

A STUDY OF THE NEED FOR PRE-SCHOOLS
IN UMLAZI

BY

RUBY MIRRIAM SIBISI

B.A., B.ED. (U.Z.)

"BEST WISHES"
"KEEP IT UP"

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SUPERVISOR : PROFESSOR O.E.H.M. NXUMALO

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FOR HER PROFOUND FAITH IN EDUCATION

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DECLARATION

I declare that:

"A Study of the need for pre-schools in Umlazi"

is my work and that all sources used or quoted have been indicated and acknowledged by means of complete references.

R.M. Sibisi
R.M. SIBISI

KWA-DLANGEZWA

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ABSTRACT

The inadequacy of pre-schools in the Umlazi area poses a big problem for teachers and parents in the community. The writer being involved with a large number of schools, felt that the work of the teacher, especially in Sub-A, would be much easier if most of the children attended pre-schools before entering formal classes. A pre-scholar gets to primary school wide awake with a lot of experiences which contribute a great deal to primary school education.

Since the researcher is convinced about the need of more pre-schools at Umlazi, an investigation on the study was done. Firstly, it was to find out about the performance of pre-scholars from the teachers concerned, in the lower primary schools. Secondly, the study had to involve parents in finding out whether they were in favour of pre-schools and what the reasons were. Thirdly, an observation was made of the existing few pre-schools, and the personnel were interviewed and response recorded in this study.

One hundred and fifty (150) teachers were used as a sample. These were Sub-A, S.S.B., Standard 1 and Standard 2 teachers. Another population of 100 parents comprising various careers or professions was used.

Two types of questionnaires were administered, one to the teachers and the other to the parents to determine the need and effects of pre-school education on children. Five pre-schools were personally observed. Principals and teachers were verbally interviewed.

Data was collected and analysed manually by the researcher. The analysis of the results reflected that, over 50% of teachers stated that a pre-scholar was easily taught in class, and would prefer admitting more of such children. Most parents were eager to send their children who were under 5 years to pre-school, but these institutions were very few. They recommended that, the number of these be increased and be spread out in the Umlazi area for every child to be admitted in a nearby pre-school.

The principals of the existing pre-schools stated that they were working under difficult conditions. There was overcrowding of children, the problem of unqualified teachers, and very low salary scales. The present situation could only improve if the government or the Department of Education and Culture (Kwa-Zulu) would register and subsidise the institutions.

Finally, this investigation proved that there is a need for pre-schools in the Umlazi area. A number of suggestions are given with the hope that, if implemented, the Umlazi community will benefit thereby.

SAMEVATTING

Die ontoereikendheid van voorskoolse geriewe in die Umlazi - gebied is 'n probleem vir onderwysers sowel as ouers in die betrokke gebied. Die skrywer, wat by talle skole in die gebied betrokke is, is van mening dat die taak van die onderwyser, veral in die Sub A - klasse, baie vergemaklik kan word as die meerderheid van die leerlinge voorskoolse onderrig kan ontvang. So 'n leerling gaan die formele klasse baie goed voorbereid tegemoet.

Daar die navoser oortuig is van die behoefte aan meer voorskoolse inrigtings in Umlazi, is 'n ondersoek gedoen. Die eerste doelwit was om die vordering van leerlinge met voorskoolse onderrig vas te stel, deur navraag te doen by die betrokke onderwysers in die Junior-Primêre skole. Tweedens moes die betrokke ouers se houding ten opsigte van voorskoolse klasse vasgestel word en hulle redes vir hul standpunte. Derdens is 'n opname gemaak van die enkele bestaande voorskoolse inrigtings, onderhoude is met die personeel gevoer en hul reaksies is in hierdie verslag opgeneem.

Een honderd-en-vyftig leerkragte is in die steelproef gebruik. Hulle was verbonde aan klasse in Sub A, Sub B standerds een en twee. 'n Verdere groep van een honderd ouers, uit verskillende beroepsgroepe, is gebruik.

Twee tipes vraelyste is gebruik, een vir die ouers en een vir die onderwysers, met die doel om vas te stel hoe groot die behoefte is aan voorskoolse onderrig en watter voordele dit vir kinders inhou. Daar is

persoonlik besoek afgelê by vyf inrigtings wat voorkoolse onderwys aanbied, en persoonlike onderhoude is met die personeel gevoer: prinsipale sowel as onderwysers.

Data is versamel en sonder meganiese hulpmiddels deur die navorser verwerk. 'n Analise van die resultate toon dat meer as 50% van die onderwysers oortuig was dat leerlinge met voorskoolse onderrig baie meer effektief onderrig is en hulle sou verkies dat meer leerlinge sodanige onderrig ontvang. Die meerderheid van die ouers was begerig om hulle kinders onder 5 jaar na so 'n inrigting te stuur, maar daar is baie min sulke geriewe. Die ouers het aanbeveel dat die aantal inrigtings vermeerder word en oor die Umlazi gebied versprei word sodat elke kind in 'n nabygeleë voorskoolse inrigting opgeneem kan word.

Die hoofde van die bestaande voorskoolse inrigtings het beweer dat hulle onder moeilike omstandighede hulle inrigtings moet bedryf. Daar is heeltemal te veel kinders per voorskoolse inrigting, onderwysers is ongekwalifiseerd en bestaande personeel word swak besoldig. Die huidige toestand kan verlig word as die Staat of die Departement van Onderwys en Kultuur (KwaZulu) die inrigtings sou registreer en dan ook subsidieer.

Hierdie ondersoek het aangetoon dat daar behoefte aan voorskoolse inrigtings in die Umlazi-gebied bestaan. Enkele voorstelle is gemaak met die vertroue dat, as die ge-implimenteer sou word, die gemeenskap van Umlazi daarby sal baat.

CHAPTER 1

1.1 INTRODUCTION

Before Africans had any contact with the Western Civilization, it was the mother and the family who looked after the child at home. At an early age the child played games which were a direct imitation of what is done by women and men. Boys played with bows and shields whilst girls imitated their mothers by plaiting baskets and ropes.

Africans believed that wisdom and skill developed with age. This principle explains why part of the children's education was left to the care of other children who were only a little older than they were.

In the evenings, grandmothers narrated folktales which contained moral and social lessons, to the youngsters. These helped in stimulating children's imagination and trained their memory. The children then re-told the stories in order to improve their articulation. Correctness of speech was learnt by imitation of the elders.

Contact between the Black man and the White man caused rapid social changes for Blacks. For instance, shortly after World War II, crèches were introduced by missionaries for Black women who had to join the working force in large numbers. Mothers kept their children in crèches whilst they went to work.

The importance of giving children adequate attention at an early age is emphasised by Clarke-Stewart and Henderson (1983:195). They contend that children need attention, stimulation, conversation and encouragement in order to learn. Children also learn through their associations with teachers, and with their peers in well-cared day care centres and nursery schools. Pre-schools or nursery schools give disadvantaged youngsters experiences and motivation conducive to achievement in school.

Pre-scholars spend their days in play which is a major component of their cognitive growth. They learn better when they have companions to play with, parents, other relatives or friends. Exploratory play sharpens their skills in handling and understanding objects, dramatic play, their language, imagination and insights into how other people felt. (Clarke-Stewart and Henderson, 1983:195).

Lucas and Henderson (1983:32) support Clarke-Stewart and Henderson above by saying that children who did not attend pre-schools are so disadvantaged during their early years that they cannot function well when they enter the educational system. On the other hand, education is every child's need and right. Recent research in America has shown that children who receive quality pre-schooling were far ahead of their unschooled mates in school achievement, in school completion, in number employed and quality of jobs held and ahead in I.Q. as well. This is why there is a need for pre-school education at Umlazi, so that children could cope with a learning situation. The need for pre-school

education, especially in the Umlazi area is to help children develop intellectual, linguistic and social abilities.

The child learns the language from his peers. Social ability is when the child learns to live and mix with other children. Children are not likely to encounter cognitive and linguistic problems at school, if they are first exposed to pre-school education. Ames and Chase (1981:173) state that a pre-school provides for boys and girls the most ideal educational opportunity that will ever be experienced by the child. They give a simple example of playing together. This is because in pre-schools, the programme is geared directly to the child's abilities of developing some aspects for example, social, intellectual and linguistic.

A pre-school allows for freedom of action. Children are encouraged to discover things on their own and much activity work is involved in plays and games.

A good pre-school provides a variety of experiences, play situations and excursions that most homes do not provide.

At present many African areas lag behind concerning pre-school education. For example, at Kwa-Mashu there are 10 pre-schools. At Inanda there are 4 pre-schools. Umlazi as a whole has only 15 pre-schools. As a result of the small number of pupils who are admitted to these institutions, a large number of pupils remain

unattended to. They then miss out on the experiences calculated to stimulate the mind, encourage imagination and improve memory.

Furthermore, the few existing schools at Umlazi often have a shortage of qualified teachers. Most teachers who handle the pupils, are trained in workshops which are organized by a few qualified teachers in the area. In most cases the pupil/teacher ratio is 35:1 whereas the correct ratio should be 15:1.

The shortage of pre-schools at Umlazi creates a number of problems. For instance, children have to travel long distances of up to 15 kilometres from their places of residence. This involves parents in paying large sums of money, like R30 for transport and R25 for school fees per month towards vehicles which transport the children to the few pre-schools in the area. Pre-schools are not found in each and every unit at Umlazi. It would be appreciated and easier if all units had their own pre-schools. Otherwise parents who could afford to take their children to distant pre-schools would be free to make a choice.

Early childhood in South Africa has almost been concerned with centre-based education and day care provision only, especially for the Whites. Yet, despite a growing awareness of the importance of pre-school education and the gradual introduction of formal schooling system has had no substantial impact made.

Weikart (1983:9) says that if society were to invest in high quality pre-school education programmes it would reduce the "cost of the child".

"Pre-school education is part of the solution of today's social problems. It is an effective method in helping children and families to improve life for all citizens. The big problem is to get policy makers to recognize this powerful tool. What better investment can one make in the family and in the community than to give one's child a pre-school opportunity and in involving one'self in providing that opportunity."

Since there is need for pre-schools at Umlazi, the community would also have to contribute towards the building of pre-schools in the area. If a large number of pre-schools could be in existence, then most children could be admitted and carefully attended to at the institutions.

The de Lange Report (1981:105) states that a partial institutionalization of pre-basic education has become essential for a variety of reasons. For example the development of the child's mind, development of language and also for developing the child socially. The report continues to say that school readiness is a pre-condition for a successful school career, particularly during basic education, and that environmental deprivation is the major cause of school readiness not being achieved in time. Children who do not have basic pre-school education encounter problems at school, for example, they cannot

mix well with others, their language is weak, their intellect is not well developed.

Since school readiness is a prerequisite for success at school, especially during the initial period of education, the following arguments are advanced in support of the provision of education at pre-school level for the divergent needs of young children in different circumstances.

- 1.1.1 Environmental deprivation is prevalent among all population groups and is on the increase since more mothers with small children are finding it necessary to work because of economic pressure and other factors.
- 1.1.2 The situation of some groups is more problematic than that of others because their children have not had adequate preparation for formal education. Special and timely assistance at this stage is imperative because it is difficult to make up lost ground once children have fallen behind.
- 1.1.3 The high drop-out and failure rates of Blacks in particular and to a lesser extent of Coloureds and Asians lead to economic loss because of additional and the unnecessary expenditure of repeating standards at school.

From an economic point of view, this means a great loss of manpower potential for the government. It makes the task of administrative and political development more difficult socially.

It causes tension between those benefitting and those not benefitting from the educational structure. For the individual, it means a loss of human dignity and opportunity in life.

- 1.1.4 Learning problems as well as exceptional giftedness can be recognized more quickly and the appropriate steps taken. It is always best to group fast learners in the same group, and be given work according to their pace. Slow learners become discouraged when mixed with the fast learners, since their performance and speed will differ. The gifted children also get bored when they are given less work than their capacity.
- 1.1.5 Pre-primary education offers the child a wonderful opportunity to move over easily from an affective-social point of view to the formal education of the primary school. In doing this it achieves more than school readiness and provides a wider readiness for life. Pre-school education helps the child in finding himself a place in the world, that is, he looks towards independence when he enters primary school.
- 1.1.6 Formal education could meet with greater success from the start if in future more children were ready for school when first introduced to formal teaching. If pre-school education could be compulsory, there would be fewer children who drop out of school at an early age, because they would be accustomed to the school situation.

1.1.7 Evaluation for subsequent specialized subject choices becomes easier and more reliable if a child is prepared thoroughly from the start (de Lange Report, 1981:27-28). The children clearly show their intellectual abilities at an early age if they have attended a well run pre-school.

The de Lange Report (1981:29) continues to say that although the above arguments indicate that there is a justified demand for pre-basic education, it is a well known fact that at present this demand is nowhere near to being satisfied. None of the present systems of education provides a programme accessible to all, spanning the period from pre-school to compulsory education. Definitely, there is a need for compulsory pre-school education for the benefit of the children.

Landreth (1971:X1) in supporting the de Lange Report, asserts that each child should be able to find out what he can do, what he likes to do, what he does best, and what is worth doing if he is to get the most he can from his life and give the most he can to the society of which he is a part - the society of man.

A flexible programme needs to be introduced in a pre-school situation where children do what they feel like doing at anytime.

The demand for pre-school education is also supported by Fontana (1984:4) who says that all the experiences encountered by children have a potential influence upon their long-term development. Thus these experiences cannot be viewed simply as ends in themselves,

but should be seen within the context of their development, and should be chosen by the teacher with an eye on those forms of development which society considers to be most worthwhile. Umlazi needs more pre-schools in the area so that children's talents could be discovered and developed at an early stage. These talents need to be discovered prior to formal schooling. The teacher could assist the children in developing their potentials.

Lloyd (1983) and Woodhead (1979) stress that in general terms, whether one takes a more liberal conception of education or an instrumental one, the mastery of ideas and practices is in the forefront of the teacher's mind. The extent to which such mastery is achieved by explicit teaching or through subtle directing will depend on the teacher's style and experience, the subject matter to be taught, the current knowledge of how children learn and what temporal order is best suited to the child. As far as teachers are concerned they must ask themselves whether children are developing their understanding, adding to their abilities, and becoming more discriminating in their judgements. That is, teachers must feel that the demands on them are educational demands. The teachers should try and teach the child completely, that is, they should not only teach subject matter, but also the various aspects which need to be developed as well. For example, intellectual, social, physical, emotional and linguistic aspects.

In order to be successful, teachers have to be fully trained and qualified to teach pre-school children. Courses would help the unqualified teachers to understand and teach pre-school education. Pre-school personnel could organize these crash courses, and trainees be given certificates at the end of the course.

1.2

STATEMENT OF THE PROBLEM

The lack of pre-schools in Black communities like Umlazi renders Black children disadvantaged in that they are deprived of the basic education found in a pre-school which has a relevant programme for the under 5's. School readiness is a pre-condition for a successful school career. It is essential that a child is made ready for school so that he does not encounter educative material in class one, which he should have met earlier on.

Children of other racial groups like Whites and Asians are well exposed to pre-school education before they actually start in primary school. This is possible because of the ideal socio-economic conditions of Whites and Asians in South Africa.

On the other hand Black children do not enjoy the privilege of being exposed to pre-schools. The unideal socio-economic conditions of most Blacks in South Africa makes it impossible for children to be paid for at pre-schools. Pre-schools in South Africa are differentiated according to races.

Socio-economic conditions also determine the type of educational environment in which children grow up. For instance because of limited incomes of Black parents, Black children do not have the advantage of picture books and toys before they go to school. The socio-economic conditions of other racial groups allow their pupils to acquire such facilities.

Commenting on the situation amongst Blacks with regards to pre-schools, Van den Berg and Vergnani (Sunday Times, 1987:15) pointed out that Blacks did not have an adequate number of pre-schools. They added that unfortunately children who needed this facility most were the ones who were least provided for.

Limited resources make parents resort to the use of caregivers, who do not have any pre-school education knowledge. The report funded by The Urban Foundation and commissioned by the Southern African Association for Early Childhood Education said the population of the under-six-year-olds was likely to rise by another million by 1995. The problem was how to provide quality pre-school services to the maximum extent in the shortest time possible. The State provision of pre-school education was totally inadequate and most of the resources provided were for Whites. It was also segregated, "fragmented, inflexible and uncoordinated and functioned with sense of the comprehensive service that is required by the young child." (Sunday Tribune, 1987:15).

The result of this, was that the Black child did not gain much from this type of education. This is why there should be more pre-schools at Umlazi, so that many children can have a chance of attending.

The Sunday Tribune reporter further states that it seemed "highly unlikely" that the problems could be dealt with adequately without a significant change in the political order. At the same time, dreams of a new order "should not be allowed to paralyse efforts to promote the cause of the young child and to improve and extend the scope of pre-school provision". Political order refers to the policy of the present Government which favours certain groups at the expense of others. This is proved by the number of pre-schools found in Umlazi, KwaMashu and Inanda as Black Communities with very few institutions as compared to other racial groups.

The question is, how can pre-school education be made adequately available to children of 3-5 years of age in order to enrich their experiences and alleviate the unpreparedness that has come to characterise Black children.

The Umlazi Study Area

Umlazi township is situated on the Southern part of Durban. It is about fifteen kilometres from the city centre. Umlazi is one of the biggest townships in KwaZulu. It is located next to the busiest industrial areas of Durban such as Isipingo, Prospecton, Merebank, Mobeni and Jacobs.

Population

The population of about 500 000 people at Umlazi are being accommodated in 49 900 houses. The researcher decided to concentrate on this area because of the large number of families who live there. These families have young children who should be attending pre-schools.

Economy

Umlazi consists of the low, the middle and the high income groups. However about 2/3 of the families are still earning below the poverty datum line.

Education Facilities

Umlazi has a variety of schools ranging from pre-schools, primary schools, junior secondary, senior secondary schools and technikons. These are as follows:

1. Pre-schools	15
2. Primary schools	70
3. Junior Secondary Schools	13
4. Senior Secondary Schools	12
5. Technikons	2
<hr/>	
TOTAL	112
<hr/>	

Over 50 percent of the pre-schools, primary and secondary schools, are ill-equipped concerning educational facilities. They lack the necessary teaching equipment. In some cases these are insufficiently provided. The Umlazi area needs more of the pre-schools. The existing ones are too few for such a population.

A large number of parents in Umlazi would like to send their children to pre-schools so as to have them ready for primary school education. However, the shortage of these institutions deprives the Umlazi Black child the privilege of pre-primary education.

Difficulties encountered by parents are numerous. We could enumerate transport, fewer pre-schools, limited numbers of children admitted at the existing pre-schools and ill-qualified teachers. Therefore, a large number of Black children are deprived of the privilege of attending pre-schools before actually attending a formal school.

1.3 FACTORS WHICH CONTRIBUTE TOWARDS THE PROBLEM

- 1.3.1 The discriminating provision of pre-school facilities based on race is one of the factors that contribute towards reduced opportunities of pre-school education for Black education. Amongst Whites especially, pre-school facilities are the responsibility of the Social Services and Education Departments.

- 1.3.2 The economic factors of the community make it difficult for parents to provide the child with the necessary material for pre-school. The meagre wage problem plays a major role in Black Communities.
- 1.3.3 The lack of suitably trained teachers for this type of enterprise also contributes to the problem of teachers handling this type of education. Even in the ordinary primary schools, it is the lowest qualified teacher who is made responsible for the S.S.A. pupils which at times also creates problems.
- 1.3.4 The negative attitude of the administrators also contributes as a problem since they do not support the idea of pre-school, that is, the Education and Training, and also the authorities of KwaZulu Department of Education and Culture. They regard this type of education as luxurious and expensive whereas this is very essential for the Black child as well.

1.4 ASSUMPTIONS

It is herewith suggested that:

- progress of children who have not had pre-school tuition will be slow compared to those who had a chance of attending pre-school before venturing to primary school.
- the absence of the pre-school level of education at Umlazi places these children at an educational disadvantage.

1.5 THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the extent to which Black children are limited by the absence of pre-school nurseries in their communities, using Umlazi as a case study.

1.6 DEFINITION OF TERMS

1.6.1 Pre-School

This is an institution which provides early childhood education prior to the school going age. The under 5's (i.e. 2-5 years) are provided for in a pre-school. Nursery schools or pre-schools are almost the same as pre-school play groups except that the latter are run by mothers, whereas the nursery schools are staffed by more qualified nursery school teachers, and are commonly well organised educationally. (KwaZulu Journal, 1984:2).

1.6.2 Pre-school play groups

In Britain, these are voluntary movements organized by interested mothers concerned with the education of children under the compulsory school going age of five.

These are not found at Umlazi since mothers have not yet organised themselves for such a project.

