaseKolishi/ yaseNyuvesi)	5
Okunye(Cacisa)	6

35 Ngokwakho ukubona, ibaluleke kangakanani imfundo yabantwana abasebancane ngeminyaka?:

Ibaluleke kakhulu impela	1
Ibalulekile nje	2
Ayibalulekile	3
Ayibalulekile nhlobo	4

36 Ngokubona kwakho, ingabe ubambiswano ludingekile phakathi kothisha nabazali emfundweni yezingane zabo na?:

Ludingekile kakhulu impela	1
Ludingekile nje	2
Aludingekile	3
Aludingekile neze	4

37 Yiziphi izindlela zokuxhumana ozincomayo wena ekubikeleni umzali ngomsebenzi wesikole wengane yakhe?:

Ukubonana ubuso nobuso nomzali

1

Ukuthumelela inewadi-mbiko umzali

2

Ukuphathisa umbiko wezwi enganeni ukuba iyotshela umzali wayo

3

Okunye(Cacisa).....

4

38 Yimiphi imizamo eyenziwayo ekuzameni ukuhlangana nabazali bezingane zaseNkulisa okuyona?:

Ayikho nhlobo

1

Imihlangano yothisha nabazali ebakhona njalo ngekwata yonyaka

2

Imihlangano yothisha nabazali ebakhona njalo nje ngesigamu sonyaka

3

Umhlangano wothisha nabazali obakhona njalo ngonyaka

4

Okunye(Cacisa)

5

39 Kubanjani ukuhambela kwabazali kulemihlangano yabo nawothisha?:

Kuba kuhle ngokwedlulele

1

Kuba kuhle kakhulu

2

Kuba kuhle

3

Kuyagculisa nje

4

Akugculisi

5

Akugculisi nhlobo

6