1.6.3 Education

Since the main emphasis in this study is on the importance of pre-school education, and the need for more pre-schools, it becomes imperative at this stage, to have a closer look at the concept EDUCATION. The word "education" is of Latin origin, and according to Fowler and Fowler (1966:256) it means to "bring up" or "train" or "provide schooling for". It must again be emphasised that in this study "bringing up" or "leading out the potentialities" of a child can, in the last analysis, mean helping the child to attain maturity. Pre-school education also plays a role in the upbringing or leading the child to the attainment of adulthood.

Good (1959:191) and Prince (1962:4) on the other hand define education as a social enterprise by which people are subjected to the influence of a selected and controlled environment, so that they may attain social competence and optimum individual development.

Social development is an essential factor for an individual, especially the under five's. It helps a child in working together with other people harmoniously. Young children learn to mix well with their peers at pre-school. Thus, it would be advantageous to the Umlazi children as well if they could also be given an opportunity of attending pre-schools.

Landman and van Rensberg (1984:227) refer to education as a practice or an educator's concern in assisting the child on his or her way to adulthood. It is defined as a conscious, purposive intention by an adult to bring him to intellectual independence.

It is:

"designed to guide the child's humanisation on a determined course, with an educand co-operating in full acceptance of his mentor's guidance".

Monroe (1968) defines education as one of the agents of society that imbues an individual with society's expectations, attitudes, convictions and even beliefs. According to Monroe education is concerned with the indictment of a not-yet-adult into adult world. Ross (1967) on the other hand, believes education is the influence that 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 (1982) cites Redden and Ryan as seeing this phenomenon as a deliberate and systematic influence exerted by the mature person upon the miniature, through instruction, discipline and human development of all the powers of a human being, that is physical, social, intellectual, moral, aesthetic and spiritual, according to their essential hierarchy, by and for their individual and social uses and directed towards the union of the educand with his Creator as the final end. Pre-school education greatly improves the development of the child, in that, the child becomes aware of

most things even before attending school. By the time he enters school, in most cases he can count and draw.

1.7 DELIMITATIONS OF THE STUDY

The study was conducted in the Umlazi area. It was directly concerned with teachers who taught Sub-Std A up to Std 2, the few pre-school teachers and parents.

The Umlazi area was chosen, because the writer has worked there for 25 years. The study was not able to trace and compare the performance of children who went to or did not attend pre-school nurseries, beyond Std 2. Only teachers who taught up to Std 2 were interviewed by means of a questionnaire.

The study was longitudinal because it covered the phase of a Lower Primary School (Junior School).

1.8 PROCEDURES FOR COLLECTING DATA

1.8.1 General Method

Literature relating to previous research similar to the problem under investigation was carefully scrutinized.

1.8.2 Collection of Data

Data collected by the writer in Britain was used to illuminate this study.

1.8.3 Specific Method: Questionnaire Survey

The above was used for the collection of data. Remarking on surveys: Mouly (1972:234) says:

"Surveys are orientated towards the determination of the status of a given phenomenon ... they identify present conditions and point out present needs."

According to Behr (1983:91) the survey is one of the most widely used types of descriptive research in the behavioural sciences. Its purpose is to obtain information about prevailing conditions on a planned basis. On the whole, surveys are broad in scope, encompassing data obtained on a national or provincial basis. The data may be obtained from a total population or from a representative sample from which certain generalisations may be made.

The questionnaire survey method was suitable for the study because a larger sample could be reached economically and greater anonymity could be provided to the respondents. In this type of method, people were more willing to respond openly and honestly to the questions (Mason and Bramble, 1978).

A pilot test was used to find out about the suitability of the questions. This was possible because the questionnaire method was used. One would support the idea expressed by Balsley (1979) that several drafts of a questionnaire may be required before the final product is acceptable.

Mlondo (1987:79) states that a questionnaire seeks information, opinions, attitudes and interests of the respondent in the area being investigated, it is used as the best evidence that validates answers collected from literature or documentary sources because of its standardized and objectified observations (Good, 1972).

1.9

SUMMARY

In this chapter, the problem was described, key concepts clarified and the methodology for conducting this investigation' was presented. The main purpose of the study was expressed as an exercise in showing the degree to which Black children are disadvantaged by the absence of pre-school nurseries. In the next Chapter, the conceptual background of the study and the review of literature will be discussed.

CHAPTER 2

2. CONCEPTUAL BACKGROUND AND REVIEW OF LITERATURE

2.1 INTRODUCTION

Pre-schools and their relevant education seem to be a problem in KwaZulu especially in Umlazi, because of the limited number of pre-schools and the shortage of qualified teachers. However, this is not only a problem in Black Communities (KwaZulu) but it appears to be a universal problem. Whites, Indians and Coloureds also experience problems in the running of pre-schools. However, problems are most severe amongst Blacks.

The above statement is supported by Jill Gowans (Daily News: 24 October, 1985) who states that the quality of pre-school education and day care for children of all races should be one of the country's top priorities. Nina Gering, Chairman of the Durban and Coastal Society for early childhood education confirms this. In the Daily News (24 October, 1985), she further states that:

"Research has proved that with a good pre-primary school programme, children adapt easily to a formal school environment, do better at school, grow up more balanced and be sociable adults with a headstart in the job market".

At present the Umlazi area is still very far from reaching such standards. This is why there is a need for pre-school education at Umlazi.

In a one day seminar held in Durban in which educators from all racial groups attended, Ingrid Stewart (Daily News: 21 February, 1979) summed up the proceedings of the day by saying, the irony was that those children who would really benefit from pre-school education are those who came from deprived homes and backgrounds. Educational bodies that govern these people did not have the funds to assist them in this regard.

This is proved by the limited number of pre-schools in Umlazi. These are sponsored by the private sector and parents. The government does not allocate any funds for the Black pre-school child.

Zimu, Chief Education planner for KwaZulu Government then, in response to what had been said by Ingrid Stewart, stated that while the law in KwaZulu allowed a child below the age of seven to go to school and entrenches pre-school education, funds were not available to put the law into practice. The Department of Education and Culture found itself in an ironic situation.

The department of Education and Culture (KwaZulu) only starts allocating funds for children only when they are admitted in the primary school for Sub-Standard A (Beginner).

In support of what has been said in the above paragraphs, an empirical view of the present state of education in KwaZulu 1985/6 financial year states that in 1985 there were only two Circuits with registered pre-schools in KwaZulu.

The Nkandla Circuit had an enrolment of 48,2 percent of pupils and 3 teachers of which one was qualified. The Maphumulo Circuit had an enrolment of 80,3 percent of pupils and two teachers. One was qualified and the other was unqualified. This meant that qualified teachers were those who had had some type of training courses in pre-school work and the unqualified ones were the ones without any training at all. However, the two pre-schools in the circuits mentioned were not fully subsidised by the Department. For instance, they did not have the proper furniture for children under 5 years. Teachers at these schools were also not being paid by the Department.

* For a pre-school to be properly run it should be fully subsidised by having adequate qualified teachers who follow an authorised programme of activities, for example, self-directed plays. One of the important components of pre-schools is self-directed plays. None of the KwaZulu circuits mentioned above, are fully equipped in the running of self-directed plays since these pre-schools are not fully subsidised by the Department of Education and Culture - KwaZulu.

There is a great need for more pre-schools at Umlazi that will be run according to the proper standards. Hughes, Mayall, Moss, Perry, Patric and Pinkerton (1980:239) support the above mentioned statement by saying that a good nursery service must be based on three fundamental principles.

- (i) there must be enough places for all parents who want them for their children.
- (ii) parents must be able to choose the age when their children can start and the hours they attend for each day.
- (iii) pre-schools should aim to meet the needs of all children for play, care and education.

A good foundation on pre-school education helps the child to progress well in all the other educational levels, that is, lower and higher primary, secondary and high school levels.

Todd and Hefferman (1977:25) also confirm that successful and happy days in a pre-school group not only make for self-confidence and a favourable stance toward group experience in school later, but also may well result in a "not gain in years of education". This gain is especially important for children because "the impact of school at this early time may well have far stronger consequences than the impact at any other age".

2.2 PRE-SCHOOL EDUCATION IN BRITAIN

Nursery schools in Britain are subsidised by the respective Local Education Departments. The nursery schools admit children from their surrounding areas. They operate from 8.30 a.m. to 3.30 p.m. and they are more educationally orientated than day care nurseries

or pre-school play groups. The differences of the various institutions are clearly discussed under 2.2.2, 2.2.3 and 2.2.4 below.

Pre-schools or nursery schools are educationally orientated. In these schools the programme for the day involves activities which at times test the intellectual ability of the child, like working out puzzles, block building, story telling etc. Furthermore nursery schools as they are called in Britain are run by qualified teachers and are commonly well organized. In Britain nursery schools are operated in old buildings such as churches and halls which have been renovated to suit them (KwaZulu Journal, 1984:2-3).

Pre-schools, although numerically small in number, have long been established in this country as stated by Lucas and Henderson (1981). The first ones being pioneered by the MacMillan sisters in the slums of Deptford and Bradford. The emphasis being on individual development.

Lucas and Henderson (1981:31-33) state that, there is a double-stranded philosophy underpinning modern practice, first:

- that a child's intellectual development is fastest during the first four-and-a-half years; so this is the stage when he needs a benign environment in which he can learn, and secondly

- that many children are so disadvantaged during their early years that they cannot function well when they enter the educational system.

On the one hand, nursery education is every child's need and right, but since money is inadequate, resources should be used in educational priority areas. Children who receive "quality pre-schooling" were far ahead of their unschooled mates in school achievement, in school completion, in number employed and quality of jobs held.

The Umlazi children need to be fully involved as well in "Quality pre-schooling" for good progress in the formal school education.

Pre-school education or early childhood education involves a number of institutions. These are: nursery schools, day care nurseries and pre-school play groups. They are discussed in this chapter because, all these institutions deal with a child before being admitted at primary school. Though they differ in teaching procedures, they are very much concerned with the under five's.

2.2.1 Nursery School

Pre-schools at Umlazi do not have sufficiently qualified teachers and adequate accommodation for the children in need of pre-school education. On the other hand a nursery school in Britain is a separate school with a Head Teacher in charge, qualified nursery teachers and qualified National Nursery Examination board

(N.N.E.B.) certificated teachers. Children are admitted from the age of 2-5 years. Some of the children attend full time, others part-time. The school operates between 8.30 a.m. and 3.30 p.m. and closes during school holidays.

A "nursery class or unit". This is attached to an infant school and admits children from 3-5 years. It also has full or part-time attendance. A qualified teacher is in charge and acts as a Headmistress assisted by nursery nurses (Matterson, 1985:58).

2.2.2 Day care nurseries

In Britain these were traditionally places of care for children. They originated during the "World War" when men were away at war and housewives had to go to work. They are now run by the Department of Social Services. They are staffed by more nursery nurses and a few nursery teachers and tend to be more care orientated rather than educational. Most of them are run by ex-nurses who have undergone various pre-school basic training. Priority of admission is given to one parent families. Admission starts from 6 weeks and goes up to 5 year old children. The nursery operates from 7.30 a.m. to 6.00 p.m.

2.2.3 Pre-school play groups

These are voluntary movements organized by interested mothers concerned with the education of children under the compulsory school age of 5. The groups are registered with the Department of Social Services and are managed by Management Committees.

Playgroups cater for children from 2 to 5 years and aim at involving both mother and child in education.

2.2.4 Nursery teachers

They undergo a 3-year extensive teacher-training course specialising in nursery teaching. They must have acquired academically a standard equivalent to our standard 10 to enter teacher training. Such teachers may either have a degree or a certificate.

The Umlazi situation lags behind in qualified manpower as indicated above.

2.2.5 Nursery Nurses

These nurses undergo a 2 year training course which is a basic course qualifying her to work with children in a nursery school. Here the focus is on growth, development and care of young children. Nursery nurses are trained at the college of Food and Domestic Arts. This is where they obtain their N.N.E.B. certificates. Before being admitted for training they must have obtained academic qualifications equivalent to standard 8. As much as there is a need for more pre-schools at Umlazi, there is also a need for trained and qualified teachers, even if it meant a nursery nurse as mentioned above.

If the following sample was applied to the Umlazi pre-schools, the pre-scholars' education would be more effective. The sample clearly shows how the pre-school children and staff members could be distributed. With adequate staff members and a manageable enrolment, school work could be easily tackled by the teachers.

The Umlazi pre-schools which were visited reflected a teacher/child ratio of 1:35.

Sample

The running of a nursery school (Highfields) Britain.

Enrolment	- 60 children
Age range	- 3-5 years
Nursery school teachers	- 3
Nursery teachers (N.N.E.B)	- 3
Cooks	- 2
Cleaners	- 2
Teacher/child ratio	- 1:10 (KwaZulu Journal, 1984:2)

30 children attended school for the whole day, that is, 8.30 a.m. - 3.30 p.m. 15 children attended the morning session (8.30 a.m. - 11.30 p.m.) and another group of 15 came in for the afternoon session (11.30 p.m. - 3.30 p.m.).

The children are brought to school by their parents who hand them over to the teachers in the morning and also fetch them from school in the afternoon. It is the teachers who decide who

attends when, guided by the child's needs, for example top class, language problems or both parents working.

The few pre-schools at Umlazi operate on a single shift basis, that is, all the children arrive at 8.00 and leave at 3.00 p.m.

2.2.6 Teaching staff salaries

These were determined and paid by the Local Education Authorities.

2.2.7 Fees paid by parents

Parents contribute two pounds (about R8) a week towards children's meals. Children have one meal a day plus milk and fruit. It is only the full-time children who contribute towards fees for meals. Salaries for pre-school staff are also paid out from the fees contributed by the parents in the Umlazi area.

2.2.8 Fund raising

The nursery school is managed by 12 members. Two of these are members of the Local Authority who visit the schools twice a month for inspection. In the Umlazi pre-schools a committee is formed by parents and this committee organises fund raising projects in order to meet some expenses incurred at the school.

2.2.9 Pre-school routine

2.2.9.1 Children are brought in by parents, brothers or sisters at 8.30 a.m.

2.2.9.2 They get to the different corners for various activities e.g. book corner, house corner, and wendy corner. Others do finger painting, playing with sand and water, playing with dough, woodcraft, climbing frames, music, puzzles, playing with blocks etc. They learn through play wherever they are.

2.2.9.3 Teachers alternate in language work and story telling.

2.2.9.4 Teachers are with the children all the time, helping them where they find difficulties. Most of the time it is self-involvement with the children.

2.2.9.5 Teachers sit at tables with the children in groups at meal times and have meals with them. Tables are of different colours. Teachers talk to children as they eat to encourage self-expression. The Educare Handbook Book 6 (1983:15) also stresses that conversation should be encouraged during meal times (KwaZulu Journal 1984:2-3).

2.3 PRE-SCHOOL EDUCATION IN AMERICA

Caplan (1983:137-138) say in selecting a nursery school, parents are sometimes bewildered by the different programmes that are available as well as by the variations in methods, materials and goods. Many nursery schools do not have "formal information sheets" that describe their educational philosophy, so astute parents need to visit the school and observe the classes in session.

Before making the final selection the parent discusses her child and the school's programme in detail with the head-teacher.

No two programmes will ever be exactly alike. The most important variable is the teacher. The parent should feel that the teacher is genuinely enjoying her work with young children. It must be observed whether the teacher acts as a "caretaker" or as a sensitive adult who knows when and how to enter into play life of the group to enhance their learning. The second most important variable is the physical space and equipment.

It is essential that, a pre-school has adequate space for children to move around freely when involved in self-directed plays. In most cases, Umlazi pre-schools are not only a few, but even those that exist have very limited space for playing and inadequate equipment for the under five's.

2.3.1 Matching a pre-school to your child

Caplan (1984) continues to say that the philosophy of the nursery school one selects for her child should not conflict greatly with her own brand of child rearing. If one tends to be a permissive parent, one probably would not choose to enrol her child in a highly structured programme. If one encourages independence, self discipline, and responsibility one probably would be unhappy to have one's child in an "anything-is-okay" school. It is also essential that one considers the child's personality and innate tendencies.

Further, one needs to take into account the number of children in the class, their ages, and the child adult ratio. In evaluating any nursery school, one needs to look carefully at its programme.

2.4 THE IMPORTANCE OF PRE-PRIMARY EDUCATION

Children who have attended pre-school education work harder, see more, do more. They are happier, and get more from life. They also give more of themselves. The children seem to have reached a new time in their lives, a time when stimulation, adventure, ideas, challenge, companionship have begun to be of prime importance. They learn to express themselves verbally as well as through various art mediums, for example, story telling, describing a picture and rhymes. They also develop greater motor co-ordination through self-directed plays, for example playing with sand and water, climbing frames and finger painting (Caplan, 1984).

2.5 PRE-SCHOOL EDUCATION IN SOUTH AFRICA (BLACK COMMUNITIES)

2.5.1 Pre-schools as a new concept

According to Mphahlele (1987:81) pre-schooling for the Black child is a new concept in South Africa, with no historical background. As a result Blacks are experiencing all the problems of establishing pre-schools without trained personnel or adequate funding. The only major breakthrough in education has been the establishment of teacher training centres for pre-school teachers and of crèches which were introduced by missionaries shortly after World War II when women joined the work force in large numbers.

Further, crèches were later established by Africans and white people who felt the need for self-help. In some cases they were founded by parents who sought a place of safety for their children where they could be fed, stimulated and encouraged to socialize with other children. Crèches have therefore been the only real educational force for 1-5 year olds and, even so, many children could not be admitted because their families could not afford the school fees.

It is mostly crèches that operate in Umlazi, because parents are keen to work and as such they are satisfied with a safe place of keeping the children.

Biersteker, de Kock and Dlova (1987:132) state that in South Africa, the early childhood movement has been almost solely concerned with centre-based education and day care provision. Yet, despite a growing awareness of the importance of pre-school education and the gradual introduction as part of the formal schooling system of a bridging year for 5-6 year olds, no substantial impact has been made. Only about 130,000 out of over 5 million black pre-scholars have a chance for a place in a pre-school centre, and these mostly in the larger towns and cities (based on 1986 ELRV estimate from lists compiled by Owen van den Berg and Tania Vergnani and other ELRV records).

An idea that is finding increasing acceptance amongst Blacks is that early childhood education is particularly dependent upon the

role of parents and community surrounding the child. Based on the results of a huge study in the United States, Mayeske as quoted by Biersteker, et al (1987:132) concluded that:

"family background plays a profound role in the development of achievement not only through the social and economic well-being of the family, but through the values its members hold with regard to education and the activities that parents engage in with their children to make these values operational".

(A Study of the Achievement of Nation's Students).

It is believed that education begins at home; that the child's first teachers are its parents; that it is parents who play the most important role in the education of their children; and that it is they too who have the power to create a better world for themselves and their families (Biersteker, de Kock and Dlova, 1987:132).

Very few pre-schools which are often called crèches exist in the townships (See Chapter 1). In most cases from experience, these are being run by unqualified staff and as such they are not properly handled.

Many of the children who are still under 5 years old do not get the chance of attending these crèches because of limited accommodation.

The de Lange's Report (1981:3) states that all pre-primary schools for Blacks are as yet still private schools that provide education to children aged three to six.

Fresh interest in pre-primary education has led to the planning of pre-primary schools on an experimental level.

Before attention can be given to a programme, better training will have to be provided for teachers, including retraining of the present teachers.

2.5.2 Curriculating

As far as the curriculum for pre-primary education is concerned, in South Africa it is clear that sporadic attempts have been made to furnish teachers with directives for the orientation of children attending pre-schools, by the Department of Education and Training (Pretoria).

In some departments of education guidance is more specific and detailed, trained personnel are on hand to handle the programme and co-ordination takes place to a certain extent within, but also outside their own ranks.

As yet there is no mention of scientific curriculating on a departmental or national basis in the Republic of South Africa.

In summarising the de Lange report (1981:3-4) continues to state that it will be necessary to pay attention to the possibility of presenting pre-primary programmes chiefly to children who are culturally, economically and socially handicapped and who are in no way ready for the formal programmes presented in junior primary education. Owing to the cultural and other differences between the population groups of the Republic of South Africa; it is not only necessary to make available programmes and manuals, but it is also essential that these documents be scientifically compiled and tested for their suitability and effectiveness.

The de Lange report (1981:105) further confirms that school readiness is a pre-condition for a successful school career, particularly during basic education, and that environmental deprivation is the major cause of school readiness not being achieved in time.

It is the environmental deprivation that has hindered good progress in Umlazi, since a number of children cannot be accommodated in the existing schools.

2.5.3 Crèches and nursery schools

In terms of expense and manpower it is unrealistic to recommend any comprehensive provision of these institutions at state expense. However, it is recommended that, in addition to private welfare initiative, there should also be limited development of these institutions on departmental initiative, but restricted to

areas where the needs of small children are the greatest (de Lange Report 1981:108). Places like the Umlazi area need to be fully developed by having a number of pre-school institutions in the township.

The burden of a teacher having to teach a class of 60 pupils in Sub A could be eased if the beginners had started with pre-school foundations before getting to primary-school.

Lorton and Walley (1979:92) mention that the variety of names under which early education programmes exist - nursery school, kindergarten, day care centre, play group and "Head Start" - makes them sound different in purpose and function.

Fundamentally, however, they exist for a common cause, the development and well being of young children.

Many persons think pre-schools are "just places to play"; others think pre-schools assist young children in "getting ready for first grade". Values gained from planned educational experiences in a pre-school justify an early start.

2.6 ADVANTAGES OF PRE-SCHOOL EDUCATION

2.6.1 The Social Development

Pre-school education is involved in the development of a number of aspects, for example social, emotional, moral, intellectual, language, aesthetic, physical, home and school relationship.

Donaldson et al (1983:9) assert that for many children, their first encounter with sizable groups of the same age peers occurs at pre-school or play group. Prior to this, their social experiences have been within their family context and the children of family friends. However, attendance at pre-school will lead to a change in children's social experiences. They will mix well and communicate easily with other people.

Young children's social knowledge is built around the significant others, who introduce them to cultural values and norms and to interpretive procedures that connect abstract values and norms with specific interactive demands. When children move outside the family unit, they discover a range of options in the selection of interactive partners.

Through interaction with peers, children learn that they can negotiate social bonds on the basis of their personal needs and social contextual demands. (Asher and Gottman, 1981:207).

Donaldson et al (1983) further say that most teachers and parents are aware of the social demands that are placed on children during this period, and a watchful eye is usually kept on their progress and activities. As children's play becomes more social, individual preferences are revealed. Some children seek the company of many playmates while others prefer only one or two friends.

This is also applicable to the South African situation. The few children who have attended Umlazi pre-schools do reflect a friendly attitude towards their peers.

Out of the 150 teachers who were questioned, 116 (77.33 percent) of them confirmed that children from pre-schools were friendly and pleasant towards other people. The reason being that pre-scholars were well behaved in general and were used to being with other people other than their own family members. During breaks at school, they displayed a friendly attitude towards their peers.

Once children enter school, further development of their social skills is expected. While intellectual pursuits are often emphasized in school, the importance of social aspects of development should not be overlooked. School is a demanding place, socially as well as intellectually. Children must learn not only to settle in the classroom, but also to cope with time spent in the playground with their peers.

The pre-school setting is ideal for acquainting young children with the school environment. That is why Umlazi needs a large number of such institutions. Children who encountered problems at pre-schools, and those who start school without the potential benefits of pre-school experience will either have to make the necessary social adjustments very quickly, or be provided with some assistance. This will enable them settle adequately on the social and intellectual ways of playground and classroom activities.

Socialization is an imposition of social patterns of behaviour.

Nxumalo (1979) quotes Berger and Berger (1972:52) thus:

"Socialization is a process of initiation into a social world, its form of interaction and its many forms of interaction and its many meanings. The social world of his parents first confronts him as an external vastly powerful and mysterious reality. In the course of socialization that world becomes comprehensible. The child enters it and becomes capable of participating in it. It becomes his world."

Socialization is affected through education. It is a perpetual process involving a socializer and a socializee.

Social development is one of the important aspects in the life of a child.

According to McCarthy and Houston (1980:152) socialization goals are:

- To help children get to know the other children, the teachers and other staff members, visitors, and the other children's parents. This should be done at the children's individual speeds,

- To help the children fulfill their dependency needs. Slowly, the children should be moulded to become independent, and autonomous individuals with positive, healthy, self-concepts,

- To encourage the full range of physical and cognitive skills. Co-operative as well as competitive skills should be stressed,

- To foster effective communication skills,

- To help the children become responsible for their own actions,

- To encourage politeness and a regard for the rights of others,

- To ensure that children learn that people are similar and different in many ways. Children should be exposed to models and experiences that demonstrate cultural differences. Tolerance and acceptance are important goals, and

- To encourage the children to take pride in the language, customs, and traditions of their own cultures and society.

When two or more children play near each other and continue to carry on their individual pursuits, this is called associative play. Associative play indicates that the children are becoming interested in and aware of others. This movement outward represents an important and positive step in the process of social development.

Socialization is an educational goal; associative play should be recognized, supported and rewarded by pre-school teachers (McCarthy and Houston, 1980:156-157).

That is why there is a great need for more pre-schools at Umlazi so as to instil the social aspect, in pre-school children.

A child with a well developed social aspect copes well with life around him. This is supported by Vrey (1984:82) who says that social development implies that:

- the child is ready to go to school without help from the family,
- the child is ready to form relationship with teachers and school mates,
- he plays with school-mates,
- the child is prepared to share toys, interests and attention with others, and
- the child can identify with significant others but also with characters from stories.

In order for the child to grow in every dimension he needs to have a foundation for free investigation. His limited experience means that his learning needs to be aided or structured by an adult.

Hendrick (1980:107) states that if children are to learn to balance their own needs and desires with concern for those of other people, teachers must have a clear grasp of the most basic social skills that are worthwhile to teach them so they will become happy, social people.

Among the most important of these competencies is the ability to control unsocial impulses and to use a number of alternative ways of obtaining what they want rather than just snatching and grabbing things.

One of the major purposes of socialization as seen by Lansdown (1984:163) is the promotion of social stability - that is ensuring that the group stays together as a cohesive whole. Groups that feel secure can tolerate a much wider range of behaviour, groups that are vulnerable demand a higher degree of conformity. This is important because a society needs to be stable in order to be progressive.

Luthuli (1985:50) has it that people and the world in which a person finds himself make an appeal to which he must respond. It is this appeal and response that is essential in educational situations. Man, in order to attain completeness or full actualization as a human being, must enter into a dialogue with other human beings.

Hence it is essential for children to develop socially in order to mix and communicate well with other people.

Play in pre-school or nursery school is most often a social activity. Children's capacity for co-operative play is dependent not only upon their maturity but also upon opportunities for this capacity to develop. The necessary social skills and attitudes have to be learnt. Many children will arrive at a play group, a nursery school and even at an infant school lacking these skills, and will need help in adjustment. All children at these ages have still much to learn about sharing and co-operation and can be greatly helped by a skilled and sensitive adult (Fontana, 1984:116-117).

Children should be given an opportunity for co-operative play even at home, so that by the time they are admitted at pre-school, skills for various plays could be easily developed by pre-school teachers.

2.6.2 The emotional development ✓

Emotions are defined by McCarthy and Houston (1980:163) as strong, relatively uncontrollable feelings that affect behaviour.

Emotions are either positive or negative. They have powerful effects upon people's behaviour and upon people's sense of well being. Because they are so important in human life, it is not surprising that the emotional development of the child is seen as an important factor within the field of early childhood education.

Emotions evolve and develop in children. They can be affected strongly by experience. Experiences and events occurring within the early educational setting can influence the child's emotional development.

Emotional expression and experience can be encouraged in many ways in the pre-school situation. Music and dancing, for example, can soothe the soul. Piaget pointed out that many dramatic play situations, where the child can be the winner for a change, will be helpful in reducing frustration and alleviating anxiety (McCarthy and Houston 1980:163 and 169).

The Educare Handbook Book I (1983:6) states that emotional development means the child:

- will learn to cope with his feelings like excitement, fear, anger and frustration,
- will learn to know, to accept and to like himself, and
- will grow in independence.

It is obvious that the child's understanding of, and interaction with his social world inevitably involves his feelings about other people, and the happenings which affect him in interaction with them. It is very difficult to study young children's emotions except in highly specific circumstances such as observing their

distress when mother leaves them or their fear when confronted with strangers or when they find themselves in specific circumstances which are new and strange.

From the researcher's experiences at Umlazi many children cry bitterly when they get to primary school for the first time. The reason being that these children are from home and had never attended pre-schools. They have been seeing their mothers and relatives around them most of the time. The new teacher whom they see at school becomes a total stranger to them. If there were more pre-schools in existence at Umlazi, such emotions would not be experienced.


The range of emotions experienced by humans is very wide and also very deep. This means that very many different emotions which vary from one another qualitatively, such as love, fear, contentment, to mention a few, can be experienced, and mostly to highly varying degrees.

A young child of 4 years will already have learnt to amend the expression of his feelings in the presence of strangers.

Feelings which are evoked during the first four to five years of life are very strong and how the child is able to deal with the emergence of these feelings has important repercussions on his later behaviour.

The most important emotional experience for most children, is starting school, except for the children who have already been to nursery school. Undoubtedly many children coming to nursery school for the first time, even if they are accustomed to being away from the mother from time to time, will experience the same anxieties to an even greater extent than children starting school for the first time at five years of age (Wood, 1981:179-183).

2.6.3 The moral development



Moral behaviour means conformity with the moral code of the social group. The word moral comes from the Latin word "MORES". It means manners or customs. True morality entails not only an understanding of the external forces on one to behave according to the group's wishes but also a voluntary wish to behave in this way. It is accomplished by a feeling of personal responsibility and involves putting the interests of others before oneself (Lansdown, 1984:184).

In order to understand the development of behaviour which displays morality one must differentiate between moral knowledge, moral behaviour and moral feeling. These different aspects of morality sometimes support one another and at other times are not closely related. Similarly, moral knowledge may influence moral behaviour, but though there is usually a relationship between these two factors, it is not necessarily a close one.

Piaget and other workers who have replicated his work assert that the young child under four and a half years of age does not usually play co-operatively, but he plays often in parallel with other children. As he approaches 5 years of age, he begins to be aware that other children whom he sees at play, have rules by which they play, but these rules have no importance to him. Moral growth cannot proceed faster than language understanding and the idea of rules having to be enforced cannot be comprehended without the language structure which explains this (Wood, 1981:151-157).

Parents influence the development of attitudes, opinions and interests in their children. The home is where the child's moral development is greatly influenced since it is where the earliest and most long-lasting identifications are made. Kay (1968) quotes Sawinson as saying that young children believe that there is a fundamental moral order in life to which they may have access. They willingly trust the guidance of adults because they believe that adults understand the nature of this fundamental order.

Values adults impose on the child are absorbed into himself in order that he responds to their guidance from within, even during their absence. The introjected values are seeds of moral autonomy in later life. The child becomes submissive to authority if there is harmony between the voice of authority coming from within and the one coming from outside. Having identified with feelings, mental attitudes, personal characteristics and values of those closest to him, the child forms his own inner ego-ideal, his moral self (Bull, 1968). This moral self gives him his unique self-

consciousness, the self-criticism termed "conscience" and the self-control termed "will".

Acceptance by parents, peers and the family members makes the child accept himself better and enriches his self-esteem. A positive self-concept encourages the child to take risks and form further relationships with reality, constituting his life-world.

Jean - Paul Satre, an existentialist philosopher, states that man assigns meaning to nature so as to control it. What is seen as natural or beyond man's control is because it has not been given sufficient meaning (Ozman and Craver, 1981).

2.6.4 The intellectual development

Although all humans at times respond to stimuli in their environment, the cognitive development theorists like Piaget stress that the child largely constructs his own time reality from the objective external reality mediated by his senses. Thus, according to this theory, the child's main characteristics is that, he is a thinker who, to a large extent, selects the stimuli to which he will respond. How he responds will be influenced by mediating mental structures which process the information which his senses give him.

The drive to make an inner construction of the world, which is another way of talking about learning or understanding does not

according to cognitive developmental theory, require any kind of reinforcement, because interest is activated by the mere newness of an experience, and it is only necessary for an infant or child to be introduced (exposed) to a new stimulus to enable him to attend to this stimulus and make an inner construction of it.

A great aid in helping the child between two and about four and a half years of age to develop his thinking powers is the child's increasing ability to use and understand language. This may explain why a small child who has much contact with older persons such as the eldest in a family, or an only child, frequently seems to have better - than average powers of thinking. The child under 3 years thinks transductively from particular to particular, his thoughts are still neither consistent nor stable and even at a later age they are dominated by what he perceives (Wood, 1981:58-113).

Piagetian tests are among the best known tests which deal with conservation of number, length, weight and so on.

Pre-school children are highly competent. They can conserve, classify, measure, memorise, reason and appreciate other than their own with considerable degrees of success. Yet this does not mean that by an entry to school, children are intellectually fully accomplished. For although young children do exhibit such skills,

their thinking is still context dependent. The ability to think and reason independently of context has still to undergo much further development.

Skills typically taught in school, particularly reading and number skills, can now be seen as the development and extension of skills, already present (Donaldson, 1983:167-168).

Hendrick (1980:206) states that work curriculum is generated for the cognitive self, the most important goal to work toward is helping children feel confident and happy when engaged in mental activity. This can be accomplished by keeping the activities appropriate to the child's age and abilities, making cognitive learning a part of real life, and helping children feel competent by enabling them to figure out answers for themselves.

For purposes of helping a pre-school child intellectually, teachers need to involve the child fully in the working of jigsaw puzzles, brick building, etc. The pre-scholar should handle a variety of objects which will cause him to think.

Hendrick (1980) further says that generating creative ideas also contributes to children's feelings of happiness and satisfaction, and young children are particularly adept at demonstrating such

creativity when using equipment and materials in unexpected, unconventional ways. Teachers should encourage them to do this as long as they enjoy the activities involved.

The problem of insufficient creativity for children dominates the few Umlazi pre-schools. Children need the necessary equipment and material in order to perform well in whatever they do. However, such equipment (for example, building blocks, climbing frames, etc.) is not adequately available at Umlazi. The private sector which manages the schools cannot afford to supply equipment as well. This causes a problem for teachers in the proper running of pre-school setting especially at Umlazi.

Helms and Turner (1981:229) state that cognitive development implies that pre-scholars think in qualitatively different ways than infants or toddlers. The former's thinking is more advanced, especially in terms of the refinement and elaboration of concepts. However, pre-scholars' mental processes are largely dominated by conceptual processes of what seems to be, rather than of what logically must be.

Schwartz and Robison (1982:51) quote the Piagetian theory of how children learn, or "construct", knowledge. The theory states that the child initiates much exploratory activity, manipulating objects, acting on them in many ways, and organizing a system for

thinking about the world. Through assimilation the child plays, pretending and imagining the way she or he wants the world to be. In the opposite process of accommodation, reality intrudes, requiring the child to be more objective or conventional in behaving and thinking.

Piaget maintains that there is a continuous balancing within the child between the extremes of assimilation (pretending and imagining) and accommodation (dealing with reality). As the child balances these two processes, thinking becomes increasingly adaptive, mature and complex. Piaget also found four different stages in the child's intellectual development, each qualitatively different from the others.

The four major developmental stages are:

1.4.1 Sensori-motor stage

This stage occurs from birth to about age two. In this stage, action is thought, and many experiences the baby has with objects in the environment, with manipulations and actions, and with people build the basis for much future conceptualization.

1.4.2 Pre-operational stage

This stage lasts from about age two to about six or seven. Important features here are language development, symbolic thinking, conceptualization, egocentricity, simple classification, transductive reasoning, realism and numerical concept development.

6.4.3 Concrete operational stage

Thinking in concrete operations, from about age six or seven to about eleven or twelve, is the beginning of logical thinking, but not in the abstract, it is based on the real and concrete. The child is no longer perception-bound, egocentric, or transductive in thinking, the child gradually learns as the stage advances to reason objectively, inductively and deductively.

6.4.4 Formal operational stage

This occurs at about ages twelve to adolescence. At this stage the mature form of logical thinking, capable of abstract logic and mental manipulations takes place.

Vrey (1984:156) cites Bruner in saying that a child's intellectual development is determined by the culture into which he is born. And culture is strongly influenced by technological developments. The manner in which a person moves, perceives and thinks depends upon techniques and strategies which are acquired or inherited within a cultural context.

Dr. Cris Soobiah (Sunday Tribune, 19 July 1987) says as far as early childhood educational stimulation is concerned, the important factor is the "critical age" of up to five years. In fact the deprivation in the first four years of life can have far greater consequences than deprivation in the 10 years from 8 through 17.

It is a fact that, the first four years of a child's life is very essential, and as such these years need to be developed accordingly in a pre-school setting. When a child enters primary school, he should have had some pre-school experiences. This is the reason why Umlazi needs to have more pre-schools so as to help children with knowledge and skills which will be useful in formal education.

Experts of early learning are emphatic that the young can begin learning as early as from 3 years. One may scoff at Eykens (1967) squirrel child analogy - in his experiment which showed that red squirrels which were denied the experience of cracking nuts at an early age never acquired the skill of cracking them at a later age.

This is also applicable to Black children who are denied the opportunity of pre-school education. Some of these children find it difficult to adjust properly to formal education, for example, a child who has had pre-school experiences would handle teaching aids more effectively in class than a child who has not handled any objects at home.

Zodwa Maseko, the reporter of the Natal Witness (27 March, 1986) states that even during the time of Plato, hundreds of years before the birth of Christ, people were aware that early childhood education was important.

She goes on to say that early childhood has an important task in

developing the creative spirit of the child. Sending a child to school too early hampers the intelligence of the child. Pre-schools, especially in the final year, should be more like primary schools and primary schools especially in the first year, should be more like pre-schools to allow for the smooth intellectual growth of the child.

Quality pre-primary school education and day care for children of all races especially the Blacks who lack pre-school education institutions, should be one of the country's top priorities. This is according to Nina Gering (Daily News 24 October, 1985) chairman of the Durban and Coastal Society for early childhood education, who states that:

"Research has proved that with a good pre-primary school programme, children adapt easily to a formal school environment, do better at school and grow up more balanced and be sociable adults with a headstart in the job market".

A Durban group concerned with pre-school education calling themselves "Grassroots Festival Trust" were interviewed by a Daily News reporter on pre-school education. Their response in the Daily News (1 July, 1987) was that:

"In the Black sector provision for early childhood education is hopelessly inadequate and conditions are often woeful. At a time when the mind is most open to learning, almost a whole generation of Black toddlers are being brought up deprived of the sort of intellectual stimulation necessary for them to be able to succeed at school."

It is stated that at a ceremony marking the first anniversary of the formation of the Ngotshe Co-operative Association and Development by Blacks and Whites the Minister of Co-operation and Development Dr. Gerret Viljoen said pre-school education for Black children was to be extended in 1990. In the Daily News (17 August, 1987) he further stated that:

"The inadequate readiness of children entering school and the switching to English as the medium of education in Standard 3, were two factors that contributed largely to the unsatisfactory failure and drop-out rate".

His Department for Education and Training was planning to extend the school readiness programme which was limited at this stage to the first 12 weeks of schooling. This would ensure that pupils were ready before being exposed to formal school work. The new system should operate by 1990. (Daily News 17 August, 1987).

The idea of extending pre-school education for Black children by 1990 as Viljoen puts it above, would be very much appreciated if this meant building and setting up of a number of pre-schools in the Black areas. Perhaps the setting up of pre-schools adequately for Blacks would solve the failure of pupils and the drop-out rate.

De Jongh's (1985:9-11) report also states that the high failure rate of Black school beginners have caused much concern. From statistics obtained from the annual reports of the Department of Education and Training, the following deductions can be made:

6.4.2.1 The number of school beginners not continuing after Sub-Standard B varies from 48,3 percent of the 1978 school beginners to 19,1 percent of the 1980 school beginners. Less than one third of the 1975 school beginners (31,5 percent) and approximately a half of the 1978 school beginners (54,4 percent) did not proceed to Standard 1, while the percentage for the other four years varies from 25,9 percent to 30,6 percent.

6.4.2.2 The greatest drop-out, however, appeared to occur at the end of Standard 1. The percentage of school beginners who do not proceed to Standard 2 varies from 46,8 percent (1975 school beginners) to 34,7 percent (1978 school beginners). The number of school beginners who do not continue with their schooling is strikingly high and indicates that they may not have been ready for formal education when they started school. Accordingly, the question arose whether the high failure rate of Black school beginners was linked to inadequate school readiness. (De Jongh 1985:9-11) *Educamus* (March, 1987:12).

5 Development and acquisition of language

One of the more solemn aims of nursery education is to teach so called "language development", the encouragement of better vocabulary, better sentence construction, better use of words altogether. However, one has to bear in mind that a nursery class usually consists of about thirty children. Therefore during a

three-hour session, the teacher can give each child only six minutes of individual attention. Thus the most powerful influences on children's language remain the home and other children.

The teacher can help children tremendously with their speech but language development is by no means as controlled and sophisticated as the phrase suggests.

Talking to children and telling them stories are just a part of the growth and development through play, and of the social education, which are the main purposes of nursery teaching (Thompson, 1976:131-132).

Young children are very fond of listening to stories and also love to tell stories themselves. They like to recite as well. Stories and recitations help children in expressing themselves freely.

Story telling and recitational work are two important aspects in the teaching of pre-school children. By the time these children get to the formal school, speech work is not a difficult task.

Caplan (1984) states that when a child learns that a particular set of sounds refers to or represents an object, event, or feeling, she has formed the single most valuable tool for understanding and predicting what is happening in her environment. This tool is language. Language serves two functions. It is a means by which one expresses thoughts and feelings and also a

major tool with which one interprets, organizes and relates material perceived through the senses.

When young children start attending pre-school there is a tendency of using language very loosely. In such cases the teacher must then gradually encourage them to be more precise in their speech. It is very essential, in a pre-school setting that the teacher communicates with her children regularly. By so doing, some children will develop good language expressions.

There are various opinions among linguists as to how small children acquire language. For instance the widely reported expert, the late Eric H. Lenneberg of Cornell University, as quoted by Caplan (1984) believed that the child is not taught language, rather, the role of parents is simply:

"to provide him with the opportunity to teach himself, to pull himself up by his own bootstraps".

If the child is talked to, surrounded by language, if he hears people talking to one another, he will naturally go without any teaching from stage to stage in his own language development.

Language encompasses receiving and transmitting messages. A child needs to learn that writing is "talk put on paper". Although listening, speaking, reading and writing occur in this order, they also overlap. The interrelationship of all facets of the

language arts continue throughout one's lifetime (Caplan, 1984:39, 41 and 385).

Pre-school children also learn language by listening to their teachers and later on they imitate them. By describing a picture a pre-school child enriches his language proficiency as well because he has to talk and express himself.

Acquisition of language profoundly affects intellectual life.

Piaget (1968) writes:

"Language has three consequences essential to mental development (1) the possibility of verbal exchange with other people which heralds the onset of the socialization of action, (2) the internalization of words i.e. the appearance of thought itself, supported by internal language and a system of signs; (3) last and most important, the internalization of action of such which from now on, rather than being purely perceptual and motor as it has been heretofore, can represent itself intuitively by means of pictures and "mental experiments".

Acquisition of language does actually affect the intellectual life of a child. For instance, a pre-scholar who has remained in a pre-school sufficiently for 3 years, communicates well at school and he easily understands what is going on around him and at school.

Spoken language (and other forms of representation) open doors to the child that were not open before. The internalization of

behaviour through representation facilitated by language, acts to "speed up" the rate at which experience can take place. Piaget (1926) suggests that, there are essentially two different classifications of the pre-operational child's speech, namely,

- (1) egocentric speech and
- (2) socialized speech.

Egocentric speech is characterised by a lack of real communication. Socialized speech, on the other hand, is characterised by communication. From the ages of 2 to 4 to 5 years, the child's speech is largely lacking in communicative intent (Wadsworth, 1979:70-71).

Language is never the rather static skill which many definitions make it appear, rather it is a dynamic, active, social process affecting almost all man's behaviour.

Winship (1984) chairman of Training and Resources for Early Education (TREE) states that by the age of three, a stimulated child should have at his command between 900-1000 words, and should know his name and sex. The child should also have learnt many values, as well as how to relate not only to his parents and siblings, but also to contemporaries and other adults (Daily News, 31 August, 1984).

It is a real problem, when a child starts formal schooling being unable to express himself because of the limited words he has learnt from home. This is why there is a great need for more pre-schools at Umlazi so that, this problem of children failing to express themselves could be eliminated. Children are stimulated in speaking at a pre-school most of the time.

The integration of language with other fields of behaviour which eventually permits most conscious activity to be verbalized does not, however, exist from the start. It is a gradual process, taking place at an accelerating rate toward the end of pre-school, but even then incomplete and showing wide individual variations (Gesell, 1978:189).

Vrey (1984:72) states that language as a communication medium plays a major part in the forming of relationships. It also serves as self-expression. The child can ask questions and express wishes.

Dreyer and Duminy (1984:10) support Vrey by saying, the use of language enables human beings to carry over facts, information, traditions and so on from generation to generation. The use of language is the most characteristic function of the human mind. All learning is to a certain extent dependent upon language, and in the school the child's progress is largely dependent upon his mastery and use of language.

A pre-scholar improves his language at pre-school by socialising and talking to his peers.

Among investigators of communication, the creativity of language use has, in a sense, been emphasized most by those sociolinguists who stress the extent to which the meaning of an utterance depends on context, for example Erikson (1976) and (Dickson, 1978:29).

Helms and Turner (1981:246) stress that by responding to and encouraging young children's speech, adults can do a great deal to help facilitate overall language development. Grown-ups can become active stimulants when they offer novel verbal learning situations to the child by free playing, rhyming games, reading aloud, or expanding upon their youngster's remarks.

In order to talk, children must have something to talk about. Asking questions, providing toys, picture books, pets or going on field trips supplies youngsters with experiences that they can experiment with and talk about.

This is not the case with African children because of the lack of funds and of experience among Black parents.

1.6 Aesthetic Development

Sound movement and imitative play are major interests and activities in a young child's life. When these activities are included in an educational programme, they become music, dance

(movement) and drama, collectively known as the "performing arts". A planned programme in the performing arts promotes holistic development, that is, development that occurs simultaneously in the physical, affective and cognitive domains. Also, activities in the performing arts, like these in the visual arts, support and contribute to children's academic skills.

An important value of the performing arts is that they teach how to be an appreciative member of an audience as well as a performer. Providing a wide variety of styles of well-performed music for listening may lead children to develop a taste for good music (Schickedanz, et al 1983:141-142).

A day's work in pre-schools is mostly involved with activities of various types, for example, music, painting, drawing and so on. Children love these activities because they open up for creativity. Some children may be gifted in singing and drawing, here they can display their art. Some could even act in pre-school plays. Pre-school education helps a great deal in involving children in a variety of activities.

Hurlock (1978:327) states that, creativity gives children tremendous personal pleasure and satisfaction - rewards that have a marked influence on their developing personalities. Nothing, for example, gives young children more satisfaction than to create something all by themselves, whether it be a house made out of a turned over chair covered by a blanket or a drawing of a pet dog.

Being creative is also valuable to young children because it adds spice to their play - the activities around which their life centers. If creativity can make play pleasurable children will be happy and content. This, in turn will lead to good personal and social adjustments. Creativity that helps them achieve success in areas that matter to them and are favourably viewed by people who are significant to them will be a source of great ego satisfaction.

Pringle (1980:44) maintains that the foundation for later imaginative and artistic pursuits and appreciation is laid through music, movement and nursery rhymes.

6.7 Physical development and health

Caplan (1983:233, 313, 315) says that the four-year olds have grown a little bigger physically during the past year and have more stamina and improved physical co-ordination. Boys and girls are quite active physically and mentally. The fours are in good control of their bodies. They run well, turn sharp corners smoothly and can make a fair running broad jump.

Caplan (1983) further states that the three year old is interested in play projects that require more precise finger and hand manipulations than heretofore. His crayon drawings show that he can control movement. He uses both crayons and pencils effectively, and his strokes are firmer and less repetitive.

Berger (1984:278, 279 and 296) states that pre-school children's bodies grow steadily taller and stronger enabling them to run faster and reach higher with each passing year. Physical play is the work of early childhood. Through sensori-motor play, mastery play and rough and tumble play, children develop their bodies and skills.

Activities that are done in pre-school help the child to develop physically. The climbing of frames as an outdoor game, and jumping, are as good as physical exercises. Young children delight in doing these.

Berger (1984) goes on to say normal variation in growth is caused primarily by genes and nutrition, although physical and emotional health can also affect height. The child's brain and eyes become more mature during these years.

Pringle (1981:74) quotes Brimblecombe, by saying that in industrial societies like our own, the need to improve the health, education and care of our children is as urgent as in the Third World, although the particular problems and unmet needs are very different.

6.8 Development of home and school relationship

According to Donaldson et al (1983:127-150) all children at the age of five reach an important milestone in their development, as they move from the familiar and supportive environment of their

home into the larger unknown world of the school. During the next ten years or so, the aim of those who teach them will be to induct them into the skills, knowledge and values of the wider culture. It will also be to help them achieve independence and responsibility in the use of their individual talents, both contributing to, and receiving from, the social, intellectual and material resources of the society of which they are becoming members.

Home and school relationships are important both in pre-school and at primary school. If relationships are good between parents and teachers, the teaching of a child will be successful. If most children by the age of five would have attended pre-schools there would be a great change. These children would have gathered much experience for the years ahead of them, and would be ready for school. Adults are there to guide the child. Thus if both adults, that is, the parent and the teacher join hands, the child will become knowledgeable in a number of skills. However, at the present set up, parents in our Black Communities still need to be orientated in being actively involved in school matters. In order to achieve this, there must be more pre-schools in Black areas especially at Umlazi.

Donaldson et al (1983) continue by saying that some children benefit from their schooling much more than others, and it has been frequently argued that a major cause of differential success

is the difference between children in their ability to meet the linguistic expectations of the classroom as a result of their pre-school linguistic experience at home.

To avoid linguistic differences, children must be sent to pre-schools in good time, so that teachers could attend to those with linguistic problems. This could be gradually done, in a pre-school setting.

The child forms a relationship as he understands his world. The nature of the relationships he forms and their effect on his development reflect a dynamic progression reaching its culmination before the school years begin (Vrey, 1979).

Mlondo (1987:70) states that, the parent-child relationship characterised by love, security, self-giving, acceptance, trust and esteem enables the child to venture and explore into the world with less tension and anxiety. Acceptance by parents, peers and the family members makes the child accept himself better and enriches his self esteem. A positive self-concept encourages the child to take risks and form further relationships with reality, constituting his life world.

A child who has attended pre-school is confident of what he does in most cases. At pre-school he learns to be self dependent.

In some homes, according to Donaldson et al, (1981:127-150) events are taken very much for granted each one receiving the sort of

passing comments. In other homes there is a much greater selectivity, some events being discussed in a considerable detail and connections made with the wider context in which they occur.

Parents need to communicate frequently with their children. When some achievements occur in the family it is always best to discuss and praise where necessary. Praise and good comments in a home encourage the child to work harder.

Donaldson et al (1983) further state that, not all children make the transition to school so easily, however, and some lacking confidence and fluency, may be so tongue-tied and monosyllabic that they give the impression of being almost, without language altogether. Teachers certainly have the impression that many children enter school with a "linguistic deficit", and those who are unwilling to respond to the linguistic demands of the classroom apparently lend support to this impression.

Vrey (1979) asserts that before a child becomes self-actualized he has to have his needs for achievement, love and esteem, understanding and belonging satisfied. A mother does not have to be home for twenty-four hours a day to satisfy these needs as it is the quality of her interaction with the child that matters, not its quantity. The quality of mother-child interaction is affected by the level of satisfaction a mother derives from her work and the degree of mental and physical exhaustion (Mlondo, 1987:71).

A child does not only have a right of contact with the mother, but he has to be a member of a stable and harmonious family as well, where members have time for one another. The child who attends pre-school mostly needs such attention.

Pre-scholars also need much help from parents at home. Parents must be fully supportive in the development of the child, whether the child is from a middle-class or lower class home.

However, Hetherington and Parke (1975:466) state that, a number of studies has indicated that the child's perception of parental support and interest in his academic progress is significantly related to the child's actual school performance and the child's attitude toward school. Class differences are clear there is more likely to be support from middle-class parents than from lower-class parents for scholastic achievement and success.

The child learns from his family, but he also learns a lot from the school where he spends most of the time.

Cohen and Comiskey (1977:237, 308) say that the family does not, simply exist to satisfy the needs of the child, but must also concurrently serve the needs of parents and of society. From the age of five to sixteen the child has to spend a major portion of his life centered around school - learning how to master its goals, how to survive its intact, or how to avoid it as much as

possible. How relevant this compulsory experience is, depends largely on the kind of environment the school provides and the place it has in the surrounding community.

There is need for pre-school education in Umlazi so that, the child could gain a number of experiences which will contribute to his or her development.

Cohen and Comiskey (1977:309) support this by saying that:

"In seeing the value of early childhood, we can begin to shape the kinds of development. Education is a process of learning both for the child and the adult and that process must be one that preserves as well as expands the child's inherent value, that holds precious the things of value that pass with each age."

This is the approach Elkind takes in looking at early childhood education.

The family has greater influence upon the child's development.

Coleman (1979:122) quotes Davie by saying that, the influence of the home and the family upon children's development in most of its facets is very powerful.

The child who attends pre-school develops independence because he does things on his own.

Biehler (1981:432) states that the self-concept of the pre-school

child centres on the formation of feelings of autonomy and initiative (to focus on the qualities stressed by Erikson). The independence of the pre-scholar develops, however, in the protective atmosphere of the home, immediate neighbourhood, and perhaps a nursery school. A child's self-concept is influenced by the reactions of parents (and perhaps nursery school teachers) who are typically sympathetic and supportive and eager to foster positive traits.

Pre-schools should be multiplied at Umlazi so that children could learn to be independent from an early age - the under five's learn a lot from the pre-school, children get used to learning at an early stage, they learn to mix well with their peers, hence learning from them as well.

The pre-school child needs guidance and care from both parents and teachers.

Biehler goes on to say that, if a pre-school child "fails" some undertaking, parents and nursery school teachers are likely to respond with sympathy, support and encouragement.

The elementary school child is expected to master certain prescribed academic tasks. Depending on the school, the teacher, and the grade level, the child might be expected to work more or less independently (Biehler, 1981:433).

Teachers and parents must work together, however, some teachers feel that this is taxing and challenging.

McCarthy and Houston (1980:289) say that working with the parents for many teachers, may turn out to be their most challenging function. For others it can be the most unexpected, and, sometimes, the most frightening and difficult. But with a positive attitude, a good preparation, it can be done. Just as working effectively with children is learned, so is dealing with parents. This too takes time, study, thought, preparation and experience.

Unlike home, where a child is usually left to choose his own games, school learning is work. Whatever means are used, the fundamental aim of schooling is to become disciplined in thought. Thus a teacher must inevitably be a disciplinarian, however subtle. She must expect to raise the antipathy that any inhibitor of self-willed fantasy evoked (Rayner, 1986:134).

A parent should know the child's developmental stages. Teachers must help parents in understanding their parental roles and responsibilities. They have to play a part in the bringing up of their children in the correct manner.

Range, Layton and Roubineck (1980:183) assert that parents who exert efforts to learn more about child growth and development seek the aid of teachers to help them understand and learn their roles and responsibilities as parents will probably enhance their

parental roles. Once parents have learned that they are more effective and their children are more successful when they appropriately watch their actions with their children's stages of growth and development, then chances for parent-teacher co-operation exist.

Furthermore, as teachers, parents must learn appropriate procedures for becoming effective models. Their efforts should be largely in the direction of developing their children's total growth and development rather than attending to only a few behaviours.

The teacher has to play the role of a parent that is why they have to know more about children.

Donaldson (1983:150) concludes by saying that the teacher's problem is to learn how to maintain the supportive responsiveness of parents, whilst at the same time complimenting it with a clear sense of skills and knowledge that the teacher wishes to make available.

If teachers would support Donaldson's ideas, pre-schools would be more successful.

2.6.9 Love, attention and security

Pre-schools at Umlazi need to be multiplied because children need all three of these in about equal measure and must be able to see

that their needs are being met. According to Thompson (1976:56) many a parent loves a child with a deep instinct of caring and protecting but never express it. The only way to show proper love to a child is to give him plenty of attention and approval. It is only when a child is indiscriminately admired and approved of, that he becomes spoiled and his naughtiness takes the form of showing off. There is more in loving a child than in cuddling and kissing him. At the same time physical affection is vital.

There should be time for a big kiss and some sweet talk everyday (Thompson, 1976:56).

The mother as a parent should take care of the child by avoiding to make the child feel unhappy.

Thompson (1976:57) further says that a good mother shows her love for her child by talking to him, playing with him and smiling at him, by avoiding petty and unnecessary restrictions, constant nagging and scolding. Some children thrive on praise and encouragement - they touchingly strive to do better.

Every child needs love and security from the parent. The child need not feel neglected by parents.

Pringle (1980:149) maintains that the need for love and security is probably the most important because it provides the basis for all later relationships, not only within the family, but with

friends, colleagues and eventually one's own family. On it depends the healthy development of the personality, the ability to care and respond to affection and, in time, to becoming a loving, caring parent. This need is met by the child experiencing from birth onwards a continuous, reliable, loving relationship - first with his mother, then father and then an everwidening circle of adults and contemporaries.

The security of a familiar place and a known routine make for continuity and predictability in a world in which the child has to come to terms with so much that is new and changing.

Schickerndanz et al (1983:103) stress that a good working relationship with parents benefits teachers, parents and children. An important trust relationship may be established if they are to get acquainted visits prior to the beginning of school and on going communication prior to formal meetings. It should be remembered that parents are an invaluable source of information about their children.

The child often trusts the parent and the teacher as adults. Whatever is done by the adult, the child takes it to be correct.

Hendrick (1980:68) asserts that the basic task of teacher and parent is to establish a bond of trust between the three of them. Hendrick goes on to say that early childhood encompasses the stages of trust versus mistrust, autonomy versus shame and doubt and initiative versus guilt.

The child learns from the people around him. He learns a language when he hears it being spoken. He imitates adults in most things, for example, beliefs and values and so on.

Fontana (1981:15) asserts that a child's development does not take place in a vacuum. It occurs because the people responsible for his care carefully and sensitively provide him with the kind of environment that will foster his growth.

There is a widespread belief that experience in childhood and particularly so in the earliest years has a crucial formulative influence on later personality. Thus special care therefore needs to be taken to protect the child during this period against harmful experiences that might mark him for life. What the child learns at an early stage influences his later life.

Siann and Ugwuegbu (1980:7-8) state that the loving relationships that a child makes in his early years gives him confidence and an inner sense of security that will help him in his later social encounters. While it is clearly not possible for teachers to love their pupils in the same way that we would expect parents to, many studies of teachers' behaviour indicate that teachers who demonstrate warmth in their interactions with pupils tend to be more effective than teachers who do not (Washburne and Heil, 1960; Rosenshine, 1971).

The basic biological needs of the child need not be left out when dealing with the child.

In summarizing, Siann and Ugwuegbu (1980:8) say even the child's basic physical needs such as those for food and shelter cannot be separated from his requirements for love and security, as many studies document that children deprived of this do not thrive, no matter how good their physical environment (Pringle, 1974).

2.7 THE MONTESSORI METHOD

The main features of what came to be known as Montessori method were the development of the child's initiative through freedom of action, improvement of the senses and cultivation of co-ordination through exercises and games (Caplan, 1983:141).

Pre-school education at Umlazi could help develop the senses of a child.

The child's classroom should be conducive to learning. That is, the child must be free to work on his own. This is supported by Hainstock (1968:9) who states that the true Montessori classroom is functionally arranged for the child, enabling him to work, move and develop freely. The room itself and all the furniture in it are proportioned to the child's size, his coat is hung on a low hook, and the materials are arranged on shelves that are easily accessible.

Realising that the child's aesthetic sense is developed in these early years, Maria Montessori stressed the importance of beauty in the classroom. Everything in the classroom has a specific use and

there is nothing there that the child cannot see and touch, for this is how he learns.

Havinstock (1968) further goes on to say that the Montessori method develops the whole personality of the child. His inner activities are cultivated and protected and freedom within the framework of organisation is taught.

Pre-school education at Umlazi would help in the development of the child's personality.

2.8 SUMMARY

Pre-school education is very essential to the children. It increases their vocabulary. They learn to express themselves verbally as well as through various art mediums. They develop greater motor co-ordination.

Pre-school helps the child physically, to be healthy and strong enough to enjoy the challenge of going to school and bearing up the increased stresses involved. It also helps to separate the child from his parent and spend hours each day in an unfamiliar place with adults and children who are largely unknown to him at first.

Pre-schools in Umlazi would help children get used to staying away from their parents, so that they could learn to socialise fully with other people, that is, peers and teachers.

The child learns to be able to do things on his own even when not watched by an adult. The child gradually learns to enjoy practical and problem-solving activities involved. He becomes tolerant of the frustration of not getting immediate attention from the teacher or other adults. He learns to wait for his turn.

A child who attends pre-school develops socially because he mixes well with other children. Shinman (1981:4) states that the value of nursery education in promoting the social development of young children has long been acknowledged. It is known that, given sympathetic and skilled supervision, children may also make great educational progress before the age of five.

He further says that a commonly held view of teachers, play leaders and social workers is that a significant proportion of those who do not send their children to nursery classes or playgroup are socially and educationally disadvantaged.

It is therefore advisable that parents should not push their children into school at an earliest possible age when the child should still be in a pre-school. Although a few children who are very bright and mature socially may be ready, many are not. One year of age difference in the 4-6 year age group is an enormous amount of extra living and learning time on a percentage basis. That amount of extra time between the start of one year and the next may be exactly the amount of time the child needs to get it

all together to integrate physical, psychological and social skills to the point where entering school becomes exciting instead of frightening.

From experience the writer has also observed that at Umlazi some children enter school still being under age and sometimes these children cannot cope well with school work.

It is thus very important for a parent that he sends his child to spend some time in a pre-school programme of some sort. Pre-schools provide opportunities for the under five's to meet their needs and interests, for large and small muscle development, dramatic play, manipulation, and matching, construction, exploration, testing, discovery and for experiences to develop perceptual skills.

Pre-school education at Umlazi could help children meet their different needs at an early age.

A pre-school child learns to be creative in what he does. As such creativity develops with the child as he grows. This is supported by Gillham and Punkett (1982:110) who cite David Elkind in saying that:

"Nursery school experience most assuredly has immediate value for the child to the extent that it helps him to appreciate and enjoy his immediate world to the full and to better prepare him for future social and intellectual activities".

The existence of more pre-schools at Umlazi could help children enjoy their immediate world.

In the next chapter a full description of procedures to be used will be given. The same Chapter will deal with research instruments. Questionnaires, interviews and observations will be discussed with reference to the study. A lay out of the questionnaire, the manner of selection of respondents and the application of the questionnaire will be given.

CHAPTER 3

3. METHODOLOGY USED IN THE PRESENTATION AND ANALYSIS OF DATA

METHODOLOGY

3.1 INTRODUCTION

A descriptive method of research was used for the purpose of collecting data with regard to factors that reflect an urgent need for pre-schools in Umlazi. This was mentioned earlier on. Behr is cited by Masilela (1988) as having said that this type of research method precedes others on account of the fact that, before any progress can be made in solving the problem under investigation, the researcher should know the prevailing conditions and facts of the area to be studied of the various types of descriptive research available, namely surveys, development studies, and case studies, the survey research was used in this study.

The value of the survey research lies in the possibility of making recommendations on the basis of existing conditions and likely future demands (Best, 1977:126). The above principles were closely followed by the researcher.

3.2 RESEARCH INSTRUMENTS USED IN THE STUDY

3.2.1 Questionnaire

It is stated by Tuckman (1972:196) that questionnaires are used by researchers to convert into data the information directly given by a person (subject). By providing access to what is "inside a person's head", these approaches make it possible to measure what a person knows (knowledge or information) what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs). This information can be transformed into numbers of quantitative data by using the attitude scaling or by counting the number of respondents who give a particular response, thus generating frequency data.

Sax (1981:244) supports Tuckman by saying that questionnaires are a way of getting data about persons by asking them rather than watching them behave or by sampling a bit of their behaviour.

In preparing questionnaires researchers should be very cautious. The following criteria must be applied:

- to what extent might a question influence respondents to show themselves in a good light?
- to what extent might a question influence respondents to be unduly helpful by attempting to anticipate what researchers want to hear or find out?

- to what extent might a question be asking for information about respondents that they are not certain, and perhaps not likely to know about themselves?

The validity of a questionnaire will be limited by all three kinds of considerations. A pilot study is essential in that it refines the questionnaire and locates potential problems. Borg (1981) maintains that it is impossible to predict how the respondents will interpret the questionnaire. The researcher has to try them out in a small sample of subjects before the main study. Certain questions will be used. Unclear ones are deleted. New ones are added if necessary. Responses can then be tabulated to ensure that answers will be tabulated satisfactorily and that major questions will be answered.

3.2.2 Open-ended and closed-ended questions

Questions in a questionnaire can be either open-ended or closed-ended. Nachmias and Nachmias (1981:210) state that in a closed-ended respondents are offered a set of answers from which they are asked to choose the one that most closely represents their views.

Closed-ended questions are easy to ask and quick to be answered. They require no writing by either respondent or interviewer. Their analysis is straightforward. Their major drawback is that they may introduce bias, either by forcing the respondent to choose from given alternatives or by making the respondent select alternatives that might not have otherwise occurred.

Open-ended questions are not followed by any kind of specified choice, and the respondents' answers are recorded in full. The virtue of the open-ended question is that it does not force the respondent to adapt to pre-conceived answers; having understood the intent of the question, one can express one's thoughts freely, spontaneously, and in one's own language.

Open-ended questions are flexible, they enable the interviewer to clear up misunderstandings and they encourage rapport. However, open-ended questions are difficult to answer and still more difficult to analyse. The researcher has to design a coding frame in order to classify the various answers (Nachmias and Nachmias, 1981:211).

Although questionnaire-type instruments are not strong in terms of reliability and validity, (Goodenough, 1960:406; Vernon, 1965:122; Behr, 1973:80) they are nevertheless used extensively, with more than 50 percent of research studies in education employing them (Good, 1963:271).

The researcher has used the questionnaire method for this study because of the following advantages:

The use of questionnaires permits a wide coverage at minimum expense in both money and effort (Mouly, 1978:189).

A written questionnaire provides a vehicle for expression without fear of embarrassment to the respondent. This is especially the case if the respondents are assured that their answers would be kept in confidence. Respondents such as teachers and parents would be in a position to respond at their convenience. All respondents receive identical instructions (Ary, 1979:174-5). This reduces bias of the investigator. Questionnaires are typically more efficient, practical and allow the researcher to reach a large sample. There would be no need to train interviewers and this would imply considerable savings in costs (Orlich, 1978:3-4).

It has been stated above how advantageous questionnaires are. ✓ However, there are also a number of disadvantages as well, as can be seen from the following paragraph. ✓ Sax (1979) confirms that mailed questionnaires pose a number of problems. It is not easy to check on the respondent's motivation nor can rapport be established. Ary (1975:175) further adds that the disadvantage of mailed questionnaires is the low returns which results in biased sampling as well as results.

However, the above disadvantages were not experienced by the researcher in this study because the teachers' and parents' questionnaires were personally handed to them. The researcher also considered some disadvantages that would affect the questionnaire instrument. These would be:

Free expression by respondents might be curtailed because of the design of the questionnaire. There would be no assurance that the intended respondent actually completes the questionnaire (Orlich, 1978:7).

Other reasons which might cause respondents not to answer some questions completely could be due to faulty memory, faulty perception and lack of interest (Turney & Robb, 1971:130).

Questionnaires, if well constructed, can under suitable motivating conditions be of value for experimental research (Vernon, 1965:143).

The questionnaire used in this study was comprised of both closed and open-ended questions. Most of the items were of a closed type which facilitated answering and also made coding and classifying of responses easy. However, there were a few of the open-ended type of questions as well. These were analysed by employing a coding frame. Most respondents replied very briefly in answering the open-ended questions. Some did not even attempt the questions at all.

The questionnaire itself was brief with items numbering a little over 30, which is regarded as optimal (Lovell and Lawson, 1970:94).

3.2.3 Interview and Observation (Pre-schools)

Interview

The researcher conducted interviews with the pre-school teachers. Since the pre-school teacher population was a smaller representative sample, the interview became an appropriate tool (Orlich, 1978:8).

The interview as a research method in survey research is unique in that it involves the collection of data through direct verbal interaction between individuals. Its principal advantage is adaptability. The well trained interviewer can make full use of the responses of the subject to alter the interview situation. As contrasted with the questionnaire, which provides no immediate feedback, the interview permits the research worker to follow up leads and thus obtain more data and greater clarity. The interview situation usually permits much greater depth than the other methods of collecting data (Borg and Gall, 1983:436).

The above method of research was of great help to the researcher because, there was direct interaction with the Head mistresses and the teachers at the pre-schools visited. The interview yielded complete data because the researcher first told the respondents to take it easy and answer questions frankly. This method allowed the investigator to clarify questions. Consequently this enhanced the validity of the responses as respondents answered without misinterpretations of the questions.

It gave the researcher an opportunity to observe verbal as well as non-verbal behaviour.

There are some disadvantages, however, in the interview method as well. It has been noted that interviews are costly in time and effort. There is also the interview bias. The main source of the bias is the interviewer. Mouly (1978:204) pointed out that "no matter what he does, the interviewer is bound to have some effect upon his data". Taking notes during the interview might present some problems. The major disadvantage observed by Mouly lies in that attention of the respondent is distracted and some might even be curious, more especially if a tape recorder is used.

3.2.4 How disadvantages were overcome in this study

In order to avoid bias the researcher made an effort to follow all principles of research so as to reduce bias:

- Rapport was established with each respondent to promote frank and spontaneous answers from the respondents.
- Designing a coding system helped a great deal in the recording of responses by the respondents.
- Costs were reduced by telephoning the principals of the pre-schools, making definite appointments. This was done so that the researcher would not get to the school and find the principal not in, and be involved in going to the same school again.

3.2.5 Observation

Observation as seen by Verma and Beard (1981:186) is a research technique which utilises direct contact between the researcher and the phenomena under investigation. The method is widely used in the study of child development (for example Piagetian studies). The major problem in observation is to assure that the behaviour is noted objectively and reliably.

The main virtue of observation is its directness; it makes it possible to study behaviour as it occurs. The researcher does not have to ask people about their own behaviour and the actions of others. He or she can simply watch them do and say things.

Moreover, data collected by observation may describe the observed phenomena as they occur in their natural settings (Nachmias and Nachmias, 1981:154). This is confirmed to be true by the researcher who actually observed the practical part of the pre-school setting. The teacher and pupil behaviour was seen objectively by the writer.

The participant-as-observer can record his or her observations on the spot during the event. Nachmias (1981:174-175) supports the above statement by saying that documentation may take the form of a diary, or it may be daily record of each event. Observation is considered to be the archetypical method of scientific research. If one wishes to understand, explain and predict what exists one can simply go and observe it. However, observations must be carried out with reference to three crucial issues:

- (1) What to observe,
- (2) Where and when to observe, and
- (3) how much to infer when recording observations.

The observation method was used and found to be the best for establishing what actually took place at pre-schools. The method was of much help to the writer.

3.2.6 Field work Research

3.2.7 Pre-testing of questionnaires

The significance of pilot studies before the research instruments can finally be put into operation, is stressed by many experienced authorities on research. Gay (1976:131) argues that the questionnaire should be tried out in a field test just as research plan should be executed first as a pilot study, and essentially for the same reason.

Data concerning instrument deficiencies as well as suggestions for improvement are yielded by a pilot study. Tuckman (1972:199) is of the same opinion when he states that if, for example, all respondents reply identically to any one item, that item probably lacks discriminability. Poor instruction and other administration problems become apparent on a pilot test.

In supporting the above statements, Baily (1982:151) maintains that the pretest should be conducted in the same manner as the final study. If it is a mailed questionnaire, the pretest should

also be mailed. If it is an interview study, the pretest should be an interview.

Respondents will often qualify or clarify their answers on a pretest, and these qualifications can help the researcher to improve question wording.

Questionnaires to both teachers and parents adhered to research principles as follows:

3.2.8 Questionnaire for teachers

It was impossible for the researcher to select a representative from each school in the circuit for a pretest. The writer then made use of 3 schools which were close to the circuit office. Most of the teachers were from Muzomhle, Mafukuzela and Maphumzane Combined schools. They were a sample of 12 teachers, 3 representing one and the same class i.e. S.S.A., S.S.B., Std 1 and Std 2.

The following were noted after an analysis of their responses.

- (1) Out of the twelve teachers who were being pretested, it was noticed that four of them did not fully complete question 12 of the questionnaire. The question required reasons for more pre-schools being provided at Umlazi.

(2) Question 26 of the questionnaire was not well answered by five of the twelve teachers. The question sought to find out the various skills that were then developed by the time the child was admitted to primary school. Failure to answer satisfactorily might have been a result of the five teachers not carefully observing their pupils in class.

Perhaps the above problems could have been avoided by repeating explanations to the teachers concerned. Seemingly the teachers were not used to answering questionnaires and as such they required much guidance from the researcher.

3.2.9 Questionnaire for Parents

Twelve parents were pretested comprising five clerks from the Umlazi North and South circuits, four nurses from the Health Department and three teachers from Muzomuhle Combined school.

In answering the pilot study questions, it was noted that a number of these parents did not respond to some questions, e.g. question 17 where it read: How is your child's social development with other children? Seemingly the question confused the parents because they did not observe how their children behaved socially with friends. Question 6 sought to find out whether the children under 5 were attending pre-school? Perhaps those who did not respond at all did not have children under 5 years old.

However, on the whole the pretest was satisfactorily worked out. Most parents had a positive attitude towards pre-schools.

3.2.10 Request for permission to collect data from schools and pre-schools

A personal request was made to the Circuit Inspector in charge of Umlazi North. The researcher sought permission for using the principals and teachers of the various schools in completing the final questionnaire. The purpose of the study was clearly stated. Permission was granted. Likewise permission for visiting pre-schools was also sought out by telephoning the Head Mistresses for definite appointments for the researcher's visits. Permission was given and the writer visited five pre-schools i.e. Zubumnandi, Ethembeni, Inkanyiso, Cebolenkosi and Zandile.

3.2.11 Selection of the population sample

Before a researcher compiles a sample, he should know the characteristics of the population (Behr 1983:15). Such knowledge is essential to ensure that the researcher draws up a representative sample. Behr further argues that the results of the sample should be equal to those of the population if it were to be examined. Helmstadler (1970) supports Behr by saying, for a sample, to be truly representatives, the analysis made on its elements should produce results equivalent to those that would be obtained if the entire population had been used.

Samples are either biased or unbiased. Biased samples either over estimate or under estimate parameters. Unbiased samples do neither of these and, with the increase of cases, statistics equal

the corresponding value. Unbiased samples can be selected by simple random sampling, stratified random sampling, systematic sampling and cluster sampling (Sax, 1979).

A simple random sample is a sample where every member of the population has an equal chance of being included in the sample. The investigator first assigns a number of each member of the population. He then enters a table of random numbers and selects the numbers of individuals to be included in the sample by moving in any predetermined direction.

In the case of stratified random sampling, the population is divided into a number of strata with homogeneous variables within each stratum.

A separate sample is selected within each stratum from all sampling units comprising that stratum. A separate stratum mean from the sample in each stratum is then computed so that in the end all the stratum means are weighed to form a combined estimate for the whole population. Deviations are also calculated separately within each stratum and properly weighed before being added into a combined estimate for the population (Kish, 1965).

A systematic random sample is selected by counting every-nth person, that is, every third, fourth or nineteenth person in a structured sample. Much labour is saved due to the fact that tabling random numbers becomes unnecessary if population elements are listed. It ensures a broad sampling, throughout the

population, thereby providing a more accurate sample. Bias can be avoided by selecting the first element from a table of random numbers.

Cluster sampling is when the population consists of clusters of which the cluster characteristics are similar while their unit characteristics are heterogeneous. The researcher begins by sampling areas or clusters of elements within the clusters (Behr, 1983:16). Cluster sampling minimizes differences between clusters and maximizes differences within each cluster. This increases the standard deviation within each cluster and, in order to increase accuracy, the investigator should select a larger number of cases.

A cluster sample is less expensive and less precise than a systematic sample. Loss of precision can be minimized if individual elements within the cluster are sufficiently heterogeneous to represent the entire range of the population under study (Helmstader, 1979).

The researcher decided on using the cluster sampling for the reason that it is not costly and less precise than a systematic sample. The other reason was that in cluster sampling the population consists of cluster characteristics which are usually similar.

3.2.12 The teacher population

A population of teachers from twenty schools in Umlazi made up a sample. Most of them taught children who had been pre-scholars and non-pre-scholars. The teachers were classified into four clusters, and taught various classes, i.e. S.S.A.; S.S.B.; Std 1 and Std 2. (Lower Primary Level).

A sample of 150 teachers that were used comprised of 50 S.S.A. teachers, 40 S.S.B. teachers, 30 Std 1 and 30 Std 2 teachers.

3.2.13 The Parent Population

Another population of 100 parents were selected from a Parent's Committee meeting that was held by the writer for the re-election of a new committee. These parents made up a sample which comprised various careers/professions, for example, teachers, clerks, nurses, domestic servants and social workers.

Both the above mentioned samples of teachers and parents were found in the Umlazi area. The collection of data and field work was done in the month of September, October and November. At that time especially the S.S.A. teachers could determine the effects of pre-schools and the difference that had been observed since the beginning of the year.

3.2.14 The pre-school Sample

Both the Headmistress and the teachers were used as samples at pre-school. This made up a sample of 22 teachers from the pre-schools visited. The researcher's visit included an interview and observation.

3.2.15 Administration of Instruments

With the kind co-operation and assistance of the local authorities and colleagues in the teaching profession, the following instruments were administered.

3.2.16 Questionnaire for teachers

The questionnaire was formulated in such a way that the respondents did not have to reveal their identities. This helped them in the free answering of questions. The completion of the questionnaire would be frankly answered without hesitation. The questions probed into all the aspects of the pre-scholar and also of the non pre-scholar's experiences.

A number of questions dealt with the various developmental aspects of a child such as social, emotional, intellectual, language acquisition, home and school relationship. For instance, a question on Social Development read as follows:

- (1) During breaks, do children who have attended pre-school mix well with other children?

(2) One of the questions on Intellectual Development was: When pre-school children get to primary school, are they able to count?

(3) A question on Language Acquisition read: How was the performance of these children in speech work?

Questions that were asked, were to establish whether the teachers recognized any differences between the two types of scholars referred to above. The differences were sought out by observing the way in which children fared in coping with their school work in Sub-A, Sub-B, Std 1 and Std 2, and also the psychological and emotional way in which they settled into the school social life.

The questions also established whether it was easier to teach pupils with pre-school experience or rather have them ignorant from their home protective environment. A variety of responses were given as will be shown in the interpretation of data (Chapter 4).

3.2.17 Questionnaire for parents

The questionnaire survey to parents also involved the various developmental aspects of a child in a family environment. Most parents were positive towards pre-school education, saying that they were of the opinion of pre-schools being multiplied in the Umlazi area because such institutions were helpful in making the child ready for school.

3.2.18 Observation of pre-schools

Four pre-schools and one lower primary school with pre-school classes attached to it were visited for observation. The main aim for the visit was to interview the Headmistress and the teachers by way of a discussion following the questions shown below:

- Who managed that particular pre-school?
- How many teachers were there and what the enrolment was?
- Were the teachers fully qualified and trained?
- How much did the teachers earn as a salary?

Observation was another main aim for visiting the institutions:

- To see how the actual school buildings were structured?
- To see whether the institutions were sufficiently equipped with relevant furniture for the under five's.
- To find out if there were adequate toys for children to play with?
- To observe whether the children's developmental aspects were fully attended to by teachers.
- To find out if a pre-school programme was being followed and used as a guide to the teachers when conducting activities for the day.

3.3 SUMMARY

Firstly this chapter discussed the concept of methodology and it also consists of the study samples which were chosen. The samples were particularly those of people who were connected with the teaching of the young children. Parents were also involved because the investigation concerns the children.

Furthermore, the chapter also clarifies how the study instruments were administered to the teachers, parents, and to pre-school teachers.

The next Chapter will analyse the findings yielded by the instruments discussed in this Chapter.

CHAPTER 4

4. FINDINGS OF THE STUDY

4.1 INTRODUCTION

This Chapter comprises the analysis and interpretation of the findings resulting from this study. Respondents responded by either marking with a cross (X) on the appropriate box opposite the number chosen, or by giving explanations and reasons where necessary.

From the findings of the study it will be demonstrated whether or not, lack of pre-school foundations is disastrous to the development of the Black child whose home environment in most cases has no relationship with the educational environment.

4.2 DATA CONCERNING TEACHERS

SECTION A: PERSONAL PARTICULARS

1. Sex

All respondents were female teachers because the study involved the Lower Primary school level (S.S.A. to Std 2).

2. Marital Status

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
Single	11	22	10	25	7	23.33	4	13.33	32	21.33
Married	34	68	24	60	18	60	20	66.67	96	64
Divorced	-	-	3	7.5	1	3.33	2	6.67	6	4
Widowed	5	10	3	7.5	4	13.34	4	13.33	16	10.67
TOTAL	50	100	40	100	30	100	30	100	150	100

The above table reveals that children in the lower primary classes were mostly taught by single and married teachers. Only a few of these teachers were divorced and widowed.

3. Age Range

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Less than 18	-	-	-	-	-	-	-	-	-	-
18-20	-	-	-	-	-	-	-	-	-	-
21-25	1	2	2	5	2	6.66	1	3.33	6	4
26-30	12	24	10	25	6	20	4	13.33	32	21.33
31-35	11	22	2	5	8	26.67	10	33.33	31	20.67
36-40	9	18	7	17.5	2	6.67	4	13.33	22	14.67
41-45	2	4	-	-	6	20	1	3.34	9	6
46-50	5	10	14	35	2	6.67	5	16.67	26	17.33
Over 50	10	20	5	12.5	4	13.33	5	16.67	24	16
TOTAL	50	100	40	100	30	100	30	100	150	100

According to the table, ages of most teachers who taught lower primary classes, ranged from 26 to 35 and also from 46 to 50 years and above. This reflected that the teacher sample mostly involved people who had taught for a number of years.

4. Experience as a teacher

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
1-2	2	4	2	5	2	6.66	1	3.33	7	4.67
3-5	7	14	5	12.5	2	6.67	-	-	14	9.33
6-10	20	40	7	17.5	9	30	10	33.33	46	30.67
11-15	7	14	4	10	8	26.67	4	13.34	23	15.33
16-20	2	4	5	12.5	6	20	3	10	16	10.67
21-25	3	6	7	17.5	-	-	4	13.33	14	9.33
Over 25	9	18	10	25	3	10	8	26.67	30	20
TOTAL	50	100	40	100	30	100	30	100	150	100

The table above clearly shows that, most of the teachers' experience ranged from 6 to 25 years and above. Such experiences helped towards the researcher's study because the teachers concerned had been long in the teaching profession.

SECTION B: INFORMATION CONCERNING PRE-SCHOLARS

5. Pre-scholars were friendly towards others.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	3	6	-	-	-	-	-	-	3	2
Sometimes	11	22	11	27.5	3	10	5	16.67	30	20
Always	36	72	29	72.5	27	90	25	83.33	117	78
TOTAL	50	100	40	100	30	100	30	100	150	100

Most of the teachers who responded by putting a cross on "sometimes" and "always" indicated that children who had attended pre-school were friendly towards others. This is evident from 98 percent of the teachers questioned, who stated that these children enjoyed playing and mixed well with their peers during breaks.

Lehobye (1978:20) supports the above statement by citing Sugden who sees social maturing as being characterised by the child's friendliness, mannerliness, the ability to work alone or in a group, unselfishness and respect for others' property and rights. Pre-scholars were said to be friendly because they mixed well with their peers and other people. They were always eager to give help where it was needed.

6. School attendance by pre-scholars was more regular than that of non-pre-scholars.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	4	8	2	5	2	6.67	-	-	8	5.33
Sometimes	8	16	4	10	3	10	4	13.33	19	12.67
Always	38	76	34	85	25	83.33	26	86.67	123	82
TOTAL	50	100	40	100	30	100	30	100	150	100

82 percent of the teachers responded by saying pre-scholars regularly attended school. This showed that these children were used to attending school and were then ready for school. 12.67 percent of the respondents indicated that sometimes these pupils were regular and at times not and the 5.33 percent of teachers said pre-scholars never attended school regularly. This 5.33 percent is a small fraction of a sample.

7. During breaks, they mixed well with other children.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	-	-	2	5	-	-	1	3.33	3	2
Sometimes	10	20	8	20	2	6.67	6	20	26	17.33
Always	40	80	30	75	28	93.33	23	76.67	121	80.67
TOTAL	.50	100	40	100	30	100	30	100	150	100

Most teachers (80.67 percent) agreed that children who had attended pre-schools mixed well with other children. This showed social maturity on the part of the children. Weitzman as quoted by Lehobye (1978:20) states that social maturity does not only involve the child's ability to live harmoniously with others, it also entails the child's ability to enjoy these activities. It means meaningful and creative life, the ability to give and take love.

Lehobye (1978:20) further asserts that, social maturity can also be assessed when the child can play co-operatively and harmoniously in communal play activities and can integrate his behaviour with those of others. However, 17.33 percent of the teachers indicated that sometimes pre-scholars were good mixers and only 2 percent responded by saying the children never mixed well with others.

The above statement is supported by Whitbread (1972:109) who states that deficiencies in pre-school experiences were evident when children entered infant school. Socialization, encouragement of exploratory and imaginative play and the development of motor skills were tasks that the infant school had to attend to.

8. Pre-School children enjoy playing games during breaks.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
Never	-	-	2	5	-	-	2	6.67	4	2.67
Sometimes	7	14	5	12.5	-	-	3	10	15	10
Always	43	86	33	82.5	30	100	25	83.33	131	87.33
TOTAL	50	100	40	100	30	100	30	100	150	100

The above table reveals that 87.33 percent of the lower primary school teachers, responded by indicating that pre-scholars seemed to enjoy playing games. The reason for this being that in pre-schools they mostly learn by way of playing games. Through play a child learns what none can teach him by exploring and orientating himself to the actual world of space, time structures and people (Lehobye, 1978:34). Hence Reilly in Lehobye (1978:34) correctly asserts that "play is an important avenue of learning".

According to Jacinta and Regina (1981:30) play develops manipulative skills like modelling and catching a ball. This develops further skills like handwriting. Through play the child develops socially - he learns to share and to get on with other children. When playing children express their instinctive tendencies to assert themselves and to make things.

However, 10 percent of the teachers said it was only at times that pre-scholars enjoyed playing games and 2.66 percent of the respondents maintained that children from pre-schools never played during breaks.

9. Do pre-scholars come in large numbers to your school?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	12	24	10	25	7	23.33	9	30	38	25.34
Sometimes	32	64	21	52.5	14	46.67	16	53.33	83	55.33
Always	6	12	9	22.5	9	30	5	16.67	29	19.33
TOTAL	50	100	40	100	30	100	30	100	150	100

In the above table 55.33 percent of the respondents indicated that, these children were admitted to their schools sometimes. They were not regular, and 25.34 percent responded by saying pre-scholars were never admitted. Only 19.33 percent of the teachers said they always had pre-scholars admitted in their schools.

Children from pre-schools never sought admission at some of the primary schools because there were very few pre-school institutions at Umlazi and these were found in some parts of the township, not in each and every unit.

10. Pre-school children are helpful to one another in class.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	-	-	1	2.5	-	-	-	-	1	0.66
Sometimes	24	48	13	32.5	12	40	11	36.67	60	40
Always	26	52	26	65	18	60	18	60	88	58.67
Non-responses	-	-	-	-	-	-	1	3.33	1	0.67
TOTAL	50	100	40	100	30	100	30	100	150	100

58.67 percent of the lower primary school teachers indicated that pupils who had attended pre-school prior to primary school were very helpful to one another in class. The reason was that they were active and always eager to do things. However, 40 percent of the teachers responded by saying that it was not always the case, but sometimes these children were helpful.

Only one respondent who taught S.S.B. indicated that pre-scholars were never helpful (0.66 percent).

11. Would you appreciate more of the pre-school children coming to your school?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
No	2	4	-	-	-	-	-	-	2	1.33
Yes	48	96	40	100	30	100	30	100	148	98.67
TOTAL	50	100	40	100	30	100	30	100	150	100

From the table above, the reader will observe that 98.67 percent of teachers indicated that they would like to have large numbers of pre-scholars coming to their schools for reasons which will be shown on questionnaire number 12. A very low percentage of 1.33 said "No" to pre-scholars getting to their schools.

12. Reasons for more pre-schools being provided at Umlazi were that:

12.1 These would help in accommodating more of the under 5's.

12.2 Pre-school centres were significant in preparing the child for formal learning and for a wholesome future as well as to alleviate where necessary learning and behavioural problems.

12.3 There were norms of a physical, intellectual, social and emotional nature (Chapter 2) - that are used to determine school maturity.

12.4 Pre-schools have programmes which are centralised on play as the best medium of learning.

13. Children from pre-schools tend to cry often.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	40	80	27	67.5	22	73.33	22	73.33	111	74
Sometimes	8	16	12	30	7	23.34	8	26.67	35	23.33
Always	2	4	1	2.5	1	3.33	-	-	4	2.67
TOTAL	50	100	40	100	30	100	30	100	150	100

The table reveals that 74 percent of the teachers found that pre-schoolers had learnt to be independent, hence they do not cry. Only 23.33 percent of the teachers responded by saying the children sometimes cried, and 2.67 percent said pre-schoolers always cry.

Children are expected not to often cry because crying disturbs the progress of the child in class. Such children do not concentrate fully on their lessons.

14. They are troublesome and noisy most of the time.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	21	42	16	40	13	43.33	12	40	62	41.33
Sometimes	27	54	19	47.5	12	40	17	56.67	75	50
Always	2	4	5	12.5	5	16.67	1	3.33	13	8.67
TOTAL	50	100	40	100	30	100	30	100	150	100

According to the table, 50 percent of the respondents found that pre-scholars were sometimes noisy and troublesome. The reason given for this, was that these pupils needed to be fully occupied in class. 41.33 percent of the teachers indicated that pre-scholars were never troublesome, instead they were well behaved. Very few teachers (8.67 percent) responded by saying these children were always troublesome and noisy.

15. Have a tendency to tease their classmates.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	27	54	24	60	13	43.33	7	23.33	71	47.34
Sometimes	18	36	14	35	11	36.67	22	73.34	65	43.33
Always	5	10	2	5	6	20	1	3.33	14	9.33
TOTAL	50	100	40	100	30	100	30	100	150	100

Most teachers in the lower primary level denied that pupils from pre-schools tended to tease others (47.34 percent). However, 43.33 percent indicated that sometimes the children teased their classmates. The smallest group (9.33 percent) of the respondents concluded that pre-scholars always teased other children.

16. They laugh more often with other people.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	5	10	2	5	-	-	-	-	7	4.67
Sometimes	17	34	17	42.5	10	33.33	16	53.33	60	40
Always	28	56	21	52.5	20	66.67	14	46.67	83	55.33
TOTAL	50	100	40	100	30	100	30	100	150	100

Out of the 150 teachers who responded to the questionnaire, 55.33 percent felt that children who had attended pre-school always laughed. They were sociable towards other people and often showed a pleasant attitude. 40 percent of the teachers did not agree that the children always laughed, they said sometimes they did. The other group of 4.67 percent pointed out that pre-scholars never laughed at all.

17. Are they pleasant towards other people?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
Never	2	4	1	2.5	-	-	1	3.33	4	2.67
Sometimes	10	20	10	25	3	10	7	23.34	30	20
Always	38	76	29	72.5	27	90	22	73.33	116	77.33
TOTAL	50	100	40	100	30	100	30	100	150	100

77.33 percent of the respondents asserted that children from pre-schools were very pleasant towards other people. From experience the reason was that pre-scholars were well behaved and were used to being with other people other than their own family members. 20 percent of the teachers felt that the children were pleasant sometimes and 2.67 percent said they were never pleasant.

18. Pre-school children enjoy their first year at school.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
Strongly Disagree	5	10	-	-	1	3.33	-	-	6	4
Disagree	-	-	-	-	-	-	-	-	-	-
Agree	15	30	18	45	15	50	14	46.67	62	41.33
Strongly Agree	30	60	22	55	14	46.67	16	53.33	82	54.67
TOTAL	50	100	40	100	30	100	30	100	150	100

Most teachers (54.67 percent and 41.33 percent) agreed that pre-scholars seemed to enjoy their first year at school. Reasons for such a response are shown below. However, only 4 percent of the teachers contradicted what the other respondents stated.

Reasons given for the positive response in question 18, were:

- 18.1 Pre-scholars were used to the learning situation.
- 18.2 The children mixed well with other children.
- 18.3 They were happy because they met new friends and new teachers.
- 18.4 Pre-scholars regularly attended school.
- 18.5 They were actually ready for school.

Pre-scholars are always ready to learn. This is supported by Holt (1971:152) who asserts that learning leads children out into life in many directions. Each new thing they learn makes them aware of other things to be learned. Children's curiosity grows on and it is the task of the teacher to keep it well supplied with knowledge.

19. When pre-school children get to primary school, are they able to count?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	3	6	-	-	-	-	-	-	3	2
Sometimes	14	28	8	20	5	16.67	8	26.67	35	23.33
Always	33	66	32	80	25	83.33	22	73.33	112	74.67
TOTAL	50	100	40	100	30	100	30	100	150	100

The above table reflects that 74.67 percent of the teachers pointed out that in most cases pre-scholars were admitted to primary school knowing how to count. 23.33 percent of the respondents stated that it was only sometimes that the children were admitted with the counting skill. Otherwise 2 percent of the teachers denied this.

Counting is one of the most important skills of learning in pre-schools. It leads towards Mathematical skills in the classroom. This is supported by Sugarman (1983:211) who says that children usually begin to count small sets of elements by the time they are three years old, that is pre-school age.

20. Do these children cope well in Mathematics?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	2	4	1	2.5	-	-	-	-	3	2
Sometimes	24	48	19	47.5	14	46.67	16	53.33	73	48.67
Always	24	48	20	50	16	53.33	14	46.67	74	49.33
TOTAL	50	100	40	100	30	100	30	100	150	100

According to the table 49.33 percent of the respondents indicated that pre-scholars always coped well in Mathematics. This confirmed that these pupils come to primary school with some experiences of Mathematics from the pre-school. Dealing with numbers was not something new to them. However, 48.67 percent of the teachers pointed out that sometimes the pre-scholars did well in the subject. 2 percent of the remaining teachers responded by saying "never".

21. Pre-school children learn to read and write Zulu faster than others.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Strongly Disagree	-	-	1	2.5	2	6.67	-	-	3	2
Disagree	6	12	2	5	1	3.33	4	13.33	13	8.67
Agree	29	58	21	52.5	19	63.33	21	70	90	60
Strongly Agree	15	30	16	40	8	26.67	5	16.67	44	29.33
TOTAL	50	100	40	100	30	100	30	100	150	100

As can be seen, the table reflects that 29.33 percent of the teachers strongly agreed and 60 percent agreed that children who had attended pre-school read and wrote Zulu faster than others. This showed that pre-scholars became exposed to the handling of books with pictures and hence interpreting the story from the book. Recitational work done in pre-schools also contributes a great deal to the reading of children. Range, Layton and Roubinek (1980:52) quote MacGinitie who stated that every 4 or 5 year old child should be able to learn some reading if instructions were suited to the child. Thus researchers indicated that children can and do learn to read before first grade (Sub. Std A) if they are in a proper environment. Samuels (1977:105) further says that reading is an achievement and a significant skill essential for

success in the society and has been found to be correlated with the self-concept of the child. However, 10.67 percent of the respondents disagreed with the fact that children from pre-school learnt Zulu faster than others.

22. Pre-school children get to primary school knowing how to draw diagrams.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
Never	-	-	-	-	-	-	-	-	-	-
Sometimes	10	20	6	15	2	6.67	3	10	21	14
Always	40	80	34	85	28	93.33	27	90	129	86
TOTAL	50	100	40	100	30	100	30	100	150	100

Most teachers (86 percent) agreed that when pre-scholars were admitted to primary schools, they always knew how to draw sketches or diagrams. The reason being that at pre-school these children are trained in drawing and painting. A small group of 14 percent indicated that it was only sometimes that, the pre-scholars came to school knowing how to draw.

Drawing of diagrams and painting in pre-school helps in developing the children's motor skills, for example, writing of numbers, handwriting, etc. By making things and painting pictures children show adults what is in their minds (Lee, 1977:60).

23. In most cases, their performance in speech work is good:

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Strongly Disagree	2	4	1	2.5	3	10	1	3.33	7	4.67
Disagree	-	-	-	-	-	-	-	-	-	-
Agree	41	82	26	65	22	73.33	24	80	113	75.33
Strongly Agree	7	14	13	32.5	5	16.67	5	16.67	30	20
TOTAL	50	100	40	100	30	100	30	100	150	100

The table reveals that 75.33 percent of the teachers agreed and 20 percent strongly agreed that pupils from pre-schools usually performed well in speech work. The reason for such performance being that story-telling is one of the essential aspects of learning in pre-school education. This helps children in self expression. However 4.67 percent of the teachers strongly disagreed.

The reason for the disagreement by the 4.67 percent of the teachers was that, perhaps they have never admitted children from pre-schools. Thus having no experience at all with such children.

24. Children from pre-school easily tell stories in class.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	2	4	-	-	-	-	-	-	2	1.33
Sometimes	12	24	19	47.5	4	13.33	11	36.67	46	30.67
Always	36	72	21	52.5	26	86.67	19	63.33	102	68
TOTAL	50	100	40	100	30	100	30	100	150	100

Children coming from pre-schools easily tell stories in class. This is confirmed by 68 percent of the respondents, however, 30.67 percent maintained that, these children sometimes tell stories and only 1.33 percent of the teachers indicated that pre-scholars never told stories easily in class.

25. When these children get to school, they are actually ready for school.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	-	-	-	-	-	-	-	-	-	-
Sometimes	22	44	10	25	5	16.67	9	30	46	30.67
Always	28	56	30	75	25	83.33	21	70	104	69.33
TOTAL	50	100	40	100	30	100	30	100	150	100

According to the table, a large number of lower primary school teachers (69.33 percent) pointed out, that when pre-scholars got to school as Sub-Standard A pupils, they were actually ready for school in most cases because they have practiced some of the educational skills at pre-school. 30.67 percent of the respondents indicated that this was not always the case with all pre-scholars. At times some of the children were admitted not being ready and as a result they failed. This could perhaps mean that those particular pupils had not remained long enough at a pre-school. They may have had a shorter time at the institution.

26. If the answer was "always" which skills do you find to be most developed?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Counting Speech Writing	33	66	22	55	16	53.33	16	53.33	87	58
Reading	-	-	6	15	8	26.67	7	23.34	21	14
Non-Responses	17	34	12	30	6	20	7	23.33	42	28
TOTAL	50	100	40	100	30	100	30	100	150	100

The teachers who indicated that when pre-scholars came to primary school, they had developed some skills, pointed out the following skills:

26.1 Counting, speech work, and writing - this was supported by 58 percent of the respondents.

26.2 Reading was the other skill which 14 percent of the teachers thought it had been developed when the child entered primary school.

However, the rest of the respondents (28 percent) were just neutral to the question.

27. On the whole how would you rate the progress of pre-school children in a learning situation?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Poor	-	-	-	-	-	-	-	-	-	-
Satisfactory	21	42	2	5	1	3.33	4	13.33	28	18.66
Good	23	46	22	55	24	80	22	73.33	91	60.67
Very Good	6	12	16	40	5	16.67	4	13.34	31	20.67
TOTAL	50	100	40	100	30	100	30	100	150	100

A large number of respondents (60.67 percent) pointed out that the progress of pre-school children was good. 20.67 percent of the teachers found that progress of these children was very good on the whole. However, 18.66 percent mentioned that progress of pre-scholars was in the main satisfactory.

28. Do you find pre-scholars shy when they get to primary school?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
Never	45	90	33	82.5	27	90	23	76.67	128	85.33
Sometimes	5	10	3	7.5	-	-	5	16.67	13	8.67
Always	-	-	4	10	3	10	2	6.66	9	6
TOTAL	50	100	40	100	30	100	30	100	150	100

From the above table, the reader will observe that 85.33 percent of the respondents maintained that pre-scholars were never shy when they entered the primary school. From experience this is due to the fact that the pupils have been exposed to a learning situation at pre-schools. 8.67 percent of teachers indicated that these children were sometimes shy when entering primary school and only 6 percent found that the children were always shy.

29. Would you say pre-scholars come to primary school having acquired sufficient vocabulary?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	3	6	2	5	1	3.33	1	3.33	7	4.67
Sometimes	24	48	21	52.5	13	43.33	16	53.33	74	49.33
Always	23	46	17	42.5	16	53.34	13	43.34	69	46
TOTAL	50	100	40	100	30	100	30	100	150	100

The above table shows that 49.33 percent of the teachers pointed out that pre-school children entered primary school with sufficient vocabulary. This is also confirmed by 46 percent of the respondents who from their experience found that pre-scholars entered school with sufficient vocabulary, and 4.67 percent of the teachers maintained that these children entered primary school with insufficient vocabulary.

For children to be sufficiently equipped with vocabulary, Baker (1976:47) says if children are to talk freely and express themselves clearly with adequate vocabulary, stimulating situations must be provided as it is done at pre-school.

30. Do their parents, brothers or sisters still accompany them to school?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Never	27	54	27	67.5	16	53.33	18	60	88	58.67
Sometimes	23	46	12	30	12	40	11	36.67	58	38.67
Always	-	-	1	2.5	2	6.67	1	3.33	4	2.66
TOTAL	50	100	40	100	30	100	30	100	150	100

It is clear from the table that children from pre-school are never accompanied by parents or relatives to school because they are used to the school routine. This was confirmed by 58.67 percent of the respondents. However, 38.67 percent of the teachers felt that, these children were sometimes accompanied by relatives, and only 2.66 percent said the children were always accompanied by relatives.

Reasons for accompanying children to school for the Sub A class were that:

- Some children were still very young to travel to school on their own, and had never left home, unlike the pre-scholars.
- Some children were a distance from the school and had to cross a number of roads before reaching school. Hence parents or relatives were compelled to take safety measures of accompanying them.

31. Parents of pre-school children paid school fees very well.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
No	1	2	3	7.5	3	10	2	6.67	9	6
Yes	49	98	37	92.5	27	90	28	93.33	141	94
TOTAL	50	100	40	100	30	100	30	100	150	100

The table reflects that most of the teachers (94 percent) indicated that parents of children who attended pre-school paid school fees very well. This was due to the fact that, it was cheaper to send a child to the primary school than it was to the pre-school institution where fees were much higher. Only 6 percent of the respondents said parents of pre-scholars did not pay well.

32. Pre-scholars always display good behaviour in school.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	
										%
No	4	8	3	7.5	-	-	-	-	7	4.67
Yes	46	92	37	92.5	30	100	30	100	143	95.33
TOTAL	50	100	40	100	30	100	30	100	150	100

95.33 percent of the respondents pointed out that pre-scholars displayed good behaviour in school and only 4.67 percent of the teachers maintained that children from pre-schools did not display good behaviour.

33. What must a parent provide for his or her child before getting to school in order to advance educationally in school work?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Picture books, story books toys, puzzles	26	52	26	65	16	53.33	15	50	83	55.33
School uniform, school fees & other school requirements	21	42	14	35	12	40	14	46.67	61	40.67
Teach him or her good respect and behaviour	3	6	-	-	2	6.67	1	3.33	6	4
TOTAL	50	100	40	100	30	100	30	100	150	100

55.33 percent of the teachers felt that picture books, story books toys and puzzles should be provided by parents before a child enters primary school in order to advance educationally.

40.67 percent of the respondents stressed school requirements for example, school uniform, books, school fees, etc. Only 4 percent of the teachers indicated that children should be taught good behaviour and respect to advance educationally.

34. How is the relationship between you as a teacher and the pupils' parents?

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Unsatisfactory	-	-	-	-	-	-	-	-	-	-
Satisfactory	25	50	18	45	13	43.33	14	46.67	70	46.67
Good	25	50	22	55	16	53.33	16	53.33	79	52.67
Non-responses	-	-	-	-	1	3.34	-	-	1	0.66
TOTAL	50	100	40	100	30	100	30	100	150	100

The table above reveals that the relationship between teachers and parents was on the whole good. This was confirmed by 52.67 percent of the respondents. However, 46.67 percent of the teachers pointed out that the relationship between the two parties was satisfactory.

35. Give general comments on how you find children who have attended pre-school compared to the non-pre-scholars.

	SSA	%	SSB	%	STD 1	%	STD 2	%	TOTAL RESPONSES	%
Active & Sociable	22	44	20	50	11	36.67	14	46.67	67	44.67
Some skills have been developed	5	10	-	-	3	10	-	-	8	5.33
Ready for School	20	40	20	50	15	50	16	53.33	71	47.33
Non-Responses	3	6	-	-	1	3.33	-	-	4	2.67
TOTAL	50	100	40	100	30	100	30	100	150	100

The table shows that 44.67 percent of the teachers felt that pre-scholars were active and sociable. Pre-scholars were found to be ready for school by 47.33 percent of the respondents. 5.33 percent of teachers indicated that when these children were admitted at school, some skills like manipulating, counting, writing, reading, etc. had been acquired at pre-school level. This made the work more easier for the teachers concerned.

4.3 DATA CONCERNING PARENTS

SECTION A: PERSONAL PARTICULARS

1. Sex

Respondents were males and females.

2. Marital Status

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
Single	4	15.39	12	31.58	8	44.45	2	14.39	-	-	26	26
Married	18	68.23	22	57.90	6	33.33	10	71.42	4	100	60	60
Divorced	4	15.38	-	-	2	11.11	-	-	-	-	6	6
Widowed	-	-	4	10.52	2	11.11	2	14.29	-	-	8	8
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

The parental sample was mostly made up of single and married parents. 60 percent of the parents were married and 26 percent were single. A small fraction of the sample was divorced and widowed. This meant that 86 percent of the parents were very much concerned about the upbringing and development of their children.

3. Age Range

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
Less than 21 years	-	-	-	-	-	-	-	-	-	-	-	-
21-25	4	15.38	6	15.78	8	44.44	2	14.28	-	-	20	20
26-30	6	23.07	12	31.57	2	11.11	4	28.57	2	50	26	26
31-35	6	23.07	12	31.57	4	22.22	2	14.28	-	-	24	24
36-40	2	7.69	-	-	2	11.11	4	28.57	2	50	10	10
41-45	4	15.38	2	5.26	-	-	-	-	-	-	6	6
46-50	2	7.69	-	-	-	-	-	-	-	-	2	2
Over 50	2	7.69	6	15.78	2	11.11	2	14.28	-	-	12	12
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

The table shows that most parents ranged from the age of 21-35 years (70 percent). Only 30 percent were parents between 36 and over 50 years of age. The sample consisted of parents who were young and still keen in the children's development. These parents were helpful in the answering of questions about the present study.

4. Do you both go to work?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	4	15.38	6	15.79	4	22.22	4	28.58	-	-	18	18
Yes	16	61.54	28	73.69	14	77.78	10	71.42	4	100	72	72
Non-responses	6	23.08	4	10.52	-	-	-	-	-	-	10	10
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

The table reveals that 72 percent of the parents were both working and 18 percent indicated that only one member (parent) was working. This clearly indicated that there was a need for more pre-schools at Umlazi for the majority of working parents.

SECTION B: INFORMATION CONCERNING CHILDREN UNDER 5 YEARS

5. Do you have children who are under 5 years?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	4	15.39	8	21.06	2	11.11	-	-	-	-	14	14
Yes	22	84.61	30	78.94	16	88.89	14	100	4	100	86	86
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

86 percent of parents had children who were under 5 years who should have been attending pre-schools. However, some of the children could not attend pre-school due to the shortage of schools. Only 14 percent of the respondents did not have children under five years.

Even the few schools that existed were far away from the children's homes. This is supported by the reasons given by parents in the following question (number 6).

6. Are the children under 5 attending pre-school?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	16	61.53	24	63.27	12	66.67	8	57.14	2	50	62	62
Yes	10	38.47	10	26.31	4	22.22	6	42.86	2	50	32	32
Non-responses	-	-	4	10.52	2	11.11	-	-	-	-	6	6
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

A large number of children were not attending pre-schools, that is, 62 percent. Thirty two (32) percent of the parents were sending their children to pre-schools.

REASONS WHY MOST OF THE CHILDREN DID NOT ATTEND PRE-SCHOOLS

Reasons why most of the children did not attend pre-schools were that:

1. There was a shortage of pre-schools locally.
2. The few existing pre-schools were a distance from the children's homes and this necessitated paying heavily for transport.
3. Accommodation was a problem in the few existing schools.

7. Who looks after the children when you are at work?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
Servant	8	30.77	12	31.58	4	22.22	6	42.84	4	100	34	34
Mother	10	38.47	8	21.05	2	11.11	2	14.49	-	-	22	22
Grandmother	2	7.69	6	15.79	10	55.56	2	14.29	-	-	20	20
Other Relative	6	23.07	8	21.05	2	11.11	2	14.29	-	-	18	18
Non-Responses	-	-	4	10.43	-	-	2	14.59	-	-	6	6
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

The table shows that 94 percent of the parents indicated that, their children who were not attending pre-schools were being looked after by various people as reflected in the table. However, these individuals only cared for the safety of the children at home. The educational part was not catered for because these adults were not in a position of guiding and helping the children towards school readiness.

8. Do you have children who have attended pre-school before getting to primary school?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	
No	20	76.92	22	57.90	12	66.67	10	71.42	-	-	64	64
Yes	6	23.08	10	26.32	4	22.22	4	28.58	4	100	28	28
Non-Responses	-	-	6	15.78	2	11.11	-	-	-	-	8	8
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

The table reveals that 28 percent of the parents did send their children to pre-schools before entering primary schools. According to Shinman (1981:13-14) the danger is that parents who recognize the value of pre-school education are those who will actually make use of it, whilst some of those who are already at a disadvantage for a variety of reasons, may not. The gap between the haves and the have nots will be widened and a fundamental aim of national pre-school policy undermined. 64 percent of parents indicated that, their children entered primary school without any pre-school experience. It is realized from this percentage that a number of children might have benefited from pre-school provision.

9. What is your opinion about pre-school education?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
Unsatisfactory	-	-	2	5.27	-	-	-	-	-	-	2	2
Satisfactory	8	30.77	-	-	6	33.33	-	-	-	-	14	14
Good	16	61.53	36	94.73	12	66.67	14	100	4	100	82	82
Non-Responses	2	7.70	-	-	-	-	-	-	-	-	2	2
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

Of the parents questioned 82 percent thought that pre-school education was good. The idea is supported by Entwisle and Hayduk (1982:7) by stating that, children who know the most when they begin school are the ones who learn the most during the year.

14 percent of the respondents indicated that pre-school education was on the whole satisfactory.

Only 2 percent maintained that pre-school education was unsatisfactory.

10. Are you keen on your children attending pre-school before starting in primary school?

	Clerks		Teachers		Nurses		Domestic Workers		Social Workers		Total Responses	
		Percentage		Percentage		Percentage		Percentage		Percentage		Percentage
No	-	-	2	5.26	2	11.11	-	-	-	-	4	4
Yes	24	92.30	34	89.48	16	88.89	14	100	4	100	92	92
Non-Responses	2	7.70	2	5.26	-	-	-	-	-	-	4	4
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

Parents were very keen on their children attending pre-school before entering primary school. This was evident from the response of 92 percent of the parents who indicated keenness. Only 4 percent of respondents were not keen on sending their children to pre-school.

Almost every parent was keen in sending his/her children to pre-school because the children would be ready for formal education when they were admitted at the primary school.

11. Are you also keen on pre-school education being spread out in Umlazi?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	-	-	-	-	-	-	-	-	-	-	-	-
Yes	24	92.30	38	100	14	77.78	14	100	4	100	94	94
Non-Responses	2	7.70	-	-	4	22.22	-	-	-	-	6	6
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

94 percent of the parents were keen on pre-school education being spread out in Umlazi, and gave the following reasons:

- 11.1 Pre-school education caused children to be ready for school.
- 11.2 Various skills were developed at pre-school level.
- 11.3 Children learnt to communicate easily with other people.
- 11.4 Children learnt to be sociable with peers and expressed themselves freely.

- 11.5 Pre-school children were active at home and at school.
- 11.6 Children were well looked after. (Security).

Ohuche and Otaala (1981:71) sum up the above statements by stating that:

"If education is properly conceived, it enables an individual to understand his environment gain a measure of control over it and, at the appropriate time, make positive contributions towards his community".

This is the reason why Umlazi parents need more pre-schools. They would like to have a large number of children gaining pre-school experiences before entering primary school.

12. If you are interested in pre-school education are you also prepared to support pre-schools?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	-	-	-	-	-	-	2	14.29	-	-	2	2
Yes	26	100	36	94.73	18	100	10	71.42	4	100	94	94
Non-Responses	-	-	2	5.27	-	-	2	14.29	-	-	4	4
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

Parents revealed that they were prepared to support pre-school education. Evidence to this fact was supported by 94 percent of the parents. Their reasons are shown below. Otherwise only 2 percent of the respondents were not interested in supporting pre-school education.

Parents were prepared to support pre-school education:

- by fund raising for the building of more pre-schools.
- by sending children to pre-schools and encouraging regular attendance.

- by donating to the pre-school projects.
- by accepting election as a Committee member.
- by being up to date with the payment of fees.
- by encouraging parents in sending their children to pre-schools.

13. On your child's birthday what types of gifts do you buy him or her?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
Picture Books	6	23.07	4	10.52	4	22.22	-	-	-	-	14	14
Toys	20	76.93	34	89.48	14	77.78	12	85.71	4	100	84	84
Others	-	-	-	-	-	-	-	-	-	-	-	-
Non-Responses	-	-	-	-	-	-	2	14.29	-	-	2	2
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

Most parents (98 percent) pointed out that they bought gifts for their children in the form of toys, picture books and jigsaw puzzles. This proved that some parents were becoming aware of the

need of educating children even when they were not of school going age.

14. If you buy him or her toys, do you buy the educational type?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	4	15.39	4	10.52	-	-	2	14.29	-	-	10	10
Yes	22	84.61	32	84.21	18	100	8	57.14	4	100	84	84
Non-Responses	-	-	2	5.27	-	-	4	28.57	-	-	6	6
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

84 percent of the parents indicated that they bought children toys of educational value. Only 10 percent of the respondents did not buy educational toys for their children.

Children of these parents were not exposed to toys which could involve some thinking and solving of problems.

15. Do you at times tell your child short stories in the evenings?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	8	30.77	12	31.58	4	22.22	-	-	-	-	24	24
Yes	16	61.53	26	68.42	14	77.78	12	85.71	4	100	72	72
Non-Responses	2	7.20	-	-	-	-	2	14.29	-	-	4	4
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

The table shows that 72 percent of the parents told their children stories before they went to bed. From the researcher's point of view, story-telling is of vital importance in developing the speech and memory of the child. This is supported by Grant (1981:26) who says that the child's memory is particularly keen and he likes repetition. The emphasis must be in doing. The child is the one who needs to develop his use of language.

24 percent of the parents said they did not tell any short stories to their children before going to bed.

Apart from parents telling their children stories, some other ways of communication could be used. Evans and McCandless (1978:238) contend that another kind of informal adult-child interaction could be the use of occasional questions which would be useful to young children. For example, do you like a cake? What did you have for breakfast this morning? The adult expects some response from the child.

16. Do you regularly communicate and play games with your child?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
No	2	7.70	-	-	-	-	-	-	-	-	2	2
Yes	24	92.30	38	100	18	100	12	85.71	4	100	96	96
Non-Responses	-	-	-	-	-	-	2	14.29	-	-	2	2
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

Indications from the table reflect that 96 percent of the parents regularly communicated and played, with their children. From the researcher's experience, children learn by means of play. Play in

itself is very essential in child development. According to Lehobye (1978:35) play promotes the development of sensori-motor skills.

Children are often seen involved in repetitious physical activities as central aspects of play. These physical activities perfect muscles co-ordination and development of muscles. Play also promotes social development as stated by Duminy in Lehobye (1978:35). He speaks of dramatic and socio-dramatic play. The latter entails verbal communication an interaction with two or more people as well as imitative role playing with regard to objects, actions and situations. Socio-dramatic play also helps the child to acquire social skills. 2 percent of the respondents maintained that they never communicated and played with their children. This was not healthy on the part of the children. It limits their social and communication development.

Early social-interactive behaviours of the child are related to the later development of communication (Stark 1981:4).

17. How is your child's social development with other children?

	Clerks	Percentage	Teachers	Percentage	Nurses	Percentage	Domestic Workers	Percentage	Social Workers	Percentage	Total Responses	Percentage
Unsatisfactory	2	7.69	-	-	-	-	-	-	-	-	2	2
Satisfactory	10	38.47	6	15.79	2	11.11	2	14.29	-	-	20	20
Good	14	53.84	32	84.21	16	88.89	10	71.42	4	100	76	76
Non-Responses	-	-	-	-	-	-	2	14.29	-	-	2	2
TOTAL	26	100	38	100	18	100	14	100	4	100	100	100

A number of parents (76 percent) pointed out that their children's social development was good, which meant that the children had been adequately exposed to social situations with other people. 20 percent of the respondents indicated that the social development of their children was satisfactory. Only 2 percent maintained that their children's social development was unsatisfactory because they rarely mixed with other children or people.

4.4 OBSERVATION OF LOCAL PRE-SCHOOLS

The four pre-schools and one primary school with pre-school classes, which were visited and observed, varied in their standards, manner of staffing, and the daily routine. They all admitted children from 3 years to 5 years, except for one pre-school which was a day care centre as well. This particular school admitted children from 8 months to 5 years. The other exception was the primary school which had pre-school classes attached to it. The school's admission age was four and a half years to five years. These were actually school readiness classes because children remained in the classes for only a year and admitted at primary school the following year.

Findings from the five pre-schools which were visited for observation are provided hereunder.

4.4.1 Teachers' Qualifications

Academic Qualifications

STANDARD PASSED	NUMBER OF TEACHERS	NUMBER OF RESPONSES	PERCENTAGE
Standard 10	2	2	9.10
Standard 9	3	3	13.63
Standard 8	5	5	22.72
Standard 7	11	11	50
Standard 6	1	1	4.55
TOTAL	22	22	100

The above table shows that the academic qualifications of most teachers (77.27 percent) in pre-schools were below standard 9. This meant that the teachers in question had not had any relevant training for pre-school education.

4.4.2 Professional Qualifications

	NUMBER OF TEACHERS	NUMBER OF RESPONSES	PERCENTAGE
With professional qualifications	6	6	27.28
Without professional qualifications	16	16	72.72
TOTAL	22	22	100

It is indicated on the above table that only 6 teachers (27.28 percent) had professional qualifications compared to 16 teachers (72.72 percent) who were not trained professionally. This clearly shows that even the existing few pre-schools were not handling pre-school work as it should be tackled because most teachers were unqualified.

4.4.3 Teacher-children ratio

PRE-SCHOOL CENTRE	NUMBER OF CHILDREN	NUMBER OF TEACHERS	RATIO
1	77	3	1:36
2	156	5	1:31
3	200	6	1:33
4	175	6	1:29
5	78	2	1:39
TOTAL	686	22	1:31

The table reflects that each teacher taught more than 30 children. Whereas the accepted teacher-pupil ratio in pre-schools should be 1:15 for purposes of individual attention.

4.4.4 Teachers' Remuneration

Range of salary: R150-R270 monthly.

The four pre-schools which were visited were privately built and run by private sector. Parents contributed for the upkeep of their children. Most schools charged R20.00 per month, per child and parents responded well in payments because they were keen on pre-school education. Parents who had their children in the pre-primary class attached to the primary school only paid R40.00 per year. Pre-scholars at the school brought along their own lunch boxes.

Pre-school children at the ordinary pre-school were served with meals and snacks per day (that is, breakfast, tea, lunch and afternoon tea).

Pre-school teachers' salary depended on the fees paid by the parents. Whereas the two teachers at the primary school were fully subsidised by the Department of Education and Culture because their classes were attached to the school.

Equipment was inadequate in some cases. Picture and story books were not sufficiently provided for the children. Lack of sufficient outdoor space and proper play materials in pre-schools, together with the high teacher-children ratio, and the low salaries earned by the teachers left much to be desired.

4.4.5 Standard of teaching

A pre-school centre can have all the facilities required and still not satisfy the needs of children unless there are sufficiently qualified and experienced teachers to organise and interpret the equipment meaningfully for the benefit of the child.

The qualifications of pre-school teachers in Umlazi as presented in this study are of a low standard and need to be improved in order to raise the standards in some pre-school centres.

4.4.6 High teacher-children ratio

An average of one teacher to 31 children, which this research established, would make it extremely difficult for a teacher to cater for the needs of each individual child.

The above picture clearly shows pre-schools in the Umlazi area as not being sufficiently capable of providing for the social and emotional needs of children. This also clearly reflects the need for more organised and more effective pre-school education.

At present there are no pre-school centres that were registered and subsidised by the Education Department. Private sectors managed these.

The Department of Education and Culture introduced a school readiness project a few years ago, and this was in operation in some circuits in KwaZulu.

One of the objectives of school readiness was to try and help Sub A pupils. When the children were admitted for Sub A. They had to go through a crash programme for 3 months in school readiness. This involves counting, drawing diagrams, speech work, etc. The actual teaching of Sub A according to the syllabus would only be tackled after the first three months of the first year. Some teachers were not happy about this, stating that such a programme was time wasting because it was hurriedly done. Immediately after the programme, they had to start teaching what was expected by the syllabus very late. At times they could not even complete the year's work.

Pre-school education which is well planned would be the solution to the above mentioned problem.

However, this seemed to be only a crash course for the first three months when the child was admitted at school at the age of 6 years. So far, the Department has not provided any pre-primary education for the under "fives".

Recently the Madadeni College of Education started training pre-primary school teachers, but when these teachers completed the course, they were never employed in pre-school institutions. Instead they were appointed in ordinary primary schools to teach sub-standard A pupils. They never sought employment at a pre-school because they knew that these institutions were not subsidised by the Department. If they went to the privately managed pre-schools, they would earn very little as a salary.

4.5 CONCLUSION

The findings in this Chapter reveal that, although pre-school centres are not fully equipped for all the needs of the children, parents would like to send their children to these centres for one or more of the following reasons:

- to keep their children in safe custody when they have gone to work.
- to keep children away from the restrictive and unstimulating home environment; and
- to ensure that children get a better educational background which they cannot provide because of their limited knowledge.
- over 50 percent of teachers felt that children with pre-school experiences performed better than the ones who had not been exposed to such an institution.
- Pre-schools were doing their utmost best in the teaching of pre-scholars even though they were not adequately equipped with pre-school materials and facilities.

The next chapter will deal with recommendations and the conclusion of the study.

CHAPTER 5

5. RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The above chapter gives the summary, implications, recommendations and the conclusion of the study.

5.2 SUMMARY

5.2.1 Statement of the problem

The problem which gave rise to the research project, started as a result of the researcher's concern that most school beginners in the area of Umlazi were not mature enough. They needed to develop socially, emotionally, linguistically and intellectually in order to cope with the requirements of formal school education. The contributory factor to this was perceived by the researcher as being the lack of pre-schools which rendered the Black children in Umlazi disadvantaged when they met for the first time in Class A, educative material which they should have encountered at pre-school level.

Consequently, there was a need to disclose the apparent cause of the above-mentioned state of affairs as well as to furnish more information and suggestions that might help ease or solve this problem.

5.2.2 The purpose of the study

The study aimed at showing the extent to which Black children were limited by the absence of pre-school centres in their communities, using Umlazi as a case study. Specific aims were set out as vital issues which necessitated investigation. They were:

- (a) To find out performances of children with pre-school experiences and without pre-school experiences. The differences in performances and abilities of pre-scholars and non-pre-scholars achieved by means of the measuring instruments, would give a clear picture of the effectiveness of pre-school education in the Umlazi area.
- (b) To determine the need for pre-school education as experienced by parents in a survey questionnaire. The purpose of these questionnaires would be to establish the extent to which parents were conscious of the role played by pre-school education. The reasons they mention for wanting to send their children to pre-school centres and the role they play in the running and organisation of pre-school centres.
- (c) To determine the role played by pre-school education in preparing children for formal schooling. This matter required probing specifically into the following factors which determine the effectiveness of any project of pre-school education:
 - (i) the nature and quality of programmes incorporated in pre-school centres, such as equipment and curricula;

- (ii) the quality of teaching in pre-school centres as reflected in the teachers' qualifications and their knowledge of the psychology of children; and,
- (iii) the co-operation between pre-school teachers and parents in their involvement with pre-school children.

5.2.3 Methods employed in the study

A literature review and an empirical study were used as a point of departure wherefrom the problem was attacked. It also illuminated possible research designs that could be adopted. For the empirical study, questionnaires and interview research instruments were designed. The methods used, were quite fruitful in carrying out a descriptive investigation.

5.2.4 Implications of findings

The study has been concerned with the investigation for the need of pre-school centres, in the Black community, with special reference to Umlazi. The study has mainly considered the parent and teacher involvement in pre-school education.

This is done to help the reader in seeing clearly how the findings of this research stand in relation to the findings already established in the field of pre-school education.

Research studies and literature indicate that South Africa started later in the field of pre-school education as compared to most western countries. This is even worse with Black communities.

5.2.4.1 Interest in pre-school education

The situation of pre-school education among Black communities leave much to be desired. It has been revealed in this study that Black pre-schools in the Umlazi area do not receive any financial aid from the Government or the Kwa-Zulu Department of Education and Culture nor do they get advice on how to run and organise their pre-schools.

5.2.4.2 Pre-school programmes

Generally, pre-school programmes provide indoor play activities, outdoor play activities as well as routine activities. All these activities are made possible by the provision of a variety of equipment which should be at the disposal of teachers and children.

The study has also shown the disturbing realities of scanty play equipment and facilities. These conditions created an atmosphere which did not promote participation in constructive play. Overcrowding also prevailed in most pre-schools since they were not built according to standard specifications.

5.2.4.3 Teachers' Status

It is indicated in literature that the educational standard achieved by teachers in most developed western countries is high. Matriculation is the minimum academic qualification for training as a pre-school teacher. This ensures a high standard of teaching

and a better understanding of the child. Teachers are not discriminated against, simply because they are teaching in a pre-school.

This research study has recorded generally very low academic qualifications of teachers in Umlazi. More than 50 percent of these teachers do not have professional qualifications and those who have had some training acquired it from private institutions.

Teachers' salaries were far below the present minimum breadline mark and these salaries were paid from children's fees.

The teacher-pupil ratio is another factor recorded in this study which was found to be 1:31 instead of 1:15 which existed in the western countries.

5.2.4.4 The environment of the child

Black parents earn low salaries compared to Whites who can provide better educational facilities for their children in the home and they are also in a position of instilling high achievement motives in their children.

The present study has revealed that Black parents in Umlazi neither have the financial means to ensure educational facilities for their children nor cope with the educational challenges which face them.

It needs to be pointed out that, if the under fives are to develop properly, pre-school education should be practiced by both parents and teachers.

5.2.4.5 Parent-Teacher relationship

Parents require further education to make them skilled labourers and more answerable to the needs of their children. As far as making parents more answerable to the needs of their children, this is primarily the duty of the pre-school - a duty they should perform as an important and integral part of their pre-school programme.

Pre-school programmes seldom succeed in solving the problem of the culturally deprived children. It is thus clear that the success of pre-school programmes depends upon pre-school teachers also fulfilling the following objectives in relation to parents:

- (a) They should improve children's performance by giving them tasks to complete at home and by encouraging parents to take keen interest in whatever tasks the children are doing.
- (b) They should encourage and instruct parents to take an active role in the teaching of their children even before entering pre-schools.
- (c) They should motivate parents to create a home environment that is conducive to better performance in school and in

life. This involves instructing parents on methods of child-rearing.

- (d) They should encourage parents to be involved in all the major activities of the pre-school.

In order to achieve all these objectives pre-school teachers should understand and support the cultural heritage of parents.

5.3 RECOMMENDATIONS

5.3.1 Pre-school centres

5.3.1.1 Responses by the teachers and parents in Chapter 4 clearly indicate that the number of pre-schools should be increased in the Umlazi area so as to cater for more local children.

5.3.1.2 Nursery or pre-school units could be attached to the existing primary schools. It could be a converted classroom/classrooms or an extension of some kind.

5.3.1.3 Pre-school units could be implemented in some schools even if not to all schools, and these could be continually increased as need be. It would be good to experiment with a few schools to begin with in Umlazi. These should be subsidized by the Department of Education and Culture - KwaZulu.

- 5.3.1.4 A pre-school unit is more ideal than a separate nursery school. It is easy for nursery and infant teachers to exchange ideas and information. It is also easy for the pre-school children to become familiar with the larger environment of primary school and particularly with their future teachers and classrooms. There will be similarities in equipment and continuity of policy.
- 5.3.1.5 Funds permitting, there could be a specially designed, separate building within the school grounds; it could be a temporary or permanent building, adapted for pre-school use.
- 5.3.1.6 Pre-schools and pre-school units should be registered and subsidised by the Education and Culture Department - KwaZulu, so that teachers employed could be paid according to their qualifications, and be fully subsidised by the Department. Regular visits should be made by inspectors who also have some experience in pre-school work. ✓
- 5.3.1.7 The creation of large community play centres at certain points in the township would also help a great deal. Such play centres, if well organised and well cared for, will be serviceable. They will not only promote socialization in play activities with peer groups, but will also compensate for the lack of space and play materials in the home environment of the children. For such projects to be completed and maintained, large sums of money are required. In this regard the public, the business entrepreneurs and the state have to join hands in meeting the financial demands.

5.3.2 Pre-school programmes

The programme incorporated in a pre-school institution depends upon considerations such as financial resources, the educational aims, the cultural background of the community and the age limits which the pre-school accommodates. Consequently, there are variations in the pre-school programmes followed throughout the world.

(a) Pre-school programmes should be implemented in such a way that the individual differences of children are respected. Programmes need to be evaluated constantly to make sure that they still satisfy the need of the growing child in his dynamic milieu.

(b) The pre-school programme should have a clearly formulated aim which is not only achievable, but also in line with the fulfilment of the ultimate aims of education in terms of that community's life-view. Hence the educational materials of the pre-school should first have a cultural bias and secondly meet the needs of formal learning which is required on entering school. For this reason there is a need for synchronisation between pre-schools and the family on one hand and between pre-schools and the lower primary schools on the other hand. In practice this implies that:

(i) the programmes and strategy of a pre-school has a starting point in the extension of family experiences.

Co-operation between parents and pre-school teachers is necessary in this regard. Parent co-operation can be solicited by involving them actively in the affairs of their children in pre-schools.

- (ii) a meaningful integration of pre-schools and lower primary school education be achieved whereby the two parties take a keen interest in what each is doing.

The mastery of language is the major pre-requisite for academic achievement. For this reason pre-school programmes should deliberately strive to bridge language problems which are sometimes detected in children. Language development is important for it promotes:

- (a) the quick development of vocabulary and syntactic structure;
- (b) technical control of language responses which allow symbolic manipulation of thought; and
- (c) the control of behaviour and the communication of thought in a clear and intelligible manner.

In order to promote language development in pre-schools, the first step is to teach the child how to identify things in his environment and how to ask questions about them. This helps the child to compare things in terms of size, texture, sounds, colour, etc. By doing this, the child learns the fundamental conceptual framework of logical thinking and how to interpret his

experiences. The child should be made to learn concepts from direct experiences. This should be closely followed up by the teachers.

5.3.3 Training of teachers

The implementation of the programme requires intensive training and specialization on the part of the teacher.

On a short-term basis there is a need for a vigorous in-service training programme for the ill-equipped teachers in the Umlazi area. A long-term plan to improve the quality of teachers would be for the KwaZulu Government to devise a curriculum for full-time training of pre-school teachers.

Without incurring much expenses special courses for the professional training of pre-school teachers can best be integrated with the present Primary Teachers' Diploma (P.T.D.). Such courses would be taken mainly by female teachers. However, to induce student teachers to take this course they should be assured of departmental remuneration on a par with their P.T.D. counterparts.

Money should be invested in pre-school education so that reversible side effects such as maternal deprivation are eliminated as early as possible. Such an investment will lessen frustrations encountered by pupils who are ill-equipped for the educational processes.

5.4 CONCLUSION

Whatever the limitations of the survey questionnaire employed or of the research project as a whole, the findings of the investigation indicate that some beginners in the Umlazi area are not quite ready for school. Only a few children who attended pre-school were ready to begin with formal education in primary schools.

Pre-schools or nursery schools are ideal institutions in the development of a child (all things being equal). Pre-schools are a necessary beginning, if the child's developmental progress is to be based on the right foundation. The research study has clearly proved that children without pre-school experience, remain disadvantaged at every stage of their scholastic career and developmental process.

On the other hand children who have attended pre-school are wide awake when they get to Sub.A and fair well on the whole.

It can be concluded, therefore, that most Black children enter school not having reached the expected level of maturity and readiness for school life. Primary education has to be extensive in order to make up for the gap.

It has been argued that the formative phase is the miniature of the child's later life. Therefore, experiences during this phase of development direct his exploration of reality. Most Black

children enter formal schooling not mature enough socially, intellectually and emotionally due to a lack of motivating home background. This affects the education of a child remarkably.

Therefore, pre-school education should be a must for every Black child for better progress in his scholastic career. However, as pointed out under recommendations there is still a vast scope for improvement.

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APPENDIX A

TEACHER'S QUESTIONNAIRE

AIM

The aim of the questionnaire is to collect information on the performance of children who attended pre-schools before being admitted at primary schools. Furthermore, the research study needs to ascertain whether there is a need for increasing pre-schools in the Umlazi area.

DIRECTIONS

Please complete this questionnaire as accurately as possible. The information given by you will be used in the research study. Do not write your name anywhere on this questionnaire, there is no need to reveal your identity. Information gained from you will remain confidential and anonymous. There are no wrong or right answers, therefore give honest answers.

Kindly indicate your answer by placing a cross (X) in the appropriate space in most questions.

Your co-operation will be greatly appreciated.

Thank you.

SECTION A: PERSONAL PARTICULARS

1. SEX

- | | | |
|--------|----|--------------------------|
| Male | 1. | <input type="checkbox"/> |
| Female | 2. | <input type="checkbox"/> |

2. MARITAL STATUS

- | | | |
|----------|----|--------------------------|
| Single | 1. | <input type="checkbox"/> |
| Married | 2. | <input type="checkbox"/> |
| Divorced | 3. | <input type="checkbox"/> |
| Widowed | 4. | <input type="checkbox"/> |

3. AGE RANGE

- | | | |
|--------------------|----|--------------------------|
| Less than 18 years | 1. | <input type="checkbox"/> |
| 18 to 20 | 2. | <input type="checkbox"/> |
| 21 to 25 | 3. | <input type="checkbox"/> |
| 26 to 30 | 4. | <input type="checkbox"/> |
| 31 to 35 | 5. | <input type="checkbox"/> |
| 36 to 40 | 6. | <input type="checkbox"/> |
| 41 to 45 | 7. | <input type="checkbox"/> |
| 46 to 50 | 8. | <input type="checkbox"/> |
| over 50 | 9. | <input type="checkbox"/> |

4. EXPERIENCE AS A TEACHER

- | | | |
|----------------|----|--------------------------|
| 1 to 2 years | 1. | <input type="checkbox"/> |
| 3 to 5 years | 2. | <input type="checkbox"/> |
| 6 to 10 years | 3. | <input type="checkbox"/> |
| 11 to 15 years | 4. | <input type="checkbox"/> |
| 16 to 20 years | 5. | <input type="checkbox"/> |
| 21 to 25 years | 6. | <input type="checkbox"/> |
| Over 25 years | 7. | <input type="checkbox"/> |

SECTION B: INFORMATION CONCERNING PRE-SCHOLARS

5. Children who have attended pre-school are friendly towards others.

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

Give reasons for your answer.

1.
2.
3.

6. Pre-school children attend school more regularly than others.
- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |
7. During breaks, they mix well with other children.
- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |
8. During breaks, children from pre-schools enjoy playing games.
- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |
9. Do pre-school children come in large numbers to your school?
- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |
10. Are these children helpful to one another in class?
- | | | |
|-----------|-----|--------------------------|
| Never | 1.. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |
11. Would you appreciate it, if more of the pre-school pupils came to your school every year?
- | | | |
|-----|----|--------------------------|
| Yes | 1. | <input type="checkbox"/> |
| No | 2. | <input type="checkbox"/> |
- Why? Give reasons:
1.
2.
3.
12. Do you feel that more pre-schools should be provided at Umlazi?
- Why? Give reasons:
1.
2.
3.

13. From observation, do children from pre-schools tend to cry often?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

14. Are they noisy and troublesome most of the time?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

15. Do they tend to tease their classmates?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

16. Do they laugh more often with other people?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

17. Are they pleasant towards other people?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

18. Would you agree that pre-school children enjoy their first year at school?

- | | | |
|-------------------|----|--------------------------|
| Strongly disagree | 1. | <input type="checkbox"/> |
| Disagree | 2. | <input type="checkbox"/> |
| Agree | 3. | <input type="checkbox"/> |
| Strongly agree | 4. | <input type="checkbox"/> |

19. When children from pre-school get to primary school, are they able to count?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

20. Do these children cope well in Mathematics?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

21. Children from pre-school learn to read and write Zulu faster than others?

- | | | |
|-------------------|----|--------------------------|
| Strongly disagree | 1. | <input type="checkbox"/> |
| Disagree | 2. | <input type="checkbox"/> |
| Agree | 3. | <input type="checkbox"/> |
| Strongly agree | 4. | <input type="checkbox"/> |

22. Pre-school children get to primary school, knowing how to draw diagrams.

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

23. In most cases, their performance in speech work is good, would you agree?

- | | | |
|-------------------|----|--------------------------|
| Strongly disagree | 1. | <input type="checkbox"/> |
| Disagree | 2. | <input type="checkbox"/> |
| Agree | 3. | <input type="checkbox"/> |
| Strongly agree | 4. | <input type="checkbox"/> |

24. Do children from pre-school easily tell stories in class?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

25. When these children get to school, they are actually ready for school.

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

26. If the answer is always, which skills do you find to be most developed? Explain:

1.
2.
3.

If the answer is never, support your answer.

-
-
-

27. On the whole how would you rate the progress of pre-school children in the learning situation?

- | | | |
|--------------|----|--------------------------|
| Poor | 1. | <input type="checkbox"/> |
| Satisfactory | 2. | <input type="checkbox"/> |
| Good | 3. | <input type="checkbox"/> |
| Very good | 4. | <input type="checkbox"/> |

28. Are pre-school pupils shy when they get to primary school?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

29. Would you say that, they come to primary school having acquired sufficient vocabulary?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

30. Do their parents, brothers or sisters still accompany them to school?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

31. Do their parents pay school fees well?

- | | | |
|-----------|----|--------------------------|
| Never | 1. | <input type="checkbox"/> |
| Sometimes | 2. | <input type="checkbox"/> |
| Always | 3. | <input type="checkbox"/> |

32. Do these pupils display good behaviour in school?

- | | | |
|-----|----|--------------------------|
| No | 1. | <input type="checkbox"/> |
| Yes | 2. | <input type="checkbox"/> |

33. What do you think a parent should provide for his or her child before getting to school in order to advance educationally in school work? List these:

1.
2.
3.

34. How is the relationship between you as a teacher and the pre-school pupil's parents.

- | | | |
|----------------|----|--------------------------|
| Unsatisfactory | 1. | <input type="checkbox"/> |
| Satisfactory | 2. | <input type="checkbox"/> |
| Good | 3. | <input type="checkbox"/> |

35. Give general comments on how you find children who have attended pre-school compared to the non-pre-scholars.

.....

.....

.....

.....

.....

.....

APPENDIX B

PARENT'S QUESTIONNAIRE

AIM

The aim of the questionnaire is to collect information on whether there is a need for increasing pre-schools in the Umlazi area. Furthermore, the research study needs to ascertain how many parents are keen on pre-school education and what their reasons are.

DIRECTIONS

Please complete this questionnaire as accurately as possible. The information given by you will be used in the research study. Do not write your name anywhere on this questionnaire, there is no need to reveal your identity. Information gained from you will remain confidential and anonymous. There are no wrong or right answers, therefore, give honest answers.

Kindly indicate your answer by placing a cross (X) in the appropriate space in most questions.

Your co-operation will be greatly appreciated.

THANK YOU.

SECTION A: PERSONAL PARTICULARS

1. SEX

Male

1.

Female

2.

2. MARITAL STATUS

Single

1.

Married

2.

Divorced

3.

Widowed

4.

3. AGE RANGE

Less than 21 years

1.

21 to 25

2.

26 to 30

3.

31 to 35

4.

36 to 40

5.

41 to 45

6.

46 to 50

7.

Over 50

8.

4. Do you both go to work?

Yes

1.

No

2.

SECTION B: INFORMATION CONCERNING CHILDREN UNDER 5 YEARS

5. Do you have children who are under 5 years?

- Yes 1.
- No 2.

6. Are the children under 5 years attending pre-schools?

- Yes 1.
- No 2.

If "No" why don't they attend pre-school?

Reasons:

- 1.
- 2.
- 3.

7. Who looks after them when you are at work?

- Servant 1.
- Mother 2.
- Grandmother 3.
- Other Relative 4.

8. Do you have children who have attended pre-school before getting to primary school?

- Yes 1.
- No 2.

9. What is your opinion about pre-school education?

- Unsatisfactory 1.
- Satisfactory 2.
- Good 3.

10. Are you keen on your children attending pre-school before starting in primary school?

- Yes 1.
- No 2.

11. Are you also keen on pre-school education being spread out in Umlazi?

- Yes 1.
- No 2.

12. If you are interested in pre-school education, are you also prepared to support pre-school?

- Yes 1.
- No 2.

If the answer is "Yes" in what way?

.....

.....

.....

.....

13. On your child's birthday, what types of gifts do you buy him or her?

- Picture books 1.
- Toys 2.
- Jigsaw puzzles 3.

Other:

14. If you buy him toys, do you buy the educational type?

- Yes 1.
- No 2.

15. Do you at times tell your child short stories in the evening?

- Yes 1.
- NO 2.

16. Do you regularly communicate and play with your child?

- Yes 1.
- No 2.

17. How is your child's social development with other children?

- Unsatisfactory 1.
- Satisfactory 2.
- Good 3.